LET **GIRLS LEAD**

LGL GUIDE TO GIRL-CENTERED ADVOCACY
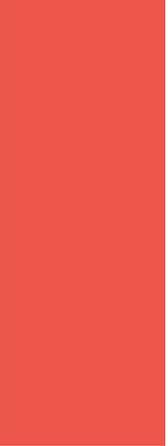
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TABLE OF CONTENTS

WHEN I PICTURE A FAIR WORLD FOR GIRLS...

Girl Leader Gabriela del Carmen

This piece was the first of a blog series written by amazing girl leaders and published in celebration of International Day of the Girl in 2014. The writer, Gabriela del Carmen, is an eleven year old girl from Guatemala who shares her vision for girls and asks us to imagine a world of mutual respect and equality for every girl around the world.

Let Girls Lead is thrilled to launch our celebration of International Day of the Girl 2014 with a blog series written by amazing girl leaders involved in our work around the world. Today we are sharing a piece by Gabriela del Carmen, an eleven year old girl from Guatemala who shares her vision for girls and asks us to imagine a world of mutual respect and equality for every girl around the world.

I am a girl. I imagine a world in which we girls are respected, where we are not abused, and where our rights are respected by everyone around us. A world where we are loved, taken care of, protected, taught, and empowered.

In this world, every girl would be born by her parents' choice, not by obligation or carelessness; this must not be taken lightly. Parents should be prepared and ensure that they will be able to provide a proper home, security, protection, love, and education. To achieve this, parents must be given

WHEN I PICTURE A FAIR WORLD FOR GIRLS...

information and counseling. The idea is that they should be ready to teach in a fun way, with games and songs, that allow girls to learn about their body and sexuality, free from fear and taboos, for this could give them the wrong idea about themselves. Our parents should be prepared to teach and counsel without hitting or yelling, never thinking they own or are superior to us girls.

Education should be free of all these things, as well as free of stereotypes that claim girls must cook and sew, like the color pink, exist only to please their husbands, and become mothers by force. We should also be free of the pressure that tells us we must look like Barbies. The classic stereotype of women is someone who is tall, blonde, and thin, desires unnecessary things like trendy shoes and jeans, and longs to find the alleged Prince Charming.

In the world I imagine, we would be free. We could express our doubts about our bodies and sexuality. We could also be ourselves without being judged, no matter what we decide to do, knowing that we will always have the support of our parents.

When I picture this world, I realize it is completely different to the world we live in today.

We girls have rights that must not be abused. Everyone around us must be taught to respect us and not to see us as objects that can be manipulated. We are not anybody's princesses or queens, nor are we the actresses of our destiny; we are the authors of our way.

Now, let all of us girls use our beautiful voices and get everyone to listen to how we picture the world. How do you imagine it?

> The groups of girls and adolescents are the fundamental pillars that breathe life into the decrees, laws, and conventions because they are ultimately the beneficiaries and they best know their own needs and reality. They lend credibility to the implementation of public policy that arises from a truly felt need that is expressed directly by the beneficiary population.
>
> Juany García Perez, 2009
> LGL Fellow

LGL GUIDE TO GIRL-CENTERED ADVOCACY

1.1

LET GIRLS LEAD

Let Girls Lead is building a global movement of Champions who empower girls to attend school, stay healthy, escape poverty, and overcome violence. Let Girls Lead empowers girls and their allies to lead social change through advocacy, education, storytelling, economic empowerment, and strategic partnerships.

Let Girls Lead invests in leaders and organizations working to improve girls' lives, providing them with the resources, skills, and funding to take their innovative strategies to scale. The UN Foundation commissioned an independent evaluation demonstrating that Let Girls Lead's flagship program, the Adolescent Girls Advocacy and Leadership Initiative, has improved the health, education, livelihoods, and rights of 3 million girls since 2009. Results include the passage of national laws, implementation of programs, and distribution of funds to ensure girls' access to quality healthcare, education, and economic opportunity.

Let Girls Lead has achieved the following impacts:

- **Reducing child marriage in Malawi** by empowering girls to advocate with village chiefs and supporting a national campaign to increase the legal age of marriage
- **Improving girls' education and health in Liberia** through passage and implementation of the national Children's Law
- **Increasing girls' rights and protection in Guatemala** through national policies focused on violence prevention and treatment for victims of sexual violence
- **Building a global network of over 100 leaders and organizations** advocating for girl-friendly laws, policies, and funding
- **Launching the Global Girls' Conversation Video Contest** enabling 142 girls from 26 countries to share their inspiring stories, in partnership with the Huffington Post
- **Producing PODER, a powerful film** capturing how Mayan girl leaders are fighting for girls' rights in Guatemala

Let Girls Lead's sister initiative, Champions for Change (C4C), leverages this proven model to save the lives of women, newborns, and children by investing in Nigerian leaders and organizations advocating for reproductive, maternal, newborn, and child health. LGL and C4C are based at the Public Health Institute, a leader in global health and development.

LET GIRLS LEAD METHODOLOGY AND LEARNING PHILOSOPHY

Let Girls Lead originally created this curriculum as part of the flagship program, the Adolescent Girls. Let Girls Lead's AGALI program included a week-long workshop with civil society leaders and advocates working with and for girls in Guatemala, Honduras, Malawi, Liberia, and Ethiopia. Let Girls Lead has implemented AGALI since 2009 in Latin America and Africa, refining the methodology and curriculum in both Spanish and English.

The heart of Let Girls Lead's approach includes a focus on social justice values, a human rights framework, and a gender-focused lens that is integrated into participants' learning process. Successful workshop activities are transformational processes where the knowledge and skills of all participants are maximized and channeled to advocate for improved girl-focused laws, policies, programs, and funding.

Our capacity-building approach builds on a foundation of participants' existing expertise and commitment to improving girls' lives. For our workshops, Let Girls Lead intentionally selects participants representing a broad range of fields including civil society, media, and government representatives working on the spectrum of issues affecting girls. The diversity of the participants' personal and professional backgrounds is critical to the learning process — what participants learn from one another is of tremendous value, in addition to what they learn from the formal methodology.

Let Girls Lead values constructive peer feedback both as a learning tool and as a basic communication tool that can help foster collaboration and resolve conflicts in professional and personal contexts. Providing time for personal reflection during the workshop is a key component that allows participants to capture their ideas before entering into dialog-based learning activities with their fellow participants.

THE LET GIRLS LEAD WORKSHOP GUIDE

This Let Girls Lead workshop guide is based on experiential learning, connecting participants more deeply to one another and deepening their knowledge of new concepts presented during the workshop. It provides opportunities for participants to collaboratively incorporate new information in a safe setting where they can try out new skills and knowledge and integrate constructive feedback from peers and colleagues.

The guide is structured to help facilitators adapt the sessions to the needs of diverse audiences. Each session is designed around a key advocacy topic, with specific instructions for facilitators on how to present the information and facilitate an interactive session. Each Facilitator's Guide is followed by a Participant's Guide, which is designed to be copied and given to participants during the workshop. The Participant's Guide helps participants reinforce their learning by outlining the major activities in the session and allowing visual learners to see the scope of the session at a glance. The Participant's Guide also helps participants to recall the session in greater detail once the workshop is over. Each session topic also contains all of the training tools used throughout the session, including PowerPoint presentations, worksheets, and handouts with key information. These resources can all be adapted as needed to different audiences, or they can be copied out of the guide directly for the facilitator's use.

In addition, the Let Girls Lead guide is focused on immediate application of new skills and knowledge in advocacy. Our model is one of hands-on learning, enabling participants to transform abstract concepts into real-world application. Beyond the capacity-building component of Let Girls Lead, the program provides participants with grant funding and technical assistance to apply the skills they have learned during the workshops to the creation and implementation of their own girl-centered advocacy strategies.

This guide reflects a strong collaboration with the Youth Leadership in Sexual and Reproductive Health Program (GOJoven), a youth-centered leadership development fellowship that has graduated over 190 youth in Central America. GOJoven's critical pedagogy and community-organizing principles inform Let Girls Lead's approach to creating a learner-focused workshop space. The technical information on advocacy included in the guide is informed by two sources: International Planned Parenthood's *Handbook for Advocacy Planning* and Save the Children's *Advocacy Matters: Helping Children Change Their World*. Let Girls Lead integrates technical aspects of these and other resources into this curriculum to support a girl-centered approach to advocacy.

1.4

WHO IS THIS GUIDE FOR ?

Let Girls Lead designed this guide for civil society partners and colleagues who have a good understanding of advocacy and may have experience facilitating workshops. We intend for this guide to serve a range of participants and levels of experience in advocacy, from adolescent girls to senior-level professionals. We hope that advocates, facilitators, and organizations around the world can use this guide to implement girl-centered advocacy workshops for civil society leaders, professionals, and adolescent girls themselves.

This guide provides a set of "girl glasses" through which to design and implement advocacy initiatives that not only work to improve the lives of girls around the world, but also engage and empower girls in realizing these changes.

> I raise up my voice-not so I can shout but so that those without a voice can be heard...we cannot succeed when half of us are held back.
>
> Malala Yousafzai

HOW TO USE **THIS CURRICULUM**

2.1

Let Girls Lead originally designed this Advocacy Curriculum as one eight-day intensive workshop for civil society leaders in Latin America and Africa who had a basic understanding of advocacy. Let Girls Lead's 110 graduates reflect a diverse spectrum of ages, cultural backgrounds, professions, and expertise working on topics like gender, advocacy, media, and girl-centered programs. In presenting the sessions included here, we have tried to make the curriculum easily adaptable to different cultures and ages. A Spanish version of the curriculum will be available soon.

ADAPTING THE LET GIRLS LEAD CURRICULUM

To best adapt the sessions to your organization's needs, consider the following:

1 **What is the objective of the workshop?**
Each session has specific learning objectives. If, for example, the main objective of the workshop is to highlight the need for girl-focused advocacy, then consider Chapter 5: Advocacy for and with Girls as the workshop core and intersperse some team building activities throughout. If the main objective of the workshop is to design an advocacy strategy with participants who are already advocates, then the facilitators may consider using only some sections of Chapter 4: Introduction to Advocacy, Chapter 7: Political Mapping, and Chapter 8: Advocacy Planning, with team building exercises interspersed throughout.

2 **What are the ages and cultural backgrounds of the participants?**
The facilitators may need to adapt the information presented in the PowerPoint presentations and in some of the handouts to reach different audiences. For example, in Chapter 5, Section 5.5, Involving Girls in Advocacy Strategies, is designed for adults who work with girls. Therefore, if the facilitators are hosting a workshop specifically for adolescent girls, they could change the discussion questions to explore what the girls themselves would like to experience when collaborating with adults on an advocacy strategy.

3 **How much time do the facilitators have with participants?**
If the workshop is to take place over the course of two days, the facilitators may want to assign some pre-workshop assignments outside of the background information detailed in Chapter 4: Introduction to Advocacy. For example, participants may need to review the Declaration of Human Rights and other documents that could be important to their advocacy strategy. Participants may want to draft preliminary political maps or identify an area for advocacy before coming to the workshop. Additionally, they may require more follow-up post-workshop to support their girl-centered advocacy strategies.

2.2

FACILITATION TIPS

The facilitators of a Let Girls Lead workshop do not have to be experts in the field of advocacy or on the topic of girls' rights. The facilitators' job is to manage the group's learning based on participants' knowledge via small group and plenary discussions, as well as experiential learning activities and personal reflections. However, the facilitators do need a strong understanding of the materials presented in the sessions, including the information on the PowerPoint slides and handouts. This may mean that facilitators will want to closely review all materials and the technical information in the sessions, as well as practicing the group instructions detailed in the sessions.

Preparing to Lead a Workshop

Here are some points to remember while preparing for and opening each session:

- Ensure that all necessary materials are available and that any previous work for activities has been completed
- Establish and enforce a starting and ending time policy for all sessions
- Take the time to open a session with an energizer, an icebreaker, or an activity that will focuses participants on the topic at hand
- Review the session objectives and activities to adjust for the length of the session
- Continuously provide linkages between the preceding session and the current one
- If using the Participant's Guide, refer the participants to it so that they can review the overall session, including the length of the session and the main activities

Leading a Workshop

While facilitating a workshop session, here are some things to keep in mind:

- Use facial expressions that show interest; a tone of voice that is engaging, reinforcing, and clear; movements around the room that engage the whole group; and a relaxed and confident appearance

- Create an atmosphere that encourages group interaction—for example, rearranging the furniture or placing chairs in a circle facilitates group discussion

- Ask a general question that just requires a show of hands instead of verbal responses, which allows participants to participate actively without always needing to verbalize their thoughts

NOTES

This is an especially good activity for participants who are more introverted and hesitant to share their ideas. The main job of a facilitator is to keep a good conversation going among participants. Ask simple, direct questions and really listen to the participants' experiences—these real-world experiences are invaluable to the learning space.

It can be very effective to have a suggestion box available where participants can provide anonymous feedback throughout the workshop.

- Begin with a written reflection that encourages participants to think about the topic or question on an individual level before having to share it with others.

- After asking a question, it can be very effective to sit with the group in silence, which gives participants an opportunity to think and process questions and prepare a response.

- Ask one question at a time—for example, instead of asking, "Who has been part of an advocacy strategy before, and how did it go?" just ask the first part of the question, let people raise their hands, and then ask the second part of the question.

- When facilitating a dialog, practice active listening, and after a participant speaks, offer a very brief (one-sentence) summary of the main part of the participant's point before moving on to the next person.

- Pay attention to the participants' non verbal cues, as facial expressions and body posture indicate if participants are engaged and understanding the information.

- Encourage everyone to participate by asking those who speak often to "share the air" with others who may not be so quick to respond.

- Provide personal feedback outside of the workshop—for example, if some participants are disruptive or are disengaged, take some time to ask them their input on improving the experience for the group. Then, ask them if they would like feedback on their participation in the workshop, and then offer them specific suggestions taking care to follow the rules of feedback.

- If the discussion seems to be going off track, briefly summarize the issues that are being discussed, and then make a specific suggestion as to how to refocus the discussion.

- Manage time by balancing the participants' needs to process or discuss information with the time available for the workshop activities. For example, if the group needs to process a particularly emotional or difficult issue, spend additional time on the discussion, and plan to shorten a later activity or presentation.

2.2 FACILITATION TIPS

Closing Sessions

When closing a session, it is important to do the following:

- Wrap up any in-depth discussions by letting participants know that while the time for formal discussion has come to an end, they can continue these conversations in other spaces such as lunch or break—or perhaps they can revisit the topic in another upcoming session.

- Review the session objectives to ensure that they were met during the session—if met, think about how to integrate them in another session.

- If any activities that are essential for future sessions did not take place, think about how to include these activities at the start of the next session.

- Indicate to participants how future sessions will reinforce what they just learned, or how it is linked with the rest of the workshop.

- Help participants leave with a positive feeling about what they just learned in the session. For example, you may want to ask participants to share one important thing they learned with the group.

Sample Agenda

The following is the agenda from Let Girls Lead's Adolescent Girls' Advocacy and Leadership Initiative (AGALI) as it was implemented in Africa. We implemented the workshop as an intensive eight-day residence-based workshop for professionals who advocate on issues related to adolescent girls. While facilitators will most likely modify this approach, we wanted to provide an example of how LGL has successfully implemented this methodology.

The facilitators can modify the agenda to fit participants' needs and workshop objectives. For example:

1. For providing a basic introduction to advocacy, consider implementing parts of Day 1 and the afternoon of Day 3 of the workshop.

2. For groups that want information on the human rights context for doing girl-centered advocacy, consider implementing Day 2 and the morning of Day 3 of the workshop.

3. For groups that have a solid background in advocacy and need to develop a specific advocacy strategy, consider implementing the "Legal Context for Girls' Advocacy" session of Day 1, as well as all of Days 4-7, to develop the various components of the advocacy strategy.

4. For groups developing a proposal for funding, consider implementing Days 7 and 8 of the workshop.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9:00	Welcome & Introduction	Welcome & Introduction	Daily Check-In	Daily Check-In	Daily Check-In	Daily Check-In	Daily Check-In	Daily Check-In & Post-Test
9:30			Advocacy & Girls' Human Rights	Political Mapping & Analysis of Laws and Policies	Advocacy Strategy Development: Desired Advocacy Result	Media Tools & Communications for Advocacy	Advocacy Strategy Development: Specific Objectives & Activities	Advocacy Resource Mobilization: Local, National, & Global Resources
9:45	Pre-Test	Team Building						
10:00								
10:15	Defining Advocacy							
11:00								
11:30								
12:00		Part I: Local Political & Cultural Practices That Impact Adolescent Girls	Involving Girls and Youth in Advocacy Strategies					Proposal Writing & Responding to an RFP
12:15								
12:30	Lunch							
13:00								
13:30	Basic Components of Advocacy	Lunch	Lunch	Outdoor Leadership Activity	Lunch	Lunch	Lunch	Lunch
14:00								
14:30	Legal Context for Girls' Advocacy	Gender, Sexuality & Advocacy	Advocacy Planning Steps & Methodology		Analysis of Target Audiences			Final Evaluation
15:00	What Is Lobbying?					SWOT Analysis	Advocacy Strategy Development: Evaluation & Indicators	Feedback on Final AGALI Proposals
15:30		Legal & Political Context for Girls' Health, Education, & Rights on a Global Scale						
16:00					Developing Advocacy Networks & Alliances			
17:00	Closing Activity: Personal Reflection					Free Time	Free Time	
17:30			Free Time	Free Time				Next Steps
18:00		Free Time			Free Time			Closing Activity
19:00	Free Time	Dinner	Dinner / Advocacy Networking	Dinner	Dinner / Individual Work & Coaching on Advocacy Strategies	Dinner / Individual Work & Coaching on Advocacy Strategies	Dinner / Individual Work & Coaching to Finalize Advocacy Strategies	Graduation Dinner

2.3

THE ART OF GIVING AND RECEIVING FEEDBACK

Session time:
25 min

TIME

Activity 1
Activity 2

FACILITATOR
Guide

OBJECTIVES

- To name three rules for providing constructive feedback
- To explain the value of providing and receiving feedback to improve our work and that of others

HANDOUT

- "The Art of Feedback"

ACTIVITY ONE

10 min

Introduction to Feedback

1 Explain that feedback is a way of helping other people to consider changing their behavior and to let them know about how they affect others.

2 Feedback helps facilitators keep their behavior on target and, thus, increases effectiveness. Giving constructive feedback in an appropriate way helps other facilitators or participants improve their communication skills.

3 Give out the worksheet with the following guidelines for providing constructive feedback:

- **It is descriptive, not evaluative.** As observers, we cannot know what another person's reasons are—we can know only what we observe. By describing your observation and your reaction, you leave the facilitators free to use your feedback and you reduce the likelihood of defensiveness on their part.

- **It is specific rather than general.** Feedback is most instructive when it provides specific examples of behaviors that the person might change, rather than general comments that reflect inadequate or poor performance.

- **It is directed toward behavior that can be changed.** Feedback only increases people's frustration when it focuses on something they cannot change (for example, a stutter).

- **It is well-timed.** In general, feedback is most useful if given at the earliest opportunity after the behavior occurs, and in a private setting.

2.3 THE ART OF GIVING AND RECEIVING FEEDBACK

- **It is solicited rather than imposed.** Feedback is most useful when the receiver asks for it. If feedback is not solicited, you can ask if the person is willing to hear it.

- **It considers the needs of the person hearing the feedback.** Feedback can be destructive when it focuses only on our own needs and fails to consider the needs of the person receiving it.

- **It is given in the spirit of help rather than judgment.** The tone of feedback is as important as the content. The people hearing feedback will be most responsive if they feel cared about, appreciated, and respected.

- **It is offered along with positive observations of appropriate and effective behaviors.** We all need to be recognized and rewarded for what we do well. When giving feedback, it is often helpful to provide positive feedback and encouragement on what the participant did well.

ACTIVITY TWO

🕐 15 min

Feedback Practice

1. The facilitator will give a one-minute speech on any topic you wish, and ask for feedback afterwards. Do some things right (i.e., modulate your voice), and other things not so well (i.e., look at the floor).

2. Once all participants have given you feedback, give them feedback on their feedback. For example, if a participant says, "We all thought you made an interesting speech," remind the group that each person can only comment on their own experience. Remind participants to speak from "I", not "we."

3. When three or four participants have finished providing feedback—and you have provided them feedback on their feedback—ask the other members of the resource team if they have any additional feedback to offer.

4. If time allows, the group can model how to give feedback again, with a new person giving a brief speech.

2.3

THE ART OF GIVING AND RECEIVING FEEDBACK

Session time:
25 min

TIME

Activity 1
Activity 2

PARTICIPANT
Guide

OBJECTIVES

- To name three rules for providing constructive feedback
- To explain the value of providing and receiving feedback to improve our work and that of others

HANDOUT

- "The Art of Feedback"

ACTIVITY ONE

10 min

ACTIVITY TWO

15 min

Introduction to Feedback

Feedback practice

Participants will practice the art of giving feedback.

- **It is descriptive, not evaluative.** As observers, we cannot know what another person's reasons are—we can know only what we observe. By describing your observation and your reaction, you leave the facilitators free to use your feedback and you reduce the likelihood of defensiveness on their part.

- **It is specific rather than general.** Feedback is most instructive when it provides specific examples of behaviors that the person might change, rather than general comments that reflect inadequate or poor performance.

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- **It is well-timed.** In general, feedback is most useful if given at the earliest opportunity after the behavior occurs, and in a private setting.

Feedback: Is a way to help other people consider changing their behavior. It is communication to let other people know about how they affect others.

Feedback helps facilitators keep their behavior on target and, thus, increases effectiveness. It can also help them improve their communication skills.

Descriptive

Considerate

Specific

Positive

Requested

Possible

Timely

- **It is solicited rather than imposed.** Feedback is most useful when the receiver asks for it. If feedback is not solicited, you can ask if the person is willing to hear it.

- **It considers the needs of the person hearing the feedback.** Feedback can be destructive when it focuses only on our own needs and fails to consider the needs of the person receiving it.

- **It is given in the spirit of help rather than judgment.** The tone of feedback is as important as the content. The people hearing feedback will be most responsive if they feel cared about, appreciated, and respected.

- **It is offered along with positive observations of appropriate and effective behaviors.** We all need to be recognized and rewarded for what we do well. When giving feedback, it is often helpful to provide positive feedback and encouragement on what the participant did well.

> In partnership with Let Girls Lead, we are empowering girls to raise their voices and advocate for their rights. The girls are educating village leaders and achieving bylaws that bring an end to child marriage and other harmful traditional practices.

Faith Phiri
LGL Fellow and
GENET Executive Director

THE IMPORTANCE OF TEAM BUILDING

3.1

Let Girls Lead integrates team building into all components of our capacity building approach. Teambuilding is an important way to create trust, ensure confidentiality, and create a positive learning space for participants. It opens up the workshop space to learning beyond the technical aspects of advocacy planning and encourages participants to develop trust and collaborative relationships throughout the workshop. Teambuilding also helps strengthen the foundations for professional partnerships, advocacy collaboration, and personal friendships outside of the workshop space.

TEAM BUILDING

NOTES

The facilitators can schedule the activities one after the other at the beginning of a workshop, or in sessions whenever necessary to inject some energy to the group. We recommend that participants do the activities outdoors. If outdoor space is not available, it is important to use a large room with enough space for physical movement.

In collaboration with the Youth Leadership in Sexual and Reproductive Health Program (GOJoven), LGL designed the team building exercises described in this chapter to increase trust and collaboration within the group as a whole. Although facilitators could easily conduct advocacy workshops without including any team building activities, Let Girls Lead's experience demonstrates that these experiential team building activities help to enrich workshop discussions, allow for movement and a change of environment, and enable the group to interact in a more personal way. These activities are also a lot of fun, and often the most memorable moments of a workshop take place during these sessions.

One of the most important parts of a team building activity is the reflection process that takes place afterwards. Facilitators should make to allow enough time for true reflection and dialog, ideally so that each participant has the opportunity to share their thoughts and feelings after each activity.

Before deciding on which team building activities to implement during a workshop, the facilitators should think carefully about the characteristics of the group, taking into consideration the following:

1. How well participants know one another

2. Group diversity, including ages and languages

3. Physical limitations or special needs

Select team building activities that take into account the group's needs, and still challenge the group as whole. It is important to select activities in which all participants can take part, and setting the foundation of mutual trust and support is critical to encouraging everyone to participate actively.

Session time:
Depends on activities

Activities
1, 2, 3, 4, 5, 6, 7, 8,
9, 10, 11 and 12

TIME

FACILITATOR
Guide

EXPERIENTIAL LEADERSHIP ACTIVITIES

OBJECTIVES

· To create an environment where participants are engaged in activities that allow them to challenge themselves, overcome their own perceived limits, and collaborate as a group.
· To work individually and within a team to achieve personal and shared goals
· To develop trust and collaboration with fellow workshop participants

ACTIVITY ONE

🕐 10 min

Leadership Outing Background

Let Girls Lead typically sets aside an entire day for leadership outings, because these outings often occur at a specific site that may require 30-60 minutes of travel in each direction.

The actual time allotted for the outing varies depending on the size of the group and the specific activity. As a general rule, an outing may take between 3-6 hours from start to finish.

The ideal leadership outing achieves the following:

• Provides significant physical and mental challenges for the greatest number of the participants
• Allows for leadership opportunities for those who have experience in the activity
• Presents goals that all participants can attain

Leadership outings that have worked well include the following:

• Long hike with challenging terrain (steep mountainside)
• Snorkeling
• Kayaking or canoeing
• Ropes course
• Rappelling or caving
• Zip lining
• Climbing a structure such as pyramid ruins or anything with a staircase

Facilitators should consider potential hazards and/or barriers to individual participants and think creatively about how to motivate, educate, and coach to extend the participants' perceived or real limitations. Taking time beforehand to speak with individuals who may hesitate to participate can help to encourage and motivate their active participation.

3.2 EXPERIENTIAL LEADERSHIP ACTIVITIES

- Facilitators should avoid leadership outings that require skills and or physical demands that are clearly beyond the abilities of more than one or two of group participants, as well as activities that are too easy to perform and do not demand a certain amount of extension of personal limits.

- The facilitators must lead by example and be prepared to provide encouragement, instruction, support, and caring accompaniment. Because some activities require physical effort that may be beyond the capacity of some participants, the facilitators must know the activity and the participants and plan accordingly to offer encouragement and/or alternative forms of participation when necessary.

- Because leadership outings encourage participants to move beyond their comfort zone, often causing feelings of insecurity, fear, uncertainty, and embarrassment to arise, it is important to only include participants who have been a part of the larger group training process.

- The facilitators may include participants who are not actual members of the training group if they are needed to ensure the group's safety, well-being, and successful completion of the activity's goals.

- Someone in the staff team should have some basic knowledge of first aid, and the group should bring an approved first aid kit.

- The facilitators should take care to provide the following to participants during an outdoor leadership activity:

  - Enough water to prevent dehydration
  - Sunscreen
  - Insect repellent
  - Snack or meal, depending on the length of the activity, to prevent low blood sugar

Pre-Outing Guide

1 Let the participants know that they will be engaged in activities that they may not have done before.
The planned activity is designed to challenge them, push their limits, get to know their fellow participants, and grow as a team. Let the group know what kind of clothes and shoes are most appropriate for the activity selected—for example, sneakers or other comfortable rubber-soled shoes, comfortable clothing that participants do not mind getting dirty, swimsuits, etc.

2 Divide the group into pairs, taking into consideration any observations about participants' personalities.
For example, it would be good to pair a very outgoing person with a quieter one, and one who is very physically fit with someone who is not.

3 Let the participants know that they should take this opportunity to get to know more about their partners and that their responsibility is to support their partners throughout the activity.
Also let them know that the activity may include instances where they will participate as a whole team in a large group.

4 The goal is to fully participate in the activities of the day and for all participants to challenge themselves to accomplish the activity according to their specific abilities.

Facilitate a 20-30 minute discussion using the following questions as a basics. Make sure that everyone speaks using "I" statements. For example, if participants begin sentences with, "We were all challenged," gently remind them to say, "I was challenged."

- How did you feel about what you did today?

- What was most challenging for you, and why?

- What did you observe that most impacted you about the team?

- What would you do differently next time?

- What did you learn that is new for you?

- How does what you accomplished today relate to leadership?

- Does it change how you will advocate with and for girls?

OBJECTIVES

To strengthen observation skills and participate in group problem-solving

MATERIAL

- Blindfolds (optional)

ACTIVITY TWO

🕐 15 - 30 min

Human Knot Activity

1 Form groups of 10-12 people. It is important to have enough people to make the knot challenging, but not so many as to make it overly complicated.

2 Arrange group members in a circle, standing shoulder-to-shoulder.

3 Tell everyone to close their eyes, put their right hands up in the air, and then reach into the circle to grab the hand of someone across the circle from them. Watch to ensure that they do not take the hand of someone directly next to them.

4 Tell everyone to keep their eyes closed, put their left hands up in the air, and then reach into the circle to grab the hand of a different person across the circle from them.

5 Watch to ensure that they do not take the hand of someone directly next to them, or of the person whose right hand they are holding.

6 Check to make sure that everyone is holding the hands of two different people across the circle from them.

7 Tell participants to open their eyes, and then to untangle themselves to without breaking the chain of hands.

8 If group members break the chain, they need to start over.

To make the activity more challenging, the facilitator can do any of the following:

- Set a timer on this activity
- Blindfold the participants
- Ask participants to do the activity in silence

Discussion

After the group has undone the human knot and is standing in a circle, facilitate a 10-15-minute discussion using the following questions as a basis, again ensuring that everyone speaks using "I" statements. For example, if participants begin sentences with, "We were all challenged," gently remind them to say, "I was challenged."

- What happened?

- What strategy did your team end up using to complete the task?

- What did you notice about how the knot was unfolded. Who made decisions about how to move? Who followed?

- Did the team agree on how to unravel themselves? What process did the team go through to agree on a strategy?

- How did you communicate during this activity. What did you observe about how other people communicated?

- How do team activities like this one connect with leadership and activity?

- (Time permitting) Would you like to do the activity again?

3.2 EXPERIENTIAL LEADERSHIP ACTIVITIES

OBJECTIVES

To create personal bonds with other participants and provide ways for participants to interact and move around the training space.

MATERIAL

· Index cards
· Tape

NOTES

Themes can be anything from famous people to work colleagues to the activity participants themselves. Using names of work colleagues and group members adds a fascinating dimension —relationships, reputations, perceptions, emotions—so this requires sensitive facilitation and review.

ACTIVITY THREE

🕐 15 - 20 min

Name Card Activity

The group can play this game individually or in teams.

1 This activity involves identifying the name written on an index card by asking "yes or no" questions. The first step is determining how to write the names on the cards. Several options are possible:

- The facilitators determine the theme for the cards and writes the names in advance

- The facilitators determine the theme, and then participants write names on the cards based on the theme

- The participants both determine the theme and write the names on the cards

2 Facilitators gather all the cards and tape one card on each participant's forehead, with the name showing outward. The participants should not see the name on the card taped to their forehead.

3 Each participant asks the rest of the group "yes or no" (closed) questions to identify the name written on that participant's card.

3.2 EXPERIENTIAL LEADERSHIP ACTIVITIES

OBJECTIVES

- To increase the level of trust and connection among participants
- To take personal risks by exploring the immediate surroundings using other senses

MATERIAL

- Stopwatch or watch with second hand for timekeeping

ACTIVITY FOUR

🕐 30 - 45 min

Trust Walk Activity

1. Locate or create a space with some obstacles, ideally in an outdoor and natural environment. Good spaces for this activity may include an outdoor hiking area or an outdoor courtyard with obstacles place strategically around it such as chairs, stairs or fences to climb over or under.

2. Divide the group into pairs, and ask one partner to be the guide; the other partner will be blindfolded. Take care to pair people up based on their personalities—for example, pair a very outgoing person with a very quiet person. The facilitators should decide which person in the pair will be blindfolded. Again, make this selection based on observations about each participant's personalities and how to best challenge them. For example, it is most challenging for a person who tends to be very outgoing to be the blindfolded person in the pair. A quiet person may not be used to being "in charge", and so it might be most challenging for them to take on the role of guide.

3. When the blindfolded partner is ready, slowly spin the person around a few times so that they do not know which direction they are headed.

4. At this point, the guide is solely responsible for their partner's safety.
   The guide must lead the blindfolded person to avoid obstacles. In this way, participants learn valuable lessons related to teamwork: the guide learns about the challenge and responsibility of caring for another individual's well being, while the blindfolded partner learns to trust and rely on another person.

   The facilitators can set up different rules for the activity, including:

   - Ask everyone to be silent and guide their partners only using touch and physically guiding their partners by the hand.

   - Alternatively, ask the guides not to touch the partners at all, and rely completely on verbal instructions to guide them—for example, "About five steps ahead, there is a branch. Step over it slowly."

   - Ask that guides only touch their partners on one shoulder and lead them from behind, using both verbal instructions and pressure on their shoulder to guide them.

5. Ask participants to reflect upon and share their experiences.

EXPERIENTIAL LEADERSHIP ACTIVITIES

Discussion

Standing with all group members in a circle, facilitate a 20-30 minute discussion using the following questions as a basis. Make sure that everyone speaks using "I" statements.

For example, if participants begin sentences with, "We were all challenged," gently remind them to say, "I was challenged."

- What did you learn from this team building activity?

- What was the most challenging aspect of this activity?

- What was it like to be the guide? How did you feel?

- What was it like to be blindfolded. How did you feel. Did you have any difficulty trusting your partner while blindfolded? Why or why not?

- What did you notice about the ways that you had to communicate in this activity. Was it easy or difficult to communicate?

- How does this activity relate to advocacy?

OBJECTIVES

- To develop personal connections with other participants, especially those with whom they may not have had much communication
- To engage in active listening

MATERIAL

- Stopwatch or watch with second hand for timekeeping

ACTIVITY FIVE

🕐 30 - 45 min

Speed Dating Activity for Advocates

The group should be in a large open space where participants can pair off and have a conversation without too much interference from other pairs.

1. Ask the participants to divide into pairs. Each person should select someone in the group with whom they have not had much communication or contact up until now.

2. Let participants know that they will each be responding to a prompt and that they will have one minute to complete the sentence.

3. Each pair should decide which person will be the first listener and which person will answer the question first.

The listener will listen to their partner's response to the prompt. The listener is not allowed to interrupt, ask questions, or begin to formulate a response while the other person is speaking. The listener can practice active listening skills, such as looking directly in the partner's eyes, nodding to the listener, making acknowledgement sounds, or making other movements that let the speaker know that the listener is paying attention.

4 People answering the prompt must do so based on their experience and can talk about whatever comes to mind after they hear the prompt. Responders have one minute to talk without interruption.
They may not ask questions or begin a dialog with their listener partners.

5 Facilitators should read the prompt aloud, repeat it once, and then call time to have all of the responders start talking at the same time.

6 After one minute, call time, the partners now switch roles. The listener becomes the speaker and the speaker becomes the listener. The new speaker responds to the same prompt as before.

7 After another minute, ask everyone to choose new partners and decide roles (speaker and listener), and begin the process again with a new prompt.

8 Continue with new pairings and prompts until everyone in the group has had the chance to partner with everyone else, or until the time allotted for the activity ends.

Sample Prompts

- What I most admire about my mother (or the person who raised me is)...
- When I was an adolescent...
- My greatest accomplishment is...
- The biggest challenge that I have faced is...
- My greatest love is...
- In five years I hope to...
- If I could talk to anyone in the world (past, present, or future) for an hour, it would be...

Discussion

To close the activity, facilitate a brief discussion using the following questions:

- How did it feel to be listened to?
- What was it like to have to listen without speaking?
- What did you learn about other people in the group?
- What did you learn about yourself in this exercise?

OBJECTIVES

To create personal and professional bonds with other participants

ACTIVITY SIX

🕐 15 min

We Are Alike and We Are Different

The best moment for this activity is at the beginning of the workshop, when participants do not know each other yet.

1 Have participants stand up in an open space, indoors or outdoors.

2 Ask them to arrange themselves in line based on any of the following:

- Birthday (month and day)— January at one end and December at the other
- Age—Oldest at one end and youngest at the other
- Shoe size—Largest at one end and smallest at the other
- Number of siblings—Most siblings at one end and least siblings at the other
- Number of children—Most children at one end and least children at the other

Discussion

Standing with all group members in a circle, facilitate a 5-10-minute discussion using the following questions as a basis. Make sure that everyone speaks using "I" statements.

- How did you feel during the activity? What did you notice?
- What do you think this activity has to do with our advocacy work?

Discuss how the world is organized according to divisions and distinctions. Some of these differences are simple and funny, such as foot size, which we compared in this exercise, while others tell us about access to education or health services and other important resources, which very much affect our experiences and perspectives, along with those of the adolescent girls in our communities.

OBJECTIVES

To reflect on adolescent girls' human rights

ACTIVITY SEVEN

🕐 30 min

MATERIAL

Masking tape • 75mm x 127mm cards, numbered 1 to 25, to be placed on each of the grid squares • Handout of statistics and facts about girls' human rights written on 9 of the cards • Masking tape forming a grid of 5 x 5 squares, big enough for the cards • An alarm sound, such as a bell or drum • Flip charts and markers

NOTES

The preparation time for this activity is at least 15 minutes. The facilitators must create a grid on the floor using masking tape, putting a small numbered card at the corner of each square (see sample grid, below). Each square must be big enough for one person to stand inside of it. Prepare relevant data about girls' human rights to write on the "alarmed" cards (see sample statistics, below). These facts must be pertinent to the country and culture that best represents the workshop participants, though some global and regional statistics about adolescent girls could be useful. Include as many "alarms" as desired in this game—the grid suggests ten.

The Alarm Game

This activity allows participants to gain information and knowledge about the situation adolescents face around the world and provides opportunity for reflection. The participants will attempt to cross a grid with hidden "alarms," each with facts about adolescent girls written on them. Every alarm will offer an opportunity for discussion and will highlight a way in which girls' human rights are violated across the globe. The facilitators can change this activity to reflect different topics. For example, it could reflect alarms on the topics of gender, sexuality, or violence. The design shown here reflects alarms regarding the realities facing girls and young women around the world. This session fits well within the session on girls' human rights.

The rules for the activity are as follows:

1 The goal is to attempt to cross the grid without setting an alarm off.
Some of the squares are free, and others set off an alarm. Participants start by stepping on a square on the first row and continue moving forward by stepping on adjacent squares ahead.

2 If someone steps on an alarmed square, an alarm sounds. The facilitator give that participant the corresponding alarmed card, and the participant must read it aloud.
The alarm is then returned to its original square.

3 The participant cedes their turn to another person, and the new participant returns to the beginning of the grid and tries to cross it again, remembering not to step where an alarm was found.

4 Participants take turns trying to cross the grid until someone reaches the other side without sounding any alarms.

5 If participants cross the grid more or less quickly, congratulate them and hand them the remaining alarm cards for them to read aloud.

Sample Alarm Grid

FINISH

21 🔊	22	23 🔊	24 🔊	25 🔊
16	17	18	19 🔊	20
11	12 🔊	13	14	15
6	7	8 🔊	9	10 🔊
1 🔊	2	3 🔊	4	5 🔊

START

Discussion

The group remains standing in a circle around the grid, and each person reads again their card statistics before discussing the following questions. Make sure that everyone speaks using "I" statements.

- Were you surprised by any of the alarms?
- Were there any that you thought were particularly "alarming"?
- Why do these alarms exist, not only in our country, but in the whole world?
- What did you learn from this exercise?

The facilitator can use these for the "alarm" cards.

- One in three girls in developing countries is married by age 18.

