

# IMPLEMENTING THE SUSTAINABLE DEVELOPMENT GOALS TO REALISE CHILDREN'S RIGHTS WITH A GENDER PERSPECTIVE

**A gender-responsive advocacy toolkit to end  
child labour, child trafficking and to promote  
education for all, in the context of SDGs**



**GLOBAL MARCH**

Against Child Labour  
Contra el Trabajo Infantil  
Contre le Travail des Enfants



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## Abbreviations

ASEAN	Association of Southeast Asian Nations
BSAF	Bangladesh Shishu Adhikar Forum
CAMPE	Campaign for Popular Education
CEDAW	Convention on the Elimination of all Forms of Discrimination Against Women
CESIP	Center for Social Studies and Publications
CPETI	National Steering Committee for the Prevention and Eradication of Child Labour
CRC	Convention on the Rights of the Child
CSOs	Civil Society Organisations
DNI	Defense of Children International
ECOSOC	Economic and Social Council
ECOWAS	Economic Community Of West African States
ECSW	End Child Slavery Week
EI	Educational International
ENPETI	National Strategy for Prevention and Eradication of Child Labour
EVAC	Ending Violence against Children
GDP	Gross Domestic Product
HLPF	High-Level Political Forum
ILO	International Labour Organization
INFID	International NGO Forum on Indonesian Development
ITUC	International Trade Union Confederation
JARAK	The Network of Non-Government Organization for Elimination for Child Labour in Indonesia
MDGs	Millennium Development Goals
M&E	Monitoring and Evaluation
NEDA	National Economic and Development Authority
NSC	National Steering Committee on the Elimination of Worst Forms of Child Labour
NSO	National Statistical Office
ODA	Official Development Assistance
PWB	Parliamentarians Without Borders
SAARC	South Asian Association for Regional Coordination
SDGs	Sustainable Development Goals
ToC	Theory of Change
UN	United Nations
UNDP	United Nations Development Programme
VF	Visayan Forum
VNR	Voluntary National Review

## Getting Started

### **What is this toolkit about?**

The purpose of this toolkit is to determine how to fundamentally influence the national and regional implementation of the Sustainable Development Goals (SDGs), especially relating to goals and targets around ending child labour, child trafficking, and ensuring education for all. What is also crucial for us to add is to look at these problems through a gender lens. This leads to the strengthening of a gender-sensitive understanding of the national and regional responses and solutions towards addressing these problems and issues.

The SDGs are a set of 17 goals and 169 targets agreed by the world leaders and designed to end poverty, fight inequality and injustice, and tackle climate change by 2030. The United Nations (UN) Member States are expected to use the SDGs to frame or revise their national development agendas and political policies over the next 15 years, from 2016 to 2030. The SDGs follow, expand and build on the Millennium Development Goals (MDGs), which expired at the end of 2015.

### **Why is this toolkit important?**

Global March Against Child Labour (Global March) has long-established work and commitment to end child labour, and child trafficking, and to ensure education for all. The robust advocacy of Global March along with other child rights organisations has resulted in the inclusion of these themes in the SDGs. This is a major achievement for the worldwide movement to end child labour. It is therefore critical to take advantage of this opportunity to end child labour in all forms by 2025 and ensure education for all by 2030.

To create a world free of child labour and ensuring education for all, Global March realises that programmes to end child labour in all forms and to promote education for all need to be gender responsive. Evidence suggests that variations in age and sex have impacted children engaged in forced and other forms of labour at significantly different magnitude. Girls are particularly vulnerable to labour exploitation and are often found working in the worst forms of child labour. Girls are entangled in the drudgery of household and domestic work which makes much of their work hidden and invisible. A gender perspective is vital to prevent and solve issues relating to child labour and trafficking. Gender perspective has gained such vitality that almost all organisations, bodies (regional, national and international), studies and reports, states and governments along with the members of civil society are convinced that it cannot be ignored any longer.

Gender equality is not only a fundamental human right but also a necessary foundation for a peaceful, prosperous and sustainable world. Gender equality is so important that gender related targets are mainstreamed across the SDGs in addition to a standalone goal on gender equality. However, something that has opened the door for drastic progress in the lives of girls worldwide is the SDGs articulation of 'leaving no one behind'.

Thus, to ensure that no child, especially girls are left behind, the national and regional implementation of the SDGs is vital and provides a critical opportunity for Global March partners and civil society to advocate for increased political will and financial priority for developing and implementing legal and policy frameworks, to eliminate child labour in all forms and ensure education for all.

In this regard, the toolkit will help Global March partners and civil society members to do the following:

- Better understand SDGs and the indicators to achieve them, and key opportunities presented by SDGs to achieve rights of girls and boys especially to end child labour, child trafficking, and ensure education for all.
- Acquire essential skills to advocate for alignment (and re-alignment through a process of feedback) of national development plans and policies with the SDGs, with regard to ending child labour, child trafficking, and ensuring education for all, following a gender sensitive approach, thereby strengthening the national responses to address these.
- Better integration of a gender perspective in their advocacy around the 3 themes, linked to national implementation of SDGs.
- Learn how strategic advocacy can be leveraged to influence gender responsive national implementation of SDGs, specifically with regard to ending child labour, child trafficking, and ensuring education for all.
- Respond quickly to seize any unplanned advocacy opportunity to influence the gender sensitive national implementation of SDGs, to eliminate child labour, child trafficking and ensure education for all.

### **Who is this toolkit for?**

The advocacy toolkit is intended as a resource for all Global March partners and , organisations working on child rights, trade unions, teacher associations, civil society organisations (CSOs) and groups, with focus on gender in the efforts towards the eradication of child labour, child trafficking and for promotion of education for all.

### **What can you learn from this toolkit?**

The advocacy toolkit contains a set of practical tools and guidance on how to plan, design, implement, monitor and evaluate advocacy strategies around gender responsive national implementation of SDGs. It also contains examples of Global March and its partners' advocacy work in practice to inform and demonstrate what effective advocacy looks like.

The content of the toolkit is discussed below.

#### **Part 1: Understanding gender**

This section demystifies basic concepts around gender equality. It creates an understanding of key processes such as gender analysis, gender mainstreaming, gender perspective, gender-responsiveness among others. It tries to put in perspective and strengthen a gender lens which is helpful in responding to child labour, child trafficking and education for all.

#### **Part 2: Strengthening the movement against child labour**

This section provides an introduction to the 2030 Agenda for Sustainable Development. This section highlights the relationship between the MDGs and 2030 Agenda for Sustainable Development along with its relevance to the international development community. It provides a snapshot of the SDGs and particularly the targets that relate to Global March's work around ending child labour, child trafficking, and ensuring education for all, following a gender perspective. It provides for an overview of the monitoring framework of the SDGs and the progress made so far. It details the efforts at national, regional and global levels to implement the SDGs along with the modes and ways in which the partners of Global March

and the civil society member can be involved to implement the SDGs. It also highlights opportunities and entry points for advocacy that can be leveraged by partners and civil society within the SDG implementation process.

### **Part 3: Gender responsive advocacy to end child labour in all forms and ensure education for all within the SDG framework**

This section provides advocacy tools and guidance to help Global March partners and civil society create a strategic gender responsive advocacy action plan, to influence the development and implementation of national development plans and other thematic policies in line with the SDGs, especially relating to goals and targets around ending child labour, child trafficking, and ensuring education for all, focusing on girls and boys. Using the '*Nine Questions Model for Strategy Planning*'<sup>1</sup>, the readers will be able to determine: the advocacy goal, target audiences, advocacy messages, messengers, delivery, resources, challenges and first steps in advocacy. Advocates will also learn how to build Monitoring & Evaluation (M&E) which is gender-sensitive as well as gender-responsive into their advocacy action plan.

#### **How can you make the most of this toolkit?**

The toolkit does not provide pre-set advocacy designs, but contains a rich selection of advocacy tools, information, guidelines, and advice that can be used to put together an advocacy strategy capable of catering to the national interests, contexts, ideas and requirements.

The advocacy toolkit is designed to be a self-guided manual as well as a resource that can be used by facilitators to design and undertake advocacy capacity building workshops. Blank templates of tools are available in the annex for use by facilitators.

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<sup>1</sup> The nine questions for strategic advocacy planning have been developed by Jim Schultz, Founder and Executive Director of The Democracy Center.

## Part 1: Understanding gender

In this section you will learn about key concepts related to gender equality that will be used throughout the toolkit.<sup>2</sup>

### KEY CONCEPTS

#### What do we mean by sex and gender?

Sex and gender have been interchangeably used by most of us in our everyday existence. However, there is a significant difference in the understanding of the two. Sex refers to the biological differences between men and women that are gifted to them by birth and do not change. For example, only women can give birth and only men grow a beard.

Gender on the other hand refers to the social construct and roles that have been designated to men and women, and boys and girls, as well as the relationships between and among them, in a given society at a specific time and place. Gender refers to the practices and understandings that one adopts over the period of time through a process of socialisation. Cultural norms play a crucial role here. For example, pink is the colour for girls and blue is the colour for boys, boys are considered to be strong who do not cry.

#### What is gender discrimination?

Gender discrimination implies to the lack of equal access to all the resources and rights that are prevalent. Any form of oppression, exclusion and differences in the treatment of boys and girls amounts to gender discrimination. Such kinds of oppression lead to the creation of barriers to recognizing, exercising and enjoyment of the full and equal potential of each and every individual. It also curbs the basic human rights and also constitutional and legal rights of the individuals. For example, access to education is unfairly tilted towards the boys. This leads to women being denied the right to fully develop their capabilities. Boys and men also enjoy the privilege of having greater access and control over resources and profits. They have more power and representation in decision-making processes and institutions. Gender discrimination manifests itself in each and every sphere of life, whether it is economic, political or socio-cultural. Women's labour and contribution to economy has largely been erased from history and general memory. So much so that housework is still not recognised as labour. The law establishing equal pay for equal work has constantly been exploited with absolute impunity. These are just a few manifestations of gender discrimination prevalent in our society. What plays a crucial role is the dynamics of power within the patriarchal structures that leads to the discrimination and subordination of some by the others. Those in power are absolutely against the restructuring of society because of the obvious benefits and privileges they enjoy at the cost of the unprivileged.

#### What are gender roles?

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<sup>2</sup> This section is adapted from two sources:

1. Save the Children. Engendering Transformational Change: Save the Children Gender Equality Program Guidance & Toolkit
2. ILO, IPEC, ROAP, SRO-Bangkok. (2003). Promotion of gender equality in action against child labour and trafficking: A practical guide for organizations.



Gender roles refer to the roles, behaviour and etiquettes reinforced as the most appropriate for their gender. This is largely influenced by the cultural norms within the patriarchal structure of society. For example, boys tend to help their fathers working outside the house on the land and girls tend to help their mothers taking care of the household work. This gets corroborated from the recent report of the International Labour Organization (ILO) on Child Labour, which highlights that more girls than boys perform household chores, and more so for excessive hours.

### **What is gender equality?**

Gender equality refers to the absence of discrimination on the basis of sex and gender. Gender equality is when one sex is not routinely privileged or prioritised over the other, and all people are recognised, respected, and valued for their capacities and potential as individuals and members of society. Further, gender equality is when girls, boys, women, and men have equal rights, obligations and opportunities to a viable livelihood and dignified work; to take active part in public life; to receive quality education; to live a life free from violence; to security, to the decision making bodies and health.

Gender equality means that the rights and opportunities of girls/women and boys/men will not depend on whether they were born male or female. Gender equality also means that the interests, needs and priorities of both girls/women and boys/men are taken into consideration, recognising the diversity of different groups of girls/women and boys/men. Gender equality is not a girls'/women's issue as it aims to establish a fair and just society for both boys/men and girls/women. Patriarchy has led to the exploitation of both men and women. Gender equality is also a precondition for, and indicator of, sustainable development because it fights for the human rights of the people.

Around the world, gender discrimination results in serious child rights violations. While contexts and gender roles vary from place to place, gender inequalities occur at every stage of life, beginning with childhood or even before birth. Moreover, gender inequalities can be magnified by other factors including age, ethnicity, socioeconomic status, caste, class, language, religion, sexual orientation and ability. For Global March and its partners it is essential to identify and address the specific needs of girls and boys to fulfill a vision of a world where every girl and every boy attains their right to free and meaningful education; the right to be free from economic exploitation and from performing any work that is likely to be harmful to the child's physical, mental, spiritual, moral or social development.

### **Why is a gender perspective necessary to end child labour?<sup>3</sup>**

A gender perspective widens our perspective while tackling the problem of child labour. There are differences in the form of child labour based on gender. The social norms and culture dominated by patriarchy dictates the organisation of work, production and the economy. Society dictates the kind of tasks girls and boys can do. Along with the socio-cultural norms, the economic situation of the family is yet another factor that dictates the future of the children.

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<sup>3</sup> Adapted ILO. Gender Equality and Child Labour: A participatory tool for Facilitators

*What do we mean by taking a gender perspective?*

Taking a gender perspective (or applying a gender lens) means taking into account gender-based differences when looking at any social phenomenon, policy or process. Taking a gender perspective involves analysing the reasons and consequences of a problem and how they affect the different genders that exist. The gender perspective focuses particularly on gender-based differences in status and power, and considers how such discrimination shapes the immediate needs, as well as the long-term interests, of girls/women and boys/men.

In the context of policy and programming, taking a gender perspective is a strategy for making the concerns and experiences of girls/women's as well as boys/men's an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that girls/women and boys/men benefit equally and inequality is not perpetuated.<sup>4</sup>

Due to the gender roles and stereotypes that exist in a particular society, boys and girls have different work experiences and face different expectations. They are socialised to copy the gender roles of their parents, and are thus forced into jobs that are seen as typically "male" or typically "female". Boys may often be geared towards sectors like mining and fishing which are seen as being more masculine, and girls towards typically female-dominated sectors like the garment industry and domestic work. Girls and boys may also be preferred for work in different occupations because of gendered perceptions of what they are likely to be competent at. One example is the garment industry, which often prefers to employ women because it is often assumed that girls know how to sew, while boys may be hired in mines more frequently because of the perception that they are more likely to be able to lift heavy loads. The latest ILO Report on Modern Slavery strengthens this argument, wherein we find that in the mining and quarrying sector the ratio between male to female is 100%: 0%, in manufacturing and construction the ratio is 82%: 18%. These sectors are considered to be fit for men because they require a lot of physical labour and women are considered to be weak at that. On the other hand the ratio of male to female for food and services is 8%:92% and that of domestic work is 39%:61%.

Gender discrimination also affects the occupations that male and female child labourers are involved in. Such discrimination can be direct or indirect. Direct discrimination is often intentional and may even be found in the laws of a country; for instance, laws in certain countries state different retirement ages for men or women, or bar women from certain types of employment. Indirect discrimination implies an unequal treatment of persons despite an apparently neutral or gender-blind situation. This is done through gender preferences or stereotypes that affect men and women differently. Some examples are as follows:

*Direct discrimination:* Studies have found that, on average, girls are paid less than boys for doing the same job.

*Indirect discrimination:* In many cultures, boys are valued more than girls, who are socialised to a lower status. Parents (poor parents in particular) may invest more in their sons' education than their daughters', and girls are often pulled out of school at an earlier age

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<sup>4</sup> Swiss Center of Expertise in Human Rights (SCHR). Women's Human Rights' App. Based on ECOSOC 1997.

than boys. Thus girls face numerous inequalities during their lifetime, which can also be seen in gender differentiated roles played by them in the realm of child labour.

When dealing with child labour issues, it is important to have a “gender lens” in order to see more clearly any inequalities or differences that may exist between the treatment or expectations of boys and girls. If we overlook these gender differences, we may unintentionally make life harder for girls and women. For instance, having a lower social status can lead girls to have lower self-esteem. Also, being pulled out of school at an early age impairs girls’ future employability, development opportunities and other long-term prospects. Girls are more so forced into child marriage, earlier than boys, increasing their vulnerability to sexual abuse and situation of modern slavery. This in turn perpetuates the cycle of poverty and exploitation from one generation of women to the next. It can also be extended to argue that it is this that contributes to the problem of feminisation of poverty.

Thus, when addressing issues of child labour, it is important to take into account and to promote gender equality. It is important to ensure that boys and girls have equal access to and control over resources so that they have the same chances to succeed in life. Gender equality does not mean only focusing on girls, but rather implies equal opportunities for both sexes. In promoting gender equality, one should also be wary of slipping into gender stereotypes about boys. For example, while girls are more likely to be involved in sex work than boys, studies have shown that in some cultures, many boys are also forced into prostitution. Also, in many countries, boys are pushed into more hazardous forms of work, for their virtue of being a male. Thus, it is vital to emphasise how gender and gender roles affect boys and the type of work carried out by them and not to simply assume that gender issues concern only girls and women. Ultimately, it is important to treat each child engaged in child labour as an individual boy or girl and examine his or her specific situation and needs.

### **What is gender mainstreaming?**

The process of integrating gender equality in development efforts or the process of mainstreaming a gender perspective in programmes and policies is known as gender mainstreaming. In other words, gender mainstreaming is a way to ensure girls’/women and boys’/men concerns and experiences are an integral dimension of all development efforts. Gender mainstreaming strongly recognises that achieving lasting changes in the lives of girls and women also requires engaging boys and men strategically, while also working to prevent and respond to discrimination faced by boys and men.

The main goal of gender mainstreaming is achieving gender equality. To this end, gender mainstreaming can include many different tools and approaches, but it ultimately enables us to be ‘gender-responsive’ throughout the programme cycle. **Gender-responsive means identifying the unique needs of girls and boys in a given context and responding to these needs through programmatic strategies and activities.**

A five-pronged approach is needed to bring gender issues into the mainstream of all policies, programmes and activities:

1. Carrying out a **gender analysis** with a view to identify inequalities that need to be addressed between boys/men and girls/women. Gender analysis involves collecting data which are broken down by sex; identifying the division of labour, and access to and control over resources and benefits; understanding girls’ and boys’, women’s and men’s

needs, constraints and opportunities; and reviewing the capacities of organisations to promote gender equality.

2. Undertaking **gender-responsive action**, targeting girls or women exclusively, men or boys exclusively, or boys, girls, women and men together with a view to redress existing gender inequalities and discrimination. This requires paying specific attention to sectors, industries and occupations where higher and significant percentage of girls and women are found (e.g. domestic work, garment industries); sectors where girls and women are virtually absent (male-dominated industries and occupations such as engineering, mechanics, mining, construction and manufacturing); and issues which especially concern girl and women workers (e.g. violence at home or in the workplace such as sexual harassment).

Gender responsive action can include one or a combination of the following: Positive or affirmative action; Girls/women-specific activities or Boys/men-specific activities. Positive or affirmative action refers to necessary temporary measures, designed to eliminate the current direct and indirect results of discrimination. Generally, they consist of setting targets or quotas for the participation of girls, women, boys and men in programmes for a given time period. Girls/women-specific activities are interventions specifically targeted at girls and women, which may be needed whenever cultural norms and values restrict girls'/women's equal participation in activities involving both sexes. Boys/men-specific activities are needed, because inputs of both boys/men and girls/women are necessary to achieve gender equality. Raising the awareness of boys and men is especially important as men are often in positions of authority and decision makers, who need to be convinced and committed to take responsibility for gender equality in partnership with girls and women.

3. Starting a process of **institutional change** in procedures - incorporating critical gender concerns into the planning, programming, implementation, monitoring and evaluation of all programmes and activities - and in institutional processes. This also involves obtaining and securing political will and commitment to gender equality within countries and organisations; establishing equal opportunities legislation and anti-discrimination laws; and adopting explicit gender equality policies and measures, and programming, budget and accountability procedures for the promotion of gender equality.
4. **Giving girls and women a voice** by increasing their participation in programmes, organisations and in decision-making with a view to ensure that their interests and perspectives are taken into account in development work.
5. Carrying out **gender budgeting** (or gender-responsive budgeting) and auditing. Gender-responsive budgets refer to a variety of processes and tools, which (i) assess the use of budgets in terms of differential impact on girls/women and boys/men and (ii) allow for the planning, implementation or review of gender-responsive action.

Gender budgets are not separate budgets for women and girls. A gender-responsive budget is about translating legal, policy and programme commitments toward gender equality into budgetary commitments both in overall allocations and to allow for carrying out gender-responsive action, for example, to apply equal opportunity or non-discrimination legislation.

Gender budgeting includes: disaggregating by sex the impact of mainstream expenditures across all sectors and services; planning and implementation or review of gender-specific allocations, e.g. equal opportunities policies and allocations within government services or special programmes targeting women, girls, boys or men to address inequalities.

## Part 2: Strengthening the worldwide movement against child labour under the SDG framework

In this section you will learn about:

- The 2030 Agenda for Sustainable Development and Sustainable Development Goals (SDGs);
- The synergies between the worldwide movement against child labour and the SDGs, following a gender perspective; and
- The national implementation of the SDGs: An opportunity to strengthen advocacy to eliminate child labour in all forms and promote education for all, with a gender perspective

### 2.1 The 2030 Agenda for Sustainable Development

*Transforming our world: the 2030 Agenda for Sustainable Development* is an ambitious shared vision that guides global efforts to eradicate poverty and achieve sustainable development over the next 15 years (2016-2030). The 2030 Agenda was adopted by 193 UN Member States in September 2015 and officially came into effect on 1 January 2016 at the conclusion of the Millennium Development Goals (MDGs).

While progress has been made around the world to achieve the MDGs, it was not enough. More than one billion people continue to live in poverty and experience inequality<sup>5</sup>. There are still 152 million child labourers. 73% of these children are engaged in hazardous work. 71% of the child labourers are employed in the agricultural sector. 69% of the children work within their own family structure. There are 88 million boys and 64 million girls who are affected by child labour. One in every ten children all over the world is speculated to be affected by the problem of child labour. The ILO Report on Child Labour also points out that there are 4.3 million children in forced labour. Trafficking is yet another problem that we face. Women are adversely affected by trafficking and the ratio between male and female in terms of forced sexual exploitation is 0.6 : 99.4%. Moreover, women and girls together account for about 70 per cent of human trafficking victims with girls representing two out of every three child trafficking victims<sup>6</sup>. Child marriage is declining, but not fast enough. Around 2000, nearly 1 in 3 women were married before 18 years of age. Around 2015, the ratio was just over 1 in 4<sup>7</sup>.

The studies and latest reports point out that while problems such as child labour and child trafficking persists in spite of international and regional treaties and conventions, while on the other hand development, implementation and enforcement of legislation and policies is lacking massively.<sup>8</sup> Further, many of these children constitute the hard-to-reach category of children who are out-of-school. According, to the ILO Report on Child Labour, the percentage of children (5-14 years) in child labour and not attending schools is 31.6% of the total. For the 5-14 years age group there are 36 million children in child labour who are out of school. Despite right to education enshrined in almost all national laws and policies,

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<sup>5</sup> Latin America and Caribbean Movement for Children. (2015). *The World We Want: A young person's guide to the global goals for sustainable development*.

<sup>6</sup> UNODC (2014). *Global Report on Trafficking in Persons*, p. 5, 11.

<sup>7</sup> UN. Report of the Secretary General. (2017). *Progress towards the Sustainable Development Goals*.

<sup>8</sup> Global March Against Child Labour. *Strengthening the worldwide movement against child labour towards Roadmap 2016 and beyond 2015*.

universal access to education of good quality remains a challenge. In addition gender inequalities continue to be persistent across societies.

The MDGs failed to consider the root causes of poverty and overlooked the holistic nature of development. The MDGs did not address child labour nor did it address issues of child trafficking or economic development. In addition, MDGs focused on achieving an increase in the number of enrolments in school without giving adequate attention to quality education for the overall development of a child. The MDGs also focused on averages to track progress. For example, women and girls from poor and rural households saw the least progress in key MDG-related outcomes, such as health and education. Too often, these inequalities in outcomes were masked by a focus on national averages.<sup>9</sup> There were also no mechanisms mentioned by which MDGs were to be achieved or how states and international organisations would be held to account for their failure to deliver on established promises. Moreover, while the MDGs, in theory, applied to all countries, in reality they were considered targets for poor countries to achieve, with finance from wealthy states.

Given the gaps in the MDGs, its successor framework, the 2030 Agenda for Sustainable Development aims to complete what the MDGs did not achieve. The 2030 Agenda creates a global framework on sustainable development and poverty eradication for all countries, both rich and poor, and includes commitments on all three dimensions of sustainable development –social, economic and environmental sustainability.<sup>10</sup> The Agenda strives for a world that is just, rights-based, equitable and inclusive. It strives for a world that commits stakeholders to work together to promote sustained and inclusive economic growth, social development and environmental protection and to benefit all, including children, girls and women, present and future generations.<sup>11</sup> The emphasis this time around is on ‘leaving no one behind’ which means placing the progress of the most vulnerable communities first – children - including all girls and all boys -at the top of that list. This principle urges to address the structural causes of inequality and marginalisation that affect the children.

This new development framework comprises of an overall narrative and guiding principles, including a set of 17 goals, 169 targets and 230 indicators to incentivise and measure progress – known as the **Sustainable Development Goals (SDGs)**.<sup>12</sup> The SDGs, also known as the Global Goals, are a universal call to action to end poverty, achieve gender equality, protect the planet and ensure that everyone can enjoy peace and prosperity.

In its declaration the 2030 Agenda states, “(The SDGs) seek to realise the human rights of all and to **achieve gender equality and the empowerment of all women and girls.**” With this the 2030 Agenda places gender equality and women and girls’ empowerment at the heart of its efforts to accelerate progress towards the SDGs. More than 25 per cent of targets explicitly or implicitly address gender equality and empowerment of girls and women. There

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<sup>9</sup> <http://www.unwomen.org/en/news/stories/2016/4/experts-take-sdgs-monitoring-for-women-and-girls>, accessed 7 July 2017

<sup>10</sup> Adapted from <http://www.sustainabledevelopment2015.org/index.php/intergovernmental-processes>, accessed 17 July 2017

<sup>11</sup> UNDG. (2016). The Sustainable Development Goals are coming to life - stories of country implementation and UN support.

<sup>12</sup> CIVICUS, Stakeholder Forum, UNDESA, IFP/FIP. Advocacy Toolkit: Influencing the post-2015 Development Agenda.

is also a strong emphasis on disaggregation in targets and indicators, including by sex and other relevant characteristics to capture intersecting inequalities.<sup>13</sup>

#### **Achieving gender equality: A precondition to realise the SDGs**

Gender equality is not only a fundamental human right but also a necessary foundation for a peaceful, prosperous and sustainable world. Providing women and girls with equal access to education, health care, decent work, and representation in political and economic decision-making processes will fuel sustainable economies and benefit societies and humanity at large.<sup>14</sup> The 2030 Agenda declares that justice for women and girls and their human rights significantly matter because they are half of humanity, and their needs and potential cannot and must not be ignored. Gender equality is thus key for progress towards the achievement of all of the SDGs and should therefore be part of the strategies to achieve each of them, especially SDG 5.

SDGs and targets are indivisible, global in nature and universally applicable to all countries. The goals are also interconnected and interlinked – often the key to success on one will involve tackling issues more commonly associated with another. The SDGs are an inclusive agenda. They tackle the root causes of poverty and provide clear guidelines and targets for all countries to adopt in accordance with their own priorities and the environmental challenges of the world at large. The 2030 Agenda is consistent with international law, builds upon existing international commitments and contributes to the full implementation of the outcomes of all major summits in the economic, social and environmental fields.

<b>The Sustainable Development Goals</b>
Goal 1. End poverty in all its forms everywhere
Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
Goal 3. Ensure healthy lives and promote well-being for all at all ages
Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Goal 5. Achieve gender equality and empower all women and girls
Goal 6. Ensure availability and sustainable management of water and sanitation for all
Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all
Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation
Goal 10. Reduce inequality within and among countries
Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable

<sup>13</sup> Seck P., Monitoring gender equality and empowerment of women and girls: From MDGs to SDGs. UNWOMEN.

<sup>14</sup> <http://www.un.org/sustainabledevelopment/gender-equality/>, accessed by 3 August 2017



Goal 12. Ensure sustainable consumption and production patterns
Goal 13. Take urgent action to combat climate change and its impacts
Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
Goal 17. Strengthen the means of implementation and revitalise the Global Partnership for Sustainable Development

### A snapshot of Sustainable Development Goals<sup>15</sup>



The UN launched a number of international processes to contribute to the development of this new framework. In 2012, at Rio+20, the UN Conference on Sustainable Development, countries agreed to establish an open working group to develop a set of sustainable development goals. A working group with representatives from 70 countries then drafted a proposed set of goals. In parallel, the UN ran public consultations around the world, and an online survey asking people about their priorities for the goals.<sup>16</sup> Child rights organisations, girls' and women's rights organisations including Global March have been particularly instrumental in this process. These organisations have been a critical force in ensuring that children including girls and women's voices are heard and heeded.<sup>17</sup> This led to the representation of a wide range of interests and perspectives in the 2030 Agenda, as opposed

<sup>15</sup> <https://sustainabledevelopment.un.org/post2015/summit>, accessed 17 July 2017

<sup>16</sup> Ibid

<sup>17</sup> UNICEF. A Post-2015 World Fit for Children: A review of the Open Working Group Report on Sustainable Development Goals from a Child Rights Perspective.

to the MDGs, which were developed by a group of experts. Civil society emerged as key stakeholders in the development of the 2030 Agenda, contributing its expertise and engaging with decision-makers at different levels and throughout all stages of the process. It must now also have a central role in the implementation of the Agenda.

