PATHERWAYS
Creating pathways for political participation of young women

RECOMMENDATIONS FOR THE PROMOTION OF THE POLITICAL PARTICIPATION OF YOUNG WOMEN

During PATHERWAYS project, participants developed a set of recommendations to support decision-makers, community leaders, civil society organizations, activists, educators, youth workers and other relevant stakeholders worldwide to develop meaningful and effective policies, projects and activities aimed at promoting young women's political participation.

In the spirit of believing that effective and useful research and action must be done 'with' people and not 'on' or 'for' people, these recommendations were constructed through a multicultural frame of experiences and realities and stem from the result of the work of all participants and partners embedded in their community action, thus bringing a fresh breath and a global perspective in mainstreaming young women's political participation.

"A political struggle that does not have women at the heart of it, above it, below it, and within it is no struggle at all."

Arundhati Roy, Autor Indiano

1. Human Rights Centred Approach

Do not isolate gender issues, they are transversal to everything else, like race, sexual orientation and religion. Our identities are manifold and multi-layered.

"As a logical consequence of the fact that women's rights are human rights, feminism, in theory, is a movement to achieve a democratic society, without which human rights may not be fully enjoyed."

- Cecilia Medina, Chilean jurist

PATHERWAYS project recommends that all policies, projects or activities, aiming at promoting the political participation of young women, need to be designed, planned, implemented and evaluated under a human rights based approach.

In order to live a dignified meaningful live, human beings need to fulfil a wholesome of personal, political, social, economical and cultural needs. Human rights are a set of rights aimed towards ensuring access to these basic needs of all human beings. They are universal, inalienable, interdependent and indivisible, equal and non-discriminatory and imply both rights and obligations.

As all human beings, women are entitled to human rights. This affirmation may seem a commonplace, however, around the world, women and girls are still denied their rights, often simply because of their gender. The phrase human rights are women's rights closely links the notion of women's rights with that of human rights.

Furthermore, like all human beings, young women have multiple identities; besides being women, they are also young, and they can, for instance, be homossexuals, be a professional sports player, have some health condition, be in a particular economical situation or be part of a racial or ethnic minority or disadvantaged group. Age, socioeconomic status, racial or ethnic background, religion, national origin, citizenship, status, health, particularly HIV/AIDS and disability, as well as poverty and sexual orientation, are examples of factors that can exacerbate or otherwise influence the nature of discrimination faced by women. Intersectional discrimination describes discrimination that takes place on the basis of several personal grounds or characteristics (crossing identities), which operate and interact with each other at the same time in such

a way as to be inseparable. These have always existed, although they have been more broadly acknowledged only in recent decades. Calling the attention to intersectional discrimination, PatHERways project commends that all policies, projects or activities aiming at promoting the political participation of young women need to identify and take into consideration the crossing identities of young women targeted.

Human Rights Characteristics

Universal

The principle of universality of human rights is the cornerstone of international human rights law. The 1993 Vienna World Conference on Human Rights, for example, noted that it is the duty of States to promote and protect all human rights and fundamental freedoms, regardless of their political, economic and cultural systems.

All States have ratified at least one, and 80% of States have ratified four or more, of the core human rights treaties, reflecting consent of States which creates legal obligations for them and giving concrete expression to universality. Some fundamental human rights norms enjoy universal protection by customary international law across all boundaries and civilizations.

Inalienable

Human rights are inalienable. They should not be taken away, except in specific situations and according to due process. For example, the right to liberty may be restricted if a person is found guilty of a crime by a court of law.

Interdependent and indivisible

All human rights are indivisible, whether they are civil and political rights, such as the right to life, equality before the law and freedom of expression; economic, social and cultural rights, such as the rights to work, social security and education, or collective rights, such as the rights to development and self-determination, are indivisible, interrelated and interdependent. The improvement of one right facilitates advancement of the others. Likewise, the deprivation of one right adversely affects the others.

Equal and non-discriminatory

Non-discrimination is a cross-cutting principle in international human rights law. The principle applies to everyone in relation to all human rights and freedoms and it prohibits discrimination on the basis of a list of non-exhaustive categories such as sex, race, colour and so on. The principle of non-discrimination is complemented by the principle of equality, as stated in Article 1 of the Universal Declaration of Human Rights: "All human beings are born free and equal in dignity and rights."

PATHERWAYS
Creating pathways for political
participation of young women

Both Rights and Obligations

Human rights entail both rights and obligations. States assume obligations and duties under international law to respect, to protect and to fulfil human rights. The obligation to respect means that States must refrain from interfering with or curtailing the enjoyment of human rights. The obligation to protect requires States to protect individuals and groups against human rights abuses. The obligation to fulfil means that States must take positive action to facilitate the enjoyment of basic human rights. At the individual level, while we are entitled our human rights, we should also respect the human rights of others.

Source: What are Human Rights? Office of the United Nations High Commissioner for Human Rights.

State duties imposed by human rights treaties

Obligations to respect: In general, this level of obligation requires the state to refrain from any measure that may deprive individuals of the enjoyment of their rights or of the ability to satisfy those rights by their own efforts.