- Poor girls are two times more likely to marry before age 18 than girls from wealthier backgrounds.[2]

- In poor countries, about half of all first births are to adolescent girls.[3]

- Girls between the ages of 10 and 14 have five times the risk of dying during pregnancy or childbirth than women between the ages of 20 and 24[4].

- The main cause of death for girls aged 15-19 is due to complications from pregnancy and childbirth.[5]

- Every year of primary school completed increases a girl's eventual wages by 10 to 20 percent. Every year of secondary school completed increases her eventual wages by 15 to 25 percent.[6]

- Fewer than five percent of girls in most sub-Saharan African countries complete secondary education.[7]

- Staying in school protects adolescent girls from early sexual debut and forced sex. Sexually active girls who are enrolled in school are also more likely to use contraception than those who are out of school.[8]

- A girl who completes seven years of education will marry four years later and have 2.2 fewer children than girls who do not complete basic primary school.[9]

- It is estimated that about three million girls, the majority under 15 years of age, undergo female genital mutilation/cutting every year.[10]

- Almost half of all sexual assaults worldwide are against girls under age 15.

OBJECTIVES

To reflect on the importance of group work for advocacy efforts

MATERIAL

· Bread
· Blindfolds

ACTIVITY EIGHT

20 min

Eat the Bread

This activity is best if done within a teamwork session, or in introduction to advocacy sessions.

1. Have participants stand in line in such way that their fingers barely touch when their arms are horizontally outstretched.

2. Blindfold everyone.

3. Tell the participants that they must not speak at all, not even to ask about the instructions.

4. Tell each participant to hold out one hand, palm up, in front of them, arm completely stretched.

5. Put one piece of bread in each participant's right hand.

6. Tell the participants: "The goal is for you to eat the bread." Make sure not to say "Eat your bread."

7. Participants will immediately start to ask questions, so strongly remind them not to speak at all.

8. Repeat the instructions in steps 3-6 again: no speaking, arm outstretched in front, no peeking under the blindfold, eat the bread.

9. Watch what different participants do. If possible, take pictures.

10. Once some participants succeed at eating the bread—they will probably feed the person beside them—tell them to uncover their eyes and observe who still has bread and who is eating it.

Discussion

The group remains standing to discuss the following questions. Make sure that everyone speaks using "I" statements.

- What happened during this exercise?
- How did you feel when you heard the instructions, and when you tried to do it?
- What did you do? (Make sure to listen to participants who tried different methods)

- What did you not do? Why not?
- What does all this have to do with advocacy?
- What did you learn about yourself? Do you wish to share anything else?

OBJECTIVES

- To reflect on the importance of collaboration for advocacy efforts
- To recognize different kinds of leadership
- To practice effective communications methods

MATERIAL

- Long rope at least one meter (3 feet) per participant
- Blindfolds enough for the entire group minus 3-5 people

NOTES

This activity requires a wide, safe, and flat space where people can move around blindfolded without tripping on anything

ACTIVITY NINE

🕐 40 min

Build the House

This activity works best within a teamwork session, or in the Introduction to Advocacy session.

1. Choose three to five participants from the group to act as observers. Make sure that the group of observers includes different ages, genders, and positions within the group, including some of the most extroverted people. Explain to the observers that their responsibility is to observe the rest of the group, taking note of their actions and events, what they say and do, who speaks and who does not, and gender and group dynamics that stood out. Observers also must look after the group so no one gets hurt during the activity.

2. The rest of the participants must blindfold their eyes and remain blindfolded throughout the activity. Members of the observers group and facilitators will make sure they come to no harm.

3. Tell the participants that their goal is to collaborate with their team and use the rope to draw the shape of a house. To avoid confusion, draw the shape on paper and show it to everybody prior to starting the exercise.

4. Tell the participants to stand in line about one meter (3 feet) apart, so that their hands do not touch with their arms stretched.

5. Tell the participants to put on their blindfolds. Observers can help if needed. Once participants cannot see, give each one a section of the rope to hold onto.

6. Tell the blindfolded participants to use the rope to create the shape of a house.

7. Give participants about 10 minutes to attempt the exercise, and then remind them the instructions, and allow them to continue for another five minutes.

8. Once participants have been doing the activity for about 15 or 20 minutes, ask them to stop, to put the rope on the floor where they are standing, and to remove the blindfolds so they can see how the house they have created looks so far.

9 Ask participants to stand around the house they have built and discuss what they have learned from the activity using the questions below.

Discussion

The group remains standing to discuss the following questions. Request that everyone speaks using "I" statements.

Begin by asking the observers to share their observations, and then ask the participants to share their experiences.

Observers
- What happened?
- Who led the process, and who followed instructions?
- How were instructions and suggestions given? Which words were used, and how were instructions interpreted?

Participants
- What happened during the activity?
- How did you feel?
- What worked, and what did not work? Why?

Everyone
- What most impacted you in this activity?
- What does this activity have to do with leadership, advocacy, communications, and networks?

3.2 EXPERIENTIAL LEADERSHIP ACTIVITIES

OBJECTIVES

- To reflect on their local and national contexts for adolescent girls
- To reaffirm their commitment to girl-centered advocacy

MATERIAL

- Matches or a stopwatch than can count 30 seconds

NOTES

Ideally, before arriving at the workshop the participants should receive instructions to interview an adolescent girl from their community. See Chapter 4.2: Advocacy Strategy Research and Preparation for this assignment.
If there has been no prior workshop assignment, ask participants to take a few moments before this activity and think about a girl whom they know well (it can be a niece or daughter, or friend of the family). Ask them to write down a few things about her, such as her age, her interests, her plans for the future, and some challenging situations she has faced.

ACTIVITY TEN

🕐 15 min

The Girl I Am

LGL designed "The Girl I Am" to be implemented with a group of adults. If participants are young women, they can represent themselves, or they can represent the point of view and experiences of a friend or another girl in their community. Preferably the activity should be done on the first day of the workshop as an introduction, or in the Getting Girls Involved with Political Advocacy session.

1. Tell the participants to make a circle.

2. Ask each person to light a match and introduce themselves as the young woman they interviewed. Preferably, they can talk about a positive and a negative facet of the girl's life. They can only talk while the match is burning. If using a stopwatch, allow 30 seconds per person.

Discussion

Facilitate a discussion that includes the following points:

- What did you learn from this exercise?
- How different are the realities of the girls in our communities?
- What can you do to create a change for the girl that you interviewed?

3.2 EXPERIENTIAL LEADERSHIP ACTIVITIES

OBJECTIVES
- To reconnect with the reality of girls in participants' countries
- To reflect on the reasons why we advocate with and for adolescent girls

MATERIAL
- Matches or a stopwatch that can count 30 seconds

ACTIVITY ELEVEN

⏰ 15 min

Revisiting the Girl I Am

This activity revisits the "The Girl I Am" exercise. It should preferably be done on the last day or at the end of the workshop as part of its conclusion. The objective is for this activity to revisit the discussion about the goals and reasons that participants have to work for girls.

The specific instructions are as follows:

1. Tell the participants make a circle.

2. Ask each person to light a match and answer the following question.
   Participants can talk only while the match is burning. If using a stopwatch, allow 30 seconds per person.

   - At the end of this workshop together, what would you say to the girl you interviewed about your plans to advocate for and with girls?

OBJECTIVES
- For each participant to receive positive feedback and know the positive qualities others see in them

MATERIAL
- Pens
- Blank sheets of paper for each participant
- Stopwatch

ACTIVITY TWELVE

⏰ 30 min

Kind Words

This exercise works best for groups who have had the opportunity to get to know each other rather well. It is a great closing exercise for a multi-day workshop.

1. Tell the participants to form a circle, seated either in chairs or on the floor.

2. Ask participant to take a blank sheet of paper and write their name clearly in large letters in the middle of the sheet.

3. Tell participants that the goal of the exercise is to help them know the positive qualities the rest of the group sees in them. They will all have one minute to write the positive qualities, skills, and strengths they see around the name of each participant's sheet. The more detailed they are, the more meaningful the comment.

4. Remind them they must not write negative comments about anyone and they must write something on everyone's sheet of paper.

5 Tell participants to pass the sheet of paper to the person sitting at their left. Give each person one minute per sheet.

6 Tell the participants to pass the names to one another until they have written on everyone's sheet of paper.

Activity Closure

At the end of the activity, invite participants to look over their individual sheets.

Ask the participants the following questions:

- How do you feel reading what your colleagues have written?
- What have you learned here during the workshop?

NOTES

ADDITIONAL TEAM BUILDING EXERCISES

We have incorporated more team building exercises into certain sessions throughout the curriculum because the exercises complement the accompanying topics particularly well. However, the facilitators are always free to implement these exercises with other topics or by themselves depending on the participants' needs.

1 Crossing the Line
Located in Section 5.1, "Human Rights and Advocacy for Girls", on page 75 of the curriculum. This exercise informs participants about social, economic, and cultural differences and how these differences impact how different communities are able to access their basic human rights.

2 Proverbs Say it All
Located in Section 10.2, "Developing Advocacy Networks and Alliances", on page 219 of the curriculum. This exercise uses participants' knowledge of cultural sayings to emphasize the need for planning and collaboration in advocacy.

NOTES
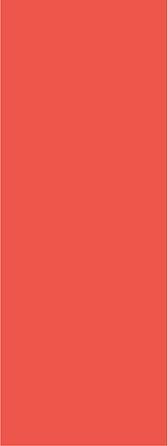
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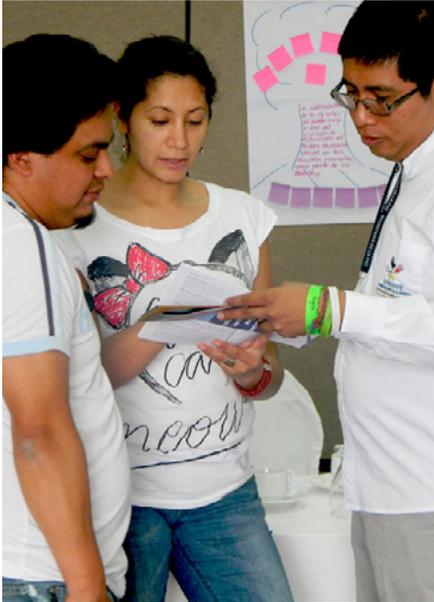
> We thought that
> the senators were
> unapproachable until we
> understood the true
> meaning of advocacy.
> We had thought that it meant
> just going and demonstrating
> or getting people to
> demonstrate, but we learned
> [that it] involves dialogue;
> it is another way.

Rosana Schaack,
LGL Fellow and
Executive Director of THINK

INTRODUCTION TO ADVOCACY

4

INTRODUCTION

This chapter introduces participants to the essential elements that contribute to a successful advocacy strategy, as well as the planning methods that are involved in each step. Let Girls Lead has found that participants often conflate advocacy with specific elements that are involved in an advocacy strategy. For example, participants have initially defined advocacy strictly as social mobilization (protesting) or lobbying. Therefore it is important to take the time to ensure that all participants share a common understanding of what advocacy is and what it is not.

Before developing an advocacy strategy, participants must complete background research to understand the political context in which they will be working. Section 4.2: Advocacy Research and Preparation guides participants as they conduct research into the laws and policies that impact the lives of adolescent girls in their country. This research includes an analysis of international agreements that their country may have ratified or signed, as well as more local (state or city) policies that impact the lives of girls either positively or negatively.

Let Girls Lead participants have often been surprised to learn about the laws that already exist in their countries that are not being implemented, and also that laws often contradict one another. Sometimes the job of the advocate is not to demand the passage of new laws, but to demand implementation of existing laws or call for the removal of policies that contradict ratified laws. Without this research step, participants may end up designing an advocacy strategy that does not reflect the political and legal reality of their country.

4.1

WHAT IS ADVOCACY?

Session time:
1.5 hours (90 min)

TIME

Activity 1
Activity 2
Activity 3

FACILITATOR
Guide

OBJECTIVES

- To clearly define the term "advocacy" and outline the basic questions and issues involved in advocacy
- To distinguish between advocacy and other related strategies that often get confused with advocacy
- To introduce the basic stages involved in designing an advocacy strategy

MATERIAL

- Objectives written of flip chart paper
- Blank flip chart paper with markers
- Activity charts: "Avocacy and Other Strategies"—one copy per participant and one version copied onto a flipchart to share with the group.
- Projector

ACTIVITY ONE

🕐 30 min

Advocacy Definitions

1 Review the session learning objectives and invite questions or comments.

2 Explain to participants that you have placed several definitions of advocacy around the room. Reveal one of the definitions and ask a participant to read it out loud to the group. Repeat this until all of the definitions have been revealed and read out loud once.

3 Invite the group to go around the room to the different flip charts and read and reflect on the different definitions to themselves.

4 After the group has read all the definitions, announce that when they hear the Word "GO" they are to run and stand next to the definition that best defines advocacy for them. Say, 'On your marks, get set, GO!" and make sure that everyone moves directly to their favorite definition.
If some participants hesitate or change their mind, make a note of it to ask about later in the discussion.

5 min

5 Once participants have chosen a definition, ask them talk to each of the teams that have formed around their selected definitions. Ask them to identify the words or phrases in the definition that attracted them to this particular definition. It is important to focus on the positive qualities of the definition they chose, and not the shortcomings of the other definitions!

5 min

6 When all groups have finished, ask them to share their findings with the group by highlighting the key words in their definition and talking about them. If no one chose particular definitions, ask the group why they did not like that particular definition. If certain people changed their definition early on, ask them why they changed their mind.

5 min

7 From where they stand around the room, ask the following question: When you hear the phrase "advocacy", what words come to mind? Remind the group to share all that they associate with advocacy, not just what is in the definitions. Write down each contribution on a blank flipchart. If some words are repeated, only mark the repeated word with a star to indicate its popularity.

4.1 WHAT IS ADVOCACY?

ACTIVITY TWO

🕐 60 min

8 Ask the group to return to their seats. Distribute copies of the handout with advocacy definitions for their reference. Close the session with a reflection on the elements that were repeated several times in the brainstorming exercise and definitions.

5 min

Advocacy and Related Strategies

1 Using the brainstorm from the previous activity, read the terms that the group considered most important (those with more stars) and ask them to identify which ones are commonly mistaken for advocacy. Ask if there are any other additional terms they can think of that are not on the list and add them.

2 The following elements should be included are:
- Information, education, and communication (IEC)
- Community mobilization
- Public relations
- Social rarketing
- Fundraising
- Lobbying

5 min

3 If the group does not mention all of these, you can suggest them.

Display the prepared activity chart on the flipchart: Advocacy and other strategies and complete the first row of the table as an example using one of the concepts mentioned above. For example, for community mobilization, ask the group:

- Who is the target audience of a community mobilization strategy? Some possible answers are "citizens of a specific population," "decision makers," "younger people." Write the answers in the second column.

- What are common goals of a community mobilization strategy? Possible responses include "increasing awareness," "sensitization," "promote change," etc. Write the answers in the third column.

- What are some common activities in a community mobilization strategy? Some answers can be "marches or demonstrations," "sit-ins," "letter-writing campaign or mass mailing."

10 min

4 After completing the example on flipchart, divide the participants into six small groups of 2-3 people per group and assign each group one of the following:

- Information, education and communication (IEC)
- Public relations
- Social marketing
- Search for funding
- Lobbying
- Advocacy

5 Ask each team to complete a row of the table on their activity chart, following the example on the flipchart and answering the following questions:

- Who is the target audience for your strategy?
- What are common goals for this strategy?
- What are common activities for this strategy?

6 They have 15 minutes to work in teams. Rotate among the teams to respond to questions and doubts. When they finish, ask them to choose someone to present their finding to the larger group. They will have five minutes to present. If the team has not answered all of the questions, complete the row using input from the larger group.

7 Once all teams have finished, ask the group to return to their seats and ask them to observe the similarities and differences among each of the strategies.

20 min

8 Compare advocacy with each of the other strategies noting their similarities and differences, reminding the group of the following:

- Advocacy must always be directed at a policy maker or decision maker.

- Advocacy should always result in political change via a positive response to our cause from a policymaker or decision maker.

- Activities can be very diverse. This is one of the elements that can make the definition of advocacy confusing, because advocates can have IEC, public relations, lobbying, or social mobilization as key activities to achieve their goals.

9 Invite comments and questions from the group.

Distribute

The handout: Comparing Advocacy with Related Strategies.

10 Close the session by reminding the group that to distinguish between advocacy and a related strategy, it is important to ask the following questions:

- Is the target audience a policy or decision maker?
- Is the main objective of the strategy to generate political change?

If any of the answers to these questions is "no", then most likely your strategy is *not* an advocacy strategy.

20 min

ACTIVITY THREE

20-30 min

PPT Presentation. Advocacy: Why and How?

1 Explain that this PowerPoint presentation covers the very basic components of an advocacy strategy—it is an overview of the tools and activities that will help in designing an advocacy strategy. If this session is part of a longer workshop, explain that the workshop will cover all of the different planning tools and stages of the advocacy planning process in much greater detail as the group participates in the workshop.

2 Give the PowerPoint presentation, taking time within in each slide to address any questions or make clarifications as needed.

NOTES

4.1

Session time:
1.5 hours (90 min)

TIME

Activity 1
Activity 2
Activity 3

PARTICIPANT
Guide

WHAT IS ADVOCACY?

OBJECTIVES

- To clearly define the term "advocacy" and outline the basic questions and issues involved in advocacy
- To distinguish between advocacy and other related strategies that often get confused with advocacy
- To introduce the basic stages involved in designing an advocacy strategy

MATERIAL

- Objectives written on flipchart paper
- Blank flipchart paper with markers
- Activity chart "Advocacy and Other Strategies"—one copy per participant and one version copied onto a flipchart to share with the group.
- Projector

HANDOUTS

- Worksheet "Defining Advocacy"
- Handout:
  - "Comparing Advocacy with Related Strategies, one per participant"
  - "Advocacy Definitions, one per participant"
- PPT presentation "Advocacy: Why and How?"

ACTIVITY ONE

30 min

Advocacy Definitions: Review Different Definitions of Advocacy and Discuss All of the Different Issues Related to Advocacy

ACTIVITY TWO

30 min

Review the Different Strategies Related to Advocacy

ACTIVITY THREE

30 min

Overview of advocacy with Presentation "Advocacy: Why and How"

1 "Advocacy is speaking up, drawing a community's attention to an important issue, and directing decision makers toward a solution. Advocacy is working with other people and organizations to make a difference."
CEDPA: Cairo, Beijing and Beyond: A Handbook on Advocacy for Women Leaders

2 "Advocacy is a process that involves a series of political actions conducted by organized citizens in order to transform power relations. The purpose of advocacy is to achieve specific changes that benefit the population involved in this process. These changes can take place in the public or private sector. Effective advocacy is conducted according to a strategic plan and within a reasonable time frame."
Fundación Arias (Arias Foundation)

3 "Advocacy refers to the planned process of organized citizens to influence public policy and programs."
Corporación PARTICIPA 2003

4 "Advocacy is defined as the promotion of a cause or the influencing of policy, funding streams or other politically determined activity."
Advocates for Youth: Advocacy 101

5 "Advocacy is a set of targeted actions addressed to decision makers in support of a specific political cause."
Policy Project, 1999

6 "Advocacy is the deliberate process of influencing political decision makers."
Cooperative for Assistance and Relief Everywhere (CARE), 1999

7 "Advocacy is a set of political actions implemented according to a strategic plan and aiming to focus the attention of the community on a specific problem and guide decision makers toward a solution."
International Planned Parenthood Federation – Western Hemisphere Region

A4.1 WHAT IS ADVOCACY?
WORKSHEET DEFINING ADVOCACY

A4.1 WHAT IS ADVOCACY?
HANDOUT COMPARING ADVOCACY TO RELATED STRATEGIES

Comparing Advocacy to	Target Audience Similarities and differences	Objectives Similarities and differences	Activities Similarities and differences
Information, Education, Communication (IEC)	An IEC strategy may have as its target audience any specific population (young people, women, men, the population of a certain community, etc.), while the target audience of an advocacy strategy must always be a decision maker.	An IEC strategy may have objectives such as behavioral change or increasing the knowledge or capacities of its audience. An advocacy strategy will expect its audience to make a decision that will favor a political change.	Both strategies have a broad range of activities that may coincide.
Community mobilization	Like IEC, community mobilization may have as its target audience any specific group, or the population at large, including, of course, decision makers, an advocacy strategy, however, will always have a decision maker as its target audience.	Usually, community mobilization seeks to raise awareness, increase knowledge, change perceptions, or generate political change. An advocacy strategy always seeks to generate political change.	When community mobilization seeks to achieve political change, it may be part of an advocacy strategy.
Public relations	The target audience for a public relations strategy is usually consumers, donors, or decision makers. An advocacy strategy, by contrast, only has decision makers as its target audience.	The usual objective of a public relations strategy is to improve the image and/or the presence of an organization. An advocacy strategy must always seek political change.	A public relations strategy may be useful for advocacy work if this strategy seeks to influence decision makers who may bear impact on the political life of a community.
Fundraising	A fundraising strategy usually has as its target audience people or organizations with the potential to provide the implementing organization with financial resources. As is the case with advocacy strategies, in some cases the audience comprises political decision makers.	Advocacy strategies always seek to generate political change, which may sometimes have financial repercussions for the organization. Nonetheless, unlike fundraising strategies, their main goal is political change.	The activities of these two strategies are very different from one another.
Lobbying	Just like an advocacy strategy, a lobbying strategy has decision makers as its target audience.	Just like an advocacy strategy, a lobbying strategy has the objective of generating political change through influencing decision makers.	The main difference between lobbying and advocacy can be found in the way they operate. Lobbying implies a direct dialog or interaction with decision makers, while advocacy includes a number of wider actions. While lobbying is determined by the possibility of having access to decision makers, an Advocacy strategy enables political incidence even when direct access to decision makers is not feasible.

A4.1 WHAT IS ADVOCACY?
PPT ADVOCACY HOW AND WHY?

OBJECTIVES

- To outline the basic questions and issues involved in advocacy
- To introduce the basic stages involved in designing an advocacy strategy

ADVOCACY: HOW AND WHY?

ADVOCACY PREPARATION AND RESEARCH

Introduction

As agents of social change, it is our responsibility to address the various challenges experienced by our girls in our country and all around the world. To be effective change makers, we must learn how to address problems in a strategic and systematic way by developing detailed and concrete advocacy strategies, programs, and projects.

An effective advocacy strategy relies on the accuracy of knowledge about the situation of adolescent girls at national and local levels, along with a comprehensive analysis about how the effects of existing legal and policy frameworks on girls. This advocacy preparation and research helps participants think critically about current legal frameworks surrounding human rights, sexual and reproductive health rights, and existing social and economic protections. It provides the foundation for thinking about which advocacy approach might be most strategic to improve the lives of adolescent girls and young women

Situational Analysis

What elements should we include in a situational analysis of girls and young women?

A number of factors influence the daily life of girls and adolescents in each country-for. For example: social, cultural, and religious factors; poverty and urbanization; laws and policies on human rights; the existence and quality of health services and education; the number and quality of programs of civil society (nongovernmental and multilateral projects that influence the daily lives of adolescents); and cultural factors such as ethnicity or language.

What can we achieve with a good situational analysis of girls and young women?

A situational analysis allows us to understand the origin of a problem; the importance of a specific issue; the person or people it affects; its possible effects on the future; and what resources, allies, and opportunities we currently have to face the problem. This analysis allows us to determine which problems are most urgent and to choose appropriate solutions. Being aware of the available resources to address the issue at hand and having a realistic understanding of the resources needed to implement a successful advocacy strategy or activity help us better meet the challenges we face.

4.2 ADVOCACY PREPARATION AND RESEARCH

A complete situational analysis of adolescent girls and young women in any community, country, and region must include research on relevant legal, socio-economic, religious, and cultural factors. The next four exercises form the basis of a successful and well-informed advocacy strategy.

It is likely that not all the information that you require is available. If that is the case, make a note to help identify gaps in the information available and areas for further research and programming. You will also likely need to seek further information and/or revise the first version of this work to strengthen the political map that you will develop later in the advocacy planning process.

Advocacy Research Exercise 1

Please collect data and information on laws, policies, protocols, and government programs affecting adolescent girls in their communities. Focus your attention on the laws and policies that most directly impact adolescent girls: sexual and reproductive health, education, human rights, etc.

This analysis should include both the laws and policies that protect adolescent girls and those laws and policies that discriminate against them.

Compile a list by the following categories:

- Laws
- Policies
- Programs

For each item in the list, enter the name, the date of enactment, and a brief description.

Be sure to research information both on laws and policies that are already ratified and on those that are under legislative consideration.

With every law, policy, or program, please describe how it impacts girls, and specify whether it is a policy, law, or national or local program. Because laws are often ratified with no means or budget for implementation, try to research the level of implementation and/or application of the law, policy, or program.

NOTES

4.2 ADVOCACY PREPARATION AND RESEARCH

Advocacy Research Exercise 2

Civil society programs often replace or complement government services in the areas of education, health, and economic development.

Please research all of the current existing local, national, and international programs implemented by local nongovernmental organizations, multilateral initiatives (such as those implemented by the United Nations or the World Bank), and local networks that focus on providing benefiting adolescent girls and young women.

Example:
CARE International
CARE is a nongovernmental organization based in the United States that works internationally on topics that affect adolescents, including access to education and adolescent pregnancy prevention.

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4.2 ADVOCACY PREPARATION AND RESEARCH

Advocacy Research Exercise 3

To learn about the reality of adolescent girls and young women in your community, you need the most specific and current information about issues that impact their lives. Please research current national and local-level statistics and data on the following topics as they relate to adolescent girls:

- **Sexual and reproductive health:** Rates of teenage pregnancy, abortion, HIV/AIDS and other STIs

- **Education:** Literacy rates, education and retention at primary and secondary level

- **Gender-based violence:** Family and domestic violence, rape, the effects of armed conflict (if applicable)

- **Employment:** Employment rates, poverty, migration

- **Harmful cultural practices:** Early marriage, sexual cleansing rites, female genital mutilation

- **Other information relevant:** To your area of interest and your professional focus

Remember to cite the source of the information (title and author of the report, title and author of the article, website links, and date). Often, government census data is not disaggregated by gender, age, or ethnicity, so some of the information may be difficult to find. Remember to look for reports and analyses by other international and local nongovernmental organizations that may have already done this kind of important research.

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4.2 ADVOCACY PREPARATION AND RESEARCH

Advocacy Research Exercise 4

Talk to the leadership of your institution to complete an organizational analysis in regard to the organization's work with adolescent girls. Include as much detail as possible. This interview will help inform the SWOT (strengths, weaknesses, opportunities, threats) analysis component of your advocacy planning and also help identify the need for partners and networks with other organizations whose work complements and balances that of your organization.

Ideally, conduct the interview with the director of the organization. Use and fill out the following form for your interview.

Name and position of person interviewed _____

Organization name _____

Length of time at the organization _____

1 The organization's main objective is:

_____

_____

_____

2 The organization's beneficiary population is (total size and general description):

_____

_____

_____

3 The main objectives of the organization's programs are:

_____

_____

4.2 ADVOCACY PREPARATION AND RESEARCH

4 The organization's main activities include:

_____

_____

_____

5 The institution and personnel are involved in the following networks and umbrella groups (organizations that bring together various groups):

_____

_____

_____

6 The institution works with and/or is associated with the following organizations and external agencies:

_____

_____

_____

7 The organization's annual budget is:

_____

_____

_____

8 The organization's primary sources of funding are:

_____

_____

4.2 ADVOCACY PREPARATION AND RESEARCH

9 The organization's programs that impact teens and young women are:

_____

_____

_____

11 The organization's current advocacy activities are:

_____

_____

_____

12 The organization's main strength as an institution is:

_____

_____

_____

13 The organization's biggest challenge as an institution is (please take time to probe into this question beyond the budgetary challenges that all organizations face!):

_____

_____

_____

14 Other important information about the organization includes:

_____

_____

Advocacy Research Exercise 5

A central value of Let Girls Lead is placing the needs and voices of adolescent girls at the center of our work and advocacy. That is why you must take time to talk in person with at least one adolescent girl (10-19 years old) with whom you work or whom you know personally. If possible, talk to someone outside your immediate family circle. Before starting the interview, please explain to your interviewee that these questions are part of your preparation to work on an advocacy strategy, and that you would like to learn a little about her experiences as a teenager. Explain that her participation in the interview is completely voluntary, and she can refuse to participate if she prefers. The questions below provide a basic guide, but you can edit and develop additional questions if you like.

Name of girl interviewed _____

Age of girl interviewed _____

1   Please describe a typical day for you: What do you do every day?

_____

_____

_____

2   What is your favorite part of the day? What is your least favorite of your daily chores, and why? What is the most difficult thing that you have to do every day, and why is it difficult?

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_____

3   What do you do when you are at home?

_____

_____

4.2 ADVOCACY PREPARATION AND RESEARCH

4 Do you go to school? If you do go to school, what is your favorite subject? If you do not go to school, why not?

_____

_____

_____

5 What would you like to be when you grow up?

_____

_____

_____

6 How is your life different from that of your siblings or other children your age? Why do you think it is different?

_____

_____

_____

7 Do you live with your parents, relatives, and/or brothers/sisters? If not, with whom do you live, and why?

_____

_____

_____

8 Are you married? If yes, at what age were you married, and how old was your husband when you married? Do you have children? If yes, how many and what ages?

_____

_____

9 Do you have a job, whether informal or formal? If yes, what kind of work do you do?

_____

_____

_____

10 If you had a big problem (like someone threatened you or was abusing you), what would you do? Whom would you tell?

_____

_____

_____

11 What else would you like to share with me about your life and the things that you most enjoy?

_____

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NOTES

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4.3

THE ADVOCACY CYCLE

Session time:
70-80 minutes

TIME

Activity 1
Activity 2

FACILITATOR
Guide

OBJECTIVES

- To describe how political advocacy is a process in favor of a long term political change
- To identify and define the methodological steps to effectively create an advocacy plan
- To name the ideal order of the methodological steps for effectively creating an advocacy plan

MATERIAL

- Markers
- Masking tape for each group
- Cut out each individual foot/step bye "The Feet" and give one complete set to each group of five people
  - Ensure that the steps are mixed up so that they are in no particular order
- Flip chart with the session objectives clearly written on it

HANDOUTS

- "The Feet"
- "Steps for Advocacy Planning"
- "Model for Advocacy"

ACTIVITY ONE

🕐 20 min

Steps and Methodology for Advocacy Planning: Team Work

1 Introduce the session objectives and ask if there are any questions or comments. *3 min*

2 Remind participants that we are reviewing the basic steps to carry out political advocacy. Sometimes these steps are cut short or lead quickly from one to the next– there is not one ideal or perfect way to carry out political advocacy –our model outlines overall planning steps.

3 Divide participants in groups of 4-5 people, and ask each group to go to a different area in the classroom.

4 Hand out one set of cards and masking tape to each group. Each group must read the steps and put them in the order they think they should follow to carry out an advocacy strategy. They have 10 minutes to discuss and tape the "feet" in the order the group decides. They can tape the feet to the wall or the floor using masking tape.

5 Visit each group while they discuss the order of the steps and offer clarification if needed, without telling them the answer. Each group must choose a person to present the order they decided upon. *12 min*

ACTIVITY TWO

🕐 50-80 min

Presentations and Discussion

1 Each group takes 3-5 minutes to share the results in a group discussion, explaining the reasons why they decided to put the steps in that particular order. (This activity's exact timing depends on the number of teams) *15-25 min*

2 The rest of the participants share questions or comments about the order all the groups chose.

3 After everybody has presented their order, analyze the order differences from one group to the next, focusing on extreme differences and asking for opinions. There is no absolutely correct way to order the steps, and we can see there is logic behind every variation. The most important thing is that all of the steps are considered and that planning is done according to the social and political context, considering the time available.

15 min

NOTES

The steps Gathering Information and Political Analysis, must be taken during the whole time the advocacy strategy lasts, especially if the problem could be identified more easily by adolescent girls than by adults. Information gathering may include such tools as focus groups, individual interviews with key people, or surveys. However, to identify the Expected Political Advocacy Result, the problem must have already been defined, and a strong analysis made of the policies and laws already existing regarding this topic, to identify a realistic result. We also need to make a mapping of actors during the whole process, to build alliances and trace the progress.

4 If no team has already done so, present the suggested order of steps for advocacy planning in this order:

- Definition of the Problem
- Definition of the Expected Advocacy Result
- Audience Analysis
- Analysis of Possible Allies
- Self-Diagnostic (SWOT)
- Development of the Advocacy Project
- Gathering Information
- Political Analysis

15 min

5 End the session by requesting final questions or comments, and distribute the "Steps for Advocacy Planning" and the "Model for Advocacy" handouts with the advocacy steps and definitions to the participants.

5 min

4.3

THE ADVOCACY CYCLE

Session time:
90 minutes

TIME
Activity 1
Activity 2

PARTICIPANT
Guide

OBJECTIVES

- To identify and define the methodological steps to effectively create an advocacy plan
- To name the ideal order of the methodological steps for effectively creating an advocacy plan
- To describe how political advocacy is a process in favor of a long term political change

MATERIAL

- Markers
- Masking tape for each group
- Cut out each individual foot/step bye "The Feet" and give one complete set to each group of five people
  - Ensure that the steps are mixed up so that they are in no particular order
- Flip chart with the session objectives clearly written on it

HANDOUTS

- "The Feet"
- "Steps for Advocacy Planning"
- "Model for Advocacy"

ACTIVITY ONE

20 min

Steps for Advocacy Planning: Team Work

Participants will work in teams and organize the cards with the steps for advocacy planning.

ACTIVITY TWO

50-60 min

Presentations and Discussion

Teams will present the order in which they organized the steps. Then, the trainer will show the ideal order to put them in.

Definition of the Problem
Identify the main issue or problem that could be solve or improved by means of a specific political change

Self-Diagnostic (SWOT)
Identify the strengths, weakness, opportunities, and threats your organization should consider in working towards achieving the Expected Advocacy Result

Definition of the Expected Advocacy Result
Clearly define the political change to be promoted through the advocacy project, as well as the decision maker who will be the target audience

Development of the Advocacy
Define the basic elements of and advocacy project, goals, main actions, indicators, timetable, budget, and monitoring plan

Audience Analysis
Establish the target and secondary audiences and examine the level of power, the position, and the interest they may have towards the achievement of the Expected Advocacy Result

Gathering Information
Gather all the necessary information for advocacy planning and use it in the definition of each of the projetct´s elements

Analysis of Possible Allies
Identify the organizations, people, and institutions who may favor the achievement of the Expected Advocacy Result

Political Analysis
Deeply explore the political context within which the project will be implemented

Definition of the Problem	Identify the issue or problem that could be solved or improved by means of a specific political change	**Analysis of Possible Allies**	Identify the organizations, people, and institutions that may favor the achievement of the Expected Advocacy Result.
Definition of the Expected Advocacy Result	Clearly define the political change to be promoted through the advocacy project, as well as the decision maker(s) who will be the target audience.	**Development of the Advocacy Project**	Define the basic elements of an advocacy project, goals, main actions, indicators, timetable, budget, and monitoring plan.
Audiences Analysis	Establish the target and secondary audiences and examine the level of power, the position, and the interest they may have towards the achievement of the Expected Advocacy Result.	**Gathering Information**	Gather all the necessary information for advocacy planning and use it in the definition of each of the project's elements.
Self-Diagnosis	Identify the strengths, weaknesses, opportunities, and threats your organization should consider when working to achieve the Expected Advocacy Result.	**Political Analysis**	Deeply explore and understand the political context within which the project will be implemented.

Gathering Information

Audiences Analysis

Definition of the Problem or Topic

Definition of the Expected Result

Self-Diagnosis

Development of the Project

Analysis of Possible Allies

Political Analysis

NOTES

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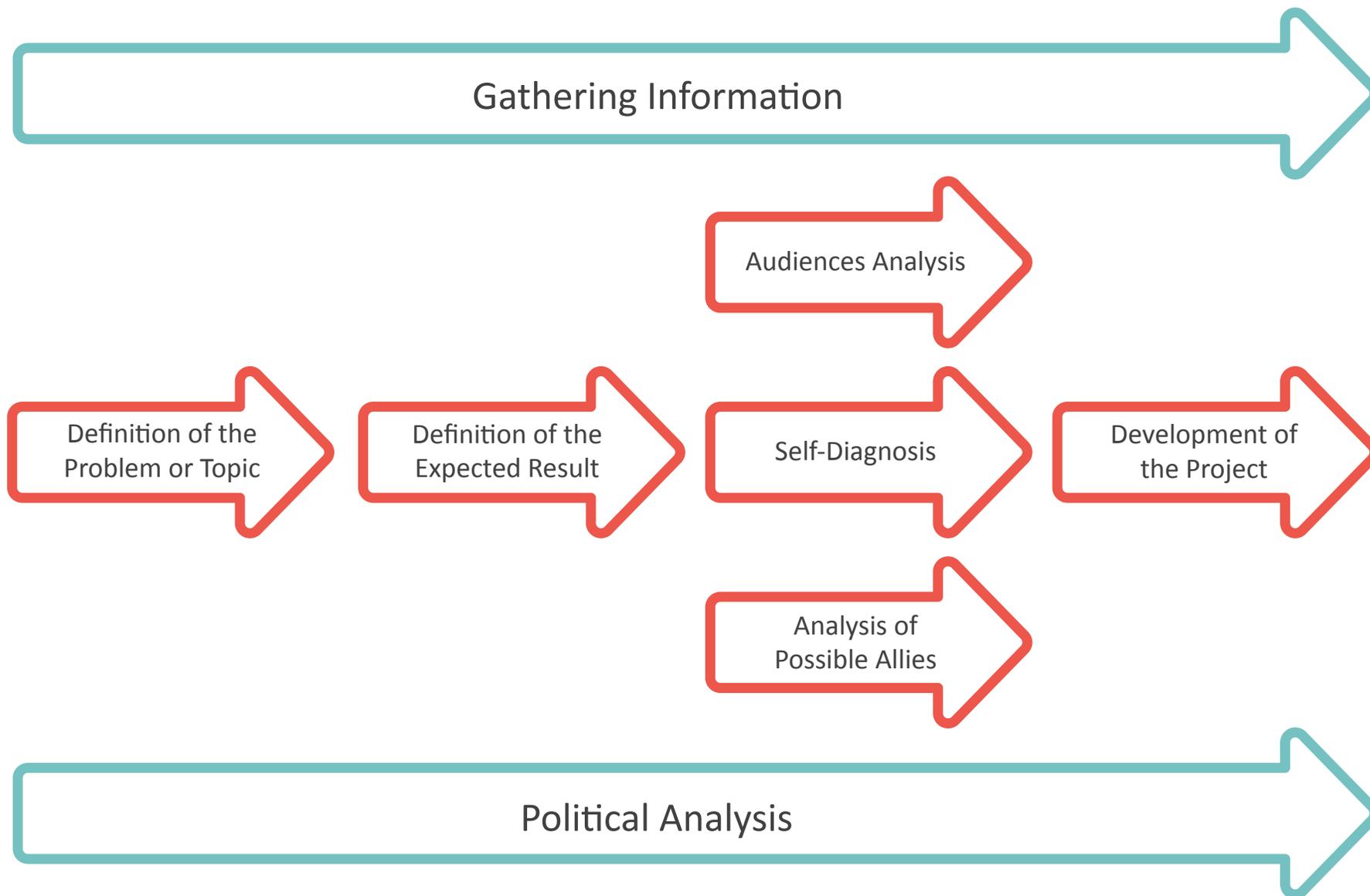
> You can advocate on behalf of someone, but if they can't speak on the issue themselves and how it affects them, then at the end of the day, [your] advocacy will be lacking.
>
> Aisha Cooper Bruce,
> LGL Fellow and
> Program Director for Social
> Empowerment HOPE

5

ADVOCACY FOR AND WITH GIRLS

5

INTRODUCTION

At Let Girls Lead, we firmly believe that when we design policies and programs that support the lives and needs of girls, we ensure that there is a more equal distribution of resources, opportunities, and responsibilities and thereby make our streets and communities safer and better for all people.

