Making It Happen!

Training young people to advocate for their sexual and reproductive health and rights

dance 4 life

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Introduction

Some changes just happen; the ground becomes wet because it is raining. But most changes come from someone; the idea to build a shelter to keep dry in the rain, then the work to build it. This training is about enabling young people to create change, to use their ideas and their voices effectively to influence others and to make things happen.

dance4life believes that advocacy is crucial if we are to achieve long term changes which benefit large numbers of young people and the wider community. The drive for those changes should come from young people themselves. They know best the issues they face and the changes that are needed. With support from relevant organisations young people are the best representatives of young people's issues.

dance4life strongly believes in meaningful youth participation: we see young people not only as a target group to benefit from programmes but also as actors and leaders. Young people should be actively and meaningfully involved in everything - the design, decision making, implementation, and monitoring and evaluation of policies, strategies and programmes that affect their lives.

We work in youth-adult partnerships, where young people and adults work together as equals towards jointly identified aims. Both are valued and respected for their contributions. This workshop follows our values around meaningful youth participation, youth leadership and setting up youth-adult partnerships.

What is the purpose of this training manual?

This manual is written to enable (advocacy) staff and facilitators of dance4life National Concept Owners (NCOs) to train young people in national lobby and advocacy.

It is a tool you can use to:

- Strengthen the knowledge and capacity of young people through learning about advocacy.
- Help young activists to figure out what they most want to change with regard to their sexual and reproductive health and rights (SRHR).
- Give them meaningful involvement in refining, finalising and implementing your (NCO) advocacy plans.

How did we develop this manual?

We tested the training ideas in this manual in 2014, when we ran one workshop in each of the three dance4life regions of Africa, Asia and Latin America. We then used what we learned to create this manual.

Who should facilitate the workshop?

You'll need two facilitators. We strongly advise that at least one of them is experienced at facilitation. Also, at least one of them needs to be a staff member who has responsibility for your organisation's advocacy. Being involved as a facilitator helps these staff members to understand the young people's thinking and the process that leads to their outputs, rather than receiving their plans out of context after the workshop. It also means that there's someone present who has the knowledge to give guidance, when needed, and authority to make decisions about the advocacy plans that emerge.

Who to invite

We suggest a maximum of 20 participants, who should:

- Be under 26.
- Have already shown their commitment to and interest in dance4life.
- Have time to be involved in advocacy, community work and youth leadership.
- Be able to communicate in a shared language (which may not be their first language).

We also recommend that you seek gender balance among the participants, and that you involve people from different parts of your country.

We advise you to invite the director of your NCO or the head of advocacy to open the training and to attend the session on Day 4 when the participants present their advocacy plans.

Creating a positive learning context

Remember how boring it can be, being taught? How the teacher's voice goes on, and your mind wanders? Feeling frustrated there's no chance to speak? Or feeling worried that you'll get something 'wrong'? This training should be NOTHING like that! It will be fun and creative and involve everyone, without fear and anxiety.

Your role is *not* to be the teacher or the expert! Instead you are a facilitator: someone who eases a process of learning and discovery. The methods in the training sessions help this to happen; they enable participants to figure out things for themselves, rather than being told. Your task is to create a positive context for their learning in the following ways:

- Lead by example, with a positive approach, willingness to listen, and respectful behavior.
- Give the sessions structure by following the training plan, explaining what to do, and keeping time.
- Support groups to stick to the task they are doing, rather than go off the topic.
- Be open to unexpected but important discussions and be flexible in adapting the plan, explaining changes as needed.
- Manage how people interact, if necessary, so everyone has the opportunity to add their voice, and no one dominates.
- Respond to any problems that arise, perhaps by asking the group what to do.
- Provide everyone with a chance to give feedback about the training and to improve the process.
- Praise participants for their efforts, and the virtues and leadership they have shown.
- Use humour and a diplomatic approach to deal with conflicts within the group.

How to run the activities

Don't worry if you don't have extensive experience as a facilitator. All the exercises are explained in detail. This section gives a little more information on how to run the sessions.

Plenary sessions

When the whole group is together – in 'plenary' - it's good to sit or stand in a circle or crescent shape, rather than in rows. This means everyone can see each other. It also emphasizes to everyone that you are not in a class room or lecture; everyone can contribute and feels equally present. There's no need for people to sit at tables as they don't need to make notes (though some people may like to record ideas in their note books).

Small group work

Sometimes the group splits into smaller groups. This makes it easier for people to discuss ideas in detail and helps everyone, including the less talkative participants, to speak. It also allows us to split up tasks that would take too long to do in plenary; for example, in Exercise 1.5 each small group reviews a different policy, and then reports back to the whole group.

It's fine to let people choose how they form small groups. For example, they may prefer to be with friends, or with other participants of the same sex, or from the same region. However, you can also direct people to join certain groups if you wish. For example, you may want people to mix with those they don't know as well, or to help a participant who is isolated to interact with others.

When the participants are in small groups allow them to work without you, but listen to each group in turn. You may need to interrupt in a friendly way if they have gone off topic, or if they are stuck on a small point and so are failing to make progress.

Keeping time

It's good if everyone knows from your example that the times you state are what you mean. So if the afternoon session begins at 1pm make sure you are there at 12:55, ready to start at 1pm! And if you tell the participants they will have ten minutes to do something then give them ten minutes. Many facilitators use an alarm on their phone or watch, to remind them or ask someone to be the timekeeper – it can be easy to forget! It's also useful if there's a clock in the training room which everyone can see; you can then say 'let's be finished by …' and state the target time. Of course, while you want to stick to time, you also need to be flexible. You may have given them ten minutes, but if they seem to be finished after five minutes ask if they are ready to proceed. Equally, if they are not ready after ten minutes negotiate how many more minutes they need.

It's good to involve the participants when the timing has gone wrong. For example, if you are starting a session late for some reason, have a quick discussion about what to do. Your instinct may be to let the session run late, but they may prefer to have a shorter lunch break. As ever, we should involve the young people in decisions that affect their lives – including those in the training!

Adapting the training and the exercises

The training takes four days, and we recommend that you do invest four full days in this work. However, if that is not possible, we have provided a shorter version, to be completed in two and ha half days, in Appendix 13. The shorter version contains almost the same content in terms of learning about advocacy, but requires a follow up session with participants after the training to get their input into your country's advocacy plans.

We have written full exercise instructions, but you may wish to adapt some parts. For example, we have written some instructions in speech marks, which you could read out, but you may prefer to use your own words. You may also need to adapt the examples that you use, and the materials we have provided in the appendices, to fit your country's context.

Brainstorms

A brainstorm is a quick way of gathering ideas from the group on an open question or topic. Top tips are:

- Encourage participants to make short contributions, just a few words.
- Write their words on the flip chart, for all to see.
- You may prefer to ask someone else to write so there's no pause as you write, and so you can focus on interacting with the participants.
- You don't have to write the ideas as a list, you can scatter them and put similar ideas together if you wish.
- Try to keep a fast pace, rather than getting diverted into a long discussion about any item.
- If someone talks for some time summarise their point in a few words, and check with them that your summary is OK.
- When the flow of ideas dries up, you may want to invite comments. For example, if you sense that some people disagreed with a certain idea. If so facilitate the group's decision making – should it stay or be crossed off?
- You might also want to return to an item which you think doesn't fit. You are not the judge, but you can prompt some reflection about the item.

In this training we often pose a question and then ask for ideas. We do this because it's better for the group to generate its own ideas than for you to tell them dance4life's perspective. However, we have usually included dance4life's view in a box, for your information. This means that if the group misses any points you are reminded to prompt them. You can say *"Any thoughts about…?"* or *"What about the situation where…?"*, rather than reading out the points that they missed.

Running role plays

For role plays to be an effective way of learning the situation and the roles need to be ones that people understand and relate to. So it's important that you read and think about the role play ideas we have provided and to make changes if needed. Ask yourself: could you get into the role, and learn from it? Does the scenario fit with the context in your country? How can you adapt it to make it more relevant and believable?

Many people enjoy doing role plays, but some participants may be anxious or reluctant. Reassure them. "*We are all friends together, and there's no right or wrong way to do a role play. This training is the place to practice and try. We may feel embarrassed or inhibited, but we need to overcome those emotions to develop the skills to speak out as advocates. Role plays are a great way to practise skills in a safe space. They also help us to appreciate another person's perspective, by taking the role of someone who is not like us.*"

If someone remains very anxious about taking part ask if they would prefer to be an observer – someone who watches the others speak and act and gives feedback about what happened (verbally and physically) in the role play. You may need to be particularly alert to the time taken during exercises involving role plays – it is very easy to spend more time than planned on them!

Keeping energy levels up

It's a good idea to include some quick games to keep the sessions fun and to let everyone move about and laugh. They are a good way to bring people back together after a lunch or tea break, but can also be used during an exercise if you find that participants are losing focus or looking sleepy. The games can be very quick; for example, ask people to face each other in pairs and pretend they are on a see-saw so that when one jumps up the other must crouch down!

We have included a few games where they fit a certain purpose, but we have not set out lots of energising games as participants usually have their own which they enjoy sharing with others. Ask for volunteers to lead games that take 5 or 10 minutes.

If you are in need of ways to energise the participants there are 100 games in this document:
http://www.icaso.org/vaccines_toolkit/subpages/files/English/energiser_guide_eng.pdf

Other tips for keeping energy levels up are to make water freely available, and to try to control the temperature in the workshop space so that is not too hot, too stuffy or too cold. You might also want to have some way of playing music available, for dancing and as background music during tea breaks.

What you'll need

- A training space. If the furniture prevents movement take some of it out of the room. Keep one chair per person and perhaps some small tables for small group work.
- Flip chart stand and papers.
- A way of attaching flip chart papers to the wall.
- Thick coloured marker pens.
- Post it notes.
- A note book and pen for each participant.
- Screen, projector and laptop (and preferably loud speakers).

How to prepare

This chart lists all the things that you need to do to prepare for each day's training. The instructions for how to run each session are set out day by day in the rest of this manual. Some tasks are quick and easy to do, but others take more time. Be sure to have done them all in good time before the beginning of the training.

Exercise	Preparation	Done?
Day 1: Agenda of the day on flipchart		
1.1	Stickers for participants to write their names on, if you are not using the game to learn names.	
1.2	Print one set of Appendix 1's advocacy definitions, preferably large size. Write dance4life's definition on a flipchart and cover it.	
1.3	Print and cut up two sets of Appendix 2's slips about advocacy and BCC/IEC activities.	
1.4	Research which SRHR-relevant treaties your government has signed (international and regional) and adapt Appendix 3 accordingly. Also research what national level policies your government has with regard to SRHR and young people.	
1.5	Make four copies of different national policies[1] which concern SRHR and young people, such as the national youth policy, HIV/AIDS policy, SRH strategy, health policy, or education policy. You will need to edit longer policies, copying the most relevant sections. Ideally you will give each group of four participants a different policy to analyse.	
1.6	Prepare a flip chart showing the policy analysis questions for the small group work at step c).	
1.7	Print enough copies of Appendix 4 so that there is one set for each group.	

[1] Potential sources of policy information are: Government ministries (Ministry of Health, Education, Youth, Department etc); NGOs—especially youth-serving, SRHR and women's NGOs; UN agencies (in particular, see Country Profiles for Population and Reproductive Health; Policy Developments and Indicators available from UNFPA); Universities; The World Bank

1.8	Print and cut up enough sets of Appendix 5 for each small group of four or five participants to have one set.	
1.9	Organise who will present the advocacy plan (NCO staff member and young person) and support them to do this effectively (no more than 10 minutes of presentation). They need to cover the first 3 steps in making an advocacy ~~plan~~ strategy (issue, aims and objectives, political environment).	
1.10	Before the workshop, request that participants research one advocacy action/campaign (from anywhere in the world) that they think is inspiring or effective. They should come ready to explain it and its key elements in a 3 minute presentation.	
1.11	Prepare two flip charts for the participant's feedback: one with a happy face and one with an unhappy face.	

Exercise	Preparation	Done?
Day 2: Agenda of the day on flipchart		
2.1	Review the happy/sad faces feedback and consider which problems you can respond to and which you cannot.	
2.2	Print out Appendix 6, or write out three other objectives that need improvement. *Note:* this exercise involves refining and improving the NCO's aims and objectives for its advocacy plan, so you need someone present from the NCO who has the authority to negotiate and agree those changes.	
2.3	Write out your country's dance4life aims and objectives, each one on a separate piece of paper or on flip chart paper, for the small group work.	
2.4	Print out Appendix 7.	
2.5	If your internet connection is not reliable or fast you may want to download the video of Hilary Clinton so that it will be easy to play it in the session. For advice about how to do this see http://www.pcadvisor.co.uk/how-to/photo-video/how-download-youtube-videos-3492830/	
2.6	Print, cut and fold the slips of paper from Appendix 8, so that there is one slip for each participant.	
2.7	Read Appendix 9 and made any changes that are needed to make the role play fit your context. Print out the slips to give to the participants.	
2.8	Prepare a flip chart to show the tips for negotiation that appear at step b).	

