

GWJ Resolutions Committee
GWJ VP Advocacy and Education
GWJ 2021

Sexual and Reproductive Health Education as a Human Right



2019 Policy Resolution 3

- ✓ GWI Policy Position 2019
- ✓ Policy Resolution 2019

GWJ Strategic Advocacy Plan 2020

Resources and prior resolutions

Associated UN documents

GWJ Strategic Advocacy Toolkit 2020



POLICY POSITION RESOLUTION 3 2019

SEXUAL AND REPRODUCTIVE HEALTH EDUCATION AS A HUMAN RIGHT

GW Resolutions Committee

The Issue

Violence against women has cultural biases that must be counteracted with a comprehensive sexual and human rights education aimed at breaking the current cultural patterns.

Studies have shown that up to 70 per cent of women have experienced physical and/or sexual violence from an intimate partner in their lifetime. In Latin America and the Caribbean, a total of 2, 554 women were victims of femicide in 2017. In addition to femicides, university graduates are targeted and suffer psychological, workplace and media violence because they are academically prepared and in a leadership position. 82% of women parliamentarians who participated in a study conducted by the Interparliamentary Union in 39 countries across 5 regions reported having experienced some form of psychological violence (remarks, gestures and images of a sexist or humiliating sexual nature made against them or threats and/or mobbing) while serving their terms. They cited social media as the main channel through which such psychological violence is perpetrated; nearly half of those surveyed (44%) reported having received death, rape, assault or abduction threats towards them or their families. 65% had been subjected to sexist remarks, primarily by male colleagues in parliament and from opposing parties as well as their own. (UNWOMEN 2018)

Barriers

A long tradition of patriarchy resulting in male entitlement and a subsequent lack of any education for girls in these groups. This also manifested in lack of recognition of women as independent and equal human beings.

Cultural norms using intimidation and violence instead of discussion as a means to resolve differences.



GWI's Position

This is a worldwide issue and GWI will Coordinate with Human Rights organisations and NGOs to raise awareness about the relationship between violence against women and lack of sexual and human rights education.

GWI recommends that GWI and its NFAs

Urge respective governments to incorporate /review current sexual and human rights education in the curricula of all levels of education and monitor their compliance as a tool to curb violence against women

Urge respective governments to review and/or create sexual and reproductive health education curricula that guarantee a thorough understanding of girls' and boys' biology throughout their life cycle, including their human, sexual and reproductive rights; identifying those gaps that have caused the violence so accentuated against women

Urge respective governments to develop a comprehensive program of sexual and human rights education for women and men, breaking patriarchal patterns in men and demonstrating a new masculinity and femininity, in which they can both develop fully and be respectful of their mutual human rights

Urge political representatives to submit bills to force states to provide sexual and human rights education aimed at changing a sexist and patriarchal culture, which limits the rights of men and women.

Encourage local communities and the media to reach out to and educate families about sexual and human rights, especially in Developing Countries.



POLICY RESOLUTION 3

SEXUAL AND REPRODUCTIVE HEALTH EDUCATION AS A HUMAN RIGHT FOR ALL

Proposed by: The Federation of University Women of El Salvador (AMUS)

Seconded by: The Federation of University Women of Panama (AMUP)

The 33rd GWI General Assembly resolves that:

- 1- NFAs urge their respective governments to allow comprehensive sexual and human rights education in the curricula of all levels of education and monitor their compliance as a tool to curb violence against women;
- 2- NFAs urge their respective governments to review and/or create sexual and reproductive health education curricula that guarantee a thorough understanding of girls' and boys' biology throughout their life cycle, including their human, sexual and reproductive rights;
- 3- NFAs urge their respective governments to develop a comprehensive program of sexual and human rights education for women and men, breaking patriarchal patterns in men and demonstrating a new masculinity and femininity, in which they can both develop fully and be respectful of their mutual human rights.

