



**The Young Advocates'**  
— guide on —  
**Sexual and Reproductive  
Health & Rights  
Advocacy  
and Intersectionality**



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## Young Advocate's Toolkit on Sexual and Reproductive Health & Rights Advocacy and Intersectionality

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<sup>1</sup>Association of Youth Organization Nepal (AYON), Beyond Beijing Committee (BBC), Blue Diamond Society (BDS), CDS-Park Mugu, Family Planning Association of Nepal (FPAN), Federation of Sexual and Gender Minorities Nepal (FSGMN), Human Development and Environment Protection Forum (HUDEP), LOOM Nepal, Restless Development, Rural Women's Network Nepal (RUWON), Visible Impact, Youth Action Nepal (YAN), Youth Development Centre (YDC), YUWA, Yuwalaya.

# About the Toolkit

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This Toolkit, is anchored on a program to support Young advocates in SRHR advocacy and building confidence to introduce themselves and raise their voice at national, regional and global levels, and to be in charge of taking collective action to challenge the policies, change narratives and demand for high quality SRHR services to the young people through the intersectionality approaches. The major aim of this toolkit is to design evidence-based advocacy initiatives through storytelling, emphasizing on right to autonomy. YUWA aspires to contribute the growing young population to provide knowledge on SRHR advocacy and intersectionality and accelerate collective action on youth can be drives of change in their community.

The toolkit is made up of four sections. Each section can assist in understanding effective ways to carrying out advocacy initiatives while ensuring inclusivity and intersectionality. The sections of the toolkit also contain various examples and tips which shall help in profound learning.

## Section 1: SRHR Concepts

An introduction to sexual and reproductive health and rights and relevant SDGs.

## Section 2: Advocacy

An explanation of advocacy, it's importance, approaches and process, and introduction to international, regional, and national advocacy spaces along with tips for better advocacy.

## Section 3: Digital Advocacy

An Introduction to digital advocacy, it's importance, and tips on effective digital advocacy.

## Section 4: Intersectionality

Introduction to intersectionality, relevance to SRHR, and meaningful & inclusive participation.

# Acknowledgement

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YUWA is youth led, youth run organization established in 2009. We envision a society whereby youth, as indispensable change agents, are valued as partners in decision making on all levels. We believe that when youth are provided with good leadership, strong networking and youth friendly environment, they can act on global and local issues for transformational change. We, as a host of Right Here Right Now (Nepal) is working under platform of 15 organizations who come together to jointly work on the positive transformation of young people's lives. RHRN believes in achieving the sexual and reproductive health and rights (SRHR) of all young people where they are able to access comprehensive youth-friendly services, comprehensive sexuality education, and inclusive spaces for their voices.

Laxman Bhattarai, Shilpa Lamichhane and Sabina Pokharel were engaged as consultants to work with YUWA team in developing the toolkit and documenting the process.

This toolkit was commissioned as part of advocacy initiative. The conceptualization and development and final formulation of this document were carried out under the leadership and support of YUWA team: Shreya Shrestha, Lirisha Tuladhar and Aney Rijal.

**Riju Dhakal**  
President, YUWA  
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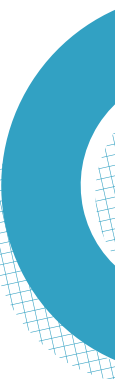
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# Acronyms

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<b>APFSD</b>	Asia-Pacific Forum on Sustainable Development
<b>CEDAW</b>	Convention on the Elimination of all Forms of Discrimination Against Women
<b>CPD</b>	Commission on Population and Development
<b>CSE</b>	Comprehensive Sexuality Education
<b>CSO</b>	Civil Society Organization
<b>DHS</b>	Demographic Health Survey
<b>HLPF</b>	High Level Political Forum
<b>HPV</b>	Human Papilloma Virus
<b>INGO</b>	International Non Government Organization
<b>LGBTIQ</b>	Lesbian, Gay, Bisexual, Transgender, Intersex, Queer
<b>MIYP</b>	Meaningful Youth Engagement Program
<b>NGO</b>	Non Government Organization
<b>NHRI</b>	National Human Rights Institutions
<b>RHRN</b>	Right Here Right Now
<b>RR</b>	Reproductive Rights
<b>SDG</b>	Sustainable Development Goals
<b>SRHR</b>	Sexual and Reproductive Health and Rights
<b>STI</b>	Sexually Transmitted Diseases
<b>UN</b>	United Nations
<b>UPR</b>	Universal Periodic Review



# Sexual and Reproductive Health and Rights

## Setting the foundations:

Sexual and reproductive health and rights or SRHR is the concept of human rights applied to sexuality and reproduction. The core idea underlying Sexual and Reproductive Health and Rights is that everyone must have complete freedom to make decisions about their bodies. Yet, all over the world, people are maltreated for making their own choices about when and whether they want to have children, who they want to love, and how they identify themselves. Control over these choices often ends up in the hands of people with more power.

### Specific Rights relevant to Sexual and Reproductive Health<sup>1</sup>

The right to equality and non-discrimination

The right to life, liberty, and security of the person

The right to autonomy and bodily integrity

The right to be free from torture and cruel, inhuman, or degrading treatment or punishment

The right to be free from all forms of violence and coercion

The right to privacy

The right to the highest attainable standard of health, including sexual health; with the possibility of pleasurable, satisfying, and safe sexual experiences

The right to enjoy the benefits of scientific progress and its application

The right to information

The right to education and the right to comprehensive sexuality education

The right to enter, form, and dissolve marriage and similar types of relationships based on equality and full and free consent

The right to decide whether to have children, the number and spacing of children, and to have the information and the means to do so

The right to the freedom of thought, opinion, and expression

The right to freedom of association and peaceful assembly

The right to participation in public and political life

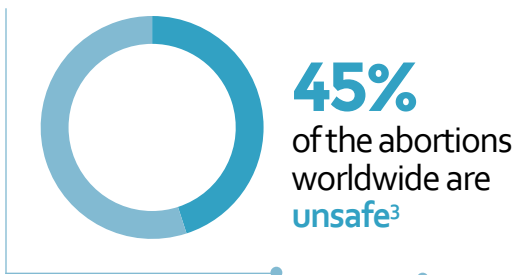
The right to access to justice and remedies

## The relevant SDGs to advocate for SRHR

Sexual and Reproductive Health and Rights (SRHR) are fundamental to realizing sustainable development for all. Important goals and targets relating to SRHR include SDGs Goal No.3 Good Health and Well-being, Goal No.4 Quality Education, Goal No. 5 Gender Equality and Goal No. 10 Reduced Inequalities.<sup>2</sup>



## Sexual and Reproductive Health Rights Matters Global Infographics



More than 1 million sexually transmitted infections (STIs) are acquired every day worldwide

**1 in 3  
(35%)**

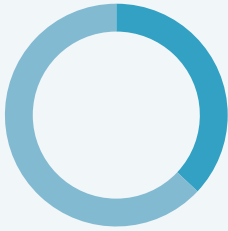
women worldwide have experienced either physical and/or sexual intimate partner violence or non-partner sexual violence in their lifetime.<sup>6</sup>

At least  
**777,000**  
girls under 15 give birth every year-most in low- and middle-income countries<sup>4</sup>

Among the  
**1.9 billion**  
Women of Reproductive Age group (15-49 years) worldwide in 2019.<sup>7</sup>

**20 million**  
girls and young women [15-19yrs] have an unmet need for modern contraception in developing countries.<sup>8</sup>

## Nepal Infographics



Child Marriage is still in high prevalence, with **37%** women getting married before 18 years<sup>9</sup>



**17%** Teenage childbearing has remained constant over the past 5 years<sup>10</sup>

**67%**

Secondary net school attendance rate for adolescents aged 11-15 years is exceptionally low<sup>11</sup>



Many transgender people have difficulty getting their identity in citizenship document even guaranteed by law<sup>13, 14</sup>

Access to sexual and reproductive health services, comprehensive sexuality education and protection and fulfilment of sexual and reproductive rights including in matter related to sexuality is limited<sup>12</sup>

## Activity: Sexual Rights Rapid Fire

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**Objective:** Clarify concepts surrounding sexual and reproductive rights.

**Time:** One hour

**You will need:** one facilitator, flip charts (about six), pencils, pens, markers, tape, stopwatch

**Preparation:** Hang the flip charts around the walls of the rooms and write one key concept on them: Child marriage, Teenage pregnancy, Gender based violence, abortion, citizenship, sexuality and abortion.

### Instructions:

1. Divide participants into six different groups.
2. Assign each group one of the concepts and the context/data statistics behind the topic.
3. Tell the group that they will have 15 minutes to discuss and write a definition for their assigned concept and find out the success stories in legislative aspects of the country and flaws within the policy.
4. Once those 15 minutes have passed, tell the group that they will have to switch to the flip chart on their adjacent sides and complement the information they find written in the flip chart.
5. Repeat until all the groups are back to their original spot.
6. Open plenary, ask each group to present all the relevant information.
7. Promote the discussion by asking things like: what new information did others added to your original definition? Do you agree on the additions? Why?

# Advocacy

## 2.1 Advocacy Concepts

### What is Advocacy?

Advocacy is the process of building support for an issue or cause and influencing others to take action<sup>15</sup>. It is about influencing people, policies, practices, structures, systems, and decisions in order to bring about the desired change<sup>16</sup>. Advocacy is generally perceived as a means to achieve policy change. It can include work that focuses on one specific issue, campaigns that span a specific period of time or ongoing work that addresses a range of issues.

Advocacy can serve various purposes. For example<sup>5</sup>:

Sometimes, there is no law or policy in place, and one needs to be developed. Advocacy here involves asking for a new law or policy.

Sometimes, there is a law or policy already in place, but it may be unjust or not work properly, and it needs to be changed. Advocacy here involves asking for the law or policy to be amended and revised.

Sometimes, there may be a good law or policy in place but it needs to be enforced. Advocacy here involves asking for the law or policy to be implemented.

Sometimes, there is a good law or policy in place but it is implemented in a way that is unfair or discriminatory. Advocacy here involves asking for better implementation.

Sometimes, there is no law or practice in place, and it is simply an issue of changing attitudes. Advocacy here involves asking for attitudes or practices to be changed.

Sometimes, there is a law or policy in place that is adequate, but the government is threatening to change it. Advocacy here is about blocking the threatened changes and maintaining the current law or policy.



***Advocacy is about more than just presenting facts and evidence to decision-makers***

***We need to understand why decision-makers may not want to make the changes we are asking for, and then work to persuade them***

## Why is advocacy important?

Advocacy is important because it addresses the root causes of problems, leading to long-term sustainable benefits for young people and their communities. Advocacy is important, because it can<sup>17</sup>:



### Influence changes in policies and mindsets

Generating commitment and buy-in from leaders and decision makers is vital to ensure sexual and reproductive health and rights for all. Advocacy can help generate this commitment. It can influence the creation, implementation and improvement of laws and policies.



