

A GENDER JUSTICE MANUAL

for Young People in Nigeria

November 2020



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Introduction

TO THE GENDER JUSTICE ADVOCACY MANUAL



The estimated median age in Nigeria is 18.1 years old. Adolescents and Young people are approximately 30% of the population in Nigeria and this period in their lives are shaped by gendered expectations as they transition to adulthood. From barriers to accessing sexual and reproductive health information and services to gender related barriers in access to education, early and forced marriages, harmful traditional practices, and other forms of sexual and gender-based violence, adolescent girls and young women are disproportionately and negatively affected by these issues. Adolescent boys and young men also deal with expectations in terms of masculinity which often leads them to become either bystanders or perpetrators. Adolescence and the transition towards adulthood provide another important opportunity after early childhood to help young men and boys understand the need for gender equality. And the role they can play in using the power and privilege social granted by culture and religion to challenge and shift negative gender and social norms to achieve gender justice in Nigeria at the individual, household, societal and structural levels.

This manual was developed to equip young people with a better understanding of the peculiar issues faced by young women and girls, how gender constructs and gender inequality has contributed to this, and how young people can advocate for more equitable societies and gender just communities and institutions. Young people will also be equipped to develop change pathways for tackling gender discrimination including applying a gender analysis in all their advocacy initiatives and leveraging movements and collective efforts for gender justice.

Overall Objective of the Manual

This gender justice manual is designed to provide enhanced and practical knowledge of and strategies for advocating for gender justice for adolescent girls and young women. This includes tools and skills for a gendered analysis to tissues that affect young people as well as advocacy skills required for

taking action. The manual provides a guide to advocating for policy and norms change to counter gender inequality and uphold the rights of women and girls.

Who Is This Manual For?

This manual will be a resource for any young person who is passionate about addressing the issues of gender inequality and its effect on young people especially young women and girls in the society. It is practical, youth friendly and tailored to methods through which young people can meaningfully engage while still achieving the desired change.

How to Apply This Manual: Guide for Facilitators

This manual has been designed for young people to be able to use as a resource for themselves and their peers. It includes explanation of concepts and practical activities and exercises to guide the understanding of the relevant sections. Additional information and tips are also provided in side notes to stimulate thinking and aid further understanding of the topics.

Section One: UNDERSTANDING GENDER JUSTICE

This section provides background information on gender justice including terms and definitions. It also discusses the emergence of gender justice as a concept.

Section Two: ADVOCACY FOR GENDER JUSTICE

In this section, young people will be introduced to advocacy, particularly policy advocacy and the importance of advocacy for gender justice. The concept of meaningful gender transformative youth engagement and why it is necessary to engage youth in gender justice advocacy.

Section Three: GENDER INCLUSION: MEANINGFUL YOUTH ENGAGEMENT IN POLICY ADVOCACY

This section will look at gender inclusion and exclusion in policy advocacy it will also highlight the concepts of diversity, identities, vulnerability and intersectionality and ensuring gender transformative approaches are employed across board.

Section Four: ANALYSING GENDER JUSTICE POLICY AND ADVOCACY ISSUES IN NIGERIA

This section identifies some of the critical issues that exist and the gender related gaps in policies addressing these issues. It also provides simple steps to conducting a gender analysis.

Section Five: THE GENDER JUSTICE ADVOCACY STRATEGY

This section includes identification of gender justice issues and developing advocacy goals and objectives, mapping of relevant stakeholders as well as building a critical mass to amplify the advocacy.

Section Six: DEVELOPMENT OF ADVOCACY MESSAGES AND IMPLEMENTATION OF ADVOCACY EFFORTS

This is the section that will guide youth advocates on how to craft advocacy messages to suit the different forms of stakeholders and audiences. They will also be introduced to the different platforms that exist for advocating for their issues and amplifying their messages.

Section Seven: MONITORING AND EVALUATION OF ADVOCACY EFFORTS

Here, the youth advocates will learn what they need to know about monitoring and evaluating their gender justice advocacy.





UNDERSTANDING GENDER JUSTICE

At the end of the chapter participants are expected to:

Understand Gender Justice.

key terms in Gender Justice.

Basic Understanding of the emergence of Gender Justice.

What is Gender Justice?

Gender justice does not have a simple definition, the concept can be better described as a framework that advances girls' and women rights by transforming institutions or through legal change or social and economic policy. In summary, gender justice provides the guiding principle for "challenging discriminatory social norms, laws and institutions that deny women and girls the ability to reach their full potential." In many ways, gender justice provides a different way to understand feminist principles and practices in action. Especially because it is about addressing and dismantling systemic and structural barriers and constraints that prevent girls and women in their diversities from full citizenship and rights. Gender justice goes beyond the terms that often used such as gender equality, gender equity, gender mainstreaming etc by being more comprehensive and focused on structures and systems that are the foundation of institutions, laws, policies, norms and practices that shape the life course of every human being, in particular, the most marginalized and discriminated against.

To help with getting a better understanding of the concept, see below for how organizations and entities have defined gender justice as it guides their work.

Global Fund for Women defines "gender justice as the systemic redistribution of power, opportunities, and access for people of all genders through the dismantling of harmful structures including patriarchy, homophobia, and transphobia. Similar to terms like racial justice and climate justice, it signifies an intersectional approach that centres the needs, experiences, and leadership of people most impacted by discrimination and oppression."

According to Building a Movement for Gender Justice, "Gender justice promotes the idea that the freedoms of a just society—where dignity, autonomy and the right to human, social, economic and political capital are available to all people—are in no way limited by a person's gender, gender identity or expression, or the degree to which they conform to traditional notions of masculinity or femininity."

In their work, Oxfam understands gender justice as the full equality and equity between women and men in all spheres of life, resulting in women jointly, and on an equal basis with men, defining and shaping the policies, structures and decisions that affect their lives and society as a whole.

Side by Side, a movement supported by Christian Aid, understands "gender justice to refer to a world where everybody, women and men, boys and girls are valued equally and are able to share equitably in the distribution of power, knowledge and resources."

Third Wave Fund defines “gender justice as a movement to end patriarchy, transphobia, and homophobia and to create a world free from misogyny.” They recognize that gender oppression is tied to classism, racism, ageism, and ableism and that gender justice can only truly be achieved when all forms of oppression cease to exist.” They consider gender justice as “a response to people's lived experiences of violence and oppression that legal and civil protections alone can't tackle. “

According to a UN report on Gender Justice and Millennium Development goals, gender justice “entails ending the inequalities between women and men that are produced and reproduced in the family, the community, the market and the state. It also requires that mainstream institutions – from justice to economic policymaking – are accountable for tackling the injustice and discrimination that keep too many women poor and excluded.”

The definitions above provide a clearer picture of what gender justice is because gender justice is rooted in the work being done to transform societies. Gender justice is about And defining gender justice can be tailored to specific and local contexts as a framework and approach for advocating for the change needed for a gender-just world. A world where all people especially the most vulnerable and marginalized who are often women and girls can live free from violence and injustice.

Activity 1: How well do you understand gender and gender concepts? This activity ensures there is a clear understanding of the gender terms.

Time: 30 minutes

Materials: Pen and Paper

Each person should write down the definition of the terms below.

1. Gender
2. Gender-based discrimination
3. Gender Equality
4. Agency
5. intersectionality
6. Patriarchy

Pick a person and exchange definitions. Do you both have the same definitions? If not? What are the similarities and differences? After the quick exchange, compare your definition to the definitions in the manual.

Key Gender Justice Terms

Understanding gender justice as a framework and approach requires a basic understanding of the following terms. Gender justice builds on these terms and concepts.

- **Agency:** the capacity to take action or to wield power.
- **Diversity:** is the understanding that each individual is unique and different. It refers to the existence of variations of different characteristics in a group of people. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.

- **Feminism:** a range of theories and political agendas that aim to eliminate all forms of discrimination against women due to sex and gender as well as class, race, ethnicity, ability, sexual orientation, geographic location, nationality, or other forms of social exclusion
- **Gender:** is a socially constructed definition of women/girls and men/boys. It is not the same as sex (biological characteristics of women/girls and men/boys). It refers to socially expected roles, behaviours, activities, attributes, and opportunities that any society considers appropriate for girls and boys, and women and men based on their sex within a context. Gender is defined by society and there is no static nor universal definition to what is considered feminine or masculine.
- **Gender discrimination:** Gender discrimination describes the situation in which people are treated differently simply because they are male or female, rather than based on their skills or capabilities
- **Gender equality:** the concept that women and men, girls and boys have equal conditions, treatment and opportunities for realizing their full potential, human rights and dignity, and for contributing to (and benefitting from) economic, social, cultural and political development. Gender equality is, therefore, the equal valuing by society of the similarities and the differences between men and women, and the roles they play. It is based on women and men being full partners in the home, community and society. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.
- **Gender expression:** refers to external appearances of one's gender identity, usually expressed or observed through behaviour, clothing, haircut or voice, and which may or may not conform to socially defined behaviours typically perceived as feminine or masculine. While most people's understandings of gender expressions relate to masculinity and femininity, countless combinations may combine both masculine and feminine expressions and neither.
- **Gender identity:** refers to one's innermost sense of self whether as male, female, a blend of both or neither, irrespective of their biological sex at birth.
- **Gender mainstreaming:** the process of assessing the implications for girls and boys and men and women of any planned action, including legislation, policies and programmes. It is a strategy for making girls' and women's, as well as boy's and men's, concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes so that girls and boys and women and men benefit equally, and inequality is not perpetuated.
- **Gender norms:** Accepted attributes and characteristics of male and female gendered identity at a particular point in time for a specific society or community. They are the standards and expectations to which gender identity generally conforms, within a range that defines a particular society, culture and community at that point in time. Gender norms are ideas about how men and women should be and act. Internalized early in life, gender norms can establish a life cycle of gender socialization and stereotyping
- **Gender stereotypes:** Ascribing certain attributes, characteristics and roles to people based on their gender. Gender stereotypes can be negative (i.e., women are bad drivers, men can't change diapers) and benign (i.e., women are better care givers, men are stronger). Gender stereotyping becomes harmful when it limits a person's life choices, such as training and professional path, and life plans. Compounded gender stereotypes occur when layered with stereotypes about other characteristics of the person, such as disability, ethnicity or social status

- **Intersectionality:** A feminist sociological theory first coined by American civil rights advocate Kimberlé Crenshaw in 1989. Intersectionality refers to overlapping social identities and the related systems of oppression, domination and/or discrimination. The idea is that multiple identities intersect to create a whole that is different from the component identities. It is used as an analytical tool that helps to understand and respond to the ways in which multiple aspects of each person's social identity and status intersect to create unique experiences of oppression and privilege.
- **Misogyny:** The hatred of women. It is a psychological manifestation of sexism that is expressed socially in discrimination, denigration and humiliation of women, violence against women and sexual objectification of women.
- **Oppression:** a systemic social phenomenon based on the perceived and real differences among social groups that involve ideological domination, institutional control, and the promulgation of the oppressor's ideology, logic system, and culture to the oppressed group. The result is the exploitation of one social group by another for the benefit of the oppressor group.
- **Patriarchy:** Social system in which men hold the greatest power, leadership roles, privilege, moral authority and access to resources and land, including in the family. Most modern societies are patriarchies
- **Reproduction:** The production of an offspring by sexual or asexual processes.
- **Sexuality:** Is how people experience and express themselves as sexual beings. Biologically, sexuality can encompass sexual intercourse and sexual contact in all its forms, as well as medical concerns about the physiological or even psychological aspects of sexual behaviour. Our behaviour and views about sex and sexuality are determined by cultural, social, political and legal systems. Although sexuality is the most basic and normal part of being human, in most societies, sex and sexuality is taboo and the subject of great moral, ethical and religious debate. The control of women's sexuality is a critical feature of patriarchy in all societies, and this includes how women see themselves, definitions of rape, access to contraception and safe abortion.
- **Sexual orientation:** refers to a person's erotic, physical, emotional, and spiritual feelings, and attractions to another person. These feelings and attractions may be predominantly towards a person of different sex [heterosexual], same-sex[homosexual], all-male and female-bodied persons (male and female-bodied persons [bisexual] and in some instances, to no sex [asexual]. Every person has a sexual orientation; it is something innate to all humans.
- **Sexual Minority:** Sexual minorities are groups of people whose sexual orientation, gender identity, or sexual characteristics are different from the presumed majority of the population, which are male or female heterosexuals.
- **Sexism:** The belief that the males (or members of the male sex) are inherently superior to females simply by their biological sexual traits. Sexism is the fundamental basis for the domination and oppression of women and is manifested through many social and political structures, including patriarchy

Activity 2

Group Discussion on the definitions of gender justice. Time: 60 minutes

Materials: Flipchart and markers

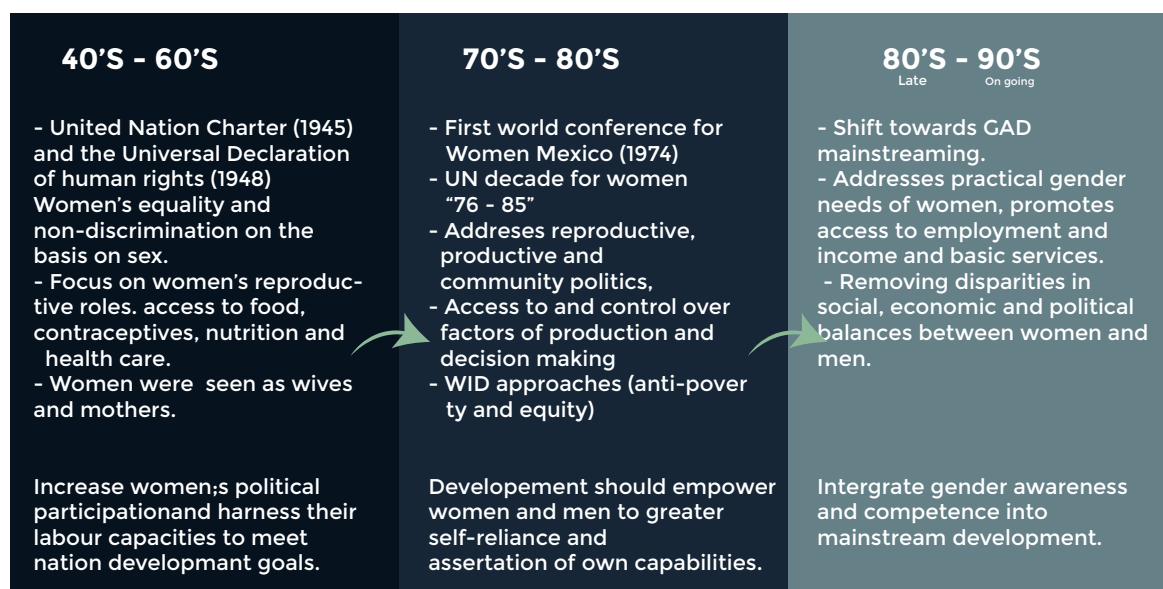
Discussion questions:

1. Which definition fits your understanding of what gender justice is?
2. Which of the terms defined are new for you?
3. Develop your group definition of gender justice based on the context you work in.

