RISE UP

World YWCA's Guide for Young Women's Transformative Leadership

Transformative leadership in its most simple form is the interplay between **knowledge**, **skills** *and* **feminist values**, *resulting in positive changes in individuals and in social systems, thereby shifting power structures.*

About World YWCA

We are a global women's rights organisation engaging millions of women, young women, and girls around the world each year, across cultures and beliefs, to transform lives and the world for the better. With a presence in over a hundred countries, our work is grassroots driven, grounded in local communities and rooted in the transformational power of women.

We provide support and opportunities for women, young women, and girls to become leaders and change-makers who not only protect their rights and impact their communities but inspire their peers to do the same. We are focused on building a strong, intergenerational network of women and young women leaders, with programmes led by and for women and young women in response to the unique needs they see in their communities.

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SECTION 1:
GETTING STARTED

Hey leader,

Welcome to World YWCA's Rise Up! Guide for Young Women's Transformative Leadership. We're happy you're here, and excited to be on this journey with you.

At World YWCA, we know that investment in developing the leadership of women, young women and girls, results in the transformation of the individual and then entire communities — and the world — for the better. As a global movement that engages with and mobilises them all, the World YWCA is committed to progressive, community-based leadership, particularly through programming that is led by and for women, young women and girls. When women, young women and girls rise to become leaders and change-makers, they become an influential force and champion social change far beyond immediate surroundings.

The World YWCA's leadership work and approach are feminist and progressive; community-based and intergenerational; focused on the most marginalised and under-represented; and accountable to be responsive to the needs and priorities of women, young women and girls in all their diversities.

While leadership work in YWCA is as old as the YWCA itself, the Rise Up! Young Women's Leadership Program was created in 2010 by young women[1] from the Asia-Pacific region for young women with the intention to contribute to their empowerment, so that they rise up and discover their leadership potential. When we say "transformative leadership," we mean leadership that brings together **knowledge**, **skills**, and **feminist values**, all of which are aligned towards the larger good of communities.

This Guide builds upon the existing knowledge, creativity, and capacity of YWCA young women to become leaders for positive social, economic and environmental change. It celebrates the processes by which young women explore their strengths, educate themselves, identify as decision makers, and have

1. Young women at the YWCA Solomon Islands with support from the Fiji Women's Rights Movement.

the confidence, knowledge, information, skills, and support to understand and manage power imbalances, challenge injustices, hold powerful people to account and make positive change in their lives. It also embraces the core values of Rise Up! to strengthen its participatory peer-to-peer approach to training and mentoring. It acknowledges that young women's leadership actively aims to disrupt patriarchal structures and helps in building a powerful, supportive network of young women leaders of present and future by decolonising leadership.

LEARN MORE
We'll learn more about the concepts of patriarchal structures and decolonisation in **Section 2**!

Through this Guide, we hope to build a beautiful activist tapestry together, starting with the different threads that come together to make unique fabrics (that's you!) and weaving in all of the key elements of transformative and feminist leadership. We seek to build out from individual to movement, just as each individual thread matters to the cloth.

HOW TO USE THIS GUIDE

This Guide is designed to be user-friendly and easy to adapt to different contexts and audiences. The idea behind the adaptability is that you will be able to co-create elements of the content with aspects of your reality and with members of your peer group and community in order to better fit the needs and focus of YOUR specific context. While there are specific mentions of the RiseUp! program in this Guide, it seeks to be accessible, relevant and useful for girls and young women across a broad age range around the world regardless of their affiliation with World YWCA. The Guide speaks to anyone and everyone who is keen on exploring this transformative leadership model in order to build a foundation; it's also meant to be relevant and useful for young women and girls specifically, but also men and boys and across all gender affiliations and for people in all their diversities.

When we say "you", we are referring to whoever you are; as a member of a volunteer group, a non-profit organisation, a student research group, a corporation or a community leader. Additionally, it is designed to be useful for organisations who are interested in supporting girls and young women in their leadership journey. This Guide attempts to imagine the full diversity of "you" with the hopes that you see yourself in the whole document and choose aspects that really resonate with you.

HOW SHOULD I WALK THROUGH THIS GUIDE?

This Guide is divided into three sections that will help you prepare for and facilitate your training, keeping in mind the interests and needs of your audience, as well as their context.

SECTION 1: Getting started

This section includes everything you need to know to prepare your mind and your heart for unlearning, learning, and re-learning the art of becoming a transformative leader. The goal of this section is to equip you to arrive at Section 2 with the right "lens" on, acknowledging that you are likely looking at this manual from a few different vantage points at any given moment: as a learner and as a facilitator. This section includes the introduction, how to use this Guide, and background information to help orient you to make the most of this journey.

SECTION 2: Learning + Leadership

This section invites you to engage with the key concepts around transformative leadership, practical skills to support leadership journey, human rights, and issue areas that young women have identified as priorities. The goal of this section is to prepare you with the knowledge and skills you'll need as a transformative leader. It is meant for you to go through and choose what resonates with you and your community, and will give you opportunities to make sure you are comfortable with these key concepts. Note the topics in this section are not exhaustive, but rather they are designed to introduce and provide foundational and practical information to enhance and grow leadership with the hopes that you will learn more based on your interests and priorities. Rise Up! encourages continued learning and exploration of these (and any) topics, and the goal of this section is to provide information to support you to do so.

SECTION 3: Facilitator's Toolbox

This section equips you to take everything you learned in Section 2 and turn it into a training that fits you and your peers. This will include:

- Information about preparing for a training, including:
  - contextualizing this guide
  - defining your audience
  - logistical considerations
  - engaging your participants
  - making the agenda
- Facilitation Tips
- Icebreakers + Energizers
- Supplies + Materials
- Additional Reference Documents
- Evaluating the Training + Staying Connected
- Worksheets, Activities + Printouts

At the end of the document, there is a robust Annex that includes the following:

- Glossary + key terms
- Abbreviations
- Additional resources + further reading
- Information about the process of updating this Guide

Each section is built as an add-on to the section before. By the time you get to Section 3, you will have the knowledge you need as a leader yourself to explore your journey and / or to plan a training for girls and young women in your community.

The first two sections invite you to walk through the Guide as a "learner," and are designed to support your leadership journey regardless of if you're planning to become a facilitator / create space for a training / support others along their leadership journey. The Guide is adaptable, which allows you to pick and choose which sections you need for your context and the context of the young women you're working with in your community / region. You are not required to complete the entire Guide, but it is highly recommended. We reference conducting workshops or trainings throughout the document, but please feel free to choose to focus only on Section 1 and 2 based on your time, knowledge, interest, context, and plans to lead a training. Section 3 is to support you as you plan for, design, implement, and evaluate a training.

ACCESSIBILITY

This RiseUp! Guide is intended to be friendly for people of all abilities and identities. It is designed with inclusion in mind. As a living document, if you notice any gaps or issues with the content, we invite you to share feedback and insights. We believe in the power of co-creation and partnerships to strengthen how the leadership training process is conducted. Together, we can make this leadership building process more inclusive based on the unique realities of people of all abilities. Please reach out if you have feedback or wish to partner. Contact World YWCA at: getinvolved@worldywca.org

SIGNPOSTING

As you go through the document, you may notice the following design elements:
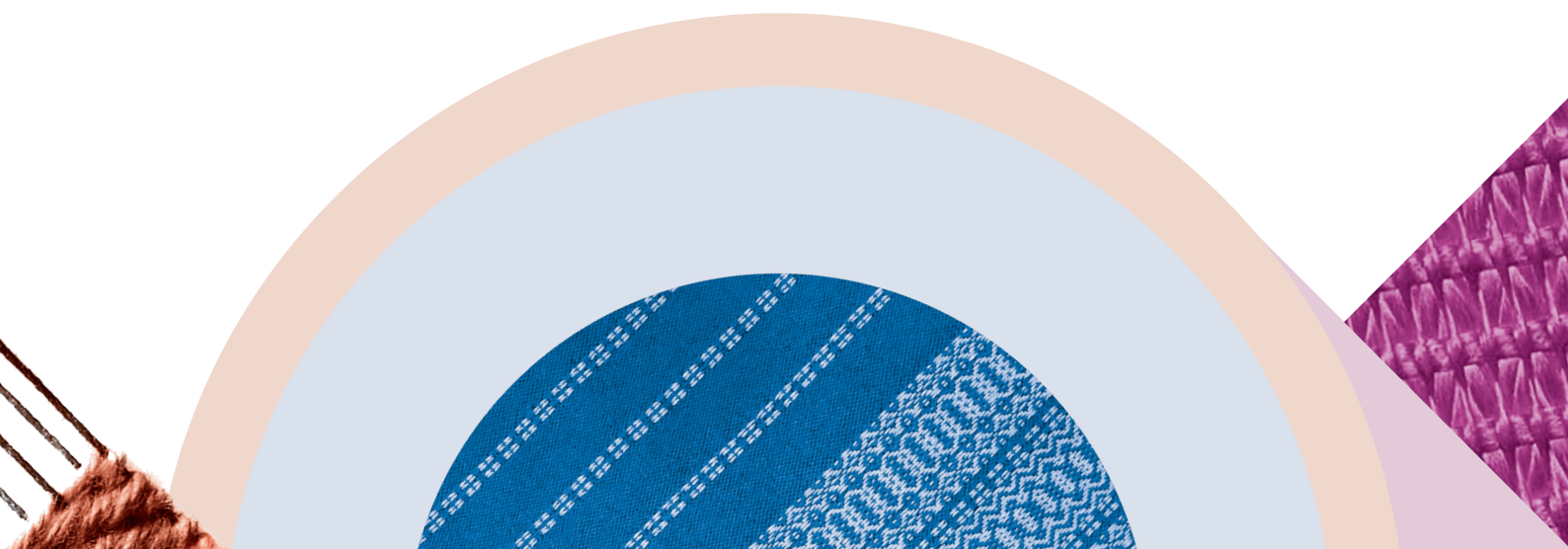
KEY TERM: Anytime you see a term for the first time, it will be highlighted in pink and a definition will be provided in the glossary section of the Annex or defined in a sticky note format.

FACILITATOR'S LENS
Anytime you see a red box, you are invited to think of yourself as a facilitator in that moment and put on your "facilitator's lenses." Like a pair of glasses! We are assuming you are going through the Guide to learn about all of the various aspects of transformative leadership before you set up a training yourself. You may choose to take notes in the back of this Guide as you go through Section 2, as it may help you prepare for your training by the time you get to Section 3. This is just for your additional knowledge-building.

LEARN MORE
When you see a green box, we provide additional information and/or send you to another place in the document (likely an Annex) to offer more resources if you want to learn more.

REMINDERS
Any text in a blue box is a reminder to you, both as a "learner" / participant and as a facilitator.

SELF CARE / MENTAL HEALTH CHECK
When you see a yellow box, we invite you to check in with yourself, especially after any heavy content. How are you feeling in your body? Are you reacting strongly to the content? Would you benefit from taking some time to reflect, get support, or talk about some aspect of what you're learning with someone? The yellow box is a chance to catch your breath.

FORMATTING

As you move through the document, there will be different pieces of information showing up in these various formats:

Section 2 is shaped around the three "threads" of transformative leadership:

THE FIRST STRAND IS KNOWLEDGE

It's possible to become a technical expert but still not be a transformative leader. Understanding key concepts and issues, such as human rights, mental health, climate change, etc. will help to shape your worldview as a transformative leader and showcase how so many of the issues that girls and women face are interconnected.

THE SECOND STRAND IS SKILLS

Similarly, it's possible to be an expert practitioner but not be a transformative leader. These skills will support you to put into practice the knowledge you've gained, and have an impact in your community and beyond.

THE THIRD STRAND IS FEMINIST VALUES

This is where you take the knowledge you've gained and skills you've learned and apply it with equity, intersectionality, and safety. The approach you take to sharing your skills and knowledge with your community and the world is what makes it truly transformative, and a feminist value system will support you to do that.

Section 3 is full of tools and templates, some of which you may choose to print. You will likely have to download separate pages of this PDF, and there is a chance your typed information may not print fully in each section. Unfortunately, this is a limitation of the digital file which we are unable to control. We recommend testing one page first and then printing many pages. We invite you to use the tools and templates as inspiration and make any adjustments needed!

TRANSLATION

As you go through this Guide and make plans to use it in your unique spaces, what are some of the things you might want to keep in mind to make it most relevant for your context?

Having this content in your local language is one of several key steps you can take to ensure that the materials are available to girls and young women in your community. It is critical to make sure that the original content remains intact as you go through a translation process. Additionally, it is important to remember to use gender sensitive terms in every language and ensure that copyright stays with World YWCA. We recognize that some of the content included in this toolkit is highly sensitive or may illegal in your country. We recommend that you blank out or cross over the sections with black before you send it to get printed or translated. For support with translation: getinvolved@worldywca.org

EXPECTED OUTCOMES

While this Guide is a roadmap for you — a learner and a facilitator — to learn from and to use and adapt to your local context and work with groups of women, young women and girls, and wider communities, the outcome is really dependent on you. *What do you want to get out of it?* By the end of this training, you (and young women just like you who may be in a training with / facilitated by you) will:

1. Develop a deeper **understanding of human rights**, the human rights based approach, and its importance to you in general but also in your transformative leadership journey.
2. Learn to **identify challenges and opportunities** to continue to build and strengthen your transformative leadership journey.
3. Build a deeper understanding of your **priority issues** affecting women, young women, and girls around the world, through exposure to resources and opportunities to explore the specific needs of your community.
4. Develop a **diversity of skills** to advocate for your priority issues, based on your interest and the needs in your communities.
5. Possess skills to enhance your sense of **self-esteem and confidence**.
6. Develop the ability to **influence policy** and advocate for your rights and the rights of others in your communities.
7. Be able to build, facilitate and practice **safe spaces** and further strengthen your role in supporting learning, sharing and mobilising as a network.
8. Build increased **connection with and support** from peers.
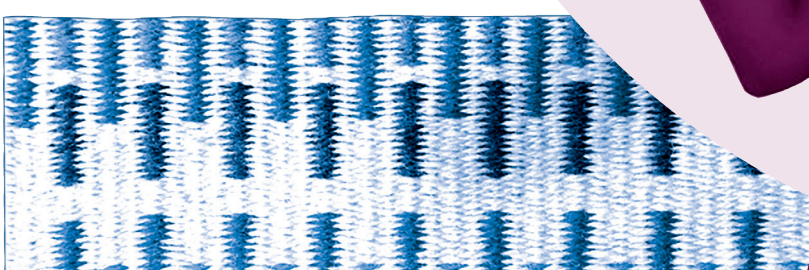
BACKGROUND

WHY DID WE UPDATE THE RISE UP! GUIDE?

In an ever changing world, it is important that the tools and resources designed to support and strengthen the transformative leadership journey of young women are adaptable, scalable and relevant to their realities, contexts and needs.

The previous curriculum was published in 2017. Since then, **the world experienced a global pandemic that has had a disproportionate impact on the lives of the most marginalised populations, including young women**. COVID-19 did not only affect our ways working, interacting and collaborating, but it also shed light on the fragility of progress made and the persisting gaps in the issues that young women care about, such as violence against women and girls, sexual and reproductive health and rights, climate justice and gender equality.

It also changed the ways in which advocacy and capacity development are done, moving even more of the work online. Virtual engagements enabled a diversity of advocates to participate in spaces and conversations that were not accessible in the past. However, this increased the need to create safe digital spaces and new tools to sustain this engagement online and offline, in order to ensure digital spaces are made into an empowering tool.

COVID-19 reinforced the role young people and transformative leadership play in solving complex problems in communities through innovation and with resources in hand. An estimated 1.2 billion young people have been impacted by the COVID-19 pandemic response measures.[2] Yet, young people around the world stood at the forefront of the response to the negative impacts of COVID-19 as to build back better from the pandemic, ensuring that young people

are at the heart of all decision-making processes now and in a post-COVID world. Sustained investment is key,[3] with particular focus on local solutions, adaptive programming, flexible digital and holistic approaches, mentoring and peer-to-peer support.[4]

Even before the COVID-19 outbreak, the World YWCA had committed to develop the leadership and collective power of women, young women and girls around the world as reflected in **GOAL 2035**:

> By 2035, 100 million young women and girls transform power structures to create justice, gender equality and a world without violence and war, leading a sustainable YWCA movement, inclusive of all.

We believe there is value in revisiting tools based on the needs of the young women so that they continue to be effective and responsive to their new realities. Our efforts to revise and update this Guide are integrated into the feminist consultation methods to ensure co-creation at every level. Equally important was ensuring that the language and terminologies included in this tool are friendly and inclusive of all identities and abilities. We avoid the use of jargon and concepts that are too technical; we encourage the reader to prioritise and celebrate diversity and inclusion; we acknowledge the issues that affect gender non-conforming people, and include a section on intersectionality as a key principle and tool to use, adapt and contextualize this Guide. As a living document, if you notice any gaps, we welcome your feedback and insights at: getinvolved@worldywca.org

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2. Big 6 Youth Organisations. "Young People Championing Post-Pandemic Futures". December 2020 globalyouthmobilization.org/wp-content/uploads/2021/03/Final-Young-People-Championing-Post-Pandemic-Futures.pdf

3. The Global Youth Mobilization (GYM) is a movement of young people taking action to improve their lives and their communities now and in a post-COVID-19 world. Powered by the Big Six – the world's largest global youth organisations – and supported by the World Health Organization and the United Nations Foundation, GYM aims to harness this momentum to address the negative impacts of the pandemic on young people and support them to build back better. Learn more about GYM globalyouthmobilization.org/about

4. The Global Youth Mobilization (GYM). Interim Report, February 2022 globalyouthmobilization.org/wp-content/uploads/2022/03/Global-Youth-Mobilization-Interim-Impact-Report-February-2022.pdf

GOAL 2035: THEORY OF CHANGE

The World YWCA is a movement that connects and mobilises girls, young women and women globally to change their lives, and the world, for the better. Goal 2035 is the collective goal of the movement and is a commitment to the future, and states the impact the YWCA will work to realise by 2035.

PURPOSE OF WORLD YWCA

The purpose of World YWCA is to develop the leadership and collective power of women and girls around the world to achieve justice, peace, health, human dignity, freedom and a sustainable environment for all people (World YWCA Constitution).

VISION OF WORLD YWCA

The vision of the World YWCA is a fully inclusive world where justice, peace, health, human dignity, freedom and care for the environment are promoted and sustained by women's leadership. The World YWCA recognizes the equal value of all human beings. ...Towards this end, the World YWCA advocates and supports volunteerism, membership, diversity, tolerance, mutual respect, integrity and responsible accountability. The strength and solidarity of the World YWCA is inspired by the faithfulness of its leaders, past and present, whose service to humanity advances the purpose of the World YWCA (World YWCA Constitution).

GOAL 2035

By 2035, 100 million young women and girls transform power structures to create justice, gender equality and a world without violence and war, leading a sustainable YWCA movement, inclusive of all.

FOUNDATIONAL BELIEFS FOR GOAL 2035
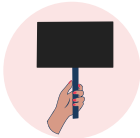
Power structures prevent young women and girls from knowing and claiming their human rights and achieving their full potential.

The engagement and mobilisation of young women and girls is a catalyst of change for good.

When young women and girls, in all their diversity, act as leaders in their home, their communities and their nations, they transform formal and informal power structures.

Leadership of young women and girls is required to build a world of peace, justice, health, freedom and care for the environment.

A commitment to faith, social justice, and human rights drives the diverse and inclusive YWCA movement.

FOCUS FOR GOAL 2035

Engaged young women and girls and their allies

YWCA organisations, leaders and movement
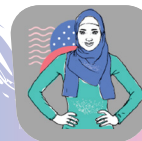
Strategic partner organisations and leaders that contribute to Goal 2035

METHODS TO ACHIEVE GOAL 2035

Engagement that drives change by connecting, mobilising and consulting with on-the-ground leaders within and external to the YWCA.

Human rights-based, feminist, and faith and social justice driven leadership rooted in communities all over the world, informed by local, community, national and regional realities.

Purpose driven, authentic investment in young women's leadership.

Strategic collaboration between YWCAs around the world and individual and organisational allies to effectively impact the global human rights agenda.

Inspiring, action-oriented, evidence-based advocacy to transform power structures.

WHAT WAS THE PROCESS FOR UPDATING THIS GUIDE?

In 2021, the World YWCA engaged the Torchlight Collective to undertake the exciting task of updating the Rise Up! Guide for Young Women's Transformative Leadership.

To achieve this, the consulting team embarked on a journey (**Diagram 1**) to produce this new Guide where women, young women and girls were central in every step of the process.

The starting point was the review of different resources available — including the previous version of the Rise Up! Guide — to better understand YWCA's approach and guiding principles to leadership. Then, through a feminist consultative process, the team deep dived on the meaning of leadership, success stories and barriers to young women's leadership to upgrade this Guide, which includes the key issues as identified by the young women who participated during the consultation. This renewed and improved version of the Rise Up! Guide is the result of this co-creation process and collaborative journey, which holds inclusion, diversity and feminist principles and practices at its very core.

LEARN MORE
In ANNEX 4 you will find further information about each stage of the process as it corresponds with the World YWCA Feminist Consultation Methodology.

WHO IS THIS GUIDE FOR?

This Guide is for anyone and everyone interested in investing in the power of young women. This includes individual young women who want to expand their transformative leadership skills, particularly those doing work in their communities, who are most marginalised, disadvantaged and often under-represented; young women and women who are training and building a cohort of young women leaders, as well as organisations working with young women and girls in support of their transformative leadership journey.

Diagram 1. Update of the Rise Up! Guide for Young Women's Transformative Leadership
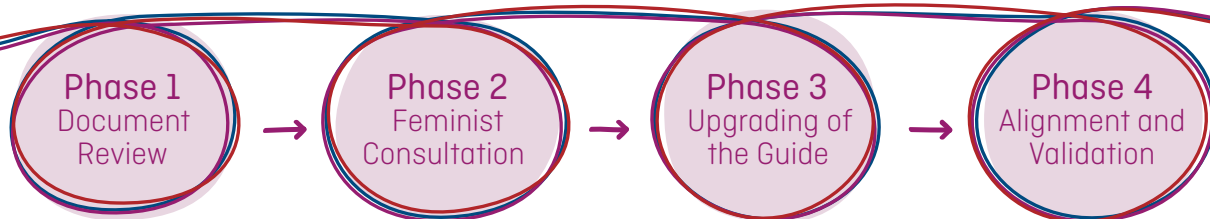
Phase 1 Document Review	Phase 2 Feminist Consultation	Phase 3 Upgrading of the Guide	Phase 4 Alignment and Validation
Review of the previous Rise Up! Guide for Young Women's Transformative Leadership. Review of additional documents of YWCA's approach to leadership and guiding principles.	Using the World YWCA Feminist Consultation Methodology, the consulting team deep dived on the participants' experience with leadership training; the meaning of leadership and the role of young women leaders; barriers to and success stories.	Enhanced content and structure of the curriculum according to the issues and challenges raised during the consultation phase.	In collaboration with the YWCA team, the updated manual was finalized to make sure that its content speaks to the diversity of young women leaders that will be using this manual.

HOW HAS THE COVID-19 PANDEMIC AFFECTED YOUNG WOMEN?

COVID-19 has had a disproportionate impact on young people around the world. School closures affected an estimate of 87% of the global student population,[5] while youth unemployment and job insecurity increased. Lockdowns led to isolation, affecting the mental health of young people and putting them at higher risk of experiencing gender-based and interpersonal violence, as well as cyberbullying as they spent more time online.[6]

The pandemic worsened existing inequalities. Young women and girls, especially those living in poverty and marginalised contexts or rural and isolated communities, were more likely to be pulled out of school to compensate for increased care and domestic work at home,[7] as well as the economic burdens on their families due to the loss of jobs and reduced incomes.[8]

Remote learning highlighted the **digital divide** or the barriers that women, young women and girls face to access to digital technology and adequate internet connectivity. Adding to an already challenging context that undermines their right to access quality education.

Young women and girls have less autonomy and decision-making power than boys and young men; during times of economic uncertainty, they are less likely to have their own needs met.[9] Research by UN Women indicates that gender-based violence against women, young women and girls has increased since the pandemic started, revealing connections between violence, food insecurity and mental health.[10] In some

> ### Empowering young people to break menstrual taboos amid the COVID-19 crisis – Nepal
>
> Young leader Roni Shakya trained young women and girls in Nepal to provide safe spaces for young people to discuss the impact of the COVID-19 pandemic on menstrual health. In partnership with local government, the team has also offered young people in need homemade sanitary pads, hand sanitisers, face masks and soap to promote health and COVID-19 safety practices.
>
> Global Youth Mobilization
> "Powering change: young people leading the COVID-19 response and recovery Interim Report" (February 2022)
> globalyouthmobilization.org/wp-content/uploads/2022/03/Global-Youth-Mobilization-Interim-Impact-Report-February-2022.pdf

countries, it has been identified that household food insecurity puts women, young women and girls at higher risk of experiencing gender-based violence and labour exploitation.

Young women have been disproportionately affected by the pandemic. In spite of this, young women have not been included in the design and implementation of the response strategies to COVID-19. Yet, young women have shown strong leadership in support of communities especially in front line responses in the critical sectors of health and education which are majority women- and young women-led sectors.

Investing in the **transformative leadership** of young women and girls, especially those from marginalised, underserved and under-represented communities is fundamental to ensuring that young women are included in decision-making at all levels, and meaningfully engaged in the implementation of strategies, policies and programs to respond to this and other social, economic and ecological crises. By resourcing young women's rights organisations and movements, we contribute to the shifting of power

5. UNESCO. Education: From disruption to recovery. en.unesco.org/covid19/educationresponse

6. Big 6 Youth Organisations. op.cit., p. 2.

7. UN Women. How COVID-19 Impacts Women and Girls. Available at interactive.unwomen.org/multimedia/explainer/covid19/en/index.html

8. Plan International (2021). HALTING LIVES 2 In their Own Voice: Girls and Young Women on the Impact of COVID-19. Available at plan-international.org/publications/halting-lives-2

9. Big 6 Youth Organisations. op.cit., p. 6.

10. UN Women (2021). Measuring the Shadow Pandemic: Violence Against Women During COVID-19. Available at data.unwomen.org/publications/vaw-rga

over to communities, drive equity and justice and build safe and resilient spaces where women, young women and girls can thrive and fully exercise rights.

You can read more about how to create safe spaces in the Skill Building section, or refer to the YWCA Safe Spaces Guide and the YWCA Virtual Safe Spaces.

WHY IS IT IMPORTANT TO CREATE SAFE SPACES?

Being 'safe' means to enjoy your rights, free from discrimination. Creating a Safe Space is about curating a space for discussions, either physically or virtually, where everyone is able to fully participate, share experiences and challenges, access information, develop more awareness and build their capacities. Creating a safe space opens up opportunities for young women and girls to find friends, build networks and work together.

YWCA has a history of providing and creating safe spaces for women, young women and girls. It is the foundational concept for the movement's creation in 1855 and since then World YWCA has outlined eight defining elements and standards of best practices for creating safe spaces. These standards are informed by history, experience, shifting technologies as well as the various social, economic and political contexts of young women around the world. These standards are customisable, and can be adapted and contextualised to the different needs of different communities.

The ten defining elements of a safe space and best practices standards within World YWCA are:

1. Accessibility
2. Safety and privacy
3. Leadership and participation
4. Accurate and reliable Information
5. Trust and community
6. Inclusivity
7. Holistic Approaches
8. Intergenerational cooperation
9. Dignity and respect
10. Partnership and accountability

SECTION 2:
LEADERSHIP + LEARNING

It's likely that you're reading this Guide because you believe that a better world is possible, especially for women, young women and girls. You can see continued injustice happening around you, some of which has gotten even worse in the last few years — violence, inequity, poverty, climate degradation — and you experience it happening to you, in your community, in your country, in your region, and around the world, and want to do something about it. Across the globe, many — **like you** — are standing up courageously, voicing "Enough injustice", yet simply "enough" is not enough. In these challenging times, each and every person has a role to play in turning collective efforts into action. And it takes the leadership of young people — especially young women — to guide the way.

Women, young women, girls, and nonbinary people have faced systemic oppression for centuries. And too often, other forms of discrimination — racism, ableism, classism, and more — compound gender inequality. We see the impact across all issue areas, from education to disaster relief and from health to climate change.[11] However, it is the very leadership from those who are most affected by inequality, injustice, and oppression that has brought about the most transformational change.

But who is a leader? What does it take to be a leader?

We are all leaders in various ways, and this Guide is built to support you in your journey of becoming a transformative leader. By exploring transformative leadership, you'll be able to determine what impact you can have in support of equity, how you can contribute to global anti-racism,[12] anti-oppression movements,[13] and decolonising efforts, and what this will mean for girls, young women and women everywhere.

This section is meant to equip you and other young women you are working with, with the knowledge, skills, resources, and feminist value system you'll need along your leadership journey. In the following sections, there will be a chance to build key skills you can add to your toolbox to create meaningful change and explore key issues about which you are concerned or passionate. But first, let's build a foundation.

11. www.bridgespan.org/bridgespan/Images/articles/philanthropy-and-feminist-movements/full-report-philanthropy-and-feminist-movements.pdf

12. simmons.libguides.com/anti-oppression/anti-racism
13. simmons.libguides.com/anti-oppression/welcome

Inequality
Unequal access to opportunities
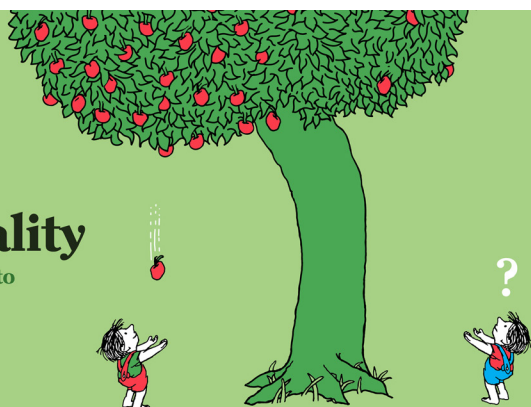
Equity
Custom tools that identify and address inequality
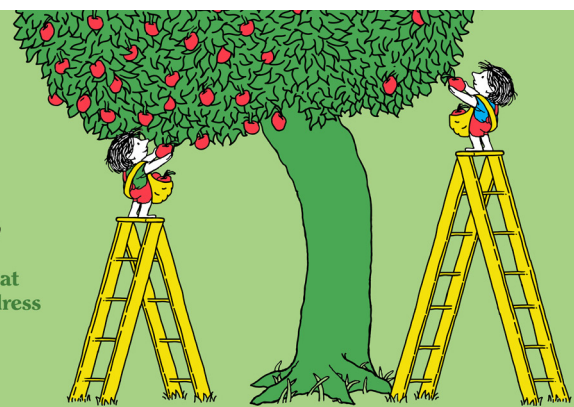
Equality?
Evenly distributed tools and assistance

Justice
Fixing the system to offer equal access to both tools and opportunities

Illustrations by @lunchbreath, based on Shel Silverstein's *Giving Tree* for John Maeda's *2019 Design in Tech Report*.
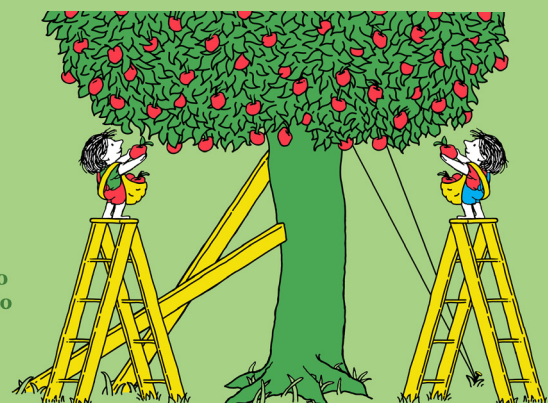
Taking a human rights based approach to an issue you care about provides one of many channels to bring justice, and we'll explore that together here. You don't have to become a human rights lawyer to make a change! Having a basic understanding of human rights will help you in your activism, advocacy, and efforts to seek justice.

Let's start with transformative leadership.

LEARN MORE: Decolonizing leadership
What does it mean to "decolonise" leadership? Check out this podcast to learn more about: (1) what decolonizing means; (2) the global impact that colonisation has had on indigenous communities; and (3) how to apply decolonizing approaches to your leadership practice.
www.yorku.ca/edu/unleading/
podcast-episodes/decolonizing-leadership

A. TRANSFORMATIVE LEADERSHIP

YWCA'S APPROACH TO YOUNG WOMEN'S TRANSFORMATIVE LEADERSHIP

Young women have the power to collaborate with, inspire, co-create with, and inspire creative change with other people to create positive change in self, in families, communities, and organisations.[14]

There are a series of values that are key for young women to develop leadership skills, awareness of their strengths, knowledge of their rights and opportunities for action. The learning process and experiences that a young woman goes through as she acknowledges and defends her human rights, while also strengthening the movement in her country and beyond requires leadership to be:

- **Feminist and progressive**: Feminism as an ideology and a strategic framework tool for analysing gender power relations in society. It has also helped to develop social change strategies that consider the transformation of these power relations at the heart of all social change processes. Rather than being a single concept, there is a spectrum of feminism shaped by the lived experiences, identities and communities of feminists around the globe. Feminist change interventions are often viewed through a 'gender lens', i.e. asking whether gender equality and women's rights are being consciously addressed and advanced by the change process.[15]

- **Community-based**: As we mentioned earlier, this Guide and the Rise Up! Program is rooted in the local realities of young women. Transformative leadership derives from an understanding that we have to address the root causes and the underlying factors that create inequalities, disempowerment and young women's lack of enjoyment of their human rights at the community and grassroots levels.

- **Intergenerational**: Describes the relationship between and across generations. An intergenerational approach is grounded in respect for the lived experience of each individual, independent of their age, and what we can learn from them.[16] Sharing leadership is frequently intergenerational. By working together, women of all ages can help each other grow, maximise their strengths and fulfil their potential as change makers.

- **Resilient and responsive**: Resilient leaders are able to adapt and recover from adversity, trauma, tragedy and threats. Rather than being a characteristic that individuals possess, resilience can be learned and strengthened through self-care, network building and collaboration. Resilience can also help sustain responsive leadership by focusing on the young women within their communities, organisations, families, etc. to drive change.

- **Sustainable**: For transformative leadership to be sustainable, long term investments at both the personal and institutional level are necessary. Leadership is a continuum that has a beginning but no set end. Sustainable solutions are reached when young women are included in decision making and their human rights claims are reflected in improved services, judicial actions, and equitable policies.

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14. World YWCA. Aspiring Leaders Inspiring Change. www.worldywca.org/wp-content/uploads/2021/06/AspiringLeadersBooklet-WebVersion-June2021.pdf

15. World YWCA Glossary and Definitions www.worldywca.org/wp-content/uploads/2020/12/1.World-YWCA-Movement-Glossary-and-Definitions-1-3.pdf

16. *Idem*.

After reading the section above, you may want to explore different types of leadership with your group when you hold a training session. But before you do, take a few minutes to think about the types of leadership you've seen in action in your own life. What is an example of leadership that you found effective, equitable, and impactful? Conversely, can you think of someone in a leadership position that is not transformative or that doesn't align with these values?

YOUNG WOMEN'S LEADERSHIP STORIES (NANAKO TOJO, 25 YEARS, JAPAN)

Nanako had completed her graduation and was looking for volunteering opportunities on the internet when she came across the YWCA and immediately felt motivated to join.

Nanako is passionate about her work with the students of Japan. She organises leadership trainings and workshops for school students. She believes it is important to mobilise and support the values of leadership at an early age, so that young girls can demand their rightful place in the society.

Nanako is receptive to the needs of young people and is driven by evidence and realities of the community. She engages school students in conversations about the potential of advocating on digital platforms and the role of mainstream media to influence conscious thinking. She addresses the challenges of workplace frustration among young working women, and the high levels of stress among university students.

Before the pandemic, she would visit educational institutions to communicate with school students directly. She now hosts awareness sessions and training workshops for them online. To build camaraderie between young working women and university students, she often organises group-based recreational activities where they share their favourite music, books and movies. And Nanako uses the opportunity to analyse them with a gender lens.

With her community-based leadership approach, Nanako is encouraging an atmosphere of mutual exchange and shared learnings. Despite the fact that sexual and reproductive health and rights are largely unspoken about in Japan, Nanako has been able to persuade young women and girls to talk to her about the changes in their body and needs.

While it might seem like the world is progressing, there's still a long way to go for equal rights. At home, young women don't find the safe space to address questions about their body with their families. At work, the culture is mostly sexist. In married households, women are primarily seen as homemakers and caretakers of the children. But these same women are noticing a shift in their own perspectives. With a focus on building skills, confidence and knowledge exchange, Nanako has been able to encourage a sustained increase in participation of young women and girls. This has led to the creation of a pool of young aspiring women who are willing to think big and pursue their dreams. Nanako's next goal is to lead more women into decision-making roles in Japan.

WHAT MAKES THIS LEADERSHIP TRANSFORMATIVE?

YWCA recognises all young women as leaders with a diversity of leadership qualities. The goal of Rise Up! and its Leadership Journey is to ensure that all young women feel prepared to voice their opinions and take action for issues that are important in their lives and in the lives of those around them, while feeling supported and safe. It is also about them finding space, taking space, holding space, and giving space to other young women leaders.

Transformative leadership is a journey that is geared towards bringing about transformative change that shifts power structures, is long-lasting and sustainable. It is about building momentum for questioning age-old norms that inhibit progress for young women, women and girls and enables shifts in power structures and relations. When such change is led by young women, it becomes a gender transformative change process that prioritises gender issues and puts them at the centre.