Obligations to protect: This level of obligation requires the state to prevent violations of human rights by third parties. The obligation to protect is normally taken to be a central function of states, which have to prevent irreparable harm from being inflicted upon members of society. This requires states: a) to prevent violations of rights by any individual or non-state actor; b) to avoid and eliminate incentives to violate rights by third parties; and c) to provide access to legal remedies when violations have occurred in order to prevent further deprivations.

Obligations to fulfil: This level of obligation requires the state to take measures to ensure, for persons within its jurisdiction, opportunities to obtain satisfaction of the basic needs as recognised in human rights instruments, which cannot be secured by personal efforts. Although this is the key state obligation in relation to economic, social and cultural rights, the duty to fulfil also arises in respect to civil and political rights. It is clear that enforcing, for instance, the prohibition of torture (which requires, for example, police training and preventive measures), the right to a fair trial (which requires investments in courts and judges), the right of free and fair elections or the right to legal assistance, entails considerable cost.

Source: http://www.humanrights.is/en/human-rights-education-project/human-rights-concepts-ideas-and-fora/part-i-the-concept-of-human-rights/definitions-and-classifications

Multiple Discrimination

The term 'multiple discrimination' is used as an overarching, neutral notion for all instances of discrimination on several discriminatory grounds. It refers to any combination of forms of discrimination against persons on the grounds of sex, racial or ethnic origin, religion or belief, disability, age, sexual orientation, gender identity or other characteristics, and to discrimination suffered by those who have, or who are perceived to have, those characteristics.

This phenomenon can manifest itself in two ways. First, there is 'additive discrimination', where discrimination takes place on the basis of several grounds operating separately. Second, there is 'intersectional discrimination', where two or more grounds interact in such a way that they are inextricable.

Women belonging to certain disadvantaged groups are at higher risk of being subjected to unequal treatment, because they share a combination of characteristics that may trigger discrimination, and are affected by multiple discrimination in different ways or to different degrees than men belonging to the same groups (for example, the sterilisation of Roma women without their consent).

Source: European Institute for Gender Equality http://eige.europa.eu/rdc/thesaurus/terms/1297

PATHERWAYS
Creating pathways for political
participation of young women

2. Schools & Educational System

Educate, train and sensitize all the layers and actors of the educational system to encourage and support the active participation of all, particularly girls and young women.

"Let us remember: One book, one pen, one child, and one teacher can change the world."
- Malala Yousafzai, Pakistani education activist

"The best learning always starts with well informed educators"
-PatHERways participantst

In most countries, the educational formal system represents a unique, mandatory and universal opportunity for children and youth to strengthen 'key competences' – acquiring knowledge, skills, and attitudes for personal fulfilment and development, employability, social inclusion and active citizenship.

Although most countries have ratified the international declarations and conventions, as well as approved national policies and/or laws on Human Rights and gender equality, the educational systems tend to reflect societal realities and to crystalize the current status.

Recognizing the fact that Education can be a powerful tool to promote societal change, PatHERways project urges countries and CSOs to educate, train and sensitize all layers of the educational system, from nursery to university, including teachers, parents, students, principals as well as staff and politicians from the regional and national education departments, encouraging them to contribute positively to shift their national realities by actively inspiring and supporting the active participation of all, particularly girls and young women.

Education for political participation shall rely on the use of adequate methodologies, such as non-formal education, favouring processes where the learner is in the centre and the acquisition of knowledge, skills, and attitudes is done by doing and experiencing rather than by lecturing about it.

Formal and informal education actors, such as schools, university educational departments and CSOs, shall cooperate in the organization of trainings, creating materials

and developing activities for the implementation of this recommendation. As stated within the Council of Europe Charter on Education for Democratic Citizenship Directorate of Education and Languages and Human Rights Education "states should foster the role of non-governmental organisations and youth organisations in education for democratic citizenship and human rights education, especially in non-formal education. They should recognise these organisations and their activities as a valued part of the educational system, provide them where possible with the support they need and make full use of the expertise they can contribute to all forms of education".

Finally, local, regional and governments and international bodies and organizations should encourage this recommendation by providing adequate financial, logistical and or institutional support for its implementation.

Non-Formal Education
(adapted from Compass – Manual for Human Rights Education with Young People)

For us non-formal Education refers to planned, structured programmes and processes of personal and social education for all designed to improve a range of skills, knowledge and attitudes outside the formal educational curriculum. Non-formal education usually happens in places such as youth organisations, sports clubs and drama and community groups where people meet, for example, to undertake projects together, play games, discuss, go camping, or make music and drama. It can also happen in schools or universities.

Depending on the countries, non-formal education can be called popular education or even informal education. In some countries formal and non-formal education are the same.

No matter the words, the important is that the Principles of Non-formal education should be:
• accessible to everyone
• voluntary
• an organised process with educational objectives
• participatory
• learner-centred
• based on involving both individual and group learning with a collective approach
• holistic and process-oriented
• based on experience(s) and action(s)
• organized on the basis of the needs of the participants.
• Non-Hierarchy: horizontality and cooperative learning
• Transparency and confidentiality

"Education for democratic citizenship "means education, training, dissemination, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and moulding their attitudes and behaviour, to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law.