At the end of the activity, each group should present their definition of gender justice to demonstrate an understanding of the concept. The group can decide to adopt one or merge to create a new definition of gender justice to guide their work as advocates.

Basic understanding of the emergence of Gender Justice

Gender justice as a framework and concept can be traced back to the enshrinement of the rights of women in the Universal Declaration of Human Rights (UDHR)¹ which states that “all human beings are born free and equal in dignity and rights.”² The recognition that the UDHR was inclusive of girls and women was made possible by a global women’s rights movement that is often attributed to the activism of suffragettes and western feminists. It is important to note that in every country across the globe including Nigeria, women have had to fight for their inclusion and recognition as full citizens in the countries of their birth. A prominent example is the story of Funmilayo Ransome Kuti as documented by UNESCO. History shows that the struggle for recognition of the rights of women and girls preceded the recognition of their rights at the global level through conventions and international legal instruments. The United Nation World Conferences for Women provide an important roadmap through which to understand the emergence of gender justice as framework for advancing the rights of women beyond their status as mothers and caregivers. And it is important to note that the caregiving role of women and girls is unpaid and contributes to inequality and high rates of poverty. The image below provides the historical context and language of the women rights struggle within the human rights and development context.



Gender and development-historical framework

The World Conferences on Women were significant landmarks for the advancement of the rights of women and girls and the inclusion of women in the development agenda. From the First World Conference on Women in Mexico City in 1975 with the development of a world Plan of Action and the declaration of a United Nations Decade for Women, Equality, Development and Peace, subsequent World Conferences on Women in particular Nairobi in 1985 and Beijing in 1995 pushed and shifted the development agenda from women in development to gender in development.

This shift represented the impact of women being able to shift the development agenda and challenging the power imbalances between women and men in society. And how valuing the rights of men over women contributed to the lower status of women and girls at the national level. This was due to the activism of women including Nigerian women and those who supported them to critique and demand that women should and must be active participants in and contributors to the development process.

And according to existing literature, the 1979 Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) marked the beginning of a human rights approach rooted in gender justice as an approach to address gender based-discrimination since UDHR. As advocates, it can be taken for granted that the inclusion of all women and girls and the adoption of gender as critical to the development agenda is now expected. Gender justice emerged because women rights activists, feminists, gender equality advocates and policy makers had to keep refining and developing approaches that truly captured the actual realities of women and girls. Change and progress on girls' and women's rights would not have been possible without the continuous evidence gathering, movement building, advocacy and activism at global and national levels.

Recognizing the role of African women is also important because by the 1960s before the Nairobi conference, women activists had already ensured that women

were at the centre of the analyses of the UN Economic Commission for Africa (UNECA) and were already implementing the women in development agenda before it was understood and adopted in the Western part of the world a decade after.³ The image below provides a comparison between the women in development agenda and gender in development agenda.

By the 4th World Conference, the landmark Beijing Conference, gender mainstreaming, the outcome of the gender and development agenda, laid the foundation for the emergence of gender justice. And it was established as a strategy to achieve gender equality. By the 1995 Beijing Conference for Women the stage had been set for the resounding acknowledgement on a global stage with commitments that women rights are human rights and "governments and other actors should promote and active and visible policy of mainstreaming a gender perspective in all policies and "programmes so that before decisions are taken, an analysis is made of the effects on women and men respectively." (UN 1996)."

As the world commemorates the 25th anniversary of the Beijing Declaration and Platform of Action in 2020, the current use of gender justice as rights based strategy reflects the 3 progress as well as less successful efforts of the women's rights, feminist and gender equality movements to codify and guarantee the rights of all women and girls. Gender justice is considered the outcome of stalled efforts of gender mainstreaming. According to Oxfam Novib, "gender mainstreaming efforts have not been all that successful and even have had some negative consequences" and discrimination and oppression of women, girls and vulnerable persons is still a reality. Issues of gender mainstreaming and women's empowerment were and are still not a priority. And as Third Wave Foundation also alludes to in their explanation of gender justice, the concept is a response in particular to the nation-state and other systems and their roles in perpetuating violence, exploitation and subjugation of

women, girls and other vulnerable persons. And the realization that there is more to advancing the rights of women and girls beyond equal treatment, the lack of power relations between women and men must be analyzed because equal treatment does not automatically address the inequalities. The Gender justice framework takes the lessons learned to develop gender transformative approaches in analyzing, assessing and challenging the gendered inequalities due to the political, economic, social systems at all levels.

FROM “Women in Development” (WID) to “Gender and Development” (GAD)

WOMEN IN DEVELOPMENT	GENDER AND DEVELOPMENT (GAD)
The Approach: An approach which views women as the center of a problem.	The Approach: An approach which views women as the center of a problem.
The Focus: women.	The Focus: Relationship between women and men.
The Problem: The exclusion of women (half of the productive resources) from the development process.	The Problem: Unequal relations of power (rich/poor, women/men) that prevent equitable development and women's full participation.
The Goal: More efficient, effective and just development.	The Goal: Equitable, sustainable development with women and men as decision-makers.
The Solution: Integrate women into the existing development process.	The Solution: Empower the disadvantaged women transform unequal relations.
The Strategies: <ul style="list-style-type: none"> . Women's projects . Women's components . Integrated projects . Increase women's productivity. . Increase women's ability to look after the household 	The Strategies: <ul style="list-style-type: none"> . Identify and address practical gender needs determined by men and women to improve their lives. . Address women's and men's strategic gender needs. . Address strategic interests of the poor through people-centered development.

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WHY ACHIEVING JUSTICE IS SO TOUGH AND POSSIBLE.

Gender justice is about changing deeply embedded belief, attitudes, and behaviour. It is about changing the belief that girls are worth less than boys. Then we can stop selective abortion and the murder of girl babies at birth.

It is about changing the belief that girls are the property of men. Then we can stop child labour, childhood marriages, exploitation of women, violence and rape. It is about changing the belief that women should not control their own sexuality. Then we can stop genital mutilation, cervical cancer, HIV & AIDS and the prejudice against the female condom.

Instead we will begin to believe that girls are worth spending money on: for the education and health of fifty million girls working instead of going to school. For the half million women who die yearly in childbirth

We will believe that naturally women should be paid equitable wages for work, not much less than men.

We will convince women and men that women should be present in equal numbers as men, at decision making levels in governments, corporate board rooms and civil organisation.

We need to believe and convince others that everyone will benefit from transforming patriarchic power structures into democratic practice: in the family, at community level, at country level and at global level where the democratic deficit is possibly the worst at present.

Everyone will benefit because violence and lack of health and education leads to enormous loss in human, economic and democratic sense.

Women and men sharing decision making is likely to lead to less wars, a better environment, and more inclusive democracies. Which in turn means that indigenous peoples, marginalized groups, people with different abilities or sexual orientations can feel accepted and can live to their full potential.

Transformation of deeply entrenched patterns is difficult but possible when all sides of any social divide begin to recognize that they can gain more by change: in terms of humanity, security and justice.

That was how slavery was abolished. How apartheid was changed. That is how men and women will realize the advantages of gender justice.

At the end of the chapter participants are expected to:

- . Understand the meaning of Advocacy and Policy.
- . Understand Advocacy Using Gender Lens.

Advocacy

Advocacy is speaking up or doing something to support or push for an important issue, cause or idea that is important to you or your community. It is the process of making your voices heard and action taken to bring about change. And it can be change in practices, norms, policies and laws. Advocacy is also about working with others - peers, people, organizations, decision-makers - for a unified voice and collective action to defend and protect rights and/or to support the issues, causes or ideas.



Advocacy include a wide range of actions to influence decision makers to act. It can be rallies, demonstrations, the use of social media, capacity building, coalition building, research for building evidence, use of media, strategic litigation, public awareness and more.

Advocacy is also about changing mindsets as a personal and society level especially for gender justice. We learn gender norms, roles and stereotypes through families, religion, cultural practices, media, education, policies, laws and other institutions that support discrimination and violence against women. And learning starts from an early age through the process of socialization which can be defined as "the process of learning to behave in a way that is acceptable to society." So as a gender justice advocate, advocacy can also be about telling your friends and family why gender stereotypes are wrong and girls should be allowed to go to school and be allowed to play and boys

should also learn how to cook. And using your social media platforms to disseminate data and stories to shift negative gender norms and narratives that contribute to discrimination and violence against all women and girls.

Advocacy is an effective way to create lasting and sustainable change in the society due to the reasons listed in the image below. Gender justice as defined must be at the centre of any advocacy for lasting and sustainable change. Advocacy focused on advancing and protecting people's rights without a clear gender analysis or understanding of the gender dimension of the issues means that women, girls or those who are the



Source: “ Nothing About Us Without Us”- An SRHR Advocacy Training Manual for Young People in Nigeria - EVA Nigeria.



<p>A. Practical Needs</p> <ul style="list-style-type: none"> · Tend to be immediate and short-term. · Unique to particular women. · Relate to daily needs, food, housing, income, health, children, etc. · Easily identifiable by women · Can be addressed by provision of specific inputs such as food, hand pumps, clinics, etc. <p>Addressing Practical Needs</p> <ul style="list-style-type: none"> · Tends to involve women as beneficiaries and perhaps as participants. · Can improve the condition of women's lives. · Generally does not alter traditional roles and relationships 	<p>B. Strategic Needs</p> <ul style="list-style-type: none"> · Tend to be long-term. · Common to almost all women. · Relate to disadvantaged position, subordination, lack of resources and education, vulnerability to poverty and violence, etc. · Basis of disadvantage and potential for change not always identifiable by women. · Can be addressed by consciousness-raising, increasing self-confidence, education, strengthening women's organisations, political mobilization, etc <p>Addressing Strategic Interest</p> <ul style="list-style-type: none"> · Involves women as agents or enables women to become agents. · Can improve the position of women in society. · Can empower women and transformation relationships.
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marginalized will be left behind. Ensuring that the voice of diverse women and girls are included and the commitment to changing social norms and practices include changing negative gender and social norms and practices should be non-negotiable in support of any cause or idea.

Policy Advocacy

Policy advocacy is a form of advocacy among those shared above in the definition. It is the process of taking action, using a series of strategies, to influence the creation and development of public policies. Policy advocacy has been described as a form of advocacy that is "solution-based" because it is about address the root causes of issues through public policies.

A policy is a plan or set of action points, ideas or principles which provides guidance to government bodies or public institutions for decision-making, outcomes, processes and goals. Policies can be laws, statutes, regulations, guidelines, agreements and operational procedures and they are made at different

levels, global, regional, national, state and local. They can also be developed for institutions such as schools, workplace, professional bodies etc. Policies are important and necessary because they reflect and also shape the way we behave, do things and how we experience things. They also provide common understanding.

The image above shows why policy advocacy is an important way to make an impact or influence change as an advocate. For example in Nigeria women's rights organizations and activists formed a coalition, Legislative Advocacy Coalition on Violence Against Women (LACVAW) to advocate for the passage of the Violence Against Persons Prohibition (VAPP) Act. It took 14 years for the bill became a law in 2015. They fought for the passage of this law because the existing laws did not address all forms of violence. The VAPP Act is a piece of comprehensive legislation that prevents gender-based violence, protects survivors and punish perpetrators. In terms of policy advocacy, as an advocate you are pushing for the development and passage of laws, policies or guidelines or the

implementation of the laws, policies and guidelines. The example of the VAPP Act which was needed because the existing laws, the Criminal and Penal Code did not have a comprehensive definition of rape and did not cover all forms of violence. And for example, for young teenage mothers who want to return to school, there can be need for nurseries for their babies so they can focus on education.

Why is gender justice advocacy important?