#### **IN PRACTICE: Global March's successful advocacy around inclusion of slavery in the SDGs**

An essential first step in advocacy is to identify the advocacy priority issue. For Global March, this process began in 2013 when the UN released its first report on the Post 2015 – Sustainable Development Agenda that included 12 illustrative goals. Based on its continued advocacy on 'hard to reach' children who remain out-of-school, Global March identified the need and importance to focus on this category of children in the SDGs as well. More specifically, it was felt that elimination of child slavery should also be included in the SDGs, since children trapped in modern slavery and human trafficking are the hardest to reach, often termed as 'invisible'.

During the following two years, Global March undertook focused efforts and steps to reiterate this demand of the worldwide network of child rights champions at varied events and forums on child labour, development and education (e.g. the World Education Forum at Incheon, Korea) through clear messages and appeals to various stakeholders, including the UN.

A special session on child labour, child slavery and education was convened by Global March and A World at School in 2014 on the sidelines of the 69th UN General Assembly to advocate for inclusion and integration of elimination of child labour and child slavery as a crucial agenda in the Post-2015 Sustainable Development Agenda. Some of the stakeholders that participated in the event at New York on 23rd September 2014 were UNICEF, U.S. Department of State, Solidarity Center, ILRF, Child Labor Coalition, USAID and Global Campaign for Education.

To further raise awareness on the issue of slavery and trafficking and mobilise public opinion, Global March collaborated with five other international organisations, namely Anti Slavery International, Education International (EI), International Trade Union Confederation (ITUC), KidsRights Foundation and Thomson Reuters Foundation in June 2014 to kick start a unique campaign. The campaign 'End Child Slavery Week' (ECSW) brought focus on the prevalence of modern day slavery and the urgent need to eliminate it.

The campaign made use of different methods of garnering public support to the cause which included petitions, marches, debates, seminars, walks, workshops, among others, along with widespread social media outreach through various online platforms. Various campaign activities across 20 countries were carried out along with the public petition garnering support from 550,000 people. Each signature was representative of 10 children trapped in slavery equaling the current estimates of 5.5 million child slaves globally.

The petition was submitted to the UN Secretary General in January 2015. Global March also established contact with the Special Advisor to the UN Secretary General for Post-2015 Development Planning and communicated with her on a regular basis with regards to the progress on the key asks of Global March and its partners to be included in the SDGs.

Throughout the advocacy period along with mobilising public opinion, partners and members of Global March were also mobilised through different projects, initiatives and campaigns to reinforce the demand for abolition of child slavery. For example, creating action (mailers, videos, social media), around the theme, on important days such as the World Day Against Child Labour, World Day Against Trafficking in Persons and International Literacy Day.

Focused lobbying was also undertaken in the form of consultation with 22 engaged Parliament Members from nine countries, in March 2015 in Kathmandu, Nepal, to form a caucus of committed Parliamentarians for protection of children's rights. Even during this event, to reinforce the messaging and emphasis around the SDGs, one session was designed on the theme of "Role of Parliamentarians in furthering children's rights within the purview of the SDGs", chaired by the then UN Special Advisor.

Global March tracked the development of the draft outcome document of the SDGs which laid down the goals and targets for adoption. It engaged regularly with the relevant UN agencies and NGO stakeholders to contribute to the drafting process, and through the governments. In July 2015 when the outcome document was amended to include the terms 'modern slavery and trafficking', Global March strengthened its advocacy efforts, writing to the global leaders of the world, to ensure these terms remain in the final draft for adoption. It worked with many stakeholders to focus on specific language for the indicators of the targets 8.7, 16.2, and goal 4.

Finally, Global March's Honorary President made a statement at the 70th UN General Assembly's SDG Summit reiterating the demands of the campaign for inclusion of child labour, modern slavery and human trafficking in September 2015 in New York.

The final SDGs adopted in September 2015 included stronger and clearer language on elimination of child labour, modern slavery and trafficking indicating the success of the two-year long advocacy efforts of Global March and its partners in bringing about a change at the highest policy level.

Global March along with its partners is committed to facilitate the process of prioritisation, domestication and implementation of the child related SDGs at the national and regional levels with sensitivity towards gender issues.

This experience demonstrates key elements of effective advocacy, namely, clear identification of goal, target audience, clear messaging which is reiterated through various mediums, forming strategic alliances which may support and/or influence the process, and most importantly measuring the progress regularly and undertaking follow-up actions.

## **2.2 Synergies between the SDGs and worldwide movement against child labour, following a gender perspective**

### **2.2.1 Placing Global March's work within the GAA framework**

The Girls Advocacy Alliance (GAA), which is a 5-year joint project (2016-2020) led by the Dutch offices of Plan International, Terre des Hommes and Defence for Children – ECPAT and funded by the Ministry of Foreign Affairs, aims to promote equal rights and opportunities for girls and young women in 10 countries spread across Africa and Asia. The GAA constituting child rights and girls' rights organisations is working on advocacy for girls' rights, focused on ensuring that girls and young women are free from all forms of gender-based violence and are economically empowered. In this context, the GAA programme covering Africa, Asia, The Netherlands (where lead organisations of GAA are based) and also the world at large, pays particular attention to commercial sexual exploitation of children, sexual violence, sexual abuse, female genital mutilation/cutting, child trafficking, child marriage (as some

manifestations of gender-based violence), access to post-primary education and vocational training, and decent work and female entrepreneurship (as some ways to address economic exclusion of girls and young women).<sup>18</sup>

Global March's advocacy focuses on 3 specific themes namely, eliminating child labour, child trafficking, and ensuring education for all girls and boys (CL, CT, and EFA). Within the theme of child labour, Global March focuses on child labour in domestic work among other issues. Global March's work on human trafficking includes a focus on trafficking of girls for child labour and child slavery. Further, its work on EFA seeks to create access to good quality education for all, including primary and secondary education.

While advocacy areas for both GAA and Global March intersect, under GAA, Global March is intensifying its advocacy to strengthen gender sensitive and gender responsive approach towards CL, CT, and EFA. For example, Global March will focus on girls' involvement in domestic work; along with focusing on girls-as a hard-to-reach category- amongst out-of-school children. It will also focus on girls pushed into child labour and slavery; and trafficking of girls among others.

**Understanding key advocacy areas:** Global March's advocacy positions on these themes are guided by ILO Convention 138 on the minimum age for admission to employment and work and ILO Convention 182 on the worst forms of child labour. These international instruments give a clear policy framework to Global March's actions and rigorous efforts to eradicate child labour in all forms. It aims at achieving this through ensuring education for all as a key strategy. Global March also supports the principle and spirit of the UN Convention on the Rights of the Child (CRC) as an overhauling guideline of the fundamental rights entitled to every child.<sup>19</sup> Further, as part of GAA while expanding its objectives Global March is integrating CEDAW (Convention on the Elimination of all Forms of Discrimination Against Women) in its advocacy initiatives.

**Child labour:** The term "child labour" reflects the engagement of children in prohibited work and activities. It refers to work and activities carried out by children that are regarded as socially and morally undesirable. A child means every human being below the age of eighteen years (CRC, Article 1). This is further reiterated in Article 2 of the ILO C 182 as "child" shall apply to all persons under the age of 18." Thus, child labour refers to work that is mentally, physically, socially or morally dangerous and harmful to children and interferes with their schooling by depriving them of the opportunity to attend school; obliging them to leave school prematurely; or requiring them to attempt to combine school attendance with excessively long and heavy work. In its most extreme forms, child labour involves children being enslaved, separated from their families, exposed to serious hazards and illnesses and/or left to fend for themselves on the streets of large cities often at a very early age.

Global March particularly supports advocacy around the elimination of child labour in domestic work and the protection of child domestic workers of legal working age. To this end, Global March's advocacy also focuses on ratification and implementation of ILO Convention 189 on Decent Work for Domestic Workers. Child labour in supply chains, in particular agriculture and informal economy is another area where Global March is putting its efforts to understand this realm of work carried out by children. Among these advocacy

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<sup>18</sup> Girls Advocacy Alliance. (2016). Annual Report.

<sup>19</sup> Global March Against Child Labour. From Exploitation To Education Global March Position on Child Labour and Education.

areas, Global March is working to bring in a greater gender perspective in the national response to SDGs.

**Child trafficking:** The Article 3 (a) of the United Nations Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children, supplementing the United Nations Convention against Transnational Organised Crime (also known as Palermo Protocol) defines “trafficking in persons” as “the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs”.

The Protocol further adds that the consent of the victim of trafficking to the intended exploitation is irrelevant where any of the means set forth above have been used. It further mentions that the recruitment, transportation, transfer, harbouring or receipt of a child (any person under eighteen years of age) for the purpose of exploitation shall be considered “trafficking in persons” even if this does not involve any of the means set forth above.

Global March specifically focuses on ending trafficking of children for labour exploitation, including paying attention now to trafficking of girls. Its advocacy efforts are focused around the ratification and domestication of the Palermo Protocol by states.

**Education for all:** Global March looks at education as a preventive and curative strategy to tackle child labour. It firmly believes that ending the economic exploitation of children can only be possible when free, compulsory and quality education is assured for all girls and boys regardless of gender, race, religion, and social or economic status. While poverty at home pushes children into work at an early age, the denial of the opportunity to go to school and develop skills, hampers employability and children end up in a vicious cycle of poverty. Also, out-of-school children are at risk of exploitation and are most likely to be engaged into child labour at the cost of their education, health, freedom and overall well-being and development. The elimination of child labour and education for all are therefore two sides of the same coin.<sup>20</sup> Global March considers education to be a fundamental right for all and public good, with the states being accountable to ensure the delivery of this right.

To ensure education for all children, Global March’s advocacy places special emphasis on out-of-school children constituting the category of children who are most difficult to reach out to or what we call the hard-to-reach category of children including children in child labour. It requires adequate education financing by donors and states; right to education with right to access to good quality compulsory public education, and education in conflicts and emergencies.<sup>21</sup> Global March is particularly directing its advocacy towards equal access to good quality primary and secondary education in line with SDG 4 (Target 4.1) for boys and girls. Global March’s work also includes advocacy for allocation of at least 4-6% of Gross Domestic Product (GDP) and/or at least 15-20% of total public expenditure to education as

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<sup>20</sup> <http://www.globalmarch.org/issues/Child-Labour>, accessed 17 July 2017

<sup>21</sup> For information see, Global March against Child Labour. (2014). Policy Paper: Out-Of-School Children and Child Labour.

per the Incheon Declaration and Education 2030 Framework for Action<sup>22</sup>. Overall, Global March is committed towards a greater gender focused response to its education advocacy.

### **Gender focused response to ending CL, CT, and ensuring EFA<sup>23</sup>**

Research shows that girls continue to be the single most excluded group in the world. Girls are often denied their right to education, to engage actively and equally in society, take important decisions about their futures and bodies. They have limited or no access to justice, economic empowerment, equal opportunities and protection from gender-based-violence.<sup>24</sup> In adolescence, girls are faced with far greater social, health and economic risks. However, the reality in most developing countries is that gender inequality is only one obstacle of the many that girls face. Poverty, age, disability, ethnicity, religion, displacement and geography (whether they live in rural or urban areas, whether they live close or farther away from the school) amongst others are powerful factors determining whether or not a girl faces gender-based violence, is trafficked, experiences physical and sexual violence and abuse, joins the labour force, experiences the worst forms of child labour and gets educated.<sup>25</sup> Girls are more vulnerable to experiencing commercial sexual exploitation, domestic and sexual violence and abuse, trafficking and child marriage (for economic exploitation purposes as well).

It is estimated that 64 million girls are involved in child labour<sup>26</sup>. In many countries girls below the minimum age of employment can be found working in a wide range of occupational sectors and services and often in the worst forms of child labour. The extreme exploitation of girls in the worst forms of child labour includes slavery, bonded labour, trafficking, prostitution and pornography.

**Additional hardships faced by girls:** While many of these girls undertake similar types of work as boys, but often also endure additional hardships and face extra risks. Large numbers of young girls in agriculture and in the manufacturing sector frequently work in dangerous conditions. A major sector of employment for girls is domestic work in third party households, which is often unregulated. Girl child labourers working in domestic setup are often termed as 'invisible' as they stay hidden behind the walls of the home in which they work, many a times facing serious dangers of exploitation and physical, mental and sexual torture.

**Double burden faced by girls:** Most child labour is rooted in poverty, often associated with multiple disadvantages. Socio-economic inequalities based on language, race, disability and rural-urban differences remain deeply entrenched. Girls can face particular disadvantages due to discrimination and practices, which allocate certain forms of work to girls. Many girls

<sup>22</sup> [Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Available at: http://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en\\_2.pdf](http://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en_2.pdf)

<sup>23</sup> Adapted from <http://www.ilo.org/ipec/Campaignandadvocacy/wdacl/WorldDay2009/lang--en/index.htm>, accessed 6 July 2017

<sup>24</sup> <https://plan-international.org/because-i-am-a-girl/girls-rights-and-gender-equality>, accessed 7 July 2017

<sup>25</sup> Plan International. (2015). Because I am a Girl: The State of the World's Girls, 2015. The Unfinished Business of Girls' Rights

<sup>26</sup> <http://www.globalmarch.org/content/girls-child-labour-need-your-help-international-women's-day> accessed 11 July 2017



take on unpaid household work for their families, usually more so than boys. This work may include child-care, cooking, cleaning, and fetching water and fuel. Girls often also have to combine long hours of household chores with some form of economic activity outside the household presenting girls with a “double burden”. This can have a negative impact on any opportunity for school attendance and can present a physical danger to girls. Additionally, a higher percentage of girl child labourers are unpaid; and in the situation that child labourers are paid, girls are often paid less than boys for doing the same job.<sup>27</sup>

**Out-of-school girls:** Globally, girls of primary age are still more likely to be out of school compared to boys. About 32 million girls of primary school age are out of school, along with 29 million primary school age boys. Further, about 30 million girls of lower secondary school age are out of school.<sup>28</sup>

Moreover, girls may often be the last to be enrolled and the first to be withdrawn from schools if a family has to make a choice between sending a boy or a girl to school. Girls’ access to education may also be limited by other factors, for example the safety of the journey to school or lack of adequate water and sanitation facilities. Without access to quality education, girls drift into the labour force at an early age well below the minimum age of employment. Girls also massively drop out of secondary and vocational education, especially due to child marriage, sexual violence, trafficking and the worst forms of child labour. Their chance to ever get a 'decent' job is minimal. And vice-versa; without income and independence, they are more vulnerable to violence.<sup>29</sup>

**Quality education:** While not all child labourers are kept out of schools, most combine work and school, often with damaging effects on their education. Child labourers have lower attendance rates, lower academic scores, and higher dropout rates. Work also has damaging effects on their physical and mental well-being which negatively impacts their learning and retention at school when given a chance at education.<sup>30</sup> Following a gender responsive approach towards ending child labour in all forms, access to quality learning outcomes needs to be improved. Better education opportunities will provide girls and boys an alternative to work and will inform them of lingering dangers of working in hazardous environments, along with opening doors for better opportunities of work in both formal and informal sector.

**Decent work and development by educating girls:** Research has proven that educating girls is one of the most effective ways of tackling poverty. Educated girls are more likely to have better income as adults, marry later, have fewer and healthier children, and to have decision making power within the household. They are also more likely to ensure that their own children are educated, helping to avoid future child labour.

Given this background, tackling child labour and trafficking from a gender perspective and promoting right to education for all girls and boys is an important element of Global March’s current strategies to promote EFA and decent work and end CL and CT.

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<sup>27</sup> [http://www.ilo.org/ipec/areas/Agriculture/WCMS\\_172261/lang--en/index.htm](http://www.ilo.org/ipec/areas/Agriculture/WCMS_172261/lang--en/index.htm) accessed 9 July 2017

<sup>28</sup> <http://unesdoc.unesco.org/images/0025/002503/250392E.pdf>, accessed 3 August 2017

<sup>29</sup> <https://www.terredeshommes.nl/en/programmes/girls-advocacy-alliance>, accessed 4 July 2017

<sup>30</sup> Global March against Child Labour. (2014). Policy Paper: Out of School Children and Child labour.

### 2.2.2 Connecting Global March's gender focused response to ending CL, CT and EFA to the SDGs

Global March's advocacy is directly related to the following SDGs and targets:

- *SDG 4 on inclusive and equitable quality education;*
- *SDG 5 on achieving gender equality and empowering all girls and women*
- *SDG 8 on decent work and economic growth, with a special focus on Target 8.7 on eliminating child labour in all forms, including slavery and trafficking; and*
- *SDG 16 on peace, justice and strong institutions, with a focus on Target 16.2 to end abuse, exploitation, trafficking and all forms of violence and torture against children.*

The SDGs and its targets directly support Global March's initiatives, as for the first time a global development framework includes the issues of child labour, slavery and trafficking, with particular attention to situation of children from a gender perspective, and has brought forth the language to address them, through SDG 4, SDG 5, Target 8.7 and Target 16.2. The SDGs further recognise and address reducing inequalities, ending violence against children and combating child poverty (SDG 1 on ending poverty) as well.

In particular Target 8.7 provides that States take "immediate and effective measures to ... secure the prohibition and elimination of the worst forms of child labour... and by 2025 end child labour in all its forms". Target 8.7 is linked to several other targets, including Target 16.2 aimed at ending abuse, exploitation, trafficking and all forms of violence against and torture of children.

A dedicated goal has been created to ensure inclusive and equitable quality education for all children (SDG 4), which carries forward the unfinished business of universal quality education, especially for those children who are very poor, those living in remote, conflict-affected and fragile regions, children with disabilities and, of course, girls.

The SDGs further recognise gender equality as an important factor in the attainment of the global goals, as well as a specific goal in itself (SDG 5). SDG 5 goes further in addressing gender concerns missed by MDGs, such as ending discrimination against women and girls (SDG 5.1); ending violence against women and girls (SDG 5.2); unpaid care and domestic work (SDG 5.4). There are also many gender related targets in other goals around poverty, hunger, health, education, climate change and peaceful societies.

As mentioned earlier, the SDGs emphasise inter-linkages and integrated nature of the goals and targets. For example, global goals around universal primary education, poverty reduction and gender equality cannot be achieved without ending child labour in all forms. This integrated nature of SDGs is also reflected in SDG 17 (Strengthen the means of implementation and revitalise the global partnership for sustainable development), which aims to address several systemic issues including target 17.14 to "enhance policy coherence for sustainable development."<sup>31</sup>

**Specific SDGs, targets and global indicators that directly relate to Global March's advocacy are mentioned in the table below.**

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<sup>31</sup> Towards Integrated Implementation: Tools for Understanding Linkages and Developing Strategies for Policy Coherence, Available at <http://sdg.iisd.org/commentary/policy-briefs/towards-integrated-implementation-tools-for-understanding-linkages-and-developing-strategies-for-policy-coherence/> accessed 8 July 2017



**SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**

Target	Global Indicators
4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	4.1.1 Proportion of children and young people disaggregated by sex : (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary, achieving at least a minimum proficiency level in (i) reading and (ii) mathematics,
4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex  4.2.2 Participation rate in organised learning (one year before the official primary entry age), by sex
4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the last 12 months, by sex
4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill attained
4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated
4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex
4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment

<p>of cultural diversity and of culture's contribution to sustainable development</p> <p>4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</p> <p>4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries</p> <p>4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States</p>	<p>4.a.1 Proportion of schools with access to: (a) electricity; (b) Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)</p> <p>4.b.1 Volume of official development assistance flows for scholarships by sector and type of study</p> <p>4.c.1 Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organised teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country</p>
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## SDG 5: Achieve gender equality and empower all women and girls

Target	Global indicators
5.1 End all forms of discrimination against all women and girls everywhere	5.1.1 Whether or not legal frameworks are in place to promote, enforce and monitor equality and nondiscrimination on the basis of sex
5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation	<p>5.2.1 Proportion of ever-partnered women and girls aged 15 years and older subjected to physical, sexual or psychological violence by a current or former intimate partner in the previous 12 months, by form of violence and by age</p> <p>5.2.2 Proportion of women and girls aged 15 years and older subjected to sexual violence</p>

<p>5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation</p> <p>5.4 Recognise and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate</p> <p>5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life</p> <p>5.6 Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action along with the outcome documents of their review conferences</p> <p>5.a Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws</p> <p>5.b Enhance the use of enabling technology, in particular information and communications</p>	<p>by persons other than an intimate partner in the previous 12 months, by age and place of occurrence</p> <p>5.3.1 Proportion of women aged 20-24 years who were married or in a union before age 15 and before age 18</p> <p>5.3.2 Proportion of girls and women aged 15-49 years who have undergone female genital mutilation/cutting, by age</p> <p>5.4.1 Proportion of time spent on unpaid domestic and care work, by sex, age and location</p> <p>5.5.1 Proportion of seats held by women in (a) national parliaments and (b) local governments</p> <p>5.5.2 Proportion of women in managerial positions</p> <p>5.6.1 Proportion of women aged 15-49 years who make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care</p> <p>5.6.2 Number of countries with laws and regulations that guarantee full and equal access to women and men aged 15 years and older to sexual and reproductive health care, information and education</p> <p>5.a.1 (a) Proportion of total agricultural population with ownership or secure rights over agricultural land, by sex; and (b) share of women among owners or rights-bearers of agricultural land, by type of tenure</p> <p>5.a.2 Proportion of countries where the legal framework (including customary law) guarantees women's equal rights to land ownership and/or control</p> <p>5.b.1 Proportion of individuals who own a mobile telephone, by sex</p>
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technology, to promote the empowerment of women	
5.c Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels	5.c.1 Proportion of countries with systems to track and make public allocations for gender equality and women's empowerment
<b>SDG 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</b>	
<b>Target</b>	<b>Global indicators</b>
8.7 Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms	8.7.1 Proportion and number of children aged 5-17 years engaged in child labour, by sex and age
<b>SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels</b>	
<b>Target</b>	<b>Global indicators</b>
16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children	<p>16.2.1 Proportion of children aged 1-17 years who experienced any physical punishment and/or psychological aggression by caregivers in the past month</p> <p>16.2.2 Number of victims of human trafficking per 100,000 population, by sex, age and form of exploitation</p> <p>16.2.3 Proportion of young women and men aged 18 - 29 years who experienced sexual violence by age 18</p>

For more information on how Target 8.7 on ending child labour connects with other SDGs, read *Towards the first generation free of child labour: An integrated and interdependent analysis of the 2030 Agenda for Sustainable Development in relation to Target 8.7*, developed by Regional Initiative Latin America Free of Child Labour and ILO, available at <http://www.iniciativa2025alc.org/sites/default/files/target8-7-SDG-summary.pdf>

## 2.3 The national implementation of the SDGs: An opportunity to strengthen gender-sensitive advocacy to eliminate child labour in all forms and promote education for all<sup>32</sup>

### 2.3.1 Overview of national implementation process of SDGs

There is no one size fits all approach to implementing the 2030 Agenda. Different countries have different problems and commitments. Keeping in mind the respective contents, challenges and national priorities, countries are undertaking an assessment of how each of the SDGs conforms at the national level. While the 2030 Agenda is universal, certain targets, benchmarks and indicators will need to be 'tailored' or further developed at the national level to reflect different national contexts.

Countries may choose to incorporate the goals and targets into already existing policies and processes or they may put in place new structures to guide their implementation. They may establish inter-ministerial working groups to coordinate implementation efforts or develop other dedicated implementation strategies. At the national level, the SDGs are entering a space where several planning instruments such as national development plans, national action plans as well as thematic policies (such as the gender equality and women empowerment policy, Education for All policy, national child rights policy, the decent work agenda) already exist, stemming from previous global, regional and national level processes. Therefore, in internalising the global goals and targets, the challenge will be to integrate the SDGs within the existing agendas according to the national realities, but keeping in mind the global scale of ambition as articulated by the SDGs.

Yet, whatever the approach chosen to implement the SDGs, it is the responsibility of national governments to internalise the SDGs in a way that it benefits the most vulnerable in the population and 'no one is left behind' including girls and hard to reach children. At the same time, the national implementation must be cross-sectoral so as to reflect the inter-linkages that exist between the goals and targets. For ending child labour in all forms will mean that they must not be designated a responsibility of child related ministries only but be understood as a cross-cutting issue to be dealt with across sectors and across ministries that focus on women and girls issues, education for all, finance, labour, and poverty alleviation among others.

Further, multi-stakeholder engagement is widely highlighted as an important success factor in SDG implementation by countries and a necessary condition for ensuring national ownership of the 2030 Agenda. Countries have involved stakeholders in reporting and implementation of the 2030 Agenda in several ways. For example, Sierra Leone involved non-governmental organisations in the preparation of the Voluntary National Review (VNR). Consultations were held both in the capital and in each of the country's districts. They involved middle to high-level officials from the government, parliament, local governments, the private sector, trade unions, civil society and universities. Trade unions, the private sector, civil society organisations and other non-governmental organisations, were engaged to ensure onward dissemination of information on the goals and targets to other development actors, including the local communities. Interactive radio and TV discussions were held to raise awareness among the larger public.

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<sup>32</sup> This section is adapted from the following sources: Beyond 2015. From Policy to Action Toolkit.; UNCTAD. (2015). Transforming our world: the 2030 Agenda for Sustainable Development.; and, CIVICUS, Stakeholder Forum, UNDESA, IFP/FIP. Advocacy Toolkit: Influencing the post-2015 Development Agenda.

At the national and local levels, roll out of the SDGs also requires establishing and/or strengthening existing institutional frameworks, inter-ministerial coordinating offices, committees or commissions. Parliaments too have a critical role in SDG implementation, through their oversight and legislative functions, including adoption of the budget. In addition, countries are focusing on strong vertical integration to ensure alignment among all levels of government. Finally, countries are addressing the means of implementation (see box below), both as an element of their implementation strategies and their commitments under SDG 17.

### **The 2030 Agenda: The Means of Implementation<sup>33</sup>**

The 2030 Agenda places emphasis on its Means of Implementation, highlighting that the global scale and ambition of the new Agenda requires a revitalised Global Partnership that brings together governments, civil society, private sector, UN system and other actors. It aims at mobilising all available resources. The “means of implementation” targets under each SDG and Goal 17 (*strengthen the means of implementation and revitalise the Global Partnership for Sustainable Development*) are key to realising the Agenda and of equal importance with other goals and targets. These include the mobilisation of financial resources as well technology development and transfer, capacity building to support national plans to implement all SDGs, inclusive and equitable globalisation and trade and systemic issues such as policy and institutional coherence, multi-stakeholder partnerships, and data, monitoring and accountability. It also focuses on creation of a national enabling environment that will support the national implementation of the new sustainable development agenda, particularly in developing countries.

Examples of national implementation of SDGs<sup>34</sup>:

- Colombia incorporated the SDGs into its national development plan even before the 2030 Agenda was adopted, to ensure they were included in the cycle that began in 2015. SDG implementation is also taking place in the context of the peace process, the process of accession to the Organization for Economic Cooperation and Development (OECD) and the country’s green growth strategy.
- The Philippine priorities with respect to the 2030 Agenda are based on the new administration’s ten-point socio-economic agenda, the Philippine Development Framework, the Long-Term Vision and the results of national and local consultations for defining the Post-2015 Development Agenda.
- In Sierra Leone, the 2016 budget includes an annex showing the links between the SDG goals and targets and the eight pillars of the country’s Agenda for Prosperity. SDGs are aligned to each spending category of the Budget, and the Budget Statement will define actors and responsibilities for reporting within the government units that will be allocated government resources.
- In Togo, after the adoption of the SDGs, capacity-building efforts were undertaken involving national and sub-national actors on the tools and methodologies for the integration of the SDGs and their targets into planning. The government also launched

<sup>33</sup> United Nations Jordan. (2015). Issue 7.

<sup>34</sup> UN. Department of Economic and Social Affairs. Division for Sustainable Development. (2016). Synthesis of Voluntary National Reviews.

the process for the elaboration of its National Development Plan for 2018-2022, which will serve as the basis for integration of the SDGs.

To follow up on the implementation of the SDGs, a robust multi-tiered monitoring framework has been put in place. At the global level, an indicator framework has been developed that turns the SDGs and their targets into a management tool to help countries develop implementation strategies and allocate resources accordingly, as well as a report card to measure progress towards sustainable development and help ensure the accountability of all stakeholders for achieving the SDGs.<sup>35</sup> SDGs follow up and review includes four levels of monitoring – national, regional, global, and thematic.

