



TOOLKIT

GENDER TRANSFORMATIVE
APPROACHES, ADVOCACY, AND
MEANINGFUL AND INCLUSIVE
YOUTH PARTICIPATION
(MIYP) IN UGANDA.



**STOP
CHILD
MARRIAGES**

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ACRONYMS

CBOs	-	Community Based Organizations
CEDAW	-	Convention on the Elimination of all forms of Discrimination Against Women
CMT	-	Country Management Team
DCDO	-	District Community Development Officer
GTA	-	Gender Transformative Approach
MIYP	-	Meaningful and Inclusive Youth Participation
M&E	-	Monitoring and Evaluation
SEM	-	Social Ecological Model
SDG	-	Sustainable Development Goal
SGBV	-	Sexual and Gender Based Violence
SRH	-	Sexual Reproductive Health
VSLA	-	Village Savings and Loan Association
YFS	-	Youth-Friendly Services

DEVELOPMENT PROCESS OF THIS TOOLKIT

The development and piloting of this toolkit was a physical and virtual collaborative effort involving various stakeholders through several rounds of feedback from six districts in Uganda: Isingiro, Kalangala, Bukwo, Mbale, Kampala and Busia. It was informed by a wide range of activities, information and resources gathered together from primary sources (baseline data), Secondary sources like PTY program reports, documentaries, websites, policy documents and training programmes. International and regional policies and strategies that advance the SRHR. GTA agenda are not only acknowledged but guided the thinking behind this toolkit.

USERS OF THIS TOOLKIT

This toolkit was developed for Power To Youth Program -Uganda, Some of the excerpts in this toolkit have referred to several Training toolkits originally developed by other actors in the field of SGBV programming for AGYW in both development and humanitarian ecosystem. This toolkit has been developed and adapted for usage in six districts in Uganda (Isingiro, Kalangala, Bukwo, Mbale, Kampala and Busia) where Power To You(th) program is implemented by Reproductive Health Uganda (RHU), Uganda Youth and Adolescents Health Forum (UYAHF) and The Eastern African Sub-Regional Support Initiative for the Advancement of Women (EASSI) supported by Sonke Gender Justice, however this toolkit can be used for other districts as well.

The toolkit is intended to be used by staff of youth focused and youth serving Sexual Reproductive Health and Rights (SRHR) and/or women's rights and Gender Justice organizations, Community Based Organizations (CBOs) and Youth Advocates in both Development and Humanitarian settings doing work with norm shifting in Sexual Gender Based Violence (SGBV)/Gender Transformative Approaches (GTA) programs for Young people (15-24 years). It is also designed to be used by GTA master trainers, who will support SRHR/SGBV/MIYP and women's rights/gender justice organizations in capacity strengthening. This toolkit serves to support all Power To Youth (PTY) beneficiaries, staff, community based organizations and community leaders. The toolkit is primarily a guide for youth champions of change who will be directly and indirectly involved in youth led grassroots advocacy.

HOW TO USE THIS TOOLKIT

This toolkit serves as a flexible, inspirational guide for integrating gender-transformative approaches into SRHR programs, rather than a rigid blueprint. It provides background information and suggested activities to ensure youth voices are actively included. Trainers should prioritize creating safe spaces, making reasonable accommodations, and understanding cultural sensitivities.

The toolkit begins with core components: Gender Transformative Approach (GTA), Meaningful Youth Participation (MIYP), and Advocacy, with Monitoring and Evaluation as a cross-cutting theme. Components are introduced with theoretical overviews for context and preparation, allowing trainers to select and adapt exercises to meet specific needs. For optimal impact, trainers should supplement with research and preparation tailored to the participants or organization's needs.

BACKGROUND TO THIS PTY TOOLKIT

This toolkit is built on the work that Power To You(th) Programme (PTY) has been doing with youth since 2021; to contribute to meaningful involvement of more adolescent girls and young women (AGYW) from underserved communities to be in all decision-making regarding harmful practices such as Female Genital Mutilation/Cutting (FGM/C) and child marriage, Sexual and Gender-Based Violence (SGBV) and unintended pregnancies.

Power to You(th) is a five (5) year programme (2021-2025) implemented in seven countries; Ethiopia, Ghana, Indonesia, Kenya, Malawi, Senegal, and Uganda. Globally the programme consortium unites Amref Flying Doctors, Rutgers, and Sonke Gender Justice, all established organisations with synergistic expertise, geographic footprint and networks. Sonke Gender Justice is the lead global partner for Power to You(th) in Uganda.

The programme focuses on improving the lives and health of AGYW in relation to gender equality and sexual reproductive health and rights by strengthening the role of young people, community leaders, religious and cultural leaders, teachers, health worker, police policy makers, men and boys in women's health and empowerment.

In Uganda, this 5 year programme is being implemented by Reproductive Health Uganda (RHU) (Partner A), Uganda Youth and Adolescents Health Forum (UYAHF) (Partner B), and The Eastern African Sub-Regional Support Initiative for the Advancement of Women (EASSI) (Partner C) in six districts in Uganda: Isingiro, Kalangala, Bukwo, Mbale, Kampala and Busia.

The programme aims to empower adolescent girls and young women to increase their agency, claim their rights, address gender inequalities, challenge gender norms and advocate for inclusive decision-making regarding harmful practices, Sexual and gender-based violence (SGBV) and unintended pregnancies.

Boys and men are engaged as positive contributors to this change process. Civil Society Organizations (CSOs) are strengthened to have the capacity and legitimacy to represent underserved communities, and to engage with a variety of actors to expand civic space and change social norms, leading to the development and implementation of progressive laws and policies.

Sexual Gender-based violence (SGBV) is the most extreme expression of unequal gender relations in society. It is a violation of human rights and a global health issue that cuts across boundaries of economic wealth, culture, religion, age, and

sexual orientation. While SGBV can be perpetrated by and against anyone, perpetrators are primarily men, and victims are largely women and girls (UNHCR, 2021a, 2021b; WHO, 2021b). For example, worldwide, 35% of women have experienced at least one form of SGBV, such as intimate partner violence (IPV) or non-partner SV, and 15 million girls have experienced forced sex (The World Bank, 2019; UN, 2021).

Sexual and gender-based violence (SGBV) and harmful practices, such as Female Genital Mutilation / Circumcision (FGM/C), early and forced child marriage, and teenage pregnancy, are deeply rooted in harmful gender and sexual norms perpetuated by unequal (patriarchal) power relations. According to the Uganda Population-based HIV Impact Assessment (UPHIA) 2016, Uganda has a high prevalence of SGBV (22%) among women 15-49 years. The Uganda Demographic Health Survey (UDHS, 2016) also indicated high prevalence rates of physical and sexual violence among teenagers aged 15-19 years as compared to ever married women, that is; Physical (23.5%), sexual (16.8%), physical and sexual violence at 9.4% among teenager against physical violence: 22.3%, sexual (16.6%), physical and sexual (9.3%) for ever married women.

Bukedi Sub-region registered the highest prevalence of SGBV among women at 40% and a teenage pregnancy rate of 22%. Anecdotal reports from Uganda Police and an analysis of national SGBV program data suggested that SGBV cases had increased during the COVID19 pandemic, especially during the two lockdown periods in 2020 and 2021 (UPHIA 2016). In addition, over 2,500 cases of gender-based violence were registered in Busia district during the lockdown according to records from World Vision (The Independent, December 23, 2020). In Mbale, according to the police annual crime report of 2022, a total of 17,698 cases of domestic violence were reported compared to 17,533 cases reported in 2021 thus giving a 0.94 percent increase in the volume of domestic violence registered. (Monitor epaper, Monday, December 18, 2023). Probable causes of the prevalent SGBV rates in Mbale and Busia include; cultural beliefs and norms, unequal power relations, financial stress, among others.

Despite the high SGBV prevalence in Mbale and Busia and existing national policies and internationally agreed human rights treaties, service provision for post-SGBV care is often poorly funded, difficult to access, or simply nonexistent. So, we intend to explore and understand the social norms surrounding SGBV and how these influence care and support for young survivors.

Power To Youth (PTY) has gained ground in its operations and outcomes, it however lacks a Simplified toolkit for Gender Transformative Approaches, Advocacy, and Meaningful and Inclusive Youth Participation (MIYP). Within the context of the Power to Youth program in Uganda, a toolkit has been developed to serve as a holistic guide for various institutions on how to meaningfully advocate, engage and include young people, stakeholders to implement policies and practices to address SGBV and harmful practices effectively.

Specifically, this toolkit aims to achieve the following:

- Enhance understanding of what PTY' Gender Transformative Approach in SRHR/SGBV entails.
- Turn the theoretical interpretation of the MIYP into tangible SRHR/SGBV practice and programmes.
- Provide practical guidance on GTA, MIYP and Advocacy, through self- assessment tools for systems, policy and programmatic strengthening across individuals, communities and organizations



COMPONENT 1.

GENDER TRANSFORMATIVE APPROACHES

A) WHY IS GENDER IMPORTANT IN AGYW PROGRAMMING?

Gender significantly shapes young people's experiences, especially in conflict settings. For example, during conflicts, young women often lose access to education first, young men may be drawn into military roles for economic stability, and gender-diverse youth face higher risks of violence and exclusion. Additionally, gendered social expectations often act as barriers that prevent youth from fully engaging in efforts for better health outcomes. Recognizing young people as valuable resources for social change, removing these gendered obstacles can harness their creativity, adaptability, and drive to address intersecting inequalities.

B) WHAT IS SEX AND GENDER?

Though "sex" and "gender" are often used interchangeably, they refer to different concepts. "Sex" is typically assigned at birth based on biological traits, while "gender" encompasses roles, behaviors, activities, and attributes culturally linked to an assigned sex. This gendering process impacts how individuals view themselves and how they are perceived and treated by others, influenced by societal norms and expectations.

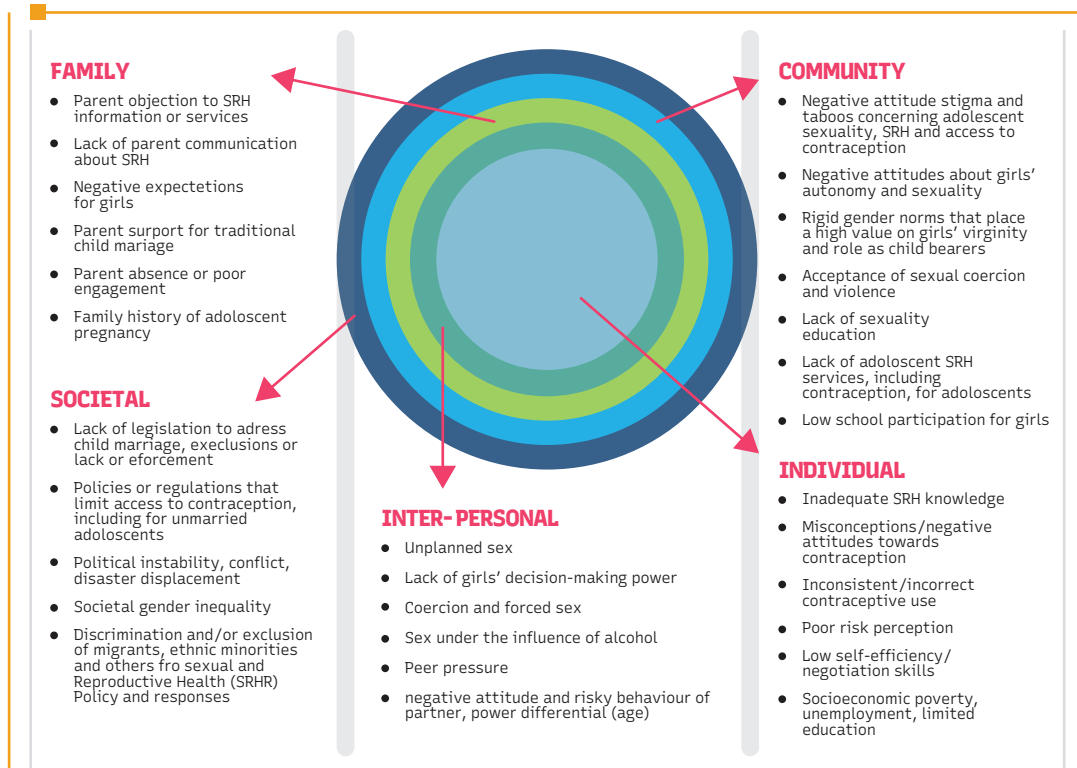


SESSION 1: SOCIAL ECOLOGICAL MODEL

The toolkit is built on the Social-Ecological Model (SEM), which asserts that individuals' attitudes, beliefs, and behaviors are shaped by influences at interpersonal level with formal/informal social support and support networks of family, friends and coworkers. Families (Social institutions with formal/informal rules). Community (Relationships among organizations and informal networks within defined boundaries) and Societal (Local, state, national, global structures, systems policies/laws)

Each level impacts and is impacted by the others. Those closest to the individual—such as family and friends—have the most immediate influence, while broader societal norms shape attitudes and behaviors less directly but are nonetheless significant. For instance, societal norms influence institutions, which in turn shape community norms, affecting peer and family attitudes, and ultimately impacting the individual.

This holistic model is essential for addressing factors contributing to gender inequality and harmful traditional practices. Effective SRHR programs must address all SEM levels simultaneously, rather than focusing on just one level, to create sustainable, transformative change. See SEM on drivers of Teenage Pregnancy attached here as an example.



FEMINIST APPROACHES

Feminist approaches focus on dismantling patriarchal power structures and uplifting marginalized groups. While typically centered on women and girls, these approaches also consider the needs of men, boys, and people with non-conforming gender identities in specific contexts. They are foundational to gender-transformative frameworks that aim to challenge and shift harmful gender norms.

A core element of feminist approaches is intersectionality, which acknowledges that individuals may face overlapping forms of discrimination, such as race, gender, class, disability, and sexual orientation. This perspective recognizes the complexity of oppression, striving for inclusive and equitable solutions that address the diverse experiences of all individuals.

SESSION 2: SRH, SEX AND GENDER

ACTIVITY : MIND MAPPING

OBJECTIVES

Participants reflect both personally and group-based for better understanding of SGBV and Sexual and Reproductive Health concepts.

Time: 20-30 minutes

Preparation: Black/white board. Hand out on SRH, Components and services, pen and paper for each group.

INSTRUCTION:

Step 1: The participants are divided into groups of 2-4 participants. Introduce the icebreaker and write "What is Sexual and Reproductive Health?" on a black/white board. Each group makes a list of words they associate with the given topic or question. Tell the participants that this icebreaker is about sharing all of their associations with the term, even if they are not sure if they are correct.

Step 2: After 5-10 minutes, you ask one group at a time to share their words and reflections with the rest of the participants. You guide the plenary discussion, so that everyone is heard and ask them to give examples from their lists on what these topics can mean to them. It is important that you challenge participants to consider where the words come from and why they associate these particular words with the topic. You can use the list of questions below in the follow up discussion.

QUESTIONS FOR FOLLOW UP PLENARY DISCUSSION:

- ❑ When you look at the black/white board, do you think all aspects of SRH are there? Is anything missing?
- ❑ Were there any points/definitions that surprised you? Why?
- ❑ Are there any points/definitions that you disagree with? Why?
- ❑ What do think it means for both individuals and youth as a group that there are so many definitions and opinion about sexual and reproductive health? Is it important to agree on the term? With whom and why?
- ❑ Where do your opinion and knowledge about health come from? Media? Friends? Family? School? Where can you learn more about Sexual and Reproductive Health? Summarize by taking participants through definition and interconnectedness of various SRH components.

Teenager (13-19 years), **Adolescents** (10-19 years), **Young People** (10-24 years)-WHO/UNFPA, Youth (15-24 years)-WHO, Youth(18-30years) according to Uganda's Youth Statute. However, diverse cultures also have their own contextualized operational definition on the above terms.

Health: According to World Health Organization (WHO), Health is a state of complete physical, mental and social well-being and not merely the absence of disease and infirmity.

Sexual Reproductive Health - "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity, in all matters relating to the **reproductive system and to its functions and processes throughout life**. (Implying ability to have a satisfying and safe sex life with capacity and capability to reproduce and the informed freedom to decide if, when and how often to do so), Examples of SRHR services

- ❑ Adolescent sexual Reproductive Health including Sexuality Education, Menstrual Health Management services ,support and counselling for unwanted pregnancies.
- ❑ Prevention, understanding and management of Reproductive Cancers
- ❑ Contraceptive information and services, including emergency contraception and a range of modern contraceptive methods;
- ❑ Safe Motherhood-Maternity care, including antenatal and postnatal care, and delivery care, particularly skilled attendance and emergency obstetric care ,Immunization and Vaccination
- ❑ Prevention and appropriate treatment of infertility
- ❑ Management of menarche(First time,a girl begins menstruation), menopause (women) and andropause(men)
- ❑ Post-Abortion Care services
- ❑ Prevention and appropriate treatment of fistula
- ❑ Sexual Reproductive Health Rights
- ❑ Prevention, care, and treatment of Sexually Transmitted Infections, HIV/AIDS and reproductive tract infections
- ❑ Gender issues like Male and Boys Engagement as clients, partners and agents of change, Information, education, and counselling; prevention and surveillance of violence against women (VAW), care for survivors of violence; and Actions to eliminate harmful traditional practices such as FGM, labia pulling and early and forced marriage,Disco Matanga (Funnel disco)

NOTE. Self-care in SRHR/SGBV interventions is a cross cutting issue for both Development and Humanitarian-settings .

ACTIVITY 1 : THE HOUSE WE LIVE IN (45 MIN)

This session introduces the concept of gender norms and stereotypes to participants and asks them to reflect on the limitations and expectations that they experience based on their gender. Participants should then reflect on the ways in which gender norms impact their work at all levels.

- Use masking tape or flip chart paper to construct the outline of 2 houses (roof and walls) on the wall.
- Label one house 'women' and the other 'men'. Ask the group to brainstorm where we learn about how we're supposed to behave and who we're supposed to be in the world. Where do we learn what it means to be women and men? (you can use examples, like: school, parents, social media...). Record participants' responses on a flip chart.
- Explain that today's activity is about gender norms: what they are, where we learn them, and how they impact our lives. Select 5 or 6 key institutions from the list that participants have brainstormed. These should be institutions that shape gender norms in their cultures: i.e., family, peers, religion, education, government, community, media (traditional and new)...
- Divide participants into groups, and assign each group an institution and a colour. Distribute coloured paper 'bricks' to the group accordingly. Explain that gender is commonly defined as a set of rules, norms or expectations around the roles we each play and the relationships between men, women, girls, boys and non-binary children and adults. Ask groups to identify the 'rules' their institution promotes about women and men and how they are supposed to be, act, or interact with each other.
- Give groups 5-10 minutes to discuss and write these rules on their bricks. Ask for each group to report back – as they tell their rules, have them tape them onto the appropriate house. After all groups have shared their rules, discuss:
 - What are the common rules we learn from different institutions?
 - Have these rules changed over time?
 - Are they different for grown men and women than they are for girls and boys?
 - How do they enforce these rules?
 - What happens to people who bend or break these rules?
 - Briefly summarize the discussion and explain:

KEY MESSAGES:

- Social norms are the unwritten rules and expectations that define acceptable or expected behaviour in a community, culture or society.
- Gender norms refer to collective beliefs and expectations within a community or society, at a given point in time, about what behaviours are appropriate for women and men, and the relation and interactions between them.
- Social norms are different from individual attitudes or behaviours: one way to think about it is that beliefs are what you think, behaviours are what you do, and norms are what you understand that you are expected or required to do by others.
- There are a couple things to look for when identifying a social norm: There are social rewards for following gender norms, and sanctions, or consequences, for failing to uphold norms. Sanctions can appear as social or interpersonal disapproval, discrimination, violence, even criminalization – laws and policies are one of the ways that societies codify norms.
- Social norms are defined by reference groups: they are socially determined. Everyone has multiple reference groups: their family, peers, communities, and culture. Social norms influence behaviour when we do something because we think others do it or because we think others approve of it and/or expect us to do it.
- Gender norms are some of the most deeply held norms, and are some of the hardest to change. But that doesn't mean that they cannot be changed: norms are constantly shifting, and there are proven strategies that support norms change.
- Gender Stereotypes are a generalized view or preconception about attributes, or characteristics that are or ought to be possessed by women and men or the roles that are or should be performed by men and women. Gender stereotypes can be both positive and negative for example, "women are nurturing" or "women are weak".
- A stereotype is harmful when it limits women's or men's capacity to develop their personal abilities, pursue their professional careers and make choices about their lives and life plans. Both hostile/negative or seemingly benign stereotypes can be harmful. It is for example based on the stereotype that women are more nurturing that child rearing responsibilities often fall exclusively on them.

- Gender stereotyping is wrongful when it results in a violation or violations of human rights and fundamental freedoms. An example of this is the failure to criminalize marital rape based on the stereotype of women as the sexual property of men. Another example is the failure of the justice system to hold perpetrator of sexual violence accountable based on stereotypical views about women's appropriate sexual behaviour (OHCR, 2014)

GENDER	SEX		GENDER	
	FEMALE		MALE	
Human-made		Natural		Human-made
Social and cultural differences, entitlements or constructs		Biological haracteristics and differences		Social and cultural differences. Entitlements or constructs
It changes from time to time, culture to culture, even family to family		Constant ,it remains more or less same everywhere.		It changes from time to time, culture to culture, even family to family.
Girl/Woman into women-proving their womanhood ,Femininity		Defines humans as Female/male/intersex Chromosomes, Genes, Hormonal profiles		Turns Boy/Man into men to live their lives proving their manhood,masculinity
Gender Roles, Norms, Identity, Behaviors, relations Older people teach girls and boys how they should behave to become 'ideal' women and men, according to the culture.		Visible Anatomy and physiology (internal and external Reproductive organs and genitalia) Assigned Female At Birth(AFAB)/Assigned Male At Birth (AMAB) due to external genitalia		Sets Gender Roles and responsibilities , Norms, Identity, Behaviors, relations Older people teach girls and boys how they should behave to become 'ideal' women and men, according to the culture
Culturally and historically specific,dynamic		Fixed,Static entity throughout life		Culturally and historically specific ,dynamic
Gender can be changed and is socio-culturally constructed.		Sex is taken as unchangeable however, sex change operations are taking place nowadays. In that sense, sex is also constructed.		Gender can be changed and is socio-culturally constructed.
Can be learned and unlearned		Printed on a child's original birth certificate Ability to menstruate, breastfeed by females Ability to produce sperms in males and ovum in females		Can be learned and unlearned
Feminine identity socially assigned Pink colours, Dolls Weak, delicate, soft Formal education/school (less intelligent, less access) Arts,		Printed on a child's original birth certificate Ability to menstruate, breastfeed by females Ability to produce sperms in males and ovum in females		Masculine identity socially assigned Blue colour , trousers, shirt; Toy guns, football Strong, aggressive, competitive Formal education/school

humanities...
INDOORS (Private sphere):
Mother, wife,
Less social mobility
Reproductive Role
(unpaid work)
Dominated, controlled
Limited power, violated
DISCRIMINATED.INFERIOR



In summary, gender is learned and changes over time. It reflects and influences the different roles, social status, economic and political power women and men have in society.



(more intelligent, easier access)
Science, technical careers
OUTDOORS (Public Sphere):
Drink, smoke, sexual freedom
Socially mobile
Productive Role
(provider, paid work.)
Dominant, controller,
Power, Violence
DISCRIMINATOR,SUPERIOR

In many societies, but not all, men are expected to work and earn a salary to provide food, clothing and shelter for their family, while women are expected to stay at home and raise children.

THE GENDER TRANSFORMATIVE APPROACH

- According to UN Women-it means transforming unequal gender relations promoting shared power, control of resources, decision-making and support for women's empowerment .
- GTA aims to address and challenge gender inequalities by removing structural barriers like unequal roles and rights, while empowering marginalized groups.
- GTA emphasizes incorporating gender issues across all stages of program and policy development, recognizing that gender cannot be effectively addressed in isolation. It accounts for how gender intersects with other social identities (e.g., race, disability, sexuality, class) that shape experiences of inclusion or marginalization. This approach extends beyond internal organizational work to consider external social impacts.
- GTA interventions seek to challenge gender norms, enhance women's roles in communities, and address power imbalances between men and women. Merely involving women in development processes is insufficient for real change, as it often overlooks the foundational inequalities affecting them.
- Applying GTAs to development activities can tackle the root causes of gender inequality and create sustainable impact since they

- Seek to actively examine, challenge and transform the underlying causes of gender inequality rooted in inequitable social structures and institutions.



"What's the matter?
It's the same distance!"

- Addresses imbalanced power dynamics and discriminatory social structures relations, rigid gender norms and roles, harmful practices, unequal formal and informal rules as well as gender-blind or discriminatory legislative and policy frameworks that create and perpetuate gender inequality.
- By doing so, it seeks to eradicate the systemic forms of gender-based discrimination by creating or strengthening equitable gender norms, dynamics and systems that support gender equality



- Fosters more equitable gender relations within households, communities and organizations and promote the relative position of women and girls in society
- Challenges unequal gender relations and discriminatory social norms, attitudes, behaviors and practices which are typically biased in favour of men.



- Seek to remove structural barriers to gender equality and challenge the distribution of resources and allocation of duties between men and women
- Aims to change those norms and practices that challenge and discriminate against men and by which men can feel overburdened.



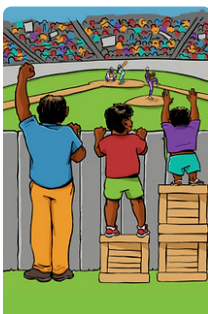
REALITY

One gets more than is needed, while the other gets less than is needed. Thus a huge disparity is created



EQUALITY

The assumption is that everyone benefits from the same support. This is considered to be equal treatment.



EQUITY

Everyone gets the support they need, which produces equity



JUSTICE

All 3 can see the game without support or accommodations because the causes of the inequality were addressed. The systemic barrier has been removed



AGENCY

Through equity, and social justice, each has the access the need to health and education to build wealth in order to buy their own seat inside the stadium

EQUALITY



EQUITY

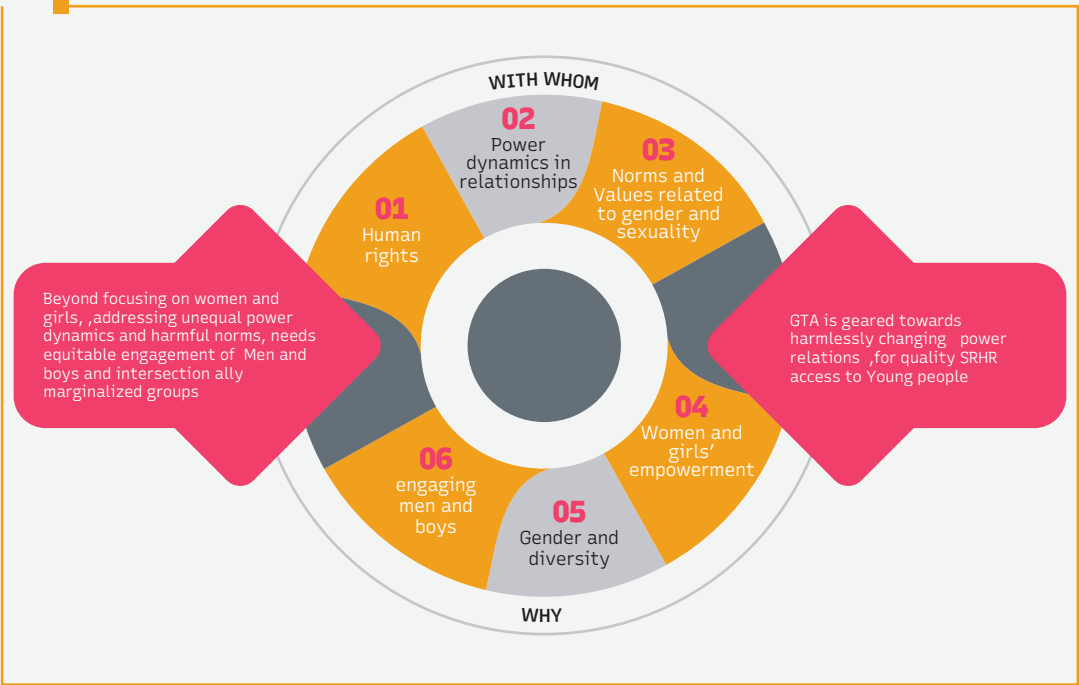


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The GTA promotes dialogue, trust, and behavioral change at various levels—individual, household, community, and institutional. It acknowledges that adolescent girls and young women often face multiple, intersecting forms of discrimination, and it actively involves men and boys as allies in advocating for gender equality. This approach requires critical reflection on entrenched social and gender norms, aiming to challenge power dynamics and promote women’s human rights, dignity, and inclusion, especially by listening to women’s and girls’ voices.

SIX INTERRELATED PRINCIPLES OF THE GENDER TRANSFORMATIVE APPROACH (GTA)

To ensure access to gender-equitable interventions and comprehensive sexual and reproductive health rights for all, the GTA is guided by six key principles (to be outlined in detail in the document).



PRINCIPLE 1: USE A HUMAN RIGHTS-BASED APPROACH

A Human Rights-Based Approach (HRBA) emphasizes that human rights are fundamental and universal, not a luxury. Every individual, regardless of their identity, is a rights holder and entitled to opportunities that advance these rights. These rights are inherent to all human beings, irrespective of nationality, residence, sex, gender, ethnicity, race, religion, sexual orientation, or any other status. Human rights are anchored in national, regional, and international frameworks and cover areas like protection from Sexual and Gender-Based Violence (SGBV), access to Sexual and Reproductive Health and Rights (SRHR) services, and Sexuality Education. Programs based on HRBA ensure equality and non-discrimination, core elements of Gender Transformative Approaches (GTA).

KEY PRINCIPLES FOR IMPLEMENTING A HUMAN RIGHTS-BASED PROGRAM:

- **Universal and Inalienable:** Human rights apply to everyone, everywhere, and at all times. They cannot be taken away, except under specific, lawful circumstances.
- **Interdependent and Indivisible:** All rights must be fulfilled, and the improvement of one right supports the advancement of others. Denying one right harms the others.
- **Equal and Non-Discriminatory:** Human rights apply equally to all people, without discrimination.
- **Rights and Obligations:** Both individuals and countries have a responsibility to promote,

ACTIVITY : BUNDLE OF HUMAN RIGHTS

Human rights are what all people are entitled to, regardless of age, gender, ethnicity, wealth or any other characteristic, because they are human beings. Examples of human rights concerning sexual and reproductive health, based on rights enshrined in the African , are listed in the chart below.

Estimated Time: 45 minutes

OBJECTIVES:

- Reflect on and discuss human rights, including sexual and reproductive rights.
- Learn about the consequences of denying people their rights.
- Understand what can be done to ensure everyone's rights are respected.

STEP-BY-STEP GUIDE:

1. Introduction

- Begin by explaining that the group will discuss human rights and how they relate to sexual and reproductive

2. Understanding "Rights"

- Introduce the term "rights" and ask the group for examples of when they have heard or used the word. For instance, "She has the right to do that."
- Ask: Where do we get our rights? Who gave them to us?

3. Connecting Rights and Responsibilities

- Explain that rights come with responsibilities. We must demand our rights if they are not given, but we must also respect the rights of others.
- Ask: What responsibilities do we have for each of the rights? How can we ensure everyone's rights are respected?

4. Matching Rights with Responsibilities

- Share statements about human rights and responsibilities. Let the group match each right with the corresponding responsibility.
- Review the list together and highlight the importance of understanding and respecting these rights and responsibilities.

5. Encouraging Thoughtful Discussion

- The goal is to get everyone thinking about their rights. Encourage a variety of viewpoints.
- For example, if someone says, "God gives us rights," ask how this might differ for others who don't share the same belief. If someone says, "The government gives us rights," ask whether the government can choose which rights we get.

6. Exploring Sexual and Reproductive Rights

- Go through a list of 12 rights related to sexual and reproductive health.
- In pairs or small groups, ask participants to give examples of what these rights mean in their lives, focusing on relationships and sexuality.

7. Discussion Questions

- How might we feel if one of our rights is not respected?
- Can we think of any examples of rights being violated in our community?
- Where can people go for help when their rights are not respected?

This activity encourages participants to think critically about their rights and responsibilities, with a focus on sexual and reproductive health, and fosters open discussions about how rights are realized in daily life.

HUMAN RIGHT	EXAMPLE
The right to life	Refuse/Protect yourself against unintended results of sex and STIs ▪ Access health care services to protect yourself from life threatening illnesses ▪ Access health care information if you are pregnant or planning to have a baby Know your HIV status.
The right to liberty and security of the person	All people have the right to enjoy and control their sexual and reproductive life; for example, not to be forced to have sex or become pregnant.
The right to equality and to be free of all forms of discrimination	Persons living with HIV have the right to work, to live in our own homes and to go to school.
The right to privacy	HIV status or information about our sexuality should not be told to another person without our permission. Know and demand your privacy when it is violated.
The right to freedom of thought, conscience and religion	Religion and culture should not force people to act against their wishes in their sexual and reproductive lives.
The right to information and education	Males and females of all ages should be able to obtain information and education about sexuality and HIV. ▪ Look for accurate information on SRHR from credible sources ▪ Think about starting an SRHR information club with your friends If there is a PTY Program in your area, become a PTY champion.
The right to choose whether or not to marry and to found and plan a family	All people, whatever their HIV status or sexuality, should make their own decisions about marriage and not be forced into marriage by parents or others or stopped from marrying. People should have the right to marry who they want. ▪ Focus on your education and career first, Be responsible and safe when in a relationship .Take your time to understand your partner.
The right to decide whether or not to have children	All people, whatever their HIV status or sexuality, should be free to make their own decisions about when and how many children to have and how to space them, without partners, religion or culture forcing them to have a child against their wishes. Men have the responsibility to support their partners'right to use family planning methods Men and women have an equal responsibility in their relationships to plan effectively for their families.
The right to healthcare and health protection	Everyone, including young people, should be given the services they need to attain and maintain their sexual and reproductive health. ▪ Find out your HIV status ▪ Seek medical advice as soon as possible if pregnant, or planning to have a baby ▪ Help others if their SRHR are not being upheld Be a role model: Be responsible by making safe, mature and responsible decisions about your SRH
The right to the benefits of scientific progress	People have the right to HIV treatment and emergency contraception.Assisted Reproductive Technology, ARVs(PEP,Prep),Vaccines,Sayana Press, Menstrual Cups.

The right to freedom of assembly and political participation

Young people have the right to form associations to campaign for their rights and demand services. People have the right to campaign for HIV treatment and condoms.

The right to be free from torture and ill treatment

Young people have the right to protection from sexual exploitation, rape, abuse, harassment and beating

KEY MESSAGE:

Human Rights Are Natural: Human rights, such as the right to food, water, shelter, health, and a good life, are natural rights. They are inherent to all people and cannot be taken away or given by anyone.

Government's Role: While governments can create laws to protect rights, they do not grant them. Human rights are ours from birth.

Cultural Understanding of Rights: Every culture recognizes human rights, even if they don't use the term "rights."

Demanding Rights is Fighting for Justice: When people demand their rights, they are standing up for justice, not asking for favors.

Injustice of Violating Rights: If someone's rights are disrespected, it is an act of injustice.

ACTIVITY 2 : HUMAN RIGHTS RANKING GAUGE

Time: 30-40 minutes

OBJECTIVES

- To train participants in prioritizing rights that might seem equally important.
- To encourage reflection and discussion on how human rights relate to daily life and personal decision-making.

PREPARATION:

Prepare and bring labeled cards with human rights, especially sexual and reproductive rights, from the Toolbox.

STEP 1:

- Introduce the exercise and divide participants into groups of 4 or 5.
- Give each group a sample of cards with sexual and reproductive rights. Each group reads and discusses the meaning of the rights on the cards.
- Instruct the group to prioritize these rights in the shape of a triangle, with the most important right at the top, followed by the next most important, and so on, with the least important rights at the bottom.

STEP 2:

- Tell the groups they must agree on how to prioritize the rights. They have 20 minutes for discussion. If there is disagreement on the order, they must argue and compromise with each other.
- If the group chooses a different format (e.g., placing all rights at the same level), allow them to explore this as a creative approach. Emphasize that there's no right or wrong answer here.

STEP 3:

- Once all groups have finished, facilitate a plenary session. Each group will present their prioritization and the reasoning behind it.
- Ask questions about similarities and differences between groups' priorities and how the process felt if all rights seemed equally important.
- Discuss how their prioritization connects to real-life situations, such as decisions made by local governments on health services for young people.
- Encourage participants to think about how they can contribute to positive change in their community.

KEY MESSAGE:

Interconnectedness of Rights: All rights are equally important. Ignoring one right can affect the realization of other rights and their corresponding responsibilities.

Conscientious Objection in Health Care: This refers to health care providers refusing to perform a legal role due to moral or personal beliefs. However, this cannot disrupt care or limit access to services. Effective referral systems are essential to ensure that NO ONE IS LEFT BEHIND.

Supporting Policy-Making: In policy-making, individuals might not personally agree with every decision due to values, but they can still support the process to ensure inclusivity and fairness.

Respecting Conscience: Conscientious objection is a right, but it must be handled carefully to ensure it doesn't hinder others' rights to healthcare or decisions. Ethical action requires balancing personal conscience with the rights of others.

PRINCIPLE 2: GENDER/SOCIAL NORMS AND VALUES – ADDRESSING HARMFUL TRADITIONAL PRACTICES

All values are good as long as they don't harm others and reduce their opportunities in life. Values based on social construction lead to social action and people will always take steps to act in protecting what they believe in. Beyond choices, gender norms and values affects their realization. Choices without means to achieve that right is nothing.

Social norms are unwritten rules defining expected behavior in a community or society. These norms are shaped by collective beliefs and expectations about gender roles and relationships between women and men. They are often reinforced by fear, guilt, or shame when not followed. Gender norms dictate behaviors deemed appropriate for women and men and are enforced through social rewards for conformity and sanctions for non-compliance, including violence, discrimination, or legal consequences. These norms are deeply ingrained in culture, family, peers, and community.

Harmful gender norms, such as the belief that unmarried pregnant women are promiscuous or the idea that men should never cry, can violate individuals' rights and restrict opportunities. These norms negatively affect both women and men, with practices like harmful initiation rituals for boys or the expectation that men must be strong leading to harmful behaviors and health consequences. Service providers must actively challenge such norms to protect rights and encourage gender equity.

Changing deeply ingrained gender norms requires addressing the root causes of gender inequality, including patriarchal power dynamics. Social norms often persist publicly despite private doubts, and changing them requires challenging power structures, values, and systems that reward harmful behaviors. This change can be achieved through value clarification, open discussions, and empowering both men and women to redefine and reshape societal expectations.

Men are struggling to cope up with Social Identity Threat, situationally a triggered concern that one is at risk of being stigmatized resulting from awareness and fear experienced if men don't meet social-cultural prescriptions leading to violence, ill health and suicide. Always be aware of subtle but engraved systems that may be harmful especially to Women. Gender and Sexuality are political. They are organized into systems of power, which reward and encourages some individuals and activities, while punishing and supporting others especially women.

CHANGING STICKY GENDER NORMS

Some gender norms are difficult to change, as they are deeply embedded in society. For example, norms that promote the subordination of women, like the belief that girls must always obey men, contribute to violence and inequality. These norms can also harm men, such as the pressure to conform to the "real man" image, which limits their freedom and contributes to power imbalances. Empowering individuals to recognize and challenge these harmful norms is crucial for creating equality and improving sexual health outcomes.

Changing rigid gender roles is essential for fostering a more equitable society, where both men and women share responsibilities at home and in the workforce. The growing participation of women in the workforce and the increasing education of girls emphasize the need for shared responsibility in family and societal roles.

To change harmful gender norms, strategies like community dialogues, role models, positive reinforcement of new norms, and negative reinforcement of old norms can be effective. However, norms like child marriage or boy preference are particularly "sticky" when intertwined with religious, economic, and patriarchal systems. Addressing these intertwined factors can help shift harmful practices and create lasting societal change.

Harper and others, in their work on gender justice and social norms, concluded that harmful gender norms, such as child marriage or boy preference, are more difficult to change when more than one factor keeps these norms in place (Harper 2014). They call this the ‘stickiness of norms’. Child marriage is stickier to change, for example, when religious, economic and patriarchal norms work together to maintain this harmful practice. Their research also shows that creating a critical mass of changed behaviour can change norms, and that the use of community dialogues, role models, positive reinforcement (reward) of new norms and negative reinforcement (punishment) of the old ones are some strategies that help change harmful norms.