A gender perspective and a human rights framework are key to successful advocacy efforts for and with girls because both of these lenses provide tools for analyzing the root causes of the problems and inequities that girls face. By framing our advocacy in an international human rights framework, we avoid national politics and provide a normative framework for exposing injustices and barriers to inclusion.

Session time:
2.5 hours (150 min)

TIME

Activity 1
Activity 2
Activity 3
Activity 4

FACILITATOR
Guide

HUMAN RIGHTS AND ADVOCACY FOR GIRLS

OBJECTIVES

- To explain the history of human rights and how they link to adolescent and young women's socio-economic inequality
- To share information and experiences about the socio-legal context of adolescent girls and their needs
- To identify and explain which international agreements and strategies protect adolescent and young women's human rights

MATERIAL

- Markers
- Pre-workshop homework
- Paper or cards with the description of the life of an adolescent or adult for the "Crossing the Line" activity
- Nice gifts for 1/3 of the participants, and smaller gifts for the rest
- A classroom prepared with a wide empty space for participants to be able to move freely and with a line marked across the middle of the room (using either masking tape or a rope)
- Flip chart with the following questions written on it:
  - How do you feel about having done this exercise?
  - What did the several positions in the classroom tell us about access and equality in education, employment, and health?
  - How can we relate this exercise to girls' human rights?
- Pre-workshop training flip charts listing the obstacles each group identified (place them on the classroom walls with their content hidden)

ACTIVITY ONE

🕐 5 min

ACTIVITY TWO

🕐 45 min

Brainstorm on Human Rights

Ask participants to individually write down at least three human rights and how adolescent girls in their countries specifically can or cannot access these rights. Each participant will keep this list in his or her notebook.

Crossing the Line

1 Have participants form a horizontal line in the center of the classroom or the space for the activity.

2 Explain that the classroom is a "safe space" where we can all be honest and respectful, and where all stories and experiences are confidential — stories told here, stay here—.

3 Explain that participants must follow the instructions in silence, paying special attention to the feelings and thoughts that arise and shift during the exercise.

4 Hand out the character cards, one per person. It is OK if some characters repeat. Each person must read his or her character several times and pay attention to the situations and qualities of this character's life.

5 Explain that you will read a series of sentences that instruct participants to take a step forward or backward. After you read each sentence, each participant must take a normal step (neither too long nor too short) in the appropriate direction according to the description of his or her character. Explain that participants must remain silent during this exercise.

6 Read each one of the sentences on the "Reasons to take a step forward or backward" sheet. Read each sentence slowly and repeat if necessary. Wait for participants to take their steps before reading the next sentence.

7 After reading the last sentence, instruct participants to take 30 seconds to notice where they are standing in comparison to the other people in the classroom, and realize how they feel about being standing there. They must make note of how many people are ahead of them and how many are behind them. Then they must take another 30 seconds to individually analyze what their own position tells them about access to health services, education, and employment.

8 Point out the gifts located at the front of the classroom. Show what each gift is and its location at the end of the classroom or space. Ask participants to pay attention and notice which gift they like the most. When you give a signal, everybody can go and get the gift they most like. Explain that whoever gets to his/her preferred gift first, keeps it —taking a gift from another person is not allowed!—

9 Give the floor to any participants who got the gift they wanted. Let those participants present the character they received. Make a brief reflection of who got what and why.

10 Individual work: Have everybody return to their seats with their gifts and write in their notebooks around these questions:

- How do you feel about having done this exercise?

- What did the several positions in the classroom tell us about access and equality in education, employment, and health?

- How can we relate this exercise to human rights?

11 Discuss in plenary:

- Were you surprised by anything?

- How can we relate this exercise to discrimination?

- How can we relate this exercise to human rights?

- Consider which gift you ended up with, and why you got it. How does this part of the exercise relate to privilege?

- How can we relate this exercise to adolescent girls' rights?

5.1 HUMAN RIGHTS AND ADVOCACY FOR GIRLS

ACTIVITY THREE

🕐 70 min

Group Work: What Are Human Rights?

This activity uses the flip charts that are on the walls with their content hidden.

Begin the activity by screening the YouTube video "What are human rights? | Youth for human rights" at
http://www.youtube.com/watch?v=oh3BbLk5UIQ

10 min

1 In plenary, have participants share their reactions and comments about this video.

5 min

1 Brainstorming: In plenary, have participants name the 30 human rights as quickly as possible based on their previous knowledge. Write the key words of each right and number them (for example: 1. life, 2. no slavery, etc.). If participants can not name all of them, help them complete the list.

- Right to equality
- Right to life, liberty, and personal security
- Freedom from discrimination
- Freedom from slavery
- Freedom from torture
- Right to recognition as a person
- Right to equality before the law
- Right to remedy before competent tribunal
- Freedom from arbitrary arrest and exile
- Right to fair public hearing
- Right to be considered innocent until proven guilty
- Freedom from interference with privacy, family, home, and correspondence
- Right to free movement in and out of the country
- Right to asylum in other countries from persecution

- Right to nationality and freedom to change it
- Right to marriage and family
- Right to own property
- Freedom of belief and religion
- Freedom of opinion and information
- Right to peaceful assembly
- Right to participate in government and free elections
- Right to social security
- Right to desirable work and to join trade unions
- Right to rest and leisure
- Right to food and shelter
- Right to education
- Right to culture
- Right to a free and fair world
- Obligation to respect others' rights
- Freedom from state or personal interference with these human rights

5 min

3 Give out the handout "Declaration of Human Rights" and review as necessary. Hand out the participants' reference sheet.

4 Using the flip charts about "Local Contexts for Adolescent Girls" they made in the previous session, have each group identify which human rights they think are bound to the obstacles they identified in the flip chart. More than one right could apply to each obstacle.

10 min

5 Present the relevant information about international agreements that extend adolescent girls' human rights, pointing out which are binding for girls and women and which are not binding.

- **Binding:** CEDAW and Early Childhood Convention
- **Not binding:** Cairo, Beijing, Political Declaration on HIV and AIDS 2011, CPD 2012

30 min

6 Discuss the following questions in plenary:

- How are these declarations related to the 30 original human rights?
- How are these declarations and agreements related to each other?
- How can we use these agreements and declarations as part of our advocacy strategies to defend the rights of girls and adolescent girls?

10 min

ACTIVITY FOUR

🕐 45 min

International Binding and Non-Binding Agreements to Improve the Status of Adolescent Girls

1 In a plenary, allow 10 minutes to discuss the different international agreements participants are familiar with that address the topics and challenges noted in the agreements. Make sure to mention that the M-D-Gs have been a strategy, but are now being reworked in the post-2015 agenda.

2 Give PowerPoint presentation on the international agreements.

3 Have groups analyze which challenges/obstacles on their flip charts are addressed by the international agreements presented and how they can use these agreements to address the challenges and obstacles for girls they have identified in their flip charts.

4 In plenary, have each group present how they would use the international agreements and the Declaration of Human Rights to address these challenges.

45 min

5.1 HUMAN RIGHTS AND ADVOCACY FOR GIRLS

Characters for Participants to Act

Mrs. Guillen, a peasant, is 61 years old. She had 10 children. She studied only up to first grade, and received even less sexual education. She does not speak Spanish. Often her children go to bed on an empty stomach, sometimes they can not afford even tortillas. At least they have the government health plan and can easily get to the nearest health post, just a 10-minute walk away.

Deborah is a happy 16-year-old girl. She is in a youth group that offers young people sexual education. She has a health care plan and lives a block away from the Health Center. She is very smart, is first in her class, and plans to attend college and study to become an accountant. Her mother works very hard running a stall at the market.

Miguel is 25 years old and is about to finish his college studies. Although he is from a peasant village, his parents always encouraged him to study. His parents had the means to send him to college, because they owned the only store in town. He received sexual education in college, and has no children yet.

Viviana is a sustainable development project consultant. She was born and raised in the capital city, from a wealthy family. She attended the best private schools in the capital city. She finished college and traveled the world for a few months. She is 34 years old but has no children, because she likes being independent. She received good sexual education.

Nadia, 19 years old, got pregnant when she was studying 3rd basic, and dropped out of school. Every day she takes her animals grazing and harvests what the soil gives her. When Nadia was giving birth, the town's only nurse technician was out of town. She has no medical insurance. She gave birth squatting in her home patio, with her grandmother. Her father has been unemployed all her life, because nobody hires an alcoholic.

Roxana, at 18, has a two-year-old son. She lives with her husband, who is 21. She spends her days helping her mother at home and in the fields. Since her father died from alcoholism two years ago, she has to help raise her seven younger siblings. Sometimes they have nothing to eat. She never could finish secondary school. She never received sexual education and gave in to her lover's pressure.

Rodrigo is 20 years old and has not finished basic yet. There was trouble when he was born, and the midwife could not save him from lack of oxygen to his brain. He has learning, language, and motor system disabilities. His family is very poor and has no health plan, so they were never able to send him to therapy as a child. Other young men mock him and call him a homosexual.

Marjorie, 15, has a one-year-old baby. When she got pregnant, she dropped out of school for fear of being mocked. She has never seen a condom and does not know what that is. Her father is a taxi driver and her mother a homemaker. She lives in a squatter settlement in the outskirts, which makes access to medical care very difficult. They are poor.

Ivan was a hard-working student since he was very small, and his parents, both professionals, supported him to succeed in life. Today at 40 years old he is an economist, owns a gas station, and has a truck. When he has a problem he calls his primary doctor, whom he visits every year for his health check.

Angel Miguel is an 18-year-old adolescent who is about to finish high school. He is about to enter college to study art. He likes to play soccer and go out with his friends. He does not really have issues to worry about, and both his parents work and pay for his studies.

Yuli was born in a peasant town but had a good life. Her parents have a family business; she grew up healthy and happy. She was always a hard-working student, and finished school with very good grades. She did not attend college because there was not enough money for both her and her brother Miguel to study. She is 24 years old but still hasn't had children, thanks to a teacher who taught them about the use of contraceptives.

Gladys is 18 and has just migrated to the capital city. She wants to go to college, but neither she nor her parents have the money to pay for her studies. She is a domestic worker at a senior couple's home. She is saving money to study, and sends some of it to her family, who are peasants. This money is her family's only income source. She does not want her younger siblings to go hungry, like she did as a child.

Henry, whose father is unemployed, is only 7 years old and is about to go blind in one eye. One day his eye was red and it hurt. There is no doctor in his town. When his parents finally saved enough money and traveled many hours to take him to a doctor, it was too late. His eye hurts and it's very hard for him to study and go to school. Most likely he will not finish secondary school, and will join the cycle of poverty.

Carlo is 38 and is an engineer. His father is also an engineer, and Carlo learned to build things at an early age. He attended the best schools and colleges in the capital city. He also obtained a master's degree in Europe. He has the best health care plan in the country and lives across the street from a private clinic.

NOTES

Reasons to Take a Step Forward or Backward

1. If you had the opportunity to go to college, take a step forward.

2. If you ever had to repeat, interrupt, or abandon your studies, take a step back.

3. If you or your parents are employed, take a step forward.

4. If you are younger than 21 or older than 60, take a step back.

5. If you know about and have access to contraceptive methods, take a step forward.

6. If you were a teenage mother, take a step back.

7. If you have easy access to health services, take a step forward.

8. If you have had a chronic disease, take a step back.

9. If you are homosexual or if some people think you are, take a step back.

10. If you or your family have medical insurance, take a step forward.

11. If you or your relatives have not had enough to eat at some point, take a step back.

12. If you have traveled outside your country, take a step forward.

13. If you are female, take a step back.

14. If you are male, take a step forward.

15. If your family is poor, take a step back.

16. If you are from a peasant family, take a step back.

Eleonor Roosevelt

HUMAN RIGHTS AND ADVOCACY FOR GIRLS

Session time:
2.5 hours (150 min)

TIME
Activity 1
Activity 2
Activity 3
Activity 4

PARTICIPANT
Guide

OBJECTIVES

- To Explain the history of human rights and how they link to adolescent and young women's socio-economic inequality
- To share information and experiences that will help participants understand the socio-legal context of adolescent girls and their needs
- To identify and describe the international agreements and strategies that protect young women's human rights

MATERIAL

- Markers
- Pre-workshop homework
- Paper or cards with the description of the life of an adolescent or adult
- Nice gifts for 1/3 of the participants and smaller gifts for the rest
- Pre-workshop training flip charts with the barriers each group identified (placed on the classroom walls with their content hidden)

ACTIVITY ONE
5 min

Brainstorm on Human Rights

ACTIVITY TWO
45 min

Crossing the Line

Participants will put themselves in someone else's shoes and experience what pushes you forward or hinders you in life.

ACTIVITY THREE
60 min

Group Work: What Are Human Rights?

Participants will understand the definition of human rights and will be exposed to the different international agreements to protect adolescent girls' human rights.

ACTIVITY FOUR
40 min

International Agreements

In groups of three, participants will discuss international strategies.

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1
All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

1. The Universal Declaration of Human Rights. Retrieved from http://www.un.org/en/documents/udhr/

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

- (1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

- (2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12
No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13
- (1) Everyone has the right to freedom of movement and residence within the borders of each state.
- (2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14
- (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.
- (2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15
- (1) Everyone has the right to a nationality.
- (2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16
- (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
- (2) Marriage shall be entered into only with the free and full consent of the intending spouses.
- (3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17
- (1) Everyone has the right to own property alone as well as in association with others.
- (2) No one shall be arbitrarily deprived of his property.

Article 18
Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

- (1) Everyone has the right to freedom of peaceful assembly and association.
- (2) No one may be compelled to belong to an association.

Article 21

- (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- (2) Everyone has the right of equal access to public service in his country.
- (3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

- (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
- (2) Everyone, without any discrimination, has the right to equal pay for equal work.
- (3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
- (4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

- Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

- (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

- (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

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

Article 27

- (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
- (2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

- (1) Everyone has duties to the community in which alone the free and full development of his personality is possible.
- (2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
- (3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

The aim of the Convention is to set standards for the defense of children against the neglect and abuse they face to varying degrees in all countries every day.

This Declaration is careful to allow for the different cultural, political and material realities among states. The most important consideration is the best interest of the child. The rights set out in the Convention can be broadly grouped in three sections:

- **Provision:** The right to possess, receive or have access to certain things or services (e.g. a name and a nationality, health care, education, rest and play and care for disabled and orphans).

- **Protection:** The right to be shielded from harmful acts and practices (e.g. separation from parents, engagement in warfare, commercial or sexual exploitation and physical and mental abuse).

- **Participation:** The child's right to be heard on decisions affecting his or her life. As abilities progress, the child should have increasing opportunities to take part in the activities of society, as a preparation for adult life (e.g. freedom of speech and opinion, culture, religion and language.

Article 1: Definition of the Child
Every human being below 18 years unless majority is attained earlier according to the law applicable to the child.

Article 2: Non Discrimination
All rights must be granted to each child without exception. The State must protect the child without exception. The State must protect the child against all forms of discriminations.

Article 3: Best Interests of the Child
In all actions concerning children, the best interest of the child shall be the major consideration.

Article 4: Implementation of Rights
The obligation on the State to ensure that the rights in the Convention are implemented.

Article 5: Parents, Family, Community Rights and Responsibilities
States are to respect the parents and family in their child rearing function.

Article 6: Life, Survival and Development
The right of the child to life and the State's obligation to ensure the child's survival and development.

Article 7: Name and Nationality
The right from birth to a name, to acquire a nationality and to know and be cared for by his or her parents.

Article 8: Preservation of Identity
The obligation of the State to assist the child in reestablishing identity if this has been illegally withdrawn.

Article 9: Non Separation from Parents
The right of the child to retain contact with his parents in cases of separation. If separation is the result of detention, imprisonment or death the State shall provide the information to the child or parents about the whereabouts of the missing family member.

Article 10: Family Reunification
Requests to leave or enter country for family reunification shall be dealt with in a human manner. A child has the right to maintain regular contacts with both parents when these live in different States.

Article 11: Illicit Transfer and Non-Return of Children
The State shall combat child kidnapping by a partner or third party.

Article 12: Expression of Opinion
The right of the child to express his or her opinion and to have this taken into consideration.

Article 13: Freedom of Expression and Information
The right to seek, receive and impart information in various forms, including art, print, writing.

Article 14: Freedom of Thought, Conscience and Religion
States are be respect the rights and duties of parents to provide direction to the child in the exercise of this right in accordance with the child's evolving capacities.

Article 15: Freedom of Association
The child's right to freedom of association and peaceful assembly.

Article 16: Privacy, Honour, Reputation
No child shall be subjected to interference with privacy, family, home or correspondence.

Article 17: Access to Information and Media
The child shall have access to information from a diversity of sources; due attention shall be paid to minorities and guidelines to protect children from harmful material shall be encouraged.

Article 18: Parental Responsibility
Both parents have common responsibilities for the upbringing of the child and assistance shall be given to them in the performance of the parental responsibilities.

Article 19: Abuse and Neglect (While in Family or Care)
States have the obligation to protect children from all forms of abuse. Social programmes and support services shall be made available.

Article 20: Alternative Care for Children in the Absence of Parents
The entitlement of the child to alternative care with national laws and the obligation on the State to pay due regard to continuity in the child's religious, cultural, linguistic or ethnic background in the provision of alternative care.

Article 21: Adoption
States are to ensure that only authorised bodies carry out adoption. Inter-country adoption may be considered if national solutions have been exhausted.

Article 22: Refugee Children
- (1) Special protection is to be given to refugee children.
- (2) States shall cooperate with international agencies to this end and also to reunite children separated from the families.

Article 23: Disabled Children
The right to benefit from special care and education for a fuller life in society.

Article 24: Health Care
Access to preventive and curative health care services as well as the gradual abolition of traditional practices harmful to the child.

Article 25: Periodic Review
The child who is placed for care, protection or treatment has the right to have the placement reviewed on a regular basis.

Article 26: Social Security
The child's right to social security.

Article 27: Standard of LIving

Parental responsibility to provide adequate living conditions for the child's development even when one of the parents is living in a country other than the child's place of residence.

Article 28: Education

The right to free primary education, the availability of vocational educating, and the need for measures to reduce the drop-out rates.

Article 29: Aims of Education

Education should foster the development of the child's personality and talents, preparation for a responsible adult life, respect for human rights as well as the cultural and national values of the child's country and that of others.

Article 30: Children of Minorities and Indigenous Children

The right of the child belonging to a minority or indigenous group to enjoy his or her culture, to practise his or her own language.

Article 31: Play and Recreation

The right of the child to play, recreational activities and to participate in cultural and artistic life.

Article 32: Economic Exploitation

The right of the child to protection against harmful forms of work and against exploitation.

Article 33: Narcotic and Psychotic Substances

Protection of the child from their illicit use and the utilisation of the child in their production and distribution.

Article 34: Sexual Exploitation

Protection of the child from sexual exploitation including prostitution and the use of children in pornographic materials.

Article 35: Abduction, Sale and Traffic

State obligation to prevent the abduction, sale of or traffic in children.

Article 36: Other Forms of Exploitation

Article 37: Torture, Capital Punishment, Deprivation of Liberty

Obligation of the State vis-a-vis children in detention.

Article 38: Armed Conflicts

Children under 15 years are not to take a direct part in hostilities. No recruitment of children under 15.

Article 39: Recovery and Reintegration
State obligations for the reeducation and social reintegration of child victims of exploitation, torture or armed conflicts.

Article 40: Juvenile Justice
Treatment of child accused of infringing the penal law shall promote the child's sense of dignity.

Article 41: Rights of the Child in Other Instruments

Article 42: Dissemination of the Convention
The State's duty to make the convention known to adults and children.

Article 43-54: Implementation
These paragraphs provide for a Committee on the Rights of the Child to oversee implementation of the Convention.

The titles of articles are for ease of reference only. They do not form part of the adopted text. (UNICEF - UK)

NOTES

At the 1994 International Conference on Population and Development (ICPD) in Cairo, 179 countries agreed that population and development are inextricably linked, and that empowering women and meeting people's needs for education and health, including reproductive health, are necessary for both individual advancement and balanced development. The conference adopted a 20-year Programme of Action, which focused on individuals' needs and rights, rather than on achieving demographic targets.

Advancing gender equality, eliminating violence against women, and ensuring women's ability to control their own fertility were acknowledged as cornerstones of population and development policies. Concrete goals of the ICPD centred on providing universal education; reducing infant, child, and maternal mortality; and ensuring universal access by 2015 to reproductive health care, including family planning, assisted childbirth and prevention of sexually transmitted infections including HIV/AIDS.

Key Actions for the Further Implementation of the Programme of Action of the ICPD

Progress and challenges in the first five years of implementing the Cairo agreement were the focus of a series of meetings leading up to special session of the United Nations General Assembly (ICPD+5) in June 1999. The session identified Key Actions for the Further Implementation of the ICPD Programme of Action, including new benchmark indicators of progress in four key areas:

1 **Education and literacy**

"Governments and civil society, with the assistance of the international community, should, as quickly as possible, and in any case before 2015, meet the Conference's goal of achieving universal access to primary education; eliminate the gender gap in primary and secondary education by 2005; and strive to ensure that by 2010 the net primary school enrolment ratio for children of both sexes will be at least 90 per cent, compared with an estimated 85 per cent in 2000." [para. 34]

"Governments, in particular of developing countries, with the assistance of the international community, should: ... Reduce the rate of illiteracy of women and men, at least halving it for women and girls by 2005, compared with the rate in 1990." [para. 35 (c)]

2. International Conference on Population and Development. Retrieved from http://www.unfpa.org/public/home/sitemap/icpd/International-Conference-on-Population-and-Development/ICPD5-key-actions

2   **Reproductive health care and unmet need for contraception**

"... Governments should strive to ensure that by 2015 all primary healthcare and family planning facilities are able to provide, directly or through referral, the widest achievable range of safe and effective family planning and contraceptive methods; essential obstetric care; prevention and management of reproductive tract infections, including sexually transmitted diseases, and barrier methods (such as male and female condoms and microbicides if available) to prevent infection. By 2005, 60 per cent of such facilities should be able to offer this range of services, and by 2010, 80 per cent of them should be able to offer such services." [para. 53]

"Where there is a gap between contraceptive use and the proportion of individuals expressing a desire to space or limit their families, countries should attempt to close this gap by at least 50 per cent by 2005, 75 per cent by 2010 and 100 per cent by 2050. In attempting to reach this benchmark, demographic goals, while legitimately the subject of government development strategies, should not be imposed on family planning providers in the form of targets or quotas for the recruitment of clients." [para. 58]

3   **Maternal mortality reduction**

"By 2005, where the maternal mortality rate is very high, at least 40 per cent of all births should be assisted by skilled attendants; by 2010 this figure should be at least 50 per cent and by 2015, at least 60 per cent. All countries should continue their efforts so that globally, by 2005, 80 per cent of all births should be assisted by skilled attendants, by 2010, 85 per cent, and by 2015, 90 per cent." [para. 64]

4   **HIV/AIDS**

"Governments, with assistance from UNAIDS and donors, should, by 2005, ensure that at least 90 per cent, and by 2010 at least 95 per cent, of young men and women aged 15 to 24 have access to the information, education and services necessary to develop the life skills required to reduce their vulnerability to HIV infection. Services should include access to preventive methods such as female and male condoms, voluntary testing, counselling and follow-up. Governments should use, as a benchmark indicator, HIV infection rates in persons 15 to 24 years of age, with the goal of ensuring that by 2005 prevalence in this age group is reduced globally, and by 25 per cent in the most affected countries, and that by 2010 prevalence in this age group is reduced globally by 25 per cent."
[para. 70]

Unofficial Summary

Article 1
Definition of discrimination against women: any distinction, exclusion, or restriction, made on the basis of sex, with the purpose or effect of impairing the enjoyment by women of political, economic, social, cultural, or civil human rights on equal footing with men.

Article 2
States Parties condemn discrimination against women and undertake to pursue a policy of eliminating it in all its forms. States Parties undertake to: include the principles of equality of men and women in national constitutions; adopt legislation prohibiting all discrimination against women; ensure legal protection and effective remedy against discrimination; refrain from any act of discrimination against women and ensure that no public authorities or institutions engage in discrimination; take measures to eliminate discrimination against women by any person, organization or enterprise; take measures to modify or abolish existing laws, customs and practices which constitute discrimination against women.

Article 3
States Parties shall take all appropriate measures, especially in the political, social, economic and cultural fields, to ensure the full development and advancement of women, for the purpose of guaranteeing them enjoyment of human rights on equal footing with men.

Article 4
Affirmative action measures shall not be considered discrimination. Special measures protecting pregnancy shall not be considered discriminatory.

Article 5
States Parties shall take all appropriate measures: to modify social and cultural patterns of conduct of men and women which are based on ideas of inferiority or superiority or on stereotyped roles for men and women; to ensure that family education includes the recognition of the common responsibility of men and women in raising children.

Article 6
States Parties shall take all appropriate measures to suppress traffic in women and exploitation of prostitution.

Article 7

States Parties shall take all appropriate measures to eliminate discrimination against women in political and public life and shall ensure equal rights to vote and be eligible for election; to participate in forming government policy and to hold public office; to participate in NGOs.

Article 8

States Parties shall take all appropriate measures to ensure a woman's equal right to represent her government at the international level and participate in the work of international organizations.

Article 9

States Parties shall grant women equal rights to a nationality. Neither marriage nor change of nationality by the husband during marriage shall automatically change the nationality of the wife. Women shall have equal rights with men with respect to their children's nationality.

Article 10

States Parties shall ensure to women equal rights in the field of education. States Parties shall ensure the same conditions for career guidance, access to studies, the same teaching staff and equipment. Stereotyped roles of men and women are to be eliminated in all forms of education. States Parties shall ensure that women have the same opportunities to benefit from scholarships and the same access to continuing education. States Parties shall ensure the reduction of female drop-out rates and shall ensure that women have access to educational information to help ensure health and well-being of families, including information on family planning.

Article 11

States Parties shall take all appropriate measures to eliminate discrimination against women in employment and shall ensure, on the basis of equality of men and women, the same rights to work, to the same employment opportunities, to free choice of employment, to promotion, benefits, vocational training, equal remuneration, equal treatment in respect of work of equal value, the right to social security, unemployment, protection of health. States Parties shall prohibit dismissal on the grounds of pregnancy and discrimination in dismissals on the basis of marital status. States Parties shall take measures to introduce maternity leave with pay or social benefits.

Article 12

States Parties shall take all appropriate measures to eliminate discrimination against women in the field of health care and shall ensure women equal access to health care services and appropriate services in connection with pregnancy.

Article 13

States Parties shall take all appropriate measures to eliminate discrimination against women in other areas of economic and social life and shall ensure the same rights to family benefits, to bank loans, mortgages and other forms of credit.

Article 14

States Parties shall take into account the special problems of rural women and the significant roles they play in the economic survivof their families and shall ensure to them all rights in this convention. States Parties shall ensure equal rights of men and women to participate in and benefit from rural development, and shall ensure to rural women the rights to: participate in development planning; have access to adequate health care facilities and family planning; benefit from social security programs; receive training and education; have access to agricultural credit and loans, marketing, and appropriate technology; receive equal treatment in land reform; and have adequate living conditions, particularly in relation to housing, sanitation, electricity and water supply, transport and communications.

Article 15

Women shall have equality with men before the law. Women and men shall have the same rights regarding movement of persons and freedom to choose residence.

Article 16

States Parties shall take all appropriate measures to eliminate discrimination against women in all matters relating to marriage and family relations and shall ensure equal rights to enter marriage, to choose a spouse, to enter marriage only with full consent, the same rights and responsibilities within marriage and in divorce, the same rights and responsibilities as parents, the same rights to decide on the number and spacing of children, the same rights with regard to ownership of property. A minimum age shall be set for marriage.

NOTES

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INCREASING AWARENESS OF SEX AND GENDER

OBJECTIVES

- To explain the difference between sex and gender
- To explain how gender affects people in different ways

MATERIAL

- "World Upside-Down" text[1]
- Markers
- Flip chart with the session objectives clearly written on it

ACTIVITY ONE

🕐 65 min

The World Upside-Down

1 Ask participants to get comfortable. Tell them you will read a story about an imaginary world, and ask them to close their eyes and concentrate on the story. You may wish to have two readers read alternate sections of the story.

2 Read the "World Upside-Down" text in a clear tone.

Have you ever been bothered by the way the word "man" is used to include all people? Does it bother you, for instance, that when people refer to "the rights of all men," they really mean the rights of men and women, or the rights of all people? Imagine a world that is similar to our own, but slightly different. In this imaginary world, "woman" is the term that refers to all people. That is, when we use the word "woman," we mean everyone.

Close your eyes and imagine that when you read the daily newspaper or listen to the radio, what you see or hear about are women politicians, women trade union leaders, women directors of large companies. Imagine a world in which most books, plays, films, poems, and songs have women as their heroes. Imagine that women are the people you learn about when you study the great scientists, historians, journalists, revolutionaries. Imagine that it is women who will be making major decisions about the future in this different world.

Recall that everything you have ever read in your life uses only female pronouns—"she," "her"— meaning both boys and girls, both women and men. Recall that you have no men representing you in government. All decisions are made by women. Men, whose natural roles are as husband and father, find fulfillment in nurturing children and making the home a refuge for the family. This is only natural to balance the role of the woman, who devotes her entire body to the human race during pregnancy, and who devotes her emotional and intellectual powers to ensuring the progress and survival of the planet throughout her life.

Imagine further now, about the biological explanations for women as the leaders and power-centers. A woman's body, after all, represents perfection in design. Even female genitals, for instance, are

1. Taken from The Oxfam Gender Training Manual ©1994, Oxfam UK and Ireland.

compact and internal, protected by their bodies. Male genitals are exposed, so that they must be protected from outside attack to assure the perpetuation of the race. Man's vulnerability clearly requires sheltering. Thus, by nature, males are more passive and timid, and have a desire to be protectively engulfed by the compact, powerful bodies of women.

In the world that we are imagining, girls are raised as free and self-confident beings. They play, they run, climb trees, take risks with the encouragement of all adults around them. The family puts a priority on the physical and intellectual development of girls, since they are the ones who will ultimately be responsible for the future of our society.

Boys, on the other hand, are raised to be timid and obedient. They are encouraged to play quiet games in the home that will prepare them for their lives as caretakers of the family. From an early age, they are expected to help their fathers. They learn to look up to women, to try to please and care for them. They are taught to become the mirror in which the strength of women can be reflected.

Now remember back to the birth of your first child, if you have children. In your last month of pregnancy, your husband waits with anxiety, wondering what the sex of the child will be. Your first child is a boy. Your husband sits by your side holding this newborn, already instinctively caring for and protecting it. There are tears in your husband's eyes and you know that at the same time that he is filled with joy at your son's birth, he is also looking forward to having another, hoping for the birth of the girl child that will carry on the family name.

3   **Discussion in small groups.** Ask participants to form groups of five to talk about what they felt listening to the story. Did they feel upset, amused, or confused? Did any part of the story make them laugh?

4   **Discussion in a large group.**

- Ask participants how this imaginary world compares to the world we live in. Is it a complete role exchange? If we replace the word "woman" with "man" every time it is mentioned, would it be an exact description of the world we live in? Why or why not.

- Would they want to live in the world described in the story? What is wrong in this world? What would be right with it? Could we, as women, want to have the kind of power men currently have? If we did, would we use it in a similar way? How do you think a trans person feels? Would there be other challenges?

- End the discussion by talking about how an ideal world would be.

5   **End the session.** Explain that it is very important for all participants to understand well the terms "sex" and "gender" and the difference between them, because they will be fundamental for the rest of the workshop and especially the advocacy session.

5.2

Session time:
65 minutes

TIME

Activity 1

PARTICIPANT
Guide

INCREASING AWARENESS OF SEX AND GENDER

OBJECTIVES

- To explain the difference between sex and gender
- To explain how gender affects people in different ways

MATERIAL

- "World Upside Down" text[2]
- Markers
- Flip chart with the session objectives clearly written on it

ACTIVITY ONE

🕐 65 min

World-Upside Down

Participants will hear a story about how the world would be if it were upside-down.

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2. Taken from The Oxfam Gender Training Manual ©1994, Oxfam UK and Ireland.

5.3

ADVOCACY FOR GENDER PERSPECTIVE

Session time:
2 hours (120 min)

TIME

Activity 1
Activity 2

FACILITATOR
Guide

OBJECTIVES

· To identify the relevance and impact of gender in advocacy
· To explain the importance of advocacy with a gendered perspective
· To describe advocacy strategies for gender equality that emphasizes young women's lives and leadership

MATERIAL

· One flip chart with objectives clearly written on it
· Three additional flip charts, with the word "Social," "Economic," and "Political" written at the top of each one
· PowerPoint projector
· Digital Stories: Gaby: http://www.youtube.com/watch?v=JUJj0EGRX4s
· Video: "Girl Effect": http://www.youtube.com/watch?v=WIvmE4_KMNw
· PowerPoint presentation
· Adhesive tape
· Cards
· Pencils
· Markers

NOTES

We designed this session for participants who understand the topics of sex, gender, and sexuality, whether it is because they are familiar with the subject or because they work in this area. The session helps them apply their knowledge of gender to their advocacy projects.

Remember: Prior to the Session

1 Prepare a flip chart with the session objectives clearly written on it, and three more with the words "Social," "Economic," and "Political" written at the top.

2 Make sure to download the digital stories from YouTube ahead of time to avoid streaming delays during the session.

Defining Gender and Sexuality

ACTIVITY ONE

🕐 25 min

1 Show Gaby's digital story:
http://www.youtube.com/watch?v=JUJj0EGRX4s   5 min

2 Encourage a group discussion using the following questions:

• When Gaby was a child and young adult, who or what defined her sexuality?

• How did Gaby find love, power, and community?

• What does Gaby's story tell us about sex, gender, and sexuality, and how did these components affect her?   5 min

3 Make sure you stress that sex, gender, and sexuality are interrelated, but are not interchangeable. A person's sex or gender does not define his or her sexuality! For example:

• A person (woman) may be a woman and masculine, and her sexual orientation may be heterosexual. A person (woman) may be a woman and feminine, and be a lesbian.

• A man may have a masculine sex and feminine gender, and his sexual orientation may be bisexual.

• A man can be intersexual, identify himself with the masculine gender, and be a feminist!

5 min

ACTIVITY TWO

🕐 95 min

Gender, Sexuality and Advocacy

1 Show slides 2 through 5 of the PowerPoint presentation that maps values and the importance of gender, sex, and sexuality.

10 min

2 Brief group discussion: Divide participants into pairs. Show slides 6 and 7 and allow 10 minutes for the group to discuss the questions.

Remember

We designed this session for participants who understand the topics of sex, gender, and sexuality, whether it is because they are familiar with the subject or because they work in this area. The session helps them apply their knowledge of gender to their advocacy projects.

10 min

3 In plenary, tape flip charts with the words "Social," "Economic," and "Political"—one word on each flip chart–. Facilitate a discussion about each flip chart, touching on the following questions and writing on the flip chart the key contributions for each "area":

• **Social**

- What are the roles of men and women, boys and girls in spiritual life?
- What are the cultural practices and traditions for men/boys? For women/girls?
- How are young women represented in the media: dress, body image, etc.? How are men?
- What are the roles among young men/women in the family: cooking, laundry, fixing the car, etc.?
- How does the level of access to education for girls and young women compare to that of boys and young men?

• **Economic**

- How do most men earn a living? Most women?
- Who makes up the majority of the labor market, men or women?
- Who comprises the majority of the lower-paid sectors, men or women?
- Who has easier access to loans? Who controls the use of land and property?

- **Political**

  - How does the number of women in political positions compare to that of men?
  - What is the ratio of men to women in Congress?
  - What is the ratio of men to women in the judiciary (judges) and in village or town councils?
  - Is there something preventing women from entering political positions?

  35 min

4 In plenary, ask participants: What do all of these questions have to do with advocacy? Ask participants to share the definitions of advocacy they worked with during their 1-day training, and ask how advocacy, gender, and sexuality should connect.

10 min

5 Review slides 8 through 20 on gender-based advocacy

30 min

To close: Remind the group that you have only scratched the surface of the definition of these terms, and remind them that the interrelated topics of gender, sex, and sexuality are complex. Remind them that by titling this session "Why

6 Adolescent Girls?," we hope to help participants begin to answer this question, and that the following video might help them visualize why we are all here for teenage girls.

7 Watch the "Girl Effect" video: http://www.youtube.com/watch?v=WIvmE4_KMNw

10 min

NOTES

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ADVOCACY FOR GENDER PERSPECTIVE

Session time:
2 hours (120 min)

TIME
Activity 1
Activity 2

PARTICIPANT
Guide

OBJECTIVES

- To identify the relevance and impact of gender in advocacy
- To explain the importance of advocacy with a gendered perspective
- To describe advocacy strategies for gender equality that emphasize young women's lives and leadership

MATERIAL

- One flip chart with objectives clearly written on it
- Three additional flip charts, with the word "Social," "Economic," and "Political" written at the top of each one
- PowerPoint projector
- Digital Stories: Gaby: http://www.youtube.com/watch?v=JUJjOEGRX4s
- Video: "Girl Effect": http://www.youtube.com/watch?v=WIvmE4_KMNw
- PowerPoint presentation
- Adhesive tape
- Cards
- Pencils
- Markers

ACTIVITY ONE

25 min

Defining Gender and Sexuality

1 View and discuss Gaby's digital story

2 Group discussion: Participants will work in groups of three to four to discuss the IDEI advocacy case study. The discussion will be based on the worksheet questions.

3 Review the worksheet individually. Write down your ideas or opinions about the questions and the case study.

ACTIVITY TWO

95 min

Gender, Sexuality, and Advocacy: PowerPoint Presentation and Discussion

- **Slides 2-3:** Why Does Gender Matter?
- **Slides 4-5:** Why Does Sexuality Matter?
- **Slides 6-7:** Questions for Discussion
- **Slide 8-9:** Gender in Advocacy
- **Slide 10-11:** Impact of Gender and Sexuality Power Inequalities
- **Slide 12-14:** Impact of Gender Power Inequalities
- **Slide 15:** Why Gender-Based Advocacy?
- **Slide 16:** What Does Gender-Based Advocacy Do?
- **Slide 17-18:** What Coes Gender-Based Advocacy Entail?
- **Slide 19-22:** Elements of Gender-Based Advocacy
- **Slide 23:** Questions for Reflection
- **Slides 24-25:** Best Practices
- **Slide 26:** Common Challenges

ADVOCACY FOR GENDER PERSPECTIVE

5.4

INVOLVING GIRLS IN ADVOCACY STRATEGIES

Session time:
2 hours (120 min)

TIME

Activity 1
Activity 2
Activity 3

FACILITATOR
Guide

OBJECTIVES

- To name at least three steps that one can take to involve girls in an advocacy strategy
- To describe the importance of involving girls in advocacy
- To describe the ideal conditions to involve adolescent girls' participation in an appropriate and meaningful way
- To have an in-depth strategy for adolescent girls' participation in an advocacy plan

MATERIAL

- Flip chart with session objectives clearly written on it
- PowerPoint presentation

WORKSHEETS

- "IDEI Advocacy Case Study"
- "Involving Adolescents Means Getting Organized"
- "When and How to Involve Girls?"
- Handout: "Keys to Successfully Getting Girls Involved in Advocacy"

Background

Let Girls Lead designed this session to help adults who work with adolescent girls become aware of the various ways they can meaningfully involve girls in advocacy strategies. If workshop participants are younger, or adolescent girls themselves, the facilitator will have to revise the session to make it appropriate to this audience.