Equipped with the right kind of knowledge, skills and values essential for transformative leadership, young women can embark upon the journey of bringing about transformative change. The matrix below defines some of the key knowledge, skills and values that Rise Up! envisages for its young women leaders:
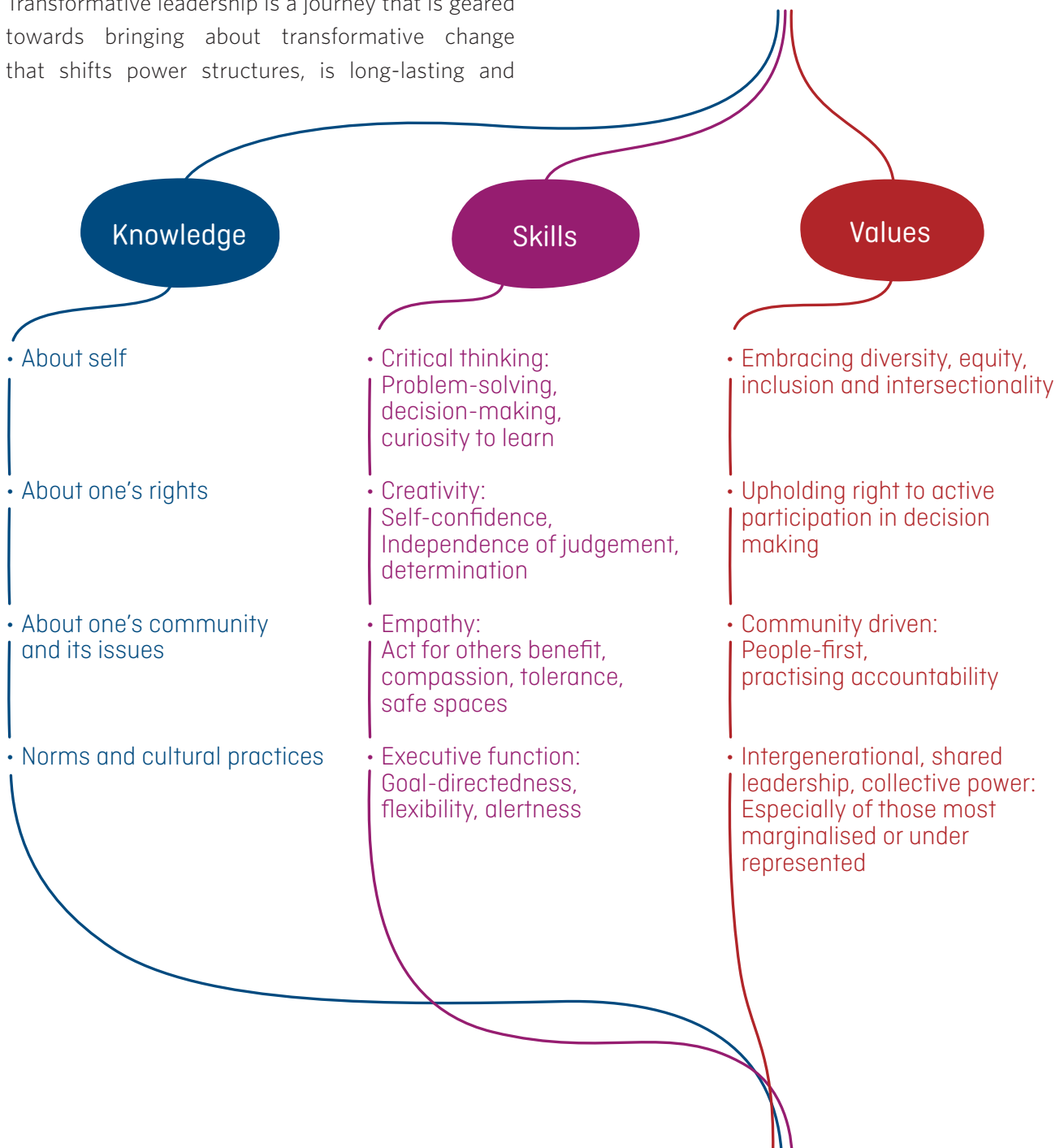
Knowledge

- About self
- About one's rights
- About one's community and its issues
- Norms and cultural practices

Skills

- Critical thinking: Problem-solving, decision-making, curiosity to learn
- Creativity: Self-confidence, Independence of judgement, determination
- Empathy: Act for others benefit, compassion, tolerance, safe spaces
- Executive function: Goal-directedness, flexibility, alertness

Values

- Embracing diversity, equity, inclusion and intersectionality
- Upholding right to active participation in decision making
- Community driven: People-first, practising accountability
- Intergenerational, shared leadership, collective power: Especially of those most marginalised or under represented

Leadership skills and attitudes that are cultivated over a period of time. A good leader is one who is an enabler and continually looks at making others better. A transformative leader hence, should be one who can critically diagnose issues and be willing to learn from one's situation and circumstances. Leadership also requires self-confidence and the ability to be creative, think out-of-the-box, be empathetic and collaborative, and work in such a way that one is geared to make one's environment (home, community, planet) a more equal and equitable place.

When young women become transformative leaders, they act as enablers and empower those around them in their communities to speak up, diagnose problems and find solutions through collaboration, thereby making those necessary small shifts that culminate in bringing about transformative change.

These are the key components of the Rise Up! Transformative Leadership Journey.

- **KNOW OURSELVES**
  Building your self-awareness and confidence sets the foundation to explore and make choices in every stage of your life. This means, for example, thinking about your interests; connecting with your emotions and acknowledging them; reflecting about your intersecting identities, what you bring to the community, your strengths, your capacities and the things you like the most about yourself. This part of the journey invites you to celebrate your unique character and discover yourself as a leader.

- **KNOW OUR RIGHTS**
  Learning about your rights allows for a deeper understanding of problems as human rights issues, highlighting gender inequalities, clearly identifying discrimination, and uncovering their root causes. To tap into this moment of your transformative leadership journey, think about what the problem is in your community or country… what doesn't feel right or seems unfair? Which groups of young women and girls are more at risk of human rights violations? Expanding your knowledge about human rights in your context also involves identifying discriminatory cultural practices, traditions or even policies and laws, as well as the people who have a responsibility in protecting and promoting your rights and hold the power to make decisions about it. Finally, think about what needs to be done and how can young women be engaged.

- **STRENGTHEN OUR LEADERSHIP**
  When you increase your capacity to identify human rights challenges, you generate support around a common cause that affects your wellbeing and that of other young women. This helps to create a sense of unity and shared purpose. With information, support and encouragement, you and other young women can identify problems, recognise your human rights, reach out to form strategic partnerships, organise solutions, and advocate for change. Social movements, friends and peers, like-minded groups, and networks of civil society organisations can all play a role in fostering your leadership. Issues of trust, inclusion, diversity, and privacy are essential elements to supporting you in your analysis of human rights and to move from knowledge of rights to action for rights. Whether you decide to act individually or within a movement, it is important to ensure an enabling environment that supports different leadership choices.

- **ADVOCATE AND ACT TOGETHER**

  A supportive environment better equips you to assess situations and gather information to support advocacy (at home, school, in the community, or at the national or global level). By choosing to act and advocate, you create opportunities to challenge discriminatory and unjust practices and policies. With the capacity to lead and analyse a situation from a human rights perspective, you identify relevant decision makers and engage with them to find solutions. Regular check-ins and performance tracking maintains the active involvement in the cycle of social, economic and political decision making. The purpose of your advocacy is to influence change to achieve equality, justice, social inclusion and human rights.

- **SHARE OUR LEADERSHIP**

  As a leader, you understand the importance of sharing this empowering experience with other young women and girls in your community, knowing that supporting others in their leadership journey and amplifying their voices enriches and strengthens social justice efforts and inspires others to become leaders. Sharing leadership is frequently intergenerational. This part of your journey encourages you to promote connections between young women leaders and other young people in her home, school, community, and country; share life skills, information, and your own leadership experiences to inspire others. By sharing space you strengthen the collective power of young women and girls.

The result is two pronged, you, as a young woman, are supported to be a more confident and a capable leader. At the same time, you apply your capacities to challenge and change deeply rooted inequalities and power structures that impede progress. Leadership skills that are so transformative at the individual level, become equally powerful in challenging your community and country to address gendered power imbalances, exclusionary decision making processes, and discriminatory attitudes.

FACILITATOR'S LENS

After you finish reading this section on transformative leadership, take some time to reflect on the following. What has been your journey with leadership so far? What can you share with your group about your process of getting to where you are today in your leadership journey? Then, invite the participants to reflect on their own leadership journey.
(NOTE: See Activity 2 in Section 3)

"Experience has shown us that alone, the individual voices of young women are often forgotten or ignored, but together their collective voice is deafening."

What Young Women Want YWCA 2014
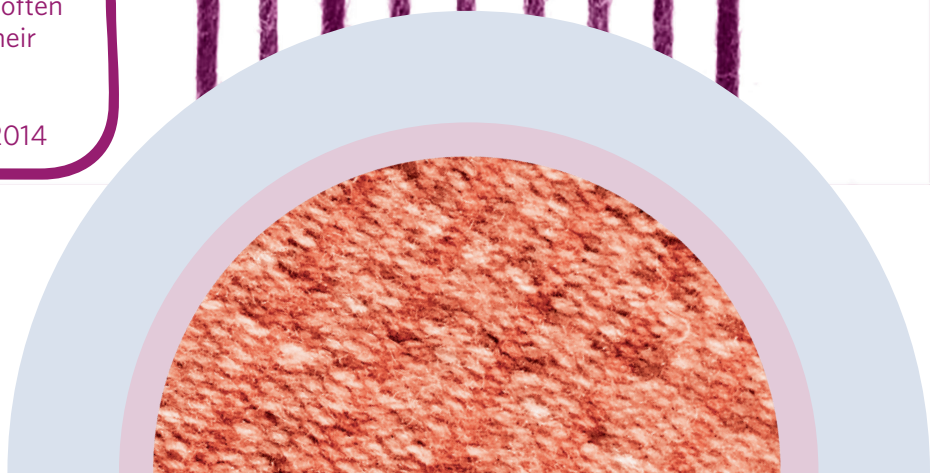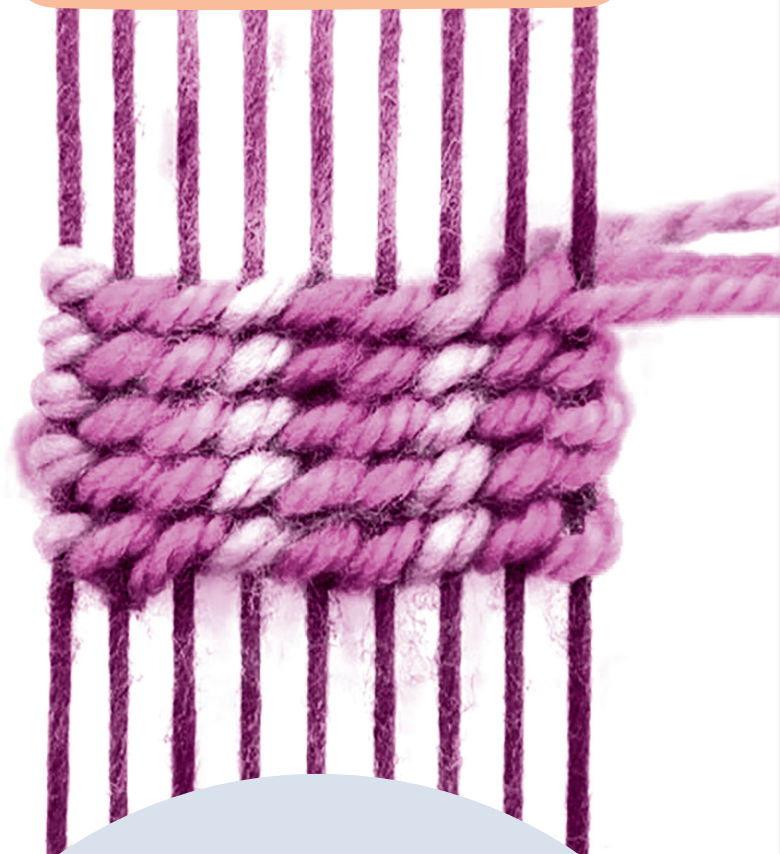
Diagram 2. Transformative Leadership Journey

B. HUMAN RIGHTS

Let's talk about human rights. What are they? Where do they come from? Why is it important to know about them? Why is it important to make sure your peers and community members know about them? What do human rights mean for your work? Specifically, what does a human rights based approach mean for girls, young women and women in all their diversities?

We'll tackle all of these questions and more together. But first, let's make sure we cover some basics.

WHAT ARE HUMAN RIGHTS?

Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. Everyone is entitled to these rights, without discrimination.[17]

FACILITATOR'S LENS
It's very possible that you're new to the concept of human rights just like your peers will be when you lead a workshop. One of the exercises you may choose to do with your group is a quick brainstorm of what key human rights issues everyone cares about. Before you get into this section, take 3 minutes to jot down some human rights issues (or human rights violations) you see happening in your community or that you care about on a global level.

Human rights are framed by 4 key principles:

1. **UNIVERSAL AND INALIENABLE**
Everyone is born with and has the same rights. All people, everywhere in the world are entitled to them.

For example: *Regardless of the place you are born, the color of skin, the religion you practice, your gender identity or sexual orientation, your ability, the language you speak, the education level you've been able to obtain, the job you do for work — everyone has rights that are neither given or taken away. There may be rights violated or denied, or access to these rights hindered, but the rights themselves are always there.*

2. **INTERDEPENDENT**
The fulfilment of one right depends, wholly or in part, to the fulfilment of other rights. The right of everyone to an adequate standard of living can not be compromised at the expense of other rights. This means one set of rights can not be enjoyed fully without the other.
For example: *Access to hygiene and sanitation is a basic human right. However, access to sanitary pads, especially for young women and girls, is often hindered by bias and taboo in many communities and countries. This stigma has a detrimental impact on the reproductive health of women, young women and girls. Furthermore, in many communities, young women and girls are not allowed to go to school (or might be too embarrassed to do it) when they have their period, affecting their right to education. The interdependent nature of human rights requires comprehensive approaches to ensure that young women and girls have access to menstrual hygiene in order to fulfil their right to education.*

3. **INDIVISIBLE**
Rights cannot be separated out from or classified above other rights. All human rights have equal status. Each one contributes to the realisation of a person's human dignity through the satisfaction of his or her developmental, physical, psychological and spiritual needs.
For example: *After the COVID-19 outbreak, many countries implemented responses that did not*

17. www.un.org/en/global-issues/human-rights

take into account women's needs and rights. For example, reproductive health supplies and services were interrupted. These disruptions services have long-term public health consequences, especially for women, young women and girls. Governments' recovery strategies to the COVID-19 emergency demands interventions that take into account women's rights and ensure a continued financial support to reproductive health supplies and services.

4. **EQUALITY AND NON-DISCRIMINATION**

    All human beings are equal in dignity. No one should be discriminated on the basis of colour, race, ethnicity, gender, age, language, sexual orientation, religion, political views, national, social or geographical origin, disability or any other condition or status.

    For example: *Anna is a 16-year old Ukranian fleeing from the war. Aditi is a university student from India and a mother of two. Ingrid is an indigenous community leader in Guatemala. These 3 young women come from different contexts and have faced different challenges throughout their lives. However, they were born equal in dignity and are entitled to fully access and exercise their human rights regardless of their refugee status, their education level, whether or not they have children, or their ethnicity.*

Here's a quick video to give some basic information about human rights:

🎥 [What are the universal human rights? Benedetta Berti](#)

WHO IS RESPONSIBLE FOR UPHOLDING HUMAN RIGHTS?

The short answer: **all of us are responsible**. But when we talk about human rights, we're talking about a legal system first and foremost, but that's connected

to so many other aspects of life — social, political, economic, cultural, etc. Let's break this down a little bit.

The main engine that powers human rights and the accountability that accompanies these rights is [international human rights law](#). The foundations of this body of law are the [Charter of the United Nations](#) and the [Universal Declaration of Human Rights](#), adopted by the UN General Assembly in 1945 and 1948, respectively, following the horrors of World War II, which established the United Nations we know today and articulates as one of the main purposes of the UN to "reaffirm faith in fundamental human rights." Since then, the United Nations has gradually expanded human rights law to encompass specific standards for women, children, persons with disabilities, minorities and other vulnerable groups, who now possess rights that protect them from discrimination that had long been common in many societies.[18]

Through ratification of [international human rights treaties](#), Governments go through a process to align domestic legislation — or national laws (usually a constitution) — with their treaty obligations and duties. In short, governments are responsible for making these human rights actionable within their national legal system. Further, where national laws fail to address human rights abuses committed by any number of actors, including the state itself, there are mechanisms and procedures for individual and collective complaints available at the regional and international levels. These regional and global level mechanisms include [special tribunals](#), [regional courts](#), and the criminal courts ([the International Criminal Court](#), which tries individuals for genocide, war crimes, crimes against humanity, and aggression; and the [International Court of Justice](#), which is the principle judicial arm of the United Nations). The main mandate of these mechanisms is to help ensure that international human rights standards are indeed respected, implemented, and enforced at the local level.[19]

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18. www.un.org/en/global-issues/human-rights
19. www.ohchr.org/en/instruments-and-mechanisms/
     international-human-rights-law

- **International Court of Justice**: This court is the principal judicial organ of the United Nations, based at the Peace Palace in the Hague; the Court's role is to settle, in accordance with international law, legal disputes submitted to it by States.
- **United Nations (UN) Secretariat**: comprises the Secretary-General and tens of thousands of international UN staff members who carry out the day-to-day work of the UN as mandated by the General Assembly and the Organisation's other principal bodies.

WHAT DOES THE UNITED NATIONS HAVE TO DO WITH HUMAN RIGHTS?

The United Nations is made up of 6 main bodies that mostly monitor and investigate human rights violations:

- **General Assembly**: This is the main deliberative, policymaking and representative organ of the UN comprising 193 member states.
- **Security Council**: Its primary responsibility is the maintenance of international peace and security, governed by 15 member states (5 permanent / 10 non-permanent), each getting one vote.
- **Economic and Social Council**: This is the principal body for coordination, policy review, policy dialogue and recommendations on economic, social and environmental issues, as well as implementation of internationally agreed development goals.
- **Trusteeship Council**: The Council was disbanded in 1994, but was established to provide international supervision for 11 Trust Territories that had been placed under the administration of seven Member States, and ensure that adequate steps were taken to prepare the Territories for self-government and independence

In addition to the main bodies of the UN, there are a host of commissions, funding facilities, departments and agencies.

To learn more about the UN System, check out this chart of different UN bodies and a bit about their functions. (We will discuss specific human rights issues that affect girls and women a bit further down in this Guide, so stay tuned.)

WHO ARE "RIGHTS HOLDERS"? AND WHO ARE "DUTY BEARERS"?

Duty bearer is an entity or individual having a particular obligation or responsibility to respect, promote and realise human rights and to abstain from human rights violations whereas all human beings are rights-holders under the Universal Declaration of Human Rights.

The relationship between a rights holder and a duty bearer works both ways:

- **Individuals and communities** need to be fully informed about their rights in order to participate in decisions that affect them.
- **Governments and other duty bearers** often need support to develop their capacity, the resources, and the political will to fulfil their commitments to human rights.

To learn more:

📹 Rights Holders and Duty Bearers: International Human Rights System

📹 UNCRC (part 2): Who is who?

The rights-based approach deals not just with outcomes but also with **how** those outcomes are achieved. It recognises that people are both actors and agents of change, rather than passive recipients. Ensuring that people have the information, education, resources, and capacity to hold institutions accountable is essential. Their participation is central,

not only to ensure they have ownership over the programme, but also to sustain progress.

A rights-based approach develops the capacity of duty-bearers to meet their obligations and encourages rights holders to claim their rights.[20]

Governments have three levels of obligation:
To respect, protect and fulfil every right.

1. To respect a right means refraining from interfering with the enjoyment of the right.
2. To protect a right means to prevent other parties from interfering with the enjoyment of rights.
3. To fulfil a right means to take active steps to put in place laws, policies, institutions and procedures, including the allocation of resources, to enable people to enjoy their rights.

For example: *Let's look at an example of this as it relates to disability rights.*

- **The obligation to respect** – *States parties must refrain from interfering with the enjoyment of the rights of persons with disabilities. For example, States must not perform medical experiments on persons*

20. www.unfpa.org/human-rights-based-approach

with disabilities without their consent or exclude a person from school on the basis of a disability.

- **The obligation to protect** – *States parties must prevent violations of these rights by third parties. For example, States must require private employers to provide just and favourable working conditions for persons with disabilities, including by providing reasonable accommodation, meaning working conditions must be adapted to support the needs of all employees including those with disabilities. States must be diligent in protecting persons with disabilities from mistreatment or abuse.*

- **The obligation to fulfil** – *States parties must take appropriate legislative, administrative, budgetary, judicial and other actions towards the full realisation of these rights (see box above).*

Here are some examples of the types of administrative and legislative actions a state can take to protect the human rights of persons with disabilities:

- Adopt legislative and other measures to abolish discrimination.
- Protect and promote the rights of persons with disabilities in all policies and programmes to ensure their specific needs are addressed and not overlooked
- Stop any practice that breaches the rights of persons with disabilities by raising awareness, implementing policy and law, and resourcing services.
- Ensure that the public sector respects the rights of persons with disabilities.
- Ensure that the private sector and individuals respect the rights of persons with disabilities through awareness campaigns, education and visibility.
- Undertake research and development of accessible goods, services and technology for persons with disabilities through a participatory approach and encourage other institutions to undertake such research.
- Provide accessible information about assistive technology to persons with disabilities.

- Promote training on the rights of the Convention to all public sector workers and encourage and incentivise the private sector to undertake similar training
- Consult with and involve persons with disabilities in developing and implementing legislation and policies and in decision-making processes that concern them.

WHY IS AWARENESS-RAISING ABOUT HUMAN RIGHTS IMPORTANT FOR (AND TO) GIRLS AND YOUNG WOMEN?

When it comes to creating lasting change, a basic awareness of human rights will help to contribute the following:

1. **It enables people to claim their rights**. It is a human right to know about your human rights![21] By receiving that education, young women can identify when rights are being violated and stand up to defend them.

2. **It underscores the importance of diversity**. When people, especially children, adolescents, and young people (and young women in particular!) are exposed to information about their human rights, it encourages them to respect the concepts of diversity and equality from an early age. It demonstrates that, no matter the differences between people — race, gender, wealth, ethnicity, language, religion, etc. — **we are equal rights holders**.

FACILITATOR'S LENS
What does diversity mean in your local context? Reflect on how different groups in your community are treated / what impact that has on their human rights. Take a moment to think about what this looks like in your community.

21. "Declaration on the Right and Responsibility of Individuals, Groups, and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms," Article 6

3. **It provides a fuller lens through which to understand history**. Understanding history through a human rights lens is critical to learning from injustice of the past and guiding interventions in the future. Additionally, learning about human rights through history challenges simple and biased narratives, especially those which prioritise the perspectives of colonial and oppressive systems and actors.

4. **It encourages people to recognise the root causes of human rights issues**. By recognizing the roots of problems, people are better equipped to contribute to change. For example, it isn't enough to know that gender based violence is a human rights issue for young women. To effectively address it, people need to know that gender-based violence is deeply rooted in discriminatory cultural beliefs and attitudes that perpetuate inequality and powerlessness, in particular of women, young women and girls.

5. **It fosters critical thinking and analytical skills**. Beyond simply providing information about human rights, education and awareness-raising about human rights also requires people to use critical thinking and analyse information. Many human rights issues are complicated, and all human rights issues intersect with other issues (see definition of intersectionality below). Working on human rights issues requires us all to think, identify credible / reliable sources, challenge biases, and build arguments. This makes human rights discussions more productive and meaningful.

6. **It encourages empathy and solidarity**. An important piece of human rights work is recognizing that human rights are universal. When people realise that rights are being violated elsewhere, they are more likely to feel empathy and solidarity, especially if they are experiencing similar violations in different parts of the world. This is how movements are built! The violation of one person's rights is a violation of everyone's rights. This belief unites people – even those very different from each other – and provokes action.

7. **It encourages people to value human rights**. When people gain an awareness and understanding of human rights, what they learn can shape their values. They will realise how important human rights are and that they are something worth defending. When you know about human rights, you are more likely to stand up when they believe their rights (and the rights of others) are being threatened.

8. **It fuels social justice activities**. When people are educated and equipped with the necessary skills, knowledge, and resources, they will work for social justice in their communities. This includes raising-awareness for the most vulnerable members of society and establishing / supporting organisations that serve basic needs. Believing in social justice and equality is an important first step, and knowing about human rights and how to advocate for them is how change happens.

9. **It keeps governments accountable**. Human rights education (HRE) doesn't only encourage people to hold organisations accountable. It encourages them to hold governments accountable, as they are the main duty-bearers. Human rights experts say that HRE is critical to government accountability. Armed with knowledge, skills, and passion, citizens have the power to challenge their governments on issues and demand change. HRE also helps provide activists with resources and connections to the global human rights community.[22]

FACILITATOR'S LENS
During your training, it could be helpful to support participants to think further about human rights violations happening in their community that may not directly affect them. First, for yourself, take a moment to think about any local rights violations that you've seen take place that don't directly affect you but that you know are wrong. See what comes up for you.

22. Adapted from: www.humanrightscareers.com/issues/human-rights-education/

WHAT IS A HUMAN RIGHTS BASED APPROACH (HRBA)?

HRBA is underpinned by five key human rights principles, also known as PANEL: Participation, Accountability, Non-discrimination and Equality, Empowerment and Legality.[23]

- **P**ARTICIPATION – everyone is entitled to active participation in decision-making processes which affect the enjoyment of their rights.
- **A**CCOUNTABILITY – duty-bearers are held accountable for failing to fulfil their obligations towards rights-holders. There should be effective remedies in place when human rights breaches occur.
- **N**ON-DISCRIMINATION AND EQUALITY – all individuals are entitled to their rights without discrimination of any kind. All types of discrimination should be prohibited, prevented and eliminated.
- **E**MPOWERMENT – everyone is entitled to claim and exercise their rights. Individuals and communities need to understand their rights and participate in the development of policies which affect their lives.
- **L**EGALITY – approaches should be in line with the legal rights set out in domestic and international laws.

23. Adapted from: ennhri.org/about-nhris/human-rights-based-approach/#:~:text=The%20HRBA%20is%20underpinned%20by,the%20enjoyment%20of%20their%20rights

HOW CAN A HRBA SUPPORT ACTIVISM?

When you're thinking about designing a program, a campaign, or an intervention of any kind, it's helpful to keep HRBA good practice in mind:[24]

- Interventions clearly state that the realisation of human rights is an ultimate goal.
- People (specifically girls and young women from diverse backgrounds) are recognised as key actors in their own development, rather than passive recipients of commodities and services.
- Meaningful and equitable participation is both a means and a goal.
- Strategies are empowering, not disempowering.
- Both outcomes and processes are monitored and evaluated.
- Interventions focus on marginalised and excluded groups.
- The process is locally owned and rooted in the priorities of girls and women.
- Interventions aim to reduce disparities and empower those left behind.
- A full analysis of the context, history, and situation is conducted to identify immediate, underlying and root causes of key issues / injustice.
- Analysis includes all stakeholders, including the capacities of the state as the main duty-bearer and the role of other non-state actors.
- Human Rights standards guide the formulation of measurable goals, targets and indicators in interventions.
- Strategic partnerships are developed and sustained.

24. Adapted from: www.unfpa.org/human-rights-based-approach

SO, WHAT DOES ALL OF THIS MEAN FOR GIRLS, YOUNG WOMEN AND WOMEN?

Women's human rights have been at the centre of the UN value system since it was founded. While there is a long history of women's human rights efforts since the beginning of the UN, women and young women have been leaders in social and human rights movements since long before that. Beyond this, women, young women and girls represent half of the world's population and, therefore, also half of its potential. Besides being a fundamental human right, gender equality is essential to achieve peaceful societies, with full human potential and sustainable development.

> Did you know that World YWCA has passed over 40 resolutions around peace in its decades of existence and is a key advocate for adoption and implementation of UNSRC 1325? One of the core goals of the YWCA advocacy around peace and justice is to Increase the inclusion and meaningful participation and representation of young women and intergenerational leaders at policymaking and peace processes.

There is still a long way to go to achieve full equality of rights and opportunities between men and women. It is of utmost importance to respond to the multiple forms of gender violence and secure equal access to quality education and health, economic resources and participation in political life for both women, young women and girls and men, young men and boys.[25]

Beyond taking legal action, coming together and applying a human rights based lens to injustice is a powerful way to start conversations, push those in charge to make a change, and connect like-minded communities. Over time, change can happen, and not just in the courts. It's just as important to shift norms, challenge stigma and taboos, and support grassroots organising as it is to change laws.

In terms of human rights instruments specifically focused on women, the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) is the international human rights treaty that matters most. CEDAW aims to eliminate all forms of discrimination against women and to promote equal rights between men and women worldwide. Described as the international bill of rights for women, the convention was adopted in December 1979 by the United Nations General Assembly. The Convention entered into force as an international treaty in September 1981 following the ratification of the twentieth State. Out of the 193 UN Member States, 189 States have ratified CEDAW (the United States, Iran, Palau, Somalia, Sudan and Tonga being the exceptions...) making the Convention one of the most highly endorsed human rights treaties.[26]

Here are a series of brief videos that explain CEDAW's principles / mandate:

- CEDAW Quick & Concise: Explaining the Principle of Non Discrimination
- CEDAW Quick & Concise: The principle of state obligation
- CEDAW Quick & Concise: The principle of substantive equality

The Committee on the Elimination of Discrimination against Women (CEDAW) is the body of independent experts tasked with monitoring the implementation of the CEDAW. The CEDAW Committee consists of 23 independent experts on women's rights from around the world. To learn more about the work of the committee, click here.

Each of the 189 states that have ratified CEDAW must report on the measures they have adopted relating to the rights described in the Convention, and on the progress the State has made in upholding the rights

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25. www.un.org/en/global-issues/gender-equality

26. rutgers.international/resources/cedaw-advocacy/

of women. States have a timeline to make progress on policy, take action, and report on it. The committee examines each report and addresses its concerns and recommendations to the State party in the form of "concluding observations."

Non-governmental organisations (NGOs) and civil society organisations (CSOs) play a key role in this process, as they are often the ones holding governments responsible for their commitments and calling out human rights violations that the state is committing. International Women's Rights Action Watch (IWRAW) is the leading organisation on CEDAW, providing support to NGOs around the world as they seek accountability for women's human rights. Additionally, Rutgers and ARROW offers a toolkit (see below) on how to find out what your government has committed to and how they are doing on their reporting about key women's human rights issues.

FACILITATOR'S LENS
Take a look at the Rutgers / ARROW toolkit and video on how to determine your government's obligations under CEDAW and to see if they are meeting their commitments. Is it easy to access this information? What are some of the challenges you face as you try to find out what they are doing? Can you search for some other countries from where your peers are from, before they go through this exercise in the workshop or training?

PROTECTING WOMEN'S HUMAN RIGHTS DEFENDERS

Anyone, regardless of their profession or job, can be a human rights defender; they are identified primarily by what they do and what they stand for rather than by their employment or work designation. Some human rights defenders are professional human rights workers, lawyers working on human rights cases, journalists or media workers, trade unionists or

LEARN MORE
In 2000, the Security Council adopted resolution 1325 on Women, Peace and Security, which calls for the increased participation of women and the incorporation of gender perspectives in all UN peace and security efforts (including participation of women in decision-making and peace processes, gender perspectives in training and peacekeeping and gender mainstreaming in UN reporting systems). Since then, the UN Security Council has adopted several resolutions on women, peace and security. In 2008, it adopted landmark Resolution 1820 (2008), the first devoted to addressing sexual violence in conflict situations. The subsequent follow-up resolutions, 1888 (2009), 1889 (2009), 1960 (2010), have focused on preventing and responding to conflict-related sexual violence, and have established the United Nations architecture to this end, including the appointment of the special representative on sexual violence in conflict and the establishment of a Team of Experts on the Rule of Law and Sexual Violence in Conflict.

Did you know that World YWCA has been a major force in pushing for the adoption of Resolution 1325?

www.un.org/ruleoflaw/thematic-areas/human-rights-and-gender

development workers. However, many human rights defenders are not earning revenue from their work in favour of human rights. Some also work to engage with the international community on human rights, advocating at the United Nations, regional bodies such as the African Union or Council of Europe, and / or in State capitals.[27]

Women human rights defenders (WHRDs) are all women, young women and girls working on any human rights issue (those who identify self as "women/ young women defenders" or "girl defenders"), and people of all genders who work to promote women's rights and rights related to gender equality. Because the work of WHRDs is seen as threatening the status

27. humanrightshouse.org/we-stand-for/human-rights-defenders

quo and challenging traditional notions of family and gender roles, it often puts women and girls at risk. This can lead to stigmatisation, exclusion and hostility by State and non-State actors, including community leaders and family members who consider them to be threatening religion, honour or culture through their work. In addition, the work itself, their participation in feminist movements, or what they are striving to achieve — for instance, the realisation of women's rights or other rights related to gender equality — also makes them targets for attack, as to discourage WHRDs, individually and collectively, from pursuing their work.[28] This is particularly true for WHRD in countries where there is conflict, ongoing civil or political unrest, or a **protracted crisis**,[29] whether the conflict has been present for decades or is recent based on the shifting political global landscape.

The State has the primary responsibility to ensure an enabling environment for all human rights defenders, and to protect defenders from threats and attacks. The international community as well as national-level UN presence also have a responsibility to support, engage meaningfully and protect them. Prompt investigation of intimidation, threats, violence and other abuses against women human rights defenders should be undertaken. In practice, however, WHRDs are often left without effective, inclusive and gender-responsive protection mechanisms.

The Declaration on Human Rights Defenders (HRDs)[30] is one step towards recognizing the important role of WHRDs and outlines relevant rights of all HRDs and obligations of States. The UN General Assembly furthermore adopted this landmark resolution on the protection of women human rights defenders.[31]

Here are some resources to help you stay safe, healthy, and sane in your human rights work:

- Staying Resilient While Trying to Save the World (Volume 2): A Well-Being Workbook for Youth Activists (Amnesty International)
- Gendering Documentation: A guide for and about Women Human Rights Defenders (Women Human Rights Defenders International Coalition)
- Our Right To Safety: Women Human Rights Defenders' Holistic Approach to Protection (Women Human Rights Defenders International Coalition)
- Claiming Rights, Claiming Justice: A Guidebook on Women Human Rights Defenders (Women Human Rights Defenders International Coalition)
- Enhancing the Protection of Women Human Rights Defenders and Journalists: Survivors' perspectives (webcast event, 12 APRIL 2022)
- Our Rights, Our Safety: Resources for Women Human Rights Defenders (International Land Coalition)
- Women Human Rights Defenders confronting extractive industries (AWID)

28. www.ohchr.org/en/women/women-human-rights-defenders

29. www.humanitariancoalition.ca/protracted-crises#:~:text=Protracted%20crises%20refer%20to%20situations,and%20breakdown%20of%20their%20livelihoods

30. Additional languages available here: undocs.org/Home/Mobile?FinalSymbol=A%2FRES%2F68%2F181&Language=E&DeviceType=Desktop&LangRequested=False

31. www.ohchr.org/en/women/women-human-rights-defenders
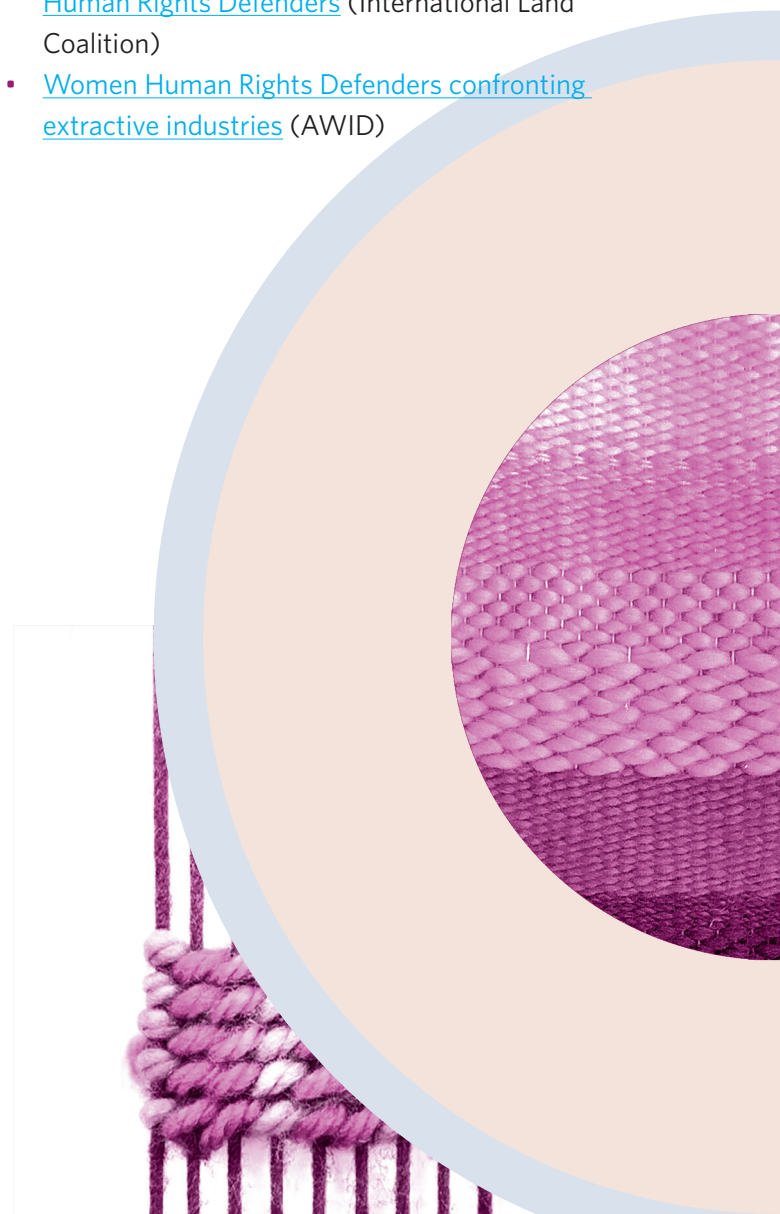
C. FEMINIST VALUES + PRINCIPLES

A transformative leader truly understands that good leadership is about supporting and enabling others to lead, and building power with others and not over others. In this Guide you will see that a lot of feminist values and principles appear in other sections. But this section is key to understanding what the basic concepts are at the root these values and principles.

> "We must fight for approaches of feminism that consider other power inequalities, historical and colonial dynamics that cause the masculine gender to structure this cycle of oppression. Without building systems that are anti-racist and support systems that include the needs of racialized women, the fight against gender-based violence will remain incomplete."
>
> Raquel Bennet, Brazil

EQUITY + EQUALITY

Transformative leadership recognises the role that power plays in all aspects of life. It is important that as you move into your journey as leaders, you consider the power you hold (or are perceived to hold) and how to share it with everyone. When rooted in equity-enhancing approaches, leadership has the power to build much needed momentum for collective change.

Power shows up in many different types of ways. For example, how your room for training is set up: Do you have the room set up so that there is one speaker at the front of the room addressing the rest? Do you have a circle, for equal sharing? Is there a ramp for a wheelchair to access the room?. It is important to be aware of what you can do to change power dynamics. A lot of the tools in the skills-building section and Facilitator's Toolbox offer ways to question and challenge this.

FACILITATOR'S LENS
Before we talk about the importance of intersectionality for young women's transformative leadership, ask the participants to close their eyes and imagine that they are looking at themselves in a mirror. What do they see (gender, caste, language, ethnicity, age, disability, etc.)? What part of our reality, or self, dominates us more? How is our innate diversity shaping the way we look at the world?

INTERSECTIONAL + INTERGENERATIONAL

Originally coined by Kimberlé Crenshaw in 1989, intersectionality is a principle and a tool that helps us understand and respond to the ways in which our intersecting identities can contribute to unique experiences of oppression and privilege.[32] This means that the interconnected nature of our identities can create new and interdependent power relations, discriminations, (dis)advantages, or privileges.[33]

▷ Intersectionality 101

Intersectionality is key to decolonise leadership and transform power structures. When we embrace intersectionality as a principle, we embrace diversity and build the foundation to collaborate with young women, acknowledging all aspects of their identities. Understanding the different lived realities of young women helps avoid further harm (oppression) and exclusion of one group of young women over another. It also reinforces how diversity and inclusion are critical in building safe spaces for transformational leaderships to flourish through consultations, dialogues, healthy debates and practicing feminist and human-rights principles.