HARMFUL GENDER NORMS- MOST LIKELY TO CHANGE WHEN:	HARMFUL GENDER NORMS- LESS LIKELY TO CHANGE WHEN (STICKINESS OF CHANGING GENDER NORMS) EXISTS WITH MANY INTERESTS FUELING THE PRACTICE
There is no economic interest in the continuation of a practice or economic interest in changing norms/practices	There are strong economic interests in the continuation of a practice
No one’s power is threatened by change	Groups perceive their power and status to be undermined by change
Only one key factor supports a norm	The norm is supported by multiple factors
There are no religious reasons for maintaining the practice	There are religious forces that support the practice
A critical mass(big group) has already changed their practice	Very few others have changed the practice
Role models and opinion leaders (religious, cultural leaders, media, musicians) promote change	Role models and opinion leaders oppose change
Changing political or institutional contexts provide opportunities	Political and institutional environment is resistant to change

SOURCE: GTA TOOLKIT-MODULE 1-RUTGERS

Case study: Disco Matanga at Crossroads, Cultural Stickiness Reloaded

Disco Matanga began as a ‘traditional’ funeral rite where some Kenyan families and neighbors gather in a deceased persons village home to hold a vigil, celebrate their life, and mourn together. Over time, it evolved into a disco funeral organized to raise funds for

the bereaved family and facilitate certain cultural practices like wife or sister inheritance, where a widow is transferred to her late husband's brother or a family member. Typically, Disco Matangas are attended by select individuals from similar tribal backgrounds, such as the Luo and Luhya communities. Originating in Western Kenya, the practice spread to districts in Uganda, including Namasindwa, Tororo, Busia, and Namayingo. Since 2010, Disco Matanga—a type of party that fundraises for burial expenses—has gained popularity in Busia district, becoming so ingrained that district councilors strongly resist proposals to ban it, despite the vulnerabilities it poses for women and children.

In Western Kenya, where disco matanga is most popular, HIV/AIDS rates are as high as 15%, driven by various factors including the transient populations in border towns between Kenya and Uganda, where overnight drivers create a profitable market for transactional sex. Cultural factors also play a role, including polygamy, disco matangas, and wife or sister inheritance. Nyanza province in Kenya, with HIV rates up to 15%, is among the hardest-hit areas. Disco Matangas create environments that expose adolescents to risky sexual behaviors and increase HIV/STI transmission. Wife inheritance often takes place during these events. Given the high infection and mortality rates from AIDS in the region, it has become customary for a deceased husband's brother to marry his widow, increasing HIV transmission risk, especially where safe sex practices are limited.

Disco Matangas, filled with music and dancing, typically start between 10-11 pm and can last all night or even for days. Men generally consume "home-brewed" alcohol and marijuana. An MC makes attendees pay if they want to sit, with further charges for dancing. Men often pay for female dance partners, and these dances frequently lead to transactional sex. Unfortunately, refusal by the girls often results in sexual assault. At one event described, the disco matanga took place in a remote forested area, starting around 11 pm and continuing until morning, with only two generator-powered bulbs for lighting. The gathering included mostly adolescent and adult men, a few children, the inherited widow, and some adolescent girls. Men consumed alcohol, marijuana which was said to heighten sexual aggression.

Before October 2024, there was no established solution to address Disco Matangas. Some Ugandan policymakers from the affected districts had spoken out against the practice, yet it persists for various reasons:

- ❑ The environment of disco matangas contributes to risky behaviors. Locations are typically undisclosed until the last moment, often in remote areas, making it hard to intervene.
- ❑ In regions lacking entertainment options, adolescents view Disco Matangas as one of the few social events. Replacing this would require affordable, accessible youth centers.
- ❑ In rural communities, it is challenging to inform everyone about the risks associated with disco matangas. Communication of knowledge, education, or interventions across such dispersed populations remains limited.
- ❑ Substance consumption, particularly among men, contributes to sexually aggressive behaviors toward women, who are at greater risk of assault like gang raping.

The high costs associated with burials often force families to rely on Disco Matangas to cover expenses like daily mortuary fees (This is also income generation to the Health centre mortuary) and postmortems. As a result, Disco Matangas are perceived as necessary in the face of financial constraints.

OPPORTUNITY FOR ADVOCACY

Busia district council recently introduced the Child Protection Bill to regulate and potentially ban Disco Matangas. Hon. Christine Nasisamba, the district vice LCV Chairperson, disclosed that the bill, tabled on February 15, 2024, aims to outlaw the illicit activities associated with Disco Matangas, stating that the practice is not a part of Ugandan culture but an adaptation from Kenya. However, opposition to the bill remains, with some leaders arguing that Disco Matangas are essential to helping bereaved families meet burial expenses. These leaders have requested assurances of financial support for grieving families should the bill pass, reflecting the ongoing debate over balancing cultural practices with community safety and welfare.

POTENTIAL INTERVENTION AREAS

To address this issue, interventions should focus on educating adolescents and parents about risky sexual behavior. Grassroots health workers could monitor these events, and programs should adopt a gender-transformative approach, empowering girls and providing justice services for victims. Stakeholders such as religious and traditional leaders need to be involved, as some continue to endorse harmful practices or lack awareness of their consequences. Training these leaders in child protection, harmful practices, and social accountability is essential, along with establishing community by-laws against Disco Matangas.

WHEN IS IT NOT A SOCIAL NORM?

Not all behaviors are influenced by social norms. In some cases, individuals may engage in certain actions based on personal factors that are independent of what others think or do. For example, harmful or unhealthy behaviors might occur due to lack of knowledge, low-risk perception about negative consequences, emotional responses, or an inability to perform alternative behaviors. These factors are not considered social norms because they are not driven by societal expectations. Before designing an intervention, it is important to assess the behavior in question and its underlying determinants to determine if it is influenced by social norms.

INEQUALITIES THAT MAY FUEL HARMFUL PRACTICES LIKE FGM/C

1. ECONOMIC AND EDUCATIONAL INEQUALITIES:

Wealth, education, and urbanization are factors that help reduce practices like Female Genital Mutilation/Cutting (FGM/C). Urban areas tend to provide more economic opportunities, a diverse population, and better access to education, which can lessen the influence of harmful traditional practices. Education, particularly secondary education for both boys and girls, improves literacy, critical thinking, and human rights awareness. This empowers individuals, especially girls, to recognize the harmful effects of practices like FGM/C and reduces the chances of these practices being passed down to future generations. A lack of these services may lead to perpetuation of the practice.

2. INSTITUTIONALIZING GENDER INEQUALITY:

Many social institutions like family, business, education, religion, economy, public administration, law reinforce gender inequality. These institutions often perpetuate opportunities that privilege men while subordinating women, contributing to entrenched gender norms that fuel practices like FGM/C.

3. POVERTY AND ECONOMIC PRESSURES:

Health security and economic factors, such as widowhood and the inability of women to access paid labor, often force women into financial transactions like marriage. For women in patriarchal societies with limited access to land or education, marriage becomes their primary means of survival and access to resources. FGM is sometimes viewed as a pre-requisite for marriage, as it is linked to the belief that it enhances a woman's marriageability. This social approval and the sanctions for non-conformity encourage women to perpetuate FGM/C, even to the detriment of their own daughters.

4. WEAK LEGAL SANCTIONS AND GENDER INEQUALITY:

Weak legal frameworks, especially in the case of intimate partner violence, and the lack of gender-sensitive access to education and healthcare contribute to gender inequalities. For example, inadequate school facilities (like transport and toilets) can lead to girls dropping out of school, thus limiting their knowledge of their reproductive health and rights. Furthermore, when FGM is 'medicalized,' it is often performed by male doctors, stripping it of its traditional cultural context while still reinforcing harmful gender norms.

5. RELIGION AND PATRIARCHY:

Many dominant religions, interpreted from a patriarchal standpoint by male religious leaders, may support or condone practices like FGM/C. In patriarchal societies, where men dominate parliaments and judiciaries, issues like FGM/C are often deprioritized in the development agenda.

6. FGM/C AND CHILD MARRIAGE:

FGM and child/forced marriage are often interlinked, driven by dominant social norms regarding a girl's sexuality and gender roles. Both practices are believed to enhance premarital virginity and marital fidelity,

traits considered moral and honorable in certain communities. In some areas, FGM is performed around puberty, and marriage arrangements follow shortly thereafter, reinforcing a cycle of gender inequality and harmful practices.

Conclusion: These practices are perpetuated through entrenched gender norms, societal pressure, and institutionalized inequalities that limit women's rights, freedom, and access to resources. Interventions addressing these root causes are necessary to break the cycle of harmful practices and promote gender equality.

ACTIVITY : NORMS IN OUR WORK (15 MIN)

Draw (or project) a diagram of the socio-ecological framework and briefly review. Explain that while we tend to think of norms as individual or interpersonal, norms show up in and need to be changed on every level. Divide participants into five groups. Assign each group a level of the socio-ecological framework (individual, interpersonal, community, systems, and policy). Give each group a norm from the list below. Give groups 5 minutes to discuss how the norm impacts their work at their assigned level. If there is extra time, encourage groups to come up with other norms that they see impacting their work at the assigned level.

Bring groups together and ask each group to summarize their conversations. Once all 5 groups have presented, allow time for questions or comments. If there is time, discuss how these norms influence our values and our work.

Example of Social and Gender Norms related to FGM and Low Class states of women (probe participants to suggest other contextualized harmful gender norms

INDIVIDUAL LEVEL	Girls need to be cut to control their sexual desires and urges	A woman’s feeling of self-worth is linked to ‘belonging to a man’.
COMMUNITY LEVEL	People in my community expect girls to be cut	Women are often denied access to economic opportunities and community decision-making processes. Women can access usage sometimes but not full ownership and control over resources.
SYSTEMS LEVEL	FGM is required by faith or religion	Employment opportunities/professional evolution, Salary discrepancies,Gender neutral laws and policies. Gender equality/inequality at workplace.The media reinforces negative stereotypes about women while at the same time influencing their attitudes and beliefs.
POLICY LEVEL	The government has no role in making decisions for parents or families	Laws implicitly and explicitly favour men over women in terms of inheritance, marriage and divorce.

Note: Different countries have different social norms and expectations, which dictate different practices. Breast ironing is performed in Cameroon. Lip disks are worn in a range of countries in Africa, South America, Honour killing is predominant in South Asia. Virginity testing,widow inheritance,extreme dietary restrictions(forced feeding,food taboo restrictions during pregnancy Labia pulling, Disco Matanga ,Forced marriages and teenage pregnancies.

PRINCIPLE 3. ADDRESSING UNEQUAL POWER RELATIONS

Power in society is strongly influenced by gender identity and expression, often favoring men who align with dominant societal norms. However, power dynamics also depend on factors such as race, ethnicity, health, religion, and social status. Recognizing these dynamics is essential for empowering individuals, particularly in SRHR services where those seeking help often hold less power than service providers.

KEY POINTS:

- Gender plays a critical role in shaping power dynamics, affecting everything from personal activities to career opportunities.
- Inequalities between men and women are deeply rooted in societal power structures, often portraying women as submissive and men as dominant.
- Family dynamics, like public social structures, are influenced by gendered power imbalances, intersecting with other forms of inequality such as race and class.
- Institutions are shaped by gender norms, historically favoring men’s perspectives and experiences.

TYPES OF POWER

WORK TOGETHER FOR EQUITY

POWER OVER →	POWER WITH ↔	POWER TO ↔	POWER WITHIN
When one is accustomed to privilege, equality feels like oppression-unknown Power is seen as finite, you have it or you don't control over people, resources and the lives of others.	Focus on finding common ground, building collective strength	Belief in each individual's potential and the ability to make a difference	A person's sense of self-worth and self-knowledge, self-awareness (Agency)
Use coercion, force, intimidation to keep power, Perpetuates injustice, poverty, inequality	Mutual support, solidarity, collaboration, building bridges and recognition of and respect for differences.	Directly and frequently measured in terms of individual skills, capacities and self-confidence.	Capacity to imagine and have hope
Example-Colonialism	Advocacy coalitions- CSSMUA	Citizen education, Leadership development for advocacy	Like -Grassroot campaigns, story telling
Use coercion to drive performance	You share power by trusting and empowering		Feels comfortable
Perfectionism (what and how you ensure your perfectionism needs are met by the team)	You foster an environment of trust and accountability		Pursuit of excellence- you know when things are good enough
You are the knower: owner of the truth- I am right, you are wrong Period.	You give positive and constructive feedback		Accepts mistakes and corrects them

Blaming others	Lets find the solution growth mindset	Voices questions and concerns
Use shame and fear to manage performance	You foster a climate of respect, trust and openness	Asks for positive and constructive feedback
Criticizing publically	People feel safe and free to voice questions and concerns	Being a learner and work in progress
Use KPIs to compare and punish	Use key performance indicators to improve performance	You are accountable to your commitments
Tone and voice is filled with hunger and frustration	Clarifies and validates alignment	Source of calm in stormy weather
Fighting every fight	Stays grounded and listens effectively to opposing views	Confident in capabilities
Punishes others for mistakes or failures	Recognizing and praises good performance	Asks for help

Source: Modified from [justassociates.org/wp-content/uploads/2020/08/07chap3 power final.pdf](https://justassociates.org/wp-content/uploads/2020/08/07chap3%20power%20final.pdf)

Note: Every person has one time,several times knowingly or unknowingly exhibited various the above power types through the following;



In Resources

- Money
- Influence
- Knowledge



In Structure

- The stories we tell about why things are the way they are
- The ability to shape influence naratives



In Identity & Relationships

- How we show up and are recognized
- Who we know and how those bonds are reinforced



In Framing

- The stories we tell about why things are the way they are
- The ability to shape influence naratives

Talking about Power: Discussing power, especially in the context of sexual and gender minorities, is difficult in many cultures due to its association with coercion and control. People often avoid addressing power for fear it will disrupt relationships or challenge existing norms.

Understanding Power: Effective advocacy requires a deep understanding of power—how it is exercised, how to engage with it, and how it shapes decisions. Power can be limited, unlimited, or shared, and advocates must aim to share power to influence decisions that affect people's lives.

Power is Dynamic: Power is not static. In any situation, individuals may experience both power and powerlessness simultaneously. It is rarely given willingly and often must be fought for through resistance and struggle.

Types of Power: Not all power involves coercion or force. Power can also be negotiated, as seen in lobbying efforts, or gained through strategic actions such as advocacy, which involves public problem-solving and utilizing people's knowledge, experiences, and stories.

In essence, advocacy requires understanding the complexities of power, how it operates, and how to strategically challenge or share it to achieve meaningful change.

ACTIVITY: THE SPACE BETWEEN US

OBJECTIVE:

- Raise participants' awareness of how power shapes our lives and experiences, especially in the context of gender.

PREPARATION & MATERIALS:

- This exercise is best with both women and men. If there aren't at least three of each, provide pretend identities for some participants.
- Introduce the session on Power and Human Rights to help participants recognize how sex influences experiences and enjoyment of human rights.

STEPS:

1. Introduction

- Explain to participants that they will line up in the middle of the room and hold hands. After each statement you read, they will move based on their experiences (forward, backward, or stay where they are).
- Clarify that if someone is in a wheelchair, they can move the equivalent distance or roll. The exercise is silent, with no talking or commenting on others' movements.

2. Exercise Setup

- Ask participants to line up in the middle of the room, facing forward and holding hands with those on either side.
- Remind participants to remain silent throughout the exercise.

3. Reading Statements:

- Read a series of statements (provided at the end) aloud, and after each one, participants move forward, backward, or stay in place based on their personal experiences.

4. Reflection:

- After all statements have been read, ask participants to pause where they are and reflect on their position in relation to others. Encourage reflection on how this felt, especially when releasing hands and seeing where others are standing.
- Ask participants to race to a line or wall when the facilitator says "GO" and reflect on their experiences of power imbalance.

5. Debrief

- Gather everyone in a circle and discuss the exercise. Questions to guide the discussion include:
 - How did you feel at the beginning when you were all in the straight line?
 - How did it feel to move forward or backward? To release hands?
 - What did you notice about others' reactions as the exercise progressed?
 - Was there anything surprising about where people ended up at the end?
 - What does this teach us about the power imbalances between women and men?
 - What did you learn about your own power and that of others?

Take-home Ideas:

- In our community, women typically have less power than men, and this is seen as a social norm.
- These power imbalances mean women are disadvantaged in many areas of life.
- Violence against women is one way this power imbalance is allowed to continue.
- It is unjust that women and men do not experience life equally.

THE SPACE BETWEEN US: STATEMENTS

- If you were raised in a community where most police, government workers, and politicians were not of your sex, move one step back.
- If it's accepted for you to make sexual jokes about the opposite sex in public, move one step forward.

- If a teacher has ever promised you better school results for sexual favors, move one step back.
- If you have never been harassed by police because of your sex, move one step forward.
- If you could be beaten by your partner with little reaction from others, move one step back.
- If most professionals (doctors, lawyers, etc.) are of the same sex as you, move one step forward.
- If you fear violence in your relationship or home because of your sex, move one step back.
- If your sex can beat a partner for unfaithfulness and this is accepted, move one step forward.
- If you were denied a job or promotion because of your sex, move one step back.
- If your sex has been considered inferior by scientists, move one step back. ... (and more statements related to gender inequalities and experiences).

This exercise encourages deep reflection on how gender influences access to power, safety, and opportunities in society.

ACTIVITY: INSIDE OUT – POWER CLOTHESLINE

OBJECTIVE:

- Encourage open discussion about personal experiences with power and violence, including both violence experienced and violence that participants may have used or witnessed.

PREPARATION & MATERIALS:

- **Clotheslines:** String or fishing line for four clotheslines, one for each label.
- **Labels:** Prepare four labels for the clotheslines:
 - **Line 1:** Violence I have used
 - **Line 2:** Violence practiced against me
 - **Line 3:** How I felt when I used violence
 - **Line 4:** How I felt when violence was used against me
- **Paper:** Four sheets of paper for each participant.
- **Clothes pegs/tape** to attach papers to the lines.

STEPS:

1. Set-Up & Introduction

- Set up the four clotheslines in advance.
- Introduce the session on Violence and Gender-Based Violence, highlighting that participation is encouraged but sharing personal experiences is optional. Emphasize that the exercise may bring up painful memories, and participants should not feel pressured to share if they are not ready.

2. Exploring Types of Violence

- Ask participants to identify different types of violence (physical, verbal, emotional, financial, sexual) and write these on a flipchart.
- Discuss gender-based violence specifically, capturing the forms it takes on the flipchart. Encourage participants to be as thorough as possible.
- Discuss the similarities and differences between general violence and gender-based violence. Emphasize that violence is often used to exert power and control.

3. Personal Reflection & Writing:

- Distribute four sheets of paper to each participant.
- Instruct them to write anonymously the following:
 - **Paper 1:** Types of violence that have been used against me.
 - **Paper 2:** Types of violence I have used against others.
 - **Paper 3:** How I felt when violence was used against me.
 - **Paper 4:** How I felt when I used violence against others.

4. Attaching Papers to Clotheslines:

- Collect all papers and group them into four sets (one per line).
- Attach each set to the corresponding clothesline.

5. Reflection & Discussion

- Ask participants to walk around and read the statements on the clotheslines. Encourage them to reflect on their reactions to what they read.
- Afterward, bring everyone together in a circle to discuss:
 - How did it feel to read others' statements?
 - What emotions came up when you saw your experiences displayed?
 - What did you learn from seeing others' experiences?

6. Facilitating a Group Discussion:

- Lead a discussion on why gender-based violence happens and how it affects individuals and communities. Focus on the following questions:
 - Why do you think some males use violence against females?
 - How does violence affect both men and women, as well as children?
 - How can we use our own experiences with violence to promote change and improve safety?

7. Summarizing Key Points:

- **Violence is a choice:** It is a deliberate strategy used to control others. Those who use violence should be held accountable, and they can learn to stop this behavior.
- **Violence is learned:** People are not born violent. Violence can be unlearned, and healthier ways of relating to others can be taught.
- **Impact of violence:** It harms everyone—men, women, children, families—and affects us all, often the people we care about the most.
- **Violence is everyone's business:** Accepting or ignoring gender-based violence allows it to continue. We all have a role to play in stopping it.
- **Violence is an abuse of power:** It stems from power imbalances and reinforces inequality.

TAKE-HOME MESSAGE:

- Violence is a tool used to assert power and control over others. It can be unlearned, and everyone has a responsibility to stop it in their communities. By recognizing the power dynamics and the emotional toll of violence, we can work toward building a safer, more equal society.

PRINCIPLE 4 : EMBRACING DIVERSITY WITH INTERSECTING INEQUALITIES

Diversity and Rights: Society includes individuals with various gender identities and sexual orientations, all of whom are entitled to the same rights. However, these individuals often face disproportionate impacts from gender stereotypes because they do not conform to traditional societal norms.

In Increasing Diversity in organizations, always assess your practices to see where you stand, Recruit for diversity with accessible job postings, Build a diverse interview and managerial team, create an inclusive onboarding process, Establish workplace policies that honor diversity, create open-door policies for employees and Highlight your organizations commitment to diversity

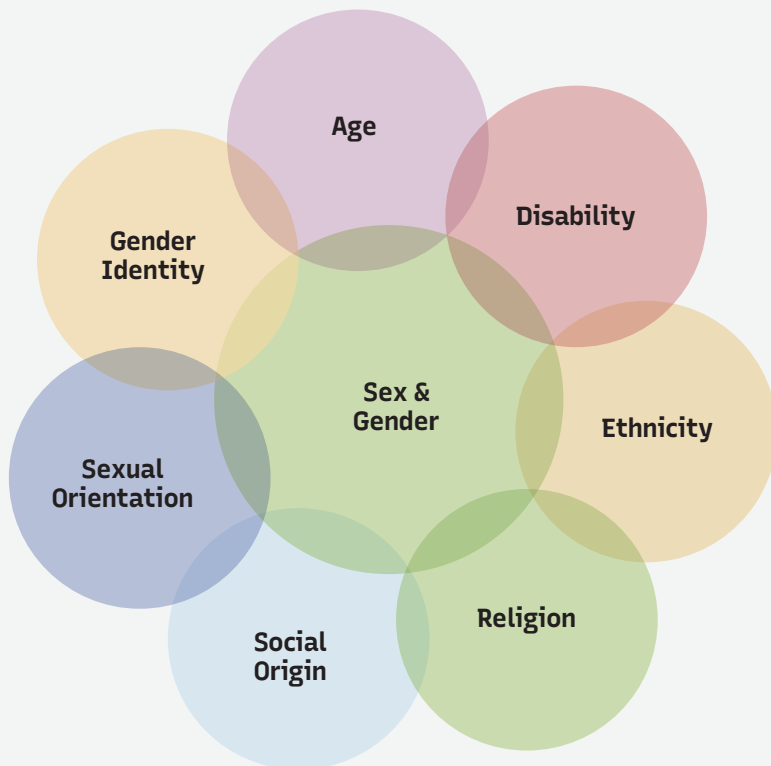
Access to Services: Everyone, regardless of gender or sexual orientation, has the right to access integrated Sexual and Reproductive Health (SRH) and Sexual and Gender-Based Violence (SGBV) services. Service providers need to understand the unique needs of these individuals and ensure that their services are safe and inclusive, so people feel comfortable seeking help.

Intersectionality: This concept acknowledges that gender intersects with other forms of discrimination and vulnerability, such as income, disability, race, and religion. People may face multiple, compounding and overlapping forms of inequalities and discrimination based on these multiple and intersecting identities increasing their marginalization. Recognizing this

complexity is essential to ensure that everyone's needs are met, particularly when addressing gender inequalities so that no one is left behind.

Intersectional Feminism: Intersectionality, as described by Kimberlé Crenshaw, emphasizes that oppression cannot be understood as separate categories (e.g., race, gender, class). It highlights that people, particularly women, experience different levels of oppression based on how their identities intersect. For instance, women from marginalized racial or socioeconomic backgrounds may face compounded discrimination.

INTERSECTED INEQUALITY



In Uganda, the Ministry of Health is working to ensure that Key Populations (KPs) continue to receive essential health services despite rising Gender-Based Violence (GBV), stigma, discrimination, and the challenging legal and political environment (such as the Anti-Homosexuality Act). Fear among health workers of legal penalties and threats from local communities have led to a decrease in service provision, including ART and PrEP. Many CSOs and peer workers supporting KPs have withdrawn their services. In response, the Ministry has **issued circulars** (attached below) to guarantee service continuity for Key Populations with support from the President's statement reinforcing that KPs should not be denied services, aiming to rebuild trust and ensure access to healthcare.

In Uganda, the Ministry of Health has developed guidelines to ensure continued healthcare access for Key and Priority Populations (KPs/PPs) despite legal and social challenges. Key measures include:

1. **Drop-in Centre Guidelines:** Frameworks for establishing centers for KPs/PPs.
2. **Service Delivery Adaptation Strategy:** Ensures services continue amid legal and political issues.
3. **Health Worker Training:** Prepares health workers to provide inclusive, non-judgmental care.
4. **Safety and Security Guidelines:** Protects data, service providers, and clients. These efforts aim to ensure safe, ongoing healthcare for vulnerable populations.

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THE REPUBLIC OF UGANDA
MINISTRY OF HEALTH
ACOM 428/093

10th November, 2021

All Chief Administrative Officers

All Directors Regional Referral Hospitals

RE: CHARGING VICTIMS OF SEXUAL AND GENDER BASED VIOLENCE FOR FILLING POLICE FORM 3

Ministry of Health has received complaints that some of our staff in Government Hospitals/ Health Centres solicit for funds from victims of Gender Based Violence (GBV) purportedly to facilitate filling of Police Form 3, that the victims require to report the crime. This is illegal and unacceptable.

Government has an obligation to protect women and girls from violence as articulated in Article 33 of the 1995 constitution of the Republic of Uganda. When faced with GBV, women and girls are advised to report to Public Hospitals/ Health Centres urgently for medical examination and management and to have Police Form 3 filled appropriately. Government facilities should therefore facilitate this process, to enable victims seek legal redress and not add to their agony by demanding for 'bribes' in form of fees for filling police Form 3.

The purpose of this letter therefore is to inform you to direct all health workers under your jurisdiction to stop this malpractice forthwith. They must examine the victims promptly and fill Police Form 3 appropriately. Any staff who will be found demanding money from victims of GBV will be dealt with severely in line with Government Standing Orders and the Professional Ethics / Codes of Conduct.

On the other hand, I am aware that Ministry of Justice and Constitutional Affairs (MoJCA) is supposed to refund the transport of health workers who are invited to Court as witnesses for such cases. By copy of this letter, I request MoJCA to always expedite processing of transport refund of our officers that are invited as witnesses in Courts of Law.

Thank you for your usual cooperation.

THE REPUBLIC OF UGANDA
MINISTRY OF HEALTH
ACOM 1860/03

3rd June 2021

Circular

All Hospital Directors, National and Regional Referral Hospitals
All District Health Officers
All Medical Superintendents
All Health Facility In-charges
Executive Directors of Implementing Partners
Executive Directors of Faith Based Medical Bureau
The Executive Director Uganda Healthcare Federation

PROVISION OF SERVICES TO ALL PEOPLE WITHOUT DISCRIMINATION

The constitution of the republic of Uganda recognises that health is a fundamental right and guarantees access to health care services for all. The Ministry of Health is mandated to provide Preventive, Promotive, Curative and Rehabilitative Health Services to all people in Uganda in their diversity **without any form of discrimination**. Furthermore, all services should be provided in a manner that ensures **Safety, Privacy and Confidentiality to all clients that seek health services in all facilities, both Public and Private.**

The Ministry of Health therefore reminds all health care workers and stakeholders about the above National commitments, and reiterates the following:

- Not to deny services to ANY client who present themselves for services.
- Not to discriminate or stigmatise any individual who seeks health care services, for any reason – gender, religion, tribe, economic status, social status or sexual orientation.
- Patient rights and ethical values – Confidentiality, Privacy, Patient Safety as stipulated in the Patient's Charter should be upheld each time a patient seeks health care services at your facility

Your cooperation in this matter is of great importance to improving access to service delivery for all our people.

ACTIVITY 1 ON EMBRACING DIVERSITIES : IDENTITY (INTERSECTIONALITY) FLOWER

- Distribute blank sheets of paper to participants. Ask them to draw a flower with seven petals. Ask them to not put their names on their pages.
- Select 7 identities from the list below and ask participants to label each of their seven petals with a type of identity or characteristic:

■ Race or ethnicity	■ Socioeconomic status	■ Undergone FGM
■ Gender	■ Relationship status	■ Undergone Embalu
■ Age	■ Sexual orientation	■ Undergone Labia pulling
■ Religion	■ Ability/disability	■ Add your own...
■ Language	■ Conflict Zone	
■ Education level	■ Skin colour	
- Ask participants to write, draw, or represent themselves and their identity in each category on the seven petals of their flower. Use yourself as an example if needed: for example, in gender you might put 'female' or 'woman' (or draw a female figure) if that is your gender, while in relationship status you might put married (or draw a ring or a couple) if you are married or single (or draw a single person) if you are single.
- Clarify if there are any questions. Allow 10 minutes for participants to create their flowers (you may want to circulate and assist).
- Divide participants into groups of 3-4. Ask participants to draw another row of petals behind the original seven
- Explain that in this row of petals, participants should discuss in their groups what identities hold power in their community. So, in the petal for gender, the group should discuss and agree on which gender(s) exercise power in their community (most likely men). Then all members of the group with a petal for gender will put that power identity in the new petal.
- Once all of the petals have been filled in, groups should compare and discuss:
 - How many of your identities are different from the dominant or powerful ones in your community?
 - How many are the same?
 - How do our identities shape our relationship to power in our community?
 - How do your identities and power shape your work? Your relationships?
 - Debrief by asking groups to summarize their discussions.

KEY MESSAGES:

- Intersectionality is a concept that recognises that different identities intersect with each other to shape different people's experiences of oppression. Therefore, all adolescent girls and young women do not face discrimination similarly – rather, it intersects with their other identities like religion, class, Race, skin colour, gender identity, sexual orientation and ability.
- Part of creating a safe space for everyone is respecting and celebrating diversity. Make sure you do not assume people's pronouns (using he/him or she/her) by their physical appearance. You can include in your introduction activities a basic question like "What are your pronouns?" or include preferred pronouns on name tags.
- Everyone moves through the world with multiple identities, and the mix of these identities shapes our relationship to power in our communities.
- Some identities are visible: the people around us react to the identities we carry and treat us accordingly.
- Others are invisible, but still impact how we are treated when those identities are known.
- Many people use or access different parts of their identities in different circumstances: we may lean into an identity that is shared with others to make a connection, or hide identities that we fear will result in us being treated poorly or unfairly
- If you see inequality as a them problem or unfortunate problem, then that is the problem-Kimberle Crenshaw

ACTIVITY: OUR SAMENESS, OUR DIFFERENCES

OBJECTIVE:

- To develop empathy for those who are treated unfairly due to their differences.
- To promote understanding and enjoyment of diversity.
- To encourage participants to take action in reducing stigma and discrimination.

STEPS:

1. Preparation:

- Ask participants to form a circle.

2. Facilitate the Activity:

- Introduce the activity: "Go into the middle if you feel you have been treated unfairly because of your age."
- Action: Participants who have experienced discrimination based on age step into the middle of the circle and share an example of when this happened.
- Return to Circle: After sharing, participants return to the outer circle.
- Repeat: Continue the activity by asking participants to step into the circle if they've been discriminated against for different reasons, such as:
 - The color of your skin
 - Being a woman or man
 - Poverty
 - Your religion
 - Your tribe
 - Being short or tall, fat or thin
 - Wearing glasses
 - Being disabled
 - Not being able to read or write
 - Being bad at sport
 - Having an illness
 - Bleaching skin

3. Discussion:

- After each round, ask the group to reflect on their feelings:
 - "What have we learned from this activity?"
 - "How does it feel to be discriminated against?"
 - "What effect did it have on you?"

4. Reflection on Personal Experiences:

- Encourage participants to think of a time when they might have discriminated against someone:
 - "How did you feel?"
 - "What effect did it have on the other person?"
- Ask participants to think of one thing they will do to stop discrimination before the next meeting.

KEY MESSAGES:

- Stigma refers to being devalued or treated unfairly based on characteristics like appearance, behavior, or background.
- Discrimination is the unfair treatment resulting from stigma.
- Empathy and shared experiences: Recognize that everyone has faced stigma or discrimination in some form, and we are not alone in this experience.
- Responsibility: When we discriminate against others, it may be due to ignorance or low self-esteem. We must take responsibility for our actions and support each other in reducing discrimination.

PRINCIPLE 5 : EMPOWERING WOMEN AND GIRLS

Empowerment is a process that enables individuals, particularly women and girls, to take control over the decisions, resources, and institutions that affect their lives. Women's empowerment: promoting women's sense of self-worth, their ability to determine their own choices and their right to influence social change for themselves and others. The essential elements of empowerment include awareness, participation, mobilization, access, and control. When empowered, women and girls are better equipped to make informed choices about their bodies and lives.

KEY MESSAGES:

- ❑ Women and girls must be at the heart of gender-transformative policies, as they often face greater disadvantages due to gender inequality. Ensuring their voices, needs, and rights are respected is essential.
- ❑ Organizing women into collectives can reduce vulnerability to external control and promote shared empowerment.
- ❑ Helping women and girls develop life skills, strengthen social networks, and enhance self-confidence and agency is vital for achieving empowerment.
- ❑ Women and young girls need to be empowered in Leadership, Economically, Politically and Educationally.

ACTIVITY 1 ON EMBRACING DIVERSITIES : IDENTITY (INTERSECTIONALITY) FLOWER

PURPOSE

- ❑ This activity aims to help participants understand the external influences and supports that shape decision-making in a community. It highlights how individuals—especially girls—are affected by societal norms and the importance of supportive networks in empowering decision-making.

STEPS:

1. Group Setup

- ❑ For larger groups, divide participants into two groups for the activity.
- ❑ Choose a volunteer to role-play a girl in a community that the program reaches. Assign her a name.
- ❑ Have participants brainstorm 10-12 key figures in the girl's life (such as family members, community leaders, and others who influence her decisions). Provide role assignments and name tags for these participants. Here are examples of roles:
 - Father/husband
 - Mother
 - Friend
 - Local religious leader
 - Health worker
 - Media
 - Wearing glasses
 - Being disabled
 - Not being able to read or write
 - Being bad at sport
 - Having an illness
 - Bleaching skin

2. Setting the Scene (Prompt 1 or 2):

- ❑ **Prompt 1:** XX is a young mother with a newborn boy and a daughter nearing 5 years old. Her husband is pressuring her to arrange for her daughter to undergo circumcision, although she does not want to, but fears confronting him.
- ❑ **Prompt 2:** XX is 12 years old and nearing puberty. She lives in a community where girls undergo a coming-of-age ritual involving circumcision. She wants to attend the camp with her friends, but she fears the painful process of circumcision.

3. The Activity:

- **Step 1:** Have the girl stand in the center of the room, surrounded by participants representing various figures in her life (roles). Read the appropriate prompt to the group.
- **Step 2:** The girl (in role) approaches one participant at a time to ask for advice or help. Participants respond in a manner that reinforces traditional or restrictive gender norms. For example, a father may say, "This is how it has always been done," or a religious leader might suggest it is a religious obligation.

4. Reflection on Influences:

- After the first round, reflect on the invisible webs of influence that affect the girl's choices. Discuss how each character's advice either limits or supports her agency and ability to make independent decisions
- **Discussion Questions:**
 - What influences and pressures are being placed on the girl?
 - How does the advice given by community members impact her choices?
 - How do restrictive norms limit her ability to act on her own desires and agency?

5. Reversal and Support:

- **Step 3:** The girl now reverses her course and starts again, asking for help or advice from the participants, but this time, the participants respond in ways that support her autonomy and decision-making.
- **Step 4:** As each participant responds with supportive advice (e.g., encouraging her to trust her feelings, seek alternatives, or make her own decision), the girl (in role) ties a string loosely around their wrist. This represents creating a web of support that helps build her confidence and reduces the limitations she faces.
- Continue this process until every participant in the circle is connected to the girl by the string.

6. Final Reflection:

- **Step 5:** Reflect on the web of support created. Discuss the following:
 - What does the web of support represent?
 - How does the support differ from the first round, when restrictive norms were reinforced?
 - What can each person in the community do to support a girl's confidence and decision-making in real life?
 - How can community members collectively reduce the limitations placed on girls?

KEY TAKEAWAYS

- The first round of the activity illustrates how societal pressures and traditional norms can limit a girl's agency and reinforce harmful practices.
- The second round shows the power of supportive networks that empower individuals to make their own choices.
- This activity demonstrates the importance of community members working together to build an empowering environment for girls and reduce the limitations placed on them.

WHEN FINISHED, DEBRIEF WITH THE GROUP

- What are the influences and concerns that impact girls' agency?
- What are the values that influence girls' agency?
- How do they work in our programmes? In girls' communities?
- What are we doing to ensure that all people in our programmes, especially girls, are able to make clear and confident decisions from a place of personal strength?
- What does it mean to centre girls' agency and bodily autonomy in our programme efforts?

KEY MESSAGES

- We tend to think of agency and empowerment as deeply individual, but research and evidence increasingly shows that they are both individual and social: girls are aware of the expectations and needs of their families and communities, and that awareness shapes their choices.
- In order to support girls (or anyone) to exercise agency, or control over their decisions, we need to help them value themselves and build confidence in their choices.

- Research shows that the reaction a girl gets when she stands up for herself shapes her sense of self-worth. The first time a girl advocates for herself, she needs to be met with support, or she will learn that her voice doesn't matter.
- One of the hardest things for adults, whether they are parents, health workers, programme implementers, or policymakers, to do is to learn to support girls' decision-making, even when they make choices we don't like.

Source: Integrated Gender-Transformative Accelerator and Values Clarification Workshop Facilitation Guide (GTA+), Advancing Gender-Transformative Approaches in the UNFPA-UNICEF Joint Programme for the Elimination of Female Genital Mutilation: Exploring Gender, Power, and Agency, April 2024

PRINCIPLE 6 : ENGAGING MEN AND BOYS



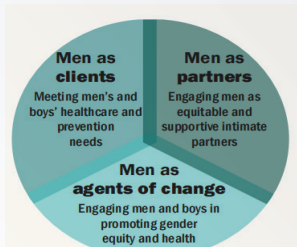
Uganda Police persons on Kampala streets depicting changing gender roles during the 16 days of activism celebrations

No Missed Opportunities!



- There should be no missed opportunities for advancing male involvement in sexual and reproductive health.
- Educate boys and men about SRH.

It starts with you, it starts with HIM. Reaching out to different boys in their life pathways motivates them to build violent free and health relationships. Fathers be an inspiring male role model and help boys create a future where men and women live free from violence and inequality. Reaching men is a winning strategy to encourage sexual responsibility, fostering their partners contraceptive choices plus addressing the general reproductive health choices for couples. Right to Food, Water & Nutrition, Equal access to quality education and Right to Health are directly realized by families if meaningful engagement of men is done.



Adapted from Greene, Mehta, Pulerwitz, et al. 2006

We cannot ask men and boys to become allies to 'do something good' for women and girls. If we want to sustain their engagement we must address their needs. The inevitable evolution of work with men and boys will be towards better understanding/ more integration of engagement around masculinities (systemic power differentials, discrimination/ oppression, political economy, militarization, etc.) to complement the individual work and a more intersectional lens to all our engagements, We need to acknowledge and address men's own gendered needs and vulnerabilities, and the ways that they too suffer, for example through male violence against men, alcohol and drug use, male suicide rates, lower life expectancy, and xenophobia. Though the international development community often refuses to recognize men's plight because it is too invested in the binary construction of women as victims and men as perpetrators. There is a link between neoliberalism, globalization, and the pressure the current system puts on men to perform economically. This pressure to fulfil society's expectations comes not only from male peers and leaders, but also from their own wives and partners, sisters and mothers.

A **Gender Transformative Approach (GTA)** encourages men to embrace positive masculinities, recognizing the diverse ways masculinity can manifest across different societies and cultures. Positive masculinities promote equity, respect, and dignity for all genders by rejecting traditional power imbalances and embracing shared responsibility.