**National monitoring:** The main focus of reporting on the SDGs is at the national level, which relies heavily on the work of National Statistical Offices (NSOs). However, given the breadth of the SDG agenda, it seems important not to limit national reporting to NSOs and to foster broad, multi-stakeholder participation and coordination in national reporting. National ownership at all levels of the SDG framework is critical, and national reporting must respond to national priorities and needs. For this reason, each country may choose its own set of national indicators that are best suited to track its own progress around CL, CT, and EFA. Such a set of indicators may consist of the Global Reporting Indicators used to support the global monitoring framework and Complementary National Indicators that address each country's specific challenges, priorities, and preferences around these themes in a gender focused way.<sup>36</sup> For example, Indonesia has already developed 87 of the total 241 global indicators, and the rest are still being developed. In addition, to ensure alignment with its national priorities and circumstances, Indonesia also has 234 proxy indicators.<sup>37</sup>

**Regional monitoring:** Regional monitoring will have an important role in fostering knowledge sharing, reciprocal learning, and peer reviewing. It will also promote shared accountability for regional challenges and opportunities, such as regional conflicts or regional infrastructure. This monitoring builds on existing regional mechanisms, such as the Regional Economic Commissions, the Africa Peer Review Mechanism, or the Asia-Pacific Forum on Sustainable Development. Regional monitoring processes can also broker a link between the national and global levels.

**Global monitoring:** Global monitoring is a vital complement to national monitoring and reporting. It ensures global coordination, support strategies to manage global public goods, and indicate the countries and thematic areas which are in need of greatest assistance. A global dialogue on progress also encourages knowledge-sharing and reciprocal learning. The global review process takes place under the auspices of the High Level Political Forum (HLPF) that meets at the margins of the UN Economic and Social Council (ECOSOC).

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<sup>35</sup> <https://sustainabledevelopment.un.org/index.php?page=view&type=400&nr=2013&menu=35>, accessed 8 July 2017

<http://sdgactioncampaign.org/wp-content/uploads/2017/04/guidelines-to-support-country-reporting-on-sdgs-1.pdf>

<sup>36</sup> Sustainable Development Solutions Network. (2015). Indicators and a Monitoring Framework for Sustainable Development Goals: Launching a data revolution for the SDGs.

<sup>37</sup> UN. 2017. Voluntary National Reviews: Compilation of Executive Summaries.

### **Civil society at the HLPF**

The UN Major Groups and other Stakeholders is an official mechanism to allow broad public participation in decision-making related to international sustainable development. There are currently nine stakeholder groups who are able to have a formal say in the design of sustainable development policies and programmes, these constituencies include; business and industry; Trade Unions; Indigenous Peoples; Children and Youth; Women; Farmers; Local Government; Non-governmental Organisations; and Science and Technology community. These stakeholder groups each have coordinators whose role is to reach out to their global constituency, prepare them for UN deliberations on sustainable development, and prepare position papers and inputs.

At the HLPF Major Groups and other Stakeholders are able to participate by attending all official meetings of the forum; having access to all official information and documents; intervening in official meetings; submitting documents and presenting written and oral contributions; making recommendations; organising side events and round tables, in cooperation with Member States and the Secretariat. For more information on Major Groups visit <https://sustainabledevelopment.un.org/mgos>

Further, in preparation for the HLPF, regional conferences are organised for relevant actors to convene and discuss before the event in July. For the 2017 HLPF, for instance, there were regional preparatory meetings in Bangkok, Geneva, and Mexico City. Civil society can participate in these preparatory meetings and should consider doing so because the annual HLPF is a key advocacy moment for the SDGs.

The HLPF is held annually in July in New York. The second HLPF was held from 10-19 July 2017. Every year HLPF focuses on a particular theme, including a few specific SDGs along with Goal 17. These themes are as follows:

2016: Ensuring no one is left behind

2017: Eradicating poverty and prosperity in a changing world (focusing on SDG 1,2,3,5,9,14)

2018: Transformation towards sustainable and resilient societies (focusing on SDG 6,7,11,12,15)

2019: Empowering people and ensuring inclusiveness and equality (focusing on SDG 4,8,10,13,16)

The global review in 2019 particularly intersects with Global March's work. This will be a key opportunity for Global March to advocate for gender responsive implementation of SDGs towards the three themes at the national, regional and global levels.

Among other functions, the HLPF facilitates the presentation of the Voluntary National Reviews (VNRs) which are state-led, undertaken by both developed and developing countries.<sup>38</sup> In 2016, 22 countries submitted the VNRs, and in 2017 this figure doubled to 44 countries. 28 countries have already volunteered to present VNRs in 2018. The VNRs reports are available at <https://sustainabledevelopment.un.org/vnrs/>. Countries participating in the VNRs are expected to submit main messages by mid May and reports by mid June approximately.

Multi-stakeholder participation is prominent in the preparation of the VNRs. Almost all countries involve non-governmental stakeholders in the preparation of the review and

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<sup>38</sup> UN. Department of Economic and Social Affairs. Division for Sustainable Development. (2016). Synthesis of Voluntary National Reviews.



implementation of the Agenda. In some cases even parliaments and local governments are involved in all stages of the review process. However, the specific modalities for engagement are likely to vary from country to country and are to be decided by the national governments. For example, Togo has used the process of drawing up the VNR as a planning and consultation exercise for the development of their national action plan on the SDGs.<sup>39</sup>

Further, the VNR process is often times supplemented by shadow or spotlight reports submitted by a number of CSOs across the world to follow-up on their governments' efforts to implement the 2030 Agenda.<sup>40</sup> (See the section ahead on ways in which civil society can be involved in VNR and shadow reporting processes)

**Thematic monitoring:** A fourth and critical level of monitoring occurs in each thematic area such as gender, education, health among others<sup>41</sup>. Thematic monitoring upholds the principle of 'ensuring leaving no one behind'. It addresses specific groups such as children, women and girls, youth, older persons, persons with disabilities, indigenous peoples, refugees and internally displaced persons among others. During HLPF 2017, thematic reviews of SDG 1,2,3,5,9,14 were made available.

Thematic review of SDG 5 is available at

<https://sustainabledevelopment.un.org/content/documents/14383SDG5format-revOD.pdf>

**Partnerships for sustainable development:** Multi-stakeholder partnerships are important vehicles for mobilising and sharing knowledge, expertise, technologies and financial resources to support the achievement of the sustainable development goals in all countries. Partnerships focusing on specific themes and sub goals have also been developed by UN organisations, civil society and others to strengthen the national implementation of these themes. For example, a global partnership to end forced labour, modern slavery, human trafficking and child labour, known as Alliance 8.7 has been established to support governments to achieve Target 8.7. Similarly Global Partnership to end Violence against Children (focusing on Target 16.2) has been established. More details on these partnerships are available in section *Question 5: How can we make sure they hear it? (Message Delivery)*, under the sub-section 'working in partnerships'.)

#### Progress made on relevant goals and targets<sup>42</sup>

##### **SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**

- In 2014, about 2 in 3 children worldwide participated in pre-primary or primary education in the year prior to official entry age for primary school. However, in the least developed countries, the ratio was only 4 in 10.
- Despite considerable gains in education enrolment over the past 15 years, worldwide, the adjusted net enrolment rates were 91 per cent for primary

<sup>39</sup> UN. Department of Economic and Social Affairs. Division for Sustainable Development. (2016). Synthesis of Voluntary National Reviews.

<sup>40</sup> <https://sustainabledevelopment.un.org/index.php?page=view&type=20000&nr=447&menu=2993> accessed 16 July 2017

<sup>41</sup> Adapted from Mothe. E., Espey J., Schmidt-Traub G., (2015). Measuring Progress on the SDGs: Multi-level Reporting. GSDR Brief.

<sup>42</sup> UN. Report of the Secretary General. (2017). Progress towards the Sustainable Development Goals.

education, 84 per cent for lower secondary education and 63 per cent for upper secondary education in 2014.

- About 263 million children and youth were out of school, including 61 million children of primary school age. Sub-Saharan Africa and Southern Asia account for over 70 per cent of the global out-of-school population in primary and secondary education.
- Even though more children than ever are going to school, many do not acquire basic skills in reading and mathematics. Recent learning assessment studies show that in 9 of 24 sub-Saharan African countries and 6 of 15 Latin American countries with data, fewer than half of the students at the end of primary education had attained minimum proficiency levels in mathematics. In 6 of 24 sub-Saharan African countries with data, fewer than half of the students who finished their primary schooling had attained minimum proficiency levels in reading.
- Equity issues constitute a major challenge in education according to a recent assessment. In all countries with data, children from the richest 20 per cent of households achieved greater proficiency in reading at the end of their primary and lower secondary education than children from the poorest 20 per cent of households. In most countries with data, urban children scored higher in reading than rural children.
- The lack of trained teachers and the poor condition of schools in many parts of the world are jeopardising prospects for quality education for all. Sub-Saharan Africa has a relatively low percentage of trained teachers in pre-primary, primary and secondary education (44 per cent, 74 per cent and 55 per cent, respectively). Moreover, the majority of schools in the region do not have access to electricity or potable water.
- On the basis of data from 65 developing countries, the average percentage of schools with access to computers and the Internet for teaching purposes is above 60 per cent in both primary and secondary education. However, the share is less than 40 per cent in more than half of sub-Saharan countries with data.
- Official development assistance (ODA) for scholarships amounted to \$1 billion in 2015, a decrease from \$1.2 billion in 2014.

#### **SDG 5: Achieve gender equality and empower all women and girls**

- On the basis of data from 2005 to 2016 for 87 countries, 19 per cent of women between 15 and 49 years of age said they had experienced physical and/or sexual violence by an intimate partner in the last one year prior to the survey. In the most extreme cases, such violence can lead to death. In 2012, almost half of all women who were victims of intentional homicide worldwide were killed by an intimate partner or family member, compared to 6 per cent of male victims.
- Child marriage is declining, but not fast enough. Around 2000, nearly 1 in 3 women between 20 and 24 years of age reported that they were married before 18 years of age. Around 2015, the ratio was just over 1 in 4. The decline is driven by an even steeper reduction in the marriage rate among girls under 15 years of age during that period.
- The harmful practice of female genital mutilation/cutting has declined by 24 per cent since around 2000. Nevertheless, prevalence remains high in some of the 30 countries with representative data. In those countries, survey data from around 2015 indicate that more than 1 in 3 girls between 15 and 19 years of age have undergone the procedure compared to nearly 1 in 2 girls around 2000.

- The average amount of time spent on unpaid domestic and care work is more than threefold higher for women than men, according to survey data from 83 countries and areas. Available data indicate that time spent on domestic chores accounts for a large proportion of the gender gap in unpaid work.
- Globally, women's participation in single or lower houses of national parliaments reached 23.4 per cent in 2017, just 10 percentage points higher than in 2000. Such slow progress suggests that stronger political commitment and more ambitious measures and quotas are needed to boost women's political participation and empowerment.
- Women are still underrepresented in managerial positions. In the majority of the 67 countries with data from 2009 to 2015, fewer than a third of senior - and middle-management positions were held by women.
- Just over half (52 per cent) of women between 15 and 49 years of age who are married or in union make their own decisions about consensual sexual relations and use of contraceptives and health services. That statistic is based on available data from around 2012 for 45 countries, 43 of which are in developing regions.

**Target 8.7: Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms**

- While the number of children from 5 to 17 years of age who are working has declined, the decline has been rather slow and troubling leaving child labour a serious concern. The sectoral composition of child labour is as follows: agriculture sector constitutes 71%, service sector 18% and industrial sector around 11%. Almost half of the children in child labour are employed in hazardous work. Out of 152 million children almost 75 million are still in the hazardous industries. The percentage of male children employed in the different sectors are: 71.5% in agriculture, 16.1% in service sector and 12.4% in industrial sector. On the other hand the percentage of female children employed in the different sectors are: 70.3% in agricultural sector, 18.6% in service sector and 11.1% in the industrial sector.

**Target 16.2: End abuse, exploitation, trafficking and all forms of violence against and torture of children**

- Various forms of violence against children persist, including discipline that relies on physical punishment and psychological aggression. In 76 countries (most are developing countries) with available data from 2005 to 2016, about 8 in 10 children from 1 to 14 years of age were subjected to some form of psychological aggression and/or physical punishment on a regular basis.
- Countries have made solid progress in terms of detecting victims of trafficking in persons, as reflected by the increasing number of detected victims over the last decade. Globally, more women and girls than men and boys were identified as victims of trafficking in 2014. However, the share of women and girls has slowly retreated, from 84 per cent in 2004 to 71 per cent in 2014. While the share of victims trafficked for sexual exploitation has declined, the proportion of those trafficked for forced labour has increased. About 28 per cent of all trafficking victims detected in 2014 were children, with girls outnumbering boys (20 per cent and 8 per cent, respectively, of total victims).

**Gender responsive national implementation of SDGs<sup>43</sup>:** The sixtieth session of the Commission on the Status of Women in March 2016, and its outcome, the Agreed Conclusions, heralded a road map for the gender-responsive implementation of all the SDGs and the 2030 Agenda. To this end, the Agreed Conclusions focus on reinforcing enabling environment at all levels, in all contexts and by all actors, with actions aimed at:

- Strengthening normative, legal and policy frameworks;
- Fostering enabling environments for financing gender equality and the empowerment of women and girls;
- Strengthening women's and girls' leadership and women's and girls' full and equal participation in decision-making in all areas of sustainable development;
- Strengthening gender-responsive data collection, follow-up and review processes; and
- Enhancing national institutional arrangements.

The Agreed Conclusions further highlight ten vectors of action—the 10 I's—which aim to create the enabling environment for implementation of gender equality commitments. They include:

1. **Inspiration:** from the intergovernmental normative frameworks, human rights conventions, and 2030 Agenda to achieve sustainable development, human rights, peace and security, and humanitarian response and related strategies at all levels. Governments must own the agenda and citizens must too. Both state action and movement building should happen simultaneously.
2. **Implementation:** localisation through adoption and re-form of laws, policies and measures including special measures and actions, the removal of discriminatory laws and policies, and ensuring their full, effective and accelerated implementation.
3. **Indivisibility:** of the SDGs and targets—horizontal and vertical. The 2030 Agenda for Sustainable Development and all SDGs must deliver for gender equality and women's and girls' empowerment. In this regard, the prioritisation of SDG 5 and gender-sensitive targets threaded across all SDGs in their implementation is a key task for all governments and will have a force multiplier effect on the achievement of all SDGs.
4. **Integration:** of gender equality and women's/girls' empowerment across all SDGs and the entire 2030 Agenda, systematic mainstreaming in the implementation of its three dimensions, economic, social and environmental, an all-of-government approach including in development assistance activities and initiatives.
5. **Inclusion:** of all key stakeholders, particularly civil society, women's and girls' movements, child rights movements, youth, men and boys, faith-based organisations and the private sector for movement building, transforming social norms and addressing the needs of all women and girls, especially those facing multiple and intersecting forms of discrimination and marginalization. Not only must the implementation of the 2030 Agenda ensure that no woman or girl is left behind, it must mean that the poorest and most vulnerable groups of women and girls—for example disabled and indigenous women and girls— move forward.
6. **Institutions:** creating, empowering, strengthening and resourcing gender equality and women's and girls' empowerment institutions at global, regional, national and local levels, and ensuring that all key institutions— political, economic, judicial, social, cultural, public services, etc.—work in a gender-responsive manner.
7. **Investment:** significantly increased and enhanced financial investment and resource mobilisation from all sources, including of official development assistance (ODA), to close gender equality gaps at all levels, and targeted and mainstreamed transformative

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<sup>43</sup> Adapted from UNWOMEN. 2016. Driving the Gender-Responsive Implementation of the 2030 Agenda for Sustainable Development.

actions for financing gender equality and women's and girls' empowerment as committed to in the 2030 Agenda for Sustainable Development and the Addis Ababa Action Agenda.

8. **Information:** generating comprehensive gender equality and women's empowerment related value chain of data, statistics, indicators, knowledge hubs, monitoring systems, frameworks, and capacities in SDG implementation, follow-up and review at all levels to assess progress and gaps, and guide policies and actions. There are 50 indicators on gender equality and women's empowerment in the Global Indicators Framework on SDGs, which require a gender statistics revolution and support.
9. **Innovation:** driving political, economic and social innovation that is gender equality responsive through deployment of science, technology and innovation, modalities and means of implementation, information and communications technology (ICT), and media, including social media, innovative partnerships and advocacy platforms is a priority.
10. **Impact:** these commitments must lead to actual change in the enabling environment and make systemic and substantive impact on the situation of all women and girls, especially those most marginalised, and must be the benchmark for accountability. At the same time, for this to happen movement building with the mass mobilisation of people for changing social and cultural norms through advocacy and programmes for engagement of men and boys, youth and faith-based organisations, media and entertainment leaders is a must.

The Agreed Conclusions have set out a road map for the why, what and how of implementation of all SDGs without singling out any particular SDG. The emphasis throughout the text is that all SDGs—over and above the dedicated SDG 5 and the gender-sensitive targets in other goals— have to be implemented in a gender-responsive way even where there is no explicit reference to gender equality and the empowerment of women and girls. This further confirms that all SDGs and the entire Agenda needs to be delivered for women and girls, and are in line with the 2030 Agenda's affirmation that the systematic mainstreaming of a gender perspective in the implementation of the Agenda is crucial.

### **2.3.2 Opportunities for engagement for Global March partners to support the national implementation and achievement of relevant SDGs and targets, from a gender perspective<sup>44</sup>**

For the worldwide movement against child labour, the national implementation of the SDGs is a key opportunity to ensure **accountability** of states to eliminate child labour in all forms by 2025 and promote education for all by 2030, paying particular attention to the situation of girls. In this way, the SDGs offer an effective 'hook' for the worldwide movement against child labour to advocate a higher political and financial priority for action towards eliminating CL and CT, and EFA with a gender perspective. Inclusion of CL and CT in the SDGs, as well as the overarching gender responsive approach of the 2030 Agenda supports Global March partners and civil society to reinforce and reinvigorate their advocacy, to address the misses in the national and regional response to addressing these issues.

Overall partners and civil society can play a critical role in bringing in a greater **gender focused approach to advocacy** around the national implementation of SDGs with respect to CL and CT, and EFA. By linking with the SDGs, partners and civil society can identify creative, cross-cutting, gender-focused solutions on the ground, to end CL and CT, and ensure EFA, by

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<sup>44</sup> Adapted from African Civil Society Circles. (2016). The Roles of Civil Society in Localising the Sustainable Development Goals. Position Paper.

specifically addressing the root causes. The SDGs further provide an opportunity for Global March partners to strengthen advocacy for mainstreaming gender, (in other words, incorporate an explicit gender dimension), in all policies and programmes around CL, CT, and EFA.<sup>45</sup> This will make sure different needs, constraints and opportunities faced by girls and boys are taken into account such that they benefit equally from policies and programmes around CL, CT and EFA.

Further, they can ensure girls' voices and actions, (including of girls involved in child labour and trafficking, girl slaves, out-of-school and other hard-to-reach girls) are given adequate attention within the advocacy process around ending CL, CT, and ensuring EFA. A participatory approach is required to bring in girls engaged in child labour into the advocacy process around the national implementation of SDGs as well as to seek participation of boys and young men in this work. Global March can make the concerns and experiences of girls as well as boys an integral part of the design, implementation, monitoring and evaluation of policies and programmes linked to the SDGs. So that girls and boys benefit equally from anti-child labour and child protection programmes, and inequality is not perpetuated.<sup>46</sup>

Global March partners and civil society can also play an important role in increasing wider public and stakeholder **awareness and capacities** on the SDGs and the different targets. There needs to be awareness around the the integrated nature of the goals as well as gender responsive approach required for their implementation. Global March partners should also create greater awareness and capacities on the gender dimension of child labour – around the double burdens and hidden nature of burden, faced by girls in the labour force.

Global March partners can forge new **partnerships** under the SDG framework with other child and girls' focused civil society organisations as well as with government, the private sector and other international/regional bodies. Partners and civil society organisations can also link the SDGs to their funding proposals, which could improve the possibilities of international and regional partnerships and other collaborations. Within these partnerships, best practices and other knowledge could be shared and translated into meaningful vehicles for gender responsive national implementation of the SDGs.

Further, partners and civil society should work in a coordinated fashion with each other – for example, by forming a coalition of CSOs to organise civil society engagement with the SDGs and to enhance their interactions with governments. Given the convening power of Global March, they can bring together line ministries, national institutions, parliamentarians, private sector, trade unions, academia, children's groups, girls' groups and other child and girls' focused CSOs. The 2030 Agenda also provides new opportunities to form cross-sectoral thematic alliances and networks, at various levels, such as on gender, education, child labour and violence against children. For example, Alliance 8.7 on ending forced labour, modern slavery, human trafficking and child labour, in accordance with Target 8.7 and Global Partnership to end Violence against Children to achieve Target 16.2 (for more information see 'working in partnerships' in *Question 5: How can we make sure they hear it?*).

Local champions could emerge from these coalitions, which could further enhance and drive the local implementation of the SDGs around Global March's relevant themes. Such a model of collaboration is essential for promoting deliberative governance, identifying gaps,

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<sup>45</sup> Adapted from ILO, IPEC, ROAP, SRO-Bangkok. (2003). Promotion of gender equality in action against child labour and trafficking: A practical guide for organizations

<sup>46</sup> Adapted from <http://www.ilo.org/ipec/facts/related/Gendermainstreaming/lang--en/index.htm> accessed 9 July 2017

facilitating inclusivity and generating collaborative solutions to challenges related to the SDGs. By having power and presence in these processes, the voices of coalitions are more likely to be recognised and considered by governments, which would enhance the impact of Global March partners in the gender responsive national implementation of the relevant SDGs and targets.

Overall, Global March partners and civil society stand to benefit from **aligning the framework of their programming** to that of the SDGs. By adopting the framing associated with the SDGs, partners and CSOs will be able to participate in debates on global development around CL, CT and EFA with a gender lens, and can actively create an argument for collaboration with the government in these areas. This will open up possibilities for partners and CSOs to engage with governments on **policy solutions, allocation of resources and monitoring progress** of the national implementation of the relevant SDGs. For example, Global March partners are invited to take part in Alliance 8.7 meetings that gives them the opportunity to be involved in global discussions around the roll out and implementation of Target 8.7.

Given that national development plans are a core expression of government policy and define the overall development agenda of the country, Global March can influence these plans as well as thematic policies (at national and sub-national levels) to ensure that there are necessary cross-sectoral linkages between child labour, education, protection, gender equality and social policy.

Global March partners can further support the government in **identifying crucial gender-focused development priorities** around CL, CT, and EFA such as girls engagement in domestic work; focusing on girls as a hard-to-reach category amongst out-of-school children; girls pushed into slavery; trafficking of girls among others, as well as looking at areas where boys are disadvantaged. They can provide expert inputs and evidence directly to decision-makers in the development of policy documents. Such inputs should be backed by evidence emerging from a thorough situational analysis, which includes a gender analysis and stocktaking of existing national policies and legal frameworks related to all forms of child labour and education for all, with a gender perspective. Internalisation of the SDGs in the existing planning instruments is therefore both a political and an analytical process, where gender responsive research has a key role.

The national implementation process of the SDGs also serves as an opportunity for Global March partners to influence the development of gender responsive national targets around CL, CT, and EFA for all. Whether existing national goals and targets around child labour and education for all will need to be revised or new ones developed - including reviewing whether the existing targets under these themes are gender focused - will depend on the national context. For example, a national target around ending violence against children at work, either within or without a legal framework, in organised workplaces or in the informal sector such as with respect to girls engagement in domestic work, boys engagement in the mining industry (and/or any other industry where boys may be disadvantaged); national targets around girls and boys completing secondary education; national targets around strengthening social protection policies for vulnerable girls and boys, among others.

Moreover, while the SDG targets are mostly set for 2030 (ending child labour in all forms is targeted for 2025), Global March partners can help steer the national interpretation processes to set shorter-term targets more in line with national political cycles. For example,

Indonesia aims to end child labour by 2022. In this case, Global March partners in Indonesia have aligned Target 8.7 to this vision accordingly.

**IN PRACTICE: Advocacy to include child focused global indicators in Ghana's national plan of action<sup>47</sup>**

In 2016, Global March through its partners in Ghana organised a National Consultation in the Volta region in collaboration with the Ministry of Employment with 36 participants from all regions of Ghana. The Consultation was a major step forward for Global March partners since it was the first time that SDGs were discussed with the National Steering Committee on the Elimination of Worst Forms of Child Labour (NSC) at an official forum with other CSOs present. It was also a learning ground for many CSOs who had not been introduced to the SDG framework, its importance and use so far. As an outcome of the Consultation, the NSC members agreed to include some indicators from the child related SDG targets in the new National Plan of Action, which is to be implemented from 2016-2020.

Global March partners can **strengthen their existing advocacy efforts** using the SDGs towards necessary legislation, policies and programmes required for ending child labour in all forms and ensuring education for all, ensuring gender is taken into consideration while planning their advocacy efforts. Working towards these policy and legal frameworks then becomes an enabling step for achieving the SDGs. Moreover, using the framework of SDGs in the existing advocacy efforts of Global March partners can provide the needed push and reinforcement to the advocacy demands under these campaigns. For example, advocacy around the ratification of ILO Convention 189 in India; ratification of ILO Convention 138 in Bangladesh, the implementation of the Prevention and Combating of Trafficking in Persons Act in South Africa; the National Policy for the Prevention and Combat of Trafficking in Persons in Paraguay; among others, can be bolstered by framing these legislations and policies as an important prerequisite to achieve the SDGs.

Global March partners can further ensure gender responsive national targets and policies around ending child labour and education for all, are backed by appropriate **budgets**, so as to ensure their effective implementation. Partners and civil society should advocate for gender budgeting to ensure there is adequate allocation of resources to tackle the situation of girls with respect to CL, CT and EFA. Given its vast networks, Global March can provide support in identifying new donors including the private sector and more diversified funding to achieve the national targets related to ending all forms of child labour and ensuring education, for both girls and boys, keeping the gender factor in regard. This is in line with the 2030 Agenda, which calls for more effective domestic resource mobilisation as a crucial means of financing the goals. For example, Education 2030 Framework for Action calls for allocating 4-6% of GDP and/or 15-20% of public expenditure to education.

Global March partners can support the national and sub-national review and reporting of SDGs. They can engage with the decision-makers to develop a robust **monitoring framework** and review mechanisms. Partners can ask for an officially recognised role in the national/regional monitoring process of the SDGs. For example, supporting the development of relevant gender focused national/regional indicators linked to ending child labour in all forms and ensuring education for all, including determining what kind of gender focused and

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<sup>47</sup> Global March against Child Labour. Strengthening the Worldwide Movement Against Child Labour Towards Roadmap 2016 and Beyond 2015: Country level actions.



disaggregated indicators and data will be required; taking responsibility for monitoring a sub-set of the goals/targets/indicators; taking part in multi-stakeholder monitoring mechanisms; and submitting independent gender-focused assessments on child labour and education for all to parliamentary reviews.<sup>48</sup> For example, Global March partners could be involved in setting national indicators around amount of gender responsive budget allocations required to eradicate child labour; number of policy directives that focus on worst forms of child labour such as trafficking of girls; and number of girls and boys at risk of worst forms of child labour being offered specific forms of assistance among others.

Global March partners can also lobby with the government for improved **gender sensitive data collection** - especially concerning the most vulnerable girls - and in some cases even collaborate directly with national statistical offices to gather disaggregated data (by sex, age and other areas) on child labour and education. Partners and civil society can particularly advocate for prioritising **gender statistics**, such that they reflect differences and inequalities in the situation of girls with regard to CL, CT, and EFA. For example, partners can advocate for promoting gender-sensitive indicators in national child labour statistics. These indicators can focus on measuring unpaid domestic work such as cleaning, cooking and care giving. This expanded definition can estimate the burden of work on girls, who are more likely than boys to perform domestic chores in a household.

Gender sensitive data collection involves collecting sex and age-disaggregated data; both qualitative and quantitative, using tools that reflect gender consideration. The data collection team should be 'gender aware' and should include both men and women. They should carry consultations with girls, boys, women and men, separately and together, in sex and age-separated groups, asking questions that help determine any distinct risks, needs and priorities of different population groups, and identify any gender-based discrimination or key barriers to access.

