T.A.C.C.

Take Action, Create the Change

youth ADVOCACY TRAINING CURRICULUM

IN THE AREA OF MEANINGFUL ADOLESCENT AND YOUTH ENGAGEMENT

GUIDELINES FOR YOUTH WORKERS WITHIN THE FRAMEWORK OF LONG TERM KA2 ERASMUS+ PROJECT ENTITLED "TAKE ACTION, CREATE THE CHANGE"

Authors:
Ana Mosiashvili, Anina Chileva, Anmar Khalid, Sukaina El Outa

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T.A.C.C. Take Action, Create the Change

International Foundation for Y-PEER Development IFYD

HUMAN RESOURCE DEVELOPMENT CENTRE

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YOUTH on BOARD

CONEXX-EU International Cooperation

Youth Human Impact

TIme	Day 1	Day 2	Day 3	Day 4	Day 5
7:00		*Optional morning activity*	*Optional morning activity*	*Optional morning activity*	*Optional morning activity*
9:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
10:00	Session I Opening remarks Who is in the room? Expectations Our culture Overview of the agenda Items of Business	*Morning Wrap* Remembering the previous day and overview of the agenda for the day _______ Session I Exploring values	*Morning Wrap* _______ Session I	*Morning Wrap* _______ Session I Allies and partnership Dealing with the opposition Resources	*Morning Wrap* _______ Session I Multiplying Impact / Part I Planning for the local multiplier activities
11:30	Break	Break	Break	Break	Break
12:00	Session II Presenting TACC project Nice to meet you & Team Up!	Session II What is advocacy Types of advocacy	Session II Applying intersectional lenses to needs assessment Inclusion / disadvantaged group	Session II Analyzing the audience / channels for communication Messages / Campaigning	Session II Multiplying Impact / Part II *Planning for the local multiplier activities*

TIme	Day 1	Day 2	Day 3	Day 4	Day 5
13:30	Lunch	Lunch	Lunch	Lunch	Lunch
15:30	Session III EU Youth Strategy and European Youth Goals SDGs-part1	Session III Meaningful youth participation in the advocacy processes	Session III Identifying the issue (cause, reason and root causes) what is missing?	Session III Platforms for advocacy and communication	Session III Erasmus+ and Europass, Certification Final evaluation Closing
16:30	Break	Break	Break	Break	Break
16:45	Session IV SDGs- part2 Self-knowledge Privacy squares	Session IV Personal experiences /Case studies	Session IIV Mission and vision Objective and goals	Session IV Monitoring, Evaluation and Learning	Free time
18:00-18:30	Time for reflection	Time for reflection	Time for reflection	Time for reflection	Time for reflection
19:30	Dinner	Dinner	Dinner	Dinner	Dinner
21:30	Evening activity	Evening activity	Evening activity	Evening activity	Evening activity

DAY I
Session I

Opening Remarks

Objectives:
Participants will be able to:
Get to know each other and break the ice
➤ Get to know the expectations and concerns of the participants
➤ To create a common "culture" or "agreement" of the group by introducing certain values and behaviors to be followed during the training course
➤ Understanding the basics of the entire training

Methods: Games, individual and group work, use of digital tools

Age of participants: 18+

Group size: Up to 30

Time: 90 min

Materials:
➤ Quiz sheet (see suggested below) and pens.

Room setup:
U-shape

Session flow:

➤ Explain the purpose of this activity with the group and that everyone will have to use other people's knowledge to answer questions and win this game.
➤ Hand out one quiz sheet and one pen to each participant.
➤ Share with the group 'working as individuals you have ten minutes to go around the room and find out the answers to the questions on their sheet. There are three rules: Find an answer to all the questions on the sheet. Do not answer any of the questions yourself Each question must be answered by a different person. The first person to answer all of the questions should shout 'Complete!'.
➤ Participants should walk around with their quiz sheet and write down the answers and the name of the person they spoke with.
➤ Once everyone has finished, come back together as a group to debrief.

Find someone who takes part in arts / theater or music Name:	Find someone who knows what the word 'advocacy' means. What does it mean? Name:	Find someone who's made a speech to a large group of people Name:
Find someone who enjoys/ enjoyed social work Name:	Find someone who thinks their education could be / have been better Name:	Find someone who has been part of a campaign before Name:
Find someone who has signed/ liked an online petition Name:	Find someone who knows what the word 'peace' means. What does it mean? Name:	Find someone who has met with a decisionmaker Name:

Closing and Evaluation:

➤ Go through each question and ask a member of the group to give the answer and the name of the person who gave it.
➤ This activity is a good way for the group to meet each other and learn each other's names. Some of the questions also help to begin the process of exploring key terms such as 'advocacy' or 'the main topic of the training course' and some skills, attitudes and networks that exist within the group.
➤ Debrief what the words 'advocacy' or 'the main topic of the training course' mean at the end. Share with the group that there is no single definition of what these words mean and that by listening to the different perspectives we can begin to develop a deeper understanding of the different ways these terms are understood.

Material(s) for the facilitator: Flip-chart paper.

Material(s) for the participants: Quiz sheet (see suggested below) and pens.
https://plan-international.org/uploads/2022/01/2014_an_advocacy_tool_kit_facilitator_guide_en.pdf

Part I: Who is in the room? [10 min]

Name Game:
Two games are suggested and the facilitator can choose one:

Game I:

First Round:
➤ The facilitator will ask participants to think of one adjective to describe how they are feeling or how they are (trait). The adjective must start with the same letter as the first letter of their name, for example, "I'm Ameer and I'm amazing" or "Amazing Ameer", "Happy Hana", etc.
➤ One volunteer starts, the game continues in a clockwise motion. The next person will say their name and adjective, repeating the previous person's name and adjective.

Second Round:
➤ Following the first round, the second round starts with the same person, the person says their name and adjective followed by a gesture to show the adjective or feeling.
➤ Everyone in the group will repeat the name, adjective and gesture of this person. Then the next person will continue until everyone finishes.

Game II:
➤ In this game, participants get to go on a "picnic." Everybody will contribute to creating the menu and try to remember who is bringing what.
➤ The participants sit or stand in a circle.
➤ "Imagine we are going on a picnic, and everyone has to bring something to the picnic that starts with the same first letter as their name," the facilitator says. Take a silent moment and think of an item you could bring.
➤ The facilitator begins, for example "My name is Julia and I am bringing jellybeans."
➤ Everyone introduces themselves, reveals their item, and then repeats the name and item of the person who came before them. As a result, the last person has to remember everyone in the group, or at least try.
➤ The facilitator should encourage others to help out when participants get stuck on someone's name or item, with verbal/non-verbal clues.

Note: Picnic can be changed to a party or any type of event where people get a variety of items.

Part II: Expectation [20 min]

Name Game:
Two games are suggested and the facilitator can choose one:

➤Every participant will receive two post-it notes that will be used to write their expectations on one and concerns on the other one.
➤ Participants should not disclose the information that they have put on the notes and just need to stick the post-its on the flip-chart that should be prepared beforehand.
➤ After all participants are ready and have put their post-its, the facilitator(s) should review the flip-chart quickly and make a summary of the expectations and concerns in the group.
➤ The facilitator(s) can make some comments on those, sharing if the expectations shall be met during the training course and addressing the concerns.
➤ It is good to leave the flip-chart in the training room during the whole training course to make sure that everyone is able to review the expectations and concerns.

Part III: Our Culture [30 min]

➤ A Mentimeter link is prepared beforehand and shared by the facilitator(s) on the screen, so that everyone has the opportunity to share words or phrases that describe the common "culture" of the group - an agreement of the group on how the participants shall behave in the group during the training course, what values shall they exhibit and how.
➤ Every participant will be able to contribute to the list through their phones by typing words that will appear on the screen through a 'WordCloud' which will collect the suggestions of the participants on how the common "culture" of the group should be like.
➤ The facilitator(s) should read out the entries and discuss them briefly with the group, so that the participants agree to the common "culture". Examples of the entries can be "respect each other", "be on time", "do not use the phone during the sessions, unless it is for the purpose of the activity", etc.

Part IV: Overview of the Agenda [5 min]

The facilitator will share on the screen (LCD or TV) the agenda of the whole week and skim all the sessions by reading titles and discussing them briefly to get an overview.

Part V: Items of Business [10 min]

The facilitator will introduce tools or ways for the entire group to be more engaged during the whole training such as: “Raising both hands and everyone follows each other to achieve group silence, tornado (switching chairs without sitting on the same spot), ‘bora bora’ (switching language to the common language “English” especially in group gatherings, to include everyone in the discussions, etc.)

Closing and evaluation:

Check out: [15 min]

➤ How do you feel about the activities we just completed?

➤ Are you satisfied with our culture? Any last-minute improvements or changes?

➤ What was your expectation before you came? Have your expectations changed/shifted after the introduction?

Material(s) for the facilitator:
Flip-chart paper, laptop, projector (LCD screen or TV)

Material(s) for the participants: post-its, pens, prepared Mentimeter

DAY I
Session 2

Presenting TACC Project
Nice to Meet You & Team Up! (Do you have free time?)

Objectives:
Participants will be able to:
➤ Get to know the TACC project and goals
➤ Strengthen group dynamics
➤ Allow individuals to relate to others and form connections
➤ Be integrated and aware of the richness of other perspectives

Methods: Working in pairs, sharing, drawing

Age of participants: 18+

Group size: 25-30

Time: 90 min

Materials: Projector (LCD or TV), Laptop, A4 papers, pens

Room setup: U-shape

Session flow:

Part I: Presenting TACC Project [30 min]

The facilitator will display on the screen a visual presentation for TACC which can be found through this link.
The facilitator will discuss the following details of the TACC Project:
➤*TACC team including applicant and partner organizations coming from different countries*
➤*Project summary and main focus*
➤*Main Objective of the project*
➤*Key Activities*
➤*Project Outcomes*

The facilitator closes the session by asking the participants to share briefly if they have any experience related to the topic of the project.

Part II: Nice to Meet You & Team Up! [60 min]

Activity: Do you have free time?

➤ The facilitator will display a presentation for this activity and distribute papers and pens for participants. The participants then will draw a clock on their paper and add the hours to it.

➤ The facilitator explains that for each allocated time, the participant shall find a person to meet in this hour. It is recommended not to have the same person for more than two dates.

➤ The facilitator adds: "Now you can go and find your dates for 1,2,3,4,5,6,7,8,9,10,11."

