



You can advocate on behalf of someone, but if they can't speak on the issue themselves and how it affects them, then at the end of the day, [your] advocacy will be lacking.

Aisha Cooper Bruce,
LGL Fellow and
Program Director for Social
Empowerment HOPE



ADVOCACY FOR AND WITH GIRLS

5

INTRODUCTION

At [Let Girls Lead](#), we firmly believe that when we design policies and programs that support the lives and needs of girls, we ensure that there is a more equal distribution of resources, opportunities, and responsibilities and thereby make our streets and communities safer and better for all people.

A gender perspective and a human rights framework are key to successful advocacy efforts for and with girls because both of these lenses provide tools for analyzing the root causes of the problems and inequities that girls face. By framing our advocacy in an international human rights framework, we avoid national politics and provide a normative framework for exposing injustices and barriers to inclusion.

HUMAN RIGHTS AND ADVOCACY FOR GIRLS

 Session time:
2.5 hours (150 min)

TIME
Activity 1
Activity 2
Activity 3
Activity 4

 **FACILITATOR**
Guide

OBJECTIVES

- To explain the history of human rights and how they link to adolescent and young women's socio-economic inequality
- To share information and experiences about the socio-legal context of adolescent girls and their needs
- To identify and explain which international agreements and strategies protect adolescent and young women's human rights



MATERIAL

- Markers
- Pre-workshop homework
- Paper or cards with the description of the life of an adolescent or adult for the "Crossing the Line" activity
- Nice gifts for 1/3 of the participants, and smaller gifts for the rest
- A classroom prepared with a wide empty space for participants to be able to move freely and with a line marked across the middle of the room (using either masking tape or a rope)
- Flip chart with the following questions written on it:
 - How do you feel about having done this exercise?
 - What did the several positions in the classroom tell us about access and equality in education, employment, and health?
 - How can we relate this exercise to girls' human rights?
- Pre-workshop training flip charts listing the obstacles each group identified (place them on the classroom walls with their content hidden)

ACTIVITY ONE

 5 min

Brainstorm on Human Rights

Ask participants to individually write down at least three human rights and how adolescent girls in their countries specifically can or cannot access these rights. Each participant will keep this list in his or her notebook.

ACTIVITY TWO

 45 min

Crossing the Line

- 1 Have participants form a horizontal line in the center of the classroom or the space for the activity.
- 2 Explain that the classroom is a "safe space" where we can all be honest and respectful, and where all stories and experiences are confidential — stories told here, stay here—.
- 3 Explain that participants must follow the instructions in silence, paying special attention to the feelings and thoughts that arise and shift during the exercise.
- 4 Hand out the character cards, one per person. It is OK if some characters repeat. Each person must read his or her character several times and pay attention to the situations and qualities of this character's life.
- 5 Explain that you will read a series of sentences that instruct participants to take a step forward or backward. After you read each sentence, each participant must take a normal step (neither too long nor too short) in the appropriate direction according to the description of his or her character. Explain that participants must remain silent during this exercise.

5.1

HUMAN RIGHTS AND ADVOCACY FOR GIRLS

- 6 Read each one of the sentences on the “Reasons to take a step forward or backward” sheet. Read each sentence slowly and repeat if necessary. Wait for participants to take their steps before reading the next sentence.
- 7 After reading the last sentence, instruct participants to take 30 seconds to notice where they are standing in comparison to the other people in the classroom, and realize how they feel about being standing there. They must make note of how many people are ahead of them and how many are behind them. Then they must take another 30 seconds to individually analyze what their own position tells them about access to health services, education, and employment.
- 8 Point out the gifts located at the front of the classroom. Show what each gift is and its location at the end of the classroom or space. Ask participants to pay attention and notice which gift they like the most. When you give a signal, everybody can go and get the gift they most like. Explain that whoever gets to his/her preferred gift first, keeps it —taking a gift from another person is not allowed!—
- 9 Give the floor to any participants who got the gift they wanted. Let those participants present the character they received. Make a brief reflection of who got what and why.
- 10 Individual work: Have everybody return to their seats with their gifts and write in their notebooks around these questions:
 - How do you feel about having done this exercise?
 - What did the several positions in the classroom tell us about access and equality in education, employment, and health?
 - How can we relate this exercise to human rights?
- 11 Discuss in plenary:
 - Were you surprised by anything?
 - How can we relate this exercise to discrimination?
 - How can we relate this exercise to human rights?
 - Consider which gift you ended up with, and why you got it. How does this part of the exercise relate to privilege?
 - How can we relate this exercise to adolescent girls’ rights?

5.1

HUMAN RIGHTS AND ADVOCACY FOR GIRLS

ACTIVITY THREE

 70 min

Group Work: What Are Human Rights?

This activity uses the flip charts that are on the walls with their content hidden.

Begin the activity by screening the YouTube video “What are human rights? | Youth for human rights” at <http://www.youtube.com/watch?v=oh3BbLk5UIQ>

10 min

1 In plenary, have participants share their reactions and comments about this video.

5 min

1 Brainstorming: In plenary, have participants name the 30 human rights as quickly as possible based on their previous knowledge. Write the key words of each right and number them (for example: 1. life, 2. no slavery, etc.). If participants can not name all of them, help them complete the list.

- Right to equality
- Right to life, liberty, and personal security
- Freedom from discrimination
- Freedom from slavery
- Freedom from torture
- Right to recognition as a person
- Right to equality before the law
- Right to remedy before competent tribunal
- Freedom from arbitrary arrest and exile
- Right to fair public hearing
- Right to be considered innocent until proven guilty
- Freedom from interference with privacy, family, home, and correspondence
- Right to free movement in and out of the country
- Right to asylum in other countries from persecution

- Right to nationality and freedom to change it
- Right to marriage and family
- Right to own property
- Freedom of belief and religion
- Freedom of opinion and information
- Right to peaceful assembly
- Right to participate in government and free elections
- Right to social security
- Right to desirable work and to join trade unions
- Right to rest and leisure
- Right to food and shelter
- Right to education
- Right to culture
- Right to a free and fair world
- Obligation to respect others’ rights
- Freedom from state or personal interference with these human rights

5 min

5.1

HUMAN RIGHTS AND ADVOCACY FOR GIRLS

- 3 Give out the handout “Declaration of Human Rights” and review as necessary. Hand out the participants’ reference sheet.
- 4 Using the flip charts about “Local Contexts for Adolescent Girls” they made in the previous session, have each group identify which human rights they think are bound to the obstacles they identified in the flip chart. More than one right could apply to each obstacle. 10 min
- 5 Present the relevant information about international agreements that extend adolescent girls’ human rights, pointing out which are binding for girls and women and which are not binding.
 - **Binding:** CEDAW and Early Childhood Convention
 - **Not binding:** Cairo, Beijing, Political Declaration on HIV and AIDS 2011, CPD 2012 30 min
- 6 Discuss the following questions in plenary:
 - How are these declarations related to the 30 original human rights?
 - How are these declarations and agreements related to each other?
 - How can we use these agreements and declarations as part of our advocacy strategies to defend the rights of girls and adolescent girls? 10 min

ACTIVITY
FOUR

 45 min

International Binding and Non-Binding Agreements to Improve the Status of Adolescent Girls

- 1 In a plenary, allow 10 minutes to discuss the different international agreements participants are familiar with that address the topics and challenges noted in the agreements. Make sure to mention that the M-D-Gs have been a strategy, but are now being reworked in the post-2015 agenda.
- 2 Give PowerPoint presentation on the international agreements.
- 3 Have groups analyze which challenges/obstacles on their flip charts are addressed by the international agreements presented and how they can use these agreements to address the challenges and obstacles for girls they have identified in their flip charts.
- 4 In plenary, have each group present how they would use the international agreements and the Declaration of Human Rights to address these challenges. 45 min

5.1

HUMAN RIGHTS AND ADVOCACY FOR GIRLS

Characters for Participants to Act

Mrs. Guillen, a peasant, is 61 years old. She had 10 children. She studied only up to first grade, and received even less sexual education. She does not speak Spanish. Often her children go to bed on an empty stomach, sometimes they can not afford even tortillas. At least they have the government health plan and can easily get to the nearest health post, just a 10-minute walk away.

Deborah is a happy 16-year-old girl. She is in a youth group that offers young people sexual education. She has a health care plan and lives a block away from the Health Center. She is very smart, is first in her class, and plans to attend college and study to become an accountant. Her mother works very hard running a stall at the market.

Miguel is 25 years old and is about to finish his college studies. Although he is from a peasant village, his parents always encouraged him to study. His parents had the means to send him to college, because they owned the only store in town. He received sexual education in college, and has no children yet.

Viviana is a sustainable development project consultant. She was born and raised in the capital city, from a wealthy family. She attended the best private schools in the capital city. She finished college and traveled the world for a few months. She is 34 years old but has no children, because she likes being independent. She received good sexual education.

Nadia, 19 years old, got pregnant when she was studying 3rd basic, and dropped out of school. Every day she takes her animals grazing and harvests what the soil gives her. When Nadia was giving birth, the town's only nurse technician was out of town. She has no medical insurance. She gave birth squatting in her home patio, with her grandmother. Her father has been unemployed all her life, because nobody hires an alcoholic.

