

# 4

Rutgers

For sexual and  
reproductive health  
and rights

## Adopting a gender transformative approach in sexual and reproductive health and rights, and gender- based violence programmes

### RUTGERS' TOOLKIT

#### Module 4

Gender transformative  
approach and advocacy:  
adopting a gender  
transformative approach  
to advocacy in the area of  
sexual and reproductive  
health and rights



## Adopting a gender transformative approach in sexual and reproductive health and rights, and gender-based violence programmes

This toolkit has been designed as a resource and a guide to support the integration of a gender transformative approach (GTA) into sexual and reproductive health and rights (SRHR) programmes and organisations.

It consists of five modules and a guide to the theoretical background of the components covered. For each module there is an accompanying set of handouts.

**Module 1:** Six interrelated components and the socio-ecological model

**Module 2:** Gender transformative approach and comprehensive sexuality education

**Module 3:** Gender transformative approach and youth-friendly services

**Module 4:** Gender transformative approach and advocacy in the area of SRHR

**Module 5:** Gender transformative approach at the level of organisations and institutions

This module is developed for SRHR advocates who want to strengthen their advocacy work in the area of gender and power relations. It focuses on how SRHR-related advocacy work can be made more gender transformative. Thus contributing to gender equality in addition to achieving the desired SRHR outcomes. Practical steps are set out to applying a gender transformative approach to SRHR advocacy.

This module is a stand-alone module, which can be used without having applied the other modules, although we do recommend some of the value clarification activities from Module 1, as a good starting point for a workshop on GTA and advocacy.

**PREVENTION+**



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## Abbreviations

AIDS	acquired immune deficiency syndrome
ARV	antiretroviral
ANC	antenatal care
CEDAW	Convention on the Elimination of All Discrimination against Women
CPRD	Convention on the Rights of Persons with Disabilities
CSE	comprehensive sexuality education
FGM	female genital mutilation
GBV	gender-based violence (see also SGBV)
GTA	gender transformative approach
HIV	human immunodeficiency virus
ICPD	International Conference on Population and Development
LGBT	lesbian, gay, bisexual, transgender (sometimes Q is added for 'queer' or 'questioning', sometimes I is added for 'intersex')
MNCH	maternal, newborn and child health
NGO	non-governmental organisation
OHCHR	The Office of the High Commissioner for Human Rights (UN Human Rights)
SDG	Sustainable Development Goal (of the 2030 Agenda for Sustainable Development)
SGBV	sexual gender-based violence
SOGIESC	sexual orientations, gender identities & expressions, and sex characteristics
SRHR	sexual and reproductive health and rights
SRH	sexual and reproductive health
STI	sexually transmitted infection
UDHR	Universal Declaration of Human Rights
UPR	Universal Periodic Review
USA	United States of America
VAWG	violence against women and girls
WHO	World Health Organization



# Introduction



“ Exploring the harmful norms behind sexual and reproductive health and rights situations and using human rights and gender lenses, we can analyse all power dynamics that are involved. This gender transformative approach is very important for SRHR advocacy and this manual can be a strong and clear tool to advance our advocacy for SRHR issues.”

Jackson Chekweko, Executive Director of Reproductive Health Uganda

We know that gender equality and achieving sexual and reproductive health and rights (SRHR) are closely linked. For example, research shows that comprehensive sexuality education (CSE) is five times more successful in preventing unintended pregnancy and sexually transmitted infections (STIs) when it includes the topics of gender and power relations.<sup>1</sup> Therefore, by advocating for SRHR that also addresses the root causes of gender inequality, we can promote more inclusive policy changes or implementation.

This module is developed for SRHR advocates who want to strengthen their advocacy work in the area of gender and power relations. It focuses on *how* SRHR-related advocacy work can be made more gender transformative. Thus contributing to gender equality in *addition* to achieving the desired SRHR outcomes. Practical steps are set out to applying a gender transformative approach to SRHR advocacy.

This module is a stand-alone module, which can be used without having applied the other modules, although we do recommend some of the value clarification activities from Module 1, as a good starting point for a workshop on GTA and advocacy.

This GTA advocacy module is one of five modules in the Rutgers' toolkit '*Adopting a gender transformative approach in sexual and reproductive health and rights, and gender-based violence programmes*'. It is designed to be used as a basis for a workshop of approximately three days, contributing to the following objectives:

- To strengthen the workshop participants' knowledge and skills in applying a gender transformative approach to advocacy on SRHR
- To concretely apply a gender transformative approach to participants' own (ongoing or planned) SRHR-related advocacy work.

We assume that an advocacy strategy on SRHR forms the basis of the workshop – either an advocacy strategy of a group of civil society organisations, such as an alliance, network or advocacy platform, or an organisation's advocacy strategy. This applies in particular to Part B of this module. If such an advocacy strategy does not yet exist, we strongly advise it is developed before starting to work with this module.<sup>2</sup>

Although we refer throughout to SRHR (with the exception of one session, which focuses on CSE and sexual and gender-based violence), the sessions can also be adapted to focus on a specific topic within or related to SRHR, such as CSE or safe abortion.

## Rutgers' definition of the gender transformative approach

A gender transformative approach actively strives to examine, question, and change rigid gender norms and imbalances of power as a means of achieving SRHR objectives, as well as gender equality objectives at all levels of the socio-ecological model.

1. Haberland (2015).

2. If needed, Rutgers could provide materials and/or advice in developing an advocacy strategy.

Programmes and policies may transform gender relations through:

- Encouraging critical awareness of gender roles and norms
- Questioning the costs of harmful, inequitable gender norms in relation to SRHR and making explicit the advantages of changing them
- Empowering women/girls and people with diverse sexual orientations, gender identities & expressions, and sex characteristics (SOGIESC)
- Engaging boys and men in SRHR and gender equality

By applying these four strategies, harmful, inequitable gender norms will change into positive, equitable and inclusive ones and lead to improved SRH of men/boys and women/girls, the prevention of GBV and gender equality.<sup>3</sup>

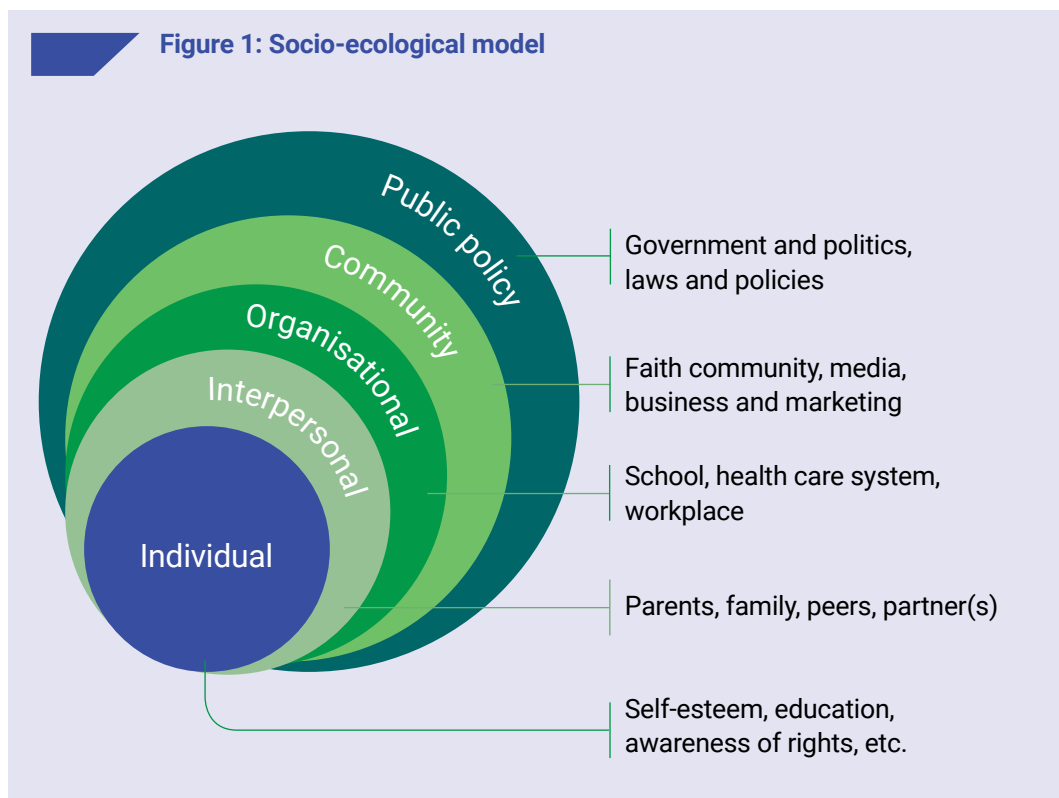
### The six related components to the Gender Transformative Approach

1. The human rights-based approach
2. Power
3. Norms and values
4. Gender and diversity
5. Empowerment of women and girls
6. Engaging men and boys

These components (and the socio-ecological model) are covered in Module 1 of the GTA toolkit and references to these components can be found throughout this module.

### The socio-ecological model

The socio-ecological model is closely related to the gender transformative approach. It allows us to analyse and interfere with the complex interplay in the relationships between individuals and others, at the family, community and institutional/policy level.



3. Based on Gupta (2000), Rolleri (2014) and USAID/IGWG (2011).

Rutgers uses the socio-ecological model in its international programmes. This module focuses on **public policy**, including **implementation**.

## How this module is structured

### Getting started

- **Value clarification on GTA:** Here we recommend some of the value clarification activities from Module 1, as a good starting point for advancing GTA in advocacy work and could be used at the start of a workshop on GTA and advocacy.
- **Rationale for applying a GTA:** A brief overview of some of the key arguments for integrating GTA in public policies on SRHR.

### Part A: Knowledge and skills related to applying GTA to advocacy on SRHR

Each section starts with a theoretical introduction, followed by an activity to practice applying the knowledge and skills.

- **4.1 Conducting an outcome evaluation,** to ensure that policies and plans do no harm to any gender group but instead empower women and girls and people with diverse SOGIESC and address root causes of inequality. This session includes a reflection on possible interventions and activities for advocates at different stages of the policy cycle.
- **4.2 Formulating advocacy asks:** concrete requests to move policy- and decision-makers into action.
- **4.3 Making the case for advocacy asks:** National, regional and international norms, standards and policies and evidence/key arguments.
- **4.4 Adapting language and images** in advocacy messages and materials.

### Part B: Application of the acquired knowledge and skills to participants' own SRHR-related advocacy strategy

- **4.5 Follows the same steps as Part A only now as applied to the advocacy strategy of the participants.** Participants put their learnings into practice through following a sequence of participatory sessions.

Note: As mentioned above, we assume that an advocacy strategy on SRHR forms the basis of the workshop. Part B in particular can only be applied in the context of such an existing advocacy strategy.

## How to use this module

### Workshop structure

This module is designed to be used in a workshop setting. The envisaged users of this manual are workshop facilitators. It, therefore, contains session outlines, including participatory activities and group work suggestions, as well as theoretical background information, handouts and a proposed programme for the workshop.

We recommend starting the workshop with a value clarification activity since that will help participants to tune in to the GTA at an individual level (see page 13 for suggestions). You will find a proposed workshop programme in Annex 1. that you can adapt according to any specific requests from participants. If there is limited time, you can select the most relevant sessions.

If you want to integrate one or two sessions on GTA and advocacy in a broader workshop or meeting agenda (e.g. on advocacy skills) you could, for example, consider these:

- Session: The rationale of applying a GTA approach to SRHR advocacy
- Part A, Session 4.4.1: Unconscious use of gender exploitative language or images



## Preparation

While we hope this manual provides you with all that is needed to run an effective workshop on GTA and advocacy, we encourage you to take time with the preparation, ensuring that the workshop meets the specific needs of your participants. In Part A we recommend you look for context-specific examples or case studies to use in addition to or partly replacing the examples provided. As mentioned before, a pre-condition for Part B is the existence of an advocacy strategy.

## Who should be involved?

It is important that there are advocates and/or civil society representatives who are involved in advocacy on SRHR among the workshop participants. The participants can be representatives of different organisations who are collaborating in a joint advocacy initiative, network or platform, or they may all represent the same organisation. What is key, is that they are involved in implementing the advocacy strategy that this workshop will be focusing on, or at least have knowledge about its content.

## Background information on the core concepts

### Advocacy<sup>4</sup>

Advocacy is defined as a targeted set of coordinated activities to influence policies and practices, based on reliable and documented evidence, aimed at a defined audience of decision-makers.

The concept of advocacy includes both the inside track of policy-influencing approaches – such as advising and lobbying – as well as the outside track of advocacy.<sup>5</sup> The outside track of advocacy encompasses information and evidence-generation through research and analysis, as well as the creation of public support for the advocacy, e.g. by working with SRHR champions or through a (social media) campaign.

Generally, advocacy strives to achieve three kinds of change:

1. **Policy change** that sees policy adopted, strengthened, blocked or maintained. This can include legislation or policy at the national level as well as outcome documents and other relevant documents such as resolutions, declarations, general comments or recommendations at regional and global levels
2. **Allocation of budgets** for the implementation of policies and programmes
3. **Improving implementation** of legislation, policies as well as practices

**Advocacy can take place at different levels:** community, district or province, national, regional and global. An advocacy initiative can be implemented at two or more of these levels simultaneously. An example is advocacy by using the Universal Periodic Review (UPR) of the Human Rights Council. This universal mechanism at the global level can be used to advance national advocacy priorities.

**Target groups for SRHR-related advocacy** are often legislators, policy- and decision-makers. The exact target groups depend on the advocacy priority and at which level(s) the advocacy takes place. At a national level, these could include members of parliament, policy-makers from ministries of health or education, institutions, such as teachers' organisations, police or health centers. If the advocacy takes place at the community level, it could, for example be aimed at influencing customary laws by working with traditional leaders. Other stakeholders, such as influential opinion leaders, can also be targeted, for example to create (more) public support for the advocacy agenda. At the regional and global levels, target groups may include multilateral organisations, donors and countries.

4. Derived from and slightly adapted: Capacity Strengthening Working Group Right Here, Right Now (2017) *Core values and concepts*.

5. Based on the model as developed by Start and Hovland (2004).

## Gender groups and intersectionality

This module frequently refers to different gender groups. Below are the three main gender groups and the reasons why it is important to consider them in public policy-making and implementation. It is recognised that within these groups there is a wide variation in vulnerabilities and power. Therefore, intersectionality and other forms of inequality should always be taken into account. For the development and implementation of public policies, it is helpful to use these three gender groups to ensure their specific needs are addressed.

### 1. Women and girls

While legislation and policies increasingly acknowledge the importance of gender equality, its realisation in practice often lags behind. Also, policies do not always address the root causes of gender inequality. The reason being that harmful norms about women are difficult and complicated to transform. Cultural attitudes and gender ideologies frequently regard women as subordinate to men, or dictate that men should control women. These attitudes are widely and deeply held within individuals and communities; sometimes they are invisible, except in their impact, perpetuating discrimination, violence and humiliation.

Gender inequality has an enormous effect on the daily lives of almost every woman and girl. Harmful gender norms result in too many statistics, for example:

- The rate of femicide (murder of women and girls because they are women and girls, sometimes murdered because they don't comply with established gender norms, according to their killers) has significantly escalated over the last few years. Every year 66,000 women are violently killed globally.<sup>6</sup>
- More than 200 million girls and women alive today have experienced female genital mutilation (FGM), concentrated in 30 countries in Africa, the Middle East and Asia.<sup>7</sup>
- Girls and women across the globe are having to sacrifice their education, their careers and even their health because of the myths and misconceptions around menstruation. Recent studies have found that 70% of all reproductive diseases in India are caused by poor menstrual hygiene.<sup>8</sup>
- Child marriage continues to put young girls at great risk of too-early pregnancy and other sexual and reproductive health issues. In Sub-Saharan Africa and South Asia, more than 30% of girls and young women between 15 and 19 are married.<sup>9</sup>

These numbers give an indication why women and girls health and rights need to be addressed in policies and programmes in order to change these statistics.

### 2. People with diverse sexual orientations, gender identities & expressions, and sex characteristics

Harmful and rigid concepts around gender and sexuality are based on and often reinforce heteronormativity and heterosexuality. As a result, in many contexts consensual same-sex sexual activity is not socially accepted or is even forbidden by law, leaving people with diverse SOGIESC vulnerable to discrimination, exclusion from services and poor SRHR outcomes.

The Gender Transformative Approach therefore critically questions harmful gender and sexual norms and rights violations, and creates space for redefining masculinities/femininities, calls for respect, acceptance and empowerment of people with diverse SOGIESC.