Exercise	Preparation	Done?
Day 3: Agenda of the day on flipchart		
3.1	Review the happy/sad faces feedback and consider which problems you can respond to and which you cannot.	
3.2	Print one copy of Appendix 10, the advocacy plan format, for each participant.	

Exercise	Preparation	Done?
Day 4: Agenda of the day on flipchart		
4.1	Review the happy/sad faces feedback and consider which problems you can respond to and which you cannot.	
4.2	Print one copy of Appendix 11, the monitoring format, for each participant.	
4.3	Adapt the visualisation by adding the name of the primary target and other details to make it relevant to the advocacy plan.	
4.4	Print off one copy of Appendix 12, the workshop questionnaire, for each participant.	

Monitoring and evaluation

We have included exercises for getting and reflecting on participants' feedback each day and at the end of the training. We have also created a Facilitators' Journal for your own monitoring and evaluation. You can fill this in during the training, if you have time, or at the end of each day. This journal can also act as a report to dance4life about the training.

Acknowledgements

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While developing this training and the sessions we found a wealth of information and data around youth advocacy and SRHR, which inspired us in creating the sessions. Our acknowledgements go out to IPPF, Rutgers and Advocates for Youth.

Written by: Sue Holden with Susan van Esch

Design by: Sanne Simons

day 1

1. Day 1

1.1. Welcome and introductions

Time:	About 1 hour.
Aims:	To set the tone of the training as positive, informal and friendly. To get to know each other. To introduce the purpose of the training and explain what it involves. To agree how to behave in the sessions.
Methods:	Games, group discussion, expectations on post-it notes.
Materials:	Stickers for participants to write their names on, if you are not using the game to learn each other's names.

a. Welcome everyone, introduce yourself and share agenda of the day. After that explain that we will begin by getting to know each other a little. Use some of these ideas, or ideas of your own, to get people moving about and interacting.

- Age range
  Ask the participants to arrange themselves in a circle from the oldest to the youngest person.

- Name range
  Ask them to rearrange themselves into alphabetical order of their first name.

- Where they live
  Ask them to stand in different parts of the room to show where they live in your country
  (they will have to decide where the capital is, which way is North and so on).

- Learning each other's names
  Ask them to stand in a circle. The first person says their name, the next person says the name of the first person and their own name, the third person says the first and second people's names plus their own and so on. Help each other out as this gets more difficult! You can make this more amusing by adding an adjective with the same sound as your name, for example, "This is nice Nelson, jumping Jonah, and I'm smiley Susan." You can also add an action to go with each name!

Note: If you do not play the game to learn each other's names, hand out stickers for people to write their names on and wear.

b. After about 10 or 15 minutes of fun, invite everyone to sit in a crescent (semi-circle) shape, so that they can all see each other and the flip chart.

c. Explain: *"This training is called 'Making it Happen!'. It's about you – young people – discovering how to get the changes you want by persuading others. But why should we bother to train you? Can't we just leave it to the leaders and media?"* Encourage everyone to suggest reasons why it is important to train youth, why it's good to hear their voices. If they miss any points from Box 1a add them in by yourself.

Box 1a: Why train youth in advocacy?

- Young people know best the issues they face.
- Young people are in a good position to talk about their issues and give first hand evidence, making their advocacy more legitimate and believable.
- Young people may be best able to engage other young people in pushing for change.
- Young people have the right to participate in decisions that affect their lives.

d. Explain: *"During our time together I hope you will make friends and have a lot of fun. More specifically, we have the aim that you will learn practical skills. By the end of the workshop you should have more ability to advocate for sexual and reproductive health and rights. And we should also have jointly created advocacy plans, for the national and subnational levels.*

   a. Today we will explore the meaning of advocacy and the forms that it takes.
   b. On Day 2 we will investigate how to do advocacy.
   c. On Day 3 we'll practise advocating and will start making a plan.
   d. And on Day 4 we'll finish our planning."

e. Explain *"That's our plan, but what are your expectations of this training? Please take some post-it notes and write each of your hopes on a separate one. Try to be as specific as you can, if you expect to learn life-skills, what kind of skills etc…"*

f. While they are thinking and writing draw a tree on a flip chart with the heading 'our expectations'. Invite people to stick their notes on on the tree. Encourage them to place similar expectations near to each other.

g. When all the post-it notes are on the tree summarise the expectations. If there are hopes and expectations that cannot or may not be met explain this.

h. *Explain, "For some of the expectations to be met and to achieve the goals of this training it is necessary to agree our 'rules of the game': how we want to behave and work together during this training. We can say these positively, for example, 'let's be on time for sessions' rather than 'do not be late for sessions'. If we all agree on a rule then we'll write it up here."*

- Write the heading 'Rules of the game – We will…' on a flip chart paper.
- Take each suggestion in turn and invite discussion. When everyone agrees invite someone to write the rule on the flip chart.
- If they miss any points from Box 1b you may wish to mention them for discussion:

Box 1b: Rules of the game – We will….

- Treat each other with respect and as equals, regardless of our sex, age or experience.
- Listen to each other.
- Participate actively.
- Ask if things are unclear.
- Give constructive feedback.
- Try to resolve any problems that may arise.
- Be on time (on time, before time, every time).
- Stay in the sessions, using toilet breaks to leave.
- Switch our phones off during sessions.
- Speak our own mind- frame your sentences with "I …"instead of "We"

i. You may wish to finish the session by expressing your confidence that we will all try to stick to these rules.

j. You could add that there's no need for them to make notes during the workshop as we will give them all a hand out which covers all the main points at the end of the workshop.

1.2. What is advocacy?

Time:	About 50 minutes.
Aims:	To explore definitions of advocacy and know dance4life's definition. To understand how advocacy differs from BCC/IEC.
Methods:	Marketplace review, discussion and sorting exercise.
Materials:	One set of Appendix 1's advocacy definitions, preferably large size, and dance4life's definition on a flipchart. Two sets of Appendix 2's slips about advocacy and BCC/IEC activities.

Advocacy definitions - about 25 minutes

a. Ask people to pin up Appendix 1's six advocacy definitions, spaced around the room.

b. Invite them all to walk around (as if reviewing the stalls in a market), reading the definitions, and to stand by the one which they most like or agree with.

c. Ask them to underline the core elements of their definition.

d. Invite them to explain the core elements of their definition.

e. Reveal the dance4life definition, in Box 1c, which you have previously written on flip chart paper.

Box 1C: dance4life's definition of advocacy

A set of targeted actions directed at decision-makers in support of a specific policy issues

f. Explain that we will use this definition because it is simple and to the point. Point out its essential elements:

- 'Targeted actions', so there is a **strategy**.
- 'Directed at a decision maker', so there is a clear **target**.
- 'Specific policy issue', so there is a clear **objective.**

g. Explain *"dance4life focusses on policies. Policies are principles by which authorities are guided. Policies are more flexible than law and more easily changed. Laws allow, forbid or oblige, while policy guides. So most of our advocacy will be to create new policies, change existing policies, or get existing policies implemented. It can take place at different levels, such as local, national and regional, and is aimed at positive change for large groups of people."*

Difference between advocacy and BCC/IEC – about 25 minutes

a. Ask *"Has anyone heard of 'BCC'? What about 'IEC'? Can you give examples?"* If necessary explain that these initials stand for 'behaviour change communication' and 'information, education and communication'. BCC and IEC are similar things, concerned with changing people's knowledge and behaviour.

b. Invite the group to split into two smaller groups and give each group a set of the paper slips from Appendix 2 that you prepared earlier. Ask them to discuss each slip and agree if it is an example of advocacy or BCC/IEC.

   Look at each slip in turn with the whole group. Discuss any which they disagreed about, and the ones that led to the most debate in their groups.

c. If it would be useful, ask someone to summarise what you have all learned about the difference between advocacy and BCC/IEC.

Box 1d: The difference between advocacy and BCC/IEC

Advocacy and BCC/IEC initiatives all concern raising awareness about a particular issue with the intention of creating change. However, BCC/IEC activities seek to change individuals' behaviour, whereas advocacy activities aim to mobilise collective action and to achieve change in policies or laws.

tea time!

1.3. Why do advocacy?

Time:	About 20 minutes.
Aims:	To reveal different reasons for doing advocacy in order motivate participants.
Method:	Brainstorm.

a. Ask people to call out reasons for doing advocacy, and write them on a flip chart.

b. If any of the points in Box 1e are not mentioned, ask questions to lead the participants to them.

Box 1e: Why do advocacy?

- To try to achieve policy change.
- To try to achieve sustainable and beneficial changes.
- To exercise our right to participate in decision-making and service provision.
- To expose the gap between what authorities say they will do and what they are actually doing.
- To hold governing authorities to account.
- To address the causes of problems, not the symptoms.

1.4. Human rights, treaties and policies

Time:	About 45 minutes.
Aims:	To gain a better understanding of key treaties and national policies with regard to SRHR, young people and our country. To understand how we can use human rights and treaties in advocacy.
Methods:	Presentation, small group discussion, plenary feedback.
Materials:	Appendix 3 (Adapted with your regional input).

a. Explain *"dance4life uses a rights-based approach. It means we take people's rights as a starting point. For example, that every person including every young person has the right to express and enjoy their sexuality free from stigma, discrimination, violence and judgment.*

   Many governments have signed international and regional treaties about rights and about SRHR. We'll now explore which ones our government has made commitments to. If they have made a promise and are not keeping it we can use that in our advocacy."

b. Ask the participants to call out the treaties and agreements they know of in relation to SRHR and if their government has signed each one.

c. Ask for 4 volunteers. Give them each one sheet of information from Appendix 3 for them to read out about a key treaty or agreement.

d. Invite the participants to go into groups of three and ask *"Why do we need to know about these treaties and commitments? Aren't they just dusty documents lying forgotten on Ministers' shelves?"* Give them five minutes to discuss this. Then ask each small group to contribute one point in turn, without repeating a point which has already been said. Write them on the flip chart. If any points from Box 1f are not mentioned you may wish to add them.

Box 1f: Why do policy analysis?

- To identify gaps between what has been promised at international level and is done at national level.
  - Which treaties has our country ratified?
  - Which treaties has our country ratified but then not made national policies?
  - What is the gap between the commitments and the action?
  - Do any national laws and policies contradict the treaties our country has ratified? For example, laws about comprehensive sexuality education, reproductive rights of young people, and legal abortion.
  - Do any practices contradict the treaties, laws or policies? For example, denial of contraception to unmarried youth.
- To know what your government has promised and to hold governing authorities to account for their promises.
- To use human rights and commitments to build the case for the changes that are needed.

1.5. Practising analysing a policy

Time:	About 45 minutes.
Aims:	To gain experience of analysing a policy.
Methods:	A game, then small group work and plenary feedback.
Materials:	Four copies of different national policies which concern SRHR and young people. Flip chart showing the policy analysis questions for the small group work at step c.

a. A 10 minute game for some fun: Have the participants sit in a circle. Go around the circle giving each person one of four fruit names (e.g. the first person's a banana, the second's a mango, the third's an apple, the fourth's a papaya, then the fifth's a banana, and so on). Take away one of the chairs and ask the participant without the chair to stand in the middle of the circle. Explain that when the participant standing in the middle of the circle shouts the name of a fruit (e.g. MANGO), all the mangos must jump up and change chairs. The participant standing in the circle must try to take a seat. Members of the mentioned fruit group are not allowed to remain seated or move to the chair next to them. Whoever is left standing, moves to the middle of the circle and calls a fruit, and all of that fruit group must move. If the person in the middle shouts FRUIT SALAD then *everyone* must move!

b. When everyone has had a chance to move and laugh, finish the game and ask everyone to split into their four fruit groups.

c. Give each group four copies of a relevant national policy concerning youth and SRHR and preferably one that is related to your advocacy issue. Ask each group to analyse the policy by asking themselves:

- What does it address?
- Who are the main stakeholders? (The people implementing it and its target group)
- What commitments does it contain?
- What is strong about the policy?
- What is weak?
- Is this policy known to you?
- Is it implemented?

d. Ask each group to share what they learned.

time for lunch!

1.6. Advocacy and legitimacy

Time:	About 20 minutes.
Aims:	To understand the concept of legitimacy and where it comes from. To realise that they can have legitimacy.
Methods:	Case studies and discussion.

a. Explain that we are going to explore the idea of legitimacy in relation to advocacy – in other words, how valid the advocacy is.

b. Ask someone to read out the case study in Box 1g.