(Adapted from Gratis Foundation, Gender sensitive data collection measures)

Further, partners and civil society can also **generate their own gender-sensitive data** on CL, CT, and EFA that can play an important role in monitoring the SDGs. Partners and civil society generated data can complement official sources of data, fill data gaps and supplement official reporting when data quality is insufficient.<sup>49</sup> At the national level, such data could feed into the national review mechanisms as evidence of the situation of girls and boys affected by CL and CT. It can be used to complement information in the official national reports on the SDG progress including **voluntary national reviews**. The data and evidence can also be used by partners and civil society to prepare **shadow or spotlight reports** to follow-up on the national progress to implement the SDGs around CL, CT, and EFA, following a gender perspective.<sup>50</sup> Global March partners can use a distinctive child focused and gender lens to analyse the data to evaluate whether efforts to achieve the national targets are on track.

<sup>48</sup> Adapted The Danish Institute for Human Rights. (2015). Realizing Rights through the Sustainable Development Goals: The role of National Human Rights Institutions.

<sup>49</sup> Adapted Higgins K., Cornforth J. (2015). Civil society and SDG monitoring: Harnessing civil society and citizen-generated data.

<sup>50</sup> Adapted <https://sustainabledevelopment.un.org/index.php?page=view&type=20000&nr=447&menu=2993> accessed 16 July 2017

At the **regional and global levels** too opportunities exist for Global March partners and civil society to be part of the monitoring mechanism. For example, partners and civil society generated data can be used to bolster regional peer review processes which would enable inter-country learning, spurring improved policies and greater SDG progress around the three themes with a gender perspective. At the global level, partners and civil society generated data can inform the dialogue on SDG progress facilitated by the HLPF, including potential thematic reviews on SDG 4, SDG 5, target 8.7 and target 16.2.<sup>51</sup> As mentioned earlier during HLPF 2017, thematic reviews of SDG 1,2,3,5,9,14 were made available.

#### **Civil society engagement in the VNR process<sup>52</sup>**

GM partners should learn about the process by which government agencies are developing the National Report on SDG implementation and progress and look for or create the mechanisms for civil society input and engagement.

EuroNGOs (The European NGOs for Sexual and Reproductive Health and Rights, Population and Development) analysed the first VNRs at the 2016 HLPF, which included 22 countries that volunteered for national review. They found that at the country level, there was a great variation on government processes in developing national reports. Even when there was strong emphasis in the VNR on being inclusive, very few countries were able to carry out meaningful consultation with civil society within the available timeframe. In a number of countries, governments had not consulted CSOs or were only able to comment on almost-finalised drafts of official VNRs. The EuroNGOs report on the 2016 HLPF also found that the first round of VNRs were not strong on gender and offered little information on integration of gender perspectives in their national planning, decision-making, policies or budgets.

If mechanisms for civil society engagement do not exist or are weak, GM partners can then advocate for a more open and inclusive process. This will require working with other civil society actors from a range of sectors to pressure government to make the process more inclusive, transparent and effective. This will make sure that the voices of those often marginalised are at the table and remind government that the SDGs are based on the principle of leaving no one behind.

However, if engaging with government on the official report or even getting access to the government report to analyse and comment is not possible; or if the CSOs that have worked with government in preparing the VNR do not find their concerns reflected in the official report; or in case the country has not opted to provide a VNR yet, then developing an alternative report, or “shadow report” may be the best option. In fact, developing a shadow report can be a powerful tool in any case. It provides a platform to work across CSOs and build collaboration, creates opportunities to engage with the government, helps determine a baseline to measure change over time, generates information and analysis to use in advocacy and media work, and helps to identify gaps and deficiencies in government policies and programmes that must be addressed. For more information on how to prepare a shadow report visit

[http://www.madenetwork.org/sites/default/files/160309\\_Revised\\_Outline\\_CS\\_O\\_Shaow\\_Report\\_for\\_SDG\\_implementation.docx](http://www.madenetwork.org/sites/default/files/160309_Revised_Outline_CS_O_Shaow_Report_for_SDG_implementation.docx)

<sup>51</sup> Adapted Higgins K., Cornforth J. (2015). Civil society and SDG monitoring: Harnessing civil society and citizen-generated data.

<sup>52</sup> [http://www.womenmajorgroup.org/wp-content/uploads/2017/05/WMG\\_Info\\_Note\\_Final\\_2017.pdf](http://www.womenmajorgroup.org/wp-content/uploads/2017/05/WMG_Info_Note_Final_2017.pdf)

*Additional resource:* Transparency, Accountability and Participation (TAP) Network, has developed an advocacy toolkit on SDG 16 that provides useful tips for commenting on government reports, which are applicable to other Goals as well. The Toolkit recommends doing a gap analysis, to see what is missing in SDG implementation and in the reporting; what can be improved upon and what can be added, and then provide concrete recommendations to the government for action. The TAP toolkit is available here [http://tapnetwork2030.org/wp-content/uploads/2016/04/TAP\\_Toolkit\\_FINAL\\_web.pdf](http://tapnetwork2030.org/wp-content/uploads/2016/04/TAP_Toolkit_FINAL_web.pdf)

### **Implementation of SDGs at the regional level**

The 2030 Agenda articulates the important role to be played by regional bodies (such as SAARC (South Asian Association for Regional Cooperation), ASEAN (Association of Southeast Asian Nations), African Union, ECOWAS (Economic Community Of West African States), and Ibero-American among others) in ensuring the achievement of SDGs. Some ways in which Global March partners and civil society can influence the regional processes are by:

- Using a gender perspective to analysing the regional intergovernmental policies and their implementation around the three themes.. For example, analysing how the African Union's Agenda 2063 fits in with the relevant SDGs, and how the implementation of Agenda 2063 has been linked to the internalisation of SDGs (given that the frameworks have different timeframes), how gender dimension has been included in the implementation of Agenda 2063 in African countries around the three themes.
- Advocating with the regional bodies to reinterpret their policies/update regional plans to be in line with relevant SDGs and using the SDGs to address the existing gaps in the regional policy framework to address these issues. For example: i) ECOWAS Regional Action Plan for Elimination of Child labour was till 2015. Advocacy could target updating this Regional Plan in line with SDGs and bringing in a gender focus, ii) Using SDGs to renew advocacy that the SAARC Convention on Trafficking of Women and Children now also encompasses trafficking for labour exploitation in addition to prostitution.  
Supporting the regional coordination of national-level advocacy strategies around gender responsive national implementation of SDGs. For example, Global March partners are working closely with the "Regional Initiative for Latin America and the Caribbean free of child labour" which is an alliance of 25 countries, around coordinating national responses to child labour in connection with national implementation of SDGs. Global March partners can advocate with the Regional Initiatives to ensure national responses to child labour and focusing on the situation of girls.
- Supporting the creation of a gender responsive regional monitoring framework around the three themes. For example, partnering with SAARC and regional offices of UNICEF and UNESCO in South Asia to develop SAARC's regional monitoring framework on SDG 4 on education for all. This process begun to take shape with a regional conference organised in October 2015.
- Cross-regional knowledge sharing around the national implementation of SDGs. For example, the Central American region has a virtual knowledge-sharing platform that is used to share information on advocacy and campaigns across the region. Regional workshops, learning visits and Global March information networks also support knowledge exchange. These platforms will be used for cross-regional knowledge sharing around the national implementation of SDGs.

As evident from above, Global March partners can play a critical role in the national implementation of the relevant SDGs and in giving a gender perspective. However in different countries, the entry points for such advocacy engagement by partners and civil society will vary. The national context and political landscape will determine the most strategic course of advocacy action for Global March partners. This engagement will also be defined by the available capacity, skills and resources for advocacy among the partners.

Given this background, this toolkit aims to build advocacy capacities and skills of Global March partners and civil society to influence the national implementation of SDGs such that child labour ends in all forms by 2025 and education for all is ensured by 2030. It aims at achieving these goals with special emphasis being paid to the status of girls. Part 3 of this toolkit provides guidance and tools to create this robust advocacy plan.

### **IN PRACTICE: Supporting national implementation of SDGs in Indonesia<sup>53</sup>**

As the 2030 Agenda rolled out, JARAK (The Network of Non-Government Organization for Elimination for Child Labour in Indonesia), a partner of Global March in Indonesia sensitised about 50 organisations in 2015 on the SDGs and the opportunity they serve to address issues of CL, CT and EFA in Indonesia. JARAK has also formed a NGO Coalition on SDGs and Child Labour, comprising of ten members that will collaborate to monitor the implementation of SDGs in Indonesia with respect to children's rights.

INFID (International NGO Forum on Indonesian Development), one of JARAK's main partner, is a key organisation helping the Indonesian government to implement the SDGs. INFID has already translated the 2030 Agenda in Bahasa for greater use by civil society.

In March 2016, JARAK conducted a meeting with the Members of Parliament (MPs) around effective implementation of SDGs especially, Goal 4, Target 8.7 and Target 16.2. As a follow up to the discussion held with the Parliamentarians, JARAK was asked to give recommendations around national implementation of the relevant goals while also providing the Parliament with disaggregated data on child labour, slavery, trafficking and out of school children.

JARAK is also extensively liaising with various stakeholders in order to gain maximum support for the integration and implementation of SDGs in Indonesia. For the same, JARAK and the Teachers Union (PGRI) jointly organised a National Consultation Meeting with Stakeholders on 16 March 2016, including participants from the government, MPs, teachers' organisations, Commission of Child Protection, NGOs, and labour unions. The Consultation witnessed important discussions on the issues of child labour, violence against children, child trafficking and slavery. These issues were further mapped to the SDGs. These deliberations led to the formulation of five-year strategic action plans that highlighted the need to formulate a CSO Position Paper on SDG 8.7; to create a forum called SDG Forum for Indonesian Children; to hold regular meetings with the Parliament and the government; and to create a mailing list to keep the stakeholders updated on essential matters.

In order to take the deliberations of the National Consultation forward, regular meetings

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<sup>53</sup> Global March against Child Labour. Strengthening the Worldwide Movement Against Child Labour Towards Roadmap 2016 and Beyond 2015: Country level actions.

were organised by the CSOs and a drafting committee was instituted to draft a position paper on Target 8.7 in August 2016. Extensive research was done to formulate the same and a position paper was produced explaining the situation of child rights in the country along with recommendations from the civil society to ensure integration and enforcement of Target 8.7.

To prepare for the National Conference on SDGs, JARAK had invited Consultant of Ministry Coordinator of Human Resources Development and Culture, Mr. Abdul Hakim on 3 October 2016, to talk about Budget Bureaucracy and Administration in relation to the issue of child labour. This discussion got further highlighted during the National Conference on SDGs, organised by JARAK on 16-17 October 2016, that reinstated the need of 'leaving no one behind' and integrating this principle into the Indonesian Development Plan.

Following the National Conference, JARAK was invited to a meeting with the SDGs Secretariat

Office at BAPPENAS (National Development Plan Agency), who informed them of the launch of National Indicators in December 2016, and assured them of inclusion of trafficking, modern slavery and child domestic labour in the Middle Term National Development Plan (RPJMN).

JARAK was also invited to formulate the indicators for Target 8.7 with the Secretariat. JARAK was also successful in proposing inputs to indicators to National Network of Women and SDGs that were delivered to some relevant Ministries.

Taking the opportunity, in November 2016 JARAK encouraged the Presidential Office to talk about the issue of child marriage, child labour, worst forms of child labour, trafficking, modern slavery and child domestic labour, through his Deputy on Women and Children. There is a strong level of commitment from the Indonesian government to effectively implement the SDGs as the President of the Country has been actively involved in the SDG formulation process. He is also a member of the new International Commission on Financing Global Education Opportunity to reverse the lack of financing for education around the world.

Thus, these efforts overall contributed to the strengthening of the civil society movement in Indonesia to eliminate violence against children. Key to this was the establishment of the NGO Coalition along with raising capacities and forming relationships with the key government counterparts and other stakeholders.

## Part 3: Gender responsive advocacy to end child labour in all forms and ensure education for all within the SDG framework

In this section you will learn about:

- How to create a gender responsive advocacy action plan to internalise SDGs in national/regional plans and policies so as to end child labour, child trafficking and ensure education for all, under the SDG framework
- How to determine the advocacy goal and messages, audiences, key players, messengers, delivery, resources, challenges and first steps in advocacy
- How to build M&E into the advocacy action plan

### 3.1 Understanding advocacy

There are multiple definitions of advocacy and many ways of doing advocacy. In the broadest sense, advocacy is generally understood as a process that aims to bring about change in processes, policies and practices. For the purpose of this toolkit, advocacy can be defined as **a deliberate process, based on demonstrated evidence, to directly and indirectly influence decision makers, stakeholders and relevant audiences to support the inclusion, implementation and achievement of Sustainable Development Goals and targets in national development plans, policies and programmes towards ending child labour and child trafficking, and ensuring education for all, with a special focus on improving the lives of girls.**

Often there are common misconceptions about what advocacy is. Advocacy is often confused with other related approaches that despite sharing some elements do not constitute advocacy as such. For example, although an awareness raising, education and communication campaign to end child labour in all forms may be an effective approach for influencing behaviour at the inter-personal level, it will not – on its own – achieve change in policy and practice on the issue. However, coupled with advocacy efforts targeting relevant policy-makers for the introduction, reform or implementation of policies and/or laws to safeguard children in child labour, especially girls, awareness raising, education and communication can be a very useful activity within a broader advocacy strategy.<sup>54</sup>

Clarity is also required between what constitutes an advocacy tactic and an advocacy strategy, although many times these words are used interchangeably. **Tactics** are specific advocacy actions or activities, usually in the short term – such as circulating petitions, writing letters to decision-makers, giving media interviews – that are undertaken to capture the attention of people in power in relation to the issue. **An advocacy strategy** is a long-term plan, an overall map that guides the use of these tactics/actions/activities towards clear goals. Strategy is an assessment of where you are, where you want to go, and how you can get there.<sup>55</sup> For an advocacy strategy to be effective it should not be undertaken in isolation from a wider programmatic context. It is important to position it within a framework of research and practical action.<sup>56</sup>

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<sup>54</sup> Adapted Toma C. (2012). Advocacy Toolkit: Guidance on how to advocate for a more enabling environment for civil society in your context, Open Forum for CSO Development Effectiveness.

<sup>55</sup> Adapted from Advocacy Institute. (2002). Washington DC.

<sup>56</sup> Black M. (2002). A handbook on Advocacy. Child domestic workers: Finding a voice. Anti-Slavery International.

Planning for advocacy action is then indispensable for the following reasons<sup>57</sup>:

- Advocacy planning helps put resources (time, funds, skills) to their most effective use.
- Advocacy planning helps minimise risks and maximise opportunities for advocacy.
- Advocacy planning helps advocates navigate the complex, dynamic and diverse environments in which they operate.
- Advocacy planning helps align advocacy with other areas of work and organisational goals, both long term and short term.

**Here are some factors to consider when developing an advocacy strategy<sup>58</sup>:**

- **Timing:** Each moment in history presents distinct political opportunities and constraints. The momentum generated by the 2030 Agenda has for example created an opportune time for countries to strengthen advocacy towards making a gender-neutral world by focussing on gender-sensitive efforts towards eliminating child labour, child trafficking, child slavery and ensure education for all. Elections, national and international days and conferences may provide additional opportunities to raise these issues nationally.
- **Strengths and weaknesses of your organisation:** In designing your strategy, it is important to be aware of the comparative strengths and weaknesses of your organisation. Do you have a strong constituency of allies? What resources are available? Are your aims clear and achievable? What lessons can you learn from your organisation's past experiences in advocating for girl's rights around ending child labour, child trafficking and child slavery and ensuring education for all.
- **Risks:** 'One size fits all' is generally not applicable to advocacy strategies. Eliminating child labour, child trafficking and child slavery, especially the kind that is experienced by girls requires altering power dynamics, which often is not without risk or harsh backlash. Whatever the context, at times risks need to be taken because there are no other options. In these cases, everyone involved must understand the potential risks.

#### **What is gender responsive advocacy?**

Doing advocacy in a gender responsive way implies infusing advocacy strategies with gender inclusive and exclusive values. In the context of this toolkit, gender responsive advocacy ensures experiences and concerns of girls as well as boys related to CL, CT, and EFA, are an integral dimension of the design, implementation, monitoring and evaluation of an advocacy effort in all spheres, so that girls and boys benefit equally from programmes and policies around the three themes and inequality is not perpetuated. The main goal of gender responsive advocacy is to place rights of girls and boys into a framework that promotes belief in equality; the belief in gender justice in all its different dimensions; and the universal sanctity of human rights<sup>59</sup>. Such advocacy also seeks to reform gender discriminatory policies, laws, corporate behaviour, and cultural practices, which hold girls and boys back from being free from child labour and in receiving quality education.

In the toolkit ahead, at each stage of advocacy planning, implementation and M&E, gender inclusive values are embedded (Also see box ahead on *mainstreaming gender within the advocacy planning and action*).

<sup>57</sup> UNICEF. (2010). Advocacy Toolkit: A guide to influencing decisions that improve children's lives.

<sup>58</sup> Adapted from VeneKlasen L., Miller V. (2002). A New Weave of Power, People & Politics: The Action Guide for Advocacy and Citizen Participation. Just Associates.

<sup>59</sup> Adapted from Oxfam. 2005. Gender, Development and Advocacy, available at <http://policy-practice.oxfam.org.uk/publications/gender-development-and-advocacy-121088>



### 3.2 Nine questions for strategic advocacy planning

The nine questions below reflect well-established stages in advocacy planning. The nine questions are<sup>60</sup>:

- Question 1: What do we want? (Goals)
- Question 2: Who can give it to us? (Audiences)
- Question 3: What do they need to hear? (Messages)
- Question 4: Who do they need to hear it from? (Messengers)
- Question 5: How do we get them to hear it? (Delivery)
- Question 6: What have we got? (Resources; strengths)
- Question 7: What do we need to develop? (Challenges; gaps)
- Question 8: How do we begin? (First steps)
- Question 9: How will we know it's working, or not working? (M&E)

Answering these questions will lead to the development of an advocacy action plan around national implementation of SDGs for strengthening gender focused and gender sensitive national response to child labour, child trafficking, and education for all. These nine questions are provided in sequence, but advocacy is not a linear process – it is a cycle that should be continuously reviewed, developed and adapted based on the context. The model is useful for long-term strategic advocacy planning to ensure SDGs and targets relevant to Global March's work getting reflected in national development plans and policies, which in turn should be implemented and achieved. This model can also serve as a useful checklist for making a quick advocacy response towards looking at girls' issues in the fight to end child labour, child trafficking, and promoting education for all. It can be applied to advocacy action at all levels: local, national, regional and global. At the same time remember that there is more than one way to approach advocacy, and depending on the context and issue, some of the nine questions will be more applicable to a specific strategy than others. The nine questions are interrelated, and answering one will likely inform others.

#### **Mainstreaming gender within advocacy planning and action**

Following are some ways to strengthen the gender dimension in an advocacy action plan while using the nine question model:

- Embed gender analysis (*more information ahead in Question 1: What do we want?*) in the research that underpins your advocacy in order to identify needs and concerns of girls and boys engaged in the labour force. This also includes undertaking a gender focused policy and budget analysis to determine gender gaps in the legal, institutional and budgetary framework with respect to CL, CT, and EFA.
- Develop a theory of change that reflects a gender dimension towards ending CL, CT, and ensuring EFA. (*For more information refer to Question 8: How do we begin?*)
- Frame gender focused advocacy priorities, goals and interim outcomes that target improving the situation of girls and boys engaged in child labour.
- Create gender specific advocacy asks that seek solutions for girls and boys engaged in child labour, by redressing existing gender inequalities and discrimination.
- Engage with gender and child rights advocates as local champions, who can convey your advocacy messages

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<sup>60</sup> The nine questions for strategic advocacy planning have been developed by Jim Schultz, Founder and Executive Director of The Democracy Center.



- Ensure participation of girls and boys in all stages of advocacy planning, implementation and M&E.
- Develop multi-sectoral partnerships that are committed to work on issues of CL, CT, and EFA in a gender responsive way

### **Involving girls and boys engaged in child labour, in advocacy around the national implementation of SDGs**

Right to participation for girls and boys is established in the UN Convention on the Rights of the Child. This international recognition of the principle helps to legitimise children's voices in settings they are hardly heard. But the most important point is that programmes of action - including advocacy action - are bolstered and gain legitimacy when girls and boys participate. However, it is important to provide a context in which these children can articulate and express their views about their experiences.

In enabling girls and boys involved in child labour to participate in advocacy around national implementation of SDGs, several gains will be visible. For example:

- Increased authenticity of messages and statements framing the advocacy;
- Increased persuasiveness with audiences of parents and employers;
- Personal development and confidence-building of the children involved in child labour;
- Feedback from children on whether advocacy action is appropriate and effective.

However, involving girls and boys in advocacy does not mean that children are left to themselves. We do not want to overburden children or put them at risk. To involve and support children engaged in child labour as advocates in the SDG internalisation process we need to give them relevant information, including knowledge on SDGs, and national policies and laws. There are also several challenges in ensuring ethical and meaningful participation of children in advocacy. Children with low self-esteem have difficulty articulating their views; this may take time. Age and maturity have an important influence on their contribution. However, accessing girls and boys engaged in child labour to encourage their participation in advocacy efforts may be challenging unless enrolled in a programme.<sup>61</sup>

### **Ways of involving girls and boys engaged in child labour in advocacy efforts<sup>62</sup>**

Use the following matrix to plan how to involve children engaged in child labour at different broad stages of the advocacy strategy around the national implementation of SDGs: building evidence, planning, implementation, monitoring and evaluation. The matrix shows degrees of participation ranging from "being informed" to "leading the advocacy." Different degrees of participation will be appropriate at different stages of the advocacy process. It is important to consider the best interests of children and all possible consequences of their participation at all times, particularly if they are involved in public advocacy.

<sup>61</sup> Adapted Black M. (2002). A Handbook on Advocacy. Child domestic workers: Finding a voice. Anti-Slavery International.

<sup>62</sup> Adapted from Gosling L., Cohen D. (2007). Participant's Manual: Advocacy Matters – Helping children change their world, International Save the Children Alliance.

	<b>Girls and boys engaged in child labour are informed</b>	<b>Girls and boys engaged in child labour are consulted</b>	<b>Girls and boys engaged in child labour provide inputs</b>	<b>Girls and boys engaged in child labour are equal partners</b>	<b>Girls and boys engaged in child labour play a leading role</b>
<b>Building evidence</b>	They are informed about building evidence on a certain issue	They are consulted on what needs to be researched and how	They assist in data collection and studies	They have significant influence in determining the research agenda and framing of data collection and studies, and contribute to the analysis	They shape the research agenda, the data collection and studies. They validate an analysis of a problem
<b>Planning</b>	They are informed about advocacy plans	Their views are incorporated into advocacy plans	They help to collect information	They have significant influence on decisions at planning stage, e.g., determining when, where and how advocacy activities should take place	They determine advocacy issues and have substantial influence at planning stage
<b>Implementation</b>	They are informed about progress of implementation	Their views are incorporated e.g. in their advocacy materials	They take part in implementation, e.g. they produce materials, attend meetings	They have a partnership role in advocacy – including decision making responsibility	They lead the advocacy activities, with support from adults
<b>Monitoring</b>	They are informed about how the advocacy is working	They are asked for their opinions on how the advocacy is working	They help to collect information on the progress of the advocacy	They have influence on how monitoring is undertaken	They substantially shape the monitoring process, with support from adults
<b>Evaluation</b>	They are informed about the impact of advocacy	They are asked for their views on the effects and impact of the project on their lives and how it could be improved	They help to collect information about effectiveness of the advocacy	They are involved in analysis and conclusion about effectiveness	They substantially shape the whole evaluation process

<b>Process documentat ion of girls' and boys' participatio n in advocacy</b>	They are informed of the documentati on efforts	Their views are taken into account on how the documentat ion should be conducted and what should be documente d	They help in documenti ng the advocacy process	They are partners in undertaking the process documentation	They lead the process documentation

## Question 1: What do we want? (Goals)

Answering this question requires Global March partners and civil society to develop detailed understanding of gender-sensitive issues around child labour, child trafficking, and education for all in their country/region. In the process it also generates evidence for advocacy. This will provide the foundation upon which partners can choose context specific and gender responsive advocacy priorities, which will ultimately form the basis for developing advocacy goals and interim outcomes (*for more information on setting goals and interim outcomes see Question 8 (first steps) ahead*).

**Gender-responsive and evidence-based research:** Research is the foundation for any successful advocacy. It is important for developing an effective advocacy strategy – by enabling thorough strategic analysis and for successful advocacy work – by providing accurate evidence to support advocacy.<sup>63</sup> A detailed understanding of the issues around child labour, child trafficking and education for all, particularly the gender dimension involved in these issues, are vital in the earliest stages of the advocacy planning cycle.

Only with gender-responsive and evidence-based research can one create a really rational argument, and provide the evidence to back it up<sup>64</sup>. Such research also provides Global March partner's work legitimacy and credibility, which is critical to successful advocacy. But evidence is seldom enough on its own, particularly when operating in an adverse political environment. It is what you do with the evidence that matters. While research is an essential tool in advocacy, it can also be an approach in itself, i.e. through creating debate on the priorities of one's organisation, opening policy space, building national capacity to mention a few.<sup>65</sup> At the same time, developing evidence with partners that is gender sensitive often helps generate ownership towards the issue. This is especially important when partners are also a target audience for advocacy. Generating evidence with partners can help to share some of the costs, provide expertise in areas that Global March partners might not have, and provide the basis for a stronger relationship<sup>66</sup>.

In particular, an evidence base on girls and boys engaged in CL and CT and out of school, is critically important – to arm advocates with fresh insights and ILO data on the situation of girls and boys in these areas; to inform programmes that create long-term change for girls and boys; and to spur on further investment and political will through stakeholders convinced by the data which draws out the realities of girls' and boys' lives.<sup>67</sup> Only when child rights advocates will have gender sensitive data and evidence they need to influence decision-makers and inform policies, will we see the desired outcomes to achieve a child labour free world.

Here are a few elements to consider when including a gender analysis within research to generate evidence for advocacy<sup>68</sup>:

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<sup>63</sup> VSO. 2009. Participatory Advocacy: A toolkit for VSO staff, volunteers and partners.

<sup>64</sup> WaterAid. (2007). The Advocacy Sourcebook.

<sup>65</sup> Karkara N. (2013). The Children's Agenda Advocacy Toolkit: Guidance on how to effectively advocate for children's rights in Tanzania, UNICEF Tanzania.

<sup>66</sup> UNICEF. (2010). Advocacy Toolkit: A guide to influencing decisions that improve children's lives.

<sup>67</sup> Plan International. (2015). Because I am a Girl: The State of the World's Girls, 2015. The Unfinished Business of Girls' Rights

<sup>68</sup> Adapted from UNICEF. (2010). Advocacy Toolkit: A guide to influencing decisions that improve children's lives.

- Where do the girl and boy labourers work and what is the extent of their involvement in the worst forms of child labour? Identify the invisible girls who work as domestic helps or are engaged in household chores of their own families which largely go an unpaid and unrecognised work.
- Does the evidence highlight the causes of child labour and child trafficking and barriers to education for all, from a gender perspective?
- How is the experience of marginalisation different for girls and boys in child labour? Does this affect their participation in programmes?
- To what extent do existing programmes on ending CL, CT, and EFA benefit girls and boys?
- Does the evidence consider inequities, disparities, vulnerability and marginalisation especially related to most vulnerable girls and boys?
- Are quantitative and qualitative data available disaggregated by sex, age, geographic location, ethnicity, religion and other relevant social categories?
- Is the evidence complemented with experiences and actions of girls and boys that highlight the human and personal dimensions of the problem, particularly that of girls, for example through case studies/human-interest stories?
- Does the evidence provide convincing gender equitable solutions to end child labour, child trafficking, child slavery, violence against children and ensuring education for all that can be framed as policy alternatives?
- Are processes in place to assess the potential risks of using different types of evidence?
- Is there communications capacity to translate the evidence into shorter, non-technical materials, and to develop multiple messages to reach diverse audiences?
- Is the evidence timely?