State laws and policies – which should protect everyone from discrimination – are the source of both direct and indirect discrimination against millions of lesbian, gay, bisexual, transgender and intersex (LGBTI) people around the world. In more than a third of the

6. Small Arms Survey (2012).

7. UNICEF (2016).

8. Suneela and Anand (2015).

9. UNFPA (2012).

world's nations, private, consensual same-sex relationships are criminalised. These laws violate rights to privacy and to non-discrimination (both of which are protected in international law) and expose individuals to the risk of arrest, prosecution and imprisonment, and, in at least five countries, the death penalty.<sup>10</sup>

### 3. Men and boys

Men and boys are also affected by their own gender-specific characteristics as defined by patriarchy. Risky and so called 'manly' behaviours often influence their own and other's (sexual) health and rights. The role that men can play in the upbringing of their children is often neglected in SRHR and maternal, newborn and child health (MNCH) programmes. An essential step to reach SRHR for all is to address the specific SRHR needs of boys and men as well. This includes the involvement of men as caring partners and fathers, which has proven to have beneficial effects on gender equality, child development and the wellbeing of women and men themselves.<sup>11</sup>

Engaging men and boys in SRHR programmes needs to become more mainstream. SRHR is often considered a women's domain while paradoxically, men often dominate decision-making in traditionally patriarchal settings regarding family size. Meanwhile, any other matter of reproductive health is considered a women's issue in which men are not involved. Addressing this contradictory role among men is a central challenge for improving SRH in patriarchal societies.<sup>12</sup> When policies and programmes are designed to involve boys and men it is paramount to start as young as possible. The pre-adolescent period – in which gender attitudes, behaviours, and power dynamics in intimate and sexual relationships/identities are formed – is an opportune time to promote reflection and skills that promote healthy lifestyles and more equitable relationships.

Early interventions are critical in ensuring that boys and (young) men fully understand and promote gender equity and the SRHR of men, women and people with diverse SOGIESC. This thinking is supported by findings of the Global Early Adolescent Study which recommends that CSE and gender programming should focus on 10-14 year-olds, including their caregivers and peers, as they have the most impact on the social construction of gender norms at that age. Other evidence comes from the MenCare+ programme, where using a GTA resulted in an increase in joint decision-making on contraceptive use, among other health and gender-related outcomes.<sup>13</sup> Research in Rwanda reveals that engaging men as they become fathers helps to transform male attitudes towards women, reduce gender-based violence (GBV) by 40% and increase time spent on unpaid care work.<sup>14</sup>

### Intersectionality

Gender equality is connected to an intersectional view on inequalities between women and girls, men and boys and people with diverse SOGIESC. This means that related, overlapping systems of oppression or discrimination (e.g. gender, race, social class, ethnicity, nationality, sexual orientation, religion, age, mental or physical disability, urban-rural geography) shape the social identities of people, reinforcing existing power structures and privileges. Gender inequality is often mutually reinforced by other forms of inequality (e.g. racism, homophobia, economic elitism), which makes exclusion often worse. Multiple identities interconnect in one person, to create a whole that is different from each identity or social categorisation on its own.<sup>15</sup> This is called intersectionality, which thus is 'an analytical tool for studying, understanding and responding to the ways in which gender intersects with other identities and how these intersections contribute to unique experiences of oppression and privilege'.<sup>16</sup> The Power Walk in Module 1, Session 1.4.3 makes intersectionality very visible.

10. OHCHR (2018).

11. Barker et al. (2007).

12. Kabagenyi et al. (2014).

13. <http://www.geastudy.org/>

14. Doyle et al. (2017).

15. Crenshaw (1989).

16. AWID (2004).



# Getting started

Value clarification on GTA

Rationale for applying a gender transformative approach





## Value clarification on GTA

Rutgers developed an innovative and comprehensive toolkit for implementing GTA, which has proven to lead to better SRHR outcomes. It aims to end gender inequality, which is ingrained in the norms and values of all people. Human rights underpin Rutgers' gender transformative approach. Accountability, participation, non-discrimination, equality and transparency are key elements of the approach. The first module of the toolkit includes an extensive set of exercises on value clarification and explores these interrelated components of the GTA.

Module 1 is available for free and can be found at: <https://rutgers.international/gta-toolkit-M1>

It is strongly recommend to use Module 1 of the toolkit together with this Module.

The below value clarification sessions from Module 1 of the toolkit are recommended as good starting points for advancing GTA in your advocacy work. You could use some of these on the first day of your workshop, depending on the participants' demands and expectations.

- **Session B: Definition and interrelated components of Rutgers' GTA.** *30 minutes.* This first activity helps participants gain a better understanding of GTA.
- **Session 1.3.2 The Gender Box.** *2.5 hours.* This session facilitates a critical reflection on personal gender norms – of how we all grow up with harmful gender norms and can help change them into positive ones. This activity takes some time, but is highly recommended.
- **Session 1.3.1 Clarification of gender and sexual norms and values.** *1 hour.* This activity asks participants if they agree or disagree with a selection of societal norms and values around gender and sexuality. It sparks a lot of discussion and gives insights into people's different perceptions. It is important to relate the statements to the local context.
- **Session 1.3.3 Changing sticky norms.** *1 hour.* The last activity relates directly to advocacy. Through understanding which factors are blocking a change in norms, the participants will better understand where to focus their advocacy efforts to achieve the desired change.
- **Optional:** If the workshop's participants are interested in the concept of power and intersectionality, the experimental learning experience of the Power Walk is recommended – Session 1.4.3 (*1 hour*) – and possibly the sessions in Chapter 1.2 on different forms of power.
- Lastly, we suggest watching an inspirational **TED talk on gender norms in society** from Jackson Kat. It is about men's role in preventing violence against women. It delves into how language supports harmful gender norms, and how to take leadership to bring about change. The video can be followed by a half hour plenary discussion on the main take away points in relation to defining GTA. [https://www.ted.com/talks/jackson\\_katz\\_violence\\_against\\_women\\_it\\_s\\_a\\_men\\_s\\_issue/transcript#t-57201](https://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue/transcript#t-57201)



## Rationale for applying a gender transformative approach

Evidence-based advocacy uses various sources to make the most convincing plea to policy- and decision-makers. These sources include academic literature, evaluations of international and regional non-governmental organisations (NGOs), case studies, etc. This session provides a brief overview of some of the key arguments for integrating GTA in public policies on SRHR.

### Sexual and reproductive health and rights

There is little published literature specifically on GTA. However, there are important literature sources that establish the link between gender equality and SRHR.<sup>17</sup> Lately, more evidence on the effects of using GTA in policies, programmes and practices has been generated. This evidence can be used to strengthen your advocacy for SRHR policies and practices so that it also contributes to gender equality.

Most importantly:

- There is a developed body of research to support the assertion that **sexual and reproductive health is critical to achieving gender equality and women's empowerment**.<sup>18</sup> Women are able to participate more fully in all spheres of life when their health and wellbeing is addressed.<sup>19</sup>
- The literature also suggests that **sexual and reproductive rights violations are both a cause and a consequence of gender inequality**. It is not a coincidence, therefore, that in countries where gender inequality is more pronounced, we also find lower levels of health and autonomy amongst girls.<sup>20</sup>

**Harmful gender norms and values and imbalances of power are the root cause of gender inequality and therefore also of poor SRHR outcomes.** Addressing these norms at the individual, institutional and societal level will change social inequalities and facilitate sustainable social change.<sup>21</sup>

Further, there is a strongly-established international norms framework, consisting of both human rights instruments and development agreements and other documents (see page 28, 'International and regional norms and standards' in section 4.3) relating to how harmful gender norms and stereotypes impact upon the realisation of sexual and reproductive rights and vice versa, to how the realisation of SRHR can contribute to gender equality.

Literature highlights that engaging men and boys in SRHR interventions, including advocacy, has transformative value. There is now recognition that 'due to gender and power dynamics, men and boys are crucial to overcoming the barriers that hinder women and girls' SRHR and to end violence.'<sup>22</sup> A World Health Organization (WHO) review of 58 evaluation studies of programmes seeking to engage men and boys in achieving gender equality and equity in health<sup>23</sup> found that programmes rated as gender-transformative had a higher rate of effectiveness in relation to SRHR and HIV preventative behaviour change.<sup>24</sup>

17. Haberland (2015), Dworkin, S.L. et al. (2015), USAID and IGWG (2011).

18. UN Foundation (2014).

19. IPPF (2015).

20. IPPF (2015).

21. USAID and IGWG (2011) and CGIAR and AAS (2012).

22. MenCare+ (2016).

Recognition of the role that all genders play in shaping and transforming gender relations is crucial for advocates adopting the GTA. Here are two more in-depth examples of how transforming gender relations can strengthen CSE and SGBV programmes and outcomes.

### Comprehensive sexuality education

The rationale of applying a gender transformative lens to (existing) advocacy to CSE can be summarised as follows:

When CSE includes a strong focus on gender, power and rights, research has shown it has a positive effect on SRH outcomes. For example, a review of twenty-two evaluations of sexuality and HIV education programmes found that those programmes that addressed gender or power were five times as likely to be effective in impacting knowledge, attitudes, behaviour change and health outcomes, as those that did not. Eighty per cent of these sexuality and HIV education programmes that addressed gender and power found significantly lower rates of STIs or unintended pregnancies, in contrast to those that did not address gender or power.<sup>25</sup> Gender transformative CSE programmes contribute to changes beyond health outcomes: the prevention and reduction of GBV, child marriage, female genital mutilation (FGM) and discrimination, and an increase in gender equitable norms.<sup>26</sup>

Overall, this seems to suggest that CSE provides the critical content in education systems, both formal and non-formal. It gives young people access to a safe environment to challenge not just how gender norms are created and how they persist, but also to understand the consequences and impact these can have on attitudes, behaviour and SRH outcomes of people.

Furthermore, access to comprehensive information and services on SRHR is critical to realising gender equality and rights. This is reflected in several international and regional agreements and documents, in which CSE is situated within a gender equality framework, recognising the contribution that it makes to dismantling harmful gender norms and practices. See page 27 on 'International and regional norms and standards' for more information.

Therefore, CSE should foster self-reflection and critical thinking skills to help children and young people analyse how constructions of harmful gender norms and practices are created and perpetuated. Advocates should ensure that this gender transformative approach is integrated into policy, curricula, teacher training and whole-school approaches to CSE.

### Sexual and gender-based violence

Applying a gender transformative approach to advocacy aimed at ending SGBV requires us to look beyond 'traditional' approaches in two important ways. Firstly, it would be good to move away from focusing on the 'men as perpetrators and women as victims' narrative. Secondly, advocacy must be inclusive of groups other than women and girls that experience SGBV.

To date, much of the literature on the GTA has been focused on engaging men to end SGBV – men's engagement is one strategy for gender transformative SRHR advocacy. In general, advocacy for male engagement in preventing and ending SGBV requires a shift away

23. Barker et al. (2007).

24. The complete finding states that, 'there is evidence of behaviour change in all programme areas (sexual and reproductive health and HIV prevention, treatment, care and support; fatherhood; gender-based violence; maternal, newborn and child health; and gender socialization) and in all types of programme interventions (group education; service-based; community outreach, mobilization and mass-media campaigns; and integrated)'. See also USAID and IGWG (2011) and CGIAR and AAS (2012).

25. Haberland (2015).

26. UNESCO (2018): 28-29.

from viewing men as perpetrators towards viewing men as gendered beings who are also constrained by norms, expectations and stereotypes. Evidence shows that both men and women are put at risk by gender norms and that social expectations directly affect men's attitudes and behaviours in relation to SRH and violence.<sup>27</sup>

In order to eliminate the violence, it is essential to examine the root causes of violence, including the socialisation of men, power, patriarchy and masculinities. As the majority perpetrators, the target audience for primary prevention, holders of the social norms and influencers of other men, men need to be engaged to reduce and prevent gender-based violence. There is a much broader spectrum of roles for men and boys to play than perpetrator or potential perpetrator of gender-based violence: men should also be engaged as agents of change, not only to prevent and reduce violence against women and girls, but also to free them from the limits and harms of patriarchy and dominant masculinities.

It is important to realise that violent men may have experienced or witnessed violence themselves during childhood. This is what we call the intergenerational transmission of violence. A violated child may come an abusive father, or a victim of violence once an adult. In your advocacy it is important to realise that men can also be victims of violence who are in need of help.

The second way in which SGBV advocacy can be gender transformative is through extending the visibility of those who experience violence beyond women, showing that they include boys, heterosexual men, and people with diverse SOGIESC. Although data on violence against trans\* individuals is not tracked systematically, hundreds are murdered around the world each year. Much of the discrimination and accompanying violence experienced by those with diverse gender identities is state-sponsored; for example, twenty-two countries in the world have laws that ban the expression of trans\* identity.<sup>28,29</sup> Our advocacy must expose how violence plays a role in the lives of gender non-conforming individuals, simultaneously exposing the 'root causes' of such violence as patriarchal gender norms and expectations.

27. Barker et al (2007).

28. Human Rights Watch (2016).

29. International Lesbian, Gay, Bisexual, Trans and Intersex Association (ILGA) (2017).

## The rationale of applying GTA to SRHR advocacy



### Time

45-60 minutes



### Materials

PowerPoint  
(optional)

Handout 4.1:  
Rationale  
for applying  
a gender  
transformative  
approach

### Objective

Warm-up reflection on the benefits of applying a GTA approach to SRHR advocacy

### Methods

Introduction in plenary, buzz in pairs, followed by an interactive plenary session

### Facilitator instructions

- Present some basic information on the rationale for GTA, the GTA definition and the six related components, to the extent that you consider is needed. If you started the workshop with value clarification activities, then this can probably be less detailed.
- Ask participants to 'buzz' for 10 minutes with a neighbour on what they see as the relevance of applying GTA to SRHR advocacy.
- Moderate a plenary where participants share the outcomes of their buzz. Add points as the facilitator. You can use the introduction of this chapter as input.
- Then give the participants Handout 4.1, containing an overview of the key arguments for integrating GTA into policies and implementation. Let the participants read the handout and give time for questions of clarification.



# Knowledge and skills related to applying GTA to SRHR advocacy

## 4.1 Introduction to outcome evaluation

## 4.2 Formulating advocacy asks

## 4.3 Making the case for advocacy asks: National, regional and international norms, standards and policies and key arguments

## 4.4 Adapting language and images in advocacy





## Section 4.1

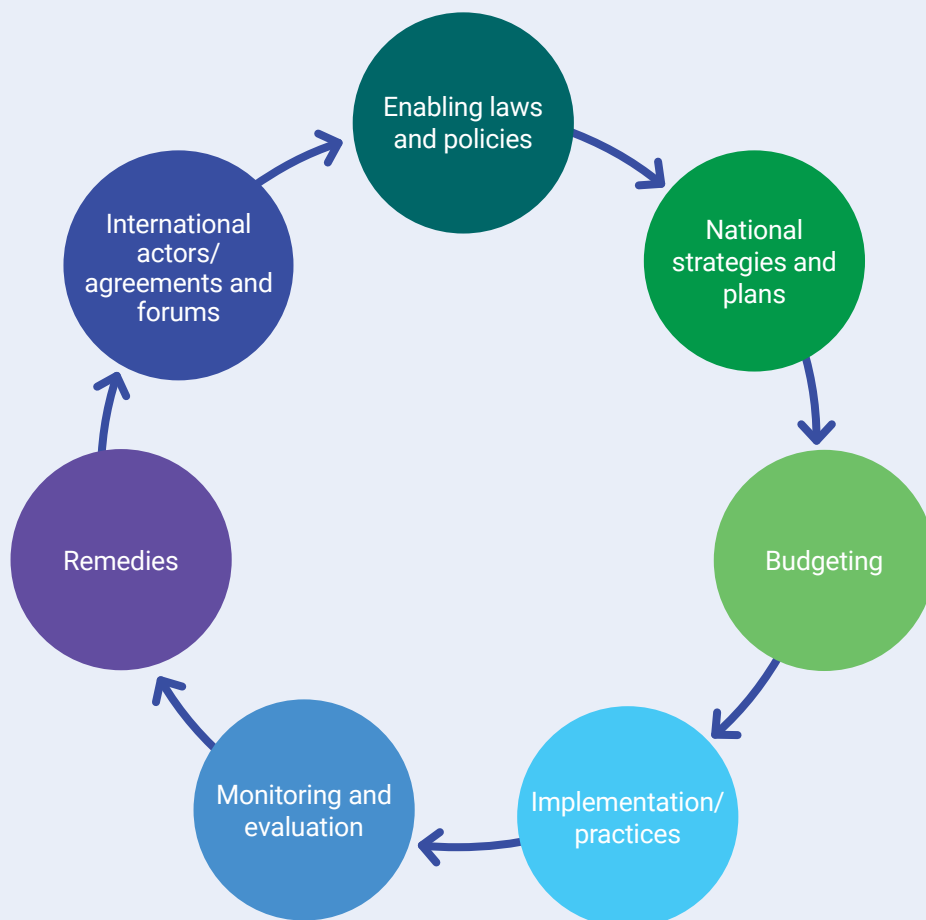
### Introduction to outcome evaluation

#### Advocacy and the policy accountability cycle

As advocates, we often focus our advocacy on one type of change we would like to achieve, for example: the adoption of a policy on adolescent sexual and reproductive health; an increased budget for SRHR; or the improved implementation of policies in relation to SGBV. In doing so, it remains important to keep in mind that policy-making and implementation is a cycle, often called the '**policy accountability cycle**'.