Roxana, at 18, has a two-year-old son. She lives with her husband, who is 21. She spends her days helping her mother at home and in the fields. Since her father died from alcoholism two years ago, she has to help raise her seven younger siblings. Sometimes they have nothing to eat. She never could finish secondary school. She never received sexual education and gave in to her lover's pressure.

Rodrigo is 20 years old and has not finished basic yet. There was trouble when he was born, and the midwife could not save him from lack of oxygen to his brain. He has learning, language, and motor system disabilities. His family is very poor and has no health plan, so they were never able to send him to therapy as a child. Other young men mock him and call him a homosexual.

Marjorie, 15, has a one-year-old baby. When she got pregnant, she dropped out of school for fear of being mocked. She has never seen a condom and does not know what that is. Her father is a taxi driver and her mother a homemaker. She lives in a squatter settlement in the outskirts, which makes access to medical care very difficult. They are poor.

5.1

HUMAN RIGHTS AND ADVOCACY FOR GIRLS

Ivan was a hard-working student since he was very small, and his parents, both professionals, supported him to succeed in life. Today at 40 years old he is an economist, owns a gas station, and has a truck. When he has a problem he calls his primary doctor, whom he visits every year for his health check.

Angel Miguel is an 18-year-old adolescent who is about to finish high school. He is about to enter college to study art. He likes to play soccer and go out with his friends. He does not really have issues to worry about, and both his parents work and pay for his studies.

Yuli was born in a peasant town but had a good life. Her parents have a family business; she grew up healthy and happy. She was always a hard-working student, and finished school with very good grades. She did not attend college because there was not enough money for both her and her brother Miguel to study. She is 24 years old but still hasn't had children, thanks to a teacher who taught them about the use of contraceptives.

Gladys is 18 and has just migrated to the capital city. She wants to go to college, but neither she nor her parents have the money to pay for her studies. She is a domestic worker at a senior couple's home. She is saving money to study, and sends some of it to her family, who are peasants. This money is her family's only income source. She does not want her younger siblings to go hungry, like she did as a child.

Henry, whose father is unemployed, is only 7 years old and is about to go blind in one eye. One day his eye was red and it hurt. There is no doctor in his town. When his parents finally saved enough money and traveled many hours to take him to a doctor, it was too late. His eye hurts and it's very hard for him to study and go to school. Most likely he will not finish secondary school, and will join the cycle of poverty.

Carlo is 38 and is an engineer. His father is also an engineer, and Carlo learned to build things at an early age. He attended the best schools and colleges in the capital city. He also obtained a master's degree in Europe. He has the best health care plan in the country and lives across the street from a private clinic.

NOTES





Reasons to Take a Step Forward or Backward

- 1 If you had the opportunity to go to college, take a step forward.
- 2 If you ever had to repeat, interrupt, or abandon your studies, take a step back.
- 3 If you or your parents are employed, take a step forward.
- 4 If you are younger than 21 or older than 60, take a step back.
- 5 If you know about and have access to contraceptive methods, take a step forward.
- 6 If you were a teenage mother, take a step back.
- 7 If you have easy access to health services, take a step forward.
- 8 If you have had a chronic disease, take a step back.
- 9 If you are homosexual or if some people think you are, take a step back.
- 10 If you or your family have medical insurance, take a step forward.
- 11 If you or your relatives have not had enough to eat at some point, take a step back.
- 12 If you have traveled outside your country, take a step forward.
- 13 If you are female, take a step back.
- 14 If you are male, take a step forward.
- 15 If your family is poor, take a step back.
- 16 If you are from a peasant family, take a step back.



Eleanor Roosevelt

5.1

HUMAN RIGHTS AND ADVOCACY FOR GIRLS

 Session time:
2.5 hours (150 min)

TIME

- Activity 1
- Activity 2
- Activity 3
- Activity 4

 **PARTICIPANT**
Guide

HUMAN RIGHTS AND ADVOCACY FOR GIRLS



OBJECTIVES

- To Explain the history of human rights and how they link to adolescent and young women's socio-economic inequality
- To share information and experiences that will help participants understand the socio-legal context of adolescent girls and their needs
- To identify and describe the international agreements and strategies that protect young women's human rights



MATERIAL

- Markers
- Pre-workshop homework
- Paper or cards with the description of the life of an adolescent or adult
- Nice gifts for 1/3 of the participants and smaller gifts for the rest
- Pre-workshop training flip charts with the barriers each group identified (placed on the classroom walls with their content hidden)

ACTIVITY ONE

 5 min

Brainstorm on Human Rights

ACTIVITY TWO

 45 min

Crossing the Line

Participants will put themselves in someone else's shoes and experience what pushes you forward or hinders you in life.

ACTIVITY THREE

 60 min

Group Work: What Are Human Rights?

Participants will understand the definition of human rights and will be exposed to the different international agreements to protect adolescent girls' human rights.

ACTIVITY FOUR

 40 min

International Agreements

In groups of three, participants will discuss international strategies.



A5.1 HUMAN RIGHTS AND ADVOCACY FOR GIRLS

HANDOUT UNIVERSAL DECLARATION OF HUMAN RIGHTS¹



Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

1. The Universal Declaration of Human Rights. Retrieved from <http://www.un.org/en/documents/udhr/>



A5.1 HUMAN RIGHTS AND ADVOCACY FOR GIRLS

HANDOUT UNIVERSAL DECLARATION OF HUMAN RIGHTS¹

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

- (1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.



A5.1 HUMAN RIGHTS AND ADVOCACY FOR GIRLS

HANDOUT UNIVERSAL DECLARATION OF HUMAN RIGHTS¹

- (2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

- (1) Everyone has the right to freedom of movement and residence within the borders of each state.
- (2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

- (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.
- (2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

- (1) Everyone has the right to a nationality.
- (2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

- (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
- (2) Marriage shall be entered into only with the free and full consent of the intending spouses.
- (3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

- (1) Everyone has the right to own property alone as well as in association with others.
- (2) No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.



A5.1 HUMAN RIGHTS AND ADVOCACY FOR GIRLS

HANDOUT UNIVERSAL DECLARATION OF HUMAN RIGHTS¹

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

- (1) Everyone has the right to freedom of peaceful assembly and association.
- (2) No one may be compelled to belong to an association.

Article 21

- (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- (2) Everyone has the right of equal access to public service in his country.
- (3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

- (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
- (2) Everyone, without any discrimination, has the right to equal pay for equal work.
- (3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
- (4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

- Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

- (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.



A5.1 HUMAN RIGHTS AND ADVOCACY FOR GIRLS

HANDOUT UNIVERSAL DECLARATION OF HUMAN RIGHTS¹

- (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

- (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- (3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

- (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
- (2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

- (1) Everyone has duties to the community in which alone the free and full development of his personality is possible.
- (2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
- (3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

The aim of the Convention is to set standards for the defense of children against the neglect and abuse they face to varying degrees in all countries every day.



A5.1 HUMAN RIGHTS AND ADVOCACY FOR GIRLS

HANDOUT 2 CONVENTION ON THE RIGHTS OF THE CHILD: SUMMARY RIGHTS



This Declaration is careful to allow for the different cultural, political and material realities among states. The most important consideration is the best interest of the child. The rights set out in the Convention can be broadly grouped in three sections:

- **Provision:** The right to possess, receive or have access to certain things or services (e.g. a name and a nationality, health care, education, rest and play and care for disabled and orphans).
- **Protection:** The right to be shielded from harmful acts and practices (e.g. separation from parents, engagement in warfare, commercial or sexual exploitation and physical and mental abuse).
- **Participation:** The child's right to be heard on decisions affecting his or her life. As abilities progress, the child should have increasing opportunities to take part in the activities of society, as a preparation for adult life (e.g. freedom of speech and opinion, culture, religion and language).

Article 1: Definition of the Child

Every human being below 18 years unless majority is attained earlier according to the law applicable to the child.

Article 2: Non Discrimination

All rights must be granted to each child without exception. The State must protect the child without exception. The State must protect the child against all forms of discriminations.

Article 3: Best Interests of the Child

In all actions concerning children, the best interest of the child shall be the major consideration.

Article 4: Implementation of Rights

The obligation on the State to ensure that the rights in the Convention are implemented.



A5.1 HUMAN RIGHTS AND ADVOCACY FOR GIRLS

HANDOUT 2 CONVENTION ON THE RIGHTS OF THE CHILD: SUMMARY RIGHTS

Article 5: Parents, Family, Community Rights and Responsibilities

States are to respect the parents and family in their child rearing function.

Article 6: Life, Survival and Development

The right of the child to life and the State's obligation to ensure the child's survival and development.

Article 7: Name and Nationality

The right from birth to a name, to acquire a nationality and to know and be cared for by his or her parents.

Article 8: Preservation of Identity

The obligation of the State to assist the child in reestablishing identity if this has been illegally withdrawn.