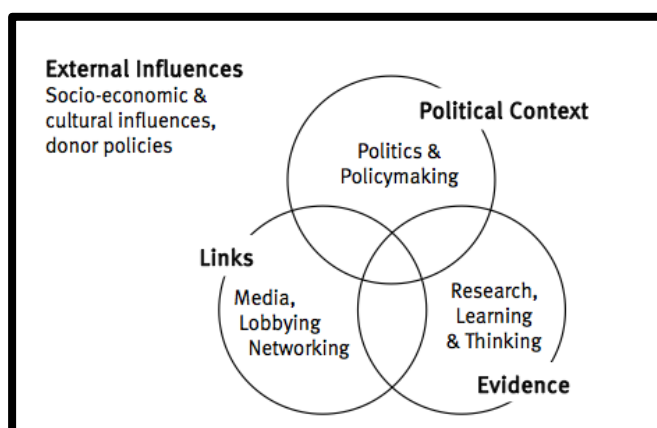
**Useful resources for building capacity on gender analysis and advocacy research are as follows:**

- UNDP's Learning and Information Pack on Gender Analysis, available at <http://www.undp.org/content/dam/undp/library/gender/Institutional%20Development/TLGEN1.6%20UNDP%20GenderAnalysis%20toolkit.pdf>
- VSO's Simple Toolkit for Advocacy Research Techniques. Available at [https://www.vsointernational.org/sites/vso\\_international/files/start-toolkit-advocacy-research-rebrand\\_tcm76-21106.pdf](https://www.vsointernational.org/sites/vso_international/files/start-toolkit-advocacy-research-rebrand_tcm76-21106.pdf)
- ODI's Tools for Policy Impact: A Handbook for Researchers. Available at: <http://www.odi.org/publications/156-tools-policy-impact-handbook-researchers>

### *Linking gender responsive research and advocacy*<sup>69</sup>:

While planning and undertaking gender responsive research it is essential to consider why some research is more effectively translated into policy change than other researches. This is because linkages between research and advocacy are essentially shaped by (a) the political context; (b) the evidence and how it is communicated, and (c) the links between the actors involved. The interaction of these three elements, known as the RAPID framework by

ODI, is represented in the figure alongside. Although the interactions between these elements will be further developed in the toolkit, it is useful to start thinking about how research relates to the policymaking environment.



**The context, links and evidence framework**

### **IN PRACTICE: Using research to guide the actions of the partners of Global March to support national implementation of SDGs**

In 2015, to advocate for the inclusion, implementation and achievement of national targets linked to SDGs, Global March and partners undertook research and mapping exercises in Africa, Asia, Central America and South America.<sup>70</sup> This research included national and regional analysis of child labour, child trafficking, child slavery, violence against children and education for all; analysis of the regional, national and local context in which these issues takes place including legal and policy frameworks and implementation gaps. These exercises helped to build a convincing case and present clear policy options for the national implementation of SDGs around the three themes to strengthen the national response, as well as for developing a regional plan to support the achievement of SDGs around children's rights. Since then, Global March has also organised regional advocacy workshops to support partners to undertake advocacy to strengthen national implementation of child related SDGs in 2016. Some of these country advocacy actions are presented as case studies in this toolkit.

**Choosing gender-focused advocacy priorities:** Given that a range of issues may emerge from your gender responsive research, to ensure your advocacy is effective and targeted, you will need to agree with your partners and networks, which are your main priorities of advocacy in the SDG implementation process/strengthening national response in your country/region. Deciding how many issues you want to address will also depend on the context, the size of your office, the partners you are working with, available resources, and the capacities of you and your partners to implement a national, regional or global – or combined – advocacy

<sup>69</sup> ODI (2004) Bridging Research and Policy in International Development: An analytical and practical framework. Briefing Paper.

<sup>70</sup> Africa (Benin, Ghana, Ivory Coast, Malawi, Niger, South Africa, Togo, Uganda), Asia (Afghanistan, Bangladesh, India, Indonesia, Myanmar, Nepal, Pakistan, Philippines, Sri Lanka), Central America (Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, Panama) and South America (Argentina, Brazil, Chile, Colombia, Paraguay, Peru).

strategy. Tackling a small number of strong and focused issues that are gender sensitive will have much greater impact in the short and long term.<sup>71</sup>

### **Tool 1: Choosing gender focused advocacy priorities<sup>72</sup>**

While it would be ideal to advocate on all the policy issues identified through gender responsive research, choosing just a few will help ensure focus and success. Below is a tool that you can use to choose specific national responses that can be strengthened using the SDG framework. These advocacy priorities can be chosen by rating each policy issue you identify against given criteria.

#### **Facilitator's Notes**

1. Prepare a flipchart beforehand with the table below. Stick it to the wall where everyone in the group can see it.
2. Agree upon 3-5 possible recommendations emerging from the research in your country/region you might want to work on. Write these possible policy issues at the top of the three columns. Hypothetical policy issues are mentioned in the table below. Add more columns if required.
3. Discuss the first policy issue and go down the whole list of criteria. How likely is it to be successful? How closely does it fit with your area of expertise? Etc. Rate each issue on each criterion using a positive ranking of 1–5 (with 5 being the maximum).
4. After discussing all the points you can add up the numbers at the bottom. In theory the policy issues with the most points, are the ones you should prioritise to work on. However, in practice it is the discussion that is crucial and not just the numbers. Ideally the organisation and the partners should decide the most important issue(s), by consensus. You may choose to focus on more than one key issue, depending on your aims, resources and capacities.

Note: The criteria used below are just examples, which you can amend according to your own situation and perceived level of importance. You may also want to change rankings to reflect major priorities (e.g. you can give double points to the most important criterion such as the likelihood of success).

<b>Criterion</b>	<b>Policy Issue 1: Include a gender responsive national target on ending modern forms of slavery, in the national development plan</b>	<b>Policy Issue 2: Implementation of a bill to safeguard rights of girls in child domestic work</b>	<b>Policy Issue 3: Ensure resource allocation of X% of GDP for girls' quality education</b>
<b>Likelihood of success</b>	5	3	3
<b>Potential benefits to girls</b>	5	5	4

<sup>71</sup> CIVICUS, Stakeholder Forum, UNDESA, IFP/FIP. Advocacy Toolkit: Influencing the post-2015 Development Agenda.

<sup>72</sup> Adapted VSO. (2009). Participatory Advocacy: A toolkit for VSO staff, volunteers and partners.

involved in child labour			
Potential for your organisation to make a difference (are other organisations already working on this issue?)	4	4	2
Fits with your and your partners' area of expertise	5	2	2
Possibility to involve girls	3	3	3
Is the issue grounded in solid evidence	5	5	4
Is there pre-existing momentum on the issue	4	3	4
Do you have resources to advocate on the issue	4	3	2
<b>Total</b>	<b>35</b>	<b>28</b>	<b>24</b>

## Question 2: Who can give it to us? (Target audiences; Key Players or Power-Holders)

Once we know what we want, we can begin to get an understanding of which people and institutions can help us to get the change we desire. This is a two-step process. First, understand the political context of your country and in particular the policy environment to identify entry points for gender responsive advocacy around the national implementation of SDGs. Second, based on this information, determine stakeholders and key target audiences that can help support gender responsive national implementation of SDGs linked to CL, CT and EFA.

***Decoding the political, cultural and religious landscape of the country:*** Advocacy takes place in a political arena so it is important to consider the key formal political entities and their relation with governance and other policymaking structures. Similarly, it is crucial to assess the cultural and religious structures and institutions in the country to determine what space exists to influence results for girls and boys involved in child labour and child trafficking, in the political and policy systems. The purpose of this analysis is to consider where are the entry points and the openings, to engage with those who hold power to ensure that the rights of girls and boys are fulfilled. Your initial gender responsive research will serve as a starting point for such analysis.



**IN PRACTICE: Building capacities of stakeholders in the Philippines within the national implementation process of child related SDGs<sup>73</sup>**

Global March's partner Visayan Forum (VF) in the Philippines liaised with different stakeholders such as the Council for the Welfare of Children, National Child Labour Committee, Bureau of Workers with Special Concerns, National Economic and Development Authority (NEDA), Philippine Children Ministries' Network, Department of Education on the identified themes of children's rights and positioned SDGs at the centre of all engagements and conversations with the stakeholders.

VF has been able to secure support from NEDA and is working with them on ways to incorporate child-focused SDGs into the Philippine Development Plan and spaces for CSO engagement. VF was also successful in advocating with the National Child Labour Committee in the Philippines to integrate SDGs in their national plans/agenda on child labour as well. Visayan Forum was invited to speak about the theme in their workshops and other platforms, thus stepping up advocacy on the SDGs. One such forum was the Philippine Program Against Child Labour Assessment and Planning Workshop where representatives from VF facilitated the SDG session using tools from the Asia Regional Capacity Building Workshop organised by Global March.

VF also organised a National Consultation in April 2016, inviting close to 40 participants from different stakeholder groups to further build capacities of the participants on effective advocacy using the SDG framework. Some of the government representatives present at the Consultation included members of Inter Agency Groups on Violence Against Women & Children, Against Trafficking, Against Child Pornography, the Philippine Council for Sustainable Development, elected representatives along with former child labourers and trafficking victims.

In May 2016, VF used inputs from the child rights consultation to help NEDA refine child rights indicators to be mainstreamed into the Philippine Development Plan. VF also provided suggestions at the International Dialogue on Human Trafficking hosted by the Inter-Agency Council Against Trafficking and the Embassy of the Netherlands. The inputs provided were on SDG-based anti-child trafficking indicators for the Technical Working Group on online child sexual exploitation to the Philippine anti-trafficking community (over 19 embassies, 11 civil society organisations, and 15 government agencies were represented).

Further in September 2016, VF participated at the Philippine CSO Summit that was supporting the drafting of the new Philippines' National Strategic Action Plan Against Trafficking (the earlier plan expired in 2016). For the preparation around drafting the new plan, various CSOs came together and unified their priorities. VF played an important role in integration of child-focused SDGs and inputs from the previous consultation(s) in the discussion and drafting of the new plan.

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<sup>73</sup> Global March against Child Labour. Strengthening the worldwide movement against child labour towards Roadmap 2016 and beyond 2015: Country level actions.

**Understanding the policy environment:** As highlighted earlier, in translating the SDGs into the national context, there will be several policy vehicles available such as the overarching national planning instruments (e.g. national development plans) as well as a range of thematic policies, such as the national policy on child labour, the national education policy, the decent work agenda, the national child protection policy, national policy on women and girls' empowerment among others. Each of these policies and plans provides an opportunity to translate the SDGs into national reality. At the same time, the SDGs reinforce the national response by strengthening policy advocacy in these areas.

In understanding the policy environment, it will be important to map out the existing relevant policies and plans that need to be extended or revised to be brought in line with the relevant SDGs or those policies which need to be developed/implemented to secure the SDGs. In mapping the policies, it is important to ensure a gender focused approach, paying particular attention to policy solutions that target the most marginalised girls and boys. Many of these policies you have already been advocating for as large part of your broader national response to ending child labour in all forms and ensuring education for all. SDGs provide an additional opportunity for such action. It provides for a framework for Global March partners and civil society members to ensure policies to end child labour in all forms and promote EFA are directed towards the benefit of both girls and boys.

**Bringing a gender dimension into policy analysis:** Throughout the entire policy formulation process, a gender-based analysis should be a common thread. Therefore, it is suggested to keep a gender-sensitive critical mind awoken throughout. This requires examining sex-disaggregated quantitative and qualitative data; questioning basic assumptions; and developing an understanding of the inter-relationships among each of the major economic and social sectors, and how they relate to gender.

In reviewing the existing policies from a gender lens, some of the questions that can be asked are as follows:<sup>74</sup>

- Who is the target (both direct and indirect) of the policy, programme or project to end child labour in all forms and promote EFA? Girls, boys, or both? Who will benefit, who will lose? Which girls? Which boys?
- Have girls and boys engaged in child labour been consulted on the problem? How have they been involved in the development of the solution?
- Does the intervention challenge the existing division of tasks, responsibilities and resources among girls and boys?
- What policy measures may be required for outcomes to be equitable for both girls and boys engaged in child labour? What are the gender implications of the policy?

Overall ensure that girls' and boys' roles, needs and participation, as well as their specific constraints are explicitly taken into consideration in the concerned policy. Consider whether additional measures are needed to provide the enabling environment for girls' and boys' participation, for example, by removing legal or socio-cultural barriers.

A useful resource for building capacity on gender based policy analysis is Status of Women Canada's guide for policy-making (gender-based analysis). Available at [http://www.pacificwater.org/userfiles/file/IWRM/Toolboxes/gender/gender\\_based\\_analysis.pdf](http://www.pacificwater.org/userfiles/file/IWRM/Toolboxes/gender/gender_based_analysis.pdf)

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<sup>74</sup> Adapted from Gender and Development Programme, United Nations Development Programme (GIDP/UNDP): UNDP Learning and Information Pack - Gender Mainstreaming, June 2000.

**Case study: Integrating a gender dimension in policy making in New Zealand<sup>75</sup>**

From 2002–2008, the New Zealand Cabinet required a Gender Implications Statement with all Cabinet papers. This required:

- A statement about how and to what extent the policy proposal would affect women and men directly or indirectly.
- A statement clarifying what would be the desired outcomes for women in a particular policy area. Will they be the same as that for the men, or were they different?
- A statement identifying options to address the issues, if any, for women and men. Would the impact of any of the options be different for each gender? If so, what was that difference? Was it acceptable or was it unacceptable?
- A statement about the Government's international and domestic legal and human rights obligations to women and men.
- A statement confirming that a different approach needs to be taken to ensure that women and men learn about the policy change or service delivery change or about a new service.
- A statement confirming that a monitoring system is in place to collect utilisation and outcomes data by gender and ethnicity.
- A statement clarifying why gender analysis has not been undertaken if this is appropriate.

This example provides ideas for GM partners to consider when advocating for gender sensitive policies around CL, CT, and EFA. It also serves as a checklist for including a focus on gender in policy formation around the three themes.

To effectively influence policies, it is important to remember that each of these policies operates under a larger system within which policies are made. One needs to understand who takes decisions, within this larger policy environment, when and within what structure is a policy decision taken. One needs to get familiar with the timetable of the actions and events that influence policy development and the timing of decision-making. Factor in these significant dates or periods in your advocacy.<sup>76</sup> Knowing the calendar helps to determine how and when to influence policy and the earlier in the policy-making cycle the idea is accepted, the more effective the end result is likely to be. The four phases in the policy-making cycle usually include: (a) agenda setting, (b) policy change/formulation and enactment, (c) practice change/implementation and enforcement, and (d) monitoring and evaluation.<sup>77</sup>

**IN PRACTICE: Advocacy to strengthen national response and national implementation of child-related SDGs in Argentina<sup>78</sup>**

In Argentina, Global March's partner CTERA developed a plan to influence the Congress to strengthen the national system of care and attention to prevent and eradicate child labour throughout the country. The implementation of this system contributes to the

<sup>75</sup> Adapted UNDP.2012. Gender and Economic Policy Management Initiative – Asia and the Pacific: Gender-responsive Policy Analysis

<sup>76</sup> TASCO, SIPU International. (2011). Advocacy and Policy Influencing for Social Change.

<sup>77</sup> Adapted UNICEF. (2010). Advocacy Toolkit: A guide to influencing decisions that improve children's lives.

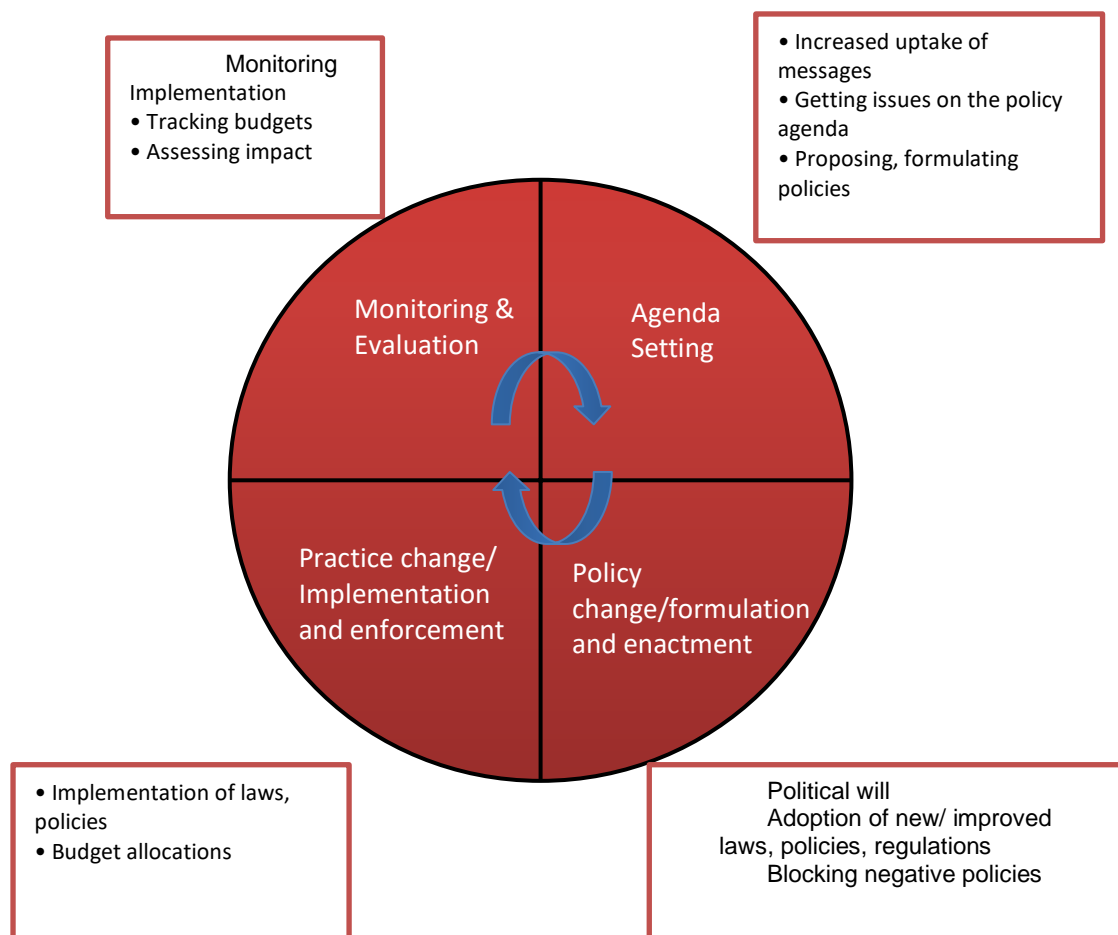
<sup>78</sup> Global March against Child Labour. Strengthening the worldwide movement against child labour towards Roadmap 2016 and beyond 2015: Country level actions.

implementation of SDGs 4 and 8. First half of 2016 was critical for advocacy in Argentina since there was a change in the government after the general election in November, 2015.

CTERA constituted a task force of Global March partners in Argentina, representing four provinces to take this advocacy forward. The task force held regular meetings between April, 2016 to June, 2016 to decide upon the advocacy work plan in the provinces to prevent and eliminate child labour in rural areas by 2025 through a system of care centers for children and adolescents. The data collected from the provinces was then used for the formulation of a legislative proposal that strongly advocates for a national system of care and attention for children to prevent and eradicate child labour in Argentina. The legislative proposal was presented to important stakeholders in Argentina including Coordinator of the Fourth Global Conference on Child Labour, 2017 from the Ministry of Labor, ILO, members of Global March in Argentina, CGT unions, representatives of COPRETIS CONAETI (National Committee for the Eradication of Child Labour) provinces Santa Fe and Buenos Aires.

CTERA also worked closely with the organising committee of the Fourth Global Conference on the Sustained Eradication of Child Labour to integrate the theme of Global March's work within the Conference. With the expiry of the Global Roadmap on ending worst forms of child labour by 2016, one key ask for the 4th Global Conference would be the adoption of the successive Global Roadmap towards the next global target of ending child labour by 2025 as per SDGs.

### The policy-making cycle<sup>79</sup>



<sup>79</sup> Adapted from Miller V. and Covey J. (1997). Advocacy Sourcebook and GAA Advocacy Approaches and Strategies.

As part of your policy environment analysis, use the checklist below to understand the decision-making process linked to the particular policy you are trying to influence.

- Which organisation or policy-making body is responsible for translating the SDGs into the national development plan/specific thematic policy?  
For example, the NITI Aayog (National Institution for Transforming India) in India, The Ministry of Devolution and Planning in Kenya, the National Council for Social Policy Coordination in Argentina are overall nodal agencies responsible for SDG implementation in the respective countries. At the same time thematic ministries will be responsible for translating SDGs to their specific plans. For example the Ministry of Women and Child Development will look into aligning the national child labour policy to the SDGs; the Education Ministry will be responsible for syncing the National Education Policy to the SDGs and so on.
- Keeping the above policy cycle in mind, what is the formal decision-making process for this institution or committee?
- What are the steps in the formal decision-making process?
- When will each step take place? (Timing)
- What are the informal workings or behind-the-scenes actions for the decision-making process?
- Who is/are the key decision-makers at each stage? *(More about targets of advocacy is discussed in the stakeholder analysis ahead)*
- What are the opportunities for civil society members and organisations including the partners of Global March to influence the process at each stage? For example, when are the formal civil society consultations planned? Are technical committees and working groups being established? *(More about opportunities for advocacy is discussed in Question 5 ahead)*
- Which stages in the decision-making process can be influenced by the partners of Global March? How can you influence these stages?

With regards to national implementation of SDGs, countries are at various stages of the implementation process. While a few countries may have already aligned the national development plans to SDGs, others may be just beginning to do so based on their national planning cycle. The checklist above caters more to countries that are now beginning the SDG implementation process. For those countries that have finalised or nearly developed national development plans that are in sync with the SDGs, are mostly in their practice change/implementation and enforcement stage.

## **Tool 2: Identifying and planning opportunities to influence policy decision-making process, linked to the SDGs<sup>80</sup>**

The worksheet below is filled with hypothetical information that a partner of Global March might fill to identify and plan opportunities to influence the decision-making process or link it to the revision of a national action plan around SDGs, relating to child labour, child trafficking, and education for all, following a gender perspective.

### **Facilitator's Notes**

- Draw the table below on a flipchart.

<sup>80</sup> Adapted from Gosling L., Cohen D. (2007). Participant's Manual: Advocacy Matters – Helping children change their world, International Save the Children Alliance.

- Start the discussion by asking the questions listed above. Record the discussion in the table.
- Remember this discussion and table below has been drawn up for the formulation stage of the policy making cycle. A similar plan can be drawn for each phase of the policy making cycle.
- This table can be referred to during the stakeholder analysis (ahead) and analysis around finding advocacy opportunities (discussed under Question 5).

DECISION-MAKING PROCESS RELATED TO THE DEVELOPMENT OF A NATIONAL ACTION PLAN ALIGNED TO THE  
SDGS  
THE FORMULATION STAGE

Who are the target audiences involved? <i>(This part is further developed ahead under stakeholder analysis)</i>	E.g. Chairman of Planning Commission, Director of National Committee on Sustainable Development, Ministry of Women and Children, Ministry of Labour and Employment, Ministry of Education, Ministry of Finance.
What is the formal decision-making process?	E.g. The Planning Commission generates a proposal for development of a National Action Plan linked to the SDGs. The Director of the National Committee on Sustainable Development is assigned with the task of developing the new national action plan. A working group is constituted for coordination of ministerial and CSO inputs.
What is the informal decision-making process?	E.g. Informal discussions among the planning departments; Ministry of Finance, Ministry of Women and Children, Ministry of Labour and Employment; gender, education and other thematic experts; CSOs take place. Elements of the new action plan are proposed and discussed.
How can your organisation influence the process? <i>(This aspect is further discussed in Question 5 ahead)</i>	<ul style="list-style-type: none"> <li>● Meet with the department of planning, committee members and relevant officials in the ministries. Share your organisation's key messages around national goals, targets and indicators linked to child labour, child trafficking, and education for all, focusing on situation of girls.</li> <li>● Be helpful to these offices with any information they require on the three themes, particularly on strengthening the gender response in these areas.</li> <li>● Become knowledgeable about issues the key decision-makers are interested in.</li> <li>● Get information on what it will cost to implement the national targets linked to the three themes, following a gender-focused approach.</li> <li>● Meet with groups that might support your proposal and/or are already working on your theme, such as donors and other NGOs that are already engaged in the SDG national implementation process, and enlist their support. For example, Global March partner in Bangladesh, BSAF is part of the Citizen's Platform for SDGs, a network that brings together top ranking development</li> </ul>

	<p>organisations in Bangladesh.</p> <ul style="list-style-type: none"> <li>• Work closely with the person or people tasked with developing the new proposal.</li> <li>• Offer assistance, ask to see drafts of the draft national action plan and give comments.</li> </ul>
Date/Timeline	E.g. January and February. Offices in the Ministry of Planning are most open to new ideas at the start of the fiscal year.

#### IN PRACTICE:

Enactment of the National Child Rights Commission Bill by the National Assembly of Pakistan

In January 2017, a case of an exploited child labourer called, Tayabba was highlighted in the Pakistani media exposing the mistreatment and torture that many child domestic labourers, (especially the girls) face in their day to day life. The little girl of only 10 years was tortured by her masters (an Additional Judge of the Pakistani Court and his wife), and was abandoned by her real parents at the time of need. In the aftermath of cases like that of Tayabba and the mass child abuse scandal in Kasur district of Pakistan, the National Assembly of Pakistan on 1st February 2017, enacted the long awaited 'National Commission on the Rights of Children Bill' (NCRC Bill). This bill was prepared to fulfil the obligation under UNCRC as well as other international conventions that Pakistan is party to. The Bill aims to set up an independent Commission in order to evaluate, safeguard and promote the rights of the child. The Commission has been envisioned to have powers to monitor and protect children's rights across the country in order to ensure minimum standards are fulfilled, in light of constitutional and international obligations such as ILO Conventions 138 and 182. It also aims to advocate for policy and systemic improvements for children engaged in the worst forms of labour and children that are victims of trafficking, abuse, violence; along with proposing new legislations to promote the best interests of children. The enactment of this much awaited Bill is an outcome of the joint efforts by activists, lawmakers, and advocates of children's rights including Global March along with its local partner, GODH Lahore, who had been working tirelessly to advocate for an institution such as the National Commission on the Rights of the Child that can ensure holistic protection and promotion of rights of the children of Pakistan. The credit for introduction of the enactment of the Bill also goes to the honourable Members of Parliament and Members of Legislative Assembly of Pakistan, such as Mr. Shehryar Afridi, Ms. Saba Sadiq, Ms. Lubna Faisal and Ms. Aliya Aftab, with whom GODH and Global March had been engaging on some of the most pressing issues concerning children, through continued engagements along with Global March's initiative, Parliamentarians Without Borders for Children's Rights. The bill now rests in the Senate of Pakistan for further deliberations and discussions for its improvement and final enactment for it to become a law.



## **Advocating for increased budgetary allocations for a gender focused response to ending child labour, child trafficking and ensuring education for all**

To ensure implementation and achievement of national goals and targets to end child labour in all forms and ensure education for all with a gender focus, they need to be backed by appropriate budgetary allocations. Therefore, advocacy surrounding public budgets is important both as an objective as well as a tool for advocates. In recognition of this Global March partners are encouraged to work towards budget advocacy. For example, following the Incheon Declaration<sup>81</sup> and Education 2030 Framework for Action, Global March partners are now encouraged to advocate for securing allocation of at least 4-6% of GDP and/or at least 15-20% of total public expenditure to education.

Global March partners must also approach budget advocacy with a gender lens (gender budgeting), and find ways of incorporating it within the larger gender-focused advocacy plan. Remember gender responsive budgets are not separate budgets for women/girls or men/boys. Rather it ensures that the needs and interests of individuals from different social groups (sex, age, race, ethnicity, location) are addressed in expenditure and revenue policies.<sup>82</sup>

Gender responsive budget advocacy has three components<sup>83</sup>:

**1. Getting access to the information:** In some countries this will be easy, but in others getting access to government budgets will be a campaign in itself – where you advocate for increased democratic accountability and openness in the budget process. Getting basic information on how government spends on programmes to end child labour, child trafficking and promote education for all is essential. In particular look out for gender sensitive expenditure and revenue lines that focus on girls around the three themes.

**2. Understanding the implications (gender budget analysis):** For effective gender budget analysis, you will have to have an expert who understands the figures and knows how to interpret them from a gender perspective. This will ensure that your advocacy is based on evidence. If such capacity is limited in your organisation, consider partnering with an organisation that has these skills. Consider the *adequacy of budget* (e.g. how much is budgeted to end child labour in all forms and promote education for all, following a gender perspective ); *priorities* (e.g. how does the budget for ‘education for all’ compare to resources spent in other areas of the budget such as health; is there a budget line addressing girls’ education); *progress over time* (e.g. is government’s budgets on ending child labour in all forms and ensuring education for all improving; are there increased budgets for addressing girls engaged in child labour); *equity* (e.g. do the resources target hard to reach children, especially girls of different ages, in different geographic locations, disabled girls, belonging to different ethnicities etc.); *efficiency and effectiveness* (e.g. was the money spent? If so, was it spent on the right inputs and programmes?)

**3. Advocating for changes:** While the tools and tactics for gender budget advocacy are the same as in other forms of advocacy, efforts that focus on influencing public budget processes and policies are inherently evidence-based. It depends on the mastery of certain kinds of information, often technical, and the translation of that information in ways understandable to policymakers, general public, media, and other key actors in the decision-

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<sup>81</sup> <http://en.unesco.org/world-education-forum-2015/incheon-declaration>

<sup>82</sup> UNFPA. UNIFEM. (2006). Gender responsive Budgeting in practice: A Training Manual

<sup>83</sup> Adapted Womankind. (2011). Women’s Rights Advocacy Toolkit and Karkara N. (2013). The Children’s Agenda Advocacy Toolkit: Guidance on how to effectively advocate for children’s rights in Tanzania.



making process. As with any decision making process, getting your timing right is crucial. You have to influence the budget cycle at its formulation stage.