Box 1g: Legitimacy case study 1

Nelson is a middle-aged man who feels that children should be trusted with information to help them be healthy, including information about sexual health. He wants local schools to teach about these issues. He says "It seems obvious to me that we should share correct factual information with children, to help them learn to protect themselves. Schools are a good place to do this."

c. Now ask another person to read out the case study in Box 1h.

Box 1h: Legitimacy case study 2

Florence is a young woman who wants her national Girl Guide Association to adopt a policy of including CSE in sessions with its members. She points to the experience of the Girl Guide Association in a neighbouring country which has been using CSE for two years and reports a fall in pregnancy rate among its members. She says "I've met with three groups of girls locally and they are enthusiastic about learning about sexuality in the safe environment of their guide group. My online survey of girl guides got 89 respondents, of whom 93% were in favour. Significantly, 76% of guide leaders were also in favour, providing they are given good materials and support".

d. Ask *"which of these advocates has more legitimacy, Nelson or Florence?"* Discuss why, and add any points from Box 1i as needed.

Box 1i: Factors that provide legitimacy in advocacy

- The advocate has things in common with the people who will benefit from the advocacy change.
- The advocate has close connections to the group who will benefit, so knows and understands the issues well.
- The advocate provides evidence to support their claim.
- The advocate provides proof of support from the group who will benefit.

1.7. Different forms of advocacy

Time:	About 40 minutes.
Aims:	To appreciate that advocacy involves a wide range of activities, with different activities suited to different circumstances.
Methods:	Brainstorm, group work and discussion.
Materials:	Enough copies of Appendix 4 so that there is one set for each group. Enough copies of table 1a so that each participant can take one.

a. Ask the group to call out what types of advocacy they know. If they mention any that are not included in the prepared sheets from Appendix 4, write each new type on a separate sheet of paper.

b. Divide the group into smaller groups of around eight to ten participants.

c. Give each group a set of the advocacy activities – the printed sheets from Appendix 4 and any new types. Explain *"Please put the confrontation sheet on the floor in one place and the negotiation sheet in another, and imagine a line between them. Discuss and agree where each type of activity fits on this line, which represents a scale between the extremes of confrontation and negotiation".*

d. After about 15 minutes invite the different groups to visit each others' work and to discuss their ideas.

e. Hand out copies of Table 1a and discuss how the different activities fit different situations. For example, public action is confrontational; if you already have a relationship with the policy maker you are more likely to use advising.

Table 1a: Different forms of advocacy for different situations

	You and policy maker do not share a joint interest	You and policy maker do share a joint interest
Policy maker is not in your network	**Public action** making policy maker aware of and responsive to the issue through: - Demonstrations - Petitions - Media campaigns - Awareness raising campaigns - Legal processes	**Advising** process of formal exchange and negotiation involving: - Consultations - Expert meetings - Conferences - Round table conversations - Research presentations
Policy maker is in your network	**Networking** making contact and building relations through: - Drinks, social meetings - Political party gatherings - Conferences - Coincidental meetings	**Lobby** informing and influencing policy maker from within an informal relationship through: - One-to-one conversations - Telephone consultations - Drinks, social meetings - Coincidental meetings

1.8. Key steps for making an advocacy strategy

Time:	About 1 hour and 15 minutes.
Aims:	To understand the key steps to take when making an advocacy strategy.
Methods:	Group work, plenary feedback and discussion.
Materials:	Enough sets of Appendix 5 for each small group to have one set.

a. Divide the participants in to groups of four or five people.

b. Give each group a set Appendix 5's 12 steps in making an advocacy strategy, and ask them discuss and place them in order.

c. After about 20 minutes ask one group to present their order, and to indicate where they had most discussion.

d. Ask the remaining groups to say how their order and thinking differs from the other groups. Make sure they focus on the differences, not just presenting their order.

e. Explain that making an advocacy plan is not a process which always goes from Step 1 to Step 12. Sometimes you might have go back to repeat or adjust some steps.

f. Use Table 1b to put one set of papers in the order which dance4life uses, explaining, if necessary why you are moving some steps.

g. Discuss each step in turn, asking for examples of the questions we need to ask at each step. Add information from Table 1b as appropriate, to make sure that everyone understands what each step involves.

h. In the sessions in the coming days, keep referring back to these steps. You might want to put them somewhere visible for everyone to refer to.

Table 1b: 12 steps to make an advocacy strategy

Step	Key questions to answer
1. Define the issue – what it is you want to change	What is the issue you want to address? How does it affect young people? Why does this issue exist, and what is preventing change?
2. Define your aims and objectives	What is the long-term result you are hoping to achieve? This is your aim. What are the short-term results you want to achieve? These are your objectives.
3. Assess the political environment	What are the opportunities for influencing policy? What are the risks? How does your political context affect your aims and objectives?
4. Do a power analysis	Who is involved in this issue? Who does it affect? Who has interest in dealing with the issue (your allies), and who wants to block change (your opponents)?
5. Identify partners and alliances	Who can we work with to achieve the change we seek? Which organisations have the capacity and interest to address this issue, and see the issue and potential solutions in the same way as us?
6. Identify your targets, the key decision makers	Who are the decision makers who need to act if we are to achieve our objectives? Who are the key people in these organisations? These are your primary targets e.g. individuals in companies or government departments. If we cannot influence them, who can we reach who can influence the primary targets? These are your secondary targets e.g. suppliers to a company, or a donor which funds the government department. *Note:* these targets should not be confused with the 'target groups' (the beneficiaries) of development work .

7. Define your key messages	What are the key messages we want our targets to receive, and which we will keep repeating in all our communications? How can we make our point in one-minute to busy people? Can we present a win-win message, where the decision-maker also stands to gain from our proposals?
8. Choose your tools and actions	What tactic or combination of activities will give us maximum influence? Lobbing, advising, media, mobilising the public….? Do we need to begin with some activities and then move on to others?
9. Consider any time-bound opportunities	Are there any events, significant dates or government decisions which might be important to us? How can we exploit these opportunities? Can we create opportunities through creating our own event?
10. Budget for the human and financial resources you need	Who is going to do this advocacy work? Who else needs to be involved? How will their time and other costs be funded?
11. Assess the risks you face	What or who might stop us from achieving our objectives? Does this advocacy bring risk to us, or to our allies or partners? How can those risks be reduced or managed?
12. Figure out how to do ongoing planning, monitoring, evaluation and learning	When we implement this plan, how will we monitor what we do, and assess if we are making progress? How can we stay flexible, to adjust our plan as needed, or to respond to a change in the political context?

tea time!

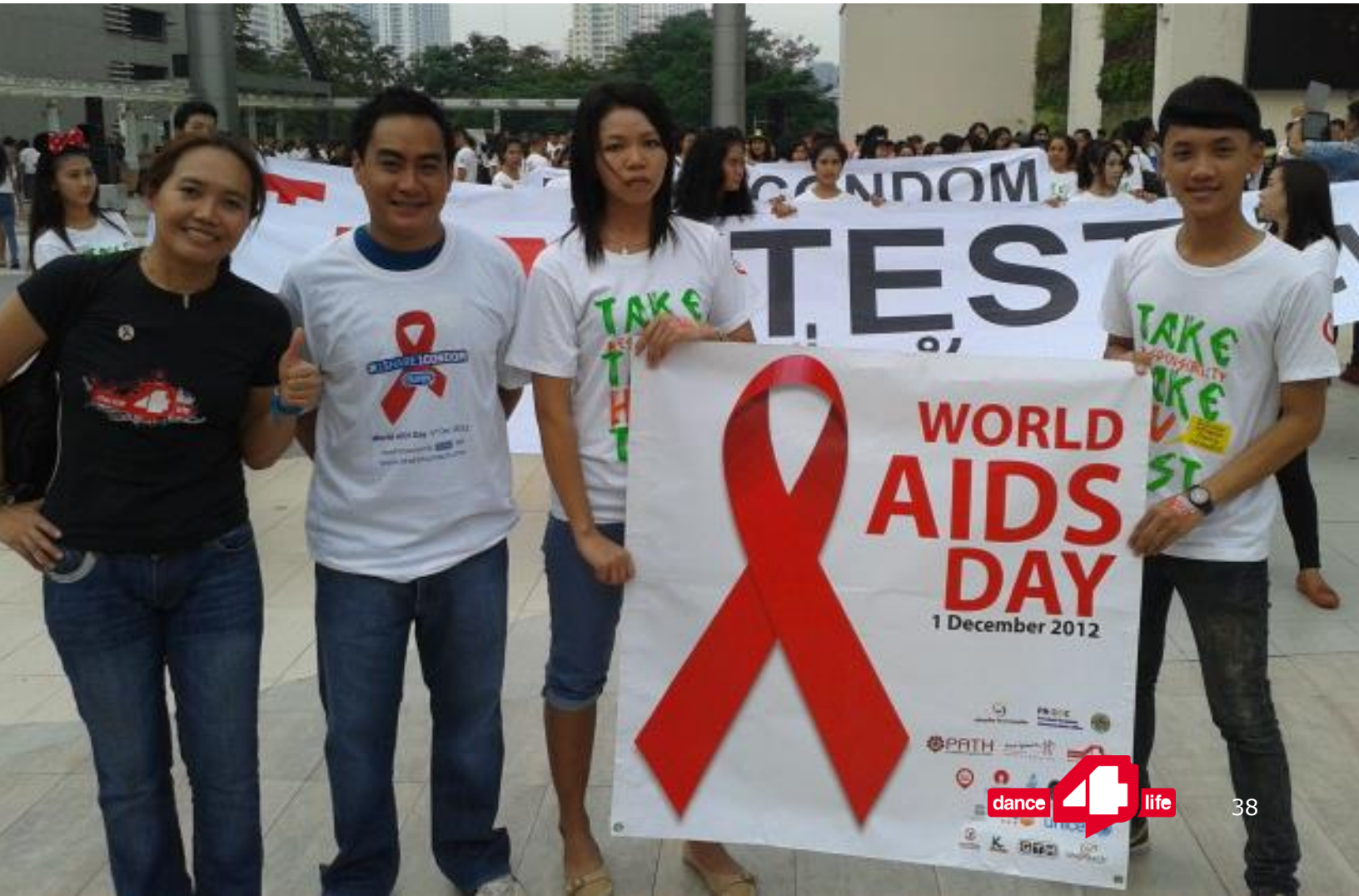
1.9. Advocacy in our country

Time:	About 30 minutes.
Aims:	To learn about dance4life's context analysis for the country and the advocacy issue that has been selected.
Methods:	Presentation and discussion.

a. Explain that we are now going to learn about how we have used the first few steps in this country.

b. Invite the presenter from the NCO, this can be a programme- or advocacy officer and one of the young participants to present their programme's context analysis and the advocacy issue that has been selected (Step 1). They should introduce the aims and objective of the advocacy strategy (Step 2) and their assessment of the political environment (Step 3).

c. Invite discussion about the plans. Do the participants agree that the issue is an important one? Do they have any comments on the aims and objectives? Do they have anything to add? Explain that in Day 2 Exercise 2.2 we will look more closely at these aims and objectives and refine them.



1.10. Inspiring advocacy campaigns

Time:	About 30 minutes.
Aims:	To share some inspiring advocacy actions and learn from them.
Methods:	Short presentations and discussion.

a. Invite the participants who have done their homework to share their 3 minute presentations of an advocacy action they found inspiring.

b. For each presentation encourage people to identify the elements that make an effective campaign, such as personal stories, use of humor, or a memorable message. Write key points on a flip chart, to refer to later in the training.

1.11. Reflection on the day

Time:	About 15 minutes.
Aims:	To reflect on the day.
Methods:	Silent reflection, removing expectation post-it notes, and giving feedback.
Materials:	Two flip charts for the participant's feedback: one with a happy face and one with an unhappy face.

a. Explain *"We have almost finished our day's work! But before we close, let's each reflect silently on what we have learned, and how we can apply it to our work for dance4life. Please take a few minutes to think and make notes in your note book."* You may find it useful to remind participants of the different activities they have done during the day and the topics they have covered.

b. While they are doing this, put up two flip chart papers, and draw a happy face on one and a sad face on the other.

c. Ask if one or two people would like to share with the group what they have written.

d. Finally, ask them to do two things before they leave:

- If any of the expectations that they put in the tree have been met, they should remove them.
- Add their feedback to the feedback sheets, using post-its to add things they are happy about to the happy face one, and things they liked less or want to be improved on the sad face one. Try not to look at the participants while posting.

e. When the participants have left, look at the post-its and make notes for the following days on improvements. Take the post-its off the sheet so you have a clean sheet for the next day.

day 2

2. Day 2

2.1. Recap of Day 1

Time:	About 20 minutes.
Aims:	To remind participants about the previous day's training. To review their feedback about yesterday's training and problem-solve around any issues that arose. To remind participants about the previous day's training.
Methods:	Feedback and presentation.

a. Welcome everyone, and explain "From now on we will use times when we present to each other as opportunities to practise our communication skills. So when you present, think about how you speak – you need to be clear, and use a tone that encourages listeners' interest – and what you say."

b. Invite someone to present what they learned yesterday and how they hope to apply it in their dance4life advocacy work. Give them some brief, constructive feedback on how they presented, being sure to begin by saying something positive.

c. Present the overall feedback to yesterday's session using the happy and sad faces chart. If necessary, ask for more information about any feedback which isn't clear. You may wish to encourage the group to discuss how to solve some of the problems, or to explain yourself if and how changes can happen or not.

d. Present the agenda of the day.