Suggested Plan of Action:

1. NFAs should urge their respective governments to review National Education Programs related to sexual education; identifying those gaps that have caused the violence so accentuated against women
2. NFAs should coordinate with Human Rights organisations and other NGOs to raise awareness about the relationship between violence against women and lack of sexual and human rights education
3. NFAs must urge their political representatives to submit bills to force states to provide sexual and human rights education aimed at changing a sexist and patriarchal culture, which limits the rights of men and women
4. NFAs should encourage local communities and the media to reach out to and educate families about sexual and human rights, especially in Developing Countries.

This resolution builds on many previous resolutions on violence against women among whom:

- 2016 no 4 Harassment
- 2004 no 12 Increased Collective Violence against Women
- 2001 Education for Establishing a Society of Gender Equity
- 2001 Ethics in Education
- 1998 On Promoting a Violence-free family life¹

¹ <https://graduatewomen.org/wp-content/uploads/2019/01/Resolution-4-1998.pdf>



Supporting Statement:

Studies have shown that up to 70 per cent of women have experienced physical and/or sexual violence from an intimate partner in their lifetime. In Latin America and the Caribbean, a total of 2, 554 women were victims of femicide in 2017. Central America is the region with the most cases in the world. In addition to femicides, university graduates are targeted and suffer psychological, workplace and media violence because they are academically prepared and in a leadership position. Eighty-two per cent of women parliamentarians who participated in a study conducted by the Interparliamentary Union in 39 countries across 5 regions reported having experienced some form of psychological violence (remarks, gestures and images of a sexist or humiliating sexual nature made against them or threats and/or mobbing) while serving their terms. They cited social media as the main channel through which such psychological violence is perpetrated; nearly half of those surveyed (44 per cent) reported having received death, rape, assault or abduction threats towards them or their families. Sixty-five per cent had been subjected to sexist remarks, primarily by male colleagues in parliament and from opposing parties as well as their own. (UNWOMEN 2018)

After examining these figures, we can conclude that violence against women has cultural bases that must be counteracted with a comprehensive sexual and human rights education aimed at breaking the current cultural patterns.



GWI Strategic Advocacy Campaign

GWI VP Advocacy and Education

Sexual and Reproductive Health Education as a Human Right

Based on

GWI Policy Resolution 2019, 3

GWI Advocacy-G

NFA Advocacy-N

GWI mission-related | Systemic Change

SDG 4 | SDG 5

**Education | Human Rights Education |
Sexual and Reproductive Health Education
| Gender Based Violence | Gender Equality |
Global Issue**

Cross link to SDG 3 (Health)

GOAL

Incorporate and monitor compliance of sexual human rights education in the curricula at all levels of education as a tool to curb violence against women.

THE ISSUE

Violence against women has cultural bases that must be counteracted with a comprehensive sexual and human rights education aimed at breaking the current cultural patterns.

Studies have shown that up to 70 per cent of women have experienced physical and/or sexual violence from an intimate partner in their lifetime. In Latin America and the Caribbean, a total of 2,554 women were victims of femicide in 2017. In addition to femicides, university graduates are targeted and suffer psychological, workplace and media violence because they are academically prepared and in a leadership position. 82% of women parliamentarians who participated in a study conducted by the Interparliamentary Union in 39 countries across 5 regions reported having experienced some form of psychological violence (remarks, gestures and images of a sexist or humiliating sexual nature made against them or threats and/or mobbing) while serving their terms. They cited social media as the main channel through which such psychological violence is perpetrated; nearly half of those surveyed (44%)



reported having received death, rape, assault or abduction threats towards them or their families. 65% had been subjected to sexist remarks, primarily by male colleagues in parliament and from opposing parties as well as their own. (UNWOMEN 2018)

CURRENT STATUS

Education, good health and well-being, gender equality and human rights are intrinsically intertwined as shown by the 2030 Agenda for Sustainable Development. Young people everywhere call for their right to sexuality education, urge their leaders deliver on political commitments for current and future generations and request governments to create enabling environments and policies ensuring access to comprehensive sexuality education in both formal and non-formal settings by allocating adequate budgets.