### Mainstream sexual and reproductive health and rights

Sexual and reproductive health and rights are closely linked to many other aspects of life and development, including education, economics, the environment and human rights. It's therefore important to take a comprehensive approach. The problem is that sexual and reproductive health and rights are often treated as a health issue in isolation from other sectors. Advocacy can be used to generate awareness and an understanding about the importance of mainstreaming these rights into all aspects of development.



### Build a movement

The most powerful social movements are those that unite commitment and activism from all levels: local, national, regional and international. Advocacy plays a key role in generating support on each level, creating a stronger movement.



### Secure funds and resources

For change to come about, commitments to sexual and reproductive health and rights must be backed by financial, human and technical resources. Advocacy can ensure that sufficient resources are allocated for programme implementation and service delivery.



### Safeguard and protect previous achievements

A lot of progress has already been made towards ensuring sexual and reproductive health and rights around the world. However, political, economic and cultural landscapes are constantly changing so it's important for us to protect the gains we have already won. Advocacy allows us to do this by acting as a watchdog to make sure that governments and leaders uphold their commitments to sexual and reproductive health and rights.

## Who can be an advocate?

*Anyone with a passion for an issue or cause can be an advocate!*

Some people see advocacy as a professional activity, which can only be undertaken by a few people on behalf of the rest of the population. Sometimes, it is associated with lawyers or politicians. It is seen as something that is confrontational, rather than collaborative. But this is an incorrect understanding of advocacy. Anyone affected by or interested in an issue, a problem or a situation can be an advocate. There is no requirement to have special qualifications<sup>5</sup>.

Young people can be some of the best advocates for youth sexual and reproductive health and rights, because they have the best understanding of their own needs, realities, desires and capacities. In fact, it is a human right for young people to participate in decision making that affects their lives and to have their voices heard by decision makers. So, young people of every age and from every region around the world can all be sexual and reproductive health and rights advocates and be a powerful voice for change<sup>6</sup>.

**What does it take to be an effective advocate?**

- ▶ **passion and dedication to an issue or cause**
- ▲ **a clear vision of what change needs to happen**
- ▶ **the ability to collaborate with others**
- ▲ **time and commitment to prepare and follow up with advocacy interventions**
- ▶ **strong communication skills**
- ▲ **the persistence to keep going**

## Approaches in Advocacy

Advocacy involves a variety of approaches which may be public or private; collaborative or confrontational; or a combination of all these. Different individuals, groups or organizations may adopt different approaches in undertaking advocacy as the operating environment and the issue will largely determine which approach to use. Some approaches to advocacy include:



## Advising

This involves the use of think tanks or researchers who are commissioned to examine a certain policy question or problem. This usually entails working with those in authority and producing new empirical research to assist them in making a policy decision. This process is in most cases internal but still it includes selling the ideas developed through the research. Since it is an internal process, the challenges are fewer than working from outside<sup>18</sup>.



## Media campaigning

Media, which is the plural form of 'medium', are the forms of communication – television and radio, newspapers, magazines, and written materials (or "print media"), and more often now, the Internet to spread or transmit information to the general public. A planned series of activities by using any form of media to achieve a particular aim can be referred as a media campaigning. This is one of the common approaches to advocacy. This advocacy has a public dimension; hence there is the possibility to add public pressure on decision makers in order to achieve the desired results<sup>7</sup>.



## Lobbying

This includes influencing decision makers, public officials or influential people on an issue. The individuals, groups or organizations should have access to powerful people and focus their efforts on being present and visible during government and public discussions concerning their interests. Many people think lobbying as the act of bribing politicians which is not true. Here are a couple of examples of lobbying that lobbyists do to influence decision makers<sup>20</sup>:

- ▶ Build relationships with policy makers and their staffs through networking
- ▶ Partner with other organizations in the field and form coalitions with specific goals
- ▶ Meet one-on-one with lawmakers and staffs to convince them to support a certain law or policy
- ▶ Persuade lawmakers to propose, pass, or amend legislation during the process
- ▶ Work with government agencies to change existing regulations and oversight
- ▶ Research policy solutions for their issue and share that with the policy makers and public officials



## Activism

Activism is the efforts to promote, impede, direct, or intervene in social, political, economic, or environmental reform with the desire to make changes in society towards a perceived greater good. This involves using petitions, posters, leaflets and pamphlets dissemination, public demonstrations like rallies, street marches, sit-ins or strikes to promote a certain values and other forms of social justice<sup>7</sup>.

## Understanding the advocacy process

### 1 Step 1 Understanding and mapping the context

Advocacy effort should be based on a clear understanding of the issue or problem and the overall context. Therefore, conducting a careful situation analysis is the first and foremost step in designing an advocacy campaign. Situation analysis could include:

- ▶ Background research on the existing problems or issues related to sexual and reproductive health

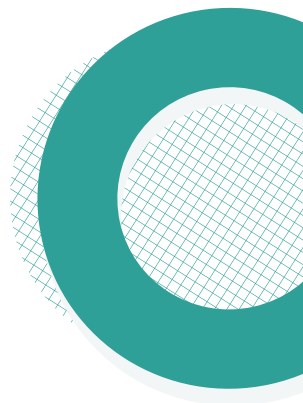
#### “What do data and statistics indicate?”

There are various organizations and entities that collect, analyze, and publish data on country specific SRHR related issues to inform policies and program purposes. Search for key indicators associated with young people’s SRHR in your country and compare them to your community experience and regional and global data.

- ▶ A review or analysis of existing policies and who has the power over the implementation of those policies<sup>4</sup>
- ▶ Interviews with representatives from relevant institutions to help describe and interpret the current situation and to identify what types of interventions might be valuable from the perspective of those actively involved in the field. These interviews may be the best means to gauge how well existing policies are being implemented in practice<sup>4</sup>.



**Advocacy should be based on solid evidence; not on beliefs, not on ideology but on facts and figures because evidence goes a long way towards convincing people**



### Websites to find comparable and/or additional information :

Ministry of Health and Population  
 Family Welfare Division  
 Ministry of Women, Children & Social Welfare  
 Ministry of Youth and Sports, Ministry of Education  
 Demographic and Health Surveys (DHS) Program  
 Population Reference Bureau  
 World Health Organization (WHO)  
 United Nations Statistics Division  
 UNICEF Country Statistics  
 UNFPA Country Profiles, Statistics and Indicators for Population and Reproductive Health

Next, think about some of the barriers to solving the problem you have identified. Barriers can be related to individual behavior and attitudes, socioeconomic factors, cultures and traditions, and policies and laws.

Brainstorm on the change that would help remove the barriers identified. Think of the solutions and opportunities that could contribute to solving the challenge related to young people's SRHR.

### Examples of some of the essential SRHR interventions

Related adolescent-specific attributes, needs, and barriers	Implication for service delivery
<p>Many adolescents lack basic knowledge of SRHR [22,23,24].</p> <p>A significant proportion of adolescents are out of school.<sup>25</sup></p> <p>Adolescent girls are often uninformed and unprepared for menarche.<sup>26</sup></p> <p>Most adolescents becomes sexually active-whether within marriage or before and whether consensual or forced.<sup>27</sup></p>	<p>Comprehensive Sexuality Education programs should be delivered to all the adolescents in formal and non formal education and community based settings reaching out all the adolescent population including vulnerable and marginalized community.<sup>28</sup></p> <p>CSE programs should address gender and power dynamics, rights and coercion; gender inequality in society; unequal power in intimate relationships; fostering young women's empowerment; or gender and power dynamics of condom use.<sup>29</sup></p>

Related adolescent-specific attributes, needs, and barriers	Implication for service delivery
<p>Many adolescents have inadequate knowledge about contraception, and they are particularly sensitive to contraceptive side effects.<sup>30, 31</sup></p> <p>Adolescents make fewer visits during pregnancy, and receive fewer components of care than adult first-time mothers.<sup>32</sup></p> <p>Pregnant adolescents living with HIV give birth to the infants having poorer HIV related clinical outcomes. Laws and policies in many places require girls who are pregnant are stigmatized in education and public institution.<sup>33</sup></p> <p>LGBTI and gender nonconforming adolescents often lack adequate support systems, not fitting in, and are exposed to higher rates of violence, bullying and harassment, and can consequently experience mental health problems. [35, 36]</p> <p>Adolescents are more likely to seek abortions from untrained providers or to have a self-induced abortion.<sup>37</sup></p> <p>A majority of adult deaths from cervical cancers can be prevented if the HPV vaccine is successfully delivered to all adolescents.<sup>38</sup></p>	<p>Health care providers should be provided with ongoing training and support to ensure they have the knowledge, understanding and skills to provide high-quality adolescent-responsive contraceptives services, antenatal, intrapartum and postnatal care. [39, 40]</p> <p>HIV testing of pregnant adolescents during antenatal visits and differentiated services should be ensured to maintain retention. [43, 42]</p> <p>The legal and policy framework should allow and encourage pregnant adolescents and adolescent mothers to continue their education and make them self in social situation.<sup>43</sup></p> <p>Familiarity with the psychological and medical approaches to providing care to LGBTI + and gender nonconforming adolescents including through offering gender-affirming therapies for transgender persons and options for hormonal therapy. [44, 45]</p> <p>National standards and guidelines should include both surgical and medical methods of abortion, relevance to adolescents.<sup>46</sup></p> <p>Adolescents should be informed about their legal rights to abortion care and services at health facilities.<sup>47</sup></p> <p>Awareness around HPV and the roll out of the HPV vaccine to all 9- to 13-year-old girls. [48, 49]</p>

## Activity: Identifying the need of SRHR Advocacy



**Objective:** To identify the issues and solutions for solving SRHR issues

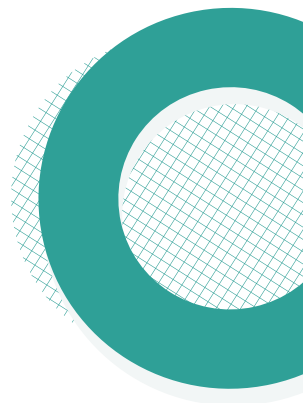
**Time:** One hour

**You will need:** one facilitator, chart paper, pencils, pens, markers, stopwatch

**Preparation:** Allocate the participants in certain groups and hand around the papers, pens and markers in each group.

### Instructions:

1. Divide the participants into small groups as per need
2. Give 15 minutes for each group to discuss about the issues [needs, barriers, specific attributes and solutions] for the young people's in terms of SRHR in your country and jolt down in the chart paper.
3. Once 15 mins are over, ask each group to read out their noted issues. The facilitator will note down the issues and omit the repeated ones.
4. Hold and open discussion to find out how each of the issues can be addressed.