➤ After 5 min, the facilitator asks everyone to sit. For each date-time, the facilitator asks if anyone doesn't have a date. In this case, pairs will be formed for all the dates without leaving anyone behind.

After pairs are formed, the facilitator proceeds "It is 1 o'clock, go and find your pair". For each date, participants will find their pair to discuss a question. At the same time, the presentation will show different questions as follows:

➤ 1 o'clock: What makes you smile?
➤ 2 o'clock: What does leadership mean to you?
➤ 3 o'clock: Where do you get your inspiration from?
➤ 4 o'clock: Why do you think leadership skills are important for your local community/ organization?
➤ 5 o'clock: What are your hobbies?
➤ 6 o'clock: Do you know good leaders, who are they, and what makes you think they are good leaders?
➤ 7 o'clock: What was a turning point in your life?
➤ 8 o'clock: What was your motivation to come to this leadership training?
➤ 9 o'clock: What's your favorite tradition/holiday?
➤ 10 o'clock: If you had to describe yourself as an animal, which one would it be?
➤ 11 o'clock: How do you think you can use the outcomes of this training in your work/life?

Debriefing Questions:
➤ How was it for you? Was it easy/difficult?
➤ Is there any question that you didn't think of before?
➤ Did you find similarities with your pairs? Differences?
➤ What would you take with you from this session?

Material(s) for the facilitator: Projector (LCD or TV), Laptop

Material(s) for the participants: A4 papers, pens

DAY I
Session III

EU Youth Strategy and European Youth Goals

Objectives:

Participants will:
➤ Get acquainted with the EU Youth Strategy, European Youth Goals and European Youth Dialogue
➤ Recognize the importance of the strategy and goals for youth participation and democratic life in Europe

Methods:
Presentation, small group work, PowerPoint presentation

Age of participants: 18+

Group size: Up to 30

Time: 30 min

Materials: Markers, flip-charts, multimedia projector

Room setup: Working islands

Session flow:

Open the session by asking participants who have heard about the EU Youth Strategy and European Youth Goals. If anyone has heard about these documents before, let them explain what they know and on what occasion they got acquainted with the documents.

After hearing one or two experiences, move to the presentation which will be designed based on 10 facts about the EU Youth Strategy and European Youth Goals.

Part I. General presentation [10 min]

Open the session by asking participants who has heard about the EU Youth Strategy and European Youth Goals. If anyone has heard about these documents before, let them explain what they know and on what occasion they got acquainted with the documents.

After hearing one or two experiences, move to the presentation which will be designed based on 10 facts about the EU Youth Strategy and European Youth Goals.

10 facts:

I. The EU Youth Strategy is the framework for EU youth policy cooperation for 2019-2027.

II. The new strategy builds on the achievements of the previous one, improving its accessibility, visibility, and impact to ensure better participation of young people.

III. The EU Youth Strategy is based on several instruments, such as mutual learning activities, Future National Activities Planners, EU Youth Dialogue, EU Youth Strategy Platform, and Evidence-based tools.

IV. The EU Youth coordinator is the European Commission's contact and visible reference point for young people.

V. The EU Youth Strategy focuses on three core areas of action, around the three words: **Engage, Connect, Empower**, while working on joined-up implementation across sectors.

VI. During a 2017-2018 dialogue process which involved young people from all over Europe, 11 European Youth Goals were developed. These goals identify cross-sectoral areas that affect young people's lives and point out challenges. The EU Youth Strategy should contribute to realizing this vision for young people.

VII. The EU Youth strategy will pay special attention to **reaching out to all young people**: it should strive to improve the prospects of all young people regardless of their background or social status. Erasmus+ Youth is equipped to reach out to those with fewer opportunities, who make up over 36% of its beneficiaries. Yet, more action is needed for EU youth policy and the Erasmus+ programme to be truly inclusive.

VIII. Straddling levels from global to local: young people are committed to addressing global challenges, in particular the sustainable development goals. Conversely, youth empowerment starts at the grassroots level and depends on the diverse situation of young people. EU youth cooperation should better connect with policymakers and practitioners at the regional and local level and encourage grassroots initiatives by youth, etc.

IX. The virtual world: digital technologies have revolutionized young people's lives in many ways and policies need to consider both opportunities and challenges, by tapping the potential of social media, equipping youth with digital skills, and fostering critical thinking and media literacy.

X. The eleven European Youth Goals reflect the views of European youth and represent the vision of those active in the EU Youth Dialogue.

Connecting EU with Youth
Foster the sense of youth belonging to the European project and build a bridge between the EU and young people to regain trust and increase participation.

Equality of All Genders
Ensure equality of all genders and gender-sensitive approaches in all areas of life of a young person.

Inclusive Societies
Enable and ensure the inclusion of all young people in society.

Information & Constructive Dialogue
Ensure young people have better access to reliable information, support their ability to evaluate information critically and engage in participatory and constructive dialogue.

Mental Health & Wellbeing
Achieve better mental wellbeing and end stigmatization of mental health issues, thus promoting social inclusion of all young people.

Moving Rural Youth Forward
Create conditions which enable young people to fulfill their potential in rural areas.

Quality Employment for All
Guarantee an accessible labor market with opportunities that lead to quality jobs for all young people.

Quality Learning
Integrate and improve different forms of learning, equipping young people for the challenges of an ever-changing life in the 21st century.

Space and Participation for All
Strengthen young people's democratic participation and autonomy as well as provide dedicated youth spaces in all areas of society.

Sustainable Green Europe
Achieve a society in which all young people are environmentally active, educated and able to make a difference in their everyday lives.

Youth Organizations & European Programmes
Ensure equal access for all young people to youth organizations and European youth programmes, building a society based on European values and identity.

Part II. Working in small groups [10 min]

Divide the group into 3 sub-groups, each subgroup will need to identify the goals that reflect these concepts: Engage, Connect and Empower. Group 1 will focus on Engage, group 2 will focus on Connect, and group 3 on Empower part.

Part III. Presentation of the group work and discussion [10 min]

Each group will be given 2 minutes to present which European Goals are related to their concept of focus and why. After each presentation, one minute will be dedicated to questions and answers.

Debrief and make connections to the SDGs:

When all the groups have presented, a small discussion should follow up to make sure that everyone shares their reflections regarding the session. Questions can be asked to involve everyone in the discussions: Do you find these documents as important tools for youth participation? Was there something new to you?

After the discussion, everyone is thanked for their contributions and participation in the session, a link is made to the SDGs as a continuation of the session.

Material(s) for the facilitator:
➤ EU Youth Strategy
➤ European Youth Goals

Material(s) for the participants: The list of the 11 European Youth Goals on the slide, available here.

Sustainable Development Goals (SDGs)
Young People and SDGs, SDGs and Young People

Objectives:

Participants will be able to:
➤ Raise their knowledge about the 2030 Agenda for Sustainable Development and SDGs
➤ Deepen their understanding about the role of young people in the implementation of SDGs
➤ Identify youth initiatives for SDCs Implementation.

Methods: Presentation, small group work, action planning

Age of participants: 18+

Group size: Up to 30

Time: 30 min

Materials: Copies of SDGs for small group's work; flip-chart paper; markers; tape

Room setup: Circle, Working islands

Session flow:

Working phase

I. The session starts with a question from the facilitator – What do you know about SDG and Sustainable Development Agenda 2030?

II. The facilitator supports a few people to answer. [5 min]

III. If there is a need, the facilitator makes a short review of 2030 Sustainable Development Agenda based on the information for facilitator. [3 min]

IV. Facilitator organizes participants into 8 groups by 3 – randomly. In groups, the session continues with the process of identifying how the young people could contribute to the implementation of 2 SDGs. All the SDGs have to be spread to the groups. Participants have to read the goals, and if they want to learn more they could see the targets of each goal here. They have to focus on 3 ideas for each goal maximum.

V. Note to the facilitator: to make the exercise more targeted and specific, mention that the ideas have to be concrete, realistic and feasible. The time given for the group work is 10 minutes. The team of facilitators should be around the teams to moderate and to support the group works.

VI. After the group work, each group will be asked to share their work for 2 minutes maximum – 16 minutes.

VII. Debrief the forum theater presentations: When all the groups have been presented, a small discussion should follow up to make sure that everyone shares their reflections regarding the session. Questions can be asked to involve everyone in the discussions, example for the questions: did you find the exercise easy or difficult? What is your understanding now about the role of young people in SDGs implementation? Which are the SDGs you consider most important in your work as a youth activist? Will you use this method in your own community?

Closing: PaAfter the discussion, everyone is thanked for their contributions and participation in the session.

Material(s) for the facilitator: The 2030 Agenda for Sustainable Development

History:

The 2030 Agenda for Sustainable Development[1], adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth - all while tackling climate change and working to preserve our oceans and forests.

The SDGs build on decades of work by countries and the UN, including the UN Department of Economic and Social Affairs[2].

I. In June 1992, at the Earth Summit[3] in Rio de Janeiro, Brazil, more than 178 countries adopted Agenda 21[4], a comprehensive plan of action to build a global partnership for sustainable development to improve human lives and protect the environment.

II. Member States unanimously adopted the Millennium Declaration at the Millennium Summit[5] in September 2000 at UN Headquarters in New York. The Summit led to the elaboration of eight Millennium Development Goals (MDGs)[6] to reduce extreme poverty by 2015.

III. The Johannesburg Declaration on Sustainable Development and the Plan of Implementation, adopted at the World Summit on Sustainable Development[7] in South Africa in 2002, reaffirmed the global community's commitments to poverty eradication and the environment, and built on Agenda 21 and the Millennium Declaration by including more emphasis on multilateral partnerships.

IV. At the United Nations Conference on Sustainable Development (Rio+20)[8] in Rio de Janeiro, Brazil, in June 2012, Member States adopted the outcome document "The Future We Want"[9] in which they decided, inter alia, to launch a process to develop a set of SDGs to build upon the MDGs and to establish the UN High-level Political Forum on Sustainable Development[10]. The Rio +20 outcome also contained other measures for implementing sustainable development, including mandates for future programmes of work in development financing, small island developing states and more.

V. In 2013, the General Assembly set up a 30-member Open Working Group[11] to develop a proposal on the SDGs.

VI. In January 2015, the General Assembly began the negotiation process on the post-2015 development agenda[12]. The process culminated in the subsequent adoption of the 2030 Agenda for Sustainable Development[13], with 17 SDGs[14] at its core, at the UN Sustainable Development Summit[15] in September 2015.