Before a policy is adopted, advocates must help decision-makers and funders think through the possible outcomes. After a policy is adopted, advocates play a crucial role in ensuring that duty-bearers are held to account for implementation; this includes ensuring there is sufficient budget allocated for the implementation. All too often, policy remains words on a page rather than action in communities. Outcomes, both intended and unintended, of policies must therefore be documented, evaluated and shared continually with policy- and decision-makers, involving rights holders at every step of the way.

Figure 2: Policy accountability cycle<sup>30</sup>



30. Adapted from Editorial of the *Health and Human Rights Journal* (2017). Further derived from the Office of the High Commissioner for Human Rights in the *Technical guidance on the application of a human rights-based approach to the implementation of policies and programmes to reduce preventable maternal morbidity and mortality*, UN Doc. A/HRC/21/22 (2012). For full diagram and explanation, see Yamin, A. E and Farmer, P (2016).

## Outcome evaluation: applying GTA to the policy accountability cycle

Even the most well-intentioned laws, policies and plans – including those that relate to SRHR – can have adverse effects or unintended outcomes that were not foreseen at the outset, particularly in relation to gender. **Outcome evaluation is therefore necessary to ensure policies and programmes do no harm to any gender group, but rather empower women and girls and people with diverse SOGIESC and address root causes of inequality.**

Part of this outcome evaluation includes the **do no harm principle**. Do no harm is a framework that facilitates an analysis of intended and unintended effects of aid programmes. It was developed in the 1990s by a collective of international and local NGOs working in conflict and post-conflict settings. However, do no harm approaches are also helpful for advocates to assist in preventing harm and increasing positive impact on those they are trying to benefit, as well as being aware of the (unintended) effects on other groups, communities and wider society.

When conducting this outcome evaluation, it is important to consider the intended and (potential) unintended outcomes for various gender groups. We distinguish three main gender groups:<sup>31</sup>

1. Women and girls
2. People with diverse sexual orientations, gender identities & expressions and sex characteristics (SOGIESC)
3. Men and boys

It is recognised that within these gender groups there is a wide variation in vulnerabilities and power. Therefore, intersectionality with other forms of inequality should always be taken into account.

When using outcome evaluation in your ongoing advocacy work, you need to detect if and how various groups will be affected by your advocacy 'asks' regarding new or existing policy or practices, as well how it can support these groups to realise their rights.

### Outcome evaluation using a gender transformative lens

Applying outcome evaluation during the planning stage of the policy cycle, when legislation and policies are being developed and adopted, is especially important. However, at every step of the cycle, advocates can ensure that the laws, policies and their implementation are gender transformative and support inclusive gender norms. Here are some examples of how advocates can apply outcome evaluation to the different stages of the accountability cycle:

#### Planning: Adoption of laws, policies, strategies and plans

- Share relevant evidence and lessons learnt on GTA with policy- and decision-makers, by:
  - ◆ reviewing documentation of lessons learnt (successes and challenges) from previous policies and their implementation that uses a GTA
  - ◆ collecting data directly from various gender groups and communities through interviews or focus groups, and involve them in determining solutions
- Advocate for policies that not only solve short-term problems but also mark the root causes of discrimination, inequality and violence.
- Advocate for the creation of spaces for meaningful consultation and involvement of people who experience discrimination and violations of their rights such as young women and girls who are displaced/refugees, people with diverse SOGIESC, and/or representatives from gender groups from religious, social and ethnic minority communities.

<sup>31</sup>. See the Introduction on page 10 for more information on these gender groups as well as on intersectionality.

## Budgeting

- Analyse the budget and how it will impact diverse gender groups, and:
  - ◆ avoid a budget allocation for one gender group that has adverse consequences for the budget allocation for another, e.g. funds for engaging men and boys at the expense of marginalised groups, but rather advocate jointly with other women's rights organisations to increase the total budget for SRHR and gender equality programmes
  - ◆ ensure that there is budget allocated for implementation with special attention to gender groups that need extra support in the strategy and plan

## Implementation of legislation and policies/practices

- Collect data and stories to monitor whether the implementation reaches all relevant gender groups.
- Create awareness on harmful gender norms in society or specifically in relation to certain practices/the implementation of policies, e.g. through a public campaign.

## Monitoring and evaluation

- Make visible the populations that are made invisible by policy and programmes (i.e. people with diverse SOGIESC), and creating space for their voices to be heard in the monitoring and evaluation of policies and their implementation.
- Ensuring there are data disaggregated by sex and age and gender statistics available to inform policy makers on the outcomes achieved through the implementation. Civil society organisations may wish to collect their own data to fill gaps in current data sets that will help policy and decision makers evaluate the outcomes of policies and programmes. For example, in some countries data on SRHR is only collected from married women, thus rendering invisible the experience of unmarried women; in such cases, advocates can highlight the gaps and voices of these invisible populations, as well as advocate for funding and efforts to be devoted to the collection of more and better data from unmarried women.

## Remedies

- Propose remedies based on inputs from various groups and based on data and case studies.
- Advocate for meaningful engagement of diverse gender groups in the full policy cycle.

## International actors/international agreements

- Use international language (e.g. from international human rights instruments ratified by your government or other commitments) that supports your advocacy demand (see Session 4.3).
- Advocate for improvements in (the language of) international or regional agreements and with international actors, such as donors and multilateral organisations.

## Outcome evaluation using a gender transformative lens



### Time

1 hour



### Materials

PowerPoint

Handout 4.2:  
Hypothetical  
case studies

Handout 4.3:  
Outcome  
evaluation  
with a gender  
transformative  
lens

### Objective

Understanding how outcome evaluation, including the do no harm principle, can be used to make advocacy for SRHR more gender transformative and, in particular, what sort of interventions or activities could be undertaken by advocates at the different stages of the policy cycle

### Methods

Plenary introduction, followed by reflection on case studies in groups

### Description

The aim of the session is to understand how SRHR advocates can use outcome evaluation to avoid doing harm to any gender group, to empower all gender groups, and to address the root causes of inequality. In plenary, information will be shared on the policy accountability cycle and how to apply outcome evaluation to the different stages in this cycle.

Groups will look at the three hypothetical case studies in Handout 4.2. These are examples of 'well-meaning' policies and plans in the area of SRHR that have gone wrong from a gender transformative perspective. These examples are not necessarily based on the experience of any one country but, rather, developed as hypothetical (and, perhaps, hyperbolic) case studies to illustrate distinct points. Participants will assess the examples by applying outcome evaluation, including the do no harm principle.

### Facilitator instructions

#### Step 1. Preparation

- Discuss beforehand with the co-organisers or (some of) the participants whether they have context-specific cases that could be used during this session, in addition to or partly replacing the case studies in Handout 4.2. The case studies should concern 'well-meaning' policies and plans in the area of SRHR that have gone wrong from a gender perspective.

#### Step 2. Introduce the topic

- Give an introduction of the policy accountability cycle and its relevance to advocacy. Relate this introduction to the existing advocacy strategy that is the focus of this workshop. Ask: which stage of the policy cycle are the participants (mainly) focusing their advocacy? Explain that, while focusing on one or two of these stages in the policy cycle, it remains important to keep the whole policy cycle in mind. Continue to explain outcome evaluation as a means to apply GTA to the whole policy accountability cycle, to ensure that policies and plans do no harm to any gender group but instead empower women and girls and people with diverse SOGIESC and address the root causes of inequality. You can use information from the introduction to this section.
- Include information on what the different gender groups are (women and girls, men and boys, and people with diverse SOGIESC) and the importance of considering intersectionality. Again, you can make use of the section's introduction.

**Step 3. Reflection**

- Divide the participants into three groups and ask each group to reflect on one of the case studies in Handout 4.2 by applying outcome evaluation. Ask them to discuss the following questions:
  - ◆ Could any harm be done to a specific gender group? If so, how and to whom?
  - ◆ Considering intersectionality, is there intersection between gender and other identities, such as age and urban-rural geography that influence power and vulnerabilities in society?
  - ◆ Are harmful gender norms being addressed or are they rather reinforced?
  - ◆ Consider the possible interventions/activities that could be undertaken: As an advocate, what could you do to ensure advancements in gender equality are made while ensuring the principle of do no harm, now and in future stages of the policy cycle? Think of examples of involvement and participation of gender groups in your advocacy, and collection and use of data and other evidence.
- Stress that participants should not only think about the different gender groups, but also about intersectionality.
- If there is sufficient time, you could have a second round, with each group reflecting on another case.

**Step 4. Application**

- Conclude with a plenary, inviting a few participants to share their lessons learnt on outcome evaluation from a gender transformative perspective. Then, summarise how advocates could apply outcome evaluation, by giving examples for each stage of the policy cycle. In doing so, you could refer to examples that were discussed during the group work, combined with examples from the introduction of this session. Also share Handout 4.3 containing examples from stages of the policy accountability cycle.
- Note: consider whether you want to share Handout 4.3 before or after the group work, depending on the advocacy capacity in the group. The purpose is to allow for an open reflection by the participants.



## Section 4.2

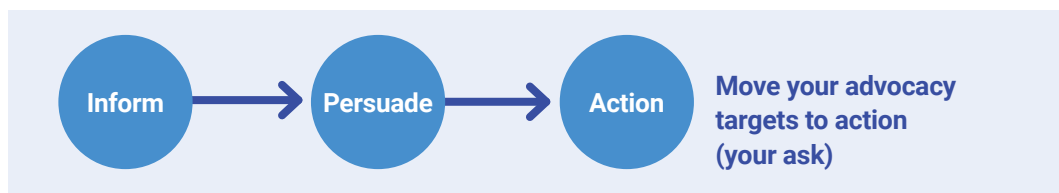
### Formulating advocacy asks: Concrete requests to move policy-and decision-makers into action

#### What is an advocacy 'ask'?

Once you have conducted outcome evaluation in relation to a policy, budget or practice, you need to consider what sort of concrete actions you want to propose. How should policy- and decision-makers redress the shortcomings you have identified, ensure that different gender groups are empowered and change the underlying, harmful gender norms? This is often referred to as an **advocacy or policy ask**: in addition to the sharing of data or other evidence, advocates make concrete requests to policy- and decision-makers, to move into action.

**An advocacy ask is, therefore, a key part of an advocacy message.** Next to information on the problem or challenge that is being addressed, which can include quantitative or qualitative data and testimonies, advocacy messages ideally propose solutions as well, all of which is presented in a persuasive and compelling manner. To summarise:

A powerful advocacy message contains the following elements:



#### Inclusion of gender transformative asks in SRHR advocacy

When conducting advocacy for SRHR, what asks could you include, based on the outcome evaluation, to make your advocacy more gender transformative? Reflecting on this question is key to ensuring that your advocacy not only leads to results in the area of SRHR, but also contributes to achieving gender equality. Here are some examples for SRHR in general, as well as for CSE and SGBV. The italic text in brackets indicates which stage of the policy cycle the example (mainly) relates to.

##### Examples of gender transformative advocacy asks in relation to SRHR:

- Create spaces for meaningful consultation and involvement of gender groups who experience discrimination and violations of their rights in accessing SRH services, such as: young women and girls who are displaced/refugees, fathers with no or limited access to ANC, men who need to access GBV services, people with diverse SOGIESC, and/or representatives from gender groups from religious, social and ethnic minority communities (*participation, implementation*)
- Adoption of a broad definition of 'gender' in law and policy relating to SRHR (*policy*)
- Allocate budget for the collection of more and better data on the obstacles unmarried women face in accessing contraceptives (*budget*)

**Examples of gender transformative advocacy asks in relation to CSE:**

- Meaningful engagement of young representatives of gender groups in the development and implementation of CSE curricula, taking into account intersectionality, such as urban-rural geography (*participation, policy, and implementation*)
- Inclusion of critical thinking and reflection around gender, stereotypes, norms and their consequences in CSE curricula (*policy*)
- Inclusion of harmful masculinities and the transformation into positive manhood in CSE curricula (*policy*)
- Inclusion of sexual negotiation skills and sexual rights in a CSE curriculum, which would address the underlying power dynamics in sexual relationships (*policy*)
- Inclusion of diversity, inclusivity, and positive sexuality in CSE curricula (*policy*)
- Allocation of budget for training of teachers and school administrations in the gender transformative approach (*budget*)
- Training for peer educators in how to discuss underlying power dynamics in sexual relationships (*implementation*)
- Adoption of a gender transformative approach into the 'whole school approach' to CSE (*policy*)

**Examples of gender transformative advocacy asks in relation to SGBV:**

- Inclusion of people with diverse SOGIESC in decision-making spaces around SGBV policy (*participation*)
- Adoption of laws that specifically outlaw violence and discrimination against people of all genders (*policy*)
- Adoption of a broad definition of SGBV in law and policy that goes beyond women as victims, men as perpetrators and that is inclusive of trans\* people and other people with diverse SOGIESC (*policy*)
- Inclusion of men and masculinities in addition to women's empowerment in policies and programmes aimed at preventing SGBV (*policy, implementation*)
- Allocation of budget for female, male and SOGIESC survivors of SGBV, with special attention for those that need extra support (*budget*)
- Availability of specific SGBV services and counselling for people identifying as trans\* (*policy, budget, implementation*)
- Services for perpetrators of violence in order to break the circle of violence (*policy, implementation*)
- Set up effective mechanisms to identify, report and monitor sexual and gender-based violence (*policy, budget, implementation*)

## Formulating gender transformative advocacy asks



### Time

1 hour



### Materials

Flipcharts and markers/pens

Post-it-notes

Examples of possible asks on post-it-notes

### Objective

Ability to formulate advocacy asks in relation to GBV and/or CSE which are (more) gender transformative

### Method

Group work

### Description

We should seek to include gender transformative advocacy asks in our SRHR advocacy. What concrete actions can we propose to our advocacy targets, such as policy- and decision-makers and opinion leaders, to make our advocacy more gender transformative? To make this session as concrete as possible it focuses on two areas, SGBV and CSE.

### Facilitator instructions

#### Step 1. Preparation

- Stick up two flipcharts, in different parts of the room. Write on one flipchart 'Sexual and gender-based violence' and on the other 'Comprehensive sexuality education'.
- Ask two people, e.g. co-facilitators, to each facilitate the discussion around the topic on one of the flipcharts.
- Write a number of examples of possible gender transformative asks in relation to GBV and CSE on posts-it-notes, one example per post-it. See pages 24 and 25 for examples. Give these to the facilitators to use if the discussion in their group gets stuck.

#### Step 2. Activity

- Introduce the aim of the session. Also, explain or remind participants what an advocacy ask is. Give a few examples in relation to SRHR. You can use the information in the introduction to this session.
- Then, explain the core topic for the following 30-minute discussion: Come up with a number of gender transformative asks in relation to a) SGBV and b) CSE. Ask the participants to discuss in their group and write the conclusions on post-its and stick them on the flipcharts. Stress that this is an activity in thinking broadly, there is no need at this stage to adapt ideas to the specific country context or their ongoing advocacy work. That will be done during the last part of the workshop.
- Ask the group to divide themselves between the two flipcharts, by selecting the topic of greatest interest. Explain that the group work will take place in two rounds, the first round will take 30 minutes, followed by a round of approximately 20 minutes.

#### Step 3. Reflection

- Give one or two examples of possible gender transformative asks in relation to SGBV or CSE respectively. Encourage advocates to think not only of policy asks, but also of asks related to other stages of the policy cycle, such as budget allocation, implementation and/or participation.
- After 30 minutes, ask participants to rotate to the other flipchart, where they will be briefed by the facilitators on the outcomes of the discussion in the first round. They can discuss the proposed messages that are already on the flipchart and/or add other messages.