Inadequate preparation for transitioning from childhood through adolescence and then to adulthood not only exacerbates the vulnerability of children and youth to exploitation and other harmful outcomes, but it also represents the failure of society's duty bearers to fulfil their obligations to an entire generation.

Effects of Covid-19

In some countries, political leaders are taking advantage of the corona crisis to reduce human rights in the area of Sexual Reproductive Health and Rights (SRHR). This particularly affects women and people in marginalised groups.² When schools are closed due to Covid-19, sexuality education receives less or no attention. Sexual education often not a priority when classes are online.

Covid-19 has the potential to have a negative affect on groups that were already discriminated against and create gaps in sexual and reproductive healthcare, information and services in countries that were already politically unstable. Ripple effects of the COVID-19 pandemic are especially destructive for adolescents with their greater need for health services, face greater social and logistical hurdles to accessing care, and have limited access to protective programs, including legal services. As the lockdown continues there are more and more instances of gender-based violence with adolescents being most at risk of intimate-partner violence. Pandemic-related disruptions in prevention programs may lead to another 2 million cases of female-genital mutilation and 13 million more child marriages over the next decade.³

Disruptions in education are extremely harmful to young women, not only in terms of lost earnings and education, but also increased vulnerability to gender-based violence and unintended pregnancy.

² <https://www.rutgers.international/covid-19-pandemic-puts-sexual-health-and-rights-under-pressure>

³ <https://www.guttmacher.org/article/2020/06/covid-19-could-have-devastating-effects-adolescents-sexual-and-reproductive-health>



REVIEW OF LAW

NFAs to research current national / regional laws.

POLICY REVIEW

NFAs to research national, regional, local, community, institutional policies.

SOCIO-ECONOMIC, POLITICAL IMPACTS ON ISSUE

In the pre-covid era, an estimated 246 million children annually were subject to some form of gender-based violence, including mistreatment, bullying, psychological abuse and sexual harassment in or on the way to school. 25% of children experience physical violence and 36 % experience emotional violence.⁴

Sexual and gender-based violence directed towards girls range from assault and harassment on the way to and from school to bullying, sexual harassment and mental and physical abuse in education facilities, including corporal punishment.

Violence at the level of tertiary education is often in the form of sexual coercion and harassment: demand for sexual “favors” by teachers and classmates in return for covering school transport or education fees or other school-related activities where education is not free. Girls and young women feel coerced and fear the consequences of refusing advances. Discrimination against girls in education leads to the debasement of their status as women.⁵ The threat or risk of violence may discourage parents from sending their daughters to school and in many cultures may lead to early child marriage as a solution. This is particularly true for conflict-situations, amongst migrant populations and in any area where the journey to education-facilities is long, and the risk for assault and abductions on the way to school is high. Drop-out levels and learning difficulties are significantly higher among victims of violence, thus a serious obstacle to gender equality and empowerment of future generations of women.

POTENTIAL ALLIES

- Parents
- Teachers
- Health Professionals and SRH clinics
- Schools and Educational Institutions
- Community and Religious Partners

⁴ <https://en.unesco.org/news/comprehensive-sexuality-education-prevent-gender-based-violence>

⁵ https://www.ohchr.org/Documents/Issues/Women/GenderAndEquality/Infonote_Violence_in_schools.pdf



RECOMMENDATIONS

GWII recommends that GWII and its NFAs

Urge respective governments to incorporate /review current sexual and human rights education in the curricula of all levels of education and monitor their compliance as a tool to curb violence against women [N]

Urge respective governments to review and/or create sexual and reproductive health education curricula that guarantee a thorough understanding of girls' and boys' biology throughout their life cycle, including their human, sexual and reproductive rights; identifying those gaps that have caused the violence so accentuated against women [N]

Urge respective governments to develop a comprehensive program of sexual and human rights education for women and men, breaking patriarchal patterns in men and demonstrating a new masculinity and femininity, in which they can both develop fully and be respectful of their mutual human rights [N]

Urge political representatives to submit bills to force states to provide sexual and human rights education aimed at changing a sexist and patriarchal culture, which limits the rights of men and women [N]

Encourage local communities and the media to reach out to and educate families about sexual and human rights, especially in Developing Countries. [N]

DEVELOP A MESSAGE

GWII Position

GWII concludes that violence against women has cultural biases that must be counteracted with a comprehensive sexual and human rights education aimed at breaking the current cultural patterns.