VII. 2015 was a landmark year for multilateralism and international policy shaping, with the adoption of several major agreements:

➤ Sendai Framework for Disaster Risk Reduction[16] (March 2015)
➤ Addis Ababa Action Agenda on Financing for Development[17] (July 2015)
➤ Transforming our world: the 2030 Agenda for Sustainable Development[18] with its 17 SDGs was adopted at the UN Sustainable Development Summit[19] in New York in September 2015
➤ Paris Agreement on Climate Change[20] (December 2015)

VIII. Now, the annual High-level Political Forum on Sustainable Development[21] serves as the central UN platform for the follow-up and review of the SDGs.

Today, the Division for Sustainable Development Goals (DSDG)[22] in the United Nations Department of Economic and Social Affairs (UNDESA)[23] provides substantive support and capacity-building for the SDGs and their related thematic issues, including water[24], energy[25], climate[26], oceans[27], urbanization[28], transport[29], science and technology[30], the Global Sustainable Development Report (GSDR)[31], partnerships[32] and Small Island Developing States[33]. DSDG plays a key role in the evaluation of UN system-wide implementation of the 2030 Agenda and on advocacy and outreach activities relating to the SDGs. In order to make the 2030 Agenda a reality, broad ownership of the SDGs must translate into a strong commitment by all stakeholders to implement the global goals. DSDG aims to help facilitate this engagement.

Follow DSDG on Facebook at www.facebook.com/sustdev and on Twitter at @SustDev.

Implementation Progress
Every year, the UN Secretary-General presents an annual SDG Progress report, which is developed in cooperation with the UN System, and based on the global indicator framework and data produced by national statistical systems and information collected at the regional level.

Material(s) for the participants: Sustainable Development Goals and Targets, accessible through this link

For details on Sustainable Development Goals, targets and associated indicators visit the Inter-agency and Expert Group on SDG Indicators

Goal 1 End poverty in all its forms everywhere

Goal 2 End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Goal 3 Ensure healthy lives and promote well-being for all at all ages

Goal 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Goal 5 Achieve gender equality and empower all women and girls

Goal 6 Ensure availability and sustainable management of water and sanitation for all

Goal 7 Ensure access to affordable, reliable, sustainable and modern energy for all

Goal 8 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Goal 9 Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Goal 10 Reduce inequality within and among countries

Goal 11 Make cities and human settlements inclusive, safe, resilient and sustainable

Goal 12 Ensure sustainable consumption and production patterns

Goal 13 Take urgent action to combat climate change and its impacts

Goal 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Goal 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Goal 16 Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Goal 17 Strengthen the means of implementation and revitalize the global partnership for sustainable development

DAY I
Session IV

Privacy Squares

Objectives:

➤ Help participants think about how individuals share information, establishing trust and boundaries in the communication

Methods: Individual work and open discussion

Age of participants: 18+

Group size: Up to 30

Time: 30 min

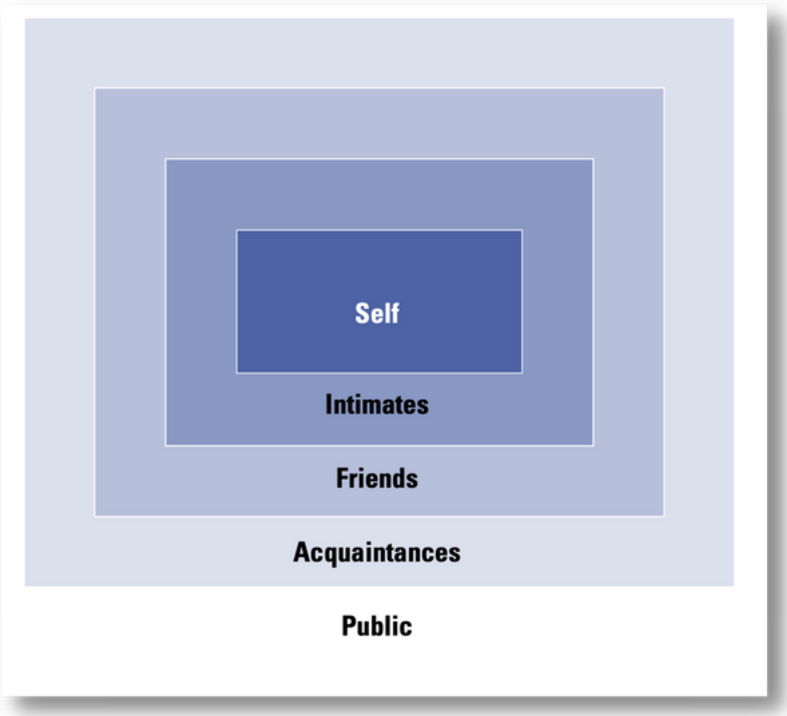
Materials:
White papers for every participant, markers or pens. Flip-chart

Room setup: U-shaped

Session flow:

Guided Individual Work [15 min]

- *Distribute 1 piece of paper to each participant, and make sure to have enough markers or pens for every participant. Draw the below graph on the flip-chart and ask participants to do the same on their papers.*



- *To explore what privacy means to each of us, read out the following statements one by one and ask participants to put a dot or any other sign in the appropriate indicating with whom they would share each type of information. Ask participants to also think about people in their lives who might 'fit' into the respective squares. Help define terms such as 'acquaintance' and 'intimates'.*
- *You can begin by saying, for example: 'Let's start with your height. Think about with whom you would be able to share information about how tall you are. Would you share it with the people you consider your intimates? Acquaintances? Or in a public setting with people, you do not know?'*
- *Tips for the facilitator: Point out that some of the experiences will not apply to some participants. Explain that for those questions, the participants should try to consider with whom they would share the information if those experiences did apply to them.*
- *When reading out questions about privacy, be careful to allow enough time for participants to think about the question and their answers to it.*
- *The list of statements:*

1. *Your height*
2. *Your weight*
3. *Your religious beliefs*
4. *Your social status*
5. *Your political ideas*
6. *Your relationship status*
7. *Your ethnicity*
8. *Your preferred pronouns*
9. *Your dissatisfaction with some part of your body*
10. *Your address*
11. *Your frustration about work*
12. *Your hobby(ies)*
13. *About things that annoy you about your flatmate*
14. *Something that you regret doing*
15. *About your guilty pleasures*

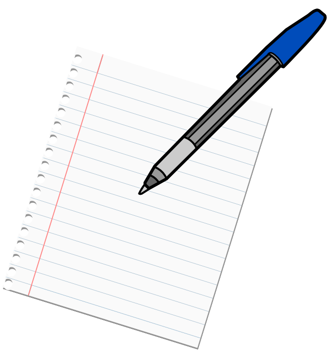
Debriefing [10 min]

Ask participants how did they feel while choosing the squares – was there something that they were surprised about? What was the main takeaway from the exercise? How do they feel now?

Closing and Evaluation [5 min]

Wrap the session up by saying that in the next couple of days, there will be lots of moments to share some information about ourselves that we did not think of sharing in the beginning. Point out that it is important to keep the boundaries and also respect the privacy squares of others. Also, emphasize that at the same time, sharing information about our values, attitudes, and beliefs may help to unite us around common ideas.

Material(s) for the facilitator: The list of statements
Material(s) for the participants: Individual pieces of paper, markers, or pens.



DAY II
Session I

Exploring Values

Objectives:

Participants will be able to:
➤ Discover what they believe in and what determines our decisions and behaviors
➤ Be aware of the values they have
➤ Seek to understand their values better
➤ Continuously review and evaluate their values

Methods: Brainstorming, discussions, work in pairs

Age of participants: 18+

Group size: Up to 30

Time: 75 min

Materials:
Flip-chart paper; Markers; Pens; print Example list A for all participants or present it on a screen through a multimedia projector

Room setup: U-shaped

Session flow:

1. The facilitator asks the participants to select 10 of the following values/behaviors that reflect the most who they are, not who they desire to become. The example below can be printed according to the number of participants or presented on a screen through a multimedia projector.

An Example: List A

Achievement	Clarity	Efficiency	Friendship	Listening	Respect
Adaptability	Coaching/mentori ng	Enthusiasm /Positive Attitude	Future Generations	Making adifference	Reward
Ambition	Caution	Entrepreneurial	Generosity	Openness	Risk-taking
Balance work-life	Competence	Environmental awareness	Health	Patience	Safety
Being liked	Conflict resolution	Ethics	Humility	Perseverance	Self-discipline
Being the best	Constant learning	Excellence	Humor/fun	Personal fulfillment	Teamwork
Caring	Peace	Fairness	Independence	Personal	Growth Trust
Compassion	Creativity	Financial stability	Integrity	Professional growth	Wealth
Community involvement	Dialogue	Forgiveness	Job security	Recognition	Wellbeing
Commitment	Ease with uncertainty	Freedom	Leadership	Reliability	Wisdom

II. After all participants select their values, the facilitator asks them to form pairs and start to share with each other the 10 values and how these values affect their life.

III. The next step is for the participants to work individually to identify the 3 most important values in their life and answer the questions in Exercise sheet B below:

Exercise Sheet B

My top 3 values	My beliefs about those values	The behaviors I exhibit

IV. In the same pairs, the facilitator asks the participants to:
➤ Share with each other their top 3 values
➤ Discuss the beliefs about those values
➤ Discuss the behaviors they exhibit, based on the values

Closing and Evaluation:
Create a calm and quiet space for the session to take place. Introduce the following reflection questions. Write them on a flip-chart or provide a printed handout, so the questions are easily visible:

➤ What happened during the experience?
➤ How did you feel and what were your reactions?
➤ What insights or conclusions can you draw from the experience?
➤ What did you learn?
➤ How can you apply what you learned to improve your future experience?
➤ What actions can you take based on what you learned?

Material(s) for the facilitator:

Theory about values: It is vital that we recognize the values that govern our lives. These values that we believe in and live within, because they are part of our discovery of ourselves: Our lives are governed by a set of values that we act on automatically and daily without consent until we lose the ability to list them if someone asks us to, but it is very important to discover them and reconsider them always because values change and we are affected by our experiences as we are on an ongoing learning journey.

What are values?

➤ A goal we seek: It may be a goal we seek to achieve, if success is our goal, then success is a value to us.
➤An act we do: Value is also achieved with the actions we do and practice, if we practice honesty, then honesty is a value.
➤ A sensation we feel: Value can be a sensation we feel, such as happiness.