Key aspects of positive masculinities include:

1. **Valuing Femininity:** Positive masculinities equally value femininities and foster respect for women and other genders.
2. **Rejecting Harmful Power Dynamics:** Men are encouraged to challenge harmful masculine norms that prioritize dominance over others, such as aggression, control, and rigid gender roles.
3. **Role Model Men Programs:** These initiatives can empower men to lead by example, advocating for gender equality, addressing domestic violence, sharing domestic responsibilities, and providing psychosocial support.
4. **Encouraging Emotional Expression:** Positive masculinities support men in expressing their emotions and seeking help for mental health, promoting healthier and more respectful relationships.
5. **Celebrating Diverse Masculinities:** A GTA acknowledges that multiple forms of masculinity can exist within the same cultural or societal context, and people of all genders may engage with masculinity in different ways.
6. Men also need to learn how to **turn their changed attitudes and behaviours into action** in their community, where they are often still the power-holders.
7. **Take a positive approach to male engagement.** Men and boys often want to be part of the solution and should be approached as potential allies, not adversaries. Taking the latter approach may generate resistance. Although men who engage in harmful behaviours must be held accountable, focusing on the problematic aspects of individual male beliefs and behaviours may introduce the risk of a narrow emphasis on individual men that obscures relational and structural aspects. Leveraging positive forces and human rights can be a useful strategy in male engagement. While challenging gender inequalities may generate resistance, there are approaches to manage this
8. **Engage men and boys at different life stages,** Working with men and boys can be effective at any age and should take into account the specific relationships and opportunities across ages, from adolescent-aged students in school, to husbands and brothers to fathers of daughters and sons and so forth. Projects may pair role model men with adolescents or young men as intergenerational mentors.
9. **For Engagement of Men and Boys, acknowledge men as the decision makers in the community** in order to get them to use their power to 'do the right thing' and become positive role models in support of women and girls' equality; Then lighten their burden and reduce the stress of their responsibilities by bringing women into their decision making processes.
10. **Get men and boys to talk about respectful and equal relationships and the benefits of ending SGBV** cases 'wanting the best for our wives, daughters, sisters and mothers'.
11. **Identify 'early adopters' and 'change champions'** among the boys and men who are not threatened by messages that criticize patriarchy and work through them to persuade other boys and men.
12. **Communicate messages at different levels and in different types of community meetings** – through midwives, teachers, health, agricultural officers and NGO community development staff.

Through these principles, a GTA helps transform social norms, encouraging men to be champions of gender equality while fostering healthier, more equitable relationships.

ACTIVITY: FATHER /PARENT BY CHOICE, FATHER /PARENT BY CHANCE

Participants will appreciate and understand the impact of choices men make in SRHR and the importance (benefits) of small families and costs of large families.

- STEPS:**
- Steps: Get Markers,Masking tape,2 pieces of a banana or cake or chapati and 2 uniform pieces of papers (Using masking tape, join 2 different uniform flip chart papers
 - Choose a safe space either indoors or outdoors
 - Place each of the 2 joined flip charts on the floor to represent 2 plots of land
 - Request for 2 male and female volunteers to represent 2 brothers from the same household in the preferred community who married their wives on the same day
 - With all other participants observing what is going on ,Tell all participants , that in that community, its legally mandatory for newly married couples to have 1 free acre of land (220ft by 220ft), Let each couple stand on a piece of paper (plot of land) , Emphasize that each couple MUST remain inside their plot.
 - Read to all participants, that in that community , there is a PTY community focal person belonging to a CBO working closely and serving on the Health Unit Management Committee of a health centers any selected district of operation of PTY.
 - The PTY community focal person conducts door to door / home visits for demand creation on several SRH/SGBV services, family planning inclusive, so he/she visited the 2 families for the next 6 years

HOUSE HOLD	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	TOTAL NUMBER OF PEOPLE IN EACH FAMILY PLOT OF LAND IN 6 YEARS
Couple 1 :	As a couple, they welcomed and listened to the PTY community champion decided to enroll on Condom usage as their preferred FP method of choice No child	Couple produced 1 child (girl) 1 child	Couple was still using a family planning method of choice -3 years FP method implant No child	Couple was still using was their 3 years FP method mplant No child	Couple still using their 3 years FP method - implant No child	Couple produced 1 child boy 1 child	4
Couple 2:	As a couple, they welcomed and listened to the PTY community champion decided NOT to enroll on a preferred FP method, The couple produced 2 twin kids (all boys)	Couple produced 1 child (girl)	Couple produced another set of 2 twins (boy and girl)	Couple produced 1 boy	Couple produced 1 girl	Couple produced 1 child-girl	10

- Emphasize the fact that amidst the family member size increasing , every family MUST fit within their plot of land
- After every 6 years, the local government gives equal food incentives to households irrespective the number of occupants
- Each of the two households on the same day was given equal and same type of 1 food incentive like 1 banana or cake or chapati
- Let participants observe experiences , practices and how each family is behaving while sharing the 1 banana or cake or chapati amongst family members .
- After families have shared their food, Let family members share their experiences throughout the exercise, Relatedly, Let other participants also give their insights , observations and relatable experiences in their communities . What good practices can be adopted as individuals and in communities .what are the benefits of pregnancy prevention to their families? As a facilitator, guide the discussions on key learnings about this exercise using OPDA (What did they OBSERVE ?, Can they PERSONALIZE themselves with the exercise? ,DISCUSS the causing factors. How can we ALLEVIATE/AVERT the situation?

KEY MESSAGES

- Men can prevent pregnancies as partners, clients and advocates .
- Both partners (husband and wife) need to discuss and mutually decide on how many children they want and when. It allows them to provide sufficient love, care, attention, and education to each child.
- Fathers can challenge harmful gender norms and stereotypes, supporting pregnancy prevention method usage both at home and in society.
- Responsibility for pregnancy prevention lies with both partners, not just one., relatedly, newly married couples and those with existing children can use these those services
- There are costs related to big families.

ACTIVITY: MY FATHER'S LEGACY

Focuses on reflecting on how family and community influences shape participants' perceptions of masculinity. The activity encourages participants to explore their emotional connections to male role models and the lessons they learned about masculinity, highlighting both positive and negative aspects.

ACTIVITY STEPS:

- Reflection: Participants close their eyes and think about a father figure or an influential male figure from their past, focusing on objects, images, or smells connected to them, and the emotions these evoke.
- Sharing: After reflecting, participants share their thoughts and emotions with a partner for 5 minutes.
- Masculinity Reflection: Participants discuss what elements of masculinity they learned from their fathers or male figures that they want to pass on or avoid, with a focus on what aspects of masculinity are positive or harmful.
- Group Discussion: The group reflects on:
 - What positive elements of masculinity should be carried forward.
 - Which elements should be left behind.
 - How masculinity has evolved over time.
 - How the "house" of gender norms from their fathers differs from their own and what changes they would make for the next generation.

KEY MESSAGES

- ❑ Gender and Masculinity: Gender norms affect everyone, not just women. Men and boys are also constrained by these expectations.
- ❑ Negative Impact of Masculine Norms: Strict ideas of masculinity can negatively affect men's and women's health and well-being, often through violence and aggression.
- ❑ Challenging Violent Masculinity: While masculinity is often linked to aggression and dominance, there are men who challenge these norms in their relationships.
- ❑ Changing Norms: Changing the societal expectations of masculinity can be difficult, but it's crucial for promoting healthier and more diverse expressions of masculinity.

PART 3:

GENDER TRANSFORMATIVE PROGRAMMING

STRATEGIC OPERATIONALIZATION OF GTA PRINCIPLES AND APPROACHES IN INTERVENTIONS

There is no 'one-size-fits-all' but there are as many different approaches as there are contexts. As youth organizations it is important to consider the following in integrating GTA approaches.

1. **Start Early:** Work on gender equality from a young age, especially during early adolescence. sexuality education is key, both in and out of school. Men should also be engaged at later stages, like during parenthood, to promote involved fatherhood and equal sharing of care responsibilities.
2. **Work at Different Levels:** GTAs should work at multiple levels – individual, community, and broader societal systems. Actions should target both local and global contexts for greater impact.
3. **Understand the Local Context:** Programs should be tailored to the cultural and social realities of the community, working with local leaders (like religious figures) to gain support for change.
4. **Use Data for Better Programs:** Collect and analyze data to understand the specific gender issues in the community and to track the progress of programs.
5. **Sustain Long-Term Change:** Transforming gender norms requires time, so programs should not be one-time events but ongoing efforts that focus on deeper change at individual, family, and community levels.
6. **Address Misconceptions First:** It's better to tackle misunderstandings and lesser issues before confronting larger power dynamics, like questioning harmful traditions such as FGM/C.
7. **Use Positive Religious Teachings:** Engage with faith leaders to share religious teachings that support gender equality and to ensure they lead by example.
8. **Focus on Environment & Safety:** Improving physical spaces, like school toilets, can be a starting point for discussing larger issues like sexual harassment and gender violence.
9. **Engage Men and Boys:** Encourage men and boys to actively participate in creating gender equality. Focus on making them feel involved, not accused. Offer opportunities for learning and reflection on their own roles in perpetuating or challenging gender norms.
10. **Community Involvement:** Involve the whole community in conversations about gender equality. Use safe spaces for both men and women to discuss sensitive topics, then bring them together for collective solutions.
11. **Inclusive, Not Divisive:** Gender equality work should include both women and men. Men should support women's voices and leadership while also reflecting on their own roles. Work with men should complement, not replace, work with women.
12. **Ensure Equal Representation:** Ensure both men and women have equal opportunities to participate and express their views, creating a space for mutual understanding and action.

GENDER- TRANSFORMATIVE APPROACHES (GTA) IN ORGANIZATIONS: WHAT DOES IT LOOK LIKE?

1. **Organizational Commitment:** GTA in an organization requires commitment from everyone—not just a Gender Officer or a few leaders. For it to be sustainable, all members must embrace and take ownership of the approach.
2. **Assessing the Current Situation:** Start by identifying what's already working in terms of gender equality. Rather than focusing on gaps, ask about the existing strengths and opportunities that can be scaled up to move the organization towards a GTA.

3. **Reflection and Awareness:** The first step is to reflect on how gender is already embedded in the organization's policies, activities, and relationships. Understanding the current position of the organization on the Gender Equity Continuum (a tool to assess where the organization stands in terms of gender equality) helps identify goals and realistic milestones.
4. **Gradual Progress:** Moving towards a GTA is a gradual, step-by-step process. The goal is to integrate gender equality into every part of the organization, from its culture to its policies and practices.
5. **Shared Ownership:** Achieving a gender-transformative approach requires everyone in the organization to share responsibility for the process. When all members are invested in the goal, it becomes part of the organization's everyday practices.
6. **Sustained Integration:** Over time, as the organization becomes more committed to gender transformation, GTA will be naturally embedded into its structure, policies, and activities, creating a long-lasting impact.

GENDER- TRANSFORMATIVE APPROACHES (GTA) IN ORGANIZATIONAL POLICIES

1. **A gender-specific policy** serves as a guiding principle to prioritize gender equity in an organization. It reflects the organization's commitment to gender equality and provides a clear framework for actions related to programming, budgeting, and resource mobilization.
2. Many youth-led organizations might not have formal policies in place. They can develop brief guidelines on gender intergration. Developing a gender guidelines helps record the organization's commitment to gender equality and ensures consistency, especially in the face of high staff turnover. It can act as a reference for future members.
3. **Co-Creation of the Policy:** Involving various team members in creating the policy (e.g., project managers, communications, advocacy, and fundraising experts) ensures it is well-rounded and addresses the needs of all parts of the organization.
4. **Key Elements of a Gender Policy/guidelines:**
 - **Values:** These include inclusiveness, equality, and respect. The policy should reflect how these values influence the organization's work.
 - **Implementation Strategies:** This includes inclusive practices like gender-balanced recruitment, diverse decision-making processes, and gender-sensitive benefits (e.g., paid maternity leave).
 - **Monitoring and Evaluation:** Set clear indicators, milestones, and timeframes to track progress and ensure the policy's effectiveness.
 - **Diversity Policy:** Address diversity beyond gender, considering ethnicity, ability, and other factors that may impact equal opportunities in the workplace.
5. **Supportive Framework:** A gender policy should not burden the team but rather support and unify efforts across the organization, ensuring long-term commitment to gender equality.

OBSTACLE	SOLUTION
Lack of understanding of gender-transformative programming and how to operationalize it	Make accessible and practical training at all levels mandatory; training to include addressing prevailing biases, mindsets, attitudes etc
Perceptions that gender-transformative programming is not really an organization mandate and/or that it competes with other agendas	In training and communications from the highest level, make clear how gender-transformative approaches link to all programming within organization . Carry out a gender audit internally to understand ownership and/or its absence and address it through a long-term process of Human Resource Development.
Lack of momentum, interest and inertia to implement such approaches	Build ownership and leadership from the start at all levels (HQ, regional, country level) and within different programmes.
Lack of institutional incentives to implement gender-transformative approaches	Ensure resources are allocated to support gender-transformative programming.
Lack of innovative/disruptive approaches and the tools to implement them that can facilitate flexible, adaptable work	Explore and build on approaches used in other sectors, including the digital sector, e.g., co-design, human- centred approaches.

Change is slow and is not likely to be seen in the usual life cycles of programmes	Some midterm/progress/intermediate/outcomes /indicators can be identified which point towards change.
Scalability and replicability of such approaches are challenging	Work closely with government, civil society, and private sector partners to institutionalize gender -transformative approaches at different levels.
Political commitment is necessary at different levels in order to ensure its success	Build ownership at all steps of the process, through early engagement of political leaders and champions, especially at country level.

GENDER TRANSFORMATIVE APPROACHES IN PROJECTS

A gender-transformative approach requires thoughtful consideration of gender dynamics at every stage of a project. This includes equitable leadership roles, addressing cultural or structural barriers, providing inclusive resources, and budgeting for gender-sensitive needs. By integrating these practices, organizations can create a more inclusive and supportive environment, ensuring all participants benefit equally. Like in the other parts of this guide, the first step is to reflect on how gender is already embedded in your specific projects. It is useful to be able to examine gender issues in the three stages of a project cycle: i. Planning; ii. Design and Implementation; iii. and Monitoring, Evaluation, and Learning (MEL). Below are guiding questions to consider at each phase of the programming process.

1. PLANNING STAGE

- **Conduct Gender Analysis:** Ensure that gender roles, cultural norms, and potential barriers are addressed.
- **Leadership:** Assess gender representation in leadership roles.
- **Accessibility:** Ensure equal access to resources for all genders, considering specific needs, such as timing for caregivers.
- **Budgeting:** Allocate resources that address gendered needs.

2. IMPLEMENTATION STAGE

- **Leadership and Communication:** Strive for gender balance in leadership and observe communication dynamics (e.g., who speaks or participates more).
- **Advocacy:** Integrate gender sensitivity in advocacy work, avoid reinforcing harmful gender norms, and promote equitable spaces for all genders.
- **Facilitation:** Ensure facilitators are aware of organizational gender policies, address gender biases, and create inclusive learning spaces.
- **Content and Space:** Avoid stereotypes, create culturally sensitive spaces, and provide options for participants from diverse backgrounds.
- **Sexual Harassment:** Establish clear procedures to handle harassment and inform participants of their rights.

3. MONITORING, EVALUATION, AND LEARNING (MEL) STAGE

- **Gender-Sensitive Indicators:** Include gender-related questions and ensure reflection sessions are inclusive.
- **Long-Term Evaluation:** Evaluate if participants apply GTA principles in their organizations or communities, with follow-ups over time.

OBSTACLE	SCORE	REMARKS
Is a gender and power analysis included in the design stage of the programme?		
Are the target groups actively involved in the development of the programme?		
Does the programme include specific indicators and budgets for		
Will the programme collect gender disaggregated data in a non binary way (options: male/female/other)?		

1.	IS THE PROGRAMME BASED ON HUMAN RIGHTS?	SCORE	REMARKS
	Does the programme approach your target group as rights holders?		
	Does the programme aim to hold duty bearers (schools, governments, service providers) accountable for increasing		
	Is the programme adapted to the specific needs of your target audiences?		
	Is the programme accessible for all people without discrimination on the basis of their background, religion, ethnicity, sexual orientation, gender, disability etc?		
2.	DOES THE PROGRAMME ADDRESS POWER RELATIONS?	SCORE	REMARKS
	Does the programme have accountability structures in place to prevent power abuse?		
	Does the programme address power inequalities in the lives of your target audience?		
	Does the programme ensure that those whose boundaries are not respected are able to seek support?		
	Does the programme support people's own power and agency?		
3.	DOES THE PROGRAMME TALK ABOUT NORMS AND VALUES? SCORE	SCORE	REMARKS
	Does the programme teach about how we perceive masculinity, femininity and sexuality in our society?		
	Does the programme recognise the negative impact of (some) gender norms on the issue you are trying to address?		
	Does the programme address positive and negative effects of norms and values on gender and sexuality of people?		
	Does the programme provide reflection and information about norms and values in your specific cultural context(s)?		
4.	IS THE PROGRAMME INCLUSIVE OF GENDER AND SEXUAL DIVERSITY?	SCORE	REMARKS
	Does the programme differentiate between sex and gender?		
	Does the programme help your target group(s) to understand the range of diversity in gender identities and expressions, sexual orientations and sex characteristics?		
	Does the programme take specific effort to include MSM/WSW and other people?		
	Does the programme address wrong assumptions about gender and sexual diversity?		
5.	IS THE PROGRAMME INCLUSIVE OF GENDER AND SEXUAL DIVERSITY?	SCORE	REMARKS
	Does the programme help women and girls to get increased autonomy over and understanding of their own bodies?		
	Does the programme provide life skills to women and girls to build healthy, productive relationships?		
	Does the programme give confidence and agency to women and girls to protect their boundaries?		
	Does the programme empower girls to make informed choices with regards to sexual behaviour and reproductive health and rights?		

6.	DOES THE PROGRAMME ENGAGE MEN AND BOYS?	SCORE	REMARKS
	Does the programme challenge harmful norms about masculinity?		
	Does the programme promote positive images of men and boys as caring and communicative?		
	Does the programme actively engage men and boys as part of the journey towards gender justice?		
	Does the programme recognise that rigid gender norms also harm men and boys?		

DETAILED ORGANIZATIONAL GTA INDICATOR CHECKLIST

GTA IN THE STRATEGIC PLAN	A strategic plan is an organisation's blueprint on how it plans to achieve its goals within a specific set time frame. A strategic plan starts from analysing where the organisation stands at present, defining the desired future, and then planning a way to get there. Strategic planning includes long-term and/or medium-term time frames and more general activities to solve complex problems and achieve strategic objectives. On the other hand, action planning includes short-term time frames and specific actions to solve immediate problems and achieve clear, detailed objectives or results through specific outputs. The main stages of a strategic planning process are: ■ Preparing the planning process; ■ Understanding the present - where we are; ■ Defining the desired future - where we want to be; ■ Identifying the solutions - how to get there; ■ Implementation; ■ Monitoring, Evaluation and Learning (MEL). An organisation interested in working towards gender equity should consider putting gender equity (or GTA) as a cross-cutting element in its strategic plan. GTA can also be mentioned or regarded as a specific goal in the strategic plan, which means that measures and activities to reach this goal will also be set in place. HERE'S A FEW WAYS TO INPUT GTA IN YOUR STRATEGIC PLAN: ❑ It is not enough to just write/mention the word "gender-responsive" or "GTA" in different parts of your strategic plan without proper awareness on how they are contextualised in the document. Instead, gather those who are working on your strategic plan to have a short discussion about GTA to ensure that everyone working on drafting the plan is aware of GTA; ❑ Consult your team/members about how they are working on gender (situational analysis) and where they would like to go; ❑ Describe the organisation's goal to achieve GTA within a certain timeframe; ❑ Identify inequalities within your organisation's scope that might be related to gender; Whenever the plan talks about specific gender-related elements, check whether your document presents some biases, or your definition/description leans to specific prejudices and stereotypes related to gender; ❑ Check the use of language in your strategic plan! Sometimes, it takes practice to be able to eye/flag small words and phrases that can discriminate, exclude or disregard someone's needs and experiences; ❑ With context and cultural sensitivities in mind, introduce non-binary language in your strategic plan (i.e. instead of mentioning men and women, you can mention diverse genders). A strategic plan that is informed by the gender experiences of organisational members is most likely to be more contextually sensitive. Organizational Commitment: ❑ Take a look at your Vision, Mission, Objectives and also your Strategic Plan (Review our organizational protocols and policies (can also be part of your strategic plan)
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- ❑ Explicit inclusion of gender equality in the organization's mission and values.
- ❑ Presence of a gender policy and youth engagement strategy document.
- ❑ Allocation of dedicated resources and budget for gender-related initiatives and MIYP
- ❑ Existence of a gender focal point or dedicated staff responsible for mainstreaming gender.

GTA IN ORGANISATIONAL MANAGEMENT AND OPERATIONS

Organisational management is a very broad concept that refers to the process of planning, organising, staffing, leading and coordinating an organisation. It is about managing resources – including human and financial – in order to reach a certain goal. Human resources are people who make decisions, plan and implement actions, conduct research and evaluation, and also perform a variety of tasks in the organisation. They consist of staff, interns, volunteers, as well as consultants you hire for certain projects or tasks. Human resources management includes selection and recruitment of team members and consultants, division of tasks, responsibilities and benefits among the team, as well as training and ensuring peaceful and effective communication at work.

Applying GTA in organisational management goes beyond ensuring an equal number of men and women working in your organisation. It is about considering the level of equality and equity given to diverse genders in terms of opportunities, recognition of work, responsibilities, and other forms of benefits. It is also about ensuring the well being of a diversity of genders sharing a working space in your organisation.

An organisation's gender policy, as well as capacity development opportunities become important elements here. Training staff and team members on gender issues, gender rights and gender responsive techniques will enhance their capacity and competence to work on issues with a GTA lens, making it possible to have an organisation-wide collective and shared gender(GTA) approach.

GTA IN LEADERSHIP AND HUMAN RESOURCES

Things to look for in implementing a GTA in leadership and human resources, including in recruitment:

- ❑ Does your marketing for recruitment explicitly encourage people of all genders to participate or apply? Have you considered gendered barriers applicants may face and how these may overlap with other forms of marginalization such as race, class or ability?
- ❑ Does your leadership team reflect equitable gender dynamics? Do all employees have equal access to promotions and career pathways?
- ❑ Does your organisation work to implement horizontal decision-making processes? Are the gender dynamics of these dialogues and processes equitable? Are people of all genders involved and informed? Do women and gender-diverse people hold the necessary power to participate actively and meaningfully in these processes?
- ❑ Do you have gender-equitable policies for parental leave? Do you have proper policies in place for sexual assault, harassment and GBV in the workplace? Do you have necessary policies in place to support diverse employees? Are all employees familiar with the policies and procedures following a violation?
- ❑ Does your HR actively take gendered barriers to employment into consideration? For example, do HR leaders embrace options like partial or full telecommuting, flexible work schedules, and professional part-time roles?

How this looks like for us a PTY Partner?

- ❑ We have an equal access and balance in all our roles and positions, for example including equal access to promotions and leadership positions;
- ❑ We have an equal representation of genders in our organisation (internally and externally) at all levels of organizational hierarchy;
- ❑ We design horizontal gender inclusive decision-making structure and procedures internally (and externally as much as possible);
- ❑ We promote a really plural leadership and an environment where different profiles (including marginalised ones) are valued and have access to these opportunities
- ❑ We implement structures to address sexual and gender-based harassment at the workplace in a healthy manner; including an anti-sexual harassment policy and an (anonymous) complaint mechanism that creates a safe environment for people to come forward

GTA IN ORGANISATIONAL MANAGEMENT AND OPERATIONS	Things to look for in organizational management and operations: □ Are your human resources gender-balanced? □ If not, do you encourage the outnumbered gender to join your team during the selection and recruitment process? □ Do you discuss gender-related questions when you recruit new staff into the organisation? If so, how? □ Are you conscious of how the gender diversity of your staffing affects/impacts your work positively and negatively? □ Are the tasks divided equally among team members of all genders? Does one gender have more responsibilities than another? □ Are benefits divided equally among your team members of all genders? Does one gender have more opportunities to get knowledge and build skills than another or more access to financial and information resources than another? □ If there are issues between your team members – do you reflect if these issues have anything to do with gender? □ Do you offer capacity development training on gender (issues) for the people in your organisation? □ Do you have a workplace policy covering diversity issues in employment? How this looks like for us a PTY Partner? □ We organise gender coffee breaks led by staff/interns, an informal space where our team can discuss experiences, share resources and learn from each other. □ We embed GTA in our organisational process, from planning to evaluation. This is the best way to keep it in on the agenda. Keep GTA discussion in our annual meetings. □ We have policies for creating gender inclusive safer spaces for people to address their issues in a healthy environment; We ensure that mental health issues are acknowledged, considered, and addressed in a gender-inclusive manner (if the person wants them to be addressed). This is especially important for young people involved in SGBV response works since they engage in challenging work that can sometimes be emotionally and mentally draining
GTA IN INTERNAL AND EXTERNAL COMMUNICATIONS	Things to look for in internal and external organizational communications: □ Concerning reach, do your proposed communication channels and approaches consider gender-based needs or specific barriers to information access? □ Does your approach to communication consider gender norms, attitudes and practices that influence social change? □ Does your communication in visuals and text reflect equitable visibility, particularly for gender-diverse people and women? □ Do your materials, messages and posts respond to the needs of people of all genders, challenge negative gender norms and share information in a culturally responsive and context-specific manner? □ Does your communication strategy include specific measures to overcome gender barriers to accessing information or participating in activities? □ Does your marketing for programming, hiring, events, and resources explicitly encourage people of all genders to participate or apply? How this looks like for us a PTY Partner? □ We deconstruct gender norms, roles, and labels within our organization, by beginning with small baby steps such as encouraging people to always ask another person their pronouns (instead of assuming) before addressing them and encouraging people to include their pronouns in internal and external communication channels; □ We include a non binary youth as one of the main character in our revised Strategic Plan. □ Use of inclusive language in all organizational communications. □ Visibility of women and diverse gender identities in promotional materials. □ Public advocacy for gender equality through various channels.
GTA IN FUNDRAISING AND PARTNERSHIP	Things to look for in fundraising and partnership: □ Do your potential partners and donors demonstrate awareness of and responsiveness to the importance of gender in SRHR work? Do they clearly show a commitment to gender equality? Can you see this reflected in both policy and practice? □ Do your potential partners and donors support your efforts to address harmful gender norms and conduct your work through a GTA lens? □ Do your fundraising efforts take into account the specific needs of people of all genders?

	- Has gender analysis/research been conducted and included in your funding proposals for programming? How this looks like for us a PTY Partner? - Ethical Fundraising Policy that guides value-based decision making in our fundraising and partnership building. - Inclusion of gender considerations in partnership agreements.
GTA IN FINANCE MANAGEMENT	Things to look for in implementing a GTA in finance management: - In what ways are your financial policies and resource allocations likely to reduce or increase gender inequalities? - Do you, as an organisation, have a framework we use to carryout gender budgeting? - How are budgeting decisions made within your organisation and by whom? What gender dynamics are at work? Is your annual budget statement responsive to gender inequities? - How are people of all genders impacted by your current expenditures? Do you have analysis tools in place to equitably measure this impact? - Is gender taken into consideration during your organisation's financial audits? - Is gender equity a core component of your financial management resource distribution such as grant disbursement, staffing, outsourcing, procurement? How this looks like for us a PTY Partner? - We encourage gendered budgeting by allocating budget in programs considering gender-related needs and experiences. This is especially relevant when allocating budgets for regional activities that might have context-related gender elements to consider, such as safety, gender cultural and religious practices, familial needs, etc.; - We guarantee equal pay among all genders.
GTA INDICATORS IN PROGRAM DESIGN AND PLANNING:	- Inclusion of a gender analysis in needs assessments. - Gender-sensitive identification of target beneficiaries and stakeholders. - Integration of gender-specific indicators in project planning and monitoring. - Consideration of intersectionality like age, ethnicity, socio-economic status in program design.
GTA INDICATORS IN IMPLEMENTATION	- Is there Gender-sensitive recruitment and training of staff, interns, consultants and volunteers. - Is there promotion of equal participation and representation of women and men in decision-making processes. - Is there incorporation of gender -transformative language in communication materials and MIYP in programming. - Is there provision of gender-responsive services tailored to the diverse needs of the community.
GTA IN NETWORK COORDINATION	Many youth groups organize themselves in formal and informal coalitions, networks or hubs of individuals, organizations or a mix of those. Such setups have great benefits, such as sharing expertise and resources, however they also demand extra coordination. We as a PTY partner, promote GTA within a network on two levels: on the member and on the network level. The first mains supporting individual members in adopting GTA in their own work, while the second intends to promote GTA in the collaborative work within the network. These two elements are complementary, but require their own strategy and action Things to look for in implementing a GTA in Network Coordination: - Does your organization foster an inclusive space for members to explore GTA? Do they have the knowledge, skills and attitudes to meaningfully engage in gender-related topics? Is gender equality and equity a priority for(some of) your members? - Do you support members to work with gender in a way that is informed by their own context? Do you support them in identifying their own needs and goals? - Do you promote and/or facilitate peer-learning among your members on this topic? - Do you include your members in your own GTA? Do you extend capacity development opportunity to your members? - Do you identify committed and experienced members to champion GTA throughout the network?

	How this looks like for us a PTY Partner? ❑ We deliver training on GTA for our members and support the development of their own GTA accompaniment plans; ❑ We include GTA-related questions in our monitoring and evaluation tools, such as the Annual Impact Review. For instance: "How did your organisation contribute to gender transformation within the network?" OR "How was PTY partner able to support your work on gender-transformative approaches?" These questions can highlight specific initiatives of member organisations. ❑ We encourage and promote annual regional learning sessions and exchanges specifically on GTA; ❑ We identify "regional champions" in GTA, recognise their efforts and encourage them to support the spread of GTA and good practices among the other regional organisations. ❑ We promote accountability within our network – members who join the capacity development training should act as multipliers in their regional network; ❑ We work with members to ensure the network's GTA is sensitive and relevant to the context and support members that face barriers with working "beyond the binary" right away by: ■ Understanding that it is a process that should not be rushed; ■ Communicating with local authorities just before starting to implement such programmes (so you are not tagged to be deviant); ■ looking into local messaging and use local narratives that you'd like to transform; having a clear understanding of how the communities ■ View you as an organisation (they might view you as a deviant) instead of someone who's helping; ■ Thinking about conflict sensitivity and Do No Harm "what is the likelihood of you introducing diversity topics would actually have a reverse/negative impact to a community who is not ready to listen?" Work on the root causes of being close-minded first before going straight to your plan. ❑ We understand gender-related needs and priorities of potential members during the membership review phase by including questions in our admission interview. These questions are not meant to "limit" or "exclude" those who have no gender work experience, but rather to understand their interests in GTA and to have a mix of new members with both gender experience and those interested to learn.
GTA INDICATORS IN COMMUNITY ENGAGEMENT:	❑ Involvement of women and marginalized groups in decision-making processes. ❑ Community-led initiatives that challenge gender norms and stereotypes. ❑ Regular feedback mechanisms to ensure community perspectives are considered.
GTA INDICATORS IN LEARNING AND ADAPTATION:	❑ Regular reflection and learning sessions on gender-transformative approaches. ❑ Flexibility to adapt programs based on lessons learned regarding gender dynamics. ❑ Documentation and dissemination of best practices in gender mainstreaming.
GTA INDICATORS IN CAPACITY BUILDING:	❑ Do Training programs on gender sensitivity for staff and community members. ❑ Are there Integration of gender mainstreaming in organizational capacity-building initiatives. ❑ Are there Collaborations with external gender experts or organizations for training and support.
GTA INDICATORS IN ADVOCACY AND POLICY ENGAGEMENT:	❑ How does gender inequality overlap with the issue addressed by your advocacy work? ❑ How does a GTA support the intended impact and vision of your advocacy work? ❑ Do you have a designated gender advocate working on each project? If not, someone with knowledge on gender? If not, would it be an option to recruit a consultant/expert? ❑ Do you consider gender in each phase of your conflict analysis, planning and Advocacy response?

	❑ Who is the group of people you are intending to reach? What are the gender dynamics of this group? Are there power dynamics present? Do you have a strategy to address them if they arise? ❑ Are there any harmful gender norms or binaries that may be unintentionally reinforced in your advocacy work? If so, how might you create a more equitable space for young women and gender-diverse people? How might you support positive masculinities in your advocacy work? ❑ When conducting MEL, do you carefully take note of the gendered differences of the impacts of advocacy work? ❑ How is your participation in advocacy efforts for gender-related policy changes. ❑ What existing and functional collaborations with other organizations working on gender equality. ❑ Does the organisation use evidence-based gender arguments in advocacy campaigns.
GTA INDICATORS IN MONITORING AND EVALUATION:	❑ What mechanism(s) do you have to check back on GTA in the six elements/categories (above) of your project implementation? ❑ Are young people/participants asked (GTA) gender-related questions during the monitoring or evaluation process? (Example: Did the activity allow you to reflect on gender equality? Make you feel you are in a safe space? Did it challenge your gender biases and prejudices?) ❑ Are reflection sessions open and inclusive enough to allow participants to share their reflections without being judged by their peers? (Example: daily reflection groups have balanced composition of different genders) ❑ Are your output and outcome indicators gender-sensitive in performance assessments? ❑ How are participants of training activities held accountable in sharing what they have learned about GTA to other members of their organisations or their wider community? Is there any long-term evaluation of the activity(one to two years later)? ❑ Is there regular collection and analysis of sex-disaggregated data. ❑ Is there evaluation of program impact on gender norms and power dynamics. ❑ Is there Inclusion of feedback from marginalized groups, especially women and gender minorities.

GENDER TRANSFORMATIVE APPROACHES IN PROJECTS

Like in the other parts of this guide, the first step is to reflect on how gender is already embedded in your specific projects. It is useful to be able to examine gender issues in the three stages of a project cycle: i. Planning; ii. Design and Implementation; iii. and Monitoring, Evaluation, and Learning (MEL). Below are guiding questions to consider at each phase of the programming process.

PLANNING STAGE	❑ Conducting a gender analysis as part of program planning allows an organization to build in elements and additional services. Kindly note that gender analysis, just like any kind of conflict analysis, can turn into a long and complex process. ❑ Who has the leadership position in the planning stage? How are these positions divided among genders? ❑ Does the activity take into consideration the social, cultural, religious and/or legal gendered roles, including potential barriers? If so, are there strategies to overcome those barriers? ❑ Does the leader reinforce some gender biases during the planning phase of the activity? ❑ Do women, men and gender-diverse people have equal access to training resources and activities? For example, because of women's caretaking role, the time of the training has to be adjusted. ❑ What are the potential risks to ensuring equal access, participation and benefit among women, men and gender-diverse people during the training? What actions can be taken to mitigate those risks? ❑ How are you efficiently spending resources to also address gender dynamics? Is your budget allocation taking into consideration gendered needs and experiences?
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IMPLEMENTATION STAGE

Leadership:

- ❑ Who has leadership position(s) in the project implementation? Is it gender balanced?

Communication: Verbal and non-verbal communication

- ❑ Who talks more during the activities? Interrupts more? Asks the most questions?
- ❑ Who is more silent? Does the activity (topic/content, process, flow) allow one Gender to speak or express more than the others?
- ❑ Does the activity discourage some genders from speaking up and taking the floor?
- ❑ Are the questions being asked during the activities sensitive enough for open sharing?
- ❑ Are there safe spaces for those who don't feel comfortable speaking in front of the group

Advocacy work

- ❑ How does gender inequality overlap with the issue addressed by your advocacy work?
- ❑ How does a GTA support the intended impact and vision of your advocacy work?
- ❑ Do you have a designated gender advocate working on each project? If not, someone with knowledge on gender? If not, would it be an option to recruit a consultant/expert?
- ❑ Do you consider gender in each phase of your conflict analysis, planning and Advocacy response?
- ❑ Who is the group of people you are intending to reach? What are the gender dynamics of this group? Are there power dynamics present? Do you have a strategy to address them if they arise?
- ❑ Are there any harmful gender norms or binaries that may be unintentionally reinforced in your advocacy work? If so, how might you create a more equitable space for young women and gender-diverse people? How might you support positive masculinities in your advocacy work?
- ❑ When conducting MEL, do you carefully take note of the gendered differences of the impacts of advocacy work?

Facilitation

- ❑ If your organization has a gender policy, are trainers/facilitators aware of your organization's gender policy?
- ❑ Do your organizers, trainers or resource speakers enforce people to fit into one of the binary categories?
- ❑ Do facilitators/trainers/speakers have some gender biases that need to be addressed?
- ❑ Are the voices of girls, women, and gender-diverse people participating in the training heard, valued, and responded to with action?
- ❑ Are facilitators/trainers/speakers using activities or examples that reproduce Gender biases?
- ❑ Are questions being asked with a gender lens, sensitive to the cultural and Contextual backgrounds of the participants?
- ❑ Are participants allowed to learn in mixed groups in a safe space?
- ❑ Are the activities you proposed inclusive enough for people from different genders to feel welcome and included? (example: facilitator asks to form 2 groups, 1 male and 1 female group).

Content

- ❑ Is the topic/content of the activity sensitive enough that they do not reproduce stereotypes and biases?
- ❑ Is the content (as well as the non-formal activities) directly or indirectly promoting
- ❑ Traditional gender roles instead of challenging these biases?

	Space □ Is the learning space safe and inclusive for all genders? □ If your project is a residential course, is the living space for participants sensitive enough to cultural differences? I.e. sharing common spaces, showers, especially when you have participants coming from more conservative cultures, while also being mindful that diverse people might struggle to fit into gender segregated spaces – asking for preferences in a pre-departure form addresses diverse needs. Sexual Harassment □ What happens when there is sexual harassment or an assault case during the activity? This can happen between participants, between participants and trainers or organisers as well. Is there a set of rules which clearly explains what to do in such a case? In what ways are the participants informed about their rights in cases of sexual harassment?
MONITORING, EVALUATION AND LEARNING (MEL) STAGE	□ What mechanism(s) do you have to check back on GTA in the six elements/categories (above) of your project implementation? □ Are young people/participants asked (GTA) gender-related questions during the monitoring or evaluation process? (Example: Did the activity allow you to reflect on gender equality? Make you feel you are in a safe space? Did it challenge your gender biases and prejudices?) □ Are reflection sessions open and inclusive enough to allow participants to share their reflections without being judged by their peers? (Example: daily reflection groups have balanced composition of different genders) □ Are your output and outcome indicators gender-sensitive? □ How are participants of training activities held accountable in sharing what they have learned about GTA to other members of their organisations or their wider community? Is there any long-term evaluation of the activity(one to two years later)?

COMPONENT 2.

MEANINGFUL AND INCLUSIVE YOUTH PARTICIPATION (MIYP)

SESSION 1: UNDERSTANDING AND DEFINING YOUTH

Objective: To establish the definition of youth across different contexts.

Activity 1: Ask group to define what youth means to them (look out for responses around age, maturity,differences in context) .

Definition of youth varies from one context to another. In its broadest context, "youth" is best viewed using a Lifecycle approach a transitional phase from the dependence of childhood to the independence of adulthood. An approach like this takes into account the diversity among young people that stems from their life experiences, granted/denied access to sexual and reproductive health (SRH) rights and services, and age and gender differences. This provides the opportunity to engage with youth from older age ranges too. However, age remains the simplest way to define this group, especially in relation to education and employment opportunities. Standard definitions of youth vary for different organizations. See table. The United Nations defines youth as being between 15-24 years of age. This toolkit adapts the UN definition, which takes the age 15-24 years.

DEFINITIONS OF YOUTH FROM DIFFERENT SOURCES

ENTITY/INSTRUMENT/ORGANIZATION	AGE	REFERENCE
UN/UNESCO/ILO	Youth: 15-24	UN Instruments statistics
UN Habitat (Youth Fund)	Youth: 15-32	Agenda 21
UNICEF/WHO/UNFPA	Adolescent: 10-19 Young People: 10-24 Youth: 15-24	UNFPA
UNICEF/The convention on the rights of the child	Child until 18	UNICEF
The African Youth Charter	Youth: 15-35	African Union, 2006

SESSION 2:

MEANINGFUL YOUTH PARTICIPATION AND ENGAGEMENT

Objective: To explore the implications of meaningful youth engagement and its importance. To understand the consequences of a lack of involvement of young people in decision- making.