Advocacy for gender justice is a response to the root causes of the unequal status of women and girls in society. Based on the UDHR as mentioned above, women and men are created equal and should have their rights recognized and have access to all opportunities. In light of this, the gender justice approach requires not just addressing the practical and basic needs based on gender but rather on creating change through transforming unequal power relations. In the image below, the matrix shows the difference between practical gender needs and strategic gender needs and interests.

The strategic needs and interests provide the basis for gender justice analysis and advocacy. The goals are long term and inclusive of all women and girls. Gender justice recognizes the lasting change needed for the improved position of women and girls in society. Gender justice advocacy can be understood as more than adopting a gender lens, gender justice should be at the core from understanding the issues to carry out advocacy. This means the advocacy would be understood with the local context and would be led or influenced by those who are experiencing or have experienced discrimination, injustice and exploitation. And this is possible even when it seems like the issue is not a gender focused advocacy for example when advocating for Universal Health Coverage, police reform or an effective national response to Covid19. Gender justice advocacy ensures that the way issues affect women and men differently is captured in the analysis of the issues and the solutions devised.

Adopting the four core values as laid out by Gita Sen and adapted for the Advocacy Guide for Feminists and Gender Equality Advocates⁶, gender justice advocacy should clearly demonstrate:

1. The belief in equality
2. The belief in gender justice in all its different dimensions
3. The universal sanctity of human rights
4. The flexibility to make alliances and realize the fluidity of circumstances and partnerships.

And in gender justice advocacy, the need to build alliances and coalitions cannot be overstated. Gender justice milestones and achievements have been more successful due to coalition and movement building.

Social justice movements often include gender justice, gender equality, women's and girls' rights as an afterthought, as a gender justice advocate a strong understanding of gender and gender analysis tools are needed to ensure that no movement or advocacy leaves women and girls especially the most vulnerable behind.

Activity 3: Characteristics of a Good Gender Justice Advocate

Time: 15 mins

This is a personal quiz to help identify your strengths and weakness as an advocate. You can share with the group if you want to. However this is to help you determine what areas you need grow because as gender justice advocate, your personal values affect your ability to be a good advocate.

Gender Analysis

How to Conduct a Gender Analysis

Gender analysis is a tool that makes it easier to see gender inequality and harmful gender norms. Gender analysis provides strategies that can be used for understanding the impact of policies and programs on women and girls compared to men and boys. For the purpose of this manual, it will also refer to the problem analysis. When identifying the issue or cause that requires advocacy, part of the process should include a gender analysis. This means asking questions about how persons of all genders are affected by the problem. Important questions such as:

- How does gender inequality relate to the problem that we want to change?
- How are women, men, boys, girls and LGBTI persons affected differently by the problem we want to change?
- What different perspectives do they bring on this problem?
- How could gender inequality keep us from achieving results with regard to the policy issue in question, if it is not properly addressed?

	GENDER	GENDER-RESPONSIVE	GENDER-TRANSFORMATIVE
IMPACT	<p>Fails to acknowledge the different needs or realities of women and men, girls and boys and transgender people. This can be exploitative or accommodating.</p> <p>EXPLOITATIVE Interventions aggravate or reinforce existing gender inequalities and norms.</p> <p>ACCOMMODATING Interventions work around existing gender differences and inequalities.</p>	<p>Recognises the distinct roles and contributions of different people based on their gender and takes these differences into account.</p> <p>Attempts to ensure that women or girls will benefit equitably from the intervention.</p>	<p>Explicitly seeks to redefine and transform gender norms and relationships to redress existing inequalities.</p>

Using gender when analyzing the problem or the impact of policies and programs ensures that goals, objectives and plans are not gender blind but are gender transformative as described below.

Source: FrontlineAIDS Good Practice Guide: Gender Transformative HIV Programming

Gender analysis can be carried out at any stage of planning or programming and must be considered a critical part of the advocacy and programs. And there are different gender analysis frameworks that can be adapted for a rigorous approach:

1. The Harvard Analytical Framework, also called the Gender Roles Framework, was one of the first frameworks developed to identify and understand the differences between men and women in their participation in the economy. It is used to collect information from the community and from households. The Harvard Analytical Framework describes who does each activity, who has access to and control of resources and the influence on gender roles.

2. The Moser conceptual framework for gender analysis and planning is based on the concepts of gender roles and gender needs [8]. It distinguishes between two types of gender needs: those that relate to women's daily lives but maintain existing gender relations (practical gender needs); and those that potentially transform existing gender subordination (strategic gender needs).

3. The social relations approach was developed by Naila Kabeer and has been used by various government departments and non-governmental organisations as a planning framework. The approach is centred on the interchange between patriarchy and social relations. Unlike the Harvard framework, it does not focus on roles, resources and activities, but instead focuses on the relations between the state, market, community and family

4. The gender analysis matrix framework encourages bottom-up analysis through community participation to identify how gender differences impact on four areas: labour; time; resources; and sociocultural factors.

However, you can use a gender toolkit checklist to ask key questions at every step of the advocacy progress to ensure a gender perspective is integrated if there is no time or funds for a rigorous gender analysis. Below are links to two tools that are youth friendly and easy to follow that are useful.

1. [How to do Advocacy with a Gender Perspective: A Guide and a Checklist](#)
2. [Good Practice Guide: Gender Transformative HIV Programming](#)

Activity 4:

Breakout session: Identify an issue and carry out a gender analysis of the issue

Time: 1 hour

Materials: Flipchart and markers

Using the questions above, analyze the issue and develop at least 2 gender transformative recommendation. After discussions, make presentations to the group. An example is the policy brief that provides analysis and recommendations on the need to integrate gender into the Covid19 national response.

WHY GENDER MATTERS IN NIGERIA'S COVID19 RESPONSE

The world is currently experiencing a pandemic on an unprecedented scale. By November 28, 2020, Nigeria had a total of 67330 confirm cases with cases still being documented everyday. Earlier in the year, there were serious concerns that there would be widespread outbreak. In response to the concerns, the Federal and State government put measures in place to restrict movement and travel was put in place by presidential order.

The impact of these measures were gendered and dependent on age, economic status, location, disability among other factors. Unfortunately at the height of the pandemic, the response by government did not integrate gender and other factors into the response.

https://docs.google.com/document/d/1DsUt_mmGOIHG3YNVNUms-ClvKnre_5Pgg5MqDG8fe6dc/edit

Activity 5: Group discussion

Time: 1 Hour

Materials: Pen and Paper

- . Are the recommendations still relevant? Why?
- . Does the analysis reflect a gender justice lens? why?
- . Are the recommendations gender transformation and inclusive of the needs of young people? Explain your response.

GENDER INCLUSION: MEANINGFUL YOUTH ENGAGEMENT IN POLICY ADVOCACY

At the end of the chapter participants are expected to:

- . Understand meaningful Youth Engagement through the gender lens.
- . Why Youth engagement is important in gender Justice Advocacy.
- . Learn the needs to involve and engage affected groups in all the stages of policy Advocacy process.

Meaningful Gender Transformative Youth Engagement

Meaningful youth engagement is about creating spaces where young people including young women are involved in all parts of a campaign or program from agenda-setting, problem mapping, and decision-making, to implementation and evaluation¹¹. It aims to change the narrative and dismantle the power structure that prevents young people especially young women from being regarded as experts in their needs and priorities. It involves an inclusive, deliberate, and mutually-respectful partnership between youth and adults where power is shared, respective contributions are valued, and young people's ideas, perspectives, skills and strengths are integrated into the design and delivery of programs, strategies, policies, funding mechanisms and organisations that affect their lives and communities¹². Simply put, meaningful youth engagement means that young people like you, can participate on equal terms with adults in all stages of decision-making, or work independently to make decisions on issues impacting your lives.

Youth participation in policy advocacy and driving change has received more attention and focus in recent times. And this is necessary because in many African countries, 60% percent of the population are under the age of 30. The median age across the sub-saharan Africa is 20 years old and in Nigeria, the median age is 18.¹³ The need for youth to be advocates for their rights and well-being cannot be overemphasized, especially for building equitable and just communities. It is important to identify young people as agents of their development and recognize that youth participation is vital for effective policy development. Meaningfully engaging youth can enhance the reach, relevance, and effectiveness of advocacy on important issues, since advocacy that is meaningfully informed by young people is more likely to take into account their actual lived realities, and to ensure that their needs and opinions are reflected. Youth includes a full range of the population aged 10 – 29 irrespective of their sexual orientation, gender identity, disability, and socioeconomic status. Young people are not a homogenous group. There is no “representative” young person's; therefore, meaningful youth engagement cannot be a homogenous concept.

Why is Youth Engagement important in Gender Justice Advocacy

It has been established that the lives of young people in particular adolescent girls and young women are shaped by gender discriminatory social norms that lead to gender inequality, posing challenges to the attainment of their full potentials. Gender justice advocacy with meaningful involvement of adolescent girls and young women can yield positive development outcomes. It will enable young people especially girls and young women to take a lead in addressing the issues of gender inequalities within the

to contribute to making sure they are addressing negative gender norms and attitudes that limit the ability of girls and young women to live fulfilled lives, and are promoting just societies for women and men. For example, According to UNICEF Nigeria, the country has the largest number of girl brides at 22 million. Additionally, 20 percent of girls and women aged 15 to 49 reported to have experienced Female genital mutilation/cutting (FGM/C) according to NDHS 2018.

Youth issues needs to be analyzed through a gender lens and solutions should be gender transformative in the approaches to ensure that young women in all their diversities are involved and their needs represented. We use the phrase ‘women in all their diversity’ to highlight that there are many distinctions among women, with differences associated with age, race, gender identity or expression, sexual orientation, ethnicity, language, marital status or partnership status, health status, (im)migrant status, job status, educational level, literacy level, developmental differences (i.e. physical or learning challenges), living in

a conflict or post-conflict setting, surviving violence or other human rights violations etc.

In other words, there is no one generic ‘woman’ . Meaningful youth engagement that is gender transformative should take into consideration the ideas of power and intersectionality otherwise we run the risk of advocacy programs that isolate issues or misrepresent those issues. And the gender justice framework provides the language and the approaches to ensure that advocacy is not just about adding “women and girls” and ignoring the power relations that prevent women and girls from claiming their rights. Gender justice recognizes not just gender but other factors such as age among others. As a patriarchal society, the family unit and a person’s position within the family has the ability to determine a person’s position within society. In some cultures in Nigeria, the first son inherits property not because of ability but because of their birth position and gender. A first daughter in that same culture would not have the power to inherit. Gender justice contributes to creating an enabling environment that directly address the exclusion and



Why Inclusion is important in policies

Generally, most policies cover 'everyone' in their provisions, yet permit the exclusion of people in several subtle ways. Many times, because there is no explicit mention of certain marginalised groups in most policies, they are usually excluded or discriminated by laws, policies, traditions, practices. Hence, it is important that policies specifically mention these groups as a right-based approach to promote and protect the rights of all women and girls. And that customary laws and harmful gender norms are changed or abandoned to uphold the rights of women and girls. For example, women and girls PWDs have peculiar needs and rights but the existing policies that protect the rights of women in Nigeria at a time excluded them. For example, the SRHR policies in Nigeria were not inclusive of women PWDs, and in response to this, a new SRHR Policy was developed for PWDs in Nigeria. This accentuates the need for wide consultation and inclusion of all groups while drafting policies.

HOW POLICIES PERPETUATE EXCLUSION

A policy out rightly exempts a group or is silent about them (implied exclusion)

A policy does not exist at all

A policy exists that includes minority groups but implementation by

EXAMPLE

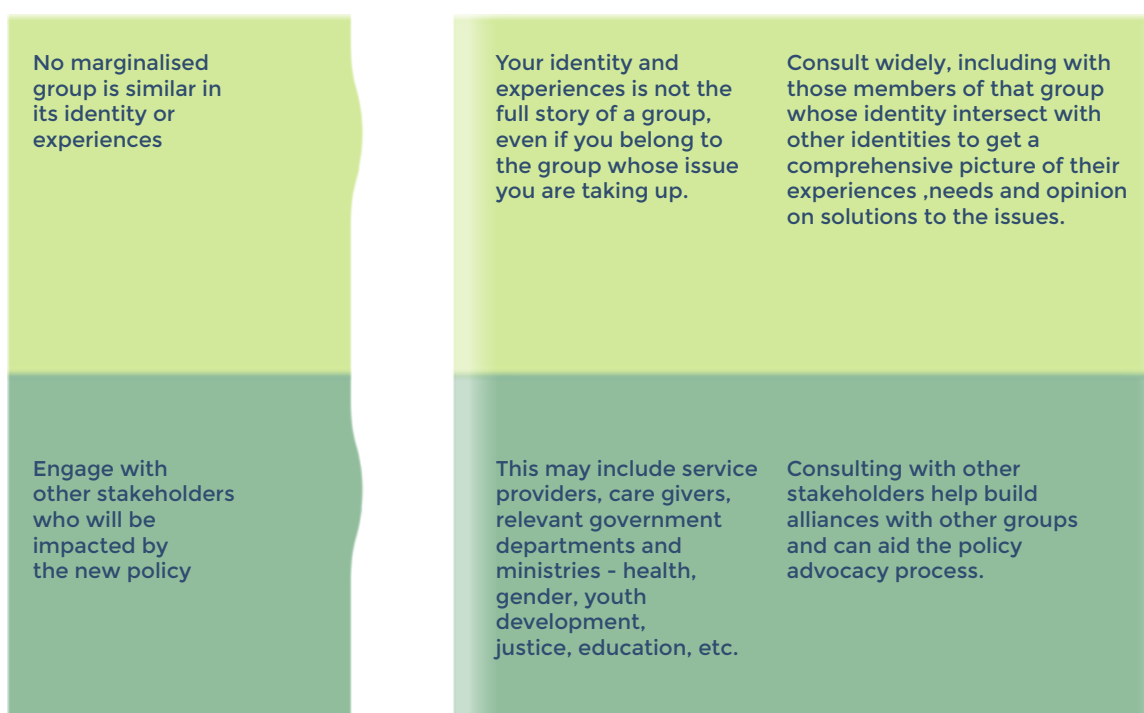
A policy which mandates that all women of reproductive age should have access to contraceptive options at the PHCs except unmarried girls.