Values are the beliefs, ideas, and principles that the individual appreciates most and believes in. They determine the course of their life, and they are different from one person to another.

How can we discover our values in life?

To discover what values we believe in, we can assess:

➤ Things we support or reject
➤ Things we believe in and are ready to defend
➤ Things that guide our behavior and determine the course of our life

Questions to learn more about our values:

➤ What is the source of our values? (Family, Religion, Society, Friends, Media)
➤ Is there a value that you believe in, even if it is against the community or family? Have you researched the reason for this difference? Have you listened to other views? You got to configure your own point of view)
➤ Why identify and establish your values?

Your values are made up of everything that has happened to you in your life and includes influences from your parents and family, your religious affiliation, your friends and peers, your education, your reading, and more.

Material(s) for the participants: The table of values

DAY II
Session II

What is Advocacy?
& Types of Advocacy

Objectives:

➤This session provides space for participants to understand what the advocacy is and to learn about different types of advocacy

Methods: Brainstorming, group work, discussion

Age of participants: 18+

Group size: Up to 30

Time: 90 min

Materials:
Copies of handouts "Advocacy and related concepts" and "Types of Advocacy"

Room setup: U-shaped

Session flow:

A Warm-Up Exercise [5 -8 min]

Part I *[10 min]*

➤*Invite all the participants to think for the first association (a word) that come to their minds when they hear the word ADVOCACY*

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➤*Write all the words on a flipchart paper. Discuss with the group what do they see on the flipchart.*

➤*Other option Invite the participants to think for an association for Advocacy lets everyone write two or three words in Mentimeter Word cloud. Present it on the screen and discuss with the group.*

Part II *[45 min]*

➤*Split the group into four small groups, give them four topics and four sheets of flipchart.*
The topics are:

1. *Advocacy*
2. *Lobbing*
3. *Resource mobilization*
4. *Networking and partnership*

➤ Tell them that now they are four groups of experts that should make presentations about these four types of community actions, describing definition and the aim, target group/s, process and indicator/s for success.

➤ Give the groups time to work [20 min] and invite them to present their products [20 min]

➤ Invite some of them to share what did they learn about different community actions [5 min]

➤Share with participants "Advocacy and related concepts" handout.

Part III [50 min]

Advocacy types [25 min]

➤ Invite the participants to brainstorm what may the people advocate for. [15 min]

➤ At the end of the session invite participants to a short presentation" Types of Advocacy", based on the handout [10 min]

➤ Leave 5 minutes for questions and discussion.

Closing and evaluation:
Check out: [15 min]

At the end of the session invite the participants to answer the following questions:

➤How do you feel about the activities we just completed?
➤What new did you learn about advocacy?
➤What type of advocacy is relevant to the portfolio of your organization?

Material(s) for the facilitator: Flip-chart paper, laptop, projector (LCD screen or TV)
Material(s) for the participants: Flip-chart paper, pens, prepared Mentimeter

	Advocacy	IEC	Community mobilisation	**Networks & Partnerships**	Fund raising & resource mobilitsation	Overcmoming stigma & discrimination
What can i change?	Policies, Awareness and implementation of policies, laws and practices	Awarness and behaviour	Capacity of communities to identify and address their problems	Isolation and duplication	Level of resources avialable for HIV/ AIDS work	Level of stigma and discrimination against the people living with HIV/AIDS
Target group	Decision-makers, leaders, policy makers, people in position of influence	Particular age group, gender, residents of an area, etc.	Members of a community	Individual or groups who have a similar agneda	Communities, local councils, government, donors	People who stigmatise or discriminate
Does it mainly target people who have influence over the other?	Yes	No	No	No	No	No
Typical indicators of success	Policies, implementation, Laws or practices which enable improved HIV/AIDS prevention and care	Percentage of youngs using condoms; changes in attitude in people living with HIV / AIDS	A community problem is solved; more people attend community meetings	Members of the network or partnerships achieve more that they could if they worked alone	Farmer gives using of building for meetings; members of the mosque give alms; donor gives grant	Fewer workers dismissed because of HIV status; less cases of depression among the people living with HIV / AIDS

Types of Advocacy

All people are very different from each other. Their needs for support are different, and may change during their life. A variety of advocacy has developed to recognize these differences:

➤Case advocacy
➤Self advocacy
➤Peer advocacy
➤Paid independent advocacy
➤Citizen advocacy
➤Statutory advocacy

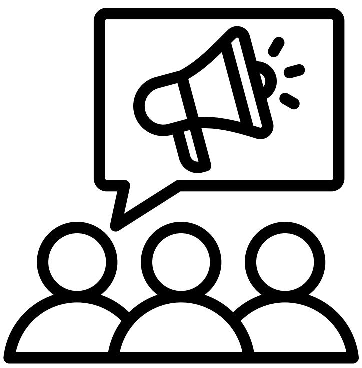
1. All advocacy types are of equal value. What advocacy is used, and when, should depend on what is best suited to the person who seeks it. A single person may ask for different types of advocacy support at different times in their life.
2. What is common to all types of advocacies is that the person who it is for (in this instance the person with a learning disability) is always at the center of the advocacy process.
3. It is all about what that person wants, and finding the best way of getting that across to the people who need to know.
4. Advocacy can be like tools in a tool box, the different types can be used together or separately depending on the job that needs to be done.
5. People with learning disabilities say that being part of a self advocacy group or getting support from an advocate is a really important part of being able to take control of their lives.

Case Advocacy

1. Also referred to as crisis or short-term advocacy, although there are slight differences between the three.
2. These are forms of advocacy similar to citizen advocacy, but which focus on one issue or set of issues, and are not intended to have a long-term basis.
3. They may be provided alongside peer, citizen, or self-advocacy to give extra support in dealing with a particular problem.
4. The support may be needed because a lot of work needs to be done, because of a breakdown in an advocacy partnership, or because issues requiring special expertise arise, e.g. in law, child protection, education, housing, employment, and financial matters.

Self Advocacy

1. People coming together to speak up for themselves. It is what most of us do most of the time. It is the best kind of advocacy where people feel able and willing to do so. This should always be worked towards.
2. Many people with learning disabilities are good at speaking up for themselves. Sometimes they find it hard to get others to accept this or to listen to them.
3. Self advocacy groups are a good way of encouraging this. They are run by people with learning disabilities who sometimes have supporters.
4. Self advocacy groups are often groups of people who use services or have the same interests locally. They work together to make sure they have a say in how those services are run.
5. They are a very good way for people to support each other and they can help to build confidence so that people feel more able to speak up for themselves



Peer Advocacy

1. This is when the advocate and the advocacy partner share similar experiences or environments. This happens for example between children who may live together in a children's home, those experiencing mental ill health and those with a learning disability.
2. It sometimes means that people who have experienced the same things feel they have a better understanding and can be more supportive.
3. Peer advocacy happened in the past between people with learning disabilities when they were separated from others and lived in isolated hospitals.
4. They often only had each other for company and were away from others in the community. There was no one else to speak up for them other than their fellow residents.
5. As people with learning disabilities began to learn more about the rights and obligations of citizenship, more of them are speaking up for each other.
6. This is often like citizen advocacy with both partners having a learning disability and is mostly of an informal nature

Paid Independent advocacy

1. Generally, independent advocates are unpaid, many not even taking expenses. But volunteers are always in short supply.
2. Where there is a huge demand, for example where a long-stay hospital closes and large numbers of people are being resettled, or where a major problem has occurred, paid advocates may be needed to deal with the situation on a temporary basis.
3. Their role is typically a combination of citizen and case advocacy, but they will have a caseload of several clients. Ideally, once a person is resettled, the paid advocate hands over to volunteer local citizen or self-advocacy.

Citizen Advocacy

1. Volunteers developing long term relationships with people and speaking up for them. This is a partnership between two people.
2. To try to make things clear, one is usually called the advocacy partner, and one the citizen advocate.
3. An advocacy partner is someone at risk of having choices, wishes and decisions ignored, and who needs help in making them known and making sure they are responded to.
4. A citizen advocate is a person who volunteers to speak up for and support an advocacy partner and is not paid to do so.

Key points about citizen advocacy are:

➤ The citizen advocate is unpaid and independent of service providers and families and is a member of the local community
➤ The advocacy partnership is one to one and the advocate's loyalty is to the advocacy partner alone
The advocacy relationship is based on trust and confidentiality
➤ The citizen advocate identifies the partner's choices and decisions, but does not make or influence them
➤ The partnership is long term and not time limited and lasts for as long as both partners want it to
➤ An advocacy scheme "matches" the advocate and partner.

Statutory Advocacy

Government policy is clear that people should be able to be active citizens and have a say about how things work where they live. It also recognizes that some people need support to make this happen.

There are specific rights in law for advocacy in some circumstances:

➤The Mental Capacity Act 2005: this provides a statutory framework for acting and making decisions on behalf of individuals who lack the mental capacity to do so for themselves. The independent Mental Capacity advocate (IMCA) service supports people who lack capacity and who have no family or friends to support them when serious decisions are taken in their lives.

➤ The Mental Health Act 2007: arrangements will be made to provide independent Mental Health Advocates (IMHA) for 'qualifying' patients in England.

Alternative Sessions for Advocacy and Its Types:

Advocacy Relay Race Session

Objectives:

➤ Engage participants in a fun and interactive way
➤ Develop their skills and knowledge about advocacy, while promoting teamwork and collaboration.
➤ Build their understanding of advocacy and improve their ability to communicate and advocate for a cause.

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Methods:

➤ Cards with different advocacy scenarios
➤ Cones or markers to set up a relay race course
➤ Stopwatch or timer

Age of participants: 13+

Group size: 20 to 30

Time: 45 min

Materials:

➤ Cones or markers to create a relay race course
➤ Stopwatch or timer to keep track of the race time
➤ Prizes or rewards for the winning team (optional)

Room setup: Open space for participants to move around and complete the relay race

Session flow:

1. It would be helpful for the participants to have at least a basic understanding of the types of advocacy before playing the Advocacy Relay Race game. The facilitator can provide a brief overview of the types of advocacy at the beginning of the game if needed. However, if the participants are already familiar with the different types of advocacy, they can begin the game without a review.