Before the Workshop: Reading the IDEI Case Study

Workshop participants should read the I-D-E-I case study before the session. Use the following questions to guide the reading of the case study:

- How did the participation of adolescent girls contribute to the success of this strategy?

- In what ways were adolescent girls the beneficiaries in this advocacy strategy, and in what ways were they the main actors?

- What challenges do you think the advocates might have had when they tried to involve girls in this advocacy strategy?

Remember: Prior To The Session

Prepare a flip chart with the session objectives clearly written on it.

5.4 INVOLVING GIRLS IN ADVOCACY STRATEGIES

ACTIVITY ONE

30 min

Session Objectives and IDEI Case Study

1 Review the session objectives written on the flip chart with the group.

3 min

2 **Group discussion:** Divide participants in groups of three to four people. Introduce the group discussion topic about the IDEI case study.

Remember

Distribute Worksheet Activity 1: IDEL Case Study

7 min

3 Each participant will complete the worksheet and write down ideas and reactions about the following case study questions:

- How did the girls' participation contribute to the strategy's success?
- How did girls benefit by participating in this strategy?
- How did their involvement help the campaign?
- What challenges do you think might have arisen by involving adolescent girls?

20 min

ACTIVITY TWO

70 min

PowerPoint Presentation and Discussion

Slide 2: Why Should Adolescent Girls Participate in Advocacy?

- Girls have the right to influence the decisions that affect them.
- Girls benefit from participating—they gain confidence, skills, knowledge, and recognition.

2 min

Slide 3: Why Should Adolescent Girls Participate in Advocacy?

- People in power pay attention to adolescent girls.
- Girls can contribute in key ways and successfully.
- Teenage girls have ideas and opinions based on their own reality, providing a valuable perspective.

3 min

Slide 4: Question for Discussion

The group can discuss this in pairs, small group, or plenary:
- Based on your own experience, why should girls take part in advocacy?
- Think about this question and write down your key ideas.

5 min

Slide 5: Bases for Involving Girls

The Convention on the Rights of the Child (CRC), article 12, reads:

1 min

> States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
>
> For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

2 min

Slide 6: Girl-Centered Advocacy

- Teenage girls are consulted in the advocacy process, but it is led by adults.
- Adults help ensure that the girls' interests are central and that their voices are taken into consideration.
- Both work together to create messages and recommendations.
- Adults enable girls to take active roles and agree on priorities and recommendations in a participatory way.

2 min

Slide 7: Girl-Led Advocacy

- Teenage girls implement advocacy on issues they identify themselves.
- Adults support the creation of spaces and channels, and provide the resources for the full participation of youth.
- Adults help the girls understand laws and policies, and provide the girls information at their level.
- Adults protect and assist the young during the whole process.

2 min

Slide 8: Advocacy in Collaboration with Girls

- Adults work with teenage girls during the whole process, from identifying the issue to monitoring and assessing the results.
- Both girls and adults may initiate advocacy.
- However: Sometimes girls may take control of the process and depend on support from adults.

10 min

Slide 9: Questions for Discussion

The group can discuss these in pairs, small group, or plenary:
- Do you know any advocacy strategy that focuses on the young or is led by the young?
- What made these strategies successful, or what limited their success?

3 min

Slide 10: Youth/Adult Commitment Pyramid

- Top: Initiated by girls and decisions are shared with adults
- 1st: Initiated by girls and they lead their own projects
- 2nd: Initiated by adults and decisions are shared with the young
- 3rd: Consulted and informed
- 4th: Assigned but informed
- 5th: Selective incorporation
- 6th: Decoration
- Bottom: Manipulation

5 min

Slide 11: Possible Obstacles for Girls' Participation

- They are not allowed in public spaces and decision-making spaces, usually controlled by men.
- They are uninformed about issues.
- They do not know what advocacy is or how to get involved.
- They lack the skills to carry themselves and to speak in public about the issues that affect them.

5 min

Slide 12: Possible Situations in Which It Is Not Ideal to Involve Girls

- Advocacy is a topic that means breaching confidentiality or exposing the teenage girl or her family in a negative way (e.g., sexual abuse, domestic violence).
- There has not been enough time to prepare and practice with teenage girls, and they still have not grasped the topic 100%.
- Others?

2 min

Slide 13: How to Get Girls Involved

- Think of girls as one of the most important parts of the advocacy strategy.
- Use already -existing networks of young people: youth groups, etc.
- Work on "adultist" attitudes with the adults of your organization or group.

3 min

5.4 INVOLVING GIRLS IN ADVOCACY STRATEGIES

Slide 14: How to Get Girls Involved

- Help create a friendly environment for them—hold meetings at times suitable for the girls and in safe places close to public transportation.
- Train the girls so that they have the information and skills to advocate in an appropriate way for their age.
- Have an ethical and transparent strategy—do not re-traumatize the girls.

15 min

Slide 15: Questions for Discussion

- How can you get girls involved in your political advocacy efforts?
- How can you encourage their leadership?
- What can we learn from them in this context?

60 min

Work with your table teammates. Discuss these questions during the next 10 minutes. Write down the ideas and strategies that seem to be more connected to your organization's work.

Remember

You can modify this presentation according to the age of the workshop participants and their needs.

ACTIVITY THREE

🕐 30 min

Review the Handout: "Keys to Successfully Getting Girls Involved in Advocacy" and Presentations

1 Divide participants in groups of three to four people.

5 min

Remember

Distribute the Handout: Keys to Successfully Getting Girls Involved in Advocacy.

2 Guided by the handout, participants discuss one or two keys to get girls involved in political advocacy, and give examples of how these could be part of an advocacy strategy.

20 min

5.4

INVOLVING GIRLS IN ADVOCACY STRATEGIES

Session time:
2 hours (120 min)

TIME

Activity 1
Activity 2

PARTICIPANT
Guide

OBJECTIVES

- To describe the importance of involving girls in advocacy
- To describe the ideal conditions to involve adolescent girls' participation in an appropriate and meaningful way
- To have an in-depth strategy for adolescent girls' participation in their advocacy plan

MATERIAL

- Flip chart with session objectives clearly written on it

WORKSHEETS

- PowerPoint presentation
- Worksheet: IDEI Case Study
- Handout: Keys to Successfully Get ting Girls Involved in Advocacy
- Worksheet: Involving Adolescents Means Getting Organized
- Worksheet: When and How to Involve Girls?

3   Each group presents the core points of their discussion in plenary. The rest of the group can ask questions and comment (3-5 minutes per group).

15 min

Pre-session Homework: IDEI Case Study

Participants must read the IDEI case study prior to the session. Participants will use the following questions to guide their case reading:

- How did the girls' participation contribute to the strategy's success?
- How did girls benefit by participating in this strategy?
- How did their involvement help the campaign?
- What challenges do you think might have arisen by involving adolescent girls in this advocacy strategy?

ACTIVITY ONE

30 min

Review the Session Objectives and Facilitate a Discussion About the IDEI Case Study

1   Review the session objectives.

2   Group discussion: Participants will work in groups of three to four to discuss the IDEI case study. The discussion will be based on the worksheet questions.

3   Review the worksheet individually. Write down your ideas or opinions about the questions and the case study.

5.4 INVOLVING GIRLS IN ADVOCACY STRATEGIES

ACTIVITY TWO

🕐 60 min

PowerPoint Presentation and Discussion

- **Slides 2 and 3:** Why Should Adolescent Girls Participate in Advocacy?
- **Slide 4:** Question for Discussion
- **Slide 5:** Bases to Get Girls Involved
- **Slide 6:** Girl-Centered Advocacy
- **Slide 7:** Girl-Led Advocacy
- **Slide 8:** Advocacy in Collaboration with Girls
- **Slide 9:** Questions for Discussion
- **Slide 10:** Youth/Adult Commitment Pyramid
- **Slide 11:** Possible Obstacles for Girls' Participation
- **Slide 12:** Possible Situations in Which It Is Not Ideal to Involve Girls
- **Slides 13 and 14:** How to Get Girls Involved
- **Slide 15:** Questions for Discussion

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Adolescents in San Miguel Sigüilá participating in "Sueño," an LGL-sponsored project

The biggest problem with teenage girls at a national level is that there are not any real spaces for teenagers to exercise any kind of power in decision making. IDEI gave us a real space for us to participate.

Yessenia Chanax, 19 years old, young leader and tech assistant for the LGL-IDEI project

1 How did the girls' participation contribute to the strategy's success?

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2 How did girls benefit by participating in this strategy?

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3 How did their involvement help the campaign?

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4 What challenges do you think might have arisen by involving adolescent girls?

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Using our methodology, we see a 13-year-old girl speak perfectly clearly about what a public policy is, why it is important, and how it affects her.

Janet Ikeda,
IDEI Executive Director

Any process in which girls participate and are listened to must be:

Transparent and informative

Adults working with girls must provide the girls with thorough, accessible, culturally sensitive, and age-appropriate information. Adults should inform the girls about their rights to express themselves freely and that their ideas will be taken into consideration. Adults should clearly inform the girls what their participation will consist of, what its scope will be, and its purpose and possible impact.

Voluntary

Adults must never force girls to express their ideas if they do not wish to, and the girls must know that they can stop their participation at any time for whatever reason they identify.

Respectful

Girls' opinions must be heard with respect, and they must be given the opportunity to initiate ideas and activities. Adults working with girls must acknowledge, respect, and be a role model for the girls' participation in their interactions with family, school, culture, and work environment. Adults should also understand the girls' social-economic, environmental, and cultural context. People and organizations working with and for girls and adolescents must also respect their opinions regarding their participation in public events.

Relevant

Topics in which girls have a right to express themselves should be directly important to their lives, and they should be able to use their strengths, knowledge, skills, and abilities. Furthermore, girls should have the space to address the topics they themselves have identified as relevant and important.

Age-Appropriate

Adults should adapt environments and work methodology to the girls' abilities. There should be time and resources available for the appropriate training of girls so that they have the confidence and the opportunity to share their ideas. Adults must take into consideration the fact that adolescent girls need different amounts of support and have different ways of getting involved according to their age and their ability to socialize.

Inclusive

Participation must be inclusive. Avoid existing patterns of discrimination, promote opportunities for marginalized adolescents, and include both genders when relevant. Adolescent girls are not a homogeneous group--their participation requires providing equal opportunities for everybody, with no discrimination under any circumstances. Adults should create culturally informed programs that work with adolescents of all communities.

Supported by Training

Adults need the preparation, skill, and support to facilitate girls' effective participation. Adults must have the skill to listen, to work alongside girls, and to get effectively involved with the girls according to their abilities. The girls themselves can be included as trainers and facilitators regarding their own effective participation. They need to develop their abilities to strengthen their skills—for example, for the effective awareness of their rights, training in organizing meetings, working with the media, speaking in public, and advocacy.

Safe and Risk-Sensitive

There are certain situations in which expressing opinions in public can be risky for girls. Adults have the responsibility towards the girls they are working with to take all the necessary precautionary measures to minimize girls' risks of violence, exploitation, and any other negative consequence associated with their participation. Necessary protective measures include

developing a clear safety strategy that acknowledges the specific risks some adolescent groups face, and the additional obstacles they may face when reaching out for help from established institutions like the police department or the justice system. Girls should be aware of their right to be protected, and should know where to go if they need help. It is important to invest in working with families and communities to raise awareness among people about the value and the implications of participation, and to minimize the risks to which girls are exposed.

Responsibility

Commitment to follow-up and evaluation are essential. For example, in any research or inquiry process, adults must inform adolescents about how their opinions will be interpreted and used, and, when necessary, must give girls the opportunity to question and influence the results. When appropriate, girls must have the opportunity to participate in the process or in the follow-up activities. If possible, the girls themselves should carry out monitoring and assessment of the girls' participation. Adults should share with the girls any final documents produced, especially regarding study or survey results.

NOTES

Questions	Anwers	Action and person in charge
How would girls influence your advocacy plan?		
How will girls be involved throughout the whole advocacy process?		
How will you make sure the girls' participation in advocacy will be safe, meaningful, and ethical?		
What skills are to be developed to ensure that interest groups and interested parties value the girls' participation?		
What are the necessary resources for girls to communicate their messages in a creative way? For example: use of the media		

A5.4 INVOLVING GIRLS IN ADVOCACY STRATEGIES
WORKSHEET 3 WHEN AND HOW TO INVOLVE GIRLS?

	Girls are informed	Girls are consulted	Girls share ideas	Girls are equal partners	Girls play lead role
PLANNING					
IMPLEMENTATION					
MONITORING					
ASSESSMENT					

Adolescent girls participating in the "rights in Action" campaign in Concepción Chiquirichapa, Guatemala

Background

Guatemala's population is among the fastest growing and most ethnically diverse in Latin America –nearly half of the country's 14.7 million inhabitants belong to an indigenous Mayan ethnic group. The majority of indigenous Guatemalans live in extreme poverty and have limited access to education, health care, and even basic services such as water and sanitation (Dries-Daffner, 2007). In addition to tremendous economic and social challenges, Guatemalans struggle with pervasive violence and the scars left by the country's 36-year civil war, which ended in 1996.

Two of the areas hardest-hit by the civil war are the indigenous towns of Concepción Chiquirichapa and San Miguel Sigüilá, located in Guatemala's Western highland region in the Department of Quetzaltenango. This region is predominantly Mam-speaking and among the poorest in Guatemala, where only 14% of rural indigenous girls complete primary school (Hallman, 2007), and only 1% of the population has attained a university education (UNDP, 2010). Concepción Chiquirichapa and San Miguel Sigüilá suffered mass displacement and violence as a result of the civil war, and recently struggled with a severe shortage of potatoes, their primary cash crop. The deepened poverty that resulted has caused mass migration to Mexico and the United States, leaving behind disintegrated families led primarily by female heads of household.

This case study examines how the Let Girls Lead's Adolescent Girls' Advocacy & Leadership Initiative partnered with the Association for Research, Development and Education (IDEI) to empower adolescent girls in Concepción Chiquirichapa and San Miguel Sigüilá to lead the development and rehabilitation of their communities. IDEI's success demonstrates the importance of advocacy to address grassroots community needs and to empower marginalized populations to participate in the democratic process, in addition to highlighting the potential for adolescent girls to become community leaders and advocates for their own needs.

ABOUT LET GIRLS LEAD
Let Girls Lead is building a global movement of Champions who empower girls to school, stay healthy, escape poverty, and overcome violence. Let Girls Lead empowers girls and their allies to lead social change through advocacy, education, storytelling, economic empowerment, and strategic partnerships. Since 2009, Let Girls Lead's proven model has contributed to improved health, education, livelihoods, and rights for more than 3 million girls through the passage of national laws, implementation of programs, and distribution of funds to ensure access to quality health care, education, and economic opportunity. For more information, please visit: www.letgirlslead.org

Empowering Girls to Advocate for Themselves

Founded in 1994, IDEI works throughout the Western Highlands of Guatemala on health, education, research and infrastructure projects, using strategies grounded in community participation, gender equity, human rights, and cultural respect. In 2009, IDEI staff member Juany García Perez became a Fellow of the Adolescent Girls' Advocacy & Leadership Initiative, and was awarded LGL funding to launch a pilot project to create girl-friendly public policies in Concepción Chiquirichapa and San Miguel Sigüilá. In partnership with LGL, the IDEI team worked with adolescent girls during the year-long project to advocate with local authorities for policies that promoted adolescent girls' health, education, and development.

Rather than advocating for girls and young women, IDEI staff built girls' capacity to raise their own voices and advocate directly with government decision-makers for increased funding for girl-friendly policies. As a result of this pilot initiative, both town mayors approved and signed the policies developed by IDEI and the girl advocates. Further, the mayor of Concepción allocated 0.5% of the total yearly municipal budget to open a Municipal Office of Childhood and Adolescence. These successes represent major advocacy accomplishments, especially because they were designed and led by indigenous adolescent girls and because IDEI did not have previous experience advocating for the budget increases needed to ensure successful policy implementation at the local level.

The major issue with adolescents on a national level is that there are no real spaces for youth to have any decision-making power. IDEI offered a real space for us to participate.

Yessenia Chanax, 19-year-old youth advocate and Technical Assistant to the LGL-IDEI Project Girls in San Miguel Sigüilá participating in the "I dream" contest sponsored by the LGL project

Even before partnering with LGL, IDEI was deeply committed to empowering girls and youth as protagonists in their own development. One of IDEI's organizational principles is "mediating pedagogy," in which the educator works with participants to analyze their community's needs and develop solutions to the problems they identify. Using this methodology, IDEI has participated in a variety of national youth development initiatives, including the planning and implementation of the national Guatemalan Youth Parliament.

A5.4 INVOLVING GIRLS IN ADVOCACY STRATEGIES
IDEI ADVOCACY CASE STUDY TRANSFORMING INDIGENOUS GIRLS' LIVES IN GUATEMALA

Ten percent of the girls who participated in IDEI's advocacy project were already part of the organization's ongoing youth leadership programs and the Guatemalan Youth Parliament prior to becoming involved in the advocacy initiative. By combining the principals of mediating pedagogy and youth leadership with advocacy capacity building and tools from LGL, IDEI created an innovative new model for successful advocacy led by adolescent girls.

Prioritizing Girls' Needs

With support from LGL, IDEI has taken a multi-faceted approach to developing and implementing public policies that actively engage girls, including training and empowering girls to advocate for their own needs, educating local leaders and key decision-makers about the many issues faced by indigenous girls, and using print and radio media as a community awareness-building tool.

The first stage of IDEI's democratic participation project empowered 40 adolescent girls and young women in Concepción Chiquirichapa and San Miguel Sigüilá to advocate for the approval and implementation of girl-friendly municipal public policies. These public policies ensure that local government addresses girls' unique needs in the areas of health, education, HIV prevention, and culturally relevant family violence prevention.

When Juany became an LGL Fellow, she began using tools she learned in the LGL program to build upon IDEI's existing work with adolescent girls. Employing her new advocacy skills, Juany encouraged IDEI's adolescent girl participants to plan and implement an advocacy strategy. Unlike the majority of advocacy initiatives, the girls themselves led all aspects of their own advocacy campaign, from inviting other organizations and government institutions to become allies to meeting directly with local authorities and municipal mayors to present and defend the proposed public policies. The girls decided they would advocate with the municipal governments of Concepción Chiquirichapa and San Miguel Sigüilá to promote the integrated development of adolescent girls in health, education, HIV, and domestic violence prevention through the participation of girls and young women in government policy decisions. They also decided to convince the mayors of both towns to allocate 0.5% of the municipal budget to ensure the implementation of girl-friendly public policies.

When IDEI initiated its LGL-funded advocacy strategy, adolescent girls in both municipalities worked together to plan general municipal assembly meetings and public forums to garner public and stakeholder support. Participants included representatives from the various municipal sub-commissions, town mayors and their staff, and traditional community authorities. The girls created several commissions to involve all segments of the communities in the advocacy initiative, including: the Protection Commission, which organized talks with parents about violence prevention and the legal process in cases of family violence; the Participation

Using our methodology, we see a 13 year old who speaks very clearly about what a public policy is, why it's important and how it affects her.

Janet Ikeda,
IDEI Executive Director

- *An adolescent girl speaking at a municipal meeting in Concepción Chiquirichapa*
- *LGL project participants marching on International Women's Day in San Miguel Sigüila*

Commission, which provided information about peer counseling, organized youth mural painting projects, and ensured direct youth participation in the advocacy process; and the Health Commission, which conducted bilingual radio programming in Mam and Spanish to provide young people and their parents with information about sexuality, HIV and other sexually transmitted infections, and teenage pregnancy. IDEI ensured that print and radio media representatives covered the girls' major events to promote local and national awareness of the initiative.

> The groups of girls and adolescents are the fundamental pillars that breathe life into the decrees, laws, and conventions because they are ultimately the beneficiaries and they best know their own needs and reality. They lend credibility to the implementation of public policy that arises from a truly felt need that is expressed directly by the beneficiary population.
>
> Juany García Perez,
> 2009 LGL Fellow

Advocacy Success for Girls

One of the greatest successes of IDEI's work has been to attain the proposed 0.5% municipal budget allocation to ensure girl-friendly public policy implementation in Concepción Chiquirichapa. In collaboration with IDEI, the local government has used this new funding to establish the Municipal Office of Childhood and Adolescence, which provides adolescent girls, their parents, and the community with a range of support services. The first phase of the project achieved municipal approval for the budgetary allocation in Concepción, and the second phase has seen the establishment and staffing of the office, where several girl-focused projects are already underway. These projects include classes for parents, self-help and peer counseling for adolescents, legal accompaniment in cases of rape and intra-family violence, community sensitization on human rights, and the increased participation of girls and adolescents in the democratic process.

Another significant achievement of IDEI's advocacy initiative has been the election of two adolescent girls as members of the Municipal Board of Directors of the Municipal Commission of Children and Youth. While young people had been members of the Commission in the past, no girls had ever held leadership positions on the Board of Directors. Both girls who were voted onto the Board of Directors were leaders in the girls' groups that spearheaded IDEI's advocacy initiative. They are the first girls in Guatemala to be elected to serve on a town Board of Directors.

Challenges

While IDEI has had great success in the municipality of Concepción Chiquirichapa, advocacy has been more challenging in San Miguel Sigüilá, an ultra-conservative community that is much less receptive to implementing girl-friendly public policies. Local authorities justify their unwillingness to implement girl-friendly policies by arguing that improvements in the municipality's infrastructure are for the benefit of all youth who inevitably use the newly built roads or parks for recreation. In addition, San Miguel manages a smaller budget than Concepción, and municipal authorities there contend that other priorities in the town take precedence in the face of such limited resources. To address these challenges, IDEI's network of 50 girls in San Miguel has taken several actions to build public support for the organization's advocacy efforts. Their actions have

included staging a public march in support of the proposed public policy in San Miguel and meeting with the local authorities, Community Development Councils, and Municipal Development Councils, as well as utilizing organizational influence in the community to reach out to the mayor. Although municipal authorities did not approve increased budgetary allocations in San Miguel, these strategies convinced the mayor to sign the public policies developed by IDEI into law, and to assign personnel to follow up on their implementation.

Lessons Learned

Through the implementation of this innovative project, LGL and IDEI have demonstrated the central value of adolescent girls' leadership in the advocacy process. Engaging girls at all stages of their advocacy campaign proved to be a highly effective strategy when approaching government officials, traditional leaders, and the media. By leveraging LGL tools and IDEI's participatory methodology, the girl leaders were able to highlight and advocate for the largely unacknowledged needs of adolescent girls in both municipalities.

In addition, convening a broad base of allies, including nongovernmental organizations (NGOs), community-based organizations, and government institutions has been invaluable to the success of the initiative in both municipalities. These allies include the Ministry of Health and the local Health Center, the Ministry of Education, and the national Social Welfare Department. In Concepción, the alliance with the Municipal Office of Women has been particularly important due to shared policy concerns between that office and the new Office of Childhood and Adolescence, which was established in Concepción as a result of IDEI's successful budgetary advocacy. Engaging local schools has also proven an effective way to build support and disseminate the new public policies to both students and their parents.

Finally, the political mapping and advocacy strategy planning tools that Juany Garcia Perez learned as an LGL Fellow have proven central to IDEI's planning process. One of the initial phases of advocacy planning is the analysis of potential allies and opponents, a tactic that helped IDEI garner the public support necessary to achieve success. In addition, Juany cites the community consultations as a major key to the advocacy success, enabling the girls to identify the issues facing their communities and develop girl-friendly solutions. IDEI utilized these direct community consultations along with other municipal-level diagnostic tools to establish a critical baseline from which to advocate for the public policies that address the needs of adolescent girls.

Looking Ahead

Building on the success of their girl-led advocacy strategy, IDEI has begun to work in neighboring municipalities to implement similar advocacy initiatives. With support from LGL, IDEI acquired additional funding to monitor implementation of the initial strategy, while expanding the advocacy initiative to the two neighboring municipalities

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of San Martín Sacatepéquez and Santa Cruz Cajolá. IDEI has already begun empowering groups of adolescent girls in those two new municipalities while advocating for the effective implementation of the established public policies in Concepción. IDEI continues to advocate with the municipal authorities in San Miguel Sigüilá to ensure that they follow Concepción's lead and allocate the necessary budgets to implement girl-friendly policies there. In collaboration with LGL, IDEI has worked to guarantee that the new public policies developed continued to be implemented after the September 2011 national elections. To ensure that policymakers remained committed to implementing these new policies following the election, IDEI and the girl advocates in participating towns held media roundtables with potential mayoral candidates to discuss their positions on public policies affecting adolescent girls. After the elections, IDEI worked with the newly elected officials to ensure their support for the implementation of girl-friendly policies.

Most important, IDEI continues to empower indigenous girls to play an active role in shaping their communities, advocating for their own needs, and speaking out on issues that affect them. Through the implementation of advocacy strategies that allow marginalized adolescent girls to engage effectively with local authorities, IDEI and LGL are demonstrating that the power to create a more peaceful and equitable society rests in the hands of Guatemala's adolescent girls.

NOTES

NOTES

> Each time a woman stand up for herself, without knowing it possibly, without claiming it, she stands up for all women.

Maya Angelou

SELF-CARE AND SAFETY FOR ADVOCATES

6

Session time:
70 minutes

TIME

Activity 1
Activity 2
Activity 3

FACILITATOR
Guide

SELF-CARE AND SAFETY SESSION

OBJECTIVES

- To understand of the importance of self-care and safety as activists and agents of social change
- To recognize symptoms of burnout and challenges to work/life balance, and identify concrete prevention methods
- To identify self-care and safety methods that work for participants

MATERIAL

- 2 flip charts:
  - Write the session objectives and definition 1 of self-care on one of the flip charts
  - Write definition 2 of self-care on the second flip chat
- Markers
- Participant notebooks or journals

HANDOUTS

- "Tips on Self-Care and Personal Safety"

ACTIVITY ONE

15 min

Self-Care and You

1 Write one definition of self-care on each of the flip charts:

- **Definition 1:** Self-care is what people do for themselves to establish and maintain health and prevent and deal with illness. It is a broad concept encompassing the following:

  - Hygiene
  - Nutrition (type and quality of food eaten)
  - Lifestyle (sporting activities, leisure, etc.)
  - Environmental factors (living conditions, social habits, etc.)
  - Socioeconomic factors (income level, cultural beliefs, etc.)
  - Self-medication (using non prescription drugs or medicines to treat undiagnosed physical or psychological symptoms)[1]

- **Definition 2:** Self-care is the ability to engage in human rights work without sacrificing other important parts of one's life—the ability to maintain a positive attitude towards the work despite challenges. Self-care can also be understood as a practitioner's right to be well, safe, and fulfilled.[2]

2 Review the written session objectives on the flip chart with the group. .... 3 min

3 Remind everyone of the Training Agreements that they made at the beginning of the training. It is particularly important at the beginning of this session to stress the agreement of confidentiality and participants must keep this training a safe space to discuss everyone's thoughts, opinions, and experiences.

4 What is self-care? Introduce the "self-care definition" activity. .... 12 min

5 Pick two groups of three volunteers each. Have each group hold one of the two definitions of self-care that you wrote on the flip charts, and have them stand around the room.

6 Tell the participants that they have five minutes to choose which definition of self-care they like best and to stand next to the person holding that definition.

7 Now that the participants are all standing next to a definition that they chose, pick at least two representatives from each group to describe why they chose the definition that they did. Have a brief discussion in plenary with participants to review the definition, and discuss how self-care and safety is relevant to work with adolescent girls and advocacy work.

8 Have participants come back into their original seats for Activity 2.

ACTIVITY TWO
🕐 35 min

Challenges to Self-Care and Safety in Advocacy for Adolescent Girls

Brainstorm   5 min

- In this session, it is important that participants understand the challenges that activists face towards self-care and safety. You can start this session by having a brainstorm with the participants about what challenges they foresee to caring for themselves and taking safety precautions that relate to their job as activists and advocates for adolescent girls.

- Three main topics that should come out of this brainstorm are "Burn-Out," "Personal Vulnerability," and "Putting Personal Safety at Risk":

    – **Burn-Out.** A state of emotional and, in some cases, physical exhaustion —often resembles acute stress disorder, depression, or post-traumatic stress disorder. Burn-out does not refer to spending too much time on a task, but rather to an activist's stress response stemming from the perception that the energy they have invested into a task has yielded insufficient returns.[3]

    – **Personal Vulnerability.** Many activists share personal stories through their activism, or are connected emotionally to the topics they are advocating for. It is important to recognize that through advocacy, we can become emotionally vulnerable through sharing our experiences or even by being so passionate. It is important to be aware of these aspects and also take care of our emotional well-being.

    – **Putting Personal Safety at Risk.** When we advocate for a cause, we speak publicly about our position and give interviews with the media. Advocates' names and faces becomes personally associated with our cause, and therefore advocates can become the targets of unwanted political and social attention. It is important that advocates take precautions to safeguard themselves and their personal contact information on phones, computers, and social media to minimize the risks of becoming a target of threats, stalking, or violence.

6 SELF-CARE AND SAFETY SESSION

Some participants may have difficult stories to share and may become upset or distraught when talking about them, so be prepared to allow for some time and space to engage with these emotions.

Breakout Groups   15 min

Have participants separate into small groups of 3-4 people to discuss personal experiences or thoughts about burn-out, personal vulnerability, and putting personal safety at risk. The session does not need to be rigid—participants should be welcomed to share whatever experiences they have had or what they are feeling on this topic.

Plenary   15 min

- Participants should come back to plenary after the breakout groups. In plenary, ask the participants to identify things they can do to care for themselves and protect their own safety. They can identify activities, thoughts, or actions in either their personal or professional lives.

- Some examples of things individuals can do to take care of themselves include the following:

  - Take care of your body: Eat well, and exercise when possible
  - Find time to decompress and relax: Take time for recreation and spend quality time with family
  - Find and create safe spaces that consist of a supportive network of people
  - Take basic Safety precautions: Check in with organization/family on a regular basis, protect all contact and digital information

ACTIVITY THREE

🕐 20 min

Personal Reflection on Self-Care

After the participants have finished brainstorming about ways to take care of themselves, it is time for them to reflect on their own feelings. The session will close with this personal reflection activity. Ask each participant to take out his/her notebook and a pen and find a comfortable place to think and write. Have participants think and journal about the following prompts:

- What aspects of my personal and professional life cause me stress, unhappiness?

- How can I think about taking care of physical and mental health in the long term?

- What are some ways that I can avoid burn-out in my professional life?

- What are some ways that I can safeguard myself and my family?

- What does my ideal work/life balance look like, and how can I achieve that balance?

SELF-CARE AND SAFETY SESSION

Session time:
70 minutes

TIME

Activity 1
Activity 2
Activity 3

PARTICIPANT
Guide

OBJECTIVES

- To understand of the importance of self-care and safety as activists and agents of social change
- To recognize symptoms of burnout and challenges to work/life balance, and identify concrete prevention methods
- To identify self-care and safety methods that work for participants

MATERIAL

- 2 flip charts
  - Write the session objectives and definition one of self-care on one of the flip charts
  - Write definition two of self-care on the second flip chat
- Markers
- Participant notebooks or journals

HANDOUT

- "Tips on Self-Care and Personal Safety"

ACTIVITY ONE

15 min

Self-Care and You

ACTIVITY TWO

35 min

Challenges to Self-Care and Safety in Advocacy for Adolescent Girls

ACTIVITY THREE

20 min

Personal Reflection on Self-Care

Physical Health

1. **Keep yourself active.** Physical activity keeps our body and mind in top shape. It not only prevents chronic illness but makes us feel more energized and mentally sharp.

2. **Eat healthy meals three times a day.** Having a balanced diet protects you from illness and keeps you focused. Do not skip meals, and take your time to enjoy each of them. Try not to eat standing up, while working on your computer, or while in your car or on public transportation. Snack often—carry fruits or nuts in your bag for when you need an extra boost of energy. Most important, keep yourself hydrated by bringing water with you to your appointments and meetings throughout the day.

3. **Sleep seven to nine hours each night.** Appropriate sleep duration is linked with an increased ability to pay attention, react, and process new information. Constant sleep deprivation is associated with motor vehicle accidents, obesity, diabetes, heart problems, and psychiatric conditions like depression.[4]

4. **Visit your doctor at least once a year.** Get to know your body, be aware of your body's sensations, and listen to it. Our body is a keen instrument capable of telling us when it is time to give ourselves a break. Even when you feel fine, make sure to visit a doctor at least once a year for an annual physical exam.

Psychological Health

1. **Enjoy time with important people in your life.** Sometimes activists in their passionate call for action inadvertently neglect spending time with their partners, family, and friends. It is important to make space and time to reconnect with special people in your life outside of work.

2. **Spend a few minutes of each day alone.** Make sure to reflect on the day's activities, interactions you had, how you felt, and anything interesting you might have learned.

3. **Participate in activities that give you pleasure.** This can include listening to music, keeping a journal, dancing, cooking, or anything that you find relaxing and rewarding. Know what you enjoy and do not feel guilty about doing things that bring you comfort.

4. **Take breaks.** Short breaks throughout the day can be very effective in injecting your day with energy to keep working. You may choose to go for a walk after lunch, have a coffee break, close your eyes for a minute or two, or share a joke with friends.

5. **Separate your work from your personal life.** As challenging as it may be, try not to allow your work to permeate every aspect of your life. Do not let your work as an activist be the subject of every conversation you have.

Personal Safety

1   **Be aware of your surroundings.** Whether you are somewhere you often frequent or a new place, make sure you are aware of the people and context around you. Do you know any of the people around you? Do you feel safe? Try not to walk alone at night or around places that you do not know and that might be dangerous.

2   **Meet in public places.** If meeting someone for the first time, make sure to agree to meet in a public place. Meeting in cafes, restaurants, and parks is a good idea. Never agree to meet somewhere you expect no other people will be around. If you ever feel uncomfortable, leave.

3   **Keep your digital world protected.** Make sure to keep your computer, phone, and sensitive digital documents (like contact lists and phone trees) password-protected. If your computer were to be stolen, is there easy access to other people's personal information? Consider keeping your computer, and folders inside your computer, also password-protected. When leaving an Internet café, make sure that you have signed out of and closed all email and social media accounts.

4   **Do not reveal personal information on social media.** Remember that supporters and non-supporters might be following you on social media (Facebook, Twitter, Instagram, etc.). Be careful not to reveal any private information that could call for unwanted contact. Be thoughtful about how often and where you "check in" or mention your specific location at different points throughout your day. Review your privacy settings on your social media accounts to ensure that you are sharing your posts with appropriate audiences only. Never reveal personal information like cell phone numbers or home addresses on social media.

5   **Take a personal defense class.** The first principle of personal defense is to not get into dangerous situations in the first place by taking precautions like those described above. However, physical confrontations do happen, and participating in a self-defense class or workshop might give you the skills necessary to confront an aggressor in case of violence.

6   **When traveling, share detailed itineraries with friends and colleagues.** Detailed itineraries include the following:
- Flight information
- Hotel information
- Site visit information (contact names, numbers, addresses)
- Contact information for taxi or driver you will be using
- Contact information for all other relevant parties
- Personal emergency contact information (parents, spouse, other)

7   **Establish specific communication patterns with family and friends,** particularly if you are traveling to a potentially unsafe location. For example, every evening, send an updated travel itinerary for the following day, including all meetings and relevant contact information, hotel information, and driver contacts. Alternatively, establish a daily phone check-in every day during an agreed-upon time to let them know that you are safe.

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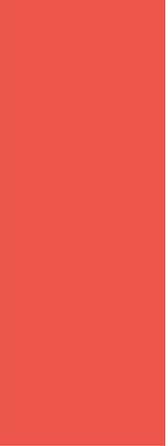
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2. New Tacticts in Human Rights: https://www.newtactics.org/conversation/self-care-activists-sustaining-your-most-valuable-resource
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4. http://www.sleepfoundation.org/article/how-sleep-works/how-much-sleep-do-we-really-need

NOTES

Countries with more gender equality have better economic growth. Companies with more women leaders perform better. Peace agreements that include women are more durable. Parliaments with more women enact more legislation on key social issues such as health, education, anti-discrimination and child support. The evidence is clear: equality for women means progress for all.

UN Secretary-General
Ban Ki-moon

POLITICAL **MAPPING**

INTRODUCTION

The ultimate success of an advocacy strategy often depends on how well advocates map their target audience: the decision makers they are trying to influence. Too often, advocates assume that they have identified the correct decision-maker for their advocacy, when in fact the real decision-making power regarding the issue involves another body altogether. The best example of how a well-researched map of the target audience can make all the difference in success is in the advocacy strategy of the National Comission Against Child Abuse (CONACMI), as articulated in the Let Girls Lead Case Study. CONACMI had been trying for years to advocate for a specialized protocol for treatment of girl survivors of sexual abuse by appealing to judicial bodies, when in fact the decision-making body was the Ministry of Social Welfare.

The Audience Map enables us as advocates to investigate the full names and positions of those people who have decision-making power over the lives of adolescent girls on a larger scale. Once we identify the correct decision-makers, we analyze the most strategic ways we can convince them to adopt our position, based on their position and attitude on our issue.

7.1

TARGET AUDIENCE ANALYSIS

OBJECTIVES

- To clearly identify the target audience for participants' political advocacy projects
- To distinguish the different types of audiences for a political advocacy project

MATERIAL

- Flip chart with the session objectives clearly written on it
- Flip charts
- Markers
- Different color post-it notes
- GENET case study

WORKSHEETS

- "GENET Case Study Questions"
- "Audience Analysis Chart"

Trainer Notes

To complete this session, participants should have finalized their background research on laws, policies, and political actors, and they should have identified their Expected Advocacy Result (EAR).

ACTIVITY ONE

20 min
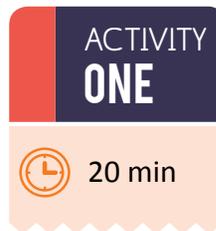
Target Audience vs. Secondary Audience

1 Review the session objectives with the group using the flip chart.

3 min

2 Explain that one of the most important aspects of advocacy work is to clearly identify the target audience and the secondary audience, to ensure we are focusing our advocacy message on the right people.

Target audience: The people we intend to communicate our advocacy message to, so they can intercede on behalf of our proposal. They are directly involved with the decision-making process—for example, a mayor or public official.

Secondary audience: The people or institutions who can influence the decision-making process, but who are not directly linked to the process—for example, a religious leader.

7 min

3 Review the GENET case study and analyze it with the group using the questions included in the GNET case study worksheet:

- What were some of the challenges that girls in GENET highlighted as important to target in their advocacy efforts?

- Who were GENET's potential audiences in the issue of child marriage? List all of the audiences you can think of, and then discuss the following:

- Of the audiences listed above, who was GENET's target audience?
- Who was GENET's secondary audience?
- What advocacy strategies did GENET employ in the fight to end child marriage and harmful traditional practices in the region?
- How did GENET actively engage the media?
- What impact did the Stop Child Marriage project have in the lives of girls in the region?

4 With this discussion in mind, instruct participants to complete the Audience Analysis Chart with people's specific names and titles, not just their offices or positions. Participants should take care to differentiate between target and secondary audiences.

20 min

ACTIVITY TWO

🕐 50 min

Complete the Audience Analysis Chart

1 Explain the Audience Analysis Chart using a flip chart.

Power: What kind of power does this person have over the decision made regarding your advocacy topic? Use a scale from 1 to 3 to identify how much power they have: 1= little power, 3 = a lot of power.