32. UNPRPD and UN Women (2022). INTERSECTIONALITY RESOURCE GUIDE AND TOOLKIT An Intersectional Approach to Leave No One Behind. Available at www.unwomen.org/sites/default/files/2022-01/Intersectionality-resource-guide-and-toolkit-en.pdf

33. World YWCA Glossary and Definitions www.worldywca.org/wp-content/uploads/2020/12/1.World-YWCA-Movement-Glossary-and-Definitions-1-3.pdf

Diagram 3. Intersecting identities

CASTE	CLASS	EDUCATION	SEXUALITY
REGION	RELIGION	ETHNICITY	LANGUAGE	CONFLICT ZONE
RACE	AGE	GENDER	DISABILITY
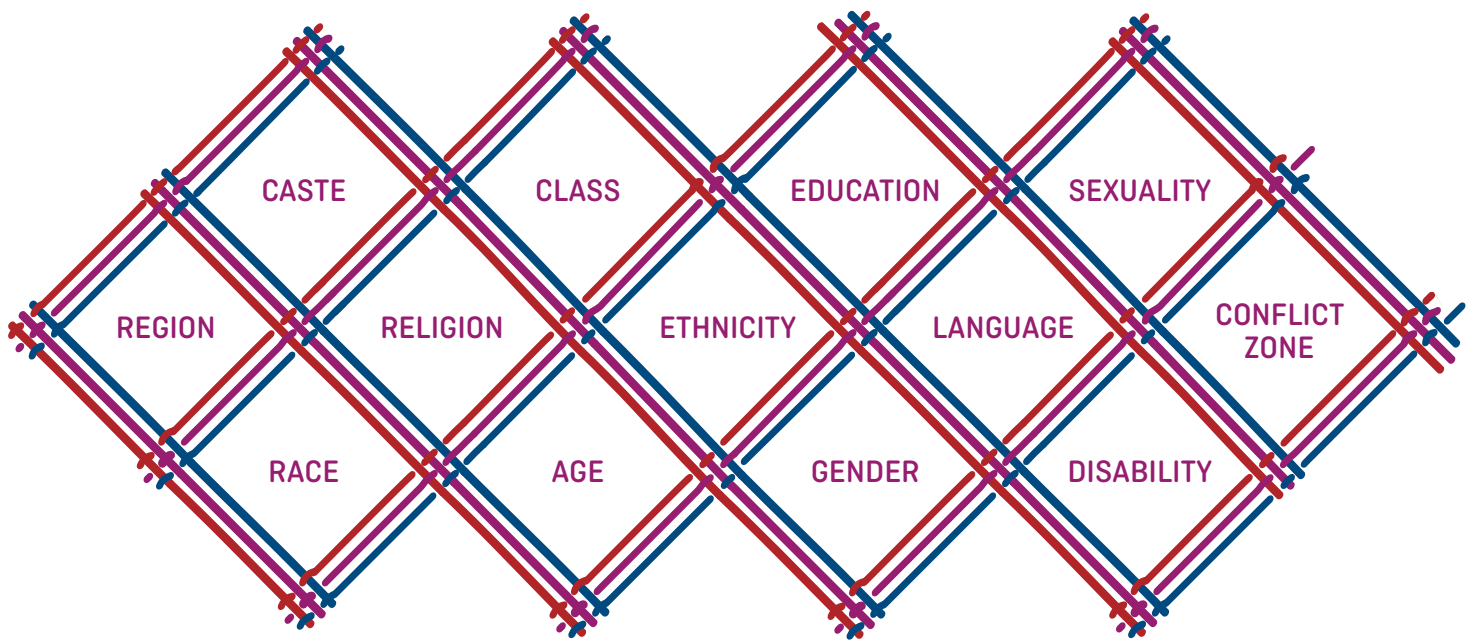
Source: World YWCA & Feminism India

Incorporating an intersectional lens in your journey to become a transformational leader requires:[34]

- **Reflexivity**. Examine your own unconscious biases, beliefs, judgements and practices, as well as those of your organisation, and how these may influence how you work and engage with other young women.
- **Dignity, choice and autonomy**. Respect and uphold the dignity, choice and autonomy of all young women.
- **Accessibility and universal design**. Take a universal design approach, ensuring accessibility and reasonable accommodation.
- **Diverse knowledges**. Prioritise and learn from people with diverse forms of knowledge who are typically excluded from 'expert' roles. There is a relationship between power and knowledge production and design.
- **Intersecting identities**. Consider how diverse identities interact to create unique social effects that vary according to time and place.

- **Relational power**. Be aware of and challenge relational power, including your own. People may experience power in one context / time and oppression in another.
- **Time and space**. Recognise the influence of time and space. Nothing is static, privilege and disadvantage are fluid and influenced by our social positioning and location.
- **Transformative and rights-based**. Promote human rights and address inequalities by transforming social structures and changing the way resources and relationships are produced and allocated.

FACILITATOR'S LENS
After reviewing this section, take a moment to look at your intersecting identities and continue the conversation you started at the beginning of this section. How do you experience both privilege and oppression? How do these experiences shape the way you approach your learning and your leadership? Encourage participants to have a moment of self-reflection, as well, and provide a safe space for sharing. (NOTE: See Activity 1 in Section 3)

34. UNPRPD and UN Women (2022). Op. cit., p. 13-14.

As much as intersectional is key, true leadership understands the role intergenerational differences and similarities can play in working with communities. In your work with communities, it is critical to have meaningful engagement between people across generations, as to have a more collective approach to achieving social change. Being consciously aware of the different generations helps us recognise the opportunities for partnerships and collaborations.

Ageism can create a big barrier to effective collaborations. It is an example of discrimination that prevents you from seeing someone for who they are, rather than one perception of them. People bring so many intersecting realities into a conversation, and age is just one of them. This discrimination can go both ways, and includes negative perceptions about the group based on their age.

Here is what you can do to ensure you are being intergenerational:

- Be curious, open, kind and respectful of the different age groups.
- Think from a collaborative approach — facilitating exchange of knowledge, skills, resources across the difference.
- Provide across age mentoring opportunities.
- Offer engagement activities that accommodate different circumstances and routines.
- Be open to understanding different working styles, technology access and exposure and approach to social issues and their impact across generations.

DIVERSITY + INCLUSIVITY

As you work across intersectional and intergenerational groups, you will interact with many different people. Each one of us is different, perhaps because of how we look, our religious or spiritual beliefs, our age or even where we come from. Understanding and acknowledging that all people are different, and respecting and learning from these different perspectives is important for:

- building important relationships and alliances
- creating a sense of community and belonging
- adding deeper insights to training programs and community engagement.

It is important for leaders to be inclusive, and even more important that every individual knows their role and responsibility when it comes to proactively ensuring inclusion. Language is a powerful tool for demonstrating and promoting inclusivity. Keep in mind the intersectional realities you just learned about in previous sections. Using language to ensure inclusivity, and framing sentences from a power-sharing and inviting stance can help ensure all around you feel safe and empowered to join rather than being passive participants. In the next chapter, you will go through information about how to build a safe space in order to learn more about how to design diversity, equity and access with inclusion in mind, while Section 8 will take you deeper into prioritising and acknowledging diversity and inclusion.

D. SKILLS-BUILDING

This section provides an overview of key technical, professional, and inter-personal skills that can be applied to a variety of issue areas and situations to make your activism more impactful, and that are relevant in your transformative leadership journey.

While going through this section, it's important to remember that you will be working with diverse groups of young women and girls, and that their backgrounds and realities may be vastly different from others. For example, some may be very familiar with technology and use the internet on a daily basis, whereas others may have limited access to technology and may be more active on ground.

As you journey through this section, it will be important for one to keep the following things in mind:

- The content in this section is an overview, and has further reading / additional resources for you to explore if you want to deepen your knowledge.
- You will be working with diverse young women and girls, and that their backgrounds and realities may be vastly different from others. We invite you to put yourself in their shoes and think about what level of skills they might want to build.
- Some people work on these skills for their whole lives and throughout their careers. The concepts may not land right away on the first time, but you (the facilitator) are encouraged to be patient with yourself and your participants as you work with this content!

Each skill subsection provides an introduction, tips and activities. You will find the full explanation of each activity in the **Facilitator's Toolbox** to plan further steps, including which skill would be relevant next.

While familiarising yourself with these skills, it's necessary to keep in mind that creating change, or advocacy, is all about collective action, creating networks and supporting one another. While it could be overwhelming or lonely to try and change something by yourself, if you work closely with your peers and your community, a lot more can be accomplished. In other words, when we say "you" here we don't mean *only* you; we mean you *and others*, always.

1. CREATING SAFE SPACES

The idea of 'being safe' means enjoying your rights while free from stigma and discrimination. A Safe Space means a place where participants can share their experiences and challenges, access information, develop more awareness and build their capacities. A Safe Space also creates opportunities for young women and girls to empathise with each other, find friends, and build networks with others who have shared interests and desire for change. These opportunities enable discussions on issues, challenges and potential solutions.

Similarly, training sessions, group discussions or even a conversation with friends in the neighbourhood can provide opportunities to discuss topics that may be difficult or considered 'taboo' in wider society. While these discussions can be very exciting, and inspiring, it's important to remember that different people hold different perspectives and have firmly held beliefs. Building a Safe Space for discussions is important to ensure that everyone is able to fully participate, encouraging reflection in their own, and each other's experiences.

The core element of Safe Spaces is to build awareness through well balanced and emotionally healthy discussions to plan transformative actions. Safe Spaces can further facilitate opportunities for engagement

and direct dialogue with government representatives, policy makers and other decision makers.

In a Safe Space you can:

- build awareness about different issues
- bust myths
- discuss common concerns
- talk freely without being discriminated or excluded for your views
- overcome issues of stigma and fear

- validate your experiences with your peers*
- identify solutions to address the issues that you care about

* NOTE: Validation doesn't mean agreeing with, judging, or "fixing" others' experiences, but rather acknowledging another person's emotions, thoughts, experiences, values, and beliefs.

The ten defining elements and best practices standards within World YWCA are:

1. ACCESSIBILITY
Training sessions and meetings take place in areas and locations which are accessible, central and convenient, where safety and privacy are assured, and must provide accommodation or various tools necessary to ensure that all participants can fully access and participate in sessions. Ensuring outreach to remote areas and isolated communities using mobile outreach programs and rural networks. When talking about virtual platforms for training are accessible, user-friendly, confidential and free from violence (e.g. cyberbullying).

Scenario Example:
A local organisation had a leadership program for young women and girls. The program venue was far from the community area. The young women and girls had to take at least two buses and cross past a forest to reach the program venue. YWCA provided the transportation allowance on a daily basis. But the participants found it quite difficult to commute as they could not return home in daylight. They mentioned this during the feedback session, following which the organisation made it a point to ensure that subsequent program venues were not only easily accessible for participants but included provisions for safe accommodation and meals, which would enable them to participate fully without any concerns about transport, travel, safety and time spent in reaching the program.

2. SAFETY AND PRIVACY
Safe spaces must ensure the safety and privacy of participants, including confidentiality regarding the discussion; if any information or content from the safe space is to be shared, consent from the participants must be sought and granted.

Scenario Example:
A local NGO was conducting workshops on recognising and preventing domestic violence, and many young women from the local community were attending. During one of the sharing sessions, one young woman spoke of her personal experience, and broke down as she shared. She also realised that several of her neighbours were hearing a deeply personal story she had never told anyone before. One of the staff members understood this, and reminded the group that the young woman had shared her story on the assurance of confidentiality and hoped that the others present would support her through this difficult emotional journey. that everyone was welcome to approach her or others on the team for further clarity and support. All the other participants reassured the young

woman that her story was safe with them, and several even offered to check in with her on a regular basis to make sure she was alright. The young woman who shared her experience was relieved that not only did she now have a space to share her experiences, but also had friends who understood and supported her.

3. LEADERSHIP AND PARTICIPATION

Women and young women-led spaces that offer secure, inclusive and empowering spaces for participants of all ages and in all their diversity. Leadership development and inclusive participation are essential components to foster solidarity and ownership that empowers young women to be agents of change.

Scenario Example:

Our team was seated to have a meeting to discuss the next month's programs and activities. In the team we had two new junior staff who joined us. Being new they always like to ask questions to learn more. While in the meeting the team leader was delegating action items, one of the young junior staff asked a question about deadlines. The team leader paused, and took a few moments to address the staff member's concerns. She also took a moment to check in with the wider group on whether they had any doubts or concerns. She encouraged the team to raise questions when in doubt, reminding them that it's good practice, and that their questions would not just help themselves, but also others, and that everyone was welcome to approach her or others on the team for further clarity and support.

4. ACCURATE AND RELIABLE INFORMATION

Sharing and promoting factually accurate, evidence-based information that empowers participants to access required resources and make informed choices.

Scenario Example:

Recently we were delivering a SRH session. The session was focused on Menstrual Health Hygiene. The facilitator spoke about the menstrual cycle and said that every normal woman has 28 days straight and if you have another less or more, it means you have serious health problems. A lot of the young women and girls in the session looked scared and confused. One of the participants raised her hand to point out that that was incorrect information. But the facilitator was adamant. However, there was a nurse from the local community clinic who had been invited to speak at the session. The nurse gently intervened to advise the group that while many women and girls may experience a menstrual cycle of 28 days, others may have longer or shorter cycles, and even explained some of the reasons with examples to provide more clarity. The young women left the session feeling grateful and relieved to know more about themselves, their own bodies and menstrual cycles.

5. TRUST AND COMMUNITY

Places where participants can come together, openly share experiences, discuss their thoughts, their challenges and traumas, build solidarity and trust with others, while assured of confidentiality and feel validated and supported.

Scenario Example:

Sanaya (22 years) visits the local YWCA where she was welcomed by other yw/w. She was asked the purpose of visiting YWCA, being shy and unsure how to answer she did not speak a word. The YW at

the YWCA took care of her and invited them to a sitting area to relax. One of the young women who accompanied her, shared the works of YWCA and extended her support if needed. Sanaya then realised that she can speak without fear in the YWCA because it is a space for YW. And she wouldn't have known if the other YW did not encourage her to.

6. INCLUSIVITY
Safe spaces where all participants feel free to share openly and be respected, regardless of their identity; where everyone feels embraced and welcomed in all their diversity.

Scenario Example:
Monica invited Nazneen to her local NGO meeting. They were having a new training program on young women's leadership, and Monica was sure her friend would enjoy it. Nazneen was nervous, she didn't know any of the people there, and was sure she would be the odd one out. Sure enough, when she went to the event, not only was she dressed very differently, but everyone stared at her spiked blue hair! When it was her turn to introduce herself, she felt shy and mumbled her name, and didn't add any information about herself. One of the other young women participating invited her to tell the group all about her beautiful hair colour and another young woman asked excitedly about how she kept the spikes so fine. Nazneen looked up and realised that the others were eager to meet her and get to know her. She then relaxed and soon was laughing and enjoying the training with the other participants.

7. HOLISTIC APPROACHES
Taking into account the multiple aspects and contexts that affect participants' lives and provide information and services that are responsive and meet the actual needs of participants.

Scenario Example:
In our organisation we deliver different programs to suit the needs of all women, young women and girls. We provide life skills under the economic empowerment program to our informal vendors, we provide leadership programs to our young women, we even have illiteracy programs for all ages who cannot afford going to a proper school. If we only deliver one type of program we will not be able to reach everyone in our community.

8. INTERGENERATIONAL COOPERATION
Encouraging and creating supportive relationships like intergenerational dialogue, sharing, mentorship, collaboration and cooperation based on respect and equality among different age groups, with a focus on developing leadership especially for women, young women, and girls.

Scenario Example:
A young woman was appointed as the National General Secretary (NGS) in our YWCA. She has been in the YWCA for over five (5) years as a member and project staff before being appointed as the NGS. The first board meeting came and she had to present reports, program status and so to the National Board Members. She was so nervous and did not know where to start. A senior board member stood up and assured her that it was OK to be nervous and went and stood by her side and guided her through the process of her first

meeting with the board. While helping her the senior board member also noted that the YW had so many new techniques that she used in her presentation. After the meeting she asked the YW to teach her how to use the techniques that she was using. So there was good learning between the two.

9. DIGNITY AND RESPECT

Maintaining a culture of mutual respect and dignity, fostering trust among participants, and serving as a space where people can support, inspire, encourage and validate each other without without fear of judgement or discrimination.

Scenario Example:

Recently our organisation hosted a youth summit that was focused on rural young women. However, the participants that joined were not just rural young women but diverse young women. We had young women of different faiths, different sexual identities, different geography, different ethnicity and different levels of experiences. It was such an insightful event to get to know the varying issues that affect YW. We were focused on one group but accepting every other group of YW allowed for a very great exchange and learning. And everyone was respectful of each other and their differences in the summit.

10. PARTNERSHIP AND ACCOUNTABILITY

Serving as a place for people to practise community and leadership, and to be accountable for themselves and others, especially the wider community. Moreover, functioning to enact positive change in support of gender equality and women's rights.

Scenario Example:

A young woman once came into our organisation seeking help for a health problem she had. She explained that she was embarrassed of going to the hospital and did not want to seek their help and decided to come to us. Because our organisation has a good working relationship with a nearby clinic, we asked the young woman if she would be OK to speak to a nurse and doctor if they came to our organisation. She said she would because she felt comfortable in our space. The YW got the help she needed and was on her way to recovering. She even went back to the community and informed other women, young women and girls of what we had done, and today we have set up a small clinic in our organisation to help women, young women and girls in the community who are embarrassed to go to the hospital.

FACILITATOR'S LENS

Have you participated in a program where you were concerned about how to reach the venue? Have you felt afraid to ask questions or share your thoughts because you're not sure if you're right or wrong? Spend some time with the group to discuss each of these ten standard practices. Each person and group will raise different concerns and problems, depending on their background or community or experience. Take a few moments to reflect on the various ways people understand these standards, and help the group frame the standards in a way that best suits them.

How to create a Safe Space

Facilitating or creating a Safe Space comes with a lot of responsibility. It must focus on building trust, ensuring privacy and guaranteeing confidentiality. Participants should fully understand and engage with introductory and trust exercises.

Some things to keep in mind while building a safe space:

- **Assess your own attitudes and beliefs:**
  Each of us comes with our own assumptions and biases. It's important to reflect on these assumptions and knowledge to ensure self awareness.
- **Dealing with emotion:**
  Some of the activities may bring up personal stories, or strong feelings, or trigger difficult emotions for participants and facilitators. It's important to recognise, understand and handle these vulnerable moments gently, and with respect, to truly make these Safe Spaces transformative.
- **Dealing with disclosure:**
  While participants should not be invited to share personal experiences of violence or assault, some may choose to do so. Such disclosures should be taken seriously, respectfully and without judgement. It's also important to prepare a list of contact details of relevant service providers and support groups trained and experienced in dealing with such disclosures should any of the participants be triggered and need additional support beyond the workshop.
- **Developing Trust:**
  Remember that whatever is shared in a Safe Space is to empower each other. It should be heard without bias, judgement or discrimination. Each person has the right to their opinion. That doesn't mean everyone must accept it. However, you should be able to share your views without being attacked. Identify and address power relations. You and your participants will be influenced by socio-cultural norms and stereotypes. There could be power dynamics among participants, on the basis of identities like gender, caste, region, popularity or other reasons. Some may just be shy!

- **Confidentiality and privacy:**
  Participants need to be confident that experiences shared are safe outside of the physical safe space as well. Participants may feel concerned about being bullied or exposed following the session. Building trust in a group is a gradual process, where participants develop a connection with each other. The activity at the end of this segment will help participants define for themselves what a safe space is, including how to practice respect, trust and accountability.

> **REMEMBER**
> Keep your group small and simple! Your group should not have too many participants to ensure that everyone has the time and comfort to share their views. An ideal number of participants would be 12 or less.
>
> - Establish a group code of conduct. Refer to the Common Agreement Activity below to ensure that the participants define expectations.
> - Ensure participation in subsequent activities and conversations are voluntary. Do not force participants to share experiences if they prefer not to.
> - having emotions is normal, and we all express it differently.
> - Reassure participants that they are free to step outside the room for a moment if they need to.
> - Dont react negatively or dismiss others' experiences or ideas.
> - Don't assume gender identities
> - Avoid gendered language: use "partner" instead of "boyfriend" or "girlfriend".
> - Avoid judgements: some sexual behaviours can be more 'risky', not 'bad' or 'wrong'.
> - Use language that highlights peoples' resilience in surviving difficult circumstances.
> - In case participants disclose violent or disturbing details of personal experience, do not try to counsel the individual. Offer support by listening. You can also provide a list of relevant service providers and support groups.

To learn more about building safe spaces, please refer to the following resources:

- Facilitation guide: A guide to using participatory methodologies for human rights education (Amnesty International)
- Creating Safe Space for GLBTQ Youth: A Toolkit (Advocates for Youth and Girl's Best Friend Foundation in USA)
- Safe Spaces Guide (World YWCA)
- Virtual Safe Spaces (World YWCA)

2. STAYING SAFE ONLINE

The internet and social media has become an important part of all our lives. Many of us are online, using the internet to learn, play games, talk to friends, research or even shop. However, just like in the real world, the online world too has people online who may try to harm you. Often girls / young women are targeted online just because they are young and female, and if they are politically outspoken, disabled, Black or identify as LGBTIQ+, it gets worse.[35] It is important to know how to keep yourself safe online by learning about these dangers, talking to your friends and parents or teachers, and learning how to make informed decisions about staying safe online.

The different types of online dangers could include software issues like phishing and malwares, or issues with people like online bullying and cyberstalking. Online bullying, also known as cyberbullying, can be as harmful as other types of bullying. Cyberstalking, means using the internet and other technology to harass another person and can happen via emails, social media and other digital platforms like messaging apps etc. Cyberstalking is a more dangerous form of cyberbullying, as it usually means a threat to the victim's safety, and is usually deliberate and persistent.

Most of the time, the interactions do not end even if the recipient expresses their displeasure or asks the person to stop. The content directed at the target is often inappropriate and sometimes even disturbing, which can leave the person feeling fearful, distressed, anxious, and worried.

This can include:

- Writing mean or abusive things via messages or on online games
- Posting hurtful messages on social media
- Sharing embarrassing photos and videos
- Creating fake accounts to shame or harass someone
- Engaging someone with instant messaging to trick them into revealing personal information and misusing (or forwarding to others)
- Creating online content like stories, cartoons, memes or photos which ridicule others
- Revealing secrets, spreading gossip or rumours about someone to damage their reputation
- Stealing someone's password to impersonating them online

Simple tips to tackle cyberbullying:

- Report the bullying to a parent or trusted adult
- Report and block the account being used to bully
- Dont reply! If you ignore them, they may lose interest.
- Keep all messages and photos they sent you, they may be useful as evidence later.

35. Plan International, Free to be Online. plan-international.org/publications/free-to-be-online

Social media is another place where a lot of work, and additionally, bullying, happens. Some tips to remember while using social media:[36]

- Keep your personal information private.
- Know how to report posts
- Keep your passwords safe and change them regularly, at least every three months.
- Check and cross check your privacy and security settings regularly.
- Be careful what you share. If there is something you would prefer to keep private, don't put it online, even if your posts are private. Be mindful about others as well. For example, check for permission before posting photos of others online.
- Avoid adding strangers to your friends list, or crosscheck backgrounds and common friends or connections if you want to add a stranger
- If meeting an online friend in person for the first time, remember to be safe — tell a friend or a trusted person some details about the meeting, like the location, some information about the person you are meeting etc. Try to meet during the day and at a public place. Trust your instincts, if it doesn't feel right, leave.
- Remember, information on the internet is easily available and accessible by many people. You can control information about you that's available online by carefully managing what you share via social media, including photos and status updates.
- Be polite online. Remember to be kind, to avoid personal comments (especially if you disagree with someone!). Use facts and reason to engage.
- Consider carefully before sharing private, or sexually suggestive photos online or with people. It's important to think about whether you trust them to respect your privacy. Similarly, you should not share others' photos without their consent. Remember that these could easily be shared online, or 'leaked' and can cause a lot of hurt, anger or even legal trouble for you or the other person.
- If you see anything online that you don't like or you find upsetting, there are several things you

can do: block and unfollow the account or page posting upsetting or offensive content. You can also report the content. If you find disturbing content, it's good to talk to your friends or tell someone you trust so they can support you.

The COVID-19 pandemic caused a lot of regular things like meetings and group discussions to move online. One of the important things to remember is that even online spaces should be safe, respectful and comfortable.

If you want to host meetings or discussions online, here are some tips to keep in mind:[37]

- Choose a platform that others have access to, and are comfortable with.
- Test your platform in advance.
- Be well prepared with your presentation or activities.
- Invite participants well in advance, and let them know who else will be joining.
- Spend some initial time in your meeting or discussion to set guidelines and basic rules for conversation and respect.
- Ensure confidentiality and privacy, and even anonymity if required.
- Ensure that everyone has opportunities to speak, even the more quiet people.

FACILITATOR'S LENS
When you're in a group for a training, whether online or in person, it's likely that at least some people in your group will have had experiences online. Take a moment to reflect on some of the broad themes that emerge in your mind when you think about your overall online experience. How have you used digital spaces to create community? Conversely, are there times where being online has made you feel isolated or unsafe? Reflect for a few minutes.

37. Adapted from YWCA Safe Spaces

36. www.worldywca.org/wp-content/uploads/2022/06/WEB-fcm-final_lo_res.pdf (page 103)

To learn more about staying safe online, please refer to the following resources:

- [Women's Guide to Cyber Safety 2022](#) (WizCase, May 2022)
- [Social media privacy guide](#) (internetmatters.org)
- [How online gender-based violence affects the safety of young women and girls](#) (Web Foundation, 8 March, 2021)
- [Free to be online?](#) (Plan International)
- [It's time to take girls' digital safety and literacy seriously](#) (World Economic Forum, 11 Oct 2021)
- [Cyber Safe Girl e-book](#)
- [We Rise, We Lead](#) (World YWCA's Young Women-led Feminist Consultation Methodology Guide), World YWCA, 2022

3. UNDERSTANDING AND FINDING RELIABLE EVIDENCE AND RESEARCH

As leaders in your community, you may be eager to address and change some problems. Before you begin, it's important to do careful research to clearly define the issue. Once you have identified the issue, you will then need to find reliable evidence.

Evidence means facts or information that will support your demand that things need to change. Reliable evidence means information that is sourced from a competent and vetted source, based on professional expertise, previous research, or even data published by specific authorities or sources.

Information you will need to gather includes: how different people are affected by the problem, what factors contribute to the problem, which of these factors is easy to address and who can possibly address the problem.

Some examples of reliable sources of information are:

- UN agencies (e.g. [UN Women](#))
- NGO or civil society organisation research / reports relevant to the topic
- Academic papers, medical or journal articles which specialise on the topic
- The National Statistics Office in your country

Some of these sources can vary depending on the topic, for example when researching sexual and reproductive health rights, there may be local organisations already working on the topic — their office and activists are likely to already have a lot of good information available. Similarly, there are global campaigns and local social media initiatives that can have useful information.

Example:
Researching statistics on crimes against women in Myanmar led to different sources of information, such as:

- [UNFPA](#) country data and information
- [Office of the United Nations High Commissioner for Human Rights](#) (OHCHR) [report on Sexual and gender-based violence in Myanmar and the gendered impact of its ethnic conflicts](#)
- A variety of Information and reports from an online library, [Online Burma/Myanmar Library](#)
- [Media article](#) from a popular and local media outlet, [The Irrawaddy](#)
- [Media article](#) from a popular international media outlet, the [New York Times](#)
- [Official reports](#) published by UN Women

The above example shows that information can be gathered from:

- Laws and policies
- Unbiased / independent / non-profit media publications
- Verified sources from the internet and social media
- Research at a local or online library
- Talking to experts like academics, journalists or subject experts

- Talking to your friends and peers in your community — people with lived experience of the subject matter
- Other activists, organisations or experts who have worked on this issue

Remember that a lot of unverified information is available online, and a TikTok video or someone's Instagram account or even YouTube videos may not have the most accurate information! Please verify and crosscheck your sources of information carefully. Ensure that the information is up-to-date, and whenever possible, try to verify the information from at least two sources.

FACILITATOR'S LENS
Take a moment to think about some reliable sources of information. Keep in mind your country or regional context and look up your government websites. Remember that this will be different for different countries and topics - for example, a government source for data on violence against women in Thailand will be very different from a government source for data on violence against women in Kenya.

Alternatively as a leader you might be engaged in collecting and documenting evidence from the ground. Do you know there are ways you can make the process of evidence collection and analysis feminist and truly participatory? World YWCA's Feminist Consultation Methodology is a great source of in-depth explainations and contains many tools and templates to get you started on generating authentic evidence from ground in a much easier manner. This helps ensure voices of young women and women are included, prioritising diversity, equity, access and inclusion.

You can read more about this tool of World YWCA:

- We Rise, We Lead: World YWCA's Young Women led Feminist Consultation Guide
- How to Conduct Research: An Overview, Community Tool Box

Research tips for primary research!

You can make your research participatory. This means including those who would benefit from changing the problem you are trying to address. They can be made co-researchers by involving them in the planning and leading of community led data collection. Encourage diverse voices and include the insights of those who have been historically excluded.

Evidence based research which is based on reliable data and statistics which is good for convincing governments and policy makers. While there are several examples of sources for reliable data above, remember that the communities you are working with are often a key, and crucial source of data! Community led data-collection usually offers a real reflection of on-ground realities.

Keep your research transparent by telling participants what you will do with the information, and where and how you hope to use it.

Create safe spaces and allow diverse perspectives to inform your research. Acknowledge and promote ownership of the research by building relationships with collaborators, co-researchers, allies and participants. This will help them feel both invested as well as empowered to be involved with your research.

Confidentiality is key to building trust. Make sure you store information carefully. Ask people if they would prefer to remain anonymous.

4. ADVOCATING AND INFLUENCING POLICY CHANGE

Now that you've learnt ways to find reliable evidence and data, it's time to learn more about advocacy! All advocacy must be based on true, reliable and/or primary evidence. First we'll define it, and then we'll talk about the various elements of organizing effective advocacy efforts.

"Advocacy consists of both strategy and action to achieve an objective. The objective of advocacy is the engagement of stakeholders in the decisions affecting them. The actions to achieve the objective, such as **lobbying** those stakeholders, typically occur over time, and incrementally."

From World YWCA Glossary and definitions

"Advocacy is the act of speaking on the behalf of or in support of another person, place, or thing. It promotes equality, social justice, social inclusion and human rights. It aims to make things happen in the most direct and empowering ways possible".

Adapted from: Empowerment Matters CIC, & National Development Team for Inclusion (NDTi). (2014). Advocacy QPM: recognising quality in independent advocacy; Code of Practice. Action for Advocacy.

Advocacy basically means to support, promote or defend rights, interests or opinions. Everyone has the right to live their best life, free from fear, discrimination and violence. These rights are promoted and protected by many different kinds of laws, at local, national and international level. These laws usually direct a state or government to protect its citizens and ensure that the people have access to human rights, and help them access justice, if their rights have been violated. Such laws also promise to prevent these injustices from happening again.

As young leaders in our communities, we may hear about problems or challenges our friends or their families may be facing. Sometimes we may find that a law or a program isn't working the way it's supposed

to, or has a negative impact on people. This is where advocacy becomes important, so we can support people, raise awareness and knowledge about their problems and even influence government officials and the general public to help and change the situation.

There are many different kinds of advocacy — in this section, we will learn about *policy advocacy*. Policy advocacy is the use of advocacy to attempt to change or influence unfair laws or programs of governments, corporations or others who have a lot of power and influence over citizens or large groups of people. It is important for:

- solving specific problems
- facilitating concrete changes
- influencing public policies and programs
- strengthening civil society and movements, including youth and feminist movements
- promoting diversity and inclusion
- address inequalities
- ensuring accountability

Accountability is a really crucial part of advocacy. This is because accountability is the formal process of ensuring that governments and other stakeholders uphold their obligations, promises and commitments to adolescents' health and well-being. Accountability mechanisms also identify which actions and policies are working, and which ones need to be changed."[38] Accountability increases and improves dialogue between governments and civil society, and helps people realise and demand their rights.

Advocacy can create many opportunities for accountability

- Challenge a situation or practice that is unjust or discriminatory.
- Active involvement of young women and girls in social and political processes by participating in social monitoring and assessment of progress.
- Enhanced accountability mechanisms and understanding of decision makers
- Improved allocation and expenditure of resources
- Generate knowledge and demand for improved services and policies
- Generate better data that is accessible for young people

There are many different ways to ensure accountability and influence decision making. For example, using discussions, press conferences or activities like street theatre, protest songs etc to inform the public or government officials to raise awareness about rights and defend them.

Example: A community level youth led organisation partnered with a local NGO to raise awareness about menstrual health and hygiene. They approached schools and local organisations to conduct training sessions with school-going adolescents, adolescent groups, youth committees, women's and mothers' groups, female community health volunteers, community leaders and other general community members. They also invited district health and gender officials who supported and praised their work and have committed to replicate such sessions in other districts. Further, the national government allocated free distribution of sanitary pads in schools from May 2020.

So how does one actually begin to advocate for change? The next few segments will help you and your friends / peers plan and begin your advocacy.

Some simple steps to keep in mind when planning your advocacy:

1. Define your advocacy goal and objectives
2. Analyse your issue from a human rights perspective (See Section 2A for more info on human rights based approach)
3. Identify relevant decision makers and potential partners (mapping stakeholders) (refer to the next segment on networking and managing partnerships).
4. Identify useful strategies and create your advocacy work plan (refer to the section on Advocacy strategy)
5. Implement your advocacy plan.
6. Engage more people to join you.
7. Engage with identified decision makers to find solutions.

Before we dive deeper into actually planning advocacy, listen to this podcast to hear directly from women and young women as they share their experience and efforts in advocacy, mobilising for campaigns, and taking action both on ground as well as at policy level.

38. *Advocating for change for adolescents!* (2018) pmnch.who.int/resources/publications/m/item/ toolkit-advocating-for-change-for-adolescents!

Defining GOALS and OBJECTIVES

One of the first steps in planning your advocacy is to identify goals and objectives. Your **GOAL** is the broad definition of what you would like as the result of your work.

An **ADVOCACY GOAL** is the change you want to achieve. It should describe:

- your **vision**
- the **problem**
- the **stakeholders** you want to work with
- the **location** you want to work in

OBJECTIVES describe in detail what you are trying to achieve.

Your objectives should describe:

- **WHO** you want to reach
  Whom would you want to work with? Your friends? Local community members? Government officials? Perhaps ALL of these options?

- **WHAT** change you want to achieve
- **WHEN** (time period) you will achieve change
  Sometimes advocacy actions can be centred around important public events like elections or festivals, or legal issues like law amendments, or court cases. In some cases, it could be an urgent or emergency situation, like a natural disaster or violence like war or riots. Advocacy objectives will need to be sensitive to, and framed accordingly.
- **WHERE** (location)
  This could vary depending on whether the actions are to be in-person, at different places, or even online/digital events.
- **WHY** do you want to address this issue?
  Defining this is important as it helps reiterate the need for advocacy actions and what kinds of actions are required.
- **HOW** will you bring awareness to this issue?
  The example detailed below will help you understand how to organise and plan your goals and objectives.

EXAMPLE: Planning goals and objectives around a priority issue

There is too much street sexual harassment in our community. My friends and I often feel afraid to go out alone, or if it's dark. If we complain to our families, they tell us to stay home. When we go to school or tuition or even a friend's house, we try to move in large groups. We don't know who can help us, and how to stop this.

Here, our advocacy goals should describe:

- **your vision** - everyone should be able to live with confidence, respect each other, and live without fear
- **the problem** - too much street sexual harassment, many people in the community are upset, angry and afraid and don't know what to do
- **the stakeholders you want to work with** - members of the community, an NGO or organisation that raises awareness about street sexual harassment, the local government officials, possibly the local police, local media
- **the location you want to work in** - in the community itself

Using the above example problem, our objectives would then be:

- WHO do we want to reach:
  a. **The community** (including men and boys as these are the perpetrators of harassment in this instance, this is evidenced through reports and lived experience)
  b. **The local NGO Stop Street Harassment**
  c. **The local youth clubs** - Young People Unite (a community assistance group), The Bad Boys Club (a fitness club), and Eco Club, the local environment club
  d. **The local government official**, Ms. Singh who is the administrator for our area
  e. **The local police inspector** Ms. Ruday and her colleague in charge of the Women's Cell, Mrs. Dewi
  f. **Digital media platform E-News**, which is very popular with the community & the local youth

- WHAT change do we want to achieve:
  a. We want to stop street sexual harassment
  b. Everyone should know and understand that street sexual harassment is unacceptable, harmful and punishable by law
  c. People should know how to respond or complain if they are harassed or see someone being harassed
  d. Punishment for harassment should be swift, and strict

- WHEN (time period) within when will we achieve this change:
  a. We will work on this for at least a year
  b. We will evaluate our efforts on a regular basis to check if they're working, or whether we need to change strategies and activities

NOTE: This is simply an example. Usually such timelines will need to be set only after discussing with various partners and stakeholders participating in the advocacy effort. These time periods could also depend on the actual results of your advocacy efforts and the depth of the issue, in some instances advocacy can take years to achieve change, followed by continued effort to ensure it remains impactful and important.

- WHERE (location):
  a. **We will work physically in our own community** - the workshops and activities conducted should be done as locally as possible to ensure many can participate
  b. **Online** - using social media and popular digital news platforms like E-News which have great influence over locals and especially the youth

- WHY:
  a. Street sexual harassment is bad, unacceptable and punishable by law
  b. It can cause terrible harm and lack of confidence. It has great effects on mental health, and can make people feel afraid and vulnerable. It's especially not nice to feel that way in your own community, amongst your own friends

- HOW:
  a. Workshops and activities with the entire community in collaboration with the local police officials Ms. Ruday and Ms. Dewi and assistance from Ms. Singh in local administration, to explain and understand why street sexual harassment is bad, and how to tackle it
  b. Workshops and activities with men and boys in collaboration with the NGO Stop Street Harassment
  c. Activities like art competitions, street theater productions, public events and press conferences with local youth facilitated by the local youth clubs and digital media platforms

Goal Vs. Objective

The example above will show you that **GOALS are long term** and express **intended outcomes in general**, whereas **OBJECTIVES are usually short term** activities, and express **outcomes specifically**.

The table below elaborates further:

	Goals	Objectives
Scope	Broad, general statements on the intended outcome	Narrow, usually very specific targets
Specificity	Overall desired outcome	Tangible actions required to achieve that outcome
Number	Usually one single goal is preferable	Usually there are multiple objectives required to achieve one goal
Timeline	Long term	Short or medium term
Measurement	Most likely to be assessed in a quarter or a year (i.e. long term)	More likely to be assessed on a daily, weekly or monthly basis (i.e. short term)
Strategy	Very useful for setting a specific direction or vision	Important for planning steps toward an end result

While planning your objectives, remember to keep them **SMART**:

- **S**pecific - this means that your objective must define very specifically what change you would like to see. Avoid using jargon or general terms which could be misunderstood.
- **M**easurable - think about how you will measure what you want to achieve.
- **A**chievable - consider how you can break down all the steps you want to take to get you closer to your goal.
- **R**elevant - remember that your objectives must take you a step closer towards achieving your goals.
- **T**imely (or time bound) - most advocacy objectives should set realistic timelines (eg 2-5 years to achieve). Another thing to consider is whether you want to match your objectives to coincide with important events like upcoming elections, a national celebration day or even a global day like Women's Day.

Activity 3 in Section 3 will help you understand better how to narrow down on your objectives.