- It ensures that young people are actively engaged at various levels of decision-making (design, implementation and evaluation) on policies, programmes, guidelines and laws that affect their lives. It recognises all the knowledge, skills and ideas that young people bring to the table. It sees young people as valued stakeholders for creating effective and inclusive policies, programmes and environments.
- Youth engagement can be defined as “the active, empowered and intentional partnership with youth as stakeholders, problem solvers and change agents in their communities” (Youth Leadership Institute 2009, p.13). Meaningful youth engagement is defined as seeking information, expressing ideas, taking a concerned public interest, analysing situations and making personal choices, an active role in different steps of a process, and being informed or consulted on decisions.
- Meaningful Youth Participation (MYP) involves young people actively engaging in the creation of policies and programs that affect their lives. This includes seeking information, sharing ideas, and participating in various stages of the decision-making process. For youth to effectively address issues like teenage pregnancies, Female Genital Mutilation, and child marriages, they must be treated as empowered decision-makers rather than passive beneficiaries.
- MYP requires that decision-makers listen to youth voices and take their input seriously. The methods and levels of engagement should be tailored to the specific context of the project or issue at hand. The aim is to recognize young people as leaders and partners, ensuring their perspectives and priorities are integrated into policies and strategies.
- Moreover, MYP empowers youth to articulate their own agendas, necessitating that they receive sufficient information about the relevant issues and processes they are involved in. This approach ultimately fosters a participatory environment where young individuals can contribute meaningfully to decisions that impact their lives.
- USAID** supports that MIYP is an intentional, mutually-respectful partnership between youth and adults whereby power is shared, respective contributions are valued, and young people's ideas, perspectives, skills and strengths are integrated into the design and delivery of programs, strategies, policies, funding mechanisms and organizations that affect their lives and their communities, countries and globally.
- UNDP** asserts that MIYP is about sharing power in youth-adult partnerships in decision-making enabled by systemic empowerment, which involves addressing adult-centric structures, structural inequality and systemic discrimination. It occurs when youth narratives are radical in challenging the status quo that created and recreates the exclusion, hence enlarging the space where young people can participate, acknowledging that youth participation should be embedded in all dimensions, all cycles and all levels of governance, and in multi-stakeholder settings.

- CHOICE for Youth and Sexuality** explains that Young people are diverse rights-holders, and meaningful youth participation (MYP) is a right of all young people, guaranteed by various international agreements. MYP means that young people can participate on equal terms with adults, or work independently, in organizations as well as in all stages of programming and policy making: design, implementation, monitoring and evaluation. For this reason, mechanisms must be in place for young people to have an active role, in which their voices are heard and respected. These mechanisms can take different forms, such as youth representatives in a board, a youth advisory body or a fully youth-led organization. Young people are not only the future, but they are here right now, and it is crucial that their voices are heard. Moreover, when participation of young people is truly meaningful, it benefits not only the young people, but also the program, policy or organization they participate in, and society as a whole.

DOS AND DON'TS OF MEANINGFUL YOUTH PARTICIPATION

DOs	DON'Ts
Sees diverse young people as equal partners	sees diverse young people not as equal partners
Acknowledging that young people are leaders, and not only beneficiaries	A token-gesture towards involving youth, to tick the box
An opportunity to arrive at more impactful and relevant policies, strategies and programmes	A one size fits all approach, methods and levels of youth engagement can differ per context
An opportunity for everybody involved to develop new knowledge, skills and ideas	Always formal,serious or large scale
An opportunity for young people to spaeak out, decides nd be heard, but different for each context and in each step of the process	Always do it yourself, it can also be or bilateral partnerships and programmes The same as consultation(which is just a method

Source: UNESCO,2021

SESSION 3: IMPORTANCE OF MEANINGFUL YOUTH ENGAGEMENT

Objective:

To provide a deeper understanding of the importance of youth engagement.
To gain a better understanding of the consequences of not engaging youth.

- Meaningful Youth Engagement** goes beyond serving as a tool for improving health or development indicators; it is fundamentally a human right. This right requires the incorporation of monitoring and evaluation processes and the integration of youth involvement into district and government policy and program tracking tools. Such measures ensure that young people are intentionally included at all levels of implementation, with their participation actively monitored and assessed. This approach not only empowers youth but also enhances the effectiveness and relevance of policies and programs aimed at addressing their needs.
- Note:**Youth make up 78% of Uganda's population, with over 7.3 million individuals aged 15 to 30. As the demographic majority, they face significant risks regarding sexual and reproductive health due to high-risk behaviors, exploration, and experimentation. These factors expose them to alcohol and drug abuse, which can impair decision-making and lead to risky sexual behaviors, resulting in unwanted pregnancies, early marriages, and increased rates of HIV/STIs. Key statistics highlight the urgency of addressing these issues:
 - to decisions that impact their lives.

- ❑ 1 in 5 women in Uganda engage in sexual activity before the age of 15.
- ❑ 24% pregnancy rate among young women.
- ❑ 34% of young girls are married before age 18.
- ❑ Teenage pregnancy contributes to 20% of infant deaths and 28% of maternal deaths.

Given that young people are at the core of these challenges, it is crucial to ensure their meaningful engagement in addressing these issues. Involving youth in decision-making processes not only empowers them but also leads to more effective solutions tailored to their needs and experiences.

WHAT IS IN IT FOR YOU AS A PTY PARTNER CBO?

Young people are important stakeholders to PTY and in every society. So engaging with them is essential because of the impact it can have in different ways:

- ❑ In programming, policy and development, the principle of Meaningful and Inclusive Youth Participation (MIYP) emphasizes the potential of young people to enhance decision-making processes, contribute unique perspectives, and engage as leaders, partners, and beneficiaries in shaping policies and programs.
- ❑ Early involvement of youth in the planning and design stages ensures that programs and policies are relevant to their specific needs and rights. This participation leads to more effective and accountable programming, while also helping to bridge the generation gap.
- ❑ Best practices affirm that youth must have access to opportunities for social, civic, and economic empowerment. When empowered in these three areas, young people are better protected from human rights violations and can transition into adulthood with viable, sustainable livelihoods.
- ❑ Social and civic empowerment equips young people to actively contribute as responsible citizens, playing a pivotal role in the growth and development of their communities.
- ❑ Provides inspiration and practical guidance to assist CSOs, CBOs, project staff, policy makers, community structures as well as development agencies to work more effectively with and for young people.
- ❑ Promotes social inclusion, equity and justice for access to SRH services.
- ❑ Promotes active participation in decision-making on policies, strategies and programmes that affect young people, by creating an inclusive and enabling environment where their voices are heard.
- ❑ Creates an environment in which young people feel valued in society and know that their contributions count.
- ❑ Fosters active citizenship – young people recognising that they can play a role in addressing issues and being part of the solutions themselves instead of blaming authorities or institutions involved.
- ❑ Builds youth leadership and strengthening young people's capacities.
- ❑ Helps to influence service uptake, and challenging social norms.

Additionally, youth engagement is seen as more sustainable and effective when solving challenges on local, national, regional and global level. Their innovative ideas drive social changes which generate positive outcomes. Furthermore, their participation promote larger-scale conversations and social participation as well. Engaging young people in decision-making can build social cohesion in conflict-affected areas.

The above shows that young people are effective change makers if given proper rights to participate. A discussion of issues such as healthcare, poverty, human rights, inequalities strengthen their capabilities, shape their world views and has an effect on their attitudes and thoughts. The processes of engagement and meaningful talks equip them with better problem-solving skills and this will eventually help them to become effective leaders.

Meaningful youth engagement in sexual and reproductive health and rights (SRHR) programmes ensures that young people with intersecting identities become active participants and leaders in their community (role models) and that they can make decisions on matters that affect them. It is a fundamental right for young people to participate in matters that affect their lives.

For young people, their SRHR are a crucial part of this – whether they are sexually active or not. This right is affirmed in UN conventions such as the Convention on the Rights of the Child and the International Conference on Population and Development Program of Action. Engaging with young people will lead to better-developed interventions to promote adolescent SRHR, as the youth themselves are the best people to voice their needs, realities and opinions. Additionally, they will be more fully informed, as their knowledge on several SRHR topics increases.

ACTIVITY 2.

Ask group of young people what MIYP means to them. (Look out for definitions around agency, voice, autonomy, recognition, acknowledgement of maturity etc)

ACTIVITY 3; CASE SCENARIO:

Atieno is a 21-year-old girl living with a disability. She is still at school and is always among the best students in terms of academic performance. Atieno is very knowledgeable, but when it comes to participating in activities like debates, or campaigning to be a school prefect, the teachers and other students see her disability and, because of that, don't usually give her the opportunity to take part. They all assume that her disability makes participation impossible.

1. If you were a headteacher who had been trained in youth engagement, how would you address this issue?
2. What would be the importance of addressing this issue?

ACTIVITY

Preparations

- Bring pieces of plain paper, pens/pencils and a flip chart.
- Prepare a flip chart sheet with the following statement, setting it aside and turning it upside down so no one can read it: In our society, everybody is equal, and everyone has the right to participate in decision-making.

Steps

- Welcome the participants and explain: "This next exercise will help you understand the importance of youth engagement."
- After reading the case scenario, let participants write down their answers on a piece of paper.
- Invite two or more volunteers to share their thoughts.

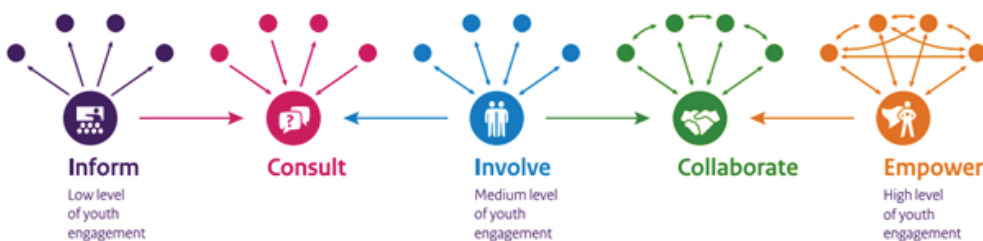
Source: MAY WAY PROGRAMME, Meaningful Youth Engagement (MYE) Guide

SESSION 4:

LEVELS OF YOUTH ENGAGEMENT (YOUTH AT HEART 5 LEVELS OF PARTICIPATION ,LADDER AND FLOWER OF PARTICIPATION)

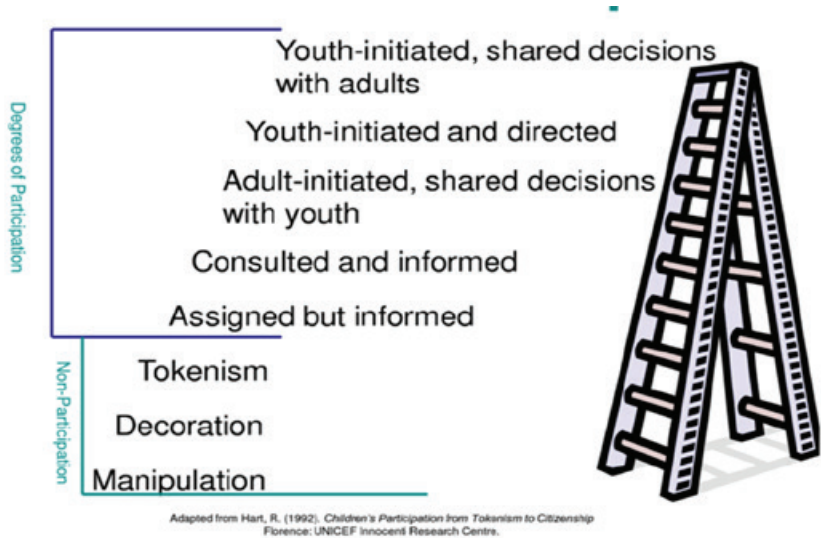
Objective: To understand the different levels of youth engagement.

Youth at Heart supports 5 levels of participation, from Informing as the lowest level of engagement, to Empowering as the highest level of youth engagement. In different contexts and roles, different levels of participation may be required and applied. Sometimes it may be appropriate to only consult youth, but in other cases it is important to actively collaborate. The goal and the promise are different at each level. Please note that there is no blueprint that determines right of wrong MYP. Rather, there are recommendations that help you evaluate your position and context.

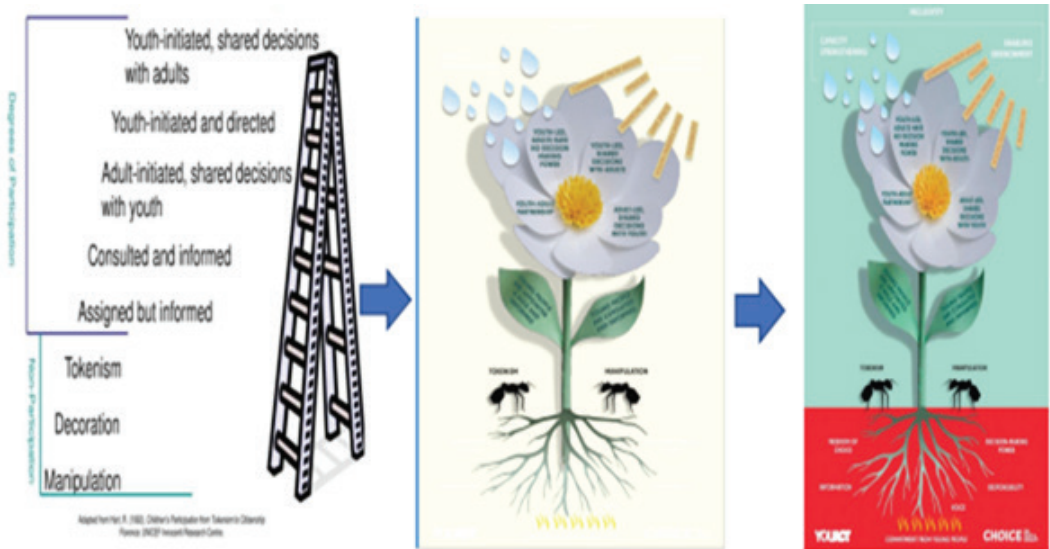


Source: Youth at Heart, Netherlands, Ministry of Foreign Affairs

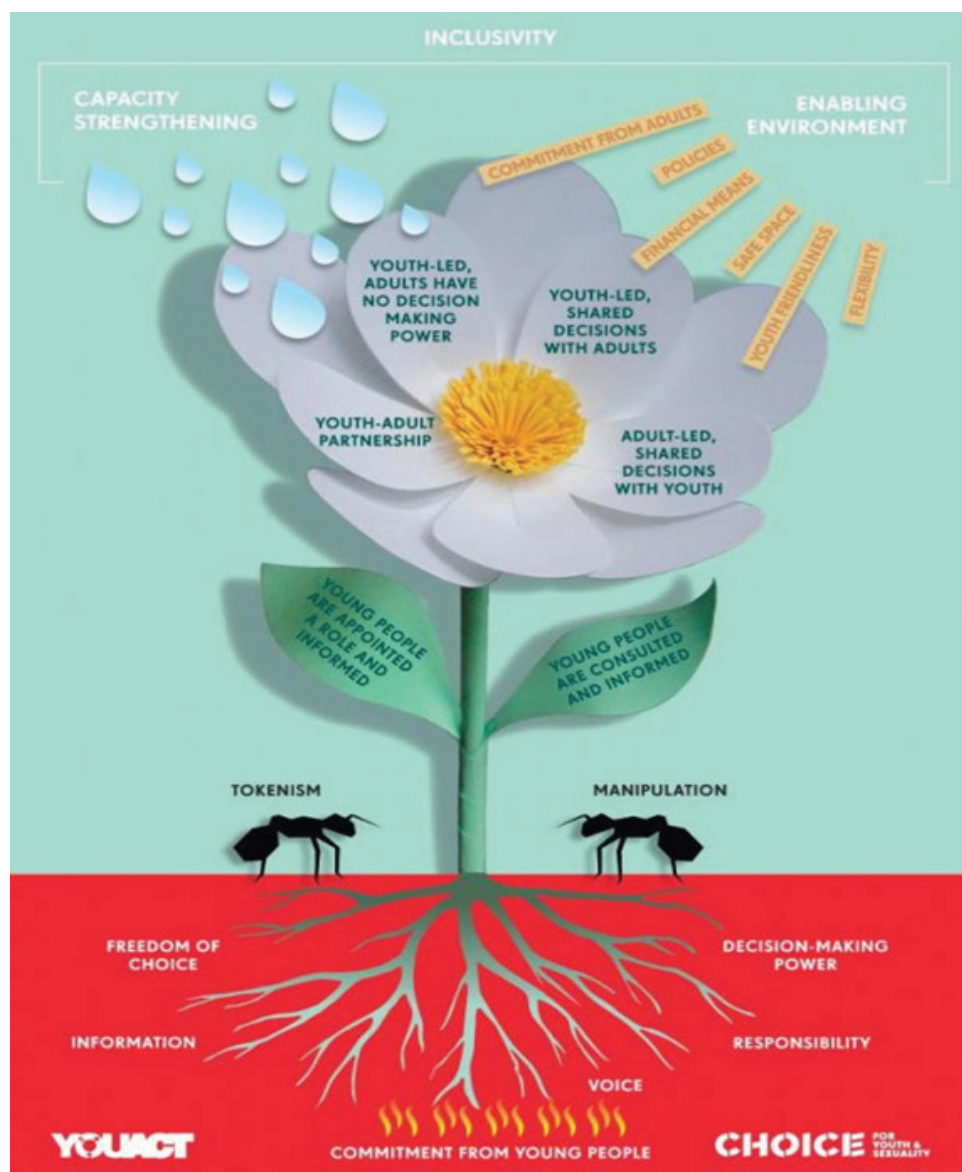
Relatedly, Young people can be engaged with at different levels – and for different purposes. But all involved need to be aware of which types of engagement are meaningful, what to avoid, and how we can promote it. Various authors have described the concept of youth participation in its different forms. A specific framework first emerged in 1992 with Hart’s Ladder of Young People’s Participation. This ladder is divided into three types of non-participation, including manipulation and tokenism, and five types of participation in which young people can play a more active and empowering role. Subsequent frameworks and typologies have been elaborations on the ladder or more nuanced versions of it.



A great resource available currently, which further adapts the ladder of participation, is the Flower of Participation codeveloped by two youth-led organisations: YouAct and CHOICE for Youth and Sexuality (see image).



“The Flower of Participation is a tool that uses the metaphor of a blooming flower to describe the different forms of meaningful youth participation and how it can grow and flourish”. It is accompanied by a narrative further describing and elaborating on all the different parts of the metaphor: Flower of Participation narrative.

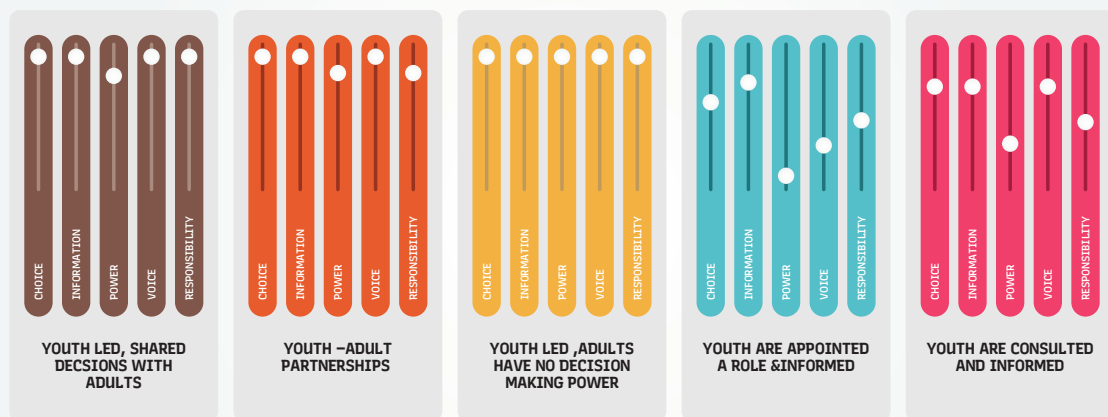


ACTIVITY 3

Split the participants into 3 groups

- **Group A:** At what stage of participation are the youth in your activities/organization/district? Give practical examples and reasons to support your opinion.
- **Group B:** What are the major hindrances to effective youth participation in your district?
- **Group C:** Suggest practical ways for improving meaningful youth participation in your district

Relatedly, to use this MIYP meter, the program person/facilitator needs to have knowledge about Flower of Participation, so that he/she can make reference to guide young people involved in the activities can gauge their MIYP for institutional and programmatic improvements.



PRINCIPLES OF MIYP



Principle 1: Freedom of expression and access to relevant tools and information

Young people should have access to information about their rights, responsibilities, and available sources of support, as well as the necessary tools and an enabling environment to participate in processes equitably. They must feel free to express their views without fear of judgment and with the assurance that their contributions will be valued equally.



Principle 2: Valuing the creativity, wisdom, contribution and time of young people

Young people bring valuable knowledge, creativity, and unique perspectives that can significantly enhance the development and implementation of policies and programs that affect them, either directly or indirectly. Their time and contributions to various aspects of engagement should be respected and recognized as vital to the process.



Principle 3: Enhancing the capacity and skills, and developing the talents of young people

Young people have the potential to tap into their own capacities and abilities when they receive the necessary support. It is crucial to recognize the skills that young people already possess and create opportunities that bring these talents to the forefront.



Principle 4: Respecting the diverse backgrounds and experiences of young people

Young people come from diverse sociocultural backgrounds, lived experiences, and environments. We should celebrate both the differences and similarities among young people. It is important to acknowledge that many young women and men are marginalized and made vulnerable due to factors such as social status, family circumstances, lack of education, unemployment, gender, disability, sexual orientation, as well as experiences of conflict, war, or migration.



Principle 6: Involving knowledgeable and committed adults

Adults can play a vital role in both protecting and inspiring young people. They should engage with youth on an equal footing, remaining open to their perspectives. It is essential to involve adults who possess the right attitude and sensitivity to encourage, guide, and mentor young people effectively.



Principle 7: Working in empowering and transformative ways

Young people need opportunities to build relationships with institutional leaders while developing their voice and capacity to make a positive impact on society. Achieving this requires nurturing their self-confidence and enhancing their skills in communication and organization.

ADAPTED FROM UNFPA: GUIDANCE ON ENHANCING YOUTH PARTICIPATION IN EAST AND SOUTHERN AFRICA, 2018

How do project staff benefit from this?

- They get first hand information about the challenges and opportunities young people face.
- They get to enrich your understanding of the issues that need to be addressed by the policy, strategy or programme.
- They enhance your understanding of strengths of proposed policy, strategy or programme, but also its potential traps and threats. You thereby avoid potential flaws in your policy, strategy or programme and increase legitimacy.
- They benefit from creative and out-of-the-box ideas which will make the policy, strategy or programme more effective and relevant.
- They do justice to the rights of youth to (co-) decide on matters that affect them.

"If participation of young people is truly meaningful, it benefits the young people the program, policy or organisation and society as a whole,,,,," (Choice for Youth and Sexuality)

What does it take to implement MIYP?

- Be curious towards what will come out of the process.
- Show commitment, empathy and respect towards the youth that take part in your MIYP process.
- Communicate pro-actively during the process how their voice will be translated.
- Accept that it may take additional time and effort to make MYP a part of the process.
- Create a safe environment where every young participant is and feels safe to express her/his opinion.
- Reach out to youth beyond your usual circles and assist those for whom your policy, project, visit or diplomatic intervention is most relevant.

Meaningful Youth participation is fundamentally about being genuinely motivated to listen to the voices of young people and to take action based on their input. It is important to stay away from tokenism and manipulation.

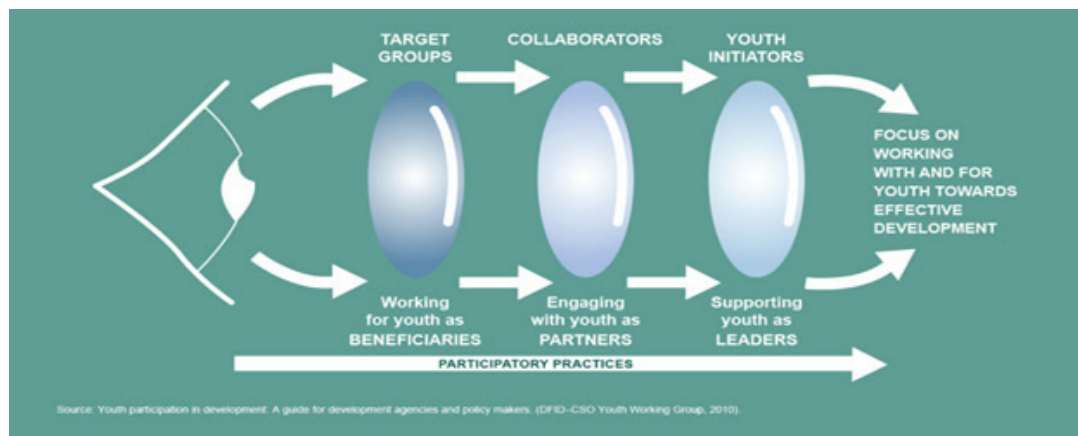
Examples of tokenism are:

Having youth present but with no clear role.
Assigning tasks to youth that adults do not want to do.
Having youth make appearances and work without previous training.
Having only one youth on a board or council.

SESSION 5:

3 LENS APPROACH TO YOUTH PARTICIPATION AS BENEFICIARIES, PARTNERS AND LEADERS

Understanding the difference between youth as beneficiaries, partners and leaders is important. It is important to note that youth are not a homogenous group. This will determine how you work with them. It also influences the way in which we enter into a dialogue with youth. This toolkit proposes the 3 lens approach, adopted from UNAIDS, to ensure that youth are seen as partners, beneficiaries and leaders in SRHR programming



PARTICIPATION IN ACTION

Working for youth as beneficiaries

Defined as the bare minimum of a good intervention for young people:
Youth as beneficiaries implies they are a target group and are adequately informed;
Explicitly focuses on youth issues through documentation;
Can prepare the ground for working with youth as partners.

Engaging with youth as partners

Defined as: Collaborative interventions, where young people are fully consulted and informed;
Implies mutual co-operation and responsibility;
Recognises that young people generally need experience working at this level before progressing to becoming leaders and initiators of development (if appropriate) – a progression which not all will want or be able to make.

Supporting youth as leaders

Defined as: Enabling youth-initiated and directed interventions;
Opening up a space for youth-led decision-making (delegation) within existing structures, systems and processes.

SESSION 6:

GENDER TRANSFORMATIVE APPROACHES TO MIYP

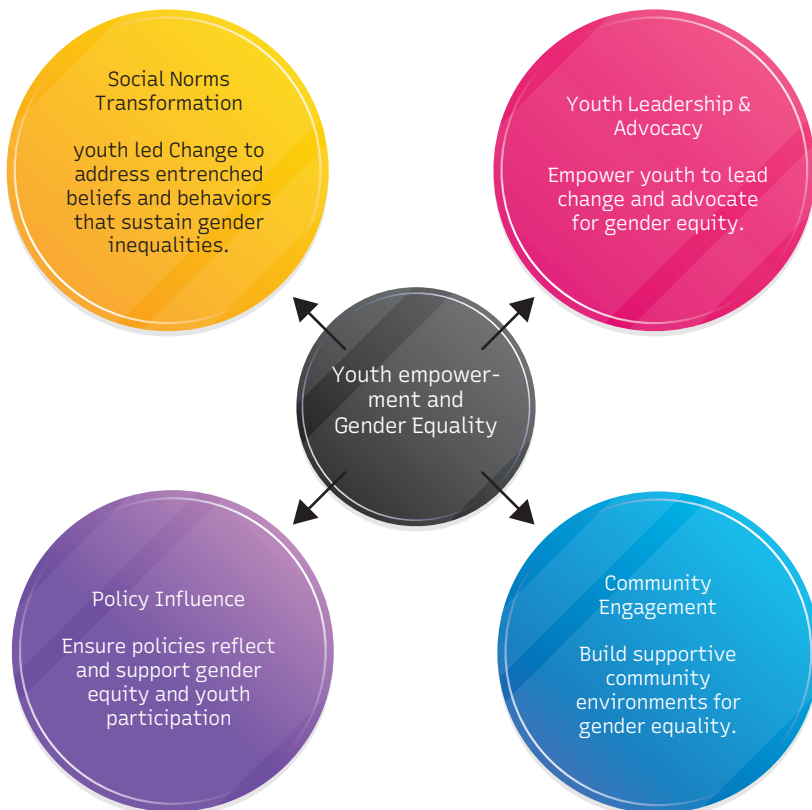
Meaningful and Inclusive Youth Participation (MIYP) plays a crucial role in empowering Adolescent girls and Young women and other people by providing opportunities for their voices to be heard and their contributions valued. However, achieving this requires a thorough understanding of the context in which adolescent girls and young women are involved, especially considering the diverse barriers they may face. In patriarchal societies, adolescent girls and young women, particularly those who are married, often encounter significant challenges in participating fully in social and civic activities. This underscores the need for additional measures to ensure their active and safe engagement. Strategies may include providing safe spaces, adjusting group dynamics to be inclusive, and addressing cultural norms that hinder their participation.

It is also essential that gender issues are monitored throughout the entirety of the participation project, not just at the initial stages. Continuous follow-up can help to ensure that young women remain engaged and benefit from the empowerment opportunities provided by MIYP initiatives. In doing so, young women can better access social, civic, and even economic empowerment, positively impacting their communities. This approach helps create an inclusive environment where female youth can thrive, contribute, and be empowered.

Note: Gender equality in youth meaningful participation has a triple dividend of empowering women, their communities and contributing to development.

A youth-led, gender-transformative approach actively addresses social norms related to gender, power, violence, and attitudes toward gender roles. Rather than focusing solely on social norms, it adopts an integrated and multifaceted strategy to tackle gender inequality and power dynamics. Youth play a crucial role in driving positive change by challenging political and social norms and addressing stereotypes that contribute to violence against women and girls. Whether through impactful social protests or social media campaigns, their involvement is essential to the global movement for transformation (UNWOMEN, 2020).

A FRAMEWORK DEPICTING INTERLINKAGES BETWEEN GTA AND MIYP



At the heart of this framework is the central theme of Youth Empowerment & Gender Equality, which represents the combined focus on uplifting youth voices and addressing gender inequality. This central element drives and is driven by surrounding interconnected components, each playing a distinct role in achieving gender-transformative outcomes.

1. **Social Norms Transformation;** Change entrenched beliefs and behaviors that sustain gender inequalities.
 - **Youth Role:** Young people actively engage in shifting perceptions on gender roles, challenging norms that perpetuate discrimination and violence. Through campaigns, community dialogues, and educational initiatives, they foster progressive attitudes.
 - **Interlinkage with GTA:** As social norms transform, there is greater societal acceptance of gender equality and support for youth-led initiatives.
2. **Youth Leadership & Advocacy;** Empower youth to lead change in gender-related issues within their communities and beyond.
 - **Youth Role:** Youth take on leadership roles, advocating for gender equity through organized groups, policy dialogues, and visible activism. Their participation encourages broader support for policies and programs that address gender inequality.
 - **Interlinkage with GTA:** Youth-led advocacy elevates gender issues, influencing policy and community attitudes to support transformation.
3. **Policy Influence;** Ensure that policies reflect and support gender equity and the active involvement of youth.
 - **Youth Role:** Youth participation in policy-making helps craft policies that reflect their experiences and needs, especially concerning gender-based violence and discrimination. They lobby for inclusive policies that address root causes of inequality.
 - **Interlinkage WITH GTA:** Strong youth influence in policy leads to legal and institutional support for gender-transformative actions, reinforcing positive changes across communities
4. **Community Engagement;** Build a supportive community environment for gender equality.
 - **Youth Role:** Through outreach and collaborations, youth engage community members in discussions about gender and equality. Their efforts foster a sense of collective responsibility to challenge harmful gender practices.
 - **Interlinkage with GTA :** Community engagement grounds gender-transformative approaches in local contexts, making change more sustainable by aligning community and youth-led goals.

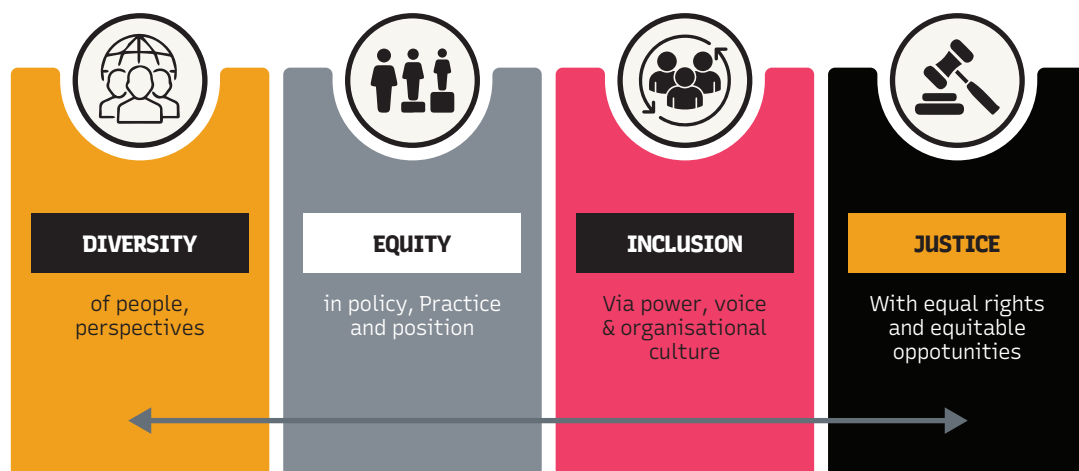
By interlinking youth participation with gender-transformative approaches, this framework promotes sustained change that challenges stereotypes, reduces gender-based violence, and shifts societal norms toward equality. The active involvement of youth is essential, as it not only enhances their own leadership but also strengthens global and local movements toward a more just, inclusive society.

DIVERSITY, INCLUSION AND IDENTIFICATION OF MARGINALIZED YOUTH

Youth as a group is highly varied, with the young people identifying themselves in many ways. This may include their ethnicity, social class, age, sex, gender, sexual orientation, rites of passage, struggles in life, educational achievements, income level, geographical location, disability, religion, and many other aspects of their lives. These categorisations overlap and combine to shape identity, as well as to shape interactions within their society/community.

Ideally, in a diverse society, we should all feel free to be ourselves and express ourselves, while at the same time treating others with respect. The diversity of the different groups of young people that exist in our communities should be taken into consideration.

Promoting diversity, tolerance, true inclusion and acceptance of diverse groups in society is key to ensuring meaningful engagement with young people in all their diversity. This can be done by stimulating contact with, exposure to, and communication between youth from diverse backgrounds. Within this process, it is vital that the interaction space is safe. The young people must be sure that they won't be exposed to discrimination or harassment. Or to any other emotional, psychological or physical harm. One way of breaking down the barriers to understanding and accepting diversity could be to provide opportunities to learn from the experience of people from diverse groups. This requires an open mindset. That helps to understand the experiences and backgrounds of people from diverse groups, and to see things from their perspectives.



To ensure diversity and inclusion during MIYP activities, it's essential to recognize that youth are not a homogenous group. Their experiences vary significantly based on socio-economic background, geography, culture, religion, sexual orientation, and historical context. Here are key considerations and questions to guide a more inclusive approach:

- ❑ **Inclusive Participation:** Reflect on how to make the process as inclusive as possible. This could involve How can I ensure accessibility? Consider language barriers, physical accessibility, and how to accommodate different socio-economic and educational levels. Inclusion also means being mindful of gender equity, encouraging equal participation from both young women and men.
- ❑ **Amplifying Diverse Voices:** To ensure participation is truly meaningful, ask How do I get the diversity of voices that makes participation broadly supported? Actively reach out to groups whose voices are often underrepresented and create safe spaces where all young people feel comfortable sharing their perspectives. Use tools like focus group discussions or community leaders to identify youth with diverse experiences.
- ❑ By ensuring diverse representation and creating an inclusive platform for youth engagement, the MYP activities will reflect the needs and perspectives of a broad spectrum of young people
- ❑ **Work with diverse Young People Across Different Age Groups, Identify Key Demographics:** Start by asking, Which youth should I be working with? Ensure representation across diverse groups, including marginalized youth such as rural, disabled and those from minority ethnic or religious backgrounds. This helps avoid the risk of only hearing from privileged or majority groups.
- ❑ When applying Meaningful and Inclusive Youth Participation (MIYP), it is recommended to involve young people from various age brackets. This approach helps capture a broader range of those who are navigating challenges in education, livelihood, and employment, particularly those affected by structural poverty. **Why we recommend this:** Engaging a diverse group ensures you benefit from the insights of young people from different locations, religious backgrounds, and life stages. Each individual offers unique perspectives based on their practical experiences and socio-economic environments.
- ❑ **Recognize Different Life Phases of Youth,** It's useful to distinguish between the following phases of youth development:
 - **Young people still within the education system**
 - **Those transitioning from education to employment**
 - **Young people in the early stages of work or self-employment,** Each phase presents its own responsibilities, challenges, and opportunities. Acknowledging these life stages is crucial when developing policies, strategies, and programs, as they offer distinct perspectives and needs to be addressed.

- ❑ **Ensure Gender Balance:** Strive for an equal number of male and female participants. This balance promotes diverse perspectives and creates an environment where both genders can share their insights equally.
- ❑ **Involve Trusted Influencers:** Engage influential figures such as local leaders, headmasters, and religious leaders. Their involvement can enhance credibility and encourage participation from young women by fostering a supportive environment.
- ❑ **Engage Parents and Caregivers:** Inform parents and caregivers about the purpose, process, and timeline of participation activities. Their support can significantly influence young women's willingness to engage.
- ❑ **Facilitate Open Discussions:** As a facilitator, create opportunities for women to speak and share their thoughts. In many cultures, women may hesitate to voice their opinions without encouragement, so actively prompting discussion is vital.
- ❑ **Utilize Female Role Models:** Incorporate female facilitators and invite young women who can act as role models. Their presence can inspire confidence in others and demonstrate that young women can lead and contribute effectively.

By implementing these strategies, youth participation efforts can be more inclusive and effective, particularly in addressing the specific needs and challenges faced by young women in various cultural contexts.

How to engage different groups of youth

DIVERSE POPULATION OF YOUTH	AREAS FOR ENGAGEMENT
❑ Age group ❑ Level of education ❑ Gender ❑ Marital status ❑ Socio-economic background ❑ Geographic background or location ❑ Sexual orientation ❑ Religious affiliation ❑ Cultural/linguistic background ❑ + Level of employment ❑ Involvement in illegal activities ❑ Migrants or refugees ❑ In prison or in conflict with the law ❑ Disability ❑ Health status	❑ Youth with different levels of education including no formal education ❑ In-school/out-of-school youth ❑ Unmarried/married/divorced youth ❑ Youth in prisons/places of safety ❑ Youth through religious structures /institutions /faith-based Organizations (FBOS) ❑ Youth in sports and cultural settings ❑ Youth in refugee camps or humanitarian settings ❑ Youth from marginalized groups, e.g. LGBTI, sex workers or the disabled ❑ Youth from remote areas ❑ Youth affected by conflict and humanitarian situations ❑ Youth from diverse cultural backgrounds. ❑ Youth with HIV/AIDS or other health issues

Adapted from the Commonwealth Secretariat in its publication Youth Mainstreaming in Development Planning: Transforming Young Lives from Concerned for Working Children (CWC), a rights-based organization in Bangalore, India.

TIP: Identifying Marginalized Youth

The following are six categories to use when identifying marginalization within young people:

- **Social Equality:** Includes marginalization pertaining to education, literacy, housing, dis-ability, women, minorities, etc
- **Cultural Marginalization:** Includes marginalization pertaining to creative expression, religion, ethnicity language, etc
- **Sexual Marginalization:** Includes marginalization due to sexual orientation such as being lesbian, gay, bi-sexual, transgender or intersex
- **Economic Marginalization:** Includes marginalization due to unemployment, low in-come, inequitable income for commensurate work, lack of voice in the workplace, etc.
- **Political Marginalization:** Includes lack of ability to express opinions on, and influence decisions that affect young people and society-including in political party spaces, in global, national and local governance, in the family, and other personal and public spaces such as communities, schools, universities, workplaces, etc.
- **Geographic Marginalization:** Includes remoteness and influence on quality of life because of environmental effects, either human-made or natural environmental crises such as global warming, landslides, infertile soil, drought, etc.

SESSION 7:

STRATEGIES FOR ENGAGING WITH YOUTH AT A COMMUNITY LEVEL

Objective: to explore and adopt effective strategies for engaging youth at a community level.

ACTIVITY 1

PREPARATIONS

- Bring pieces of plain paper, pens/pencils and a flip chart.
- Prepare a flip chart sheet with the following statement, setting it aside and turning it upside down so no one can read it: Leaving no one behind.