2.2. Getting SMART

Time:	About 1 hour and 10 minutes.
Aims:	To know the content of SMART objectives. To learn that advocacy objectives also require an actor and their action. To practice improving an advocacy objective. To agree improved objectives for the NCO's dance4life advocacy plan.
Methods:	Discussion, group work, plenary feedback.
Materials:	Appendix 6. Your country's dance4life advocacy aims and objectives, each on a separate piece of paper or on flip chart paper.

a. Say *"Yesterday we learned that after defining an issue, Step 2 in making an advocacy strategy is to define the aims and objectives. Who can remind us of the difference between aims and objectives?"* They should remember that aims are the long-term changes and objectives are short-term, and therefore more achievable.

b. Explain *"In this activity we are going to explore how to create good aims and objectives: ones which will help everyone to know what we are trying to achieve, and so help us to get the changes we seek. Let's call out the things which you think make a good aim or objective. What are the important elements?"*

c. If no one mentions SMART explain that it's a useful way of remembering the key elements:

   S: Specific – the changes you seek should be clear, not vague.
   M: Measureable – so you can track if you are making progress or not.
   A: Attainable – the objective needs to be realistic, something that can be achieved with the resources you have.
   R: Relevant – it needs to fit with your organisation's purpose.
   T: Time-bound - you need to include a deadline, a time by which the objective will be met.

d. Ask why it is so important to have SMART aims and objectives. Add any missing points from Box 2a as needed.

Box 2a: Why it is important for advocacy aims and objectives to be SMART?

- Gives everyone focus and direction (non-SMART aims and objectives may be vague or unachievable).
- Helps you to create relevant activities which will help you achieve your aims in the long-term.
- Agreeing SMART aims and objectives creates a shared understanding between all concerned.
- Makes it easy to tell others, such as possible partners, what you are trying to achieve
- Helps with evaluation and on-going monitoring.
- Can help attract funding and participation, as others can see that you have good aims and objectives.

e. Ask the participants to split into three groups and give each of them one objective from Appendix 6. Give them five minutes to discuss if it is a SMART objective. If not, ask participants to fix, or strengthen, the objective to make it SMART.

f. Explain *"The idea of being SMART applies to all objectives. But for advocacy objectives there are two more elements that make them different to programme objective. Advocacy objectives must always include:*

   - *An actor - the person you want to change something.*
   - *A required action - what you want the actor to do.*

   In essence, an advocacy objective is a CALL TO ACTION.
   Now let's look at the dance4life advocacy aims and objectives for this country and see if they are SMART, if they include the action and the actor, and if we can improve them."

   Note: if your country has not developed advocacy objectives, you could instead give out just advocacy aims, or ask some groups to create some objectives.

g. Divide the participants into small groups and give each group an aim or objective, as presented yesterday. Ask them to look at them and discuss if they are SMART, and if not, to make them SMART. Agree who will present their thoughts and outcomes back to the whole group.

h. Invite each small group to present, and facilitate discussion. Give each presenter some brief feedback on their presentation.

i. For each aim or objective try to reach agreement, so that by the end of the session they have all been refined and improved.

tea time!

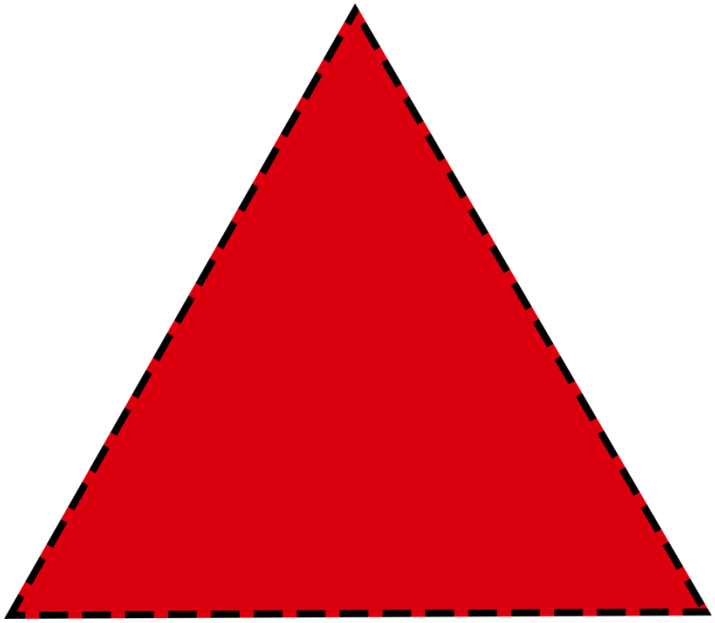
2.3. Who has the power? Who are we speaking to?

Time:	About 35 minutes.
Aims:	To learn more about doing a power analysis. To learn more about primary and secondary targets.
Methods:	Discussion.

a. Explain "*We will now look in more detail at Steps 4 and 6 in making an advocacy plan. First let's do Step 4's power analysis, to assess who has power in relation to the change you are trying to achieve. We can visualise this is with a pyramid. Let's do it together for the issue that dance4life has identified in this country.*"

b. Draw a large pyramid, writing 'allies' to one side of the pyramid and 'opponents' to the other side and the issue that we are talking about at the top of the sheet. Explain that the person with most influence on the topic goes at the top of the pyramid and that we will place different actors at different levels in the pyramid depending on how much influence they have over the person at the top. Explain that we will also place them to one side or the other depending on whether they are allies that identify with the issue or opponents who will resist change.

Issue:
xxxx



Opponents **Allies**

c. Ask people to call out different actors who are involved with the issue. Who has an interest in dealing with the issue? Who has a reason to block it? Who affects it? Invite them to write the actors on post-it notes and place them on the pyramid while saying them out loud, so everyone hears. Move them as necessary as the pyramid is filled in. Note, the idea is to practise doing the analysis, so there's no need to spend a long time identifying and placing every actor at exactly the right spot.

d. Ask *"Who is our primary target, the person who has the power to make the change we are seeking?"* You may wish to add that the primary target is a specific person, such as the Minister of Health, rather than an institution. Put the primary target at the top of the pyramid.

e. Say *"We will use this power analysis (Step 4) to identify our other, secondary, targets (Step 6). We now know our primary target, who we may try to approach directly. But we can also try to influence the primary target indirectly through secondary targets such as advisors to the Minister, members of a relevant committee that reports to the Minister, or the Minister's personal assistant."*

f. Ask the participants to call out which actors in the pyramid could be their secondary targets. Who is best placed to influence the primary target? Facilitate discussion and try to reach agreement. Circle the secondary targets on the pyramid, or make a list of them.

g. Ask *"Are primary targets our allies or our enemies?"* Facilitate discussion; participants should realise that it is usually beneficial to treat primary targets as allies and to find the common ground that we share with them.

h. Ask *"Has this been useful? What do we gain by analysing how power is held with regard to this issue?"* Add points from Box 2b if needed.

Box 2b: Why is it useful to do a power analysis?

- Helps us explore who our allies and opponents are, and who is neutral.
- Helps us to see the hierarchy of where we need to focus our work.
- Reveals who to focus on in order to influence the primary target indirectly.
- can help us to consider how to tailor our messages to allies and to opponents.

2.4. Developing an effective message

Time:	About 1 hour and 20 minutes.
Aims:	To appreciate the characteristics of an effective message. To know that effective advocacy messages inform and persuade, hopefully leading to action. To know key questions to ask when drafting an advocacy message.
Methods:	Marketplace review, group work, plenary feedback.
Materials:	Appendix 7.

a. Explain that when we talk of an advocacy message, we mean a collection of statements, not just a slogan or a sentence.

b. Stick the three advocacy messages from Appendix 7 around the room. Ask everyone to review them and to stand by the one that most appeals to them.

c. Ask each group to discuss amongst them the message they are standing by and to identify the elements that make it appealing.

d. Invite feedback from each group plenary.

e. Ask the whole group to name the characteristics of an effective message and write up the key points. Prompt them to add any points that they miss from Box 2c.

Box 2c: Characteristics of effective advocacy messages

- Clear and easy to understand.
- Concise, not wordy.
- Contain facts and figures which give legitimacy to the argument.
- Use language and tone which fit the message and the intended target.
- Contain real-life examples.
- Make an appeal to the target, including the change you are seeking.
- Delivered by a credible and trustworthy messenger.

f. Now ask "*What does an effective message do, what change should it bring about in the person who receives the message?"* The group should discover that it should have the effects of both informing the recipient and persuading them, resulting in moving them to action.

Inform + persuade = action

g. Explain that "*One way to create effective messages is to ask ourselves four questions before we start creating our message;*
   - *Who is our target? Who is this message for?*
   - *What is the purpose of our message?*
   - *What do we want the recipient to do as a result of our message?*
   - *What tone of voice shall we use in your message?*

   We can then draft our message while attending to the characteristics we identified at step e."

h. Ask the participants to split into the same groups as in Exercise 2.2. Explain they have 30 minutes to draft their own comprehensive message for their aim or objective.

   Note: If there are very few objectives, split each groups in two, so half the participants develop a one minute message while the other half draft a comprehensive message.

i. Ask each group to present their message in plenary. While presenting the rest of the group have their backs turned to the speakers. Once they feel persuaded to take action they should turn around. The point for the speakers is to get as many people turned around as possible by being as persuasive as possible.

j. After each presentation ask one or two people why they were moved to act, or not; what according to them the message was; what they felt was most effective about this message, and if they have any ideas for strengthening.

k. Ask the group to give tips and tricks on the presenters' presentation.

time for lunch!

2.5. Being persuasive

Time:	About 1 hour and 15 minutes.
Aims:	To know how to construct an argument using claim, evidence, and reasoning. To know the characteristics of a persuasive argument. To know the difference between negotiation and debate.
Methods:	Role plays, discussion, watching a video, discussion and a game.
Materials:	Equipment to play the video.

a. Ask people to go into pairs. Ask half of the pairs to act out a dispute between friends that ends badly (it's not resolved) and the other half to role play a dispute between friends that ends well (they reach agreement).

b. Watch what the pairs are doing, and after about five minutes invite one pair (whose role play looks good) to show their dispute that does not end well. Ask "*What are the characteristics of this type of communication? Why do things go badly?"* Make sure their feedback is not only about the way the dispute went (did they listen to each other, respect the other), but also about the content of the dispute (was evidence used to back it up, persuasive statements etc).

c. Then invite one of the other pairs to show their role play of a dispute that is resolved. Ask *"What's different here? How did they end up agreeing?"*

d. Explain *"In advocacy, we call our persuasive statements 'arguments' – they are how we communicate our point when trying to persuade others. Let's hear an argument, and as you listen, try to pick out its key elements."*

e. Ask someone to read out one of the arguments in Box 2d.

Box 2d: Examples of an argument

(1) Comprehensive sexuality education needs to be part of every young person's education in our country. In a recent national survey 31% of 17 year olds said they had been sexually active before the age of 16, yet, when asked factual questions, the majority did not know how to protect their sexual and reproductive health. 7% reported an unintended pregnancy. Therefore there is an urgent need to give young people information and skills to make good decisions for their health and that of our nation.

(2) Young people should be able to access services which are youth friendly and non-judgmental. Regrettably, many young people fear being judged or even turned away by health care providers when seeking testing for a sexually transmitted infection. As a consequence they end up going to traditional quacks who cannot diagnose or treat such infections effectively. If we want to put an end of this phenomenon, we need to capacitate health care providers to provide discrimination-free counselling and services to young people.

f. Ask for the key elements, the structure of the argument. If necessary, add information from Box 2e.

Box 2e: Structure of a persuasive argument

- Contains a claim, idea, description, fact, or statement – what you want, and what you want your audience to support or to believe is true.
- Presents evidence that the current situation does not fit with the claim – this is the proof of why change is needed.
- Uses reasoning to connect the argument's evidence to its claim by presenting the action which is needed.

g. Invite someone to read the other argument in Box 2d, with everyone identifying the claim, the evidence and the reasoning.

h. Explain "We'll now watch a video in which a politician builds an argument. Watch it and try to identify the characteristics of her argument."

i. Play this video of Hillary Clinton: https://www.youtube.com/watch?v=UH9rC0MaBJc.

j. Ask *"What did she do well? What characteristics did her argument show?"* If needed, add points from Box 2f.