#### Step 4. Application

- Optional: Conclude with a short plenary, inviting a few participants to share their views on whether the session has helped them in formulating gender transformative asks.

## Section 4.3

### Making the case for advocacy asks: National, regional and international norms, standards and policies and key arguments

This section helps advocates to make the case for their advocacy asks by using national, regional and international norms, standards and policies. The first session reflects on the national legal and policy framework on gender, followed by a session on relevant regional and international norms and standards. It ends with a session on the key arguments for using a gender transformative approach, this includes evidence from academic research and empirical evidence from GTA programmes, described in the section Getting Started.

**Note:** In the third session of this section, a role play is suggested as an optional step, during which all elements of this section as well as the other sessions come together. If you decide to do the role play, introduce the idea at the beginning of this session.

#### Regional and international norms and standards

When advocating for SRHR and gender equality, the language in regional and international documents – such as human rights instruments, agreements and declarations – can be powerful to support your advocacy asks.

Some documents, such as human rights treaties, conventions and covenants, are more legally binding than others. However, these other documents can still be important to refer to, for example because governments have committed to their implementation. Think of the Programme of Action of the International Conference on Population and Development (ICPD) and the 2030 Agenda for Sustainable Development (the Sustainable Development Goals). Another example is the interpretation by human rights treaty bodies of human rights norms, e.g. general recommendations of the CEDAW Committee. While not binding, these interpretations are persuasive and provide advocates with ready-made language for explaining and applying human rights norms.

In Handout 4.4, extracts of language from these documents are provided alongside a brief analysis. These extracts are meant to illustrate what basis already exists in international and regional human rights instruments, agreements, declarations and other documents for inclusion of a GTA perspective and language. And how international or regional language can be used to support and enrich (existing) advocacy on SRHR, as well as specific topics such as CSE, SOGIESC and SGBV.

Some brief examples:

- The CEDAW Committee has emphasised that States Parties are obliged to refrain from gender stereotyping in the provision of healthcare services and to adopt measures to expose and modify gender stereotypes within the sector.<sup>32</sup>
- There is language available that stresses the need to include information on gender equality in sexuality education, for example in the Ministerial Commitment on comprehensive sexuality education and sexual and reproductive health services for adolescents and young people in Eastern and Southern Africa.<sup>33</sup>

32. OHCHR Commissioned Report (2013).

33. ESA ministerial commitment of December (2013).

- A core pillar of the 2030 Agenda for Sustainable Development is 'leaving no one behind',<sup>34</sup> which could be used for advocacy for inclusion of persons with diverse SOGIESC.

### Some key concepts found in international and regional language that relate to GTA:

#### Equality and non-discrimination

The principles of equality and non-discrimination are part of the foundations of the international human rights framework and are thus an important entry-point to advocate for inclusion of all people. Article 2 of the Universal Declaration of Human Rights (UDHR), for example, states that every human being is entitled to all rights and freedoms “*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*”.<sup>35</sup> While the grounds in this article – and other similar articles, such as article 26 of the International Covenant on Civil and Political Rights, article 2 of the African Charter on Human and Peoples’ Rights and article 14 of the European Convention on Human Rights – do not explicitly contain sexual orientation or gender identity, these grounds are not exhaustive, as can be deduced from the words “such as” in these articles.<sup>36</sup>

#### Gender equality

In international agreements, as well as in national legislation, ‘gender equality’ is usually used to refer to equality between those who identify as men and women. A positive development in this regard was CEDAW General recommendation 28, which refers to intersectionality and confirms that the discrimination of women based on sex and gender is inextricably linked with other factors that affect women, such as (...) sexual orientation and gender identity.<sup>37</sup>

#### Gender stereotyping<sup>38</sup>

Two international human rights instruments – the Convention on the Elimination of Discrimination against Women (CEDAW)<sup>39</sup> and the Convention on the Rights of Persons with Disabilities (CRPD)<sup>40</sup> – refer specifically to states’ obligations to address gender stereotyping. CEDAW requires States Parties to take all appropriate measures to modify the social and cultural patterns of conduct of men and women in an effort to eliminate practices that are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women. Whilst based on a binary understanding of gender, addressing gender stereotypes may be seen by advocates as an in-road to helping free all people from harmful norms. At the same time, other treaty monitoring bodies have interpreted the rights to non-discrimination and equality as requiring the elimination of stereotypes, including gender stereotypes.

#### Root causes

Addressing the ‘root causes’ of harmful practices and unequal power dynamics requires a recognition of the gender norms that perpetrate them. For example the 2017 Human Rights Council (HRC) resolution<sup>41</sup> on accelerating efforts to eliminate violence against women calls on states *to engage men and boys to take responsibility and be held accountable for their actions in public and private spheres (including online) and to challenge gender stereotypes and negative social norms, behaviours and attitudes that are among the root causes of violence against women and girls*. This HRC resolution can be used advocate for

34. UN General Assembly (2015).

35. UN General Assembly (1948).

36. OHCHR (2003).

37. CEDAW Committee (2010).

38. Based on: OHCHR-Commissioned Report (2013).

39. CEDAW (1979).

40. CRPD (2006), art. 8.

41. Human Rights Council 35/L.15 resolution (2017).



sustainable, impactful policies and practices that not only address the manifestations of gender inequality but, also, the norms that underlie them.

#### Universal access to ...

Achieving universal access to health services is part of the 2030 Agenda for Sustainable Development (the SDGs).<sup>42</sup> The use of this term, which is widely used in public health, is an opportunity for advocates to highlight the 'access differential' between individuals and groups with diverse needs. For example, universal access to contraception requires different approaches for those who are female, male, trans\*, young, rural, urban, disabled, etc. Increasing access to sexual and reproductive services for these groups must take into account the specific barriers of these groups, recognising the overlapping, intersectional nature of these factors.



42. UN General Assembly (2015).

# Session 4.3.1

## Reflecting on national gender legislation and policies



### Time

1.5 hour



### Materials

PowerPoint (optional, to be decided by resource person)

Copies of part of one or two national policies relating to gender (existing or draft)

### Objective

Understanding the national legal and policy framework on gender and whether it contains elements or terminology that could be used to strengthen ongoing advocacy for SRHR

### Methods

Plenary introduction, followed by reflection on one or two gender policies in groups

### Description

In this session participants will learn about the most gender-relevant legislation and policies in the country, followed by group work during which participants reflect on one or two (draft) gender policies. The session ends by establishing if and how this policy could be useful for gender transformative SRHR advocacy.

### Facilitator instructions

#### Step 1. Preparation

- Invite a resource person with good knowledge of the legal and policy landscape on gender equality in the country of focus, for example a representative of an NGO working on advocacy. Ask them to prepare a 20-30 minute presentation, explaining key national legislation and policies on gender and SRHR, as well as the main terminology used in relation to gender. The latter is important as it will help participations reflect on language that resonates with the intended advocacy targets when advocating from a gender transformative perspective. Also, ask if they can describe any forthcoming advocacy opportunities, e.g. a review of an existing gender policy in which civil society could give input.
- Discuss beforehand with the co-organisers or representatives of participants, which laws or policies to focus on in this session. It is advised to focus on one or two that give a good insight into the government's vision and position on gender, such as the national gender policy. This could be an existing policy or a draft policy.

#### Step 2. Activity

- Briefly introduce the session and give the floor to the resource person to present for 20-30 minutes. Make some time for Q&A.
- Divide the participants into small groups of four or five. Give each group a copy of one or two (or part of) national policies relating to gender. If there are two relevant policies, ask each group to focus on just one.

#### Step 3. Reflection

- Give the groups about 40 minutes to discuss the following questions:
  - ◆ Can you identify any elements of the gender transformative approach in this law or policy? If so, what terminology is used in these sections? If not, and assuming the policy is going to be reviewed or revised in the future, which sections or what language would need to be changed to make it more gender transformative?
  - ◆ As an advocate for SRHR, is there any terminology or elements that you could make use of in order to strengthen your own ongoing advocacy from a GTA perspective? For example, this terminology would resonate well with policy- and decision-makers in your context. If the national gender policies lack this terminology, where else can you look for useful terminology that should resonate with policy-makers?

**Step 3. Application**

- In plenary, first ask what the main findings were in relation to the first question. If there are different points of view, have some discussion around these. Then continue with the second question.
- List the main conclusions on what could be useful terminology or elements of this/these policies for the ongoing SRHR advocacy. This will be useful input for the last part of the workshop – applying GTA to the ongoing advocacy work – it is therefore important to document the outcomes of this group work.

## Session 4.3.2

### Reflecting on international and regional norms and standards



#### Time

1 hour and  
30-45 minutes



#### Materials

PowerPoint

Handout 4.4:  
Examples of  
international  
and regional  
agreements  
and human  
rights  
documents

Handout  
4.5: Key  
concepts from  
international  
and regional  
language

#### Objective

Getting acquainted with language from relevant international and regional instruments, agreements and other documents which can support gender transformative advocacy asks

#### Methods

Plenary, followed by group work

#### Description

An advocacy ask aimed at policy- and decision-makers can be supported by referring to international and regional human rights instruments, as well as other relevant commitments and documents. Participants will get an overview of some of the key international and regional language that could be used in advocacy messages on SRHR and GTA.

#### Facilitator instructions

##### Step 1. Preparation

- Handout 4.4 contains relevant international and regional language. If you know of additional international and, in particular, regional documents that are relevant, feel free to add these.
- The hypothetical case below can be adapted to suit the interest of the participants.

#### Hypothetical case for group work

Narnia is a country in region X (choose Africa, Asia, Latin America, depending on where most of the participants live) with high rates of adolescent pregnancy and maternal mortality. Root causes of these high rates include legal limitations (among others, the need for parental consent) and socio-cultural barriers that prevent adolescent girls from accessing SRHR services. One of the socio-cultural barriers is the stigma and taboo surrounding sex outside of marriage. The Government of Narnia has recently expressed its intention to develop a policy to make contraception more accessible to young women (under-25).

##### Step 2. Activity

- Give a plenary introduction on the different sources of international and regional language. You can adjust the depth of your presentation, depending on the participants' knowledge of and experience with this international and regional framework.
- Explain that Handout 4.4, comprised of various extracts of language the participants will receive, distinguishes three types of documents:
  - ◆ **International human rights documents:** This includes information on language in treaties, conventions and covenants; interpretation by Human Rights Treaty Bodies, such as general comments/general recommendations and concluding observations; resolutions by the Human Rights Council
  - ◆ **Other international (development) commitments,** such as agreements and declarations, for example the Programme of Action of the International Conference on Population and Development (ICPD) and the 2030 Agenda for Sustainable Development
  - ◆ **Regional documents:** human rights as well as other (development) agreements and declarations



- Give participants hard or soft copies of Handout 4.4 with extracts of language from international and regional norms documents, and give them time to read it.
- Divide the participants into three or four groups. Read aloud or write on a flipchart the hypothetical case. Ask each group to:
  - ◆ formulate a hypothetical gender transformative advocacy ask based on this case
  - ◆ select the two or three international and/or regional documents that are most relevant to support the advocacy asks in the case provided. Ask them to explain their choice.

### Step 3. Reflection

- Facilitate a brief plenary, during which participants can comment and reflect on each other's choices. Conclude the session by reminding the participants that when making use of international and regional language in their own advocacy, they should conduct further research to determine which documents are most appropriate in their context. Give out copies of Handout 4.5: Key concepts from international and regional language.



## Session 4.3.3

### Role play: Delivering gender transformative asks



#### Time

1.5 hours



#### Materials

Handout 4.1:  
Rationale for  
applying GTA

Handout 4.4:  
International  
and regional  
language

#### Objective

Build the case for a gender transformative ask by referring to relevant arguments/ evidence as well as practice delivering gender transformative advocacy asks to policy- and decision-makers in a convincing manner

#### Methods

Short group work, followed by role play

#### Description

This role play builds on the work done in the previous session, during which the participants formulated an advocacy ask based on a hypothetical case and selected extracts from key international and regional language to support that ask. Participants will return to Handout 4.1 (received at the start of the workshop) to see whether it contains relevant arguments – based on sources such as academic literature and evaluations – that could further strengthen the case for the advocacy ask formulated during the previous session. Participants will also practice their skills in delivering gender transformative advocacy asks to policy-and decision-makers in a convincing manner. The session combines both evidence-gathering for using GTA, as well as using existing national, regional and international norms and standards – it brings together the elements of this part of the workshop.

Hard or soft copies of Handouts 4.1 and 4.4 are needed for this session.

#### Facilitator instructions

##### Step 1. Activity

- Ask the participants to continue working in the same groups as in the previous session. Explain that they will continue to work with the same hypothetical case, this time adding evidence and relevant arguments to further build the case for the gender transformative advocacy ask that they formulated.
- Ask if there is any evidence or key arguments in Handout 4.1 (from the earlier warm-up session) that they could use to further strengthen their advocacy ask.

##### Step 2. Role-play

- Then ask participants to prepare and perform a short role play based on the case, playing out a meeting between advocates and decision-makers of the Government of Narnia. During this role play, the advocates will present their advocacy ask(s), and will try to convince the decision-makers by referring to relevant regional and international language as well as relevant evidence or key arguments.
- Evaluate in plenary how using this evidence, key arguments and regional and international language can strengthen your advocacy. Also ask participants whether the language used by the advocates in the role play can be characterised as gender transformative. This can build a bridge to the next session.



## Section 4.4

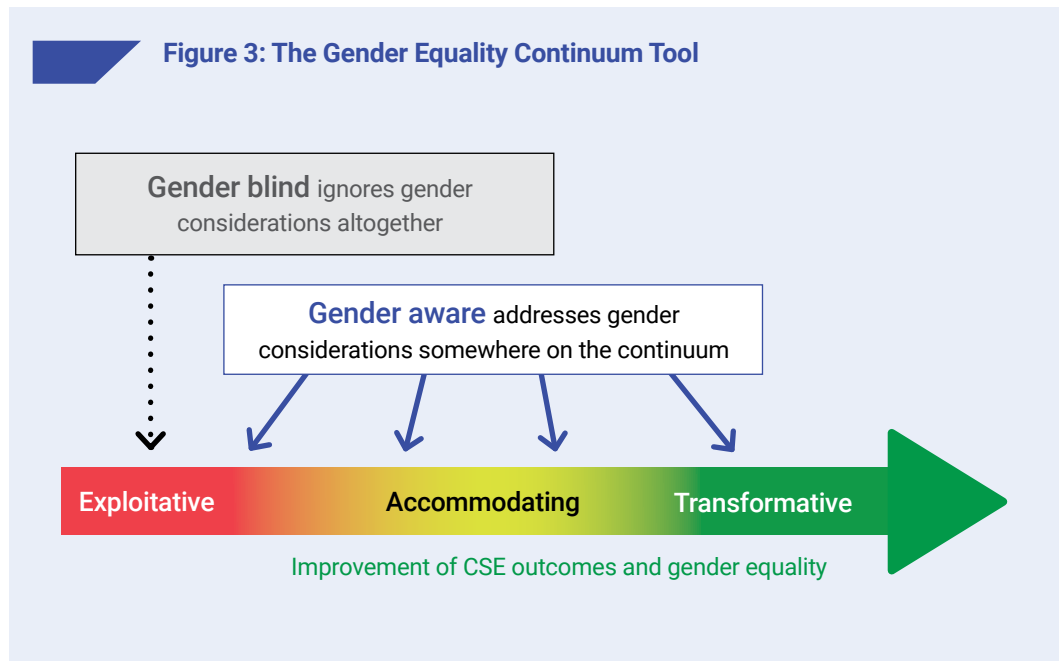
### Adapting language and images in advocacy messages and materials

Deeply rooted, patriarchal structures shape the norms and values people hold and often these are expressed unconsciously in language, behaviour and attitudes. Advocates – including SRHR advocates – can utilise language and images in their messaging and related advocacy or communication materials to achieve ‘quick wins’. It can convince their advocacy targets by virtue of being easily recognised by decision-makers and/or the target population, but can also be gender exploitative. An example is a campaign to promote safer sex that uses a billboard message ‘Take charge’ with an image of a man holding a condom. This type of message is **exploiting** existing norms that position men as the decision-makers in sexual (and other) relationships. Whilst the messaging has good intentions and may be effective in promoting safer sex, as it might resonate with many men, it also may embolden them in their belief that they are, indeed, in charge of contraceptive and sexual decision-making more generally.