STEPS:

1. Welcome the participants and explain: "This next exercise will help you understand the strategies for youth engagement at a community level."
2. Kindly ask participants (in two or three groups depending on the number) to discuss the different strategies for engaging with youth at community level and then ask them to write down their answers on a piece of paper or the flip chart. Invite someone from each group to share their answers.

ACTIVITY 2

1. Divide the participants into smaller groups.
2. Ask all the participants to close their eyes and reflect on a time when they felt left out of something that they could have contributed to.
3. After some reflection, ask them the following questions:
4. How did you feel after being left out?
5. How best could you have been included by the people you looked up to?

DIFFERENT TYPES OF STRATEGIES

- Community outreach, training and empowerment of young people that represent the populations targeted by their programmes. Young people themselves and local partners can assist in providing access to hard-to-reach populations.
- Music, dance and drama that empower upcoming young musicians to develop their talent. They can create music or videos with messages that will bring change or act as a form of advocacy on SRHR and other services.
- Debates at community-level youth groups to create a good basis and platform for advocacy. The issues affecting young people will become clear during dialogue.
- Capacity building so that young people can become community activists, representing the voices of those left behind and whose rights are being violated.
- Educating leaders in authorities and institutions in the community on the importance of youth participation, as well as the rights and responsibilities of duty bearers and young people in the community – in line with sustainable development goals on engaging youth.
- Creating safe spaces for young people to get actively involved. For example, through strengthening institutions like health facilities with youth-friendly services/corners where young people can access SRHR services without fear – leading to good health and well-being.
- Intergenerational dialogue in which young people can have discussions with older generations – creating a safe basis for advocacy and behaviour-change mindset.
- Sports initiatives that encourage talent development and bring together young people with different social identities to actively participate. At the same time, this creates a platform to share the needs for institution-strengthening and policy.
- Involving youth at the decision-making stage.
- Establishing youth groups – creating a voice through tools and activities.
- Creating youth spaces where they can meet and reflect on their own creativity and energy.
- Skills and awareness building, on local systems and policy change strategies.
- Mentoring for supporting growth (creating a model that covers all types of mentoring).
- Learning exchanges.
- Promoting historical and cultural awareness.
- Creating enrichment activities and resources for career development.

DIFFERENT TYPES OF STRATEGIES

Youth-led organizations like **Choice for Youth and Sexuality** emphasize the critical need for creating a safe and enabling environment to facilitate (MIYP). They identify several key elements necessary for fostering this environment:

1. **Adult Commitment:** There should be a strong commitment from adults who are willing to support and advocate for youth involvement.
2. **Supportive Policies:** Implementing policies that prioritize MYP can help institutionalize youth engagement efforts.
3. **Financial Resources:** Allocating sufficient financial resources is essential. For instance, research in Kenya highlighted that financial constraints, such as transportation costs, prevented young people from attending important community meetings like the Community Health Committee.
4. **Safe Spaces:** refers to a physical or digital context where people feel secure to inclusively express their views, needs and opinions. They should be able to enter into dialogue with each other at peer-to-peer level in a non-polarising, non-judgmental and respectful way. It should be a space where people can be sure that they will not be exposed to discrimination or harassment. Or to any other emotional, psychological or physical harm.

The underlying cultural ethos and beliefs in African societies make talking about SRHR in everyday life a challenge for young people – especially for minoritised youth. At times when they need to make critical decisions concerning their sexual orientation and/or choices, ideas, norms and values created by society that are linked to the cultural beliefs creates stereotypes among those that choose to talk about SRHR openly. In many cases, this has led to most people not being open, for fear of being judged. The lack of safe spaces with accurate information has often made the situation worse. So safe, friendly spaces are vital. They can provide a break from stereotyping, unwanted opinions, and having to explain yourself. Safe spaces also make people feel supported, valued and respected.

A safe space may take a different form in different contexts. There is often a need for exclusive spaces where people who are vulnerable, or who have been 'othered', can be among people of their own group, with shared characteristics. These are peer-led safe spaces that nurture mutual trust and safety. The space, whether virtual or in-person, should provide the following:

- It should offer respite, be a place where the members can drop their guard, feel a sense of community, and recover – while experiencing the solidarity of others with shared experiences

- It should be a space to build skills, share and learn from each other, get relevant information – on services for example – or engage in recreation. It should also be a place where community-based activism flourishes.
- It should contribute to the development of a collective voice, and mobilise the shared community around intersectional SRHR advocacy that is led by minoritised people.

Ultimately, however, potential members are the ones to determine how they need a particular safe space to be at a particular time within the programme.

5. **Flexibility:** Scheduling meetings at times convenient for youth—such as after school or work hours—ensures greater participation. This flexibility acknowledges their existing commitments and enhances engagement.

By adhering to these principles, organizations can cultivate an environment conducive to youth participation, ensuring that young people's voices are heard and valued. This approach not only strengthens community ties but also empowers youth by allowing them to contribute to decisions that impact their lives. For further details on creating enabling environments for youth participation, you can explore resources from organizations like **CHOICE for Youth and Sexuality**.

REACHING OUT TO YOUTH

Youth can be reached through different channels depending on their context. It is important to find out from youth what best suits them and to centre meaningful engagement when interacting with youth. Some options of how to engage with youth include;

- **Empowerment and Skill Development**
Investing in capacity building and leadership development programs fosters ownership and agency among youth, empowering them to take charge of their sexual and reproductive health. Through my experience with adolescents, I've noticed that skills like personal development, problem-solving, and entrepreneurship are key. However, not all youth are the same, nor should they passively accept information. It's important to recognize that youth have valuable expertise beyond their age. We should assess their needs through meaningful conversations and respect their knowledge to truly empower and engage them effectively.
- **Balancing Innovation with Trust in Youth Engagement**
Balancing innovation with trust in youth engagement involves leveraging digital platforms, mobile apps, and social media to enhance communication, education, and service delivery. While embracing new tools is important, the focus should remain on building genuine, trusting relationships with youth. Without this trust, innovation alone won't address the core issues. Effective engagement requires a combination of innovative solutions and meaningful connections.
- **Aligning Strategies with Actual Needs**
Aligning strategies with actual needs requires tailoring AYSRH programs through needs assessments, listening to youth voices, and adapting interventions to meet the diverse and evolving needs of adolescents. One major mistake I made was assuming a one-size-fits-all approach would be effective. For example, while working with a youth-focused organization, I realized that the youth advisory council was designed without considering the unique needs of young people with disabilities, highlighting the importance of customized approach.

Note: Its vital to understand the situation, views and thoughts of youth more fully, Explore and understand the practical changes young people would like and how this can help them and you achieve/ contribute to the SDGs. Gather data which you can use in your work and to bring about change. To turn energies into synergies and invite young people to work together and Empower yourself and the engaged youth through sharing information and developing ideas and plans for actions. Source; UNESCO, 2021

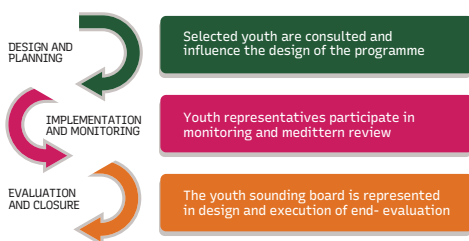
FORUMS FOR SUPPORTING AND FACILITATING MIYP

FORMAL STRUCTURES OF PARTICIPATION	YOUTH PARTICIPATION FORUMS
This category emphasizes formalized approaches that allow young people to engage in decision-making processes. These methods offer structured environments where youth can discuss, advocate for, and directly influence policies or projects that affect them. These may include; a) Youth Councils or Committees b) Youth advisory boards c) Community Meetings d) Participatory Budgeting. a) Youth Councils or Committees and Boards are formal groups of young individuals tasked with discussing, advocating for, and making decisions on issues that matter to them. These councils can be found in various settings, including schools, communities, and even at the national level. Their primary aim is to provide young people with a platform for their voices to be heard, enabling them to directly influence decisions that affect their lives. Often, these councils collaborate with adult mentors or local officials to implement their ideas. Participation in such groups equips young people with essential skills in leadership and civic engagement. HOW TO ENSURE THAT YOUTH COUNCILS WORK EFFECTIVELY ■ Ensure the council includes members from diverse backgrounds, perspectives, and interests for a well-rounded view on issues. ■ Establish specific goals and a clear mission statement to direct the council's activities. ■ Provide initial and ongoing training for members on leadership, public speaking, and project management. ■ Create an environment where members feel comfortable sharing their opinions without fear of judgment. ■ Encourage members to contribute to meeting agendas to prioritize issues that matter to them. ■ Schedule regular meetings to keep everyone engaged and informed about council activities. ■ Focus on realistic and achievable short-term projects to maintain motivation among members. ■ Ensure transparency regarding decisions, meeting minutes, and future plans. ■ Pair new members with experienced ones for mentorship and support. ■ Organize events or initiatives that facilitate direct interaction between council members and the community they represent. ■ Regularly evaluate the council's effectiveness and make necessary adjustments based on feedback.	Idea Hackathons for brainstorming solutions Collaborative brainstorming sessions to generate innovative solutions. Participants form teams and engage in focused brainstorming sessions, often led by facilitators or experts. During the hackathon, teams work to develop their ideas into viable solutions, which may include mobile apps or social awareness campaigns. They usually have access to various resources, such as software, hardware, and guidance from subject matter experts throughout the problem-solving process. Story Circles for sharing personal experiences provide diverse opportunities for young people to express themselves and make an impact in their communities. Role-playing & Simulations: Interactive scenarios reflecting real-life situations or are based on realistic hypotheticals that allow youth to explore different perspectives. These are activities where young people assume the roles of various decision-makers, stakeholders, or community members to gain insights into decision-making processes. Community Mapping is a technique that enables youth to create physical or digital maps of their community's resources, challenges, and opportunities. This hands-on method encourages participants to identify important aspects of their community that require attention or improvement. Community Mapping effectively engages youth in their surroundings and equips them with the tools to drive change. Photovoice is a participatory research method that empowers individuals, especially young people, to express themselves through photography documenting community issues. Participants are given cameras to capture images that reflect specific themes, issues, or aspects of their lives or communities. These photos serve as discussion starters in group settings, enabling young people to share their perspectives and experiences. Photovoice is a powerful tool for amplifying youth voices and gaining deeper insights into their concerns and viewpoints. ART-BASED METHODS FOR YOUTH ENGAGEMENT: Art-based methods provide a creative outlet for young people to engage in civic activities, social issues, and community development. By utilizing various art forms—such as painting, sculpture, music, or performance—youth can non-verbally express their ideas, concerns, and solutions. These methods are particularly effective for addressing sensitive or complex issues, as they enable participants to process and convey emotions in unique ways. Additionally, art fosters empathy and understanding within the community.

- Recognize and celebrate achievements, no matter how small, to enhance morale and motivation.

- Community Meetings** are organized gatherings where individuals from a specific area convene to discuss issues, plans, or developments impacting them. Typically open to the public, these meetings can be arranged by local governments, community organizations, or concerned individuals. For young people, participating in these meetings offers a chance to grasp community dynamics, express their views, and engage actively in decision-making processes.
- Participatory Budgeting for Youth** is a process in which young people are given the opportunity to allocate a portion of a municipal or organizational budget to community projects or initiatives of their choice. The method allows for direct involvement in the decision-making process related to how public or organizational funds are spent. This not only educates young people about financial management and public administration but also empowers them to actively contribute to their communities.
- Young people representatives on Embassy Youth Boards, Project Youth Advisory Committees, District Technical HIV/SGBV Boards, Global Fund, PEPFAR Boards, Health Unit Management Committees**

WORKING WITH A YOUTH ADVISORY BOARD



HOW TO SUPPORT YOUTH TO TAKE PART IN PARTICIPATORY BUDGETING

Conduct sessions to educate participants on budgeting basics and the available funding scope.

Ensure all stages of the process are clear and transparent, providing full visibility into decision-making.

Utilize various communication channels to inform all young people, regardless of background, about their opportunity to participate.

Consider online tools for idea submission, discussions, and voting to engage a wider audience.

Keep participants updated on the implementation of chosen projects and offer them opportunities to be involved in oversight.

These are just a sample of different techniques that provide diverse opportunities for youth to express themselves and influence their communities.

Youth led initiatives and engagement fora, These methods empower young people by placing young people at the forefront of initiatives, enabling them to take charge, express their ideas, and drive meaningful change within their communities or organizations. Ranging from digital platforms like using social media and radio for storytelling to on ground projects they can lead, these approaches create a sense of ownership, enhance skills, and expand their horizons. These may include, among others;

- Community youth barazas**
- Peer Education**
- Youth led accountability and Community Scorecards**
- Mystery clients**

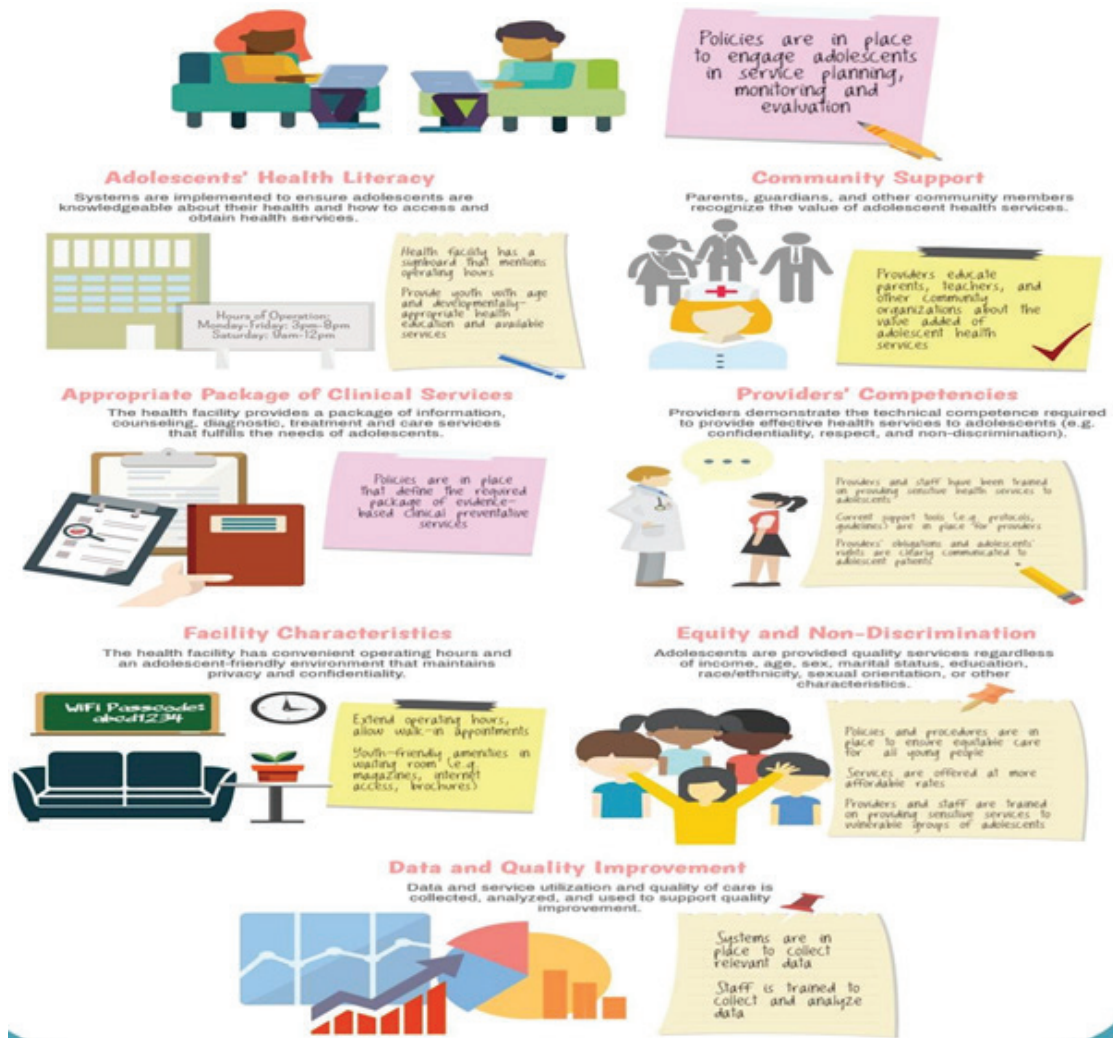
HOW TO INCREASE YOUTH AGENCY AND ENGAGEMENT

Increasing youth agency and youth engagement involves providing young people with age-appropriate opportunities to advocate for their needs. People working with or creating systems that serve youth should find opportunities to build young people's skills in navigating various systems. Increasing youth agency and youth engagement benefits young people by building their capacity to become independent adults.

For policy makers	❑ Make investments to support paid internships for students to participate in adolescent health and well-being research, program development, and/or policy making. ❑ Involve young people as meaningful partners in user-driven design of programs, program evaluations and research studies, and services. ❑ Engage young people in the policy making process by inviting them to share their stories and experiences.
Health Care and Human Service Providers	❑ Center the voices of young people in discussions of how to reduce barriers to accessing services and improve usability and coordination of services. ❑ Provide opportunities for young people to participate in the decision-making process on issues that impact their health and well-being. ❑ Teach young people how to navigate the health care system and obtain and use health insurance coverage.
Youth-Serving Professionals	❑ Develop and disseminate information and images that empower young people and combat negative stereotypes and perceptions of adolescents. ❑ Engage young people in designing, implementing, and evaluating programs and interventions and use their lived experiences to inform policy decisions. ❑ Form Adolescent Advisory Boards and Community Advisory Boards that include young people with diverse perspectives and experiences.
Parents, Legal Representatives, and Caregivers	❑ Create a safe and supportive environment for young people to ask questions of caring adults and discuss their mental and physical health care needs. ❑ Offer guidance to support young people in making health care and human services decisions. ❑ Encourage young people to think critically about what influences their lives and decisions.

<https://opa.hhs.gov/takeactionforadolescents/goals#two>

Youth-friendly services and meaningful inclusion of young people in the Planning, Monitoring and Evaluation of health services



Source: https://nahic.ucsf.edu/wp-content/uploads/2016/04/Standards-of-Youth-Centered-Care-Infographic_FINAL.jpg

- Possibly the most critical component of youth-friendly services are youth-friendly people who will provide health care and other services with real respect for their clients and without judgement.

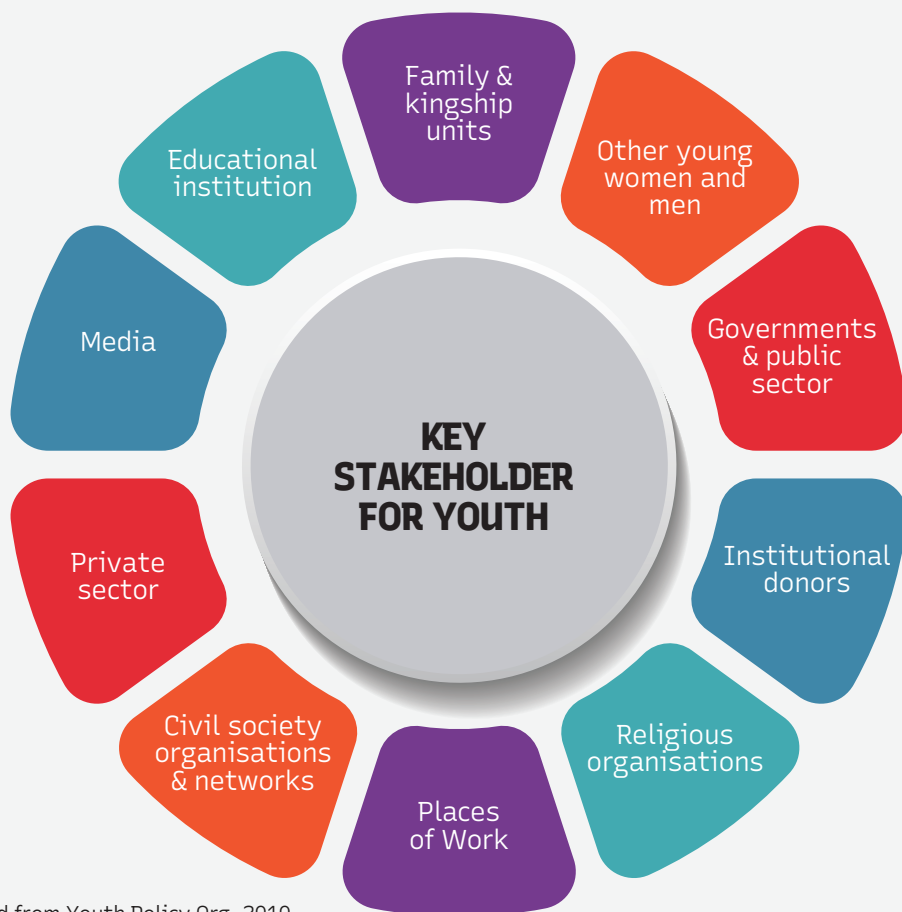
Sexuality Education should be offered both in and outside schools, helping adolescent girls and young women (AGYW) make empowered decisions and shape their futures. Including youth in designing programs ensures services are youth-friendly, with innovative ideas like adding Wi-Fi in clinic waiting rooms. Effective programming combines youth creativity with evidence-based practices and makes key learnings accessible, particularly for young presenters and advisors. There's no one-size-fits-all model for AGYW services; instead, incremental steps should be taken to strengthen SRHR-HIV linkages. By building trust and engaging AGYW with the health system, programs can create pathways for ongoing support and services.

World Health Organization (WHO, 2002) established five objectives of youth-centered care.

- **Accessible:** Policies and procedures ensure that services are broadly accessible.
- **Acceptable:** Policies and procedures consider culture and relationships and the climate of engagement.
- **Appropriate:** Health services fulfill the needs of all young people.
- **Effective:** Health services reflect evidence-based standards of care and professional guidelines.
- **Equitable:** Policies and procedures do not restrict the provision of and eligibility for services.

OBSTACLES AND HOW TO OVERCOME THEM

OBSTACLE	SOLUTION
Varying educational levels. limiting critical thinking, problem-solving, and participatory learning methods. Consequently, when young individuals are granted opportunities to participate in decision-making, they often lack the necessary training and access to relevant information needed to make informed choices.	Educational approaches must shift to prioritize active learning and inclusivity to better prepare youth for engagement in civic and political spheres. Effective educational systems must foster critical thinking and provide relevant resources to enable informed participation.
Weak Infrastructure and bureaucratic complexities and insufficient outreach efforts hamper young people's access to governmental systems, media, and various sectors, which in turn limits their ability to advocate for their rights effectively institutional frameworks are not designed with youth engagement in mind, making it difficult for young people to participate in decision-making processes or to influence policies that affect their lives. This erodes their confidence and trust in these mechanisms, creating a cycle of disengagement	Adequate infrastructures creates youth representation in health-related decision-making, with clearer pathways to engage meaningfully . The Global Youth Mobilization initiative also points out that strong infrastructure in civil society can lead to increased opportunities for youth advocacy and engagement .
Inequality and social exclusion based on socio-economic status, gender, sexual orientation, and disability, which can hinder their ability to participate in decision-making processes.	Creative outreach mechanisms like radio broadcasts and regular evaluations can effectively engage rural and illiterate youth, while social media campaigns can amplify messages and reach a broader audience. Foster safe and inclusive environments committed ad adaptive to the needs of diverse youth populations.
Cost Though costly (logistically) potential benefits of empowering young people to engage in decision-making processes often outweigh these costs.	When young individuals are involved in shaping policies or initiatives that impact their lives and communities, they are more likely to accept and support the outcomes. This acceptance can lead to more practical and effective solutions, ultimately providing positive financial repercussions in the long term. fosters a sense of ownership and accountability among young people By including their voices, organizations can create more responsive and relevant programs that reflect the needs and aspirations of the community.
Limiting perceptions and values among stakeholders, including adults and gatekeepers. Engaging in dialogue is crucial for transforming attitudes and fostering an enabling environment that encourages meaningful youth involvement. Recognizing youth participation as an action-oriented process—rather than a final goal—emphasizes the importance of managing relationships effectively. When working with young people, it's essential to be aware of the dynamics of decision-making and power. Young individuals often find themselves in situations where decisions are made on their behalf, typically by older adults or institutions. Acknowledging this imbalance is the first step toward creating spaces where youth can genuinely participate and contribute. Realizing young people's right to participation involves a collective effort from various actors across different sectors. Each participant, whether an institution, social group, or community network, plays a crucial role in creating platforms for youth engagement. By fostering collaboration among these stakeholders, it's possible to identify and tackle the barriers that hinder meaningful youth participation. Networks that bring together diverse actors can serve as effective mechanisms for promoting dialogue and understanding. They can help raise awareness about the importance of youth participation, share best practices, and advocate for policies that support young people's rights. Such collaboration can also lead to innovative solutions that empower young individuals and enhance their involvement in decision-making processes.	



Adapted from Youth Policy Org, 2010.

MITIGATING RISKS

THE RISK OF MANIPULATION /TOKENISM

Mitigated by clearly defining the goal, promise and process/feedback loop

THE RISK OF LIMITED DIVERSITY

Mitigated by recognizing the importance of diversity and heterogeneity of youth and aiming a minimum level of diversity, as well as by creating a safe and enabling environment

THE RISK OF REINFORCING INEQUALITIES

Mitigated by creating a safe space and a focus on diversity enabling all participants to raise their voices through well-facilitated dialogue

THE RISK OF PROMISING TOO MUCH

Mitigated by clearly defining the level of participation and managing expectations well by being transparent about possibilities, limitations and complexities

Ways in which youth are often engaged

Can take various forms and is shaped by the evolving practices and understandings of engaging young people. The choice of the most suitable model or approach to youth participation hinges on several key factors, including:

THE PROCESS OF WORKING TOGETHER	TYPICAL YOUTH PARTICIPATION	APPROACHES FOR AUTHENTIC YOUTH PARTICIPATION
Level of Involvement	Youth may have token positions on decision-making bodies or serve in advisory positions only. When asked, they often report that they are token participants without real power.	Youth have equal positions and roles on decision-making bodies. They report that they are full partners with equal opportunities and capacity to influence decisions. They have both authority and responsibility.
Adult-Youth Relationships	Communication is often one-sided with adults doing much of the talking and planning. Trust and mutual understanding are lacking or not built. Age-based stereotypes are common. Participants may blame or sabotage each other.	Relationships are nurtured and trust is built from the beginning. Youth and adults listen to each other with respect. They encourage, challenge and learn from each other. Everyone takes responsibility for his/her own actions and shares credit for achievements.
Length, Frequency of Youth Involvement	Short-term or one-time involvement that is requested or included when adults decide	Longer term, meaning that youth have a recurring role and determine how long they will be involved.
Diversity	Often only a few dominant, well-organized perspectives are represented. Insufficient time and attention are invested in exploring diversity, which may be viewed as a "problem"	The views and perspectives of all youth and community members are sought and honored. Diversity is viewed as a strength and vital to decision making.
Ongoing input and Feedback	Input from participants is ignored, spo-radic or inadequate. Youth views are not heard or adequately considered.	Youth and others have frequent opportunities to express their views about decision-making processes. Efforts continue until all perspectives are heard and recognized.

Source; Adapted from UNFPA

To effectively engage youth in meaningful participation, program staff should consider several key elements to avoid falling into the pitfalls of "typical" youth participation. These elements include:

- ❑ **Needs of Youth:** Understanding what young people require in terms of engagement is critical. Their specific needs may dictate the level of involvement and the type of activities designed for participation.
- ❑ **Capacities and Experience:** The educational background, skill level, and previous experiences of youth can influence how they participate. Tailoring participation models to their capacities ensures that young people can contribute meaningfully.
- ❑ **Nature of the Programme:** The objectives and goals of the program or project will guide which model is most appropriate. Programs aimed at capacity building may require different approaches than those focused on advocacy.
- ❑ **Resources Available:** The time, knowledge, and financial resources at hand will also impact the choice of participation model. Limited resources may necessitate more straightforward, accessible forms of engagement.
- ❑ **Youth-led Research** ,Engaging youth as part of the research team fostered open discussions with youth participants and provided richer, deeper insights and validation of findings from a youth perspective.
- ❑ **Peer Support and Mentorship** ,When youth were provided the opportunity and structure to build relationships and support one another, the activities saw enhanced task completion and coordination.
- ❑ **Safe and Inclusive Spaces** ,Clarifying expectations, open communication channels, and providing individualized support created a comfortable environment where youth felt safe to express their opinions. This clarification contributed to a richer and deeper understanding of youth issues.
- ❑ **Collaborative and Engaging Capacity Strengthening** ,Providing practical learning opportunities that focused on strengthening capacities the youth identified as important helped youth develop their desired skills while learning about and contributing to shared projects.
- ❑ **Flexible Participation and Fair Compensation** .Using multiple virtual platforms allowed different youth to participate in a comfortable manner, bypassing barriers, such as distance and travel, while balancing personal, academic, and work obligations. Ensuring fair and equal compensation improved overall youth engagement, meeting attendance, and completion of tasks.

These considerations underscore the importance of adopting flexible and adaptive approaches to youth participation, ensuring that the engagement process is relevant and effective for all stakeholders involved. As an officer involved in youth work, it is important to constantly reflect on your own biases and how they might affect how youth are supported to meaningfully participate.

- **Purposeful Relationships:** Youth participation should be built on a foundation of collaboration between adults and young people, focusing on achieving specific, agreed-upon outcomes. This approach fosters mutual respect and shared goals, enhancing the overall effectiveness of the engagement.
- **Valued Roles:** Participation should be an active choice for young people, where their contributions are recognized and valued. Ensuring that roles are meaningful helps to empower participants and increases their motivation to engage.
- **Relevant Projects:** Young people are more likely to engage passionately when the projects directly affect their lives. Projects should align with their interests and needs, making their participation not only relevant but also impactful.
- **Meaningful Outcomes:** All participants must see that the engagement process leads to developmental changes in the lives of young people. This perception of meaningful outcomes can reinforce their commitment and encourage ongoing participation.
- **Building trust:** We believe that by using the 'trust building' list, and by being aware of the 'trust killer' list, YAPs can be created more successfully, or improved.
- **Formalize Youth Engagement**
 - Provide opportunities for regular check ins with youth and adjust approaches to avoid tokenization.
 - Plan for and compensate youth fairly based on role and local labor market rates.
 - Create alumni networks and establish links between youth and local/regional USAID Missions and partners for collaboration.
- **Systematize Youth's Engagement within Mission Strategies and Structures**
 - Adopt organization Orders on youth integration and periodically update them.
 - Identify internal PTY champions to foster MIYP strategies.
 - Reduce one-off youth participation opportunities and include youth in decision-making, co-design, and implementation processes.
 - Include time and budget buffers when planning for youth engagement throughout the Program Cycle.
 - Dedicate time and space to document lessons learned from Activities and good practices of youth engagement.
 - Implement internship programs and create cross-sectoral youth councils to prioritize diversity and equity in representation.
- **Strengthen Capacities of Youth and Staff**
 - Enhance youth engagement by adopting a peer-based approach to support task completion and coordination.
 - Assess youth's needs and engage youth based on their skills and interests.
 - Establish mentorship opportunities for youth.
 - Focus on setting clear expectations and roles and provide tailored support to youth.
 - Provide ,organizational Capacity Assessment,Positive Youth Development (PYD) and safeguarding training for mentors and other staff ,sub grantees to help mainstream best practices in the engagement of youth.
- **Practice Collaborative Communication**
 - Build relationships among youth through group activities.
 - Establish a flexible working environment and adapt for low-resource settings.
 - Prioritize and diversify continuous feedback loops and clear communication channels that inform youth how their input is used or not used and why.

ACTIVITY 4

PREPARATIONS

- Bring pieces of plain paper, pens/pencils and a flip chart.
- Prepare a flip chart sheet with the following statement, setting it aside and turning it upside down so no one can read it: Leaving no one behind.

STEP

1. Welcome the participants and explain: "This next exercise will help you understand the strategies for youth engagement at a community level."
2. Kindly ask participants (in two or three groups depending on the number) to discuss the different strategies for engaging with youth at community level and then ask them to write down their answers on a piece of paper or the flip chart. Invite someone from each group to share their answers.

ACTIVITY 5

1. Divide the participants into smaller groups.
2. Ask all the participants to close their eyes and reflect on a time when they felt left out of something that they could have contributed to.
3. After some reflection, ask them the following questions:
4. How did you feel after being left out?
5. How best could you have been included by the people you looked up to?

SESSION 8: SUSTAINING EFFECTIVE YOUTH ENGAGEMENT

Objectives: To develop effective ways of sustaining successful youth engagement.

Creating effective sustainability in youth engagement can be done in various ways across various environments, cultures and communities. However, there are certain general aspects that will help to create sustainability:

- Empowering young people with knowledge of their rights and equipping them with leadership skills. They can drive change in their communities and countries. Youth-led organisations and networks should be supported and strengthened, because they contribute to the development of civic leadership skills among young people, especially minoritised youth.
- Promoting and establishing active and vibrant youth networks as partners. Young people can work in partnership when communicating the development agenda to their peers and communities at a local level, as well as across countries and regions.
- Training young people for youth activism as change makers. Young people also have the power to act and mobilise others. Youth activism is on the rise the world over, supported by broader connectivity and access to social media.
- Promoting youth-led activities, policy analysis, evidence generation, and leadership. Part of being young involves making sense of personal experiences and asking questions about the world around you. Youth have the capacity to identify and challenge existing power structures and barriers to change, and to expose contradictions and biases. Establishing a youth advisory board of advocates at a local, district, regional or national level, where training can even be done to empower young people to break down attitudinal barriers. These kinds of training opportunities could also be effective at a broader community level. Programmes can support youth-adult partnership training for community leaders and young people to increase intergenerational understanding, elevate youth voice, and foster youth leadership within the community.
- Strengthening the capacity of partners, civil society organisations (CSOs) or organisations that work with young people, and of their understanding of the young people themselves. The definition of 'youth' varies among cultures and contexts. In some communities, youth are identified based on their level of responsibility to family and community. Most organisations, however, use some type of age range to describe the population, but even these differ. While it is up to each organisation to decide how they define youth, it is important to remember that young people in the lower minoritised groups are in as much need of mentorship, specialised leadership training, self-efficacy workshops, and increased family involvement. So, the need to strengthen an organisation's understanding of young people and youth participation needs to be addressed, to ensure the sustainability and continuity of youth engagement.
- Building young people's capacity for social accountability and leadership.

ACTIVITY:

Reflect on the following questions with the participants after reviewing the earlier highlighted point:

1. Why should sustainability be considered in youth programming?
2. Who is responsible for making programmes and activities centred on youth sustainable?
3. From a practical point of view, how can sustainability be ensured in youth programming in your context?

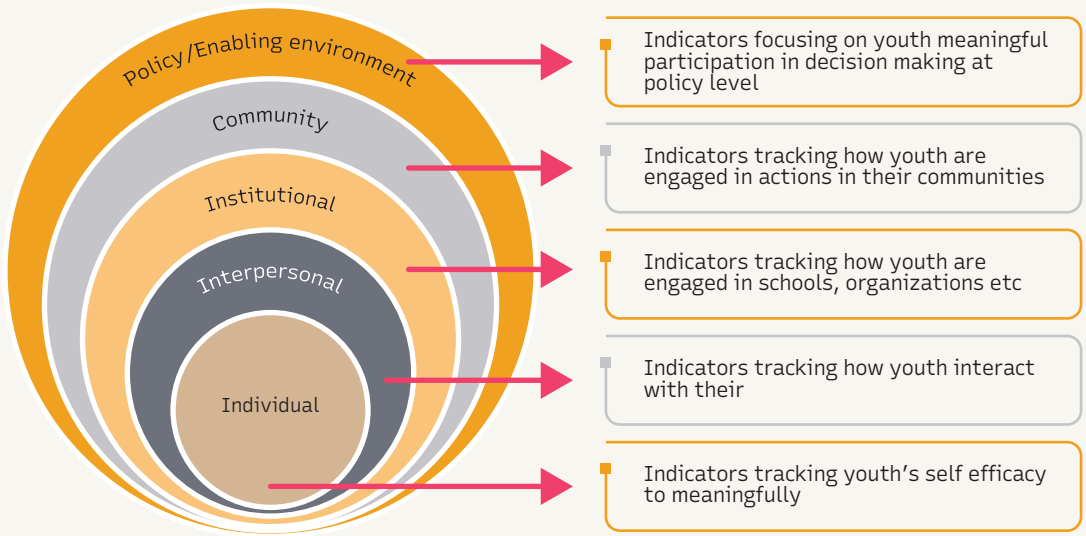
NOTE: Ideally, sustainability systems should be considered for youth-centred programmes, because of the changing face of youth. As young people grow into adulthood, children are becoming young people. Sustainability systems would require the interests of youth to be considered at all levels, and this would be best achieved by including young people in strategy development.

Source: Meaningful Youth Engagement Training Guide, MAKE WAY programme)

SESSION 9:

MEASURING MIYP

While it's important to have strategies that help to ensure that youth engagement is included, it is also important to ensure that youth engagement is measurable. To measure the levels of this engagement in a programme or project, you need to make sure that all stakeholders, especially youth, are included in the process.



Youth engagement at Policy level

Policy environment indicators evaluate youth engagement through the lenses of policy and governments' actions. They reflect factors such as the support, commitment, and policies that promote youth involvement, as well as the resulting impacts (YouthPower Learning Youth Engagement Community of Practice, 2018). These indicators stem from the key influences surrounding youth, specifically broader national or policy frameworks.

The indicators focus on tracking whether laws and policies provide youth with a stronger voice and better representation in local and national institutions, supported by youth-friendly and inclusive regulations. Youth are not only aware of these laws and policies but also perceive their enforcement as effective, consistent, fair, and equitable.

For example:

- ❑ Number of youth-friendly laws and policies
- ❑ Percentage of youth reporting participation in the development of a law or policy
- ❑ Number of youth involved in public policy advocacy spaces
- ❑ Number of policies revised or repealed to improve youth-friendly services.

Youth Engagement at the Community Level	❑ Indicators tracking youth participation at the community level highlight how the broader environment recognizes and values youth as capable, knowledgeable, and important contributors. For example: ❑ Number of community leaders who adopt and implement policy recommendations made by youth ❑ Number of community organizations or institutions that hire or appoint youth to leadership roles as a result of their program involvement ❑ Increased reports from youth about feeling valued and recognized by adults after completing training or programs ❑ Percentage of community adults who believe youth can make valuable contributions as community leaders
Youth Engagement at the Institutional Level	Institutional or organizational indicators evaluate how programs engage youth, the resources dedicated to youth engagement, and the outcomes of these efforts (YouthPower Learning Youth Engagement Community of Practice, 2018). They also assess the commitment of youth-led and youth-serving institutions to meaningfully engage young people by offering services that are responsive and tailored to diverse youth. These indicators are collected at the program level from staff or records. For example: ❑ Percentage of the program/organization's budget allocated to youth engagement ❑ Number of youth experts ❑ Number of leadership positions held by youth within the organization ❑ Youth engagement policy developed by the organization ❑ Youth engagement policy developed in collaboration with youth ❑ Youth engagement policy regularly consulted and implemented ❑ Non-discrimination policy created for the organization ❑ Youth advisory board established ❑ Number of youth from ethnic minority communities represented in governing bodies
Youth Engagement at the Interpersonal Level	These indicators assess how interpersonal relationships, both at home and among peers, support youth to meaningfully engage. The focus is on fostering environments where youth can learn from and encourage one another, following a "brother's keeper" model of action. For example: ❑ Number of youth groups formed ❑ Number of youth reporting increased knowledge and capacity from being part of a youth group ❑ Success stories of youth participating in decision-making processes due to membership in a youth group
Youth Engagement at the Individual Level	Youth-level indicators set standards for youth engagement from the youth's perspective and focus on the type, level, and satisfaction with their engagement (Youth Power Learning Youth Engagement Community of Practice, 2018). These indicators are derived directly from youth and are based on dimensions adapted from the Youth-Adult Partnership (Y-AP) Rubric, highlighting connectedness, authentic decision-making, mentorship, and reciprocity. Connectedness: ❑ Number of invited youth attending 80% of program activities ❑ Percentage of youth participating in program design, implementation, or monitoring and evaluation ❑ Number of youth trained in monitoring and evaluation

- ❑ Percentage change in voter participation among youth in the community
- ❑ Number of youth who voice concerns directly to elected officials
- ❑ Increased youth reporting positive value and recognition by adults after training/program completion

Authentic Decision-Making:

- Number of youth who feel their voices are shared and valued (Level 5)
- Number of youth ascending to leadership roles in community organizations
- Number of youth elected to public office
- Number of youth in governing positions within political parties

Mentorship

- Percentage of youth with mentors at the conclusion of training or programming

Adult-Youth Partnerships (Reciprocity)

- Number of youth and adults who co-create mutual plans for youth engagement

2. Using data as a tool to measure youth participation requires that the tools are inclusive of youth voices, and inclusive of all youth from different backgrounds. This requires a contextualization of tools to ensure that what is being measured is inclusive of all youth regardless of the sex, gender, race, humanitarian status and others. Representation in data also requires that various intersecting factors are also put into play for example youth in slums vs youth in peri urban areas, young mothers and young fathers etc. This will be determined by the context in which the youth organization is working.