Box 2f: Characteristics of a persuasive argument

- Detailed and clear, so that it can be understood by someone without specialist knowledge.
- Structured, so that claim + evidence + reasoning build the argument, and with an absence of words which do not contribute to the argument.
- Memorable, using real life examples that listeners can connect with, and which stick in their minds.
- Disproves other arguments which could be used to undermine your claim.
- Improvable, in that arguments can always be updated with new information and in response to changes in context.
- Is delivered with appropriate emotion, tone and language for the audience.

k. A ten minute game: Place two sheets of flip chart paper on the floor at opposite ends of the room. Draw a big 'X' on one with a big 'Y' on the other. Give each person a folded slip of paper that you have prepared using Appendix 8. When everyone has one, ask them to read the slips. They will probably obey their instruction, resulting in a conflict such as stealing chairs from each other. If they do not resolve the conflict themselves by negotiating, encourage them to talk and to try to find a solution. Someone should realise that they can move the flip chart papers close together and in that way everybody wins!

l. Ask *"What is the difference between negotiation and debate?"* If necessary explain that in negotiation we try to reach an agreement, a win-win situation. It may require compromise but both actors should feel they have gained. In contrast, in a debate or situation where people have fixed positions, either one wins and the other loses, or no one wins. Negotiation is very important in advocacy.

2.6. Practicing persuasion

Time:	About 1 hour and 15 minutes.
Aims:	To practise negotiation using role play.
Methods:	Role play.
Materials:	Slips from Appendix 9. Flip chart showing the tips for negotiation that appear at step b.

a. Divide participants into groups of four. Explain that we are going to practise negotiating, using role play. Give them the slips from Appendix 9 which explain their roles; each group will have one decision maker, two youth advocates and one observer.

b. Explain, *"You're going to have ten minutes to prepare, but before that, let's briefly look at some tips for successful negotiation, to help you"*:

- Separate the **person** from the **problem**. Be 'hard' on the content, but 'soft' on the person.
- Ask yourself how the other person perceives the problem; it helps to understand their point of view.
- Manage your emotions, as you will probably think and communicate less well if you are angry or upset.
- Use good communication: listen well, paraphrase what the other says, talk in the first person, be careful with interpretations.
- Focus on the other person's **interests**, not their **position.**
- Investigate, try to understand the interests behind their position.
- Find **several** options that generate mutual benefit.
- Avoid premature judgment.
- Do not look for the one and only answer, evaluate alternatives.
- Do not get stuck on thinking in one way only.
- Look for ways in which to reduce the other's problem which also serves to diminish your problem.
- Sometimes introducing an objective standard or criteria helps to reach a decision. For example, someone may say they oppose condoms for all young people, but actually they object to under 16s getting them.

c. Give the groups ten minutes preparation time. Then allow each group to do their role play for up to eight minutes followed by five minutes feedback, immediately after each role play. For the feedback begin by asking the role players to reflect on their experience. Then get feedback from the participants before adding your own thoughts.

d. After the final role play and its feedback say *"We can also break the process of negotiation into five stages:*

1. ***Prepare****: what result do you ideally want, and what is the minimum you are prepared to accept?*
2. ***Present your argument.***
3. ***Propose*** *alternatives: use "if…then" and wait for information and answers (do not push).*
4. ***Bargain until you reach an agreement****: be specific and conditional about what you are offering and accepting.*
5. ***Agree on follow up*** *→ check the agreed!*
6. *Of course, sometimes at stage 4 it is not possible to reach an agreement, in which case you may need to consult with your allies about what to do next."*

e. Discuss the overall experience. Ask *"What have we learned about negotiation? How can we use this in our daily lives, and in our dance4life advocacy work?"*

tea time!

2.7. The big debate

Time:	About 45 minutes.
Aims:	To practise debating.
Methods:	Debating.

a. Divide participants in two groups, with one facilitator working with each group.

b. Divide each group in half. Give one half group a statement that they will argue for, and the other group the same statement which they will argue against. For example:

- Comprehensive sexuality education should be taught in all schools in our nation from age 7.
- Condoms should be distributed for free in all secondary schools in our nation.

c. Give them 5 to 10 minutes to prepare.

d. Ask them to stand facing each other in two rows.

e. Toss a coin to decide which group starts.

f. Ask them to take turns in order. For example, if the 'for' team are starting then the first person in their team makes a point, which the person facing them in the 'against' team then responds to. Then the second person 'for' responds and the second person 'against' reacts – and so on.

g. After 5 to 10 minutes ask them to stop, and give them a second statement. This time they will swap roles, with the 'for' team arguing 'against'.

h. Allow them to prepare and debate again.

i. Afterwards ask them to reflect on the experience. Reassure them that with practice it becomes easier to build arguments and to debate with people who disagree with your opinion or advocacy message.

2.8. Reflection on the day

Time:	About 15 minutes.
Aims:	To reflect on the day.
Methods:	Silent reflection, removing expectation post-it notes, and giving feedback.

a. Explain *"We have almost finished our day's work! But before we close, let's each reflect silently on what we have learned, and how we can apply it to our work for dance4life. Please take a few minutes to think and make notes in your note book."* You may find it useful to remind participants of the different activities they have done during the day and the topics they have covered.

b. Ask if one or two people would like to share with the group what they have written.

c. Finally, ask them to do two things before they leave:

- If any of the expectations that they put in the tree have been met, they should remove them.
- Add their feedback to the feedback sheets, using post-its to add things they are happy about to the happy face one, and to put things they liked less on the sad face sheet.

d. After the participants have left, look at the post-its and make notes for the following days on improvements. Take the post-its off the sheet so you have a clean sheet for the next day.

day 3

3. Day 3

3.1. Recap of Day 2

Time:	About 20 minutes.
Aims:	To remind participants about the previous day's training. To review their feedback about yesterday's training and problem-solve around any issues that arose.
Methods:	Feedback and presentation.

a. Welcome everyone, and invite someone to present what they learned yesterday and how they hope to apply it in their dance4life advocacy work. Give them some brief feedback on how they presented, being sure to begin by saying something positive.

b. Present the overall feedback to yesterday's session using the happy and sad faces chart. If necessary, ask for more information about any feedback which isn't clear. You may wish to encourage the group to discuss how to solve some of the problems, or to explain yourself if and how changes can happen or not.

c. Present shortly the agenda for the day.

3.2. The new year's reception

Time:	About 3 hours – remember to have a break for morning tea!
Aims:	To practise preparing a strategy and interacting in a networking situation to advance your organisation's interests. To experience being in the role of someone who does not have SRHR as a priority.
Methods:	Role plays.

a. Explain "*Until lunch we are all going to be at a party – but each of us will be playing the role of someone else!*

Our role play party is being held by the Ministry of Education, it is their annual New Years Reception and all the key stakeholders are present. The government has been in place for some years and elections are due in 6 months. The Ministry has drafted a bill on CSE which is waiting to be passed. Feelings in the country about the Bill are mixed."

b. Give each participant a role, as relevant to your country. For example:

- Ministry of Education: Minister of Education, Chief Director.
- Personal Assistant to the Minister, who is in favour of the bill.
- Head of a key educational institution.
- Head of any religious institution that runs schools.
- Head of the national Parent Teacher Association.
- Representatives from key CSOs.
- Youth advocates/students who love to see the bill to be passed.
- Journalists.

c. Explain "*Each of you must use this party as an opportunity to influence the situation* ***according to the interests of your organisation****. You'll have 30 minutes to prepare, then 45 minutes at the party, followed by 20 minutes for feedback."*

d. Facilitate the process of preparation, role play and feedback.

tea time!

e. Explain that we are going to do it again, but with each person in a different role. You may wish to invite suggestions for any new roles, or just use the same ones as before. This time allow 25 minutes for preparation, 30 minutes for the role play and 20 minutes feedback for feedback.

f. When that is all done, ask participants to reflect on the game, asking questions such as:

- *What are your most striking experiences?*
- *Did you have a strategy? If so what was successful? Why?*
- W*hat have you learned about building trust?*
- *What lessons that you can apply to the advocacy plans?*

time for lunch!

3.3. Dealing with opposition

Time:	About 1 hour.
Aims:	To identify strategies for dealing with opposition.
Methods:	Brainstorm, group work, plenary feedback.

a. Say *"When advocating for SRHR for youth we can expect to meet with opposition. How did it feel, before lunch, when you spoke with people who disagreed with you? Did you feel attacked? Strong? Ready to answer?"*

b. Refer back to the pyramid and or brainstorm all the different actors who are likely to oppose our advocacy. If other CSOs are not mentioned, ask about them. The participants should realise that other CSOs are not always allies: they may not agree with the topic or the strategy, they might feel left out in the process, they might see your campaign as in competition with their own work, or they may have conservative views about SRHR and young people.

c. Explain *"We're spending time thinking about our opponents because it's useful to know why they oppose SRHR for young people, and what their arguments are. We can use that information to prepare to deal with and respond to them. We're going to identify some strategies that you can apply in dealing with opposition, as well as arguments that can be used."*

d. Divide the participants into three groups, and give each group one type of opposition:

   - Opposition because people (teachers, parents, religious leaders, CSOs) feel that SRHR for young people is against their religion or culture.
   - Opposition because people feel that SRHR for young people is not needed or is harmful.
   - Opposition because people feel left out of the process.

   Ask each group to consider what they can do, what strategies they could use, and what their arguments could be.

e. Invite each group to report back their ideas in plenary. Ask if other members want to add anything.

f. Summarise the outcomes of session. If necessary, add points from Box 3a.

Box 3a: Ways of dealing with opponents

- Prepare by learning about your opponents' thinking and arguments. Understand their reasoning and point of view. You need to know what you can expect.
- Listen well to others concerns. Listening shows respect and provides you with information that you can use to work with, or convince or neutralize your opposition.
- Be accurate. Make sure that your claim is backed up with evidence.
- Stay calm. Don't get in an emotional debate.
- Look for win-win situations.
- Be ready to agree to disagree.
- Look for partnerships. Together you are stronger.

3.4. Partnerships and alliances

Time:	About 30 minutes.
Aims:	To explore the importance of working with others. To identify possible partners to work with.
Methods:	Brainstorm, group work, plenary feedback.

a. Explain *"On the first day of this workshop we looked at the 12 steps to make an advocacy strategy. On Day 2 we did Step 4, a power analysis, and identified allies and opponents. In this short exercise we are going to explore Step 5, forming partnerships and alliances."*

b. Begin by having a brainstorm about why it's important to build partnerships and alliances. Add information from Box 3b if needed.

Box 3b: Advantages of working with others in advocacy

- By working together you build a stronger support base. The bigger your voice and your support base the more reason for the decision maker to listen to you.
- With more resources you can do more.
- By working together you can bring in a variety of skills and can divide tasks based on who is good at what.
- By working together you can share resources and responsibilities.

c. Explain *"It's important to form partnerships early in the process of developing an advocacy plan so that you can jointly decide on your targets and your messaging. This ensures that all the members of the alliance have ownership of the campaign, and all commit to it. Step 5 comes soon after deciding on your aim and objectives, as they direct you to who you want or need to work with."*

d. Briefly brainstorm what kinds of organisations their NCO could form partnerships with. For example, other CSOs, science institutes, media, individual activists/advocates, youth organisations and women's groups.

e. Ask *"Have any of you ever worked in a partnership? What was it like? What worked well? What were the challenges? What lessons did you learn?"*

f. Explain *"When building alliances, it is very important to have clear roles for each actor, open communication, and most of all to stay focused. When organisations come together there is a risk that the scope widens to include many issues. Remember that you are together for one specific goal. Stay focused on that. It is also important to share credibility and responsibility. When there are successes make sure they are attributed to all and not only to the initiator. It is a joint effort".*

g. Remind everyone of the aims and objectives that you refined in Exercise 2.2 and the power analysis pyramid that you made in Exercise 2.3. Ask them to split in to the same small groups as Exercise 2.2g), where each group looked at one aim or objective, and to brainstorm who could be potential partners with regard to that aim or objective. For each partner list what contributions it might make, such as human resources, funding, political and media connections, advocacy, communications, and technical expertise.

h. In plenary invite each group to say one possible partner and what contributions they might make, and add the actor to a flip chart. Ask the groups to take turns to say one each until all the possible partners are on the flip chart.

i. Review the list to identify key partners – the ones to focus on most – and to eliminate any that are not appropriate or not a priority.

j. Explore what would still be needed if you were to partner with some of these actors. For example, if none of them have funding is there an organisation which you could partner with which might be able to contribute funding (for example, a company).