Comprehensive sexuality education, by promoting gender equality and the rights of young people, is inclusive and non-stigmatizing. Incorporating and monitoring compliance of sexual human rights education in the curricula at all levels of education can serve as a valuable tool to curb violence against women. An estimated one in three women and girls worldwide report suffering physical or sexual abuse, most often at the hands of an intimate partner, making gender-based violence one of the most widespread human rights violations.

Education and human rights⁶

According to the Universal Declaration of Human Rights, all human beings are born free and equal in dignity and rights. Article 26 states:

⁶ <https://graduatewomen.org/the-cause/education-human-rights/>



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

Barriers

- A long tradition of patriarchy resulting in male entitlement and a subsequent lack of any education for girls in these groups. This also manifested in lack of recognition of women as independent and equal human beings.
- Cultural norms that use intimidation and violence instead of discussion as a means to resolve differences.

Human Rights and Women's Sexual and Reproductive Health

Women's sexual and reproductive health is related to multiple human rights, including the right to life, the right to be free from torture, the right to health, the right to privacy, the right to education, and the prohibition of discrimination. The Committee on Economic, Social and Cultural Rights and the Committee on the Elimination of Discrimination against Women (CEDAW) have both clearly indicated that women's right to health includes their sexual and reproductive health. This means that States have obligations to respect, protect and fulfill rights related to women's sexual and reproductive health.⁷

Comprehensive Sexual Education

Comprehensive Sexual Education (CSE) is a curriculum-based process of teaching and learning about the cognitive, emotional, physical and social aspects of sexuality. It aims to equip children and young people with knowledge, skills, attitudes and values that will empower them to realize their health, well-being and dignity; develop respectful social and sexual relationships; consider how their choices affect their own well-being and that of others; and understand and ensure the protection of their rights throughout their lives.

⁷ <https://www.ohchr.org/EN/Issues/Women/WRGS/Pages/HealthRights.aspx>



CSE is not just about sex.⁸ CSE not only provides children and young people with age-appropriate and phased education on human rights, gender equality, relationships, reproduction, sexual behaviours risks and prevention of ill health, but also provides an opportunity to present sexuality with a positive approach, emphasizing values such as respect, inclusion, non-discrimination, equality, empathy, responsibility and reciprocity.⁹ CSE teaches that all forms of gender-based violence are wrong, and a violation of human rights. Young people not only learn how to recognise and stay away from all forms of gender-based violence, but they also learn how to prevent it, to not perpetrate it, and know where to get help. They also learn essential life skills such as empathy, negotiation, decision-making and critical thinking, encouraging them to question social and cultural norms that support unequal gender and power structures, and which often lead to violence.

Based on a human rights approach, CSE builds on and promotes an understanding of universal human rights – including the rights of children and young people – and the rights of all persons to health, education, information equality and non-discrimination by:

- raising awareness among young people,
- encouraging them to recognize their own rights, acknowledge and respect the rights of others,
- encouraging young people to advocate for those whose rights are violated,
- respecting their right to the highest attainable standard of health, including safe, responsible and respectful sexual choices free of coercion and violence,
- respecting their right to access the information needed for effective self-care.

In 2018, UNESCO published a fully updated [International Technical Guidance on Sexuality Education](#), which advocates for quality CSE to promote health and well-being, respect for human rights and gender equality, and empowers children and young people to lead healthy, safe and productive lives.

UNESCO states that sexuality education can be delivered through a range of programming modalities, including: family life education (FLE), population education, sex and relationships education, Sexual and Reproductive Health (SRH) education and life skills education, or through dedicated sexuality education programmes.¹⁰

United Nations (UN) treaty monitoring bodies have recommended that SRH education should be a mandatory component of learning.