For implied exclusion, a policy might mandate provision of free HIV screening for Female Sex Workers, Transgender, but omits Men Who have Sex with Men in the list.

Services are provided to minority group at the discretion of the provider who may offer to some and not others on the basis of age or gender identity.

A service provider chooses not to provide services to certain groups or provides a discriminatory, prejudiced services to them.

Exclusion of certain population groups in policies



Activity 3: Group discussion on identities, vulnerabilities, and intersectionality
How do the various identities of these individuals intersect to heighten their vulnerability? Who can you consult to better understand their experiences?

IDENTITIES



GROUP TO BE CONSULTED



SECTION FOUR: ANALYSING THE GENDER JUSTICE ADVOCACY ISSUES IN NIGERIA.

At the end of this section participants should be able to:

- .Identify relevant issues that advance gender justice in Nigeria.
- .Determine the level of implementation of the policies related to the issues.
- .Spot policy gaps, Critiques, and challenges of implementation within the country.

Nigeria is a signatory to several international treaties that protect rights of women and girls globally, including Convention on Elimination of all forms of Discrimination Against Women (CEDAW), International Conference of Population and Development (ICPD), and Universal Declaration on Human Rights (UDHR). Despite the global consensus that women's rights are human rights, Nigeria is yet to embrace the concept as there is no specific legislation on the right to health.

The country is still characterised by practices that contravene or violate the tenets and provisions of international agreements and treaties on human rights, and by extension reproductive rights.

Fundamentally, the topical areas of concern on SRHR within the Nigerian policy context are;

- . Decision-making
- . Health

Nigeria is a signatory to several international treaties that protect the health rights of citizens and especially treaties that uphold the rights of women and girls globally, including Convention on Elimination of all forms of Discrimination Against Women (CEDAW), International Conference of Population and Development (ICPD), and Universal Declaration on Human Rights (UDHR). The National Health Act 2014 provides a legal framework for Nigeria to manage the country's health system. Other relevant policies include the National Health Policy (2016) that guarantees to ensure access to gender-sensitive health services irrespective of sexual orientation; The National Reproductive Health Policy (2017) that focuses on fertility management, healthy pregnancy and childbearing, gender equality, human rights, healthy sexual development and sexuality, integrated reproductive health service and education, especially the education of girls; the National Strategic Health and Development Plan(2018-2021).

Universal Health Coverage and Access to Reproductive Healthcare

According to the World Health Organization, UHC means that all individuals and communities receive the health services they need without suffering financial hardship. It includes the full spectrum of essential, quality health services, from health promotion to prevention, treatment, rehabilitation, and palliative care. The National Health Act contains provisions that can lead to the attainment of UHC in Nigeria if it is properly implemented. Article 4.1.1 of the National Health Policy, 2016 states that it has a goal 'to reduce maternal, neonatal, child and adolescent morbidity and mortality in Nigeria, and promote universal access to comprehensive sexual and reproductive health services for adolescents and adults throughout their life cycle". This goal is in line with the Universal Health Coverage (UHC) agenda which is premised on the principle that access to healthcare services by all population groups is a human right, irrespective of their socio-economic power. It is expected to be achieved through the Primary Health Care system (PHC).

The NHA 2014 states that “all citizens shall be entitled to a basic minimum package of health services...” defined as “the set of health services as may be prescribed from time to time by the Minister after consultation with the National Council on Health” However, The NHA does not recognize gender related health issues.

The Basic Minimum Package of Health Services for Nigeria (2016) consists of nine prioritised health interventions which include; Urinalysis test (diabetes screening) and a blood pressure check (cardiovascular disease screening) for all Nigerians, four antenatal care visits for pregnant women, health care visits for children aged under 5 years (malaria, diarrhoea, pneumonia and vaccine-preventable diseases) and emergency medical treatment for road-traffic injuries.

Section 11 of the National Health Act also established the ‘The Basic Health Care Provision Fund (BHCPF) as the principal funding vehicle for the Basic Minimum Package of Health Services (BMPHS) which should in turn lead facilitate the achievement of UHC. This fund consists of 1% of the Consolidated Revenue Fund from crude oil and is meant to finance the provision of healthcare at PHCs through the NPHCDA, NHIS and CDC. Presently, many states that have met the requirements for implementing the BHCF have received disbursements to roll out services in their respective states. The services covered under the BHCPF will contribute greatly to the countries Reproductive Maternal Newborn Child and Adolescent Health outcomes.

However, the reality of many PHCs in Nigeria does not reflect adequacy to meet the demand for health services for adolescents especially for AGYW and particularly comprehensive sexual and reproductive health services. There are reports of several adolescents especially adolescent girls, being turned down or denied access to contraceptives because they are not married. This infringes the rights of young women and girls to safe sex resulting in adolescent pregnancies and consequently unsafe abortion practices as they are forced to patronize quacks.

Legality of Abortion

In Nigeria, the criminal and penal laws prohibit abortion regardless of the stage of embryonic development, except when done to save the life of the expectant mother.

The Criminal Code Act (Southern States), Chapter 77 of the Laws of the Federation of Nigeria (articles 228-230, 297, 309, 328). It states that ‘Any person who, with intent to procure miscarriage of a woman whether she is or is not with child, unlawfully administers to her or causes her to take any poison or other noxious thing, or uses any force of any kind, or uses any other means whatever, is guilty of a felony’. The penalty is 14 years imprisonment.

Penal Code (Northern States) Federal Provisions Act, Chapter 345 of the Laws of the Federation of Nigeria (Revised ed. 1990), Articles 232-236 also have similar clauses on abortion with penalties of up to 14 years imprisonment as well.

As a result of the country's restrictive laws, women including adolescent girls and young women undergo unsafe abortions at the hands of quacks and unqualified medical personnel and face threats to their physical, social and mental health.

Gender and Social Determinants of Health

Gender is an important determinant of health. It plays a key role in how young women and girls and men and boys access health services. Sex and gender also influence how the health system including health workers and health policies and plans respond to and are tailored to the needs of people. According to the World Health Organization, gender is an important determinant of health in two dimensions: 1) gender inequality

leads to health risks for women and girls globally; and 2) addressing gender norms and roles leads to a better understanding of how the social construction of identity and unbalanced power relations between men and women affect the risks, health-seeking behaviour and health outcomes of men and women in different age and social groups.



The Federal Ministry of Health has recognized the need to address gender issues in healthcare delivery for Nigerians and has developed a Gender in Health Policy with the aim of ensuring strategic gender mainstreaming in all health plans, strategies and practices in Nigeria.

Education has great impact on the health of girls and young women. There are many girls who are not allowed to complete their basic education or progress to higher learning, and this affects their ability to make certain decisions regarding their health independently. This leaves critical health decisions to parents, guardians, or spouses of these girls and young women. Educated women are more likely to go to the hospital for antenatal, and to take their children to hospital and school; this brings about a higher chance at climbing out of poverty.

- Access to financial resources plays a key role in the health outcomes for girls and young women. In households where women and girls are economically dependent on other individuals especially of the opposite sex, it can lead to dire consequences for their health outcomes especially for their sexual and reproductive health and rights. The existence of more men than women in the formal work sector also results in less women having access to health insurance schemes and benefits. Financial barriers disproportionately affect access to health services for adolescent girls and young women.

Access to Health Services

Adolescent girls and young women face many barriers to accessing health services especially sexual and reproductive health services, due to gender norms that exist in our society. These harmful norms result in inability of girls and young women to negotiate condom use with their partners, cross-generational sexual relationships, child marriage, and a high prevalence of sexual and gender-based violence. These barriers also contribute greatly to specific health outcomes for AGYW.

According to the Guttmacher Institute 2016 report, Adding it up: costs and benefits of meeting the contraceptive needs of adolescents, about half of pregnancies among adolescent women aged 15–19 living in developing regions are unintended, and more than half of these end in abortion, often under unsafe conditions. Young women aged 15–24 years are at high risk of HIV infection. They accounted for 20% of new HIV acquisition globally in 2017, despite accounting for only 10% of the adult population. According to 2019 data, each week, 6,000 young women in this age group newly acquire HIV.

In Sub-Saharan Africa, girls aged 10 – 19 account for 79% (4 out of 5) adolescents newly acquiring HIV. Each day, 460 girls acquire HIV, and 50 die from HIV-related illnesses. Adolescents and young women are physiologically more susceptible to acquiring HIV than men and women older than 25 years. In addition, a range of socio-structural factors increase adolescent girls and young women's vulnerability to HIV acquisition, including lack of accurate knowledge on HIV transmission, lack of ability to negotiate condom use, intimate partner violence including coerced sexual debut, and having older partners. The age of HIV acquisition among young women is 5–7 years earlier than young men, often coinciding with sexual debut.

According to the National HIV/AIDS Indicator Impact Survey, the prevalence of HIV among young women aged 20–24 is four times higher than that of their male counterparts.

Provider bias also affects young women and girls more, including a judgemental attitude towards young women and girls being sexually active. These gender norms violate the rights of young women and girls to health information and services.

Young women and girls of sexual minorities face even more dire effects of gender norms on their health outcomes. In addition to the issues faced as women and girls in access to services, they often have to deal with judgmental attitudes because of their sexual orientation. Anticipation of poor attitudes of healthcare providers towards them in addition to laws and policies that criminalize their existence result in them delaying to seek health services or seeking those services at a very high cost from private outlets.

Human Resources for Health

Gender among other power relations, plays a critical role in determining the structural location of women and men in the health labour force and their subjective experience of that location

There are many women in the care aspect of the health workforce than men such as nurses, as well as in other lower cadre work such as part-time, unskilled and unpaid work. Gender biases are seen in many aspects of the workforce from training of health workers to deployments and postings. The unique differences in men and women are not always taken into consideration when decisions are made regarding the health workers. In spite of the number of females in the frontline of the health work force, their contribution as women is mostly not given adequate recognition. By failing to accurately describe the gendered nature of health work, women's contributions to health systems continue to be unsupported as they are under-valued or not recognised at all

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Sexual and gender-based violence

The Convention on the Elimination of all forms of Discrimination against Women (CEDAW) defines Gender-Based Violence as violence that is directed at a person on the basis of gender or sex²⁵.

Violence against women and girls (VAWG) can be of both structural and direct forms. Structural violence occurs when institutions within the society both formal and informal, incorporates norms, practices, laws and policies that systematically perpetuate gender inequality, inequity and injustice. Structural violence gives rise to



direct violence of different forms.

There are 5 forms or manifestations of SGBV26

- **Sexual Violence:** ‘any non-consensual sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person’s sexuality, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work.’
- **Physical Violence:** ‘intentional use of physical force with the potential for causing death, injury or harm. It includes, but is not limited to, scratching, pushing, shoving, throwing, grabbing, biting, choking, shaking, poking, hair pulling, slapping, punching, hitting, burning, the use of restraints or one’s body size or strength against another person, and the use, or threat to use, weapons.’
- **Emotional and psychological violence:** any act or omission that damages the self-esteem, identity or development of the individual’ or ‘behaviour that is

intended to intimidate and persecute, and takes the form of threats of abandonment or abuse, confinement to the home, surveillance, threats to take away custody of the children, destruction of objects, isolation, verbal aggression and constant humiliation.’

- **Harmful traditional practices:** ‘all practices done deliberately by men on the body or the psyche of other human beings for no therapeutic purpose, but rather for cultural or socio-conventional motives and which have harmful consequences on the health and the rights of the victims. Some harmful practices include early/forced marriages, FGM/C, and widowhood rites.’

- **Economic violence:** ‘causing or attempting to cause an individual to become financially dependent on another person, by obstructing her or his access to, or control over, resources and/or independent economic activity’ or ‘acts such as the denial of funds, refusal to contribute financially, denial of food and basic needs, and controlling

CRIMINAL CODE

Section 357

“Any person who has unlawful carnal knowledge of a woman or a girl, without her consent, if the consent is obtained by force or by means of threats or intimidation of any kind, or by fear of harm, or by means of false fraudulent representation as to the nature of the act, or in the case of a married woman, by personating her husband, is guilty of an offence which is called rape”

PENAL CODE

Section 282

Rape is said to occur where a man has sexual intercourse with a woman in any of the following circumstance:
(a) against her wil.
(b) without her consent.
(c) with her consent when her consent has been obtained in fear of death or hurt.

Rape

Sections 282 of the penal code and 357 of the criminal code describe rape thus

Figure 8: Provisions of the Criminal and Penal codes on rape

Both codes do not recognise marital rape. Offenders are liable to life imprisonment for rape or 14-year jail term in cases of attempted rape.