To learn more about advocacy and influencing policy change, please refer to the following resources:

- How is advocacy defined?[39]
- Making Research Evidence Matter: A Guide to Policy Advocacy in Transition Countries (International Centre for Policy Advocacy).[40]
- Smart Advocacy (Advanced Family Planning)
- Advocacy Toolkit podcast (YWCA)

39. UN Women Virtual Knowledge Centre to End Violence Against Women and Girls, 2010

40. Full citation: Young, Eóin and Lisa Quinn (2012) Making Research Evidence Matter: A Guide to Policy Advocacy in Transition Countries. [Online Publication - International Centre for Policy Advocacy]. Available from: advocacyguide.icpolicyadvocacy.org

5. NETWORKING AND MANAGING PARTNERSHIPS

Now that you know what you would like to change, you need to look at who can make this happen. These can be your allies, or your partners. These are people and groups who can influence decision makers. This could include government officials and policy makers, legislators, national and international agencies and non-profit organisations, community leaders, religious leaders, youth clubs, students' alliances and even different stakeholders from your community (like parents and grandparents). Remember that a solid or good partnership is when each person adds value to the group, and has opportunities to add or strengthen agendas and intent and is able to participate fully (if they choose to) in the process of advocacy.

Identifying partners helps:

- To ensure effective action
- Pool resources and learn from each other
- Develop new ideas and strategies
- Identify best practises
- Build capacity

Your partners and networks can help you map factors including possible hurdles and outcomes. Remember that anyone can be your ally or opposer, regardless of their gender, location or affiliation. For example, an organisation supporting LGBTQI rights can be a prominent ally in campaigns that could potentially help to cross promote their cause, e.g. a campaign on bodily autonomy. Alternately, members of Men's Rights Groups, or Men's Rights Activists are very likely to oppose any campaign promoting women's rights.

The different kinds of allies can be listed as follows:

- **Active Allies** - those influencers and decision makers who support you. These people will help you.
- **Passive Allies** - people who may agree with you, but haven't done anything about it.

- **Neutrals** - people who don't specifically care about the topic or to support you and are likely to remain neutral
- **Passive Opposers** - people who may disagree with you, but may not do anything about it.
- **Active Opposers** - those influencers and decision makers who don't support you. These people will work against you

FACILITATOR'S LENS
In your training, you may walk participants through a mapping of allies and influencers. Before you do, think about all the different kinds of people you meet in your community on a daily basis. Many may be your friends, and may support and encourage anything you do, whereas some may be ready to criticise everything! Who do you think would be your allies? Who may be important influencers?

Tips and Tricks to engage potential allies

Most people are busy, and overworked, especially those working in administrative and government agencies. Similarly, many organisations or media houses may not be willing to partner with you and your group, even though you may really want to. Below are a few tips and tricks to make key influencers WANT to be a key partner in your advocacy campaign.

1. Always be polite and respectful
2. Understand and make note of local customs, contexts and traditions, and check how they may help promote the campaign. For example, while dominant religious views and practices may oppose the campaign, a local religious leader who is progressive may prove to be an important influence varying from the dominant discourse.[41]
3. Understand your influencer carefully — for example, a politician may have made election promises or a major pop star may have pledged

41. The rebel Buddhist monk who supports abortion and LGBT rights

support for a popular cause. Check if their work or causes have any links with your campaign. Questions you could ask yourself:

- How do our priorities align?
- How can our advocacy campaign help them achieve their goals?
- Do our stakeholders overlap?

4. Explain the advocacy ask in simple terms.
5. Expect and prepare key questions people may ask (FAQs). If you don't know the answer to a question, say you'll look it up and let them know. (And remember to revert to them!)
6. Identify and create relationships with key stakeholders — update them regularly, and don't only contact them when you want something from them.
7. Invite and ask them to co-host appropriate / relevant advocacy activities.
8. Mention them, often! Most public figures enjoy positive publicity, and that is often the incentive for them to help you.
9. When dealing with administrative officials, submit written documentation, reports or requests. Ask for signed receipts if you are submitting key documents to an office.

10. Approach and provide specific actions when influencers do choose to support your advocacy campaign — for example you can ask them to send letters in support, highlight the relevant evidence in public platforms, organise meetings for your group, etc.
11. Thank them, always and repeatedly!

6. ADVOCACY STRATEGY, COMMUNICATIONS AND MONITORING

Now that you have identified the partners to achieve your goal, you now need to think about strategies and actions. A good way to start is with a strategic plan! This will help you list your actions.

SWOT Analysis:

A SWOT analysis is a mapping exercise that will help you map out your Strengths and Weaknesses, and Opportunities and Threats. See the diagram below to understand how you can plan this.

Strengths

Areas where you do well or advantages of your organisation

Weaknesses

Areas to be improved

Opportunities

External factors that may contribute to your organisation and can build up your strengths

Threats

Potential problems / risks caused by external factors that your organisation may face
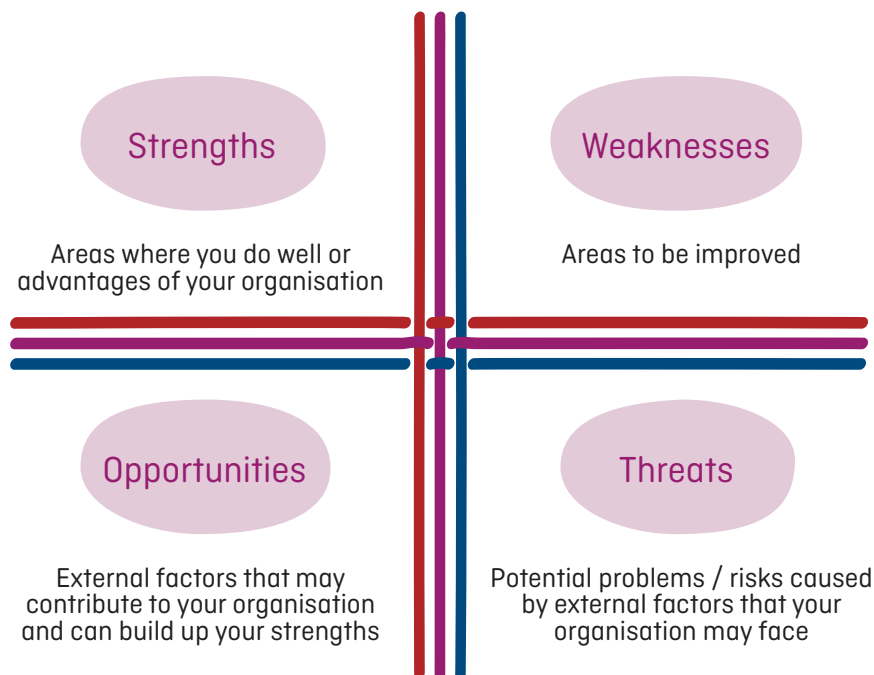
A SWOT analysis will help you not only identify your internal strengths and weaknesses, but also help you look beyond, to external influences on your work. For example, you may find that street sexual harassment is a huge issue in your country or region, and then during the SWOT analysis, you may find that your country's laws preventing or punishing street sexual harassment are extremely poor. Identifying this may help you realise that you want to address this, and help change your country's laws!

Once you have completed your SWOT analysis, you then need to think about tactics you can use. Tactics could include many different things, like meeting with government officials or holding rallies and press conferences. Remember that to be effective, your advocacy tactics and activities need to be timely. The right tactics will help encourage more people to support your work.

While choosing tactics, discuss in a group:

- Is this feasible? What are the challenges you may face? What would be simple for you to achieve?
- What skills and resources do we already have?
- Have others tried this? What happened?
- Would it engage your allies or decision makers?

Your tactics can either be public or private, depending how you organise your campaign message and communication. How you communicate about your advocacy is important as it will help explain why it's important, what you want to achieve, how you will achieve it and the positive impact it will have.

You can think about tactics in two ways:

- **Public campaigning** - how you can raise awareness, build public support and engage your audience including through media. This

could include press releases, organising press conferences, social media campaigns inviting public participation, engaging social media and pop culture influencers to promote the campaign.
- **Private campaigning** - how you can engage and influence political decision-makers. This could include writing letters to specific individual decision makers, asking for their individual support, or involving prominent religious leaders who speak out against dominant discourse.[42]

Campaign message and communication is crucial. They help articulate what the campaign seeks to achieve, why it's worth achieving, how the campaign would achieve it (including specific actions) and the positive impacts of this achievement. You can use many different ways to amplify your advocacy, including:

- **Meetings with decision makers** - These could be delegations who visit the decision maker, or on-site meetings with affected stakeholders.
- **Public meetings** - these could include press conferences or public hearings.
- **Panel discussions / inter-generational dialogues**
- **Mainstream media** - meetings with journalists, press conferences, letters to the editor, op-eds etc.
- **Technology and digital media** - you can use various digital media like social media and online campaigns, podcasts, radio, independent media and digital news platforms, blogs, websites, survey platforms, signature platforms, and much more!

An important part of running successful campaigns for change is to constantly check whether you are making progress. This is called evaluation. Evaluation helps you understand whether your work is progressing, whether you need to pause any activities which are not working, and whether you need to change strategy. Don't be discouraged if a strategy isn't effective, it only means you need to pause, reflect and re-energise without losing hope!

42. LGBT in Indonesia: how first church to welcome queer members is a lifeline for some, target for others

To effectively monitor progress you will need specific advocacy objectives and indicators, evidence to assess the status of campaign, data collection tools required for evidence gathering

Planning clear indicators will help you in your evaluation. For example, an indicator could be how many views your YouTube video had, or how many members of the media attended your press conference. Other indicators could be:

- Case studies
- Focus groups
- Review meetings
- Media tracking
- Policy tracking
- Social media analysis
- Regular surveys or interviews with stakeholders for feedback and recommendations

The next activity will help you plan your evaluation.

Six Steps to Planning Advocacy Strategy

Step 1: Frame the advocacy plan.

Begin with considering the following questions:

• What is the problem you care about?
• Why do you care about it?
• How do you feel about it? (Upset? Angry? Sad?)
• What do you think needs to change?
• Who can help make this change?
• Who else should care about this?
• Why should others care about this?

Use evidence based research to identify and provide adequate context on why the issue is important and relevant. Analyse your issue from a human rights perspective (See Section 1 for more information on human rights based approach)

Step 2: Draft clear goals and objectives.

As explained in Section 4 on Advocating and Influencing policy, this will help with a clear message or statement with what long term change you would want should happen.

Step 3: Define advocacy values.

What are some of the values that the advocacy will uphold and reinforce? Some values to keep in mind:

• Creating a safe space
• Using inclusive language
• Collaborating and fostering co-creation with allies and partners
• Embracing diversity and promote inclusion

Consider the following:

• What values would you like to uphold?
• What values would your friends, community or allies like to uphold?

Step 4: Identify allies, opponents and other relevant stakeholders for advocacy.

In order to get public support for the advocacy efforts, it's important to consider what partnerships and alliances are likely to help garner maximum public support. Similarly, consider which processes are most likely to build trust, create coalitions and effective collaboration while fostering collective ownership. You can read more about this in Section 5 on networking and managing partnerships.

Step 5: Get your message across.

Good messaging is crucial for effective and impactful advocacy. This means the following:

The advocacy statement has to be clear, and must be delivered and reinforced in ways that would make people pay attention and support the advocacy ask.

Section 6 details various ways that can be used to communicate the advocacy message. You can also check out 198 METHODS OF NONVIOLENT ACTION, page 49 of Youth Activist Toolkit, from Advocates for Youth, 2019.

Step 6: Monitor and evaluate.

Monitoring progress and results of advocacy strategies is important to help understand what's doing well and what could do better. Monitoring mechanisms also promote accountability, and accurate reporting can help track activities and results like public support or increase in online supporters. Evaluation should happen regularly to facilitate any adjustments required.

Consider this:

• How did the advocacy activities and strategies work?
• What could be done better?
• What could be done differently?

Refer activity 8 'Assessing Advocacy Activity'.

You can find more activities to help plan advocacy strategies in this toolkit by The International Planned Parenthood Federation (IPPF), 2011 as well as this toolkit by Unicef.

FACILITATOR'S LENS
Was there ever a time when you tried something and you weren't successful? How did that make you feel? Was there anything you did to feel better? Did you try again? How did you feel when you tried something and you were successful?

7. MOBILIZING RESOURCES AND FUNDRAISING

Leading change can be resource intensive. It could require funds, time commitments and materials. Fundraising and mobilising resources is a crucial part of planning advocacy. You should keep track of what resources you may require as it may affect your strategy and plans. Your advocacy budget should include factors like costs for your team, travel, phone costs or capacity building, activities (campaigning, networking, conferences, media relations, etc.) and even miscellaneous costs like chart paper or printing.

Other costs could include attending events, video production or social media costs etc.

Resources checklist

- Remember to consider others' priorities when planning your work
- Consider the time it takes for approval processes
- Keep in mind how many people will be involved and for how long
- Remember to add capacity building activities for your team

You can read more about feminist funds at the links below:

- Prospera (an international network of women's funds)
- FRIDA
- The Doria Feminist Fund
- Mama Cash
- Toward a feminist funding ecosystem: A framework and practical guide, by Association for Women's Rights in Development (AWID)

8. PRIORITISING AND CELEBRATING DIVERSITY

When you are working to change a problem, you will meet and work with lots of different people from different places and backgrounds. Some things that make us different from one another are:

- Gender
- Sexual orientation
- Ethnicity or culture
- Religion or spirituality
- Marital status
- Parental status
- Social status or wealth
- Education
- Age
- Body size
- Physical abilities
- Location or region

Why is prioritising and acknowledging diversity and inclusion important for your transformative leadership journey?

Each one of us is different. Maybe because of where we come from, or how we look, or ideas we believe in, or even people we are inspired by! Sometimes, these differences can lead to discrimination, either in obvious ways like open harassment, or in subtle ways. There are many different ways girls and young women are discriminated against. An example could be when girls are not allowed to complete their education, or a common perception that all women ought to be married and have babies.

So what does prioritising and acknowledging diversity and inclusion look like?

- **Diversity** means all the ways we are different from each other.
- **Discrimination** is when people are treated badly because they are different in some way.
- **Inclusion** means a space where each person is respected and valued for their perspectives and experiences, despite their differences.
- **Equity** means fair distribution of opportunities, power, and resources to meet the needs of all people, regardless of age, ability, gender, income, education level, culture, and background.
- **Anti-racism** means a range of ideas and political actions meant to counter racial prejudice, systemic racism, and the oppression of specific racial groups. This usually includes conscious efforts and deliberate actions which are intended to provide equal opportunities for all people on both an individual and a systemic level.[43]

> Diversity is being invited to the party; inclusion is being asked to dance.
> Verna Myers

43. en.wikipedia.org/wiki/Anti-racism

Imagine going for a dance program. The room is full of different people, who look different from each other, who dress differently, and who dance in different styles. This is diversity.

However, diversity and inclusion aren't the same thing. While diversity focuses on 'what' makes people different, inclusion means 'how' their differences are acknowledged, promoted and welcomed. Inclusion at the dance program would mean that the hosts have considered and enabled the venue for different kinds of people to attend, for example is the venue wheelchair accessible? Are there well marked, accessible and demarcated washrooms for everyone? Does the food available allow for different food preferences, allergies, or restrictions? Does everyone feel comfortable to join in the dancing? To make the dance floor truly inclusive, it's important that every single person, including the guest(s) in the wheelchair is invited to, and feels comfortable to dance, free from fear and judgement, simply for the pleasure of dancing!

Prioritising and acknowledging diversity and practising inclusion is important because:

- It helps you realise that personal, social and institutional biases continue to disadvantage many people simply because they are different
- It helps you build alliances
- It helps you practice and gain respect for the fact that each person has different energy, perspective and experiences.

In most traditional, hierarchical and patriarchal situations, such people are already marginalised and sidelined. They're afraid or unable or not allowed to speak out and share their opinions in front of the dominant majority. Inclusion is not their responsibility. It is not the responsibility of a person who is different or 'doesn't fit in' to make sure they're included and accommodated. The responsibility of ensuring inclusion is on leaders, facilitators, decision makers and even their peers.

It is important for leaders to be inclusive, to seek out (and value) individual and diverse perspectives, to create a sense of community and belonging, and to build deep connections amongst their team or group. The best inclusive leaders are those who are open minded, accept their teams' differences with empathy, able to embrace diversity, and invite people with diverse opinions, contexts and perspectives to participate fully, especially in decision making roles.

Similarly, team mates or group participants, especially those who come from dominant majority groups can play an important role in ensuring inclusion.

Ensuring inclusion: a role *YOU* can play!

- **Check your bias**: be aware of what may influence your thoughts about a person or group of people. Many of us may intentionally or unintentionally be biassed against people for many reasons — we can form biases for or against because of their community, their religion, their geographical location, the way they dress or the language they use. Ask yourself: is my bias based on facts or feelings? Do I know enough about this person or their culture or their community?
- **Do something different**: begin engaging and interacting with different people, widen your circle of friends. Meet a group in your community where you may be the minority! Are you learning something new? Are you thinking differently about them? Are you asking questions to clear your confusion / doubts? It's not easy to question beliefs we already have about ourselves and people around us, so take the time to get to know people and learn about them.
- **Focus on similarities**: while diversity highlights the way we're all different from each other, inclusion can help focus on similarities we have with each, for example why we feel passionately about a project. Focusing on similarities also helps us to realise and dispel stereotypes, and therefore reduce preconceived biases we have.

- **Intervene, interrupt, be an ally**: don't allow others to be offensive about diversity. For example, if your friend is making a homophobic joke, don't laugh along. If your uncle is being rude about another religion, you can tell him that's just rude. If you are conscious (and confident) in your privilege, you can use it to help other people by breaking biases and stereotypes.

"Nothing about us, Without us!"

Example: A very common attitude towards disability often perceives disability as an individual's "problem", and often leads to exclusion of people with disabilities. They are often pitied, or feared, or simply seen as 'abnormal'.

However, people with disabilities have developed an alternate understanding of disability, called the Social Model of Disability. This perspective suggests that while different people may have different biological 'impairments' (eg. being deaf, or having Down's Syndrome, or having a learning difficulty or being in a wheelchair), it is society that truly 'disables' them.*

Think about it. Disability is the result of social, cultural, political and economic barriers created by society which does not truly consider the needs of a person with disabilities.

When the city council announces 20 new bus stops for the city, without considering the needs of a person in a wheelchair, or a blind person, the Council is willfully causing that person to be disabled (or unable to access the bus stop!). However, when the Mayor and several Council members invite diverse people (including representatives from disability rights groups) who are likely to use the bus stops to the planning meetings, then they're considering diversity. When members of the different groups are provided an opportunity to present their perspectives and opinions, and are listened to, and their ideas are taken into consideration, then the City Council is being truly inclusive.

* Adapted from IDEAS Toolkit on Inclusive Decision-Making: TOOLKIT FOR MEDIA., British Council. (2014).

By acknowledging and celebrating differences and similarities, you can learn to respect and value every individual, and their support with your work brings opportunities to form powerful alliances.

FACILITATOR'S LENS
Have you ever been around many people and yet felt left out? Have you wished that more people understood you and your interests?

You can find more activities on understanding and celebrating diversity here.

9. NAVIGATING LEADERSHIP CHALLENGES

Young women and girls have the potential to play vital roles as leaders in their communities. Learning how to navigate leadership challenges and making space to engage in decision making is another important aspect in the transformative leadership journey of young women. This could mean, for example, looking at the intergenerational dynamics within movements and organisations; understanding the different leadership models being practised, and working with other leaders that follow a transformative approach, among others.

While some challenges are bound to a specific situation, others are ongoing. One way to be prepared is by identifying potential challenges or risks that may come up. This will help us assess potential solutions as well!

FACILITATOR'S LENS
Imagine the journey to your advocacy goal. What are the steps you're taking towards achieving this? What are the possible obstacles in your path? What are the potential challenges? Get the group to think about these things and write them down for a discussion on possible solutions. Do some of the challenges feel too risky for you or your peers? Is there a different way to achieve the same goals? Sections 5 and 6 of this chapter have tips and tricks to help you.

Some of the challenges that young women could potentially face in their leadership journey and encompass diverse negative attitudes, practices and factors are:

- Cultural barriers
- Toxic masculinity
- Shrinking civic spaces
- Tokenism
- Risks and hazards[44]

44. Risk assessments are conducted prior to any activities or initiatives involving young women and girls, to anticipate possible challenges and ways of responding to identified risks. Where high risks are identified, activities will not proceed until a mitigation strategy is developed that reduces the risk to a medium or low level. Risk assessment should, however, be an ongoing process, and one which girls and young women themselves are involved in. Risk registers should be updated regularly.

Top Tips to navigate obstacles and opposition

- Prepare! Know your advocacy issue well, be confident, creative and don't be afraid!
- Keep it Simple! Use simple, accurate and positive language.
- Acknowledge and resolve conflict.
- Create and sustain partnerships and allies (across genders). Look for opportunities to collaborate. The more the voices, especially if diverse and inclusive, the louder the noise!
- Know your opposition. Attempt to understand your opposition's goal, messages, tactics and their allies.
- Show the evidence! Use facts and evidence based research to counter opposition arguments.
- Know that some things are non-negotiable, and sometimes can be compromised on. Be prepared to let go when necessary.

FACILITATOR'S LENS
During your training, you may want to support participants to conduct their own assessment on challenges and strategies to navigate them. See Activity 4 in Section 3.

- Building resilience through youth leadership (UNDRR)
- Working With Adolescent Girl GBV Survivors On The Move A Guide For Service Providers (UNICEF LACRO)
- 2020 Safeguarding Policy (FRIDA)
- Youth leadership in crisis response and supporting resilient communities (OECD iLibrary)
- Digital Care (FRIDA)
- The Future of Advocacy (Women's Major Group)
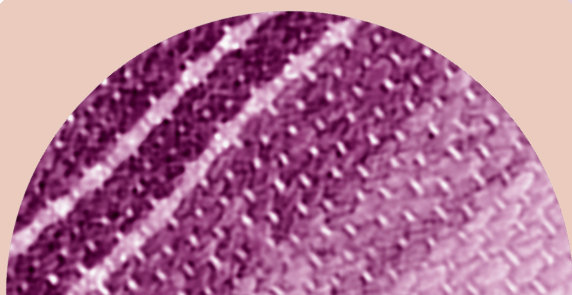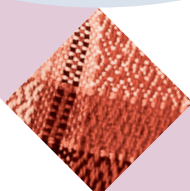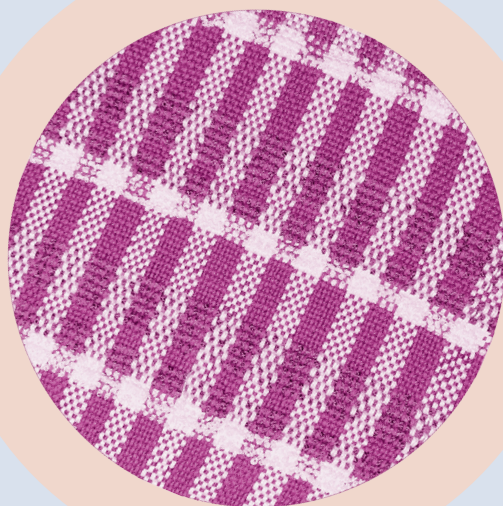
E. YOUNG WOMEN'S RIGHTS ARE HUMAN RIGHTS: UNDERSTANDING THE ISSUES

In 2015, the World YWCA adopted a bold, transformative GOAL to have *"100 million young women and girls transforming power structures to create justice, gender equality and a world without violence and war, leading a sustainable YWCA movement, inclusive of all"* by 2035. This GOAL is inspired by the UN's 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs) — a global plan of action committed to **Leave No One Behind** in the efforts to achieve economic, social and environmental development, including the eradication of poverty and universal peace. The 2030 Agenda places dignity and equality at the centre. YWCA's work towards building human rights-based, feminist, faith and intersectional leaderships grounded in local communities and grassroots-driven, aligns with this transformative vision and is key to achieve the SDGs.

Progress on gender equality has been too slow, too fragile or too fragmented. No one country in the world has achieved gender equality and if the current trends continue, the 2030 deadline to achieve gender equality will not be met.[45]

We believe that the engagement and leadership of young women is vital to creating a better future. The World YWCA is committed to supporting and galvanising the individual and collective power of women, young women and girls to champion social change, as well as working alongside organisational allies, partners, and the broader global women's movement. We do this by building strong, intergenerational networks of women leaders, with particular investment in the participation, leadership,

and advocacy of young women and girls. Through our global collective work, we contribute to core areas within the SDGs.

- Expand and sustain an inclusive movement of young women, allies, and associations to achieve the World YWCA Goal 2035 and the SDGs promoting gender equality and inclusion, and promoting inclusive, peaceful societies (SDGs 5, 10, 16, 17).
- Expand the reach and effectiveness of the YWCA movement to enable and support young women and girls' transformative leadership through our work supporting leadership development and engagement; ensuring inclusion and accountability; and strengthening gender equal, feminist institutions in every space (SDGs 4, 5, 10, 16).
- Facilitate networks and spaces for women and girls to claim their human rights and influence local, national, regional, and international priorities and policies with a specific focused on Sexual and Reproductive Health and Rights and Violence Against Women and Girls (SDGs 3, 5, 10 and 16).

This section of the toolkit outlines some of the biggest human rights issues for young women as identified by young women themselves.[46] The international agreement on human rights such as CEDAW[47] requires countries to eliminate all forms

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45. EM2030. 'Back to Normal' is Not Enough: the 2022 SDG Gender Index (Woking: Equal Measures 2030, 2022). www.equalmeasures2030.org/2022-sdg-gender-index

46. These seven issues were prioritised by the young women and girls who participated in the consultation process led by the Torchlight Collective, with the support of the World YWCA and young women leaders, including those engaged in the RiseUP! Program. However, more issues can exist. We encourage you to use your skills in data collection and information gathering from prior sections to deep dive on specific themes as needed. Learn more about the Feminist Consultation Phase to produce this Guide in ANNEX 4: RISE UP! GUIDE UPDATE.

47. www.ohchr.org/sites/default/files/Documents/ProfessionalInterest/cedaw.pdf

of discrimination against women and girls in all areas and to promote women's and girls' equal rights in society. All of these issues relate to the others, and they all have a series of sub-issues that also intersect. The issues chosen for this section do not fully capture all of the challenges that young women deal with, but will provide a foundation for you to understand the unique health and social challenges that young women face because of their gender and disadvantaged place in society.

These topics are not meant to limit you, as none of these issues exist in a silo, but rather provide a foundation for you to explore these 7 topics a bit deeper and decide for yourself what you, your peers, and your community want to focus on from there.

The key issues are:

1. Sexual and reproductive health and rights
2. Economic Empowerment
3. Peace and Justice
4. Climate Emergency
5. Mental Health
6. Sexual and gender-based violence
7. Faith and Feminism

Under each topic, you will find:

- A definition of the issue and an explanation of how it intersects with gender
- A list of your rights within each issue area
- Some questions to think about or discuss with a group that will help you understand how this topic is relevant to your community
- A list of action-oriented resources for further reading

The goal of the information provided is to give you a springboard for your own learning on these topics as well as enough information to plan a training session based on the interests and priorities of the young women you're working with in your community. The information is not exhaustive, but rather an overview

with additional resources so that you can curate the level of detail you need.

> **FACILITATOR'S LENS**
> At this point in the Guide, you're used to going back and forth between sections, between topics, and between concepts. You're a critical thinking superstar! As I'm sure you can tell from this section, all of these issues are interrelated. Mental health is connected to peace and justice. Sexual and reproductive health and rights are also economic rights issues. Jot down one of two of the interlinkages you see in this list, and start to think about what ties them together.

1. SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS (SRHR)

Everyone has different SRHR needs. And just like all human rights, everyone should have access to their rights. Young women and gender non-conforming[48] people have different needs from young men, and face unique obstacles in accessing their rights. Young people from rural communities; from diverse religious, cultural, and ethnic backgrounds; and with different levels of education, have varying levels of knowledge, needs, capacities, and resources when accessing their SRHR. People who are pregnant, are mothers, are LGBTQI, live with HIV, or have experienced sexual- or gender-based violence also have different needs.

Why is SRHR important?

Reproductive health problems are a leading cause of ill health and death for women, young

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48. At World YWCA, we stand for inclusion and safety of LGBTIQ people. We know that women and people of marginalized genders and sexualities share the commonality of oppression by patriarchy, with the added intersectional experiences of race, geographical location, religion, culture, class and colonization. World YWCA has been fighting for gender equality for over a century, and we believe that an inclusive, intersectional approach to human rights is vital to sustaining a bold, progressive women's movement. We know that diversity brings strength to women's movements and have sought to deliver advocacy and support to diverse communities for many years, in our commitment to strengthen community bonds with and between diverse groups of women, young women and girls. To learn more: www.worldywca.org/this-internationalwomensday2021-world-ywca-invites-all-to-sign-a-pledge-to-support-lgbtiq-women-and-marginalised-genders

women and girls ages 15-49 in many countries.[49] Gender inequality restricts women and girls' sexual and reproductive health and rights (SRHR) with women, young women and girls, and gender diverse people unable to exercise their rights to make decisions about their own bodies, sexuality, and health. In addition, many do not have access to the comprehensive health care, information, and services needed to make those decisions. Over 214 million women worldwide want, but lack access to, modern contraception; more than 800 women die daily from preventable causes related to pregnancy and childbirth and same-sex relationships between consenting adults are still illegal in 76 countries. These are the result of unacceptable taboos, biases, misconceptions and restrictive laws and policies, and entrenched traditions that exist around SRHR that limit women, young women, and girls' control over their SRHR, restrict their access to services and impact their well-being. In addition, women, young women, and girls often do not have safe and supportive spaces to talk and get information about SRHR issues.

> **LEARN MORE**
> Governments violate SRHR all over the world.
> • 23 European countries require transgender people to be sterilised before their gender is legally recognised.
> • 47,000 pregnant people die every year from complications from unsafe abortion, and the number is likely much higher.
> • More than 14 million teenage girls give birth per year, mainly a result of rape & unwanted pregnancy
> • 76 countries criminalise consensual sexual acts by adults of the same sex
>
> Global Fund for Women, Sexual and Reproductive Justice. www.globalfundforwomen.org/what-we-do/gender-justice/reproductive-justice

You have the right to:

- **Choose what you do with your body**. This is about the right to make one's own informed decisions about their lives and future. It is being empowered to make choices.
- **Define your own sexuality**, including your sexual orientation, gender identity, and gender expression. These are the ways in which a person identifies and/or expresses their gender, including self-image, appearance, and embodiment of gender roles. One's sex (e.g. male, female, intersex, etc.) is usually assigned at birth based on one's physical biology. One's gender (e.g. male, female, genderqueer, etc.) is one's internal sense of self and identity. One's gender expression (e.g. masculine, feminine, androgynous, etc.) is how one embodies gender attributes, presentations, roles, and more.[50]
- **Decide whether and when to be sexually active**; choose your sexual partners; and have safe and pleasurable sexual experiences. Safe sex covers sex with only one uninfected partner and the use of protection against sexually transmitted diseases including HIV. Enjoying sexual pleasure and feeling good about your body, being comfortable with your sexual orientation is part of healthy sexuality.[51]
- **Decide whether, when, and whom to marry**.[52]
- **Decide whether and when to have a child** and how many to have.
- **Access comprehensive sexuality education** which is central to children and young people's well-being. It helps equip them with the knowledge and skills they need to make healthy and responsible choices in their lives.[53]

50. Basic Definitions: Sexual Orientation, Gender Identity and Expression (SOGIE). www.chp.edu/-/media/chp/departments-and-services/adolescent-and-young-adult-medicine/documents/gender-and-sexual-development/basic-definitions-sogie.pdf?la=en

51. Plan Parenthood. Sex and Pleasure. www.plannedparenthood.org/learn/sex-pleasure-and-sexual-dysfunction/sex-and-pleasure#:~:text=Sex%20can%20help%20you%20create,and%20make%20you%20feel%20good

52. Equality and Human Rights Comission. Article 12: Right to marry. www.equalityhumanrights.com/en/human-rights-act/article-12-right-marry

53. UNESCO (2021). The journey towards comprehensive sexuality education. Global status. report www.unfpa.org/sites/default/files/pub-pdf/The journey towards comprehensive sexuality education - Global status report.pdf

49. UNFPA. Sexual and reproductive health. www.unfpa.org/sexual-reproductive-health#readmore-expand

- **Access a range of modern contraceptives**.[54]
- **Access safe abortion services**. Access to safe abortion services reduces injury, illness and death from unsafe abortion.[55]
- **Receive HIV and STI prevention and treatment services**.[56]
- **Live free from gender-based violence**, harmful traditional practices (i.e. female genital mutilation), domestic violence, intimate partner violence, rape, and sexual assault[57]

FACILITATOR'S LENS
What SRHR issues are most prevalent in your community? What are some other rights you have that are related to sexual and reproductive health? Do you know how to access SRH services in your community?

LEARN MORE
- The full story: Advocating for comprehensive sexuality education that includes abortion (Ipas)
- Expanding political support for abortion access and rights: Global lessons for advocates (Ipas)
- Adolescent Sexual and Reproductive Health (ASRH) Toolkit for Humanitarian Settings: 2020 Edition (Inter-Agency Working Group on Reproductive Health in Crises)
- Sexual and reproductive health and rights in COVID-19 toolkit series (Partnership for Maternal, Newborn, and Child Health)
- Toolkit for monitoring and evaluating adolescent sexual and reproductive health interventions in safe spaces (Women's Refugee Commission)
- Youth power for youth rights: An interactive toolkit for developing your national youth strategy (Amnesty International)
- Global LEAD Toolkit: Resources to support opportunities for young people to contribute to and lead community development (USAID)
- A Young Woman's Toolkit for Advocacy on Sexual & Reproductive Helath & Rights and Mental Health (World YWCA & Feminism in India, 2020)

SELF CARE CHECK
Thinking about your body and your sexuality is deeply personal. It may bring up experiences you've had or that your friends or peers have shared with you that were harmful. If you need to talk to someone about your experience, please reach out to someone you trust to talk it through. There are also likely local or national call-in centres, online or in person support you can reach out to if you need to speak to someone who is trained to support you in this area.

This can also be a time where you are overwhelmed as our sexuality is affirmed and you are seeking more support in this journey. Similarly, reach out to friends or peers you trust.

2. ECONOMIC EMPOWERMENT

Young women's economic empowerment is crucial for gender equality, women's rights, poverty eradication, and inclusive economic growth for everyone. In all labour markets, women continue to be treated unequally. Economic empowerment also intersects with discrimination based on race, religion, age, class, caste, physical ability, migration status, sexual orientation, and gender identity, pushing many who are multiply marginalized into poverty.

You have the right to:

- Earn equal pay to men doing the same or similar work. Women deserve equal pay like men especially if they are working in the same work category.[58]
- Earn pay that ensures an existence worthy of human dignity and is supplemented, if necessary, by other forms of social protection. Everyone who works has a right to just and favourable remunerations that ensures their existence is worthy of human dignity.[59]
- Have the same economic opportunities as men. This allows women to get equal footing with men and allows women to unleash their full potential in any means of production.

54. WHO (2020). Family planning/contraception methods. www.who.int/news-room/fact-sheets/detail/family-planning-contraception

55. WHO (2022). Abortion care guideline. www.who.int/publications/i/item/9789240039483

56. WHO (2021). HIV/AIDS. www.who.int/news-room/fact-sheets/detail/hiv-aids

57. UN Women Asia Pacific. Women live a life free of violence asiapacific.unwomen.org/en/countries/bangladesh/women-live-a-life-free-of-violence

58. Gender Equality Law Center. EQUAL PAY. www.genderequalitylaw.org/equal-pay

59. United Nations. Universal Declaration of Human Rights www.un.org/en/about-us/universal-declaration-of-human-rights

- Work freely in just and favourable conditions and with protection against unemployment. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.[60]
- Work in safe, secure, and healthy conditions, including freedom from sexual violence, trafficking, partner violence, and unsafe sex.[61]
- Form or join or organised labour movements, like labour unions and worker's groups, to protect your interests. This covers the freedom of association to guard against any form of exploitation and abuse.[62]
- Access bank credit. This enables girls and women optimise on their savings, grow business and move themselves and their families out of poverty and vulnerability.[63]
- Have economic autonomy. This includes having affirmative action across economic empowerment policies.[64]
- Access labour protections to assure women of their jobs and limit unjustified dismissal from employment that jeopardise their lives.[65]
- Rest, including reasonable limitation of working hours and periodic holidays with pay.[66, 67]
- Recognition and appreciation of unpaid domestic work performed by girls and women. This

contributes and forms the basis for household economies and family life.[68]

> **FACILITATOR'S LENS**
> When you think about the girls and young women in your community, do any of these issues about economic empowerment make you think of any issues any of them are experiencing in their lives? What about in your own life?

> **LEARN MORE**
> - Girls' economic empowerment | Plan International
> - Economic empowerment and skills development for young women (UN WOMEN)
> - Youth and Women Economic Empowerment Project (International Labor Organization)
> - Adolescent girls' and young women's economic empowerment programs: Emerging insights from a review of reviews (Population Council)
> - Reports and toolkits from UN Secretary-General's High-Level Panel on Women's Economic Empowerment

3. PEACE AND JUSTICE

Having worked in conflict and post-conflict spaces for over a century, the global YWCA movement continues to advocate for peace and justice in communities, countries, regions, and the world.[69]

We know that war, conflict, and violence impact women, young women, and girls differently. In times of conflict and instability, women, young women, and girls are at severe risk of sexual violence, abuse, displacement, increased poverty, trauma, and exacerbated issues of gender inequality, health, and

60. ILO. C122 - Employment Policy Convention, 1964 (No. 122). www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_INSTRUMENT_ID:312267

61. WHO (2017). Protecting Worker's Health. www.who.int/news-room/fact-sheets/detail/protecting-workers'-health

62. ILO. CHAPTER II Substantive provisions of labour legislation: Freedom of Association. www.ilo.org/legacy/english/dialogue/ifpdial/llg/noframes/ch2.htm

63. International Finance Coorporation (IFC). Bridging the Gender Gap in Access to Finance. www.ifc.org/wps/wcm/connect/news_ext_content/ifc_external_corporate_site/news+and+events/news/bridging+the+gender+gap+in+access+to+finance

64. EUROSOCIAL Programme for Social Cohesion in Latin America. Economic Autonomy and Care. eurosocial.eu/wp-content/uploads/2020/07/8_194_Economic-autonomy-and-care_julio_ENG.pdf

65. ILO. The benefits of International Labour Standards. The challenges of globalization have made international labour standards more relevant than ever. What benefits do they provide today? www.ilo.org/global/standards/introduction-to-international-labour-standards/the-benefits-of-international-labour-standards/lang--en/index.htm

66. UN. Universal Declaration of Human Rights, Article 24. www.un.org/en/about-us/universal-declaration-of-human-rights#:~:text=Article%2024,and%20periodic%20holidays%20with%20pay

67. International Covenant on Economic, Social and Cultural Rights. en.wikipedia.org/wiki/International_Covenant_on_Economic,_Social_and_Cultural_Rights

68. Hirway, Indira (March 2015). "Unpaid Work and the Economy: Linkages and Their Implications" (PDF). Indian Journal of Labour Economics. 58 (1): 1–21. doi:10.1007/s41027-015-0010-3. hdl:10419/146966. S2CID 154848656.

69. Peace with justice has been a constant vision and goal throughout the more than 160 years of the global YWCA movement, as we know that not only are women, young women, and girls profoundly negatively impacted by war and conflict, but their leadership is essential to promoting non-violence and achieving lasting peace and justice. YWCAs around the world support this goal through the development and mobilisation of women's leadership, with a particular focus on supporting the meaningful participation of young women as leaders in advancing peace and justice in their communities, countries, regions, and the world.

access to education. We believe in a world with peace and justice. To achieve this vision, we need the active participation and leadership of women, young women and girls to build peace that is not only inclusive and effective, but lasting.