- CEDAW calls on Member States to provide compulsory sexual education in a systematic manner throughout all educational institutions.
- The Committee on the Rights of the Child has recommended that member states include sexual education in the official programmes of primary and secondary education.

⁸ <https://en.unesco.org/news/comprehensive-sexuality-education-prevent-gender-based-violence>

⁹ <https://en.unesco.org/news/why-comprehensive-sexuality-education-important>

¹⁰ <https://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-sexuality-education.pdf>



How to overcome bottlenecks (UNESCO, 2019)

From ideas to action: Addressing barriers to comprehensive sexuality education in the classroom:¹¹

The paper comes up with seven recommendations to overcome the bottlenecks, including:

- Apply participatory, learner-centred approaches in CSE delivery;
- Ensure access to, and use of, curricula and teaching materials
- Adequately prepare teachers through in-service and pre-service training;
- Involve a range of stakeholders in the planning and implementation of CSE;
- Enhance the status of CSE in line with other subjects, including some level of assessment;
- Find a dedicated 'home' for CSE within ministries of education; and
- Strengthen monitoring and evaluation of CSE and both system and classroom levels.

SUGGESTED FOCAL POINTS AND INFLUENCERS

- UN Agencies – UNESCO
- Governments and legislators (national, regional, local)
- Academic Institutions and teacher training programs
- Media, journalists
- Religious bodies and groups
- Health and humanitarian workers, social workers
- Other non-governmental organizations

ADVOCACY TOOLS

- Social media
- Blogs
- Community Action Calls
- Face-to-face meetings
- Phone calls
- Email
- Letter-writing
- Letters to the Editor, news articles
- TV and radio outreach
- White papers, research and data
- Community Action Toolkits

¹¹ Policy paper by UNESCO, in partnership with the Guttmacher Institute, 2019
<https://unesdoc.unesco.org/ark:/48223/pf0000371091>



GWI Strategic Advocacy Campaign 2020

Sexual and Reproductive Health Education as a Human Right (Policy Resolution 2019,3)

GWI Advocacy Tools

Toolkits: <https://graduatewomen.org/media-publications/toolkit/>

- [SDG 4 Tutorial – Part 4](#)
- [SDG 4 Tutorial – Part 3](#)
- [SDG 4 Tutorial – Part 2](#)
- [SDG 4 Tutorial – Part 1](#)
- [GWI 2020 16 Days of Activism Against Gender-Based Violence Toolkit](#)
- [GWI 2019 16 Days of Activism Against Gender-Based Violence Toolkit](#)
- [GWI 2018 16 Days of Activism Against Gender-Based Violence Toolkit](#)
- [GWI 2020 Menstrual Hygiene Day Toolkit](#)
- [GWI 2019 Menstrual Hygiene Day Toolkit](#)
- [GWI 2020 International Day of the Girl Toolkit](#)
- [GWI 2019 International Day of the Girl Toolkit](#)
- [GWI 2018 International Day of Girl Impactful and Easy-to-Use Toolkit](#)
- [GWI 2019 International Day of Education Toolkit](#)
- [GWI 2020 World Teachers' Day Social Media Toolkit](#)
- [GWI 2018 Gender Equality Workshop Toolkit](#)
- [2012 Human Rights Education Resource Kit](#)

Press Releases: <https://graduatewomen.org/media-publications/press-releases/>

Strategic Advocacy Tools

- GWI Strategic Advocacy Template
- GWI Strategic Advocacy Checklist
- GWI Strategic Advocacy Toolkit

Reference Documents

- UNESCO [International Technical Guidance on Sexuality Education](#) (2018)
- [Charter of the United Nations](#)
- [Universal Declaration of Human Rights](#)
- [Constitution of UNESCO](#)
- [Global Issues: Gender Equality](#)
- [Global Issues: Human Rights](#)