Article 9: Non Separation from Parents

The right of the child to retain contact with his parents in cases of separation. If separation is the result of detention, imprisonment or death the State shall provide the information to the child or parents about the whereabouts of the missing family member.

Article 10: Family Reunification

Requests to leave or enter country for family reunification shall be dealt with in a human manner. A child has the right to maintain regular contacts with both parents when these live in different States.

Article 11: Illicit Transfer and Non-Return of Children

The State shall combat child kidnapping by a partner or third party.

Article 12: Expression of Opinion

The right of the child to express his or her opinion and to have this taken into consideration.

Article 13: Freedom of Expression and Information

The right to seek, receive and impart information in various forms, including art, print, writing.

Article 14: Freedom of Thought, Conscience and Religion

States are to respect the rights and duties of parents to provide direction to the child in the exercise of this right in accordance with the child's evolving capacities.

Article 15: Freedom of Association

The child's right to freedom of association and peaceful assembly.



A5.1 HUMAN RIGHTS AND ADVOCACY FOR GIRLS

HANDOUT 2 CONVENTION ON THE RIGHTS OF THE CHILD: SUMMARY RIGHTS

Article 16: Privacy, Honour, Reputation

No child shall be subjected to interference with privacy, family, home or correspondence.

Article 17: Access to Information and Media

The child shall have access to information from a diversity of sources; due attention shall be paid to minorities and guidelines to protect children from harmful material shall be encouraged.

Article 18: Parental Responsibility

Both parents have common responsibilities for the upbringing of the child and assistance shall be given to them in the performance of the parental responsibilities.

Article 19: Abuse and Neglect (While in Family or Care)

States have the obligation to protect children from all forms of abuse. Social programmes and support services shall be made available.

Article 20: Alternative Care for Children in the Absence of Parents

The entitlement of the child to alternative care with national laws and the obligation on the State to pay due regard to continuity in the child's religious, cultural, linguistic or ethnic background in the provision of alternative care.

Article 21: Adoption

States are to ensure that only authorised bodies carry out adoption. Inter-country adoption may be considered if national solutions have been exhausted.

Article 22: Refugee Children

- (1) Special protection is to be given to refugee children.
- (2) States shall cooperate with international agencies to this end and also to reunite children separated from the families.

Article 23: Disabled Children

The right to benefit from special care and education for a fuller life in society.

Article 24: Health Care

Access to preventive and curative health care services as well as the gradual abolition of traditional practices harmful to the child.

Article 25: Periodic Review

The child who is placed for care, protection or treatment has the right to have the placement reviewed on a regular basis.

Article 26: Social Security

The child's right to social security.



A5.1 HUMAN RIGHTS AND ADVOCACY FOR GIRLS

HANDOUT 2 CONVENTION ON THE RIGHTS OF THE CHILD: SUMMARY RIGHTS

Article 27: Standard of Living

Parental responsibility to provide adequate living conditions for the child's development even when one of the parents is living in a country other than the child's place of residence.

Article 28: Education

The right to free primary education, the availability of vocational education, and the need for measures to reduce the drop-out rates.

Article 29: Aims of Education

Education should foster the development of the child's personality and talents, preparation for a responsible adult life, respect for human rights as well as the cultural and national values of the child's country and that of others.

Article 30: Children of Minorities and Indigenous Children

The right of the child belonging to a minority or indigenous group to enjoy his or her culture, to practise his or her own language.

Article 31: Play and Recreation

The right of the child to play, recreational activities and to participate in cultural and artistic life.

Article 32: Economic Exploitation

The right of the child to protection against harmful forms of work and against exploitation.

Article 33: Narcotic and Psychotic Substances

Protection of the child from their illicit use and the utilisation of the child in their production and distribution.

Article 34: Sexual Exploitation

Protection of the child from sexual exploitation including prostitution and the use of children in pornographic materials.

Article 35: Abduction, Sale and Traffic

State obligation to prevent the abduction, sale of or traffic in children.

Article 36: Other Forms of Exploitation

Article 37: Torture, Capital Punishment, Deprivation of Liberty

Obligation of the State vis-a-vis children in detention.

Article 38: Armed Conflicts

Children under 15 years are not to take a direct part in hostilities. No recruitment of children under 15.



A5.1 HUMAN RIGHTS AND ADVOCACY FOR GIRLS

HANDOUT 2 CONVENTION ON THE RIGHTS OF THE CHILD: SUMMARY RIGHTS

Article 39: Recovery and Reintegration

State obligations for the reeducation and social reintegration of child victims of exploitation, torture or armed conflicts.

Article 40: Juvenile Justice

Treatment of child accused of infringing the penal law shall promote the child's sense of dignity.

Article 41: Rights of the Child in Other Instruments

Article 42: Dissemination of the Convention

The State's duty to make the convention known to adults and children.

Article 43-54: Implementation

These paragraphs provide for a Committee on the Rights of the Child to oversee implementation of the Convention.

The titles of articles are for ease of reference only. They do not form part of the adopted text. (UNICEF - UK)

NOTES





A5.1 HUMAN RIGHTS AND ADVOCACY FOR GIRLS

HANDOUT 3 INTERNATIONAL CONFERENCE ON POPULATION AND DEVELOPMENT (ICPD) 2



At the 1994 International Conference on Population and Development (ICPD) in Cairo, 179 countries agreed that population and development are inextricably linked, and that empowering women and meeting people's needs for education and health, including reproductive health, are necessary for both individual advancement and balanced development. The conference adopted a 20-year Programme of Action, which focused on individuals' needs and rights, rather than on achieving demographic targets.

Advancing gender equality, eliminating violence against women, and ensuring women's ability to control their own fertility were acknowledged as cornerstones of population and development policies. Concrete goals of the ICPD centred on providing universal education; reducing infant, child, and maternal mortality; and ensuring universal access by 2015 to reproductive health care, including family planning, assisted childbirth and prevention of sexually transmitted infections including HIV/AIDS.

Key Actions for the Further Implementation of the Programme of Action of the ICPD

Progress and challenges in the first five years of implementing the Cairo agreement were the focus of a series of meetings leading up to special session of the United Nations General Assembly (ICPD+5) in June 1999. The session identified Key Actions for the Further Implementation of the ICPD Programme of Action, including new benchmark indicators of progress in four key areas:

1 Education and literacy

"Governments and civil society, with the assistance of the international community, should, as quickly as possible, and in any case before 2015, meet the Conference's goal of achieving universal access to primary education; eliminate the gender gap in primary and secondary education by 2005; and strive to ensure that by 2010 the net primary school enrolment ratio for children of both sexes will be at least 90 per cent, compared with an estimated 85 per cent in 2000." [para. 34]

"Governments, in particular of developing countries, with the assistance of the international community, should: ... Reduce the rate of illiteracy of women and men, at least halving it for women and girls by 2005, compared with the rate in 1990." [para. 35 (c)]



A5.1 HUMAN RIGHTS AND ADVOCACY FOR GIRLS

HANDOUT 3 INTERNATIONAL CONFERENCE ON POPULATION AND DEVELOPMENT (ICPD) 2

2 Reproductive health care and unmet need for contraception

“... Governments should strive to ensure that by 2015 all primary healthcare and family planning facilities are able to provide, directly or through referral, the widest achievable range of safe and effective family planning and contraceptive methods; essential obstetric care; prevention and management of reproductive tract infections, including sexually transmitted diseases, and barrier methods (such as male and female condoms and microbicides if available) to prevent infection. By 2005, 60 per cent of such facilities should be able to offer this range of services, and by 2010, 80 per cent of them should be able to offer such services.” [para. 53]

“Where there is a gap between contraceptive use and the proportion of individuals expressing a desire to space or limit their families, countries should attempt to close this gap by at least 50 per cent by 2005, 75 per cent by 2010 and 100 per cent by 2050. In attempting to reach this benchmark, demographic goals, while legitimately the subject of government development strategies, should not be imposed on family planning providers in the form of targets or quotas for the recruitment of clients.” [para. 58]

3 Maternal mortality reduction

“By 2005, where the maternal mortality rate is very high, at least 40 per cent of all births should be assisted by skilled attendants; by 2010 this figure should be at least 50 per cent and by 2015, at least 60 per cent. All countries should continue their efforts so that globally, by 2005, 80 per cent of all births should be assisted by skilled attendants, by 2010, 85 per cent, and by 2015, 90 per cent.” [para. 64]

4 HIV/AIDS

“Governments, with assistance from UNAIDS and donors, should, by 2005, ensure that at least 90 per cent, and by 2010 at least 95 per cent, of young men and women aged 15 to 24 have access to the information, education and services necessary to develop the life skills required to reduce their vulnerability to HIV infection. Services should include access to preventive methods such as female and male condoms, voluntary testing, counselling and follow-up. Governments should use, as a benchmark indicator, HIV infection rates in persons 15 to 24 years of age, with the goal of ensuring that by 2005 prevalence in this age group is reduced globally, and by 25 per cent in the most affected countries, and that by 2010 prevalence in this age group is reduced globally by 25 per cent.” [para. 70]



A5.1 HUMAN RIGHTS AND ADVOCACY FOR GIRLS

HANDOUT 4 CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION



Unofficial Summary

Article 1

Definition of discrimination against women: any distinction, exclusion, or restriction, made on the basis of sex, with the purpose or effect of impairing the enjoyment by women of political, economic, social, cultural, or civil human rights on equal footing with men.