In order for women, young women, and girls to meaningfully engage in these processes, it is critical to provide safe spaces and resources to build their leadership skills, gain knowledge and become experts in their communities, enabling them to demand their rights and actively engage in peace and reconciliation efforts.

Young women are part of both the WPS (Women, Peace and Security) and YPS (Youth, Peace and Security) agendas and yet are at risk of exclusion when they are placed into the categories of "women and youth". Therefore, it is crucial to acknowledge and include the diversity of voices, and address the diversity of needs, both within the WPS and YPS agendas. Systematic collection and use of both sex- and age-disaggregated data, and both gender- and age-sensitive analysis, as well as adequate financing and monitoring of allocated funding to support young women's agency and address their specific needs is an imperative.[70]

There are multiple global commitments addressing the gendered impacts of conflict. SDG 16[71] calls for the promotion of just, peaceful and inclusive societies. The landmark **UN Security Council Resolution 1325** (2000)[72] on Women, Peace and Security recognises that women and children are most adversely affected by armed conflict and affirms the important role of women in peacebuilding. It stresses the importance of women's equal participation and full involvement in all efforts for the maintenance and promotion of peace and security, and the need to increase their role in decision-making regarding conflict prevention and resolution.

LEARN MORE
Since 2000, the Security Council has adopted ten dedicated resolutions on Women, Peace and Security (WPS). Together they form the international policy framework on WPS.* The obligations in the resolutions extend from the international to the national level. They guide work to promote and protect the rights of women in conflict and post-conflict situations.

* Security Council Resolution 2122 (2013) calls for gender experts in mediation teams. Resolution 2106 (2013) highlights issues of SGBV in mediation efforts. Resolution 2242 (2015) further reaffirms that women and girls' empowerment and gender equality are critical to conflict prevention. Resolution 2250 (2015) on Youth, Peace and Security was the first resolution to recognise the positive role young people play in maintaining and promoting peace and security, while the subsequent Resolution 2419 (2018) reiterates the importance of youth participation in peace processes.
** Peace Women. About women, peace and security in the Security Council. www.peacewomen.org/security-council/WPS-in-SC-Council

You have the right to:

- Live in a safe and peaceful society with accountable and inclusive institutions. Conflict, insecurity, weak institutions and limited access to justice are a great threat to sustainable development.[73]
- Participate in peace and justice quests,[74] and have increased representation in all decision-making levels in national, regional and international institutions and mechanisms for the prevention, management, and resolution of conflict.
- Be protected from human rights violations, including humiliating and degrading treatment, rape, enforced prostitution, and assault. Applying human rights norms can address grievances, reduce inequality and build resilience.[75]

70. UN Women (2018). Young women in peace and security: at the intersection of the YPS and WPS agendas. Available at www.youth4peace.info/system/files/2018-10/UNWOMEN_YPS.pdf

71. Learn more about SDG 16 here: www.sdg16hub.org

72. United Nations Security Council, Resolution 1325 (2000). www.un.org/womenwatch/osagi/wps/#resolution

73. Goal 16: Promote just, peaceful and inclusive societies www.un.org/sustainabledevelopment/peace-justice

74. OSAGI (Office of the Special Adviser on Gender Issues and Advancement of Women). Landmark resolution on Women, Peace and Security www.un.org/womenwatch/osagi/wps

75. OHCHR. Preventing violations and strengthening protection of human rights, including in situations of conflict and insecurity. www.ohchr.org/en/about-us/what-we-do/our-roadmap/preventing-violations-and-strengthening-protection-human-rights-including-situations-conflict-and

- Access to safe spaces where you can learn about how to engage in the prevention and resolution of conflicts and help build a just and lasting peace. This helps prioritise the participation of women, young women and girls in conflict prevention and resolution while serving as a channel for their participation in decision making, peace and institutional reforms.[76, 77]

- Participate and have your voices heard in peace negotiations, peace and post-conflict rebuilding, and restitution. This is part of creating inclusivity and allowing all populations in their diversities to participate in peace building and reconstruction.

- Access justice for any war crimes you are the victim of.[78] States have the primary responsibility to protect their populations and to ensure that those responsible for acts of genocide, crimes against humanity or war crimes are held accountable and that victims have a right to an effective remedy.[79]

- Access channels for reconciliation, reparations, and a communal search for truth in order to build sustainable peace. Transitional justice is vital in helping societies and governments to appropriately address the past, rebuild fragmented relationships, transform and empower affected societies thereby preventing the recurrence of violations and assuring sustainable peace.[80]

FACILITATOR'S LENS
Reflect on the following. What peace and justice issues are most prevalent in your community? What are some other rights you have that are related to peace and justice? What is the role of young women leaders and their organisations in implementing the resolutions on WPS?

LEARN MORE
- Facts and figures: Women, Peace and Security (UN Women)
- Young Women and Girls Read, Lead & Build Peaceful Communities. A Toolkit for Young Women and Girls Literacy, Leadership, Economic Empowerment, Media & Theater (Global Network of Women Peacebuilders)
- Strengthening Transitional Justice Through Engagement With Religious and Faith-Based Actors: An Assessment Toolkit (The Global Initiative for Justice, Truth and Reconciliation)
- Truth, Bread, and Tea: A Toolkit for Reintegration of Women Survivors of Conflict-Related Sexual Violence and Children Born of War (The Global Initiative for Justice, Truth and Reconciliation)
- Goal 16 Advocacy Toolkit: A practical guide for stakeholders for national-level advocacy around peaceful, just, and inclusive societies (Transparency, Accountability & Participation (TAP) Network, United Nations)
- We Are Here: An integrated approach to youth-inclusive peace processes (A. Altiok & I. Grizelj, 2019)
- Women's Participation in Peace Processes (Council on Foreign Relations)
- Women, Peace & Security and Humanitarian Action (WPS-HA) Compact (2021)
- Working Group on Women, Peace and Security
- 2019 Open Letter to Permanent Representatives to the UN: Recommendations on the Security Council Open Debate on Women, Peace and Security (WPS) (Working Group on Women, Peace and Security)

4. CLIMATE EMERGENCY

Climate change is felt on a local level (for example, more or less rain leading to floods or drought) and at the global level (rising global temperatures or rising levels of rivers, lakes and seas). The short and long-term effects of climate change on the environment, access to water and sanitation, agriculture and livelihoods, and on social and gender relations is becoming increasingly apparent. These changes disproportionately affect girls and women, deepening their vulnerabilities in societies across the world.

Women often rely on natural resources for their income and well-being and are responsible for

76. United Nations Peacekeeping. PROMOTING YOUTH, PEACE AND SECURITY. peacekeeping.un.org/en/promoting-youth-peace-and-security

77. UN Women. Conflict prevention and resolution. www.unwomen.org/en/what-we-do/peace-and-security/conflict-prevention-and-resolution

78. UN Office on Genocide Prevention and the Responsibility to Protect. Accoutability. www.un.org/en/genocideprevention/accountability.shtml

79. Idem.

80. UN. Thematic Paper: Peacebuilding, Sustaining Peace and Transitional Justice. www.un.org/peacebuilding/sites/www.un.org.peacebuilding/files/4._ohchr_thematic_paper_on_transitional_justice.pdf

household water and fuel supply. Across many societies, women and girls often find themselves confronted with social and gender barriers that make it impossible to access available resources to mitigate the challenges and the negative effects of climate change. Pre-existing, structural gender inequalities mean that disasters affect women and girls in different ways than they affect boys and men.[81] This also impacts preparedness, evacuation, response, number of deaths and recovery.

Women, young women and girls are more likely to be at the forefront of disaster relief efforts, but are rarely included in the design and planning of the strategies. Increasing recognition of their value and contributions to risk mitigation and preparedness during disasters pave the way for women, young women and girls to begin to claim greater agency and leadership in community-based processes and decision-making,[82] which furthers community resilience and advances gender equality.[83]

You have the right to:

- Learn how structural inequalities increase your vulnerability to environmental crises.
- Benefit from strategies that lessen the impact of climate change on your environment.
- Be involved in preventing, adapting, and responding to climate change and ecological crises.
- Access economic, political, and social support to cope with environmental changes.[84]
- Participate in decision-making at all levels in regards to climate change. This can be achieved

by accessing relevant information, conducting consultations with responsible entities and active involvement in all stages of decision-making including conceptualising, designing, and planning.[85]

- Access resources and actions critical for risk mitigation. The access elements include the right to development and basic needs satisfaction. The allocation issues include distribution of resources, risks and burdens and the assignment of responsibilities that are important for addressing the challenges of climate change.[86]
- Demand for gender equality and participation of girls and women in climate change initiatives/ allocation of climate change resources. Girls and women's local knowledge of and leadership in, for example, sustainable resource management and/ or leading sustainable practices at the household and community level can play a critical role in managing the effects of climate change.[87]

FACILITATOR'S LENS
Think about what climate issues are most prevalent in your community. What are some other rights you have that are related to climate justice? Open a space for discussion with participants to reflect collectively about these questions.

LEARN MORE
- Standing with all women and girls at the heart of climate justice (OHCHR)
- What do we know about the links between girl's education and climate and environment change? (AGEE)
- The climate crisis is a gender crisis (Video ACT Alliance)
- Prepare to act! Practical tips for climate advocacy and action (UNICEF)
- Tools for young climate activists (UNICEF)

81. CDP (Center for Disaster Philantropy). Women and Girls in Disasters. disasterphilanthropy.org/resources/women-and-girls-in-disasters/

82. Plan International & Rapid ASIA (August, 2021). Study on Women and Girls' Participation in Community Disaster Risk Management in Bangladesh. reliefweb.int/sites/reliefweb.int/files/resources/ICDRM Bangladesh Research Study _Final.pdf

83. CARE. Enhancing Resilience through Gender Equality. Learning from CARE's Resilience Programming in the Asia-Pacific. careclimatechange.org/wp-content/uploads/2016/08/enhancing-resilience.pdf

84. Certain social groups are particularly vulnerable to crises, for example, female-headed households, children, persons with disabilities, indigenous peoples, ethnic minorities, landless tenants, migrant workers, displaced persons, sexual and gender minorities, older people, and other marginalized groups. The root causes of their vulnerability lie in a combination of their geographical locations; their financial, socio-economic, cultural, and gender status; and their access to services, decision-making, and justice. www.worldbank.org/en/topic/socialsustainability

85. Technical Examination Process on Adaptation (TEP-A). Public Participation in Climate Change Adaptation and Decision-Making Processes. Policy Brief, August 2020. tep-a.org/wp-content/uploads/2020/08/TEP-A-2020-Policy-Brief-Public-Participation-in-Climate-Change-Adaptation-and-Decision-Making-Processes.pdf

86. Ivanova et al 2020. Climate Mitigation Policies and Actions: Access and Allocation Issues. www.researchgate.net/publication/341683721_Climate_mitigation_policies_and_actions_access_and_allocation_issues

87. United Nations Climate Change. Introduction to Gender and Climate Change. unfccc.int/gender

5. MENTAL HEALTH

In recent years, there has been an increased awareness around and acknowledgement of the important role that mental health plays in a person's overall health and happiness.

Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It helps determine how we handle stress, relate to others, and make choices. Mental health is important at every life stage, from childhood and adolescence through adulthood. It is a fundamental aspect of health and a social justice issue.[88]

Depending on the context, specific individuals and groups may have a higher risk of experiencing mental illnesses. Some risk factors could be biomedical (e.g. traits we inherit from our families). However, there are also environmental factors and social determinants that increase the vulnerability of certain groups of people (e.g. exposure to traumatic events, violence, abuse or neglect, etc.).

You have the right to:

- Access counselling and treatment for mental health issues that ensure confidentiality, respect and empathy.
- Access mental health information, resources and services, without discrimination, coercion, exploitation, violence, judgement or stigma.
- Have time and opportunities for self care. Self-care isn't just about finding ways to relax. It is about taking care of yourself mentally, physically, emotionally, socially, and spiritually. In order to care for your health and well-being, it is important to find a balance that allows you to address each of these areas.[89]
- Access mental healthcare in emergency situations.

> **SELF CARE CHECK**
> It is important to take care of ourselves before we can support others. This is not selfish; this is necessary to ensure that we do not burn out or develop / exacerbate mental health issues.

> **FACILITATOR'S LENS**
> Think about what mental health issues are most prevalent in your community. What are some other rights you have that are related to mental health? Open a space for discussion with participants to reflect collectively about these questions. Printout 1.

> **LEARN MORE**
> - A Young Woman's Toolkit For Advocacy on SRHR & Mental Health (YWCA)
> - The State of the World's Children 2021. On My Mind: Promoting, protecting and caring for children's mental health (UNICEF)
> - A Global Youth Mental Health Advocacy Toolkit: A Resource To Drive Action To Address Youth Mental Health (World Economic Forum)
> - Helping Adolescents Thrive Toolkit (World Health Organization and UNICEF)

6. SEXUAL AND GENDER BASED VIOLENCE (SGBV)

Sexual and gender-based violence refers to any act that is perpetrated against a person's will and is based on gender norms and unequal power relationships. It includes physical, emotional or psychological and sexual violence, and denial of resources or access to services.[90]

Sexual and Gender Based Violence (SGBV) is preventable, yet it can have immediate and long-term physical, sexual, and mental consequences including death. It manifests through sexual violence, forced marriage, rape, female genital mutilations, verbal abuse and intimidation. The range and breath of SGBV differs with cultural variabilities. Violence

88. World YWCA and Feminism in India (2020). A Young Woman's Toolkit for Advocacy on Sexual & Reproductive Health & Rights and Mental Health. Available at shespeaksworldywca.org/wp-content/uploads/2020/06/YWCA-SRHR-and-mental-health-Toolkit.pdf

89. Elizabeth Scott, PhD (2022). 5 Self-Care Practices for Every Area of Your Life. www.verywellmind.com/self-care-strategies-overall-stress-reduction-3144729

90. UNHCR (The UN Refugee Agency). Sexual and gender based violence (SGBV) prevention and response. emergency.unhcr.org/entry/60283/sexual-and-gender-based-violence-sgbv-prevention-and-response

can lead to depression, post-traumatic stress, and other anxiety disorders negatively affecting women and girls' well-being. It also blocks women from fully participating in society.

The social and economic impacts are enormous and span across families, communities, and society. Poverty and displacement of populations caused by diverse crises, from wars to flooding increases the vulnerabilities of girls and women to SGBV.

Protecting girls and women from psychological violence is a key SDG target (5.2). There are multiple international policy commitments including the UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and the UN Declaration on the Elimination of Violence against Women, as well as multiple UN Human Rights Council resolutions. At least 155 countries have passed laws on domestic violence. However, challenges to enforce these laws persist, limiting women, young women and girls' access to safety and justice.

You have the right to:

- Be safe and live free from all forms of violence, including SGBV, whether at home, school, workplace, displacement camps, and all public places.[91]
- Access to the medical care and psychosocial support you require, with trained staff, sufficient supplies and equipment for the clinical management of rape.
- Access a safe house, shelter, or alternative location if your safety is at risk
- Access legal advice and support
- Access to justice
- Participate in a fair trial
- Have your privacy and confidentiality upheld

LEARN MORE
- Gender-based violence (UNFPA)
- Identifying & Mitigating Gender-based Violence Risks within the COVID-19 Response (Global Protection Cluster - GBV Prevention and Response & IASC)
- Working With Adolescent Girl GBV Survivors On The Move (UNICEF LACRO)
- Week without violence 2021 "Intergenerational Action for Gender-based Violence: Co-creating the Future" (World YWCA)
- Fact sheet. Violence against women (WHO, March 2021)
- Women's human rights and gender-related concerns in situations of conflict and instability (United Nations Human Rights Office of the High Commissioner, OHCHR)
- UN Declaration on the Elimination of Violence against Women (OHCHR)

7. FAITH + FEMINISM

For many women, young women and girls, faith remains a safe space, and a pillar of strength and hope in the face of human rights violations, such as sexual, physical, psychological and financial abuse.

The influence of patriarchy on many world religions, religious leaders, and religious communities is one of the biggest challenges to faith-based engagement.[92] Another major challenge is that sex, and sex-related matters, are frequently taboo topics, making it difficult to engage on the issue with religious leaders and religious communities.

Most often people argue that faith and feminism do not work together, but when COVID-19 hit, we saw a rise in

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91. People who experience gender violence suffer from different human rights violations – for example the right to life, gender equality, the right to health, prohibition of discrimination on the grounds of sex, protection of physical integrity, freedom from torture and degrading treatment, freedom from discrimination and the right to safety and security. www.coe.int/en/web/gender-matters/gender-based-violence-and-human-rights

92. Le Roux, E. 2019. Religion, development, and GBV: Suggestions for a strategic research agenda. Research report. Washington DC: Joint Learning Initiative on Faith and Local Communities. www.partner-religion-development.org/fileadmin/Dateien/Resources/Knowledge_Center/JLI_PaRD_Research_agenda_Religion_Development_and_GBV.pdf

the role that faith-based organisations played in provided crucial support and resources at the community level. . Faith-based organisations and communities played a critical role in the humanitarian response to the COVID-19 pandemic, and young feminist women of faith constituted an important part of it. They were at the forefront of the crisis as health workers and primary caregivers delivering services inspired in their principles of solidarity and compassion. These young women set examples of transformative leadership within their faith communities, even challenging the limited role attributed to them.[93] Engaging with supporting faith organisations to respond to COVID-19 also helped to address other cross-cutting issues such as intimate partner violence.

This shows how the role of faith-based organisations in delivering community services is shifting, in both the development and humanitarian sectors. In most remote places where government services do not exist, faith-based organisations serve the community. Services provided range from education programmes (with schools, universities and places of worship becoming places of learning and knowledge sharing), to health care services, water and sanitation and traditional pastoral care for the vulnerable and marginalised.[94] Faith leaders, including young women, and organisations can also be involved in addressing issues at community level through service delivery and through working with their community youth groups and women's groups.

🔔 **REMEMBER**
Approaching faith institutions can be risky in certain contexts. However, there are some resources that young women can access to know who to work with. For example, there are churches working through the World Council of Churches network. Also, the Pacific Conference of Churches provides a list of churches where young women leaders, their organisations, communities and networks can identify potential allies in each country.

What can we do to encourage faith based leaders to be involved in promoting young women's rights:

1. Use faith institutions and groups as entry points for addressing SGBV by positively engaging with them through sensitization and learning especially drawing on common tenets on equality and service for the vulnerable in societies who are discriminated against.
2. Work with faith leaders and organisations to create avenues for supporting actions to eliminate all forms of violence against women within their institutions including through their sermons.
3. Engage with religious scholars on how to end gender discrimination and stereotypes
4. Engage faith leaders and organisations to lead conversations around peace-building to condemn acts of abuse and violence and sound the alarm on media.
5. Work with faith leaders and organisations through their services and programs being delivered in the various communities where there is non-existence of government services.
6. Work through with faith-based leaders and organisations on a cause that they are passionate about, but also bring to their attention how issues intersect and women, young women and girls issues can be addressed in line with their cause.
7. Build accountability mechanisms within faith-based institutions to uphold the rights of women, young women and girls.

93. Berkeley Center for Religion, Peace & World Affairs. Young Women of Faith and Transformative Leadership in COVID-19 Response. An Intergenerational Conversation. berkleycenter.georgetown.edu/events/young-women-of-faith-and-transformative-leadership-in-covid-19-response

94. YWCA. Envisioning 2035 - 100 Million Women and Girls Shaping a Just and Inclusive World www.worldywca.org/wp-content/uploads/2020/11/Envisioning-2035-Final-Goal-and-Proposal_2015.pdf

LEARN MORE
- Women, Faith and Human Rights (UNFPA)
- Faiths and feminisms — can they be reconciled? (Op-ed by Susan Carland, 2021)
- Faith and Feminism, a Holly Alliance (By Hellen LaKelly Hunt, 2004)
- Affirming Women's Human Rights. Resources for Faith-Based organisations (The Lutheran World Federation)
- "It will not be so among you!" A Faith Reflection on Gender and Power (The Lutheran World Federation)
- Faith and Feminism Podcast
- Series of podcasts on intersectional feminism and Christian Faith
- Resources on Religion and Development (International Partnership on Religion and Sustainable Development)
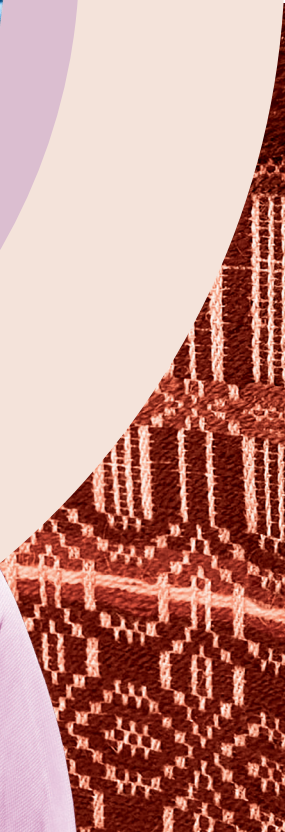
SECTION 3:
FACILITATOR'S TOOLBOX

You've built a really strong foundation of knowledge about human rights, transformative leadership, key issues, and skills to help you bring about the change you want to see in your community and in the world. Your brain is probably very full of information, and you may be wondering how you're going to translate it all into a training. Don't worry! We got you!

SELF CARE CHECK

Before we get into the process of planning for your training, let's check in with YOU. How's your energy level? Are you feeling energised and ready to go? If so, let's carry on! Are you feeling a little overwhelmed or have any worries? If so, let's take a break before you start this phase of the process. What do you need in order to feel confident with your planning? All feelings are welcome and you are wonderful either way, so please be honest with yourself!

This section is designed to support you to take all of this information and transform it into a training you can conduct in your community with other young women. We will walk you through how to plan, implement, and evaluate a training session with your peers on this content.

This section will include the following information:

a. How to prepare for your training, including how to define your audience, logistical considerations, reaching out to / engaging your participants, planning your agenda
b. Facilitation tips
c. Icebreakers and energizers
d. Supplies + Materials
e. Additional Reference Documents
f. Evaluating your training
g. Worksheets, Activities + Printouts

GETTING STARTED

Before you start the training, here are some questions you may want to ask yourself as a facilitator:

○ Is there any content in Sections 1 and 2 that I don't feel quite comfortable yet and requires a bit further reading before I facilitate a training on it?
  ▫ Remember, you can start training on sections you are comfortable with first, allowing other sections to be trained later, allowing you more time to read and do research
○ What sections do I want to include in my training?
  ▫ Be aware you don't need to train on every section. Select the sections you feel most relevant or through consultation with participants
○ Was I able to integrate self care into my learning process? Will I be able to maintain that in the facilitation process, for myself and the participants?
○ How was it to wear my Facilitator's Lenses throughout Sections 1 and 2? Do I feel like I was able to think about the participants' experience?
○ What are some of the things I would like the participants to walk away from the training knowing and feeling? How can I support that to become a reality?
○ What are some things about myself as a facilitator that I want to highlight? (What is my style? What are my values?)
○ Does my content reflect the participants different learning styles: visual (images, videos, etc), audio (speaking notes for those who listen), reading and writing and action (activities)
  ▫ Participants have different styles of learning. Some learn through images; some through listening and speaking; some through reading and writing; and others with activities.

Facilitation is all about helping the group do efficient, meaningful work. It's about making sure everyone in the room gets heard, and making sure there's an actionable outcome every time a group comes together. A good facilitator's goal is to encourage participants to think productively and ultimately to articulate critical ideas, ask vital questions, uncover variables, find solutions, and identify productive actions. A skilled facilitator can supercharge a team's performance by eliminating the possible friction or listlessness of group collaboration and providing a meaningful process for the team to follow.[95]

FACILITATOR'S LENS: one last time! :]
Have you ever attended a workshop or group activity that had a facilitator? What was something you noticed about the facilitator? Did she create a safe space? Were there things that she was doing in her facilitation role that maybe wasn't completely obvious but that contributed to the success of the meeting? Take a moment to reflect and write down 3 things that really worked about her facilitation skills or style.

95. www.workshopper.com/post/facilitation-skills
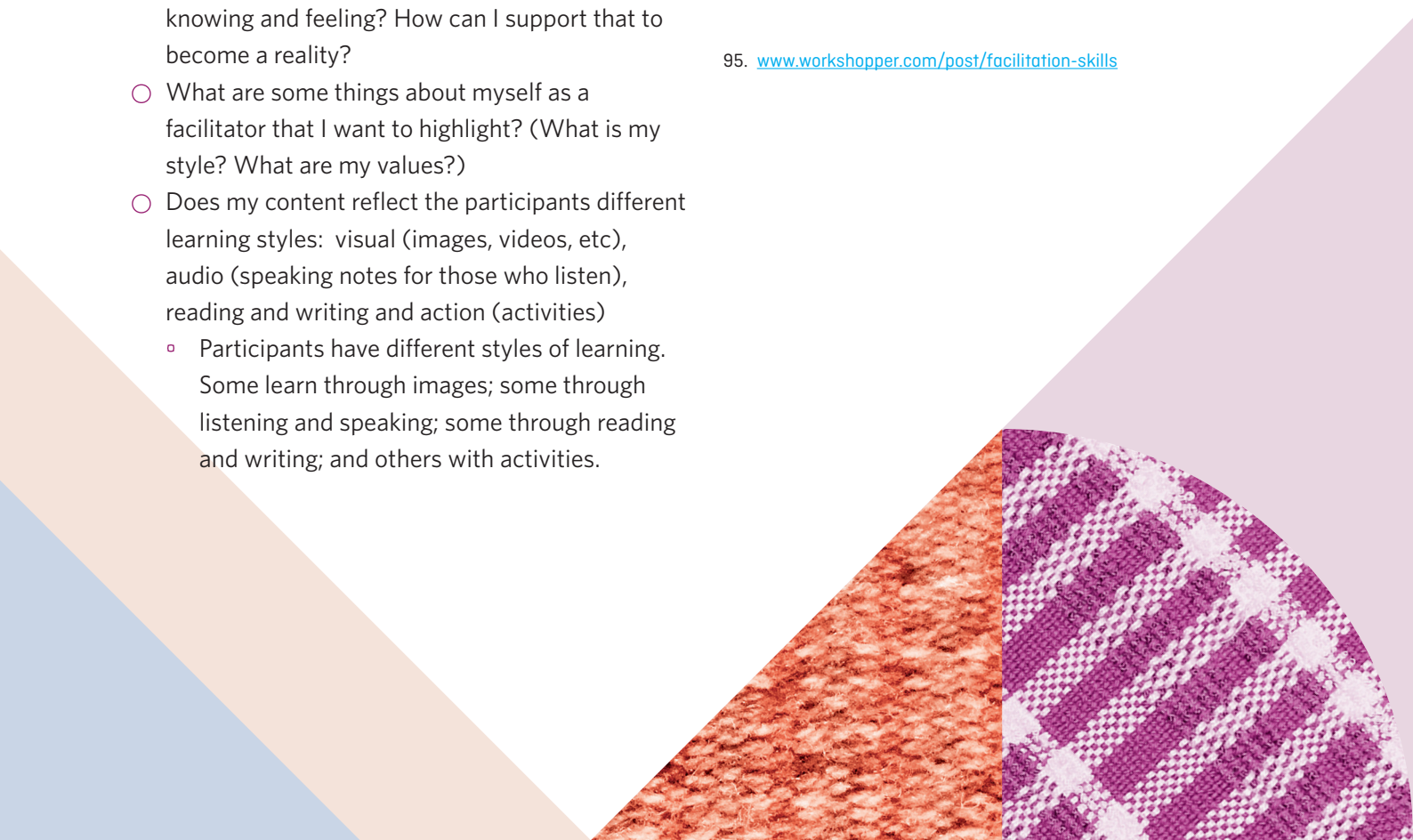
A. PREPARING FOR A TRAINING

The following checklists should help you prepare for your session. With answers to these questions (or at least an idea of how you'll go about it), you'll be in good shape to facilitate your training. It is recommended that you start preparing at least 6 weeks in advance of the training date.

1. CONTEXTUALISING THIS GUIDE

When planning how to implement this Guide, it's important that you keep in mind all the different kinds of people and participants you will meet. You will need to ensure that the content is something that they are comfortable with, topic wise, but also whether they are able to engage fully with the content. Specifically, in any programme or training specifically for young women and girls, their needs and choice matter. It is important that you try to engage them in as many decision points as possible and to adapt the content as you go.

Also remember that following the COVID-19 pandemic, many meetings and training sessions may no longer be in person. This may raise challenges like access to mobile phones and the internet for some participants. Adapting the Guide is important to have an authentic, informed approach, and allows the participants to feel a sense of belonging as they explore and discover concepts, plan strategies and implement change.

Checklist for adapting your Guide

- Be prepared. Do your research. Know what issues are common in this community, and what resources will be accessible by participants.
- Take notes as you go through the Guide and develop a guidance note that includes your own adaptations to help you navigate the version you develop.
- Learn and adapt based on previous learning experiences.
- Check if you or partner organisations already have training materials, activity guides or ice breaker exercises available.
- You may require translation, and the language used must be culturally sensitive.
- Include indigenous and local knowledge and case studies in the Guide.
- Consider whether you need support from a translator or expert trainer.
- Check whether your work should be conducted in person or online.
- Choose your venue/platform accordingly, and make sure it is convenient for all. For example, consider your participants physical abilities to reach your venue or join your digital platform.
- Ensure that the case studies, activities and supplementary materials used are representative of their society and communities.
- Don't forget to include the most marginalised and/or under-represented participants.
- Remember the tips for creating a safe space, to ensure everyone is able to wholly participate.
- Bring in speakers from organisations and communities who will be able to adequately represent the issue but also the perspectives of the participants.
- Lead by example. Present yourself with humility, and practise respect for all.

Other resources & toolkits

- Toolkit: Young People as Advocates, The International Planned Parenthood Federation (IPPF), 2011
- Toolkit: My Body My Rights: Sexual and Reproductive Rights are Human Rights, Amnesty International, 2015, London.
- Toolkit: Advocating for change for adolescents! A Practical Toolkit for Young People to Advocate for Improved Adolescent Health and Wellbeing, by The Partnership for Maternal, Newborn & Child Health (The Partnership) and Women Deliver, 2018
- Youth Activist Toolkit, from Advocates for Youth, 2019.
- My Body, My Mind (YWCA)
- Power to Womxn and Girls, A global advocacy toolkit, for the Beijing+25 process and beyond, Women Engage for a Common Future (WECF), 2020
- General resources, reading and training material at Beautiful Rising.
- United Nations Young Leaders Training Programme

2. DEFINING YOUR AUDIENCE

Before you dig into the content of a training, ask yourself the following questions about your potential audience for the training:

- ○ What **age group** will be represented in the training? (It is recommended that you select participants who are in the age range of 18 to 30)
- ○ What **level of background knowledge** will they have on some of these issues?
- ○ **How many** young women will be selected for a session?
  - ▫ When selecting, be mindful to plan also for when you don't have the exact number of participants you intended.

- ○ Is it required to attend the **entire session**?
  - ▫ Some participants may be working or studying, so it will be helpful for them to have this information.
- ○ Will they be able to do any **pre-work** (completing a survey, joining a call, sharing their story) before the training session?
- ○ What information do I need to share with participants beforehand to make the **space safe** for them to engage from the beginning?
- ○ Will participants be able to **come together in person**? (COVID restrictions? Transportation challenges? etc) If not, will they be able to **engage digitally**?
- ○ If they will engage digitally, do they all have **access to computers**? Privacy? Data / wifi?
- ○ **When** will the training take place? How will you accommodate / plan for availability? Are time zones a consideration?
  - ▫ Think about the best time for participants to fully engage
- ○ Is everyone in the group going to be working in the **same language**? Will there be a **translator**?
- ○ How can I ensure that I am proactively reaching out to girls / young women from **marginalized communities** (e.g. girls living with HIV, migrant girls, transgender girls, etc.) and who are represent **diverse abilities** and ensuring their meaningful participation?
  - ▫ Will materials be offered in braille?
  - ▫ Will there be a sign language interpreter?
  - ▫ Will the space be accessible to anyone with mobility issues?
- ○ Are you able to access a **culturally appropriate venue** that is welcoming in line with custom?
- ○ Will anyone have to **gain permission / get support from a parent or caregiver** to participate / attend? Will this be a barrier for them?
- ○ Are there any **local or national holidays** you should be aware of and plan around at the time of the training?

3. LOGISTICAL CONSIDERATIONS

Whether you facilitate the training in person or online, here are some logistical considerations to prepare to plan around:

- **The 5 W's**: It's time to think of the WHO, the WHAT, the WHERE, the WHEN, the WHY of your training. Once you have all of this information pulled together, you have everything you need to draft a logistics note for your participant. (See below for more on logistics note)
  - **WHO**: This is your participant list
  - **WHAT**: This is your goals / objectives for the training, and eventually your agenda
  - **WHEN**: This is the date and time of your training.
  - **WHERE**: This is the location of your training.
  - **WHY**: This is what you plan to accomplish in the training.
- **Meeting space**: Are you able to get a conference room / meeting space donated by a local NGO? Are you able to meet at a community centre, church, or someone's house that is safe and accessible, and can be secured at no cost?
- **Food / refreshments**: If you're going to be meeting for more than a few hours, are you able to provide food and drink for participants?
- **Co-facilitation / Note-taking**: Will you have a co-facilitator? Will you have someone to help with taking notes / aid with filling in MEL tools / knowledge management?
- **Transportation**: If participants have to travel are you able to offer a stipend / reimbursement for data / wifi expenses?
- **Data / wifi fees**: If you're holding your training online, are you able to offer a stipend / reimbursement for data / wifi expenses?
- **Budget**: If there is some cost, are you able to clearly identify and create a small budget? Do you have funds? How and where to get funds?

- **Contact details**: If someone has a question, who can they reach? Include a phone number (and indicate if you're available on different platforms) and an email address.

> **LEARN MORE**
> What is a logistics note? This is a document you prepare for your participants so that they have everything they need to be prepared for the training all in one document. Think of it as a concept note for your training with all of the logistical details included. see "Additional Reference Documents" for more information about how to draft a logistics note.

4. ENGAGING YOUR PARTICIPANTS

Once you've gotten clear about who is going to be in the "room" (including the digital room, if the training is online), it's time to reach out to them.

- Do you have a sense of the **issues or topics** that matter to the participants? A sense of the **skill level** they will bring to the training? A sense of their **knowledge base**?
  - If not, are you able to send out a **survey** in advance of the meeting? Or hold calls with participants?
- Is there an easy way for you to get information about the **ideal time to hold the training** according to the participants? A Doodle poll or survey?
- Do you have **everyone's contact details**? This includes their name, email address, and phone number (at least).
- What is the best **platform to communicate** with participants? Will you share information over email? Create a Whatsapp group?
- Are you able to provide an opportunity for participants to **inform / give input into the agenda**? If so, what is your process for gathering that feedback?

○ Are you planning to **take photos**?
  ▫ If you are planning to take photographs, ensure you have participants' consent and save copies of these safely and securely. Also it is important to clearly explain to the participants the reason for the consent form and what their images may be used for. See "Additional Reference Documents" for more information on how to draft a consent form.

After participants are engaged and confirmed, you're ready to think about the content of the workshop!

5. MAKING THE AGENDA

There is a lot of possible content to cover, so it is your role as the facilitator to discern what will be the best way forward for the specific participants you're working with at this time. It is ideal that you design the agenda with the participants — either directly or after consulting them through a survey or some sort of consultation tool / process — but sometimes it's helpful for you to draft it first and make sure you get input before you finalise it.

Some questions to ask first:

○ Will this training be **online or in person**?
○ If online, will participants be able to join for **consecutive days**? Or should you plan for **once a week** for a few weeks?
○ How deep will you be able to dive on the **different topics** based on the skills / background knowledge / priorities of the group? (This will determine how much time you need to set aside for each.
○ What is your ultimate **goal of the training**? (For example — Is it to plan a campaign? Is it simply to share knowledge and skills? Is it to build consensus among girls and young women in your community about priorities so you can start working together more long term?)
○ What are some ways that the session can be **interactive**, regardless of if it's in-person or online? This means building out spaces for check-ins between sessions, lots of icebreakers, opportunities for participants to talk to one another, etc. This way, participants are part of the space rather than just "listeners."

Depending on your answers, there are a few things to keep in mind:

- To **facilitate an effective virtual session**, hosting between 6-12 participants is likely to be a good limit in terms of the number of participants for engagement and conversation. Spreading the content out over a few days so that participants aren't in front of a screen for more than 4 hours at a time will benefit everyone, as it will keep participants from losing focus / getting too burnt out on screen time.
  - You'll want to make sure that participants have access to the technology they need — computer or phone, user-friendly digital platform (Zoom, Google meet, etc), reliable data or internet connection.
- To **facilitate an effective in-person session**, hosting between 20 - 25 participants will ensure that you're able to provide individualised content but also have enough people for group work. This number will depend on whether or not you have a co-facilitator, which is highly recommended for a group this size.
  - You'll want to think about things like the set up of the room (do you need space for a panel discussion at the front of the room? Space for translators? Space for break out groups? Space for post-its on the walls?) based on the nature of your agenda.

It will be up to you to determine how much time you have for each session, each activity, and to achieve your goals.

Tips for planning your agenda:

- **For in person training sessions**:
  - Remember to build in a lot of extra time in each session. It always takes longer than you think. Sessions will run long, people may be late, and you'll need to bring the group back together after breaks.

- Prioritise, prioritise, prioritise! Ask yourself, "If they take away three things only from the day, what would I want those three things to be?" Then anchor your sessions around those priorities. It's better to pare down the content so that participants can absorb and reflect than try to cram too much into each day.
- **For virtual training sessions**:
  - It will be most engaging for your participants to have a combination of learning sessions and interactive sessions (where they're working with others on the call). Try to avoid long sessions of presentations, which is hard given how much content there is to cover! You can get around this by giving lots of opportunities for participants to go into breakout groups and discuss some of the topics together, and giving time for them to report back to the group.
- **Generally**:
  - You'll want to start each day reiterating your **community agreements** in order to set the tone for the day and remind the group about accountability you're creating in the space together.
  - At the beginning of each day, it can be helpful as the facilitator to repeat back some of the **feedback (Anonymously)** you received in the closing session the day before and identify areas where you've made adaptations to the agenda based on that feedback.
  - The sessions in the middle of the day (late morning, early afternoon, late afternoon) will often be the ones where you lose people's energy and attention if there isn't time for energizers and breaks. Be sure to prioritise this space in the **middle of the day**, and manage your own expectations (and participants!) about what you can achieve in one day.
  - Don't underestimate the power of **a good closing session**. Participants will be tired, but this is the chance for them to walk

away from the day feeling positive and like they've learned a lot, even if they are feeling overwhelmed by information. Plan to protect the closing session and leave 30 minutes for everyone to give feedback. This feedback can also help you make adjustments before the session the next day.

Here is a sample three-day training agenda, assuming that there are 20 participants and two facilitators. This is just a sample, and is not meant to be prescriptive; however, you can design your own training using this format as a baseline or adjust as you feel needed. When preparing for lessons it's also good to agree with your co-facilitator who will lead or support and how on each session.

See "Worksheets, Activities + Printouts" for a blank agenda template.