3. Community Led Accountability through Social Audits to verify state actions, Citizen Report Cards, Facility Audits, Mystery clients, MIYP Community Scorecard and Position papers. CSC is a powerful tool to monitor services, empower citizens, and improve the accountability of service providers. The scoring exercises provide citizens the opportunity to analyze services such as health services or education based on their personal perceptions. Citizens can provide encouragement for good work or express dissatisfaction. When rights holders (citizens, service users) and duty bearers (government officials or service providers) collaborate, the provision of services can sustainably change for the better.

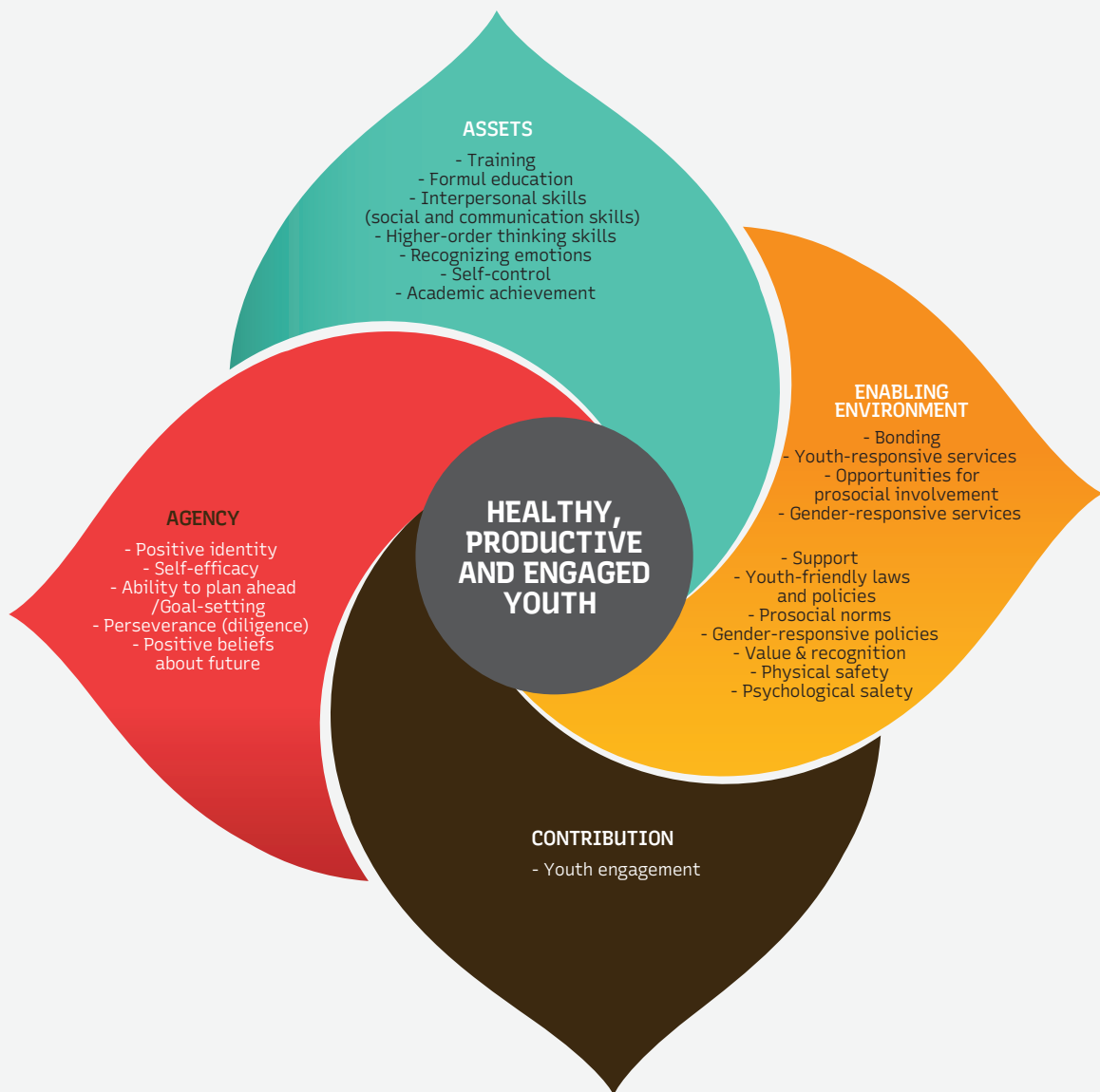
If there is a locally adopted template, use it to create a Scorecard for one of the activities that the participants took part in, so as to measure their levels of satisfaction. This will provide an indication of how young people would be able to measure the performance of stakeholders during training.

4. MIYP Assessment Checklist for organisations and projects

To ensure that a project resonates with young people, it is crucial to involve them in the planning and decision-making process. This not only makes the project more relevant to their interests but also increases the likelihood of enjoyment and meaningful engagement. When designing projects for and with young people, it is important to consider factors that can remove barriers to their participation. This might include offering flexible timing, creating inclusive spaces, or providing opportunities for leadership. Additionally, enhancing their overall experience can be achieved by ensuring that their voices are heard and valued throughout the process.

The following checklist could help you to make your project design and implementation more supportive and inclusive of youth participation

5. Framework to achieving the vision of healthy, productive and engaged youth, Programs, practices and policies must work with youth to improve their Assets, Agency, Contribution and Enabling Environment.



Source: USAID ,A practical guide for implementers of youth programs ;Positive youth development measurement toolkit

DOS AND DON'TS OF MEANINGFUL YOUTH PARTICIPATION		COMMENTS
Participatory Project design	Is your project looking to: ■ Engage youth groups that might not have been involved in your previous projects? Provide additional support for those young people with fewer opportunities? ■ Promote a diversity of voices in your project outcomes? ■ Create opportunities for young people with fewer opportunities to take up leadership positions in the project?	
	Is your project looking to support young people in: ■ Directing their own learning about participation? ■ Working together to identify collective action and strategies they wish to implement? ■ Is your project looking to involve project participants in decision-making within your project? ■ Is the process transparent?	
	Are the participating young people informed and supported in ■ Participating in decision-making processes within the project and more generally? ■ Are all project participants informed about the outcome of the decisions, as well as how and why they were taken? Is your project looking to support young people in creating change? ■ Is it a VOICE project where young people advocate towards decision makers for change? Is it an ACTION project where young people implement the change themselves? ■ Is it a project that somehow combines both? If yes, how does it create change?	
	Is your project looking to utilize digital tools and communication channels in order ■ To facilitate the greater interaction and participation of participants? ■ Are you taking care of data protection issues? ■ Are you raising awareness about data protection issues among young people?	

	Is your project looking to avoid a negative environmental footprint? ■ Have you involved project participants in decision-making about the potential practical aspects of it? Not all young people would feel equally confident, would have the same opportunity and/or would be interested and willing to participate in your (or any) project. It is important to understand what the reason is and support young people accordingly. Possible options are: ■ Individual and tailored approach to each young person – ask the young person why this is the case and what they need, which obstacles and fears they face, and what would be helpful; ■ Providing relevant and timely information in an understandable manner and making sure it is understood; ■ Engaging young people in smaller and less demanding tasks and building their ownership and responsibility over results gradually; etc. Making sure that the project's information and consultation channel is accessible to all, and, if not, searching (together) for alternative ways to make communication more inclusive. Checklist for any material that you are preparing for young people during your project:	
Supporting all young people to participate	Are you proposing relevant and user-friendly language(s)? ■ (Depending on your context you should see, for example, whether young people who have another mother tongue are able to understand?) ■ Is the visibility of different elements appropriate?	
	(Depending on your context you should determine, for example, ■ whether young people who have visual impairments or hearing issues would be able to understand?) ■ Is information available in different formats?	
	(Depending on your context you should determine, for example, whether young people using reading software would be able to fully capture the information presented?) Checklist for activities that you are preparing for young people during your project:	

	Do the activities take the different learning styles of the participating young people into account? It is good practice to check with participating young people beforehand about their learning needs and learning styles. Not every activity needs to be all encompassing of all different learning styles, but throughout the project there should be a balance of activities that allow for people with different learning styles to engage.	
	Are the activities appropriate for the different abilities of the participating young people? It is good practice to check with participating young people beforehand about their abilities and confidence in certain types of activities (e.g. physically demanding ones). Make sure to adapt and revise activities to correspond best with the abilities of the project participants and to remain challenging and fun! Are the activities appropriate to the possible personal and inter-cultural sensitivities of the participating young people?	
	It is good practice to check with the participating young people beforehand about their attitudes towards certain types of activities (e.g. the ways they define boundaries and personal space in physical space – e.g. what is appropriate touch – and emotional space (e.g. which personal questions are not appreciated)). Make sure to adapt and revise activities to take into account the differences and, as appropriate throughout the project, also offer opportunities to the project participants to explore those further in order to understand them better.	
	Are activities developed in co-creation with the participating young people? It is good practice to check with the participating young people as to whether they would be interested and willing to co-create activities. If they are feeling confident and motivated, they might also want to lead and implement some of the activities. It is also good to offer such opportunities and support them in taking them.	
Evaluating participation	Youth participation is not just something you can add to your project by inserting an activity here or there. A youth participation approach needs to be developed into the design. Participation is a process that needs to be integral to the project. This can be achieved by involving participants and project staff in continued reflection and revision/adaptation of activities, so that participation is possible for everyone. During project implementation, and at the end of the project, the following questions can be used to help project participants and project staff reflect on their participation experience and that of others.	

	Understanding and learning about participation ■ To what extent do the project participants feel more knowledgeable about their rights in democratic systems? ■ How come? What would help to improve this?	
	To what extent do the project participants feel they were supported in directing their own learning during the project? How come? What would help to improve this? Experience of participation in the project	
	To what extent do the project participants feel they were supported in participating in the project? How come? What would help to improve this?	
	To what extent do the project participants feel their voice and the diverse voices of other participants were important and taken into account within the project? How come? What would help to improve this?	
	To what extent do the project participants feel they were supported in identifying collective action and strategies they wished to implement during the project? How come? What would help to improve this? To what extent do the project participants feel they were supported in identifying collective action and strategies they wished to implement during the project? How come? What would help to improve this?	
	To what extent do the participants feel the project used digital tools and communication channels to facilitate greater interaction and participation among the participants? How come? What would help to improve this?	
	To what extent do the project participants feel data protection issues were appropriately addressed during the project and that they themselves are now more aware of them? How come? What would help to improve this?	
	To what extent do the project participants feel the project was environmentally appropriate? Did they feel that they were able to influence this? Readiness for participation beyond project To what extent do the project participants feel more empowered to take part in traditional and/or alternative forms of participation now? How come? What would help to improve this?	

	To what extent do the project participants feel they were empowered to raise their voice and to lobby decision makers for change and/or to take an action and implement the change themselves? How come? What would help to improve this?	
ASSESSING QUALITY YOUTH PARTICIPATION DIMENSIONS OF YOUR PROJECT.		
YOU SHOULD PLAN, ADAPT AND EVENTUALLY COMPLEMENT ITS USE BY TAKING INTO CONSIDERATION ALL OF THESE CIRCUMSTANCES.	RANKING	DOES NOT APPLY TO MY PROJECT
The project aims to support young people to be or become civically active in their communities and realities. The project considers the living conditions and realities young people face. The project has clear aims, one of them being to support young people's active engagement. Young people can address issues of common concern through the project.	★ ★ ★ ★ ★	⊘ ⊘ ⊘
The project supports young people in expressing their views, contributing to and/or influencing developments in their communities and social contexts on matters affecting them. The project provides a safe space and encourages young people to express their views to promote changes and improve the life of their communities. Although the project, organizers and participants capture the results, exploited them and document inspiring practices/practices to learn from. Already at the setup of the project, it is planned how to maximize the impact of the project (e.g. visibility tools, working towards useable results or products, etc.).	★ ★ ★ ★ ★	⊘ ⊘ ⊘
Young participants throughout the different phases and activities of the project have the right, the means, the space, and the opportunity to participate in decisions about it. The participatory approach is considered from the beginning and consequently carried on during the whole project. Young people are supported in expressing their views on the development of the project through their input in a regular and participatory evaluation. The methodological approach facilitates that young people are involved not just in the decisions regarding project implementation but also in the decisions about its outcomes and community impact.	★ ★ ★ ★ ★	⊘ ⊘ ⊘

The project includes outreach work to involve a wider and more diverse range of young people. ■ Youth people from different backgrounds are included as participants and beneficiaries of the project. ■ Media and information literacy and communication of the participation possibilities of young people are addressed. The visibility tools and the tangible results take into consideration the diversity of the possible ultimate target groups of the project.		
The project contributes to the capacity building of the youth sector to support youth participation. ■ The results and outcomes of the project are a contribution to the youth sector in its efforts to promote youth participation. ■ The organisations involved learn from the project how to strengthen youth participation in the future. ■ The setting of (new) strategies, the creation of innovative tools or new approaches, the setting of platforms... strength the youth sector in promoting youth participation.		
The project enables young people to be civically active and/or to be involved in public decision-making. ■ The participation of young people in public decision-making processes is part of the expected outcomes of the project. ■ The long term civic engagement of young people, beyond the project itself, is promoted. ■ Specific tools and strategies for civic engagement are explored; for example, advocacy campaigns, social movements		
The project is based on a genuine analysis that includes the needs and aspirations of young people, in their contexts, on issues affecting them. ■ The daily concerns and aspirations of young people are at the genesis of a project. ■ There is a genuine needs analysis conducted by young people in their own contexts in relation to the project topics. ■ The global analysis and/or the European priorities are not parachuted over young people's realities.		

The methods and procedures of the project enable and encourage the real and meaningful participation of young people. ■ Beyond the interactivity of non-formal methods, the methods and procedures stimulate the contribution of young people. ■ The methods and procedures allow the input of young people in relation to the contents, agenda, strategies, methods and outcomes of the project. ■ The input of young people, gathered through the different methods and procedures, is carefully considered in the planning and in the next steps of the project.		
Young people, according to their level of involvement in the project, become involved in the key decisions of the project. ■ Young people have a say in the management of the project; on the timing, format of activities, human and financial resources... ■ Young people are informed about the key decisions in the project and those are discussed with them... ■ The input of young people is considered in these key decisions; for example, after a mid-term evaluation, or at the end of a certain phase or when unforeseen circumstances demand an adaptation or change...		
The multiplication and follow-up activities open up new opportunities and spaces for youth participation. ■ The multiplication and follow-up activities through the different phases of the project promote youth participation beyond the scope of the project. ■ New platforms, stakeholders, initiatives and organisations are considered in the follow-up activities for encouraging youth participation. ■ Multiplication and follow-up activities are done not just “for others” but “with others” based on common concerns and aspirations.		

COMPONENT 3.

ADVOCACY

SESSION 1:

UNDERSTANDING THE EXISTING LEGAL SEXUAL REPRODUCTIVE HEALTH RIGHTS AND GENDER, VIOLENCE AGAINST WOMEN AND GIRLS FRAMEWORKS

FACILITATOR'S NOTES

Sexual and Reproductive Health and Rights (SRHR) are a fundamental aspect of human rights and an essential part of human life. Over the past two decades, significant progress has been made in areas such as legal and policy reforms, advocacy, programming, capacity building, funding, and movement building, all of which have led to important milestones. Notably, these include key legal and policy advancements aimed at promoting and advancing SRHR at the global, regional, and national levels, as outlined in various regional and international legal frameworks. Some of the key instruments that cover these topics include;

INSTRUMENT	ARTICLE	FOCUS OF ARTICLE
INTERNATIONAL INSTRUMENTS		
The Universal Declaration on Human Rights (UDHR);	Article 2	The right to equality and freedom from gender discrimination
the Convention on Elimination of all Forms of Discrimination Against Women (CEDAW);	Article 16	Guarantees women equal rights in deciding "freely and responsibly on the number and spacing of their children and to have access to the information, education and means to enable them to exercise these rights."
	Article 10	Women's right to education includes "access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning."
The International Covenant on Economic, Social and Cultural Rights (ICESCR)	Article 2.2	rights will be exercised without discrimination of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
	Article 3	Ensure the equal right of men and women to the enjoyment of all economic, social and cultural rights set forth in the present Covenant.
	Article 12	Guarantees women the right to the highest attainable standard of physical and mental health
The Convention on the Rights of the Child (CRC)	Article 24	Ensure that no child is deprived of his or her right of access to such health care services.

Convention on the Rights of Persons with Disabilities (CRPD)	Article 25	Prevent, end impunity and provide support to victims of GBV.
The Beijing Declaration and Platform for Action, 1995	All articles	Promotion of women's rights
REGIONAL INSTRUMENTS		
The Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa (Maputo Protocol)	Article 14	Reproductive health rights
	Article 2 to Article 24	All women's rights
The African Youth Charter	Article 16	The right to the best attainable state of physical and mental health.
NATIONAL INSTRUMENTS		
The Constitution of the Republic of Uganda, 1995	Article 21	Prohibits gender discrimination generally and enshrines the principle of equality before the law.
The HIV prevention and Control Act, 2014	All clauses	Enshrines prevention and control of HIV
The Human Rights Enforcement Act 2019,	All clauses	The enforcement of human rights and freedoms guaranteed by Chapter Four of the Constitution
The Persons with Disabilities Act, 2020	All clauses	Provide for the respect and promotion of the fundamental and other human rights and freedoms of persons with disabilities.
The Domestic Violence Act 2010	All clauses	The protection from domestic violence
The Prohibition of Female Genital Mutilation Act 2010	All clauses	
The Equal Opportunities Commission Act, 2007	All clauses	Addresses marginalization and discrimination
The Public Health Act Cap 281	All clauses	Addresses public health
ADDITIONAL POLICIES AND FRAMEWORKS		
■ The National Gender Policy 2007, The National Development Plan III, Uganda Vision 2040, The National GBV Policy and Action Plan 2016, The Uganda Population Policy 2008. The National Youth Policy 2001 The National Disability Policy 2008, The HIV/AIDS and the World of Work Policy 2007, The Reproductive Health Policy, The National Health Policy, The Adolescent Health Guidelines and Service Standards 2012, The National Sexuality Education Framework, The National Policy Guidelines and Service Standards for SRHR 2011, The Standards and Guidelines for Reduction of Maternal Mortality and Morbidity due to Unsafe Abortions 2015		

These are complemented by several programmes in place to enable domesticating the standards and actualizing these legal provisions. Despite significant progress, access to SRHR information and services for adolescents and young people remains limited. SRH commodities continue to focus primarily on maternal and reproductive health, overlooking the broader needs of adolescent girls and young women. Furthermore, funding for civil society organizations and SRHR activists is on the decline. Global challenges, such as the Global Gag Rule (GGR), have exacerbated this situation, causing setbacks in areas like policy development, the rise of regressive movements that undermine SRHR progress, and shifts in funding away from sensitive issues like abortion and services for AGYW and sex worker communities. As young people and youth advocates, it is crucial to understand the sexual and reproductive health landscape at the international, regional, and local levels to strengthen advocacy and action for adolescent and youth SRHR.

Session 1: Group Discussion (30 minutes) .Participants will be divided into small groups to discuss the relevance and implementation of the legal frameworks on SRHR and VAWG in their respective contexts.

- Are you aware of some of these instruments?
- Which of these instruments is more relevant for your organization/ work context?
- Do people in your community know about the existence and relevance of these instruments?
- Do these instruments respond to the SHRH/EVAWG challenges of your country/community/region?
- What are the challenges and opportunities for implementation? Facilitators will provide guidance and feedback to each group.

SESSION 2: INTRODUCTION TO ADVOCACY FOR SRHR

FACILITATOR'S NOTES. ADVOCACY: WHAT IT IS?

Advocacy is the intentional effort to influence decision-makers on policies, laws, and the distribution of resources. (UNWOMEN) It involves gathering evidence and garnering support for a particular cause or issue in order to bring about policy change. Advocacy can be a powerful tool for advancing women's rights and gender equality by impacting decisions at all levels of government and society.

Advocacy is strategic effort aimed at influencing decisions, whether in favor of or against a cause, to improve the social, political, economic, or cultural conditions of a community or group. It involves identifying key issues, taking a clear stance, mobilizing resources, organizing structures, and executing strategies to drive positive change across society. Advocacy can also be seen as a process initiated by individuals or groups, such as non-governmental organizations (NGOs), leaders, and community members, to create change. At its core, advocacy is about raising awareness, drawing attention to critical issues, and guiding decision-makers toward practical solutions.

Power to You(th) aims to amplify the voices and participation of young people, particularly Adolescent Girls and Young Women (AGYW), in driving meaningful change. We believe in the capacity of young people to be fully included in discussions and decision-making processes. PTY's advocacy efforts include:

- **Creative Approaches:** We use innovative methods such as Human Centred Designs, photo voice, participatory video, and documentary filmmaking. We also apply both traditional tools (e.g., surveys) and innovative techniques (e.g., mobile polls, interactive games) to engage and mobilize.
- **Self-Assessment Tools:** We provide Civil Society Organizations (CSOs) with tried-and-tested self-assessment tools to evaluate their organizational and advocacy capacities. This includes tools developed by CHOICE and Y-Act for Meaningful Youth Participation and Engagement (MYPE), and by Rutgers and Sonke for the Gender Transformative Approach (GTA). Additionally, CSOs will develop action plans through SWOT analysis and strengthen their capacity through Outcome Harvesting (OH), which is central to our program's monitoring.
- **Social Norms Monitoring:** We track shifts in social norms through national and regional opinion polls, community-level panels, and participatory social norm assessment tools that offer real-time responses.

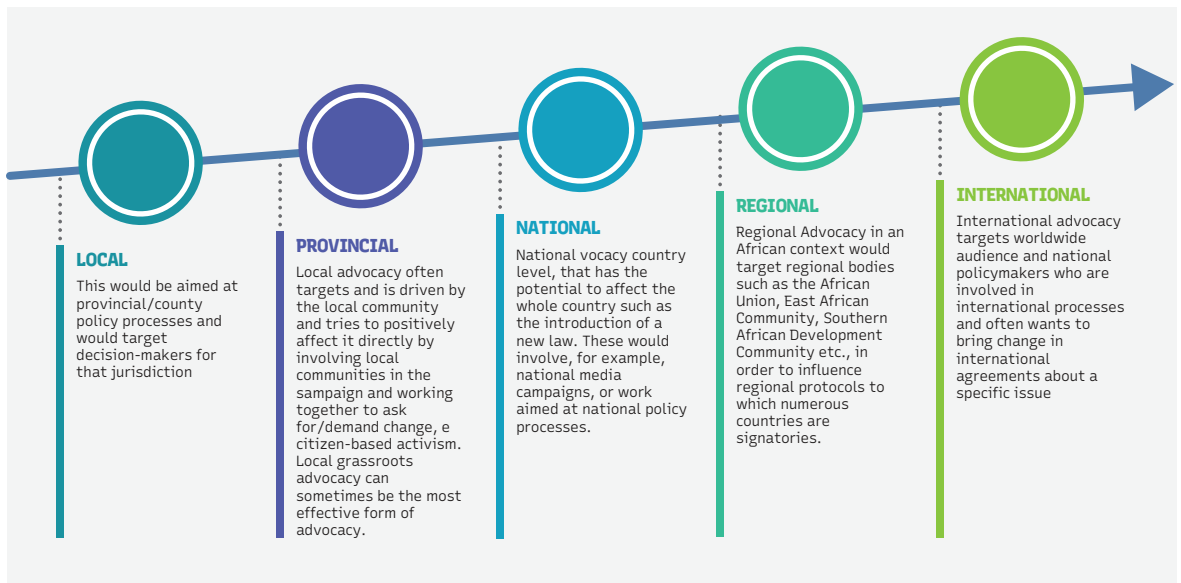
- **Legislation and Budget Tracking:** We map and monitor key legislation and budget allocations through context analysis and budget tracking, supplemented by interviews with key informants to understand the perspectives of both supportive and resistant actors.
- **Digital Innovation:** We embrace digital tools to enhance our PMELR (Planning, Monitoring, Evaluation, Learning, and Reporting) processes, extracting real-time data and insights to refine our program outcomes, adapt to contextual changes, and guide our advocacy and lobbying efforts.

Therefore, Our definition of Advocacy is a deliberate planned and sustained effort to advance an agenda for a change. It's a form of exercising collective power with other people,collectives ,group coalitions ,movements and organizations to make a difference. Advocacy is work that seeks to change public policies and practices in ways that will have a positive impact on people's lives.

By engaging with decision-makers and stakeholders, advocates can work to promote policies and initiatives that advance gender equality, reproductive health and rights, and the elimination of violence against women and girls.

A **policy** is a high-level plan or set of actions designed to outline general goals and procedures for a government body or public institution. This can include laws, regulations, statutes, standards, guidelines, and operational procedures that affect health outcomes and the human rights landscape. In Uganda, policies can be developed at various levels—national, local government, institutional, or professional. Policies are essential for ensuring that all stakeholders share a clear understanding of common objectives and are aligned in their efforts to achieve them.

ADVOCACY AT DIFFERENT LEVELS TARGETING DIFFERENT PEOPLE.



EXAMPLES OF POLICY DOCUMENTS

National Level Policies: These include a variety of high-level documents and frameworks, such as legislation, policies, action plans, national development plans, the constitution, sector development plans, strategies, agendas, frameworks, protocols, procedures, standards, guidelines, regulations, national budgets, budget framework papers (BfPs), budget circulars, ministerial policy statements, the Medium Term Expenditure Framework (MTEF), sector strategic plans, NPA sector development planning guidelines, gender and equity compacts, and certificates of gender and equity. These policies guide the overall national agenda and address key issues like health, education, and gender equality.

Local Government / District Level Policies: These include documents such as district development plans, district management improvement plans, and local government framework papers or district budget framework papers. Local policies can also include ordinances and by-laws, such as those concerning loitering, gender-based violence (GBV), the operation times of salons/bars/entertainment venues, early marriages, and female genital mutilation (FGM).

- Ordinances are laws created by local governments (districts, LC5, and city councils) according to procedures outlined in Section 38(7) and Part IV of the Third Schedule of the Local Government Act.
- By-laws are laws established by local communities or lower local governments, such as Municipal Councils, Town Councils, LC3 levels, urban councils, subcounty councils, divisions, and village councils, in line with procedures specified under Section 39(6) and Regulation 22 of the Third Schedule of the Local Government Act. (Source : Step by Step Guidelines for making Ordinances and Byelaws for Local Governments in Uganda, ACODE policy briefing paper series no.54, 2020)

WHAT IS POLICY ADVOCACY:

Policy Advocacy is the process of actively influencing the creation and development of public policy through a range of strategies. It involves a series of targeted actions aimed at changing policies, positions, or programs. Specifically, policy advocacy seeks to: Establish new policies, Improve existing policies and Challenge legislation that negatively affects certain individuals or groups.

Policy advocacy focuses on public policy, which consists of laws or other forms of legislation created by the government or governing bodies at the local, national, regional, or international levels. The development of public policy involves a range of actions or inactions, including regulatory measures, legislative acts, judicial decisions, and funding priorities related to a specific issue. In short, policy advocacy aims to shape and influence public policy. Policy advocacy focuses on public policy, which consists of laws or other forms of legislation created by the government or governing bodies at the local, national, regional, or international levels. The development of public policy involves a range of actions or inactions, including regulatory measures, legislative acts, judicial decisions, and funding priorities related to a specific issue. In short, policy advocacy aims to shape and influence public policy.

Some of the benefits of policy advocacy include;

- **Increased funding for programs and services** that support SRHR, reproductive rights, and EVAWG, which can have a significant impact on the lives of individuals and communities.
- **Putting issues on the public agenda** which raises the status of such an issue and it becomes one of the discussion issues. mobilize communities to take action, and influence policies, and practices at the local, national, and international levels
- **Promotes understanding** as most people are ignorant about what is unfamiliar. As such bring out the issues makes people to understand more about them and perhaps change their attitudes.
- **Increased Visibility:** It is only when one takes action that one is noticed. Advocacy thus helps to ensure visibility for hitherto unseen issues/ groups/ activists / progressive social movements.
- **Appreciation of Issues and Attitudinal Change:** Advocacy promotes understanding and appreciation. Most people are ignorant about what is unfamiliar. As such, advocacy surface issues and makes people understand them and perhaps change their attitudes.
- **Building Strategic Partnerships, Networks, and Alliances:** Advocacy is key in building networks and creating allies. One meets many people and groups during the course of advocacy. These groups greatly expand one's networks and allies, who may come in handy for other causes.
- **Skills Building:** Involvement in advocacy makes one acquire more skills like: networking, public speaking, transformative leadership, effective communication, negotiation skills, documenting, writing, documentation, planning, budgeting, self-confidence building, and self-esteem.

Therefore, it is important to analyze your context and determine what advocacy strategy to deploy and when to do so. It is worth noting that advocacy strategies are not cast in stone and are subject to review to align to change changes in context such as shifts in political ideologies and priorities etc.

DISADVANTAGES OF ADVOCACY

- Risk of bodily and emotional harm as the work comes with risks especially for members of marginalized and criminalized groups like sex workers and sexual minorities. Advocacy work usually comes with risks of personal harm. Issues like AGYW rights greatly polarize and AGYW activists are at risk of getting physically or emotionally attacked or hurt.
- Long-term results as advocacy sometime takes a long time for its impact to be realized. Usually a person with a challenging issue needs an immediate solution which advocacy may not be able to provide.

DIFFERENCES BETWEEN ADVOCACY, ACTIVISM AND SOCIAL BEHAVIORAL CHANGE COMMUNICATION.

Advocacy, Activism and Social Behavioral Change Communication (SBCC) are often mixed up due to similarities in their approach. Here are the differences between the three.

INSTRUMENT	ARTICLE	FOCUS OF ARTICLE	FOCUS OF ARTICLE
Definition	Advocacy involves a wide range of coordinated actions aimed at elevating policy and funding improvements on the political and development agenda. Its purpose is to secure both international and national commitment, while mobilizing the necessary resources to drive change.	Activism refers to the use of direct and often confrontational actions, like demonstrations or strikes, to either oppose or support a cause in order to drive social, political, economic, or environmental change.	Social and Behavior Change Communication (SBCC) is a research-driven process that uses communication strategies to promote behaviors aimed at improving health outcomes. SBCC specifically focuses on encouraging actions within homes, communities, health facilities, or broader society to enhance health by promoting healthy lifestyles or preventing and minimizing the effects of health issues. It does this through a strategic combination of interpersonal, group, and mass media channels.
Perceptions	Seen as a process of dialogue and friendly exchange. A tool for driving social and political transformation. Often regarded as working "within the system" to facilitate change.	Activism is often perceived as a controversial or 'dirty word.' It is characterized as a more radical approach, typically involving direct actions like protests. A means of driving social and political change. Viewed as operating "outside the system" to bring about transformation.	Social and Behavior Change Communication (SBCC) is a research-driven process that uses communication strategies to promote behaviors aimed at improving health outcomes. SBCC specifically focuses on encouraging actions within homes, communities, health facilities, or broader society to enhance health by promoting healthy lifestyles or preventing and minimizing the effects of health issues. It does this through a strategic combination of interpersonal, group, and mass media channels.
Targets	Public leaders Decision-makers	Public leaders Decision-makers	Individuals and communities, Opinion leaders, Religious groups, The media

Forms/ Activities/ Actions/ Channels	Public speaking, Media campaigns, Conducting and publishing research, Petitions, Meeting with government officials,	Protest, Dissent, Strikes, Boycotts, Rallies, Street Marches, Sit-ins, and hunger strikes	Social Mobilization Dialogues, Negotiation and Consensus, Mass Media, Interpersonal communication, Peer-to-peer Street theater
Purpose	Political Commitment Resource Mobilization Successful Implementation of policies Brings new domestic funding Promotes accountability	Political commitment Resource mobilization Implementation of policies Promotes accountability	Social mobilization for development

TYPES OF ADVOCACY

1. Self-Advocacy verses Peer Advocacy

TYPE OF ADVOCACY	SELF- ADVOCACY	PEER ADVOCACY
Description	Focuses on changing the situation for an individual and protecting their rights. In the context of AGYW rights, the individual AGYW Community Member speaks out or takes action on their behalf. Self advocacy is about Speaking up for yourself, staying informed, knowing your rights, finding support, problem solving, self determination, asking for help.	This is the opposite of self-advocacy that involves taking action to represent the rights and interests of someone other than oneself. Such persons may be simply persons interested in the plight of a particular group, or experts who have studied the particular issues.
Merits	Commitment – It’s an issue that directly affects your life It demands empowerment of AGYW Champions to lead their own advocacy - Builds voice, agency, and confidence	Skills & Expertise - Brings on board skills and expertise that may be lacking within the group. Opening Doors - Brings on board people with experience and power to access areas that may not be easily accessed by AGYW persons
De-merits	Objectivity- The downside of self-advocacy is the possibility of one being too emotional to the point of being overwhelmed	Lived Experiences – Advocates outside of the affected community may not deeply understand the issues and might not be very easily believed since they have not experienced the issues themselves. Hijacking – Sometimes allies may hijack the AGYW persons agenda and run off with it.

2. Individual verses Systems Advocacy

TYPE OF ADVOCACY	INDIVIDUAL ADVOCACY	SYSTEMS ADVOCACY
Description	Individual advocacy is when one takes action to change only one's situation. For example an adolescent girl convincing her parents to keep her in school	Refers to efforts to change policy and practice at the local, national or international level, to change the situation for groups of individuals who share similar problems. Systems may be social, political, cultural, or economic. Systems advocacy works to improve the system to the benefit of individuals, it is a long-term approach to problem solving requiring sustained effort.
Merits	Commitment – It's your issue Empowerment of AGYW Champions - Build voice, agency, and confidence Results - This type of advocacy is usually at a small scale and would usually lead to the desired result in a short time.	Impact – The impact of Systems Advocacy is usually structural change that makes it very sustainable and affects large groups of people Deep engaging with power – Systems advocacy engages both visible and invisible power
De-merits	Limited impact – its impact is only felt at the individual level	Sustained Efforts – it is a long-term approach to problem solving requiring sustained effort. Doesn't Directly Change Individual AGYW persons lives - Whereas it leads to broad structural changes, systems advocacy may do little to change the life of the individual members AGYW persons and as thus may not address their practical and strategic needs.

VIGNETTE : A YOUNG GIRL'S MARRIAGE

Read out this to participants, then discuss following the questions.

This is the story of a young girl in Bukwe who was to be married off by her father so that he could get money to educate his other children. Her father arranged her marriage to a 45-year old man, who agreed to pay a bride price of 45 cows. As part of the marriage celebration, the father planned a feast and invited guests from the village to come celebrate and witness the girl's marriage to the man.

In this village, a few women were upset that this young girl was going to marry this man. They believed she should be going to school rather than marrying the man. They knew that this man had kept company with many women and believed that the young girl would face many difficulties if she married him.

Knowing that their local LC1 chairperson was going to attend the feast and knew the girl's father well, the women decided to approach him to discuss their concerns about this marriage. They met with him a week before the feast and argued that the girl also deserved an education and was too young to marry this man.

They explained the health consequences that the girl could face in marrying this man. The LC1 chairperson understood the women's argument but was not sure he wanted to get involved in the family's business. Young girls often married older men in their village. He said he would think about the matter but was not sure he would try to do anything about it. The women took his answer and because they felt so strongly, returned to him every day for the rest of the week to speak about the matter.

The day before the feast, the LC1 chairperson decided he agreed with the village women. He went to the girl's father and spoke to him about the girl. He knew the father faced economic difficulties and could not afford to educate or support the girl. He offered to assist the family in placing the girl in a boarding school. The father was not sure his daughter deserved this, but the LC1 chairperson convinced him that she should go to this school.

The following week, the LC1 chairperson began to speak about early marriage in the council meetings and village meetings. Villagers often spoke about some of the lessons from his talks. (This story was adapted and contextualized from one told by a Bishop from Tanzania.)

Discussion Questions

1. What type of Advocacy is in this vignette? What were the women advocating for? 2. How were they successful? 3. How did the local leader undertake advocacy?

3. Legal Advocacy

This is sometimes called "Litigation" / "Public Interest Litigation" / "Strategic Litigation"

DESCRIPTION	MERITS	DE-MERITS
Often done through Litigants / Lawyers and courts of law. This kind of advocacy often identifies strategic cases that question the legality or procedures, constitutionality or rule of law, or violations of fundamental human rights or conformity with regional and international standards, among others	Power of law-Lawyers speak the same language as the judges or the people who sought to be influenced. They can thus easily articulate the issues and cause the desired goals. Leads to Systemic Change / Impact – If it is a Strategic Litigation case (like in Constitutional Court or High Court, the ruling may influence the changing of laws).	Detachment from Lived Realities - In most cases the lawyers are not members of the communities that they represent, and even if they were, they would usually be very detached from the day-to-day suffering and life of the other members of the group. Legal Outcomes - Legal outcomes may not necessarily be in the form that AGYW persons want or even understands them. Slow Pace of Legal Reform Even with winning some strategic litigation cases, the slow pace of legal reform in Uganda and impunity by duty bearers affect the enjoyment of rights.

BEST TIPS FOR YOUTH-LED ADVOCACY:

- **Youth-led advocacy:** The definition is already in the name - youth-led advocacy is advocacy led by young people! It is about supporting young people to speak up and influence decisions which affect their lives. This means that young people are meaningfully involved in every aspect of the advocacy process – from selecting the issue, the audience, the advocacy strategies, to conducting advocacy themselves, and to monitoring and evaluating the successes and the areas for improvement.
- Some may be more relevant to you than others, so feel free to reflect and think about some of your own tips based on your situation and experience.
- **Be clear about what you want to achieve:** Set clear aims and goals and ensure that your actions are SMART: Specific, Measurable, Achievable, Realistic and Time-bound.

- **Use research to support your advocacy:** Look for any existing data or information that supports your advocacy aims and make use of it to strengthen your argument. Where these do not exist, you may want to consider including data collection as part of your advocacy work, particularly if it would have an impact on achieving your objectives.
- **Put young people at the center:** Make sure young people are in the driving seat at all stages, advocating for their own rights. Provide a safe environment where young people can express themselves freely, learn from each other and be empowered to become effective advocates by developing the knowledge, skills and attitudes required.
- **Work collaboratively through inclusive partnerships and coalitions,** in particular protection networks: Bring together a broad-based coalition of actors that support and strive towards the same or similar goals, including from other sectors and social movements. Be inclusive of different actors and young people from different walks of life. Ensure that you have a few focal points for emergency contacts and to report any threats or attacks that you face as well as to get assistance protecting yourself.
- **Mobilize political, institutional and high-profile support:** Build support for your cause, and bring political and institutional actors on board. Identify any high-profile or influential figures that can help attract support, such as celebrities.
- **Develop clear and consistent messaging:** Communicate about your objectives and work in a clear, consistent way. The same message can be communicated in different ways, so adapt the message to the main audience you are trying to reach at a given moment. Use online platforms effectively if they are widely available in your context and be strategic about reaching out to the media if you plan to do so.
- **Be creative, innovative and flexible:** Think about different and new ways to raise awareness and build support for your advocacy goals. Be open to change and adapt your activities based on what is most effective, likely to mobilize the most support and contribute towards the impact you are trying to achieve, but without compromising to a point where the activities or objectives would not bring any added value.
- **Be patient:** Advocacy is not inserting an Intra-Uterine Device into a woman, Change doesn't happen overnight, so make sure to acknowledge and celebrate even the small, incremental steps that bring your advocacy goals closer to being a reality.
- **Reflect on, evaluate and learn from your advocacy:** Think about the key messages you take away including what you learnt from others, and how you can use this knowledge to improve your future advocacy.
- **Stay safe and take care of yourself:** Ensure that you will not put yourself in danger or risk of harm as a result of your advocacy; be prepared and inform yourself about where you can go or who to turn to in case you face threats, intimidation or harassment. Avoid having a high level of visibility or public exposure if the situation is getting intense and keep a low profile for some time. Consider the impact your advocacy may have on your mental health and be prepared to set your boundaries and respect them.
- **And finally, one more bonus tip:** Have fun! Advocating for your own rights can be exhausting, frustrating and in some cases even dangerous. At the same time, it can be an empowering experience and an opportunity to meet like-minded people while developing a wide range of skills.