Position: Is this person completely for (+3), somewhat for (+1, +2), undecided (0), somewhat against (-1, -2), or completely against (-3) your Expected Advocacy Result (EAR)? It is important to place the person or group in relation to the EAR, not the topic. A person can be in favor of improving the lives of adolescent girls, but against allocating municipal funds for such cause.

Commitment: How interested is the person in investing and commiting his or her resources to help or hinder the EAR?

10 min

2 Make two example charts for audience analysis with the group.

10 min

3 Divide the group into teams according to their EAR or topic of interest. No more than five people per team. If there is a large group of people working on the same topic or EAR, divide that group into smaller teams. Each team must make two charts, one for its target audience and another for its secondary audience.
Teams must fill one chart on a flip chart and name all the people in their target audience. They can expand their chart if they need more space.

15 min

4 After 15 minutes, teams make another chart about their secondary audience.

15 min

7.1

TARGET AUDIENCE ANALYSIS

Session time: 70 min

TIME
Activity 1
Activity 2

PARTICIPANT
Guide

OBJECTIVES

- To clearly identify the target audience for participants' political advocacy projects
- To distinguish the different types of audiences for a political advocacy project

Target audience: The people we intend to communicate our advocacy message to, so they can intercede on behalf of our proposal. They are directly involved with the decision-making process—for example, a mayor or public official.

Secondary audience: The people or institutions who can influence the decision-making process, but who are not directly linked to the process—for example, a religious leader.

MATERIAL

- Flip chart with the session objectives clearly written on it
- Flip charts
- Markers
- Different color post-it notes
- GENET case study

ACTIVITY ONE
20 min

Target Audience vs. Secondary Audience

Explanation of the reasons for an audience map.

ACTIVITY TWO
50 min

Completing the Audience Analysis Chart

WORKSHEETS

- Worksheet 1: GENET Case Study Questions
- Worksheet 2: Audience Analysis Chart

1	Explanation of important terms.	10 min
2	Teams of four to five people work on the Audience Analysis Chart for their target audience.	20 min
3	The same teams works on another Audience Analysis Chart, this time for their secondary audience.	20 min

In partnership with Let Girls Lead, we are empowering girls to raise their voices and advocate for their rights. The girls are educating village leaders and achieving bylaws that bring an end to child marriage and other harmful traditional practices.

Faith Phiri,
GENET Executive Director
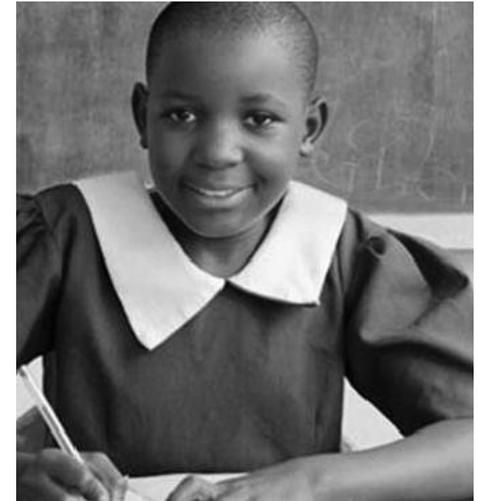
1 What were some of the challenges that girls in GENET highlighted as important to target in their advocacy efforts?

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7.1 TARGET AUDIENCE ANALYSIS
WORKSHEET 1: GENET CASE STUDY QUESTIONS

2 Who were GENET's potential audiences on the issue of child marriage? List all the audiences you can think of.

_____

_____

_____

_____

3 Of the audiences listed above, who was GENET's target audience?

_____

_____

_____

4 Who was GENET's secondary audience?

_____

_____

_____

7.1 TARGET AUDIENCE ANALYSIS
WORKSHEET 1: GENET CASE STUDY QUESTIONS

5   What advocacy strategies did GENET employ in the fight to end child marriage and harmful traditional practices in the region?

_____

_____

_____

6   How did GENET actively engage the media?

_____

_____

_____

7   What impact did the Stop Child Marriage project have on the lives of girls in the region?

_____

_____

_____

7.1 TARGET AUDIENCE ANALYSIS
WORKSHEET 2: AUDIENCE ANALYSIS CHART

Name	Institution/Organization	Title	Power 1 to 3	Position -3 to +3	Interest 1 to 6

Power: The authority a specific actor has in the decisions made regarding your topic of interest. That is, the amount of influence he or she has for the achievement of your goal. Use a scale from 1 to 3. (1=little power, 3=a lot of power)

Position: Are they for (+3), somewhat for (+2, +1), undecided (0), somewhat against (-1, -2), or completely against (-3) your EAR? It is important to stress that the position must be defined with regard to the EAR and not the general topic. A person can be in favor of increasing the well-being of young women but against allocating a percentage of the municipal budget towards this cause.

Commitment: The disposition the actor has or does not have to commit to the achievement of the goal.

7.2

Session time:
120 min (2 hours)

TIME
Activity 1
Activity 2
Activity 3

FACILITATOR
Guide

STRATEGIES TO NEUTRALIZE, MONITOR, INVOLVE, PERSUADE, AND CONVINCE

OBJECTIVES

- To visually identify the target audience for participants' political advocacy projects
- To identify the necessary strategies to work with target audiences

MATERIAL

- Flip chart with the session objectives clearly written on it
- Flip charts
- Markers
- Different color post-it notes

WORKSHEETS

- Worksheet: "Audience Map"
- Handout: "Strategies for Analysis and Action"

Trainer Notes

To complete this session, participants should have finalized their background research on laws, policies, and political actors, and they should have identified their Expected Advocacy Result (EAR).

ACTIVITY ONE
30 min

Completing the Audience Map

1. Explain the placement of political actors on the Audience Map using the key in the Audience Map worksheet:

   - Mark *commitment* (interest/dedication) vertically
   - Mark *position* (for or against) horizontally
   - Mark *power* with 1, 2, or 3 circles

   5 min

2. Each team transfers the contents of their Audience Analysis Charts to the Audience Map.

3. Each team chooses one person to present their work to the rest of the group.

   25 min

ACTIVITY TWO
30 -40 min

Presentation in Plenary of the Audience Maps and Discussion

1. All teams present their Audience Map to the rest of the group. They share their EAR and how each person or group in the map relates to it.

2 After each presentation, ask the entire group if they have any questions or comments. Facilitate a discussion.

Remember

If more than one team is working on the same EAR, the facilitator should make sure to identify the similarities or differences between the maps. If there are differences, make sure that teams come to an agreement on the placement of political actors on the map.

ACTIVITY THREE

🕐 60 min

Analysis of Audience Maps and Areas of Action

1 Refer to the worksheet "Audience Map." Explain that depending on where a person is placed in the Audience Map, strategies and tactics to work with each will differ. Participants can use the handout "Strategies for Analysis and Action" as a guide.
15 min

2 Teams gather and start analyzing their Audience Maps, keeping in mind the different strategies they must use according to their EAR. They must identify the areas of action—for example, trainings, awareness campaigns, and strengthening capacities—they will take. Teams can start talking about specific events, such as public forums, agreement roundtables with the media, and press conferences, among others. For the moment, they must focus on identifying the general areas of action.
30 min

3 Ask groups to write their areas of action down on several post-it notes and place them on the Audience Map next to the corresponding audience. If they have several areas of action, they must write each one on a separate post-it note.

4 Ask participants to follow the same steps for their secondary audience on different colored post-it notes.

5 Each team places their completed Audience Maps with the areas of action on the classroom walls. Teams walk around the classroom to observe what other teams have done.

6 Remind the teams that they will refer back to their maps once they define the specific objectives for their advocacy strategy.
15 min

STRATEGIES TO NEUTRALIZE, MONITOR, INVOLVE, PERSUADE, AND CONVINCE

TIME

Session time: 120 min (2 hours)

Activity 1
Activity 2
Activity 3

PARTICIPANT
Guide

OBJECTIVES

- To visually identify the target audience for participants' political advocacy projects
- To identify the necessary strategies to work with target audiences

MATERIAL

- Flip chart with the session objectives clearly written on it
- Flip charts
- Markers
- Different color post-it notes

WORKSHEETS

- Worksheet: Audience Map
- Handout: Strategies for Analysis and Action

ACTIVITY ONE
🕐 30 min

Completing the Audience Map

Each team completes the Audience Map guided by the two Audience Analysis Charts previously made. One person from each team presents in plenary.

ACTIVITY TWO
🕐 30-40 min

Presentation in Plenary of Audience Maps and Discussion

Each team has 10 minutes to present their map in plenary.

ACTIVITY THREE
🕐 60 min

Analysis of Audience Maps and Areas of Action

1 Explanation and analysis of Audience Maps and Areas of Action. 15 min

2 Each team analyzes their Audience Map using the mentioned strategies. Teams write down areas of action for each audience on post-it notes, and place the notes in the appropriate place on the Audience Maps. Teams use different colors for their target and secondary audiences. 30 min

3 The teams place the Audience Maps in a visible place in the classroom. Participants can then walk around the classroom to view the other maps. 15 min

7.2 STRATEGIES TO NEUTRALIZE, MONITOR, INVOLVE, PERSUADE, AND CONVINCE
WORKSHEET 1. AUDIENCE MAP[1]

MUCH INTEREST

CONVINCE

6

5

NEUTRALIZE

INVOLVE

4

MUCH POWER

LITTLE POWER

TOTALLY AGAINST -3 -2 -1 1 2 3 TOTALLY IN FAVOR

3

MONITOR

PERSUADE

2

1

LITTLE INTEREST
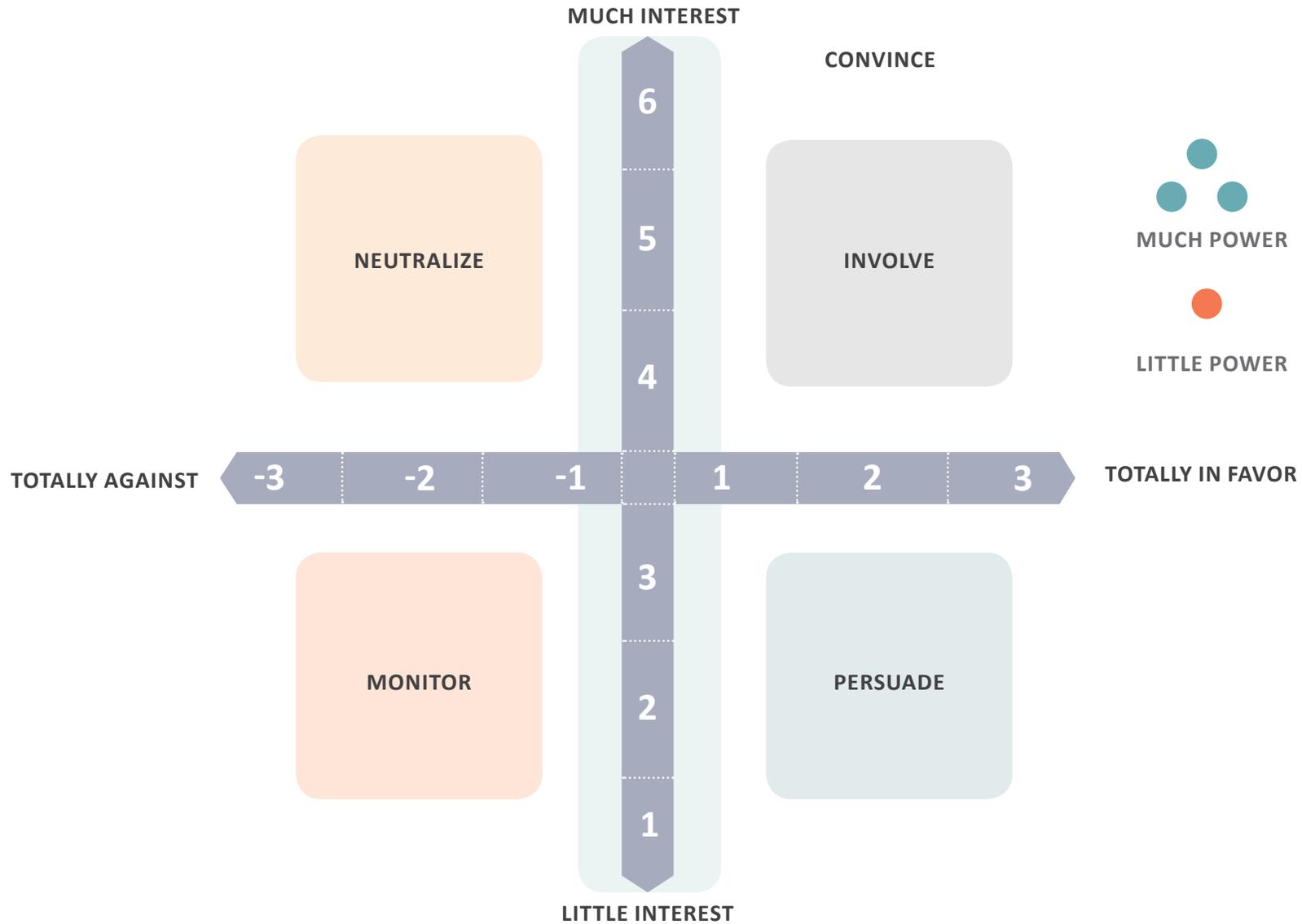
[1] Adapted from: International Planned Parenthood Federation, *Handbook for Advocacy Planning*. Mexico City, December 2009.

7.2 STRATEGIES TO NEUTRALIZE, MONITOR, INVOLVE, PERSUADE, AND CONVINCE
HANDOUT 1. STRATEGIES FOR ANALYSIS AND ACTION

CONVINCE

For audiences with a lot of interest in the Expected Advocacy Result (EAR) but in an intermediate position, you must increase their knowledge on the topic or problem, and prove to them that the result is the right answer for it. For this kind of strategy it is very important to strengthen your organization or network's trustworthiness and credibility before the audiences.

- This strategy may include actions such as expert's seminars, forums, awareness workshops, creating specialized material, private meetings, etc.

PERSUADE

For audiences with a position in favor of the EAR but with moderate interest, you must prove that your cause has the support of the population sectors in which they are interested. Motivate them to carry their words into action.

- This strategy may include actions such as public demonstrations and communication campaigns.

NEUTRALIZE

For audiences with a "hardly favorable" or "completely against" position regarding the EAR and with a lot of interest, you must counteract their strength. While neutralization strategies are important, they should not become the axis of the advocacy project, because this will encourage reactive as opposed to proactive actions.

- This strategy may include actions such as the generation of argument and counter argument banks, monitoring statements, support groups and funding sources of opposing groups, and the strategic repositioning and refocusing of your advocacy goal so it becomes by itself a positive strategy.

MONITOR

For audiences positioned against but with little or moderate interest, you must watch their actions systematically to identify in time any movement towards other sectors of the Audience Map, particularly an increase in their interest against the achievement of the EAR.

- This strategy may include actions such as monitoring the media to make sure groups are not organizing against you, and analyzing electoral records to make sure they are not voting against your advocacy interests.

INVOLVE

For audiences positioned "somewhat in favor" or "completely in favor" and with a high interest, you should seek to involve them in the project promoting the initiative. This inclusion could have many forms and does not necessarily need to be public or formal. The important thing is that this audience makes the cause its own.

- This strategy may include actions such as personal meetings, generating specialized spaces for this audience (such as parliament groups), training workshops, making material for this audience to use, counseling, etc.

> Woman is deprived of rights from lack of education, and the lack of education results from the absence of rights.
> We must not forget that the subjection of women is so complete, and dates from such ages back that we are often unwilling to recognise the gulf that separates them from us.
>
> Leo Tolstoy

ADVOCACY PLANNING

8

INTRODUCTION

There is no substitute for thorough planning in advocacy! Good planning not only helps us identify potential bumps in our road to success, but also helps to make sure that we are asking the right questions, advocating with the right people in realistic ways, and addressing the root causes of the problems in our communities. To carry out a successful advocacy campaign, we need to be fully aware of our own capabilities so that we can form strong allies to help compensate for our weak areas and amplify our assets.

Once we are clear about what problems we are addressing and how we can advocate best for that problem, we can identify our Expected Advocacy Result (EAR) and the objectives and indicators that will guide our strategy. Focusing on defined SMART objectives will make our work manageable and measurable.

Session time:
1.25-1.50 hours
(80-90 min)

TIME

Activity 1
Activity 2
Activity 3

FACILITATOR
Guide

ASSESSING THE ISSUE: PROBLEM TREE

OBJECTIVES

- To clearly define the problem the advocacy strategy will work with.
- To define the causes and the consequences of the problem to be approached, using the "problem tree" tool.

MATERIAL

- Blank cards, half-letter size (one per participant)
- Markers
- Blank flipcharts (at least one sheet per participant)
- Masking tape
- Flipcharts with the problem guidelines written on them.
- Flipchart with an image of the problem tree

ACTIVITY ONE

🕐 30 min

Individual Work: Problem Identification

1 Introduce the module objectives and ask the group if they have any questions or comments.   5 min

2 Hand out the cards, one per participant, and ask them to write down the problem they wish to solve (or contribute to the solution of) with an advocacy strategy.

3 Explain that problems should be:

- **Large:** Affecting a large population.

- **Current:** Problems that exist now, not those that may exist in the future or that are contingent on some other decision. For example: "if X passes the legislation".

- **Specific:** Avoid ambiguous concepts or things that can easily be misinterpreted. For example, rather than saying "young people don't protect themselves", say "limited access to contraceptives by adolescent males and females".

- **Existing negative situations:** It's more productive to express the problem within the context of a possible solution. For example, a "Lack of resources to provide educational materials" becomes "Deficient budget allocations at the ministry of education and school district levels for materials".   10 min

4 When they're finished, each participant places their card on a wall or flipchart located in front of the group. If someone wishes to write more than one problem, they can do so in another card.

5 Once all ideas are on the flipchart, ask the group to analyze the proposals, identifying which are similar, so they can group them.

6   Ask the group to identify if any problem is the cause or the consequence of another. If it's a cause, place it below (the tree's roots), and if it's a consequence, place it above (the tree's branches/leaves).

7   When the group is sure the problems left in the middle are well stated and are directly relevant to adolescent girls, divide the group according to which problem they want to work with. Maybe some pblems will have several participants, and others only one person. This is fine.

10 min

ACTIVITY TWO

🕐 25 min

Problem Tree – Group or Individual Work

1   Once participants are divided according to the problems that most interested each, show the problem tree diagram on the flipchart as a tool that will help us clearly visualize the causes and consequences (or effects) of a problem.

2   Explain that each team must make their problem tree about the problem they chose to work with in the previous activity.

5 min

3   Ask them to write down the core problem on the tree trunk, and explain they have 10 minutes to identify this problem's causes, and write them down on the roots.

10 min

4   Then, they will have 10 more minutes to write down the problem's consequences or effects on the tree branches.

5   Explain it's important to work causes and consequences separately, always linking them directly to the problem on the trunk. There must not be any link between branches and roots other than through the tree trunk!

6   Ask each team to choose one person to present their work.

10 min

ACTIVITY THREE

🕐 25-30 min

Group analysis

1   Ask each team to present in no more than 3 minutes the problem they worked with, considering time for clarifications if necessary (3 minutes/team)

2   Once all teams have shared, explain to the group that it's necessary to prioritize between the different causes of the problem.

Effects →
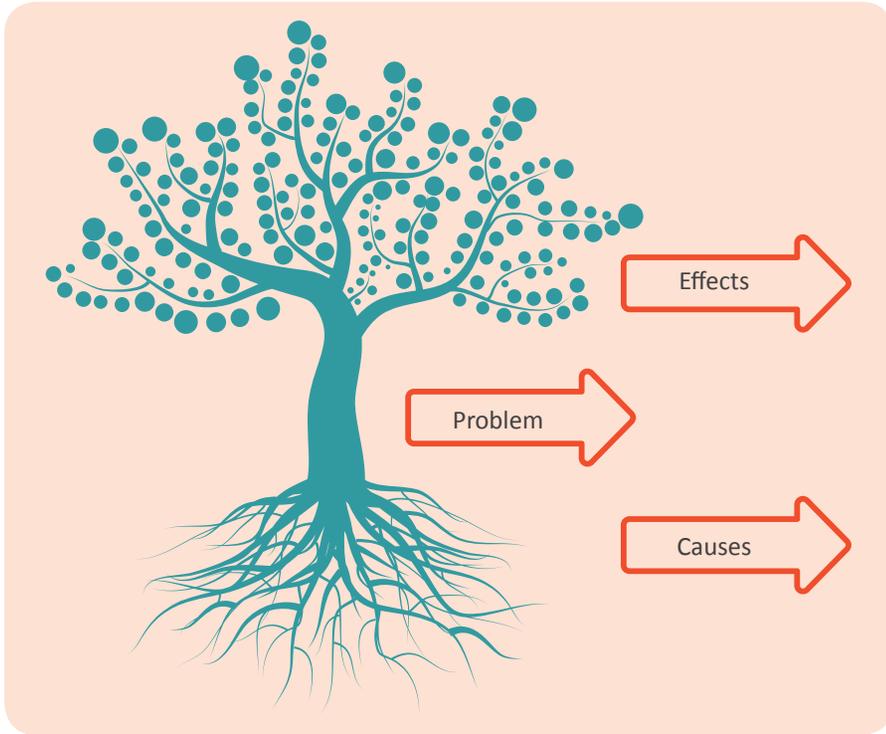
Problem →

Causes →

3 Ask the group to take a minute to think about how the causes of the problems are based on the three R's:

- **Related** with the labor the government does or should do (the socio-cultural causes, such as chauvinism, are hard to approach by means of a short-term advocacy project).

- **Relevant to the problem solution**, in the context of the project and the organization.

- **Realistic and solvable.**

4 Ask participants to share with the group which causes they will prioritize using this criteria, and why.

5 Leave the trees in a visible place in the room so they can refer to them in other sessions.

10 min

NOTES

8.1

ASSESSING THE ISSUE: PROBLEM TREE

Session time:
1.5 hours (90 min)

TIME

Activity 1
Activity 2
Activity 3

PARTICIPANT
Guide

OBJECTIVES

- To clearly define the problem the advocacy strategy will work with.
- To define the causes and the consequences of the problem to be approached, using the "problem tree" tool.

MATERIAL

- Blank cards, half-letter size (one per participant)
- Markers
- Blank flipcharts
- Masking tape
- Flipcharts with the problem guidelines written on them.
- Flipchart with an image of the problem tree.
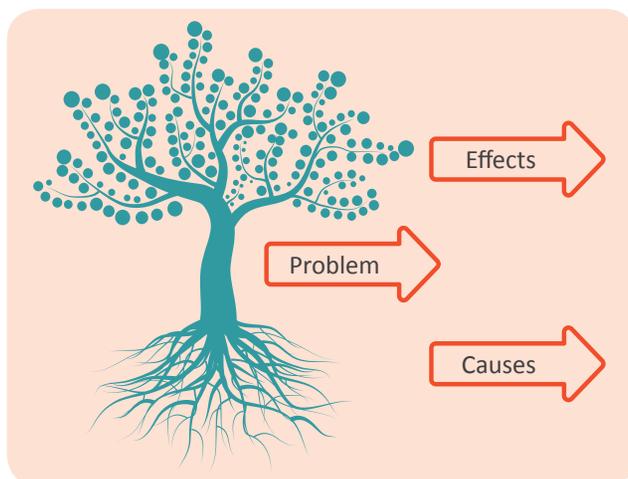
ACTIVITY ONE

🕐 30 min

Individual work: Problem Identification

Each participant will identify the problem he/she wants to solve (or contribute to the solution of) by means of an advocacy strategy.

ACTIVITY TWO

🕐 25 min

Problem Tree – Group or Individual work

Each team must make their problem tree about the problem they chose to work with.

ACTIVITY THREE

🕐 25-30 min

Group Analysis

Groups will analyze the problem tree they made.

Effects

Problem

Causes

8.2

ASSESSING ADVOCACY CAPACITY: SWOT

Session time:
1.25 hours (125 min)

TIME

Activity 1
Activity 2
Activity 3

FACILITATOR
Guide

OBJECTIVES

- To identify the participant group's or organization's strengths, opportunities, weaknesses, and threats to achieve the chosen Excepted Advocacy Result (EAR)
- To define the strategies that can transform weaknesses to strengths and threats into opportunities, as well as making the most of strengths and opportunities

MATERIAL

- Blank cards, half-letter size (one per participant)
- Markers
- Blank flip charts
- Masking tape
- Flip chart with the objectives written on it

HANDOUTS

- Handout "SWOT Analysis"
- Worksheet "My SWOT Analysis"

NOTES

For this session, every participant must clearly understand and have developed the EAR, and every participant must have made an analysis of the primary and secondary audiences. Ideally, participants would have done an analysis of possible allies to be able to identify the main internal (Strengths and Weaknesses) and external (Opportunities and Threats) aspects that may influence the EAR.

Remember

If you wish, you can copy the diagram at the left onto a flip chart to explain the different areas of the SWOT.

Introduction to SWOT Analysis

ACTIVITY ONE

30 min

1 Present module objectives and create a space for questions or comments.

5 min

2 Present the SWOT as a self-assessment tool that will allow participants to know what tangible and non-tangible resources they have to make the most of the opportunities and face the challenges that arise. This kind of assessment explains the minimum necessary steps they should take in institutional terms in order to advance with their advocacy project.

3 Ask the group if anybody has any experience working with the SWOT assessment methodology. Ask those who have worked with SWOT to share their opinions about what it is, what it is for, and what challenges this analysis may bring.

10 min

Distribute the worksheet: Activity "My SWOT Analysis"

4 Explain the different components of the SWOT and how it must be developed focusing on the achievement of the EAR. You can use the diagram on the preceding page as a guide. Make sure that participants express any doubts or questions they have.

5 min

5 Participants will make their own SWOT analyses. They can work the exercises directly on the worksheet, or they can copy them into the flip chart to share it in plenary.

5 min

ACTIVITY TWO

🕐 50 min

SWOT Group Exercise

1 Divide participants according to their EAR. Depending on the sizes of the groups, some group members can work with Strengths and Weaknesses and the others with Opportunities and Threats. If participants work individually, each participant works with all four components.

2 Each team shares their ideas and completes all the SWOT sections, making a detailed analysis of the factors and situations involved in the strategy. Teams create a SWOT diagram on a flip chart.

30 min

3 Each team chooses someone to present their work. After each presentation, ask the group for comments, questions, or doubts.

20 min

ACTIVITY THREE

🕐 45 min

Strategy Analysis to Maximize SWOT

1 Explain that the SWOT elements are helpful only if organizations use them to make decisions about a project, and that, just as with the actors' analysis, in the SWOT analysis we want to describe a few major actions that groups can take to address the issues identified in the analysis.

2 min

2 Explain that we do not want specific activities--conducting workshops, developing material, etc.—but broader "lines of action," such as training, raising awareness, increasing skills, etc.

3 Share these two examples as possible lines of action:

- "Reinforce our alliances with strategic actors—like foreign governments that invest money in our country, or multi-lateral organizations that can open doors for us at higher levels"

- "Increase the organization's staff's skills and knowledge in storytelling and messaging"

3 min

4 Divide the group into the same teams that worked with the SWOT the past session. Using the SWOT they made, have them now discuss the following questions:

- **Strengths.** What kind of lines of action would we need to include so that this project makes the most of its strengths?

- Weaknesses. What kind of lines of action would we need to include to transform our weaknesses into strengths?

- Opportunities. What kinds of lines of action would we need to include to ensure this project makes the most of the opportunities?

- Threats. What kinds of lines of action would we need to include to transform the threats into opportunities, or at least to minimize the identified threats?

20 min

5 Once the group defines the lines of action, ask the group to write one line of action on each blank card and place the cards on a flip chart to present the results.

6 Ask each team to choose one person to present their work. After each presentation, ask the group for comments, questions, or doubts.

20 min

NOTES

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8.2

Session time:
1.25 hours (125 min)

TIME

Activity 1
Activity 2
Activity 3

PARTICIPANT
Guide

ASSESSING ADVOCACY CAPACITY: SWOT

OBJECTIVES

- To identify each group's or organization's strengths, opportunities, weaknesses, and threats to achieve the chosen Excepted Advocacy Outcome (EAR)
- To define the strategies that can transform weaknesses into strengths and threats into opportunities, as well as making the most of strengths and opportunities

MATERIAL

- Blank cards, half-letter size (one per participant)
- Markers
- Blank flip charts
- Masking tape
- Flip chart with the objectives written on it

- Worksheet "My SWOT Analysis"

ACTIVITY ONE
30 min

Introduction to SWOT

The trainer explains the purpose and process of filling a SWOT self-assessment. Then, participants have the chance to create their own SWOT assessments.

ACTIVITY TWO
50 min

SWOT Group Exercise

Groups create a SWOT group assessment by making an in-depth analysis of factors and situations involved with the chosen strategies.

ACTIVITY THREE
45 min

Strategy Analysis to Make the Most of SWOT

The groups from the latest activity analyze strategies to make the most of strengths and opportunities, and to solve the problems that may arise from their weaknesses and threats.

A8.2 ASSESSING ADVOCACY CAPACITY:SWOT
HANDOUT ASSESSING ADVOCACY CAPACITY: SWOT

EXAMPLE: An NGO's challenge when working with adolescents in Latin America

	Positive	Negative
INTERNAL FACTORS	**STRENGTHS** Things that are currently working well. These could be our organization's actions, approaches, mechanisms, skills, talents, work culture, or financial and human resources, which we must maintain and reinforce to achieve our Expected Advocacy Result.	**WEAKNESSES** Things that are not currently working well. These could be our organization's actions, approaches, mechanisms, or resources, which we must change, improve, or resolve to achieve our Expected Advocacy Result.
EXAMPLES	- *Organization has well-trained staff* - *Clear institutional r objectives, mission, and vision* - *Staff with many years of experience* - *Staff that includes a multidisciplinary group of professionals* - *Funding secured for the next three years*	*Staff has too many responsibilities and a heavy workload* *Lack of human resources (staff)* *Professional conflicts* *Organization does not belong to any advocacy coalition* *Limited space and resources*
EXTERNAL FACTORS	**OPPORTUNITIES** The opportunities that exist, now or in the future—actions, laws, protocols, alliances, resources, mechanisms, or institutional growth opportunities—worth pursuing and paying priority attention to achieve our Expected Advocacy Result.	**THREATS** The threats and possible obstacles that exist, now or in the future—actions, laws, protocols, organizations, resources, mechanisms, or political and religious tendencies—worth identifying and avoiding to achieve our Expected Advocacy Result.
EXAMPLES	- *Laws that one can interpret in favor of adolescents* - *Established protocols exist for the protection of girls* - *Strategic alliances with governmental institutions of donor countries (Embassy of France)* - *Support from the first lady of the country or leading political party*	- *Economic crisis conditions that threaten future financing* - *Laws that limit young women's human rights* - *Active opposition to family planning from the new religious leader* - *Refusal of hospital management to acknowledge the new sexual violence protocol*

A8.2 ASSESSING ADVOCACY CAPACITY:SWOT
WORKSHEET MY SWOT ANALYSIS

Instructions: Complete the chart below considering your group's or organization's strengths, weaknesses, opportunities, and threats to plan and implement an advocacy strategy on behalf of and/or with adolescent girls.

	Positive	Negative
INTERNAL FACTORS	STRENGTHS	WEAKNESSES
EXTERNAL FACTORS	OPPORTUNITIES	THREATS

A8.2 ASSESSING ADVOCACY CAPACITY: SWOT
WORKSHEET MY SWOT ANALYSIS: LINES OF ACTION TO ADDRESS SWOT

Instructions: Now complete the following worksheet by inserting the lines of action that will help to address the SWOT issues you identified in the previous worksheet.

	Positive	Negative
INTERNAL FACTORS	**STRENGTHS:** What kind of lines of action would we need to include so that this project makes the most of its strengths?	**WEAKNESSES:** What kind of lines of action would we need to include to transform our weaknesses into strengths?
EXTERNAL FACTORS	**OPPORTUNITIES:** What lines of action would we need to include to ensure this project makes the most of the opportunities?	**THREATS:** What lines of action would we need to include to transform the threats into opportunities, or at least to minimize the identified threats?

Session time:
85 minutes

TIME

Activity 1
Activity 2
Activity 3

FACILITATOR
Guide

DEFINING THE EXPECTED ADVOCACY RESULT (EAR)

OBJECTIVES
- To explain the importance and the basic elements of an Expected Advocacy Result (EAR)
- To define their project's Expected Advocacy Result

MATERIAL
- Flip charts
- Markers
- Masking tape
- Problem trees that participants have previously developed
- Political maps that participants have previously developed

HANDOUTS
- Worksheet "Questions to Define the EAR"
- Handout "Components of the EAR"

ACTIVITY ONE

🕐 20 min

Introduction to the EAR

1 Introduce the group to the module objectives and ask if they have any questions or comments   5 min

2 Explain that you cannot do effective advocacy without having the political change you want to promote perfectly clear. The EAR is the main guide for all of the project activities. Therefore, the definition of the Expected Advocacy Result is one of the most important steps of advocacy strategies, since the more detailed the EAR, the more realistic the expectations.

3 Introduce the group to the three essential components of the Expected Advocacy Result.   15 min

- Identify the political change or action they will promote. For example, "the establishment of an official norm on the use and promotion of Emergency Contraception, or the creation of a Sexual and Reproductive Health Law".

- Identify the political actor with the power to make a decision in favor or against the change we want to achieve.

- For example, this political actor could be a person (i.e. the Minister of Health), or a group of persons (National Congress).

- Define the specifications of the desired political change or action.

- A few examples:

  - Time frame to achieve the Expected Advocacy Result (1 year, a legislative term, etc.)
  - Basic elements or principles it should include (gender perspective, rights, respect for sexual diversity, etc.)
  - Geographic scope (nation wide, in x municipality, etc.)

8.3 DEFINING THE EXPECTED ADVOCACY RESULT (EAR)

- Population or populations it targets (includes all population, especially young women, considers commercial sex workers, etc.)
- Related budget elements the law, program, plan or policy will need to be effectively implemented (with a budget allocation of x amount for their execution).

15 min

ACTIVITY TWO
45-60 min

EAR development

1. Divide the group according to the different problems they have developed in the problem tree session (they can work in small groups or individually).

2. They will have 20 minutes to develop the EAR according to their problem, following the guides shown in the previous activity.

3. Each group or person must prepare to present their work when the time is over. They will have 3 minutes to present and get feedback from the group (the time depending on the number of groups)

15-20 min

4. Hand the participants the Worksheet: Questions to define the EAR, and ask them to return to their work teams to fill out the sheet.

20 min

5. Ask each group to share the results of their work in the worksheet, and ask everybody for feedback.

15-20 min

ACTIVITY THREE
15 min

Closing and reflection

1. Explain the group that it is best to choose just one Expected Advocacy Result. It is strategic to work in the EAR that is:

   - Most feasible to attain within the allotted time.
   - Will have a greater impact in the lives of adolescent girls.

2. If it is not possible to choose just one Expected Advocacy Result, tell the group they can work with two, but this can complicate both the planning process and the implementation of the project.

3. Ask for the EAR to be written on a clean flipchart and placed in a visible spot in the classroom.

15-20 min

8.3

Session time:
1.5 hours (90 min)

TIME
Activity 1
Activity 2
Activity 3

PARTICIPANT
Guide

DEFINING THE EXPECTED ADVOCACY RESULT (EAR)

OBJECTIVES
- To explain the importance and the basic elements of an Expected Advocacy Result (EAR)
- To define their project's Expected Advocacy Result

MATERIAL
- Flip charts
- Markers
- Masking tape
- Problem trees that participants have previously developed
- Political maps that participants have previously developed

HANDOUTS
- Worksheet "Questions to Define the EAR"
- Handout "Components of the EAR"

ACTIVITY ONE
20 min

Define the three different components of the EAR

The political actor, the political change, and the specifics of the determined change

ACTIVITY TWO
45-60 min

EAR development: Group Work

ACTIVITY THREE
15 min

Closing and reflection

A8.3 DEFINING THE EXPECTED ADVOCACY RESULT (EAR)
HANDOUT COMPONENTS OF THE EAR[1]

Political change or action
(the decision you want made)

Political actor
(decision maker)

Specifications
(elements of the decision)

EAR Specifications

Some issues that should be considered among the EAR specifications:

- Time frame to achieve the Expected Advocacy Result

- Geographic scope

- Focus population or populations

- Human and financial resources needed to implement it

A8.3 DEFINING THE EXPECTED ADVOCACY RESULT (EAR)
HANDOUT QUESTIONS TO DEFINE THE EAR[2]

Questions	Yes	No	Notes
Is it possible to achieve the EAR even with active opposition?			
Does qualitative and/or quantitative data exist to show that the EAR will improve the lives of adolescent girls?			
Do you have the knowledge and skills to implement an advocacy strategy on this issue?			
Can this cause attract support from a large group of people?			
Have you forged alliances with people or organizations that are critical for achieving the EAR?			
Is it possible to obtain money or other resources to support your work on this issue?			

2 Adapted from the IPPF Handbook for Advocacy Planning (2010), International Planned Parenthood Federation – Western Hemisphere Region (IPPF/WHR)

Session time:
90 minutes

TIME

Activity 1
Activity 2
Activity 3

FACILITATOR
Guide

DEFINING THE SMART ADVOCACY OBJECTIVES

OBJECTIVES

- To develop SMART specific objectives for the advocacy project
- To identify the key activities needed to achieve each of the advocacy project's specific objectives

MATERIAL

- Flip chart
- Post-it notes or cards
- Markers

HANDOUTS

- Handout "How to Write Good Objectives"
- Developed problem tree
- Developed political map

NOTES

For this session, every participant must clearly understand and have developed the EAR, and every participant must have made an analysis of the primary and secondary audiences. Ideally, participants would have done an analysis of possible allies to be able to identify the main internal (Strengths and Weaknesses) and external (Opportunities and Threats) aspects that may influence the EAR.

ACTIVITY ONE

🕐 30 min

Defining the General Objective and the EAR

1 Define the following terms for the group using either a PowerPoint presentation or a flip chart, whichever works best.

- **General Objective.** This is the change in the situation or circumstance we aim to achieve over the long-term. The general objective is the broader goal the ultimately guides the EAR, the specific objectives, and the key activities of the advocacy strategy.

Example: The Parliament in Malawi safeguards the health and wellbeing of adolescent girls by making early marriage illegal   10 min

Ask the group to give you examples of general objectives, and discuss whether they meet the described characteristics.

- **Expected Advocacy Result (EAR)**. Remind the group that the specific political change at which the advocacy project implementation aims is generally composed by the political actor and/or decision makers, the desired political change, and the aforementioned change's specifications.

Example: Parliament passes the Marriage Law that increases the legal age of marriage in Malawi from 14 to 18 years of age.   5 min

2 **Specific objectives**. These outline the changes we expect to achieve throughout the implementation of the advocacy strategy, and that will help to achieve the EAR. In advocacy strategies, we generally find three kinds of specific objectives:

- Objectives that reinforce alliances with organizations, networks, and people to promote the advocacy process
- Objectives that identify the institutional strengths needed to successfully implement the advocacy strategy
- Objectives about increasing the political will of the target audience so that they perform the necessary actions to achieve the EAR

15 min

ACTIVITY TWO

🕐 20 min

Developing Action Lines for Objectives

1 Ask the group to take their notebooks to where the flip charts with the developed audience maps and the SWOT are, and to review the action lines written on the post-it notes or cards, trying to identify the similarities among them in such way that the group can categorize them.

Tell the group to consider whether they can categorize the action lines by the type of change they aim at—for example: Increasing their organization's staff knowledge, skills etc.; increasing the decision makers' political will; etc.