## 2 Step 2 Identifying and prioritizing the core issue

This step involves identifying potential advocacy issues and then selecting and prioritizing a specific advocacy issue. There may be more than one main issue; at such, decisions will have to be made about whether to tackle all the main issues simultaneously or whether to focus on one at a time. As, we all have limited capacity, limited time and limited resources to do our work, we have to be strategic in deciding what we will do and how we will do it. There are many factors that influence identification of issues like: the views of communities and partners, the views of staff, volunteers and supporters, program experience, organizational priorities, strategic or time-bound opportunities, the priorities of funders and donors.

Problem tree analysis can also play role in analyzing the core situation/issue including the root causes as well as effects of the problem<sup>5</sup>. Root cause identification makes further efforts more focused, instead of wasting resources on trying to address the symptoms of the problem. It is an essential part of finding the right solution and helps to identify the right responses<sup>50</sup>.

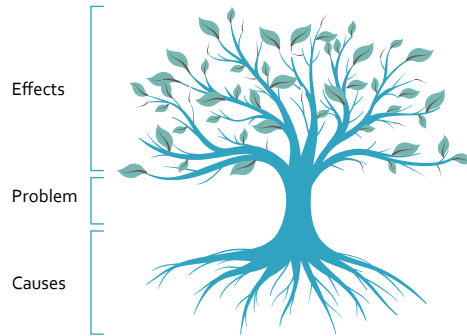


fig. problem tree analysis

## 3 Step 3 Formulating advocacy goals and objectives

Next step is defining your goals and identifying your objectives based on the existing needs and policy environment. Defining clear advocacy goals and objectives can be challenging, but it is an important step and one that will help ensure that an advocacy effort is focused and disciplined. Clear advocacy goals and objectives provide a framework for identifying specific audiences to target through the advocacy campaign, as well as for monitoring changes in the area of interest, and evaluating the advocacy campaign.

### Goals

A goal is a broad statement of general outcomes sought by the advocacy campaign. Goals are often long term in nature and convey a vision or dream for the future, such as improved sexual and reproductive health among young people or reduced maternal mortality among adolescents<sup>4</sup>.

## Objectives

An objective is a more specific statement that clearly describes particular results or outcomes that will be pursued in a certain period of time<sup>4</sup>. Good objectives are “SMART” i.e. they are:

**Specific.** They clearly spell out what needs to be done in order to achieve the goal.

**Measurable.** Progress or results can be assessed or quantified.

**Achievable.** They are possible to meet and likely to be accomplished successfully.

**Realistic.** The desired results are feasible given the resources and capabilities of the organization and the context in which the advocacy effort will take place.

**Time-bound.** There is a clear timeframe for achieving the desired results.

## Example of Advocacy Goals And Objectives

**Goal:** Improved knowledge of sexual and reproductive health among youths of Nuwakot district

**Objective:** To ensure access to comprehensive sexuality education in at least 20 schools of Nuwakot district within two years

## Activity: Setting Goals and Objectives



**Objective:** To identify the issues and solutions for solving SRHR issues

**Time:** One hour

**You will need:** one facilitator, flip charts (about six), pencils, pens, markers, tape, stopwatch

**Preparation:** Print the list of objectives below in different papers. Feel free to modify the examples to make them more relevant to the group.

### Instructions:

1. Split the group into couples or small sub-groups.
2. Hand out examples of good and not-so-good goals and objectives.
3. Give them 5 minutes to identify the positive aspects of the objective or goal, and determine what can be improved.
4. When the 5 minutes are over, ask them to tell the group their impression on the analysed objectives/goals.
5. Promote the discussion by asking things like: How can your goals and objectives be accomplished? Is your objectives SMART? What sorts of impact does your goals and objectives can bring in your community

## 4 Step 4 Identifying targets, stakeholders, allies and opponents

Once you have identified a specific advocacy issue and defined your goals and objectives, it is important to identify the key actors who can make the change happen. These key actors are referred to as 'targets' because they are the people at whom our advocacy is aimed, or 'targeted'. Targets can be primary or secondary<sup>6</sup>:

**Primary targets** are the decision makers with the power to directly influence the change you are seeking and your advocacy expected result. Primary targets may include community leaders, religious leaders, parliamentarians or other elected officials, legislators, international agencies, influential civil society organizations and legal professionals.

**Secondary targets** are individuals or groups that can influence the primary decision makers. Secondary targets may include schools, women's groups, youth organizations, health and social services professionals, celebrities, public figures, media representatives and non-governmental organizations.

### Some terminologies<sup>5</sup>

**Stakeholders** *Stakeholders are people who are affected by, interested in or able to influence the identified advocacy issue. They include the constituents who may be directly and ultimately affected, either positively or negatively, by the advocacy process, as well as those who are simply intermediaries.*

**Allies** *Allies are people, groups, organizations or institutions that can help us achieve our advocacy aims and objectives. They support our cause, and they agree with what we are advocating about. They are important because they often include those who can exert influence on decision-makers and, if organized, they may form the basis of an interest group or coalition that can call for change.*

**Opponents** *Opponents are individuals, groups, organizations or institutions that are opposed to what we want to achieve. They oppose our position and do not agree with our specific requests. Even if they are not directly responsible for decision-making, they may still exert considerable influence. They are important because they may pose a significant risk to our advocacy. They are not necessarily rigid in their opposition, so it is important that we seek to bring them round, rather than irritate them.*

Advocacy is often more effective when we work together with others who are concerned about the same advocacy issue as us and who can help us create and implement an advocacy plan. There are both advantages and disadvantages to working with others, but the main reasons why it is important to do so are because it is strategic and practical, and builds capacity. The following models are some of the most common ways of working together to do advocacy<sup>5</sup>:

- ▶ Network
- ▶ Alliance
- ▶ Coalition
- ▶ Association
- ▶ Forum
- ▶ Partnership
- ▶ Task force
- ▶ Umbrella body

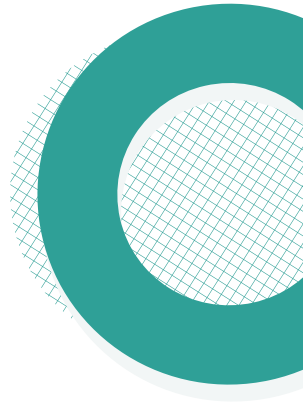
### Stakeholder mapping matrix

Brainstorm all the relevant people, groups, organizations and institutions for the identified advocacy issue. List all the relevant stakeholders and identify them by asking following questions:

- Who is the relevant contact person within each group or organization?
- What is their specific interest or stake in the issue? Why does it matter to them?
- What is their position on the issue?
- What is their likely impact or influence on the issue? How much power do they have to change things?
- Are they in favor of your position or against it?

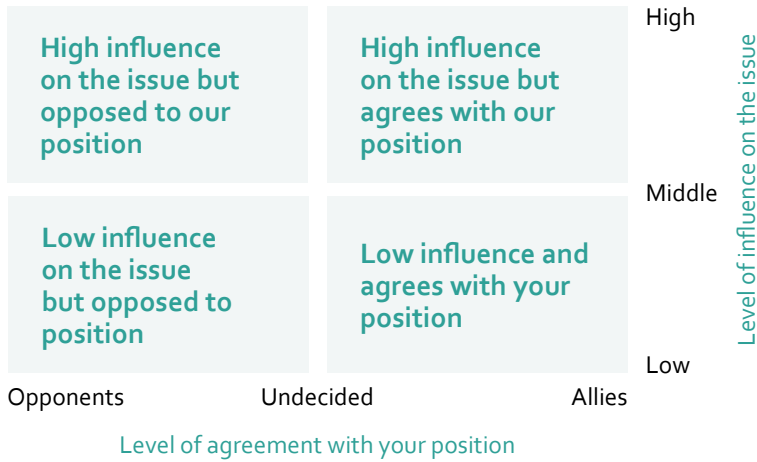


***There are also a large number of people who are neutral; they may have no expressed interest in the issue, or they may not know about it. We need to persuade these people to become allies rather than opponents.***



## Allies and Opponent Matrix

An allies and opponents' matrix is a tool designed for use after a stakeholder mapping and analysis has been completed. It represents all the stakeholders in a diagram. This makes it easy to see who is supporting our views (our allies) and who is opposing our views (our opponents). It is an important tool, because allies and opponents are not fixed positions; people are open to change. The aim is to use it to bring all stakeholders onto our side<sup>5</sup>.



Place the stakeholders on the matrix and analyse the approach to take with the stakeholders depending upon where they are on the matrix.

## 5 Step 5 Taking Action: Influencing your targets

### Message Formulation

Advocacy messages and materials are at the heart of an advocacy campaign and they must be carefully researched, prepared, and field-tested to ensure that they convey information in powerful and compelling manner that motivates the audience and resonates with people's experience and concerns. It is also important to ensure that there is a strong and logical connection between the project's objectives and the advocacy messages and materials, and how they will help achieve the objectives. When developing each message and material, consider how well it contributes to the advocacy objective(s), and make modifications where needed.

As you develop the content of your advocacy messages, there are two rules to keep in mind<sup>4</sup>.

**1. Know your audience.** Good messages sometimes require a careful research. Try to learn how you can best influence each of your target audiences and drive their decision making process. Each message should take into account the interests, ideas, and knowledge of the people receiving the message.

**2. Keep it simple.** Messages should be short, just a few sentences or less. If you deliver too many messages, your audience might forget them. Limit it to one, and focus on your best supporting arguments, rather than a long list of reasons to support your proposal.

### Implementing your advocacy intervention

When designing activities, you should feel free to be creative but selective. One of the first things to consider is how you will deliver the message you crafted to your defined target audience. The delivery of your message can be done directly or indirectly and in a public or private manner<sup>10</sup>:

**Direct approaches** involve directly asking your primary target audience to act.

**Private approaches** involve working quietly to make changes behind the scenes. Example: One to one negotiation.

**Indirect approaches** involve influencing opinion through a secondary target audience such as the media, the public, or other actors

**Public approaches** generally mean mobilizing broad support from the government and/or public through highly visible activities. Example: Consultations/ dialogues/ discussions, campaigns



**Complement your key message with evidence, such as robust data that highlight the cost of action versus inaction. You can also combine the evidence with compelling real-life stories and case studies.**

You will have to first determine if you have a direct relationship with the target audience and identify the nature of your relationship. If it is a positive relationship, directly approaching the decision-maker privately may be an ideal first approach. However, if you do not have a direct relationship with the target audience, think of other ways you can approach them directly but publicly<sup>10</sup>.