SESSION 3:

IDENTIFYING AND MAPPING ADVOCACY ENVIRONMENT

FACILITATOR'S NOTES

To effectively advocate for change, it is crucial to map the advocacy landscape and identify key stakeholders and decision-makers. This involves understanding the political and social contexts in which advocacy will take place, which can be achieved through research, needs assessments, and community consultations.

Personal Assessment of an Advocacy Champion

The personal assessment addresses the question: How do you feel personally about this task? This is a reflective exercise that doesn't necessarily need to be part of a formal written advocacy strategy. For advocates—especially Adolescent Girls and Young Women (AGYW), activists, and champions—it is important to consider the following:

- What is your personal interest and motivation for engaging in this advocacy work?
- What is your attitude toward the advocacy intervention being pursued?
- How confident are you in the political system you're working within?
- Are you comfortable collaborating with the people involved in the advocacy process?

- ❑ How will you reconcile your personal values with the advocacy issues you are addressing?
- ❑ What are your fears and anxieties that might negatively impact the campaign?
- ❑ What is your personal leadership style?
- ❑ How does your leadership style align with or hinder the achievement of advocacy goals?

Carry out an organizational capacity assessment with the following focus areas;

- ❑ What is your capacity to undertake the advocacy?
- ❑ Where is your group/organization/movement at the moment?
- ❑ What leadership capacities do you have? The capacity strengths and gaps that you have?
- ❑ What is possible and your institutional capacity to engage in advocacy?
- ❑ What are your strengths and weaknesses? And the challenges and threats?
- ❑ How broad and strong is your potential support?
- ❑ Do you have well-placed allies? Who are these and will they be willing to be available to lend their support?
- ❑ Does the leadership of the campaign have a strong sense of common purpose? Are they credible leaders? Do they have a track record and will be listened to and/or respected?
- ❑ Is the decision-making amongst your team efficient and responsive?
- ❑ What resources can you rely on?
- ❑ Are your aims clear and achievable?
- ❑ What points of access or leverage to power do you have?

ORGANIZATIONAL ASSESSMENT FOR ADVOCACY

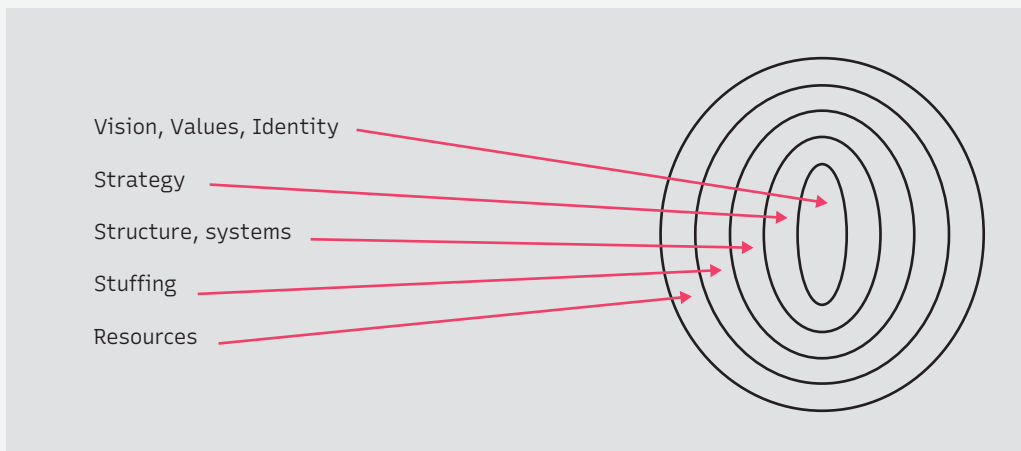
Aim: To help you see the strengths that your organization, community or group has for advocacy and to reduce any weaknesses. This tool will help you to know what your organization, community or group does well target resources most effectively by using and building on your strengths. be aware of weaknesses and develop ways of reducing them and have a realistic expectation of your advocacy work.

Capacities

The diagram of the onion skin model of organisational development helps to show the relevance of advocacy at each layer of the onion skin. Each layer represents a set of capacities that can be used to assess advocacy strengths. Note that some of the capacities are general capacities that an organisation will need whether it undertakes advocacy or not. Other capacities are more advocacy-specific. The five layers in the onion correspond to:

- ❑ What is our identity and what are we here for?
- ❑ How are we organised and how do we plan?
- ❑ How and why do we relate to others?
- ❑ What skills do we have?
- ❑ What resources do we have?

THE ONION SKIN MODEL, ADAPTED FROM A MODEL DEVELOPED BY INTRAC



Note: Just as an organization has different strengths, so do individuals within the organization (or community). Some individuals will be more effective in some kinds of advocacy work than others –some will be good at research, others at networking and others at lobbying decision-makers. If people have the chance to identify their own personal strengths, this can increase confidence and the effectiveness of advocacy work.

The capacities are listed in the table below. It is designed to be filled in as it is, or to be adapted as appropriate for each organisation or community. For most organisations there are likely to be too many capacities to assess all at once, and there may also be some missing. However, it is important to understand that an organisation does not need even half of the capacities before beginning to do advocacy work. These capacities can be used as criteria to determine the initial activities in advocacy, and to identify areas that will need more work to make advocacy more effective in the future.

CAPACITY	SCORE (1-5)
A. Vision, values, mission, strategy	
Clear mission and purpose of organization or community group	
Clear and agreed values underpinning organization or community	
Understanding of how advocacy links with core values and mission and as an integral part of development	
Strategy for action, linking to mission and values	
Understanding the servant nature of advocacy and appropriate use of power	
Commitment to building capacity of others to speak for themselves	
B. Internal systems and structures	
Clear and accountable process for decision-making	
Theological reflection on issues	
Commitment to advocacy at highest level	
Clear idea of who you represent and how you represent them	
Clear understanding of own legitimacy and what this is based on	
Participation by all stakeholders in advocacy and other development work	
Clear lines of communication within and outside the organization or community	
System for ongoing monitoring and evaluation of work	
C: Skills, experience and understanding	
Understanding of how local, national and international policies affect local problems	
Understanding of policy-making and power relations	

Understanding the views and influence of key stakeholders	
Skills in research and access to good information	
Skills in community mobilisation and awareness-raising	
Skills, or access to skills, in law	
Skills in lobbying	
Experience of working with the media	
Support from others, such as partners or networks	
Understanding of risks and how to plan to reduce them	
D: Resources	
Human resources committed to advocacy	
Financial resources committed to advocacy	
E: External Links	
Access to/relationship with grassroots groups	
Access to/relationship with policy-makers	
Access to/relationship with other local NGOs and churches	
Access to/relationship with international NGOs and churches	
Access to established networks	
Relationship with journalists, You tubers, Tiktokers	
Committed membership which can be mobilized	
Access to experts in your issue	
Access to trainers and other advocacy resources in-region	
Access to/relationship with grassroots groups	
Access to/relationship with policy-makers	
Access to/relationship with other local NGOs and churches, TBAs	

THE PROCESS

The best way of carrying out an organizational assessment is for it to be participatory, rather than being done by an individual for one organization, so that the assessment takes account of different points of view, and is based on sufficient information. We suggest a process below:

STEP 1: DISCUSSION: The group lists and discusses some of the key issues the organization is facing.

STEP 2: SCORING For each indicator in the table, the group scores them on a scale of 1–5, as does the facilitator if there is one, and any comments are added:

Suggested criteria for allocating score

CHARACTERISTIC OF INDICATOR		SCORE
SEED	Just beginning to define itself in this area, has potential to develop	
EMERGING	Starting to become established	
GROWING	Beginning to gain momentum and confidence	
WELL-DEVELOPED	Good degree of competency and is seen to be very effective	
MATURE	Highly competent	

SCORE SHEET

INDICATOR	STAFF SCORE	FACILITATOR SCORE	SCORE
Clear mission statement?			
Good research skills?			
Clear lines of accountability?			
Strong links with other groups?			

STEP 3: SUMMARY AND FEEDBACK The group discusses the findings and implications. The participants

- Discuss whether they agree with each score
- Try to understand what the scores tell them about each aspect of the organisation or community
- Pick out the main trends and issues
- Identify strengths and weaknesses and discuss options for strengthening specific areas and eliminating weaknesses
- Develop a clear programme of activities in order to implement the findings

STEPS 4 AND 5: REPORT AND PLANNING THE NEXT REVIEW : It is useful to write a report of this process and to review the plan of action after a suitable period of time, such as a year, to see whether the changes have been made and whether they have been effective. The whole process will not need to be repeated, but it is useful to assess all of the areas again. You can then see which have been strengthened and which still need more work.

SWOT ANALYSIS

Once you've used the **Organizational Advocacy Assessment** to evaluate your organization's capacity, the next step is to take action to strengthen it. While you may not be able to address everything immediately, focus on identifying the five strongest areas for advocacy and think about how to expand on these. Additionally, select five priority areas for improvement over the next twelve months.

One approach to guide this process is conducting a **SWOT analysis** (Strengths, Weaknesses, Opportunities, and Threats) with the goal of identifying your organization's strengths and weaknesses in the context of advocacy. This will help you develop a strategy that builds on your strengths and addresses weaknesses.

A SWOT analysis provides a simple way to assess your organization's strengths and weaknesses more thoroughly. Focus on how to leverage your strengths and eliminate weaknesses, particularly concentrating on the **Strengths** and **Weaknesses** sections in this exercise. The aim is to develop clear strategies for enhancing what works well and addressing areas that need improvement.

STRENGTHS 	HOW TO BUILD ON THEM
WEAKNESSES 	HOW TO ELIMINATE THEM
OPPOTUNITIES 	HOW TO EXPORT THEM
THREATS 	HOW TO MINIMISE THEM

Alternatively, you can do a PESTILE analysis. This analysis helps you understand the broader context in which your advocacy operates and identify strategies to strengthen your efforts across various areas. The PESTILE framework looks at Political, Economic, Social, Technological, Environmental, Legal, and Ethical factors, providing a comprehensive view of the external forces that may impact your advocacy work. By considering these factors, you can develop targeted strategies to enhance your advocacy capacity.



Political



Economical



Social



Technological



Legal



Environment

Note: To address the challenges surrounding Sexual and Reproductive Health and Rights (SRHR), Reproductive Rights (RR), and Ending Violence Against Women and Girls (EVAWG), advocacy efforts must focus on raising awareness, influencing policy and legal frameworks, and securing increased funding and resources. Additionally, advocacy should prioritize engaging men and boys as allies in promoting gender equality and tackling gender-based violence.

Overall, advocacy plays a crucial role in advancing SRHR, Reproductive Rights(RR), and EVAWG in Uganda. By engaging key stakeholders, raising awareness, and pushing for policy changes, advocates can drive progress toward greater gender equality and improved access to sexual and reproductive health services.

SESSION 4:

BUILDING COALITIONS AND PARTNERSHIPS

Building coalitions and partnerships is a crucial aspect of advancing Sexual and Reproductive Health and Rights (SRHR), Rights to Reproductive Health (RR) and Ending Violence Against Women and Girls (EVAWG) agendas.

Partnerships and coalitions are built on shared goals and values. To build a successful partnership, it's important to identify areas where your goals align with other organizations and stakeholders.

Partnerships and coalitions demonstrate the importance of collaboration and coordination in advancing SRHR, RR, and EVAWG agendas in West and Central Africa. By working together, organizations can leverage their resources and expertise to effect positive change in the region.

Building coalitions and partnerships to advance Sexual and Reproductive Health and Rights (SRHR), Rights to Reproductive Health (RR) and Ending Violence Against Women and Girls (EVAWG) agendas in West and Central Africa requires a tailored approach that considers the unique challenges and cultural contexts of the region. Examples MenEngage Uganda, SRHR Alliance

Note: It is essential to adopt a Human Rights-Based Advocacy approach, which is defined by the following key principles:

- ❑ **Non-discriminatory Process:** A human rights-based advocacy approach is grounded in a non-discriminatory process that reflects human rights values, making these values an objective in itself. This approach aims to ensure that national laws and policies align with international human rights standards.
- ❑ **International and Regional Obligations:** Membership in international and regional organizations places obligations on national governments to enforce laws that protect women and girls from violence. These obligations are monitored through two main types of mechanisms: bodies established by international treaties or conventions and independent bodies that operate outside these treaties. For example, national compliance with international human rights treaties is overseen by United Nations committees, where countries are required to submit periodic reports on their progress.
- ❑ **Regional Mechanisms:** At the regional level, strategies closely mirror those at the international level, with members of the African Union required to comply with human rights standards. Under the Banjul Charter, States Parties must submit reports to the African Commission every two years to demonstrate their compliance with human rights norms. Furthermore, the African Commission can review communications from various sources, including victims of violations or those acting on their behalf. The African Protocol on Women's Rights compels State Parties to implement the protocol at the national level, with periodic reports submitted to the African Commission to monitor compliance.

SESSION 5:

DEVELOPING ADVOCACY STRATEGIES

Advocacy strategies can be divided into two main categories - informal and formal advocacy strategies.

Informal advocacy strategies involve direct engagement with decision-makers. In this approach, individuals or groups directly reach out to those in power to discuss specific issues. The advantage of informal strategies is that they are less technical, require fewer resources (both time and money), and can often be highly effective due to the personal, one-on-one nature of the engagement. However, the downside is that the solutions achieved may not be sustainable in the long term, as they are often limited to individual negotiations or agreements.

Formal advocacy strategies, on the other hand, typically involve third-party interventions, such as a lawyer, court, or arbitrator. These strategies are generally used when the issue is more serious or urgent. Examples include filing grievances, pursuing legal action, or engaging in arbitration.

One major advantage of formal strategies is that they carry more weight, as they are typically supported by the legal system, signaling a more "serious" approach to the issue. Additionally, these strategies allow a third party to investigate the matter, offer a neutral perspective, and make decisions that may result in more objective and binding solutions.

The disadvantages of formal advocacy strategies include their technical nature, which often requires significant investment of time and money. These procedures can also be intimidating and stressful for those involved. Additionally, formal strategies tend to be adversarial, which can permanently damage relationships, especially in cases where the issue is interpersonal.

- Setting advocacy goals and objectives: Advocacy goals and objectives should be

S	Specific: State exactly what you want to accomplish (Who, What, Where, Why)
M	Measurable: How will you demonstrate and evaluate the extent to which the goal has been met?
A	Achievable: stretch and challenging goals within ability to achieve outcome. What is the action-oriented verb?
R	Relevant: How does the goal tie into your key responsibilities? How is it aligned to objectives?
T	Time-bound: Set 1 or more target dates, the "by when" to guide your goal to successful and timely completion (include deadlines, dates and frequency)

- and well linked to the strategy which could either be political (Lobbying parliamentarians) or citizen or social (raising awareness for citizen to advocate for a cause so government feels pressured to take any measure). By setting clear goals and objectives, developing effective messaging and communication strategies, and mobilizing resources and support, advocates can effect positive change in the region.
- To set effective advocacy goals and objectives, it's important to conduct a thorough analysis of the problem and the context, identify key stakeholders, and determine the most effective strategies for achieving the desired outcomes.
- Messaging and communication strategies should be tailored to the target audience and the specific context. Effective messaging should be clear, concise, and compelling, and should resonate with the values and beliefs of the target audience. Communication strategies may include storytelling and use of social media such as launching social media campaigns, community engagement, media outreach, and advocacy events.
- Mobilizing resources and support requires building strong partnerships and coalitions, identifying potential allies, and engaging stakeholders at all levels. Effective mobilization strategies may include donor outreach, fundraising events, advocacy training and capacity building, and building networks of like-minded organizations and individuals.
- SRHR and VAWG are critical issues that require advocacy efforts to effect change and create a better world for all. To achieve these goals, advocates may employ different strategies, including political and social strategies, to influence government policies and public opinion.
- Political strategy involves engaging with policymakers and legislators to create policies and laws that promote SRHR and prevent VAWG. This approach includes lobbying in parliaments and engaging with political leaders and government officials. For example, advocates may lobby for the allocation of more funds to programs that promote SRHR and VAWG prevention, the inclusion of SRHR and VAWG prevention in national development plans, and the passing of laws that protect women and girls from violence. This strategy requires advocates to have a good understanding of the political landscape and to be able to engage with policymakers effectively.
- On the other hand, social or citizen-based strategy involves raising awareness among the public to mobilize support for SRHR and VAWG prevention efforts. This approach involves engaging with citizens to advocate for these issues and exert pressure on governments to act. This strategy may include community mobilization, social media campaigns, and public demonstrations, among others. For example, advocates may organize public awareness campaigns to highlight the impact of VAWG and the importance of SRHR. By raising public awareness, advocates can create a groundswell of support that can influence government policy.

Always reflect on answers to the following key question when designing your advocacy goals and objectives?

- Will it result in a real improvement in affected person's lives?
- Will it give affected person's a sense of ownership of their power?
- Will it be widely felt and deeply felt?
- Is it important enough and can it be achieved in the short term (six months to two years)?
- Will it help to build sustainable organisations, alliances, and progressive social movements?
- Will it create opportunities for AGYW and other marginalised people to engage with power?
- Will it promote awareness of and respect for AGYW rights?
- Will it have a clear political and policy solution?
- Will it enable you to further your vision and mission?
- Will it link the local concerns to global issues?
- Will it be achievable and winnable?

In terms of specific advocacy goals and objectives, advocates may set out goals that look like the ones in these examples:

SRHR Advocacy Goals:

- To promote access to comprehensive SRHR services for all individuals, including access to contraception, maternal health services, and safe abortion services.
- To eliminate gender-based discrimination and harmful gender stereotypes that affect access to SRHR services and education.
- To promote sexuality education in schools and other settings.
- To address the social and cultural barriers that prevent women and girls from accessing SRHR services.

SRHR Advocacy Objectives:

- To lobby for the allocation of more funds to SRHR programs at the national and international levels.
- To advocate for policies that promote SRHR, such as the provision of free or low-cost contraceptives and maternal health services.
- To promote gender-sensitive healthcare that addresses the unique needs of women and girls.
- To promote sexuality education in schools and other settings.

VAWG Advocacy Goals:

- To eliminate all forms of violence against women and girls.
- To promote laws and policies that protect women and girls from violence.
- To promote awareness of the impact of VAWG on individuals, families, and communities.
- To promote gender equality and empowerment as a means of preventing VAWG.

VAWG Advocacy Objectives:

- To lobby for the adoption and implementation of laws and policies that protect women and girls from violence.
- To promote gender-sensitive justice systems that address VAWG effectively.
- To promote awareness of the causes and consequences of VAWG among policymakers, the media, and the general public.
- To promote the active involvement of men and boys in preventing VAWG

Examples of effective advocacy strategies in Uganda

In Uganda, advocacy efforts culminated in the adoption of a law in 2010 that criminalized female genital mutilation (FGM). The strategy behind this success involved engaging religious leaders and cultural elders, collaborating with civil society organizations, and leveraging media outreach to raise public awareness about the harmful effects of FGM. A key element of the advocacy was respecting and promoting positive cultural practices while working to eliminate harmful ones. The involvement of community leaders as champions of the cause also significantly strengthened these advocacy efforts.

In 2020, after nine years of strategic litigation and advocacy led by the Centre for Health, Human Rights, and Development (CEHURD), a landmark public interest litigation case was ruled in favor of the victims. This decision transformed Uganda's maternal health landscape by mandating increased health sector funding to equip clinics and hospitals with the necessary health workers and resources to save the lives of pregnant women. It also led to the expansion of obstetric care training for health workers. This case laid the foundation for continued advocacy to improve maternal health and reduce maternal mortality rates in Uganda.

Developing Advocacy Messages

- Ask self ,What do the different audiences need to hear?
- Do you have a clear message that is carefully tailored for the audiences you want to influence?
- Is your message appealing to what is right and your audience's self-interest?
- Does your message enable you to get other like-minded actors on the advocacy campaign with you?
- Remember ,Your message must be: clear, concise, compelling and competitive and the structure of your message should be: Problem, Solution and Action

Identify the Messengers

- Ask self ,From whom do the different audiences want to hear the message? As well as respond to these:
- Who are the most credible messengers for the various audiences you are targeting?
- Are they experts or constituents that are affected by the issue? Or a mix of both?
- How are you going to get them involved?
- What do these messengers need to have in order to effectively and confidently convey the necessary information?

Perfecting Communication

- Practicing and pre-testing your communication to ensure that it works well to yield the desired outcomes/action from the targets. AGYW Champions answer the key question: How do you ensure that you Effectively Communicate (Internally and Externally)? As well as reflect on:
- In advocacy, effective communication is very important for purposes of managing conflicts within your group, the coalition, and also with other relevant audiences.
- In a coalition/alliance/network, AGYW advocates must know the power dynamics within the coalition and always ensure that all voices across the LGBTQIA spectrum are heard.
- They should also be aware of the loudmouths and ensure that the soft-spoken are also heard and take time for conflict management and problem-solving.
- So, how can the AGYW CBO/ NGO / Collectives improve their communication skills?

DELIVERING ADVOCACY MESSAGES

Always focus on deliberating channels that will be used to deliver the Advocacy Messages that require reflection on: What specific tactics are best for delivering the messages to the various audiences? As well as reflect on: Which of these strategies will you use? What combination of strategies will be used to ensure that the message is properly heard? How best can you use a combination to effectively deliver the message(s)?

- Attend public /court hearings like: Barazas, Public Consultations when laws are being developed, National and District Budget Conferences
- Direct lobbying of duty bearers at the district level? District Technical Teams? Religious / Cultural Leaders?
- Media like Radio Spots, Talk show Programmes, Social Media, etc? Invite the media to attend an event or profile a story
- Meetings with key constituents and allies? Call a meeting with the relevant government department
- Write submissions (recommendations) or make oral presentations responding to Proposed legislations
- Mobilising the "grassroots"?

- Direct Public Action action - like protest marches / Rallies / Demonstrations circulating fliers? Sit-in, Naked protests
- Negotiation / trade-offs (win-win situations)?
- Produce and distribute materials such as pamphlets, booklets or manuals providing relevant information
- Public Education
- Legal empowerment
- Strategic Litigation by holding government or its representatives accountable by taking them to court
- Lobbying Power Holders- at National Level and in the Districts
- Media Advocacy through Mainstream and Social media , Use of Social Media Platforms - Facebook, Twitter, Instagram, Blogs, Tiktok etc, Issue a press release, Write a news article to expose the issue, Documentary Campaign - create a radio or television and campaign or documentary, Get onto radio and/ or television and Letters to Editors .
- Research and Use of Evidence -
- Coalition and Partnership Building
- Social Movement Building
- Advocacy Capacity Development
- Social accountability through community score cards
- Policy briefs and position papers
- Photovoice
- Linking and learning
- Dialogue and dissent platforms-colloquiums and moots, Intergenerational Dialogues, meetings
- Shadow reporting for treaty monitoring ,Participate in, and issue shadow reports at, key regional and UN meetings like the African Union (AU) Health Ministers Meetings, AU gatherings, Commission on the Status of Women (CSW),
- Use national, regional and global accountability mechanisms like Uganda Human Rights Commission (UHRC), Equal Opportunities Commission (EOC), Professional Standards Unit of the Uganda Police Force . Regional mechanisms like the African Commission on Human and People's Right (ACHPR), AU Special Rapporteur, EU Parliament, etc International level like the UN Universal Periodic Review, International Criminal Court, Office of the United Nations High Commissioner for Human Rights UN Human Rights Council, and the various UN Special Rapporteurs / Independent experts as appointed by the Human Rights Council [like the UN Special Rapporteur on the Situation of Human Rights Defenders UN Special Rapporteur on Torture and other Cruel Inhuman and other Degrading Treatment, Commonwealth Secretariat, Inter Parliamentary Union, etc

SESSION 6: ENGAGING STAKEHOLDERS

FACILITATOR'S NOTES

Reaching out to possible Collaborators and Allies needs advocates to have answers to these questions: Who else can help? As well as respond to these: Which other individuals, groups, organizations, collectives, and movements are concerned with the same issue? Who else within the Human Rights Organizations & SRHR Movement in your area/district/region can you work with this on the advocacy? How is the issue affecting other groups within the wider SRHR Movement? What are the advantages and disadvantages of forming alliances or coalitions with each of them? Can you work with them? How can you get them into an alliance on this issue? In the event that an alliance/coalition is formed, how do you make sure that AGYW issues aren't lost? Or trivialized? Or dismissed?

In the event that an alliance / coalition is formed with wider SRHR Movements actors. How will you safeguard that your agenda is not hijacked? Or that you effectively negotiate for your space and its will be respected?

It is key to define who a stakeholder is and the types of stakeholders that exist at different levels, women and girls remain key stakeholders. According to the International Organization for Standardization (ISO) stakeholders are "individuals or organizations that can affect, be affected by, or perceive themselves to be affected by a decision or activity. Thus, engaging stakeholders, decision-makers, and influencers: Engaging stakeholders, decision-makers, and influencers involves building relationships, establishing trust, and identifying common ground which informs Lobbying, Advocacy, and Engagement. . Key stakeholders and influencers may include government officials, religious leaders, traditional leaders, healthcare providers, media and civil society organizations.



Many a times or sometimes advocacy efforts are prone to encountering resistance at different levels or spaces. It is therefore important to devise strategies of overcoming resistance and ensuring effective engagement. Some of the strategies of overcoming resistance include

STAKEHOLDER MATRIX

Compile a list of anticipated or potential stakeholders that your project will impact, work with, or engage in advocacy, policy, or decision-making. How are the changes or decisions made? What are their limitations? Who are the other stakeholders in this advocacy? And Who else do you need to target and what is it that they bring on board?

Separate these stakeholders into the categories of 'opponents,' 'negligible,' 'champions,' and 'supporters' according to influence and importance

- **Decision Makers** – Those that have the power or authority – formal and/ or informal – to make or to block change .It is vital to know who makes the decisions so as not to waste time or resources targeting the wrong people. For example, a gender focal point in a ministry is not generally the person who will have the power to decide how much money is spent on violence against women; this decision will lie with the treasury. Primary targets are people not just institutions. Sometimes authority lies with a particular post, but it can also sit with particular individuals. The election of individuals who are sympathetic to a particular issue can often provide a major political window of opportunity. It is important to look at what's really happening, not just who has the power on paper and to think beyond the usual contacts or targets. Where objectives relate to formal policy processes, politicians and officials are likely to be the target. If they relate to social norms or customary law, then informal leaders such as religious figures or community leaders may be targets. Targets could also include the private sector or commercial companies.

- Influencers/ Pressure Makers** –Those that have the power to influence or can pressure decision makers or other pressure makers to raise public opinion of an issue . Where primary targets (Decision makers) are difficult to persuade or even reach, it may be possible to access them through those who influence them. These people are the secondary targets. It's worth being creative, as many politicians admit to having their minds changed by their families or a religious leader. For senior politicians, find out which advisors they trust. Influencers include: people to whom the primary target is accountable; advisors; local government or councillors; media; public opinion (think about how this is expressed – voter protest/media as a proxy etc.); personal contacts; celebrities; academics
- Opponents have and will continue existing.** Opponents: Who stands to lose, and has the power to stop us achieving our objectives? Though it's very difficult to stop opponents, it's worth investing time in understanding their arguments and having counter-arguments ready. Understanding their strengths also provides some insight into the feasibility of achieving an objective or influencing a target, and the opportunity to re-prioritise if necessary. Examining our opponents' obstacles to change can also help to refine or strengthen our objectives. It's worth considering why something might be opposed – it helps to build the case, or identify new research that might be needed to convince the unconvinced.

HIGH INFLUENCE	OPPONENTS Stakeholders who are actively defensive or opposed to your project's implementation and possibly seeking to intervene in your activities. E.g.: certain government ministries.	CHAMPIONS Strongest supporters of your project and also the stakeholders generally benefitting the most from activities. E.g.: targeted communities, local NGOs, local CSOs, local government. Expert persons on subject matter.
LOW INFLUENCE	NEGLEGIBLE Stakeholders who are ambivalent to project activities, will receive no or only low-level outcomes and are, therefore, not a high priority for engagement. E.g. psychologists, psychiatrists, social workers, faith leaders, universities.	SUPPORTERS ,ALLIES Stakeholders in your project that may provide complementary work, expertise, and interest with few outcomes relevant to them from project activities. Allies are individuals, groups, organizations, or institutions that share similar values, missions, visions, and goals. They believe in the same cause, agenda, and desired outcomes. Allies can include governmental bodies, international organizations, and other civil society organizations that align with your objectives. E.g.: psychologists, psychiatrists, social workers, faith leaders, universities.
LOW IMPORTANCE		HIGH IMPORTANCE

During Stakeholder Analysis to work with the ‘opponents,’ ‘negligible,’ ‘champions,’ and ‘supporters’ , ensure that

- Stakeholders of high influence and high importance** should be closely involved throughout the advocacy project/ initiatives/campaign to ensure their support at all times.
- Stakeholders of high influence and low importance** are not the target of the advocacy project/ initiatives/campaign but may oppose the intervention; therefore, they will need to be kept informed and their views acknowledged avoiding disruption or conflict.

- **Stakeholders of low influence and high importance** will require special efforts to ensure that their needs are met and their participation meaningful.
- **Stakeholders of low influence and low importance** are unlikely to be closely involved in the advocacy project/ initiatives and require no special participation strategies beyond information sharing.
- **You can afford to ignore the people with low importance and low influence** but it is important to keep them informed on what is going on since they have a stake in the issue.
- **A lot of attention should be paid to those people that have a high influence and high importance** because they often have the power to either enable or to deter the desired change.
- **All stakeholders are however very important** because influence and importance are dynamic and often shift with time.

SESSION 7: OPPOSITION MAPPING AND MANAGEMENT IN ADVOCACY

Advocacy for Sexual and Reproductive Health and Rights (SRHR), Reproductive Rights (RR), and Ending Violence Against Women and Girls (EVAWG) can take various forms, including civil society organizations, networks, coalitions, and movements. It is essential to conduct an ally and opposition analysis at every level and in every context, as the identification of allies and opposition can vary depending on the country and specific situation.

When identifying stakeholders, it is also worthwhile to discuss potential opponents to your advocacy agenda. That way you will be able to anticipate and prepare for criticism and opposition, if or when they arise. Stakeholders' participation in the advocacy process may vary from full, partial, or no consultation. When considering stakeholders, it is helpful to ask:

- What benefit is there in having this stakeholder participation in the process?
- Are there any drawbacks in consulting any of the stakeholders selected?
- At which stage in the process should the stakeholders be involved?
- What should the nature of the participation be – private or in conjunction with other stakeholders?

Opposition mapping has become a crucial strategy in response to the growing push-back against SRHR organizing. This push-back threatens to undermine the progress and achievements previously made in the field, making it essential to identify and address opposition effectively.

Opposition/Opponents refers to people, groups, or institutions that do not support your agenda or cause and may either openly or covertly oppose or sabotage your efforts. Opposition can stem from conservative religious groups, traditional patriarchal values, or organizations that may not prioritize women's rights or gender equality.

Globally, the efforts of opposition groups can be traced back to their unprecedented engagement in international human rights spaces, particularly at the United Nations (UN). These groups employ various strategies, such as defunding or withdrawing financial support from the UN, conducting trainings, online and youth mobilization, organizing international convenings, and developing alternative scientific sources to support their narratives. They also work on creating parallel human rights frameworks, placing state reservations on human rights mechanisms and treaties, and defunding or delegitimizing established human rights institutions.

In Uganda, opposition to Sexual and Reproductive Health and Rights (SRHR) is evident in various ways, including:

- Enactment of retrogressive laws such as the Anti-Homosexuality Act (AHA), Anti-Pornography Act (APA), and the Sexual Offences Bill (SOB).
- Inadequate financing for SRHR programs, commodities, and services within national budget allocations, leading to under-resourced SRHR initiatives.
- Delays in policy development, with SRHR policies subjected to protracted and endless consultative processes, stalling important frameworks such as the Standards and Guidelines for the Reduction of Morbidity and Mortality due to Unsafe Abortion (S&Gs) of 2015.
- Recalling of key guidelines, like the 2017 National Policy Guidelines and Service Standards for Sexual Reproductive Health and Rights, further halting progress.
- Long-standing drafts of essential policies, such as the National School Health Policy, SRHR Policy, and Adolescent SRHR Policy, which have remained in draft form for over 20 years.
- Delays in developing the National Sexuality Education Framework (NSEF), alongside the ban on teaching sexuality education in schools, exacerbating gaps in youth SRHR education and awareness.

These actions collectively undermine the progress and gains previously made in advancing SRHR in the country. This underscores the need to establish robust mechanisms for monitoring and mitigating opposition, which should accompany any advocacy efforts.

GENERAL SRHR OPPOSITION TACTICS

Opponents may choose from a variety of possible assaults and oppose in various ways (openly and subtly). Recognizing the opposition tactics therefore enables PTY Platform to know whether or not to respond, when to respond, and how to respond.

There are ten (10) common ways that the opposition may use to oppose SRHR work. These include;

- **Deflection:** This happens where the opposition confuses you and takes the debate to other issues rather than focus on the real problem at hand. For instance, when a coalition is trying to increase access to legal and safe abortion services, the opposition may deflect the argument into a drawn-out discussion of family values, morality and how abortion is about killing unborn children.
- **Delays:** The opposition may say it is working on the problem, when the reality is that nothing is being done. They may also suggest in good faith that: "More information is needed to form committees/taskforces/working groups to gather it" when there is already plenty of information on the problem. In essence, they give with one hand and take away with the other. One of the worst consequences of the delay tactic is that it can hurt the momentum of a strong campaign, and it can cause members to lose heart and give up.
- **Denial:** Denial is used when your opponent refuses to admit the fact that the problem does indeed exist or refuses to accept the solution you propose to the problem. For Example: "We don't have a problem with teen pregnancy in our community", Another example is "Giving teenagers condoms won't reduce the pregnancy rate" "Sexuality Education will just make teenagers more likely to have intercourse". A second kind of denial is when an official or other opponent says they would like to help, but don't have the resources or power or clout necessary to actually make a change.
- **Discounting:** Discounting occurs by suggesting that the problem you are working on isn't really that important. For Example: "Our community is basically a healthy place and SRHR isn't that important. Our most pressing problem is poverty", Or by questioning the legitimacy of your organization or its efforts. For Example: "Who gives you the mandate to talk about the Standards & Guidelines's?". In its most extreme form, the latter can take the form of lies, mudslinging, and accusations. For Example: "That group is just a bunch of liberals who want to promote killing of our children through abortion.
- **Deception:** Deception is the act of intentionally misleading someone by lying or by "forgetting" to tell the whole story. For Example: "This who advocate for diversity engage in recruiting our people into homosexuality" Deceptions may be carried out in a variety of ways such as: trying to confuse your coalition /organization with bureaucratic nonsense and red tape, misrepresenting statistics, asking suggestions that in reality have nothing to do with what you are trying to accomplish.
- **Dividing:** Opponents may try to divide a group over controversial issues. For Example: PTY Platform Members can be divided over the various issues being pursued across the various outcome areas working with CSOs, media, youth groups on FGM, Teenage pregnancies, SGBV etc). By doing so, they hope to reduce the overall effectiveness of your platform /organization or coalition or campaign. At the most extreme point, opponents may try to "buy off" members with offers of jobs, political appointments or money or access to funding or other incentives.
- **Dulcifying/Appeasing:** To dulcify an organization is to try to appease or pacify members with small, meaningless concessions. This tactic is particularly tricky because it may be difficult to determine the line between compromise (which your group may find helpful) and allowances that turn out to be meaningless.
- **Discrediting:** Discrediting is similar in many ways to discounting. When a member of the opposition tries to discredit an organization, he/she/they may attempt to make your group look incompetent (unreasonable, unnecessary, extremist) to the society at large. Discrediting your personal life and choices. For Example: A Bank abruptly recalling a loan or mortgage you took or the Media publishing a story about your personal sexual life. Your motives and ways of accomplishing your goals are both called into question.
- **Destroy:** The destroy tactic has the simple, clear goal of trying to ruin your organization or initiative or campaign in any way possible through creating fear and character assassination. This method may use one or more of the other tactics as a means to achieve the ends. The threat of a lawsuit is often used in this case. For Example: By saying that you have committed slander against a leader or government institution or an organization. It's important to realize that these threats are usually only words. Make sure you know your rights and have access to legal assistance, and you will be able to contend with even these serious methods of intimidation.
- **Deal:** To "deal" with a group often means to achieve a compromise. In some situations, this could be a major victory for PTY Platform. It's important when dealing with the opposition, though, to make sure that what you get is equal to what you give; this isn't the time to be charitable. Make sure that PTY's overarching principles are always foremost in your mind when making a deal with a foe.

APPROACHES TO DEAL WITH OPPOSITION WHEN WORKING ON SRHR:

There are five cluster approaches which are most relevant/provide considerable potential for effective use when working on opposition, based on theory and experience in a number of countries. These include;

- **Advocacy towards policy and decision makers.** This involves developing focused advocacy strategies with convincing well formulated messages, advising and collaborating with policy and decision makers, making use of existing advocacy spaces such as participation in Technical Working Group meetings, and supporting/capacitating the policy makers by equipping them with strong arguments and narratives and national and local examples.
- **Building public support for the Advocacy agenda.** This means engaging with the media (building relationships with journalists and media houses, training journalists, use of social media, use of litigation to create attention from the media), working with potential champions/allies, and limiting the influence of the opposition in a pro-active way through bringing our own stories and narratives to the public which focus on our values.
- **Looking for entry points for Dialogue with representatives of opposition groups.** Determine if it is useful to start dialogue with one or more opposition groups or individuals, to convince them to support our issues or become more "Neutral" by looking for common grounds and possible openings for judgment free dialogue. Having open discussions with the opposition might move towards a more supportive attitude regarding SRHR issues since people usually do not oppose SRHR totally.
- **Using new narratives and reforming language.** We should be careful not to repeat the messages of the opposition. Develop our own value-based narrative and understand our values, speak them out and communicate them in an understandable language. It is good to develop better and clear messages with words which people have positive connotations about.
- **Strengthening collaboration within civil society and beyond.** Work together with other civil society organizations working on SRHR or in other related areas such as health, human rights and gender equality. Develop a joint advocacy or communication plan when working with others, conduct concept and values clarification on SRHR in general or a specific theme, strengthen collaborations with research organizations to help in generating evidence, and strengthen relations with constituencies like youth and women. It's also important to note that advocacy efforts can be led by organized groups such as civil society organizations, national thematic organizations, and even "ad hoc" groups, including social movements and citizens' movements, both physically and online.
- **Work strategically with champions, formal and informal influencers in lives of decision makers**
- **Engage in community dialogue, Inter Generational Dialogues** to clarify and identify points of resistance, leaders of resistance and solutions to resistance.
- **Cultural mediation:** Many at times it is key to keep monitoring the opposition and maintaining the advocacy momentum such that it doesn't lose impetus and or the efforts persist. It is worth noting that social change takes time. We can only accelerate the pace by remaining consistent and strategic.

SESSION 8:

MONITORING, EVALUATION AND LEARNING

Evaluation methods define how data are collected. They are systematic approaches for gathering qualitative or quantitative data that can be used to determine whether a strategy is making progress or achieving its intended results. Like all evaluations, advocacy evaluations can draw on a familiar list of traditional data collection methods, such as surveys, interviews, focus groups, or polling (see box at right for other common methods). But because the advocacy process can be complex, fast-paced, and dynamic, which makes data collection

Challenging, and because advocacy efforts often aim for outcomes that are hard to operationalise and measure (e.g., public will or political will), new and innovative methods are being developed specifically for assessing advocacy and policy change efforts.

Monitoring, Evaluation, and Learning respond to the question: In the course of implementation, continuously monitor the effectiveness of your strategy - how will you know you are progressing and pick learnings? Or that you are getting off course? Or getting stuck or need to change course? Advocacy Champions need to reflect on:

- How will you measure success?
- What resources do you need (Inputs)?
- What has changed in the short-term (Outputs)?
- What has changed in the long-term (Results and Outcomes)? For example
In Uganda, advocates have worked to address the issue of early marriage by engaging with religious leaders and communities. The advocacy efforts involved building partnerships with local organizations and developing messaging that emphasized the negative impact of early marriage on girls' health and education.