Article 2

States Parties condemn discrimination against women and undertake to pursue a policy of eliminating it in all its forms. States Parties undertake to: include the principles of equality of men and women in national constitutions; adopt legislation prohibiting all discrimination against women; ensure legal protection and effective remedy against discrimination; refrain from any act of discrimination against women and ensure that no public authorities or institutions engage in discrimination; take measures to eliminate discrimination against women by any person, organization or enterprise; take measures to modify or abolish existing laws, customs and practices which constitute discrimination against women.

Article 3

States Parties shall take all appropriate measures, especially in the political, social, economic and cultural fields, to ensure the full development and advancement of women, for the purpose of guaranteeing them enjoyment of human rights on equal footing with men.

Article 4

Affirmative action measures shall not be considered discrimination. Special measures protecting pregnancy shall not be considered discriminatory.

Article 5

States Parties shall take all appropriate measures: to modify social and cultural patterns of conduct of men and women which are based on ideas of inferiority or superiority or on stereotyped roles for men and women; to ensure that family education includes the recognition of the common responsibility of men and women in raising children.

Article 6

States Parties shall take all appropriate measures to suppress traffic in women and exploitation of prostitution.



A5.1 HUMAN RIGHTS AND ADVOCACY FOR GIRLS

HANDOUT 4 CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION

Article 7

States Parties shall take all appropriate measures to eliminate discrimination against women in political and public life and shall ensure equal rights to vote and be eligible for election; to participate in forming government policy and to hold public office; to participate in NGOs.

Article 8

States Parties shall take all appropriate measures to ensure a woman's equal right to represent her government at the international level and participate in the work of international organizations.

Article 9

States Parties shall grant women equal rights to a nationality. Neither marriage nor change of nationality by the husband during marriage shall automatically change the nationality of the wife. Women shall have equal rights with men with respect to their children's nationality.

Article 10

States Parties shall ensure to women equal rights in the field of education. States Parties shall ensure the same conditions for career guidance, access to studies, the same teaching staff and equipment. Stereotyped roles of men and women are to be eliminated in all forms of education. States Parties shall ensure that women have the same opportunities to benefit from scholarships and the same access to continuing education. States Parties shall ensure the reduction of female drop-out rates and shall ensure that women have access to educational information to help ensure health and well-being of families, including information on family planning.

Article 11

States Parties shall take all appropriate measures to eliminate discrimination against women in employment and shall ensure, on the basis of equality of men and women, the same rights to work, to the same employment opportunities, to free choice of employment, to promotion, benefits, vocational training, equal remuneration, equal treatment in respect of work of equal value, the right to social security, unemployment, protection of health. States Parties shall prohibit dismissal on the grounds of pregnancy and discrimination in dismissals on the basis of marital status. States Parties shall take measures to introduce maternity leave with pay or social benefits.

Article 12

States Parties shall take all appropriate measures to eliminate discrimination against women in the field of health care and shall ensure women equal access to health care services and appropriate services in connection with pregnancy.

Article 13

States Parties shall take all appropriate measures to eliminate discrimination against women in other areas of economic and social life and shall ensure the same rights to family benefits, to bank loans, mortgages and other forms of credit.



A5.1 HUMAN RIGHTS AND ADVOCACY FOR GIRLS

HANDOUT 4 CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION

Article 14

States Parties shall take into account the special problems of rural women and the significant roles they play in the economic survival of their families and shall ensure to them all rights in this convention. States Parties shall ensure equal rights of men and women to participate in and benefit from rural development, and shall ensure to rural women the rights to: participate in development planning; have access to adequate health care facilities and family planning; benefit from social security programs; receive training and education; have access to agricultural credit and loans, marketing, and appropriate technology; receive equal treatment in land reform; and have adequate living conditions, particularly in relation to housing, sanitation, electricity and water supply, transport and communications.

Article 15

Women shall have equality with men before the law. Women and men shall have the same rights regarding movement of persons and freedom to choose residence.

Article 16

States Parties shall take all appropriate measures to eliminate discrimination against women in all matters relating to marriage and family relations and shall ensure equal rights to enter marriage, to choose a spouse, to enter marriage only with full consent, the same rights and responsibilities within marriage and in divorce, the same rights and responsibilities as parents, the same rights to decide on the number and spacing of children, the same rights with regard to ownership of property. A minimum age shall be set for marriage.

NOTES





INCREASING AWARENESS OF SEX AND GENDER



OBJECTIVES

- To explain the difference between sex and gender
- To explain how gender affects people in different ways

ACTIVITY ONE



65 min

The World Upside-Down

- 1 Ask participants to get comfortable. Tell them you will read a story about an imaginary world, and ask them to close their eyes and concentrate on the story. You may wish to have two readers read alternate sections of the story.
- 2 Read the “World Upside-Down” text in a clear tone.

Have you ever been bothered by the way the word “man” is used to include all people? Does it bother you, for instance, that when people refer to “the rights of all men,” they really mean the rights of men and women, or the rights of all people? Imagine a world that is similar to our own, but slightly different. In this imaginary world, “woman” is the term that refers to all people. That is, when we use the word “woman,” we mean everyone.

Close your eyes and imagine that when you read the daily newspaper or listen to the radio, what you see or hear about are women politicians, women trade union leaders, women directors of large companies. Imagine a world in which most books, plays, films, poems, and songs have women as their heroes. Imagine that women are the people you learn about when you study the great scientists, historians, journalists, revolutionaries. Imagine that it is women who will be making major decisions about the future in this different world.

Recall that everything you have ever read in your life uses only female pronouns—“she,” “her”—meaning both boys and girls, both women and men. Recall that you have no men representing you in government. All decisions are made by women. Men, whose natural roles are as husband and father, find fulfillment in nurturing children and making the home a refuge for the family. This is only natural to balance the role of the woman, who devotes her entire body to the human race during pregnancy, and who devotes her emotional and intellectual powers to ensuring the progress and survival of the planet throughout her life.

Imagine further now, about the biological explanations for women as the leaders and power-centers. A woman’s body, after all, represents perfection in design. Even female genitals, for instance, are



MATERIAL

- “World Upside-Down” text¹
- Markers
- Flip chart with the session objectives clearly written on it

1. Taken from The Oxfam Gender Training Manual ©1994, Oxfam UK and Ireland.

5.2

INCREASING AWARENESS OF SEX AND GENDER

compact and internal, protected by their bodies. Male genitals are exposed, so that they must be protected from outside attack to assure the perpetuation of the race. Man's vulnerability clearly requires sheltering. Thus, by nature, males are more passive and timid, and have a desire to be protectively engulfed by the compact, powerful bodies of women.

In the world that we are imagining, girls are raised as free and self-confident beings. They play, they run, climb trees, take risks with the encouragement of all adults around them. The family puts a priority on the physical and intellectual development of girls, since they are the ones who will ultimately be responsible for the future of our society.

Boys, on the other hand, are raised to be timid and obedient. They are encouraged to play quiet games in the home that will prepare them for their lives as caretakers of the family. From an early age, they are expected to help their fathers. They learn to look up to women, to try to please and care for them. They are taught to become the mirror in which the strength of women can be reflected.

Now remember back to the birth of your first child, if you have children. In your last month of pregnancy, your husband waits with anxiety, wondering what the sex of the child will be. Your first child is a boy. Your husband sits by your side holding this newborn, already instinctively caring for and protecting it. There are tears in your husband's eyes and you know that at the same time that he is filled with joy at your son's birth, he is also looking forward to having another, hoping for the birth of the girl child that will carry on the family name.

- 3 Discussion in small groups.** Ask participants to form groups of five to talk about what they felt listening to the story. Did they feel upset, amused, or confused? Did any part of the story make them laugh?
- 4 Discussion in a large group.**
 - Ask participants how this imaginary world compares to the world we live in. Is it a complete role exchange? If we replace the word “woman” with “man” every time it is mentioned, would it be an exact description of the world we live in? Why or why not.
 - Would they want to live in the world described in the story? What is wrong in this world? What would be right with it? Could we, as women, want to have the kind of power men currently have? If we did, would we use it in a similar way? How do you think a trans person feels? Would there be other challenges?
 - End the discussion by talking about how an ideal world would be.
- 5 End the session.** Explain that it is very important for all participants to understand well the terms “sex” and “gender” and the difference between them, because they will be fundamental for the rest of the workshop and especially the advocacy session.