➤ Self-advocacy: This refers to an individual advocating for themselves, such as speaking up for their own rights and needs.
➤ Individual advocacy: This involves advocating on behalf of an individual or a small group of people, such as helping them to access services or resources they need.
➤ Systemic advocacy: This type of advocacy focuses on changing policies, laws, or systems that impact larger groups of people. It seeks to address the root causes of a problem, rather than just treating the symptoms.
➤ Legal advocacy: This type of advocacy involves using legal channels to seek justice or enforce rights, such as through the court system or administrative procedures.
➤ Grassroots advocacy: This type of advocacy involves mobilizing people at the community level to effect change, such as through organizing protests or letter-writing campaigns.

Session flow:

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➤ Legal advocacy: This type of advocacy involves using legal channels to seek justice or enforce rights, such as through the court system or administrative procedures.
➤ Grassroots advocacy: This type of advocacy involves mobilizing people at the community level to effect change, such as through organizing protests or letter-writing campaigns.

2. Divide the participants into teams of 3-4 people.

3. Each team will choose a name and a captain for them.

4. Set up a relay race course with cones or markers. Each team will have to complete the course to finish the game.

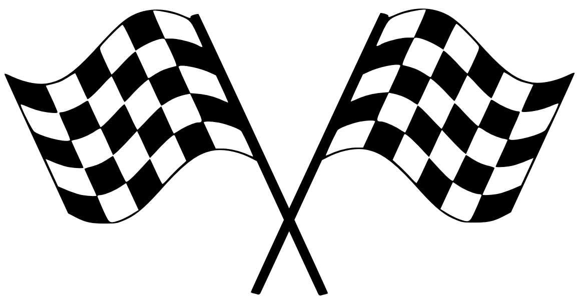
5. Give each team a set of cards with different advocacy scenarios.

6. On the signal to start, the first player from each team will pick up a card and read the scenario. They will then run the course, reach the next player on their team and hand the card to them.

7. The second player will read the scenario, run the course, and hand the card to the next player.

8. The game continues until all team members have completed the course and read all of the advocacy scenarios.

9. The team that finishes the course and all scenarios first wins the game (Each team will have a set of cards with different advocacy scenarios, and they will need to complete the race by passing all of the cards along to their team members. This means that each team will need to read and discuss multiple scenarios to complete the race.)



➤The game is designed to encourage teamwork and collaboration among the players while also providing a sense of excitement and urgency as the teams compete to finish first. The players will have to read and understand the advocacy scenarios quickly, pass the card to their teammate, and then run the course. The relay race format also adds a physical element to the game, which can help keep the players engaged and energized.

➤By incorporating advocacy scenarios into the game, players will also be learning about different situations where advocacy may be needed and what types of advocacy may be most effective in those situations. Overall, the advocacy relay race is a creative and engaging way to teach about advocacy and promote teamwork among participants.

➤ In the Advocacy Relay Race game, the objective is for each team to complete the relay course and read all the advocacy scenarios as quickly as possible. The players do not need to agree on one answer about what type of advocacy suits each scenario. The game is more focused on introducing and familiarizing the players with different advocacy scenarios and types of advocacy.

➤ While playing the game, the players can discuss the scenarios and their possible solutions, but the main objective is to complete the course and read all the scenarios. After the game, the facilitator can lead a debriefing session and discuss the types of advocacy that are related to each scenario and which types of advocacy may be most effective in different situations.

Advocacy Scenarios:

1. A person with a disability is being denied access to public transportation. What type of advocacy is needed?
2. A child is being bullied at school. What type of advocacy is needed?
3. A family cannot afford to pay for their basic needs. What type of advocacy is needed?
4. A person has been wrongly accused of a crime they did not commit. What type of advocacy is needed?
5. A community is at risk of being displaced from their homes due to a large construction project. What type of advocacy is needed?

➤After the game, the facilitator can lead a discussion on the different types of advocacy needed for each scenario, and how they can be implemented in real-life situations.

The correct answers for each scenario:

1. A person with a disability is being denied access to public transportation. What type of advocacy is needed?

   Answer: Systemic advocacy - this situation requires advocating for changes to the system and policies that govern public transportation to ensure accessibility for all individuals, not just the person with a disability in this specific scenario.

2. A child is being bullied at school. What type of advocacy is needed?

   Answer: Individual advocacy - this situation requires advocating for the child who is being bullied by working with the school administration, teachers, and parents to ensure the child's safety and well-being.

3. A family cannot afford to pay for their basic needs. What type of advocacy is needed?

   Answer: Self-advocacy - this situation requires the family to advocate for themselves by seeking out available resources and support, such as government assistance programs, community organizations, or job training programs.

4. A person has been wrongly accused of a crime they did not commit. What type of advocacy is needed?

   Answer: Legal advocacy - this situation requires legal representation to defend the person who has been wrongly accused and ensure that their rights are protected throughout the legal process.

5. community is at risk of being displaced from their homes due to a large construction project. What type of advocacy is needed?

   Answer: Systemic advocacy - this situation requires advocating for changes to the system and policies that govern the construction project to ensure that the community's rights and well-being are taken into consideration, and that they are adequately compensated for any displacement or loss.

Closing and Evaluation:

To close the activity, the facilitator can gather the participants together and thank them for their participation. The facilitator can then lead a brief discussion or reflection on the following questions:

➤What did you learn about the different types of advocacy?

➤How did you feel during the relay race?

➤Did you encounter any challenges during the relay race? If so, how did you overcome them?

➤How can you apply what you learned to your own life and work?

The facilitator can encourage participants to share their thoughts and feelings with the group, and to listen actively to one another. This can help to create a sense of community and support among the participants.

Finally, the facilitator can thank the participants once again for their participation, and provide any necessary follow-up information or resources.

Material(s) for the facilitator:

1. A list of the different types of advocacy that will be used in the game
2. Flashcards or cards with the different types of advocacy written on them
3. A timer to keep track of the time for each round
4. A whistle or other signal to indicate when it is time to switch players
5. A whiteboard or other surface to keep score and track the progress of each team
6. Prize(s) for the winning team, if desired

Material(s) for the participants: Writing materials (pens, paper) for participants to record their answers

Madvocacy Mad Libs Sessions

Objectives:

➤Train the concept of advocacy and engage participants in a fun and interactive way. By filling in the blanks of a Mad Libs story related to advocacy, participants can learn about the different components of advocacy and how they work together to create change.

➤ By discussing the completed Mad Libs stories as a group, participants can share their ideas and learn from each other about how to be effective advocates for causes they care about.

- **Methods:**

➤ Game-based learning: By turning the concept of advocacy into a game, participants can engage with the material in a fun and interactive way. This can help to make the information more memorable and interesting.

➤ Collaborative learning: By having participants fill in the blanks on the Mad Libs template and then share their completed stories with the group, Advocacy Mad Libs promotes collaborative learning. Participants can learn from each other's ideas and perspectives, and build a sense of community around the topic of advocacy.

➤ Creative learning: By encouraging participants to use their creativity in choosing the words to fill in the blanks of the Mad Libs story, Advocacy Mad Libs promotes creative learning. This can help participants to think outside the box and come up with new ideas for how to be effective advocates.

➤ Experiential learning: By actively participating in the game and discussing the completed Mad Libs stories, participants can engage in experiential learning. This can help them to better understand the concept of advocacy and how it can be applied in real-life situations.

➤ Creating a spirit of cooperation and working with the opinion of the Council during voting.

Age of participants: 18+

Time: 45 minutes

Materials:

➤ 200 Word Cards
➤ 42 Sentence Cards
➤ Instructions

Room setup:

➤ Shuffle the deck of Word cards and deal 7 to each player.
➤ Shuffle the deck of Sentence cards and place it in the center of the table with the deck of Word card

Session flow:

1. Introduction: Introduce the concept of advocacy to the group and explain the rules of the game.
2. Instructions: Distribute copies of the Mad Libs template to each participant and ask them to fill in the blanks with the appropriate types of words (e.g. nouns, adjectives, verbs).
3. Template:

   Dear [adjective] [noun],

   I am writing to you today to ask for your help in advocating for [cause]. As you may know, [cause] is facing many challenges, including [challenge 1], [challenge 2], and [challenge 3]. Without your help, [cause] may not be able to [desired outcome].
   We need to work together to make a difference. By [verb 1], [verb 2], and [verb 3], we can create positive change and ensure that [cause] gets the support it needs.
   Thank you for your time and your commitment to [cause]. Together, we can make a real difference!
   Sincerely,

   [Your Name]

Tips:

➤ You can create your own Mad Libs template or find one online that is related to advocacy.

➤ Encourage participants to be creative and have fun with their word choices.

➤ Use the completed Mad Libs stories as a starting point for further discussion about advocacy and how to make a difference in the world.

Closing and Evaluation:

Discussion: After participants have completed the Mad Libs template, ask them to share their completed stories with the group. Discuss the different components of advocacy that are included in the stories and how they can be used to create change. Encourage participants to share their ideas for how they can be effective advocates for causes they care about

Closing: Wrap up the game by thanking participants for their participation and encouraging them to continue to learn about and engage in advocacy efforts.

Material(s) for the facilitator:

1. Mad Libs template: The facilitator should prepare the Mad Libs template in advance of the session. The template should include blanks that participants can fill in with nouns, verbs, adjectives, and other words.
2. Timer: A timer can be useful to keep track of the time and ensure that the game runs smoothly.
3. Discussion prompts: Prepare some discussion prompts in advance to help facilitate a conversation after participants have completed their Mad Libs stories. Some possible prompts include: What did you learn about advocacy from this game? How can you apply the principles of advocacy to causes you care about? What are some challenges you might face when advocating for a cause, and how can you overcome them?

Material(s) for the participants:

Writing materials: Provide writing utensils (such as pens or pencils) for participants to fill in the blanks of the Mad Libs template.

Advocacy Charades Session

About Charades: Charades is a parlor or party word guessing game, you have to "act out" a phrase without speaking, while the other members of your team try to guess what the phrase is. The objective is for your team to guess the phrase as quickly as possible.

Objectives:

➤ Help participants learn more about different advocacy ways, terms and phrases in an interactive way. By playing the game, participants can gain a better understanding of the different tactics and strategies that advocates use to create change, and learn how to express them using body language.

➤ Develop teamwork and communication skills, as participants work together to guess the correct term or phrase within a certain time limit. By providing an engaging and memorable way to learn about advocacy concepts and terms, Advocacy Charades can help to increase participants' knowledge and awareness of advocacy issues and strategies.

Methods:

➤ This strategy depends on many levels

➤ Increasing knowledge by interactive learning and bonding it with personal experiences of the participants

➤ Enhance personal skills: By guessing and active participation

➤ Creating a powerful and safe environment that encourages education by using open resources and providing them with data and tools necessary for this role in the community.