The Violence Against Persons Prohibition (VAPP) Act was enacted to fill the existing gaps in penal and criminal codes, as well as other existing laws in protecting the rights of women against violence. The VAPP Act addresses violence against women and its provisions criminalise rape, physical injury, spousal battery, harmful traditional and widowhood practices. It also prohibits female circumcision, forceful ejection from home, abandonment of spouses, children, and other dependents without sustenance. The definition of rape in the VAPP is more detailed to address the various forms by which rape can occur. The law prescribes punishments for these offences ranging from 2 years imprisonment (with an option of fine) for presenting false information to the judiciary to life imprisonment for certain cases of rape.

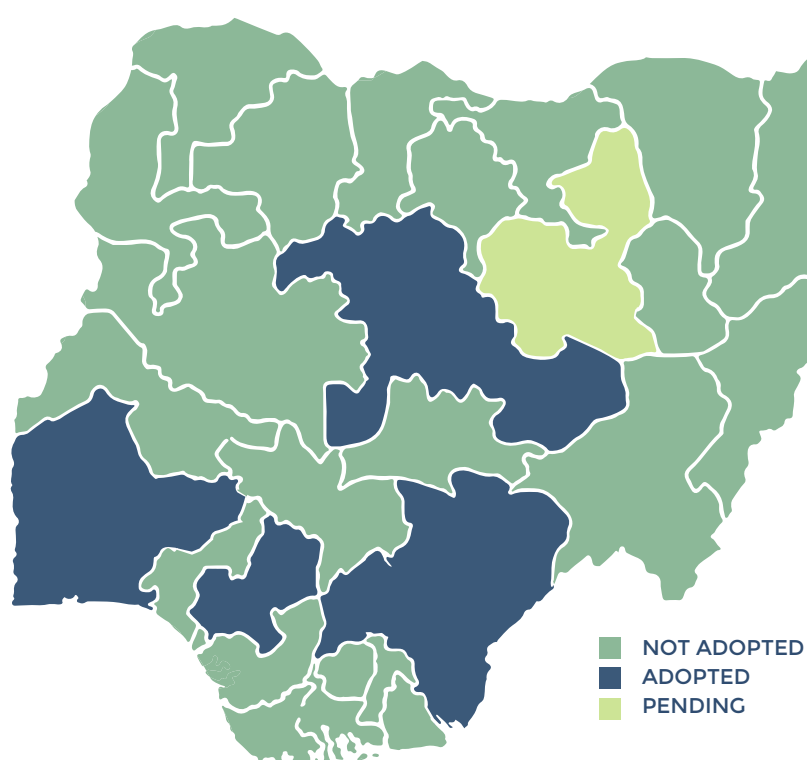


Figure 9: Nigerian Map showing levels of adoption of VAPP Act by states

Interventions to address SGBV are mostly designed to respond to cases including service provision and support for survivors. There are not as much efforts towards addressing the root causes of SGBV including negative gender norms, gender inequality and power dynamics.

Power Dynamics and Gender Inequality

Unequal power dynamics between men and women continue to engender sexual and gender-based violence especially in a patriarchal society like Nigeria. This propagates a culture of dominance and control of men over women and results most often in situ-

ations of violence. Such power dynamics often results in gender inequality and situations that discriminate against women and also offer more opportunities to the men who have more power.

Gender inequality refers to unequal treatment or perceptions of individuals based on their gender. It arises from differences in socially constructed gender roles . Gender inequality presents in both private and public spaces and is directly linked to violence against women.

Prevention of SGBV

It is important to apply matching efforts to both prevention and response to SGBV. Efforts to prevent SGBV often address the root causes including power dynamics and gender inequality which leads to SGBV in the first instance. These could include sensitization and consciousness raising in our communities and societies to improve understanding on the rights of women and girls and change negative attitudes and norms

Female Genital Mutilation

The World Health Organisation defines Female genital mutilation/cutting (FGM/C) as any procedure which involves partial or total removal of the female external genitalia or other injuries to the female genital organs for non-medical reasons. The first policy on FGM in Nigeria - National Policy and Plan of Action for the Elimination of FGM/C developed in 1998, which was revised in 2008 was not fully implemented. As a result, it was replaced by a revised version spanning 2013-2017 and adopted by the National Council on Health. Similarly, the VAPP Act of 2015 states 'The circumcision or genital mutilation of the girl child or woman is hereby prohibited'. Although it prohibits FGM in Nigeria, it has not been domesticated in many states of the country, hence incessant cases of FGM persist.

HIV/AIDS

The Beijing Platform recognises that women's social subordination and unequal power relations to men are key determinants in their vulnerability to HIV/AIDS. The World Health Organisation has also noted that "HIV/AIDS and other sexually transmitted diseases, the transmission of which is sometimes a consequence of sexual violence, are having devastating effects on women's health, particularly the health of adolescent girls and young women.

They often do not have the power to insist on safe and responsible sex practices and have little access to information and services for prevention and treatment". It is important to note that the prevention of HIV/AIDS is a critical pillar for attaining optimal sexual health globally.

In Nigeria, article 7 of the National Policy on HIV/AIDS²⁸ 2009 made the following provisions concerning human rights and legal issues.

- . HIV status is not grounds for denial of employment and access to social services including health and education
- . Support PLHIV whose rights are infringed to access independent and administrative legal redress
- . Ensure that MSM have access full range of integrated HIV/STI prevention, HCT, treatment, care and support.

In reality, there have been cases of people denied access to HIV/AIDS services based

on their sexual orientation. The Same-Sex Marriage Prohibition Act had unintended negative effects on the access of MSM to HIV treatment and care.

Similarly, the Act to protect the rights of the People living with HIV (HIV and AIDS Antidiscrimination Act) was passed by the National Assembly in 2013 and signed into law in 2014, it has only been domesticated in 8 of the 36 states of Nigeria. According to the National HIV/AIDS Strategic Plan²⁹ (2017-2021), the enforcement of the act has been a challenge as several PLHIV are still discriminated based on their pre-employment HIV test results while others have lost their jobs because of their positive status. Although the National Strategic Plan highlights specific actions to address the needs and rights of women and girls, it only partially includes activities to engage men and boys and transgender persons.

Climate justice

Across the globe and in Nigeria, women and girls bear the brunt of the climate crisis. In many communities, climate crises such as floods, droughts and other natural disasters widens increases the burden of work on women and girls. The inequalities women and girls already face are further entrenched. Women and girls often have to walk further to access water and firewood for cooking and cleaning. Climate change in the Nigeria has led to a loss of livelihoods in communities especially for women who rely on natural resources to take of their families. In Nigeria, in the Middle Belt, the pastoralists-farmer crisis which is one of the effects of climate change has led to communal violence and increased violence against women and girls and the death of men.

Additionally women are underrepresented in the decision-making and response to the climate crisis at all levels however it is heartening that in 2020 the current Minister of Environment is a woman however at the state and community levels, there is a need for increased involvement of women and girls in the response to climate change

Table 6: The policy analysis process

Problem definition	Identify the problem at hand, recognise it, and define it. This helps not only to frame the starting point of analysis, but also to gain clarity about what evidence is needed, which policies need to be analysed, and who are the parties concerned that need to be involved.
Evidence gathering	This can be obtained by reviewing available literature, surveys or you can look out for potential
Construct the Alternatives	Think about all the possible alternative sources of the solution to the problem elements. Then list everything that comes to your mind and seems relevant for a good policy solution to your problem.
Select the Criteria	With the help of candidates who can evaluate the identified alternatives, develop criteria to rank policy options
Project the outcomes	You need to evaluate how the policy options will perform based on your selected criteria. In doing this, you have to project the relationships between the policy options and criteria
Confront your trade-offs	From the analysed relationship from the previous step, you will have to rank or weigh your policy options and decide which ones to trade-off.
Tell your story	Identify and analyse your audience. Then communicate your message based on the peculiarities of your audience,

Activity 4: Exercise on SRHR-related laws and policies

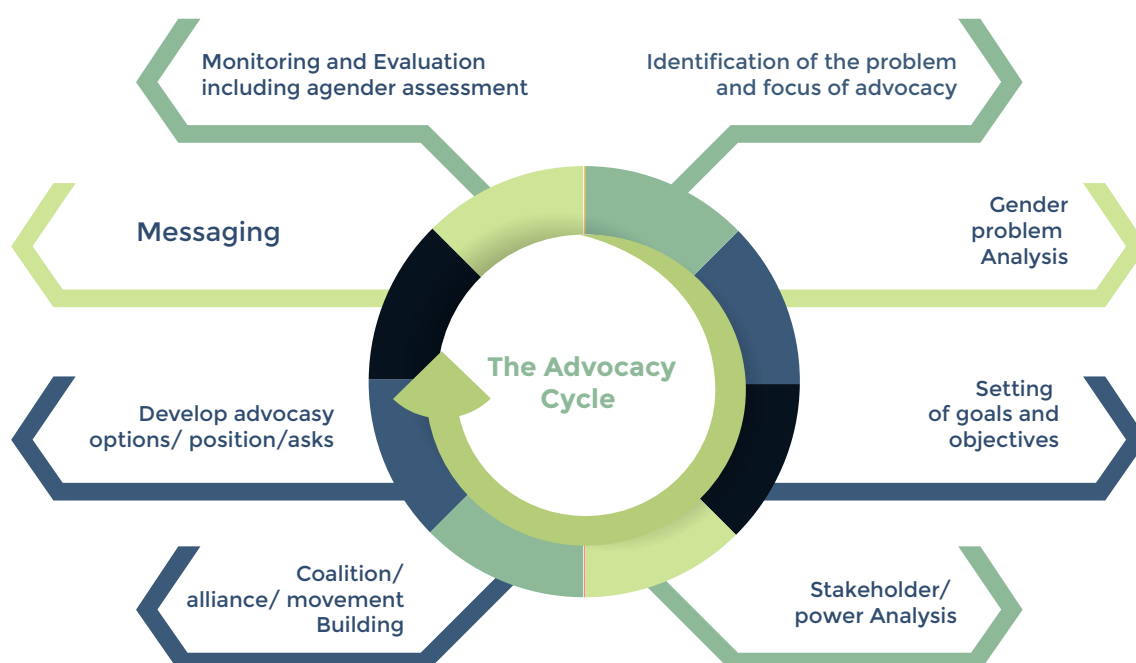
Identify 3 laws/policies related to SRHR in Nigeria. Describe their shortcomings, policy gaps, critiques, or limitations. Recommend amendments where possible.

SRHR POLICIES/LAWS	POLICY GAP/LIMITATIONS	RECOMMENDATIONS

THE ADVOCACY STRATEGY: THE FIRST FOUR

At the end of this Chapter participants are expected to:

- .Identify the major steps of a policy advocacy process.
- .Understanding the first four steps of the advocacy cycle:
- .How to identify an advocacy issue.
- .Setting advocacy goals and objectives.
- .Conducting stakeholder analysis for advocacy
- .Coalition building for advocacy.



Source: adapted from “ Nothing About Us Without Us”- An SRHR Advocacy Training Manual for Young People in Nigeria - EVA Nigeria.

The advocacy strategy

The advocacy strategy uses the generic advocacy cycle to identify and address relevant issues. In this case, the advocacy cycle is a visual aid that spells out how to identify SRHR-related issues and use subsequent strategies in the cycle to not only proffer solutions but change or influence the policy process. To conduct a comprehensive advocacy activity, efforts must align along the advocacy cycle as shown in Figure 11.

Identification of advocacy issue and needs assessment

This issue should be clearly defined at the start, otherwise, the advocacy process will be faulty. Possible advocacy issues mostly include policy gaps or problems that can be corrected with the development of policies. A good way to do this is by writing down the problem and identifying the different dimensions to it.

For example, one of the key gender justice issues in Nigeria is the lack of access to sexual and reproductive care to young people especially the excluded (sexual minorities, persons with disabilities, persons living with HIV and AIDs, etc.). We can put this problem down plainly as follows.

lack of access to sexual and reproductive health care for young people in Nigeria

The next thing to do is to identify the different causes and influencing factors using the problem analysis table as follows.

Problem	What is the problem?
Causes	Why does the problem exist?
Barriers to solution	What are the barriers to solving the problem?
Problem	What would address the root causes and/or remove the barriers?

The table helps us identify and clarify the problem. After this has been done, the next thing is to research the identified advocacy issue. This comprises of various information-gathering activities to define the scope of the problem and appropriate solutions. This could be done by traditional research methods such as interviews and review of existing information.

The research must answer the question

What more do we need to know? E.g. who is affected, how are they affected, consequence, policies in place, recommendations, what is already being done to change this, key moments.

Advocacy goal and objective

Advocacy goals are broad statements relating to expected outcomes sought by the advocacy process. An example of an advocacy goal related to gender justice:

Advocacy objective, on the other hand, is a more specific statement that clearly describes results or outcomes that will be pursued in a certain period most likely within the timeframe stated in the goal. Objectives contribute systematically to the advocacy goal.

A major characteristic of good goals and objectives is that they are “SMART” i.e. they are Specific, Measurable, Achievable, Realistic and Time-bound.

Figure 12: SMART criteria for policy goals and objectives

Specific	Spells out what needs to be done to achieve the goal.
Measurable	Progress or results can be measured, assessed, or quantified.
Achievable	Objectives are possible to meet and likely to be accomplished.
Realistic	Desired results are feasible in the light of provided resources.
Time-bound	Clear timeframe for achieving desired results.