Language and imagery influence thought and action. It follows, therefore, that we must work hard to ensure that we do not reinforce harmful gender norms through our own advocacy messages and imagery. That is why advocates have to become aware of the way they frame their own language, the meaning attached to certain words and phrases, as well as the contexts within which they are used.

#### The Gender Equality Continuum Tool

The Gender Equality Continuum Tool<sup>43</sup> is not only useful to assess to what extent gender has been integrated into projects and programmes, it can also be helpful to assess advocacy messages and related materials<sup>44</sup>.



43. Population Reference Bureau (2017).

44. As explained in Session 2 (formulating advocacy asks), an advocacy message contains the following elements: inform – persuade – move your advocacy targets to action (the latter is your advocacy ask, a concrete request to policy- and decision-makers). The advocacy ask, which was the focus of the previous sessions, is thus a key part of an advocacy message. In addition, a strong message contains information on the problem or challenge that is being addressed, which can include quantitative or qualitative data and testimonies, all of which is presented in a persuasive and compelling manner.

This continuum distinguishes three categories, which here we apply to advocacy messages and materials:

1. **Gender exploitative** messages/materials that reinforce or take advantage of gender inequalities and stereotypes, e.g. an advocacy brief on CSE that depicts 'typical' tasks for girls and women, such as fetching water, reproducing unequal gender norms and roles. Another example: an advocacy message proposing to distribute condoms to boys and men, but does not consider the option of distributing to girls and women, including the female condom. This could reinforce the fact that boys and men are often the decision makers regarding condom use.
2. **Gender accommodating** messages/materials that work around gender differences and inequalities. This type of communication recognises and responds to existing gender norms, roles and inequities, but does not actively seek to change gender norms and inequities. Instead, the aim is to limit any harmful impact.<sup>45</sup> For example, proposing to your advocacy targets to organise a training in HIV prevention that targets equal numbers of women/girls and men/boys and provides both sexes with the same information about how to prevent HIV infection, but does not include training on sexual negotiation and sexual rights, which would address the underlying power dynamics in sexual relationships.
3. **Gender transformative** messages/materials that aim to accomplish the following:
  - ◆ raise awareness about harmful or inequitable gender norms and power dynamics and question the costs of adhering to these norms with women and men;
  - ◆ change harmful, inequitable gender norms and power dynamics;
  - ◆ promote the creation of systems that support gender equality;
  - ◆ strengthen or create equitable gender norms and dynamics.<sup>46</sup>

Using gender transformative language implies being conscious of how a gender binary approach can be avoided in your messaging. An example would be to refer to 'all genders' rather than 'two genders' or 'both genders.' An example of a gender transformative message would be: 'All people have the right to make informed decisions about their own bodies, including with regards to contraception, without impinging on the rights of others'.

It is important to not become gender blind. **Gender blind** advocacy, policies and attitudes do not take into account the different roles and diverse needs of different gender groups. They therefore maintain status quo and will not help transform the unequal structure of gender relations. Therefore, it is very important to make a good gender analysis of the diverse roles and needs, and then translate that into gender transformative language and images.

45. Roller et al., (2014).

46. Based on the Population Reference Bureau (2017) and Roller et al. (2014).

## Session 4.4.1

### Unconscious use of gender exploitative language and images



#### Time

45 minutes



#### Materials

PowerPoint

Examples of SRHR and gender advocacy campaigns – including images, written, oral or imaginary

#### Objective

Awareness that we often unconsciously use gender exploitative or gender accommodating language or imagery in our advocacy messages on SRHR (and related advocacy or communication materials)

#### Methods

Plenary reflection

#### Description

A plenary, interactive session that aims to create awareness of the language and imagery used in advocacy messages and/or related materials that – often unconsciously – are gender exploitative or gender accommodating. Through increased awareness, advocates will be better equipped to avoid exploitative messages and to be as transformative as possible in their messaging.

Note: If you have time constraints, you could merge this session with Session 4.5.3 'Adapting language and images in messages and materials' in Part B.

#### Facilitator instructions

##### Step 1. Preparation

Collect examples of messages around SRHR and gender, preferably examples that have been used in the country or region in an advocacy initiative or campaign. You could also consider using some hypothetical messages. These examples can include written or oral messages as well as imaginary. More information can be found below.

##### Step 2. Activity

- Start with a presentation on how advocates – including advocates for SRHR – sometimes utilise language or images that may be effective in convincing their advocacy targets to achieve the desired SRHR related goals, for example because they are easily recognised by decision makers and/or the target population, but which are gender exploitative. This is often done unconsciously or with good intentions, such as to achieve quick wins. Explain the Gender Equality Continuum Tool and how it can be used to assess the language and visuals you use in your advocacy messages or advocacy materials. You can use information from the introduction to this session.

##### Step 3. Reflection

- Facilitate a plenary discussion using practical examples. The core question for discussion is: Does the language and/or imagery used seek to exploit, accommodate or transform existing gender norms?
- Start by giving some examples of written or oral messages – either messages that have been used in an advocacy initiative/campaign or hypothetical messages.
  - ◆ An example you could use: Ask the participants to imagine that they are part of a team that wants to set up a social media campaign around contraceptives. One of their team members proposes this message, 'Be a man, take charge of contraception'. Ask the participants what their reaction would be to this proposed message? Is it exploitative, accommodating or transformative?

- ◆ Make sure you stress that there can be different views, depending on the country context and personal experiences. The aim of the session is to avoid exploitative messages and to be as transformative as possible, so you are advised to not put too much emphasis on whether a formulation can be entirely classified as exploitative, accommodating or transformative.
- ◆ If not brought up by the participants, you could explain that although this proposed advocacy message may resonate with certain audiences and successfully capture the attention of some, ultimately it could do harm in upholding harmful and patriarchal gender norms. It strengthens the idea that men hold primary decision making power. Furthermore, this message shows how important it is to strike a balance between, on the one hand, involving men more in family planning/use of contraceptives (which is often considered only a women's issue), and, on the other hand, avoiding further increasing the decision-making power of men and/or limiting women's decision-making power regarding their own bodies.<sup>47</sup>
- ◆ Then ask the participants to redraft the message and make it more gender transformative, for example 'Men, talk with your partner about the use of contraceptives'.
- ◆ Show other messages that use gender accommodating and gender transformative language, preferably from the country itself and/or the region.
- Continue the session with examples of images, such as drawings or real life examples from SRHR campaigns in the country or from the region. You could show photos that show fatherhood in a stereotyping manner – for example, a father playing football with their son – and contrast them with examples that are more transformative – for example, a father in a care-giving role. Again, the discussion question asks, 'Is the image exploitative, accommodating or (more) transformative?'

48. FHI 360 (2012).





# Applying acquired knowledge and skills

## 4.5 Applying acquired knowledge and skills to participants' own SRHR-related advocacy work

Session 4.5.1 Formulating advocacy asks and activities by applying outcome evaluation

Session 4.5.2 Making the case for advocacy asks

Session 4.5.3 Adapting language and images in advocacy messages and materials

Session 4.5.4 Conclusions and follow-up

Session 4.5.5 Reflection on the gender transformative approach



## Section 4.5

### Applying acquired knowledge and skills to participants' own SRHR-related advocacy work

In this part of the workshop, participants will apply the learnings from Part A to their own advocacy work. As explained in the introduction of this module, we assume that an advocacy strategy on SRHR<sup>48</sup> forms the basis of this part – either an advocacy strategy of a group of civil society organisations, such as an alliance, network or advocacy platform, or an organisation's advocacy strategy. Preferably, it is well documented and gives focus to the advocacy work of the participants by setting out one or more advocacy priorities. If such an advocacy strategy does not yet exist, we strongly advise it is first developed before starting to work on this part of the module.

To apply the knowledge and skills acquired in Part A to the advocacy priority(ies) in the advocacy strategy, a step-by-step approach will be taken, starting with outcome evaluation. The methodology is participatory, consisting of group work.

Part B includes the following steps, all in the context of their advocacy strategy:

- Formulating advocacy asks and activities by applying outcome evaluation
- Making the case for advocacy asks: National, regional and international norms, standards and policies and key arguments
- Adapting language and images in advocacy messages and materials
- Conclusions and follow-up: Integrating the outcomes of the workshop in the advocacy strategy, work plans and budgets

#### Facilitator notes for the sessions

The facilitator should decide, preferably before the workshop, whether the sessions will focus on one or more of the advocacy priorities in the advocacy strategy. This will determine how you set up the group work:

- If you are focusing on only one advocacy priority, you could have two or three groups working simultaneously on the same advocacy priority. You may be able to give each group a different angle, e.g. each of them looking at different advocacy levels (community-district-national). During plenary, you need to ensure that exchange takes place between the groups and that conclusions are drawn and noted.
- Alternatively, if working simultaneously on two or three different advocacy priorities, this could be done in two or three groups with each group working on a different one of these priorities. In this case, make sure to form the groups according to the knowledge/expertise of the participants.

You should maintain your selected way of working in groups during all the sessions in this Part B.

In all of these sessions, it is important that participants document the outcome of the discussion on a laptop (probably the most practical) or flipchart. Ensure there is a good note-taker for follow-up.

48. From now onwards referred to as the advocacy strategy.



## Session 4.5.1

### Formulating advocacy asks and activities by applying outcome evaluation



#### Time

2 hours 30 minutes



#### Materials

Copies of the advocacy strategy (soft or hard copy)

Handout 4.3: Outcome evaluation with a gender transformative lens

#### Objective

Application of outcome evaluation from a GTA perspective to one or more advocacy priorities in the advocacy strategy, leading to a selection of a) advocacy asks towards policy- and decision-makers and of b) interventions or activities to be undertaken

#### Methods

Plenary, followed by group work

#### Description

The participants will apply outcome evaluation to one or more (a maximum of three) of their own advocacy priorities. Based on this, they will formulate advocacy asks and – if relevant – activities that need to be undertaken to make their advocacy more gender transformative.

#### Facilitator instructions

##### Step 1. Preparation

Ask one or two people, who have a good knowledge of the advocacy strategy, to present during the workshop, in particular highlighting the different advocacy priorities in the strategy. Also consider whether the advocacy strategy needs to be shared with the participants in advance. Have copies of the policy cycle for the participants – you can find it in Handout 4.3.

##### Step 2. Activity

- Introduce this part of the workshop, explaining that from now on all the sessions will focus on the advocacy work of the participants, in the context of their advocacy strategy. Give the floor to the presenter(s) of the advocacy strategy (in particular the advocacy priorities) for a presentation of 20-30 minutes. Reserve some time for Q&A.
- Then continue to explain this session and revisit the idea of outcome evaluation in relation to the policy cycle. Make sure you give some examples to illustrate what the focus is of outcome evaluation from a gender perspective. You can use examples from the participants' advocacy strategy and/or the hypothetical examples below:
  - ◆ Imagine an advocacy priority phrased like this: '*A draft policy on Adolescent Reproductive Health and Rights is adopted*'. The outcome evaluation would focus on assessing this draft policy, both its (possible) implications for different gender groups and whether it challenges underlying harmful gender norms and unequal power dynamics. Think through the following phases of the policy cycle, such as implementation.
  - ◆ Imagine an advocacy priority phrased like this: '*Improved implementation of the policy on Adolescent Reproductive Health and Rights*'. Here you would focus your outcome evaluation on a different stage in the policy cycle, the implementation stage, while of course also taking into account other, future stages of the policy cycle (e.g. a possible future review of this policy and/or the adaptation of the policy).
- Explain how the group work will be set up – you can use the information on page 30.
- Ask participants to discuss the following questions:

1. Can you foresee any unintended, positive and negative, consequences of the policy/ budget/implementation, etc. (depending on where in the policy cycle you focus on)?
2. Could any harm be done to a specific gender group within your current advocacy? If so, to whom and how? Take intersectionality with other forms of inequality into account.
3. Are existing, harmful gender norms being challenged or are they rather being reinforced?
4. What could you do in your advocacy, concerning this advocacy priority, to ensure that advancements in gender equality can be made, whilst ensuring the principle of do no harm, now and in future stages of the policy cycle?  
Distinguish between: a) advocacy asks towards policy- and decision-makers; and b) interventions or activities you could undertake, in particular looking at:
  - What you could do to strengthen involvement and participation of a particular gender group (also considering intersection with other identities, such as age and urban-rural geography) in your advocacy.
  - Whether you have sufficient evidence (data, testimonies, etc.) to make the case for your asks or whether you need to collect data, e.g. of groups which are currently invisible in policies or their implementation and/or ensuring sex- and age-disaggregated data and gender statistics.

- As a facilitator, make sure you check with the group that they understand the questions for discussion and provide them with support when needed.

### Stage 3. Reflection

- Moderate a plenary session, by first taking time to discuss and reflect on the outcomes of the group work and then trying to reach agreement on the response to Question 4, both the advocacy asks and possible activities.

Note: the following two sessions will continue to build on these advocacy asks. However, these activities will only be discussed further during the last session, Conclusions and follow-up, in relation to how these activities will be integrated in the advocacy strategy documents, work plans and budgets.

## Session 4.5.2

### Making the case for advocacy asks: National, regional and international norms, standards and policies and key arguments



#### Time

1 hour

#### Materials



Handout 4.4: International and regional language

Handout 4.5: Key concepts from international and regional language

Information on national gender legislation and policies

#### Objective

Selection of language from relevant national, regional and international documents which can support the gender transformative advocacy asks as well as other evidence and key arguments

#### Methods

Group work

#### Description

This session builds on the advocacy asks developed during the previous session. Participants will now reflect on national, regional and international norms, standards and policies, and how these can be used to support their advocacy on SRHR and GTA.

#### Facilitator instructions

##### Step 1. Preparation

- A non-exhaustive handout (Handout 4.4) with relevant international and regional language is provided. If you know of additional international and in particular regional documents that are relevant, feel free to add those.
- It is also worth looking into the most recent recommendations of the Universal Periodic Review (UPR) and of relevant Human Rights Treaty Bodies<sup>49</sup> to the country of focus, as these country-specific recommendations might be a good basis for holding the government to account.

##### Step 2. Activity

- Explain the aim of the group work. Remind the participants of the earlier sessions on national gender legislation and policies and international and regional norms and standards. They will now select the language from these documents that could best support the gender transformative advocacy asks identified in the previous session.
- Remind participants that they will continue to work in the same groups, with each group continuing to work on the same advocacy priority.
- First ask participants to select two or three international and regional documents from Handout 4.4 that are particularly relevant to the advocacy asks they formulated in the previous session. Ask them to discuss these questions:
  - ◆ How could you use the language from these documents to strengthen your national advocacy in relation to the advocacy priority?
  - ◆ Is there further relevant language in national legislation or policies that you could refer to in your advocacy, to make the case for your asks?
  - ◆ In addition to these references to relevant language from national, regional and international documents, are there other ways to build the case for your advocacy asks? Think in particular of evidence or key arguments.
- Remind participants that when discussing these questions that they should take into account the terminology and language that will resonate well with their different advocacy targets.

49. Consider for example the general observations of the CEDAW committee, the Committee on Economic, Social and Cultural Rights and the Committee on the Rights of the Child.

## Session 4.5.3

### Adapting language and images in advocacy messages and materials



#### Time

2 hours and 30 minutes



#### Materials

Existing (draft) advocacy materials (see Step 1. Preparation)

#### Objective

Joint reflection on and, if needed, adaption of existing advocacy messages and related materials by critically reflecting on the language and images used

#### Methods

Group work and concluding in plenary

#### Description

Participants will put their own, existing advocacy messages to the test. Through discussion, participants assess where their own messages and related materials sit on the Gender Equality Continuum. If they can be classified as 'gender exploitative' or 'gender accommodating', advocates should brainstorm ways to transform their messages and materials, building on the outcomes of the previous sessions.

#### Facilitator instructions

##### Step 1. Preparation

This session will only be worthwhile if it is based on the participants' own advocacy messages. Therefore, discuss beforehand with the co-organisers or representatives of the participants whether they have already developed advocacy messages and/or are already using these in their advocacy. These should relate to one or more advocacy priorities in the advocacy strategy.

These can be written messages that might be included in advocacy briefs, position papers or other advocacy and communication materials, but can also be messages expressed orally during lobbying and advocacy meetings with policy- and decision-makers.

Check whether all the participants will be aware of these messages, and if not, ensure that these are shared with the participants. It would be easiest to focus this session on a (draft) position paper or something similar. If such a document does not (yet) exist, you could consider making a handout or PowerPoint containing the messages.

If these messages have not yet been developed, discuss whether the co-organisers can develop a number of draft advocacy messages in advance of the workshop, which can be shared and validated with the workshop participants during the session.