### Menu of advocacy activities:

- ▶ Get onto radio and/ or television and discuss on the issues of sexual and reproductive health and rights as a young advocate.
- ▶ Create a radio or television ad campaign or documentary that looks at the possible negative impacts of the existing laws or policies.
- ▶ Write a news article that puts an issue in the public domain.
- ▶ Issue a press release allowing the media to pay attention to important issues, which then alerts society at large.
- ▶ Invite the media to attend an event like public talks or information sessions that you may be organizing or have access to.
- ▶ Call a meeting with relevant government department.
- ▶ Use social media platforms like: Facebook, Twitter, Instagram etc to draw attention to important issues as well as to directly communicate with key audiences.
- ▶ Write submissions (recommendations) responding to proposed legislation.
- ▶ Distribute materials such as pamphlets, booklets or manuals providing relevant information.
- ▶ Attend public hearings so as to monitor the development of legislation and prevent the passage of policies that could have a negative impact on society.
- ▶ Organise a demonstration or a sit-in by mobilizing the public for pressurizing government and policymakers.
- ▶ Participate in, and issue shadow reports at, key regional and international meetings like HLPF, ICPD, CSW etc.
- ▶ Use national, regional and global accountability mechanisms such as national human right institutions.



You may also prepare and use these advocacy tools to build your current advocacy capacity and influence your target population<sup>2</sup>:

S.N	Advocacy Tool	Description
1	<b>Policy brief</b>	Focuses on current political and policy scenario
2	<b>Position Paper</b>	Position status of organization/institution on issue
3	<b>Shadow Report</b>	Alternative report submitted by Civil Society Organization as a counter to what government presents
4	<b>Issue brief</b>	Focuses on existing issues and ways forward
5	<b>Case Studies</b>	In depth analysis of an issue/s
6	<b>Tweetathon</b>	Social media campaign where related issue and concise message is shared through twitter usually with hash tags for certain period of time.
7	<b>Blogathon</b>	Social media campaign where issues related blogs are shared for a certain time period
8	<b>Petition</b>	Online signature campaign on specific issues
9	<b>Signature Campaign</b>	Collection of signature for solidarity on specific issue and agenda
10	<b>Factsheet</b>	Facts related to issue (usually in numbers/ data)
11	<b>Memorandum</b>	Letter submitted with specific demand on certain issue especially to higher relevant authorities
12	<b>Rally</b>	Mass solidarity and issue sensitization
13	<b>Round Table</b>	Brainstorming and advocating space usually in round shape on specific advocacy agenda with higher authorities
14	<b>Story narrative</b>	Collection of success stories or experience of people to discuss situation of topic or issue
15	<b>Consultation</b>	It is part of evidence generation and issue sensitization among target audience and stakeholders

## 6 Step 6 Monitoring and Evaluation

Monitoring and evaluation are key activities for keeping an advocacy initiative on track and for assessing the changes it has achieved based on its stated goals. It is imperative that all the effort you have put towards developing your strategy and implementing activities do not go to waste; and M&E allows you to identify what is working or not working and to modify plans accordingly for maximum impact.

### Monitoring

Simply put, monitoring allows you to track your activities during every step of the advocacy campaign to ensure that the activity designed to meet a certain objective is on track and will ultimately contribute to meeting your goal. Activities can then be adjusted, revised or re-directed as necessary. Monitoring project activities includes tracking the following indicators<sup>4</sup>:

**Inputs:** The resources used for the implementation of an activity. Monitoring inputs helps ascertain whether resources are being developed and used as planned for advocacy activities. (i.e. materials or tools prepared, funds used, etc.)

**Outputs:** The product of an activity. Monitoring outputs helps ensure that advocacy activities, materials, and messages are in fact reaching the intended audiences. For example, if a rally is organised, outputs might be the number and type of persons attending and the number of leaflets or materials distributed. Similarly, if an advocacy training is organised, the outputs would be the number of persons trained, the number of advocacy plans developed, etc.

### Evaluation

Evaluation, on the other hand, focuses on learning about the successes and challenges of your effort. It allows you to improve your strategies in the future, as well as adjust strategies for long-term or ongoing projects and activities. Evaluations of activities provide judgments about the effectiveness of a project and the opportunity to collect best practices and lessons learned from the project which could be useful when planning other activities in your current advocacy project or ones that happen in the future<sup>10</sup>.

In an advocacy initiative, outcomes are measured at two levels at the level of each advocacy activity, and at the level of the overall advocacy initiative or campaign. At the level of advocacy activities, outcomes are indicative of whether advocacy activities, materials, and messages are having the desired effect on the audience that is being reached. For example, if a sensitization meeting is held with key opinion leaders, any expressions of support or commitments made would be considered an outcome. Similarly, if an advocacy training is held, an outcome might be increased knowledge or skills among participants (as measured through pre- and post-test scores). At the broader level, outcomes measure whether or not

the advocacy campaign has resulted in the achievement of overall advocacy objectives. For example, for an advocacy initiative that is aimed at increasing young people's access to SRH services, an outcome might be the allocation of funds for training service providers in young people's SRH counseling and service provision<sup>4</sup>.

Evaluations sometimes also measure impacts, which for advocacy initiatives are the broader effects of the initiative related to the overall goal of the advocacy initiative. For example, an advocacy initiative aimed at increasing young people's access to SRH information through sexuality education in schools may have a goal of reducing sexual risk-taking among youth. If the advocacy effort is successful in getting sexuality education integrated into school curricula, the ultimate impact may be reduced-adolescent pregnancy and lower rates of STIs among in-school youth<sup>4</sup>.

## Developing a theory of change

A theory of change can be an effective tool for monitoring advocacy campaign and events. It can be developed at many levels: for a coalition, for a whole organization, for a team, or for an individual campaign or advocacy initiative. The process of developing a theory of change should be participatory – it should involve reflection and discussion in a group setting.

Below you'll find some exercises that can be used to facilitate and shape these discussions.

A theory of change should consist of more than a diagram! The collective thought process is critical and the final summary diagram should be accompanied by a narrative explanation of how, and why, you think change will happen.

### **A simplified theory of change process involves asking four key questions:**

1. What is the overall change?- to zoom out bigger picture impact.
2. What are the pre-conditions?- changes that need to be happen before the overall change can come.
3. What is your contribution?- organization's contribution to the change will be dependent on their own knowledge, skills and experience.
4. What does progress look like?- Identifying what changes you would expect to see over the short and medium term is very important, because it is hard to talk about progress and your contribution if you are only looking at long-term change.

To get more information about how to develop Theory of change refer to this website: [Theory of change for advocacy and campaigns | Bond](#)

## Activity: Completing the worksheet

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**Objective:** Learning Advocacy Process

**Time:** Two hour

**You will need:** one facilitator, flip charts (about six), pencils, pens, markers, tape, stopwatch

**Preparation:** Hang the flip charts around the walls of the rooms and To summarize all the steps of advocacy and to revisit your decisions and complete the worksheet:

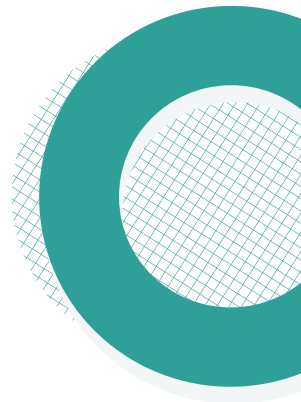
### Instructions:

1. Split participants into couple of groups or sub groups.
  2. Assign each group the printed version of worksheet.
  3. Tell the group that they will have 1 hour to discuss and fill all the relevant information in the worksheet.
  4. Open plenary, ask each group to present all the relevant information.
  5. Keep your activities simple, sit with your team regularly to talk about what went well and what needs to improve, and make sure you document everything in writing, photos, or videos.
-

Steps	Questions to be answered	Details	Fill in your answers
1	What needs to change	<p>Be very clear about exactly what it is that you are trying to change. When defining an issue or problem, be clear and precise about it. Answer the questions:</p> <p>Why is it a problem? For whom is it a problem? What are the root causes of the problem? Why do you find this important?</p> <p>(And do you need to conduct some broader research before you can answer these questions?)</p>	
2	What are your goals and objectives?	<p><b>Goal:</b> What do you hope to achieve in the long term?</p> <p><b>Objectives:</b> What specific change or outcome do you want to achieve in short term?</p>	
3	<p>Who can make the change happen?</p> <p>Who are you targeting?</p> <p>Who are your primary targets?</p> <p>Who are your secondary targets?</p>	<p><b>Primary targets</b> are decision makers with the power to directly influence the change you are seeking, and your advocacy expected result, like the village chief, community leaders, the mayor, University Head, Members of Parliament, other policymakers, etc...</p> <p><b>Secondary targets</b> are individuals or groups that can influence the primary decision makers, like community groups, the advisor to the MP, schools, women's groups, media representatives...</p>	

Steps	Questions to be answered	Details	Fill in your answers
4	How should you influence each target? What approaches are you going to use?	<p>Analyse each target and develop an approach for each.</p> <p>Is the target an ally that you can partner with, or someone who could be persuaded to join your cause or an opponent whom you need to challenge? So are you going to approach the target to work with you, or do you need to develop an argument to persuade them or do you need to develop counterarguments?</p> <p>Will your approach be friendly, persuasive or aggressive?</p>	
	What actions are you going to take?	<p>Examples of tools that advocacy campaigns can use include factsheets, detailed reports, the media, demonstrations, meetings, petitions, public events, social media</p> <p>Decide on a budget to help define your scope of activities</p>	
	What are your key messages?	<p>Which message is going to inspire people around you to take action for your cause? When making your message, make sure it talks about the problem, the plan, the support and what you ask of your target audience.</p>	

Steps	Questions to be answered	Details	Fill in your answers
	<p>Who should you partner with?</p>	<p>For successful and sustained advocacy, you will need the support of a number of individuals and organizations. To create support for your issue, it is important to be able to network, participate in coalitions, and influence as many individuals and organizations as possible to join in. Think about what kind of support you need. Think about others working on similar issues.</p>	
	<p>What are your potential challenges?</p>	<p>Identifying potential obstacles or risks, and potential solutions, will help you be prepared</p> <p>What obstacles might you face? How can you overcome these obstacles and risks?</p>	
<p>5</p>	<p>How will you monitor and evaluate your advocacy to prove it is working?</p> <p>Define your goals, objectives and activities for advocacy based on theory of change</p>	<p>It is important to put in place a system to track whether your advocacy plan is running smoothly, that you are achieving your list of activities and sticking to your timeline.</p> <p>Evaluation is when you stop and look in detail at your work to see if you are indeed achieving the goals and objectives you set yourself.</p> <p>What is the overall change? What are the pre-conditions? What is your contribution? What does progress look like?</p>	



# Advocacy Spaces

## International Advocacy Spaces

### Commission on Population and Development

Commission on Population and Development (CPD) came into being in 1946 as the Population Commission but in 1994, it was renamed Commission on Population and Development by the General Assembly. The commission has been given the role and responsibility for assessing the progress on implementing the International Conference on Population and Development (ICPD) Programme of Action (PoA) at the national, regional, and the international levels. The CPD meets at UN Headquarters in New York annually and has 47 Member States elected by the Economic and Social Council for a period of four years.