Session time:
2 hours (120 min)

TIME

Activity 1
Activity 2



FACILITATOR
Guide

ADVOCACY FOR GENDER PERSPECTIVE



OBJECTIVES

- To identify the relevance and impact of gender in advocacy
- To explain the importance of advocacy with a gendered perspective
- To describe advocacy strategies for gender equality that emphasizes young women's lives and leadership



MATERIAL

- One flip chart with objectives clearly written on it
- Three additional flip charts, with the word "Social," "Economic," and "Political" written at the top of each one
- PowerPoint projector
- Digital Stories: Gaby: <http://www.youtube.com/watch?v=JUJj0EGRX4s>
- Video: "Girl Effect": http://www.youtube.com/watch?v=WlvmE4_KMNw
- PowerPoint presentation
- Adhesive tape
- Cards
- Pencils
- Markers



NOTES

We designed this session for participants who understand the topics of sex, gender, and sexuality, whether it is because they are familiar with the subject or because they work in this area. The session helps them apply their knowledge of gender to their advocacy projects.



Remember: Prior to the Session

- 1 Prepare a flip chart with the session objectives clearly written on it, and three more with the words "Social," "Economic," and "Political" written at the top.
- 2 Make sure to download the digital stories from YouTube ahead of time to avoid streaming delays during the session.

Defining Gender and Sexuality

- 1 Show Gaby's digital story: <http://www.youtube.com/watch?v=JUJj0EGRX4s> 5 min
- 2 Encourage a group discussion using the following questions:
 - When Gaby was a child and young adult, who or what defined her sexuality?
 - How did Gaby find love, power, and community?
 - What does Gaby's story tell us about sex, gender, and sexuality, and how did these components affect her? 5 min
- 3 Make sure you stress that sex, gender, and sexuality are interrelated, but are not interchangeable. A person's sex or gender does not define his or her sexuality! For example:
 - A person (woman) may be a woman and masculine, and her sexual orientation may be heterosexual. A person (woman) may be a woman and feminine, and be a lesbian.

5.3

ADVOCACY FOR GENDER PERSPECTIVE

- A man may have a masculine sex and feminine gender, and his sexual orientation may be bisexual.
- A man can be intersexual, identify himself with the masculine gender, and be a feminist!

5 min

ACTIVITY TWO

 95 min

Gender, Sexuality and Advocacy

- 1 Show slides 2 through 5 of the PowerPoint presentation that maps values and the importance of gender, sex, and sexuality. 10 min
- 2 Brief group discussion: Divide participants into pairs. Show slides 6 and 7 and allow 10 minutes for the group to discuss the questions.



Remember

We designed this session for participants who understand the topics of sex, gender, and sexuality, whether it is because they are familiar with the subject or because they work in this area. The session helps them apply their knowledge of gender to their advocacy projects.

10 min

- 3 In plenary, tape flip charts with the words “Social,” “Economic,” and “Political”—one word on each flip chart—. Facilitate a discussion about each flip chart, touching on the following questions and writing on the flip chart the key contributions for each “area”:

- **Social**

- What are the roles of men and women, boys and girls in spiritual life?
- What are the cultural practices and traditions for men/boys? For women/girls?
- How are young women represented in the media: dress, body image, etc.? How are men?
- What are the roles among young men/women in the family: cooking, laundry, fixing the car, etc.?
- How does the level of access to education for girls and young women compare to that of boys and young men?

- **Economic**

- How do most men earn a living? Most women?
- Who makes up the majority of the labor market, men or women?
- Who comprises the majority of the lower-paid sectors, men or women?
- Who has easier access to loans? Who controls the use of land and property?

5.3

ADVOCACY FOR GENDER PERSPECTIVE

- **Political**

- How does the number of women in political positions compare to that of men?
- What is the ratio of men to women in Congress?
- What is the ratio of men to women in the judiciary (judges) and in village or town councils?
- Is there something preventing women from entering political positions?

35 min

4 In plenary, ask participants: What do all of these questions have to do with advocacy? Ask participants to share the definitions of advocacy they worked with during their 1-day training, and ask how advocacy, gender, and sexuality should connect.

10 min

5 Review slides 8 through 20 on gender-based advocacy

30 min

To close: Remind the group that you have only scratched the surface of the definition of these terms, and remind them that the interrelated topics of gender, sex, and sexuality are complex. Remind them that by titling this session “Why

6 Adolescent Girls?” we hope to help participants begin to answer this question, and that the following video might help them visualize why we are all here for teenage girls.

7 Watch the “Girl Effect” video: http://www.youtube.com/watch?v=WlvmE4_KMNw

10 min

NOTES



ADVOCACY FOR GENDER PERSPECTIVE

OBJECTIVES

- To identify the relevance and impact of gender in advocacy
- To explain the importance of advocacy with a gendered perspective
- To describe advocacy strategies for gender equality that emphasize young women's lives and leadership

MATERIAL

- One flip chart with objectives clearly written on it
- Three additional flip charts, with the word "Social," "Economic," and "Political" written at the top of each one
- PowerPoint projector
- Digital Stories: Gaby: <http://www.youtube.com/watch?v=JUJj0EGRX4s>
- Video: "Girl Effect": http://www.youtube.com/watch?v=WlvmE4_KMNw
- PowerPoint presentation
- Adhesive tape
- Cards
- Pencils
- Markers

ACTIVITY ONE

 25 min

Defining Gender and Sexuality

- 1 View and discuss Gaby's digital story
- 2 Group discussion: Participants will work in groups of three to four to discuss the IDEI advocacy case study. The discussion will be based on the worksheet questions.
- 3 Review the worksheet individually. Write down your ideas or opinions about the questions and the case study.

ACTIVITY TWO

 95 min

Gender, Sexuality, and Advocacy: PowerPoint Presentation and Discussion

- **Slides 2-3:** Why Does Gender Matter?
- **Slides 4-5:** Why Does Sexuality Matter?
- **Slides 6-7:** Questions for Discussion
- **Slide 8-9:** Gender in Advocacy
- **Slide 10-11:** Impact of Gender and Sexuality Power Inequalities
- **Slide 12-14:** Impact of Gender Power Inequalities
- **Slide 15:** Why Gender-Based Advocacy?
- **Slide 16:** What Does Gender-Based Advocacy Do?
- **Slide 17-18:** What Does Gender-Based Advocacy Entail?
- **Slide 19-22:** Elements of Gender-Based Advocacy
- **Slide 23:** Questions for Reflection
- **Slides 24-25:** Best Practices
- **Slide 26:** Common Challenges



A5.3 ADVOCACY FOR GENDER PERSPECTIVE PPT ADVOCACY FOR GENDER PERSPECTIVE



 Session time:
2 hours (120 min)

TIME

Activity 1
Activity 2
Activity 3

 **FACILITATOR**
Guide

INVOLVING GIRLS IN ADVOCACY STRATEGIES

OBJECTIVES

- To name at least three steps that one can take to involve girls in an advocacy strategy
- To describe the importance of involving girls in advocacy
- To describe the ideal conditions to involve adolescent girls' participation in an appropriate and meaningful way
- To have an in-depth strategy for adolescent girls' participation in an advocacy plan

MATERIAL

- Flip chart with session objectives clearly written on it
- PowerPoint presentation

WORKSHEETS

- "IDEI Advocacy Case Study"
- "Involving Adolescents Means Getting Organized"
- "When and How to Involve Girls?"
- Handout: "Keys to Successfully Getting Girls Involved in Advocacy"

Background

[Let Girls Lead](#) designed this session to help adults who work with adolescent girls become aware of the various ways they can meaningfully involve girls in advocacy strategies. If workshop participants are younger, or adolescent girls themselves, the facilitator will have to revise the session to make it appropriate to this audience.

Before the Workshop: Reading the IDEI Case Study

Workshop participants should read the I-D-E-I case study before the session. Use the following questions to guide the reading of the case study:

- How did the participation of adolescent girls contribute to the success of this strategy?
- In what ways were adolescent girls the beneficiaries in this advocacy strategy, and in what ways were they the main actors?
- What challenges do you think the advocates might have had when they tried to involve girls in this advocacy strategy?



Remember: Prior To The Session

Prepare a flip chart with the session objectives clearly written on it.

5.4

INVOLVING GIRLS IN ADVOCACY STRATEGIES

ACTIVITY ONE

 30 min

Session Objectives and IDEI Case Study

- 1** Review the session objectives written on the flip chart with the group. 3 min
- 2** **Group discussion:** Divide participants in groups of three to four people. Introduce the group discussion topic about the IDEI case study.



Remember

Distribute Worksheet Activity 1: IDEL Case Study 7 min

- 3** Each participant will complete the worksheet and write down ideas and reactions about the following case study questions:
 - How did the girls' participation contribute to the strategy's success?
 - How did girls benefit by participating in this strategy?
 - How did their involvement help the campaign?
 - What challenges do you think might have arisen by involving adolescent girls?20 min

ACTIVITY TWO

 70 min

PowerPoint Presentation and Discussion

Slide 2: Why Should Adolescent Girls Participate in Advocacy?

- Girls have the right to influence the decisions that affect them.
 - Girls benefit from participating—they gain confidence, skills, knowledge, and recognition.
- 2 min

Slide 3: Why Should Adolescent Girls Participate in Advocacy?

- People in power pay attention to adolescent girls.
 - Girls can contribute in key ways and successfully.
 - Teenage girls have ideas and opinions based on their own reality, providing a valuable perspective.
- 3 min

5.4

INVOLVING GIRLS IN ADVOCACY STRATEGIES

Slide 4: Question for Discussion

The group can discuss this in pairs, small group, or plenary:

- Based on your own experience, why should girls take part in advocacy?
- Think about this question and write down your key ideas.