3.5. Youth-adult partnerships

Time:	About 30 minutes.
Aims:	To explore the benefits and elements of youth-adult partnerships.
Methods:	Brainstorm, group work, plenary feedback.

a. Check if youth or youth organisations were mentioned as potential allies in Exercise 3.4.
   - If yes, discuss why they included youth as allies.
   - If no, explain that cooperation with youth is a foundation of dance4life's work, because the issues are about young people, and they know best what they need, so they should be involved and have a say around possible actions and solutions.

b. Explain *"dance4life strongly believes in meaningful youth participation which means that we see young people not only as a target group of the programme but also as leaders. Following from this we believe that young people should be actively and meaningfully involved in the organisation and the programme from start to finish. We therefore work through youth-adult partnerships or YAPs.*

c. YAPs are about adults and young people working together as equal partners on issues that young people face. They should be a true partnership, where each party's contribution is recognized and valued. So YAPs involve adults recognising young people's strengths, but also providing support and capacity building when youth need it. After all, they have had less time, compared to adults, to build their experience".

d. Divide the participants into three groups as follows:

   Group 1 will work on: the benefits for youth resulting from working in a successful YAP
   Group 2 will work on: the benefits for adults resulting from working in a successful YAP
   Group 3 will work on: The important elements of a successful YAP

e. Give the groups 10 minutes to work, asking them to write their ideas on flip chart paper.

f. Ask each group to present their ideas in turn. Add ideas as necessary from Box 3c.

g. Conclude by noting that YAPs require flexibility and willingness to accept change from both youth and adults. For example adults may need to communicate in the evenings if the young people are at school in day time, while young people may need to understand better the realities and restrictions that affect a programme.

Box 3c: Benefits and elements of successful YAPs

Benefits for young people who participate in successful YAPs:

- They can build skills (e.g. problem solving, strategic and abstract thinking, communication, flexibility and reflection) in a safe environment.
- They grow in social competence, through dealing with different people.
- Enables them to raise their voices and be heard.
- Process leads to greater autonomy, self esteem and resilience.
- Can help with getting employment in the future.

Benefits for young people in general

- Advocacy work is better attuned to their realities as these are better known and taken into account when young people are involved as equal partners.
- The work should result in policy changes that give more benefit to young people.

Benefits for adults and organisations who participate in YAPs:

- They become more connected with and responsive to youth in the community.
- Receive fresh ideas from different young people's perspectives.
- Able to develop more relevant and responsive programming and services.
- Benefit from experiencing the competence of young people first hand, so breaking down stereotypes.
- Reach a more varied group of young people through constituencies of the youth they work with.
- Find that their commitment and energy is enhanced by working with youth.

Important elements of a successful YAP:

- Acknowledge and respect young people's right to co-decide on matters that affect them.
- Clarity on mutual goals and roles and responsibilities for everyone involved.
- Commitment from the highest level of the organisation to an equal role for young people in the organisation and the work of the organisation.
- Provide capacity building both to young people and adults in the partnership.
- Value youth's participation and what they bring. Effective partnerships hold high expectations for participating youth and are not afraid of holding youth accountable for their responsibilities.
- Value adults' participation and what they bring. Adults frequently offer the partnership knowledge, experience, and access to resources. Effective partnerships guard against discounting potential adult allies, assuming that all adults hold negative stereotypes about youth, or believing that adults will have nothing of value to contribute to a program intended for youth.
- Take into account that young people also have other roles; it is not their full-time job, unlike most of the adults in the partnerships. An effective partnership attends to young people's availability and other pressures on their time, and does not overburden young people.
- Recognise that youth and adults might have different styles of communication which don't imply disrespect or different goals and expectations. Clear communication and understanding of each other's communication style is key in effective YAPs.

tea time!

3.6. Choosing our advocacy activities

Time:	About 1 hour and 15 minutes.
Aims:	To understand the advocacy plan format that dance4life uses. To consider what activities to choose for each objective. To begin to draft an advocacy plan for each objective.
Methods:	Brainstorm, discussion, group work.
Materials:	One copy of Appendix 10 for each participant.

a. Explain *"Now and tomorrow morning we are going to bring together all the elements that we've worked on so far: the objectives that we refined, the targets, the messaging, the identification of allies and the different forms of advocacy. They are our ingredients for making an advocacy plan. But first, let's ask why is it important to have an advocacy plan? What do you think?"* If necessary add points from Box 3d.

Box 3d: Why it's important to have an advocacy plan

- Making a plan before starting work forces everyone to think clearly and strategically about what you are trying to achieve and how you will do it.
- Writing and agreeing a plan makes the situation clear for all partners; what each has agreed to do is there for all to see.
- A written plan gives focus, and can be used to prevent the scope of activities becoming wider.

b. Give everyone a soft (electronic) or hard (paper) copy of Appendix 10, which is a blank advocacy plan for one objective Go through its features. Include the following points:

- We'll make a plan for each objective; they are all linked to the same aim, and together they form the complete advocacy plan.
- In the 'what' column about activities we can refer back to Table 1a and how different forms of advocacy fit different situations, depending on our relationship with the target, and their knowledge of and position about the issue.
- We need to also consider the 'why' for each activity: what is the purpose?
- In the third column ('with what') think of the materials that you'll need to do each activity, such as fact sheets, position papers, posters, flyers, personal stories, and petitions.

c. Ask participants to reform the groups that each worked on a single objective in Exercise 2.2.

   As we are now looking at objectives the people who worked on an aim in Exercise 2.2 can join one of these groups. Invite each group to start developing their advocacy plan for that objective, beginning with the activities column. Explain that for now they can ignore the last column, which is for indicators of progress, as we will have an exercise focusing on indicators on Day 4.

   Groups can develop their advocacy plans in large scale on flip charts, or write them on a computer.

d. Explain that you will ask each group to present their draft in a presentation of 7 minutes or less during the first exercise on Day 4. Encourage groups to share this task among a few people, or to choose people who haven't done much presenting so far.

3.7. Reflection on the day

Time:	About 15 minutes.
Aims:	To reflect on the day.
Methods:	Silent reflection, removing expectation post-it notes, and giving feedback.

a. Ask everyone to reflect on and make notes about what they have learned and how they can apply it to their work with dance4life.

b. Ask if one or two people would like to share with the group what they have written.

c. Finally, ask them to do two things before they leave:

- If any of the expectations that they put in the tree have been met, they should remove them.
- Add their feedback to the feedback sheets: use post-its to add things they are happy about to the happy face one, and things they liked less on the sad face one.

d. After the participants have left, have a look at the post-its and make notes for the following days on improvements. Take the post-its off the sheet so you have a clean sheet for the next day.

day 4

Day 4

4.1. Recap of Day 3

Time:	About 20 minutes.
Aims:	To remind participants about the previous day's training. To review their feedback about yesterday's training and problem-solve around any issues that arose.
Methods:	Feedback and presentation.

a. Welcome everyone, and invite someone to present what they learned yesterday and how they hope to apply it in their dance4life advocacy work. Give them some brief feedback on how they presented, being sure to begin by saying something positive.

b. Present the overall feedback to yesterday's session using the happy and sad faces chart. If necessary, ask for more information about any feedback which isn't clear. You may wish to encourage the group to discuss how to solve some of the problems, or to explain yourself if and how changes can happen or not.

c. Present the agenda of the day.

4.2. Presenting our draft advocacy plans

Time:	About 50 minutes.
Aims:	To share draft advocacy plans. To get feedback on drafts and use that to improve them. To practice making presentations and giving feedback.
Methods:	Presentation and feedback.

a. Invite each group in turn to present their draft advocacy plans, and ask for feedback from the rest of the group each time about:

- The draft plan, including any ways in which it could be improved; is it realistic, both regarding aims and time frame? Is it well focused? Is there a clear target? Does the message resonate with you?
- The presentation skills shown, including any ways that they could be improved.

4.3. Anticipating risks

Time:	About 40 minutes.
Aims:	To consider risks to the success of our advocacy. To identify ways to mitigate those risks.
Methods:	Presentation and feedback.

a. Ask "Have any of you ever organized something, and then something happened and it all turned out wrong?" Ask someone to share their story with the group, and briefly explore if they could have anticipated the problem, or done anything to reduce it.

b. Explain "There is always the risk of unexpected events whenever we try to achieve something. But in advocacy efforts, and especially advocacy about controversial issues such as youth and SRHR, risk is always involved. What risks can you think of? What could disrupt our work?" Facilitate a brainstorm about this, and prompt for ideas from Box 4a if needed.

Box 4a: Likely risks to advocacy work on youth and SRHR

- Opposition from political leaders, the media, religious groups or communities.
- Decision makers (targets) refusing to cooperate.
- Debates or forums becoming emotionally 'hot' and not helpful.
- Being unable to answer difficult questions during press conferences, or giving answers that damage your campaign.
- Being misrepresented by the media e.g. misquoting you, or making up stories
- Being verbally or physically attacked by opponents.
- Opponents seeking to discredit your organisation (e.g. accusing you of encouraging underage sex).

c. Ask the participants to once more go into their objective groups and to:

   - Identify likely risks to the success of their advocacy plans; and
   - Develop ideas on how those risks can be dealt with or reduced.

d. Invite each group to say a risk they identified and how they would mitigate it. Ask the group to give feedback to this.

e. Say *"As you work on your advocacy plans today, please think about anticipating risks and the need for mitigation strategies. You may want to add ways of reducing risk to your plans. For example, if it is likely that your opponents will attend your forum, you may want to make it an invitation-only forum, or have a system of first collecting participants' questions, so that you can filter them and prepare your answers, instead of taking questions live from the audience.*

tea time!

4.4. Monitoring our progress and evaluating our work

Time:	About 35 minutes.
Aims:	To learn about monitoring and evaluation and the use of indicators.
Methods:	Brainstorm, and feedback.
Materials:	One copy of Appendix 11 for each participant.

a. Explain *"Let's imagine you want to have some fun with your friends. You make a plan to go dancing, you prepare by getting dressed up, and then you go! While you're out you'll unconsciously assess if you're meeting your objective (to have fun) and make changes if you are not. For example, someone is talking to you for ages but you want to dance, so you make an excuse to get away from them and start dancing. Or the music is bad so you agree with your friends to go somewhere else.*

   It's the same for our advocacy plans: once we are implementing activities we need to track how we are doing, and to make changes as necessary. This is monitoring. And at the end we need to assess if we have achieved our objectives: this is evaluation. When you wake up the day after a night's dancing you might evaluate by asking yourself if you had fun – and if it was worth it!"

b. Say *"Let's think about monitoring first. What kinds of things do we need to monitor?"* Prompt for items from Box 4b if needed.

Box 4b: Key things to monitor in advocacy work

- Our activities, to track if they have been done (e.g. 3 high quality fact sheets printed, 2 meetings held with primary target). We call them outputs.
- The results of the activities, to track the effects of our work (e.g. positive feedback about the fact sheets which have been downloaded 1,200 times, primary target has shifted their position). We call these outcomes.
- The budget spent.
- The budget still available.
- Hours spent on the activities.
- Progress made compared to what was in the advocacy plan.

c. Ask *"When should we monitor? How often?"* Hopefully the group will realise that monitoring is an ongoing process and not something that is only done at the end of the project. By continuously monitoring progress, budget and resources, we can identify possible deviations and also opportunities quickly. This enables us to adapt. In advocacy changes can happen fast: for example, a decision maker is replaced by a different person, or they change their mind, or a news story happens of direct relevance to your campaign. So it's important to monitor regularly and to be able to adapt to new situations quickly.

d. Give each participant a copy of Appendix 11, which they can use during their advocacy work to keep track of activities, results and follow up actions.

e. Say *"To know if the changes are taking place we use indicators – they form the last column of the advocacy plan format. Indicators are a standard against which we can measure progress. They provide information on how well the programme is doing and reveal what kinds of information we need to gather in order to measure and evaluate our progress. For example, an indicator might be that young people become part of the implementation committee on youth friendly services in two districts."*

f. Ask *"Can any group can give an example of an indicator in relation to their draft advocacy plan?"* Discuss their suggestion. Explain that indicators need to be specific, and measurable, and you should be able to verify them (for example, not only that someone feels that the Minister has moved their position but that there is some evidence of this such as in a speech or press release).

g. Explain that outcomes can be unpredictable in advocacy work, so it is also good to look out for outcomes that you may not expect. For example, your focus may be on your primary target's position, but your work may lead to unexpected positive outcomes from other actors, such as supportive statements from other political parties or media work in support of your cause.

h. Explain that now, and after lunch, we will be developing our advocacy plans, including thinking of indicators for the activities.