Day 1: INTRO	Day 2: SKILLS	Day 3: ISSUES
MORNING SESSION	MORNING SESSION	MORNING SESSION
BREAK	BREAK	BREAK
MORNING SESSION	MORNING SESSION	MORNING SESSION
LUNCH	LUNCH	LUNCH
AFTERNOON SESSION 1	AFTERNOON SESSION 1	AFTERNOON SESSION 1
BREAK	BREAK	BREAK
AFTERNOON SESSION 2	AFTERNOON SESSION 2	AFTERNOON SESSION 2
CLOSING / REFLECTION	CLOSING / REFLECTION	CLOSING / REFLECTION

B. FACILITATION TIPS

The role of facilitator is crucial, and the skills required to be a facilitator take time to build. There may be aspects of facilitation that play on your natural skills as a leader, but don't feel like you need to be perfect to be effective. Remember, this is your learning journey too! So building this skill will only strengthen your effectiveness as a transformative leader.
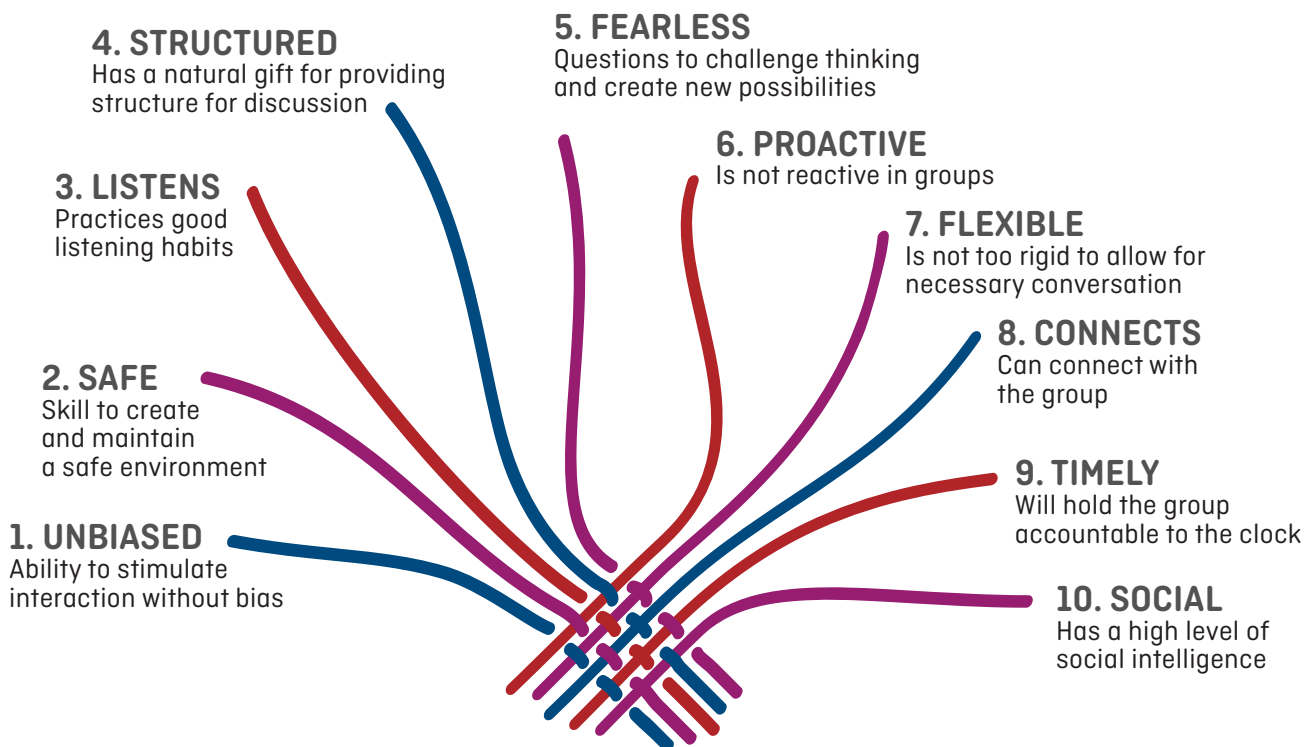
Overall, try to relieve yourself of the pressure of the , and think of yourself as a peer learning alongside the participants. You're creating containers for meaningful conversations to happen, and don't need to solve all problems or have all the answers.

Here are some qualities that make a good facilitator![96]

Here are a few additional resources on facilitating workshops that may give you some guidance on how to run a workshop:

- 8 Essential Skills of an Effective Facilitator (and How to Improve Them!)
- Introvert friendly facilitation tips
- How To Be A Great Facilitator - The 8 Facilitation Skills You Need (With Tips To Improve Them)
- Top 11 Skills of an Effective Facilitator
- Facilitation skills: How to be a good facilitator (Cornerstone Dynamics)
- The Role of a Facilitator: Guiding an Event Through to a Successful Conclusion (Mind Tools)

A note about these resources: a lot of facilitators do their work with organisations or companies in a professional setting. Adapt these tips accordingly to your role in the community and your audience, and take what's helpful!

4. STRUCTURED
Has a natural gift for providing structure for discussion

3. LISTENS
Practices good listening habits

2. SAFE
Skill to create and maintain a safe environment

1. UNBIASED
Ability to stimulate interaction without bias

5. FEARLESS
Questions to challenge thinking and create new possibilities

6. PROACTIVE
Is not reactive in groups

7. FLEXIBLE
Is not too rigid to allow for necessary conversation

8. CONNECTS
Can connect with the group

9. TIMELY
Will hold the group accountable to the clock

10. SOCIAL
Has a high level of social intelligence

96. www.rhythmsystems.com/blog/
top-10-qualities-of-a-good-planning-facilitator

C. ICEBREAKERS + ENERGIZERS

As you go throughout the day, you'll want to remember that you're working with human beings and not robots! Therefore there will need to be bio breaks and energizers incorporated into the day so that participants can get their blood flowing. Additionally, there will be moments where you want participants to get to know each other, build trust and safety together and start to feel comfortable opening up to the group. Here are some options for energizers and icebreakers.

- Best workshop energizers (Workshopper)
- Icebreakers
- **For in-person meetings**:
  - 35 Fun Meeting Icebreakers to Warm Up Any Meeting
  - 15 Seriously Fun Meeting Ice Breakers: Games and Question
  - 25 Fun Icebreaker Games for Meetings
  - 70 Fun (Not Cheesy) Ice Breaker Games & Activities
  - 36 Ridiculously Fun Icebreaker Ideas, Games, & Activities In 2022 For Your Next Meeting
- **For virtual meetings**:
  - Zoom Icebreakers: 55 Pro Tips for 2022
  - 32 Fun Zoom Icebreakers You Should Definitely Try In 2022
  - 31 Fun Zoom Icebreakers To Get The Ball Rolling For Any Online Work Meeting In 2022

Many of these icebreaker activities and energizers are for professional settings, so you are encouraged to adapt for your training with young women or create your own.

D. SUPPLIES + MATERIALS

As you're getting ready for your training, here's a shopping list of all the materials you'll need if you're planning to implement all activities. Remember to get enough for the number of participants you're expecting to have.

If you're only planning to use a few activities, the materials are noted in each activity so you can draw from those directly as you prepare.

- Computer
- Projector
- Internet connection
- Flip chart or board
- Markers or crayons
- Paper sheets or notebooks
- Pens or pencils
- Flashcards or Post-its
- Handouts of Diagram 2: Intersecting identities
- Handouts of the quiz 'What kind of digital citizen are you?'
- Handouts of the sample risk assessment
- Handouts of the Advocacy Case
- Photocopies of the 5 scenarios for the activity on mental health
- Handouts of the tree graphic from Problem Tree Analysis activity
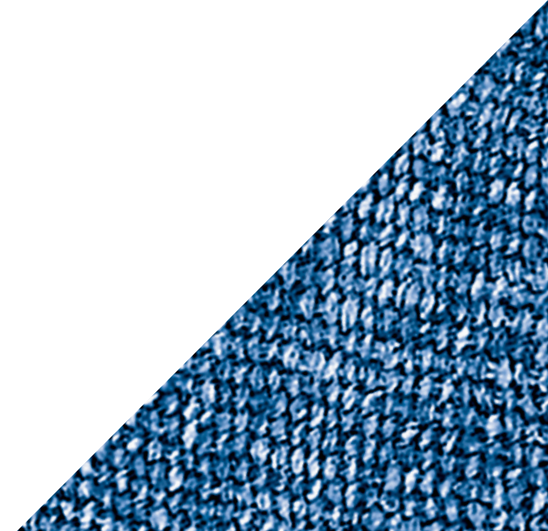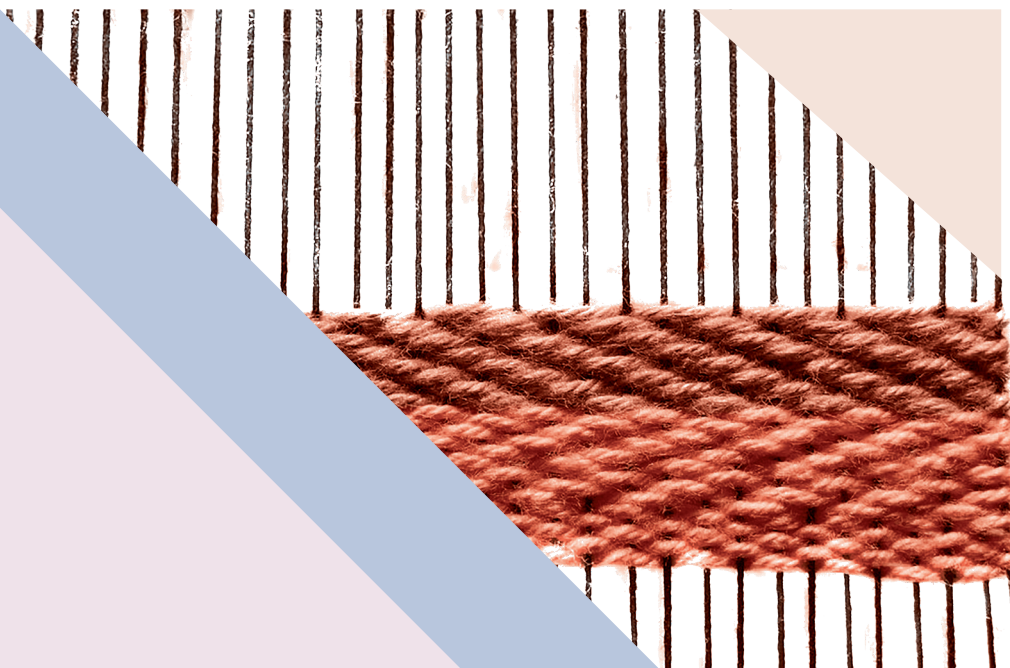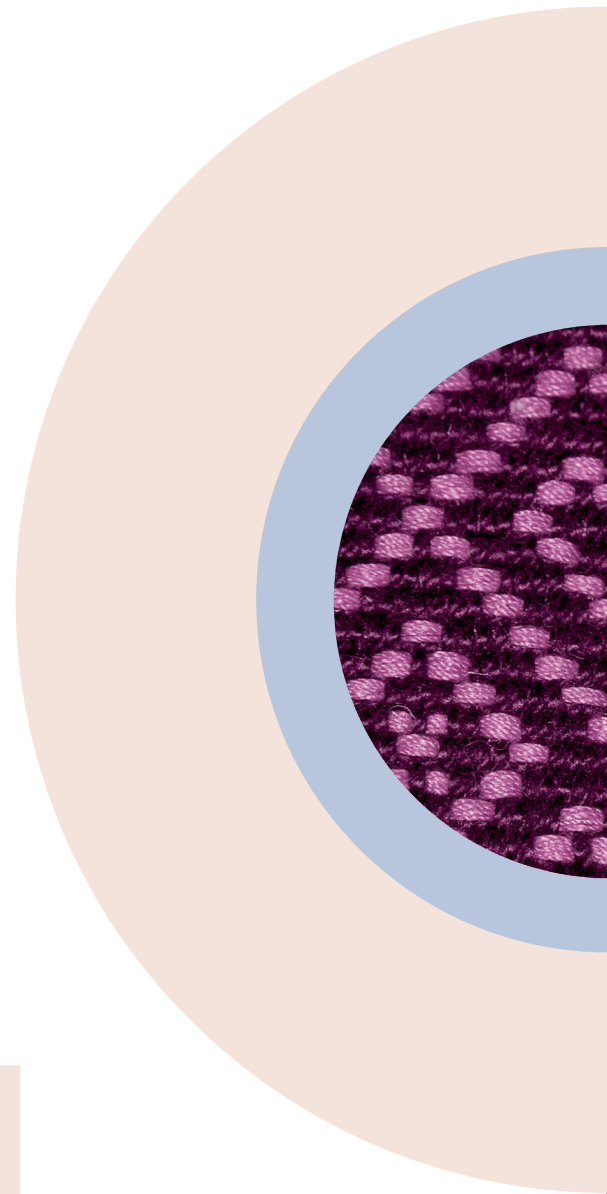
E. ADDITIONAL REFERENCE DOCUMENTS + TEMPLATES

As you plan for and prepare your agenda, there may be reference documents or additional resources you need to support your training.

This may include:

- Attendance sheet
- Consent form
- Logistics note

Below you'll either find a description for how to draft it yourself and the sort of information you'll need.

Attendance Sheet

This can be as simple as just a piece of paper with a grid on it where participants can sign in each day. You'll want to ask for their name, their email or phone number (however you stay in touch with them), and anything else you need to know each day as participants come to the table.

Consent Form

Consent forms are a tool to make sure you and your participants are aligned with expectations for what their participation will look like during the days of your training. You'll want to start with a sentence of two describing the worksheet, so they know what they're participating in at the time of the consent form signing. Your consent form may include some of the following language:

- **Voluntary participation**:
  For example — I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I

voluntarily agree to take part in this study.
- **Transparency**:
  For example — I understand that I will be given a copy of this consent form.
- **Photo release**: For example — I give permission for any photos of me to be used expressly for reporting purposes.

If you're not going to be taking any photos, you don't need a media release. But it is something you may want to raise during the Community Agreements section, so that all participants are clear about where the photos they are taking of each other are ending up, for example, on social media.

Logistics note

When you're reaching out to participants, you want to make sure they have all confirmed information in one place. A logistics note will include all of the basic details about the event (where, when, etc), as well as anything that a participant will need during their time with you. **Are participants staying overnight at a hotel?** Make a note of where they are staying and how many nights, and mention that a credit card may need to be provided for incidentals (or whatever hotel check in and check out policies are relevant for their time at the hotel). **Are they receiving stipends for per diems, transport, etc.?** Spell out the terms of any reimbursement procedures (are receipts required?), and explain what costs will be covered as a part of their participation.

This document should be accurate, concise, and clear. Make sure that you include contact details for anyone that participants can reach out to if they have any problems, questions, etc.

F. EVALUATING YOUR TRAINING + STAYING CONNECTED

In order to know if the training session you're leading is helpful to the participants, you'll need to establish a baseline understanding of the participants' needs and knowledge base. What sort of understanding of the issues are they coming into the session with, and how has your session expanded their capacity as a transformative leader? What skills do they already have? To truly capture the impact of your training, you'll need to conduct a brief needs assessment. This can also be called a **pre-training assessment**, pre-test, or baseline survey that you create for participants at least a week in advance of the first session.

The information you need will also aid the training plan itself and can help you create the agenda and materials. As mentioned beforehand, this Guide is adaptable and allows you to deliver in smaller parts rather than as a whole. Therefore, having this information from your pre-assessment survey will help you better identify their needs and tailor the content from this Guide to plan and deliver a training that meets their needs, realities, and context.

During the training there are some interactive activities which you can also use to help you see if the participants understand what you have shared like **Role Plays**, **Body Mapping**, and **Group or Individual Presentations** are a good example.

After the session, **post-training assessment tools** should be administered to see what knowledge, skills, and experience has been gained from the session. You will also get valuable information as a facilitator about what you can change (including aspects of your style!) for next time. Additionally, you'll know more about what content to change, the key takeaways from participants, and how participants plan to use the training afterwards.

Most importantly, evaluation measures impact over time as you work with this Guide, and various tools can be used to track and monitor the aggregate progress of participants as a result of sessions and beyond.

Evaluating your training helps provide you with an understanding of what is working and what requires improvement and can be assessed using another tool, **Training Evaluation**, which is filled out by participants. Results of this evaluation should inform future work and help you improve your facilitation skills and future planning and delivery where it is needed. Facilitation is a skill that is strengthened over time and from careful assessment and evaluation.

Pre-training assessment tool

You will draft the pre-training assessment tool based on the topics you're choosing to include in your agenda. For example, if you're focusing on advocacy training, it is recommended that you read the advocacy section closely and key aspects that you're going to be covering in your training. You can ask questions about their levels of knowledge, experiences with any of the aspects of the materials, or skills they may have coming into the training.

Sample questions:

- On a scale of 1-5, what is your familiarity with campaigning?
- Yes / No - are you familiar with a SWOT Analysis?
- On a scale of 1-5, what is your familiarity with SMART objectives?

You are asking questions based on material you will cover, and then you will ask them again in the post-training assessment tool in order to determine an increase in knowledge or skills.

In addition to assessing skills and knowledge, you could also ask open-ended, qualitative questions like, "What are you most looking forward to in this training?" You could use a simple survey tool like Survey Monkey or Google Form, or even use a polling function on Facebook or Instagram, or through whatsapp. It's a chance for you to start to get to know your participants, so however you start to build that community is up to you! You would share the assessment tool in whatever communication channel is working for the group.

Post-training assessment tool

After the training, not only are you going to want to know if participants gained knowledge and skills but also what their experience was like with you as their facilitator and how they felt about the training as a whole.

You may have an assessment section that mirrors the pre-training assessment, so that you can assess increases in knowledge and skills. Additionally, you're going to want to know their thoughts about the delivery of the materials (or, your facilitation) and the content itself.

Rise Up! has a training evaluation form that could serve as a template for your post-training assessment tool.

Staying Connected

Keeping momentum and staying in touch with participants is a really important step in the community-building aspect of your transformative leadership journey. You can stay connected in a variety of ways and work with participants to determine the best approach and method for the moving forward.

The following are a few suggestions for staying connected:

Set up a group communication via email and instant message applications such as WhatsApp, Facebook messenger or through World YWCA platforms
Agree to regular huddles, online or in person

Attend YWCA events and stay up to date with local, national and global YWCA work and updates.

It is also crucial to encourage organic connection between participants, and suggest that they share progress and updates following the training on a regular basis. Sharing a safe space together and undergoing the training creates a network of transformative leaders who are there to support one another. This ongoing safe space can be co-led by participants themselves and supporting organisations. These organisations can play a key facilitation role for these connections by hosting alumni events, intergenerational leadership dialogues, and safe spaces, as well as support advocacy campaigns and activities.

If there is interest, it is recommended that someone in the group volunteer to host casual follow up meetings with the participants to understand the impact of the training, further needs around any skills or knowledge, and space to promote new effective practices. These kinds of meetings will also provide an opportunity to share obstacles or challenges that participants have encountered while implementing the learnings from training. It will be helpful for organisers and / or facilitators to develop strategies to address those challenges as well on an ongoing basis.

G. WORKSHEETS, ACTIVITIES + PRINTOUTS

This section outlines a set of activities that will underscore / reinforce / provide opportunities to practice some of the content that was presented in Section 2. As you look at each of the options for activities, it will be up to you to choose which activities will fit your training the best in your context.

ACTIVITY 1 - Intersectionality

Suggested time
- 60 minutes

Materials
- Computer
- Projector
- Internet connection
- Flip chart or board
- Markers
- Flashcards / Post-its
- Handouts of Diagram 2: Intersecting identities

INSTRUCTIONS

1. Watch the video on **Intersectionality 101** included in this section with the group. If internet connection, computer or projector are not available, narrate the three examples / stories presented in the video to explain what intersectionality is.
2. Distribute the flashcards / post-its among participants.
3. Then ask participants to look at Diagram 2 and reflect on their own intersecting identities.
4. Ask them to use the flashcards or post-its to write down a brief sentence or idea to describe what identities have resulted in experiences of oppression and what identities have resulted in experiences of privilege.
5. Participants can use more than one flashcard / post-it to share different ideas.
6. Collect the flashcards and then paste them on the wall or board, differentiating the ones that talk about experiences of oppression and those that refer to experiences of privilege.
7. Read out loud the ideas shared by the group.
8. Finally, encourage a group discussion to respond to the following question:
   - Why is intersectionality an important tool for the transformative leadership journey of young women.
9. Write down the ideas shared by the group on the flip chart or board.

Note for adapting this activity if facilitated online: We suggest you look at tools such as Miro (digital whiteboard for meetings and workshops) to conduct this activity. Alternatively, ask participants to share their ideas on the chat or virtual forum of the platform where you are facilitating the training. Be mindful that some participants might not want to openly share their answers. Provide an opportunity for participants to send their ideas to you only (through private messages on the platform, email or whatsapp) so that you can share with the group ensuring confidentiality.

ACTIVITY 2 - Transformative Leadership Journey

Suggested time
- 35 - 45 minutes

Materials (if facilitated in person):
- Flipchart paper
- Markers / colors / crayons

INSTRUCTIONS

Invite participants to start a conversation on where being a leader as a young woman can take them. Ask each participant to reflect on where she sees herself in her leadership journey. Use the circle diagram that illustrates the transformative leadership journey as a reference.

Here is a suggested list of questions to open up the dialogue. Remember that you can adapt them depending on the context and the audience you are working with.

- At what point of your leadership journey are you?
- Do you feel that you know your human rights? And if so, do you feel prepared and ready to talk about and claim those rights? Why or why not?
- Do you have the support you need to tackle the problems that affect you or your community? What would you need to help you strengthen your leadership (from your family, community, school, government, etc.)?
- Do you know who can help solve local or national problems?
- Are there people in positions of power who can potentially collaborate with you or support your advocacy? Who are these people?
- Are there opportunities to share your leadership experience with other young women in your community? How would you do it?
- How can you make sure that the changes you want to see are sustainable, meaning that they are long lasting and will affect more than yourself?

Ask participants to draw how their leadership journey looks based on their reflections and answers to these questions. Encourage them to be creative and have fun.

Share Leadership Journey drawings so that everyone can see them. If someone doesn't feel comfortable sharing with the rest of the group that is fine. Ask for volunteers in the group to talk about their transformative journey map.

Close this activity with a group discussion based on the journeys shared by the participants. Are there similarities? What new ideas emerged? Are there opportunities for collaboration with other young women from the group? How did I feel listening to the stories of other young women?

Note for adapting this activity if facilitated online: Ask participants to draw their leadership journey on a piece of paper, notebook or cardboard, using materials they already have. Or ask them to do a collage. If they are comfortable sharing, allow them to share their screen to show their drawing / collage and participate in the group discussion. Alternatively, you can ask them to take a photo and send it to your email or phone. You can then share the drawing with the rest of the group.

ACTIVITY 3 - Common Agreement

Suggested time	**Materials**
• 80 minutes	• Flipchart paper and pens

Each time participants come together at the beginning of the day or the session, remind each other of the Common Agreement that you will create together. The key message behind this activity is to have participants establish a respectful dynamic where they are able to trust each other. They will also set a common understanding of what privacy and confidentiality means. This activity is to help participants recognise that treating each other with respect and kindness is important to be a transformative leader.

Purpose: Participants will identify rules and respect, based on their own preferences.

INSTRUCTIONS (this activity has 3 parts to it)
- Part 1: What does respect mean to you? (30 min)
- Part 2: Coming to a common agreement (30 min)
- Part 3: Closing circle (20 min)

Part 1: What does respect mean to you?

Participants should reflect individually on what respect and trust mean to them. They should write what they need to feel comfortable and safe. Questions for them to consider:
- What does respect mean to you?
- What do you need to feel comfortable?
- What do you need in this space, so everyone feels free to participate?
- How did you feel doing the activity?

Participants should write as many things as they think are important, and encourage them to be as specific as they can.

Part 2: Coming to a common agreement.

Explain to the participants what ground rules could mean for setting a Safe Space. Ask each participant to write down rules that they would like everyone to follow. Allow participants time for reflection. Facilitators may also suggest rules. Some suggestions for ground rules:
- Listening is key
- Respect different opinions and ideas;
- Do not judge anyone;
- Help each other;
- Have fun

Part 3: Closing circle

Participants come together and discuss the rules suggested by each. Allow participants time for reflection and discussion, to ensure that all participants agree before it is added to the list. Write all the accepted rules and display it where everyone can see it. These are your Common Agreements.

WORKSHEET 1 - Digital Citizenship Quiz

Suggested time	**Materials:**
• 20 minutes	• Printouts of the quiz
	• Pens

1. Do you believe all the information you see on the internet?
    A. No! I always cross check that it is true.
    B. I don't really think about whether the information is true or not.
    C. I believe whatever I see online.

2. Are you interested in discovering new apps or learning about new technology?
    A. Yes, I love learning and understanding about this.
    B. I'm sometimes interested in this, but not always.
    C. I'm not at all interested in this.

3. Are you nice and polite to people online?
    A. Yes, I always think carefully about what I am writing or posting online.
    B. I think I am mostly polite, but I don't always think before I write.
    C. I don't care much about what I write or post online.

4. Do you know how to stay safe online?
    A. Yes, I am very careful about ensuring my privacy, checking my settings and changing my passwords. things like my privacy settings and passwords.
    B. I think I am safe but I usually forget to check my privacy settings.
    C. I don't think anything would ever happen to me, so I'm not worried.

5. Do you think carefully before you post or share a photo?
    A. Yes, I always consider 'Would I be happy to see this photo?' if yes, then I'll share it.
    B. I don't always stop to think.
    C. I don't care what people may think.

6. Do you think carefully before you post or share a photo of others, like your friends or family members?
    A. Yes, I always consider 'Would they be happy to see this photo?' if yes, then I'll share it.
    B. I don't always stop to think.
    C. I don't care what people may think about them.

7. Are you aware of your country's laws for online conduct?
    A. Yes. I am very careful not to violate any laws. I never download files illegally or copy other people's work.
    B. I don't know much but I don't download files illegally or copy other people's work.
    C. I don't know if my country has laws/what the laws are.

Mostly As
Congratulations! You use technology in a safe and sensible way. You're an upstanding digital citizen!

Mostly Bs
You could do better! Try to think carefully when you are online.

Mostly Cs
There's more to learn to make sure you're safe and building a meaningful digital identity.

* Adapted from British Council

WORKSHEET 2 - Situation Analysis

Suggested time	Materials
• 60 minutes	• Pens
	• Paper

There are multiple factors that affect the lives of girls and young women. These factors could be anything from social or political, location where they live (e.g. rural or urban), various laws that affect them or are biased against their wellbeing, or even the quality of implementation of different programs and policies that may affect their lives and health.

A situation analysis is an assessment of any issue at the local, national and international level. A complete situation analysis will help understand the origin of a problem, how important or crucial an issue may be, create a strong evidence base for advocacy as well as understand potential resources and allies available.

Note for facilitator: You can use the problem tree from Printout 2 to accurately identify your problem and use it for the activity chart below. You can print out Printout 2 for participants to complete together.

SITUATION ANALYSIS CHART

Issue	Data and source (Local)	Data and source (National)	Data and source (Global)	Notes

The Situational Analysis Chart helps in narrowing down relevant national policies, leading to an exercise in policy assessment.

NATIONAL POLICY AND STRATEGY ASSESSMENT

Laws and policy frameworks	Do they exist?	List the policy source	Are they being enforced?

Policies listed above need to be mapped and assessed, following which you need to identify global commitments which are relevant to your issue.

ACTIVITY 4 - Power Mapping Allies and Influencers

Suggested time	Materials:
• 60 minutes	• Flip charts
	• Pens

Purpose: to identify the various allies who will influence your advocacy work in different ways.

INSTRUCTIONS

Begin with identifying your influencers. Ask the group questions which will help them identify the following:
- The people who can make a decision that can help you achieve your goal. Name them, and their role.
- Are there any other organised stakeholders, for example non-profits or groups or institutions or individuals you need to consider? Name them and their role.
- Are there any important stakeholders directly affected here (eg young girls in x city, who may or may not be organised)
- Is there anyone who would directly attack or oppose your work?

Once the group has answered these questions and identified their key influencers, use the following diagram to now place your influencers. Each name should be organised based on:
- How much influence they have over the decision
- Whether or not they will support your goal

This exercise should ideally help you understand each influencer. This will help you identify connections and possible ways to engage with, and influence these important influencers.

Most influential or powerful (in terms of your objective)

Strongly oppose your objective or position

Strongly support your objective or position

Least influential or powerful (in terms of your objective)
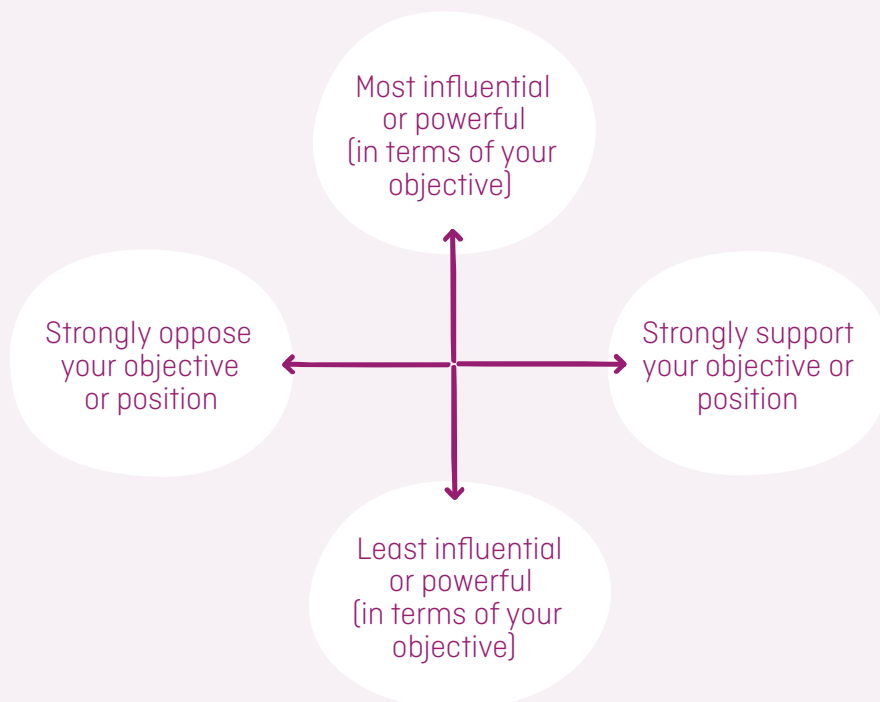
* Adapted from Guide to Power Mapping and Analysis, Anita Tang

ACTIVITY 5 - SMART Objective

Suggested time	Materials
• 60 minutes	• Flip charts
	• Pens

Facilitator Notes: refer to the problem tree from Printout 1. Look carefully at the RESULTS listed. What are the objectives you can use to get to those results? (remember not to set too many objectives!)

Now, check if your objective is SMART.

Specific:
• Is your ask specific?
• Does the objective have a clear outcome?
• Is there a specific time frame?
• Do you know the decision-makers who can help you achieve change?

Measurable:
• Will you know whether there has been the desired change?
• Can you collect information and evidence to track progress regularly?

Achievable:
• Can this be achieved in the timeframe you have decided?
• What are the potential challenges and limitations that may come up?

Relevant:
Is the desired change you want to achieve significant and relevant to many people?

Timely:
• When will you achieve the desired change?
• Can this be achieved in the time frame you have decided?

ACTIVITY 6 - Assessing Advocacy Activities

Suggested time	Materials:
• 60 minutes	• Flip charts
	• Pens

INSTRUCTIONS

Use the first 30 minutes of the activity time to review activities and tactics undertaken and assess whether they have been successful, and what you could do better. An example is included below.

Advocacy activity	What worked	The evidence	What didn't work	Changes to improve advocacy
Example: You organised a social media campaign	The campaign did very well on Instagram.	Many people shared and engaged with the posts and stories on the Instagram page.	Nearly no interest or engagement on Twitter.	• Either focus the campaign only on instagram, where we obviously have better engagement. • Identify potential volunteers to increase engagement at our Twitter handle.

Once you are done listing and assessing all your activities and tactics, discuss the following questions as a group:

- Is there anything we should **STOP**?
  The group should discuss what didn't work, and should be discontinued.
- Is there anything we should **CONTINUE**?
  The group should discuss what worked and should be continued.
- Is there anything we should **START**?
  The group should discuss what changes are required to achieve your objectives.
- What did you have doubts about? What made you feel confident?

* Adapted from Advocating for change for adolescents! A Practical Toolkit for Young People to Advocate for Improved Adolescent Health and Wellbeing. Geneva: World Health Organization; 2017 (WHO/FWC/NMC/17.2). Licence: CC BY-NC-SA 3.0 IGO.

ACTIVITY 7 - Discussing Diversity: Thought Starter

Suggested time
- 30 minutes

Materials
- Paper or notepads
- Pens

Part 1: Present the following questions to the group. Allow them 10 mins to think and write.

Questions:
- What do you understand about the word diversity?
- What do you think of when you hear the word diversity?
- Have you ever felt out of place, or awkward in a group? How did this make you feel? What did you do?

Part 2: Divide participants into randomly selected groups, and allow them to share their answers (if they want to) and discuss for 10 mins.

Part 3: One person from each group can share highlights of their discussion.

This activity helps participants build trust with each other as you move through the rest of this segment.

ACTIVITY 8 - Discussion Time!

Suggested time
- 30 minutes

Materials
- Paper or notepads
- Pens

Part 1: put participants in randomly selected groups. Present them with the following question to discuss with their group. Allow them 20 mins to think and discuss.

How can I personally change myself and my actions to be more inclusive?

Participants regroup and a person from each group can present the highlights from their discussion to the wider group.

In closing, remind all the participants that when you leave this space, you want to always remind yourself that our society and communities are made up of many, many different people. We hope to always be welcoming and inclusive of anyone who may want to learn from or support your work.

WORKSHEET 3 - Risk Assessment

Suggested time	Materials:
• 90 minutes	• Pens, pencils
	• Handouts of the sample risk assessment
	• Handouts of the Advocacy Case

ADVOCACY CASE

Maria, aged 15, joins a leadership training at the YWCA and learns about her rights to Health and Education and the right to marry when and who she wishes.

Maria gets pregnant and her teacher tells her to leave school and to not come back. She knows the teacher is wrong and cannot block her from going to school. She wants to do something but is not sure what to do.

Maria knows of a few other girls who left school because they were pregnant, some were even forced to marry. Maria reaches out to a local organisation that supports girls' education and talks to the other girls. They collect information about the national education laws that support ALL children to go to school and they collect stories from out-of-school children which they plan to share with the school Director.

Maria and the out-of-school girls, along with a representative from the local organisation and a supportive parent meet with the school Director. They explain that every child has a right to go to school. They share their stories and ask that all pregnant girls who left school be brought back so they can all finish their schooling.

Maria wants other girls to know that they too can stand up for their right to go to school. She decides to reach out to other girls in her community to share her story and inspire them to stand up for themselves and study, no matter what.

What is (are) the challenge(s)?
Who is the opposition?
Who are the potential allies?
What strategies can Maria and her allies put in place to address the challenges?

INSTRUCTIONS
• Divide participants into 3-4 groups.
• Give out handouts of the sample risk assessment and advocacy case to each group.
• Ask the groups to read Maria's story and advocacy plan to raise awareness on the rights of girls, including the right to education, in her community.
• Then ask each group to conduct their risk assessment using the sample provided.
• Give the groups 45 minutes to complete this exercise.
• Then ask participants to regroup and share their conclusions:
   • Are there hazards or risks that were not considered?
   • What similarities and differences did you identify?

* Adapted from Youth Work Essentials www.youthworkessentials.org/safe-sound/health-and-safety/risk-assessment-the-framework.aspx

Suggested time	Materials (if facilitated in person):
• 60 minutes	• Photocopies of the 5 scenarios

INSTRUCTIONS

Self care considerations: Be mindful that this activity may present examples and open discussions that can trigger past trauma among participants. If someone doesn't feel comfortable engaging in the activity, allow this young woman (women) to take a break and come back to the session when you finish facilitating this activity.

Divide participants into 5 groups. Each group will discuss one of the following scenarios to answer these questions:
• What mental health issue is each scenario about?
• Are there any interconnected issues?
• Was this scenario respectful of these young women's mental health? Why?
• Would you do something differently in each scenario?

Scenarios:
1. Namitha wants to end an unwanted pregnancy. She goes to a clinic and the doctor tells her that she needs to think about it and come back the next week. She also gives her a pamphlet about women who got depressed after an abortion.

2. Nguyet is at her annual health check. The doctor starts asking about her sexual health, and asks questions like: "Are you sexually active?" "Are you having sex with men and/or women?" "How do you protect yourself from STIs or unwanted pregnancies?" "Do you have any questions on how to protect yourself better?" Nguyet asks questions, and the doctor answers them. She leaves the clinic with some condoms and informative pamphlets.

3. After political unrest in Bemidele's country, she and her family had to move to a refugee camp. One morning when Bemidele is out for a walk, she is assaulted by a man. Her friend helps her go to the police and receive medical care.

4. Because of a drought in her community, Maria and her family move. After relocating, Maria finds a job. She puts her earnings in a bank account until she saves enough money for the computer classes that will help her get a promotion.

5. Dede is a young woman advocate for SRHR in Ghana. During the COVID lockdown, she was feeling lonely and burnt out. She finds an online counselling service. During her sessions, Dede's therapist also screens her for any violence and abuse that may be happening in her home.

Consequences
of the problem

Core problem

Underlying causes
of the problem
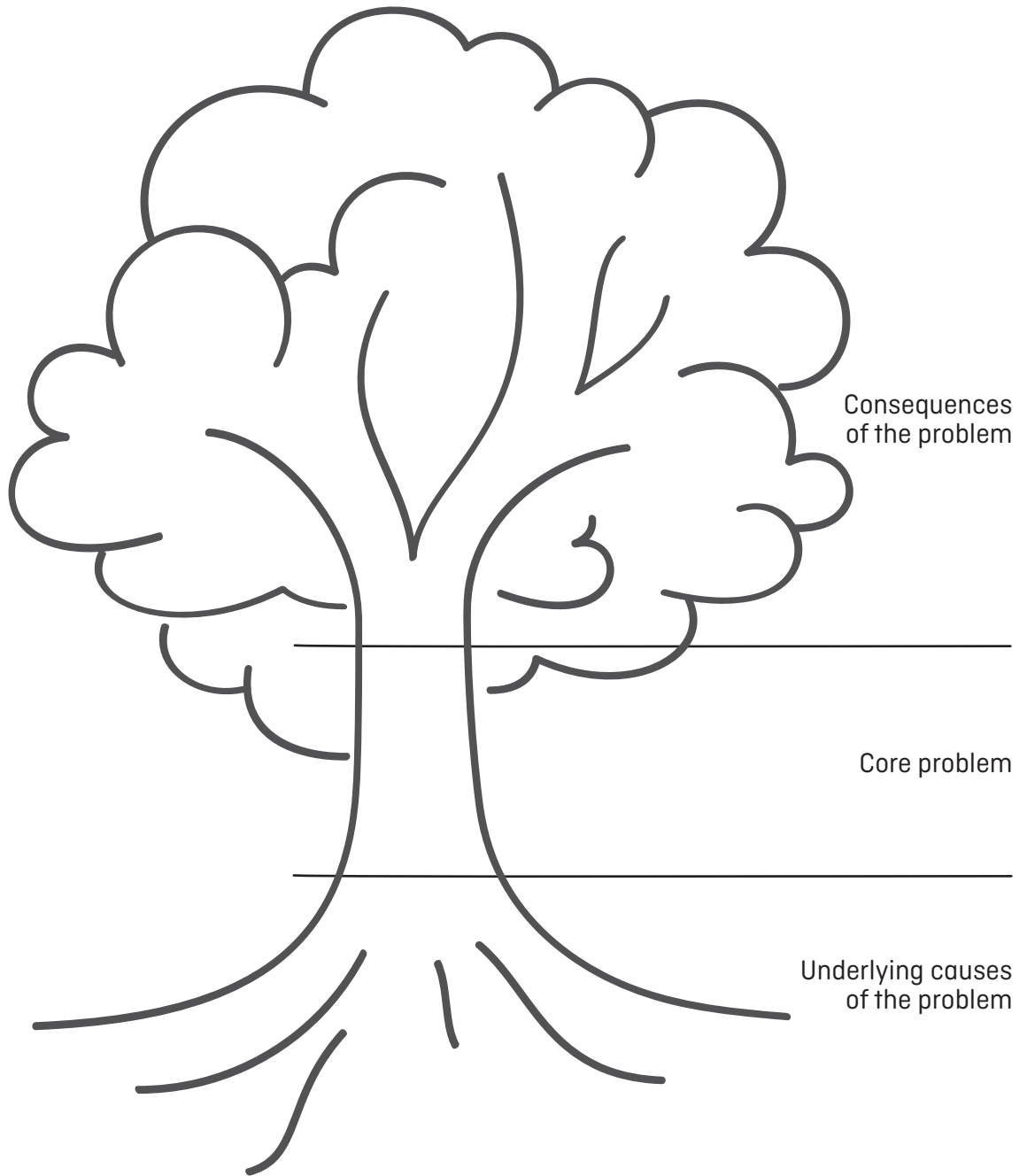
WORKSHEET 4 - Training Evaluation Form

Dear Leaders,

Thank you for successfully completing all the modules of the Riseup! Leadership Training Manual. As part of our own learning process at World YWCA, we request you to please take a few minutes to complete this feedback form. Your inputs and suggestions will help us understand what is working and what requires improvement in terms of content, planning and delivery of the modules.