Table 8: Questions to note about the SMART criteria

CRITERIA	QUESTIONS
SPECIFIC	<ul style="list-style-type: none"> Who: Who is involved in this goal? What: What do I want to accomplish? Where: Where is this goal to be achieved? When: When do I want to achieve this goal? Why: Why do I want to achieve this goal?
MEASURABLE	<ul style="list-style-type: none"> How many/much? How do you know the target has been reached? What is the indicator of progress?
ACHIEVABLE	<ul style="list-style-type: none"> Do I have the resources and capabilities to achieve the goal? If not, what am I missing? Have others done it successfully before?
REALISTIC	<ul style="list-style-type: none"> Is the goal realistic and within reach? Is the goal reachable, given the time and resources? Are you able to commit to achieving the goal?
TIME-BOUND	<ul style="list-style-type: none"> Does my goal have a deadline? By when do you want to achieve your goal?

Table 9: Assessment of advocacy objective with the SMART criteria

Criteria	
Specific	To conduct 4 advocacy visits to identified policy-makers at the federal level in the first year of advocacy
Measurable	This is specific as the intention is clear and it identifies a step that counts towards achieving the first goal
Achievable	The success of this objective would mean that 4 advocacy visits were conducted and not less as such it is measurable
Realistic	With the right strategies, this objective is not impossible to achieve
Time-bound	With the right resources and timeframe, this objective is realistic. An advocate can conduct 4 advocacy visits to identified policymakers in a year
	This objective has a defined time limit of a year. This means that for the advocates to be successful, this objective has to be achieved in a year.

Activity 5: Exercise on goals and objectives

Stakeholder analysis/Mapping of stakeholders

A stakeholder is an individual, groups of individuals or organization that has a stake in the outcome of the policy advocacy intervention.

Once the goal and objectives have been decided, the next thing to do is to map the stakeholders. Stakeholders include decision-makers who develop the policies or technical partners who provide resources and expertise on the implementation of the issue, service providers who will be responsible for the administration of services associated with implementing the policy or they could be private sector companies who have a business stake in the status quo or who may see a business benefit in the implementation of your proposed policy.

While mapping stakeholders, it is important to answer the following questions

- A. Who are the decision-makers for the issue and policy you have chosen? How aware they are of gender inequality and does their awareness level has an effect on the policy issue in question.
- B. Which technical groups and key stakeholders need to be engaged to help move the policy intervention forward?
- C. What are the primary interests of these decision-makers, technical groups, and key stakeholders in moving this policy intervention forward? What are power relations between men and women, boys and girls of these groups, as well as gender dimensions of power relations between groups/actors.
- D. How are you currently engaging with these decision-makers, groups, and stakeholders, and what are the opportunities for engaging with them? How they respond to arguments related to gender equality.

Think about the current Nigerian context as it regards gender justice not just gender equality. A crucial problem is the gender-based discrimination and gender-based violence in Nigeria. If we want to address this problem through advocacy, who do we engage?

Now let us visit our problem and map out the necessary stakeholders.

QUESTIONS

<p>Who are the decision-makers for the issue you have chosen?</p> <p>Which technical groups and key stakeholders need to be engaged to help move the policy intervention forward?</p> <p>What are the primary interests of these decision-makers, technical groups, and key stakeholders in moving this policy intervention forward?</p> <p>How are you currently engaging with these decision-makers, groups, and stakeholders, and what are the opportunities for engaging with them?</p>	
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With these questions answered, it is important to look at and analyse the power and influence of these stakeholders and the gender dimensions of the power and influence. This effort is often summarised under the position map table. This is an important part of the advocacy process as decision-makers can be allies or opponents and as a result, they can make or mar the efforts.

For example, let us look at the involvement of stakeholders for an SRHR issue like access to care. A plethora of advocacy targets has the means to influence any potential legislation. The table below represents an example of the influence these stakeholders wield and their support level.

Position	Position				Support		
	High opposition	Medium opposition	Low opposition	Neutral	Low support	Medium support	High support
Influence							
High power							
Medium power							
Low power							

It is worthy to note that advocacy could be done at different levels. This is because stakeholders germane to advocacy issues exist at these levels and could be mapped based on the scope of the problem. Below is a chart that breaks down advocacy efforts by level.

Advocacy Level	Examples of Potential Target
Local	Community leaders, such as chiefs, religious leaders. Local decision-makers often are more accessible and more willing to be engaged than decision-makers at other levels. This is because they are closer to the experiences of those at the grass roots. Many, local decision makers provide a key bridge between the community and the national government, acting as a spokesperson for issues. This makes them a valuable secondary target to influence the decision-makers.
National	Members of the National Assembly, and policymakers; special advisors to Minister.
Regional	Members of Regional Bodies. For more information on Regional Bodies in Africa please see https://www.uneca.org/oria/pages/regional-economic-communities
International	National policymakers who are involved in international processes; international companies; international organizations; delegates at a UN meeting.

Activity 6: Exercise on Stakeholder Analysis

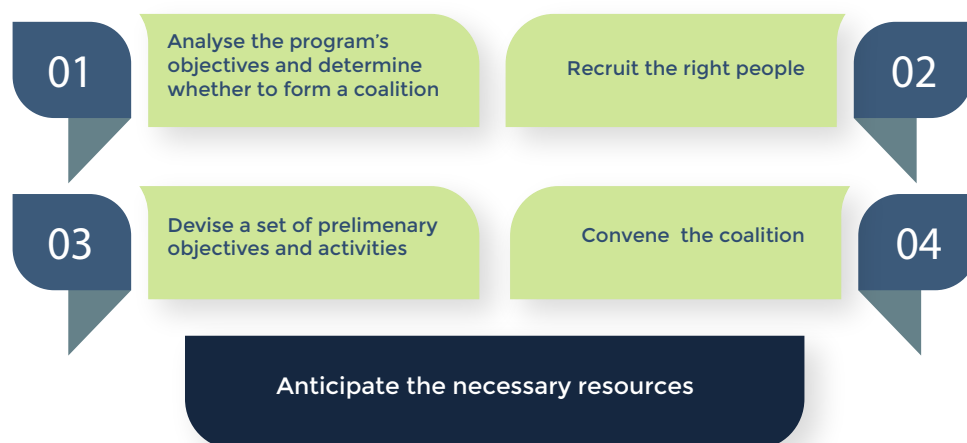
Imagine a scenario where you have to engage with stakeholders as part of your advocacy efforts, who will your stakeholders be? And how will you map their influence? (Hint: Consider Table 11 and 12)

Coalition building

The advocacy process is more effective when done in numbers. It is important to build advocacy networks and alliances with relevant civil society organisations and individuals. Advocacy groups can engage in high-level dialogue with policymakers and other influential leaders on broad policy issues and national policies. Mobilising support for the advocacy cause is key and this typically involves increasing the number of people who support your goal, it will make your efforts more powerful. It is important to ensure that beneficiaries affected by the problem and possible solutions are reflected in the process. This is an important aspect of gender justice, was this included in your group definition? . This means that for the problem we have identified, we have to include young people with these different characteristics (across age, sex, background and religion) and ensuring that they are all equally able to participate. Some of these groups are key women and girls groups, persons with disability, and sexual minorities,.

To develop effective coalitions, it is important to follow the steps shown in Figure 13 below

Figure 14: Steps to form advocacy coalitions



Activity 7: Discussion on advocacy coalition

For a minute, think of the series of gender-based violence related protests that have happened in Nigeria, particularly those that happened in 2020³² ³³. Think about the reports you read, the social media posts you saw including text and audio-visuals. Think about how people were mobilised to act. How did it all happen? Look at this excerpt from the People's Dispatch:

- . Identify ways in which the listed organisations and other individuals were able to mobilise people for this advocacy activity.
- . Also discuss effective methods that led to the quick turnaround of the participants to join the protest

Key points to remember:

- . The first thing to do for an advocacy process is to identify the advocacy issue. Identified advocacy issues are made credible through the initial analysis of causes, barriers to the solution and possible solutions.
- . Advocacy goals and objectives must be SMART – specific, measurable, achievable, realistic, and time-bound
- . In mapping stakeholders, advocates must analyse the power and influence of these stakeholders using the position map table (Table 11)
- . The advocacy process is more effective when done in numbers. Advocacy process should comprise networks and alliances with relevant civil society organisations and individuals. This also involves the inclusion of young people, sexually diverse, persons with disabilities, key women groups among others

Setting goals and objectives

For the goals and objective, we must ensure that it satisfies the necessary requirements that makes them gender balanced. When you do that ask yourself these questions:

- A. In the given context, in what way can your policy advocacy help improve gender equality?
- B. How will the policy change that you will advocate and contribute to women and men respectively.
- C. Design gender-sensitive indicators so that you will be able (at a later stage) to measure whether the intervention has achieved its objectives.
- D. Can a gender perspective help you narrow down /give a specific angle to your advocacy, within the given topic?

Stakeholder analysis

During stakeholder analysis, advocates should analyse how aware identified stakeholders are of gender inequality and consider if their awareness level influences the advocacy issue in question. Additionally, advocates should make sure that they have considered power relations between men and women, boys and girls of the same age group, as well as gender inequality and the advocacy issue to motivate stakeholders to act.

Building Coalitions

As explained in this section, working with others through alliances, coalitions and/or networks can enhance the voice and impact of advocacy work. Advocates should discuss the result of your gendered context analysis to influence with the other alliance members and ensure that they are reflected in the advocacy positions. Advocates need to balance representation in coalition/ alliances. An example of this is to make that spokesperson of the alliance are gender diverse.

The following question should be satisfied

- . Are there alliance members who are strong on gender issues? Are they able to influence the work of the alliance (do they have a voice in the alliance)? if there are no existing members who have gender capacity, can we build new alliances with strong gender actors.

What opportunity exist to build strategic relationship with decision makers and influences regarding gender equality.

DEVELOPMENT OF ADVOCACY MESSAGES AND IMPLEMENTATION OF ADVOCACY EFFORTS

Message development

An advocacy message tells your target audience what they are being asked to do, why it is worth doing and the positive impact of them doing it. A good advocacy message should communicate

- What you want to achieve
- Why you want to achieve it
- How you propose to achieve it
 - What specific action you want the advocacy target (stakeholders, decision-makers, etc) to take

Messages are designed to address the needs of targeted stakeholders and the issue at hand. The issue being advocated for the need to be developed into a concise and persuasive statement that captures what to achieve, how and why.

While developing messages, the following must be noted

Table 13: Characteristics of a good message

Clarity of messages	The advocacy message must be very clear and not open for interpretation. Most times, targets of advocacy are influential persons dealing with a variety of issues. The message in whichever form must be clear enough for stakeholders to understand and remember.
Messages must be factual	Before putting out an advocacy message, research on the issue must have been conducted and the research process must be impeccable
Messages must be tailored	Messages must always be tailored to the target audience's level of understanding and awareness. Identified stakeholders are sometimes mixed in terms of knowledge level, experience, cultural background etc. As a result, it is not uncommon to map out stakeholders and understand their characteristics for effective communication. A good tip would be to use plain language devoid of technical terms. Additionally, there may be a need to dispel common myths or misunderstandings about the cause one is advocating for.
Messages must be concise	Messages should be as brief as possible but very comprehensive. They should also be kept simple and focused

Messages must be passed on the right platform	For advocacy messages to be delivered perfectly, it must be done through the right platform. Different platforms are needed to convey necessary advocacy messages depending on the persons targeted and the persons involved in the advocacy.
Advocacy messages should contain solutions and possible benefits	Messages should be designed to highlight the problems, possible solutions, and call to action.
Updated Regularly	As you gather more information, remember to update and refine your messages to keep them relevant. Also, think through previous messages you have used and reflect on their impact.
Reinforced Routinely	Delivering a message once is not enough. Relating and reinforcing the message provides an opportunity to clarify any concerns that your audience may have.

Policy advocacy messages should be designed to highlight the problems, solutions, and call to action³⁴. For this manual, we can term this as the PSC methods.

An example of a brief advocacy message is provided below:

The use of contraceptives remains low in Nigeria. Only about 2 in 10 women in Nigeria use contraceptives or family planning methods. This is mostly caused by a lack of information on benefits of contraceptives, unavailability of contraceptives at health facilities, and deep cultural misconceptions on birth control.

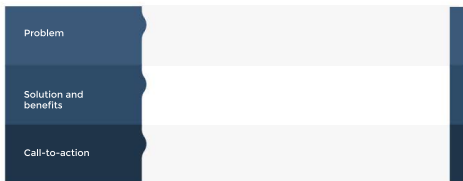
To address this problem, public health facilities should be well-stocked with affordable family planning commodities that will be accessible to women. Well-developed sensitisation programs are also needed to increase the awareness and knowledge of women on contraception. Increased use of contraceptives will lead to better birth control, reduce the burden of maternal mortality, and encourage development in Nigeria.

Governments at all levels must act to ensure that this problem is addressed. This would involve implementation of the reproductive health policy in Nigeria and further allotting necessary resources for the implementation of the relevant programmes.

Problem	
Solution and benefits	
Call-to-action	

Activity 7: Exercise on advocacy message

Use the PSC method to develop a brief advocacy message to address the problem of lack of access to sexual and reproductive health care for young people in Nigeria.