5 min

2 Ask the group to write down the categories into which they will place their action lines. Typical categories include the following:

- Institutional strengthening—lines of action regarding the needed strengths of the organization so that they implement an effective and efficient advocacy strategy

- Reinforcement of alliances—lines of action regarding work with other organizations, networks, or people

- Increase in the decision makers' political will—lines of action directly address the target audience, and keep in mind the secondary audience and how to transform threats into opportunities while doing the SWOT analysis

5 min

3 Ask the teams to analyze their logic for each category, as well as the kind of actions linked with each one of them. This information will help the teams evaluate the importance of each category for the achievement of the EAR.

5 min

4 Once the groups agree upon the categories, ask the participants to return to the Audience Maps and the SWOT. Put each post-it note under the corresponding category and place each one on the corresponding flip chart.

Remember

Make sure all of the lines of action are under one of these three categories. Explain to the group that they will use the large lines of action or categories to design the project's specific objectives.

5 min

8.4 DEFINING THE SMART ADVOCACY OBJECTIVES

ACTIVITY THREE

🕐 40 min

Developing "SMART" Objectives

1 Introduce to the group the characteristics of well-stated objectives, based on the presentation proposed in the handout "How to Write Good Objectives."

10 min

Now show the flip chart "Advocacy-Specific Objectives are SMART":

- Specific—to avoid different interpretations
- Measurable—to monitor and evaluate them; think of some process or outcome indicators
- Achievable—realistic and with enough time and resources
- Relevant—to the problem, the goal, and the organization
- Time-bound—there is a specific time frame to achieve them

10 min

With the group, brainstorm what each concept means and why each is important.

Place the flip chart in a visible place during the rest of the session.

2 Review the handout "How to Write Good Objectives." Have the group analyze both the incorrectly written objectives and the correctly written objectives, and why they are so. Make sure the group understands each of the objective's components.

10 min

3 Allow everybody enough time to develop at least 2 specific objectives based on their lines of work.

10 min

NOTES

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What Is an Advocacy Objective?

- Advocacy objectives are statements about the changes you expect to see during the implementation of your strategy

- Unlike the Expected Advocacy Result (EAR), you are expected to achieve and measure your program objectives based on the available resources and time

- They are the guiding strength that backs your work, because they tell advocates the specific goals for the strategy

- They point out which aspects to monitor and measure

- They point out what must be done to achieve the expected advocacy result

- They draw attention to what can be achieved, and therefore they guide the people executing the strategy

- They represent an agreement between the strategy and the outside world, regarding what the strategy is committed to achieve within a specific time and budget

Specific objectives are SMART:

- Specific—to avoid different interpretations

- Measurable—to monitor and evaluate them

- Achievable—realistic and with enough time and resources

- Relevant—to the problem, the goal, and the organization

- Time-bound—there is a specific time frame to achieve them

Appropriate verbs for specific objectives:
Decrease
Increase
Strengthen
Improve
Carry out

Inappropriate verbs for specific objectives:
Train
Provide
Produce
Establish/Create
Conduct

Recommendations to establish specific objectives:

Consider they mean your project's success and how it would manifest.

- Refer to the intermediate results in your conceptual model.
- Describe the target population and the desired change in it.
- Include the location and deadline for each objective.

3 Adapted from the "Guide for Designing Results-Oriented Projects and Writing Successful Proposals," IPPF-RHO, available at http://www.ippfwhr.org/sites/default/files/files/Proposal_Guide_SP.pdf

Examples of Incorrectly Written Objectives

Incorrectly written general objective
To promote public policies that benefit adolescent girls' health and development in the country.
Why is it incorrectly written?
- This general objective is not talking about the main social or health problem to address. The organizations' staff must ask: Why is it important to promote public policies? How do public policies benefit adolescent girls' health and development?   - This general objective does not provide information about the target population. It is too general.   - This general objective does not explain what kind of public policies to promote.
Improved general objective
To hold meetings with decision makers regarding the gaps in the observance of the Children's Law in Liberia.
Incorrectly written specific objective
To hold meetings with decision makers regarding the gaps in the observance of the Children's Law in Liberia.
Why is it incorrectly written?
- This objective is about a strategy or activity, not an expected change in the target population. Why does the organization wish to hold meetings with decision makers? What is the desired change?   - This objective is not time-bound. What is the time frame in which you expect the change to happen?   - The terminology is not clear. What does it mean by "gaps" in the observance of the Children's Law?
Improved specific objective
At the end of the three-year project, have the mayor and authorities of X Community sign an agreement that ensures monitoring of the Code on Children and Adolescents.

Session time:
1.5 hours (90 min)

TIME

Activity 1
Activity 2
Activity 3

PARTICIPANT
Guide

DEFINING THE SMART ADVOCACY OBJECTIVES

OBJECTIVES
- To develop SMART specific objectives for the advocacy project
- To identify the key activities to achieve each one of the advocacy project's specific objectives

MATERIAL
- Flip chart
- Post-it notes or cards
- Markers

HANDOUTS
- Handout "How to Write Good Objectives"
- Developed problem tree
- Developed political map

ACTIVITY ONE

30 min

Defining a General Objective and the Expected Advocacy Result (EAR)

Participants will define several important terms for the elaboration of an advocacy plan.

ACTIVITY TWO

20 min

Developing Action Lines for Objectives

Participants will more deeply consider the actions they need to perform regarding their advocacy plan.

ACTIVITY THREE

40 min

Developing SMART Objectives

Participants will learn how to develop specific, measurable, achievable, realistic, and time-bound objectives.

8.5

DEVELOPING INDICATORS

Session time:
80 minutes

TIME

Activity 1
Activity 2

FACILITATOR
Guide

OBJECTIVES

- To define an indicator for an advocacy strategy and learn how to write them
- To develop process and outcome indicators for the advocacy strategy.

MATERIAL

- Flip charts
- Markers

HANDOUTS

- Handout "How to Write Good Indicators"

NOTES

During this session, participants have the chance to start writing the indicators that could become part of their advocacy strategies. The facilitator must be available to help participants in the process of creating realistic and measurable indicators.

ACTIVITY ONE

🕐 20 min

Defining Outcome vs. Process Indicators

1 Explain to the group that to evaluate an advocacy strategy, you must create appropriate indicators. Because this task requires specific knowledge, specialized assistance is often required.

5 min

2 Give out the handout "How to Write Good Indicators," and have the group analyze the difference between process and outcome indicators.

5 min

3 When the group is done reflecting, remind them of the following:

- Process indicators are indicators that measure the fulfillment of key activities to achieve the specific goal.

- Outcome indicators tell whether the specific goal is met.

- For example, if the specific goal is to "strengthen the advocacy capacities of adolescent girls, a process indicator could be "number of advocacy workshops conducted," while an outcome indicator could be "number of adolescent girls leading components of the advocacy strategy" or "the % of increase in knowledge regarding advocacy strategy components".

5 min

4 It is important to limit the total amount of indicators and to be realistic about the time and effort to verify each process and outcome indicator. Usually, the outcome indicators require more time and energy.

5 Ideally, each activity should have at least one process indicator and one outcome indicator.

6 Allow at least 20 minutes for participants to write at least one process indicator and one outcome indicator for each specific objective.

5 min

8.5 DEVELOPING INDICATORS

ACTIVITY TWO

🕐 60 min

Verification Methods and Monitoring

1 After describing the specific indicators, then explain the verification methods and frequency of monitoring. Verification Methods: These are the tools through which we prove that we have fulfilled an indicator. For example, if our process indicator refers to the number of workshops conducted with adolescent girls, then our methods of verification might include things like workshop sign-in sheets, photographs, signed completion certificates, etc. Verification methods for measuring an increase of knowledge include pre and post-test results, or pre and post survey results. Monitoring: This refers to the frequency with which this indicator is be verified. Common examples of monitoring frequency include: quarterly, bi-annually, yearly, monthly
10 min

2 You should also detail who will be responsible for evaluating each indicator. This is especially important when working in a network. Each organization must clearly understand the indicators it is responsible for.
10 min

3 Allow each participant to develop specific indicators for his or her strategy, including methods of verification, monitoring frequency and responsible parties for each indicator.
40 min

NOTES

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Process **indicators** provide evidence to determine whether a project is on the right path to achieve a goal. They provide information about the activities being implemented. They must be gathered throughout the whole project. Monitoring projects consists in periodically gathering and studying process indicators.

An indicator is a measurement of a concept or behavior. It is not necessarily the concept itself, rather the reflection of this concept. The main types of indicators are process indicators and outcome indicators.

INDICATORS

Outcome **indicators** provide information to determine if an expected change occurred during the project or in the population. They measure the changes their program's activities aim to effect in the target population, as well as whether the goals are met. Often established as a percentage, ratio, or rate, they allow us to observe what was achieved with the target population. They must be a reflection of the goals, and they must be clear and precise.

Sample process indicators:

- Number of legislators sensitized about the importance of increasing the age of marriage (broken down by age and political party)
- Number of legislative committees that attended the strategic discussion meetings

Sample outcome indicators:

- Number of legislators that maintained or changed their position in favor of increasing the age of marriage
- Number of legislators that used the talking points from our meetings in subsequent speeches and interviews

Indicator Examples: Advocacy Strategy

Example of an incorrectly established indicator

Increase in the number of people who promote increasing the age of marriage.

Why is this indicator incorrectly established?

- Indicator should not specify the direction of change. (The goal specifies the direction.)

- This indicator is not precise because it does not specify the time in which the change will be measured. Will we measure the number of decision makers at the start and at the end of our intervention?

- The indicator does not clearly specify the denominator (target population). Are we looking for a change in decision makers? Who, exactly? Where?

Improved indicator

The percentage of Members of Congress in favor of increasing the age of marriage in Country X, from the beginning to the end of the advocacy strategy.

Session time:
1.20 hrs (80 min)

TIME

Activity 1
Activity 2

PARTICIPANT
Guide

DEVELOPING INDICATORS

OBJECTIVES

- To define an indicator for an advocacy project is and how they are written
- To develop process and results indicators for the advocacy strategy

MATERIAL

- Flip charts
- Markers

HANDOUTS

- "How to Write Good Indicators"

ACTIVITY ONE

20 min

Defining process vs. result indicators

Participants will define and distinguish the terms process and results indicators.

ACTIVITY TWO

60 min

Verification methods and Monitoring

Participants will describe indicators for their advocacy projects, their verification methods, and who is responsible for each task.

NOTES

> We have to make sure that women's issues are an essential element on the agendas of all heads of state, all governments.

Michelle Bachelet

Watch Stories   Tell Your Story   About Us

COMMUNICATION STRATEGIES

9

INTRODUCTION

The strategic use of media is absolutely key to winning over the hearts and minds of decisionmakers and the general public to support strategies that improve the lives of girls across the globe. More traditional forms of communication, like TV, radio, and newspapers, as well as new media like Twitter, Facebook, and blogging, can amplify girls' stories and engage audiences in the urgency to end child marriage, strengthen girls' education, and provide economic opportunities for girls.

Another strategy to inform and educate decision-makers about the challenges affecting adolescent girls is through lobbying. Lobbying is a direct appeal made to policy makers on a particular issue that is significant within the current political context. Lobbying also allows advocates to work closely with those decision-makers who are already in favor of our cause so that they can publicly champion the rights of adolescent girls in the media and with their own colleagues.

9.1

MEDIA TOOLS: TRADITIONAL METHODS SOCIAL MEDIA AND DIGITAL STORYTELLING

Session time:
85 min

TIME

Activity 1
Activity 2
Activity 3
Activity 4

FACILITATOR
Guide

OBJECTIVES

- To summarize the importance of working with several media tools for developing advocacy campaigns
- To identify different kinds of media, such as journalism, new communication media, and digital stories, useful in designing and launching advocacy campaigns
- To understand the pros and cons of each media tool used to advocate

MATERIAL

- Digital stories and projector
- Flip chart with session objectives clearly written on it
- Markers, notebooks, pens, and flip charts

HANDOUTS

- "Visual Definition of Communication Media"
- "The Seven Components of Digital Stories"

Trainer Notes

This session requires showing of digital stories made by GOJoven, a Project of the Public Health Institute (PHI). You can find the stories in their CD release or on YouTube here:

www.youtube.com/user/GOJovenAdmin

If you use YouTube, remember to download the entire video prior to the session to avoid technical difficulties.

ACTIVITY ONE

85 min
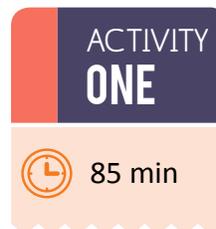
Introduction to the Media: Its Forms, Advantages, and Limitations

1 Review of the session objectives written on the flip chart with the group.   2 min

2 Define what the media is. Direct participants to the handout "Visual Definition of Communication Media."

Media: Any means of public communication and entertainment, such as books, radio, newspapers, TV, Internet, and video games.   3 min

3 Ask each participant to briefly answer the following questions:

- What is your favorite communication medium and the one you most use–for example, television, newspapers, movies, social networks such as Facebook or Twitter, or video games.

- Why does this medium appeal to you?   5 min

4 Divide participants in groups of three people. Give each team a flip chart representing a different type of media. Ask teams to work to develop a list of three positive and three negative features of the medium assigned to them.

Example: Movies

Positive features:
1. They have been present for over 100 years.
2. Lots of people go to the movies.
3. Movies can catch the public's attention, because images are large and sounds are loud.

Negative features:
1. Making movies is expensive.
2. Going to the movies is expensive.
3. Feature-length films are two hours long, which makes it difficult for families and children to go together.

20 min

5 Ask a member of each team to read the list of positive and negative features while the rest of the participants listen. Next, invite participants to put stars on each sheet next to the positive and negative features they identify with their own experience and perspective.

10 min

6 Ask teams to return to their flip charts with the list of pros and cons. Ask them to work together and make a list explaining how this medium can be used in an advocacy campaign.

Example: Even though movies are expensive, we could organize a screening of a movie in our community and facilitate a debate about the work of our organization.

20 min

7 Ask a member of each team to read the team's ideas about how to use their medium for advocacy work focused on the lives of girls and young women. Then, invite participants to put stars next to the campaign strategies they deem most useful and convincing for gender-focused advocacy.

10 min

8 Make sure all participants in each group are from the same country. If there are multinational groups, divide those groups in teams according to the different countries. Each group must identify different media channels for each category—for example, radio stations or TV channels—specific to their country, and then identify if each one of them would be a positive or negative channel for their advocacy work.

15 min

NOTE

If time allows, study a relevant Facebook page that can give participants an example of how these channels can be used for advocacy. Ask participants their ideas about what worked in terms of what they observe or observed, and how this can influence the way they build their own campaigns.

9.1 MEDIA TOOLS: TRADITIONAL METHODS SOCIAL MEDIA AND DIGITAL STORYTELLING

ACTIVITY TWO

🕐 35 min

NOTE

If you are using YouTube, be sure to download the video prior to the session.

Digital Stories

1 Show Roberto Morales's digital story from the GOJoven CD or www.youtube.com/watch?v=5JQ2zAricWc.

Discuss the following questions in group:

- What impacted you the most about this story? Why?
- How does Roberto tell his story? What kind of images and words does he use?
- The story is told from the point of view of a man, but how does it impact the lives of women and girls?
- Which problem(s) does this story address? Who do you think is the audience, and how does this shape the way Roberto tells his story?
- How can Roberto's story be useful in an advocacy campaign?

20 min

2 Introduce the method and process of digital storytelling. Digital stories are a great form of learning and political change, and they have a strong connection with testimonials in the sense that a person "witnesses" an event in their own life. Think of "I, Rigoberta Menchu" as a well-known testimonial.

- Introduce the Center of Digital Stories and the Let Girls Lead digital stories featured on the Let Girls Lead website. Show the group a copy of the GOJoven Stories CD and guide (gojoven.org/digital-stories/), and review the titles and pertitent questions to the stories that may be most relevant to the group.

- Distribute the "The Seven Components of Digital Stories" handout and briefly review the components of digital storytelling . Highlight the pros and cons: cost, training, equipment, and distribution of the stories.

15 min

9.1

MEDIA TOOLS: TRADITIONAL METHODS
SOCIAL MEDIA AND DIGITAL STORYTELLING

Session time:
85 min.

TIME

Activity 1
Activity 2
Activity 3

PARTICIPANT
Guide

OBJECTIVES

- To summarize the importance of working with several media tools for developing advocacy campaigns
- To identify different kinds of media, such as journalism, new communication media, and digital stories, useful in designing and launching advocacy campaigns
- To understand the pros and cons of each media tool used to advocate

MATERIAL

- Digital stories and projector
- Flip chart with session objectives clearly written on it
- Markers, notebooks, pens, and paper for each participant

HANDOUTS

- "Visual Definition of Communication Media"
- "The Seven Components of Digital Stories"

ACTIVITY ONE
85 min

Introduction to the Media: Its Forms, Advantages, and Limitations

- Review (2 minutes)
- Review handout: Visual Definition of Communication Media (3 minutes)
- Team work (20 minutes)
- Group review (2 minutes)
- Team work (20 minutes)
- Group review (10 minutes)
- Media mapping (15 minutes)

ACTIVITY TWO
35 min

Digital Stories

- Showing of Roberto Morales's digital story (20 minutes)
- Introduction to digital stories method and process (15 minutes)

MEDIA

Any means of public communication and entertainment—for example, books, radio, newspapers, magazines, movies, TV, Internet, and video games.

Visual Definition of Communication Media

Why tell stories?
People tell stories to give the world meaning. We are forever storytellers. We remember events as revived scenes, as symbols of context and character, and as actions that take us to understanding.

The seven components of digital stories are as follows:

1 **Revealing.** Stories seem revealing, as if the author was sharing new knowledge through the story. This gives the story a feeling of immediacy and discovery.

2 **Personal or in first person.** Stories are personal reflections on a topic. They are known to communicate emotions of great importance to the author.

3 **About lived experiences.** The author shows something he or she lived, or a description of a specific moment.

4 **Pictures more than video.** Though many stories use video, the main strategy is still using pictures, usually a few, to create a relaxed and calm rhythm with the narration.

5 **Soundtrack.** Stories usually have music or background music that adds meaning and impact to the story.

6 **Length and design.** Brevity is key. A digital story usually lasts no more than five minutes, and is ideally between two and three minutes.

7 **Intention.** The process of creation is more important than the product, and function is more important than form. Personal expression and self-awareness have priority. In all senses, the storyteller must own the story.

For further information, visit The Center for Digital Storytelling: http://storycenter.org/.

POWER INTERVIEWS: PRACTICE AND TIPS

Session time: 60 min.

TIME

Activity 1
Activity 2

FACILITATOR Guide

OBJECTIVES

- To respond to challenging questions in an interview setting
- To practice public speaking in a safe and supportive setting

MATERIAL

- Flip chart with session objectives clearly written on it
- Recording device, preferably a video or sound recorder like a phone or camera

HANDOUTS

- "Tips for Communicating with the Media"
- "Interviewer's Guide"
- "Example Answers for Difficult Questions"

ACTIVITY ONE

20 min

Interview Best Practices

1 Ask the group if anybody has any experience being interviewed by the media. If so, ask those people to share some of the positive and negative experiences they have had.

5 min

2 Ask if anyone knows radio or TV presenters who are famous for their interviewing style. Ask those people to share names and styles with the group.

5 min

3 Tell participants that before accepting an interview, they must know well the medium, policies, and practices of the channel or journalist, as well as the topics they want to cover. This is a key part of preparation for success.

4 Point out that participants should create a clear and short message they want to communicate during the interview. Winston Churchill once said that it took him 10 minutes to prepare a one-hour speech, but it took him an hour to prepare a 10-minute speech! The briefer the presentation, the more intense the preparation.

5 **Handout: Tips for Communicating with the Media**

Review each item with the group and demonstrate different postures of nonverbal communication we sometimes use without thinking during interviews.

10 min

9.2 POWER INTERVIEWS: PRACTICE AND TIPS

ACTIVITY TWO

🕐 40 min

Practicing Interviews

1. Divide participants into groups of five or fewer people. Explain that the facilitator and some participants will assume the role of a TV journalist going against their point of view. The interviewer will ask three questions to each participant, and the group will give feedback about the exchange. The facilitator may refer the interviewers to the "Interviewer's Guide" handout for help with asking difficult questions.

2. Using observations about each participant and what they have shared in this session, interviewers ask questions that cover a wide scope, as well as some specific questions, to individuals referring to their position, gender, job, career path, etc.

   Some examples of wide questions include the following:
   - How did you start to work in favor of adolescent girls?
   - What is the greatest problem adolescent girls face in your country?
   - Why do you not work for boy and girls, since both of them need support?
   - Why do adolescent girls need special attention?
   - Why do you want to change indigenous traditions, where everybody —men and women— has well-defined roles?
   - Some adolescent girls dream of becoming wives and mothers—why do you want to take that dream away from them?

   Some examples of more personal questions (directed to people who fit the profiles) include the following:
   - Do you want to do feminist advocacy?
   - How do adolescent girls fit into the work you do for LGBTI rights?
   - Is it that you have a left-wing political agenda and hence want to advocate?
   - The church does value women, the way we value and worship the Virgin Mary, mother of God—is that not enough?

3. After asking each person three questions, open the discussion for feedback. Remind the group they must use the following guidelines:

   - Share a positive aspect of the person's interview
   - Comment on things that can be changed
   - Speak in the first person about what you observed, and give suggestions about how it could be even better.

4. Each person must receive feedback from at least two people before starting the next interview.

5. Distribute the handout "Answering Challenging Interview Questions". Participants can review the responses and have a brief discussion as to how else they might respond to challenging questions.

Handout: Example Answers for Difficult Questions

9.2

POWER INTERVIEWS: PRACTICE AND TIPS

Session time:
60 min.

TIME
Activity 1
Activity 2

PARTICIPANT
Guide

OBJECTIVES
- To respond to challenging questions in an interview settings
- To practice public speaking in a safe and supportive setting

MATERIAL
- Flip chart with session objectives clearly written on it
- Recording device, preferably a video or sound recorder like a phone or camera

HANDOUTS
- "Tips for Communicating with the Media"
- "Interviewer's Guide"
- "Example Answers for Difficult Questions"

ACTIVITY ONE
20 min

Interview Best Practices

Review tips for communicating with media

ACTIVITY TWO
40 min

Practicing Interviews

1. Practice in-person interviews

2. Give and receive feedback on video recordings of interviews

Interview with LGL Fellow Juany Garcia

Preparation

- Take a deep breath before starting to help calm nerves!
- Prepare 3-5 key points you want to communicate during your speech or interview, and cover them when you can, regardless of the question.

Nonverbal Communication

- Make visual contact with the person who is interviewing you. If it is a TV interview, ask which camera you should look at.
- Instead of saying "um…" or "well…," pause or make a silence during your answer to give yourself time to think and the audience time to reflect.
- Avoid crossing your arms, hiding your hands, or putting your hands in your pockets—this denotes nervousness. You can gesture with your hands often, but not excessively. Avoid holding objects in your hands such as pens or papers, to avoid fidgeting with them when nervous.
- Wear comfortable and professional clothing, preferably something you have worn before. For TV interviews, avoid wearing solid white clothing, arrive early to the stage to learn camera positions, and consider the color of the interview background when you are making final wardrobe adjustments.

Verbal Communication

- Get to the point with your message. Do not waste time with too much context or theory.
- Avoid overcomplicated terms or jargon. Refer to organizations or terms by their full names instead of just their initials.
- Give short and clear answers. Know when you have answered the question and stop speaking.
- Quote key numbers or authorities, as long as they are respected by their audience and you are certain the numbers are recent and accurate. Never quote statistics you are unsure of—it ruins your credibility. It is better to say that you are not sure.
- Do not let an interviewer "bait" you with confrontational questions—turn these around to speak positively about your message.
- If you have time at the end, stress the important parts of message by repeating or reviewing them briefly.
- Speak and pronounce your words clearly, especially at the end of the phrase, when the tone of voice naturally tends to lower.

Assume the role of a TV journalist that will challenge the advocate's point of view. Use what you know about each participant and what they have shared in this session. You will ask the advocate three challenging questions that cover a broad range, and some questions specific to the individual. You may refer to the person's position, gender, job, career path, etc.

Some examples of broad challenging questions include the following:

- How did you start to work in favor of adolescent girls?

- What is the greatest problem adolescent girls face in your country?

- Why do you not work on behalf of boys as well as girls, since both of them need support?

- Why do adolescent girls need special attention?

- Why do you want to change indigenous traditions, where everybody —men and women— has well-defined roles?

- Some adolescent girls dream of becoming wives and mothers—why do you want to take that dream away from them?

Some examples of more personal challenging questions (directed to people who fit the profiles) include the following:

- Do you implement a feminist agenda in your advocacy work?

- How do adolescent girls fit into the work you do for LGBTI rights?

- Is it that you have a leftist political agenda and want to advocate for liberal causes?

- The church does value women, the way we value and worship the Virgin Mary, mother of God—is that not enough?

Advocates may encounter journalists that ask very challenging questions meant to undermine or contradict the advocate's work. Advocates must be prepared to answer these types of questions, and learn to reframe them. It can be difficult not to react to an interviewer's question that is specifically meant to incite anger or a backlash from you.

Some interviewers may go as far as to ask direct personal questions like the following:

- Are you gay or lesbian?
- Are you a feminist?
- Are you married?
- Are you a mother/father/parent?
- Are you indigenous?

Advocates may choose to answer the question directly or to deflect the question. Advocates who choose to answer the question run the risk that the interviewer may use personal politics or identity to discredit or distract from the real issue at hand.

An effective way to deflect personal questions is to answer: "I am not here to talk about my sexuality/politics/ethnicity/marital status. I am here to talk about the issues faced by so many girls in our communities, like… [give concrete example here]."

Here are some example answers to difficult questions:

- Why do you not work for boy and girls, since both of them need support?

  We recognize the importance of working with boys to improve the lives of girls. Both sexes can work together to start redefining gender roles. We try to incorporate boys in our activities as much as we can, and we actually encourage boys to get involved with gender rights issues. Our strategy focuses specifically on girls because they are at a disadvantage as compared to boys. For instance, girls in our country are X times as likely to drop out of school as boys.

- Why do you want to change indigenous traditions, where everybody —men and women— has well-defined roles?

  We believe in changing gender inequalities. People can follow traditions without reproducing inequalities between girls and boys and women and men. Our advocacy strategy empowers communities to redefine gender roles for themselves.

- **Some adolescent girls dream of becoming wives and mothers—why do you want to take that dream away from them?**

  We empower girls to make informed decisions about marriage and motherhood that will allow them to achieve their full personal and professional potential. Girls have the right to decide when to get married, when to have children, and how many children to have.

- **How do adolescent girls fit into the work you do for LGBTI rights?**

  LGBT rights are human rights, and so they are also girl rights. Adolescence is a critical time period where many boys and girls start exploring or defining their gender and sexuality. It is important to safeguard their human rights, whether they are born as girls or define themselves as girls, and provide a safe atmosphere where they can express themselves.

- **Is it that you have a leftist political agenda and hence want to advocate liberal politics?**

  Our organization is not political, and we do not advocate for any particular political agenda. We advocate for girls, and do so through partnerships in collaboration with several organizations. We endorse policies proposed by a particular political party, not because of their political stance, but because the policy would benefit girls.

NOTES

LOBBYING: DEFINITION AND STRATEGIES

Session time:
120 min

TIME

Activity 1
Activity 2

FACILITATOR
Guide

OBJECTIVES

- To be able to define lobbying
- To understand how to shape their lobbying goals, choose their targets, leverage their resources, and anticipate their opposition
- To create an appropriate lobbying strategy tailored to a specific objective
- To know the basic elements involved in conducting positive lobby calls and meetings

MATERIAL

- Flip chart with session objectives written on it
- Markers
- Blank pieces of paper to use as name tags during role play
- LCD projector
- Participant notebooks or journals

HANDOUTS

- PPT presentation on lobbying
- "Tips for Lobbying"

ACTIVITY ONE

20 min
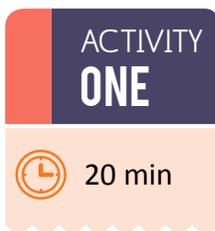
Defining Lobbying

1 Review written session objectives on flip chart with the group.   3 min

2 Ask participants about their experiences with lobbying. Have 2-3 people share whom they lobbied, for what reason, and what kinds of lobbying strategies they used. Make sure to get good details from each person who shares. Ask them to describe the context for their lobbying experience.

- How did they approach the target of their lobbying to arrange a meeting?
- What materials did they share while they were lobbying?
- Where did the lobbying take place, and for how long?

Make sure that the group defines the essence of lobbying in the process.

3 Using the participants' experience as a basis, facilitate a group definition of lobbying.

- Make sure the core of the definition includes that lobbying is a *direct appeal* made to policy makers on a particular issue that is significant within the current political context.

- Ask the group to name examples of the kinds of policy makers that they might want to lobby. The list could include the following:

  - Office of the president
  - Cabinet and ministries
  - Political party leaders
  - Members of the legislature/parliament
  - County officials
  - Chiefs and traditional authorities
  - President/CEO of a corporation

12 min

4 Now that the participants have defined lobbying, ask them whom, specifically, they might want to lobby regarding girls' issues in their local, municipal, or national governments. They should name specific policy makers by first and last name and specify why each policy maker would be a strategic person to lobby regarding a specific girls' issue.

ACTIVITY TWO

🕐 50 min

PowerPoint Presentation on the Elements of Lobbying

Slide 2: An Overview

- Lobbyists provide clear and accurate information to policy makers.
- Lobbyists build trust with policy makers and form two-way relationships: You help me, I help you.
- Lobbyists persuade, mobilize, and strategize with policy makers.

Unfortunately, lobbying also has the negative stereotype that you, the lobbyist, must fight against.   3 min

Slide 3: Name the Different Elements of a Lobbying Strategy

- Identify goals
- Identify targets
- Identify resources
- Identify opposition
- Build your support network
- Build your strategies   2 min

Slide 4: What Is the End Goal of Your Lobbying?

- Policy-related goals:
  - Enact a new law
  - Advance a new policy or update an old one
  - Make a bad bill better
  - Increase (or decrease) funding in a particular area
  - Secure a vote that can be used electorally

- Movement-building goals:
  - Draw public/media attention to your cause
  - Educate citizens about an opportunity or threat
  - Mobilize citizens
  - Build your coalition

5 min

Slide 5: Evaluating Lobbying Goals

- Consider: What are the chances of success?
  Adjust goals if necessary!!!

- What interim steps do you need to take to reach your goal?
  - Building relationships with policy makers
  - Securing smaller policy changes
  - Garnering media attention and increasing public education
  - Building your coalition

- What are acceptable alternatives to the ideal?
  - Where do you draw the line between acceptable policy and unacceptable policy?

3 min

Slide 6: Know Your Target

- Some policy makers will be on your side, some will be against, and others will be neutral or apathetic.

- Most important to target:
  - Those who are on your side: Mobilization and strategizing
  - Those who are somewhere in the middle: Persuasion

- Do not waste time targeting policy makers who are explicitly opposed to your position
  - If a majority of policy makers are opposed to your effort, you may need to adjust your goals!

3 min

Slide 7: Identify the Main Lobbying Targets and Influential Players

- Make two lists:

A target list with 5 labels
Categorize all players who either support or are against your issue:
- Supportive
- Somewhat Supportive
- Mixed/Unknown
- Somewhat Against
- Against

A list of important players
Those who will have particular influence in the process (pro or con)

3 min

Slide 8: Identify the Main Targets and Influential Players (cont'd.)

Use the target list and the influential players list to choose particular lobbying targets:
- Provide basic information to all other supportive, somewhat supportive, and mixed/unknown targets.
- Work closely with the most supportive targets to champion your cause.
- Work to persuade as many mixed/unknown targets as possible; if there are too many to focus on, prioritize based on region, party, vote history, etc.
- Pay special attention to the most influential players.

3 min

Slide 9: Know the Goals of Your Targets and Players

- What are the goals of each important player?
  - Re-election?
  - Public recognition?
  - Moral/ethical accomplishment?

- How can you frame your goals so that they align with their goals?

3 min

9.3 LOBBYING: DEFINITION AND STRATEGIES

Slide 10: Frame Your Message

The importance of *framing:*

- **Example:** Do you agree or disagree with the following statements?
    - Contraceptives should be illegal for women under the age of 18
    - The government should be able to decide whether or not I can obtain contraceptives

- **Example:** Girls' education can be framed in terms of community development, girls' empowerment, family well-being, and other ways. Which works best for each target?

5 min

Slide 11: Know Your Resources

What resources do you bring to the table?

- You know why your goal is good policy. You have:
    - Ethical arguments, economic arguments, etc.
    - Data and stories supporting your arguments

- You can draw on your base of support
    - How many people are affected?
    - Where are they located? Nationally or in specific areas?
    - How committed are they? Can they be mobilized?
    - Do they have any resources themselves?
    - What other groups are in coalition with you?

3 min

Slide 12: Leveraging Your Resources

How can you leverage your resources?

- Considering the goals of the target audience, why should they listen to you?

- What persuasion tactics can you bring to bear (to motivate or to threaten)? For example:
    - Publicizing a vote or another action
    - Seeking media attention by writing editorials, etc.
    - Informing community members

3 min

- Be careful not to anger or alienate potential supporters!!

Slide 13: Know Your Opposition

- Who will proactively work to block your efforts?
  - How organized are they? How strong are they?
  - Remember: They will be preparing like you are!

- Preempt their efforts:
  - Anticipate their arguments
  - Prepare counter arguments (oral and/or written)
  - Debunk myths
  - Frame your position in a way that already answers the questions they will raise   3 min

Slide 14: Build Your Support Network

- Use your base:
  - Get them involved in advocacy
  - Can they lobby? Personal stories are effective

- Build your coalition:
  - More groups = more powerful
  - Are there any supportive individuals/groups not usually associated with your cause?
  - Tactically, which group(s) should take the most prominent roles?   3 min

Slide 15: Build Your Strategy with Direct Outreach

- Written communications
  - Documents analyzing the issue and reasons to support it
  - "Sign-on letters" formally expressing organizations' or parliament members' opinions
  - Ghost-writing for policy makers—make it easy for them!

- Oral communications
  - Calls to policy makers or staff
  - Meetings with policy makers or staff

- Activist involvement:
  - Activist lobby days
  - Citizen petitions to deliver to policy makers   5 min

- Always have a concrete "ask."

Slide 16: Build Your Strategy: Lobbying Tools

- Always prepare documents in advance if possible.

- Use calls and meetings when the issue is "hot."
  - Use calls to reach many quickly
  - Hold meetings for deeper impact with a narrower group

- Use sign-on letters (1-2 pages) to solidify a supportive coalition or group of policy makers.
  - You can provide these can be to the press to publicize broad support.

- Activist lobbying and petitions are useful to involve your base, but they can be time-consuming.

3 min

Pass out handout: "Tips and Preparation for Lobbying." Briefly review main points regarding preparing documents and getting organized for meetings and calls with targets or influential players.

ACTIVITY THREE

🕐 50 min

Role Play

1 Give participants three minutes to identify a relevant issue regarding girls' lives. This should be an important issue already identified by the participants either in a previous session or in the examples that participants shared during the first activity. For example, the issue might be early marriage, female genital mutilation/cutting, access to education, etc.

2 Divide the participants into two equal groups.

3 The first group plays the role of policy makers (targets) and influential players related to the issue that the group identified. Give this group seven minutes to decide which relevant targets and influential people they will each play based on the selected issue. Targets could be government officials, community leaders, traditional authorities, etc. depending on the issue. Influential players could be the first lady, popular news or talk show hosts that shape public opinion, vice-ministers, etc. Each person should take on a specific identity using the target/player's first and last name and position. The more these characters are based in reality, the better. Each person must write his or her target/player's name and title clearly on a regular sheet of paper and tape it to him- or herself so that it is clearly visible to the other group. Based on their identities, the targets/players must formulate responses to lobbyists and try to foresee the tactics lobbyists will use to convince them. They should base these responses in reality and, as much as possible, hold the same opinions as their real-life counterparts.

4 The second group plays the role of lobbyists. Give this group seven minutes to identify for themselves whom they will play. As lobbyists, they can be from the civil society sector, from the business sector, concerned citizens, teachers, parents, etc. Each person should take on a specific identity using the lobbyist's first and last name. The more these characters are based in reality, the better. Each person must write his or her lobbyist name and title clearly on a regular sheet of paper and tape it so that it is clearly visible to the other group. Lobbyists should base their tactics and approaches in reality and, as much as possible, reflect the same opinions as their real-life counterparts.

5 Once both groups have decided their identities and identified themselves with their names and titles, have each group briefly introduce themselves to the other using their role-play identities. Ask that each group pay special attention to whom the other is playing, as this will influence their lobbying strategy and responses.

6 Each group must review the handout more closely and, based on the tips there as well as the identities of the opposing group, formulate a lobbying strategy. The lobbyists must use these tips to prepare information and documents to convince the targets to change policy. The targets must use these tips to help them foresee how they might react to the lobbyist approaches. For example, a target might try and avoid meeting with a lobbyist by referring him/her to another target or influential person in the group. The targets must really listen to the information presented by the lobbyists and make decisions based on their role and the information presented. Though the lobbyist group will not have time to fully prepare materials and statements, reference the materials in the handout and pretend you have developed them in the role play. Lobbyists should spend the bulk of their time framing their issues and developing their specifically tailored messages to each target in the other group.

7 Each group has 10 minutes to review the tips sheet and decide on a lobbying strategy or, in the case of the targets/players, how they will react to a lobbying strategy.

8 Once the facilitator calls time, participants have 20 minutes to role play a lobbying strategy. The lobbyists must decide how best to approach the targets and role play a meeting, a phone call, or whatever strategy they want to employ. Encourage as many people in both groups to participate in the lobbying scenarios. There are no scripts, so it is OK to improvise!

9 Once the lobbying strategy has run its course or time has been called, all participants reunite to debrief. Discussion questions include the following:

- **Lobbyists:**
  - How did the lobbyists decide which strategies they would employ?
  - Why did you consider that those strategies would be the most effective with this group?

- **Targets:**
  - How did the targets/players decide how to react to the lobbyists?
  - How easy was it to put yourself into the shoes of your targets' opinions?
  - Did you find yourself believing your targets' opinions at all?
  - Were any of the lobbyists' strategies particularly effective?

- **Whole group:**
  - Did anything surprise you from this exercise?
  - Was there an unexpected tactic or opinion that you did not see coming?
  - What did you learn here that might influence the way you lobby next time?
  - Was there any specific strategy that you did not see employed that might have been effective in this scenario?
  - How is a lobbying strategy different from an advocacy strategy?

Advocacy: Advocacy is a set of political actions implemented according to a strategic plan and aiming to focus the attention of the community on a specific problem and guide decision makers toward a solution.

International Planned Parenthood Federation – Western Hemisphere Region

Lobbying: Lobbying is communicating directly with a policy maker (legislator, etc.) with the purpose of influencing any executive action, legislative action, or administrative decision.

LOBBYING: DEFINITION AND STRATEGIES

Session time: 120 min

TIME
Activity 1
Activity 2
Activity 3

PARTICIPANT
Guide

OBJECTIVES

- To be able to define lobbying
- To understand how to shape their lobbying goals, choose their targets, leverage their resources, and anticipate their opposition
- To create an appropriate lobbying strategy tailored to a specific objective
- To know the basic elements involved in conducting positive lobby calls and meetings

MATERIAL

- Flip chart with session objectives written on it
- Markers
- Blank pieces of paper to use as name tags during role play
- LCD projector
- Participant notebooks or journals

HANDOUTS

- PPT presentation on lobbying
- "Tips for Lobbying"

ACTIVITY ONE
20 min

Defining Lobbying

ACTIVITY TWO
50 min

PowerPoint Presentation on the Elements of Lobbying

ACTIVITY THREE
50 min

Role Play

Document Preparation

Preparing documents with targeted information about your lobbying goal is the basis of a good lobbying strategy. Be as specific as possible when making recommendations for a particular bill, amendment, or policy. Write out the exact language that you would like policy makers to use. Include your full contact info on all materials. If you do not know the answer to a question and it is not in any documents you have prepared, tell the target/player you will try to find out and then provide the information promptly in a letter, email, or call to their staff.