The CPD hosts an annual 5-day session in April and is an opportunity for civil society to be involved in population and development policy and follow-up actions through their active advocacy at the UN level and with their national governments. The CPD are also accompanied by side events hosted by various governments, civil society which can be hosted individually or jointly. The side events act as sharing and learning platform for the participants of CPD.

(For more information on CPD go to: <https://www.un.org/en/development/desa/population/commission/index.asp>)



### HIGH-LEVEL POLITICAL FORUM ON SUSTAINABLE DEVELOPMENT

#### High Level Political Forum

High Level Political Forum on Sustainable Development (HLPF) was mandated in 2012 by the outcome document of the United Nations Conference on Sustainable Development (Rio +20). The forum comes together annually under the guidance of the Economic and Social Council for eight days to discuss on a predetermined theme.

The HLPF is the main UN platform on sustainable development and it has central role in the follow-up and review of the 2030 agenda for sustainable development.

As part of its follow-up mechanisms, the 2030 agenda encourages member states to “conduct regular and inclusive reviews of progress at the national and sub-national levels, which are country led and country driven.”

At the HLPF, member states along with civil society and other stakeholders come together to share their experiences and best practices, progress, challenges in the implementation of the SDGs. Every year the governments present Voluntary National Reviews (VNRs), reporting on national progress on implementing the SDGs, including how they have aligned the 2030 agenda with national plans and priorities. Countries presenting reviews submit a comprehensive written report

and documents detailing key findings.

On the first week of HLPF, selected five or six SDGs are reviewed in detail. During this process, civil society can contribute to the discussions orally while being a part of the Major Groups. The last three days are utilized by the member states that have signed up for the VNR to present their national report. Each presenting member state is allocated about 15 minutes for their presentation. After the presentation, other member states and civil society have very limited space to place their queries. Finally, the participating member states agree to the “Ministerial Declaration” which is an inter-governmental negotiated text on the implementation of the SDGs under review.

(For more information on HLPF go to: <https://sustainabledevelopment.un.org/hlpf>)

## Universal Periodic Review

Universal Periodic Review (UPR) is one of the most important and unique processes which involves a review of the human rights records of all the UN member states. It is termed unique because no other similar mechanisms exist currently. Under the guidance of Human Rights Council, the state driven process occurs which provides the opportunity for each state to declare what actions they have taken to improve the human rights situations in their countries and to fulfill their human rights obligations. The aim of this process is to improve the human rights situation in all countries and address human rights violations wherever they occur.



The UPR process provides space for the participation of all relevant stakeholders including non-governmental organizations (NGOs), national human rights institutions (NHRIs) and regional mechanisms. Civil society, NHRIs and regional mechanisms can submit written information for the report containing a summary

of information submitted by other stakeholders, which is considered during the review. Accredited stakeholders can also attend and observe the session of the UPR Working group. They can also attend and make oral statements during the regular sessions of the Human Rights Council when the outcomes of the state reviews are considered. The stakeholders should follow the technical guidelines issued by OHCHR to send written contributions to UPR documentation.

(For more information on UPR go to: <https://www.ohchr.org/en/hrbodies/upr/pages/uprmain.aspx>)

### Convention on the Elimination of all Forms of Discrimination Against Women

Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) is an international treaty which was adopted by the UN General Assembly, is often described as an international bill of rights of women. The CEDAW consists of preamble and thirty articles and it defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination.



By accepting the Convention, states commit themselves to undertake a series of measures to end discrimination against women in all forms. The Committee on the Elimination of Discrimination against Women is the body of independent experts that monitors implementation of the Convention. This committee consists of twenty-three experts on women's rights from around the world.

These procedures are optional and are only available where the concerned state has accepted them. The committee also formulates general recommendations and suggestions which are directed to states.

The Committee also welcomes representatives of national and international NGOs to provide country specific information on state parties whose reports are before it which can be done either orally or in writing. NGO representatives who wish to attend the sessions must be registered. The registration is to be done online and at least two weeks prior to the session. NGOs can also organize side events during the session of CEDAW for members of the Committee.

(For more information on CEDAW go to: <https://www.un.org/womenwatch/daw/cedaw/>)

## International Advocacy Spaces

### Asia Pacific Forum on Sustainable Development

The Asia-Pacific Forum on Sustainable Development (APFSD) is an annual and inclusive intergovernmental forum and a regional platform for supporting countries, in particular those with special needs, in the implementation of the 2030 Agenda for Sustainable Development.

The forum provides a regional perspective on the implementation of the 2030 Agenda by identifying the regional trends and consolidating and sharing best practices and lessons learned. The APFSD also supports follow-up review of progress on the 2030 Agenda at the regional level.

The APFSD is preceded by various events that includes the People's Forum. The Asia-Pacific People's Forum on Sustainable Development (APPFSD) is organized by civil society (Asia-Pacific Regional CSO Engagement Mechanism (AP-RCEM), the Asia-Pacific Research Network and the Thailand HLPF Alliance, in collaboration with the Economic and Social Commission for Asia and the Pacific (ESCAP) as a preparatory meeting for the APFSD. The APPFSD is a forum for civil society organizations to work together and consolidate their positions and recommendations for a regional sustainable development agenda. Asia-Pacific CSOs from different sectors and countries will explore common ground and actions, develop common messages and coordinate strategies for more effective participation in the national, regional, and global intergovernmental processes on sustainable development.

It is mandatory for CSO representatives to attend the preparatory forum if they wish to attend the APFSD while it also doesn't guarantee your participation in the main event since less seats are available.



*The APPFSD is a forum for civil society organizations to work together and consolidate their positions and recommendations for a regional sustainable development agenda.*

## Asia Pacific Population Conference

Asia Pacific Population Conference (APPC) has been convened by the UN Economic and Social Commission on Asia and Pacific (ESCAP) every ten years for the past five decades. And following the conference every five years Mid-Term Review (MTR) is conducted. The conference plays a critical role in setting the agenda for population and development policies in the region. The Conference provides a space for forging and strengthening partnerships and development policies in the region. The conference is accompanied by several ministers and senior officials from various countries, delegates and civil society representatives. Prior to the conference CSO forum and youth forum are organized to bring together the CSOs and young leaders from Asia Pacific to shed light on the achievements made, existing needs and challenges.



## Advocacy at National Level

### SDG Alliance and Networks

Various SDG networks and alliances are there in Nepal that put forth the Agenda 2030 and put an effort to achieving those. Nepal SDG Forum, SDGs National Network, SDG Youth Alliance Nepal, etc. are some of the groups/ platform for CSOs, I/NGOs, private sector, media, UN agencies, development partners, major groups and stakeholders who aspire to contribute in achieving Sustainable Development Goals. These networks/alliances work closely with the National Planning Commission and other state and non-state actors.

### Major Groups

There are nine Major Groups for global SDGs while in Nepal under Nepal SDG forum there are ten major groups who concern themselves with implementation of SDGs in Nepal. The Major groups under Nepal SDG forum includes Major Group for:

Senior Citizen	Madhesi
LGBTIQ	Muslim
Children	Indigenous
Youth	Women
Media	Farmers

Each of these Major group have a focal organization to lead these groups that also act as a convener organization for each goals. These conveners lead the national level review and collaborate with National Planning Council and other concerned governmental authorities for SDG implementation and holding them accountable as well. As a part of the review process they lead various consultations at provincial and national level while also ensuring that no one's issue is left behind. These reports are also handed over to the government and are used as an advocacy tool in the regional and global spaces like HLPF.

## SDG Alliance and Networks

Similar to the consultations organized by various conveners of SDGs, advocacy spaces specific consultations are organized by various leading network organizations such as Blue Diamond Society (LGBTIQ), Beyond Beijing Society (Women network), etc. A diverse group of individuals and stakeholders are brought together to provide their inputs and discuss on the progress made by Nepal government. Nepal government has made various commitments at global platforms and has endorsed various international agendas that asks Nepal government to put effort in solving the human rights concerns and issue of the Nepali population. Such inclusive consultations and their outcome document are used to advocate with the government to develop strategies, plan and policies to address the challenges and issues. These also help to shed light on the progress and status of Nepal in fulfilling their commitments made to the global platforms. Separate consultations are conducted for separate spaces such as CPD, CSW, CEDAW, HLPF, UPR, etc.

(Check out CHOICE for Youth & Sexuality and Rutgers, 2017. Effective SRHR Advocacy Using the 2030 Agenda: A Youth-friendly Guide <https://www.rutgers.international/product/en/effective-srhr-advocacy-using-2030-agenda> for more information on SDG related advocacy)

## Tips for Preparation for Advocacy Spaces

### Delivering an oral statement

If you are preparing for an oral statement these are the things you need to pay attention to,

- ▶ While writing the statement, make sure it is inclusive and addresses your major agendas and those of your network/groups.
- ▶ Use strong action verbs and language in the call to action/recommendation section of the statement.
- ▶ Use data and facts to make your statement more relatable and valid.
- ▶ The time slot allocated for someone to deliver the statement is very less so practice reading the statement and ensure it can be completed in time.
- ▶ Go and make yourself heard!



## Elevator Pitch

Elevator Pitch/Speech is a brief opportunity (two minute or less to answer the questions, "What do you do and why should I care?") It is a clear, brief and compelling speech defining and advocating for an issue. The main aim of the elevator pitch is to create curiosity in someone to what you have to say. Things you need to consider for this,

- ▶ Introduce yourself. If you have already met the delegate before re-introduce yourself.
- ▶ Use appropriate honorific while addressing the delegate.
- ▶ You should know about the person you are contacting.
- ▶ Describe what you do and why it's important.
- ▶ Think about the points that may be brought up against your view.
- ▶ Use of data in a persuasive and honest fashion.
- ▶ If they seem interested probe for a follow up meeting. Suggest it yourself or ask them if you could send them more information.

## Organizing youth consultations

You can also conduct consultation by yourselves. It will be more suitable if you do it with your organization rather than doing it individually. To make it more credible collaborate with like-minded organizations. Things to consider while conducting youth consultations:

- ▶ Ensure inclusive participation of young people. Make sure the participating youth are from diverse background. But, do not make the participation tokenistic.
- ▶ Let the participants be; Listen to them and speak less; Remember you are only facilitating. Help them relax and open up.
- ▶ Explain about the objectives of the event and also let them know how the information they will be providing is going to be used.
- ▶ Provide them with statistics and information when applicable. Support them to explore more on the issues instead of just scratching the surface.
- ▶ Emphasize on the importance of their inputs, how the outcome of the consultation shall act as a medium of change.