5 min

Slide 5: Bases for Involving Girls

The Convention on the Rights of the Child (CRC), article 12, reads:

1 min

States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

2 min

Slide 6: Girl-Centered Advocacy

- Teenage girls are consulted in the advocacy process, but it is led by adults.
- Adults help ensure that the girls' interests are central and that their voices are taken into consideration.
- Both work together to create messages and recommendations.
- Adults enable girls to take active roles and agree on priorities and recommendations in a participatory way.

2 min

Slide 7: Girl-Led Advocacy

- Teenage girls implement advocacy on issues they identify themselves.
- Adults support the creation of spaces and channels, and provide the resources for the full participation of youth.
- Adults help the girls understand laws and policies, and provide the girls information at their level.
- Adults protect and assist the young during the whole process.

2 min

Slide 8: Advocacy in Collaboration with Girls

- Adults work with teenage girls during the whole process, from identifying the issue to monitoring and assessing the results.
- Both girls and adults may initiate advocacy.
- However: Sometimes girls may take control of the process and depend on support from adults.

10 min

5.4

INVOLVING GIRLS IN ADVOCACY STRATEGIES

Slide 9: Questions for Discussion

The group can discuss these in pairs, small group, or plenary:

- Do you know any advocacy strategy that focuses on the young or is led by the young?
- What made these strategies successful, or what limited their success?

3 min

Slide 10: Youth/Adult Commitment Pyramid

- Top: Initiated by girls and decisions are shared with adults
- 1st: Initiated by girls and they lead their own projects
- 2nd: Initiated by adults and decisions are shared with the young
- 3rd: Consulted and informed
- 4th: Assigned but informed
- 5th: Selective incorporation
- 6th: Decoration
- Bottom: Manipulation

5 min

Slide 11: Possible Obstacles for Girls' Participation

- They are not allowed in public spaces and decision-making spaces, usually controlled by men.
- They are uninformed about issues.
- They do not know what advocacy is or how to get involved.
- They lack the skills to carry themselves and to speak in public about the issues that affect them.

5 min

Slide 12: Possible Situations in Which It Is Not Ideal to Involve Girls

- Advocacy is a topic that means breaching confidentiality or exposing the teenage girl or her family in a negative way (e.g., sexual abuse, domestic violence).
- There has not been enough time to prepare and practice with teenage girls, and they still have not grasped the topic 100%.
- Others?

2 min

Slide 13: How to Get Girls Involved

- Think of girls as one of the most important parts of the advocacy strategy.
- Use already -existing networks of young people: youth groups, etc.
- Work on “adultist” attitudes with the adults of your organization or group.

3 min

5.4

INVOLVING GIRLS IN ADVOCACY STRATEGIES

RESOURCES



- Advocacy Matters: Helping Children change their world: An international Save the Children Alliance guide to advocacy-Facilitator’s manual, The International Save the Children Alliance, 2007.
- International Save the Children Alliance. So You Want to Consult with Children? A toolkit of good practice, 2003.
- Advocacy Toolkit: A guide to influencing decisions that improve children’s lives, UNICEF, 2010.



Slide 14: How to Get Girls Involved

- Help create a friendly environment for them—hold meetings at times suitable for the girls and in safe places close to public transportation.
- Train the girls so that they have the information and skills to advocate in an appropriate way for their age.
- Have an ethical and transparent strategy—do not re-traumatize the girls.

15 min

Slide 15: Questions for Discussion

- How can you get girls involved in your political advocacy efforts?
- How can you encourage their leadership?
- What can we learn from them in this context?

60 min

Work with your table teammates. Discuss these questions during the next 10 minutes. Write down the ideas and strategies that seem to be more connected to your organization’s work.

Remember

You can modify this presentation according to the age of the workshop participants and their needs.

ACTIVITY THREE

30 min



Review the Handout: “Keys to Successfully Getting Girls Involved in Advocacy” and Presentations

- 1 Divide participants in groups of three to four people.

5 min

Remember

Distribute the Handout: Keys to Successfully Getting Girls Involved in Advocacy.

- 2 Guided by the handout, participants discuss one or two keys to get girls involved in political advocacy, and give examples of how these could be part of an advocacy strategy.

20 min

INVOLVING GIRLS IN ADVOCACY STRATEGIES

 Session time:
2 hours (120 min)

TIME
Activity 1
Activity 2

 **PARTICIPANT**
Guide

OBJECTIVES

- To describe the importance of involving girls in advocacy
- To describe the ideal conditions to involve adolescent girls' participation in an appropriate and meaningful way
- To have an in-depth strategy for adolescent girls' participation in their advocacy plan

MATERIAL

- Flip chart with session objectives clearly written on it

WORKSHEETS

- PowerPoint presentation
- Worksheet: IDEI Case Study
- Handout: Keys to Successfully Getting Girls Involved in Advocacy
- Worksheet: Involving Adolescents Means Getting Organized
- Worksheet: When and How to Involve Girls?

- 3 Each group presents the core points of their discussion in plenary. The rest of the group can ask questions and comment (3-5 minutes per group).

15 min

Pre-session Homework: IDEI Case Study

Participants must read the IDEI case study prior to the session. Participants will use the following questions to guide their case reading:

- How did the girls' participation contribute to the strategy's success?
- How did girls benefit by participating in this strategy?
- How did their involvement help the campaign?
- What challenges do you think might have arisen by involving adolescent girls in this advocacy strategy?

ACTIVITY ONE

 30 min

Review the Session Objectives and Facilitate a Discussion About the IDEI Case Study

- 1 Review the session objectives.
- 2 Group discussion: Participants will work in groups of three to four to discuss the IDEI case study. The discussion will be based on the worksheet questions.
- 3 Review the worksheet individually. Write down your ideas or opinions about the questions and the case study.

5.4

INVOLVING GIRLS IN ADVOCACY STRATEGIES

ACTIVITY
TWO

 60 min

PowerPoint Presentation and Discussion

- **Slides 2 and 3:** Why Should Adolescent Girls Participate in Advocacy?
- **Slide 4:** Question for Discussion
- **Slide 5:** Bases to Get Girls Involved
- **Slide 6:** Girl-Centered Advocacy
- **Slide 7:** Girl-Led Advocacy
- **Slide 8:** Advocacy in Collaboration with Girls
- **Slide 9:** Questions for Discussion
- **Slide 10:** Youth/Adult Commitment Pyramid
- **Slide 11:** Possible Obstacles for Girls' Participation
- **Slide 12:** Possible Situations in Which It Is Not Ideal to Involve Girls
- **Slides 13 and 14:** How to Get Girls Involved
- **Slide 15:** Questions for Discussion

NOTES

.....



A5.4 INVOLVING GIRLS IN ADVOCACY STRATEGIES

WORKSHEET 1. IDEI CASE STUDY



Adolescents in San Miguel Sigüilá participating in “Sueño,” an LGL-sponsored project



The biggest problem with teenage girls at a national level is that there are not any real spaces for teenagers to exercise any kind of power in decision making. IDEI gave us a real space for us to participate.

Yessenia Chanax, 19 years old, young leader and tech assistant for the LGL-IDEI project

1 How did the girls’ participation contribute to the strategy’s success?



A5.4 INVOLVING GIRLS IN ADVOCACY STRATEGIES

WORKSHEET 1. IDEI CASE STUDY



Using our methodology, we see a 13-year-old girl speak perfectly clearly about what a public policy is, why it is important, and how it affects her.

Janet Ikeda,
IDEI Executive Director

2 How did girls benefit by participating in this strategy?

3 How did their involvement help the campaign?

4 What challenges do you think might have arisen by involving adolescent girls?



A5.4 INVOLVING GIRLS IN ADVOCACY STRATEGIES

HANDOUT KEYS TO SUCCESSFULLY INVOLVING GIRLS IN ADVOCACY

Any process in which girls participate and are listened to must be:



Transparent and informative

Adults working with girls must provide the girls with thorough, accessible, culturally sensitive, and age-appropriate information. Adults should inform the girls about their rights to express themselves freely and that their ideas will be taken into consideration. Adults should clearly inform the girls what their participation will consist of, what its scope will be, and its purpose and possible impact.



Voluntary

Adults must never force girls to express their ideas if they do not wish to, and the girls must know that they can stop their participation at any time for whatever reason they identify.



Respectful

Girls' opinions must be heard with respect, and they must be given the opportunity to initiate ideas and activities. Adults working with girls must acknowledge, respect, and be a role model for the girls' participation in their interactions with family, school, culture, and work environment. Adults should also understand the girls' social-economic, environmental, and cultural context. People and organizations working with and for girls and adolescents must also respect their opinions regarding their participation in public events.



A5.4 INVOLVING GIRLS IN ADVOCACY STRATEGIES

HANDOUT KEYS TO SUCCESSFULLY INVOLVING GIRLS IN ADVOCACY



Relevant

Topics in which girls have a right to express themselves should be directly important to their lives, and they should be able to use their strengths, knowledge, skills, and abilities. Furthermore, girls should have the space to address the topics they themselves have identified as relevant and important.