4.5. Developing our advocacy plans

Time:	About 2 hours and 30 minutes - with a lunch break!
Aims:	To begin to develop indicators for our advocacy plans. To continue to develop the advocacy plans.
Methods:	Group work, presentations, feedback.

a. Ask the small groups to reform and to continue to develop their plans. If you think it would be helpful you could give some people the opportunity to move between groups.

time for lunch!

b. Invite each group to present their updated plan, focusing on any changes and improvements they have made since Day 3. Invite feedback on the content of the plan and the presentation skills.

c. If there is time, let the groups refine their plans according to the feedback.

4.6. Next steps

Time:	About 1 hour.
Aims:	To imagine our aim being achieved. To make plans for finalising each objective's advocacy plan. To make plans for bringing together all the plans into a single advocacy plan.
Methods:	Guided meditation, group work, presentations.

a. Say slowly and softly *"Now, let's all put our papers aside and sit comfortably. We are going to enjoy a journey 5 years into the future. Please close your eyes. <pause>You have just woken up, had a wash and looked at the news. And there is* [primary target] *announcing* [aim of advocacy plan]*. <pause> You can hardly believe it, but it seems genuine, the government* [or other actor] *even has money for implementation. You feel a strong sensation rising inside. <pause> You remember that workshop 5 years ago when you decided to work on this, you wanted to create change and be part of the actions towards that change. And now it has happened! <pause> It wasn't always easy, there were challenges, there were setbacks, but you persevered and now the results are there. <pause> You sit back and reflect on all the actions you took, <pause> the people and peers you worked with, <pause> the decision makers you spoke with, <pause> the things you learned. <pause>This is your moment, you made it!".*

b. Ask the group to open their eyes. Ask if anyone wants to share how they experienced this, what they felt.

c. Ask the participants to go back into their objective groups for the final time. Say *"Please now step back to consider if your plans are realistic. Then make a plan for how you will finalise your plan, including how to revise it if it is not realistic. What needs doing first and who will do it? What next? Please thoroughly work out all the steps you need to take and fix a date by when you will have the final version ready. "*

d. Now ask each group to put forward one person to join the team that will combine all the objective plans into a single advocacy plan. Bring all of those people together and ask them to plan how they will do that: what steps need taking, by whom, and a date by which they will produce the single plan.

e. While that group is working, ask the objective groups to present their next steps to each other and the NCO representative.

f. Finish the exercise with a presentation from the team in charge of the next steps to making one advocacy plan.

4.7. Evaluation and closing

Time:	About 45 minutes.
Aims:	To evaluate the workshop. To give participants the opportunity to give and receive personal feedback.
Methods:	Discussion, questionnaire, written feedback to each other.
Materials:	One copy of Appendix 12 for each participant.

a. Ask everyone to go back in their minds over the four day of the workshop and to think if there is anything that has not been addressed from their expectations, or any issues that have not been discussed.

b. Revisit the expectation tree. If there are items still on the tree, discuss them and decide if they need to be tackled and if there is time to do so. If they do need to be dealt with but there is not time, decide on a follow up action with clear timeline. If the issue is outside the scope of this training explain this and make sure the issue is handed over to the correct person.

c. Give every participant a copy of the workshop questionnaire (Appendix 12) and ask them to fill it in and return it.

d. When everyone has finished the questionnaire, give them all a blank sheet of paper and ask them to tape them to each other's backs. Then invite everyone to write a feedback message on each of their fellow participants' backs.

e. Finish with a group photo and some positive words for all the work the participants have done, what they have achieved in the workshop, and what they will achieve in the future!

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APPENDIX 1

Advocacy is defined as the promotion of a cause or the influencing of policy, funding streams or other politically determined activity.

Advocates for Youth

The act of pleading for, supporting, or recommending; active espousal.

Dictionary.com

The act of pleading or arguing in favor of something, such as a cause, idea, or policy; active support.

American Heritage Dictionary

Advocacy is the act or process of supporting a cause or issue.
An advocacy campaign is a set of target actions in support of a cause or issue because we want to:
Build support for that cause;
Influence others to support it;
Try to influence or change legislation that affects it.

IPPF – International Planned Parenthood Federation

Policy advocacy, or work that seeks to change public policies and practices in ways that will have a positive impact on people's lives.

PACT – UNAIDS

Advocacy is speaking up, drawing a community's attention to an important issue, and directing decisions makers toward a solution. Advocacy is working with other people and organizations to make a difference.

CEDPA – Center for Development and Populations Activities

APPENDIX 2

ADVOCACY

BCC/IEC

(A) DEVELOP A WEBSITE THAT ENCOURAGES SEXUALLY ACTIVE YOUNG PEOPLE TO GET TESTED ON HIV AND REFER THEM TO YOUTH FRIENDLY CLINICS.

(B) EDUCATE THE DISTRICT OFFICERS ON NATIONAL POLICIES RELATED TO SEXUALITY EDUCATION AND HEALTH SERVICES AND ASK THEM TO ADOPT AN ACTION PLAN.

(C) CLOSELY MONITOR BUDGET SPENDING OF THE NATIONAL GOVERNMENT ON SRHR, COMPARE TO WHAT THEY PROMISED AND SHARE YOUR FINDINGS WITH THE GOVERNMENT OFFICIALS.

(D) INCREASING YOUNG GIRLS' UPTAKE OF HEALTH SERVICES BY EDUCATING THEM THROUGH MOBILE PHONES ON THE ADVANTAGES FOR THEMSELVES.

(E) INCREASING YOUNG GIRLS' UPTAKE OF HEALTH SERVICES BY HAVING THE HEALTH SERVICES DEVELOP AND ADOPT A YOUTH FRIENDLY POLICY.

(F) HOLDING A MEETING WITH THE NATIONAL COUNCIL OF RELIGIOUS LEADERS ABOUT WHY COMPREHENSIVE SEXUALITY EDUCATION SHOULD BE PART OF THE OFFICIAL CURRICULUM AND PROPOSE WAYS HOW THIS COULD BE DONE IN RELIGIOUS SCHOOLS.

(G) ORGANISE A PETITION AMONGST YOUR FRIENDS FOR THE PROMOTION OF COMPREHENSIVE SEXUALITY EDUCATION AT YOUR SCHOOL AND OFFER THIS TO YOUR HEAD OF SCHOOL.

(H) HAVING A FAMOUS PERSON MAKING A STATEMENT ON FACEBOOK ABOUT WAYS TO PREVENT THE SPREAD OF HIV.

APPENDIX 3

Important international conventions

The United Nations Convention on the Rights of the Child (UNCRC)

- It's the most widely ratified International human rights treaty, ratified by 194 nations since 1990.
- All UN member States except US and Somalia have ratified it.
- Its provisions are binding (states must not break them).
- Implementation is monitored by the UN Committee on the Rights of the Child.
- Signatories to UNCRC send a report to the Committee every 5 years.
- Shadow reports are submitted by NGOs.
- The CRC includes children's rights to survival, development, protection, participation.

ICPD – the International Conference on Population and Development

- This conference took place in Cairo in 1994 and made the link between population, development and individual well-being.
- 179 countries adopted a forward-looking, 20-year Programme of Action (PoA) that continues to serve as a comprehensive guide to people-centred development progress.
- The ICPD PoA was remarkable in its recognition that reproductive health and rights, as well as women's empowerment and gender equality, are cornerstones of population and development programmes.
- There is a review of progress every 5 years.

ICPD+20 Review in 2014 included:

- Strong recognition of SRHR, particularly the call for individuals to have a right to have control over and decide freely and responsibly on matters relating to their sexuality.
- Recognition of the rights of people of diverse sexual orientation or gender identity.
- Acknowledgement of access to youth-friendly services and information, removing barriers to access services for the unmarried.
- Recognition that comprehensive sexuality education enables young people to make healthy choices and fulfil their potential.
- Commitment to gender equality, including eradicating GBV and all harmful practices, including child, early and forced marriages, and commitment to keeping girls in school.
- Calls to remove all legal, social and policy barriers for key populations at higher risk of HIV and to integrate HIV services with SRH services.

Beijing Declaration and Platform of Action

- Adopted by the UN General Assembly at the end of the Fourth World Conference on Women on 15 September 1995. It has been ratified by 189 countries.
- The Platform for Action is an agenda for women's empowerment, aimed at achieving greater equality and opportunity for women.
- The Platform for Action reaffirms the fundamental principle set forth in the Universal Declaration of Human Rights that the human rights of women and of the girl child are an inalienable, integral and indivisible part of universal human rights.
- The Platform for Action covers 12 critical areas of concern: poverty, education and training, health, violence, armed conflict, economy, power and decision-making, institutional mechanisms, human rights, media, environment, and the girl child.
- Implementation is monitored by the Commission on the Status of Women (CSW).
- The CSW has annual two-week sessions where they discuss progress and and gaps in the implementation of the 1995 Beijing Declaration and Platform for Action.
- The Commission adopts multi-year work programmes to appraise progress and make further recommendations to accelerate the implementation of the Platform for Action. These recommendations take the form of negotiated agreed conclusions on a priority theme.

Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)

- Adopted in 1979 by the UN General Assembly.
- Described as an international Bill of Rights for women, it was instituted on 3 September 1981 and has been ratified by 189 nations.
- The Holy See, Iran, Somalia, Sudan and Tonga are not signatories to CEDAW.
- The Convention is the only human rights treaty which affirms the reproductive rights of women and targets culture and tradition as influential forces shaping gender roles and family relations.
- Implementation is monitored by the UN Committee on the Elimination of Discrimination against Women (CEDAW), consisting of a body of independent experts.
- Signatories to CEDAW are required to send a report to the Committee every 4 years. If the committee is concerned about the status of women in a nation they can require for a report at any time.
- CEDAW enshrined the right to information and advice on birth control.

The Millennium Development Goals (MDGs)

- World leaders adopted the Millennium Declaration in 2000 and committed to a new global partnership to reduce extreme poverty.
- They set 8 goals, each with targets and indicators, to be achieved by 2015.
- 3 of the goals are health related, as are half of the targets and 18 of the 48 indicators.

Post 2015 Process

- The Post-2015 framework has been agreed in September 2015.
- Extensive consultation and negotiation process had led to 17 draft Sustainable Development Goals, including:

  Goal 3: Ensure healthy lives and promote well-being for all at all ages, which includes, by 2030, universal access to SRH services and an end to AIDS among other diseases.

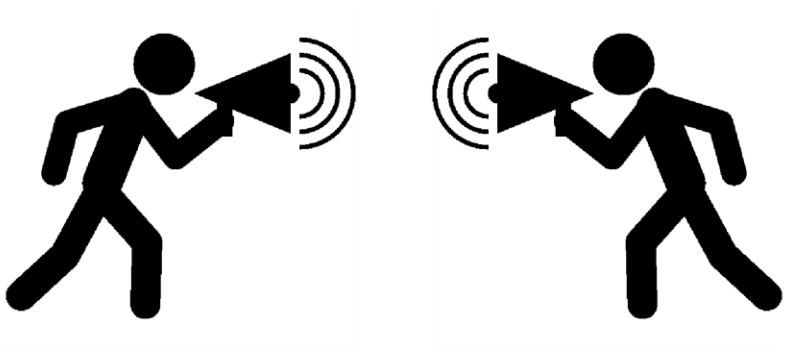
  Goal 5: Achieve gender equality and empower all women and girls, which includes eliminating violence against all women and girls, all harmful practices and universal access to SRH rights.

Key trends and opportunities

- The Sustainable Development Goals lack a focus on adolescents and youth, and particularly comprehensive sexuality education.
- Country Representatives to the UN do not always reflect their country's priorities at the international level, there is a tendency to be much more conservative.
- The indicators for Post-2015 will be developed in 2016, which can still include references to adolescents, youth and CSE.

APPENDIX 4

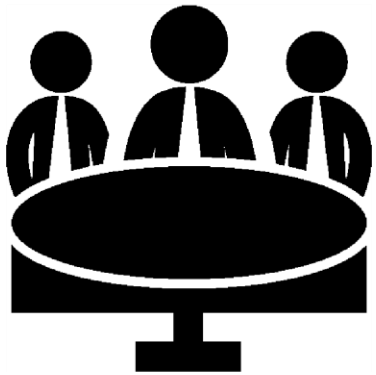
NEGOTIATION



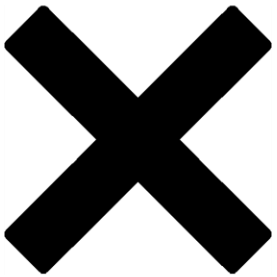
CONFRONTATION

DEMONSTRATION

PETITION



ROUND TABLE SESSION



BOYCOTT

STRIKE

EXPERT MEETING

POSITION PAPER

OPINION PIECE IN NEWSPAPER

MARCH

ONE TO ONE CONVERSATION

PRESS CONFERENCE

FOCUS GROUP DISCUSSION

JOIN (YOUTH) CONSULTATIONS

CONDUCT BUDGET TRACKING

ORGANIZE MEDIA CAMPAIGN / SOCIAL MEDIA

HOLD A RECEPTION

APPENDIX 5

Define the issue

Define your aims and objectives

Assess the political environment

Do a power analysis

Identify partners and alliances

Identify targets - key decision makers

Define your key messages

Choose your tools and actions

Consider time-bound opportunities

Budget for human and financial resources

Assess risks

Decide how to do monitoring and evaluation

APPENDIX 6

To get comprehensive sexuality education in my school.