Thank you for your time and we hope you are enjoying learning with us as much as we are enjoying learning from your collective experiences and insights.

The information you share will be strictly kept confidential and used only for internal research and evaluation purposes by the (add name of organisation).

OVERALL TRAINING EXPERIENCE

INSTRUCTIONS
Please rate the following based on how closely they match your feeling (5 is top score, 1 is least score):

• How would you rate your overall experience of the training?
  5. Excellent   4. Very good   3. Good   2. Not so good   1. Not at all good

• To what extent did the training keep you engaged, interested and was oriented towards self-reflection as well as peer-to-peer learning?
  5. Highly engaged   4. Engaged   3. Average   2. Not so much   1. Not at all

• At the end of each unit, how clear were you about what you learnt and how well can you apply it to your context?
  5. Highly clear   4. Clear   3. Average   2. Not so much   1. Not at all clear

• How did you find your facilitators in terms of their style of delivery and attitude?
  5. Excellent   4. Very good   3. Good   2. Not so good   1. Not at all good

• How timely and well prepared was your facilitator in clarifying your doubts during the various sessions?
  5. Excellent   4. Very good   3. Good   2. Not so good   1. Not at all good

TRAINING DELIVERY

INSTRUCTIONS
Please tick against the following based on how closely they match your feeling (tick any one)

• Did the training provide enough space for you to interact with your peers in participatory ways?
  ○ yes   ○ somewhat   ○ no
• Did the training provide enough space for you to clarify doubts/ask questions?
  ○ yes   ○ somewhat   ○ no
• Did the training provide enough time for self-reflection?
  ○ yes   ○ somewhat   ○ no
• Were your questions/queries answered satisfactorily?
  ○ yes   ○ somewhat   ○ no
• Did the training have sufficient breaks and time for rest?
  ○ yes   ○ somewhat   ○ no
• Would you say your overall training experience was :
  ○ Participatory ○ Inclusive ○ Generated peer-learning ○ Reflective   ○ All of the above
  ○ None of the above   Any other _____

MANUAL CONTENT & RESOURCES

INSTRUCTIONS
Please rate the following based on how closely they match your feeling (5 is top score, 1 is least score). Questions 6 to 9 are qualitative so kindly provide descriptive responses

- Would you say the instructions under Section 1 'Getting Started' of the Manual were clear, succinct and easy to understand?
  5. Very clear   4. Clear   3. Average   2. Not so clear   1. Not at all clear

- How helpful did you find the learning resources under Section 2?
  5. Excellent   4. Very good   3. Good   2. Average   1. Not so good

- How helpful did you find the Facilitator's Toolbox under Section 3?
  5. Excellent   4. Very good   3. Good   2. Average   1. Not so good

- How did you find the activities/exercises under the various sections in the manual?
  5. Excellent   4. Very good   3. Good   2. Average   1. Not so good

- What type of resources did you find most helpful? (tick multiple if applicable)
  ○ Reading Materials (papers, articles, handouts, case studies etc.)   ○ Icebreakers / energizers
  ○ Videos and Films   ○ Templates / worksheets   ○ Other

- Are the manual sections sufficiently well-paced and have enough information? If yes, why do you say so? If not, what can be added? Kindly elaborate

- Do you feel there is any particular section/activity/tool that you are unable to follow and needs to be changed/modified. KIndly elaborate.

- How do you think the manual can be strengthened? What in your view are the gaps in terms of content, pedagogical tools, facilitators and other ideas?

- Any other suggestions or comments?

ACKNOWLEDGEMENTS

ANNEXES

ANNEX 1: KEY WORDS + PHRASES

Why do we need a glossary?

Many leaders and activists in the broader women's movement agree that words that once imparted visions of social change have become devoid of their original meaning. For example, words like safe spaces, empowerment, and engagement are being used differently by different members of the broader women's movement. This glossary is meant to remedy this and provide leaders and on the ground activists with a common language used consistently.

This glossary tries to account for the most commonly used words — whether they are "technical terms", "operational words" or "specialized jargons". It tries to provide definitions that can be easily understood by everyone, whether they are members of the movement, aspiring members, allies, partners or stakeholders who work with us.

Ableism
Discrimination of and prejudice against people with disabilities (mental, emotional, and/or physical) based on the belief that some bodies (typical and atypical) are more valuable than others. Ableism defines people by their ability and classifies people with disabilities as "less than" (e.g., not worthy of respect and consideration, unable to contribute and take part in life, and other misconceptions). Ableism can be conscious or unconscious, and is embedded in institutions, systems, and the broader culture of a society.

Abuse
To treat in a harmful, injurious, or offensive way, whether physically, sexually, verbally or psychologically; includes — to use harsh and insulting language to or about someone; to force sexual activity on; rape or molest; to strike (hit, kick, throw things at, trip) someone with the intention of causing injury or pain.

Accountability
To be accountable means to be held responsible for a task, job, program, or upholding of a law. Accountability is the responsibility that a person or a group has for a particular action. It requires trust, and is often coupled with an enforcement mechanism and consequences for not following through. Example: Accountability for human rights means that certain people (for example government representatives and service providers) must respect, protect and fulfil human rights. Putting accountability into action means ensuring that young women know and demand their rights, and that those responsible take action to improve a situation.

Actors and agents of change

These are individuals who act as catalysts for changes in a group, community, organisations or nation. They act as catalysts by inspiring others and influencing them toward a common course through new thinking and new ideas. They are therefore promoters of change.

Advocacy

Advocacy consists of both strategy and action to achieve an objective. The objective of advocacy is the engagement of stakeholders in the decisions affecting them. The actions to achieve the objective, such as lobbying those stakeholders, typically occur over time, and incrementally."

Affirmative action

Affirmative action refers to a set of policies and practices within a government or organisation seeking to include particular groups based on their gender, race, sexuality, creed or nationality in areas in which they are underrepresented, such as education and employment. Historically and internationally, support for affirmative action has sought to achieve goals such as bridging inequalities in employment and pay, increasing access to education, promoting diversity, and redressing apparent past wrongs, harms, or hindrances.[97]

Ageism

Stereotypes (how we think), prejudice (how we feel), and discrimination (how we act) toward others or oneself based on age. Ageism can lead to poorer health, social isolation, earlier deaths, and so much more. Unfortunately, ageism is widely prevalent across institutions and sectors, and has far-reaching consequences on economies and society. A few examples of ageism include losing your job because of your age, viewing younger people as unskilled and irresponsible, or disregarding someone's concerns due to their age.

Anti-racism

Anti-racism encompasses a range of ideas and political actions which are meant to counter racial prejudice, systemic racism, and the oppression of specific racial groups. Anti-racism is usually structured around conscious efforts and deliberate actions which are intended to provide equal opportunities for all people on both an individual and a systemic level.[98]

Anti-Oppression movements

Anti-Oppression movements seek to recognise the oppressions that exist in our society, and attempt to mitigate its effects and eventually equalize the power imbalance in our communities.[99]

Biases

(Un)conscious predispositions or generalizations about a group of people based on personal characteristics or stereotypes. Some biases can be positive and helpful. Other biases can be based on prejudices rather than knowledge. These cognitive shortcuts can sometimes result in judgements leading to rash decisions and discriminatory practises. (Also see Unconscious/Implicit biases).

Bio Breaks

Refers to breaks during meetings when participants can use the washrooms or bathrooms.

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97. en.wikipedia.org/wiki/Affirmative_action

98. en.wikipedia.org/wiki/Anti-racism

99. theantioppressionnetwork.com/what-is-anti-oppression

Capacity building

The improvement of an individual's or an organisation's ability to fulfil their mission by strengthening their infrastructure, skills or expertise, governance, and human resources. Capacity building can happen through training, investment, experiential learning, or organisation in order to create positive change.

Charter of the United Nations

The Charter of the United Nations is the founding document of the United Nations. It was signed on 26 June 1945, in San Francisco, at the conclusion of the United Nations Conference on International Organization, and came into force on 24 October 1945. The United Nations can take action on a wide variety of issues due to its unique international character and the powers vested in its Charter, which is considered an international treaty. As such, the UN Charter is an instrument of international law, and UN Member States are bound by it. The UN Charter codifies the major principles of international relations, from sovereign equality of States to the prohibition of the use of force in international relations. Since the UN's founding in 1945, the mission and work of the Organization have been guided by the purposes and principles contained in its founding Charter, which has been amended three times in 1963, 1965, and 1973. The International Court of Justice, the principal judicial organ of the United Nations, functions in accordance with the Statute of the International Court of Justice, which is annexed to the UN Charter, and forms an integral part of it.

Cisgender

Describes people whose gender identity or expression aligns with those typically associated with the sex assigned to them at birth.

Climate

Climate in a narrow sense is usually defined as the "average weather," or more rigorously, as the statistical description in terms of the mean and variability of relevant quantities over a period of time ranging from months to thousands of years. The classical period is 3 decades, as defined by the World Meteorological Organization (WMO). These quantities are most often surface variables such as temperature, precipitation, and wind. Climate in a wider sense is the state, including a statistical description, of the climate system.

Climate Change Emergency

Climate change refers to any significant change in the measures of climate lasting for an extended period of time. In other words, climate change includes major changes in temperature, precipitation, or wind patterns, among others, that occur over several decades or longer. Climate emergency is a situation in which urgent action is required to reduce or halt climate change and avoid potentially irreversible environmental damage resulting from it.

Coding (or Indexing)

Assigning codes to broad ideas and topics (i.e. age, gender, socio-economic status, region) as a means to structure and label data.

Community leader

A person with the ability to influence or make change within a defined community. This role can be formal (i.e., elected officials, religious leaders, recognised ethno-cultural leaders, or leaders of specific formal groups) or informal (someone who likes to help).

Confidentiality

A promise or commitment to not share specific details or information with anyone outside of the research team, especially details that may reveal the identity of the research participants.

Consultation

A series of planned in person and/or online processes seeking engagement and feedback on how to advance an agenda. A feminist consultation is structured to be non-hierarchical and should look at extra-personal and outside factors. A feminist consultation is culturally responsive and empowering. More broadly, consultation can range from formal to informal; and active (people provide comment and feedback on the decision making process) to passive (people are merely informed).

Constitution

A formal and legal document that sets out the basic rules and regulations to form an association of humans. Constitutions can provide the basic rules and regulations for states and countries, but also for organisations such as the YWCA.

Cyberstalking

It is the systematic use of digital forms of communication to harass, intimidate or stalk a person, a group of persons, or a company using the Internet or other electronic means. Constant psychological pressure in the digital space can make a victim's life unbearable. In some cases, offline harassment and even physical violence can accompany online stalking. Cyberstalking is a crime in many countries.

Digital divide

Digital divide refers to the distinction between those who have internet access and are able to make use of new services offered on the World Wide Web, and those who are excluded from these services.[100]

Disempowerment

It is the act of limiting a person or group of people to be able to do something and achieve certain goals. It causes individuals to have no power, or will or means to influence things they would like to change in their lives.

Discrimination

Any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on the basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field" [United Nations, 1979. 'Convention on the Elimination of all forms of Discrimination Against Women,' Article 1]. Discrimination can stem from both law (de jure) or from practice (de facto). The CEDAW Convention recognises and addresses both forms of discrimination, whether contained in laws, policies, procedures or practice:

- de jure discrimination e.g., in some countries, a woman is not allowed to leave the country or hold a job without the consent of her husband.
- de facto discrimination e.g. a man and woman may hold the same job position and perform the same duties, but their benefits may differ.[101]

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100. ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Digital_divide#:~:text=Digital%20divide%20refers%20to%20the,are%20excluded%20from%20these%20services.

101. www.unicef.org/rosa/media/1761/file/Gender%20glossary%20of%20terms%20and%20concepts%20.pdf

Diversity

Refers to the "variety of unique dimensions, qualities and characteristics we all possess." Diversity captures the differences in our identities, experiences, and perspectives. It is a 'mirror' of what makes people different within a given space or group; however, diversity is not a guarantor of equal power or access within that space or group.

Duty bearer

These are individuals who have a certain responsibility over something. It could be a responsibility to safeguard life and human rights.

Economic autonomy

It is the capacity of an individual to make independent decisions about one's economic future. It is being able to decide and use means of production to determine and influence lives with dignity.

Empathy

The ability to sense people's emotions and imagine what they might be thinking or feeling based on their frame of reference. There are three types of empathy. Cognitive empathy is the ability to understand someone else's point of view. Emotional empathy is the ability to feel what someone else feels. Empathetic concern is the ability to (un)consciously determine what someone might need from you.

Empowerment

The process of devolving or restoring power to an individual or a group of individuals. Empowerment often helps individuals to grow stronger, more confident, and exert more agency and control over their life, rights, and choices.

Engagement

A formal or informal agreement whereby an individual commits themselves to the specific cause or activity of an organisation, team, or group. Often, engagement is a result of a personal or emotional connection between the member and the organisation, as they share a passion and commitment for the same causes, mission, vision, and/or values.

Equality non-discrimination

Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents, and believing that no one should have poorer life chances because of where, what or whom they were born, or because of other characteristics. Equality recognises that historically, certain groups of people with particular characteristics e.g. those of certain races, disabled people, women and gays and lesbians, have experienced discrimination.[102] Discrimination refers to less favourable treatment against an individual because of that person's protected characteristic.[103] Non-discrimination referrers to treatment that does not favor any individual.

Equity

The fair distribution of opportunities, power, and resources to meet the needs of all people, regardless of age, ability, gender, income, education level, culture, and background.

102. www.equalityhumanrights.com/en/secondary-education-resources/useful-information/glossary-terms

103. www.equalityhumanrights.com/en/secondary-education-resources/useful-information/glossary-terms

Environmental changes

Environmental change is a change or disturbance of the environment most often caused by human influences and natural ecological processes. Environmental changes include various factors, such as natural disasters, human interferences, or animal interaction.

Evidence-based practice

Evidence-based research is the use of prior research in a systematic and transparent way to inform a new study so that it is answering questions that matter in a valid, efficient, and accessible manner.[104]

Facilitator

A person who guides a group through discussion. A facilitator who follows feminist principles is mindful of privilege and power dynamics. They come from the participants' community without having significant power over the participants. They ensure participants are the rightful owners of the session. They collaborate with participants to foster a safe space.

Faith / faith-based

Describes something (e.g. an organisation, movement or approach) whose values or mission are based on or draw inspiration from a certain faith or system of beliefs.

Feminism

Rather than being a single concept, there is a spectrum of feminism shaped by the lived experiences, identities, and communities of feminists around the globe. Feminism is about all genders having equal rights and opportunities. It's about respecting diverse women's experiences, identities, knowledge and strengths, and striving to empower all women to realize their full rights.

Feminist

An approach that places the transformation of power relations, especially gender, at the heart of all social change analyses or processes. Feminist change interventions centre on the empowerment of women and other marginalised and/or underrepresented genders; the transformation of gender power relations; and the advancement of gender equality. Feminist change interventions are often viewed through a "gender lens" (e.g.: asking whether gender equality and women's rights are being consciously addressed and advanced by the change process).

Gender equality

A state where women, men, girls and boys and people of all genders can benefit from equal rights, treatment, responsibilities and opportunities. Gender equality does not imply sameness. 34 Gender equity: While gender equality aims to provide equal rights and opportunities to people of all genders, it does not address the systemic barriers that women and gender minorities may face due to other factors like age, ethnicity, race, ability, sexual orientation, etc. Gender equity aims to provide fairness and justice so that marginalized groups can access these opportunities and benefit from these rights. See also: "Intersectional". Example: Gender equality would be giving a man and a woman the same bullet-proof vest, even though their body shapes are often different (e.g. a woman might not be able to fit the vest over her chest). Gender equity would be giving each individual a bullet-proof vest that is tailored to their body shape

104. pubmed.ncbi.nlm.nih.gov/32979491/#:~:text=Evidence%2Dbased%20research%20is%20the,%2C%20efficient%2C%20and%20accessible%20manner

Gender equity

Gender equity The process of being fair to men and women, boys and girls, and importantly the equality of outcomes and results. Gender equity may involve the use of temporary special measures to compensate for historical or systemic bias or discrimination. It refers to differential treatment that is fair and positively addresses a bias or disadvantage that is due to gender roles or norms or differences between the sexes. Equity ensures that women and men and girls and boys have an equal chance, not only at the starting point, but also when reaching the finishing line. It is about the fair and just treatment of both sexes that takes into account the different needs of the men and women, cultural barriers and (past) discrimination of the specific group.[105]

Gender expression

An individual's characteristics and behaviors (such as appearance, dress, mannerisms, speech patterns, and social interactions) that may be perceived as specific to a gender.

Gender identity

A person's internal, deeply-felt sense of being male, female, something other or in-between, regardless of the sex they were assigned at birth. Everyone has a gender identity.

Gender lens

Applying a gender lens to civic engagement programs and materials means that those making content and curriculum decisions view those programs and materials with particular attention to gender imbalances or biases in what is being presented.

Gender non-conforming

This term refers to people who do not follow other people's ideas or stereotypes about how they should look or act based on the female or male sex they were assigned at birth. These expectations can vary across cultures and have changed over time.

Gender sensitivity

Being aware of how gender impacts the treatment of others. For example, valuing the importance of language in power relations by understanding that some words might carry different meanings across genders.

Goal

Goals define and quantify the steps a movement must take. They are the signposts to show progress in the right direction. They are measurable and answer questions like, "When?" and "How much?" Goals aim to create specific impact. For example: World YWCA's Goal 2035 describes a clear vision for the future: "By 2035, 100 million young women and girls transform power structures to create justice, gender equality, and a world without violence and war; leading a sustainable YWCA movement inclusive of all women."

Governance

The establishment of rules, policies, procedures and structures that define roles and responsibilities within an organisation. Governance and its associated processes guide how different actors within an organisation interact, make decisions, and are held accountable.

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105. www.unicef.org/rosa/media/1761/file/Gender%20glossary%20of%20terms%20and%20concepts%20.pdf

Harm

The act of causing injury and the result of said injury. Harm may be physical, emotional, spiritual, or even psychological. Harm can be caused either intentionally or unintentionally. When someone is harmed, they might not realize they are harmed or know how to respond. They might also be in denial. The person experiencing harm needs support and time to recover and heal.

Human dignity

Human dignity is the recognition that human beings possess a special value intrinsic to their humanity and as such are worthy of respect simply because they are human beings. Dignity is the right of a person to be valued and respected for their own sake, and to be treated ethically.

Human rights

Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, gender, national or ethnic origin, race, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible

Human Rights- based approach (HRBA)

Describes an approach that applies human rights principles such as non-discrimination, participation and accountability. A human rights-based approach makes the fulfilment of human rights a key priority in every programme, project and activity.

Inclusion

The act of removing barriers to enable full participation and belonging. Inclusion looks like being intentional to identify challenges, understand what people need, and provide reasonable accommodations to foster equitable spaces and experiences.

Inclusive

Being inclusive means supporting a sense of belonging for others, whoever they are. Inclusive spaces are achieved when individuals have agency to share opinions, make decisions, and feel respected and valued, regardless of their identity. To pro- mote inclusive spaces, the YWCA fully acknowledges and embraces the diversity of race, ethnicity, health, status, class, caste, differently abled, indigenous, age, sexual orientation, gender identity and faith.

Inclusivity

Supporting a sense of belonging for others, whoever they are. Inclusivity is achieved when people have agency to share their opinions, make decisions, and feel respected and valued, regardless of their identity. To promote inclusivity, World YWCA fully acknowledges and embraces the diversity of race, ethnicity, health, status, class, caste, differently abled, indigenous, age, sexual orientation, gender identity, and faith.

Innovation

A process that creates new or improves existing mechanisms in order to 'better' solve a problem. For example, 'innovation' would solve a social, technological, or business problem by introducing an intervention that facilitates a complex process.

International human rights law

International human rights law governs the obligations of States towards citizens and other individuals within their jurisdiction. Human rights law enshrines the highest of human ideals, that every human being has a set of rights and freedoms. International human rights law lays down obligations which States are bound to respect.

Intergenerational

Describes the relationship between and across generations. An intergenerational approach is grounded in respect for the lived experience of each individual, independent of their age, and what we can learn from them.

Intersectional / Intersectionality

A term created by law professor Kimberlé Williams Crenshaw. The interconnected nature of social categorisations such as race, class, and gender. When these social categories apply to an individual or group, they overlap to create new and interdependent power relations, discriminations, (dis)advantages, or privileges.

Intersex

Intersex is a general term used for a variety of situations in which a person is born with reproductive or sexual anatomy that doesn't fit the boxes of "female" or "male." Sometimes doctors do surgeries on intersex babies and children to make their bodies fit binary ideas of "male" or "female". Doctors always assign intersex babies a legal sex (male or female, in most states), but, just like with non-intersex people, that doesn't mean that's the gender identity they'll grow up to have. This brings up questions about whether or not it's OK to do medical procedures on children's bodies when it's not needed for their health. Being intersex is a naturally occurring variation in humans, and it isn't a medical problem — therefore, medical interventions (like surgeries or hormone therapy) on children usually aren't medically necessary. Being intersex is also more common than most people realize. It's hard to know exactly how many people are intersex, but estimates suggest that about 1-2 in 100 people born in the U.S. are intersex. There are many different ways someone can be intersex. Some intersex people have genitals or internal sex organs that fall outside the male/female categories — such as a person with both ovarian and testicular tissues. Other intersex people have combinations of chromosomes that are different than XY (usually associated with male) and XX (usually associated with female), like XXY. And some people are born with external genitals that fall into the typical male/female categories, but their internal organs or hormones don't. If a person's genitals look different from what doctors and nurses expect when they're born, someone might be identified as intersex from birth. Other times, someone might not know they're intersex until later in life, like when they go through puberty. Sometimes a person can live their whole life without ever discovering that they're intersex.[106]

Knowledge management

Knowledge management is the conscious process of defining, structuring, retaining, and sharing the knowledge and experience of employees within an organisation. The primary goal of knowledge management is facilitating the connection of staff looking for information, or institutional knowledge, with the people who have it.[107][1] Some of the methods of Knowledge management are information technology systems, e.g., databases, intranets, extranets, and portals; methodologies; or human networks, e.g., communities of practice.[108]

Leadership

Empowering, collaborating with, inspiring or mentoring a group of individuals, young women's transformative leadership builds upon the existing knowledge, creativity, and capacity of YWCA young women as leaders of

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106. www.plannedparenthood.org/learn/gender-identity/sex-gender-identity/whats-intersex.

107. www.valamis.com/hub/knowledge-management

108. link.springer.com/chapter/10.1007/978-981-10-0983-9_120#:~:text=The%20explicit%20and%20systematic%20management,information%20management%20and%20organizational%20learning.

positive social, economic and environmental change. It celebrates the processes by which young women jointly explore their strengths, educate themselves, and identify as decision makers. It also seeks to pro- vide them with the confidence, knowledge, information, skills, and support to understand and manage power imbalances, challenge injustices, hold powerful people to account and make positive change in their lives

LGBTIQ+

A common abbreviation that refers to the lesbian, gay, bisexual, transgender, intersex and queer community.

Lobbying

Lobbying, any attempt by individuals or private interest groups to influence the decisions of government; in its original meaning it referred to efforts to influence the votes of legislators, generally in the lobby outside the legislative chamber. Lobbying in some form is inevitable in any political system.[109]

Logistics note

This is advice on what materials are required, how they are organised and used for a particular session.

Malwares

Malware (short for "malicious software") is a file or code, typically delivered over a network, that infects, explores, steals or conducts virtually any behavior an attacker wants. And because malware comes in so many variants, there are numerous methods to infect computer systems. Many types of malware exist, including computer viruses, worms, Trojan horses, ransomware, spyware, adware, rogue software, wiper, and scareware.

Means of production

The means of production is a concept that encompasses the social use and ownership of the land, labour, and capital needed to produce goods, services, and their logistical distribution and delivery. It includes the social relations between workers, technology, and other resources used.

Marginalized and / or underrepresented communities

Groups of people within a given culture, context, and history at risk of being subjected to multiple discrimination due to the interplay of different personal characteristics or grounds, such as sex, gender, age, ethnicity, religion or belief, health status, disability, sexual orientation, gender identity, education or income, or living in various geographic localities.

Movement-building

A process of organizing and mobilizing communities in response to problems and concerns. Movement-building can include a shared analysis of why the problem exists, a common vision and agenda for change, and short and long-term strategies. Movement-building also requires those involved to define shared principles and mechanisms for communication, roles and responsibilities, and processes.

Non-discrimination

Non-discrimination Putting non-discrimination into practice means making sure that everyone is treated fairly and equally. Example: Government services, projects, programs and policies that apply non-discrimination in practice must serve members of society who are often left behind, marginalized, silenced and ignored equally.

109. www.britannica.com/topic/lobbying

Each country or community may have different marginalized people. However, young women are often among the most discriminated against.

Online / cyberbullying

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior. The most common places where cyberbullying occurs are: Social Media, such as Facebook, Instagram, Snapchat, and Tik Tok; Text messaging and messaging apps on mobile or tablet devices; Instant messaging, direct messaging, and online chatting over the internet; Online forums, chat rooms, and message boards, such as Reddit; Email; Online gaming communities.

Participant

A person who consented to share their ideas and perspectives during research activities.

Participatory

A process using a variety of techniques to share power and ownership over agenda, process, and outcomes. Participants are encouraged to identify possible solutions and actions. The methods aim to articulate and share the perspectives of marginalized and/or underrepresented groups while supporting their direct collaboration with those in positions of power and authority.

Partnership

A mutually beneficial relationship between two or more individuals or institutions. In a partnership, both partners join around a common objective, and each partner has a fully recognised agency and role.

Patriarchal

This is relating to or denoting a system of society or government controlled by men. Within patriarchal relations, women are collectively excluded from full participation in political and economic life.

Phishing

This is an attack that attempts to steal your money, or your identity, by getting you to reveal personal information such as credit card numbers, bank information, or passwords.

Policy advocacy

The use of advocacy to accomplish policy change. Policy change can include changing laws, programs, frameworks, views, norms, etc. of government, corporation, and other bodies that hold power or influence over large groups of people.

Positionality

The social and political context shaping your identity such as your race, class, gender, sexuality, and ability status. Positionality also describes how your identity might influence — and potentially bias — your outlook on the world.

Power

The capacity or ability to influence — through individual action or by contributing to collective efforts — the behavior of others or the course of events.

Power dynamics

Systems of influence and control over individuals, organisations, governments, or other spheres of life. Power structures exist in every relationship, in families, and in organisations. It is important to be mindful of unequal and unfair power structures to understand how these might impact people's agency and behavior.

Privilege

"Unearned access to resources and social power that are readily available to some people because of their social group membership." Privilege can be inherent (e.g.: white privilege, male privilege, etc.) or an unearned advantage because of your identity (e.g.: class privilege, adult privilege, etc.). Regardless of the type, privilege is about the power you hold based on your social group — and often at the expense of another social group.

Racialized (populations)

Groups to whom society has assigned a racial category that dictates the discriminatory or oppressive treatment they receive, in particular from formal institutions through systemic or institutional racism. Race is a social construct imposed by the dominant on the oppressed.

Racism

The belief in the inherent superiority of one race over all others and thereby the right to dominance — a global system of race-based oppression. Racial discrimination and injustices have been embedded in the political, economic, and social structure of society for centuries. However, in 2020, the video of George Floyd's murder in the US transcended borders to ignite solidarity protests around the world. This moment sparked a global racial reckoning fueling the Black Lives Matter (BLM) movement. Learn more by taking UNESCO's Racism and Discrimination course.

Reasonable accommodation

Reasonable accommodation means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms.

Resilience

This is the capacity to recover quickly from difficulties, or ability to withstand tough situations in life and bounce back and grow.

Resource mobilization

The process of raising or leveraging resources (example. funding, expertise, knowledge, people, etc.) to accomplish a goal or build capacity. This also includes making better use of, and maximizing, existing resources.

Rights holders

Rights-holders are individuals or social groups that have particular entitlements in relation to specific duty-bearers. In general terms, all human beings are rights-holders under the Universal Declaration of Human Rights. In particular contexts, there are often specific social groups whose human rights are not fully realized,

respected or protected. More often than not, these groups tend to include women and girls, ethnic minorities, indigenous peoples, and migrants and youth.[110]

Safe space

On / offline (virtual or in-person) places that seek to provide an environment where all people feel safe, comfortable, and can share their experiences, opinions, and views without fear or threat of political, economic, or personal harm.

Self-care

Is a multidimensional, multifaceted process of purposeful engagement in strategies that promote healthy functioning and enhance well-being. Essentially, the term describes a conscious act a person takes in order to promote their own physical, mental, and emotional health.

Sexism

Stereotyping, prejudice, and/or discrimination based on one's gender or sex.

Sexual orientation

A person's physical or emotional attraction to people of the same and/or other gender. Straight, gay, and bisexual are some ways to describe sexual orientation. It is important to note that sexual orientation is distinct from gender identity and expression. Transgender people can be gay, lesbian, bisexual, or straight, just like non-transgender people.

Sexual dichotomy

Treating men and women as segregated categories, as if they have nothing in common. For example, ignoring that men and women exist as fluid in gender, and as a result can appreciate the same things.

Social change

Change in both the power structures that govern society and the cultural norms and values held by people. Advocacy, resource mobilisation, movement building, and young women transforming power structures are all examples of ways to achieve social change.

Social justice

This is justice in terms of the distribution of wealth, opportunities, and privileges within a society. In Western and Asian cultures, the concept of social justice has often referred to the process of ensuring that individuals fulfil their societal roles and receive what was their due from society.

Sustainable development

Sustainable development is the overarching paradigm of the United Nations. The concept of sustainable development was described by the 1987 Brundtland Commission Report as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs."[111]

Sustainable Development Goals

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity. The 17 SDGs are integrated — they recognise that action in one area

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110. www.right-to-education.org/monitoring/content/glossary-rights-holders

111. en.unesco.org/themes/education-sustainable-development/what-is-esd/sd#:~:text=Sustainable%20development%20is%20the%20 overarching,to%20meet%20their%20own%20needs.%E2%80%9D

will affect outcomes in others, and that development must balance social, economic and environmental sustainability. Countries have committed to prioritize progress for those who're furthest behind. The SDGs are designed to end poverty, hunger, AIDS, and discrimination against women and girls. Creativity, knowhow, technology and financial resources from all of society are necessary to achieve the SDGs in every context. The 17 sustainable development goals (SDGs) to transform our world: GOAL 1: No Poverty; GOAL 2: Zero Hunger; GOAL 3: Good Health and Well-being; GOAL 4: Quality Education; GOAL 5: Gender Equality; GOAL 6: Clean Water and Sanitation; GOAL 7: Affordable and Clean Energy; GOAL 8: Decent Work and Economic Growth; GOAL 9: Industry, Innovation and Infrastructure; GOAL 10: Reduced Inequality' GOAL 11: Sustainable Cities and Communities; GOAL 12: Responsible Consumption and Production; GOAL 13: Climate Action; GOAL 14: Life below Water; GOAL 15: Life on Land; GOAL 16: Peace and Justice Strong Institutions; GOAL 17: Partnerships to achieve the Goal

SWOT analysis

SWOT (strengths, weaknesses, opportunities, and threats) analysis is a framework used to evaluate the competitive position of an entity such as an organisation or group and to develop strategic planning. SWOT analysis assesses internal and external factors, as well as current and future potential.

Target groups

Target groups are the specific groups of people you want to reach with your work. These can be defined based on different permutations between age, ethnicity, geography, gender. For example, under YWCA, target groups are defined as the following: Women: 18 years and older. Young women: Women aged 30 or under Girls: Minors, 17 years and younger

Trauma

An emotional, physiological, or physical response resulting from one or more harmful experiences. Chronic trauma comes from repeated and prolonged exposure to high-stress environments. Complex trauma comes from exposure to multiple events. Secondary trauma comes from close contact to someone who has experienced trauma. Acute trauma comes from a single isolated event. Regardless of the type, trauma is often described as a stress response with no visible signs. Symptoms can include feelings of numbness, detachment, and shock to name a few. Most people experience at least one traumatic event at some point in their lives. Without properly addressing it, trauma can have long-term effects on a person's well-being.

Transgender

An umbrella term that can be used to describe people whose gender identity and/or expression is different from their sex assigned at birth. A person whose sex assigned at birth was female but who identifies as male is a transgender man (also known as female-to-male transgender person, or FTM). A person whose sex assigned at birth was male but who identifies as female is a transgender woman (also known as male-to-female transgender person, or MTF). Some people described by this definition don't consider themselves transgender — they may use other words, or may identify simply as a man or woman. A person does not need to identify as transgender for an employer's non-discrimination policies to apply to them.

Transformative Justice

A political framework and approach for responding to violence, harm, and abuse. At its most basic, transformative justice seeks to respond to violence without creating more violence and/or engaging in harm reduction to lessen the violence. TJ can be thought of as a way to "make things right," get in "right relation," or create justice together.

Transition

The process of changing one's gender from the sex assigned at birth to one's gender identity. There are many different ways to transition. For some people, it is a complex 2 World YWCA Transgender Inclusion Policy World YWCA Personnel Policies — Approved July 2019 process that takes place over a long period of time, while for others it is a one- or two-step process that happens more quickly. Transition may include "coming out" (telling family, friends, and co-workers); changing the name and/or sex on legal documents; and, for many transgender people, but not necessarily, accessing medical treatment such as hormones and surgery.

Transitional justice

Transitional justice covers the full range of processes and mechanisms associated with a society's attempt to come to terms with a legacy of large-scale past conflict, repression, violations and abuses, in order to ensure accountability, serve justice and achieve reconciliation. These processes may include both judicial and non-judicial mechanisms, including truth-seeking, prosecution initiatives, reparations, and various measures to prevent the recurrence of new violations, including: constitutional, legal and institutional reform, the strengthening of civil society, memorialization efforts, cultural initiatives, the preservation of archives, and the reform of history education. Transitional justice aims to provide recognition to victims, enhance the trust of individuals in State institutions, reinforce respect for human rights and promote the rule of law, as a step towards reconciliation and the prevention of new violations. Transitional justice processes have repeatedly demonstrated they can help address grievances and divisions. To this end, such processes must be context-specific, nationally owned, and focused on the needs of victims. Then, they can connect, empower and transform societies and thereby contribute to lasting peace.[112]

Transparency in research

It refers to the shared belief that "researchers have an ethical obligation to facilitate the evaluation of their evidence-based knowledge claims" by making their evidence, analysis, and research design public (Lupia & Elman, 2014). This concept has three dimensions: data, analytic, and production transparency. 1. The norm of data transparency (or "data access") obliges researchers to publicize the evidence on which their empirical findings rest. 2. The norm of analytic transparency obliges researchers to publicize how they measure, interpret, and analyse evidence. 3. The norm of production transparency obliges social scientists to publicize the broader set of research design and method choices they make.[113]

Troll

Someone who leaves an intentionally annoying or offensive online message to upset the recipient or to get attention.

Tokenism

When individuals who belong to a marginalized and/or underrepresented group appear to be given a voice, but in fact have little or no choice about what they do or how they participate.

Unconscious / Implicit bias

The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. We all have implicit biases — no matter our identities and regardless of how educated we are on the topic. These associations begin developing at a very early age and continue over the course of a lifetime through exposure to direct and indirect messages.

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112. www.ohchr.org/en/transitional-justice

113. www.princeton.edu/~amoravcs/library/TransparencyinQualitativeResearch.pdf

United Nations

The United Nations is an international governing body formed in 1945 to increase political and economic cooperation among its member countries. The U.N. grew out of the League of Nations following World War II; now, nearly every country in the world is a member. It has five principal component parts, including the U.N. Economic and Social Council, which coordinates the work of 15 specialized agencies.[114]

Universal and inalienable (human rights)

Human rights are inalienable: you cannot lose these rights any more than you can cease being a human being. Human rights are indivisible: you cannot be denied a right because it is "less important" or "non-essential." Human rights are interdependent: all human rights are part of a complementary framework.[115] They are universal because they apply to all human beings.

Universal declaration of human rights

The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 (General Assembly resolution 217 A) as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected and it has been translated into over 500 languages. The UDHR is widely recognised as having inspired, and paved the way for, the adoption of more than seventy human rights treaties, applied today on a permanent basis at global and regional levels

Universal design

Universal design means the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. Universal design shall not exclude assistive devices for particular groups of persons with disabilities where this is needed.

Unpaid domestic work

Unpaid labour is defined as labour that does not receive any direct remuneration. Unpaid work is household, care and domestic work that usually falls on women and girls; is largely invisible, unvalued and unremunerated labour; and constrains women's and girls' ability to have time to go to school, take up paid work, focus on their own wellbeing or exercise their civic participation rights.

Vision

Defines the optimal desired future state of what the movement wants to achieve over time. A vision is often the answer or mental picture that comes up when asked 'what do we want to achieve, in the long run?' It provides guidance and inspiration to the movement

Young women

An overarching category for people, in all their diversity, who are between the ages of 16 to 35 (though sometimes younger or older, depending on specific organisational or cultural definitions) and identify as female or non-binary.

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114. www.investopedia.com/terms/u/united-nations-un.asp#:~:text=The%20United%20Nations%20is%20an,the%20world%20is%20a%20member

115. hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-1/whatare.htm#:~:text=Human%20rights%20are%20inalienable%3A%20you,part%20of%20a%20complementary%20framework.