Age-Appropriate

Adults should adapt environments and work methodology to the girls' abilities. There should be time and resources available for the appropriate training of girls so that they have the confidence and the opportunity to share their ideas. Adults must take into consideration the fact that adolescent girls need different amounts of support and have different ways of getting involved according to their age and their ability to socialize.



Inclusive

Participation must be inclusive. Avoid existing patterns of discrimination, promote opportunities for marginalized adolescents, and include both genders when relevant. Adolescent girls are not a homogeneous group--their participation requires providing equal opportunities for everybody, with no discrimination under any circumstances. Adults should create culturally informed programs that work with adolescents of all communities.



Supported by Training

Adults need the preparation, skill, and support to facilitate girls' effective participation. Adults must have the skill to listen, to work alongside girls, and to get effectively involved with the girls according to their abilities. The girls themselves can be included as trainers and facilitators regarding their own effective participation. They need to develop their abilities to strengthen their skills—for example, for the effective awareness of their rights, training in organizing meetings, working with the media, speaking in public, and advocacy.



Safe and Risk-Sensitive

There are certain situations in which expressing opinions in public can be risky for girls. Adults have the responsibility towards the girls they are working with to take all the necessary precautionary measures to minimize girls' risks of violence, exploitation, and any other negative consequence associated with their participation. Necessary protective measures include



A5.4 INVOLVING GIRLS IN ADVOCACY STRATEGIES

HANDOUT KEYS TO SUCCESSFULLY INVOLVING GIRLS IN ADVOCACY

developing a clear safety strategy that acknowledges the specific risks some adolescent groups face, and the additional obstacles they may face when reaching out for help from established institutions like the police department or the justice system. Girls should be aware of their right to be protected, and should know where to go if they need help. It is important to invest in working with families and communities to raise awareness among people about the value and the implications of participation, and to minimize the risks to which girls are exposed.



Responsibility

Commitment to follow-up and evaluation are essential. For example, in any research or inquiry process, adults must inform adolescents about how their opinions will be interpreted and used, and, when necessary, must give girls the opportunity to question and influence the results. When appropriate, girls must have the opportunity to participate in the process or in the follow-up activities. If possible, the girls themselves should carry out monitoring and assessment of the girls' participation. Adults should share with the girls any final documents produced, especially regarding study or survey results.

NOTES





A5.4 INVOLVING GIRLS IN ADVOCACY STRATEGIES

WORKSHEET 2 INVOLVING ADOLESCENTS MEANS GETTING ORGANIZED



Questions	Answers	Action and person in charge
How would girls influence your advocacy plan?		
How will girls be involved throughout the whole advocacy process?		
How will you make sure the girls' participation in advocacy will be safe, meaningful, and ethical?		
What skills are to be developed to ensure that interest groups and interested parties value the girls' participation?		
What are the necessary resources for girls to communicate their messages in a creative way? For example: use of the media		



A5.4 INVOLVING GIRLS IN ADVOCACY STRATEGIES

WORKSHEET 3 WHEN AND HOW TO INVOLVE GIRLS?

	Girls are informed	Girls are consulted	Girls share ideas	Girls are equal partners	Girls play lead role
PLANNING					
IMPLEMENTATION					
MONITORING					
ASSESSMENT					



A5.4 INVOLVING GIRLS IN ADVOCACY STRATEGIES

IDEI ADVOCACY CASE STUDY TRANSFORMING INDIGENOUS GIRLS' LIVES IN GUATEMALA



Adolescent girls participating in the “rights in Action” campaign in Concepción Chiquirichapa, Guatemala

Background

Guatemala’s population is among the fastest growing and most ethnically diverse in Latin America –nearly half of the country’s 14.7 million inhabitants belong to an indigenous Mayan ethnic group. The majority of indigenous Guatemalans live in extreme poverty and have limited access to education, health care, and even basic services such as water and sanitation (Dries-Daffner, 2007). In addition to tremendous economic and social challenges, Guatemalans struggle with pervasive violence and the scars left by the country’s 36-year civil war, which ended in 1996.

Two of the areas hardest-hit by the civil war are the indigenous towns of Concepción Chiquirichapa and San Miguel Sigüilá, located in Guatemala’s Western highland region in the Department of Quetzaltenango. This region is predominantly Mam-speaking and among the poorest in Guatemala, where only 14% of rural indigenous girls complete primary school (Hallman, 2007), and only 1% of the population has attained a university education (UNDP, 2010). Concepción Chiquirichapa and San Miguel Sigüilá suffered mass displacement and violence as a result of the civil war, and recently struggled with a severe shortage of potatoes, their primary cash crop. The deepened poverty that resulted has caused mass migration to Mexico and the United States, leaving behind disintegrated families led primarily by female heads of household.

This case study examines how the Let Girls Lead’s Adolescent Girls’ Advocacy & Leadership Initiative partnered with the Association for Research, Development and Education (IDEI) to empower adolescent girls in Concepción Chiquirichapa and San Miguel Sigüilá to lead the development and rehabilitation of their communities. IDEI’s success demonstrates the importance of advocacy to address grassroots community needs and to empower marginalized populations to participate in the democratic process, in addition to highlighting the potential for adolescent girls to become community leaders and advocates for their own needs.

ABOUT LET GIRLS LEAD

Let Girls Lead is building a global movement of Champions who empower girls to school, stay healthy, escape poverty, and overcome violence. Let Girls Lead empowers girls and their allies to lead social change through advocacy, education, storytelling, economic empowerment, and strategic partnerships. Since 2009, Let Girls Lead’s proven model has contributed to improved health, education, livelihoods, and rights for more than 3 million girls through the passage of national laws, implementation of programs, and distribution of funds to ensure access to quality health care, education, and economic opportunity. For more information, please visit: www.letgirlslead.org





A5.4 INVOLVING GIRLS IN ADVOCACY STRATEGIES

IDEI ADVOCACY CASE STUDY TRANSFORMING INDIGENOUS GIRLS' LIVES IN GUATEMALA

Empowering Girls to Advocate for Themselves

Founded in 1994, IDEI works throughout the Western Highlands of Guatemala on health, education, research and infrastructure projects, using strategies grounded in community participation, gender equity, human rights, and cultural respect. In 2009, IDEI staff member Juany García Perez became a Fellow of the Adolescent Girls' Advocacy & Leadership Initiative, and was awarded LGL funding to launch a pilot project to create girl-friendly public policies in Concepción Chiquirichapa and San Miguel Sigüilá. In partnership with LGL, the IDEI team worked with adolescent girls during the year-long project to advocate with local authorities for policies that promoted adolescent girls' health, education, and development.

Rather than advocating for girls and young women, IDEI staff built girls' capacity to raise their own voices and advocate directly with government decision-makers for increased funding for girl-friendly policies. As a result of this pilot initiative, both town mayors approved and signed the policies developed by IDEI and the girl advocates. Further, the mayor of Concepción allocated 0.5% of the total yearly municipal budget to open a Municipal Office of Childhood and Adolescence. These successes represent major advocacy accomplishments, especially because they were designed and led by indigenous adolescent girls and because IDEI did not have previous experience advocating for the budget increases needed to ensure successful policy implementation at the local level.



The major issue with adolescents on a national level is that there are no real spaces for youth to have any decision-making power. IDEI offered a real space for us to participate.

Yessenia Chanax, 19-year-old youth advocate and Technical Assistant to the LGL-IDEI Project Girls in San Miguel Sigüilá participating in the "I dream" contest sponsored by the LGL project



Even before partnering with LGL, IDEI was deeply committed to empowering girls and youth as protagonists in their own development. One of IDEI's organizational principles is "mediating pedagogy," in which the educator works with participants to analyze their community's needs and develop solutions to the problems they identify. Using this methodology, IDEI has participated in a variety of national youth development initiatives, including the planning and implementation of the national Guatemalan Youth Parliament.



A5.4 INVOLVING GIRLS IN ADVOCACY STRATEGIES

IDEI ADVOCACY CASE STUDY TRANSFORMING INDIGENOUS GIRLS' LIVES IN GUATEMALA

Ten percent of the girls who participated in IDEI's advocacy project were already part of the organization's ongoing youth leadership programs and the Guatemalan Youth Parliament prior to becoming involved in the advocacy initiative. By combining the principals of mediating pedagogy and youth leadership with advocacy capacity building and tools from LGL, IDEI created an innovative new model for successful advocacy led by adolescent girls.

Prioritizing Girls' Needs

With support from LGL, IDEI has taken a multi-faceted approach to developing and implementing public policies that actively engage girls, including training and empowering girls to advocate for their own needs, educating local leaders and key decision-makers about the many issues faced by indigenous girls, and using print and radio media as a community awareness-building tool.

The first stage of IDEI's democratic participation project empowered 40 adolescent girls and young women in Concepción Chiquirichapa and San Miguel Sigüilá to advocate for the approval and implementation of girl-friendly municipal public policies. These public policies ensure that local government addresses girls' unique needs in the areas of health, education, HIV prevention, and culturally relevant family violence prevention.