To increase the number of parliamentarians who advocate for progressive adolescent sexual and reproductive health policies.

That our government creates and implements a policy within six months that allows young people to go for an HIV test without parental consent.

dance 4 life

APPENDIX 7

Message 1

Domestic violence against women must be stopped. In our country a woman is physically abused every eight seconds and one is raped every six minutes. One such woman is Maria who became involved with an abusive partner and ended up losing her job because of tardiness. Her children have been disciplined at school for aggression and misbehavior. Maria is now being supported by our network but there are millions of women who need help.

The State needs to take action by passing a law against domestic violence with strict punishments for perpetrators. Therefore we call on the Women's Development Department to draft a Bill on Domestic Violence and initiate the process of legislative change.

Message 2

HIV is transmitted primarily through sex. Young people's access to comprehensive, evidence-based sex education and HIV prevention programs that are safe, confidential, welcoming, and free from stigma and discrimination are imperative in responding to the HIV epidemic. Young people must also have access to youth-friendly services for testing, treatment, and care from trained providers in convenient and affordable locations.

HIV should be discussed from a young age by families, schools, and communities so that young people grow into adolescence with an understanding of the virus and the vulnerabilities particular to young people specific to gender, age, location, and sub-population.

Message 3

RIGHTS: we have a right to comprehensive, accurate information and services to protect our sexual health.

RESPECT: for our realities, our experiences, and our contributions.

RESPONSIBILITY: together, we must create an environment where we have power over the decisions that affect our health and lives.

RESOURCES: we need training, mentorship, funding, and opportunities.

APPENDIX 8

v Place all the chairs on ‘X’	Place all the chairs on ‘Y’
Place all the chairs on ‘X’	Place all the chairs on ‘Y’
Place all the chairs on ‘X’	Place all the chairs on ‘Y’
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APPENDIX 9

Roleplays

Group 1: 1 staff member from the Education Department
2 youth advocates
1 observer

- - - - ✂ -

Information slip for person in role of staff member from the Education Department

- The Bureau of Curriculum is holding a meeting to discuss revising the curriculum.
- The Education Minister is having a meeting with experts in curriculum development.
- The Education Department will be holding a roundtable conference with all stakeholders on revision of curriculum.
- The Education Department is organising a youth consultation.
- You are not willing to include life skills-based education in the new curriculum.
- You are willing to include the youth advocates in the round table conference BUT you will not suggest this yourself.

- - - - ✂ -

Information slip for the 2 people in role of youth advocates

- The Bureau of Curriculum is holding a meeting to discuss revising the curriculum.
- The Education Minister is having a meeting with experts in curriculum development.
- The Education Department is holding a roundtable conference with all stakeholders on revision of curriculum.
- The Education Department is organising a youth consultation.

You should

- Talk about your aim, which is inclusion of life skills-based education in the provincial curriculum.
- Decide on the minimum that you want as outcome from the meeting.
- Make sure you end the meeting with a concrete follow-up step from the education department.

- - - - ✂ -

Information slip for the observer

- The Bureau of Curriculum is holding a meeting to discuss revising the curriculum.
- The Education Minister is having a meeting with experts in curriculum development.
- The Education Department is organising a youth consultation.
- The Education Department is holding a roundtable conference with all stakeholders on revision of curriculum.
- The staff member from the Education Department is not willing to include life skills-based education in the new curriculum. They are, though, willing to include the youth advocates in the round table conference BUT will not suggest this.
- The youth advocates' aim is inclusion of life skills-based education in the provincial curriculum.

- - - - ✂ - - -

Group 2: 1 community leader
2 youth advocates
1 observer

- - - - ✂ -

Information slip for person in role of community leader

- Decision makers at district level are going to meet to discuss implementation of a policy about child marriage.
- The District Officer is conservative but you are progressive.
- You are supportive of the child marriage policy, but not willing to talk to the District. Officer because you do not want your relationship with him to be negatively affected.
- You are willing to introduce the youth advocates to the District Officer.
- You are willing to talk to other community leaders who can then try to convince the District Officer.

- - - - ✂ -

Information slip for the 2 people in role of youth advocates

- Decision makers at district level are going to meet to discuss implementation of a policy about child marriage.
- The District Officer is conservative but your community leader progressive.
- You want your community leader to tell the District Officer that they support implementation of the XXX, but the leader will not do this.

You should:

- Talk about your aim: implementation of child marriage policy in the community.
- Decide on the minimum outcome that you want from the meeting.
- Make sure you end the meeting with a concrete follow-up step from the meeting with the community leader.

- - - - ✂ -

Information slip for the observer

- Decision makers at district level are going to meet to discuss implementation of a policy about child marriage.
- The District Officer is conservative but the community leader is progressive.
- The community leader supportive of the child marriage policy, but is not willing to talk to the District Officer about it for fear of negatively affecting their relationship.
- The community leader is willing to introduce the youth advocates to the District Officer, and to talk to other community leaders who can then try to convince the District Officer.
- The youth advocates' aim is implementation of the child marriage policy in their community.

Group 3: 1 Senior Civil Servant at the Ministry of Education
2 youth advocates
1 observer

- - - - ✂ -

Information slip for person in role of staff member from the Ministry of Education

- The Ministry of Education has received a CSE curriculum designed by Organisation A, and has invited Organisation A for a meeting.
- The youth advocates are part of Organisation A.
- The Ministry has received another curriculum which is about reproductive health but does not include comprehensive sexuality education.
- The Senior Civil Servant is going to be visiting the area where Organisation A is running its programme.
- The Ministry is willing to choose Organisation A's curriculum but with sexuality education as an optional module, for teachers – not for students.
- You want to exclude contraceptive demonstration because you want to promote abstinence.

- - - - ✂ -

Information slip for the 2 people in role of youth advocates

- Your organisation has submitted a CSE curriculum to the Ministry, and has been invited to a meeting, which you are part of.
- The Ministry has received another curriculum which is about reproductive health but does not include comprehensive sexuality education.
- The Minister is willing to choose your organisation's curriculum but with sexuality education as on optional module.
- The Minister is going to be visiting the area where your organisation is running its programme.

You should

- Talk about your aim - to integrate CSE in the reproductive health curriculum at the national level.
- Decide on the minimum outcome that you want from the meeting.
- Make sure you end the meeting with a concrete follow-up step from the Ministry.

- - - - ✂ -

Information slip for the observer

- The Ministry of Education has received a CSE curriculum designed by Organisation A, and has invited Organisation A for a meeting.
- The youth advocates are part of Organisation A.
- The Ministry has received another curriculum which is about reproductive health but does not include comprehensive sexuality education.
- The Ministry is willing to choose Organisation A's curriculum but with sexuality education as on optional module.
- The Senior Civil Servant is going to be visiting the area where Organisation A is running its programme. He/she wants to exclude contraceptive demonstration because he/she wants to promote abstinence.
- The youth advocates' aim is to integrate CSE in the reproductive health curriculum at the national level.

- - - - ✂ - - -

Group 4: 1 Education Secretary
2 youth advocates
1 observer

- - - - ✂ -

Information slip for person in role of Education Secretary

- You have invited youth advocates for a consultation on health education in schools.
- You do not know what CSE is, but are willing to know more about it, and to get to know other civil society organisations working on CSE.
- You will be in the area where there is a schools programme on CSE.
- There is a consultative meeting on health education taking place the next month.
- The youth advocates are holding a meeting of the SRHR alliance next week.

- - - - ✂ -

Information slip for the 2 people in role of youth advocates

- The Education Secretary has invited you for a consultation on health education in schools.
- You want CSE.
- The Education Secretary does not know what CSE is, but is willing to know more about it.
- The Education Secretary will be in the area where there is a schools programme on CSE.
- There is a consultative meeting on health education taking place the next month.
- You are holding a meeting of the SRHR alliance next week.

You should

- Talk about your aim - to integrate CSE in the reproductive health curriculum.
- Decide on the minimum outcome that you want from the meeting.
- Make sure you end the meeting with a concrete follow-up step from the Ministry.

- - - - ✂ -

Information slip for the observer

- The Education Secretary has invited youth advocates for a consultation on health education in schools.
- The youth advocates want CSE.
- The Education Secretary does not know what CSE is, but is willing to know more about it and to get to know other civil society organisations working on CSE.
- The Education Secretary will be in the area where there is a schools programme on CSE.
- There is a consultative meeting on health education taking place the next month.
- The youth advocates are holding a meeting of the SRHR alliance next week.
- The youth advocates' aim is to integrate CSE in the school curriculum.

- - - - ✂ - - -

APPENDIX 10

advocacy plan format

Objective		**Indicator**
Primary target		
Secondary target(s)		
Alliances/partners		
Advocacy message		

Activity (What?)	**Purpose of the activity (Why?)**	**Materials (With what?)**	**Responsible people (Who?)**	**Time frame (When?)**	**Budget**	**Indicator**

APPENDIX 11

Monitoring advocacy activities

Date	Activity (from first column of advocacy work plan)	*Output* (number) of the activity (e.g how *many* meetings did you have)	*Outcomes* (results) of the activity (e.g. what was the *result* of the meeting?)	Next steps (what to do next based on the *result* of the activity)

dance 4 life
start dancing stop aids

APPENDIX 12

EVALUATION FORM DANCE4LIFE YOUTH ADVOCACY TRAINING [DATE: … - …- ……]

Please help us to evaluate this **dance4life youth advocacy training** by filling out this short questionnaire. **Thank you!**

1. Please mention 3 things that you **liked best** from this advocacy training.
   ……
   ……
   ……
   ……

2. Please list 3 things that you **liked least** from this advocacy training.
   ……
   ……
   ……
   ……

3. Which 3 elements in the training **are most valuable** to you? Please explain why.
   ……
   ……
   ……
   ……

4. Which **skills and knowledge** did you learn that you expect to **use**?
   ……
   ……
   ……
   ……

5. How would you **rate the training** from 1 to 5, where 1 means you didn't find the content valuable, 3 is that it was OK, and 5 is that the content was very valuable to you.
   ……
   ……
   ……
   ……

6. Was there **anything we did not include** in the training that you think we should have included?
   ……
   ……
   ……
   ……

7. How would you rate the **level of interaction** during the training, where 1 means it was very poor, 3 means it was OK, and 5 means it was very good?

   .....
   .....
   .....
   .....

8. What did you think of the **facilitation** of the training?

   .....
   .....
   .....
   .....

9. Is there anything else you want to voice about the training?

   .....
   .....
   .....
   .....

APPENDIX 13

Alternative structure for doing the training in 2.5 days

SESSION	From	To
Evening Day 1		
1.1 Welcome and introduction	19:00	20:25
1.2. What is advocacy?	20:25	21:15
DAY 2		
Recap of the evening before	09:00	09:20
1.3 Why do advocacy?	09:20	09:40
1.4 Human rights, treaties and policies	09:20	10:05
1.5 Practising analysing a policy	10:05	10:50
Coffee break	10:50	11:05
1.7 Different forms of advocacy	11:05	11:45
1.8 Key steps for making an advocacy strategy	11:45	12:55
Lunch	12:55	13:55
1.9 Advocacy in our country	13:55	14:25
1.10 Inspiring advocacy campaigns	14:25	14:55
2.2 Getting SMART	14:55	16:05
Tea break	16:05	16:20
2.3 Who has the power? Who are we speaking to?	16:20	16:55
1.11 Reflection on the day	16:55	17:10
DAY 3		
2.1. Recap of day before	09:00	09:15
2.4 Developing an effective message	09:15	10:35
Tea break	10:35	10:50
2.5 Being persuasive	10:50	12:05
2.6 Practising persuasion (a + b)	12:05	12:15
Lunch	12:15	13:00
2.6 Practising persuasion (c, d + e)	13:00	13:55
2.7 The big debate	13:55	14:40
Tea break	14:40	14:55
3.3 Dealing with opposition	14:55	15:55
3.4 Partnerships and alliances	15:55	16:25
3.5 Youth-adult partnerships	16:25	16:55

4.6 Next steps: Do not follow 4.6 in the manual, but use this time to create a detailed plan(ning) for how the group will be involved in the creation, refinement or finalisation of the NCO advocacy plan. Decide exactly **who** needs to do **what** and **by when** for each step identified	16:55	17:40
4.7 Evaluation and closing	17:40	18:25