Council of Europe Charter on Education for Democratic Citizenship Directorate of Education and Languages and Human Rights Education

CSOs role in promoting civic education policy

CSOs focused on promoting democracy can have a significant role in the development and implementation of civic education policy. Each CSO has a specific mission and human resources with technical skills to support this mission. Oftentimes CSOs have networks of affiliated professionals and community members who further support this mission.

a. CSOs can assist or collaborate with government in the creation, implementation, and evaluation of policies.

b. CSOs, by expanding participation in the policy process, can help to ensure that policies effectively address public needs, are implemented fairly, are sustained over time, are seen as legitimate, and receive widespread public support.

Each country, state, or community has a different political system and institutional contexts for public discourse, which affect the role of CSOs in policy development and implementation in that locality. The political and institutional context at a particular point in time affects how open the discourse can be and how much opportunity for discourse is available. Policymakers can involve CSOs in policy discussions and decision-making processes by setting up mechanisms to receive civil society input and providing multiple opportunities for joint discussions.

Education and Democracy Government and Civil Society Cooperation on Civic Education Policy: Experiences in the Americas

3. Youth Work

Provide youth workers with adequate resources to work within the community and to support young women to develop competences to discuss context-sensitive and context-specific issues related to their political participation.

"Youth workers have an essential but often under-recognised and under-resourced role in engaging and supporting young people to be positive and productive citizens who contribute to national peace and prosperity."
- Katherine Ellis, Director of Youth at the Commonwealth Secretariat

As stated by the Council of Europe "effective youth work and youth initiatives seek to empower young people and encourage their active participation in society. It equips them with skills, competences and experiences for life, thereby maximising the protective factors which enhance the development, well-being, autonomy and social inclusion of all young people, including those with fewer opportunities". In this perspective, youth workers are key-actors in the promotion of young women's political participation.

PatHERways project considers crucial that local, regional and national governments recognize and support the valuable contribution of youth work by providing appropriate recognition to the professional, financial, institutional and logistical support and capacity building. In this regard, capacity building should be seen as a "process aiming to facilitate, in conjunction with the stakeholders, a consolidation of their capacities at an individual, organisational and sectorial levels to allow them to evolve and adapt to the new contextual requirements and fulfil their role within a governance structure", by using sets of instruments and tools such as internships, exchange programmes and "twinning's", trainings, consultative support, technical assistance, guidance, coaching, support to the organisation of local, regional or national workshops and seminars.

PatHERways project recommends youth work to be developed under community-based projects, in which community is not only a beneficiary but also an active participant. In this sense, youth workers should include young women in project design, implementation and evaluation and use appropriate methodologies to work with them in order to promote their political participation. Considering that in a global society political participation is influenced by and can influence the global picture, it is crucial for youth work to be based

on a "glocal" logic.

Furthermore, youth work should promote the creation of a safe and positive space for young women to discuss context-specific and context-sensitive issues relating to their political participation. Features that have been identified to promote a safe space in youth community programs include physical and psychological safety, clear and consistent structure and appropriate supervision, supportive relationships, opportunities to belong, positive social norms, opportunities for skill building, ethical practice, anonymity, and behaviour management processes. In addition, particular features of participants and staff have a significant effect on the maintenance of a safe space.

Youth Work...

Youth work generally takes place where young people are and encourages personal development, autonomy, initiative and participation in society, using a process in which both the youth worker and the young person are partners in a learning process (peer-to-peer learning).

It is normally provided through youth-led organisations, organisations for youth, informal groups or youth services and public authorities and can be delivered in different forms and settings (e.g. open-access, group-based, programme-based, outreach, and detached) at local, regional, national or European levels.

https://ec.europa.eu/youth/policy/implementation/work_en

2017 Commonwealth Secretariat Report on Youth Work

A 2017 report by the Commonwealth Secretariat, studying the status of youth work in Asia, Africa, the Caribbean and Americas, Europe and the Pacific shows that only a third of countries sampled have introduced national-level policies that regulate, protect and promote youth work as a distinct profession. The report provides evidence that Governments should do more to support youth workers by promoting their professional recognition, education and training. It further stresses several challenges in how the sector is resourced, supported and financed at all levels.

http://thecommonwealth.org/sites/default/files/events/documents/YouthWorkintheCW_9781849291736.pdf

PATHERWAYS
Creating pathways for political participation of young women

Safe Space

Physical and psychological safety
- Safe and health-promoting neighbourhood and facilities
- Supervision and maintenance of property
- Safe out of school and community settings as well as virtual spaces
- Practices that increase safe peer group interaction and decrease unsafe or confrontational peer interactions
- Mental and physical safety from e.g. harassment, bullying, violence

Clear and consistent structure and appropriate supervision
- Limit setting
- Clear and consistent rules and expectations
- Boundary management: guidelines for managing emotional, physical or professional boundaries: between peers, between staff/volunteers, between peers and staff/volunteers
- Firm-enough control
- Continuity and predictability
- Age-appropriate monitoring

Supportive relationships
- Warmth, closeness, connectedness, secure attachment, caring
- Good communication
- Support and guidance
- Responsiveness