(Check out Dance4Life's Making Each Voice Count! A toolkit for young people running consultations. <https://dance4life.com/toolkits/making-each-voice-count/> for more information )

## Media Engagement

Engagement with media helps in disseminating the information to a huge mass of people. What you can do is, you could prepare a brief and informative news article yourselves and send it out to various journalists and media persons and request them to publish it. To establish a good relation with media persons do not forget to invite them to the events that you organize. Keep them updated.

## UN language

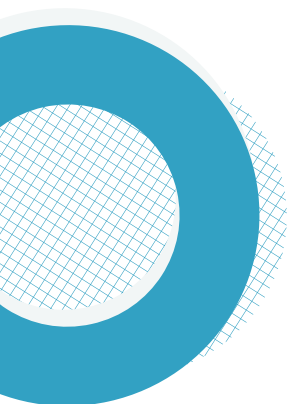
UN language here doesn't mean English, French, Chinese, Spanish, etc. but refers to the choice of words you make to make a text or statement more progressive and inclusive. UN language is language advocacy which means that you are advocating for your preferred language to be include in the UN text or outcome documents of processes like UPR, CSW, HRC, etc. UN language can be split into three types,

- ▶ Weak/regressive language
- ▶ Neutral language (neither regressive nor progressive)
- ▶ Strong/progressive language

Weak language in general and sometimes neutral language are considered not to be inclusive or rights based.

### Examples of Weak, Neutral and Strong terms,

Weak/Regressive	Neutral	Strong
Acknowledging	Requests	Stressing
Recognizing	Welcoming	Reiterates
Encourages	Recommends	Urges
Invites	Addressing	Calls upon
Notes	Appreciating	Noting with concern
Recalling	Bearing in mind	Noting with appreciation
Mindful	Underlining	Pledge to
		Commits to
		Expresses concern
		Strongly condemns
		Reaffirming
		Emphasizing
		Commending



## Examples: General SRHR language

Weak/Regressive	Neutral	Strong
Sexual and Reproductive Health and Reproductive Rights (SRH and RR)	Higher Risk Groups	Sexual and Reproductive Health and Rights (SRHR)
Sex education	Vulnerable Groups	Key Populations
With appropriate direction and guidance from parents and legal guardians, culturally and age appropriate sexuality education.	Most at Risk Population	Participatory, gender-sensitive, evidence and human rights based comprehensive sexuality education
Access to safe and legal abortion in circumstances where abortion is permitted by law.	Sexual and reproductive health education	Access to safe and legal abortion
	Evidence based comprehensive education on human sexuality	



Decide freely and responsibly on matters related to their sexuality, including sexual and reproductive health, free of coercion, discrimination and violence.

VS



Decide freely and responsibly on matters related to their sexuality, including sexual and reproductive health, free of coercion, discrimination and violence.



Calls upon Governments to increase participation of young people and youth-led organizations, in the formulation, implementation and evaluation of, as appropriate local, national, regional and international development strategies and policies that affect young people;

VS



Calls upon Governments, United Nations agencies, and others, as appropriate, to actively support and invest in increased participation of young people and in youth-led and youth-focused organizations, taking into account gender equality and representation of youth of various backgrounds, in the formulation, decisions about, implementation, monitoring and evaluation of, as appropriate, international, regional, national and local development strategies and policies that affect young people;

(Check out CHOICE for Youth & Sexuality and Rutgers, 2017. The Advocate's Guide to UN Language. <https://www.youthdoit.org/assets/Uploads/UN-Language-Tool-2017.pdf> for more information)

## Experiences of Young Activists of Nepal in International Platforms

In March 2019, as part of Right Here Right Now (RHRN) Nepal, I participated in Sixth Asia Pacific Forum on Sustainable Development (APFSD). Now that I reflect, participating in APFSD, really helped me learn about the mechanisms, regional level advocacy processes.

Participating on both the Pre-APFSD 2019 Youth Forum and Asia Pacific People's Forum on Sustainable Development prior the main APFSD really provided a space to connect with larger young people and CSOs from the region, to exchange experiences and learnings with one another.

From drafting a youth statement at Pre-APFSD Youth Forum to making an oral intervention on behalf of the youth and children constituency and of participating and speaking at side events, the APFSD for me was a meaningful one. The highlight for me at APFSD 2019 was sharing the panel with Amina J. Mohammed, Deputy Secretary-General of the United Nations during the launch of the 2019 SDG partnership report. I recall being nervous but equally excited to give the statement on behalf of young people from the region.

**Sajja Singh**  
Former Vice president, YUWA

The 6th periodic review of CEDAW of Nepal in 2018 saw the largest meaningful engagement of youth ever. The youth engagement was applauded by the CEDAW committee members as well as delegates from Nepal who have attended previous CEDAW reviews as well. Hence, this was an example of how young people can effectively participate in international advocacy spaces.

I was selected to represent youth SRHR issues at CEDAW on behalf of RHRN Nepal. As a preparation in-country, RHRN organized several consultations in collaboration with other CSOs, both at provincial level and national level. Besides RHRN, there were several consultations being organized by other CSOs as well at that time, and my strategy was to participate in as many consultations and put forth questions or recommendations related to youth SRHR—such as marriage equality, safe abortion, comprehensive sexuality education, menstruation, family planning, etc. With joint and consistent advocacy, most of these issues made space in the shadow report that

was prepared by the CSO and submitted to the CEDAW Committee. As the format of CEDAW goes, it was important that these issues not only come up in shadow reports and call to actions, but be delivered to CEDAW committee members.

Prior to the review meeting, I also attended a capacity development training organized by IWRAW, a great strategy that supported me to understand the ins and outs of CEDAW process. Besides, RHRN's International Advocacy Working Group also mentored me throughout, from the national process to international to follow up processes that helped us to navigate the advocacy forum with more confidence.

CEDAW is a very important human rights space, and around 100 participants from Nepal were present to assert their views and lobby for their issues at Geneva, which means that competition on who would deliver the oral statement was fierce. One day prior to the NGO briefing, when the CSOs were deciding, young people boldly claimed their spaces for oral statement. For some, this meant lobbying with "adult" activists with whom they have been working or being mentored by. Some progressive adults supported that youth should be given adequate forum. As a result, most of the speakers from Nepal were youth. I co-moderated the informal NGO briefing, and my colleague from BBC represented RHRN issues. We also handed over our SRHR brief to the CEDAW Committee members.

On the day of the review, one of the Committee members referred to our paper and posed question regarding abortion, menstruation and youth friendly services to the delegates from Nepal. That was a huge success as these youth SRHR issues were adequately addressed in the review process.

In conclusion, my experience says that youth can present themselves strongly in international forum and speak for their own issues, if they receive – 1. Mentorship and clarity on the overall process so that they know where and when to intervene 2. Confidently claim space for representing themselves 3. Consistently be engaged at the process from national to international to follow up processes.

**Medha Sharma**  
President, Visible Impact



The HLPF 2020, which went online, I would term as being a bit chaotic and hectic as well. Being a part of Women's Major Group, representing RHRN and ARROW, from YUWA, I participated in the various activities of advocacy through that platform. My experience there was insightful to get to know and participate in various events during HLPF, network with powerful feminists all over the world and manage the activities during the duration.

It was also an enlightening time for me to be a part of the drafting team from YUWA, for the Youth Recommendations published in the HLPF, through ARROW and RHRN platform of Nepal. It enabled me to learn about the various process, simultaneously learning about the various issues and recommendations that if incorporated within the national level would be beneficial for the youth and development.

In addition, I got selected as the alternative speaker from Nepal to represent the CSOs and read the statements during the Voluntary National Review [VNR] event in HLPF. This gave me an opportunity to be a part of the advising committee and put forth suggestion, recommendations with reference to the youths as well. Learning to communicate and network with the Government level and CSO representatives was an integral takeaway for me.

The main VNR event was also very much insightful to be able to know and observe the various achievements, issues and developments happening in other countries as well in their process of achieving the SDG Goals. It gave me a kaleidoscopic view to compare Nepal and other countries and analyze the various gaps as well as progress. Overall, I would say my experience was prudent and crucial learning for me which I would probably be able to incorporate in my oncoming days for further developments.

**Lirisha Tuladhar**  
Focal Person, RHRN

# Digital Advocacy

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## Introduction to Digital Advocacy

The advent of new technology such as internet and other networks has brought great ease in instantaneous interactions, sharing and communicating messages. In this age of information, digital advocacy can be simply understood as the process of advocating by using digital tools. It is the use of technology to galvanize people or institutions towards a cause in order to bring about a stated positive change. Social medias are popular digital tools that makes sharing message through large networks of people relatively easy. The use of social media has now evolved into a central component of almost any advocacy movements and campaigns and is being used by youth advocates and nonprofits to disseminate information, run campaigns, mobilize people, tell stories, recruit supporters, build event attendance, show support for ally organizations, and attain visibility<sup>55</sup>.

### Why use Digital Advocacy?

- ▶ Accessible to anyone with access to the internet/mobile
- ▶ Can potentially reach many people
- ▶ Quick and cheap
- ▶ Quick instantaneous sharing of messages
- ▶ Able to engage people who may not be able to participate on in-person activities

### How to advocate digitally?

It is often wiser to set out a plan as we move towards our goals. Digital advocacy requires proper planning to determine a clear picture of what needs to be done and how do we do it.

The following steps lay off the foundation for effective digital advocacy:

#### 1. Setting up the goals

Establishing a clear goal is necessary to determine the changes you want to see take place because of the advocacy efforts. These goals can be long or short term depending on the advocacy plan.

**Long term goals** can be the kind of person or organizational voice you want the advocacy project/ activity to represent. For example: YUWA as a youth led organization will want to talk about issues of youth which can be its long-term goal for the social media advocacy.

**Short term goals** can be directed to a certain campaign or only a specific objective. For example: Campaign for 16 days of activism against gender-based violence  
Clear goals whether short or long term can determine the success or failure of any plans. SMART approach can be used as a go to planning tool for goal setting.

The following example illustrates SMART goal setting for a safe abortion social media campaign:

**Specific:** For example, I want to talk about Safe Abortion by creating a Facebook and Instagram page to generate public support of young people.

**Measurable:** The posts I create should generate at least .... number of likes and shares.

**Achievable:** For example, I / We aim to increase 50% of our likes within six months.

**Time bound-** The goal should be met by June 2021.

## 2. Identifying the target audience

Audience refers to people or institutions which are to be influenced to achieve the set goal. As a young advocate, it can be necessary to identify what kind of socio-demographics are you aiming for and design the social media advocacy campaign accordingly<sup>2</sup>. The following questions will help you determine the type of audience to be targeted:

**Age** - How old are they?

**Gender** - Are they a specific gender?

**Profession** - Are they in school, university, have a specific job, or does it not matter?

**Location** - Where do they live, are they urban or rural (or both)?

**Passion** - What do they care about?

**Attitude** - How do they feel about the issue/cause?

**Change factor** - How can they bring about the change you are trying to achieve?

**Media habits** - What media do they consume?

**Influencers** - Who do they listen to?

## 3. Determining the digital tactics

Understanding the social media landscape and choosing appropriate channels is important to influence the targeted audience. Although Facebook, Instagram and Twitter are popularly used for advocacy, different mediums can be explored as per the intended objective.