You may consult the following additional resources to frame your gender budget advocacy:

- Gender Responsive Budgeting in Practice: A Training Manual, available at <http://www.unwomen.org/en/digital-library/publications/2010/1/gender-responsive-budgeting-in-practice-a-training-manual>
- UNICEF's budgeting for children in Tanzania: A guide for civil society organisations, available at <http://www.unicef.org/tanzania/BudgetChildrenTZ.pdf>

**Identifying stakeholders, targets and influencers:** By mapping the decision-making process as mentioned above, you will be able to identify the main institutions and people involved in the national implementation of SDGs/specific policy response you are addressing and thereby entry points that exist for advocacy. As a next step in advocacy planning it is important to pinpoint who are the key stakeholders, targets and influentials that are linked to gender responsive national implementation of SDGs around the three themes.

**Stakeholders:** For the purpose of this toolkit, a stakeholder is someone with a stake – immediate or distant - in the national inclusion, implementation and achievement of SDGs, linked to the three themes and in strengthening the gender sensitive national response to child labour and education for all. Stakeholders can be involved negatively or positively, as opponents or allies. They could be weak or strong, passive or active. In the national SDG implementation process, key stakeholders (institutions and individuals) may include the following:

- Girls and boys
- Trade unions
- Teacher associations
- Private sector and other non-public agencies
- Senior government officials (e.g. Office of the President, Prime Minister)
- A central government agencies and related bureaucrats/civil servants (e.g. Bureaucrats in the Ministry of Planning, Ministry of Finance, Planning Commission, Ministry of Foreign Affairs)
- Other individual ministries (e.g. Ministry of Women and Children, Ministry of Labour and Employment)
- Special committees (e.g. National Committee on Sustainable Development; Inter-agency commissions; thematic committees and ministerial committees on children, women's rights, employment, education, poverty; National Steering Committee for the Prevention and Eradication of Child Labour among others)
- Parliamentarians and Parliamentary Committees on Sustainable Development, women and children, employment, education, poverty
- Sub-national/local government units
- The National Statistical Agency
- Civil society groups, thematic working groups
- International and regional organisations
- Academia
- Faith based organisations

The research undertaken while answering Question 1 (What do we want) will provide you with the initial information to identify the stakeholders.

**Targets:** These are key individuals who are in a position to ensure national inclusion, implementation and achievement of the relevant SDGs along with strengthening the gender sensitive national response to child labour and education for all. These key targets are the duty-bearers – those bodies or individuals that represent institutionalised power, which gives them the responsibility to ensure girls’ and boys’ rights are protected, and the authority to make positive changes for children.<sup>84</sup> For example in the Philippines it is the National Economic and Development Authority, in Argentina it is the National Commission for the Eradication of Child Labour (CONAETI).

**Secondary targets or influentials<sup>85</sup>:** Where primary targets are difficult to persuade or even reach, it may be possible to access them through those who influence them. These people are the secondary targets or influentials. Influentials may include people to whom the primary target is accountable; advisors; local government or councilors; opposition party, media; voters; personal contacts; celebrities; academics, trade unions, business leaders. For example, the Minister of Planning may be influenced by Special Advisers, Permanent Secretaries, Junior Ministers, Think Tanks, regional and international organisations, a presidential commission and so on.

### **Tool 3: Stakeholder mapping<sup>86</sup>**

This exercise will help you map all the relevant stakeholders and the links, power dynamics and relationships between them. Start with your targets and then include other stakeholders (both allies and opponents).

#### **Facilitator’s Notes**

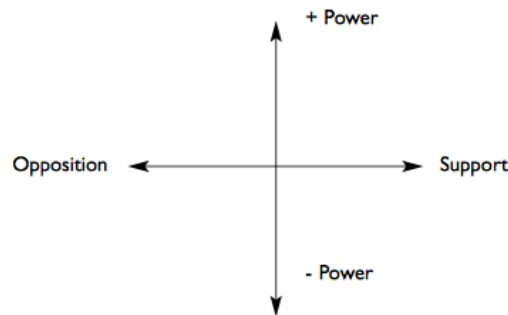
1. On a flip chart draw two axes (see below) showing stakeholder’s support/opposition around national internalisation of global goals and targets around the three themes, and their power.
2. Brainstorm possible key advocacy targets and place each name on one post-it or card.
3. Then place your targets according to your perception of their support or opposition to your advocacy issue, and their power to ensure national internalisation of global goals and targets around the three themes.
  - Those with the most power are your main targets and should be prioritised.
  - The hardest targets to influence will be those with the most power who oppose the change.
  - Then do the same, to identify possible influentials – allies (those who support your advocacy) as well as opponents.

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<sup>84</sup> Gosling L., Cohen D. (2007). Participant’s Manual: Advocacy Matters – Helping children change their world, International Save the Children Alliance.

<sup>85</sup> Care International. (2014). The Care International Advocacy Handbook

<sup>86</sup> Gosling L., Cohen D. (2007). Participant’s Manual: Advocacy Matters – Helping children change their world, International Save the Children Alliance.



***Influencing parliamentarians around the processes linked to the national implementation of SDGs***<sup>87</sup>: Parliaments around the world have the power to create real change for the most vulnerable girls and boys. They particularly play an important role in the national implementation of SDGs by leveraging their power to support gender sensitive legislation, policies and national budgets to end child labour, child trafficking, and ensure education for all in their country. They can ask tough questions, demand answers and hold governments, industries and civil society accountable.

Several Global March partners and CSOs have pro-actively engaged with parliamentarians to campaign for ending of child labour in all forms. However, this engagement must be a long-term process that is built into advocacy strategies at the outset. The processes around the national implementation of SDGs provide a key opportunity to work closely with parliamentarians to influence the decision-making processes around the internalisation of the SDGs into national development plans and other thematic policies, thereby strengthening gender sensitive national response to child labour and education for all.

Engaging with parliamentarians requires a thorough understanding of not only the decision-making process around the national implementation of SDGs, but also the political context of the country, the working methods of parliament, and the level of parliamentary familiarity with issues related to economic exploitation of children, child labour, child trafficking, and education for all and marginalisation of girls within these issues.

***Identifying Strategic Entry Points:*** Following are some potential entry points for increasing engagement with the parliament and its members around the national implementation of SDGs to strengthen the gender sensitive national response to child labour and education for all:

- **Parliamentary leadership:** The leadership of parliament, such as the Speaker of the House, is generally responsible for managing the affairs of parliament, determining its agenda and assigning the matters before parliament to the relevant committees. It is therefore useful to establish a channel of communication with the leadership to obtain institutional backing for including gender sensitive national targets around child labour, child trafficking, and ensuring education for all, in the national development plans and other thematic policies.
- **Parliamentary committees:** Most parliamentary work is done in committees, which may be standing or ad hoc committees. Identify the relevant parliamentary committees that are concerned with children's issues, women and girls' issues, employment issues and

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<sup>87</sup> Adapted UNICEF. (2009). Guide to working with Parliamentarians.

education, as well as any specific committee on national sustainable development goals (such as the Parliamentary Advisory Council on Sustainable Development, SDG multi-party Parliamentary Committees, in some countries), and their leadership and establish cooperation with them.

- **Individual parliamentarians:** Identify and support individual parliamentary champions and urge them to advocate for ending child labour in all forms and ensuring education for all, from a gender perspective, by including relevant gender sensitive targets in the new national plans. You could also encourage the creation of a network of parliamentarians that support your advocacy and provide them with relevant information. It is important to ensure a non-partisan approach when targeting individual parliamentarians and, where possible, engage a representative number of parliamentarians from all political parties. This will avoid the identification of your organisation with a particular political faction.
- **Parliamentary caucuses:** In many parliaments, caucuses devoted to the promotion of human rights are generally playing a significant role. As informal groupings, caucus memberships tend to be open to all parliamentarians and constitute an important entry point for interaction with parliaments on issues related to child labour and education.
- **New Members of Parliament:** New parliamentarians may be particularly open and receptive to becoming involved in development issues as they are often looking for an area of work where they can make a personal contribution.
- **Parliamentary library, research and documentation services:** Parliaments generally have services to provide information that parliamentarians require in their work as legislators. These services prepare notes and background papers and obtain other resource materials pertinent to legislation or issues on the parliamentary agenda, allowing parliamentarians to make informed decisions. It is useful to be in contact with the staffs who service these facilities and to make available to them relevant gender-sensitive data and evidence on CL, CT and EFA.
- **Pending bills around girl's empowerment and particularly around ending child labour, child trafficking and ensuring education for all:** In many countries, bills fester for years without passage. Global March partners and CSOs can survey the legislative landscape, identify bills already proposed, and use available evidence as an entry point to push for their adoption by parliament. The opportunity presented by the SDGs, presents an additional opportunity to push for passing of such bills. For example, advocacy around the safe passage of Domestic Workers Bill in Indonesia, is long pending. Enactment of this legislation can be reinforced as part of the State's commitment to meet the SDGs. The CSOs can leverage the goal and targets on gender equality, decent work for all and ending child labour including child labour in domestic work, to further push for the adoption and implementation of the bill.

In an assembly where the government enjoys a single party majority, the space for introducing new amendments or challenging existing government positions is quite limited and/or party members are unlikely to challenge the governments' policy preferences. In this scenario, it is preferable to engage with the government directly at the executive level and during formulation stage. Working with "parliamentary champions" (e.g. key parliamentary actors with defined agendas) can also be particularly useful to increase visibility and potentially influence the government agenda in these countries. In more pluralistic environments, working with both the opposition—and government—leaders and parliamentarians is likely to enhance advocacy efforts. In a coalition setting, line ministers from other parties can also be decisive to influence policies. And generally, political elites are

more likely to be responsive during electoral years as they are keen to take the voters' preferences into account.<sup>88</sup>

#### **IN PRACTICE: Parliamentarians Without Borders for Children's Rights<sup>89</sup>**

Parliamentarians Without Borders (PWB) for Children's Rights' is a joint initiative by Global March and Brazilian Senator Cristovam Buarque Phd. The purpose of the network is to create a strong group of legislators who would engage with their constituents on children's rights and work together with multiple stakeholders to eliminate pressing concerns such as child labour and child slavery, child trafficking and education for all nationally and globally. The creation of this international forum provides for an important platform and entry point to Global March partners to strengthen their advocacy and partnerships with parliamentarians.

The forum first met in March, 2015 in Nepal, bringing together 22 parliamentarians from nine countries to discuss ways to eliminate child slavery and trafficking, and the need for an equitable, inclusive and quality education. As a way forward, the Parliamentarians formed a Steering Group comprising of representatives from every country. This smaller groups work closely and actively to take the initiative forward. They are actively involved in planning, fostering collaboration, resource mobilisation, endorsement/promotion, monitoring and reporting of PWB activities in associated countries in accordance with their capacity and reach. The second meeting of PWB was held in July, 2016 in The Hague, The Netherlands, which saw the participation of parliamentarians from 12 countries from across the world.

In terms of the country level action, PWB member and Parliamentarian, Ms. Amineh Kakabaveh raised a motion against child labour and promotion of children's rights in the Swedish Parliament in October, 2016. The Swedish Parliament accepted the motion and announced that the Swedish government within the EU should work to ensure that the girls and young women who are made into sex slaves by ISIS and who managed to escape or be 'redeemed' should be granted asylum in Europe and offered the care they need to live. The Parliament also agreed with the motion that Sweden should work to ensure that refugee children receive support with schooling and livelihood to prevent sex trafficking and 'temporary marriage' of children.

Further PWB member and Chairman of the Women's Affairs Commission of the Afghan Parliament, Ms.Fawzia Koofi led the drafting and presentation of the Anti-Harassment Women and Children's Bill that got passed in the Afghan Parliament in December, 2016. The law prohibits the harassment of women on the street, at work, via the Internet and telephone. The purpose of this law is to allow for complaints of harassment to be officially heard and processed; providing required support to the victims; to prevent harassment of any kind against women and children to encourage and ensure a harassment-free environment for women to work and study.

Taking the PWB forum forward, the first Asia Meet of Parliamentarians Without Borders for Children's Rights was held in Dhaka in April, 2017 where 13 MPs were present from 5 countries. As South Asia is the second largest region of trafficking, the first Asia Meeting of

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<sup>88</sup> Andrés Mejía Acosta (2016) Evidence and Guidance on Working with Parliaments on Budget Advocacy, Monitoring and Oversight for Children's Rights: Synthesis of Findings. UNICEF

<sup>89</sup> Global March against Child Labour. Parliamentarians without Borders for Children's Rights, 2015-2017.

PWB wanted to bring this issue to fore with the parliamentarians and to encourage them to prioritise the issue of children and take action towards not only restoring rights of children within their countries but also to influence policies at the regional level such as that of SAARC or ASEAN. The MPs were specifically sensitised on legislators' role in combatting trafficking related to exploitation of children, especially of girls and young women.

### Question 3: What do they need to hear? (Messages)

Answering this question requires developing gender sensitive evidence-based messages that are crafted for each specific target audience.

**Target audience and motivations:** Effective advocacy messages are those which can motivate and move target audiences to take the proposed action towards ending child labour, child trafficking and ensure education for all, following a gender perspective. For this it is necessary to have a deep understanding of the target audiences. What are their political interests? How much information do they already have about the issue? Are you telling them something they already know? What new information are you offering? Have they taken a public position on the issue? What objections might they have to your position? Do you need to clear up any misperceptions around child labour, CT and EFA, or any counter opposing arguments? Are they aware of the hidden nature of girls' involvement in the labour force and their vulnerabilities? The research and data that you are conveying to your target audience, is it accurate? Much of this analysis has been already conducted in the previous questions – “What do we want?” and “Who can make it happen?”<sup>90</sup>

#### **Arguments for including gender responsive SDGs related to CL, CT and EFA, into national action plans:**

What are the incentives for national governments and policy makers to improve their focus upon CL, CT and EFA, especially from a gender perspective, following the SDG framework. Here are four key drivers:

- **Social motivation:** Child labour is a grave form of abuse that subjects girls and boys to hazardous conditions that negatively affect their physical, mental, spiritual, moral and social well-being. Around the world, an estimated 64 million girls are involved in child labour<sup>91</sup>. Many of these girls undertake similar types of work as boys, but often also endure additional hardships and face extra risks. Moreover, girls are all too often exposed to some of the worst forms of child labour, often in hidden work situations. The grave dimensions of this issue necessitate policy responses to address the causes of child labour, paying particular attention to the situation of girls.
- **Economic motivation:** Protecting girls and boys from all forms of violence and ensuring education for all, with particular focus on girls is key to developing human capital and the social potential of future generations. Increased levels of human capital can in turn lead to productivity gains and to a country's economic growth.
- **Political motivation:** Fostering a deeper understanding of the population's specific

<sup>90</sup> Adapted UNICEF. (2010). Advocacy Toolkit: A guide to influencing decisions that improve children's lives.

<sup>91</sup> <http://www.globalmarch.org/content/girls-child-labour-need-your-help-international-women's-day> accessed 11 July 2017

vulnerabilities and targeting these problems, such as girls as victims of child labour, child trafficking, is likely to lead to more widespread popular political support.

- **Legal obligation:** In accordance with the Universal Declaration on Human Rights, it is a fundamental human right (and a child's right, as reinforced in the CRC; girls' right as articulated in the CEDAW) to live in an environment free from fear and deprivation. As the primary duty bearer, governments are obliged to recognise, respect and ensure progressive fulfillment of these rights. The Member States are also obligated to ensure the attainment of the 2030 Agenda by ensuring global targets around child labour and education for all, following a gender perspective are translated in national plans and policies.

**Developing messages:** Given the rich history of advocacy among Global March partners, there is substantial experience in developing persuasive messages. However, to reinforce the national response, Global March partners can use the language used in the SDGs and targets to further refine existing advocacy messages with a gender focus. Using indicators to develop advocacy messages will also help to create achievable calls to action to improve the situation of girls engaged in child labour. The messages should also be used to speak up about any deviation of the State from its commitment to the SDGs. Broadly, the commitment to the principles of universality, 'leaving no one behind', and people centered and gender responsive agenda agreed by the countries in the intergovernmental negotiations must be stressed to national governments as they agreed to them.<sup>92</sup> The in-depth understanding of the target audience will also help to create clear and effective advocacy messages. Moreover, when framing messages it is better to specify the groups of working children and avoid generic terms. Describe the key characteristics in terms of sex, age, types of work, socio-economic status, ethnic and social origin as far as possible.<sup>93</sup>

To begin with, develop one clear primary message, which clearly summarises your position and the changes you want to bring about.

A primary advocacy message includes  
**Statement + evidence + goal + action desired**

The statement is the central idea in the message, or the analysis/cause of the problem. It outlines why the change is important. The evidence, upon which the analysis is based, supports the statement with (easily understood) facts and figures, using tailored language for clear communication. The goal highlights what we want to achieve. It is the result (or partial result) of the action desired. The desired action is what you want your target to do to help them achieve the goals.

Now let us take a look at what an advocacy message should **NOT** look like.

*"Ensuring all forms of child labour are eliminated by 2025, focusing on girls is a critical issue. We are committed to it as part of our organisation's vision as well as the obligation made upon us by international human rights frameworks and now the 2030 Agenda for Sustainable Development which we have adopted. Policies to make a child labour free world must be gender sensitive, as gender is a crucial determinant of whether a child engages in labour. Not*

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<sup>92</sup> Adapted from Beyond 2015. From Policy to Action Toolkit.

<sup>93</sup> Adapted from ILO, IPEC, ROAP, SRO-Bangkok. (2003). Promotion of gender equality in action against child labour and trafficking: A practical guide for organizations.

*only is a secure childhood every girls' and boys' right, but it is also imperative for the country as there are other developmental benefits to be gained from this. We see many long-term impacts to girls' and boys' lives by eliminating all forms of child labour. If you are interested, we can provide more information to you about this issue that will give you more evidence to eradicate child labour and promote education for all from a gender perspective. We hope you and your colleagues will keep the issue of girls engaged in child labour in mind as you develop the new national development plan."*

This does not make for an effective advocacy message because:

1. **It contains too many jargons:** An effective advocacy message is one that easily explains technical information to someone who does not know the subject.
2. **There is no clear request for action from the audience:** The advocacy message does not clearly say what action it would like its target audience to take.
3. And finally, the advocacy message is **too long!**

Now let's frame this message along the lines of statement + evidence + goal + action desired.

For example:

*"Child labour is a form of modern day slavery that deprives girls and boys of their rights. Many girls undertake similar work as boys, but face additional hardships and risks. Girls are exposed to some of the worst forms of child labour often in hidden work situations. In their early years they miss out on education and then drift into cycles of illiteracy and poverty.*

**[Statement]**

*About 2 million girls under 14 years of age are engaged in child labour in our country.*

**[Evidence]**

*We are accountable to girls and boys engaged in child labour. As agreed in the 2030 Agenda for Sustainable Development, we must end child labour for all children, including girls, by 2025 and ensure quality education for all in our country by 2030. **[Goal]***

*The immediate priority is to include this target in our national development plan, along with adequate budgets, focusing on the most marginalised girls engaged in child labour. **[Action Desired]"***

The primary message will then guide the development of more specific, secondary messages that will be directed at different audiences, perhaps on different aspects of the primary message. It is important to note that several secondary messages may be needed, each framed according to what will move that particular target or influential to take action.<sup>94</sup> Here are examples of tailored messages to different audiences:

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<sup>94</sup> Adapted Karkara N. (2014). Advocating for Evaluation: A toolkit to develop advocacy strategies to strengthen an enabling environment for evaluation. UNWOMEN, EvalPartners, IOCE.



<b>Audience</b>	<b>Examples of advocacy messages, that can be further tailored to specific audiences beliefs and interests</b>
Parliamentarians and legislators	Following the SDGs, show your commitment to end child labour in all forms, focusing on the situation of girls, by 2025. Support the inclusion of this target in the national development plan. This will show that government policies are working to 'leave no one behind', as promised in your party's manifesto.
Minister of Finance	The national funding gap of XXX million for education activities remains a great risk to ensuring quality education for all, particularly girls. The government needs to show its commitment to ensuring inclusive, equitable and quality education for all by 2030 by allocating 4-6% of GDP and/or 15-20% of public spending on education.
National Committee on Sustainable Development/Planning Commission	Development goals around universal primary education, poverty reduction and gender equality cannot be achieved without ending child labour in all forms, with a particular focus on girls. Including targets to end child labour and education for all – focusing on situation of girls and boys - in the national development plan will ensure that development reaches the most vulnerable population and that no one is left behind. This is the cornerstone of sustainable development.
Donors	To fulfill your pledge and commitment to create a world free of child labour, particularly focusing on girls, by 2025, direct financial aid to country such that it supports the implementation and monitoring of relevant targets in the national development plan.
Media	Giving priority to the issue of girls engaged in child labour and education for all focusing on girls, in the national development plan will provide a means to hold the government accountable for its commitments to the most vulnerable children.

**Here is a quick checklist for an effective advocacy message<sup>95</sup>:**

- Should summarise the change you want to bring about
- Should be short yet effective
- Should be understandable to someone who doesn't know the issue, and be jargon free
- Should include a deadline for when you want to achieve your objective
- Should include the reasons why the change is important
- Should include any feasible action you want the audience to take in response
- Should include accurate data

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<sup>95</sup> WaterAid. (2007). The Advocacy Sourcebook.

#### Tool 4: Adapting messages to different audiences<sup>96</sup>

The worksheet below can be used to frame messages tailored for different target audiences.

##### Facilitator's notes:

- Draw the table below on a flipchart.
- Introduce the framework of an effective advocacy message: Statement + Evidence + Goal + Action Desired
- Draw upon the target audience analysis undertaken previously. Use that information as a basis to fill the worksheet.
- Encourage further discussion around the following: What formats are likely to reach your target audience? This is known as message delivery. E.g. TV, social media, briefings. Who will the target audience respond to and find credible? In other words who will be the advocacy messenger. (*This aspect is discussed ahead in Question 4*).

	Target audience 1:	Target audience 2:	Target audience 3:
Message (Statement + Evidence + Goal + Action Desired)			
Message Delivery/Format s			
Messenger			
Time and place of message delivery			

#### Question 4: Who do they need to hear it from? (Messengers)

Answering this question requires determining the most strategic choice for an advocacy messenger based on the context.

When delivering an advocacy message, you need to determine who will be the most credible source in the eyes of the target audience. Sometimes policy skills are important, but other times first-hand knowledge of the problem, technical expertise, or seniority within an organisation matter more. Also, it can be effective to have two messengers who complement each another: one knowledgeable about the subject matter and the other knowledgeable about the target audience.

An advocacy messenger during the formal policy-making process may also differ from those involved in creating broader awareness on the issues of economic exploitation of girls, education and SDGs. For example, the senior organisational staffs with policy skills and technical experts on child labour, child protection and education themes may be involved as advocacy messengers in the drafting of the national development plan and other policies. While in the public domain, celebrities, social commentators, civil society groups and think

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<sup>96</sup> Gosling L., Cohen D. (2007). Participant's Manual: Advocacy Matters – Helping children change their world, International Save the Children Alliance.

tanks may reinforce the advocacy messages through the media and other awareness raising activities. For Global March, Mr. Kailash Satyarthi, Nobel Peace Laureate (2014) and the founder/ Honorary President of Global March serves a powerful advocacy messenger, providing credibility and legitimacy to the advocacy demands to end child labour in all forms and promote education for all, with a gender perspective.

Moreover, involving girls engaged in child labour in sharing advocacy messages is a vital way to gain credibility and bring added strength to advocacy efforts. It draws on the power of authentic voices speaking up for themselves, which provides its own source of power. *(See more on involving girls and boys in advocacy in section 2.2)*

Here are some tips on choosing an advocacy messenger<sup>97</sup>:

- The messenger should be known and trusted by – or we can say should appeal to - the target audiences.
- The messenger should demonstrate knowledge and insight into the issue.
- He or she should be a source whose opinion target audience will value.
- And finally the messenger should refrain from political comments unrelated to the issue.

**IN PRACTICE: Advocacy for rights of adolescents, including girls, performing domestic work in Costa Rica<sup>98</sup>**

In 2011, DNI (Defense of Children International) Costa Rica embarked on a campaign to end use of underage children in domestic work. The campaign aimed to develop a protective environment for adolescents involved in domestic work at the local level through the establishment and effective coordination of a local protection system.

The campaign involved a three-tiered strategy involving awareness and training; participation of adolescents and advocacy. Meaningful engagement of adolescents in domestic work was ensured in all phases of the campaign, from its development, launch and implementation. The working adolescents were trained in communication skills through a small grants programme. They developed their own messages for different mediums (including local radio channels, newspapers, newsletters, photo exhibitions, stage plays) and identified opportunities for participation (such as awareness raising during festive seasons and major festival days). The messages spread awareness on the existence of child labour in domestic work; the minimum age of entry into workforce; the rights of working adolescents above minimum age; enforceability of employment guarantees; drafting of work contracts; reporting employers who engage child domestic workers among others. The campaign also announced prizes for best employers encouraging good practice.

The advocacy campaign was also directed at legislators, advisors, local authorities such as the Mayors highlighting the psychosocial effects of domestic work on girls, children and adolescents. The advocacy also stressed upon the need for updating national statistics on children in domestic work. The campaign also led to stronger partnerships with inspectors, municipalities, employers, churches and other NGOs through protocols, agreements and trainings. It also led to the creation of a Sub-regional Action Platform on child labour supported by the Global March, aimed at children and adolescents in domestic work.

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<sup>97</sup> Adapted from Sprechmann S, Pelton E. (2001). Advocacy Tools and Guidelines Promoting Policy Change. CARE.

<sup>98</sup> Case study provided by DNI Costa Rica.

The efforts of various CSOs have led to the ratification of ILO Convention 189 in Costa Rica. The focus is now on pushing for its implementation and monitoring. The campaign has also resulted in a formalised system of registration of adolescents in domestic work, with municipalities, providing them registration and information services. Local monitoring groups have formalised monitoring of adolescents in domestic work and provide advice to adolescents, employers and families. In addition, national and local protection systems have been strengthened and improved. A telephone hotline has also been installed for consultation on minimum working conditions in domestic work and reporting on situations of exploitation and abuse.

### Question 5: How can we make sure they hear it? (Message Delivery)

Making sure your audience hears the message involves:

- Identifying opportunities to influence the decision-making process,
- Strengthening key processes such as lobbying, media engagement (including social media), campaigning and working in partnerships

*Identifying opportunities to influence the decision-making process:* While the adoption of the SDGs in itself provides an incredible opportunity to propel the government to end CL, CT, and EFA, with a gender perspective. Potential entry points are required to convert this opportunity into real action to protect girls' and children's rights in every country.

Apart from the formal and informal opportunities that exist to strengthen the national response by influencing the decision-making cycle of major development plans and thematic policies, Global March and partners can use other social and political events to strengthen the advocacy position, create alliances, raise awareness and get the advocacy messages across. External advocacy opportunities could include for example: national and local elections, observation of special days (e.g. World Day Against Child Labour, International Children's Day, International Women's Day, International Day of the Girl Child, Human Rights Day, End Child Slavery Week, the 16 Days of Activism Against Gender Based Violence campaign, Global Campaign for Education among others); major events such as the opening of the Parliament or a major conference; a current affairs issue around girls' and children's rights among others.

**Using elections as an entry point to influence gender responsive national implementation of relevant SDGs:** Democratic elections can be a particularly good time to try to influence the national implementation of SDGs with giving special focus on gender issues so as to end child labour in all forms, by 2025 and EFA by 2030,. In the months before an election, all the political parties may be more receptive to ideas. Politicians, anxious for votes, are more receptive to public opinion. Elections are a particularly good time to call for better policies and legislation for the most vulnerable groups, including girls involved in child labour. Moreover, if a nationally adapted SDG target could find its way onto a political party's manifesto ahead of an election, it might be one of the most effective ways of securing action. However, this opportunistic campaigning needs to be supported by longer-term advocacy work.<sup>99</sup>

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<sup>99</sup> Adapted from Womankind. (2011). Women's Rights Advocacy Toolkit.

### Tool 5: Identifying external advocacy opportunities<sup>100</sup>

Use the worksheet below to map the external advocacy opportunities, the target audience, the possible advocacy activity and person/institution responsible for taking it forward.