Opportunities to belong
- Opportunities for meaningful inclusion (i.e. regardless of a person's gender, ethnicity, sexual orientation, disabilities etc.)
- Social inclusion, social engagement and integration
- Opportunities for sociocultural identity formation
- Support for cultural and bicultural competence

Positive social norms
- Group behaviour rules: respect for others, constructive feedback, inclusivity, culturally sensitivity, recognition of ethnicity, non-judgmental
- Values and morals
- Ownership of services

Opportunities for skill building
- Opportunities for physical, intellectual, psychological, emotional, and social skills building
- Provision of intentional learning experiences
- Opportunities to learn communication, conflict management, and coping skills
- Opportunities to prepare for future employment and continued education

Ethical practice
- Youth participation approach that supports autonomy and increases empowerment
- Identification of needs for other

support services
- Duty of care policies exist and are enforced
- Confidentiality of personal information

Anonymity
- No requirement to disclose personal informationto online community
- May be particularly important for small communities/diverse groups
- May encourage youth to talk about sensitive or embarrassing issues

Behaviour management processes
- Expectations of behaviour are communicated and reinforced, e.g. through signage, handouts, discussion
- Recognition of unacceptable behaviours and enforcement of sanctions/ consequences

4. Research

Create specific gender-focused research programs, departments or centres, inside or outside universities, that can develop community-based research and support adequate evidence-based policy, education and action.

"You have to do the research. If you don't know about something, then you ask the right people who do."
- Spike Lee, American film director, producer, writer, and actor

"You cannot understand a system until you try to change it"
- Lewin, German-American psychologist

In many countries, specific gender research is still nonexistent and/or scarce. Developing knowledge on local gender issues is crucial to improve the quality and impacts of policies, education and education aimed at promoting young women's political participation.

Therefore, PatHERways project urges the creation of specific gender-focused research programmes, departments or centres, inside or outside universities. In order to stimulate this movement, state institutions, international agencies and CSOs in general should request and support universities and other research centers for accurate and evidence based information to support proper policy-making (evidence-based policy), education and action.

PathHERways project further recommends the involvement of relevant community members, especially young women and specific target groups, when defining, designing, implementing and evaluating research projects (Community Based Participatory Research). As an example, in a research focusing on Roma young women's participation it is crucial to engage the Roma community, and specifically Roma young women while setting the research questions and taking an active role in the research itself. Additionally, research and practice should hold hands in iterative cycles of research, action and reflection (Participatory Action Research).

In order to increase community's competences on gender issues at local and global levels and actually promote desirable change, research findings should be presented to the

target communities and the general public by using accessible language and a practical and educative approach.

Partnerships between CSOs and universities, as well as other research centres could effectively underpin the implementation of the previous recommendations and therefore should be explored and supported.

Although is it generally accepted that "the defence of cultural diversity is (…) inseparable from respect for human dignity" most research, especially concerning the topic of gender, is still conducted under a western centred approach. Holding Western beliefs and methods as "the" true science marginalizes Indigenous methods and ways of knowing by denigrating them as folklore or myth. Furthermore it fails to recognize society as a diverse and complex web of relationships, where each contribution is unique, insufficient and indispensable. Therefore, PatHERways project calls for researchers to explore, value, and use local and culturally specific knowledge or methods on an equal footing with Western knowledge and methods, and for more than one knowledge or methods, when appropriate, promoting therefore diversity and multiple ways of understanding the world.

Community Based Research (CBR) "is a collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings" (Israel et al., 1998, p. 177). The student often conducts the research as part of their academic requirement, e.g. final year project or postgraduate research, thus ensuring its embedment in the curriculum. One of the important differences between CBR and traditional academic research is that the research question is provided by the community. The other is that research is undertaken with and for, instead of on, the community.

Community-Based Research - An Introductory Guide for Higher Education Staff, Campus Engage, available at www.campusengage.ie

What is Evidence Based Policy EBP?

EBP is a discourse or set of methods which informs the policy process, rather than aiming to directly affect the eventual goals of the policy. It advocates a more rational, rigorous and systematic approach. The pursuit of EBP is based on the premise that policy decisions should be better informed by available evidence and should include rational analysis. This is because policy which is based on systematic evidence is seen to produce better outcomes. The approach has also come to incorporate evidence-based practices.

PATHERWAYS

Creating pathways for political participation of young women

**RECOMMENDATIONS FOR THE PROMOTION
OF THE POLITICAL PARTICIPATION OF YOUNG WOMEN**

Participatory action research is variously termed as a dynamic educative process, an approach to social investigation, and an approach to take action to address a problem or to engage in sociopolitical action (Gillis & Jackson, 2002; Koch & Kralik, 2006; Marshall & Rossman, 2006; McTaggart, 1989; Morris, 2002; Selener, 1997). According to Stringer (1999), the traditional social sciences are challenged by action research, which seeks full collaboration by all participants, who are often engaging in sociopolitical changes. By maintaining commitment to local contexts rather than the quest for truth, PAR liberates research from conventional prescriptive methods, and seeks to decentralize traditional research (Marshall & Rossman, 2006). Thus, PAR is considered an alternative approach to traditional social or scientific research, as it moves social inquiry from a linear cause and effect perspective, to a participatory framework that considers the contexts of people's lives (Chandler & Torbet, 2003; Kelly, 2005; Young, 2006). Moreover, PAR involves a cyclic process of research, reflection, and action (Marshall & Rossman, 2006; Selener, 1997) that "offers a critique of, and challenge to, dominant positivist social science research as the only legitimate and valid source of knowledge" (Maguire, 1987, p. 10). A common framework for PAR encompasses a "cyclical process of fact finding, action, reflection, leading to further inquiry and action for change" (Minkler, 2000, p.191). PAR then offers a radical alternative to knowledge development in its mandate to remain a collective, self-reflective inquiry for the purpose of improving a situation (Koch, Selim, & Kralik, 2002; Maguire, 1987).