Here listed are some important types of social medias which can be used for digital advocacy:



### **Social Networking**

They are the traditional forms of social media. These social networks, sometimes called “relationship networks,” help people and organizations connect online to share information and ideas. For example: Facebook, Twitter and LinkedIn.



### **Media sharing networks**

These social media networks offer audio-visual mode of interactions where users can interact with others through tags, likes, comments, or direct message. For example: Snapchats, Instagram, Pinterest, YouTube



### **Blogging and publishing networks**

These networks can serve as a space to write about a specific cause or issue or post memes, events, politics and initiate discourses. For example: WordPress, Tumblr, Reddit

## **4. Content Creation**

Creating attractive contents to convey the messages through social media channels is the next step. The web is filled with tidal wave of information and it is necessary to identify one's own resources and limitations to create appropriate contents. The type of contents to be created depends on the type of social media being used so understanding what content works better on which channels needs to be considered as we move ahead.

Some of the popular social media contents which can be used are:

### **Infographics**

An infographic is a collection of imagery, charts, and minimal text that gives an easy-to-understand overview of a topic. Due to this, infographics usually get more engagement and sometimes can bring in quite a lot of share<sup>57</sup>.

These can be quite helpful to:

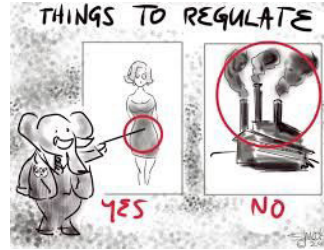
- ▶ Provide a quick overview of a topic
- ▶ Explain a complex process
- ▶ Display research findings or survey data
- ▶ Summarize a long blog post or report
- ▶ Compare and contrast multiple options
- ▶ Raise awareness about an issue or cause



Tag: Infographics



Tag: Infographics



Tag: Meme

### Story Telling

Storytelling is perhaps the oldest, most powerful tool to affect change in our society. Personal stories detailing obstacles, overcoming challenges encountered connect with us at the core reminding us of our humanity and bringing out the best in our ability to empathize. In this way stories are powerful to influence individuals at the highest levels of power and create change where it is needed. Adding photos to the texts and posts can help the story come to true life.



### Memes

These are elements of a culture or system of behavior passed from one individual to another by imitation or other non-genetic means. It can be an image, video, piece of text, etc., typically humorous in nature that is copied and spread rapidly by Internet users, often with slight variations<sup>4</sup>. The trendy materials can be used to incorporate our messages of advocacy to influence young crowd.



### Videos

Videos are one of the most versatile and engaging ways of attracting the attention to a cause. These videos could be case stories in relation to the project or activity, stories in Instagram and Facebook which provide a glimpse of the event you want to conduct, webinars on concerned issues and much more.



### Re-sharing

If you have just started your digital advocacy, the beginner steps can be the re-sharing of contents that is relevant to your advocacy goals.



## 5. Monitoring

It is essential to periodically track whether you are achieving your goals. In case you see that you are not on track to achieve your goals, consider reviewing the messaging and adapting your tactics.



## Using Digital Platforms, what makes them unique?

There are a number of social media platforms to choose from. These four popular social media platforms are used in advocacy and appeal to different demographics<sup>58</sup>.



### Facebook

Good for real engagement and two-way exchange with the audience.

Decreased popularity among young people.

Space for dialogue.



### Twitter

Good to directly inform on events, to interact with influencers or receive the latest news.

Popular among activists/lobbyists/young leaders, less popular among 'average' youth.

Space for sharing message.



### Instagram

Good for visually engaging, high quality content.

Most popular social media channel amongst young people.

Space for displaying activities, events.



### YouTube

Good for creation of video blogs, webinars, share interviews or speeches

Most popular among audience who are young, curious and visually oriented.

Space to teach and express opinions through visual contents.

## Examples of social media campaigns



### Who Decides?

"Who Decides?" is a social media campaign run by Visible Impact with support from Right Here Right Now Nepal. It was launched in 2018 marking the occasion of International Safe Abortion Day with an aim to create demand of quality, stigma free and youth friendly safe abortion services as well as awareness.

The social media campaign was launched in three social media platforms- Instagram, Facebook and Twitter simultaneously. Initially the campaign started with sharing of safe abortion infographics and messages and with a weeklong contest "Answer and Win" to aware people and build on the page likes and engagement. The campaign page now has over ten thousand likes.

Contests have been used as a great way to engage the audience while normalizing conversations around safe abortion such as Quote and Win, Video submission, Speak up and write on abortion, Photo Story. Activities such as Facebook lives to discuss on the different aspects of abortion-legality, stigmas, myths, national and global context has also been used as a very interactive medium to talk more on abortion.

Over the three years of the campaign, it has evolved as a safe space for young people to share their questions and concerns and learn more on safe abortion.

### THE #IMARCHFOR CAMPAIGN. TELL US WHY YOU MARCH!

Ahead of the Nairobi Summit on ICPD+25, United Nations Population Fund (UNFPA) launched a social media campaign to raise awareness and fuel enthusiasm about sexual and reproductive health and rights. The campaign called upon young people, influencers to post a video on Twitter, Facebook or Instagram expressing why they march and what drives them personally, in their work to advance sexual and reproductive health and rights.



*Begin your statement with "I march for' end with "This is why I march." In the text accompanying the video, use the hashtags, #IMarchFor. #NairobiSummit and "#ICPD25" and tag three people, challenging them to join the conversation.*

The #IMarchFor campaign brought together champions of sexual and reproductive rights, gender equality and women's empowerment from all over the world. Tens of thousands of individuals and institutions participated, with the #IMarchFor hashtag generating around 30,000 posts reaching over 15 million followers. They marched for their personal commitment to rights and choices for all. They marched for survivors of female genital mutilation, and for women and girls affected by humanitarian crisis. They marched for access to menstrual hygiene products, mental health, quality education, dignity, freedom from violence and discrimination .

### Some examples of websites and software to you begin your journey on Digital advocacy

**Create some designs with:** Canva ([www.canva.com](http://www.canva.com))

**Photography tips:** [www.exposureguide.com/top-10-digital-photography-tips/](http://www.exposureguide.com/top-10-digital-photography-tips/)

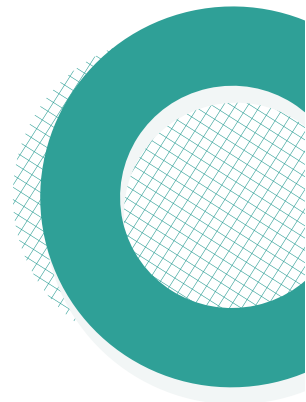
Free stock photos websites for attractive content generation:

**Pixabay:** [www.pixabay.com](http://www.pixabay.com)

**Unsplash:** [www.unsplash.com](http://www.unsplash.com)

**Creating videos:** [blog.hootsuite.com/quick-tips-for-creating-social-videos](http://blog.hootsuite.com/quick-tips-for-creating-social-videos)

**To edit videos:** MovieMaker, Adobe premiere (Windows/Mac), Vimeo video (Andriod) and Imovie (Apple)<sup>61</sup>



## Tips for using Digital media advocacy

### The Do's

- ▶ **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.



### The Don'ts

- ▶ **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 it<sup>60</sup>.



# Intersectionality

## Introduction to Intersectionality

Intersectionality can be understood as a framework for conceptualizing a person, group of people, or social problem as affected by several discriminations and disadvantages. It refers to the ways in which race, class, gender, age, sexuality, disability, and other categories of difference interact and the implications of these interactions for relations of power. Taking an intersectional approach means looking beyond a person's individual identities and focusing on the points of intersection that their multiple identities create.

The term was coined by black feminist and legal scholar Kimberle Crenshaw to describe how individuals with multiple marginalized identities can experience multiple and unique forms of discrimination that cannot be viewed separately. Crenshaw illustrated the concept of intersectionality using discrimination of Black American women. In her view, the discrimination they were facing was not just because they were black people or women but because they were black women<sup>63</sup>.

## Why Intersectionality?

**The discussions around intersectionality is essential:**

- ▶ Without considering intersectionality, youth activism/youth movements will fail to include marginalized young people, including young LGBT persons, young people with disabilities, young sex workers, young migrants, young people living with HIV, young people who use drugs, young pregnant women, young people who have experienced sexual abuse, and others.
- ▶ To understand how interactions between different systems of marginalization & oppression work to marginalize various groups and identify ways to address these different barriers and oppose and dismantle these power systems.
- ▶ To fully recognize that young people, have complex lives with multiple identities and thus may face intersectional discrimination/oppression/marginalization.
- ▶ As young activists to self-reflect and examine our own identities and how they interact with the world in different ways. This will enable us to check our privilege while taking up others' issues and lead to becoming better allies<sup>64</sup>.

## Say you are born as a Cheese Pizza in a world full of MOMOs You can go anywhere and get MOMOs!

MOMOs are the go to fast foods. Pretty much everything in the world is made to serve MOMOs



Hey! Pizza is just as good as Momos, Pizza is just as satisfying as Momos and Pizzas deserve the same rights as Momos.

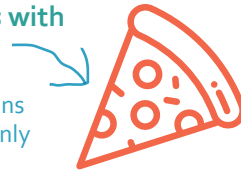
### THAT'S ALL FINE AND GOOD

What about US? Deluxe Pizzas? We have different kinds of toppings in addition to being a pizza.

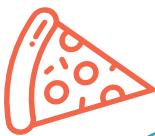
Cheese pizzas are the most popular and celebrated pizzas in societies and if you go anywhere the menu is always going to have cheese pizzas

## So when DELUXE PIZZAS wanted to join forces with CHEESE PIZZAS to demand their pizza rights

Hey! All pizzas are the same and all forms of discriminations are the same and deluxe pizzas you can gain your rights only after we achieve ours



## Deluxe Pizzas are left isolated



Alone

Our feature are seen as extra weight and too much of a problem!



## So, how do we actually solve the problem?

When we talk about pizzas we need to talk about all pizzas not only cheese pizzas but also the pizzas who are sexually attracted to other pizzas, the pizzas who identify as different gender or belong to a difference class. It's necessary to apply the lens of intersectionality to uplift not only cheese pizzas but also deluxe pizzas which comes with different toppings.