Advocacy Timing

- UN International Days
 - UN International Day of Education – 24 January – (A/RES/73/25)
 - International Women’s Day – 8 March
 - International Day for the Elimination of Racial Discrimination – 21 March - (A/RES/2142(XXI))
 - World Teachers’ Day [UNESCO] – 5 October – (27 C/INF.7)
 - International Day for the Elimination of Violence against Women - 25 November (A/RES/54/134)
 - Human Rights Day – 10 December - (A/RES 423(V))
- UN Human Rights Council (quarterly)
- UN Commission on the Status of Women (annually in March)
- UN High Level Political Forum (annually July)
- Other UN events and meetings where GWI can deliver written and oral statements as thematically appropriate



SEXUAL HARASSMENT OF WOMEN AND GIRLS IN PUBLIC SPACES AS A VIOLATION OF THEIR HUMAN AND CIVIL RIGHTS (2016 RESOLUTION 4)

Proposed by: Women Graduates – USA

Seconded by: the Indian Federation of University Women's Associations (IFUWA).

The 32nd GWI General Assembly resolves that:

1. National Federations and Associations (NFAs) urge their respective governments to develop both legislation and educational programs for the elimination of all forms of public sexual harassment and to encourage full respect for women and girls;
2. GWI and NFAs work together on raising global awareness of the issue of public sexual harassment of women and girls as a violation of their civil and human rights
3. NFAs advocate that all governments address this issue; and
4. NFAs support the expansion of UN Women's Safe Cities Global Initiative launched in 2010 to encourage innovative, locally owned and sustainable approaches to prevent and respond to sexual harassment and other forms of violence against women and girls in public spaces.

Suggested Plan of Action:

1. NFAs should work with their respective governments to strengthen legal protections of women and girls in public spaces, train law enforcement to anticipate and act on incidents of public sexual harassment and improve criminal justice processes to punish offenders
2. GWI and NFAs should work together and with NGOs to create global awareness of the effects of public sexual harassment on women and girls, the socio-economic effects of these crimes within countries and the need for governments to reject policy decisions that would result in gender inequality and violence (including public sexual harassment) because it deters women's social and economic independence
3. NFAs should support the expansion of UN Women's Safe Cities Global initiative to as many major cities and urban areas as possible and educate city mayors, women's groups, municipal employees and community partners about the programme's tools, policies and approaches to the prevention of sexual harassment and violence.

INCREASED COLLECTIVE VIOLENCE AGAINST WOMEN (2004, No. 12)

The 28th GWI Conference resolves to:

- condemn and denounce gender-based killings and violence;
- demand that responsibility for such killings and violence against women and children be recognized, admitted and punished by the relevant authorities;



- request the GWI Board of Officers to urge the UN Commission on Human Rights, in light of increased collective violence against women, to consider the elimination of femicide a fundamental human rights issue;
- request National Federations and Associations (NFAs) to investigate the response of their own authorities to this emerging issue; and,
- request NFAs to urge their own governments to give priority to this issue at the United Nations.

EDUCATION FOR ESTABLISHING A SOCIETY OF GENDER EQUALITY (2001, No. 3)

The 27th GWI Conference resolves:

- that national federations and associations (NFAs) urge their respective Ministries of Education and other concerned Ministries to include gender equal perspective in the curriculum for training courses at all levels of the teaching profession;
- that NFAs work to develop awareness of people, especially men, of gender equality, to ensue that the traditional gender biased attitudes and practices are eliminated in bringing up children at home and in the community;
- that each member of an NFA exert efforts to develop media literacy that would promote the principle of gender equality from the human rights perspective enunciated in the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) and the United Nations Declaration of Human Rights.

ETHICS AND EDUCATION (2001, No. 7)

The 27th Conference resolves that national associations and federations (NFAs):

- address problems arising from rapid changes in society and call on their government to implement their commitment to the principles of the United Nations Universal Declaration of Human Rights throughout the educational system and to ensure that education for citizenship is included in teacher training, educational administration and the curriculum;
- undertake studies into the way civic and ethical issues are addressed in their society and in their education systems so that children from an early age respect differences in gender, nationality and religious belief; and
- monitor and advocate the raising of awareness in all people so that responsibility and respect for others are essential values for harmony in social life.