5. Networking

Create safe spaces for dialogue, learning and cooperation between young women and different stakeholders (including governmental institutions, municipalities, universities, schools, civil society organizations or projects).

"Never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed, it is the only thing that ever has."

- Cecilia Medina, Chilean jurist

"To nurture the sort of relationships that will truly help propel you towards accomplishing great things, you need to forget transactional networking and focus on having in-depth conversations with fewer people about subjects you really care about."

- Cecilia Medina, Chilean jurist

PatHERways project commends different community stakeholders to cooperate and establish an ongoing dialogue, particularly on political and policy aspects. Networks that include local and regional authorities, universities, institutions, schools, NGOs, enterprises and other entities, in such ongoing dialogue, will be more effective in promoting young women's political participation, once that dialogue enhances mutual trust and stimulate "shared understanding of context-specific issues, perspectives and approaches to the effective promotion of gender equality and women's rights."

Networks of gender-based initiatives and relevant stakeholders can be a source of:
• knowledge on what does and does not work for local women;
• understanding of how local power and decision-making processes work;
• contacts for resources and advice;
• information on demographics, women's safety concerns, and the capacities of local women;
• evidence based policy development, monitoring and evaluation;
• learning opportunities and many other possibilities.

Although networks are crucial as a source of the above mentioned value for society, it should be noted that evolving towards Communities of Practice might lead to wider impacts at society level. Communities of practice differ from networks in several significant ways. They are "communities" and they participate not only for their own needs,

PATHERWAYS
Creating pathways for political
participation of young women

but to serve the needs of others. One of the most interesting distinctions that Meg and Debbie identify is that in a community of practice, there is an intentional commitment towards advancing the field of practice, and to share those discoveries with a wider audience. They make their resources and knowledge available to anyone, especially those doing related work.

Networks main functions (Dalin 1999)

Political
Networking allows individuals pursuing a particular aim the change to meet with like-minded people. Their co-operation can lead to a greater political force and input than they would individually have. Networks can thus serve as lobby groups for innovative ideas.

Information
Networking allows for the rapid exchange of information relevant for individual and organisational development processes, bypassing red tape and hierarchies.

Psychological
Innovators are often isolated within their organisations. Networking provides them with more opportunities for collaboration and exchange and thus can empower innovative individuals.

Skills
Innovative work requires a range of new skills which are not necessarily offered by traditional training schemes. Networking provides innovators with opportunities for learning new skills from their colleagues.

Communities of Practice (Wenger 1998)
A community of practice is a group of people who share a concern or a passion for something they do, and learn how to do it better as they interact regularly.

This definition reflects the fundamentally social nature of human learning. It is very broad. It applies to a street gang, whose members learn how to survive in a hostile world, as well as a group of engineers who learn how to design better devices or a group of civil servants who seek to improve their service to citizens.

In all cases, the key elements are:

The domain
members are brought together by a learning need they share (whether this shared learning need is explicit or not and whether learning is the motivation for their coming together or a by-product of it)

The community
their collective learning becomes a bond among them over time (experienced in various ways and thus not a source of homogeneity)

The practice

their interactions produce resources that
affect their practice (whether they engage
in actual practice together or separately)

´

Networking for Educational Innovation: A Comparative
Analysis by Anne Sliwka University of Erfurt,
Germany, included in Networks of Innovation Towards
New Models for Managing Schools and Systems.
OECD 2003, available at
https://www.oecd.org/site/
schoolingfortomorrowknowledgebase/themes/
innovation/41283632.pdf

6. People with influential power

Identify, sensitize and train politicians, decision-makers and public figures such as celebrities to include gender equality issues within their agendas and to advocate for policies that empower young women.

"No matter what people tell you, words and ideas can change the world."
- Robin Williams, American comedian

"Whatever title or office we may be privileged to hold, it is what we do that defines who we are ... Each of us must decide what kind of person we want to be—what kind of legacy that we want to pass on."
- Queen Rania Al Abdullah of Jordan at The Women's Conference

Influential people such as politicians, decision-makers and celebrities can lead mass societal changes: the first two have the power to decide on policy approval and implementation; and the last are frequently considered to be role models, specially for young people, as they possess the ability to influence change in lifestyles, values and beliefs, and can be very powerful advocates for policy change as well.

Politician agendas are often full of topics and urgent matters to take care of. Lobbying for policy measures to promote gender equality and the political participation of young women is therefore a crucial activity in order to ensure its inclusion as top priority in political agendas.