## Understanding Identities

We all carry different identities that are overlapping. This creates dynamics of privilege, power and oppression. Privilege is any unearned benefit, opportunity or advantage given to someone because of their identity. Power is the ability/capacity to do something or act in a particular way and the ability/capacity to direct or influence the behavior of others or course of events. Oppression exists when one social group, whether knowingly or unconsciously, exploits another social group for its own benefit<sup>65</sup>.

These structures operate within and between identities like gender, ethnicity, race, religion, etc making one susceptible to advantage or disadvantage. It's important to acknowledge them and to begin working on preventing structures of oppression from being recreated within our own advocacy spaces to ensure inclusive participation.

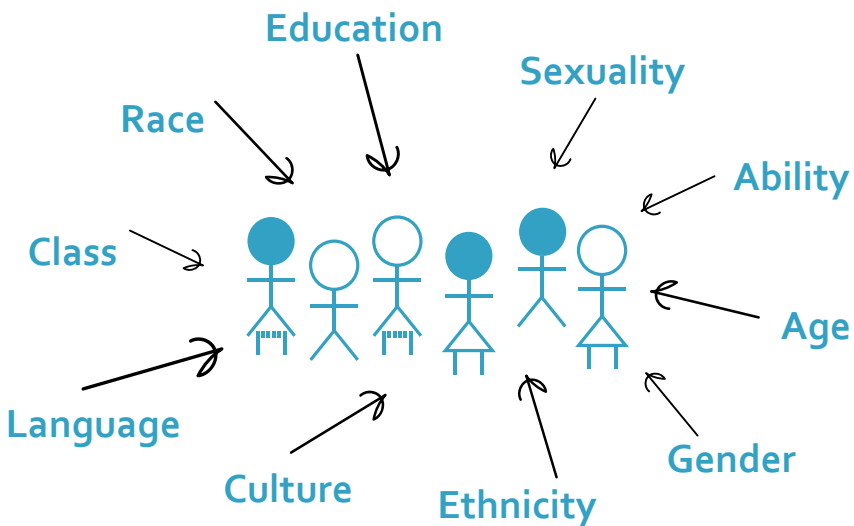


fig. Intersectionality



## Activity: Common Dream Mural



### Objectives:

Be able to creatively express a vision for a world without marginalization and oppressions.

To end the day positively.

**Time:** 40 minutes

**You will need:** one facilitator, 4-5 flipchart sheets taped together, art and colouring materials, stopwatch, large space with sufficient space cleared, tables and chairs at the back or on the sides

**Preparation:** Hang the flip charts around the walls of the rooms and To summarize all the steps of advocacy and to revisit your decisions and complete the worksheet:

### Instructions:

1. Sit in a circle on the floor. Tell the participants to close their eyes and to envision a world with no marginalization or oppressions, including based on gender and sexuality. Everyone's sexual rights are respected, protected, and affirmed. What do they see? What kinds of principles and values would be needed to create such a world?
2. After five minutes, ask them to open their eyes. Tell them that they will be creating a mural together, which would illustrate what they envisioned. Everyone can either contribute a drawing and/or slogans/words, illustrating specific values or principles that they would like exhibited in such a world. There is no need for an overall plan, or to tell others what they wish to draw. Participants have 20 minutes to accomplish this task.
3. Once done, ask participants to sit again in a circle and process the activity for 10 minutes.

### Suggested Guide Questions:

- ▶ What did you envision/draw and why?
- ▶ How did you feel about this exercise?
- ▶ What are some of the core values and basic principles that are needed to create such a world? Why?

In discussing the common values, prompt so that core values such as choice, dignity, diversity, equality, and respect are brought up in the discussion. Give participants and Principles.

4. Wrap up by asking participants to hold on to this vision, and to remember the values and principles needed for creating an equal and just world as these would serve as the core values for analysing and proposing changes in the various arenas of our lives.

Let's try to understand different identities through this example:

Rose, a transwoman who is visually impaired from Jumla has less possibility of completing her studies up to graduation in the first place. Even if she completes her studies, she is less likely to be employed.

Rita, a girl from an upper caste family from Jumla moved to Kathmandu after completing her undergraduate studies and has secured the same job position as that of Ram, a boy who also belongs to an upper caste family and is from Jumla, Although both of them work in a same position in the organization but Rita is likely to be paid less because she is a woman.

Rama, a girl from a Dalit family moved to Kathmandu from Jumla upon completing her graduation. She has less chance of securing a job in the first place because she doesn't know anyone in the city and no relatives in position of power to help her.

The above example illustrates that one identity may place you in a certain position of advantage while another may place you in a position of marginalization. Therefore, multitude of identities such as Age, Gender, Disability, Ethnicity, Sexuality, Religion, Mental health and wellbeing, Educational attainment, Body size, Drug/alcohol addiction, Marital status, Political beliefs, etc. can overlap and compound the experiences of discrimination.

## Intersecting Identities and SRHR

Looking at different facets of Sexual and Reproductive health and Rights through the lens of intersectionality helps to understand the inter-connected ways in which a person's multiple social identities intersect and shape the person and to understand the many different ways in which oppression and discrimination, as well as privileging, affect people in multi-dimensional ways.

### Education

Ensuring the provision of Comprehensive Sexuality Education (CSE) in schools for children and young people is essential to provide young people with accurate, scientific, and evidence based information; develop life skills; and nurture nonjudgmental and positive attitudes and values. In other words, for education to be holistic and to adequately prepare children and young people for their lives, it is important that Comprehensive Sexuality Education (CSE) be included in the education system. Applying intersectional approach to the education system would mean to make CSE available in all languages in all regions and in accessible formats such as braille, sign language for people with disabilities. It would mean creating a safe, healthy environment with provision and implementation of laws and rules against violence, abuse and management of basic facilities such as gender and disability friendly spaces and toilets.

### Employment

Women in reproductive age often experience discriminations with employers denying women jobs for fear of them getting pregnant once employed, claiming g maternity leave, breastfeeding breaks, space, and others. LGBTIQ+ people often

experience discrimination in their employment journeys -being fired or denied employment, denied promotions, being subjected to verbal and/or physical abuse, and being paid unequally. The issues of sexuality within employment should recognize that attention is essential to all forms of employment, addressing issues of both public and the private sector; employment opportunities must be open, accessible, and non-discriminatory towards all people irrespective of their age, caste, class, ethnicity, religion, disability, gender identity, sexual orientation, and/or marital status among others: removal of any forms of discrimination during processes of recruitment and termination and conditions during employment must also be made fair for all through the introduction of policies on leaves and compensatory allowances, including maternity and paternity leaves irrespective of their marital status and/or sexual identity.

### Health

Intersectional factors, including age, gender, and sexual orientation, complicate and underlie many sexual and reproductive health problems of adolescents and young people, as how access to health services is also influenced by the same factors. For example, discrimination on the basis of gender or sexuality (either real or

anticipated) from health practitioners has now emerged as a key factor in both precipitating health issues and lower rate of health-seeking in members of the LGBTIQ+ community. Adolescents and young people are often discriminated on the grounds of their age, marital status while accessing SRHR services resulting in high unmet needs of contraceptives and limited service seeking behavior. An inclusive approach to health would recognize that particular groups—including young women, young people living in poverty, young people with disabilities, young people living with HIV, LGBTIQ youth, ethnic minority youth, have particular needs and particular strategies are needed to overcome their particular barriers to health.

## Laws

The laws that govern a country have an important intersection with different identities restricting them of exercising the same rights that like of a normal citizen. Different countries continue to criminalize adult consensual same-sex sexual activity, thus impinging on the rights of many individuals and negatively affecting people who are gay, lesbian, bisexual, and transgender people. Some laws are discriminatory to a person based on their gender or sexuality such as the provisions to allow legal recognition of marriage, inheritance rights to property. An intersectional approach to laws and sexuality would be removal of all forms of discriminations based on of gender, marital status, and sexual orientation or gender identity and provision of equal rights including its implementation<sup>66</sup>.

## Advocating Intersectionality to ensure meaningful and inclusive youth participation

As young advocates it is necessary to understand the intricacies of intersectionality and its adaptation in our everyday advocacy. Young people in all their diversities have the fundamental right to meaningfully participate in decision-making processes in all stages of decision-making: during development, implementation and evaluation of a program/policy.

Effective policies and programs require the inclusive voices of all so before diving into your journey into advocacy ask these questions to go

beyond a facet and look at things intersectionally:

### **What do we understand? and What do we need to know?**

Working intersectionally means taking into account the opinions of people and learning more about gender, ethnicity, disability, socioeconomic status etc. from the people who are facing the oppression associated with these identities. As young advocates, we can have conversations with individuals and organizations that work on these issues to learn more about their work, lives and opinions and ask them to

evaluate your work and be open to the suggestions of how we can improve to include all identities.

**What do we represent? Who leads us?**

The advocacy activities should reflect the actual representation of the target group. If menstrual health and hygiene are part of your advocacy work it should include voices of adolescent girls and move beyond a specific gender to speak up for non-binary identifying individuals. The leadership in many movements is often upheld by people who are higher within the power structure. Those who are often left out of leadership positions (women, ethnic and, people with disabilities, gender variant people etc.) should be encouraged and supported to take up leadership positions.

**Who is visible?**

In the work that we do we can reflect upon whose voices are heard and valued and whose are silenced and left behind account within the organization and activism.

**Give a thought to the following:**

- Who has the most power in the organization and your activism?
- Who appears on visibility materials?
- Is it just certain types of identities, bodies and appearance or there is a wide range of representations?

**Who is left behind?**

- Who has been left out in your work until now?
- What identities have not been taken into account in the projects, events and campaigns?
- How can we include them?

The events and campaigns and consultations organized sends a message about who you welcome in your work, whose voices matter and what topics are important to you.

Are the events accessible to all types of identities, bodies, backgrounds?

There is a need to ensure offices, venues, and resources are accessible: this may mean providing easy-to-read versions of publications, physical adjustments to spaces, flexible hours, quiet spaces, or the usage of braille, sign language.

**How do we express solidarity?**

Every advocacy space may or may not accommodate all spectrums of identities. As a young advocate it is therefore necessary to transmit the opinions and voices of the people who could not make it to the tables and express solidarity as an ally and act as an amplifier for those voices<sup>67</sup>.

For Meaningful Youth Participation it is essential to nurture the young people of different identities through<sup>68</sup>:

<b>Capacity strengthening</b>	For young people to play an informed and effective role, they should be provided with the opportunity to develop and empower themselves through training, coaching, courses, etc.
<b>Youth-Friendliness</b>	Using youth-friendly language is very important.
<b>Safe Space</b>	A space where mistakes are being accepted and (young) people are judged on their efforts rather than on their results.
<b>Flexibility</b>	This can be very practical, such as flexibility in planning meetings outside office hours because young people are often in school or at work during day-time.
<b>Policies</b>	To integrate MIYP successfully into a program, activity or organization, the right policies, allowing young people to participate, should be in place.

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