➤ Ensure learning about advocacy in new and innovative ways

Age of participants: 18+

Group size: 20 - 30

Time: 45 minutes

Materials:

➤ List of advocacy-related terms or phrases (e.g. "petition", "lobbying", "grassroots organising", "media outreach", etc.)
➤ Timer
➤ Scoreboard (optional)

Room setup: U-shape

Session flow:
Setup:

1. At first the facilitator will clarify our game and explain all the rules.
2. Divide the group into two teams.
3. let them choose a captain and a name for each team.
4. let captains choose 1 person from each team to go first as the actors.
5. The actors pick a scenario from the list of ways of advocacy and keep it a secret from the other team members. Examples of the scenarios:

➤ **Grassroots Advocacy:** A community rallies together to prevent the closure of a public park. They organise meetings, collect signatures, and lobby local officials, successfully raising awareness and securing additional funding to keep the park open.

➤ **Online Advocacy:** An environmental nonprofit harnesses the power of social media to advocate for policy change. Through targeted campaigns, petitions, and engaging content, they generate online support, attract media attention, and influence public opinion and decision-makers.

➤ **Celebrity Advocacy:** A well-known actor uses their fame to advocate for criminal justice reform. Through media interviews, public speeches, and collaborations with advocacy organisations, they raise awareness, participate in demonstrations, and establish their own foundation to support reform initiatives.

➤ **Legal Advocacy:** Human rights lawyers champion the rights of marginalised communities. They take strategic legal cases, challenging discriminatory laws and policies in court. Their litigation successes and public education campaigns lead to legal precedents and policy reforms.

6. The actor then uses gestures, body language, and facial expressions to act out the scenario or phrase for their team members to guess without any speaking.

7. The team members have to guess the term or phrase within a certain time limit (e.g. 2 minutes).

8. If the team successfully guesses the term or phrase, they earn a point. If not, the other team gets a chance to steal the point.

9. Then, it's the other team's turn to choose one of the actors and play the game.

Rules:

➤ The actor cannot use any spoken words, letters or numbers in their gestures or body language.

➤ The actor cannot use any props or visual aids to help their team members guess the term or phrase.

➤ The team can only make one guess per turn.

➤ If a team member speaks out loud during the round, the team loses their turn.

Closing and evaluation:

1. Debrief: After the game is over, the facilitator can lead a debriefing session to discuss the experience of playing the game. This can be an opportunity for participants to share their thoughts and feelings about the game, and to reflect on what they learned about advocacy.
2. Call to action: The game can end with a call to action, encouraging participants to get involved in advocacy efforts related to the topics discussed in the game. The facilitator can provide resources and information about how to get involved in advocacy campaigns, sign petitions, or contact elected officials.
3. Thank you: The facilitator should thank the participants for their time and energy, and for their willingness to engage in the game. This can be a good opportunity to express gratitude for their participation and to reinforce the importance of advocacy efforts.

Material(s) for the facilitator:

➤ A list of advocacy-related terms or phrases: The facilitator should prepare a list of terms or phrases that are relevant to advocacy. The list can be tailored to the needs and interests of the group, and can include terms such as lobbying, grassroots organizing, advocacy campaign, policy change, etc.

➤Timer: A timer or stopwatch can be used to keep track of the time limit for each round of the game.

➤ Whiteboard or flipchart: A whiteboard or flipchart can be used to keep score, keep track of the terms/phrases being used, and to communicate any additional instructions or rules.

➤ Music: Background music can be used to create a fun and lively atmosphere during the game.

Material(s) for the participants:

Pen and paper: Participants may want to take notes to help them guess the advocacy term or phrase.

DAY II
Session III

Climbing the Ladder of Participation
Meaningful Adolescents and Youth Engagement (MAYE)

Objectives:

This exercise provides space for critically exploring to what degree we are fully participating or allowed to full participation in activities. The objectives are to introduce the concept of the ladder of participation and to assess the degree of young people's meaningful participation.

Methods: Brainstorming, group work, discussion

Age of participants: 13+

Group size: Up to 30

Time: 90 min

Materials: Copies of the handout and a drawing of the ladder with the levels of participation on the floor

Room setup: U shaped; space for individual work

Session flow:

Opening the training day and a warm-up exercise [15 min]

Part I. Introducing the ladder of participation [40 min]

Start brainstorming on examples and practices of participation (cultural, social, environmental, political, economical, etc.). The examples can be written down on a flip-chart. Then continue introducing the concept of degrees/levels of youth participation and the model of **Ladder of Participation**. Facilitators will find a theoretical introduction in the section of materials for the facilitator.

The exercise may incorporate a physical placement of participants along with the working space, by locating the different steps of the ladder on the floor. In this case, the descriptions of each "rug" on a different piece of paper can be printed out and located in order on the floor along the working space. Locate papers with the titles of the ladder on the floor.

Propose participants to analyze some real cases where they (or colleagues) have participated. These real cases reflect on what stage of the ladder of participation they were at. Facilitators may distribute the handout to each participant and allocate time for reflection and clarifications. Ask the participants to think and to stand by the relevant level of the ladder that represents best the degree of participation in their community. Let them explain the situation and why they have chosen that position.

Part II. Meaningful Adolescents and Youth Participation (MAYE) [20 min]

Introduce participants to the concept of meaningful adolescents and youth participation (MAYE) by explaining that in order to formalize the standards around MAYE, the Global Consensus Statement on Meaningful Adolescent and Youth Engagement (MAYE) was jointly developed by the International Youth Alliance for Family Planning (IYAFP), Family Planning 2030 (FP2030) and PMNCH. It aims to consolidate a common understanding and set the standard for how young people can be meaningfully engaged and participate in the development and implementation of all policies, programmes and processes that affect their lives.

The MAYE statement was launched at the International Conference on Family Planning (ICFP) in November 2018 and at PMNCH's Partners Forum in December 2018. To date, 249 organizations, ranging from UN agencies to small local organizations, have committed to advancing meaningful adolescent and youth engagement by endorsing the Global Consensus Statement. This commitment requires annual reporting on efforts, challenges and lessons learned about MAYE through an established accountability system, which is financially supported by FP2030 and PMMCH, coordinated by IYAFP, and steered by a committee of youth-led and youth-serving organizations.

The main principles of the MAYE statement are:

I. **Rights-based** – Young people are informed and educated about their rights and empowered to hold duty-bearers accountable for respecting, protecting, and fulfilling these rights;

II. **Transparent and informative** – Young people are provided with full, evidence-based, accessible, age-appropriate information which acknowledges their diversity of experience and promotes and protects their right to express their views freely. There is a clear and mutual understanding of how young people's information, skills, and knowledge will be shared, with whom, and for what purpose;

III. **Voluntary and free from coercion** – Young people must not be coerced into participating in actions or expressing views that are against their beliefs and wishes and must at all times be aware that they can cease involvement in any process at any stage;

IV. **Respectful of young people's views, backgrounds, and identities** – Young people will be encouraged to initiate ideas and activities that are relevant to their lives, and to draw on their knowledge, skills and abilities. Engagement will actively seek to include a variety of young people according to the relevant needs or audience. Engagements will be culturally sensitive to young people from all backgrounds, recognizing that young people's views are not homogeneous and they need to be appreciated for their diversity, free from stigma;

V. **Safe** – All adults and those in positions of authority working directly or indirectly with young people in relation to issues at every level have a responsibility to take every reasonable precaution to minimize the risk of violence, exploitation, tokenism, or any other negative consequence of young people's participation.

Ask participants, based on their experiences, which principles are commonly disregarded during their participation and why.

Debriefing [10 min]**:**

After a brief presentation and the discussion, ask participants what are their impressions of the exercise of "a ladder of participation". Does the ladder represent the current patterns of participation? What can change and how to use the MAYE statement as an advocacy tool?

Closing:

Close the session by emphasizing the importance of MAYE as a concept and the need for developing concrete standards and evaluation mechanisms that would ensure the full implementation of the MAYE principles in practice.

Material(s) for the facilitator:

[Global Consensus Statement on Meaningful Adolescent and Youth Engagement]

[Summary report of the results of an accountability survey submitted by signatories of the Global Consensus Statement on MAYE]

Handout:

The Ladder of Participation is a model developed by Hart (1992) which identifies eight levels of young people's participation. This tool is important for recognizing the level of young people's participation. This ladder is designed to encourage anybody willing to work with young people to rethink the process of participation and inclusion of young people in any activity.[34]

Material(s) for the participants:

Young people assigned and informed	Projects are initiated and run by adults; young people are invited to take on some specific roles or tasks within the project, but they are aware of what influence they have in reality
Young people tokenized (tokenism)	Young people are given some roles within projects but they have no real influence on any decisions. The illusion is created (either on purpose or unintentionally) that young people participate, when in fact they have no choice about what they do and how
Young people as decoration (decoration)	Young people are needed in the project to represent youth as an underprivileged group. They have no meaningful role (except from being present) and – as happens with any decorations – they are put in a visible position within a project or organisation, so that they can easily be seen by outsiders
Young people manipulated	Young people are invited to take part in the project, but they have no real influence on decisions and their outcomes. In fact, their presence is used to achieve some other goal, such as winning a local election, creating a better impression of an institution or securing some extra funds from institutions that support youth participation.
Shared decision-making with adults	Projects or ideas are initiated by young people, who invite the adults to take part in the decision-making process as partners
Young people led and initiated	Projects or ideas are initiated and directed by young people; the adults might get invited to provide any necessary support, but a project can carry on without their intervention
Adult-initiated, shared decision making	Adults initiate projects but young people are invited to share the decision-making power and responsibilities as equal partners.
Young people consulted and informed	Projects are initiated and run by adults, but young people provide advice and suggestions and are informed how these suggestions contribute to the final decisions or results

DAY II
Session IV

Advocacy - Personal Experience: Success and Failures/ Case Studies

Objectives:

Participants will be able to:

➤ Understand how the success stories could help youth advocates to be more effective
➤ Understand how failures could help you to become a better youth advocate
➤ Learn more about the role of youth advocates in contemporary world

Methods: Writing personal story, small group work, public speaking

Age of participants: 18+

Group size: Up to 30

Time: 75 min

Materials: Paper A4, flip-charts, masking tape

Room setup: Common space, Islands

Part I. *[35 min]*

Success Stories:

➤ Invite participants to think for two minutes what was their most successful story as a youth advocate, regardless of the context.