Engaging public figures from different areas such as sports, music, cinema, fashion or TV, in campaigns for equality and young women's empowerment maybe also be very effective. Due to their public exposure they can act as role models (for positive or negative behaviours) among their fans and can be powerful advocates for policy reform.

This is why PatHERways project recommends organizations and activists to identify and sensitize politicians, decision-makers and celebrities who may be willing to work towards the promotion of political participation of young women cause.

Furthermore, while good intentions are very important, it is crucial to empower these

actors in developing adequate knowledge, skills and attitudes to properly play their role. As in other situations, power demands responsibility, which means that good intentioned but poorly informed or wrongly based action may lead to undesired results.

Reflection and educational opportunities such as workshops, debates, focus group discussions, visits, experiential learning activities, among others, can be interesting tools to be used in order to prepare politicians, decision-makers and celebrities to take action for gender equality.

Finally, it is also important to identify and publicly acknowledge and commend institutions, organisations and enterprises that outstandingly promote women's empowerment.

Role Model

1. a person whose behavior, example, or success is or can be emulated by others, especially by younger people. https://www.dictionary.com/browse/role-model?s=t

2. a person who someone admires and whose behaviour they try to copy. https://dictionary.cambridge.org/dictionary/english-portuguese/cop

7. Citizen's Engagement

Involve the community, targeting all genders, and raise their awareness about global and local issues on young women political participation through advocacy campaigns, social marketing and others.

"Get up, stand up, stand up for your rights. Get up, stand up, don't give up the fight."
- Bob Marley, Jamaican singer

Citizen's engagement is a complex process that includes more than one step. According to the International Association for Public Participation, the first step to promote public participation is "information" meaning "provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions". "According to psychology, social change begins with the personal change, which leads to commitment and motivation needs to undertake group and community change in general".

In this sense, involving individuals and the community and raise their awareness about global and local issues through campaigns, social marketing and other means is a crucial step for the promotion of young women's political participation.

Therefore, as stated in Recommendations 4. Research and 9. Evaluation and Follow-up, relevant stakeholders such as international organizations, central and local authorities, universities and research institutions and other civil society organizations should invest in adapting action research and evaluation findings and recommendations, making them perceptible and accessible for the larger community - and providing practical innovative approaches - that can reshape people's perceptions and attitudes thus leading to real change.

Efforts towards community involvement should include all genders. Besides targeting young women, it should also target men - and more specifically young men - as relevant actors in promoting equality and women's empowerment. As stated by UNWOMEN "During adolescence and young adulthood, there is a critical period of opportunity to engage boys and young men in understanding why gender equality is good for everyone and recognizing their role in promoting the empowerment of girls and young women. By using and sharing

their power and privilege, boys and young men have the ability to shift the dominant norms and ideas about gender and masculinity, and challenge the patriarchal beliefs, practices, institutions and structures that drive inequality between men and women". Furthermore, efforts to promote young women's political participation should avoid the gender binary, by engaging as well LGBT community and addressing their specific needs and challenges.

Advocacy is taking action to help people say what they want, secure their rights, represent their interests and obtain services they need. Advocates and advocacy providers work in partnership with the people they support and take their side. Advocacy promotes social inclusion, equality and social justice.

ADVOCATES CODE OF PRACTICE
seAp Advocacy
available at www.seap.org.uk

8. Long-term strategies

When promoting young women's political participation, authorities and other stakeholders should invest in long-term strategies instead of projects that focus on getting instant results.

Most policy and action focus on getting instant or fast impact. This approach is extremely needed especially when dealing with pressing social needs. However, authorities and other stakeholders should also act preventatively by addressing the root causes and not just the symptoms, therefore promoting a systemic change. As gender discrimination is deeply embedded in most societies and refers to a wholesome of personal, political, social, economical and cultural human needs and corresponding rights (see Rocommenation 1.), a systemic change approach can provide a helpful way of understanding it and promote change from its root causes.

Systems' change takes time. Authorities and other stakeholders need to be willing to develop and support long-term projects and encourage the inevitable learning, adaptation—and even failure— that takes place over time. Due to the experiential nature of systems change and to the constant change of reality, a flexible and patient approach from funders is more likely to obtain long-term positive impacts from projects.

Therefore, PatHERways project recommends authorities and other stakeholders to invest more into projects that focus on long term systemic impact and to avoid the temptation of looking for instant sectorial results.

It is important that action is planned and implemented through the use of existing evidence, evaluations and research about what works. In this sense, the current trend on innovation, while important, should not be an obstacle for building on the work of others by adopting, reproducing and scaling-up good practices.

On the other hand, it is crucial to understand local context and engage the local communities in designing, implementing and evaluating projects (see Recommendations 4., 5. and 9.). In this sense, while global or regional ready-made projects or general universal goals - mainly promoted by development agencies and international organizations - can be positive in terms of anchoring change, they need to provide space and be flexible enough to allow proper context evidence-based adaptation.

System "is a configuration of interaction, interdependent parts that are connected through a web of relationships, forming a whole that is greater than the sum of its parts.
Holland, J. (1998) From Chaos to Order. Addison-Wesley.