Here are some documents you will want to prepare before your meeting:

- **Overview (one page)** with key talking points
  - Include the straight facts and the main arguments in support of your position
  - Use simple language

- **Documents with more details**, including data and personal stories

- **Sign-on letters:**
  - Clearly state signers' recommendations
  - Can use more complex language

Examples of other lobbying tools include:

- Talking points
- Fact sheets
- Bill drafts
- Policy briefs
- Coalition letters
- Editorials
- Press releases

Tips for In-person Meetings

Staff are often more knowledgeable about the issue and more available for meetings. You can generally go into greater detail with them and will often end up meeting with them if your target is not available.

Policy makers have more direct influence but are busier. Limit these meetings to the most important efforts, and bring your most senior staff or coalition partners to these meetings.

- **Be a good listener.** It will help endear you to the lawmaker and give you valuable information about the target's views and concerns. Have a conversation and make sure you are not doing all the talking.

- **Research your target.** Know your target's history, voting record, and public statements on your issue. Research related bills he/she has supported, view old footage, or listen to old interviews having to do with your issue.

9.3 LOBBYING: DEFINITION AND STRATEGIES
HANDOUT: TIPS ON LOBBYING

- **Prepare an opening for the meeting.** Summarize the facts in brief, clear statements. Think about how to pitch your goal. Rely on ethical arguments, key pieces of data, and personal/political appeals to make your argument. Begin with a general explanation of your issue, including any necessary background information. Remember that you have very limited time, so be brief and get to the point quickly.

- **Share personal stories.** Share how your own work, life experiences, and/or family have illustrated the need for policy change. You can also share the story of girls that you work with or have encountered in different areas of your life.

- **Bring materials.** Leave behind any materials about the topic. If it is not written down, the person will be much less likely to remember it. Written materials are also a good basis for their staff to inform others of your issue.

- **Take notes and say thank you.** During the meeting, take notes to keep a record of your conversation/exchange so that you can share it with other people working with you on this issue. Be sure to follow up with a thank you note that references some part of your meeting specifically so that your target is more likely to remember you. Handwritten notes stand out more than a thank you email.

Tips for Engaging Supportive Policy Makers

- Motivate them to prioritize this issue.
- Involve them in strategizing; give them ownership over certain tasks.
- Ask if they will speak publicly about the issue (if so, offer to draft or review remarks).
- Get tips from them on how to approach "mixed" policy makers.
- Thank them for their support on your issue and provide them with positive feedback.

Tips for Engaging Mixed/Neutral Policy Makers

You should focus most of your efforts here because they are persuadable "swing" votes. Do not waste your time on known opponents of the issue or on your known allies (except to say thank you).

- **Ask your target/influential player to state his or her position on your issue.** If his or her position on the issue agrees with yours, ask what you can do to strengthen that support and how you can get others to help support the issue. If his or her position is different from yours, ask what information or show of public support is necessary to change that position. Have on hand a variety of details/data/stories, depending on what the target finds compelling.

9.3 LOBBYING: DEFINITION AND STRATEGIES
HANDOUT: TIPS ON LOBBYING

- **Use persuasion tactics subtly.** First and foremost, you are a friendly group providing information and assistance. Targets depend on people like you to provide good information to them so that they can then make good decisions.

- **Involve coalition partners.** Build coalitions that are as broad and deep as you can make them. Mention the number of groups in your coalition.

- **Frame your issue.** Make sure to contextualize your issue in a way that directly affects the target (his or her family, constituents, job, etc.)

- **Make a specific and direct "ask".** For example, can the policy maker sign a letter? Vote a certain way? Have the person verbalize this commitment specifically so that it is clear and you heard it directly from him/her. Nodding does not indicate that they are committed to an action.

NOTES

> Success is only meaningful and enjoyable if it feels like your own.
>
> Michelle Obama

10

BUILDING ALLIANCES

10

INTRODUCTION

Building strong strategic alliances mitigates our weaknesses with the assets of other groups or organizations. By joining our voices and strategies, working with our allies is crucial to ensuring that decision-makers act in a timely and effective manner to improve the policies and laws that directly impact the lives of girls. Allies can come from unexpected places—for example, fathers and boys can be effective allies when reaching out to traditional male authorities, religious leaders, and other gatekeepers. As advocates, we want to make sure that we communicate our expectations to our allies clearly and consistently, and support their own strategies, to ensure the best collaboration.

10.1

Session time:
1 hour (60 min)

TIME
Activity 1
Activity 2

FACILITATOR
Guide

CASE STUDIES IN ADVOCACY:
LIBERIAN CHILDREN'S ACT AND CONACMI

OBJECTIVES

- To identify the strengths and challenges of working in an alliance
- To identify the best practices to build effective alliances for advocacy
- To know the facts about the LGL CONACMI Case Study as a best practice for building alliances

HANDOUTS

- Case Study "CONACMI Passage of Medical Protocol for Sexual Violence in Guatemala"
- Video "The Passage of the Liberian Children's Law"
- Worksheet "Liberia Children's Law"
- Worksheet "CONACMI Case Study"

NOTES

This session incorporates two Let Girls Lead materials: The Liberian Children's Law Video and the CONACMI case study about the passage of a protocol for treating girls who have experienced sexual violence in Guatemala. While we designed the session to incorporate both items, the facilitator may choose to address only one of these during the session.

If using the case study, participants should ideally read the case study before this session to allow participants the maximum time to read at their own pace and process the information and questions on each worksheet.

ACTIVITY ONE

30 min
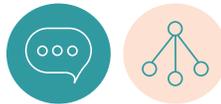
Analyzing Alliance-Building in Liberia

1 Screen the video "The Passage of the Liberian Children's Law," available on Let Girl Lead's YouTube Channel.

Remember

Distribute the worksheet "Liberian Children's Act."

2 Allow participants at least 10 minutes to complete the worksheet "Liberian Children's Act."

3 In plenary, facilitate a discussion based on the questions included in the worksheet "Liberian Children's Act":

- What was the situation of children and girls in Liberia before the passing of the law?

- How did Rosanna and Aisha become allies?

- How did Rosanna and Aisha ensure that girls' voices were heard? Was it a girl-centered strategy?

- What strategies did they employ to convince the Senate to pass the law?

10.1 CASE STUDIES IN ADVOCACY: LIBERIAN CHILDREN'S ACT AND CONACMI

- In what ways does the Children's Law protect the rights of girls in Liberia?

- Based on what you saw in the video and what you already know, what is an alliance? What is it useful for?

- What kinds of alliances does the video illustrate?

ACTIVITY TWO

🕐 30 min

Analyzing Alliance-Building in Guatemala

1. Broadly introduce the CONACMI case study by providing a brief summary of the case, including the following:

   - CONACMI was able to pass the Protocol for Treatment of Victims of Sexual Abuse in 2009 after several failed attempts to do so.

   - Their advocacy strategy included a very diverse set of allies.

Remember

Distribute the CONACMI case study which is available for download on the Let Girls Lead website

2. In plenary, discuss the questions included in the worksheet "CONACMI Case Study":

   - Why had the previous attempts of the National Association Against Child Abuse (CONACMI) to improve legal protection for victims of abuse been mostly unsuccessful?

   - What was CONACMI's new advocacy approach?

   - Who were CONACMI's main allies in their advocacy approach?

   - How did CONACMI's choice of allies help to ensure that MSPAS would approve the Protocol?

- In what ways does the Sexual Violence Protocol help ensure the protection of victims of sexual abuse?

- What was one of the major challenges in their advocacy strategy?

- Identify at least one key lesson that came from CONACMI's advocacy campaign.

NOTES

10.1

CASE STUDIES IN ADVOCACY:
LIBERIAN CHILDREN'S ACT AND CONACMI

Session time:
1 hour (60 min)

TIME

Activity 1
Activity 2

PARTICIPANT
Guide

OBJECTIVES

- To identify the strengths and challenges of working in an alliance
- To identify the best practices to build effective alliances for advocacy
- To know the facts about the LGL CONACMI case study as a best practice for building alliances

HANDOUTS

- Case Study "CONACMI Passage of Medical Protocol for Sexual Violence in Guatemala"
- Video "The Passage of the Liberian Children's Law"
- Worksheet "Liberia Children's Law"
- Worksheet "CONACMI Case Study"

ACTIVITY ONE

30 min

Analyzing Alliance-Building in Liberia

ACTIVITY TWO

30 min

Analyzing Alliance-Building in Guatemala

NOTES

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WORKSHEET LIBERIAN CHILDREN'S LAW CASE STUDY

> You can advocate on behalf of someone, but if they can't speak on the issue themselves and how it affects them, then at the end of the day, [your] advocacy will be lacking.
>
> Aisha Cooper Bruce,
> Program Director for Social Empowerment HOPE

1 What was the situation of children and girls in Liberia before the passing of the law?

_____

_____

_____

_____

2 How did Rosanna and Aisha become allies?

_____

_____

_____

_____

A girl advocate presenting the Children's Act Decree to President Ellen Johnson Sirleaf

Aisha Cooper Bruce and Rosana Shaack

Adolescent girl in Liberia

Girls in Liberia

> We thought that the senators were unapproachable until we understood the true meaning of advocacy. We had thought that it meant just going and demonstrating or getting people to demonstrate, but we learned [that it] involves dialog; it is another way.

Rosana Schaack,
Executive Director of THINK

3 How did Rosanna and Aisha ensure that girls' voices were heard? Was it a girl-centered strategy?

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4 What strategies did they employ to convince the Senate to pass the law?

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5 In what ways does the Children's Law protect the rights of girls in Liberia?

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6 Based on what you saw in the video and what you already know, what is an alliance? What is it useful for?

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NOTES

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> There is a dual discourse going on in relation to sexuality and sexual violence against girls and adolescents. A judge can say that they are highly sensitized to the issue, but their judgments will continue to be based on perceptions informed by patriarchy and machismo.
>
> Miguel Ángel López,
> 2009 LGL Fellow

1 Why had the previous attempts of the National Association Against Child Abuse (CONACMI) to improve legal protection for victims of abuse been mostly unsuccessful?

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2 What was CONACMI's new advocacy approach?

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3 Who were CONACMI's main allies in their advocacy approach?

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Dr. Pilar Pimentel from CONACMI (center), the Director of Coatepeque Hospital with the Prevention and Treatment of Child Abuse Committee Members. Quetzaltenango, Guatemala

A medical group from Roosevelt Hospital participating in a training on the National Sexual Violence Protocol. Guatemala City, Guatemala

4 How did CONACMI's choice of allies help to ensure that MSPAS would approve the protocol?

_____

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5 In what ways does the Sexual Violence Protocol help ensure the protection of victims of sexual abuse?

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6 What was one of the major challenges in CONACMI's advocacy strategy?

_____

_____

_____

_____

_____

> In the baseline survey we conducted, we found that about 40% of medical personnel did not know how to identify the indicators for violence in their patients and that they had no institutionalized tools to address sexual violence.
>
> Dr. Haroldo Oquendo,
> CONACMI Legal Representative

7 Identify at least one key lesson that came from CONACMI's advocacy campaign.

_____

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NOTES

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DEVELOPING ADVOCACY
NETWORKS AND ALLIANCES

Session time:
110 minutes

TIME

Activity 1
Activity 2
Activity 3

FACILITATOR
Guide

OBJECTIVES
- To identify the strengths and challenges of working in an alliance
- To identify the best practices to build effective alliances for advocacy

MATERIAL
- Flip charts
- Markers

HANDOUTS
- PowerPoint presentation "Working with Allies and Networks"
- Handout "Best Practices in Alliance-Building"
- Worksheet "Identifying Potential Allies"

ACTIVITY ONE

🕐 20 min

Proverbs Say It All

1 Ask each person to think individually about sayings or proverbs in their culture and language that illustrate the importance of working with others to accomplish a goal. The proverb could also be applicable to advocacy in some way. For example: "Many hands make light work" applies to networks because the more we work with others, the lighter our own individual work will be. "Strike when the iron is hot" applies to advocacy because it refers to the importance of timing the action perfectly.

2 Each participant writes down at least 2-3 proverbs related to working with others or a proverb applicable to advocacy in some way.

3 In plenary, facilitate a brainstorm of proverbs along with the explanation of how these proverbs or sayings are related to working with others or with advocacy. If possible, write down each proverb so that none are repeated. Each participant should contribute at least one proverb. If there is time, solicit additional proverbs.

4 Facilitate a discussion about the proverbs using these questions:

- Why do you think these proverbs exist?
- What do these proverbs tell us about advocacy?
- Why is it important to work together?

10.2 DEVELOPING ADVOCACY NETWORKS AND ALLIANCES

ACTIVITY TWO

🕐 30 min

PowerPoint Presentation: Alliance-Building

Slides 1-2: Defining an Alliance

- A connection of people, groups, or institutions around a common cause, goal, or effort
- An alliance formed to systematically work towards a common goal

2 min

Slide 3: Benefits of Working in Alliances/Networks

- More support
- More strength
- Bigger impact
- More objectivity
- Diversity
- More credibility
- Up-to-date information
- Access to more resources
- Shared resources
- Contacts
- Exchange
- Avoids duplicating work

3 min

Slide 4: Risks of Working in Alliance with Others

- Failure to comply by one of the parties
- Lack of commitments
- Difficulty in reaching agreements
- Slow, making decisions and taking action
- Lack of equality (resources and power)
- Competition

3 min

Slides 7: Criteria for Forming Alliances

- Agreement in values and interests
- Cause is congruous with us and espect for commitments
- Clear work plan, attainable goals and objectives also knowing the achieved goals
- Projection

3 min

Slide 8: Questions to Ask When Considering Allies

* Organization's mission: How close is their mission to the efforts to achieve the Expected Advocacy Result (EAR)?
* Trust: Is there a prior trust link between you?
* Complementarity: What resources could the ally organization contribute as a complement to the advocacy initiative?

3 min

Slide 9: Tips for a Successful Alliance

* Inolve prestigious and strong people
* Use novel strategies
* Make sure it provides personal and/or professional satisfaction
* Consider a serious network with clear and objective information
* Ensure balanced decision-making
* Set a clear internal organization for the network

3 min

Slide 10: Tips for Success

* Clarify roles, functions, and obligations
* Share leadership functions within the group
* Use all of the members' resourcesBe open to change, innovation, and creative solutions
* Show interest in members' achievements just as in the group's

3 min

Slide 11: More Tips for Success

* Make a commitment to maintain communication in the group
* Allow disagreements
* Encourage constructive criticism and useful feedback
* Encourage solidarity, trust, and group support
* Offer support and respect for individuals and their expectations

5 min

ACTIVITY THREE

🕐 60 min

Identifying Possible Allies

1 Divide the full group into smaller groups based on interest or EAR. Ask each smaller group to gather in front of their political map.

2 Give groups 30 minutes to identify the government and non-government organizations that could get involved with their advocacy efforts and that could join the effort to attain the EAR.

30 min

3 Pass out the handout "Best Practices in Alliance-Building" as a reference while the groups are working. Let them know that the handout contains information similar to what they just reviewed in the PowerPoint presentation. The handout is to help them think about potential allies. Ask the groups to point out which organizations could join the core planning group of the strategy to advance their EAR.

10 min

4 Tell the groups that some of the mentioned organizations may have been international or government organizations. While they are important as allies, sometimes they are unable to join the core group, because their missions limit their political activity in the country.

5 Fill out the worksheet "Building Networks." Add the following to each list:

- The person to approach in each organization to suggest this alliance
- Whether to invite the organization into the core group
- At which stage the organization can get involved

20 min

6 Thank the group for their work and dedication

NOTES

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_____

_____

_____

DEVELOPING ADVOCACY
NETWORKS AND ALLIANCES

Session time:
1.8 hours (110 min)

TIME

Activity 1
Activity 2
Activity 3

PARTICIPANT
Guide

OBJECTIVES

- To identify the strengths and challenges of working in an alliance
- To identify the best practices to build effective alliances for advocacy
- To know the facts about the Let Girls Lead CONACMI case study as a best practice for building alliances

MATERIAL

- Flip charts
- Markers

HANDOUTS

- PowerPoint presentation "Working with Allies and Networks"
- Handout "Best Practices in Alliance-Building"
- Worksheet "Identifying Potential Allies"

ACTIVITY ONE

20 min

Proverbs Say It All

1. Participants discuss the link between proverbs/sayings and the importance of working with others in an advocacy strategy.

ACTIVITY TWO

30 min

Defining Alliances and Their Best Practices

1. Define of an alliance and what is it useful for.

2. Discuss the sharing of best practices for building alliances.

ACTIVITY THREE

60 min

Identifying Potential Allies

1. Participants identify organizations and contact points for potential alliances using their power maps.

2. Reflect on possible contributions of allies and building a core group.

A10.2 DEVELOPING ADVOCACY NETWORKS AND ALLIANCES
HANDOUT BEST PRACTICES IN ALLIANCE-BUILDING

1 Identify actors through mapping and profiles.

2 Avoid prominence: Practice horizontality respecting different points of view.

3 Think of the goal group as the main actor.

4 Get to an agreement on approach methodologies.

5 Establish joint plans and goals.

6 Define clear strategies and activities, with specific people in charge, time, and methods for verification (monitoring and evaluation!).

7 Identify required resources.

8 Sensitize all the actors that are part of it.

9 Establish a system for gathering and distributing information.

10 Conduct self-evaluation and self-monitoring for continuous improvement and institutionalization.

Tips for Successful Alliances

- Involve prestigious and strong people.
- Use novel strategies.
- Make sure it provides personal and/or professional satisfaction.
- Consider a serious network with clear and objective information.
- Balance decision making.
- Set a clear internal organization for the network.
- Clarify roles, functions, and obligations.
- Share leadership functions within the group.
- Use all of the members' resources.
- Be open to change, innovation, and creative solutions.
- Show interest in members' achievements just as in the group's.
- Commit to maintain communication in the group.
- Allow disagreements.
- Encourage constructive criticism and useful feedback.
- Encourage solidarity, trust, and group support.
- Show support and respect for persons and their expectations.

Identifying Potential Allies

Organization	Most appropriate person to contact within the organization	Will it be in the core group? (yes/no and why)	When will you approach it to begin an alliance? (month/year)	Person(s) who will approach the organization with the alliance proposal

NOTES

Now we're in the midst of not just advocating for change, not just calling for change - we're doing the grinding, sometimes frustrating work of delivering change - inch by inch, day by day.

Barack Obama

IMPLEMENTATION PLAN

11

INTRODUCTION

This chapter contains the nuts and bolts of a successful advocacy strategy. Our activities and logic framework will enable us to identify what we are doing to achieve our objectives, who is responsible for taking those actions, and how we will measure our success. The timeline should reflect the planning work we did in Chapter 8 and our budget should take into account all of the costs related to our advocacy strategy.

11.1

ACTION PLANNING AND LOGIC FRAMEWORK

OBJECTIVES

- To define good activities that fulfill the objectives of an advocacy strategy
- To develop a strong logic framework

MATERIAL

- Flip charts (at least 3 sheets per participant)
- Markers
- Flipchart with list of activity verbs written on it (List is outlined in Activity 1 below.)

WORKSHEETS

- Worksheet: Logic Framework (preferably 2 worksheets per participant)

Trainer Notes

During this session, participants have the chance to start writing the activities that could become part of their advocacy proposals. The facilitator must be available to help participants in the process of creating realistic activities that can be implemented at a reasonable cost within the timeframe of the advocacy strategy.

Defining Activities

ACTIVITY ONE

40 min

1 Ask participants to return to review the advocacy strategy objectives and indicators that they developed in the previous session (Chapter 8.3).

5 min

2 Distribute at least 3 sheets of flip chart paper to each participant and ask them to write down one objective at the top of each piece of paper.

5 min

3 Below each activity, participants will write down the activities associated with this objective.

4 Remind participants that activities have certain verbs that help define them. Share with the participants the following list of activity verbs and leave the list up for participants to refer to it throughout the session:

- Train
- Provide
- Produce
- Establish
- Create
- Carry out

- Develop
- Gather
- Convince
- Design
- Implement

20 min

5 Ask participants to help identify any additional verbs they can think of that would also apply to defining strong advocacy activities. After each activity is defined, ask participants to place the activities in chronological order per objective.

6 After all of the objectives have defined activities written in them, ask participants to assess the activities in light of their overall goal and objective as well as their SWOT analysis to assess:

- Are these activities the best suited for to advance the stated objectives?
- Based on our SWOT, is our organization the best suited to implement these activities? If not, who would we need to partner with in order to carry out these activities?

20 min

7 In plenary, ask all of the groups to briefly present their advocacy objective and their corresponding activities (1 minute per objective) and solicit feedback from the large group. When the objectives and activities are being presented, ask the group to assess the following questions in order to provide constructive feedback:

- Are the activities relevant to the fulfillment of the specific objective they are addressing
- Can these activities realistically be implemented an organization or a group of organizations in the timeframe of the advocacy strategy? Participants must take into account the staff/volunteer time, costs and turn-around time needed to implement the activities.)
- Are the activities appropriate for the advocacy strategy? Will it help accomplish the specific objective? Will it help accomplish the Expected Advocacy Result (EAR)?

20 min

ACTIVITY TWO

🕐 60 min

Logic Framework Chart

1 Explain to participants that the Logic Framework is a visual way to organize their advocacy strategy in a summarized form so that all of the information is together in the same place. We can think of the Logic Framework as a kind of work plan because it provides details on how the project will be monitored and evaluated and who will be responsible for certain activities.

15 min

2 Review the worksheet "Logic Framework," worksheet that was developed by the IPPF-WHR, noting all of the different components that the group will complete. There are many types of logic frameworks, but this was has been especially adapted to reflect the needs of an advocacy strategy.

15 min

3 Highlight that the worksheet reflects all the different components that the group has developed in the last few days and puts them together in one place.

4 Ask participants to complete the "Logic Framework" worksheet for their project. If necessary, have several copies of the worksheet available per participant to allow them the opportunity to produce a clean copy of their worksheet.

30 min

11. ACTION PLANNING AND LOGIC FRAMEWORK
WORKSHEET : LOGIC FRAMEWORK[1]

Title of the Project	
Goal	
Advocacy Expected Result	
Specific Objective	

Key Activities	Indicators		Means of Verification	Frequency	Person Responsible
No.	Process				
	Results				
No.	Process				
	Results				
No.	Process				
	Results				

[1] Obtained from the "Handbook for Advocacy Planning," IPPF:New York 2009. Available at http://ippfwhr.org/en/publication/handbook-advocacy-planning.

ACTION PLANNING AND LOGIC FRAMEWORK

Session time: 120 minutes

TIME

Activity 1
Activity 2

PARTICIPANT
Guide

OBJECTIVES

- To define good activities that fulfill the objectives of an advocacy strategy
- To develop a strong logic framework

MATERIAL

- Flip charts (at least 3 sheets per participant)
- Markers
- Flipchart with list of activity verbs written on it (List is outlined in Activity 1 below.)

WORKSHEETS

- Worksheet: Logic Framework (preferably 2 worksheets per participant)

ACTIVITY ONE
60 min

Defining Activities

Participants will define activities that will fulfill their advocacy objectives and expected advocacy result (EAR).

ACTIVITY TWO
60 min

Logic Framework

Participants will complete the IPPF-WHR logic framework chart based on their advocacy strategy

NOTES

TIMELINE

OBJECTIVES

- To identify the initial components of the timeline for advocacy activities
- To use standard timeline format to organize activities in accordance to the timeframe for the advocacy strategy

MATERIAL

- Session objectives written on flip chart paper
- LCD projector

WORKSHEETS

- Worksheet: Standard Timeline Format

ACTIVITY ONE

🕐 30 min

Timeline Components

1 Review objectives written on the flip chart.

2 Explain that a timeline helps to keep the advocacy strategy focused, ensuring that organizations complete tasks for their advocacy strategy in conjunction with other team members and allies. A timeline also provides a time-bound "map" of the strategy at a glance.

3 Explain that the timeline format used here is also called a Gantt Chart, which is commonly used in project management. This format is one of the most popular and useful ways of showing activities (tasks or events) displayed against time.

4 Review the information required to fill in the Standard Timeline Format with the group, explaining the following:

- On the left of the chart is a list of the activities, and along the top is the time scale. Each activity is represented by a bar; the position and length of the bar reflects the start date, duration, and end date of the activity.

- At a glance, viewers can identify:
  * What the various activities are
  * When each activity begins and ends
  * How long each activity is scheduled to last
  * Where activities overlap with other activities, and by how much
  * The start and end date of the whole project

5 Using one of the participants' advocacy strategies as an example, demonstrate to the group how they would fill in an activity and show its frequency or duration by shading in the appropriate months on the row where they wrote the activity.

6 Explain the following components of a timeline:
- Standard timelines are constructed in 12-month periods
- All implementation phases of the advocacy strategy, including needs assessments and evaluation activities, are incorporated
- Timelines should reflect reporting periods and allow most of the final month to compiling evaluation results and report writing

7 Explain that organizations should detail evaluation activities as specifically as possible to show that data collection and other activities are being systematically done throughout the project.

8 Using the activities in their own advocacy strategies, guide participants in completing the Standard Timeline Format so that activities are laid out by objective on the timeline format.

9 Check in with each participant, answer questions, and make sure that people understand the process.

10 In the final 5-10 minutes of the activity, address recurring questions/concerns that came up while working with the participants.

NOTES

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TIMELINE

Session time:
30 minutes

TIME

Activity 1

PARTICIPANT
Guide

OBJECTIVES

- To identify the initial components of the timeline for advocacy activities
- To use standard timeline format to organize activities in accordance to the timeframe for the advocacy strategy

MATERIAL

- Session objectives written on flip chart paper
- LCD projector

WORKSHEETS

- Worksheet: Standard Timeline Format

ACTIVITY ONE

30 min

Timeline Components

Participants complete the timeline based on their advocacy strategy activities.

NOTES

Name of Advocacy Project _____   Name of Organization _____

Objective 1

Activities	Months in year 20_____											
	1	2	3	4	5	6	7	8	9	10	11	12

Objective 2

Activities	Months in year 20_____											
	1	2	3	4	5	6	7	8	9	10	11	12

11.3

BUDGET

Session time:
30 minutes

TIME

Activity 1

FACILITATOR
Guide

OBJECTIVES
- To identify the initial components of the budget for an advocacy strategy
- To use standard budget format to organize activities and costs

MATERIAL
- Session objectives written on flip chart paper
- LCD projector

WORKSHEETS
- Worksheet: Standard Budget Format

ACTIVITY ONE

🕐 30 min

Budget Components

1. Emphasize that it is important to follow the funder guidelines when putting together an advocacy project. The funder may specify a budget format, or simply provide guidelines for maximum line item totals. The budget format we use here is adapted from IPPF-WHR's Guide to Designing Results-Oriented Projects and Writing Successful Proposals.

2. Review the Excel Sample Budget Form. Display the form on the LCD project and explain how the electronic form works (auto sums, etc.).

3. Explain each of the main budget line items and how participants can adapt this format for their individual projects, including the following general budget guidelines:

   - **Personnel.** This line item should make up no more than 50% of the budget, for either consultants or staff.

   - **Administrative Costs/Indirect Costs.** Indirect costs can include rent, electricity, gas, administration, non-project personnel (such as accountants or administrators), and security expenses. These expenses are not directly related to a specific project, but an organization must maintain them to remain open. Indirect costs usually comprise between 5-15% of the solicited budget

4. Sometimes a budget has to be accompanied by a "Budget Justification" that details the costs of each line item. Usually Budget Justifications are done as a separate document and detail the costs per major line items—but again, participants should follow funder guidelines.

5. Have the participants begin the budget document, either in hard copy or electronically, estimating costs as they are able. Have them highlight those costs that require more research.

6. Answer questions as needed to help make sure that people understand the process.

7. Save 5-10 minutes at the end to address recurring questions/concerns that came up while working with participants.

11.3

BUDGET

Session time: 30 minutes

TIME Activity 1

PARTICIPANT Guide

OBJECTIVES

- To identify the initial components of the budget for an advocacy strategy
- To use standard budget format to organize activities and costs

MATERIAL

- Session objectives written on flip chart paper
- LCD projector

WORKSHEETS

- Worksheet: Standard Budget Format

ACTIVITY ONE

30 min

Budget Components

Participants complete the budget based on their advocacy strategy activities.

NOTES

11.3 BUDGET
WORKSHEET: STANDARD BUDGET FORMAT

Project Name:
Organization:
Date:
Time period covered by the project:

Expense Category	Cost per unit	Number of units	Year 1-Donor	Other Funding
Personnel (Salaries, benefits, etc)				
Project Manager			$0.00	
Bookkeeper			$0.00	
Communications Manager			$0.00	
Advocacy Coordinator			$0.00	
subtotal:			$0.00	$0.00
Technical Assistance				
Consultant technical assistance fees			$0.00	
Staff travel and per diem			$0.00	
Consultant travel and per diem			$0.00	
Participant stipends			$0.00	
subtotal:			$0.00	$0.00
Major Office Supplies and Equipment				
Computer and software			$0.00	
Audiovisual equipment			$0.00	
Office supplies			$0.00	
Medical supplies			$0.00	
Communications			$0.00	
subtotal:			$0.00	$0.00

11.3 BUDGET
WORKSHEET: STANDARD BUDGET FORMAT

Lobbying				
Consultant Fees			$0.00	
Staff Travel and Per Diem			$0.00	
Consultant Travel and Per Diem			$0.00	
Supplies and General Services (for Lobbying Activities)			$0.00	
Meetings with Decision Makers			$0.00	
Meetings with Allies and Coalition Members			$0.00	
subtotal:			$0.00	$0.00
Communications and Outreach				
Publications (development, design, and printing)			$0.00	
Production (Television, radio, and other media)			$0.00	
Documentation (development and editing)			$0.00	
Dissemination			$0.00	
Monitoring of Communications and Media			$0.00	
Press Conferences			$0.00	
Radio Announcements			$0.00	
Media outreach Campaigns			$0.00	
subtotal:			$0.00	$0.00
Documentation				
Systematization			$0.00	
Dissemination of Project Experience			$0.00	
			$0.00	
subtotal:			$0.00	$0.00
Operating Costs				
Rent and Utilities			$0.00	
Repair and Maintenance of Equipment			$0.00	
Postage and Mailing Costs			$0.00	
Telecommunications			$0.00	

11.3 BUDGET
WORKSHEET: STANDARD BUDGET FORMAT

Professional Fees and Auditing			$0.00	
Bank Fees			$0.00	
			$0.00	
subtotal:			$0.00	$0.00
Materials and Supplies				
Office Supplies			$0.00	
Consultant Supplies			$0.00	
Basic Supplies			$0.00	
Publications, Manuals, Books			$0.00	
			$0.00	
subtotal:			$0.00	$0.00
Evaluation				
Salary or Fees for Consultants			$0.00	
Monitoring and Evaluation Plan Development			$0.00	
Development of Instruments and Methodology			$0.00	
Technical Assistance			$0.00	
Establishing the Baseline			$0.00	
Data Processing			$0.00	
Data Analysis			$0.00	
Evaluation Workshop Expenses			$0.00	
Travel and Per Diem			$0.00	
Photocopies of Materials and Documents			$0.00	
Training (facility rental, supplies and materials)			$0.00	
Honorariums and Food for Focus Groups and Interviewees			$0.00	
Evaluation Software			$0.00	
			$0.00	
subtotal:			$0.00	$0.00
Total Operational Costs			$0.00	$0.00
Indirect costs (Specify percentage. Usually this is calculated at 10%)			$0.00	
Total Cost of the Project			$0.00	$0.00

> There could be a powerful international women's rights movement if only philanthropists would donate as much to real women as to paintings and sculptures of women.
>
> Nicholas D. Kristof

ADVOCACY RESOURCE MOBILIZATION

12.1

FUNDRAISING

Session time:
60 min

TIME

Activity 1
Activity 2

FACILITATOR
Guide

OBJECTIVES

- To have a basic understanding of fundraising activities
- To identify the different types of resources needed to implement a successful advocacy strategy
- To identify the different types of donors and their priorities

MATERIAL

- Computer
- PowerPoint projector
- Internet connection
- Flip chart with session objectives written on it

PRESENTATION

- Fundraising Session PowerPoint presentation

ACTIVITY ONE

25 min

Facilitator's Note

Because this session is based on a PowerPoint, it is important to be as dynamic and interactive in this session as possible. Present each slide in a dialog fashion and invite participants to ask questions at any point throughout the session. Review the "Tips for Facilitators" section in Chapter 2.2 to maximize the quality of your presentation. Finally, be sure to include a 5-minute break to energize and re-focus participants.

Introduction to Fundraising

1 Review the written session objectives on the flip chart with the group.   5 min

2 Introduce the "Necessary Resources for Advocacy" slide: These are all of the elements we need to implement a successful advocacy strategy. Please note that not all of these resources are directly related to finances.

- People (human resources)
- Money (financial resources)
- Capacities and information
- Equipment (vehicles and computers)
- Infrastructure (Internet, office)
- Contacts (networks, allies, experts)

3 Present the "Identify the Resources that Your Organization Needs" slide
- Consider your objectives, expected advocacy results, and activities.
- Identify the resources that you already have.
- What is the gap between your existing resources and the resources needed?
- How (and with whom) can you fill this gap?   3 min

4 Present the "Fundamental Principles" slide
- Diversification is key.
- Focus on the long term.
- Invest in the capacity of your institution and your human resources.
- Research potential donors and allies.
- Be creative!

5 Present the "Requirements for Successful Fundraising" slide: Highlight that donors give with their hearts as well as their heads. They also donate to your cause or organization only to impact the issue or population that they are passionate about, so communicating outcomes should always take priority over showcasing the organization itself.

- Donors need to know that their resources will be used in an effective and responsible way.
- To generate confidence, they need:
  - Justification and legitimacy
  - Strategies and objectives
  - Institutional structure (Board of Directors)
  - Systems for monitoring and evaluation

6 Present the "Types of Fundraising" slide: There are different avenues for fundraising that involve writing proposals to donors, as well as raising money by providing a service or raising a product, or more traditional forms of fundraising that use media, like TV/phone/mail campaigns. Discuss the advantages and limitations to each form of fundraising.

- Donors
  - Private, multilateral, government
- Consultancies
  - Service provision (i.e., translation services)
- Special events (i.e., gala, reception)
- Fundraising with your members
  - Membership campaigns
  - Direct mail
- Fundraising with the general public
  - Phone-a-thon
  - Face to face (i.e., door to door)

ACTIVITY TWO

🕐 30 min

Successful Strategies for Fundraising

1   Present the "Know Your Donor" slide

- What are the donors' priorities and values?
- What kind of projects have the donors previously financed and where?
- Are there some types of funding that the donor does not fund?
- What level of financing does the donor award?
- Is there a proposal guide and deadline for proposal submission to the donor?   5 min

2   Practical exercise: Go online using the projector in front of the participants and log on to a donor that you like. As an example, you could use the NoVo Foundation's website: www.novofoundation.org. Go through the website with the participants to look for the answers to the questions presented on the "Know Your Donor" slide.   15 min

3   Suggest that participants begin compiling a brief kind of fundraising database so that they can track their fundraising efforts and also keep tabs on potential donors. For example, they can keep a list of fundraising efforts as shown in slide 10, as well as use an online calendar device (like Microsoft Outlook or Google Calendar) that can help them to track funder deadlines. For calendaring it is important not only to track the funder deadline, but also to install a reminder one and two months before the deadline to allow time to work on the proposal!

4   Close the session by emphasizing that this is a simple introduction to fundraising. For more resources, they can go to Chapter 15.7 for information on fundraising and proposal writing.   5 min

NOTES

FUNDRAISING

Session time:
60 min

TIME

Activity 1
Activity 2

PARTICIPANT
Guide

OBJECTIVES

- To have a basic understanding of fundraising activities
- To identify the different types of resources needed to implement a successful advocacy strategy
- To identify the different types of donors and their priorities

MATERIAL

- Computer
- PowerPoint projector
- Internet connection
- Flip chart with session objectives written on it

PRESENTATION

- Fundraising Session PowerPoint presentation

ACTIVITY ONE

25 min

Introduction to Fundraising

Discuss the basic elements of fundraising as they relate to advocacy strategies.

ACTIVITY TWO

30 min

Successful Strategies for Fundraising

Discuss the different elements of donor funding priorities.

NOTES

PROPOSAL WRITING SESSION

OBJECTIVES

- To understand the basics of proposal writing
- To be familiar with all of the components of a proposal
- To be familiar with "best practices" for proposal writing

MATERIAL

- Computer connected to the internet and a projector
- Flip chart with the objectives of the session

PRESENTATION

- PowerPoint Presentation for the "Proposal Writing Session"

ACTIVITY ONE

20 min

Facilitator's Note

Because this session is based on a PowerPoint, it is important to be as dynamic and interactive in this session as possible. Present each slide in a dialog fashion and invite participants to ask questions at any point throughout the session. Review the "Tips for Facilitators" section in Chapter 2.2 to maximize the quality of your presentation. Finally, be sure to include a 5-minute break to energize and re-focus participants.

Introduction to Proposal Writing

1 Introduce the session and review the written session objectives on the flip chart with the group. *5 min*

2 Present the "Proposal Writing: Is It Worth It?": These are the questions we need to consider when we assess a proposal opportunity. The overarching questions should always be: Is this proposal in line with our mission and vision? slide
- What current need does the potential grant respond to?
- Is the proposal in line with our mission?
- Amount of funds
- Who can the funds be used for?
- Organizational requirements
- Length of funding *5 min*

3 Present the "Probabilities" slide
- According to research, 20-25% of proposals are accepted.
- More than half (60%), are rejected the first time because of the following:
  - The proposals are not written in alignment with the donor's mission and values.
  - The organization did not follow proposal instructions. *5 min*

ACTIVITY TWO

🕐 50 min

Components of a Successful Proposal

1 Present the "Proposal Components" slide
- Cover page
- Information page
- Executive Summary
- Justification and necessity
- Project description
- Organizational capacity
- Timeline
- Proposal
- Appendix (attached documents)

3 min

2 Present the "Cover Page" slide
- Write it last.
- Write on organizational letterhead.
- Make it short (1 page maximum).
- Signed by the official representative of your organization.
- Submitted by the legal or official representative of your organization.

3 min

3 Present the "Information page" slide
- All donors have different formats.
- Provide the contact information of the official or legal representative of the organization.
- Include the total organizational budget.
- Indicate the length of the project (relevant dates).
- Provide a brief description of the project (1 paragraph).

4 min

4 Present the "Executive Summary" slide
- Clear and concise (1-2 paragraphs).
- Should be written after the proposal has been developed.
- The Executive Summary is a brief review of your entire proposal.
- Focus most on:
  – Why is your organization the best to complete this project?
  – What will be the principal achievements of this project?
  – Briefly outline the activities you will use to achieve the objectives of the project.
  – Amount you are asking for and how long the project will last.

5 min

5   Present the "Project Justification and Need" slide
- Identify the problem and the urgency.
- Create the context and justification for your project.
- Base your justification on an assessment or a recent evaluation (from the last five years).
- Use relevant national, state-level, or local statistics to your project.
- If the data does not exist, use your own base line.

5 min

6   Present the "Program Narrative" slide
- What is the goal of your project?
- Why is your project important?
- Who are the principal actors, decision-makers, and anticipated allies?
- Where will the project be implemented?
- Who and how many people will participate in the project?