Putting it all together

Strategic Advocacy

“Strategic Advocacy is a planned process, not an event”

Advocacy is a process involving a series of inter-related steps that take you from the identification of an issue, to the satisfactory resolution of that issue.



Advocacy's goal is to bring about changes in laws or regulations, public behavior and political perspectives concerning your advocacy issue.



Advocacy benefits all people: the marginalized and the mainstream.



Advocacy is about caring enough about social, economic and political issues that have the potential to either negate or affirm human rights and gender equality.

Planning is important. It helps you to:

- head in the right direction;
- break down your goals into manageable pieces or stepping stones;
- use the right tools;
- use scarce resources wisely by making strategic choices;
- make sure activities reinforce rather than undermine each other;
- get the timing right;
- start preparing early enough and become prepared to counter opposition.

Common Mistakes

- Unclear aims and objectives
- Activity planning without a strategy leading to untargeted actions, wasted effort and ultimately reduced impact
- Action plans that run to an internal timetable, rather than being determined by external events and opportunities
- Asking decision makers to do something which is not in their power
- Getting the timing wrong and trying to influence a process when key decisions have already been made
- Messages that don't get noticed and move people or fail to include a call to action
- Not having a clearly defined 'ask'
- Use the wrong tools
- Scarce resources used unwisely
- Activities that run at cross purposes
- Inability to counter opposition

Strategic Advocacy is about:

- achieving specific outcomes, not just raising awareness of problems;
- developing strategies based on research and analysis rather than guesswork;
- choosing approaches and deploying resources where they will have the most impact

The process is about:

- knowing what is wrong;
- identifying the problem you want to tackle and therefore which issue you want to work on;
- knowing what you would like to see as the solution to the problem;
- knowing what must change;
- knowing what you will ask for and the least that you will be satisfied with;
- recognizing who has the power to achieve change;
- recognizing who will help or hinder this process;
- identifying which resources will be needed;
- understanding how those with the power to make changes will be influenced.

The planning process has the following elements:

- Identify the issue
- Research the current status of the issue
- Review the law regarding the issue
- Identify the change that needs to be made
- Research socio-economic and political conditions that are causing or exacerbating the issue
- Identify allies – other organizations that are working on the same issue and have a similar goal: NGOs, community-based organizations, agencies
- Develop working partnerships with allies identified
- Develop recommendations
- Develop your message
- Identify institutions and people that you will focus your advocacy efforts towards
- Identify advocacy tools: position papers, press releases, social media
- Train members of your organization to deploy advocacy tools
- Monitor the progress of your advocacy and evaluate results to make necessary adjustments and changes





Graduate Women International Strategic Advocacy Plan Checklist

Strategic
Advocacy
Toolkit
Click Here

- ☐ Identify the issue
- ☐ Research current status of issue
- ☐ Review law in your country
- ☐ Identify needed change
- ☐ Research exacerbating issues
- ☐ Identify allies
- ☐ Develop working partnerships
- ☐ Develop recommendations
- ☐ Develop your message
- ☐ Identify targets of focus
- ☐ Identify GWI advocacy tools
- ☐ Train NFA members
- ☐ Monitor progress
- ☐ Summarize work
- ☐ Share success with GWI office



The Advocacy Cycle



GWI Toolkits

<https://graduatewomen.org/members-login/tools-resources/toolkit/>

GWI Advocacy and the Media

<https://graduatewomen.org/media-publications/press-releases/>
<https://graduatewomen.org/members-login/advocacy-media/press-release-templates/>

GWI Annual Reports

<https://graduatewomen.org/media-publications/annual-reports/>

GWI Policy Papers

<https://graduatewomen.org/what-we-do/policy-advocacy/policy-papers/>

GWI Resolutions

<https://graduatewomen.org/members-login/constitutional-material/resolutions/>

GWI Manifestos

<https://graduatewomen.org/who-we-are/gwi-manifestos/>