Systems are composed of multiple components of different types, both tangible and intangible. They include, for example, people, resources and services, as well as relationships, values, and perceptions.
Rob Abercrombie, Ellen Harries and Rachel Wharton. Systems Change: a Guide to what is it and how to do it. LankellyChase Foundation

Systems change aims to bring about lasting change by altering underlying structures and supporting mechanisms which make the system operate in a particular way. These can include policies, routines, relationships, resources, power structures and values.
Foster-Fishman, P. (2002) How to create systems change. Lansing
principle applies to everyone in relation to all human rights and freedoms and it prohibits

9. Evaluation and follow-up

Engage and empower young women to understand, monitor and evaluate the implementation of policies and actions that relate to their lives and rights, as well as to support the construction of more adequate follow-up proposals.

All policies, programmes and projects should be subject to periodical monitoring and evaluation processes. Although theoretically this is broadly accepted, the urge to present results often leads to consecutive circles of action and reaction.

Properly planned evaluation and monitoring is crucial to generate understanding on policies, programmes and projects impact and challenges, as well as to support for future action. It is also relevant to promote recognition and valorisation of the ones that were part of the processes as well as to generate added value in other realities.

Engaging beneficiary groups in monitoring and evaluating the implementation of policies and actions through iterative learning processes undertaken periodically throughout the lifetime of a project ensures that a voice is given to their priorities and concerns (Beneficiary Assessment). Furthermore, engaging stakeholders (specially intended beneficiaries) in planning, conducting, analysing the evaluation and/or making decisions about the evaluation (Participatory Evaluation) can contribute to identify locally relevant evaluation questions, improve accuracy and relevance of reports, improve program performance, empower participants and build capacity. Ultimately, evaluation can provide communities with the tools and knowledge that allows them to monitor and evaluate their own performance (…) fostering improvement and self-determination (Empowerment Evaluation).

PatHERways project considers that those designing and implementing policies and actions to promote young women's political participation should work on engaging and empowering citizens' in general and young women in particular to understand, monitor and evaluate the implementation of policies and actions that relate to their lives and rights (e.g. the ones that relate to youth and gender).

In this regard, the engagement of young women should be accomplished by creating an appropriate safe space and specific tools that can place young women in the centre of the monitoring and evaluation processes (e.g. by adopting and adapting citizens' engagement tips provided in the Recommendation 7.).

PATHERWAYS
Creating pathways for political
participation of young women

On the other hand, empowering young women for monitoring and evaluation will imply information, training and adequate support (that can include coaching or mentoring, financial or material resources, among others).

Proper monitoring and evaluation takes time, is costly and implies specialized work. Therefore PatHERWays project recommends governments and agencies to plan it in advance and to allocate adequate resources and time to ensure its meaningful execution.

Participatory Evaluation

Participatory evaluation is an approach that involves the stakeholders of a programme or policy in the evaluation process. This involvement can occur at any stage of the evaluation process, from the evaluation design to the data collection and analysis and the reporting of the study. A participatory approach can be taken with any impact evaluation design, and with quantitative as well asqualitative data. However, the type and level of stakeholder involvement will necessarily vary between different types, for example between a local level impact evaluation and an evaluation of policy changes (Gujit 2014, p.1). It is important to consider the purpose of involving stakeholders, and which stakeholders should be involved how, in order to maximise the effectiveness of the approach.

Campilan (2000) indicates that participatory evaluation is distinguished from the conventional approach in five key ways:
• Why the evaluation is being done
• How evaluation is done
• Who is doing the evaluating
• What is being evaluated
• For whom evaluation is being done.

It is often practiced in various ways, such as: self-assessment, stakeholder evaluation, internal evaluation and joint evaluation. In addition, it can include individual story-telling, participatory social mapping, causal-linkage and trend and change diagramming, scoring, and brainstorming on program strengths and weaknesses.

Advantages of doing participatory evaluation
• Identify locally relevant evaluation questions
• Improve accuracy and relevance of reports
• Establish and explain causality
• Improve program performance
• Empower participants
• Build capacity
• Develop leaders and build teams
• Sustain organizational learning and growth

Challenges in implementing and using participatory evaluation
• Time and commitment
• Resources

PATHERWAYS
Creating pathways for political
participation of young women

**RECOMMENDATIONS FOR THE PROMOTION
OF THE POLITICAL PARTICIPATION OF YOUNG WOMEN**

- Conflicts between approaches
- Unclear purpose of participation, or a purpo-
  se that is not aligned with evaluation design
- Lack of facilitation skills
- Only focusing on participation in one aspect
  of the evaluation process, e.g. data collection
- Lack of cultural and contextual unders-
  tanding, and the implications of these for
  the evaluation design.

Participatiry Evalutation by Better Evaluation avai-
lable at https://www.betterevaluation.org/en/plan/
approach/participatory_evaluation

10. Legal framework

Guarantee the effective implementation of legislation on gender issues and include an informative and educational frame, so that laws can be easily understood by young women and civil society in general.

"Most laws are beautifully written but they are not well implemented neither recognized by the community."
PatHERways participants

Effective protection of human [and gender rights] depends on the compliance of each state with its human rights obligations. That is why, despite the fact that most countries ratified International Law on Human Rights and Gender Equality, in many situations the practice still fails to reflect this reality. While studies document that the ratification of Human Rights treaties lead to better rights practices on average, it also suggests that it often generates shallow, formal reforms that exert little influence on actual state practice. States, in other words, publicly conform to global norms without privately accepting them .