5 min

7   Present the "Goal, Objectives, and Activities" slide
- Goal: The final outcome that your project intends to reach.
- Objectives: The specific expected results of the project. Objectives are more specific than goals and refer to a specific location and time period. SMART.
- Activities: What you are going to do to achieve your objectives.

5 min

8   Present the "Monitoring and Evaluation" slide
- Should consist of between 10-15% of the budget.
- Should include a mix of process and results indicators.
- Should include both qualitative and quantitative information collection methods.
- Responds to the question, "How will we know when our objectives have been achieved?"
- Should be directly related to your objectives (SMART).

5 min

9   Present the "Institutional Capacity": Based on the organization's mission and vision statements as well as the latest SWOT analysis. If the proposal requires capacities that the organization does not have, identify potential key partners that will make the work a success. slide
- Organizational Mission and Vision
- Organizational history as a program provider, and your relevant qualities and skills
- Description of potential collaborating organization or partner

5 min

NOTES

Recommended short 5-minute break here so that participants can stretch.

10 Present the "Budget" slide
- Follow the donor format!
- Pay attention to staff costs (should be 50% or less).
- Use the approved percent (or less) for benefits and indirect costs.
- Make sure that the total numbers are 100% correct.
- Ask for the maximum amount of funds available (only ask for less when the donors explicitly prefer it).
- Justify all of the project costs and include the formula that you used to calculate the costs.

5 min

11 Present the "Annexes" slide
- Letters of support
- Include Relevant organizational materials (campaigns, media, etc.)
- Legal letter showing that your organization is a non-profit
- Certificate of incorporation
- Financial audit
- List of the members of the Board of Directors of your organization
- Description of key staff
- Resumes of key staff

5 min

ACTIVITY THREE

🕐 20 min

General Recommendations

1 Present the "Characteristics of a Strong Proposal" slide
- Creative and realistic for the proposed time.
- Show your experience, and know your weakness.
- Clearly presents the need for the project.
- Shows the organization's additional resources (money, human resources, and/or services).
- Demonstrates understanding of evaluation of your project.

5 min

2 Present the "Characteristics of A Strong Proposal (continued)" slide
- Provides a clear plan to implement the program.
- Demonstrates collaboration strengthens the value of the program.
- Shows possibilities for large impact and can be replicated.
- Includes a sustainability plan to continue the project when funding ends.

5 min

3 Present the "Practical Recommendations" slide
- Research and have a good understanding of the following:
  - The donor's Mission, goals, and objectives.
  - How your goals support the goals and Mission of the donor.
  - The type of projects that the donor has funded in the past, and those that they have not funded.

5 min

4 Present the "Practical Recommendations (continued)" slide
- Use simple language and avoid jargon and initials.
- Make sure you follow the directions and include all required documents.
- Make sure to indicate funding from other sources.

5 min

NOTES

Session time:
90 minutes

TIME

Activity 1
Activity 2
Activity 3

PARTICIPANT
Guide

PROPOSAL WRITING SESSION

OBJECTIVES

- To understand the basics of proposal writing
- To be familiar with all of the components of a proposal
- To be familiar with "best practices" for proposal writing

MATERIAL

- Computer connected to the Internet and a projector
- Flip chart with the objectives of the session

PRESENTATION

- PowerPoint presentation for the "Proposal Writing Session"

ACTIVITY ONE

20 min

Introduction to Proposal Writing

Questions to consider before responding to a request for proposals.

ACTIVITY TWO

50 min

Components of a Successful Proposal

Review the different parts that are usually included in requests for proposals

ACTIVITY THREE

20 min

General Recommendations

Discuss the overall characteristics of a strong proposal.

> A woman with a voice is by definition a strong woman. But the search to find that voice can be remarkably difficult.
>
> Melinda Gates

13

PROPOSAL DEVELOPMENT

13

INTRODUCTION

Chapters 8 and 11 in this guide will help advocates design strong advocacy proposals. However, to maximize the clarity and effectiveness of these proposals, facilitators should take advantage of the workshop space to provide effective feedback on proposal ideas and writing. By following the rules of feedback outlined in Chapter 2, facilitators offer participants ways to improve their advocacy strategy and proposal and increase the probability of funding. Often effective feedback consists of asking the right clarifying questions that help participants build a stronger, more compelling proposal.

13.1

PROPOSAL ELEMENTS AND REQUESTS FOR PROPOSALS

Donors such as private foundations, governments, and multilaterals establish funding priorities every few years. They develop and release Requests for Proposals (RFPs) based on these funding priorities. Sometimes they release RFPs only to certain organizations or groups that are eligible to apply; other times the RFPs are open calls for proposals to which any qualifying organization can apply. For foundation donors, be sure to check the foundation's website or meet with foundation staff to make sure that your organization's project interests and the foundation's priorities align well.

As with any funding application, you must read the RFP very carefully and take note of all of the eligibility requirements. Often, the RFP includes not only details on what the proposal or concept note should contain, but also specific criteria that the applying organization must meet to be eligible for selection. These organizational criteria might include certain certifications, an audited financial statement, or registration under a specific government system.

Here is an example of basic proposal components, but please remember that different donors have different requirements.

Sample Proposal Components

- **Cover letter.** Brief letter written on letterhead paper, signed by the organization's official representative who can legally accept funds.

- **Cover sheet.** Provides information for your organization's contact and person in charge. It includes the total requested budget, project duration, and brief summary of the project.

- **Executive summary.** Highlights the project's goal, objectives, strategies, and expected results.

- **Justification for the advocacy strategy.** What is the problem or issue you are addressing?

- **Goal and objectives.** What are your goal and objectives for the advocacy project?

- **Strategies and key activities.** What principal strategies and key activities will you implement to achieve the results you envision for this project?

- **Indicators of success.** What benchmarks will you use to evaluate the results and success of your project activities?

13.1 PROPOSAL ELEMENTS AND REQUESTS FOR PROPOSALS

- **Desired advocacy project results.** What specific results do you want to have achieved when this project is completed?

- **Involvement of adolescent girls.** How will adolescent girls be directly and indirectly involved in this project?

- **Identification of allies and potential partners.** Who (people, organizations, networks, collaborators, etc.) will you work with to accomplish your advocacy strategy?

- **Evaluation plan.** Details methods for monitoring and evaluating the advocacy strategy, including tools for collecting data and information on project outcomes and results.

The following are potential appendices:

- Detailed timeline for the advocacy strategy for the period open to funding.

- Project budget requesting the amount necessary to execute your advocacy plan. If your project requires additional funds, please include information concerning additional funders or the use of in-kind funds. Organizations may request a maximum of 10% of the total budget for capital investments such as vehicles, computers, etc.

- Brief biographies for key staff, their role and responsibilities on the proposed advocacy project, and the approximate percentage of time they will devote to the project.

- A copy of the organization's fiscal status as a non-governmental organization (NGO).

Timeline

You must submit your final proposal by the day indicated by the funder. Most funders will not accept incomplete proposals or those submitted after the deadline.

13.2

PROVIDING FEEDBACK ON WRITTEN PROPOSALS

Write feedback to proposals in as detailed, specific, and complete a manner as possible following "The Art of Giving and Receiving Feedback." See the following page for specific tips on how to provide good written feedback. If possible, use the Track Changes feature in Microsoft Word and make your comments directly into the margins of the document.

Review the proposal according to the following required sections included in the RFP, and make sure the proposal has included each required section, in addition to effectively responding to the relevant questions. If the proposal does not address each point, suggest how the writer could do so more effectively.

After reading through the full proposal, consider the following overarching questions and write down your suggestions to share with the participant:

- **Impact.** How might the proposal potentially advance advocacy efforts relating to policies, programs, or budgets on behalf of adolescent girls?

- **Feasibility.** How feasible or realistic is the proposed advocacy strategy, given time and resource constraints? Does the project focus on one specific issue affecting adolescent girls (i.e., education), or does it seek to address girls' human rights more broadly (i.e., education, health, access to employment, etc.)?

- **Budget.** How well will the proposed project benefit adolescent girls in the short and long term, given the proposed budget?

- **Bonus.** Is there anything unique or especially valuable about the proposal?

When providing written feedback on proposals, try to incorporate the following:

1   **Create a dialogue when writing responses.**

- **Ask questions**. "You suggest that educating decision makers would be a part of a good advocacy strategy, but you do not tie this strategy to a long-term goal. What is the long-term goal of your project?"

- **Make observations**. "I do not understand how you are relating your activities to your advocacy strategy." "This is a very good example of how your activities work towards your goal."

- **Pose possibilities**. "You might consider looking at X for more information on Y."

13.2 PROVIDING FEEDBACK ON WRITTEN PROPOSALS

- **Ask for clarification.** "What do you mean when you say X? Is this really an advocacy strategy, or is it more of an Information, Education, and Communication strategy?"

- **Tell the writer what you heard.** "First you said X, so I thought you would write about Y, but then you brought in Z, so I am still unclear on the connection between X and Z."

2 **Point out successes.**
Let the writer know when something works—for example: "You have done a good job of organizing your key sections and timeline of the proposal." A word of encouragement may motivate the writer to see the value of revisions—something of value can be improved, but something of little value may not be worth the effort.

3 **Comment on organization.**
"Because you mentioned A as justification of your advocacy project, I thought you might cite B and C, but you did not. Why not?"

4 **Be specific.**
Comments should be specific enough to guide writers as they edit their work, but not so specific that they simply implement all of your suggestions.

5 **Summarize.**
Summarize the gist of the marginal comments. Provide writers with specific directions for revising. Tell them what is essential to revise and what will strengthen but is not crucial to the proposal.

You might recommend that the writer consider doing X, Y, and Z to improve the proposal; develop a particular point more fully; consider the relationship between parts A and B of the proposal; and so on.

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FACILITATING GROUP WORK ON PROPOSALS AND IN-PERSON FEEDBACK

Individual Feedback

In a workshop setting, the facilitator may find that he/she needs to provide feedback to a number of participants regarding their personal participation, their written exercises, or their draft advocacy strategies. When providing in-person individual feedback, follow all of the guidelines on page 18 of "The Art of Giving and Receiving Feedback", which are reflected in the following suggestions:

- **Timing.** When providing feedback in person, it is especially important to select an appropriate time to provide feedback and ask the participant if he/she would like to receive feedback about their work and/or participation. This creates a positive setting for communication and greatly increases the chance that the participants will receive the feedback well. If the feedback is regarding a person's participation in the workshop, it is especially important that feedback be offered in a private setting.

- **Highlight the positive.** Always begin with positive feedback about the participant's work. Select one or two things that the participant has done well and elaborate on why you think that they were done well. Be sure to use "I statements" when providing this and any feedback to make it very clear that these are personal observations made as a facilitator.

- **Be specific.** Offering feedback on written work or advocacy strategies is more of a dialog between the facilitator and the participant. A good strategy to begin dialog is to ask specific clarifying questions about the work. For example: "I see that you are interested in X, and I am not quite sure how it relates to your strategy Y. Could you tell me more about that?" These kinds of questions solicit the participant's thought on a specific issue and often, in the clarification, partcipants make the necessary connections verbally that may not come through in the written work.

Other questions that promote good dialog include the following:
- Can you give me an example of that?
- Can you say more about that?
- How did you get to that conclusion?
- How do you see that relating to [whatever topic you are covering]?
- What do you think a solution to that problem could be?

13.3 FACILITATING GROUP WORK ON PROPOSALS AND IN-PERSON FEEDBACK

As with written feedback, it is important to conclude the feedback session with a brief summary of simple, concrete suggestions for improvements. That way, the participant leaves the session with a clear plan for improving his/her work. For example: "For me, your advocacy proposal would be even stronger if you justify the need more clearly, citing specific policies, and highlight the participation of girls in your strategy."

Providing Effective Group Feedback

For managing in-person group feedback, many of the same "Art of Giving and Receiving Feedback" guidelines apply. In a workshop setting, most group feedback is done in small groups of 3-5 people. Ideally, the facilitator will have support from other people and/or facilitators to provide feedback to several groups simultaneously. To maintain consistency when providing group feedback, make sure that the same facilitator provides feedback to the same group throughout the workshop whenever possible. When needed, bring in another facilitator to provide a different point of view on an issue or problem, especially when the issue is recurring.

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> I learned a long time ago the wisest thing I can do is be on my own side, be an advocate for myself and others like me.

Maya Angelou

14

CLOSING AND NEXT STEPS

14.1

Closing a workshop effectively provides a meaningful final activity for participants to reflect on their learnings, appreciate the learning space they shared with others, and transition into their daily lives outside of the workshop space. Closing activities can also serve as immediate feedback for the facilitator on the workshop's most impactful topics.

Be prepared to hear the comment, "There was not enough time for ____." In an intensive workshop with a broad range of topics like this one, participants are always left wanting more in-depth discussion and practice on certain key topics. If possible, a good next step would be to offer some follow-up with either shorter, single-topic workshops or even web-based sessions to provide the desired depth.

CLOSING ACTIVITIES

A facilitator can conduct these closing activities at the end of a particularly difficult session, at the end of the day, or at the end of the whole workshop.

OBJECTIVES

- To encourage participation from everyone
- To provide an outlet for participants to express feelings nonverbally
- To energize and provide closure to an activity

MATERIAL

- Space for group to sit comfortably

ACTIVITY ONE

🕐 15 min

Feeling Sounds

1. Arrange the group in a circle.

2. The first person makes a sound that expresses how he/she is feeling right now.

3. The group copies that sound.

4. The next person adds his/her own sound.

5. The group copies that sound, as well as the sound of the previous person.

6. The process continues until the group makes all of the sounds of all the people in the group.

We recommend performing this session at the end of the workshop.

- To engage in individual reflection
- To provide initial feedback on participants' learnings from the workshop

- 5 index cards per person (4x6 cards or larger preferred)
- Flip charts with the following five statements written on them clearly, one per flip chart:

  - I will advocate in favor of girls because …
  - The needs of the girls in my community are …
  - My vision for girls is …
  - My advocacy strategy for girls will …
  - The most important thing I learned in the workshop is …

ACTIVITY TWO

🕐 20 min

Fill In the Blank

1   Distribute five index cards per person.

2   Ask participants to copy down one of the statements from the flip charts on each of the cards and to complete the sentences with their own reflections or thoughts.

3   Give participants 15 minutes to fill in the blanks to all five statements. They do not have to put their names on the cards, but they can do so if they want. Their responses will be kept confidential.

4   After 15 minutes, ask participants if they would like to share their reflections on any one of the sentences by reading them out loud for the group.

NOTES

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14.1 CLOSING ACTIVITIES

OBJECTIVES

- To obtain instant feedback on what people learned from the session or workshop, and what they intend to do differently as a result
- To deepen the participants' connections to one another
- To provide a strong sense of closure to the workshop

ACTIVITY THREE

🕐 25 min

Connecting Web

1. Have the group stand in a close circle.

2. Show everyone the ball of string and explain that when a person catches the ball, he/she should complete this sentence: "One thing I have learned in this workshop is ____, and therefore I will____."

3. Hold onto the end of the string, and then throw the ball across the circle to a participant. This participant completes the sentence prompt.

4. Once that person has finished speaking, he/she holds on to the string and throws the ball across the circle to another participant.

5. Continue this process until everyone has participated. The facilitator may need to remind participants that they need to keep hold of part of the string before throwing the ball.

6. The string should come back to the facilitator, who also participates by completing the sentence prompt.

7. Ask participants to reflect on the shape that they have formed and what it means in terms of their work and their learnings.

NOTES

OBJECTIVES

- To obtain instant feedback on people's experiences in the workshop
- To deepen the participants' connections to one another
- To provide a sense of closure to the workshop

ACTIVITY FOUR

🕐 20 min

MATERIAL

Plastic beach ball with the prompts clearly written on it with permanent marker Alternatively, you could tape post-it notes or small pieces of paper to the ball. The post-it notes should have the prompts clearly written on them and be taped or fixed to the ball so that they do not fall off easily when the ball is thrown.

Fill In the Blank

1 Have the group stand in a circle.

2 Tell the participants that in this activity they can reflect on their experiences together in the workshop.

3 The facilitator joins the circle and has a turn. Toss the ball from one side of the circle to the other three times while everyone sings in unison "Let Girls Lead." The person who catches the ball on "Lead" must finish the phrase his or her right thumb is pointing to.

4 Continue tossing the ball from one side to the other until everyone has had a chance to participate.

The prompts written on the ball are:

- My favorite session was …
- I learned the most from …
- I am glad I participated because …
- My least favorite session was …
- I had the most fun when …
- I will never forget …
- I could not stop laughing when …

- The most difficult activity was …
- From now on I will …
- The most important thing I learned was …
- I never thought I could …
- I still have doubts about …
- I am insecure about …
- I will tell my organization …

NOTES

EFFECTIVE FOLLOW-UP WITH PARTICIPANTS

This Guide provides curriculum for up to a week of intensive sessions designed to introduce key advocacy topics to participants and provide the basic elements required to develop a girl-centered advocacy strategy.

Inevitably, participants will require more in-depth information on specific topics. Let Girls Lead has found that participants generally request further training on the following topics:

- **Proposal writing and resource mobilization.** Provide detailed information on how to develop a logic framework and how to develop SMART objectives with process and result indicators using topically relevant examples. Provide ample time for participants to apply their learnings in proposal development.

- **Budgetary advocacy.** Define the steps involved in effective budgetary advocacy.

- **Media and communication strategies.** Define best practices with different media outlets and practice interviewing skills via a press conference with print and visual media outlets.

- **Network building.** Analyze opportunities and needs for effective networking, examine the crossover between organizational missions and visions, define the specific issue and objective around which to define the network, and analyze the different steps for network building.

- **Digital storytelling.** Provide the basic techniques for selecting a personal story and creating a storyboard and provide technical assistance in selecting a sequence of photographs, audio, and music to tell a compelling story.

- **Political mapping.** Analyze the social and political context for girl-centered advocacy, analyze the political will and position of electoral candidates, and examine the changing political landscape for girl-centered issues.

Let Girls Lead provides two-day institutional strengthening workshops where Let Girls Lead participants as well as key staff from their respective organizations have increased their capacity in specific advocacy areas. Having a real-life practicum with these topics has proved to be a great added benefit. For example, role playing media communications is a very helpful learning tool, but calling a press conference on a timely issue after practicing media communications adds a huge benefit and provides participants with valuable real-life experience implementing their learnings.

For further information on some of these topics, please refer to **Chapter 15. Resources for Advocacates** section of this guide.

> All girls know that they can be anything now. That transformation is to me of the most satisfying things.

Ellen Johnson Sirleaf

RESURCES FOR ADVOCATES

15.1

ADVOCACY MANUALS AND GUIDES

tilz.tearfund.org

The Advocacy Toolkit: Understanding Advocacy and Practical Actions in Advocacy (2002). Tearfund.

Tearfund produced these guides to help any organization, community, or group of people considering an advocacy intervention. The two-volume series presents self-contained modules to be used by organizations or groups of people completely new to advocacy that are considering an advocacy intervention. Tearfund wrote the toolkit a self-facilitation manual. However, they recommend using the modules with a facilitator or even in a workshop setting. The exercises use a range of methods, and introduce a variety of tools for application, including small group discussion, drawing, role play, and Bible studies. Both volumes are also available in Spanish and French.

savethechildren.org

Advocacy Matters: Helping Children Change their World (2011). Save the Children.

This guide consists of two complementary manuals that are designed to be used together.

- The Facilitator's Manual is aimed at anyone who is designing or facilitating an advocacy workshop, including people who do not have much experience as facilitators or as advocates. It contains information on how to design, plan, and run a workshop, plus individual session plans.

- The Participant's Manual contains background material on each topic, case stories, and references to further resources. It is a resource guide for both facilitators and participants.

15.1 ADVOCACY MANUALS AND GUIDES

Handbook for Advocacy Planning (2010). International Planned Parenthood Federation – Western Hemisphere Region (IPPF/WHR).

ippfwhr.org

Also available in spanish

This handbook aims to help build organizations' capacity to design effective advocacy projects that advance sexual and reproductive rights. It explains concepts related to advocacy and introduces the advocacy models used by IPPF/WHR. Divided into sessions and activities to be completed by an advocacy team, this manual provides a step-by-step guide to designing effective advocacy projects.

Handbook for Budget Analysis and Tracking in Advocacy Projects (2011). International Planned Parenthood Federation – Western Hemisphere Region (IPPF/WHR).

ippfwhr.org

Also available in spanish

This handbook helps facilitate the process of incorporating simple budget analysis and tracking elements in advocacy planning. It offers a way to determine the steps needed to identify and monitor specific areas of expenditure that contribute to achieving the political change.

Handbook for Political Analysis and Mapping (2010). International Planned Parenthood Federation – Western Hemisphere Region (IPPF/WHR).

ippfwhr.org

Also available in spanish

This handbook aims to help build organizations' capacity to design effective advocacy projects that advance sexual and reproductive rights. It teaches organizations how to demand greater transparency and accountability from their governments and strengthen their work's ability to systematically influence domestic and international political spheres. The handbook explains how to analyze the structural and institutional features of the state and the key actors involved, and provides activities that guide the development of advocacy campaigns.

15.1 ADVOCACY MANUALS AND GUIDES

Evaluation of the Implementation of the Ministerial Declaration "Prevention through Education" (2012). International Planned Parenthood Federation – Western Hemisphere Region (IPPF/WHR).

ippfwhr.org

This evaluation shares the effort made by the IPPF in partnership with the Democracy and Sexuality Network (Demysex), the Mesoamerican Coalition for Comprehensive Sexual Education, and member associations of the IPPF/WHR, to follow up on the Ministerial Declaration "Prevention through Education." It includes the degree of implementation of strategies stated in the declaration in Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, and Venezuela, as well as a comparison of implementation among these nations.

Building Skills for NGO Leaders (1999). The Centre for Development and Population Activities (CEDPA).

cedpa.org

This a handbook *in Spanish language only* for the Support for Female Leaders program, a three-day, six-session curriculum designed as a companion piece to the Cairo, Beijing, and Beyond program. This manual uses participatory methodologies based on CEDPA's experience in building the skills of non-governmental organization leaders to advocate for change in the reproductive health arena. While the background information and role play scenarios deal directly with reproductive health issues, a facilitator can adapt the sessions for other contexts.

Jóvenes y derechos: mensajes para incidir en la esfera pública (Youth and Rights: Messages to Advocate in the Public Sphere) (2008). Family Care International.

familycareintl.org

This publication is a tool for groups, organizations, or individuals who want to engage in advocacy to promote the exercise of reproductive rights, in particular the prevention of unwanted teen pregnancies. It explores the main determinants of early pregnancy and their implications for public policy, norms, and culture. The publication emphasizes sexual education, access to youth-friendly health services, gender and violence, and youth participation. From a human rights perspective, it highlights how these aspects can empower or condemn young people, in particular young women. The tool is intended to support advocacy and communications strategies that not only influence public policy and participation, but also foster citizenship and expand the culture of democracy and human rights

ONLINE VERSIONS

FACILITATION GUIDES

businessballs.com

BusinessBalls.com

A list of free team-building activities, exercises, and ideas is available for building teams and teamwork, corporate employee motivation, personal development, icebreakers, energizers, and more serious learning and personal development. You can adapt many of these exercises for young people and children.

leadership.uoregon.edu

Holden Leadership Center at University of Oregon

The Holden Center strives to be an exemplar provider of leadership education and developmental experiences by empowering individuals to question critically, think logically, communicate clearly, act creatively, and live ethically while becoming active and engaged citizens of the world. They have compiled team-building exercises, leadership reflections, and energizers on their website.

RESOURCES FOR AND ABOUT ADOLESCENT GIRLS WORLDWIDE

WEBSITES

Advocates for Youth

advocatesforyouth.org

Established in 1980 as the Center for Population Options, Advocates for Youth champions efforts that help young people make informed and responsible decisions about their reproductive and sexual health. Advocates believes it can best serve the field by boldly advocating for a more positive and realistic approach to adolescent sexual health. Advocates focuses its work on young people ages 14-25 in the U.S. and around the globe.

The Girl Effect

girleffect.org

The Girl Effect is a movement that leverages the unique potential of adolescent girls to end poverty for themselves, their families, their communities, their countries, and the world. It focuses on making girls visible and changing their social and economic dynamics by providing them with specific, powerful, and relevant resources.

Girl Rising

girlrising.com

Girl Rising is a global action campaign for girls' education powered by the film "Girl Rising" and the women, girls, men, and boys that stand behind it.

Girl Up

girlup.org

Girl Up is an innovative campaign of the United Nations Foundation that provides American girls the opportunity to become global leaders and channel their energy and compassion to raise awareness and funds for United Nations programs that help some of the world's hardest-to-reach adolescent girls.

15.3 RESOURCES FOR AND ABOUT ADOLESCENT GIRLS WORLDWIDE

Girls Not Brides

girlsnotbrides.org

Girls Not Brides is a global partnership to end child marriage, bringing together non-governmental organizations from around the world that work to tackle child marriage at the grassroots, national, and global levels. Girls Not Brides aims to give a voice to girls at risk of child marriage, to defend their rights to health and education, and to give them the opportunities they need to fulfil their potential.

GOJoven

gojoven.org

GOJoven gives young leaders the opportunity to participate in a unique leadership development program. Young leaders in Belize; Guatemala; Honduras; and Quintana Roo, Mexico with an interest in the areas of sexual and reproductive health and rights acquire a wide range of skills and knowledge to help them become future leaders in their countries and region.

Let Girls Lead

letgirlslead.org

Let Girls Lead is a global movement that empowers girls and their allies to lead social change through advocacy, education, economic empowerment, storytelling, and strategic partnerships. Let Girls Lead improves girls' education, health, and livelihoods through strategic partnerships that ensure girl-friendly laws, funding, and programs around the world.

The Malala Fund

malalafund.org

There are 600 million adolescent girls in the developing world. They are an undeniable force for social and economic impact, but only if given the opportunity. Around the world, girls are denied a formal education because of social, economic, legal, and political factors. And in denying girls an education, society loses one of its greatest and most powerful resources. The Malala Fund aims to change that.

United Nations Entity for Gender Equality and the Empowerment of Women (UN Women)

unwomen.org

The main roles of UN Women are: 1) To support intergovernmental bodies, such as the Commission on the Status of Women, in their formulation of policies, global standards, and norms; 2) To help member states implement these standards, standing ready to provide suitable technical and financial support to those countries that request it and to forge effective partnerships with civil society; 3) To hold the UN system accountable for its own commitments on gender equality, including regular monitoring of systemwide progress.

15.3 RESOURCES FOR AND ABOUT ADOLESCENT GIRLS WORLDWIDE

United Nations Childrens Fund (UNICEF)

unicef.org

UNICEF works in 191 countries and territories to save and improve children's lives, providing health care and immunizations, clean water, sanitation, nutrition, education, emergency relief, and other services.

Women Deliver

womendeliver.org

Women Deliver works to expand the community of partners dedicated to bettering the lives of girls and women. Their corporate forum brings together private sector representatives to collaborate on projects and solutions. Women Deliver works with ministries of finance and health and global development experts to make the economic case for investing in girls and women, looking to the future by nurturing the skills of young advocates in developing countries through workshops and an online community.

The Working Group on Girls

girlsrights.org

The Working Group on Girls (WGG) is a coalition of over 80 national and international non-governmental organizations with representation at the United Nations dedicated to promoting the human rights of the girl child in all areas and stages of her life, advancing the inclusion and status of girls, and assisting them to develop their full potential as women.

World Association of Girl Guides and Girl Scouts (WAGGGS)

girlscouts.org

The World Association of Girl Guides and Girl Scouts (WAGGGS) is comprised of 145 member organizations, including Girl Scouts of the USA. WAGGGS not only unites all of its member organizations, but also promotes and establishes Girl Guiding/Girl Scouting organizations around the world. The goal of WAGGGS is to enable girls and young women to develop their fullest potential as responsible citizens of the world.

INTERNATIONAL AGREEMENTS FOR ADVOCATES

African Charter on the Rights and Welfare of the Child

childinfo.org

Also known as the Children's Charter, it was adopted by the Organisation of African Unity in 1990 and entered into force in 1999. Similar to the Convention on the Rights of the Child, it is a treaty whose goal is to ensure the political, economic, social, civil, health, and cultural rights of children.

Convention on Consent to Marriage, Minimum Age for Marriage, and Registration of Marriages

childinfo.org

This Convention was opened for signature and ratification by the United Nations' General Assembly on November 7, 1962. The convention aims to promote universal respect and complete freedom for all men and women in the choice of a spouse, eliminating completely child marriage, establishing marriage registries, and establishing appropriate penalties for violations.

Convention on the Elimination of all Forms of Discrimination against Women (CEDAW)

un.org

This Convention was adopted in 1979 by the United Nations General Assembly. Over 50 countries that have ratified the Convention have done so subject to certain declarations, reservations, and objections. Consisting of a preamble and 30 articles, it defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination.

ONLINE VERSIONS

Convention on the Rights of the Child

ohchr.org

The Convention on the Rights of the Child was adopted and ratified by the United Nations' General Assembly on November 20, 1989. This human rights treaty aims to protect the political, economic, social, civil, health, and cultural rights of children. It has been signed by 193 countries that are bound to comply with it by international law.

Ministerial Declaration "Prevention with Education" (Declaración Ministerial "Prevenir con Educación")

coalicionmesoamericana.org

Representatives of different Departments of Health and Education throughout Latin America and the Caribbean approved this declaration as part of the International Conference on AIDS held in Mexico in 2008. The declaration aims to increase and improve public policy, funding, and programming around HIV prevention and teen pregnancy. It also focuses is on promoting comprehensive sexual education and teen-friendly sexual health services. The Mesoamerican Coalition for Comprehensive Sexual Education currently oversees implementation.

Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa

achpr.org

Better known as the Maputo Protocol, the African Union adopted this document in the form of a protocol to the African Charter on Human and People's Rights. The document guarantees a wide spectrum of rights to women including political participation and social equality with men and power over their fertility and reproductive health, and aims to eradicate female genital cutting.

Universal Declaration of Human Rights

un.org

The Universal Declaration of Human rights was adopted on December 10, 1948 to ensure that the atrocities committed during the Second World War never take place again. It was the first document to express the rights to which all humans inherently possess. The Declaration is a fundamental constitutive document of the United Nations and is a powerful tool in applying diplomatic and political pressures to governments that violate any of its articles.

SELF CARE AND SAFETY RESOURCES

Front Line Defenders

frontlinedefenders.org

Front Line Defenders is the International Foundation for the Protection of Human Rights Defenders with the specific aim of protecting at-risk human rights defenders: people who work, non-violently, for any or all of the rights enshrined in the Universal Declaration of Human Rights (UDHR). Front Line Defenders provides rapid and practical support to at-risk human rights defenders, including grants to pay for the practical security needs of human rights defenders; provision of training and development of resource materials on security and protection, including digital security; international advocacy on behalf of human rights defenders at immediate risk; an emergency 24-hour phone line for human rights defenders operating in Arabic, English, French, Russian and Spanish; and temporary relocation of human rights defenders in emergency situations.

Security in a Box

securityinabox.org

Security in a Box was created to help safeguard the privacy and digital security of human rights advocates. Their website includes a How-to Booklet that addresses several digital security issues. Its collection of Hands-on Guides includes freeware and open source software tools with instructions on how to secure your computer and protect your information.

Self-Care and Self-Defense Manual for Feminist Activists (2006). CREA New Delhi, CREA New York.

files.creaworld.org

This manual guides women activists thorough a journey of self-exploration and self-knowledge. It helps women explore their role as activists, recognize different types of violence they face, reflect on the role they play in their self-care, optimize their strengths in order to stay safe, and give pointers on self-defense.

ADVOCACY EVALUATION RESOURCES

The Elusive Craft of Evaluating Advocacy. Teles, S., & Schmitt, M. (2011). Stanford Social Innovation Review, 9(3), 40-43.

hewlett.org

This article details the challenges of doing advocacy evaluation and provides possible strategies to address them.

Pathfinder: A Practical Guide to Advocacy Evaluation, Evaluator Edition. Innovation Network, Inc.

innonet.org

This Pathfinder's guide is a brief introduction to advocacy evaluation from the evaluator's perspective. It is not a detailed guide to evaluation. It is meant to give a general sense of what advocacy evaluation entails, and the differences between advocacy evaluation and other program evaluation efforts.

A User's Guide to Advocacy Evaluation Planning (2009)

hfrp.org

This guide was developed to aid the evaluation of advocacy efforts and policy changes by advocates and activists. The manual takes the evaluator through four essential steps of an advocacy evaluation plan: identifying how the evaluation will be used and who will use it, mapping the strategy being evaluated, prioritizing the components that are most essential for the evaluation, and designing measures and methods for evaluation.

PROPOSAL WRITING RESOURCES

ippfwhr.org

Also available in spanish

Guide for Designing Results-Oriented Projects and Writing Successful Proposals (2002). International Planned Parenthood Federation.

This manual presents tools for designing and planning projects that are results-oriented and appealing to funders and donors. It focuses on incorporating monitoring and evaluation, starting at the planning stage of the project. It also gives tips and examples on how to make projects more appealing to donors.

foundationcenter.org

Proposal Writing Short Course Tutorial (2014). Foundation Center.

Foundation Center created this short online tutorial to guide those in nonprofit organizations through a short course on proposal writing. The course is grounded in the conviction that a partnership must develop between the nonprofit and the donor. The tutorial contains nine sections that include topics like the components of the proposal, how to write an executive summary, and developing a budget. It is available in six languages and accessible in a printer-friendly version.

MEDIA AND VIDEO RESOURCES

Center for Digital Storytelling

storycenter.org

The Center for Digital Storytelling's mission is to "promote the value of story as a means for compassionate community action." It partners with organizations around the world to develop first-person stories that encourage inter personal communication. It sees storytelling as a vehicle for education, community mobilization, and advocacy. The Center is recognized globally as a leader in digital storytelling.

Videoactive Girls

projectinggirlpower.org

A partnership between Video Volunteers and the Global Fund for Women, Videoactive Girls provides training in digital storytelling to girls in India and Nigeria. The project aims to fill the technology gap that exists between access and know-how. The goals of the initiative are to encourage girls to make their voices heard, cultivate self-confidence, and promote self-empowerment through the learning process. Video Volunteers also developed a media toolkit for community-based organizations to follow similar strategies.

WITNESS

witness.org

WITNESS is an international non-profit organization with the mission of raising awareness about human rights abuses. It was co-founded in 1992 by musician and human rights advocate Peter Gabriel, Human Rights First, and the Reebok Human Rights Foundation. WITNESS empowers human rights advocates to use video to denounce human rights abuse and fight injustice. It transforms first-person stories of abuse into powerful tools with the potential to bring awareness to the public, the media, and decision makers.

TEAM-BUILDING ACTIVITIES

onlineexpert.com

30 Team-Building Games, Activities, and Ideas (2008). Rockhurst University Continuing Education Center.

This manual provides 30 easy-to-follow activities for groups. Each provides useful information for facilitators when deciding what activity would be better suited for their group. It includes time necessary to complete the activity, purpose, ideal group size, materials, instructions, and desired outcome.

leadership.uoregon.edu

Holden Leadership Center

Based out of the University of Oregon, the Holden Leadership Center strives to be an excellent example of leadership education and developmental experiences. Their website offers an array of activities and ideas to foster group participation, cohesion, and team building. It also provides leadership exercises, icebreakers, and energizer activities.

www.deca.org

SSC Teambuilding Games & Activities. Ohio DECA Summer Leadership Retreat.

This short manual breaks up team-building activities into three rough categories to be used at the beginning, middle, and end of workshops. Beginning activities focus on getting participants acquainted with each other and remembering names. Middle activities focus on having fun and getting along. End activities focus on strengthening the team and understanding others' strengths and weaknesses. The manual also provides cheers activities to use to keep the group upbeat and having fun.

HOPE, COMMITMENT AND ACTION

Girl Leader Memory Banda, 18

Memory Banda is an 18 year old girl leader from Malawi who spoke out for girls rights during the UN General Assembly in September 2014. A survivor of gender based-violence, Memory has worked with Let Girls Lead and the Girls Empowerment Network (GENET) since she was 14 to end child marriage and harmful traditional practices.

Adolescent girls are the most vulnerable group in Malawi, particularly in the rural areas where female children are despised due to deeply rooted cultural beliefs and practices.

Child marriage is one of the most serious challenges that haunts adolescent girls. Social and economic pressures compel parents to force girls into early marriage, as girls are strongly told that marriage is the only option upon reaching puberty.

Currently, Malawi is a country with shocking statistics of child marriage. Half of girls between the ages of 14 and 20 are married, divorced or widowed, and catch deadly HIV/AIDS due to the harmful traditional practices and porous laws that facilitate child marriage. Currently, Malawi's child marriage bill allows girls to marry at the age of 16, which I feel is a gross human rights violation by the state.

HOPE, COMMITMENT AND ACTION

Malawian Sunrise

On health, child brides are five times more likely to die from childbirth complications and 60% of their babies are more likely to die, too. The primary danger to child brides is obstructed labor, which results in death or obstetric fistulas. Babies born to child brides also have elevated risks of infant mortality. Malawian adolescent mothers are poorer, less educated, malnourished, and prone to greater social problems than educated girls. Adolescent girls who are forced into marriage, most often with much older men, drop out of primary school. Child brides are exposed to gender based violence, trauma, and death - evidence shows that some end up as prostitutes due to deepening poverty and desperation.

For me, it was a struggle to grow up in such an environment, where society expects girls to marry soon after reaching adolescence. I was pressured to marry too, but looking at the number of my peers who were being condemned to lives of extreme poverty, gender-based violence, vulnerability to HIV/AIDS, malnutrition, lack of information, and poor health, I became extremely resistant.

I challenged my family and explained that early marriage was not for me. I told those who thought that I should marry earlier that education and freedom of my rights would be the path of my life. I personally needed to change the way society perceives and defines the needs of girls and women. Most importantly, I needed a different society which respects my choices as a girl.

In 2011, I was lucky to meet an incredible grassroots movement of girls and young women called the Girls Empowerment Network (Genet Malawi) which works with Let Girls Lead, a global movement of advocates for girls' rights. With their support, the number of girls in my club increased to 200 and we joined the Stop Child Marriage campaign. Genet helped us become leaders through trainings that effectively shaped us into agents of change.

I started mobilising other girls to stand up against all cultural odds that were condemning us to lives of captivity, and decided to form a girls' community club. I decided to work hard on education and was selected to attend Chancellor College, one of the constituent colleges of the University of Malawi. This turned out to be a wonderful space for us girls to discuss critical issues

HOPE, COMMITMENT AND ACTION

that were standing in our way of achieving our goals. We began working to abolish the existing harmful traditions and perceptions that were undermining our power as girls and young women in society.

Our voices became the greatest tool for advocating change for ourselves, other girls, and young women in our community. We addressed challenges of harmful cultural practices, such as child marriage, which prevents thousands of girls from school. We were able to influence our traditional and community leaders and other stakeholders to take concrete actions against all forms of human rights violations against girls. For example, village leaders came up with community by-laws aimed at ending Child Marriage and sexual initiation practices.

One of the chiefs, Traditional Authority (T/A) Chitera, was promoted to Senior Chief by Malawi's former President Joyce Banda, as a result of our good fight against Child Marriage. The Stop Child Marriage campaign was also able to attract impressive media support, which made our call for girls' rights a national concern.

These changes just confirm that taking a lead is something we all have to embrace now in order to fight against the crisis of Child Marriage. Let us all remember that adolescent girls are a group of special concern and opportunity, since our empowerment is a positive indicator of good things like lower fertility and child mortality, as well as successful micro-enterprise development.

Everyone can champion girls' rights. This solution begins with hope, commitment and action.