➤Invite them to describe the story as an emotional article on 1 page. [10 min]

➤Split the participants into small groups (4-5 people each) to read their stories and to vote for one story to be presented in the plenary. [10 min]

➤Invite participants to return in the big circle and to listen to all the elected stories [10 min].

➤Invite the participants of the group to share their feelings and thoughts after all the stories are read [5 min].

Part II. [35 min]

Failure Stories:

➤ Invite the participants to think about a time they failed as a leader and reflect on the learnings from the experience. [3 min]

➤ Split the participants into small groups (4-5 people each) to share their stories and to discuss what were the reasons for failures [15 min]

➤ Invite participants to return in the big circle and to share the finding of the small groups. [10 min]
Reflection

➤ Invite the participants of the group to share their feelings. [5 min]

➤ Before the end of this part of the session spread the material "5 Ways to Learn From Failure and Advance Your Development as a Leader" among the participants.

Closing and Evaluation [7 min]

➤ Close the session inviting the participants to name one characteristic of a good advocate, which is the most important for them.

Material(s) for the participants: flip-chart papers, markers, papers, pens

Handout:

5 Ways to Learn From Failure and Advance Your Development as a Leader

Everyone fails. It is part of what it means to be human — and not a single human is perfect. Whether it's choosing the wrong career path, taking on more than you can handle, failing to maintain a healthy work-life balance or any other dilemma, failing is an inevitable part of your professional development. However, contrary to popular belief, failing doesn't have to be a bad thing.

Experiencing failure, in both professional and personal settings, can force you out of your comfort zone and take your career to new heights. It can help you reevaluate your decisions and ways of thinking. Most importantly, failure and experiential learning can advance your professional development as a leader.

So, how can you use failure to your professional advantage? Here are five tips to consider:

1. **Don't Dwell on It — Look at Failure as a Learning Opportunity**

After failing, it can be all too easy to let negative emotions, like insecurity, embarrassment and disappointment, take over — but try to fight the urge to dwell on your failure. It won't benefit you or your team. Instead, view your failure as an opportunity to learn and grow. What did you learn as a result of failing, and how can you use this knowledge to prevent future missteps?

Mike Bensi, consultant and founder at Bensi & Company and author of "The Success of Failure," says, "To be able to be successful, we have to recognize that failures are part of the learning path."

It is also important to recognize why you failed in the first place. Was it the result of poor communication, insufficient planning or improper budgeting? Determining the source of your failure is one way to learn, as a leader, what not to do. "I learn everyday what works and what doesn't, and if we're not recognizing that and applying it to how we grow, then we're missing out on the greatest opportunity there is," Bensi notes.

2.Embrace Failure to Increase Your Team's Psychological Safety

As a leader, holding yourself accountable for your failures is imperative in teaching team members a productive, learning-focused response to failing. In addition to promoting the learning and development (L&D) of your team members, acknowledging your leadership failures promotes an environment of psychological safety — a climate in which people are comfortable being and expressing themselves — which has been linked to positive risk-taking among team members.

"Creating an environment where it's safe to fail allows people to feel like they can voice their opinions, that they can share their ideas [and] that there aren't negative consequences for doing that," Bensi shares. Fostering an environment of psychological safety can also increase job satisfaction among team members which, in turn, can help improve employee retention.

Scott Miller, executive vice president of thought learning at FranklinCovey and author of the new book "Management Mess to Leadership Success," says, "As a leader, if you make it safe for people to take risks, admit mistakes and vulnerabilities … that is a competitive advantage. That is a culture you want to thrive in and that you want to stay in."

By acknowledging your own failures, you will help your team members feel more comfortable experimenting with innovative ideas and approaches that have the potential to transform your organization in exciting new ways.

3.Reevaluate Your Professional Development Path After Failing

Perhaps failing made you realize you were focusing on the wrong goal, forced you to face the ineffectiveness of your current leadership style, or made you consider new ideas and opinions that otherwise would have gone unnoticed. In these ways, failure can help shape your professional development.

Glenn Llopis, president of Glenn Llopis Group and author of "The Innovation Mentality" and "Earning Serendipity," says, "Failures make us reevaluate our relationships. They make us more curious about the path we're following. Failures make people ask, 'Am I really the one at fault, and how should I become more accountable as I make certain actions or decisions?'"

There are myriad ways that failing can take your professional development to places you never thought it could go. Often, those times when we experience failure as a leader "ultimately turn out to be the turning point that we needed to be successful," Bensi shares.

After failure, take the time to reevaluate your priorities and goals. You may stumble upon an untapped opportunity for growth as a leader.

After failure, reevaluate your priorities and goals. You may stumble upon an untapped opportunity for growth as a leader.

4.Use Experiential Learning After Failing

Your accumulation of experiences is key in shaping who you are — and what you stand for — as a leader. Experiential learning, or learning from experiences, is one way to leverage failure to be more successful in leading others. Bensi says that, when leaders draw from their unique experiences, "they're creating vulnerability in a way, by being able to share, 'Here's what I would do. Here are the failures that I had and not only were they OK, but I wouldn't be in this spot without them.'"

Using experiential learning allows you to learn from the failures that have impacted your professional development path thus far — in order to propel it forward. According to the Center for Creative Leadership,

"Your current experiences may prompt you to re-examine past experiences for new lessons. Future experiences don't merely happen to you. You can shape them, consciously seeking out opportunities to grow as a leader."

5.Accept That Failure Is an Inevitable Part of Leadership

"Leaders too often feel like they need to have all the answers, that they're paid to make all the decisions — but that's not true," Miller shares. From hiring too fast to failing to provide ample feedback to not delegating when multiple projects arise, Bensi says, "The evolution of a leader is ripe for constant failure."

Naturally, as you take on more responsibility at your organization, you also have more opportunities to fail. It is only after accepting that failure is part of leadership that you will be able to take more chances, learn from your mistakes and, as a result, advance your professional development.

After accepting that failure is part of leadership, you will be able to take more chances and develop.

As a leader, you are most likely going to fail at some point in pursuit of furthering your professional development — and that's OK. After all, Miller says, "Everybody is human." By following these five simple tips, you can transform failure into an opportunity for professional development and become a better leader.

https://trainingindustry.com/articles/professional-development/5-ways-to-learn-from-failure-and-advance-your-development-as-a-leader/

DAY III

Session I

Steps for the Advocacy Action Plans

Objectives:

Participants will be able to:

➤ Understand the concept of an advocacy action plan
➤ Learn the basic steps of an advocacy action plan

Methods: Group work, open discussion

Age of participants: 18+

Group size: Up to 30

Time: 60 min

Room setup: U-shape¸ space for small group work

Session flow:

Energizer: [7 min]

Invite a volunteer from the participants to introduce an energizer to the group

Part I: [5 min]

Facilitator asks the participants "What do you understand when you hear the Advocacy action plan and why it's needed?" and then give the flow to 2-3 participants in the circle to explain.

Part II: [35 min]

➤ Next question to the participants is:

➤ What do you think are the main elements that have to be part of an Advocacy action plan?

➤ Split the group into 4 spall groups and allocate them in the four corners of the training room, equipping them with a flipchart paper and a marker. Invite them to discuss and describe the main elements of an advocacy action plan and to choose the speaker [15 min]

➤ Invite the speakers to present their products [20 min]

Reflection

Invite the participants of the group to share their feelings and thoughts about the new learning. [5 min]

Closing and Evaluation [8 min]

Before the end of this part of the session spread the handout Steps in Advocacy Planning among the participants, or preset them on a screen and invite them to comment their impressions

➤ **Material(s) for the facilitator:**
➤ **Material(s) for the participants:** flip-chart papers, markers, papers, pens, handout Steps in Advocacy Planning

Steps in Advocacy Planning:

1.Identifying an Issue
- ➤ Identify an issue that is a problem that affects your community that you think needs to be addressed.
- ➤ Consider how the problem is addressed in national policies and whether policy commitments are being implemented at the community level.

2.Formulating an Advocacy Goal and Objectives
- ➤ Define an advocacy goal—i.e. the broad, long-term result or vision that you are hoping to achieve.
- ➤ Formulate SMART advocacy objective(s)—i.e. the specific results that contribute to the goal. The objectives define the change you want to see, including who will be targeted, the actions you want them to take, the degree of change, and the time frame.

3.Identifying and Analysing Target Audiences
- ➤ Identify primary target audiences—i.e. the policy makers and institutions with the direct power to affect your advocacy objective.
- ➤ Identify secondary target audience—i.e. those who are positioned to influence your primary audiences.
- ➤ Analyse the primary and secondary audiences to understand their knowledge, values, and beliefs about he advocacy issue. Selecting Appropriate Activities and Materials. Consider the key audience characteristics (literacy,social standing, etc.) that influence what types of advocacy activities and materials will be most effective in reaching and convincing the target audiences. Also consider other factors such as timing and cost.

4.Selecting Appropriate Activities and Materials. Consider the key audience characteristics (literacy, social standing, etc.) that influence what types of advocacy activities and materials will be most effective in reaching and convincing the target audiences. Also consider other factors such as timing and cost.

5.Developing Advocacy Messages
- ➤ Develop clear, concise messages that are tailored for each target audience.
- ➤ Ensure that messages include a call to action for a specific target audience.

6.Developing an Implementation Plan
- ➤ Identify the target audiences, the type of activity, which resources are needed, who will be in charge of the activity, and the timeframe for each advocacy activity.
- ➤ Identify preparatory activities that need to be completed before beginning the advocacy activities.

7.Developing a Monitoring and Evaluation Plan
- ➤ Identify what information to collect (called the "indicators") and how to collect

DAY III

Session II

Applying Intersectional Lenses to Needs Assessment

Objectives:

Participants will be able to:

➤ Understand the concepts of an intersectional and human rights-based approach to needs assessment
➤ Recognize the importance of inclusion

Methods: Group work, open discussion, video screening

Age of participants: 18+

Group size: Up to 30

Time: 90 min

Materials: Stories on 4 different papers; Video: https://www.youtube.com/watch?v=w6dnj2IyYjE

Room setup: U shaped

Session flow:

Part I. Open discussion on the importance of needs assessment [10 min]

➤Open the session by asking the participants:

1. How do you understand the concept of needs assessment?
2. Why is it important to define the needs for advocacy?
3. Can we address all the needs of young people at once?