When Juany became an LGL Fellow, she began using tools she learned in the LGL program to build upon IDEI's existing work with adolescent girls. Employing her new advocacy skills, Juany encouraged IDEI's adolescent girl participants to plan and implement an advocacy strategy. Unlike the majority of advocacy initiatives, the girls themselves led all aspects of their own advocacy campaign, from inviting other organizations and government institutions to become allies to meeting directly with local authorities and municipal mayors to present and defend the proposed public policies. The girls decided they would advocate with the municipal governments of Concepción Chiquirichapa and San Miguel Sigüilá to promote the integrated development of adolescent girls in health, education, HIV, and domestic violence prevention through the participation of girls and young women in government policy decisions. They also decided to convince the mayors of both towns to allocate 0.5% of the municipal budget to ensure the implementation of girl-friendly public policies.

When IDEI initiated its LGL-funded advocacy strategy, adolescent girls in both municipalities worked together to plan general municipal assembly meetings and public forums to garner public and stakeholder support. Participants included representatives from the various municipal sub-commissions, town mayors and their staff, and traditional community authorities. The girls created several commissions to involve all segments of the communities in the advocacy initiative, including: the Protection Commission, which organized talks with parents about violence prevention and the legal process in cases of family violence; the Participation



Using our methodology, we see a 13 year old who speaks very clearly about what a public policy is, why it's important and how it affects her.

Janet Ikeda,
IDEI Executive Director

- An adolescent girl speaking at a municipal meeting in Concepción Chiquirichapa
- LGL project participants marching on International Women's Day in San Miguel Sigüilá



A5.4 INVOLVING GIRLS IN ADVOCACY STRATEGIES

IDEI ADVOCACY CASE STUDY TRANSFORMING INDIGENOUS GIRLS' LIVES IN GUATEMALA

Commission, which provided information about peer counseling, organized youth mural painting projects, and ensured direct youth participation in the advocacy process; and the Health Commission, which conducted bilingual radio programming in Mam and Spanish to provide young people and their parents with information about sexuality, HIV and other sexually transmitted infections, and teenage pregnancy. IDEI ensured that print and radio media representatives covered the girls' major events to promote local and national awareness of the initiative.



The groups of girls and adolescents are the fundamental pillars that breathe life into the decrees, laws, and conventions because they are ultimately the beneficiaries and they best know their own needs and reality. They lend credibility to the implementation of public policy that arises from a truly felt need that is expressed directly by the beneficiary population.

Juany García Perez,
2009 LGL Fellow

Advocacy Success for Girls

One of the greatest successes of IDEI's work has been to attain the proposed 0.5% municipal budget allocation to ensure girl-friendly public policy implementation in Concepción Chiquirichapa. In collaboration with IDEI, the local government has used this new funding to establish the Municipal Office of Childhood and Adolescence, which provides adolescent girls, their parents, and the community with a range of support services. The first phase of the project achieved municipal approval for the budgetary allocation in Concepción, and the second phase has seen the establishment and staffing of the office, where several girl-focused projects are already underway. These projects include classes for parents, self-help and peer counseling for adolescents, legal accompaniment in cases of rape and intra-family violence, community sensitization on human rights, and the increased participation of girls and adolescents in the democratic process.

Another significant achievement of IDEI's advocacy initiative has been the election of two adolescent girls as members of the Municipal Board of Directors of the Municipal Commission of Children and Youth. While young people had been members of the Commission in the past, no girls had ever held leadership positions on the Board of Directors. Both girls who were voted onto the Board of Directors were leaders in the girls' groups that spearheaded IDEI's advocacy initiative. They are the first girls in Guatemala to be elected to serve on a town Board of Directors.

Challenges

While IDEI has had great success in the municipality of Concepción Chiquirichapa, advocacy has been more challenging in San Miguel Sigüilá, an ultra-conservative community that is much less receptive to implementing girl-friendly public policies. Local authorities justify their unwillingness to implement girl-friendly policies by arguing that improvements in the municipality's infrastructure are for the benefit of all youth who inevitably use the newly built roads or parks for recreation. In addition, San Miguel manages a smaller budget than Concepción, and municipal authorities there contend that other priorities in the town take precedence in the face of such limited resources. To address these challenges, IDEI's network of 50 girls in San Miguel has taken several actions to build public support for the organization's advocacy efforts. Their actions have



A5.4 INVOLVING GIRLS IN ADVOCACY STRATEGIES

IDEI ADVOCACY CASE STUDY TRANSFORMING INDIGENOUS GIRLS' LIVES IN GUATEMALA

included staging a public march in support of the proposed public policy in San Miguel and meeting with the local authorities, Community Development Councils, and Municipal Development Councils, as well as utilizing organizational influence in the community to reach out to the mayor. Although municipal authorities did not approve increased budgetary allocations in San Miguel, these strategies convinced the mayor to sign the public policies developed by IDEI into law, and to assign personnel to follow up on their implementation.

Lessons Learned

Through the implementation of this innovative project, LGL and IDEI have demonstrated the central value of adolescent girls' leadership in the advocacy process. Engaging girls at all stages of their advocacy campaign proved to be a highly effective strategy when approaching government officials, traditional leaders, and the media. By leveraging LGL tools and IDEI's participatory methodology, the girl leaders were able to highlight and advocate for the largely unacknowledged needs of adolescent girls in both municipalities.

In addition, convening a broad base of allies, including nongovernmental organizations (NGOs), community-based organizations, and government institutions has been invaluable to the success of the initiative in both municipalities. These allies include the Ministry of Health and the local Health Center, the Ministry of Education, and the national Social Welfare Department. In Concepción, the alliance with the Municipal Office of Women has been particularly important due to shared policy concerns between that office and the new Office of Childhood and Adolescence, which was established in Concepción as a result of IDEI's successful budgetary advocacy. Engaging local schools has also proven an effective way to build support and disseminate the new public policies to both students and their parents.

Finally, the political mapping and advocacy strategy planning tools that Juany Garcia Perez learned as an LGL Fellow have proven central to IDEI's planning process. One of the initial phases of advocacy planning is the analysis of potential allies and opponents, a tactic that helped IDEI garner the public support necessary to achieve success. In addition, Juany cites the community consultations as a major key to the advocacy success, enabling the girls to identify the issues facing their communities and develop girl-friendly solutions. IDEI utilized these direct community consultations along with other municipal-level diagnostic tools to establish a critical baseline from which to advocate for the public policies that address the needs of adolescent girls.

Looking Ahead

Building on the success of their girl-led advocacy strategy, IDEI has begun to work in neighboring municipalities to implement similar advocacy initiatives. With support from LGL, IDEI acquired additional funding to monitor implementation of the initial strategy, while expanding the advocacy initiative to the two neighboring municipalities





A5.4 INVOLVING GIRLS IN ADVOCACY STRATEGIES

IDEI ADVOCACY CASE STUDY TRANSFORMING INDIGENOUS GIRLS' LIVES IN GUATEMALA



WORKS CITED

- Dries-Daffner, Ingrid, Kelly Hallman, Jennifer Catino, and Karla Berdichevsky. "Guatemala," in Jeffrey Jensen Arnett(ed.), International Encyclopedia of Adolescence. New York: Routledge, 2006.
- Hallman, Kelly Sara Peracca, Jennifer Catino, and Marta Julia Ruiz. Indigenous girls in Guatemala: Poverty and location. In Exclusion, Gender and Education: Case Studies from the Developing World. Center for Global Development, 2007.
- United Nations Program for Development (UNDP), "Guatemala: Hacia un Estado para el Desarrollo Humano, Human Development Report, 2009/10"

of San Martín Sacatepéquez and Santa Cruz Cajolá. IDEI has already begun empowering groups of adolescent girls in those two new municipalities while advocating for the effective implementation of the established public policies in Concepción. IDEI continues to advocate with the municipal authorities in San Miguel Sigüilá to ensure that they follow Concepción's lead and allocate the necessary budgets to implement girl-friendly policies there. In collaboration with LGL, IDEI has worked to guarantee that the new public policies developed continued to be implemented after the September 2011 national elections. To ensure that policymakers remained committed to implementing these new policies following the election, IDEI and the girl advocates in participating towns held media roundtables with potential mayoral candidates to discuss their positions on public policies affecting adolescent girls. After the elections, IDEI worked with the newly elected officials to ensure their support for the implementation of girl-friendly policies.

Most important, IDEI continues to empower indigenous girls to play an active role in shaping their communities, advocating for their own needs, and speaking out on issues that affect them. Through the implementation of advocacy strategies that allow marginalized adolescent girls to engage effectively with local authorities, IDEI and LGL are demonstrating that the power to create a more peaceful and equitable society rests in the hands of Guatemala's adolescent girls.

NOTES





A5.4 INVOLVING GIRLS IN ADVOCACY STRATEGIES

PPT INVOLVING GIRLS IN ADVOCACY STRATEGIES



INVOLVING GIRLS IN ADVOCACY STRATEGIES



www.letgirlslead.org © 2014 Public Health Institute