Remember

Good messages are simple, solution-focused; contain practical and reasonable requests; evidence-based and contain real-life stories, statistics, and facts; are appropriate for the audience in their language and content; personal – show that you care and that they should too

Selected forms of advocacy messages

Letter to the Editor

A letter to the editor is a written way of talking to a newspaper, magazine, or other regularly printed publication. Letters to the editor are very useful as they can take a position for or against an issue, or simply inform, or both. This makes it vital for advocacy. It has a large audience reach and can also help generate public sympathy and support. Letters to the editor are usually short and tight, rarely longer than 300 words. Letters to the editor are among the most widely read features in any newspaper or magazine. A planned series of letters to the editor can stimulate public interest and media coverage.

Press Release

Press releases are short pieces of writing issued by organisations to communicate newsworthy information to the media and by extension the public³⁶. It is a story/information sent out without payment in the belief that it can be published on its merit. The main purpose of all press releases is to promote something specific and to do so clearly. A press release can be shared through a variety of platforms such as social media (e.g. Twitter, Facebook, Instagram, YouTube, and Blogs). For example, a press release can be shared through twitter threads or developed into a video and shared on YouTube. It could be developed into audio and shared through podcasts. An example is provided in Annex 1 of this manual

Platforms for advocacy messages

Advocacy messages need a vehicle to get to the intended targets. These vehicles are advocacy platforms and the use depends on available resources and the needs of the advocacy target. Popular examples of advocacy platforms are mass media and recently social media. The use of mass media and social media for advocacy is further encouraged by the availability of mobile phones and internet penetration. Beyond these examples, other platforms are meetings, dissemination programmes, marches and rallies (remember the example and activity shared in Activity 7), workshops, performing arts (drama, dance, and song), and sports competitions.

Mass Media

Mass media comprise an array of media platforms that help reach a large audience and these include radio, television, and newspapers. Mass media as an advocacy platform has a huge potential for reaching large numbers of people with information³⁷. Mass media forms such as radio and television have dominantly provided entertainment. But increasingly, programs on the platforms have been used for advocacy as it can reach a lot of people and can compel decision-makers to act. These programs are done in local dialects or pidgin in Nigeria and they reach the most remote villages and particularly those considered illiterates. The mass media is important as policymakers and groups involved in political processes pay close attention to the press. As a result, coverage in the serious press or news can enhance credibility for the advocacy issue with decision-makers.

Social Media

One important platform for advocacy currently is social media. Social media sites have become rich forums for conversations about social change. Social media allow advocates to engage in conversations with a global audience and to disperse information faster than ever before. Social media comprise of blogs, social networks, forums, video sharing, and photo sharing among others. These platforms could be leveraged for SGBV advocacy if properly utilised.

The messages could come in written and audio-visual formats. Examples of advocacy actions on social media are the use of Twitter to advocate for government action on SRHR issues, live interactions between advocates and the members of the social media community, sharing of videos explaining SRHR-related issues and solutions to address identified gaps. Social media is effective and the progress on platforms can be easily tracked. Social media often requires the use of influencers for the rapid dissemination of advocacy messages.

Advocates can leverage social media to fundraise, share information, network, engage with stakeholders, and respond to human rights abuses. The style of messages on social media platforms are mostly the same. Young people, being digital natives and creatives can leverage social media because of the advent of smart mobile phones, which empowers individuals. This is evidenced by the fact that more than half of the population have access to the internet. However, it is always important to note that smartphone penetration is still low which still means traditional methods of advocacy cannot be replaced by advocacy on social media in the Nigerian context³⁸.

To use social media for advocacy, consider the following:

1. Clarify your goals and identify the most suitable social media platforms for your cause.

You necessarily do not have to use all social media platforms available to you. You can decide on the platforms by thinking of the platforms where you will find your target audience, availability of resources, and capacity to generate the necessary content.

2. Develop your messages.

Ensure that messages are well developed and researched preferably by more than one member of the advocacy team. It is important to have messages well organised and vetted before sending it out.

3. Get allies that will amplify your message.

It is always good to have allies on social media that will ensure that the message gets the needed publicity. The advocate or the advocacy group could reach out to allies that are users of the identified social media platform and encourage them to help disseminate the message. It is important to go after organic social media engagement than getting 'influencers' that do not necessarily help. For example, if a group decides to conduct a twitter engagement to increase reproductive access for sexual minority groups on twitter, it might be nice to reach out to representatives of the LGBTQI community and other SRHR advocates who are active on the platform and are knowledgeable about the highlighted problem. Doing this will ensure better engagement and dissemination of the message as against using the normal 'influencers' or 'digital marketers' on social media.

4. Use visuals.

Visuals on social media posts make the message more captivating and can ensure that engagement occurs as much as possible. Possible visuals could include a short video, images of charts, and images related to the advocacy issue.

5. Tag allies and advocacy targets.

While there might have been a discussion with some allies before the activity, it is also good to tag them on posts to serve as a reminder and also to show a level of credibility to others on the social media platform. It is also important to tag the advocacy targets on the posts as it is a faster way for them to read your message.

6. Social media plan.

It is good for advocates to have a social media plan that guides their generation of advocacy contents. This plan should detail the development of messages (such as the number of posts on an issue, language to be used, visuals to be used etc), the engagement of allies, use of platform tools such as advertisements and other features, and tracking of activities.



How to create a social media campaign:



Identify the social media platform and create an account.

Common social media platforms include Facebook, Twitter, Instagram, YouTube, blogs, and LinkedIn. You can take advantage of relevant groups on social media such as Facebook groups/pages, LinkedIn groups/pages, and Twitter Lists. These groups/pages/lists are great platforms to easily connect people, share information and ideas.



Identify and create useful hashtags.

Hashtags are a good reference point for issues on most social media platforms. Hashtags allow people to easily identify your issue and track the discussions taking place. Catchy hashtags that capture the essence of your campaign can gain attention fast, such as the #MeToo and #BringBackOurGirls campaigns.



Produce and share content.

Whether it is articles, memes, photos, videos or music, social media is a great way of sharing content. You can also share different advocacy message forms on social media such as briefs, audio-visuals, reports, press releases, letters etc. Developed messages must speak to the advocacy issue and encourage discussion. Messages have to be unique and creative.



Host live chats.

Social media platforms are increasingly being leveraged for advocacy. In doing this, advocates can leverage key social media features such as live chats. Interviews and other forms of programs could easily be shared this way to reach a lot of people. Also, it is an easy way to bring people together to talk about different things.



Organise a social media thunderclap

Where many people and organisations post the same message at the same time. If they are well executed, they can make hashtags and movements go 'viral'.



Collaborate with social media 'influencers'.

Individuals who have a large following and powerful impact on social media. These influencers can help gain traction for your advocacy project. It is important to leverage influencers that understand the advocacy and are even passionate about it. This is to ensure organic discussions and tractions as against metrics that do not translate to impact.



Identify the best times to post on social media.

If you post information when people are using social media, your ideas are more likely to be seen, liked, and shared. To engage with school pupils, the best time to post would be before and after school. If you want to engage with adults,



Respond and communicate.

By responding to messages and comments you receive on social media, you create an important space for dialogue. Engage with people to show your passion and demonstrate the commitment to your cause.



Protect yourself on social media.

There can be a lot of negativity on social media and you should know how to stay safe. Make sure you have strong passwords and that you protect your accounts, report any inappropriate posts and maintain a civil and compassionate dialogue with people. Be aware of relevant laws binding on social media activities. It is important to always be responsible when using social media.

A typical example of an advocacy message using Twitter.

Twitter is currently one of the most popular social media platforms and is home to over 330 million people. It is a powerful mass communication vehicle where anyone can be a producer and curator of content. In using twitter or any other platform, it is important to have conceptualised the message to the extent of having a draft before sharing. Message must be well-edited and based on evidence. Tweets can be made more visible through hashtags and visuals. Visuals could be pictures, GIFs, or a short video. Hashtags which are the words or phrases that follow the # sign in a tweet are designed to track trending topics and organise the subject matter. A hashtag allows your tweet the potential to reach more than just personal followers. To make sure you are using hashtags properly, research what your partners are using on their accounts. Use hashtags, but do not overuse or misuse a hashtag. Like all social media, Twitter isn't meant to be a one-sided conversation. Be sure to carve out time to meaningfully engage with people in addition to pushing out content. Plan to comment and share. Try tagging people that you want to interact with, whether online and offline.

Activity 8: Discussion on advocacy platforms

Participants should briefly discuss the strengths and weaknesses of the different platforms they know as regards advocacy efforts. Use the responses to complete the table below.

Platforms	Strength	Weaknesses
Twitter		
Facebook		
YouTube		
LinkedIn		
Blogs		
Zoom		
Radio		
Television		

Participants should take turns in providing examples of advocacy efforts they have seen on various platforms. These examples can be used to complete the following table:

Platforms	Example	Possible results
Twitter		
Facebook		
YouTube		
LinkedIn		
Blogs		
Zoom		
Radio		
Television		

Implementation of Advocacy Efforts

The advocacy process is often a fluid one. Even though the activities in the cycle appear sequential, efforts might not necessarily follow that pattern. It is, however, important to have completed the first five (identification of advocacy issue, advocacy goal and objective, stakeholder analysis, coalition building, and message development) before implementation.

To implement an identified advocacy action, consider the following;

Evidence gathering:

Effective advocacy is based on evidence to show why there is issues that requires a law, policy or action to fix or address. There must be available data or stories that show what, why, how and where of the problem or issue. During the Covid19 pandemic, when movements were being restricted and some countries put in place lockdowns, violence against women and girls increased. The increase in violence was not because of the pandemic but the response to the pandemic led to women and girls being stuck in homes and close quarters with their abusers.

According to UN Nigeria in a report released in May 2020, there was a 56% increase in reports of violence against women and girls. Such data was necessary and collected in order to show how the response to the pandemic led to an increase in violence against women and girls. And more importantly why the Nigerian government needed to respond by ensuring there were services available to women and girls.

Exercise:

Gather evidence to show the impact of Covid19 on women and girls in Nigeria and state the reasons using data collected why the response should be gender transformative.

Figure 15:

Steps for implementation of advocacy action



A side note: Resource mobilisation

Advocacy efforts are expensive, and unavailability of human, material, and financial resources could make the advocacy process difficult and even ineffective. Advocates must ensure that the necessary resources are in place before and during advocacy-related activities. Below are steps on how to mobilise for resources.

1. Be clear on what you need resources and how the resources will be used to further your advocacy. Also important to make a list of what are needed in terms of materials and actual funds to pay for activities. And based on this, you can identify potential donors and partners. Come up with a budget.
2. Do your research. Donors have specific areas they are interested in funding either as individuals or organizations. And research if the funders are not part of the problem so our voice and advocacy is muzzled or stifled.
3. Build relationships. It is important to cultivate and develop with partners and donors who support your cause. Partners will speak well of you, work with you and recommend you. Donors you build relationships will support your work in the short and long terms. Advocates must be strategic in building relationships, have a plan to guide communication with the donor based on research.

Be accountable. To ensure trust and continued support, be transparent and report to the donors and partners.

Advocacy activities

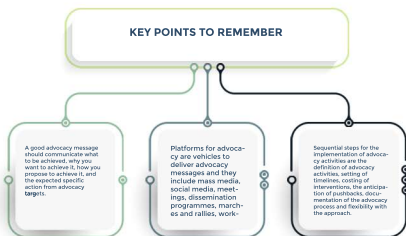
Below is a summary of selected Advocacy activities that can be implemented (as adapted from the Policy Advocacy Toolkit)

Table 14: Selected advocacy activities

Get onto radio and/ or television	You can broadcast on radio as young persons discussing the issue of sexual violence and other SGBV forms as well as access to SRHR services
Create a radio or television ad campaign or documentary	Examples are documentaries which look at the possible negative impact of selected laws may be produced in local languages. Additionally, strategic adverts on SRHR could be transmitted between programmes
Write a news article to expose the issue	An example of a news article that puts an issue in the public domain can be written e.g. lack of access to SRHR services, Burden on SGBV forms in Nigeria, Unavailability of contraceptive commodities in health facilities
Issue a press release	A press release is a communication that is sent to news media and can then be picked up by newspapers. It could be shared on social media platforms as well and should appear on the organisation's website. They provide information on a matter of concern.

Invite the media to attend an event or profile a story	The media is not always aware of important social and policy issues that are taking place. Therefore, advocates should invite the media to attend any marches, public talks, or information sessions that you may be organising or have access to. Try to develop relationships with journalists, producers and editors and develop a database of media contacts.
Use Facebook, Twitter, Instagram etc	Social media platforms can be used to draw attention to important issues as well as to directly communicate with key audiences.
Call a meeting with the relevant government agencies	It is important to learn to work cooperatively with the government whenever this is possible. Identify allies that will support your cause and advocate from within the government
Write submissions (recommendations) responding to proposed	Submissions are written, or oral, presentations detailing an organisation's views or opinions on a matter or piece of legislation under consideration by a governmental law-making body such as Parliament.
Distribute materials such as pamphlets, booklets or manuals providing relevant information	This strategy is particularly useful if you need to share important information with community members.
Attend public hearings	Government and their various affiliates are often required to hold public hearings when developing new law or policy. Since these public hearings will influence the development of public policy, it is important to attend these meetings to monitor the development of legislation and prevent the passage of policies that could harm society.
Organise a demonstration or a sit-in	Mobilising the public can be effective in terms of placing pressure on government and policymakers. When doing so, always ensure that any members of the public who have been mobilised understand the issue and are truly supportive.
Participate in, and issue shadow reports at, key regional and UN meetings like the African Union (AU) Health Ministers Meetings, AU gatherings, CSW etc.	Many global events at which governments are allowed to submit progress reports, also allow for civil society to submit shadow reports to receive a balanced view of a country's progress on a specific issue.