##### Step 2. Activity

- Introduce the session. Explain that it will focus specifically on advocacy messages and related materials in the context of the advocacy strategy. Participants will now assess where their own messages/materials sit on the Gender Equality Continuum.
  - ◆ If the advocacy messages/materials **already exist**, ask one of the co-organisers or participants to present these in plenary and allow for questions for clarification, to be sure all participants understand the messages.
  - ◆ If these messages **have not yet been developed**, ask one of the co-organisers to share a number of proposed, draft advocacy messages with the group and validate these with the participants before going into the group work.

- Introduce the group work. Each group works on the advocacy messages in relation to one of the advocacy priorities. Distribute the advocacy materials or handouts in soft or hard copy to the participants.

### Step 3. Reflection

- Ask participants to reflect on their existing advocacy messages for one advocacy priority, by discussing:
  - ◆ Is the language (and/or images) in this message mostly gender exploitative, accommodating or transformative? Remind the participants to not put too much emphasis on whether a formulation can be classified 100% as exploitative, accommodating or transformative. The aim is not to put a message in a certain box, but rather to avoid exploitative messages and to be as transformative as possible.
  - ◆ Are there ways we could make the messages – and the related materials – more gender transformative? If so, try to reformulate the messages and materials. Make use of the outcomes of the previous sessions: the gender transformative asks that were formulated; the selected language from national, regional and international norms, standards and policies; the selected evidence/ key arguments.

### Step 4. Application

- Conclude with a plenary: ask each group to report back. If messages/materials have been reformulated and/or new messages have been developed, discuss whether the whole group can agree to these adaptations.



## Session 4.5.4

### Conclusions and follow-up

**Time**

30 to 60  
minutes

**Objective**

Clarity and agreement on how the outcomes of the sessions in Part B will be integrated in existing advocacy strategy documents, work plans and budgets

**Methods**

Plenary

**Facilitator instructions**

- Moderate a discussion with the participants to find out if there are any remaining questions about making their advocacy strategy more gender transformative.
- If so, take some time to address these directly. If this is not possible, discuss how these will be followed up after the workshop.
- Ask participants to conclude how the outcomes of the discussion will be integrated in existing advocacy strategy documents, work plans and budgets, by when and by whom. Focus here in particular on the activities that were identified during the outcome evaluation session.
- Summarise how the follow-up of the conclusions and action points will be monitored.



## Session 4.5.5

### Reflection on the gender transformative approach

**Time**

30-45 minutes

**Materials**Postcards,  
envelopesEvaluation  
form**Objective**

Personal reflection on whether and how the gender transformative approach is of added value for the participants, followed by an evaluation of the workshop

**Methods**

Plenary

**Description**

Rutgers GTA motto is 'Change starts with the self'. Therefore, as a closure to the workshop, it is good to ask the participants to reflect on GTA and what it means for them personally as well as for their work.

**Facilitator instructions****Step 1. Activity**

- Ask all participants to pick their favourite postcard and to write approximately two highlights of the workshop on it and/or insights gained, as well as at least one resolution they have for their daily life or work. You could invite some of the participants – if they are interested in doing so – to share about their highlights or resolutions. However, it should be clear that this is entirely up to themselves. The participants should put the postcard in an envelope, close it and take it home.
- As the facilitator you will send an email to the participants one month after the workshop and ask them to open the postcard as a reminder of their insights and/or resolution(s).
- We also advise you to do an evaluation of the workshop, for example by asking participants to fill out an evaluation form.
- Finally, invite participants to give feedback on this module, as Rutgers welcomes input which can strengthen our work on making SRHR related advocacy more gender transformative. Such input can be sent to [office@rutgers.nl](mailto:office@rutgers.nl)

# Annex 1. Suggested workshop programme

## Day 1

### Getting started: Introduction, value clarification and rationale

Time	Title	Description	Module and session
Welcome and introduction			
09.00–10.15	Welcome and introduction	Introduction to the focus and objectives of the workshop and an overview of the agenda. Getting to know each other and our expectations	
Value clarification			
10.15–10.45	What is GTA?	Presentation of the definition of GTA	Module 1, Session B
10.45–11.00	Coffee and tea		
11.00–13.00	The Gender Box	Critical reflection on personal gender norms	Module 1, Session 1.3.2
13.00–14.00 Lunch			
14.00–15.00	Gender and sexual norms and values	Value statements activity, looking at societal norms	Module 1, Session 1.3.1
15.00–15.30	Changing sticky norms	Moving from harmful norms to advocacy opportunities	Module 1, Session 1.3.3
Rationale for applying a gender transformative approach			
15.30–16.30	The rationale of applying a GTA approach to SRHR advocacy	Introductory warm-up session	Module 4, Session 4.2.1
16.30–17.30	Outcome evaluation using a gender transformative lens	Using case studies to do outcome evaluation including the 'do no harm principle' and explore intervention/ activities that advocates could undertake at different stages of the policy cycle	Module 4, Session 4.1.1
17.30–18.00	Short evaluation of the day		

## Day 2

### Part A: Knowledge and skills related to applying GTA to advocacy on SRHR

Time	Title	Description	Module and session
09.00–09.15	Introduction to the day		
09.15–10.15	Formulating advocacy asks	Advocacy asks, focusing on the areas of GBV and/or CSE advocacy	Module 4, Session 4.2.1
10.15–10.30	Coffee and tea		
10.30–12.00	Reflecting on national gender legislation and policies	Understanding the national legal and policy framework on gender and identifying elements or terminology that could strengthen SRHR advocacy	Module 4, Session 4.3.1
12.00–13.00	Reflecting on international and regional norms and standards (continued after lunch)	Getting acquainted with relevant regional and international language and how this could be used to support gender transformative advocacy asks	Module 4, Session 4.3.2
13.00–14.00	Lunch		
14.00–14.30	(Continued)		
14:30–15.15	Unconscious use of gender exploitative language or images	Looking at case studies and our advocacy messages and materials to increase awareness of how to develop transformative messaging	Module 4, Session 4.4.1
15.15–15.30	Coffee and tea		
15.30–17.15	Role play: Delivering gender transformative advocacy asks	Using relevant arguments/ evidence that could support the advocacy asks	Module 4, Session 4.3.3
17.15–17.30	Short evaluation of the day		

## Day 3

### Part B: Application of the acquired knowledge and skills to participants' own SRHR-related advocacy work

Time	Title	Description	Module and session
09.00–09.15	Introduction to the day		
09.15–11.30	Formulating advocacy asks and activities by applying outcome evaluation	Applying outcome evaluation from a GTA perspective to one or more advocacy priorities, leading to the selection of advocacy asks and interventions/activities	Module 4, Session 4.5.1
11.30–13.00	Making the case for the advocacy asks	Selection of language from relevant national, regional and international documents that can support the gender transformative advocacy asks, as well as other evidence and key arguments	Module 4, Session 4.5.2
13.00–14.00	Lunch		
14.00–15.30	Adapting language and images in messages and materials	Reflection on and – if needed – adaptation of advocacy messages and materials	Module 4, Session 4.5.3
15.30–16.15	Conclusions and follow-up	Agreeing on follow-up actions and the integration of activities and relevant workshop outcomes into existing advocacy strategy documents	Module 4, Session 4.5.4
16.15–16.45	Reflection on the gender transformative approach	Personal reflection on the meaning of the gender transformative approach for your work and the added value to your work and your organisation	Module 4, Session 4.5.5
16.45–17.00	Closing and evaluation		

## Annex 2. Handouts

Handout 4.1: Rationale for applying a gender transformative approach

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Handout 4.2: Hypothetical case studies

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Handout 4.3: Outcome evaluation with a gender transformative lens:  
examples at each stage of the policy cycle

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Handout 4.4: International and regional language

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Handout 4.5: Key concepts from international and regional language

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## Rationale for applying a gender transformative approach

Evidence-based advocacy uses various sources to make the most convincing plea to policy- and decision-makers. These sources include academic literature, evaluations of international and regional non-governmental organisations, case studies, etc. This session provides a brief overview of some of the key arguments for integrating GTA in public policies on SRHR.

### Sexual and reproductive health and rights

There is little published literature specifically on GTA. However, there are important literature sources that establish the link between gender equality and SRHR.<sup>1</sup> Lately, more evidence on the effects of using GTA in policies, programmes and practices has been generated. This evidence can be used to strengthen your advocacy for SRHR policies and practices so that it also contributes to gender equality.

Most importantly:

- There is a developed body of research to support the assertion that **sexual and reproductive health is critical to achieving gender equality and women's empowerment**.<sup>2</sup> Women are able to participate more fully in all spheres of life when their health and wellbeing is addressed.<sup>3</sup>
- The literature also suggests that **sexual and reproductive rights violations are both a cause and a consequence of gender inequality**. It is not a coincidence, therefore, that in countries where gender inequality is more pronounced, we also find lower levels of health and autonomy amongst girls.<sup>4</sup>

**Harmful gender norms and values and imbalances of power are the root cause of gender inequality and therefore also of poor SRHR outcomes.** Addressing these norms at the individual, institutional and societal level will change social inequalities and facilitate sustainable social change.<sup>5</sup>

Further, there is a strongly-established international norms framework, consisting of both human rights instruments and development agreements and other documents relating to how harmful gender norms and stereotypes impact upon the realisation of sexual and reproductive rights and vice versa, to how the realisation of SRHR can contribute to gender equality.

Literature highlights that engaging men and boys in SRHR interventions, including advocacy, has transformative value. There is now recognition that 'due to gender and power dynamics, men and boys are crucial to overcoming the barriers that hinder women and girls' SRHR and to end violence.'<sup>6</sup> A World Health Organization review of 58 evaluation studies of programmes seeking to engage men and boys in achieving gender equality and equity in health<sup>7</sup> found that programmes rated as gender-transformative had a higher rate of effectiveness in relation to SRHR and HIV preventative behaviour change.<sup>8</sup>

Recognition of the role that all genders play in shaping and transforming gender relations is crucial for advocates adopting the GTA. Here are two more in-depth examples of how transforming gender relations can strengthen CSE and SGBV programmes and outcomes.

### Comprehensive sexuality education

The rationale of applying a gender transformative lens to (existing) advocacy to CSE can be summarised as follows:

When CSE includes a strong focus on gender, power and rights, research has shown it has a positive effect on SRH outcomes. For example, a review of 22 evaluations of sexuality and HIV education programmes found that those programmes that addressed gender or power were five times as likely to be effective in impacting knowledge, attitudes, behaviour change and health outcomes, as those that did not. Eighty per cent of these sexuality and HIV education programmes that addressed gender

1. Haberland (2015), Dworkin, S.L. et al. (2015), USAID and IGWG (2011).

2. UN Foundation (2014).

3. IPPF (2015).

4. IPPF (2015).

5. USAID and IGWG (2011) and CGIAR and AAS (2012).

6. MenCare+ (2016).

7. Barker et al. (2007).

8. The complete finding states that, 'there is evidence of behaviour change in all programme areas (sexual and reproductive health and HIV prevention, treatment, care and support; fatherhood; gender-based violence; maternal, newborn and child health; and gender socialization) and in all types of programme interventions (group education; service-based; community outreach, mobilization and mass-media campaigns; and integrated)'. See also USAID and IGWG (2011) and CGIAR and AAS (2012).



and power found significantly lower rates of STIs or unintended pregnancies, in contrast to those that did not address gender or power.<sup>9</sup> Gender transformative CSE programmes contribute to changes beyond health outcomes: the prevention and reduction of GBV, child marriage, female genital mutilation (FGM) and discrimination, and an increase in gender equitable norms.<sup>10</sup>

Overall, this seems to suggest that CSE provides the critical content in education systems, both formal and non-formal. It gives young people access to a safe environment to challenge not just how gender norms are created and how they persist, but also to understand the consequences and impact these can have on attitudes, behaviour and SRH outcomes of people.

Furthermore, access to comprehensive information and services on SRHR is critical to realising gender equality and rights. This is reflected in several international and regional agreements and documents, in which CSE is situated within a gender equality framework, recognising the contribution that it makes to dismantling harmful gender norms and practices.

Therefore, CSE should foster self-reflection and critical thinking skills to help children and young people analyse how constructions of harmful gender norms and practices are created and perpetuated. Advocates should ensure that this gender transformative approach is integrated into policy, curricula, teacher training and whole-school approaches to CSE.

## Sexual and gender-based violence

Applying a gender transformative approach to advocacy aimed at ending SGBV requires us to look beyond 'traditional' approaches in two important ways. Firstly, it would be good to move away from focusing on the 'men as perpetrators and women as victims' narrative. Secondly, advocacy must be inclusive of groups other than women and girls that experience SGBV.

To date, much of the literature on the GTA has been focused on engaging men to end SGBV – men's engagement is one strategy for gender transformative SRHR advocacy. In general, advocacy for male engagement in preventing and ending SGBV requires

a shift away from viewing men as perpetrators towards viewing men as gendered beings who are also constrained by norms, expectations and stereotypes. Evidence shows that both men and women are put at risk by gender norms and that social expectations directly affect men's attitudes and behaviours in relation to SRH and violence.<sup>11</sup>

In order to eliminate the violence, it is essential to examine the root causes of violence, including the socialisation of men, power, patriarchy and masculinities. As the majority perpetrators, the target audience for primary prevention, holders of the social norms and influencers of other men, men need to be engaged to reduce and prevent gender-based violence. There is a much broader spectrum of roles for men and boys to play than perpetrator or potential perpetrator of gender-based violence: men should also be engaged as agents of change, not only to prevent and reduce violence against women and girls, but also to free them from the limits and harms of patriarchy and dominant masculinities.

It is important to realise that violent men may have experienced or witnessed violence themselves during childhood. This is what we call the intergenerational transmission of violence. A violated child may come an abusive father, or a victim of violence once an adult. In your advocacy it is important to realise that men can also be victims of violence who are in need of help. Lastly, gender transformative CSE programmes contribute to changes beyond health outcomes.<sup>12</sup>

The second way in which SGBV advocacy can be gender transformative is through extending the visibility of those who experience violence beyond women, showing that they include boys, heterosexual men, and people with diverse SOGIESC. Although data on violence against trans\* individuals is not tracked systematically, hundreds are murdered around the world each year. Much of the discrimination and accompanying violence experienced by those with diverse gender identities is state-sponsored; for example, twenty-two countries in the world have laws that ban the expression of trans\* identity.<sup>13,14</sup> Our advocacy must expose how violence plays a role in the lives of gender non-conforming individuals, simultaneously exposing the 'root causes' of such violence as patriarchal gender norms and expectations.

9. Haberland (2015).

10. UNESCO (2018): 28-29.

11. Barker et al (2007).

12. UNESCO (2018): 28-29.

13. Human Rights Watch (2016).

14. International Lesbian, Gay, Bisexual, Trans and Intersex Association (ILGA) (2017).

## Hypothetical case studies

### Case study 1: Male engagement policy

In Narnia, men tend to be the decision-makers within a household. However, when it comes to contraception, men tend to leave that responsibility to women. To encourage men to take a more active role in reproductive decision-making, Narnian policy-makers trained service providers to do community outreach with males with the aim of involving them in the contraceptive decision-making processes of female partners. After some months however, complaints arose from especially rural communities that were rolling out the new male engagement policy. Women were being turned away from health centers because their male partners did not accompany them; this had never happened before. Whilst investigating the problem, the Ministry of Health realised that health professionals were interpreting the new policy as requiring male involvement before a woman could access contraception.

### Case study 2: Youth outreach

Young people in Narnia faced a range of barriers to accessing contraception, especially those people in rural areas where health clinics were few and far between. Socio-cultural barriers that stigmatised sex outside of marriage were also prevalent. The government of Narnia decided to roll out a policy to make contraception more accessible to under-25s. As such, they earmarked a large portion of their SRHR budget to the construction of youth centers across the country. They stocked the centers with games, books and other activities that would attract young people. Two years later, however, evaluations of the youth centers found that twice as many young men were accessing the centers as women, and no young people of diverse gender identities were attending. Interviews in these communities revealed that because young men were frequenting the youth centers, young women's parents would not let them attend; this prevented them from accessing the services and information at the centers. Interviews with young individuals identifying as trans\* revealed that they experienced discrimination from some of the young men frequenting the center and, thus, did not feel comfortable attending.

### Case study 3: Ensuring non-discrimination

In several platforms at the United Nations, which are responsible for drafting resolutions to reflect consensus and advance the rights of all persons, the process of 'negotiating' priorities between governments is common. Each member state, based on their country context, national priorities and geo-political positioning, values the advancement of certain development priorities. Civil society organisations make recommendations for advancing the rights of different groups.