#### Facilitator's notes:

- On a flipchart draw a timeline or calendar, starting from now, with your objective at the end.
- Map out the key stages in the decision-making process linked to creating/revising the national development plan/or any other policy, in line with the SDGs (*from Question 2: Who can give it to us?*) and mark these on the timeline. Highlight opportunities for Global March partners and civil society to take part in this process.
- Discuss social or political events that are likely to impact the decision-making process. Mark these events in sequence on your timeline, in a different colour. This gives a simple picture of the external environment in which your advocacy will unfold.
- Identify which key decision-makers will be most important at different stages of the timeline. Draw upon the list of targets and influentials analysed earlier and the best approaches to influencing them.
- Summarise the outcome of this exercise in the worksheet below.

#### Worksheet: Opportunities planner

Date	Event/opportunity to influence	Target	Possible advocacy activity	Who will take it forward

### IN PRACTISE: Finding entry points and opportunities to influence the child rights and protection agenda in Chile<sup>101</sup>

In Chile in 2015-16, the childhood protection framework was undergoing a comprehensive reform. The Congress was discussing a new legal framework that proposes the creation of a Secretariat for Children at the Ministry of Social Development. Global March partners in Chile, OPCIÓN and PAICABI, identified this as an opportunity to advocate for a more comprehensive framework on children's rights.

OPCIÓN is also a part of a network of NGOs that develops the alternative report to the UN Committee on the Rights of the Child, which is also the only committee that monitors progress around child labour globally. It was a very crucial alliance as it is a key to ensuring that the issue of child labour is strategically positioned within the overall framework of human rights.

<sup>100</sup> Adapted Gosling L., Cohen D. (2007). Participant's Manual: Advocacy Matters – Helping children change their world, International Save the Children Alliance.

<sup>101</sup> Global March against Child Labour. Strengthening the worldwide movement against child labour towards Roadmap 2016 and beyond 2015: Country level actions.

In addition, both OPCIÓN and PAICABI are members of the Regional Committees on Elimination of Child Labour. OPCIÓN is also its member at the national level. The presence at these platforms helped the two organisations to ensure that Global March priority issues continue to be included in the country's agenda.

### **Processes: Lobbying, media engagement (including social media), campaigning and working in partnerships**

**Lobbying:** In the case of advocacy, lobbying refers to direct one-to-one conversations and/or meetings where people get access to and seek to persuade those in power. One-to-one communication with people in power, or those that have influence over them (influentials), can take many different forms ranging from informal conversations in social settings (e.g. over coffee) to formal meetings in official settings (e.g. in a politician's office). Essentially lobbying is aimed at educating and convincing those with power to advance your issue. You will have to judge whether and when lobbying is an appropriate method for conveying your messages in your context.

#### **Some ground rules for lobbying<sup>102</sup>**

- Cultivate good long-term relations with your target decision makers but do not confuse access with influence.
- Be propositional rather than oppositional, wherever possible.
- Seek to establish yourselves as a trusted source of evidence and policy advice in relation to child labour and education for all along with issues relating gender in child labour and achievement of education.
- Give credit where credit is due to the decision makers.
- Where appropriate inform the decision makers about your popular mobilisation actions in advance, and share briefing papers before publishing them.
- Do not expect to achieve change in one meeting or letter. Advocacy requires persistence.

#### **Materials to prepare for lobbying:**

- **Fact sheets:** A summary of key facts and relevant evidence (no longer than 2 pages). For e.g. why is it important to focus on the situation of girls in child labour and education for all? What evidence is there to back it up? Why is investing in education for all a priority solution to this issue? Which particular gender focused policy/legislation related to ending child labour, needs to be adopted or implemented properly? How can we achieve the SDGs related to CL, CT and EFA, related to girls and boys? Why is it important to link national targets to the SDGs?
- **Talking points:** A summary of the main points, based on the primary message and using the fact sheet above.
- **Briefings:** A good way to educate policy-makers and bureaucrats on the issue of child labour and education for all with a gender dimension is to hold periodic briefings for them or their staff.

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<sup>102</sup> Toma C. (2012). Advocacy Toolkit: Guidance on how to advocate for a more enabling environment for civil society in your context, Open Forum for CSO Development Effectiveness.

**IN PRACTICE: Using elections in Peru as an entry point to push for national implementation of child related SDGs and to strengthen national response to end child labour<sup>103</sup>**

In Peru, Global March partners aimed to influence different government bodies and ministries to strengthen implementation and resource allocation towards the National Strategy for the Prevention and Eradication of Child Labour (ENPETI). By strengthening the ENPETI, partners would be able to support the direct implementation of SDGs 4, 8 and 16.

Strong advocacy was critical as the country's general elections were coming up in April 2016. In January 2016, about 15 CSOs held a working meeting to plan and submit a proposal to the National Steering Committee for the Prevention and Eradication of Child Labour of Peru (CPETI) around prioritising and continued financing of ENPETI. The CSOs submitted the proposal for discussion at the Ordinary Session No. 139 of CPETI where it was decided that CPETI would develop an advocacy campaign targeted towards the authorities of the current government and those who are elected for the period of 2016-2021. To drive this campaign forward a sub-committee was formed within CPETI comprising of representatives from four stakeholder groups such as the public sector (Ministry of Labour, Health, Culture); the private sector (Association of Exporters, ADEX); international organisations (ILO); and the civil society (CESIP - Global March and the Seed Project).

The sub-committee drew up a proposal for a minimum government agenda on prevention and eradication of child labour for 2016-2021. This also reiterated to the lawmakers including the presidential candidates, the pressing issue of child labour, children's rights and their relationship with the SDGs. This advocacy ensured that the issues continued to find importance and prioritisation in the new government plans. The developed proposal was called "Commitment for Peru without child labour".

By March 2016, the proposal was submitted to five main political groups. Overall, the proposal was well received, enlisting a positive response and commitment from the Heads of Government Plan and Congress candidates. Between April and August 2016, CSOs continued their advocacy efforts targeting the main political groups through media, interviews, social media, participation of youth ambassadors in their public campaign(s), celebration of World Day Against Child Labour and so on. In August 2016, an evaluation meeting was organised with the CSOs on how to renew their advocacy efforts targeting new decision makers while maintaining links with Congressmen from the Frente Amplio y de Peruanos Por el Cambio, government party, which had responded positively to the call of the CSOs. In the meeting it was decided to prepare a dossier of documents for 130 Congressmen and key departments of the executive branch like Ministry of Labor and Employment Promotion; Ministry of Women and Vulnerable Populations; Ministry of Economy and Finance, among others; as well as members of the CPETI. The preparation and distribution of this awareness raising and advocacy dossier was carried out in the later part of 2016. This mass awareness raising and advocacy campaign is important in the context of Peru since funding for the sustainability of ENPETI up to 2021 depends largely on the political will of the government and the Congress. The authorities are yet to clearly define their commitments to ENPETI despite some of the government representatives showing keen interest on this issue.

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<sup>103</sup> Global March against Child Labour. Strengthening the worldwide movement against child labour towards Roadmap 2016 and beyond 2015: Country level actions.



**Media engagement:** The media can play a significant part in advocacy around influencing the national implementation of SDGs and strengthening a gender focused national response to child labour and education for all. It can be both a tool for advocacy, also an influential target of your advocacy. In many contexts, media's awareness on the gender dimensions of CL, CT and EFA and its successful solutions will need to be raised by approaching the media as a target group for advocacy. For example, forming partnerships with the media to raise issues of CL, CT and EFA with a gender perspective. At the same time, traditional media (television, radio, press) and social media can help to raise awareness to get public support and put additional pressure on key decision-makers to internalise the SDGs to end child labour and promote education for all, with a gender perspective, as well as undertake policy reform and their implementation as required based on the context. Media can also help to highlight your allies among the decision-makers in the national implementation process of SDGs.

In working with the media, the following established techniques can be used<sup>104</sup>:

- Special incentives for journalists such as exclusive interviews and comments, photo opportunity, invitations to training, field visits or international conferences on ending child labour and promoting EFA with a gender perspective.
- Developing press releases and press kits to facilitate the journalists' coverage of girls engaged in child labour and EFA. This could also be disseminated through special media briefings.
- Sending letters to editors; writing opinion-editorials.
- In-house training programs for journalists on the relevant issues.
- Creation of media awards on gender sensitive reporting on exploitation of children and EFA.

In addition, websites, newsletters, blogs, talking points and issue briefs, seminars and workshops and so on are indispensable media and broader communication tools. Which technique you use will depend partly on the strength of your story, the resources you have available and logistical issues.<sup>105</sup> To be most effective, the media strategy needs to be an integral part of your advocacy planning.

**Here is a useful resource for building capacity on media engagement:**

- Engaging with the Media: A Companion to the Advocacy Toolkit for influencing the post 2015 development agenda. Available at <http://www.stakeholderforum.org/fileadmin/files/Engagingwiththemedias.pdf>
- Mission Possible: A Gender and Media Advocacy Toolkit. Available at <http://whomakesthenews.org/articles/mission-possible-a-gender-and-media-advocacy-training-toolkit>

**Checklist for planning your media work<sup>106</sup>**

- Think about media aspects at the research stage itself.
- Give special attention to the most relevant media, e.g. quality national newspapers that are read by those in power.

<sup>104</sup> Adapted from WACC. Mission Possible: A Gender and Media Advocacy Toolkit.

<sup>105</sup> Karkara N. (2014). Advocating for Evaluation: A toolkit to develop advocacy strategies to strengthen an enabling environment for evaluation. UNWOMEN, EvalPartners, IOCE.

<sup>106</sup> VSO. (2009). Participatory Advocacy: A toolkit for VSO staff, volunteers and partners. Care International. (2014). The Care International Advocacy Handbook



- Prepare and maintain a media contacts list.
- Carefully plan the time and place of press conferences and media events (such as a peaceful march, campaign actions, photo-calls, celebrity occasions).
- Watch media articles, in order to react and bring your issue into coverage.
- Consider the advantages and disadvantages of using a local ‘celebrity’.

**Social media:** The Internet has made the dissemination of information inexpensive, efficient and easy. Email, websites, newsgroups, list servers, chat rooms, blogs, micro-blogs, online video and photo sharing, podcasting as well as mobile phones are all an effective means of campaign communication and mobilisation. You now have the opportunity to engage directly with people, cutting out the media outlets that used to be your only route to an audience. To do this effectively, we must remember that social media is about creating conversations. Are we able to engage with them directly and participate in conversations online?<sup>107</sup> To do so, which social media platforms will you focus on? Which resources and materials will you share through social media? Those responsible to post on social media in your organisation, to create awareness around gender responsive national implementation of SDGs and the urgency of aligning national targets and policies to the relevant SDGs, need to speak knowledgeably about the issues and be good storytellers.

**IN PRACTICE: Grassroots activism to end violence against children, especially girls in Liberia<sup>108</sup>**

In 2014 in collaboration with UNICEF, The African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN), participated in piloting of the project Ending Violence against Children (EVAC) in Liberia. This project was geared towards contributing to the transformation of attitudes, cultural and social norms that support violence. It also aimed to improve awareness among girls and boys, families and communities of reporting mechanisms and remedies to end violence against children.

Through the Sara Communications Initiative “Let’s Speak Out” booklet, (produced by UNICEF) ANPPCAN reached out to the students. Books given to children were read communally and then carried home, where they would be read by families of about four to five children each, as per the nation’s fertility ratio. Given these efforts over 4,000 children and youth attended eight EVAC edutainment events, where music and comedy were used to spread anti-rape messages. An additional 3,000 children and youth attended concerts. These concerts conveyed messages through songs, produced by artists who were trained under the EVAC Initiative.

Further, ANPPCAN closely engaged with local leaders as part of the EVAC initiative, with the purpose of securing local buy-in for implementation of the anti-rape law, with a focus on cases involving YOUNG girls and boys. This also helped to increase the moral support for survivors, especially child survivors, and build community outrage against perpetrators.

ANPPCAN is also involved in creating “communities of change” through organisations working to end violence against children, especially child rape. The members of these communities are aware of each other’s skills, and are prepared to work together using their

<sup>107</sup> Adapted Thomas D. (2014) Engaging with the Media: A Companion to the Advocacy Toolkit for influencing the post 2015 development agenda. CIVICUS, Stakeholder Forum in partnership with UNDESA

<sup>108</sup> Submitted by ANPPCAN Liberia during the Global March’s regional research and mapping exercise (2015).

own resources to advance anti-rape efforts. In order to encourage collaboration between the community groups sixty children were trained in using drama to spread anti-rape messages. These dramas aimed to give attention to what children can do to avoid rape (e.g. the buddy system), and steps that should be taken if a rape incidence occurs. to take if rape occurs (e.g. report the rape). Following several initiatives, 19 declarations have been made by opinion leaders against rape, with NGOs, UN agencies, government officials and educators among those making commitments.

**Campaigning:** Public campaigning is the process of engaging the public, and getting them to take some action to demonstrate their support for your advocacy to end child labour in all forms and promote education for all, with a gender perspective. Many Global March partners already use a wide number of public campaigning techniques for building awareness and creating pressure on authorities. Public campaigns continue to serve as effective means to raise awareness around the SDGs and to create political will around meeting national targets around ending child labour in all forms and ensuring education for all, including girls.

**Some of the key ways to implement public campaigns are<sup>109</sup>:**

- **Direct media:** Distinct from media and publicity work (covered above), direct media involves creating advertising campaigns, putting leaflets in magazines, or directly sending them out to a mailing list, or putting leaflets or posters in places where they will most effectively reach your audience. You may also consider social media and mobile technology.
- **Manifesto:** A manifesto is a short outline of your campaign messages, available to the public, which uses clear and simple common language to explain your position and solutions.
- **Mass writing:** A popular campaigning tool is asking people to send letters, postcards or emails to a particular target, raising specific concerns and requesting specific results. You will need to provide people with the necessary tools, such as sample letters or an email template.
- **Petitions:** Collecting a large number of signatures, with names and addresses, on paper or through a website, can be an effective way to demonstrate mass support for your position. Consider how you will deliver the petition to achieve maximum impact, and do not forget to secure media coverage.
- **Events:** Campaign events, such as speaker rallies, demonstrations, a march or a vigil, or even arranging a delegation to your target's offices, can attract media coverage. Remember that organising peaceful demonstrations requires extensive risk management and planning including liaison with authorities.

Refer to the Amnesty International's Campaigning Manual for tips on building campaign materials. It is available at: <http://www.comminit.com/democracy-governance/node/268113>

**IN PRACTICE: Mobilisation activities under the 'End Child Slavery Week Campaign'**

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<sup>109</sup> Adapted WaterAid. (2007). The Advocacy Sourcebook.

This annual campaign of Global March has used a range of mobilisation activities at various levels over the last 3 years to raise awareness on child slavery and engage stakeholders especially policy makers. These activities included a youth rally, a solidarity walk, seminars, speeches, conferences, candle light vigils, cycle rallies, sports day for children, writing and drawing competitions and awareness sessions in classrooms. All these actions and efforts and many more including running the petition online garnered the support of 550,000 people. These advocacy efforts have resulted in the inclusion of the phrases ‘modern slavery and human trafficking’ in target 8.7 of the SDGs. *Please see Part 2 for the full case study on this campaign.*

### **Education and awareness raising are essential but alone are not enough**

‘Raising awareness’ around ending CL, CT and EFA with a gender lens, and ‘educating the decision-makers and public’ around the opportunity of the SDGs to address these issues is not the same as advocacy to change things. For example, ‘raising awareness’ of how child labour hinders the fundamental rights of girls and boys does not necessarily make people change their behaviour.

Campaigning is a motivational exercise. It narrows the focus of attention in order to get people to do something that will lead to change. Awareness of the issue is an important first step here but not the last. Many people may be already aware, but simply do not think the issue important enough to act on it. To end girls’ and boys’ engagement in child labour in all forms, we have to create a sense of urgency and need for change, and to help people visualise a new future and empower them to play a part in the movement for change.

Once you have a level of awareness you need to motivate people to act on your issue. The public and decision-makers are beset with several other concerns and issues, so we need to make them feel that ending girls’ and boys’ engagement in child labour in all forms and ensuring education for all, is an issue that is both important to them and urgent. Then give them tangible actions that demonstrate their concern.<sup>110</sup>

**Working in partnerships:** Working in collaboration with others is the cornerstone of effective advocacy around gender responsive national implementation of SDGs around the three themes as well as to strengthen the national response to address these. Partners in the worldwide movement against child labour can generate broad-ranging cross-sectoral coalitions of diverse and inclusive expertise, especially to respond to the situation of girls in child labour. This requires an honest analysis and creativity to building on the strengths of partners: some are more technical, some more focused on campaigning while others have expertise on grassroots activism and so on.<sup>111</sup> Collaboration can assume many forms and can be formal and informal, temporary or permanent. You may use many terms to define such partnerships, for e.g. alliances, coalitions, networks and platforms. While such distinctions are fluid, some form of categorisation can be helpful.

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<sup>110</sup> Adapted from VSO. (2009). Participatory Advocacy: A toolkit for VSO staff, volunteers and partners.

<sup>111</sup> Adapted from Beyond 2015. From Policy to Action Toolkit

### Types of partnerships<sup>112</sup>

<b>Networks</b>	Networks are often informal or with a limited structure. Emphasis is mostly on the exchange of information and less on joint work.
<b>Coalitions</b>	Often have a more formalised structure and may involve joint advocacy action, often among fairly diverse CSOs, around the national implementation of SDGs. Different organisations divide the advocacy tasks in the most appropriate manner.
<b>Alliances</b>	Long-term agreement on common ideals among trusted partners. Strategies and plans around advocacy to influence the national implementation of SDGs may be jointly developed and implemented.
<b>Platforms</b>	Can be any of the above if the focus is on a specific advocacy goals and so it provides a “platform” for joint advocacy action around gender responsive national implementation of SDGs linked to CL, CT and EFA.

Forming an alliance for the inclusion of national targets, policy reform and their implementation to end child labour in all forms and education for all, with a gender perspective, will allow advocacy actions to take place at various levels. Different partners can exploit their access and influence with different levels of decision-making for lobbying government departments. Partners with the experience around activism may take the lead around public mobilisation. Some partners may be able to focus on fundraising for such advocacy and so on. For example, at the global level, the Group Task Force on Child Labour and Education, an interagency partnership launched in 2005, will support the achievement of SDG 4 on education for all through the elimination of all forms of child labour. Its core members, ILO, UNESCO, UNICEF, World Bank, UNDP, Education International and Global March, bring with it varied strengths that support mobilisation of political will and momentum towards mainstreaming the issue of child labour and education for all in national and international policy frameworks. The Group Task Force recognises that girls’ involvement in domestic work entails strong potential for exploitation and abuse and it is often accompanied by harsh working conditions and deprivation of rights. Hence, the Task Force focuses on supporting development – in selected countries – of an education and protection programme that addresses child labour in domestic work in national education plans and sector reforms.

Further, in addition to advantages of developing partnerships to influence the national implementation of SDGs in your country, there are several challenges to it as well. These are as follows<sup>113</sup>:

<b>Advantages of working in a partnership</b> to influence the national implementation of SDGs to end child labour in all forms and ensure education for all, with a gender perspective	<b>Challenges of working in a partnership</b> to influence the national implementation of SDGs to end child labour in all forms and ensure education for all, with a gender perspective
<ul style="list-style-type: none"> <li>Enlarges your base of support; you can win together what you cannot win alone.</li> </ul>	<ul style="list-style-type: none"> <li>Distracts you from other work; can take too much time away from regular organisational tasks.</li> </ul>

<sup>112</sup> Gosling L., Cohen D. (2007). Participant’s Manual: Advocacy Matters – Helping children change their world, International Save the Children Alliance.

<sup>113</sup> Adapted from Sharma R. (2007). An Introduction to Advocacy: Training guide. SARA, HHRAA, USAID.

<ul style="list-style-type: none"> <li>• Provides safety for advocacy efforts and protection for members who may not be able to take action alone.</li> <li>• Magnifies existing resources by pooling them together and by delegating work to others in the alliance.</li> <li>• Increases financial and programmatic resources for an advocacy campaign.</li> <li>• Enhances the credibility and influence of an advocacy campaign, as well as that of individual alliance members.</li> <li>• Helps develop new leadership.</li> <li>• Assists in individual and organisational networking.</li> <li>• Broadens the scope of your work.</li> </ul>	<ul style="list-style-type: none"> <li>• May require you to compromise your position on issues or advocacy tactics.</li> <li>• May require you to give in to more powerful organisations. Power is not always distributed equally among alliance members; larger or richer organisations can have more say in decisions.</li> <li>• You may not always get credit for your work. Sometimes the alliance as a whole gets recognition rather than individual members. Well-run alliances should strive to highlight their members as often as possible.</li> <li>• If the alliance process breaks down it can harm everyone's advocacy by damaging members' credibility.</li> </ul>
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**Partnership principles:** To guide cooperation between local, national and international CSOs, CIVICUS and International Civil Society Centre have developed several partnership principles. These can serve as a starting point for developing country specific gender responsive partnerships initiatives around ending child labour and promoting education for all, to support SDGs implementation as well as the national response to these issues. These principles include the following<sup>114</sup>:

1. **Vision:** The vision and mission statements of all partners should be sufficiently compatible to allow them to collaborate. There should be a higher aim involved in the partnership rather than partnering for partnership's sake.
2. **Values:** Partnerships should be build upon shared organisational values.
3. **Expectations:** Expectations are to be set at a level that reflects the capacities of all partners to deliver outcomes in a realistic and timely manner.
4. **Respect:** Respect means accepting the counterpart as an equal partner and engaging in mutual learning.
5. **Strategy:** All partners have their own strategic plans and agendas that will have to be sufficiently compatible. A common strategy for the implementation of the partnership needs to be agreed upon.
6. **Responsibilities:** Specific roles and responsibilities should be set out in an overall partnership agreement.
7. **Accountability:** Develop and ensure a robust accountability framework, evaluation process and accountability mechanisms.

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<sup>114</sup> CIVICUS, International Civil Society Centre. (2014). Partnership Principles, for cooperation between local, national and international civil society organisations.

8. **Flexibility:** The context in which CSOs work can change significantly, quickly and surprisingly. Thus, there is a need for flexibility regarding objectives, approaches, activities, etc.
9. **Communication:** Recognise that there may be differences in the way of communicating and work with them respectfully.

**IN PRACTICE: Coalitions at the global level to end violence against children and end child labour in all forms**

**Alliance 8.7:** Alliance 8.7 is a global partnership, convened by the ILO, committed to take immediate and effective measures to eradicate forced labour, modern slavery, human trafficking and child labour, in accordance with Target 8.7 of Agenda 2030. Alliance 8.7 was created to help national governments achieve this ambitious undertaking, in coordination with workers' and employers' organisations, civil society organisations, United Nations and other international organisations. Alliance 8.7 works in a coordinated way at national, regional and global levels around research, advocacy, implementation and funding strategies, share knowledge, drive innovation and increase and leverage resources to achieve Target 8.7. Global March is also part of Alliance 8.7.

Alliance 8.7 also foresees close coordination with the Global Partnership to End Violence against Children (SDG Target 16.2), the Global Partnership for Education (SDG Goal 4) and those working on Target 5.2.

In terms of progress made by the Alliance, regional consultations took place during 2016 in South Asia, West and Northern Africa, South East Asia and the Pacific, and Latin America and the Caribbean, to inform the establishment of Alliance 8.7. Following the launch of Alliance 8.7 in September 2016 in New York, a strategy workshop took place at Wilton Park, UK, convening partners from governments, workers, employers, international organisations and civil society organisations. As a result of this meeting, six initial Action Groups were established to provide an implementation-oriented platform for interested Alliance 8.7 members on conflict and humanitarian settings; migration; the rule of law and governance; rural economy; supply chains and commercial sexual exploitation. The Conflict and Humanitarian Settings Action Group met in New York in May 2017. The Supply Chains Action Group also held its first meeting in Berlin, in June 2017. The other four Action Groups are expected to start with a first strategy workshop within the next months. An additional working group will be established on research and knowledge sharing. Further, national consultations took place in several countries with convening governments, workers, employers and other partners. A comprehensive communications strategy and operational guidelines are also underway.

To support national implementation of Target 8.7, Global March partners may also consider becoming a member of Alliance 8.7 and be part of Alliance's national activities. For more details visit <http://www.alliance87.org>

**The Global Partnership to End Violence Against Children (End Violence):** The SDGs have provided Global March a further opportunity to strengthen its partnership with UN agencies and other international organisations to end child labour in all forms and promote education for all. The Partnership Secretariat is hosted by UNICEF.

End Violence seeks to build political will across countries to end violence against children; support countries to strengthen action to prevent and respond to violence against children and create a platform for sharing knowledge. It aims at strengthening interventions that are rights-based, child-centric, gender-sensitive and universal. End Violence recognises that violence poses different risks for girls and boys. Therefore gender-sensitive perspectives are central to the design, implementation, monitoring and evaluation of policies and programmes, in line with the goal of eliminating discrimination and achieving gender equity and empowerment of all women and girls.

At the global level, End Violence will achieve results for children – by building political will, accelerating action and strengthening collaboration. Although not an implementing agency, the Partnership will provide a platform for the achievement of measurable results to make children safer, with the aim of meeting the targets to end all forms of violence against children by 2030. Driven by evidence and results, and working through its members at country level, End Violence will also support countries to review, and amend as necessary, existing laws, policies, programmes and services for preventing and responding to violence against children.

End Violence encourages engagement with governments, UN agencies, civil society organisations, academics, business leaders and a range of other stakeholders. Stakeholders can choose to engage at three levels: as Friends, Members and/or Partners. Friends benefit from association with the Partnership; Members are more formally linked and/or aligned; and Partners agree to time bound commitments and more stringent accountability. End Violence supports all those people, groups, organisations and States that share the goal of ending violence against children. For more information on End Violence and how civil society can get involved visit <http://www.end-violence.org>

## **Question 6: What have we got? (Resources, strengths)**

## **Question 7: What do we need to develop? (Challenges, gaps)**

Together, Question 6 and Question 7 help to assess the external and internal advocacy environment around the gender responsive national implementation of SDGs around the three themes as well as the national response to address these issues.

An effective advocacy effort takes careful stock of the advocacy resources that are already there to be built on. Essentially, you do not start from scratch; you start from building on what you have got. ‘Question 6: What have we got?’ highlights the importance of building on existing strengths such as past advocacy experience of Global March, existing advocacy networks, alliances, internal and external leaders, credibility, evidence. After taking stock of the advocacy resources you have, the next step in ‘Question 7: What do we need to develop?’ It is essential to identify the advocacy resources you need that are not there yet. This would mean looking at alliances we need to build or strengthen gender response to the three themes; networks we need to expand; capacities for activities such as research, media, public mobilisation; government and media contacts; available funding for advocacy; that may need to be strengthened.

## Tool 6: SWOT analysis

Perform the SWOT analysis to analyse your strengths, weaknesses, opportunities and threats in advocacy. This model provides a simple way to assess the internal forces that determine your organisation's potential to carry out an advocacy strategy, and the external forces that will help or hinder it. As the internal and external advocacy environment keeps changing, this tool may be used many times during the implementation and management of advocacy.

**S= Strengths** that you may have, that will significantly increase your capacity for effective advocacy.

**W= Weakness** that may reduce the effectiveness for your advocacy. This requires an environmental assessment, but it begins by looking at the organisation internally.

**O= Opportunities** that exist externally to advance the advocacy agenda.

**T= Threats** in the external environment that can be overcome by the strengths and opportunities.

### Facilitator's notes:

- Ask the group to brainstorm on their strengths, weaknesses, opportunities and threats in advocacy and record them in the SWOT model worksheet below.
- Then encourage discussion around the following questions: How can strengths be used to secure opportunities? How can strengths be used to counteract threats? How can weaknesses be overcome to secure opportunities? How can weaknesses be overcome to counteract threats?
- Discuss possible actions for next steps based on this discussion and assess them according to their feasibility and potential benefit.

<b>Internal forces</b>	<b>S=Strengths</b> <i>E.g. High quality evidence on the situation of girls engaged in child labour; the presence of a network with parliamentarians that support a gender responsive approach to ending of child labour in all forms; credibility</i>	<b>W= Weaknesses</b> <i>E.g. a lack of capacity to undertake advocacy; duplication of efforts among the allies; lack of volunteerism from partners</i>
	<b>O= Opportunities</b> <i>E.g. the adoption of the 2030 Agenda; the presence of a stable government; government invitation for CSOs to join the drafting of the national development plan</i>	<b>T= Threats</b> <i>E.g. Decision-makers' poor understanding of girls' situation within the child labour issue and its link with EFA; dealing with bureaucracy and a disorganised system.</i>



### **Managing risks in advocacy around gender responsive national implementation of SDGs and in strengthening the national response to ending child labour and ensuring education for all<sup>115</sup>**

Advocacy does come with some risks, and it is important to venture into advocacy being aware of these. Risks may be particularly high when advocacy requires a strong stand on an issue such as child labour, and child trafficking, following a gender perspective. Moreover certain advocacy tactics, such as public campaigning and action, may entail more risk than others. Public debates and live forums that highlight both sides of an issue can turn into heated events, for example.