Two of the listed steps for implementation of advocacy efforts were setting of timelines and costing of interventions. Tools that are important for this is a work plan/Gantt chart (Shown in Annex 2 of this manual) and the budget.



Activity 9: Discussion on implementation of advocacy efforts

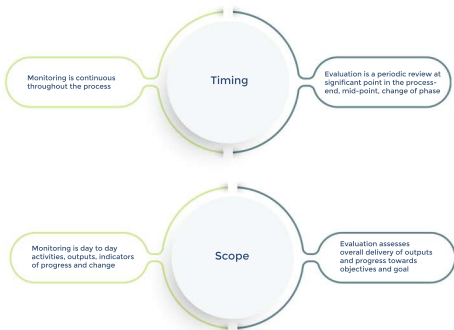
Participants should think of advocacy efforts they would like to undertake in the future and analyse how they will implement using the listed steps in Figure 14

MONITORING AND EVALUATION OF ADVOCACY EFFORTS

Monitoring and evaluation are important to the advocacy process. To ensure results and success of efforts, it is important to monitor and measure regularly and objectively what has been accomplished and what more remains to be done⁴⁰.

What is the difference between monitoring and evaluation?

Monitoring and Evaluation are often seen as concepts that mean the same thing. However, that is not true. Monitoring differs starkly from evaluation even though both concepts can be used to track the performance of advocacy programmes. Monitoring is the measurement of progress towards the achievement of set advocacy objectives and goals⁴¹ through systematic collection and analysis of information throughout the life of the advocacy programme⁴². Evaluation, on the other hand, asks questions at the end of the advocacy process on what went well and what did not, and why some activities had the desired impact while others did not⁴³. Evaluation focuses on long-term outcomes of set goals. The differences between monitoring and evaluation are summarised in Figure 15 below





Evaluation steps

The general steps for evaluation in any context consist of the stakeholder engagement, description of an advocacy programme, focusing evaluation design, evidence gathering, analyses and report of findings

Table 15: Evaluation steps

Steps	Explanation
Stakeholder engagement	It is necessary to engage stakeholders as they will provide the necessary information that will be useful for evaluation. It will also allow for the ownership of the process for better uptake of efforts. The stakeholders at this point are those who have been identified at the earlier stage of the advocacy cycle.
Description of an advocacy programme	The description of the advocacy programme follows stakeholder engagement. This stage helps clarify the programme's goals and objectives, stage of development, strategies used, and activities embarked upon, capacity to provide results.
Focusing evaluation design	This includes determining the most important evaluation questions and the appropriate design for the evaluation.
Evidence gathering	Basic research methods are used to elicit necessary evaluation information at the gather evidence stage. Information from documentation made throughout the programme could also be useful. See next table for methods
Analyses and report of findings	Data is gathered based on methods adopted, analysis is conducted, and findings are shared.
Stakeholder Surveys or Interviews	Print, telephone, or online questioning that gathers advocacy stakeholder perspectives of feedback
Case Studies	Detailed descriptions and analyses (often qualitative) of individual advocacy strategies and results
Focus Groups	Facilitated discussions with advocacy stakeholders (usually about 8 to 10 per group) to obtain their reactions, opinions, or ideas.



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Stakeholder Surveys or Interviews	Print, telephone, or online questioning that gathers advocacy stakeholder perspectives of feedback
Case Studies	Detailed descriptions and analyses (often qualitative) of individual advocacy strategies and results
Focus Groups	Facilitated discussions with advocacy stakeholders (usually about 8 to 10 per group) to obtain their reactions, opinions, or ideas.
Media Tracking	Counts of an issue's coverage in the print, broadcast, or electronic media. Also, social media platforms have unique methods of tracking the metrics for coverage
Media Content or Framing Analysis	Counts of an issue's coverage in the print, broadcast, or electronic media.
Participant Observation	Evaluator participation in advocacy meetings or events to gain firsthand experience and data.
Policy Tracking	Monitoring of an issue or bill's progress in the policy process.
Public Polling	Interviews (usually by telephone) with a random sample of advocacy stakeholders to gather data on their knowledge, attitudes, or behaviours.

Key points to remember:

- Monitoring is the measurement of progress towards the achievement of set advocacy objectives and goals through systematic collection and analysis of information throughout the life of the advocacy programme.
- Evaluation, on the other hand, asks questions at the end of the advocacy process on what went well and what did not, and why some activities had the desired impact while others did not.

Activity 10: Exercise on monitoring and evaluation

The VAPP act was signed into law by President Goodluck Jonathan in 2014. While the VAPP act seemed like an effort that came out of the blue then, it was a culmination of different advocacy processes (particularly those in the advocacy cycle). Now think as a coordinator of the process and think of how you would have led the monitoring and evaluation component. Complete the boxes below:

	Monitoring	Evaluation
Possible processes		
Possible outputs		

Annex

Annex 2: Sample work plan

Tasks	Deliverables	Persons responsible	Jan	Feb	March	April	June
Identify stakeholders	List of stakeholders	AA, MN					
Conduct monthly meetings with stakeholders	Meeting notes	BA, SA, EK					
Conduct dialogues with stakeholders on social media	Dialogue notes, social media records of event (metrics, recorded exchange etc)	MN, AA					
Leverage popular radio and TV shows for advocacy	Aired programs, documentation of activity	AA, SA, MN					
Identify other advocates and network	Meeting notes, List of advocates	SE, EK, SA					
Publish knowledge products to share on social media platforms	Reports, briefs, audio-visuals	MN, MS, EK					

Annex 3: International Human Rights Agreements on Gender Justice

RIGHTS	INTERNATIONAL AGREEMENTS	REGIONAL AGREEMENTS	NATIONAL LAWS
Right to Equality	<ul style="list-style-type: none"> UDHR articles 1 & 2 CESCR, article 3 CERD, article 2 CEDAW, articles 2 and 5 CRC, article 2 Key actions for the further implementation of the program of Action of the ICPD, article 49 Convention on the Rights of Persons with Disabilities, article 4(b), (e) and 5.2 	<ul style="list-style-type: none"> African Charter on Human and Peoples' Rights, articles 2, 18.3, 28 African Charter on the Rights and Welfare of the Child, articles 3, 21.1(b), & 26 Protocol to the African Charter on Human Peoples' Rights of Women in Africa, articles 2, 22(b), 23 (b) 	
Right to Participation	<ul style="list-style-type: none"> UDHR, article 27 CEDAW, articles 7,8 and 14.2(a) CRC, article 12 ICPD Programme of Action, para6.15 Key actions for the further implementation of the Programme of Action of the ICPD, para 21 (b) and 73 (c) Convention on the Rights of Persons with Disabilities, article 29 and 30 		
Right to life and to be free from harm	<ul style="list-style-type: none"> UDHR, articles 3 and 5 ICCPR, articles 6, 7, 8 and 9 ICESCR, article 12 CERD, article 5(b) CEDAW, articles 2(f), 5 and 6 CRC, articles 6.19,24.3 and 34 Beijing Declaration and Platform for Action, para 96 Declaration of Commitment on HIV/AIDS, article 30 Convention on Rights of Persons with Disabilities, article 15 and 16 	<ul style="list-style-type: none"> African Charter on Human and Peoples' Rights, article 4 Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa, article 5 African Charter on the Rights and Welfare of the Child, article 21 	

RIGHTS	INTERNATIONAL AGREEMENTS	REGIONAL AGREEMENTS	NATIONAL LAWS
Right to Privacy	<ul style="list-style-type: none"> • UDHR, article 12 • ICCPR, article 17 • CRC, article 16 • ICPD Programme of Action, para 7.45 • Beijing Declaration and Platform for Action, para 267 • Key actions for the further implementation of the Programme of Action of the ICPD, article, para 73(a) • Convention on Rights of Persons with Disabilities, article 22 	<ul style="list-style-type: none"> • American Convention on Human Rights, article 11 • African Charter on the Rights and Welfare of the Child, article 10 • European Convention on Human Rights, article 8 	
Right to personal autonomy and to be recognised as an individual.	<ul style="list-style-type: none"> • UDHR, article 7 • ICCPR, article 16 • Convention on the Rights of Persons with Disabilities, article 5.1, 12 		
Right to think and express yourself freely.	<ul style="list-style-type: none"> • UDHR articles 18 and 19 • ICCPR, articles 18, 19 and 22 • CRC, articles 13 and 14 		
Ready to health	<ul style="list-style-type: none"> • UDHR, article 25 • ICESCR, article 12 • CERD, article 5(d) • CEDAW, articles 10(h), 12 and 14.2 • CRC, article 24 • ICPD Programme of Action, para 7.46 and 7.47 • Beijing Declaration and Platform for Action, para 96 and 108 (f) • Key actions for the further implementation of the Programme of Action of the ICPD, para 21(b), 52 (c), 62(d), 67, 73 and 74 • Declaration of Commitment on HIV/AIDS, article 30 	<ul style="list-style-type: none"> • Protocol of San Salvador, article 10 • African Charter on Human and Peoples' Rights, article 16 • African Children's Charter, article 14 • Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa, article 14 • Maputo Plan of Action on Sexual and Reproductive Health and Rights • European Social Charter (Revised), article 11 	

<p>Right to know and learn</p>	<p>Universal Health Coverage and Health for All Agenda</p> <ul style="list-style-type: none"> • UDHR, article 26 • ICESCR, article 13 • CRC, articles 23, 24.2(e), 24.2(f), 28 and 29 • CEDAW, article 10(4) • Beijing Declaration and Platform for Action, para 107 (e) and (g), 108(k), 267 and 281(e) • Key actions for the further implementation of the Program of Action of the ICPD, para 15(c), 21(b), 34, 35(b) and 73(c) • Declaration of Commitment on HIV/AIDS, article 26 and 30 • Convention on Rights of Persons with Disabilities, article 24.2 • UDHR, article 16 • ICCPR, article 23 • ICESCR, article 10.1 • CEDAW, article 16 • CERD, article 5(d) • ICPD Program of Action, Para 7.47 • Beijing Declaration and Platform for Action, para 96 • Key actions for the further implementation of the Program of Action of the ICPD, article 42 • Convention on the Rights of Persons with Disabilities, article 23.1 	<ul style="list-style-type: none"> • American Convention on Human Rights, article 13 • African Charter on Human and People's Rights, article 17.1 • African Charter on the Rights and Welfare of the Child, article 11 • Protocol to the African Charter on Human and People's Rights of Women in Africa, article 12 • European Convention on Human Rights, article 10 • European Social Charter Article 17 • Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa, article 6, 7 and 14 • American Convention on Human Rights, article 17.2-17.4 • African Charter on the Rights and Welfare of the Child, article 21.2 	
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CEDAW: Convention on the Elimination of all forms of Discrimination Against Women

CERD: Convention on the Elimination of all form of Racial Discrimination

CRC: Convention on the Rights of the Child

ICESCR: International Covenant on Economic, Social and Cultural Rights

ICCPR: International Covenant on Civil and Political Rights

ICPD: International Conference on Population and Development

UDHR: Universal Declaration of Human Rights

Framing Questions

- What is the policy lever—is it legislative, administrative, regulatory, other?
- What level of government or institution will implement?
- How does the policy work/operate? (e.g., is it mandatory? Will enforcement be necessary? How is it funded? Who is responsible for administering the policy?)
- What are the objectives of the policy?
- What is the legal landscape surrounding the policy (e.g., court rulings, constitutionality)?
- What is the historical context (e.g., has the policy been debated previously)?
- What are the experiences of other jurisdictions?
- What is the value-added of the policy?
- What are the expected short, intermediate, and long-term outcomes?
- What might be the unintended positive and negative consequences of the policy?

Criteria

- **Public Health Impact:** Potential for the policy to impact risk factors, quality of life, disparities, morbidity, and mortality

Questions

- How does the policy address the problem or issue (e.g., increase access, protect from exposure)?
- What is the magnitude, reach, and distribution of benefit and burden (including impact on the risk factor, quality of life, morbidity, and mortality)?
 - o What population(s) will benefit? How much? When?
 - o What population(s) will be negatively impacted? How much? When?
- Will the policy impact health disparities/health equity? How?
- Are there gaps in the data/evidence-base?

Feasibility:

the be Likelihood that and policy can successfully adopted implemented

Political

What are the current political forces, including political history, environment, and policy debate?
Who are the stakeholders, including supporters and opponents? What are their interests and values?
What are the potential social, educational, and cultural perspectives associated with the policy option (e.g., lack of knowledge, fear of change, a force of habit)?
What are the potential impacts of the policy on other sectors and high priority issues (e.g., sustainability, economic impact)?

Operational

What are the resources, capacity, and technical needs for developing, enacting, and implementing the policy?
How much time is needed for the policy to be enacted, implemented, and enforced?
How scalable, flexible, and transferable is the policy?

Economic and budgetary impacts:

Comparison of the costs to enact, implement, and enforce the policy with the value of the benefits

Budget

- What are the costs and benefits associated with the policy, from a budgetary perspective?
 - e.g., for the public (federal, state, local) and private entities to enact, implement, and enforce the policy? Economic
- How do costs compare to benefits (e.g., cost-savings, costs averted, ROI, cost-effectiveness, cost-benefit analysis, etc.)?
 - How are costs and benefits distributed (e.g., for individuals, businesses, government)?
 - What is the timeline for costs and benefits?
- Where are there gaps in the data/evidence-base?



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