Establishing a constitutional model in which all human rights are effectively protected is not an easy task. It requires elaborate legislation, effective control over state institutions such as the law enforcement agencies and continuous efforts on the part of numerous other state organs.

On the other hand, international rights standards often provide only the minimum safeguards and it is thus preferable that states take autonomy on providing a higher level of protection, i.e. by making available resources for a higher enjoyment of certain rights.

In order to promote young women's political participation, PatHERways project urges states to adopt adequate legislation to promote gender equality, after conducting proper consultations with relevant stakeholders and having in mind the need to ensure its smooth and generalized implementation, taking into account context related challenges.

As in many cases, acting pro gender equality means a rupture with installed cultural, societal and market practices, the development of informative and educational frameworks can be a crucial factor to promote generalized law compliance. Therefore, PatHERways project recommends all relevant stakeholders to focus their efforts on developing materials and activities aiming at making law and policy content accessible to all. Efforts in this field may include different language arrangements for different public, translations for different languages and dialects, the utilization of several information channels, communication formats and messages, among others, ensuring full understanding by the civil society in general but also by illiterate, blind or SURDOS people, minorities, youth and old people, religious groups, etc...

Complementary, adequate law enforcement mechanisms should be reinforced, ensuring that organizations, businesses and individuals are held accountable for their acts against gender equality.

Implementation of Human Rights at National Levels

The implementation of human rights law depends to a large extent on the political will (and often, as regards economic, cultural and social rights, the economic capacity) of states to comply with international standards (see V§1). Ideally, a co-operative network of non--state actors and international institutions all ensure the effective implementation of the international norms and standards.

Implementation entails an array of activities. These include primarily activities to improve compliance by the states themselves, such as enacting national laws or administrative practices to comply with human rights standards, strengthening the judiciary branch of government, educating the population, establishing national human rights institutions, improvement of minimum health standards, improving prison conditions, and increasing participation in government. From the variety of activities that states are to take at the national level to implement human rights standards this section briefly discusses three: the incorporation of international standards into domestic law; the establishment of national human rights institutions and human rights education.

Generally, to implement international human rights standards, states must affirmatively incorporate them into domestic law. In general, international treaties do not stipulate how states should implement human rights standards, leaving it to each state to decide how obligations will be im-

plemented at the domestic level. However, it is notable that a few treaties specifically mandate the adoption of domestic laws as a part of its implementation framework. For example, both CEDAW (Article 2) and the Convention on the Rights of the Child (Article 4) mandate that states parties pass domestic laws to give effect to the rights set forth in the respective treaties.

There are a great variety of domestic methods for implementation of international human rights instruments. Scholars have classified them, for example, into adoption, incorporation, transformation, passive transformation and reference. Moreover, states may apply more than one of these methods. In very broad terms, two systems can be identified. In some states there is an automatic incorporation of treaty provisions once they have been ratified and published in the official gazette (e.g., France, Mexico and The Netherlands). These legal systems are referred to as 'monist', in that both domestic and international law are considered together and as having the same effect. Other states require the express legislative enactment of treaty provisions before they become domestic law (e.g., the United Kingdom, other Commonwealth countries and Scandinavian countries). These legal systems are referred to as 'dualist' in that a strong distinction is maintained between domestic and international law, and the latter must be written into the former in order to carry substantial and enforceable

weight. Regardless of whether a domestic law society is monist or dualist, the crux of the matter is whether or not their domestic courts and other legal operators apply human rights norms in their decisions; the effect of international human rights law cannot be assessed in the abstract on the basis of the constitution and legislation of a given country only.

If international standards are fully incorporated or written into national legislation, it is easier for domestic courts and legal operators to apply them. However, even when international human rights treaties have not been formally incorporated into domestic law, national courts can use international human rights standards as guidance in interpreting national law. In other words, national courts and legal operators may look at international and regional human rights norms when interpreting and developing national law, and they may use international human rights law as the minimum standard of protection that national law should attain. It is important to stress that the domestic implementation of human rights norms requires a joint and co-ordinated effort of all branches of the government (judiciary, legislative and executive). Training and education in human rights is also of vital importance for the effective implementation of human rights at the domestic level. In addition, it is important to note that in order to ensure that human rights are protected and advanced

in a sustained manner in the long term, states should encourage and facilitate the establishment of national human rights institutions, such as ombudspersons, 'defensorias del pueblo', and 'procuradorias de derechos humanos'. Details of these important components of implementation are discussed (see V§1.A).

 Finally, most treaties require that states take actions to raise awareness about human rights. They should inform the public about human rights and the available resources for redress to those whose human rights have been violated. Information should be accessible to all - in particular to those most disadvantaged and vulnerable groups - and available in a form that can be understood by everybody. States must initiate information campaigns and public education programmes on human rights at all levels in the judicial, law enforcement, social welfare and educational systems.

http://www.humanrights.is/en/human-rights-educa-tion-project/human-rights-concepts-ideas-and-fora/part-i-the-concept-of-human-rights/implementation