In one of these negotiations, Narnia (a country in the Global South), with high rates of adolescent pregnancy and maternal mortality, was keen to advance a language proposal whereby member states would commit to ensuring access to sexual and reproductive health services for all adolescents. Recognising that many governments have legal limitations and cultural barriers that prevent girls from accessing services, Narnia made a proposal for all member states to 'commit to creating enabling environments for all adolescents to exercise their sexual and reproductive health and rights'. Feedback to Narnia's language proposal was a request from several member states to amend the statement to reflect as committing 'to creating an enabling environment for adolescent girls to access sexual and reproductive health and reproductive rights.' Given Narnia's primary concern of ensuring adolescent girls could receive the SRH services they required, this was an acceptable proposal. However civil society groups representing individuals with diverse sexual orientation and gender identities protested, highlighting that, by only committing to these services for adolescent girls and by dropping 'sexual rights', Narnia was enabling member states to discriminate against adolescents based on their gender identity or expression. The delegation from Narnia reflected on their proposal and considered how they should respond.

## Outcome evaluation using a gender transformative lens: examples at each stage of the policy cycle



1. Adapted from Editorial of the *Health and Human Rights Journal* (2017). Further derived from the Office of the High Commissioner for Human Rights in the *Technical guidance on the application of a human rights-based approach to the implementation of policies and programmes to reduce preventable maternal morbidity and mortality*, UN Doc. A/HRC/21/22 (2012). For full diagram and explanation, see Yamin, A. E and Farmer, P (2016).

Applying outcome evaluation during the planning stage of the policy cycle, when legislation and policies are being developed and adopted, is especially important. However, in every step of the cycle, advocates can ensure that the laws, policies and their implementation are gender transformative and support inclusive gender norms.

Below are some examples of how advocates can apply outcome evaluation to the different step of the accountability cycle:

### Planning: Adoption of laws, policies, strategies and plans

- Share relevant evidence and lessons learnt on GTA with policy and decision makers, by:
  - ◆ reviewing documentation of lessons learnt (successes and challenges) from previous policies and their implementation that uses a GTA
  - ◆ collecting data directly from various gender groups and communities through interviews or focus groups, and involve them in determining solutions
- Advocate the advantages of policies that not only solve short-term problems but also mark the root causes of discrimination, inequality and violence.
- Advocate for the creation of spaces for meaningful consultation and involvement of people who experience discrimination and violations of their rights such as young women and girls who are displaced/refugees, people with diverse SOGIESC, and/or representatives from gender groups from religious, social and ethnic minority communities.

### Budgeting

- Analyse the budget and how it will impact diverse gender groups, and advocate to:
  - ◆ do no harm: avoiding that budget allocation for one gender group has adverse consequences for the budget allocation to another gender group, e.g. funds for engaging men and boys at the expense of marginalised groups, but rather advocate jointly with other women's rights organisations to increase the total budget for SRHR and gender equality programmes
  - ◆ ensure that there is budget allocated for implementation with special attention to gender groups that need extra support in the strategy and plan

### Implementation of legislation and policies/practices

- Collect data and stories to monitor whether the implementation reaches all relevant gender groups.
- Create awareness on harmful gender norms in society or specifically in relation to certain practices/the implementation of policies, e.g. through a public campaign.

### Monitoring and evaluation

- Make visible the populations that are made invisible by policy and programmes (f.e. people with diverse SOGIESC), and creating space for their voices to be heard in the monitoring and evaluation of policies and their implementation.
- Ensuring there are data disaggregated by sex and age and gender statistics available to inform policy makers on the outcomes achieved through the implementation. Civil society organisations may wish to collect their own data to fill gaps in current data sets that will help policy and decision makers evaluate the outcomes of policies and programmes. For example, in some countries data on SRHR is only collected from married women, thus rendering invisible the experience of unmarried women; in such cases, advocates can highlight the gaps and voices of these invisible populations, as well as advocate for funding and efforts to be devoted to the collection of more and better data from unmarried women.

### Remedies

- Propose remedies based on inputs from various groups and based on data and case studies.
- Advocate for meaningful engagement of diverse gender groups in the full policy cycle.

### International actors and agreements

- Using international language (e.g. from international human rights instrument ratified by your government or other commitments, see Handout 4.4) that supports your advocacy demand (the so-called 'ask').
- Advocating for improved (language in) international or regional agreements and with international actors, such as donors and multilateral organisations.

## Examples of international and regional agreements and human rights documents

This handout presents a non-exhaustive overview of international and regional agreements related to SRHR and the gender transformative approach. There are three tables:

- 1. International human rights documents:** this table includes information on language in treaties, conventions and covenants; interpretation by Human Rights Treaty Bodies, such as general comments/general recommendations and concluding observations; and resolutions by the Human Rights Council.
- 2. Other international (development) commitments, such as agreements and declarations,** for example the Programme of Action of the International Conference on Population and Development (ICPD) and the 2030 Agenda for Sustainable Development.
- 3. Regional documents:** human rights as well as other (development) agreements and declarations.

In each table, samplings of language from these documents (presented in chronological order) are provided alongside a brief analysis. These samplings are meant to illustrate what basis already exists in international and regional human rights instruments, agreements, declarations etc. for inclusion of a GTA perspective in (SRHR) advocacy. And how international or regional language can be used to support and enrich (existing) advocacy on SRHR, as well as specific topics such as comprehensive sexuality education (CSE), sexual orientations, gender identities & expressions and sex characteristics (SOGIESC) and sexual and gender based-violence (SGBV).

To give some examples:

- The CEDAW Committee has emphasised that States Parties are obliged to refrain from gender stereotyping in the provision of healthcare services and to adopt measures to expose and modify gender stereotypes within the sector.<sup>1</sup>
- There is language available that stresses the need to include information on gender equality in sexuality education, for example in the Ministerial Commitment on comprehensive sexuality education and sexual and reproductive health services for adolescents and young people in Eastern and Southern Africa.<sup>2</sup>
- A core pillar of the 2030 Agenda for Sustainable Development is 'leaving no one behind',<sup>3</sup> which could be used for advocacy for inclusion of people with diverse SOGIESC.

Please note that the following tables are not exhaustive. If you know of additional international, and in particular regional, documents that are relevant, feel free to add them. It is also worth looking into the most recent recommendations of the Universal Periodic Review (UPR) of your country and of relevant Human Rights Treaty Bodies<sup>4</sup> to the country of focus, as these country-specific recommendations might be a good basis for holding the government to account. Advocates should do further research to determine which documents are most appropriate in their context, and with which audiences.

1. OHCHR (2013).

2. ESA (2013).

3. UN General Assembly (2015), Transforming our world : the 2030 Agenda for Sustainable Development, A/RES/70/1, <https://sustainabledevelopment.un.org/post2015/transformingourworld>.

4. Consider for example the general observations of the CEDAW committee, the Committee on Economic, Social and Cultural Rights and the Committee on the Rights of the Child.



## 1. International human rights documents

Document	Language samplings	Analysis
<b>Treaties, conventions or covenants</b>		
<b>Convention on the Elimination of Discrimination against Women (CEDAW, 1979)<sup>5</sup></b>	<p><b>Preamble:</b> Aware that a change in the traditional role of men as well as the role of women in society and in the family is needed to achieve full equality between men and women.</p> <p><b>Article 2(f):</b> States Parties ... undertake to take all appropriate measures, including legislation, to modify or abolish existing laws, regulations, customs and practices which constitute discrimination against women.</p> <p><b>Article 5:</b> States Parties shall take all appropriate measures: (a) To modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women; ...</p> <p><b>Article 12:</b> State Parties shall take all appropriate measures to eliminate discrimination against women in the field of health care in order to ensure, on a basis of equality of men and women, access to health care services, including those related to family planning (..)</p>	<p>The whole of this Convention relates to the elimination of discrimination against women in a range of sectors, as well as the elimination of gender stereotyping that leads to violations of women's rights.</p> <p>In the Preamble of CEDAW, there is recognition of the ways in which 'traditional roles' and women's roles need to change to achieve gender equality.</p> <p>Article 2 calls on States Parties to eliminate laws and practices that discriminate against women. This has been interpreted by the Committee as requiring States Parties to modify and transform gender stereotypes.<sup>6</sup></p> <p>Article 5 specifically mentions the modification of 'social and cultural patterns of conduct' that place one 'sex' (not gender) in an inferior position to the other.</p>
<b>Interpretation by human rights treaty bodies</b>		
<b>CEDAW Committee. LC v Peru (2009)<sup>7</sup></b>	<p><b>Paragraph 7.7:</b> L.C. was a victim of exclusions and restrictions in access to health services based on a gender stereotype that understands the exercise of a woman's reproductive capacity as a duty rather than a right.</p> <p><b>Paragraph 7.12:</b> The lack of legislative and administrative measures regulating access to therapeutic abortion condemns women to legal insecurity insofar as protection of their rights is completely at the mercy of gender prejudices and stereotypes, as shown in the present case. The sociocultural pattern based on a stereotypical function of a woman and her reproductive capacity guided the medical decision on which the physical and mental integrity of L.C. depended, subjecting her to discrimination by placing her on an unequal footing with men with respect to the enjoyment of her human rights.</p>	<p>LC v Peru was a case brought before the CEDAW Committee concerning the Peruvian government's failure to provide abortion services to a minor who was pregnant as a result of repeated rape and required spinal surgery after attempting suicide. The doctors' decision was condemned by the Committee on the basis of gender stereotypes that promote motherhood as an ideal state for all women, thus placing the protection of the foetus over the life and rights of the young woman. Peru was found to be in violation of Articles 5 and 12 of CEDAW.</p>

5. CEDAW (1979).

6. OHCHR (2013).

7. CEDAW Committee (2011).

Document	Language samplings	Analysis
(Cont.)	<p><b>Paragraph 8.15:</b> The Committee also considers that the facts reveal a violation of article 5 of the Convention, as the decision to postpone the surgery due to the pregnancy was influenced by the stereotype that protection of the foetus should prevail over the health of the mother.</p>	<p>Reading article 12 together with articles 2(f) and 5 of CEDAW, the Committee has emphasised that States Parties are required to refrain from stereotyping women who are seeking health care services and to adopt measures to expose and modify harmful gender stereotypes within the health sector.<sup>8</sup></p>
<p><b>CEDAW Committee, General Recommendation 28 (2010)<sup>9</sup></b></p>	<p><b>Para. 18:</b> Intersectionality is a basic concept for understanding the scope of the general obligations of States parties contained in article 2. The discrimination of women based on sex and gender is inextricably linked with other factors that affect women, such as race, ethnicity, religion or belief, health, status, age, class, caste and sexual orientation and gender identity. Discrimination on the basis of sex or gender may affect women belonging to such groups to a different degree or in different ways to men. States parties must legally recognize such intersecting forms of discrimination and their compounded negative impact on the women concerned and prohibit them.(..)</p>	<p>‘Gender equality’ is usually used to refer to equality between those who identify as men and women. A positive development in this regard was CEDAW’s General Recommendation 28, as it refers to intersectionality and confirms that the discrimination of women based on sex and gender is inextricably linked with other factors that affect women, such as (...) sexual orientation and gender identity.</p>
<b>Resolutions</b>		
<p><b>Human Rights Council resolution 32/L.28, Accelerating efforts to eliminate violence against women: preventing and responding to violence against women and girls, including indigenous women and girls (2016)<sup>10</sup></b></p>	<p>States are called upon ‘to take effective action to prevent violence against women and girls, including indigenous women and girls, by:</p> <p><b>7(c)</b> by taking measures to empower women by, inter alia, [...] implementing social and economic policies that guarantee women full and equal access to quality education, including comprehensive sexuality education.</p> <p><b>7(e)</b> Engaging, educating, encouraging and supporting men and boys to take responsibility for their behaviour and to become active partners in the prevention and elimination of all forms of discrimination and violence against all women and girls, including indigenous women and girls, and to end the stigmatisation of victims and survivors of violence by encouraging a change in attitudes, perceptions of masculinity, gender stereotypes and other norms and behaviour through the promotion of gender equality;’</p>	<p>This 2016 HRC resolution explicitly mentions the various roles men and boys can take to prevent discrimination and violence against women and girls. And it promotes a change in attitudes and perceptions of masculinity. These new roles for men are gender transformative.</p>

8. OHCHR (2013).

9. CEDAW Committee (2010).

10. Human Rights Council resolution 32/L.28/Rev.1 (2016).

## Document

**Human Rights Council resolution 35/L.10, Accelerating efforts to eliminate violence against women: engaging men and boys in preventing and responding to violence against women and girls (2017)<sup>11</sup>**

## Language samplings

Recognising the importance of investment to close resource gaps for achieving gender equality and the empowerment of all women and girls, and that resources for gender equality initiatives for men and boys should build upon rather than compromise opportunities and resources for women and girls,

**6.** Also recognises the critical role of men and boys in preventing and eliminating all forms of discrimination and violence against women and girls in both the public and private spheres, and urges States to design and implement national policies and programmes that address the roles and responsibilities of men and boys in the promotion of gender equality;

**7.** Urges States to condemn strongly and publicly all forms of violence against women and girls in all settings, public and private, and to refrain from invoking any custom, tradition or religious consideration to avoid their obligations with respect to its elimination, including by eliminating all harmful practices, such as child, early and forced marriage and female genital mutilation;

**9.(b)** Addressing the root causes of gender inequality, including gender stereotypes and negative social norms, attitudes and behaviours, and socioeconomic drivers of violence, and unequal power relations such as patriarchal norms that view women and girls as subordinate to men and boys and that normalise, condone or perpetuate discrimination and violence against women and girls;

**10.(a)** Ensuring that all initiatives on preventing and ending violence against women and girls aimed at engaging men and boys are designed and promoted with the aim of ensuring that the concerns of women and girls, their rights, their empowerment, their safety and their equal and meaningful participation in decision-making at all levels are prioritised;

**10.(c)** Holding persons in positions of authority, such as teachers, religious leaders, traditional authorities, politicians and law enforcement officials, accountable for not complying with and/or upholding laws and regulations relating to violence against women and girls, in order to prevent and respond to such violence in a gender-sensitive manner, to end impunity and to avoid the abuse of power leading to violence against women and girls and the revictimisation of victims/survivors of such violence;

## Analysis

The resolution was led by Canada and co-sponsored by over 80 countries. It goes further than the above resolution from 2016, as it makes explicit that gender transformation is needed in order to eliminate all violence against women and girls (even though the term gender transformation is not used), by making reference to 'addressing the root causes of gender inequality, including gender stereotypes and negative social norms, attitudes and behaviours, (...)' (paragraph 9b).

By indicating that resources made available by states for engaging men and boys should not compromise resources for women and girls, the do no harm principle (which is part of outcome evaluation) has been applied. Another example is paragraph 10a. (see Handout 4.3 on outcome evaluation for more information).

New agreed language was achieved on patriarchal norms, holding persons in positions of authority, such as religious leaders (among others) accountable for not complying with and/or upholding laws and regulations relating to violence against women and girls, and recognising that structural and institutional discrimination against women compounds violence experienced.