Advocating for gender responsive national implementation of SDGs around the three themes may also present several risks to Global March partners. For example, trouble with the community for going against social norms related to traditional roles of girls; a new decision maker may be appointed as the head of the national sustainable development committee in the middle of the drafting process; or a lead partner pulls out of the advocacy work; a public mobilisation campaign around the national implementation of SDGs runs into trouble with the media; working closely with certain parliamentarians and government bodies may damage advocacy's neutrality among others.

Before you are able to manage risks in your advocacy strategy, you must spend some time identifying and analysing potential risks. Research at the start of advocacy planning can help to identify potential risks in advocacy based on your context. Think about barriers to success, tricky timescales and other stakeholders' activities in the field. Examine the likelihood of a possible threat occurring and the impact that it might have on your activities and success. This assessment, made early on in your strategy development, can help you carefully select activities, messages and messengers.

Risk management is often about weighing opportunity costs, and certainly about working in partnership as much as possible. For example, sometimes deciding to speak out on a controversial child labour issue may be better than missing an opportunity or losing your legitimacy by remaining silent. Ultimately good leadership, communication and collaboration are essential to make the careful judgment required to balance all the relevant factors in advocacy.

### **IN PRACTICE: Awareness raising and advocacy around the national implementation of SDGs in Bangladesh<sup>116</sup>**

Bangladesh Shishu Adhikar Forum (BSAF), Global March partner, has reached out to several CSOs, trade unions and teachers associations sensitising them about the importance of the SDG framework and how to work collectively towards advocating with the government and parliament members to prioritise children's rights under the government's SDG implementation plans, over the last 2 years. In addition, in 2016 another Global March partner BMSF organised a Media Workshop on Women and Children issues at Pabna and

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<sup>115</sup> Adapted from UNICEF. (2010). Advocacy Toolkit: A guide to influencing decisions that improve children's lives and CIVICUS, Stakeholder Forum, UNDESA, IFP/FIP. Advocacy Toolkit: Influencing the post-2015 Development Agenda.

<sup>116</sup> Global March against Child Labour. Strengthening the worldwide movement against child labour towards Roadmap 2016 and beyond 2015: Country level actions.

Rajshahi, focusing on UDHR, UNCRC and CEDAW including a session on SDGs and women and children's rights and issues. Another organisation, CAMPE, that advocates for Education for All, also carried out several consultations on the theme of SDGs and education with different stakeholders.

In March 2016, BSAF organised a multi-stakeholder inception meeting on SDGs, which brought together 37 participants from the government, NGOs, INGOs, trade unions and teachers' associations. During the discussions multi-stakeholder coordination in the national implementation of SDGs was highlighted as an important issue.

To further the discussions held at the inception meeting, a National Consultation on "Road Map Development for SDGs to Eliminate Child Labour" in alignment with SDGs targets and timeline, was held in Dhaka in June 2016. The Consultation was attended by the State Minister for Ministry of Labour and Employment, the Secretary, Ministry of Primary and Mass Education, Joint Secretary and focal person for Child Labour issue, Ministry of Labour and Employment along with representatives from government, non-government, private organisations and the media.

As Parliaments are powerful agents of change, BSAF with the support of Global March organised a consultation with the Members of Parliament on "Road Map for SDGs to Eliminate Child Labour: Our Responsibilities" in Dhaka in October 2016. The meeting invited several MPs and media personnel and was presided by the Deputy Speaker of Bangladeshi Parliament. The main objective of the event was to inform the parliament members about their roles and responsibilities in implementing the roadmap for SDGs to eliminate child labour in Bangladesh.

Thus with the support of Global March, BSAF was able to successfully sensitise some of the key stakeholders on SDGs, who were unaware of the 2030 Agenda before the interventions took place. It also pushed the government to take various stakeholders onboard to kickoff the national implementation of SDGs, which was missing after the government of Bangladesh agreed to the SDGs in 2015.

### Question 8: How do we begin? (First steps)

Given the information you have gathered in the initial seven questions, you are now ready to develop a theory of change for your advocacy effort. The "theory", can be considered as a story of how you will make a change with your advocacy. This will further help you make important decisions regarding your strategic advocacy goal, interim outcomes and activities. Essentially, the goals, interim outcomes and activities are the different levels of your work. This logical chain from the advocacy goal to the day-to-day tasks around advocacy will feed into the analysis around whether your advocacy strategy has been successful or not.

#### Setting advocacy impact, goals, interim outcomes and activities

The ultimate impact desired from an advocacy initiative around gender responsive national implementation of SDGs and in strengthening the national response to ending child labour and ensuring education for all, with a gender perspective, is no different from any other Global March programme. Advocacy should translate into **positive changes in lives of girls and boys such that they are free from economic exploitation and from performing any work that damages their physical, mental, spiritual, moral or social development. Moreover all children should receive free, meaningful and quality education, including**

**girls.** Therefore, a policy change/policy development/policy implementation is not the final goal of an advocacy initiative; it is a step that should lead to positive improvements in quality of life of every girl and every boy.

The advocacy **goal** is the subject of your advocacy effort. It is your vision for the next 10-15 years. Goals indicate what the advocacy strategy is aiming to accomplish in the policy environment. The advocacy goal can be framed as a practice change (see section on theory of change ahead). For example, ***national development plan developed and implemented in line with the SDGs to end CL, CT, CS, VAC and EFA following a gender perspective.***

Advocacy **interim outcomes** are shorter-term results that must be achieved in order to reach the advocacy goal. Advocacy strategies usually have multiple interim outcomes. Generally, the time frame for an advocacy interim outcome will be one to two years. It must focus on a specific action that Global March partners can take. Moreover, framing interim outcomes also ensures that evaluations do not conclude unfairly if the goal was not fully achieved. For example, an advocacy interim outcome can state, ***the national development plan includes a gender responsive target to end child slavery following Target 8.7 of the SDGs.***

Additional interim outcomes to support gender responsive national implementation of SDGs/strengthening the national response could be framed around the various advocacy priorities emerging from the gender focused research and mapping exercises and issue analysis. These could be (as in Question 1) such as around policy adoption, policy development, policy maintenance, opposing a policy proposal, supporting implementation of policies, preventing cuts or negative changes to an existing policy, introducing policy assessment procedures, more diversified funding for ending child labour and child trafficking, and ensuring education for all, with a gender perspective. The policy solutions emerging from the gender focused research and issue selection should respond to the different needs and capacities of girls and boys engaged in different forms of child labour.

#### **SMART Goals and Interim Outcomes**

While framing advocacy goals and interim outcomes, ensure they are SMART, by which we mean goals and interim outcomes should be Specific, Measurable, Achievable, Realistic, Resourced, Relevant and Time-bound. They should also be change-oriented rather than activity-oriented. The goals and interim outcomes should describe the change you intend to bring about, not what you intend to do. The change should be quantified and the interim outcome should state who will do it and by when.

For example, an advocacy interim outcome could be: **Mobilise the private sector to provide resources to implement the gender responsive national development plan.**

Now converting this to a SMART interim outcome might rephrase it as: **Assist the Ministry of Finance in securing XX amount from the private sector to achieve the target around ending child labour in a gender focused way, in the national development plan, by 2019.**

**Advocacy tactics or activities** are the specific outputs and products that help to achieve the interim outcomes. For each advocacy tactic, it is important to identify who within the organisation has the responsibility for taking it forward. As discussed earlier, below are examples of possible advocacy activities that can help you to determine alternate paths to

influence the national implementation of SDGs following a gender lens around the themes of discussion<sup>117</sup>:

	<b>Advocacy Activities</b>
<b>Policy and Politics</b>	<ul style="list-style-type: none"> <li>• Gender focused issue/policy analysis and research</li> <li>• Policymaker education on three themes and the situation of girls</li> <li>• Legal advocacy</li> <li>• Gender responsive budget advocacy</li> <li>• Policy development</li> <li>• Relationship building with decision-makers</li> <li>• Lobbying</li> <li>• Alliance and network building</li> </ul>
<b>Communications and Outreach</b>	<ul style="list-style-type: none"> <li>• Traditional media</li> <li>• Social media</li> <li>• Partnerships</li> <li>• Alliance and network building</li> <li>• Briefings/Presentations</li> <li>• Lobbying</li> <li>• Supporting children involved in child labour especially girls' participation in advocacy</li> <li>• Grassroots organising and mobilisation</li> <li>• Awareness raising</li> <li>• Conferences</li> <li>• Rallies and marches</li> <li>• Demonstrations</li> </ul>

### Theory of Change

Theory of change (ToC) is both a process and a product. Rather than having a prescribed methodology, ToC is most effective when it is used to support critical thinking throughout the advocacy cycle. ToC encourages on-going questioning of what might influence change in a specific context. It also encourages drawing on evidence and learning during advocacy implementation. In this way ToC thinking can inspire improvements in advocacy efforts, moving beyond prescriptive responses to more realistic and feasible interventions that can respond to dynamic contexts. Theory of change is therefore viewed as a more flexible and broader thinking tool than logical framework approaches.<sup>118</sup>

The ToC first identifies the desired impact of the advocacy project. Then, it identifies all the conditions and stakeholders (*Refer to Question 2: Who can give it to us? Identifying stakeholders, targets and influentials*) that must change in order to achieve the desired impact. It indicates the causal relationships between these conditions (also known as the pathways of change), and it makes explicit the assumptions that explain why the advocacy effort expects changes to happen in this particular order and interrelationship.<sup>119</sup>

<sup>117</sup> Adapted from Coffman J. (2009). A User's Guide to Advocacy Evaluation Planning. Harvard Family Research Project.

<sup>118</sup> Adapted from [http://www.theoryofchange.org/pdf/DFID\\_ToC\\_Review\\_VogelV7.pdf](http://www.theoryofchange.org/pdf/DFID_ToC_Review_VogelV7.pdf)

<sup>119</sup> Girls Advocacy Alliance. 2017. Planning Monitoring Evaluation & Learning Manual

Your advocacy project should aim at making the lives of girls and boys free from economic exploitation and from performing any work that damages them in any way. Girls and boys should also receive free, meaningful and quality education (by 2030). The advocacy goals should focus on:

1. Effective gender responsive national implementation and monitoring of SDGs related to CL, CT, and EFA, including implementation and monitoring of related legislations and public policies as well as improved practices of governance and government actors in support of the prevention and elimination of CL, CT, and EFA. This also includes intergovernmental bodies (regional and global) that can hold national governments accountable and responsive.
2. Improved policies and practices of the private sector in support of the gender responsive national implementation of SDGs related to CL, CT, and EFA.
3. Increased public support for the elimination of CL, CT, and EFA with a gender perspective
4. Increased influence of CSOs and networks on government and private sector for strengthening national implementation and monitoring of SDGs related to CL, CT, and EFA

Further there are three different stages in the change process in which the key stakeholders are involved (governments, intergovernmental bodies, CSOs, community leaders, private sector). The first stage of change entails the generation of public and political attention to certain problems or issues; also known as ‘agenda setting’. Adoption or revision of laws and policies is the next or second stage of change; also known as ‘policy change’. Finally, the third stage of change is about effective implementation and following up on the existing laws and policies by key stakeholders mentioned above, also known as practice change. Only policies and laws that are effectively implemented and enforced will generate positive and concrete effects in the lives of our final beneficiaries: girls and boys engaged in child labour.

The pathways of change are intertwined and mutually supportive. For example, international commitment around the 2030 Agenda, and other international frameworks are effective instruments for stimulating national policy change. Governments are influenced by CSOs and community leaders to provide regulatory frameworks and incentives for private-sector change. The private sector, in turn, may influence governments for example through their choice of investment.<sup>120</sup>

Further, by defining changes and the pathways to achieving them, gives the chance to air all your assumptions about the context and forces in the environment that affect your expected changes.

Ahead is a diagram of a suggested ToC model for a Global March partner that will be using the opportunity of gender responsive implementation of SDGs to make lives of girls and boys free from economic exploitation, while ensuring all girls and boys receive quality education.

#### **Facilitators note on developing a ToC model**

The theory of change visual model (as presented ahead) is not prescriptive. There is no set format or diagram on how a theory of change should be developed. The visual diagram ahead can be adapted according to your organisation and project based on a specific context. Encourage the group to use the guidance presented here to develop a theory of change model that best represents their reality.

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<sup>120</sup> Ibid

**Examples of assumptions:**

1. Collaboration with CSOs with different mandates will strengthen each CSO and benefit all constituencies.
2. Use of social media and ICTs will improve advocacy outcomes.
3. CSOs in particular children's rights, girls and women's rights organisations, have long term commitment to shape political agendas, create political will and monitor implementation.
4. Stronger CSOs cannot be neglected by governments.
5. Stronger CSO networks ensure issues around CL, CT, and EFA are put higher on public and political agenda.
6. Mass media reflect and sustains norms and values around ending CL, CT, and EFA.

While the theory of change details the collective vision and assumptions on how positive change (agenda setting, policy and practice change) is likely to evolve, it does not describe what GM partners need to do during the next few years in order to make the desired change happen. Therefore, in addition to the theory of change model it is important to plan interim outcomes and advocacy activities.

**Tool 7: Advocacy Action Plan: Planning advocacy goals, interim outcomes and activities<sup>121</sup>**

Below is a worksheet, filled with examples, to help you plan and connect advocacy activities and interim outcomes with advocacy goals and impact.

**Facilitator's notes:**

- Encourage the group to look at the analysis undertaken from Question 1 to 7, as well as their theory of change, to help identify the advocacy interim outcomes and activities that link with advocacy goals and impact (as captured in their theory of change).
- Additional question for group discussion:
  - How can girls and boys engaged in child labour get involved in setting advocacy interim outcomes and activities?
  - Who within the organisation or advocacy network is responsible for implementing the advocacy activities, and by when?

Advocacy activities	Advocacy interim outcomes	Advocacy goal	Advocacy impact
Providing gender focused inputs in a consultation around the national development plan, around child labour	The national development plan includes a gender responsive target to end child slavery following target 8.7 of the SDGs	Gender responsive national development plan developed and implemented in line with the SDGs to end child labour and child trafficking, and to ensure education for	Positive changes in
Lobbying with X policy maker			

<sup>121</sup> Gosling L., Cohen D. (2007). Facilitator's Manual: Advocacy Matters – Helping children change their world, International Save the Children Alliance.

Media interviews		all, following a gender perspective.	lives of girls and boys such that they are free from economic exploitation and from performing any work that damages their physical, mental, spiritual, moral or social development. As well as to ensure all girls and boys receive free, meaningful and quality education.
Rally			
Gender budget analysis undertaken relating to Education for All programmes	X amount allocated for implementing the Education for All target with a gender perspective, in the national development plan.		
Strengthen partnership with Ministry of Finance			
		CSOs have organised themselves to support gender responsive national implementation of SDGs related to CL, CT, and EFA	

### Question 9: How do we tell if it's working? (M&E)

Answering this question entails incorporating and implementing a robust monitoring and evaluation plan within the advocacy strategy.

By building monitoring and evaluation into advocacy planning from the start, you can connect the goals you want to achieve with the development of indicators for success. It also provides the information needed for accountability (including reporting to your donors and to your own organisation), assessing and improving your performance, increasing and documenting your learning and improving your communications. However, there is no one specific way of measuring progress and impact in advocacy. Different methodologies have been developed and applied by different organisations.

Establishing a ToC is a good starting point to support monitoring and evaluation of an advocacy project. Additional M&E tools such as Outcome Harvesting can be used in conjunction with ToC to determine whether we are progressing to achieve the desired advocacy impact. The use of Outcome Harvesting also helps to review the ToC to determine if any adjustments are required as the advocacy project progresses.

#### Tool 8: Outcome Harvesting<sup>122</sup>

Outcome Harvesting is a tool particularly tailored to monitor and evaluate complex advocacy programmes because it does not measure progress towards predetermined goals or outcomes, but rather collects evidence of what has changed and then, working backwards, determines whether and how an intervention contributed to these changes. Outcome Harvesting works well when advocacy outcomes, rather than advocacy activities, are the critical focus. It is especially useful when the aim is to understand the process of change and

<sup>122</sup> Adapted from Girls Advocacy Alliance. 2017. Planning Monitoring Evaluation & Learning Manual

how each outcome contributes to this change, rather than simply to accumulate a list of results.

The use of Outcome Harvesting enables us to:

- Analyse and interpret changes occurring for each of the actors in our ToC, and
- Jointly monitor and reflect on the relationships and linkages between these stakeholders.

Since the ToC builds on the vision that change of behaviour of actors (government, community, CSOs, private sector) is needed to achieve the advocacy goals, the identification of the actual behavioural changes of the actors is crucial in the monitoring of the results of the advocacy project. Thus, Outcome Harvesting is used to yield evidence-based answers to the following questions:

- What happened?
- Who did it, or contributed to it?
- How do we know this? Is there validating evidence?
- Why is this important? What do we do with what we found out?

#### **More about Outcome harvesting**

Outcome Harvesting was developed by Ricardo Wilson-Grau and has been used to monitor and evaluate the achievements of hundreds of networks, non-governmental organisations, research centres, think tanks, and community-based organisations around the world.

The method was inspired by the definition of outcome as a change in the behaviour, relationships, actions, activities, policies, or practices of an individual, group, community, organisation, or institution. Using Outcome Harvesting, the evaluator or harvester finds information from reports, personal interviews, and other sources to document how a given advocacy initiative has contributed to outcomes. These outcomes can be positive or negative, intended or unintended, but the connection between the initiative and the outcomes should be verifiable.

Information is collected, or harvested, from the individual or organisation whose actions influenced the outcome(s) to answer specific, useful questions. The harvested information goes through a winnowing process during which it is validated or substantiated by comparing it to information collected from knowledgeable, independent sources. The substantiated information is then analysed and interpreted at the level of individual outcomes or groups of outcomes that contribute to mission, goals or strategies and the resultant outcome descriptions are used to answer the questions that were initially posed.

For the purpose of this toolkit, the process of harvesting outcomes includes five steps.

#### **Step 1. Continuous monitoring and documenting of signs**

This requires continuous collection of information about changes at the level of key social actors (community, government, private sector and CSOs). Information may be collected through advocacy monitoring tools such as Media Tracking, After Action Reviews and Bellwether methods that help to document signs. The observed signs of changes are documented in a logbook.



Learn more about these monitoring tools here:

- Media Tracking, and Bellwether method is detailed in UNICEF's manual on Monitoring and Evaluating Advocacy, Companion to the Advocacy Toolkit, available at [https://www.unicef.org/evaluation/files/Advocacy\\_Toolkit\\_Companion.pdf](https://www.unicef.org/evaluation/files/Advocacy_Toolkit_Companion.pdf)
- Using 'After Action Reviews', is detailed at [http://www.betterevaluation.org/en/evaluation-options/after\\_action\\_review](http://www.betterevaluation.org/en/evaluation-options/after_action_review)

### *Identifying signs*

Signs look at who (or which actor) is doing what differently and since when. Signs are descriptions of actual, observable changes, not descriptions of outcomes that were defined in advance. Continuous monitoring of the advocacy processes, using the tools mentioned above, is thus useful to identify the signs.

Difference between output, outcomes and signs

**Output:** The direct result of the planned activities implemented by GM partner

E.g. Seminar with parliamentarians held on forming gender responsive policies to end CL, CT, and EFA

**Outcome:** The intended change as a result of activities and outputs

E.g. Increase in capacity of targeted parliamentarians to lobby with the Parliament on passing key bills related to CL, CT and EFA

**Sign:** An observed change described as the behaviour of an actor

E.g. Parliamentarians engaged Speaker of the Parliament on key bills - according to a local newspaper

### **Step 2: List and prioritise signs to develop outcome descriptions**

The signs are elaborated into brief descriptions of behavioural change at the level of each key target actor as identified in the Theory of Change. These draft outcome descriptions minimally state the sign, the significance of the sign and the contribution of the GM partner to the sign. The idea is to describe how *significant* the change is and what is the extent of the organisation's *contribution* to it.

### **Step 3: Substantiation**

The next step requires selecting outcome descriptions for validation with independent external resource persons. Stakeholders from government, CSOs, private sector or communities can be selected to substantiate these outcome descriptions.

### **Step 4: Analysing and interpreting**

Analyse (i.e. score and plot the outcome descriptions) and compare the list of changes with the interim outcomes and assumptions in your ToC.

### **Step 5: Make use of findings**

Drawing on the reflections from step 4, discuss the progress of the advocacy effort, highlight lessons learned and suggest amendments to the ToC if required.

For more information on how to use Outcome Harvesting refer to Wilson-Grau. R., Britt. H. 2012. Outcome Harvesting. Ford Foundation, available at <https://usaidlearninglab.org/sites/default/files/resource/files/Outome%20Harvesting%20Brief%20FINAL%202012-05-2-1.pdf>

### 3.3 Putting together the advocacy action plan

After answers have been collected for all the nine questions, use this planning worksheet to organise the information and to develop your advocacy strategy.

Impacts: What we want to achieve	
Advocacy Goal: Specific, Measureable, Achievable, Results-based, Time-bound	
Interim Outcomes: Specific, Measureable, Achievable, Results-based, Time-bound	
Who can make it happen?	Target audiences
What do they need to hear?	Primary messages and secondary messages for each target audience
Who do they need to hear it from?	Messengers for each target audience (individuals and institutions)
How can we get them to hear it?	Approaches and opportunities (lobbying, campaigning, media, partners, etc.)
What do we have/need to develop?	Capacity assessment and how to address gaps
How can we begin?	Theory of Change and Advocacy action plan (activities that link to interim outcomes and advocacy goals, and who is responsible for doing them)
How do we tell if it is working?	M&E plan detailing who is responsible for undertaking outcome harvesting; which data collection tools will be used; who is responsible for data collection; and how will information from outcome harvesting be used for learning.

Finally while putting together the advocacy strategy, there are two factors that should be paid attention to. First, is participation within advocacy planning. There are many reasons why participation in planning is critical for effective advocacy. Participation by the organisation's staff, board, members, partners and constituents helps to generate commitment; create shared ideals and directions; speed up action and helps to cope with any emerging conflicts and differences. Participation of partners especially those with an understanding of gender analysis, gender mainstreaming and gender responsive advocacy approaches can bring in the needed perspective to increase gender focused advocacy

response around the three themes. Participation in advocacy planning also helps to assess political risks and improve the organisation's accountability. For effective participation in advocacy planning, schedule time for planning as part of the strategy.

The other important consideration while planning for advocacy is to prepare a realistic budget for the advocacy effort, since the resources available for advocacy often change the shape of the strategy. Making an approximate budget will force you to be realistic about what you can attempt. You must also calculate how much you will need to cover the general operations of an advocacy effort as well as any unexpected expenses.

**Examples of budget headings for an advocacy project**

- Team functioning costs (including staff and team development, capacity building, communication costs, travel and subsistence, expenses for volunteers)
- Coordination and planning (including coordinating partnerships; monitoring the implementation of the plan and evaluation)
- Research (including organising and conducting research to support advocacy; writing, editing, publishing, printing and translation costs)
- Advocacy and campaigning core costs (campaign materials and events, lobbying costs, costs for working with the media, expenses in securing participation of girls and boys)
- Networking with the government at national and regional level (attending conferences and events, information materials for policy makers, representational expenses)
- Fundraising costs if relevant (events, promotional items, documents)
- Staffing costs (salaries, consultancy fees)

## What's next?

In advocacy timing is critical. Given the adoption of the SDGs by the Member States, it is the right time for partners of Global March to strategise how this critical window of opportunity can be used as a necessary fuel to reinforce the existing national response and advocacy demands around ending child labour in all forms and ensuring education for all. And not just reinforce this, but, reinforce this with a strong gender perspective. The global momentum created by the SDGs around 'leaving no one behind', further creates a catalyst to advocate on behalf of all the girls and boys affected by child labour and child trafficking and to secure quality education for all of them. SDGs provide advocates a new tool to hold governments into account for their commitments and the lack of it in securing a world free of child labour for all girls and boys.

Given the vast gains that are required to end child labour in all forms by 2025 and secure education for all by 2030, there is an urgent need that partners of Global March partners and civil society members utilise the opportunities created by the SDGs to demand greater political will and financial priority to address these issues with a strong from a gender perspective. We hope that this toolkit provided you with ideas to get started. To tap into this opportunity, Global March partners can develop gender responsive advocacy action plans or they can revise their existing advocacy action plans to reflect a gender-sensitive approach and perspective around CL, CT and EFA themes, in an effort to strengthen the national response using the opportunities and entry points provided by the SDGs.

## Annex 1: Templates of advocacy tools

The tools presented in this toolkit are included below as blank templates for use by facilitators and individual advocates.

Tool 1: Choosing gender focused advocacy priorities

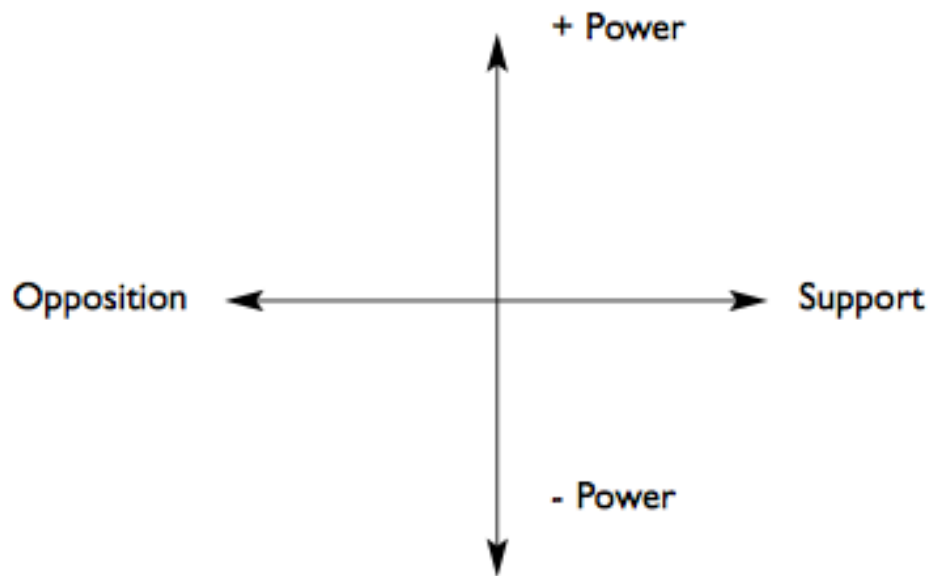
Criterion	Policy Issue 1:	Policy Issue 2:	Policy Issue 3:
Likelihood of success			
Potential benefits to girls involved in child labour			
Potential for your organisation to make a difference (are other organisations already working on this issue?)			
Fits with your and your partners' area of expertise			
Possibility to involve girls			
Is the issue grounded in solid evidence			
Is there pre-existing momentum on the issue			
Do you have resources to advocate on the issue			
Total			

Tool 2: Decision-making process linked to the development/revision of the national development plan linked to SDGs

# THE FORMULATION STAGE

Target audiences involved	
Formal decision-making process	
Informal decision-making process	
How can your organisation influence the process?	
Date/Timeline	

Tool 3: Stakeholder mapping



Tool 4: Adapting messages to different audiences

	Target audience 1	Target audience 2	Target audience 3
Message (Statement + Evidence + Goal + Action Desired)			
Message Delivery			
Messenger			
Time and place of message delivery			



Tool 5: Identifying external advocacy opportunities

Worksheet: Opportunities planner

Date	Event/opportunity to influence	Target	Possible advocacy activity	Who will take it forward

Tool 6: The SWOT analysis

<b>Internal forces</b>	<b>S=Strengths</b>	<b>W= Weaknesses</b>
<b>External forces</b>	<b>O= Opportunities</b>	<b>T= Threats</b>

Tool 7: Planning advocacy goals, interim outcomes and activities

Advocacy activities	Advocacy interim outcomes	Advocacy goal	Advocacy impact		

### 3.3 Putting together the advocacy action plan

<b>Impacts:</b> What we want to have happen	
<b>Advocacy Goal:</b> Specific, Measureable, Achievable, Results-based, Time-bound	
<b>Interim Outcomes:</b> Specific, Measureable, Achievable, Results-based, Time-bound	
Who can make it happen?	Target audiences
What do they need to hear?	Primary messages and secondary messages for each target audience
Who do they need to hear it from?	Messengers for each target audience (individuals and institutions)
How can we get them to hear it?	Approaches and opportunities (lobbying, campaigning, media, partners, etc.)
What do we have/need to develop?	Capacity assessment and how to address gaps
How can we begin?	Theory of Change and Advocacy action plan (activities that link to interim outcomes and advocacy goals, and who is responsible for doing them)
How do we tell if it is working?	M&E plan detailing who is responsible for undertaking outcome harvesting; which data collection tools will be used; who is responsible for data collection; and how will information from outcome harvesting be used for learning.

## Annex 2: References and useful resources

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# GLOBAL MARCH

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