ANNEX 2: ABBREVIATIONS

CSE	Comprehensive Sexuality Education
CSW	Commission on Status of Women
GGCA	Global Gender and Climate Alliance
HIV	Human Immunodeficiency Virus
HRBA	Human Rights-Based Approach
HRC	Human Rights Council
ILO	International Labour Organization
ITGSE	International Technical Guidance on Sexuality Education
LGBTIQ	Lesbian, gay, bisexual, transgender, intersex and queer
NGO	Non-Governmental Organization
OHCHR	The Office of the UN High Commissioner for Human Rights
SGBV	Sexual and Gender-Based Violence
SRHR	Sexual and Reproductive Health and Rights
STI	Sexually Transmitted Infection
UN	United Nations
UNICEF	United Nations International Children's Emergency Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFCCC	United Nations Framework Convention on Climate Change
YWCA	Young Women's Christian Association

ANNEX 3: ADDITIONAL RESOURCES / FURTHER READING

Further reading per section

Introduction

1. **Young people championing post-pandemic futures Policy recommendations from the big 6 youth organisations**
www.worldywca.org/wp-content/uploads/2021/02/Final-Young-People-Championing-Post-Pandemic-Futures.pdf
Research paper published by the Big 6 Youth organisations to highlight challenges facing children and young people due to the COVID-19 pandemic. It is a joint call on this demographic's behalf that has recommendations on policy solutions that can be implemented to overcome these challenges.

2. **Coronavirus recession threatens to worsen racial inequalities in youth unemployment, researchers warn**
www.sheffield.ac.uk/news/nr/coronavirus-recession-threatens-worsen-racial-inequalities-youth-unemployment-black-lives-matter-1.890568
Website article by the University of Sheffield following research on the effect of the coronavirus recession on youth unemployment especially focused on racial inequalities towards young black, Asian and minority ethnic (BAME) people.

3. **ILO Monitor: COVID-19 and the world of work. Fourth editionUpdated estimates and analysis**
   www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/documents/briefingnote/wcms_745963.pdf
   ILO's updated estimation and analysis on the continued impact of COVID-19 on the world of work. The analysis covers business hours; workplace and business closures; the effect of the lockdown. It covers the effect these changes have had on youth (un)employment in both the formal and informal sector, the challenges faced before the pandemic and the escalation post pandemic.

4. **Coronavirus: Impact on young people with mental health needs**
   youngminds.org.uk/media/3708/coronavirus-report_march2020.pdf
   Young minds UK survey on the effect of coronavirus on young people with a history of mental health issues. The survey covered a somewhat longitudinal period where young people had freedom of movement, to partial lockdown and the complete lockdown of the UK. The results showcased the numerous challenges they encountered dealing with the mental health issues, coping mechanisms they had to adapt and the difficulties of accessing support.

5. **Ureport - Opinions**
   ureport.in/opinion/4311
   UNICEF's digital platform to engage young people in programme priorities, emergency response and advocacy actions. The real time opinions on specific areas that impact children are recorded are analysed, mapped, and publicly displayed. The survey is aimed at sharing information, raising awareness, and collecting quantifiable data that can be actioned by relevant decision makers and stakeholders. The interactions are tailored for young people and are country specific.

6. **Education: From disruption to recovery**
   en.unesco.org/covid19/educationresponse
   Fact sheet developed by UNESCO on the effect of coronavirus on closure of schools and impact on education across the world. The factsheet has further resources on global monitoring of school closure; total duration of school closure; and prioritized teachers for the COVID-19 vaccine (in-article links).

7. **Social Mobility and COVID-19; Implications of the Covid-19 crisis for educational inequality**
   www.suttontrust.com/wp-content/uploads/2020/04/COVID-19-and-Social-Mobility-1.pdf
   This paper addresses the impact on social mobility during the onset of the COVID-19 pandemic especially on disadvantaged young people through their time in education and into the workplace. Sutton Trust UK's priority areas cover early years, schools, apprenticeships, higher education (including access to university and student finance) and access to the workplace.

Human Rights

1. **Global Issues – Human Rights**
   www.un.org/en/global-issues/human-rights
   United Nations website article on human rights; introduction to the human rights law touching on economic, social, cultural, civil and political rights; the human rights convention and council.

2. **International Human Rights Law**
   www.ohchr.org/en/instruments-and-mechanisms/international-human-rights-law
   An introduction to the human rights law by the United Nations

3. **International Bill of Human Rights; A brief history, and the two International Covenants**
   www.ohchr.org/en/what-are-human-rights/international-bill-human-rights
   A history of the international bill of human rights, responsibilities of states, the two international conventions and how they are monitored.

4. **Treaty bodies - What are treaty bodies**
   www.ohchr.org/en/treaty-bodies
   The ten treaty bodies within the United Nations are composed of independent experts of recognised competence in human rights. This website article highlights the bodies (in-article links) and the rights set out in the treaty.

5. **What is Human Rights Education?**
   www.humanrightscareers.com/issues/human-rights-education
   An introduction to human rights education and the importance.

6. **The Human Rights-Based approach**
   www.unfpa.org/human-rights-based-approach
   A description of the human rights-based approach by the United Nations Population Fund

7. **Human Rights-Based approach**
   ennhri.org/about-nhris/human-rights-based-approach/#:~:text=The%20HRBA%20is%20underpinned%20by,the%20enjoyment%20of%20their%20rights.
   A description of the human rights-based approach by the National Human Rights Institutions

8. **Goal 2035: Theory of Change**
   www.worldywca.org/wp-content/uploads/2020/11/DOC-BM-3.1.3-Theory-of-change_FINAL-EN.pdf
   Theory of Change document by World Young Women's Christian Association

Sexual and Reproductive Health and Rights (SRHR)

1. **Abortion stigma ends here: A toolkit for understanding and action**
   www.ipas.org/resources/abortion-stigma-ends-here
   Ipas toolkit developed to address and mitigate abortion stigma. The toolkit can be downloaded for use with community members, health workers, activists and community-based organisations.

2. **Abortion attitude transformation: A values clarification toolkit for global audiences**
   www.ipas.org/resources/abortion-attitude-transformation-a-values-clarification-toolkit-for-global-audiences
   Ipas toolkit on abortion values clarification and attitude transformation interventions to be used for training programme staff, technical advisors and those in the field of reproductive health.

3. **A Young Woman's Toolkit for Advocacy on SRHR & Mental Health**
   www.worldywca.org/team/a-young-womans-toolkit-for-advocacy-on-sexual-reproductive-health-rights-and-mental-health
   This toolkit, in line with the World YWCA strategy, is anchored on a program to support Young Women's advocacy in SRHR and build their confidence to stand up and speak out at national, regional, and global levels, and to take collective action to change narratives, policies, and to demand high-quality services. The central pillar is for young women to design evidence-based advocacy initiatives through aspirational storytelling, emphasizing their rights and bodily autonomy. The World YWCA aspires to contribute to the growing young women's movement and body of knowledge on SRHR and mental health around the world. It aims to accelerate a collective action where young women are at the centre as drivers of change

4. **How to educate about abortion; A guide for peer educators, teachers and trainers**
   www.ippf.org/sites/default/files/2016-05/ippf_peereducationguide_abortion_final.pdf
   An IPPF education guide developed for teachers, educators and trainers on abortion.

5. **The Evaluation of Comprehensive Sexuality Education Programmes: A Focus on the Gender and Empowerment Outcomes**

   www.unfpa.org/sites/default/files/pub-pdf/UNFPAEvaluationWEB4.pdf

   The Evaluation of Comprehensive Sexuality Education Programmes: A Focus on the Gender and Empowerment Outcomes – a publication developed by UNFPA following a meeting with various experts in CSE. The meeting was held to evaluate the continuous and emerging trends in CSE programming, research, and adaptation to different contexts.

6. **Aspiring LEADERS Inspiring CHANGE**

   www.worldywca.org/wp-content/uploads/2021/06/AspiringLeadersBooklet-WebVersion-June2021.pdf

   A compilation of stories of 15 Young Women Leaders associated with World YWCA from Asia, Africa and Eastern Europe who are driving change in their communities through initiatives around sexual and reproductive health and rights (SRHR) and mental health.

Economic Empowerment

1. **Reports and toolkits**

   hlp-wee.unwomen.org/en/reports-toolkits

   Collection of resources by UN Women containing case studies and good practices on women's economic empowerment. Each toolkit is accompanied by a working group paper with specific recommendations for transformational change.

2. **Gender-Smart Investing in MENA: An Egyptian perspective on strengthening investment strategies to empower women**

   seepnetwork.org/files/galleries/AWEF-Gender_Smart_Investing_in_MENA-report_final_5_October_(1).pdf

   A brief developed to present learning and experience of Gender-Smart Investment in Egypt and a proposed approach to GSI Investment.

3. **The Female Economy**

   hbr.org/2009/09/the-female-economy

   Harvard Business Review on women and the economy in today's world – their contribution, challenges and success.

4. **Egypt fintech Kashat raises $1.75M funding in round led by Launch Africa**

   www.techinafrica.com/egypt-fintech-kashat-raises-funding

   Tech in Africa article on Kashat, an Egypt-based fintech startup raising funds in collaboration with regional investors.

5. **Gender Equality Scorecard manual**

   www.seaf.com/wp-content/uploads/2020/07/SEAF-GES-Manual_071420-Final.pdf

   A manual developed by SEAF on advancement of women's economic empowerment and gender equality in SMEs and diversity and inclusion in the private funds industry.

6. **A Tool to Advance Women's Economic Empowerment and Gender Equality in SMEs and Diversity and Inclusion in the Private Fund Industry**

   data.unwomen.org/sites/default/files/documents/Publications/ASEAN/ASEAN%20Gender%20Outlook_final.pdf

   A collaborative report on the ASEAN (Association of Southeast Asian Nations) gender outlook including the lack of gender data, calling for greater investment and prioritization of data for tracking progress towards gender equality and achievement of the Sustainable Development Goals (SDGs).

7. **Asian Development Outlook (ADO) 2015 Update: Enabling Women, Energizing Asia**
www.adb.org/publications/asian-development-outlook-2015-update-enabling-women-energizing-asia
The annual Asian Development Outlook: this publication presents an analysis of developing Asia's recent economic performance in 2015 and its prospects until 2017 - forecasts met, divergence between forecasts and the actual outturn.

8. **Gender Equality and the Sustainable Development Goals in Asia and the Pacific Baseline and pathways for transformative change by 2030**
www2.unwomen.org/-/media/field%20office%20eseasia/docs/publications/2018/10/apsdg-report_web-28aug2018.pdf?la=en&vs=4304
Asia Development Bank and UN Women collaborative report on progress on gender equality within the SDG framework; priority actions to achieve gender equality; and first assessment for Asia and the Pacific of how the 2030 Agenda is to be achieved by addressing gender equality and the empowerment of women and girls.

9. **Global Wage Report 2018/19: What lies behind gender pay gaps**
www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_650553.pdf
ILO Global wage report 2018/19 with a focus on gender pay gaps

10. **Women in Business and Management The business case for change**
www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_700953.pdf
ILO global report published in 2019 on Women in Business and Management: The business which offered new insights into improvement of organisational performance at the top due to gender diversity.

11. **A Quantum Leap For Gender Equality. For a Better Future of Work For All**
www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_674831.pdf
A documentation on the research, data, learning and insights gained in the context of the Women at Work Centenary Initiative by ILO.

12. **COVID-19 is No Excuse to Regress on Gender Equality**
www.adb.org/sites/default/files/publication/651541/covid-19-no-excuse-regress-gender-equality.pdf
ADB brief on the need for continued advocacy and efforts in gender equality despite COVID-19 and its impact.

13. **Gender and Social Inclusion Checklist: What Do I Need To Consider?**
www.usaid.gov/sites/default/files/documents/Power-Africa-Gender-Social-Inclusion-Checklist.pdf
Power Africa guide to support integration of gender and social inclusion in technical and other activities.

14. **Worrying signals on social protection in Ghana**
www.ghanaweb.com/GhanaHomePage/NewsArchive/Worrying-signals-on-social-protection-inGhana-282093
GhanaWeb article describing social protection and the dwindling efforts

15. **Maternity and paternity at work Law and practice across the world**
www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_242615.pdf
ILO reports on national law and practice on maternity and paternity at work across the world.

16. **African Economic Outlook 2016 SPECIAL THEME: Sustainable Cities and Structural Transformation**
www.afdb.org/fileadmin/uploads/afdb/Documents/Publications/AEO_2016_Report_Full_English.pdf
The African Economic Outlook (AEO) 2016 report on situation in Africa and a two-year forecast

17. **Empowering African Women: An Agenda for Action**
    www.afdb.org/fileadmin/uploads/afdb/Documents/Publications/African_Gender_Equality_Index_2015-EN.pdf
    The Africa Gender Equality Index 2015

18. **Women and Climate Change Impact and Agency in Human Rights, Security, and Economic Development**
    giwps.georgetown.edu/sites/giwps/files/Women%20and%20Climate%20Change.pdf
    Georgetown Institute for Women, Peace and Security report on women and climate change and evaluates the need for increased inclusion of women at the highest levels of decision-making related to climate change (provides a link to download report).

19. **Resilience and Adaptation Initiative Overview**
    www.bsr.org/collaboration/groups/resilience-and-adaptation-initiative
    An overview of BSR's Resilience and Adaptation Initiative (READI) which is a corporate platform for businesses to develop strategies for enhancing resilience to climate risk across the value chain and improve ability to catalyze broader societal resilience (provides link to download complete overview and 2017 scope of work).

20. **Building Effective Women's Economic Empowerment Strategies. Sector-Specific Opportunities and the Case for Collaboration**
    www.bsr.org/reports/BSR_ICRW_Building_Effective_Womens_Economic_Empowerment_Strategies.pdf
    A report compiled after interviewing multinational companies on women's economic empowerment, compiling the latest literature, practices, and programs. It acts as a guide for companies looking to build strategies for economic women empowerment using a holistic and integrated approach.

21. **Girls Getting to Secondary School Safely: Combating Gender-based Violence in the Transportation Sector in Tanzania**
    files.eric.ed.gov/fulltext/ED537465.pdf
    Academy for Educational development conducted a survey on the challenges school going girls in Tanzania experience enroute to school in 2000 and compiled this report from those they face in the transportation sector especially the various forms of gender based violence.

22. **Education for All 2000-2015: achievements and challenges; EFA global monitoring report, 2015**

23. unesdoc.unesco.org/images/0023/002322/232205e.pdf
    UNESCO digital repository providing a link for the report Education for All 2000-2015: achievements and challenges; EFA global monitoring report, 2015

Peace + Justice

1. **#BulletAndDove**
   www.worldywca.org/news-events/events/world-ywcas-bulletanddove-panel
   A you tube video on witness accounts of intergenerational women living in conflict, calling for action and compassion

2. **#BulletAndDove**
   www.youtube.com/watch?v=YaFDjdwjj4o
   No More Silence: Intergenerational Action towards Peace

3. **Strengthening Transitional Justice Through Engagement With Religious and Faith-Based Actors: An Assessment Toolkit**
   gijtr.org/wp-content/uploads/2022/02/Faith-based-Actors-Toolkit-6x9-EN.pdf
   A Global Initiative for Justice, Truth and Reconciliation (GIJTR) toolkit to evaluate the role, contribution or lack of faith-based organisations in transitional justice processes

4. **Truth, Bread, and Tea: A Toolkit for Reintegration of Women Survivors of Conflict-Related Sexual Violence and Children Born of War**

   gijtr.org/wp-content/uploads/2021/06/Reintegration-and-TJ-Toolkit-EN.pdf

   A Global Initiative for Justice, Truth and Reconciliation (GIJTR) toolkit for reintegration of women survivors of conflict-related sexual violence and children born of war

Climate Emergency

1. **Tools for young climate activists**

   www.voicesofyouth.org/climate-toolkit

   A UNICEF toolkit on knowledge, tools, and resources for children and young people to participate in global youth climate action and advocate for change.

2. **Prepare to act! Practical tips for climate advocacy and action**

   www.unicef.org/lac/media/28571/file/prepare-to-act.pdf

   A UNICEF compilation of practical tips for adolescents and young people to help them prepare for climate advocacy and action.

3. **Climate Change Toolkit for Students and Youth**

   livelearn.org/what/resources/climate-change-toolkit-students-and-youth

   Live & Learn Environmental Education toolkit for students and youth on climate change

4. **Mental Health and Our Changing Climate: Impacts, Implications, and Guidance**

   www.apa.org/news/press/releases/2017/03/mental-health-climate.pdf

   APA collaborative report on impact of climate change on mental health. The report provides guidance to health and medical professionals, community and elected leaders, and the public on engagement with consideration to mental health.

5. **A Global Youth Mental Health Advocacy Toolkit**

   www.orygen.org.au/About/Orygen-Global/Files/Orygen-WEF-advocacy-toolkit

   An Orygen and WEF toolkit on global youth mental health advocacy

6. **Women, Gender Equality and Climate Change**

   www.un.org/womenwatch/feature/climate_change/downloads/Women_and_Climate_Change_Factsheet.pdf

   A UN Women fact sheet on how women are affected by these issues; and how they respond, is provided below together with references to relevant United Nations mandates and information sources.

7. **Beyond Vulnerability to Gender Equality and Women's Empowerment and Leadership in Disaster Risk Reduction: Critical Actions for the United Nations System**

   www.unwomen.org/sites/default/files/2021-11/Research-paper-Beyond-vulnerability-to-gender-equality-en.pdf

   Joint Study on the Status of Gender Equality and Women's Leadership in Disaster Risk Reduction

8. **Committee on the against Women Elimination of Discrimination General Recommendation No. 37 on Gender related dimensions of disaster risk reduction in the context of climate change**

9. tbinternet.ohchr.org/Treaties/CEDAW/Shared%20Documents/1_Global/CEDAW_C_GC_37_8642_E.pdf

Podcasts

1. **Save the Seagrass, Save Ourselves?**
   forwhatitsearth.podbean.com
   For What it's Earth podcast episode on seagrass in the UK; description, marine life and how we can save it.

2. **Finding Refuge with David Miliband**
   www.outrageandoptimism.org/episodes/outrage-and-optimism-the-podcast?hsLang=en
   Outrage and Optimism podcast episode on solving the climate crisis and remaking the world

3. **Every Breath Matters with Dr. Arvind Kumar**
   www.outrageandoptimism.org/episodes/breath-matters-dr-arvind-kumar?hsLang=en
   Outrage and Optimism podcast episode on air pollution as a public epidemic

4. **Learning to Live with Grief and Joy with AURORA**
   www.outrageandoptimism.org/episodes/grief-and-joy-aurora?hsLang=en
   Outrage and Optimism podcast episode on processing grief and joy; improving mental health

5. **Adaptation is Survival with Emma Howard Boyd**
   www.outrageandoptimism.org/episodes/adaptation-emma-howard-boyd?hsLang=en
   Outrage and Optimism podcast episode on adaptation to rapidly changing climate

6. **World YWCA podcasts**
   worldywcapodcast.buzzsprout.com
   These are a series of conversations prepared by World YWCA about the state of women's rights, human rights, and social justice. They include:
   Building a Movement: Lessons from the work of activists who have kept their reach and impact ongoing from Kenya and Belarus.
   Online Advocacy: Lessons on empowering women and girls using the Internet and social media from Kenya, Norway, and Poland.
   2020 Throwback: Organizing & Acting for Peace & Justice: Episode 1 from Geneva Peace Week 2020
   Policy Action: Lessons from active work done on improving policies focused on the sphere of public health, gender equality and development in South Africa and Palestine.
   Mobilizing a community: Lessons from campaigns about Gender-based violence, Hostility, and ownership from South Africa, South Sudan and Palestine.
   2020 Throwback: Organizing & Acting for Peace & Justice: Episode 2 from Geneva Peace Week 2020

Mental Health

1. **A Young Woman's Toolkit for Advocacy on SRHR & Mental Health**
   www.worldywca.org/team/a-young-womans-toolkit-for-advocacy-on-sexual-reproductive-health-rights-and-mental-health
   A World YWCA toolkit on advocacy on SRHR & mental health for young women

2. **A Global Youth Mental Health Advocacy Toolkit**
   www.orygen.org.au/About/Orygen-Global/Files/Orygen-WEF-advocacy-toolkit
   An Orygen and WEF toolkit on global youth mental health advocacy

3. **Types of mental health problems**
   www.mind.org.uk/information-support/types-of-mental-health-problems
   An article describing mental health problems by Mind UK

4. **Integration of mental health and HIV interventions** (World Health Organization)
   A joint publication by UNAIDS and WHO emphasizing the importance of integrating HIV prevention,

testing, treatment and care and mental health services for people living with HIV. It provides a compilation of tools, best practices, recommendations, and guidelines that facilitate the integration of interventions and services to address the interlinked issues of mental health and HIV.

5. **25 Ways You Can Practice Self-Care Every Single Day**
   www.womenshealthmag.com/health/a24886599/self-care-routine-tips
   An article by Women's Health magazine on various self-care routines

6. **Podcasts: List of feeling good**
   feelinggood.com/list-of-feeling-good-podcasts
   A curated list of podcasts that focus on improvement of mental health

Learning Skills

1. **Creating Safe Space for GLBTQ Youth: A Toolkit**
   www.advocatesforyouth.org/component/content/article/608-creating-safe-space-for-glbtq-youth-a-toolkit
   Advocates for Youth toolkit on creating safe space for GLBTQ youth (provides link to download the pdf file)

2. **A Conceptual Model of WOMEN AND GIRLS' EMPOWERMENT**
   docs.gatesfoundation.org/Documents/BMGF_EmpowermentModel.pdf
   A Bill & Melinda Gates Foundation's brief describing a model of women and girls' empowerment and reviews the practical implications of using the model to inform work in women and girls' empowerment.

3. **LEADERSHIP Skill Development Video**
   www.careergirls.org/video/become-a-leader
   Career girls skills development video (provides links to download additional material)

4. **Skills4Girls: Girl-Centered Skills Development; A Learning Agenda**
   www.unicef.org/media/83876/file/S4G-Learning-Agenda.pdf
   A UNICEF collaborative publication on findings after an exploratory review of implementation and evaluation of skills-building initiatives for girls' empowerment, with a specific focus on those that were girl-centred in their design and implementation.

5. **Podcast: Empowering Women to Build Skills Needed for the New Economy**
   apuedge.com/podcast-empowering-women-to-build-skills-needed-for-the-new-economy
   An American Public University podcast episode on the various issues women have and how they can empower themselves.

6. **Podcast series: Transforming the world for girls**
   odi.org/en/insights/multimedia/podcast-series-transforming-the-world-for-girls
   An ODI three part podcast episode on gender norms; challenges associated with changing gender norms; and opportunities available to change gender norms.

7. **Podcast: 7 podcasts to listen to for Female Empowerment**
   matchstickcreative.co.uk/7-podcasts-to-listen-to-for-female-empowerment
   Matchstick creative article on podcasts that focus on female empowerment

SGBV

1. **Preventing Violence against Women: A Primer for African Women's Organizations**
   raisingvoices.org/resources/preventing-violence-against-women-a-primer-for-african-womens-organizations
   This primer, developed with the African Women's Development Fund explores a feminist approach to preventing violence against women in Africa, outlines current evidence and unpacks key controversies in VAW prevention programming.

2. **Infographic: Preventing Violence Against Women During the COVID-19 Pandemic**
   raisingvoices.org/resources/infographic-preventing-vaw-during-the-covid-19-pandemic
   This is a series on preventing violence during COVID-19. Sustained activism and prevention programming remains vital during the COVID-19 pandemic — as does addressing the immediate risks to women and children posed by lockdowns and other COVID-19 requirements which can exacerbate violence, isolate survivors and limit access to essential services. This series offers practical ideas and strategies to activist organisations working to prevent violence during these challenging times.

3. **GBV Case Management and the COVID-19 Pandemic**
   www.sddirect.org.uk/media/1882/guidance-on-gbv-case-management-in-the-face-of-covid-19-outbreak-final-draft.pdf
   GBViE Helpdesk UK note on case management with consideration of the COVID-19 pandemic

4. **Case Management, GBVIMS/GBVIMS+ and the COVID-19 pandemic**
   www.gbvims.com/wp/wp-content/uploads/GBV-Case-Management-GBVIMS-GBVIMS-and-the-Covid-19-Pandemic_GBVIMS_March_2020.pdf
   GBVIMS note on case management with consideration of the COVID-19 pandemic

5. **COVID-19 and violence against women. What the health sector/system can do**
   apps.who.int/iris/bitstream/handle/10665/331699/WHO-SRH-20.04-eng.pdf?sequence=1&isAllowed=y
   This is a WHO resource outlining what health systems can do in response to violence against women and COVID-19.

6. **Intergenerational action for gender based Violence: co-creating the future. Week without Violence 2021**
   www.worldywca.org/wp-content/uploads/2021/10/WEEK-WITHOUT-VIOLENCE-2021-TOOLKIT.pdf
   www.worldywca.org/team/week-without-violence-2021
   This World YWCA toolkit provides content, ideas and suggestions for organizing and advocating during the week without violence

Podcast

1. **GBVIMS, GBVIMS+, Case Management and COVID-19**
   www.gbvims.com/covid-19
   GBVIMS note on service provision of GBV service with consideration of the COVID-19 pandemic

2. **Not Just Hotlines and Mobile Phones: Gender-based violence service provision during COVID-19**
   www.unicef.org/documents/gender-based-violence-service-provision-during-covid-19
   UNICEF note on service provision of GBV service with consideration of the COVID-19 pandemic (provides link to download pdf document

3. **Tools & Resources for Thematic Areas**
   gbvaor.net/thematic-areas?term_node_tid_depth_1%5B121%5D=121
   GBV AoR-UNFPA tools and resources on service provision for various thematic areas (provides links to download relevant tools).

4. **Disability Considerations in GBV Programming during the COVID-19 Pandemic**
   www.sddirect.org.uk/media/1889/gbv-aor-research-query_covid-19-disability-gbv_final-version.pdf
   GBV AoR note on information and practical guidance to support gender-based violence (GBV) practitioners to integrate attention to disability into GBV prevention, risk mitigation and response efforts during the COVID-19 pandemic

5. **A Guide to Sexual and Gender-Based Violence Legal Protection in Acute Emergencies**
   reliefweb.int/report/world/guide-sexual-and-gender-based-violence-legal-protection-acute-emergencies
   War Child Canada's guide to sexual and gender-based violence legal protection in acute emergencies (provides a link to download the guide in pdf)

6. **The Good School Toolkit**
   raisingvoices.org/children/the-good-school-toolkit
   Raising voices toolkit for schoolwide influence on operational culture focusing on four relationships: teacher-student, peer-to-peer, student- and teacher-to-school, and parent- and community-to-school governance

7. **Rapid gender analysis**
   insights.careinternational.org.uk/in-practice/rapid-gender-analysis
   Care International report on gender analysis; a systematic attempt to identify key issues contributing to gender inequalities (Provides in-article links to download the approaches, guidelines, tools, learning and resources)

8. **Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action Reducing Risk, Promoting Resilience and Aiding Recover**y
   gbvguidelines.org/en
   GBV pocket guidelines for integrating gender based violence interventions in humanitarian action (provides links to download the guidelines in different languages)

SGBV, faith and feminism

1. **Men and women in partnership: Mobilizing faith communities to address gender-based violence**
   www.researchgate.net/publication/315998705_Men_and_women_in_partnership_Mobilizing_faith_communities_to_address_gender-based_violence
   This paper contributes to the debate on gender-based violence (GBV) interventions should be framed within 'women' or 'men' movements or integrate other dimension including the role of faith communities and organisations in the prevention and response to sexual and gender based violence. It argues that there is a need, particularly within faith communities in the Global South, to explore the notion of an integrated approach. The dominance of restrictive patriarchal structures means that men, and especially male faith leaders, need to be systematically targeted and incorporated into faith-based intervention strategies, as partners in addressing the issue.

2. **Engaging Faith Actors on Gender Based Violence (GBV): Best practices from the NCA Global GBV Programme 2016-2019**
   www.partner-religion-development.org/fileadmin/Dateien/Resources/Knowledge_Center/2018-engaging-faith-actors-on-gender-based-violence.pdf
   This publication highlights best practices in faith actors' work on gender injustice, its root causes and its consequences.it seeks to inspire organisations and religious institutions to be at the forefront to continuously address gender injustces.

3. **Inter-Faith Toolkit to Combat Gender-Based Violence**
   www.humanityinaction.org/news_item/news-item-international-landecker-reshma-persaud-interfaith-toolkit/#:~:text=The%20toolkit%20calls%20faith%20leaders,and%20support%20victims%20and%20survivors
   This toolkit calls faith leaders to action in protecting women, girls, and gender nonconforming individuals in their communities. It explains how the pandemic has increased gender-based violence and the ways in which faith leaders can intervene and support victims and survivors.

4. **World YWCA – YMCA Week of Prayer & World Fellowship 2021**

   www.worldywca.org/team/world-ywca-ymca-week-of-prayer-world-fellowship-2021

   While the ongoing global pandemic continues to impact our everyday lives and present new changes and challenges, the World Week of Prayer's theme invites us to reflect on the process of healing and restoration. This resource seeks to encourage reflections during service to communities with the spirit of forgiveness and inclusiveness, ensuring dignity for all and celebrating God's unconditional love.

5. Restoring Dignitiy: A Toolkit for Religious Communities to End Violence Against Women

   www.igwg.org/k4h-toolkit/gender-based-violence-includes-fgc/restoring-dignitiy-a-toolkit-for-religious-communities-to-end-violence-against-women

   This manual is intended for religious leaders, communities of faith and inter-religious councils. It offers guidelines for programs that try to prevent violence against women. The first section of the manual reviews the nature of violence against women; the second section offers tools for action in eight areas: education and awareness; prevention; advocacy; organizing an inter-religious retreat; support and care; addressing justice: ending impunity; partnering with the media; and monitoring and evaluation.
   IGWG Gender and Health Toolkit

6. **16 Days of Activism Toolkit**

   www.episcopalrelief.org/what-we-do/integrated-approach/16-days-of-activism-toolkit

   This toolkit is intended to inspire faith-based action and prolonged reflection on ending gender-based violence. It has 16 Actions, parallel to the 16 Days of Activism against Gender Based Violence. Each action starts with a relevant scripture or quote, followed by a fact sheet, an action step and a reflection.

7. **Gender, Sexuality and Faith: A Toolkit**

   www.comminit.com/health/content/gender-sexuality-and-faith-toolkit

   This interactive toolkit seeks to support faith communities and faith leaders working to promote social justice in relation to gender and sexuality. The toolkit contains six modules: Sexuality and gender diversity; Sexual and reproductive health and rights; Sexual and gender-based violence; Women, gender and power; Culture, tradition and faith; and, Being accountable, becoming allies.

8. **Restoring Dignity, A Toolkit for Religious Communities to End Violence Against Women**

   www.healthpolicyinitiative.com/Publications/Documents/1032_1_RESTORING_DIGNITY__End_Violence_Against_Women_Toolkit_acc.pdf

   This toolkit offers religious leaders, faith communities and Inter-religious leaders the tools to carry out awareness and prevention and advocacy programs to help bring an end to violence against women. It has two sections on education and awareness, and Restoring Dignity

9. **Religion, Development and GBV: Recommendations for a Strategic Research Agenda For the PaRD Gender Equality and Empowerment Work-stream**

   www.partner-religion-development.org/fileadmin/Dateien/Resources/Knowledge_Center/JLI_PaRD_Research_agenda_Religion_Development_and_GBV.pdf

   The purpose of this report is to assist in the identification of the specific contributions it can make to assist in remedying the lack of knowledge and evidence on the intersections between religion, development and GBV.

ANNEX 5: RISE UP! GUIDE UPDATE

The journey to produce the new Rise Up! Guide for Young Women's Transformative Leadership brought together the World YWCA and the Torchlight Collective, an international, multidisciplinary consulting group that undertook this important task.

Women, young women and girls were central to every step of the process, each of which weaved into the other to co-create this tool based on the existing evidence of the power of young women's transformative leadership to increase the knowledge, confidence and opportunities available to young women, and to positively impact upon gender equality and the realisation of young women's rights in their home and community.

The consulting team started with a desk review of different resources available — including the previous version of the Rise Up! Guide — to better understand YWCA's approach and guiding principles to leadership. The initial feedback was collated into big picture recommendations on content and structure that were then reinforced and expanded during the consultation process.

List of documents and videos reviewed by the Torchlight team:

- Rise Up: Guide for Young Women's Transformative Leadership
- Envisioning 2035
- Goal 2035: Theory of Change
- World YWCA Strategic Plan: 2020-23
- World YWCA Boilerplate on Leadership
- Supporting Young Women's Leadership in Asia and the Pacific: Research Brief
- Feminist MEL
- World YWCA Virtual Safe Spaces
- Safe Spaces Training Guide
- World YWCA Feminist Consultation Methodology
- World YWCA Glossary and Definitions
- World YWCA Boilerplate on SDGs
- World YWCA Boilerplates on Peace, GBV, SRHR, etc.
- Rise Up: Guide for Young Women's Transformative Leadership (Pocket Edition)
- Empowering Young Women's Leadership in Asia & the Pacific (video)

Understanding the importance of centring the voices of young women through participatory research that recognises them as co-producers of knowledge, the World YWCA Feminist Consultation Methodology was critical to design and implement the second phase of the process (conducted in February-March 2022).

Through a mix-method approach for their data collection, the consulting team deep dived on the participants' experience with leadership training; the meaning of leadership and the role of young women leaders; barriers to and success stories about young women's leadership training; and feedback about how to improve young women's leadership training, including the RiseUp! Guide. These methods followed the safe spaces principles of accessibility, safety and privacy, leadership and participation, accurate and reliable information, trust and community, inclusivity, holistic approaches, intergenerational cooperation, dignity and respect, and partnership and accountability to ensure that young women participants could share their experiences, opinions, and views without fear of political, economic, or personal harm.

ONLINE SURVEY

- Languages: English, Spanish, French
- 236 responses

OPEN SESSIONS / FOCUS GROUP DISCUSSIONS

- 3 open sessions
- 14 participants
- Key YWCA cohorts, including former RiseUp! Country Coordinators, YWCA leaders from the movement, and General Secretaries (World and Member Associations)

IN-DEPTH INTERVIEWS

12 in-depth interviews with participants in three groups of key YWCA cohorts, including former RiseUp! Country Coordinators, YWCA leaders from the movement, and General Secretaries (World and Member Associations)

METHODS

The analysis of the findings showed similarities in the reflections, insights, and feedback shared throughout the consultation process. Overall, participants had a common sense of what leadership means and often framed it in the context of serving others and working together / helping others to achieve a common goal.

Participants also outlined many of the same barriers, particularly cultural barriers to women, young women and girls undertaking leadership training and initiatives; the masculine and ageist bias in leadership; the lack of community support and willingness to see young women as leaders (which may include backlash against them); access to dedicated programs that support young women's leadership, language that is difficult to understand; lack of training that applies to their context; and logistical challenges.

The importance of a well-trained facilitator was deemed an important aspect in overcoming these challenges and having a successful training. Other important enablers to harness young women's leadership are the widespread promotion of their rights; the creation of safe spaces; building peer networks to allow young women to work together; modeling of strong inter-generational leadership, and the support of local communities.

Participants were interested in learning more about key human rights issues — 7 issues were identified by young women themselves during the consultation process, as well as developing skills in creating safe spaces, project management, building partnerships and networking, among others. Participants also gave similar feedback on the layout of the manual, calling for more clarity, better visuals, more interesting colors, and a diversity of tools (i.e. digital and audiovisual assets).

This renewed and improved version of the Rise Up! Guide is the result of this co-creation process and collaborative journey, which holds inclusion, diversity and feminist principles and practices at its very core. Young women from around the world — from within and beyond the YWCA movement — actively participated in defining the process, building the methodology, and validating the final product; a living document that challenges the dominant approaches to leadership and supports the collective power of women, young women and girls around the world to achieve justice, peace, health, human dignity, freedom, and a sustainable environment for all people.

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RiseUp!
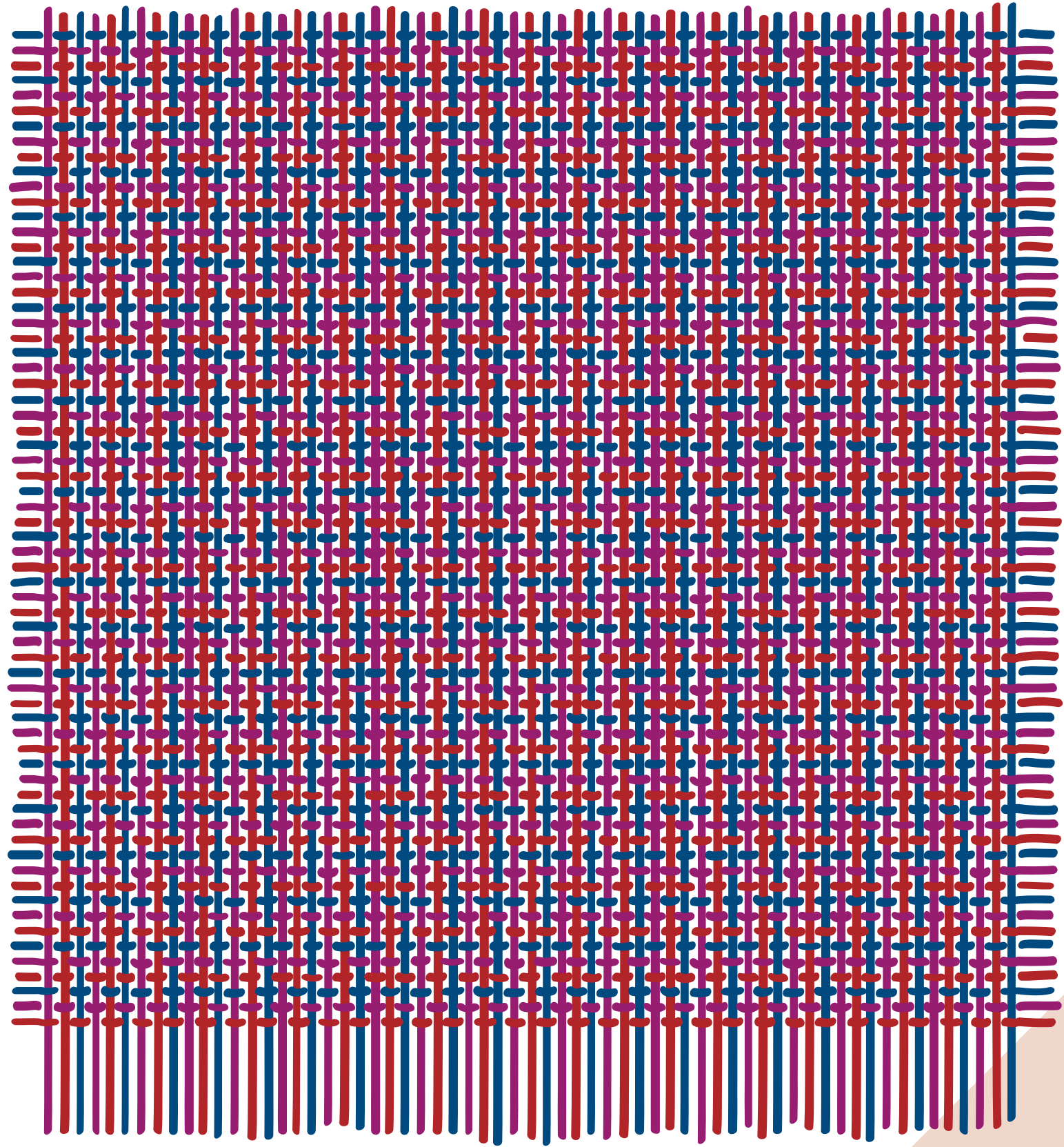
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