11. Human Rights Council resolution 35/L.15 (2017).

## 2. Other international (development) commitments

Document	Language samplings	Analysis
<b>International Conference on Population and Development: Programme of Action (1994)<sup>12</sup></b>	<p><b>4.1:</b> (...)In all parts of the world, women are facing threats to their lives, health and well-being as a result of being overburdened with work and of their lack of power and influence. ...The power relations that impede women's attainment of healthy and fulfilling lives operate at many levels of society, from the most personal to the highly public. (...)</p> <p><b>4.4:</b> Countries should act to empower women and should take steps to eliminate inequalities between men and women as soon as possible by: ...<b>(c)</b> Eliminating all practices that discriminate against women; assisting women to establish and realise their rights, including those that relate to reproductive and sexual health;</p> <p><b>4.16:(a)</b> To eliminate all forms of discrimination against the girl child and the root causes of son preference, which results in harmful and unethical practices regarding female infanticide and prenatal sex selection;</p> <p><b>4.17:</b> Overall, the value of girl children to both their family and society must be expanded beyond their definition as potential child-bearers and caretakers and reinforced through the adoption and implementation of educational and social policies that encourage their full participation in the development of the societies in which they live. (...)</p> <p><b>4.24:</b> (...)Men play a key role in bringing about gender equality since, in most societies, men exercise preponderant power in nearly every sphere of life, ranging from personal decisions regarding the size of families to the policy and programme decisions taken at all levels of Government. (...)</p>	<p>Throughout the ICPD Programme of Action (PoA), there is implicit and explicit recognition of the disadvantaged position that women occupy in relation to men. In the middle column are just a few examples of language from the PoA that highlight the gender norms that threaten women's lives, well-being and health.</p> <p>Whilst progressive in relation to women's empowerment and the need to transform relations between men and women, the PoA's language does not convey a transformative approach that would free all people from harmful and destructive sexual and gender norms. The ICPD PoA is binary in its approach, meaning it does not recognise all genders.</p>

12. UN Population Fund (UNFPA), Program of Action (1994).

Document	Language samplings	Analysis
<p><b>Beijing Declaration and Platform for Action (1995)</b><sup>13</sup></p>	<p><b>90:</b> (...)Health policies and programs often perpetuate gender stereotypes and fail to consider socio-economic disparities and other differences among women and may not fully take account of the lack of autonomy of women regarding their health. Women's health is also affected by gender bias in the health system and by the provision of inadequate and inappropriate medical services to women.</p> <p><b>92:</b> (...)The prevalence among women of poverty and economic dependence, their experience of violence, negative attitudes towards women and girls, racial and other forms of discrimination, the limited power many women have over their sexual and reproductive lives and lack of influence in decision-making are social realities which have an adverse impact on their health. (...)</p>	<p>The Platform for Action (PfA) recognises the gender bias inherent in many systems, including health and education, as well as the disproportionate burden that is placed upon women in relation to family and reproduction, amongst other issues. The PfA calls for recognition of these violations and calls for men to share equal responsibility in these matters.</p>
<p><b>The Yogyakarta Principles (2006) and The Yogyakarta Principles plus 10 (YP+10)</b><sup>14</sup></p>	<p>The 2006 principles include:</p> <p><b>1. The Right to the Universal Enjoyment of Human Rights</b> (...)</p> <p><b>2. The Rights to Equality and Non-discrimination</b> (...)</p> <p><b>3. The Right to Recognition Before the Law</b> Everyone has the right to recognition everywhere as a person before the law. Persons of diverse sexual orientations and gender identities shall enjoy legal capacity in all aspects of life. (...)</p> <p><b>4. The Right to Life.</b> (...)</p> <p><b>5. The Right to Security of the Person</b> Everyone, regardless of sexual orientation or gender identity, has the right to security of the person and to protection by the State against violence or bodily harm, whether inflicted by government officials or by any individual or group. (...)</p> <p><b>17. The Right to the Highest Attainable Standard of Health</b> Everyone has the right to the highest attainable standard of physical and mental health, without discrimination on the basis of sexual orientation or gender identity. Sexual and reproductive health is a fundamental aspect of this right. States shall: (...)</p> <p><b>F.</b> Ensure that all sexual and reproductive health, education, prevention, care and treatment programmes and services respect the diversity of sexual orientations and gender identities, and are equally available to all without discrimination; (...)</p>	<p>These are considered a seminal agreement, drafted by experts on the application of international human rights law to SOGI. The group affirmed the application of binding international legal standards to SOGI, setting out 29 principles that affirm the obligation of states to implement these rights.</p> <p>The Yogyakarta Principles plus 10 (YP+10) affirmed the continuing validity of the original 29 Yogyakarta Principles and provided a number of additional principles, one of which is partly included in this table. Whereas the 2006 principles refer to sexual orientation and gender identity (SOGI), the YP+10 document refers to principles and state obligations on the application of international human rights law in relation to sexual orientation, gender identity, gender expression and sex characteristics (SOGIESC).</p>

13. United Nations (1995).

14. International Commission of Jurists (2007) and International Commission of Jurists (2017).



Document	Language samplings	Analysis
(Cont.)	<p><b>H.</b> Ensure that all health service providers treat clients and their partners without discrimination on the basis of sexual orientation or gender identity, including with regard to recognition as next of kin;</p> <p><b>The Yogyakarta Principles plus 10 (YP+10)</b> includes:</p> <p><b>32. The Right to Bodily and Mental Integrity</b> Everyone has the right to bodily and mental integrity, autonomy and selfdetermination irrespective of sexual orientation, gender identity, gender expression or sex characteristics. Everyone has the right to be free from torture and cruel, inhuman and degrading treatment or punishment on the basis of sexual orientation, gender identity, gender expression and sex characteristics. (...)</p>	
<p><b>Sustainable Development Goals (SDGs): 2030 Agenda for Sustainable Development (2015)</b><sup>15</sup></p>	<p><b>Para 20</b> (under the section 'The New Agenda'): Realising gender equality and the empowerment of women and girls will make a crucial contribution to progress across all the Goals and targets. The achievement of full human potential and of sustainable development is not possible if one half of humanity continues to be denied its full human rights and opportunities. Women and girls must enjoy equal access to quality education, economic resources and political participation as well as equal opportunities with men and boys for employment, leadership and decision-making at all levels. We will work for a significant increase in investments to close the gender gap and strengthen support for institutions in relation to gender equality and the empowerment of women at the global, regional and national levels. All forms of discrimination and violence against women and girls will be eliminated, including through the engagement of men and boys. The systematic mainstreaming of a gender perspective in the implementation of the Agenda is crucial.</p> <p><b>Para 26:</b> To promote physical and mental health and well-being, and to extend life expectancy for all, we must achieve universal health coverage and access to quality health care. No one must be left behind. (...)</p> <p><b>Target 4.7:</b> By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, (...)</p>	<p>The introductory text to the SDGs mentions gender equality as crucial to achieving progress, including the importance of engaging men and boys (point 20)</p> <p>A core pillar in the document is to leave no one behind (e.g. in point 4 and 26). This notion of 'leaving no one behind' could be used for advocacy for inclusion of persons with diverse SOGIESC.</p> <p>SDG 5 is focused on gender equality, with many relevant targets and indicators related to eliminating violence, ensuring equal pay and access to SRH services. However, the language used is still very binary; no mention is made of the violence or discrimination experienced by transgender individuals, for example. Regardless, efforts to reform policy, law and programmes at the national level in line with the SDGs are opportunities to be inclusive of those with diverse gender identities and expressions.</p> <p>Target 5.6 calls for 'universal access' to SRH, which is inclusive of all people. 'Universal access' could be used to advocate for policies and programmes that address the needs of persons with diverse SOGIESC.</p>

15. UN General Assembly (2015).

Document	Language samplings	Analysis
(Cont.)	<p><b>Target 5.1:</b> End all forms of discrimination against all women and girls everywhere</p> <p><b>Target 5.2:</b> Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation</p> <p><b>Target 5.3:</b> Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation</p> <p><b>Target 5.6:</b> Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences</p> <p>(...) <b>Target 5.C:</b> Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels</p>	

### 3. Regional documents

Document	Language samplings	Analysis
<p><b>AFRICA</b></p> <p><b>Maputo Protocol. Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa (2003)</b><sup>16</sup></p>	<p><b>Article 2(2):</b> States Parties shall commit themselves to modify the social and cultural patterns of conduct of women and men through public education, information, education and communication strategies, with a view to achieving the elimination of harmful cultural and traditional practices and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes, or on stereotyped roles for women and men.</p> <p><b>Article 4(2):</b> States Parties shall take appropriate and effective measures to: ... c) identify the causes and consequences of violence against women and take appropriate measures to prevent and eliminate such violence; d) actively promote peace education through curricula and social communication in order to eradicate elements in traditional and cultural beliefs, practices and stereotypes which legitimise and exacerbate the persistence and tolerance of violence against women;</p>	<p>The Maputo Protocol, as it is known, adopts a progressive, gender transformative approach to the realisation of rights that recognises that harmful practices and inequalities result from stereotyped roles and the idea of inferiority of women. States are obliged to address such root causes. Similar to other international human rights agreements, however, the goal is equality between men and women, without a recognition of other diverse gender identities that exist.</p>

16. African Union (2003).

Document	Language samplings	Analysis
<p><b>AFRICA</b></p> <p><b>Ministerial Commitment on comprehensive sexuality education and sexual and reproductive health services for adolescents and young people in Eastern and Southern Africa (ESA, 2013)<sup>17</sup></b></p>	<p><b>Article 2.2.5:</b> (...) When sexuality education includes a strong focus on rights and gender, greater benefits are possible.<sup>18</sup></p> <p><b>Article 3.9:</b> Strengthen gender equality and rights within education and health services including measures to address sexual and other forms of violence, abuse and exploitation in and around school and community contexts whilst ensuring full and equal access to legal and other services for boys and girls, young men and women.</p>	<p>The ESA commitment is specifically relevant for the relation between CSE and gender. It also recognises that when gender is included, CSE will be more effective. In article 2.2.5. references are made to the research by the Population Council on the inclusion of rights and gender in CSE.</p>
<p><b>Resolution 275 of the African Commission on Human and Peoples' Rights. (2014)<sup>19</sup></b></p>	<p><b>3.</b> Calls on State Parties to ensure that human rights defenders work in an enabling environment that is free of stigma, reprisals or criminal prosecution as a result of their human rights protection activities, including the rights of sexual minorities; and</p> <p><b>4.</b> Strongly urges States to end all acts of violence and abuse, whether committed by State or non-state actors, including by enacting and effectively applying appropriate laws prohibiting and punishing all forms of violence including those targeting persons on the basis of their imputed or real sexual orientation or gender identities, ensuring proper investigation and diligent prosecution of perpetrators, and establishing judicial procedures responsive to the needs of victims.</p>	<p>Key document on sexual orientation and gender identity at regional level in Africa in regard to ongoing human rights abuses against LGBTI persons in Africa and the criminalisation of homosexuality in a substantial number of African States.</p>
<p><b>ASIA</b></p> <p><b>Economic and Social Commission for Asia and the Pacific Sixth Asian and Pacific Population Conference, Bangkok (2013)<sup>20</sup></b></p>	<p><b>110.</b> Provide a comprehensive package of sexual and reproductive health information and other services that includes adequate counselling, information and education, access to a full range of acceptable, affordable, safe, effective and high-quality modern contraceptives of choice, comprehensive maternity care, including prenatal and postnatal care, access to safe abortion under the criteria permitted by law, post-abortion care, safe delivery services, prevention and treatment of infertility, prevention and treatment of sexually transmitted infections, HIV and reproductive cancers and other communicable and non-communicable diseases, employing a rights-based approach, paying particular attention to women, newborns, adolescents, youth, and hard-to-reach and underserved groups;</p>	<p>Governments adopted the Declaration by a vote of 38 to 3, with 1 abstention. Some governments recorded reservations regarding references in the agreement to 'sexual rights' and 'sexual orientation and gender identity'.</p> <p>It calls for universal and equitable access to comprehensive sexual and reproductive health services and information, access to contraceptive services for all couples and individuals, further reductions in maternal deaths, and universal access to HIV prevention, treatment, care and support. The Declaration emphasises the promotion of gender equality and calls for an end to gender-based violence and child and forced marriage</p>

17. ESA (2013).

18. Population Council (2009). It's All One Curriculum.

19. African Commission on Human and Peoples' Rights (2014).

20. Economic and Social Commission for Asia and the Pacific (2013).

Document	Language samplings	Analysis
<p><b>LATIN AMERICA AND THE CARIBBEAN</b></p> <p><b>The Montevideo Consensus on Population and Development (2013)</b><sup>21</sup></p>	<p><b>12.</b> Implement comprehensive, timely, good-quality sexual health and reproductive health programs for adolescents and young people, including youth-friendly sexual health and reproductive health services with a gender, human rights, intergenerational and intercultural perspective, which guarantee access to safe and effective modern contraceptive methods, respecting the principles of confidentiality and privacy, to enable adolescents and young people to exercise their sexual rights and reproductive rights, to have a responsible, pleasurable and healthy sex life, avoid early and unwanted pregnancies, the transmission of HIV and other sexually transmitted infections, and to take free, informed and responsible decisions regarding their sexual and reproductive life and the exercise of their sexual orientation;</p> <p><b>14.</b> Prioritize the prevention of pregnancy among adolescents and eliminate unsafe abortion through comprehensive education on emotional development and sexuality, and timely and confidential access to good-quality information, counselling, technologies and services, including emergency oral contraception without a prescription and male and female condoms;</p> <p><b>34.</b> Promote policies that enable persons to exercise their sexual rights, which embrace the right to a safe and full sex life, as well as the right to take free, informed, voluntary and responsible decisions on their sexuality, sexual orientation and gender identity, without coercion, discrimination or violence, and that guarantee the right to information and the means necessary for their sexual health and reproductive health;</p>	<p>The Montevideo Consensus is the Latin America and Caribbean regional framework for the further implementation of the Cairo International Conference on Population and Development Programme of Action (1994).</p> <p>They agreed to ensure that there are safe and quality abortion services available for women with unwanted pregnancy in cases where abortion is legal, and urge the States to progress on the amendment of public policies and laws on the voluntary interruption of pregnancy to protect the lives and health of women and adolescents.</p> <p>Groundbreaking language on sexual rights and strong commitments to promoting sexual and reproductive health and rights for youth and indigenous people, to ensuring access to emergency contraception without a prescription and to male and female condoms, and to protecting marginalised groups such as sex workers and lesbian, bisexual, and transgender women from violence and discrimination.</p> <p>With article 34 governments agreed to a definition of 'sexual rights' for the first time in an inter-governmental negotiation.</p>

21. Regional Conference on Population and Development in Latin America and the Caribbean (2013).

## Key concepts from international and regional language

Highlighting some key concepts found in international and regional language that relate to GTA:

### Equality and non-discrimination

The principles of equality and non-discrimination are part of the foundations of the international human rights framework and are thus an important entry-point to advocate for inclusion of all people. Article 2 of the Universal Declaration of Human Rights (UDHR), for example, states that every human being is entitled to all rights and freedoms *“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”*.<sup>1</sup> While the grounds in this article and other similar articles – such as article 26 of the International Covenant on Civil and Political Rights, article 2 of the African Charter on Human and Peoples’ Rights and article 14 of the European Convention on Human Rights – do not explicitly contain sexual orientation or gender identity, these grounds are not exhaustive, as can be deduced from the words *“such as”* in these articles.<sup>2</sup>

### Gender equality

In international agreements, as well as in national legislation, ‘gender equality’ is usually used to refer to equality between those who identify as men and women. A positive development in this regard was CEDAW General Recommendation 28, which refers to intersectionality and confirms that the discrimination of women based on sex and gender is inextricably linked with other factors that affect women, such as (...) sexual orientation and gender identity.<sup>3</sup>

### Gender stereotyping<sup>4</sup>

Two international human rights instruments – the Convention on the Elimination of Discrimination against Women (CEDAW)<sup>5</sup> and the Convention on the Rights of Persons with Disabilities (CRPD)<sup>6</sup> – refer specifically to states’ obligations to address gender stereotyping. CEDAW requires States Parties to take all appropriate measures to modify the social and cultural patterns of conduct of men and women in an effort to eliminate practices that are based on

the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women. Whilst based in a binary understanding of gender, addressing gender stereotypes may be seen by advocates as an ‘in road’ toward helping to free all people from harmful norms. At the same time, other treaty monitoring bodies have interpreted the rights to non-discrimination and equality as requiring the elimination of stereotypes, including gender stereotypes.

### Root causes

Addressing the ‘root causes’ of harmful practices and unequal power dynamics requires a recognition of the gender norms that perpetrate them. For example the 2017 Human Rights Council (HRC)<sup>7</sup> resolution on accelerating efforts to eliminate violence against women calls on States to engage men and boys to take responsibility and be held accountable for their actions in public and private spheres (including online) and to challenge gender stereotypes and negative social norms, behaviours and attitudes that are among the root causes of violence against women and girls. Quite often, the term ‘root causes’ is used to advocate for sustainable, impactful policies and practices that not only address the manifestations of gender inequality but, also, the norms that underlie them.

### Universal access to ...

Achieving universal access to health services is part of the 2030 Agenda for Sustainable Development (the SDGs).<sup>8</sup> The use of this term, which is widely used in public health, is an opportunity for advocates to highlight the ‘access differential’ between individuals and groups with diverse needs. For example, universal access to contraception requires different approaches for those people who are female, male, trans\*, young, rural, urban, disabled, etc. Increasing access to sexual and reproductive services for these groups must take into account the specific barriers of these groups, recognising the overlapping, intersectional nature of these factors.

1. UN General Assembly (1948).

2. OHCHR (2003).

3. CEDAW Committee (2010).

4. Based on: OHCHR-Commissioned Report (2013).

5. CEDAW (1979).

6. CRPD (2006), art. 8.

7. Human Rights Council 35/L.15 resolution (2017).

8. UN General Assembly (2015).



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