In Uganda, advocates have worked to increase access to family planning services by engaging with health care providers and policymakers. The advocacy efforts involved developing evidence-based arguments and building partnerships with health care providers and civil society organizations. In Uganda, advocates have worked to address the issue of female genital mutilation by engaging with community leaders and building awareness about the harmful effects of the practice. The advocacy efforts involved developing messaging that emphasized the importance of women's health and education and building partnerships with local organizations.

- ▪ How do you measure progress (Indicators of Progress)?
- ▪ What is working and what is not working?
- ▪ Does the strategy still make sense or is it irrelevant?

Importantly, it's crucial to make adjustments whenever you encounter obstacles—don't get stuck! Nothing is set in stone. Throughout every phase of advocacy, ongoing reflection is essential to maintaining momentum, and re-strategizing should be considered if necessary.

The following are the common methods used in Monitoring /Evaluating Advocacy.

Stakeholder Surveys or Interviews	Print, telephone, or online questioning that gathers advocacy stakeholder perspectives of feedback
Case Studies	Detailed descriptions and analyses (often qualitative) of individual advocacy strategies and results
Focus Groups	Facilitated discussions with advocacy stakeholders (usually about 8 to 10 per group) to obtain their reactions, opinions, or ideas.
Media Tracking	Media Tracking Counts of an issue's coverage in the print, broadcast, or electronic media
Media Content or Framing Analysis	Media Tracking Counts of an issue's coverage in the print, broadcast, or electronic media
Policy Tracking	Monitoring of an issue or bill or law or bylaw or ordinance progress in the policy process.
Public Polling	Interviews (usually by telephone) with a random sample of advocacy stakeholders to gather data on their knowledge, attitudes, or behaviours.
Service Delivery	Interviews of facilitated discussions with AGYW Community Members to SRHR services (to measure: access, quality, accessibility, affordable and comprehensive stigma-free services)

Source: Nibogora B. and Shemiah N. (2018), A Policy Advocacy Guide on Sexual Reproductive Health and Rights [SRHR] for Young Key Populations [YKPs], AMSHeR (2018)

Others include, Strategic Litigation, Treaty monitoring and Reporting, Mural messaging ,Photovoice ,Literature review matrix,Diaries/journals,Shadow reporting ,Mystery client reports,Community Score cards, Vignettes ,a story or real-life example that can be easily translated to role play or short dramatic sketch.Strategic litigation cases,Outcome mapping,Outcome harvesting, Most Significant Change, ACT frameworks, Foresighting ,Collaboration Learning and Adaptation.

SESSION 9:

MANAGING RISKS IN ADVOCACY

When an individual activist or champion or an organization goes public with an advocacy issue, there is always a chance that its reputation, relationships, staff, and communities/partners it is involved with will be affected. This is particularly true when advocacy requires a strong stand on an issue. Potential risks might arise from: choice of tactics/advocacy strategies used; the power holders you are engaging with and the political operating context and your location.

Risks might be Political Risks (e.g Shrinking Civic Space, Political Space, Human Rights violations, and Other Political Risk), Personal Risks (e.g personal safety and security, threats to physical security and data security); Socio-cultural Risks (e.g unequal power relations, normalised inequality, and fusion between the state and religion/culture); Financial Risks (e.g: funding gaps, weak financial accountability, financial sustainability); Information Risks (e.g breach of confidentiality), etc,

Always define the Risk Mitigation Strategy and Matrix as at designing any advocacy engagement. Continuously review the Risks – Risk Management has to be an ongoing process as new risks emerge and some are effectively managed. Always realistically manage your risk appetite. Therefore, you must assess and manage the level of risk. Here is how you can manage the risks. And to best understand this is to look at Three Core Steps of Managing Risks in Advocacy;



IDENTIFY RISKS IN ADVOCACY

- Conduct research before you carry out any advocacy; this will guide you in identifying the risks, know the environment. This empowers you to know the risks in which your advocacy agenda must take place.
- Risks may be particularly high when the advocacy requires a strong stand on an issue – for example having AGYW Community have a strong stand on donors withdrawing funding towards Government of Uganda support on HIV/AIDS care, treatment and support because of stigma and discrimination of AGYW Persons living with HIV/AIDS. And certain advocacy tactics, such as public campaigning and action, may entail more risk than others.
- Public debates and live forums that highlight both sides of an issue can turn into heated events.
- Advocacy can also strain relationships, particularly when it involves publicly criticizing particular people, leaders, or groups. Oftentimes a target for advocacy might also be a partner, and so it is important to determine how to influence them without straining the relationship.
- Working in partnerships may bring in its own sets of risks. Partnering with a political entity, certain government bodies, or certain corporations may damage an organization's neutrality.
- Being part of an alliance or a coalition may lead to loss of distinctive identity and quality control.

Note: Key to note is that risk can be minimized through thorough analysis and planning, including careful selection of advocacy activities, messages, and messengers. Advocacy risks must be assessed and their impact on all stakeholders, especially the most powerless.

IDENTIFY RISKS IN ADVOCACY

Carrying out a risk analysis exercise can help determine how best to plan and implement your advocacy agenda by assessing the impact of advocacy on your community, security, your programs, reputation risks for your staff and organization. Louisa Gosling and David Cohen (2107) 49 elaborate that Risk Assessment involves:

Here’s how you should assess the level of risk:

- Identify possible risks arising from proposed action (or lack of action).
- Assess the potential benefit of the proposed 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.
- Decide if the benefit outweighs the risk.

The Risk Assessment Tool below can be adapted to your specific circumstances to help analyse the risks.

RISK ASSESSMENT MATRIX

Risk	Examples	Level of Risk (Very High, High, Medium, Low)	Potential Benefit (Very High, High, Medium, Low)	Mitigating Measures	Remaining Risk (Very High, High, Medium, Low)
Organization					
Individual					

Adapted From: Gosling, L. and Cohen, D. (2007). Advocacy Matters: Helping children change their world, International Save the Children Alliance.

HOW TO MANAGE RISKS IN ADVOCACY

- Identifying and managing risk must be a key concern of any advocacy strategy and should be reflected in the design of the advocacy action plan. Following are several guidelines that might help manage risks;
- Reliable evidence is the foundation for the advocacy initiative, and it must stand up to scrutiny.
- Using unreliable evidence is very risky. Evidence needs to be collected and analyzed by experts.
- When research highlights social norms that go against your community’s rights, using positive norms will help advance advocacy work.
- Policy and power analysis can help provide a clearer picture of the political environment you are dealing with, which can help in understanding and minimizing some of the risks associated with advocacy.
- Support from partners, as well as from colleagues and other areas of the organisation, can significantly help minimize risks , leverage resources and share knowledge and skills. A collaborative process with partners and colleagues can help identify risks that might otherwise have been overlooked and working with a larger group can be safer than advocating alone.

- Since advocacy attracts risks because sometimes it requires making a strong stand on something or the fact that advocacy is about shaking power and engaging powerful people. It is therefore always important to speak out and risk being stigmatised, violated, or arrested OR, strongly and risk being jailed or kicked out of the country, or to stay silent and risk losing legitimacy by not standing up for your members and constituents.
- Engage with religious and community leaders: Engaging with religious and community leaders can help advocates to shift sociocultural norms and beliefs and to build support for SRHR, RR, and EVAWG issues.

RISK MANAGEMENT MATRIX

(Examples in the table below are used for demonstration purposes, the template to be Adopted and Adjusted to suit the uniqueness of various SRHR Champions)

RISK TO	NATURE OF RISK	CONTINGENCY PLAN
SRHR Champions	May be targeted or subject to violence as a result of speaking out	Put in place protection/ security Measures
Reputation of the Youth - Led SRHR/SGBV Organization	May be constrained or even closed or bank accounts frozen or raided/broken in	Ensure programme staff and partners are aware of reasons for advocacy and consulted on decisions /messages as appropriate
Relationship with Central Governments and District Local Governments	May be strained or even existing SRHR /SGBV services withdrawn May be broken off May cause potential ally to lose face	Empower champions, influencers, researchers to policy makers Use lobbying and negotiation first Make sure targets know why you have taken action Ensure power-analysis is accurate
Relationship with others e.g., other NGOs ,CBOs	Cause allies to lose face if advocacy criticizes work of other organizations in the SRHR Movement Offend allies if your advocacy or research with others is published without consultation	Ensure evidence and quality of research is sound Ensure allies know what you are doing and why and are involved in developing advocacy messages Media (mainstream and social)advocacy
Youth -led Community Members Involved in the SRHR/SGBV Advocacy	May be outed and be exposed to abuse, stigma, discrimination, and violence as a result of speaking out on contentious issues	Don't use real names IF need be. Provide ongoing support Ensure best interests of the community members is a priority and central Do not involve community in advocacy where risks are too great & haven't done a robust security plan
AGYW and Youth led SRHR/SGBV Organisation	Professional reputation can suffer if problem analysis and advocacy design is not sound Association with certain partners can damage relations with others Legitimacy can be undermined if you take money from certain sources	Ensure good quality research Check the reputation of allies and/ or coalition members Scrutinise sources of money

Adapted From: Gosling, L. and Cohen, D. (2007). Advocacy Matters: Helping children change their world, International Save the Children Alliance.

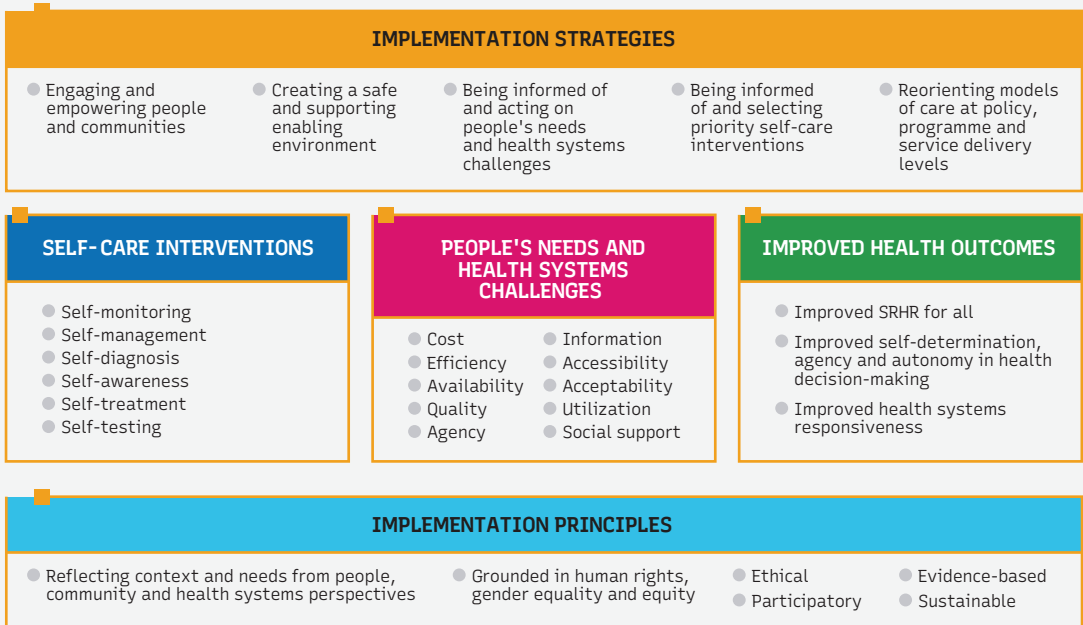
SESSION 10:

RESILIENT BUILDING FOR SRHR ADVOCACY (SELF-CARE, HEALING PERSONAL SAFETY AND SECURITY)

Self-care is not a luxury; it's about making a conscious effort to care for your body, mind, and soul every day, not just when you're unwell. Self-care and wellness, both as individuals and as part of a collective social movement, should be seen as a political act of resistance.

Why do we often struggle with self-care, whether as SRHR champions or as a collective movement? It's because self-care is not always easy to prioritize. "Me-time" is often the last item on the agenda, and we may feel guilty about taking the time needed to nurture ourselves.

FRAMEWORK FOR IMPLEMENTING SELF-CARE INTERVENTIONS FOR SRHR (FIS-SRHR)



Source: <https://www.researchgate.net/figure/Framework-for-implementing-self-care-interventions-for-SRHR-FIS-SRHR>

WHO's definition of self-care is the ability of individuals, families and communities to promote health, prevent disease, maintain health, and cope with illness and disability with or without the support of a health worker. Self-care interventions are tools that support self-care. These include evidence-based services, information, quality medicines, devices, diagnostics and/or digital products that can be provided fully or partially outside of formal health services and can be used with or without the direct supervision of health workers.

WHY IS SELF-CARE AND HEALING IS IMPORTANT TO US AS SRHR ADVOCATES AND LEADERS?

- ❑ **The lack of self-care is a form of violence** - Failing to value and take care of oneself is a form of violating ourselves just as the systems of oppression we claim to fight. Sometimes individuals thrive on destructive ways just to keep going such as alcohol and drug abuse or, dependency on others or, reckless sexual behaviour or, violating others, which may have adverse effects.
- ❑ **Internalization of the pains and struggles against oppression and active personal journeys is common** - We carry so many things, pains, people, and battles along the way... homophobic, lesbophobic, and transphobic ideologies have lumped a lot of burdens on us as leaders and Champions. Many models of activist culture deplete us and replicate patterns of trauma, harm, oppression, and workaholism.

- **Lack of Self-Care is also a form of Homophobia**– Homophobia is deeply rooted in society, and as an oppressive system working on putting sexual and gender minorities down, reflecting a low self-value for sexual and gender minorities as defined by the sexual hierarchy in society. As such, therefore, it has sown seeds of low self value, internalized stigma, and discrimination that needs to be interrupted as it turns AGYW persons against each other = the unending internal fights within the AGYW movement and between the AGYW movement and key allies. These tensions burn out big time!
- **Lack of Self-Care is a form of 'Imposter Syndrome'** – Any oppressive system makes you take responsibility for the inequality or even question yourself, or your worth to be able to make a change or even be questioned by our own – often thinking you aren't good enough (i.e: you are an imposter). Imposter syndrome increases burnout and self-harm for AGYW Champions and increases the oppression, repression, and violence that AGYW leaders met on the people they lead. It also increases the questioning of legitimacy and tensions between the leaders and those that are led.
- **We are Indeed Burnt-Out!** Burn out is experienced from the unreasonable amounts of responsibility placed on sexual and gender minorities as we carry the burden of fighting the homophobic world - The pervasive nature of homophobia, transphobia, lesbophobia, SGBV, IPV, access to justice, or even ensuring access to SRHR services is difficult, and the draining nature of advocacy work. There is also additional scrutiny, and societal and peer gaze on AGYW individuals who identify as transformative leaders are often thought to be always above reproach – the stakes are high!
- **Empowerment is in totality** - One should be conscious of their body, mind, and soul, have autonomy, and have access to rights and resources.
- **"You can Never give from an Empty Cup"** - One cannot give what one does not have. When we don't heal from our life traumas, internalised & externalised fears; we become oppressive leaders that often replicate the same systems of oppression we claim to fight - phobia, patriarchy, racism, sexism, capitalism, nepotism, classism, ableism, fundamentalism, dictatorship, tribalism, ethnicity,

PRINCIPLES OF HOW TO TAKE CARE OF OURSELVES

The conversations around healing, trauma, and safety must be held gently and respectfully. There is no "one size fits all" model to healing – self care involves finding what works for you. Set aside resources to support healing practices – including revisiting cultural ways of wellness. Reject ableist notions that see only one type of body as healthy.. wellness is all round. Be open ended when measuring impact for the individuals and the collective (as a movement) and Prioritize yourself – You have only you to look after yourself! Everyone comes → promotes



Source: <https://www.who.int/multi-media/details/self-care-interventions-grounded-in-human-rights>

PROGRESSIVE SOCIAL MOVEMENTS / ACTIVISTS ADVOCATE THAT EMPOWERMENT AND LEADERSHIP CANNOT BE DELINKED FROM CONVERSATIONS ABOUT SELF-CARE BECAUSE:

- Many activists feel resentful all their lives as they do the bulk of caring for others and unconsciously internalise all these journeys.
- From our own experiences as AGYW leaders and activists, there is massive burn-out, depression, drug, alcohol, and substance abuse that makes it as a priority for this to be part of new thinking, analysis, and action – it is part of building a sustainable social movement.
- Many activists and leaders internalize the joys and pains of the struggles we are part of – it's not just a job, we internalise it because it's often a passion and central to who we are.
- We are too busy for others and never have time for ourselves
- We thrive on many destructive ways just to keep going (working very hard, sexual irresponsibility, alcohol, drug and substance abuse or working till we drop dead or just delinking from caring about ourselves or looking as self care as a capitalist classist indulgence)
- Many leaders care for others yet no one cares for them – and yet are shy to ask for help or only ask when it is too late. We fear asking for help until it's too late!
- Most leaders lose a sense of personhood and are perpetually stressed out in silence!
- Some as a way to cope 'we take it out on others' – the Power Over, Anger, Lashing out, Sexual Violence targeting people we perceive younger than us or less empowered, the sexual violence targeting the younger or inexperienced people still getting their feet in the AGYW movement...
- The notion of empowerment allows people to analyse, question, and unlearn oppression that marks in their lives and has been normalised.
- Empowerment is in totality – autonomy, and freedom of body, mind, and soul. It is intertwined together and cannot be delinked from our leadership as transformative leaders and AGYW SRHR
- Champions. You are encouraged to use different exercises to care for your body, and soul as a life practice – yes it's all your life and you can never arrive!

PERSONAL SAFETY AND SECURITY TIPS

- Be aware of your surroundings. Whether you are somewhere you often frequent or a new place, make sure you are aware of the people and context around you. Do you know any of the people around you? Do you feel safe? Try not to walk alone at night or around places that you do not know and that might be dangerous.
- Meet in public places. If meeting someone for the first time, make sure to agree to meet in a public place. Meeting in malls, public offices / barazas, cafes/restaurants, and parks are a good idea. Never agree to meet somewhere you expect no other people will be around e.g: a hotel room. If you ever feel uncomfortable, leave.
- Keep your digital world protected. Make sure to keep your computer, phone, iPad, and sensitive digital documents (like contact lists and phone trees) password-protected. If your computer were to be stolen, is there easy access to other people's personal information? Consider keeping your computer, and folders inside your computer, also password-protected. When leaving an Internet café, make sure that you have signed out of and closed all email and social media accounts. Always use VPN!
- Do not reveal personal information on social media. Remember that supporters and non supporters might be following you on social media (Tik-Tok, Snap Chat Facebook, Twitter, Instagram, etc.). Be careful not to reveal any private information that could call for unwanted contact. Be thoughtful about how often and where you "check-in" or mention your specific location at different points throughout your day. Review your privacy settings on your social media accounts to ensure that you are sharing your posts with appropriate audiences only. Never reveal personal information like cell phone numbers or home addresses on social media or even your location.
- Take a personal defence class. The first principle of personal defence is to not get into dangerous situations in the first place by taking precautions like those described above. However, physical confrontations do happen, and participating in a self-defence class or workshop might give you the skills necessary to confront an aggressor in case of violence.
- When traveling, share detailed itineraries with friends and colleagues. Detailed itineraries include the following:
 - Flight information , Hotel information ,Contact information where you will be staying like your roaming cell no, local cell no, hotel telephone contact, etc, Site visit/destination information (contact names, numbers, addresses) ,Contact information for taxi or driver you will be using
 - Contact information for all other relevant parties and Personal emergency contact information (parents, spouse, other)
- Establish specific communication patterns with family and friends, particularly if you are traveling to a potentially unsafe location. For example, every evening, send an updated travel itinerary for the following day, including all meetings and relevant contact information, hotel information, and driver contacts. Alternatively, establish a daily phone check-in every day during an agreed-upon time to let them know that you are safe.

SESSION 11: USE OF MEDIA (4TH ESTATE) IN ADVOCACY

The 'media' includes radio, television, newspapers, magazines and the electronic media such as email and the internet. It is a powerful force that can build awareness and shape public opinion and influence policy decisions. If you use the media well you can enhance your advocacy work and increase your chances of bringing about the change you desire.

Engaging with the media as you plan your strategic litigation is very important. Through the media, you have a channel by which to raise awareness about the case – if managed well, the publicity could lead to an increase in support for your case and cause. At times, it may be difficult to get local support due to the issues in dispute; however, through international and regional media you could foster support beyond the borders of your country.

Engaging with the media might be difficult but it can go a long way in ensuring that your case is not mischaracterized and that children also understand what the case is about and how it affects their day-to-day lives. In South Africa, when the controversial litigation in relation to the decriminalization of adolescent consensual sexual activity was undertaken, the media became a friend and foe at different stages of litigation. The applicants in the case and their attorneys had to come up with the strategy to minimize the negative perception that was growing.

SOME TIPS FOR WORKING WITH THE MEDIA:

BE CLEAR ABOUT YOUR AIM	Why do you want media coverage? Is it to reach decision makers or a wider audience? Is it to raise awareness or put pressure for policy change?
STICK TO YOUR MESSAGE	What particular message do you want to share? Ensure that this is clear and in line with your messages for lobbying and mobilising people.
REMEMBER THAT YOU ARE DEALING WITH PEOPLE	The media is made up of individuals and departments who have a job to do and need a good story.
TARGET KEY PEOPLE	To use the media well you need to have good relationships with relevant people who are in sympathy with what you are trying to do.
PUT YOURSELF IN THE SHOES OF THE MEDIA	Ask yourself 'Why is this interesting? What will catch people's attention? What is the likely reaction?'
REMEMBER THAT NO NEWS IS UNBIASED	Most media have values behind them, whether they are political, religious, poverty focused etc. Make sure you find out what this is before you approach them. You will then have a good understanding of how they may view your issues.

When you are about to launch your case, write a clear and concise press statement you can share with your media contacts. In some cases, you may not want to issue a press statement and may keep the case under the radar until it is heard.

When you release a press statement, ensure that the clients and other stakeholders who will speak to the media about the case are clear on the key point to emphasise. Be as clear and simple as possible in how you characterise the case.

Simple messaging is important for ensuring that the media and public do not get confused. Build relationships with journalists to ensure that they remain engaged with your case and can act as indirect advocates for it.

HANDLING CONTROVERSIES IN MEDIA ADVOCACY

- Consult and preempt
- There are times when news coverage is unwelcome, and there are issues that we sometimes want
- to avoid discussing publicly. Consult with headquarters senior staff and your communications
- department if an issue arises that could be problematic for the organization or for a staff

member and could lead to negative news coverage. This gives them the chance to think through the problem together and develop a proper response. Your communications department can provide you with talking points if necessary.

BUT WHAT HAPPENS WHEN YOU ARE ACTUALLY IN AN INTERVIEW THAT IS GETTING UNCOMFORTABLE?

- Stick to the facts ,If a question is speculative or hypothetical or makes you feel uncomfortable, say you would rather stick to facts or to what you know. "I don't want to speculate about that, but I can tell you that our research found ..."
- Never guess ,Again, if you do not know the answer to a question, say so. Track down the answer later and call the reporter.
- Do not stonewall ,Instead of stonewalling or saying "No Comment" when a sensitive subject arises -- which makes you sound evasive and guilty -- try to explain why you are unable to divulge particular information. "We're gathering facts right now and we'll respond as soon as we can." This is far more positive.
- "Off the record" ,There is no such thing as off-record. There is only a difference between providing background information and information "on camera."
- Stay calm ,Do not become angry or antagonistic.
- Return to your message ,Remember that you can always guide the interview toward friendlier territory by sticking to your message and your supporting statements.
- Option to terminate ,If you become truly uncomfortable with the nature of the questions or suspect the reporter is developing a negative or biased story, you always have the option of terminating the conversation. Politely say that you do not feel you can contribute any more to the topic.
Defer ,You always have the option of telling the reporter that his or her questions might be better answered by the communications department. Make sure you alert the necessary persons to the impending call.

TIPS FOR USING DIGITAL MEDIA ADVOCACY

THE DO'S	THE DON'TS
■ Use Visuals: Use more visuals than texts where possible. Tweets that feature images earn 150 percent more retweets are favorited 89 percent more and lead to 18 percent more clicks. ■ Engage with your audience: Reply to the comments and deal positively to negative comments without taking it personally. Use interesting features like "Ask me a Question?" in Instagram, "Polling" functions to interact with the audience where possible. ■ Share Thoughtfully: Sharing contents reflect the true identity of what you want your audience to perceive you as a person or a page so share contents which resonates and is relevant to the audience. ■ Post regularly: Stay active socially and at least post 2-3 times a week. ■ Use hashtags as relevant: Adding appropriate hashtags connects the post to all other posts on that topic and with that hashtag. ■ It's an easy way to categorize and search content on social media networks.	■ Share the Exact Same Message Again and Again: Use creativity with wordings and images if you feel like reposting the messages but do not be repetitive. ■ Share Without Researching First: Social media networks make it super easy to quickly share content from another account. With the tidal wave of content and information, it is essential to verify the source, authenticity of the information before you re-share the information. ■ Be Needy: Do not constantly ask your Twitter followers to "please retweet," or your Facebook /Instagram friends to "like" your page every week. ■ Prioritize Quantity over Quality: Posting consistently is essential to keep the followers engaged but sharing relevant quality contents is essential than just keeping up with the numbers. The number of friends or followers who share and engage in your contents is more important than having 10 thousand likes but no engagements. ■ Make Grammatical Errors: Making grammar mistakes and spelling errors reduces the credibility. So proofread the contents before posting.

POTENTIAL 3CS OF SRH-RELATED HARMS OF DIGITAL MEDIA

CONTACT	CONDUCT	CONTENT
Harmful contact refers to instances where a young person participates in risky communication with another person, particularly where there is a power difference- such as an adult. Within the context of SRH, risky communication often comes in the form of an adult seeking inappropriate online or offline contact with a young person for sexual purposes.	There are various ways in which young people engage in conduct online that is potentially harmful to themselves and/or others.	Content risks refer to instances where a young person is exposed to unwelcome, inappropriate or potentially harmful online content.
CONTACT • Online Sexual grooming • Online Sexual abuse and exploitation	CONDUCT • Discrimination and cyberbullying • Non-consensual sharing of sexts • Revenge porn	CONTENT • Unwelcome exposure to sexually explicit content • Inappropriate or harmful content (e.g) violent pornography • Misinformation

Guide: Gender Responsive Media Reporting and Engagements

Equality of people regardless of age, ethnicity, gender, religion, economic status, etc. has become a critical agenda of this age. Researches and international reports have confirmed that women are disadvantaged in many social aspects. Though the degrees may vary, they are oppressed all over the world. They control only a small percentage of the world’s resource, have limited access to education and employment, and remain marginalized and excluded. Their family duties affect their careers in the public sphere and their unequal relations with men make them vulnerable to Gender Based Violence (GBV).

The examination of gender and media has three dimensions; the first one is the balanced representation of gender in media houses as professionals; which is related to the proportion of men and women employed in the media, the type of assignments they are given, the role women have in decision making, and opportunities given for men and women professionals. The second one is the politics of gender representation in media contents which relates to portrayal of women and men, their reported role as active participants or passive observers, low or high-profile sources, their attribution as offenders or survivors, and their representation in the news and current affairs or in the other soft news. The third one is equal access to media contents both for men and women; which greatly affects the balanced distribution and exposure of media contents to both genders (Gallagher, 1976).

In light of this, this guideline aims to inform and guide media houses, media practitioners, journalists, editors, and anyone in the media and communication sector about ethical reporting of issues related with gender and actions to take to create a gender sensitive media environment both within the media houses as well as in all the contents produced by the media houses. The principle information and actions included here are meant to equip media practitioners with the basics of Gender, the politics of gender and representation.

TAKE GENDER AS A SOCIAL RELATION NOT LUXURY.

Having a clear understanding of gender is the first step in gender sensitive reporting and media representation of gender in general. Therefore, it is essential to understand that, unlike sex, gender is a social construction. Accordingly, news and all media contents must be mindful to not present gender inequality as something natural and inherent.

Action

- ❑ Do not make unfair comparisons of men and women based on their natural, physical and biological capabilities.
- ❑ Avoid stereotypes and assumptions about the experiences of women.
- ❑ Example: "How did you become successful in such a big business as a woman?" assumes that being a woman on its own a challenge and the subject has had the same experience. Instead, rephrase the question to make it more generic and allow her to explain her own experience. Thus, a potential rephrase can be "have you ever had any gender based challenges in your business pursuit?"
- ❑ Constantly update yourself on different gender discourses by reading articles, journals, new researches, etc.
- ❑ Whenever you interview or do a story on women, always ask yourself if you would ask the same question, use the same expression, or evaluate the same way if it were a man.

RECOGNIZE THE EQUALITY OF WOMEN AND MEN

Action

- ❑ Ensure gender parity in higher editorial positions by regularly reviewing and analyzing the presence of women in higher positions.
- ❑ Make a gender conscious decision when professional development opportunities come for journalists and other media professionals in the institution. This can be done by:
- ❑ Ensuring enough female professionals are being represented
- ❑ Having a clear quota for gender representation in the institution policy
- ❑ Hold regular gender and media workshops and trainings for employees to ensure all employees are equipped with enough knowledge.
- ❑ Always be alert if the editorial policies protect women's right in the institution.
- ❑ Make sure that women are included in the committees that approve employment and promotions.

WOMEN'S RIGHTS ARE HUMAN RIGHTS

Action

- ❑ Make documents related with women's right and human rights easily accessible for all employees.
- ❑ Make it mandatory to read and understand women's right for all employees.
- ❑ Facilitate regular workshops and trainings on different topics related with gender equality and women's right.
- ❑ Push for the practicality of internal policies that protect the rights of women in the work place.
- ❑ Uphold the idea that the relations of women with men as mothers, sisters, wives, daughters, etc. are not the primary generative factors of women's rights.
- ❑ Explore and follow up with the existing policies and documents on women's and human rights.
- ❑ Whenever there are human rights violations in the country, evaluate the violations through a gender lens.

MIND YOUR LANGUAGE

Action

- ❑ Language, beyond being a means of communication, is a key instrument that holds and preserves social, cultural, political, and ideological values and meanings of a given society. It hosts the various contending gender outlooks of the society and plays a dual role in the effort to sustain the existing gender relation. Thus, as language carries elements that validate the essentialization of gender and perpetuate gender inequality it is important that the language we use must be crafted to promote gender sensitivity and equality.
- ❑ Avoid using words, sayings, and expressions that promote negative stereotype, bias, oppression, marginalization, and exclusion of women.
- ❑ Use gender sensitive language and enrich your contents with progressive cultural expressions that encourage the equality of men and women.

- Avoid using words that are primarily intended to address men and are still, by default, considered they primarily refer to men.
- In case you find it technically and practically difficult to use inclusive words to refer both sexes, give a generic note that the words are used to refer both sexes.
- In cases where both masculine and feminine pronouns are available, use both.

REPORT GENDER BASED VIOLENCE ETHICALLY

Action

- Address the bigger picture of the problem than dramatizing the report as a mere crime scene.
- When reporting, avoid over dramatization of the event and have a balanced report without sympathizing with perpetrators of the conditions that is assumed to have led to the crime.
- Do not present victims as weak, helpless and needy.
- Be objective; do not sensationalize the story for emotional appeal of the audience.
- Make sure all the facts are accurate with no ambiguity.
- Ask the victim and do not assume facts.
- Protect the privacy of survivors and do not expose their identity unless they give you direct permission to do so.
- Do not perpetuate the “monster myth” in your reporting which demonizes the perpetrator and alludes to the idea that the perpetrator is something evil and not human. Instead, give the audience as many details as possible about him/her that shows perpetrators are results and parts of the society that call for collective effort for solution.
- Avoid judgmental reporting that imply the idea that the victim is to be blamed for what happened.
- Transform the report from GBV news coverage to proactive interpretation of events promoting positive changes.
- Try to follow up on the story and report about the court proceedings and other decisions.
- Do not compare GBV incident with other types of violence as both emanate from different types of social dismals.
- Place yourself in the shoes of the survivors and show compassion when approaching for interview.
- Whenever you are about to do a story on GBV, try to do a quick desk research to find updated data and related news to enrich your perspective of such a deeply rooted problem gender lens.

ASK HER(TOO)

Action

- Consciously search for women professionals in all sorts of topics to balance the voices of your report/story.
- Aside from including women voices as source of news and information, make sure prominent pages and prime time slots are not gendered (eg. Sensationalizing hard news for men and soft news for women.)
- In addition to including women’s views in your reports, make sure that women are presented in front pages of newspapers and magazines, and are presented in prime times of radio and television, make sure too that women and men are fairly represented in hard issues like politics and economy
- Prepare a list/database of women professionals and their contact information to make it easily available.
- Do a regular desk research about the frequency of women as news source to get a well-rounded knowledge of women’s representation in media and keep yourself updated

MAINSTREAM GENDER ISSUES

Action

- Give adequate coverage for gender issues, events, and the affairs of women which are related to their rights and empowerment.
- Evaluate your reports and media outputs including news stories, interviews, features, documentaries, etc. for their gender responsiveness.
- Evaluate policies, guidelines that are introduced by your organizations (media houses) if they include gender issues.
- Make sure women with disabilities are getting coverage through your media content.
- Keep in mind that economic, social, political, and cultural interests of women are also the interests of the whole society

AVOID OBJECTIFYING AND STEREOTYPICAL REPRESENTATION OF AGYW IN VISUAL IMAGES AND SOUND EFFECTS

Action

- Check if the images used compliment the content; always evaluate the relevance of the images to the verbal texts.
- Make sure that the use of sound effects attributed to men and women on the radio and TV should be as gender sensitive as the use of verbal language and use them in a way to challenge the gender stereotype. Like using a female voice when talking about household related contents and Associating kitchen sounds with female voices for advertisement purposes

LOOK BEYOND GENDER INCLUSIVITY

Action

- Voice the voices of AGYW in media contents.
- Give adequate coverage to the role of AGYW in the public sphere.
- Produce contents that inform society about the rights as well as challenges of AGYW.
- Do not sensationalize/romanticize the challenges of AGYW.
- Reach out to such groups as a source of news, interviews, and other contents.
- Give attention to women who are leaving in remote areas and address their issues.

GLOSSARY OF TERMS

Advocacy

The act of supporting or promoting a cause, policy, or idea at the Right Time, Right Decision Maker with Right Message. It involves raising awareness, influencing decision-makers, and mobilizing people to take action to address issues that affect individuals or communities. Advocacy can take many forms, such as speaking out publicly, organizing campaigns, or working directly with lawmakers and organizations to bring about change. The goal of advocacy is to ensure that people's voices are heard and their rights or needs are addressed.

Empowerment

The process of increasing people's opportunity to take control of their own lives. It refers to people living according to their own values and being able to express preferences, make choices and influence – both individually and collectively – the decisions that affect their lives. Empowerment of women or men includes: developing self-reliance; gaining skills or having their own skills and knowledge recognized; increasing their power to make decisions and make their voices heard; and negotiating and challenging societal norms and customs.

Gender

Gender refers to the roles, behaviors, activities, and attributes that a given society at a given time considers appropriate for men and women. In addition to the social attributes and opportunities associated with being male or female and the relationships between women and men and girls and boys, gender also refers to the relations among women and those among men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/ time-specific and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context.

Gender Transformative Approach

Strategies, actions that emphasize incorporating gender issues across all stages of program and policy development, recognizing that gender cannot be effectively addressed in isolation. They help understanding and addressing on how gender norms influence diverse persons throughout their life-course, from birth through to adulthood. 2. Work to strengthen girls' and young women's agency over the decisions that affect them, by building their knowledge, confidence, skills and access to and control over resources. 3. Work with and support boys, young men and men to embrace positive masculinities and to promote gender equality, while also achieving meaningful results for them. 4. Consider girls, boys, young women and young men in all their diversity when identifying and responding to their needs and interests. 5. Improve the conditions (daily needs) and social position (value or status) of girls and young women. 6. Foster an enabling environment where all stakeholders work together to support children and youth on their journey towards gender equality.

Gender Lens

A gender lens means working to make gender visible in all aspects of organizational efforts; asking if, how, and why social processes, standards and opportunities differ systematically for people of all genders

Intersectionality

A concept introduced by Kimberlé Crenshaw in 1989. It explains how different aspects of a person's identity, like gender, race, class, and others, intersect and overlap. These intersecting identities can lead to unique experiences of oppression, discrimination, or disadvantage. The key idea is that these identities don't just add up; they combine in ways that create distinct challenges or experiences that can't be understood by looking at each identity separately.

Misogyny:

This is the hatred of, contempt for, or prejudice against, women or girls.

Patriarchy:

A system of society or government in which men hold the power, and women and gender non-conforming people are largely excluded from positions of power or decision-making. The result of patriarchy is that women and gender non-conforming people have less access to, and control over, goods and resources

Sex

Sex is often assigned at birth and typically refers to biological differences; chromosomes, hormonal profiles, internal and external sex organs

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- Sonke Gender Justice (2013) ‘How to Influence Public Policy for Social Justice and Gender Equality in Africa: Policy Advocacy Toolkit’
- The Onion Skin Model, Adapted from a model developed by INTRAC
- The Care International Advocacy Handbook
- <https://www.researchgate.net/figure/Framework-for-implementing-self-care-interventions-for-SRHR-FIS-SRHR>
- WHO guideline on self-care interventions for health and wellbeing, version 3.0. Geneva: World Health Organization; 2022 (<https://app.magicapp.org/#/guideline/Lr21gL/section/Ea6RDj>, accessed 17 October 2024)
- <https://www.who.int/multi-media/details/self-care-interventions-grounded-in-human-rights>
- <https://www.nohep.org/news-resources/nohep-advocacy-toolkit/>
- UN Programme of Action adopted at the International Conference on Population and Development, Cairo

ABOUT PTY PARTNERS - UGANDA

Power to You(th) is a consortium of civil society organisations and activists dedicated to including more adolescent girls and young women from underserved communities in meaningful decision-making processes regarding harmful practices (child marriage and female genital mutilation/cutting), sexual and gender-based violence (SGBV), and unintended pregnancies.

We believe in the power of young people, especially Adolescent Girls and Young Women (AGYW), to be meaningfully included in discussions and decisions. Gender norms can be changed, and not only by AGYW but also boys and men can positively contribute to that change process. Together we can achieve change with regard to harmful practices, sexual and gender-based violence (SGBV) as well as unintended pregnancies. The Power to You(th) programme consists of seven country management teams [Kenya, Uganda, Ethiopia, Malawi, Ghana, Senegal and Indonesia], four Global Partners [Amref Flying Doctors, Rutgers, Sonke Gender Justice and the Netherlands Ministry of Foreign Affairs], and two technical partners [Choice for Youth and Sexuality and KIT Royal Tropical Institute]. In Uganda the programme is implemented by three consortium partners:



www.rhu.or.ug

Reproductive Health Uganda (RHU) is an indigenous, voluntary, not-for-profit organisation with a long-standing experience and expertise providing integrated sexual reproductive health and rights information and services which include sexuality education, family planning (FP), HIV prevention, care and treatment, breast and cervical cancer screening, sexually transmitted infections (STIs) management, immunisation, etc. RHU is proud to be associated with pioneering family planning in Uganda. For more than 65 years RHU has been involved in SRHR service provision and advocacy programmes that have defined the SRHR landscape in the country.



www.uyahf.com

Uganda Youth and Adolescents Health Forum (UYAHF) is a dynamic Youth led and Youth Serving Health, Human Rights, and Girl Centred Organization that seeks to advance quality health and wellbeing for young people. Specifically, UYAHF works to address and advance young people's specific needs as regards their sexual reproductive health and rights (SRHR), gender equality and health promotion, livelihoods, climate change, and SGBV among others.



www.eassi.org

The Eastern African Sub-Regional Support Initiative for the Advancement of Women (EASSI) is a regional champion for gender equality and women's empowerment, dedicated to creating a world where women and girls thrive as leaders, entrepreneurs, and stewards of sustainable development across the East and Horn of Africa. EASSI strengthens capacity in governance, leadership, economic empowerment, policy advocacy, and conflict resolution. Operating in ten countries, we foster gender equity and social justice through networking, research, and advocacy. By catalyzing national, regional, and international initiatives, EASSI drives impactful, inclusive change for women and girls across the region.



**NO
TO
FGM**

**NOTHING
ABOUT US
WITHOUT US**

**POWER
TO
YOUTH**



I GOT
PREGNANT
AT 15
BECAUSE
NO ONE TOLD
ME THE TRUTH
ABOUT SEX

OUR
BODIES,
OUR
RIGHTS

WE WANT
YOUTH-
FRIENDLY
SRHR
SERVICES



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