➤Let 2-3 participants express their opinions on the question. Highlight the main concepts if expressed by some of the participants, such as – needs assessment is about finding gaps; needs are something that is lacking for someone's well-being; advocacy should aim at filling the gaps/meeting the needs; prioritizing the needs is an important process. If not shared by the participants, make sure to summarize conversations by emphasizing the above concepts. Wrap the open discussion up by explaining that 'A needs assessment implies there is a gap or discrepancy between the current conditions – **'what is'** – and the ideal conditions – **'what should be''**[1] therefore "A needs assessment is a systematic process that provides information about social needs or issues in a place or population group and determines which issues should be prioritised for action."

Part II. Group work - Intersectional Lenses [55 min]

➤ Divide participants into 4 groups. Prepare 4 different scenarios in advance and write them on separate papers. Gave 1 paper/1 scenario to each group. [5 min]

1. Ana is a 21 years old girl, living in the capital city of X country. Ana wants to visit a health center to receive consultation on birth control methods. Explain what are the possible barriers that she may experience.
2. Ana is a 21 years old girl, living in the village with her family. Ana wants to visit a health center to receive consultation on birth control methods. Explain what are the possible barriers that she may experience
3. Ana is a 21 years old girl, living in the village with her family, Ana uses a wheelchair to move around. She wants to visit a health center to receive consultation on birth control methods. Explain what are the possible barriers that she may experience
4. Ana is a 21 years old girl living with her family in the village. Ana represents the religious minorities. Ana is also queer. She wants to visit a health center to receive consultation on birth control methods. Explain what are the possible barriers that she may experience

➤ Give 15 minutes to groups to discuss their respective scenarios and identify the barriers that can be experienced in each situation by Ana.

➤ After group discussions, invite participants to briefly present their work. [10 min]

➤ At the end of the presentations, ask participants what were the decisive factors in deciding on possible barriers. Who would face the most barriers among these four scenarios and why? [10 min]

➤Explain that there might be groups of people with similar characteristics, same age, same race, same religion and etc, but individuals may have their unique features, experiences, belonging to certain groups, and so on, which makes their situation completely different and unique from others. Therefore, intersectionality refers to multiple layers of someone's identity and those different layers may become the ground for discrimination or privileges. For example, the lived experiences of a white-skinned woman and a dark-skinned woman might be completely different, yet they both may experience oppression towards them as women, however, a black woman may be objected to more discrimination due to her skin color. To sum up, 'Intersectionality' refers to the ways in which different aspects of a person's identity intersect with each and can expose them to overlapping forms of discrimination and marginalisation, or privileges and advantages.

➤ To explain the concept of intersectionality, let participants watch the following video: Intersectionality 101 https://www.youtube.com/watch?v=w6dnj2IyYjE

➤Spend 15 minutes watching the video and let participants share their impressions afterward. Summarize this part of the session by emphasizing that applying intersectional lenses in the process of needs assessment allows us to see the specific needs that individuals or groups of individuals may have, which results in better needs-tailored advocacy actions. Explain that the intersectional approach is an important way to ensure inclusion. Inclusion is a state of being valued, respected and supported.

Part III. Human Rights-Based Approach [20 min]

Brainstorming [5 min]

➤ Start this part of the session by asking the participants what they know of the Human Rights-Based Approach (HRBA).

➤ Spend 15 minutes for the rest of the session. After hearing a couple of opinions, explain that all the advocacy actions need to be in line with human rights by respecting the major principles of the human rights system: universality and inalienability; indivisibility; inter-dependence and inter-elatedness; non-discrimination and equality; participation and inclusion; accountability and the rule of law.2 Accordingly, the human rights-based approach focuses on those who are most marginalized, excluded or discriminated against. This often requires an analysis of gender norms, different forms of discrimination, and power imbalances to ensure that interventions reach the most marginalized segments of the population.

➤ Let the participants watch the following video: Human Rights-Based Approach by the Danish Institute for Human Rights https://www.youtube.com/watch?v=DchjpjHOoaE

➤ Ask the participants what are their impressions after watching the video. Explain that HRBA helps us in the advocacy process to understand that our actions will respond the certain needs, however, the end goal has to be the protection and realization of human rights. While the needs are temporary conditions of individuals, human rights are indivisible and inalienable. Therefore, it is important to fulfil the rights of people, rather than the needs of beneficiaries.

➤ The HRBA is also an important tool to analyse who are the rights-holders and who are the duty-bearers, thus those institutions which need to ensure that the rights of rights-holders are being fulfilled. This will be an important process while analysing the stakeholders, allies, and target groups.

Closing and Evaluation [5 min]

Conclude the session by asking the participants what are the main takeaways from this session? Was there something that they never heard before? Wrap the session up emphasizing that these approaches will be important in planning for the advocacy actions throughout the training course.

Material(s) for the facilitator:

Additional reading: 'Needs Assessment' Guidance prepared by the Australian Government, available here: https://aifs.gov.au/sites/default/files/publication-documents/1902_expp_needs_assessment_0_0.pdf

Laptop with internet connection. If not, make sure to download the videos beforehand.

Material(s) for the participants: 4 different scenarios for the group work, flip-chart papers, markers.

DAY III
Session III

Identifying the Issue (Cause, Effects and Root Analyses): What is Missing?

Objectives:

Participants will be able to:

➤ Identify the young people problems
➤ Do cause, effects and root analyses
➤ Develop cause effects' charts
➤ Identify the problem for which the advocacy action could be a solution

Methods: Small group work, open discussion

Age of participants: 18+

Group size: Up to 30

Time: 60 min

Materials: Flipchart paper, markers,

Room setup: O-shape, space for small group work

Session flow:

Energizer

Part I: [30 min]

➤ Explain the objectives of this session, introduce the topic and the activity.

➤ Split the participants in 4 small groups and inform them that these will be their groups for development an advocacy plan. Ask the groups to choose a youth issue/problem they consider important and need to be addressed by advocacy actions and to write the issue or problem they have selected in the middle of a big piece of paper. At the top of the paper write 'Effects', at the bottom write 'Causes'.

➤ In the space below the problem, ask them to draw or write as many causes of the problem as they can think of. Draw an arrow from each cause to the issue or problem in the centre. Causes can be people, organisations, attitudes, poverty, types of behaviour, lack of knowledge – anything.

➤ Ask them to look at each cause and find deeper causes, by asking, 'What causes that cause?' They should add these causes, connecting them with arrows.

➤Next, ask the participants to write the effects of the problem in the top half of the paper. Draw an arrow from the problem in the centre up to each effect.

➤Look at each effect and ask, 'What further effect will that have?' Add effects of effects, and connect them with arrows.

Part II [15 min]

➤ After the groups have completed their cause-and-effect charts, ask them to look at the causes, and circle the ones that could be changed or improved with the help of influential people or institutions (i.e., the ones for which advocacy could be a solution).

➤Ask the groups to select 2-3 possible advocacy solutions. When thinking of solutions, they can also use their previous experience or the experience of others who have worked on the same issue or problem. Another way to identify solutions is to 'reverse' a cause of the issue or problem – for example, if one cause of stigma is the silence of community leaders, a solution would be the opposite: for community leaders to speak publicly in support of people living with HIV/AIDS.

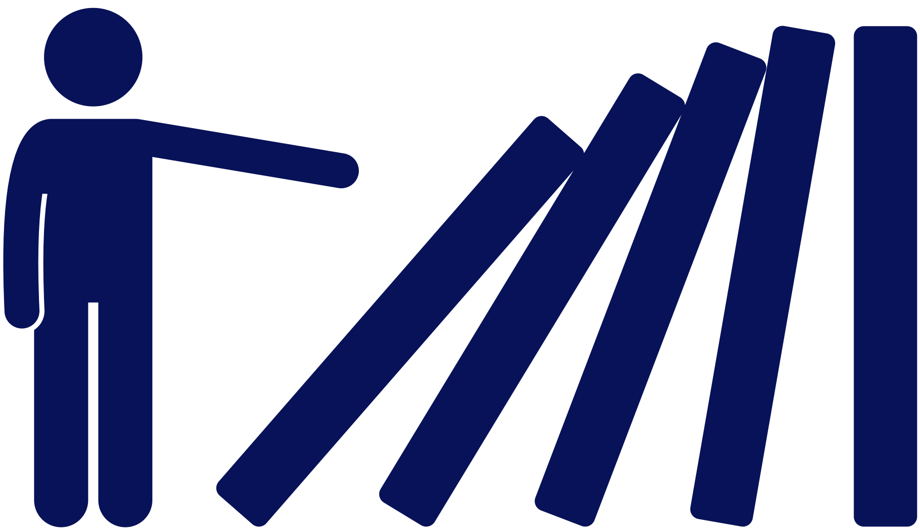
Reflection [10 min]

Invite the participants of the group to share the problems and solutions

Closing and evaluation [5 min]

Invite participants to describe what they learn in this session with one word.

Material(s) for the participants: flip-chart papers, markers, papers, pens



DAY III

Session IV

Goal and Objectives

Objectives:

➤Understand the advocacy goal and objectives
➤Learn how to plan goal and objectives for their advocacy initiative

Methods: Brainstorming, group work, discussion

Age of participants: 16+

Group size: Up to 30

Time: 75 min

Room setup: U shaped; space for small group work

Session flow:

A warm-up exercise [8-10 min]

Explain the objective of the session, introduce the topic and the activity using the following introduction
It is important to have a clear vision of what we want to achieve. This can help us to decide what changes are necessary to reach a solution that will solve (or at least improve) the issue or problem we have identified. Planning advocacy work is similar to planning other activities – it is easier to plan appropriate activities if we first identify goals and objectives. We need to understand the difference between goal, objectives and activities.

➤ Goal is the long-term result that you are seeking.
➤ Objective is a short-term target that contributes towards achieving the long-term goal; objectives describe the 'outcome' (end result) of activities.

Without a clear goal and objectives, it is very difficult to evaluate our work. Unless you know your destination, you cannot know if you have arrived! Objectives should be 'SMART':

➤ Specific – for example in stating what will be done
➤ Measurable – for example to allow monitoring and evaluation
➤ Appropriate – for example for your vision, mission and goal
➤ Realistic – for example in relation to your potential capacity and experience
➤ Time-bound – for example in relation to when the work will be done.

Part I [40 min]

➤ Invite the participants to form the groups they are working in for the last few sessions. Ask the groups to discuss and to write the advocacy solution they chose in the previous session as their advocacy goal.
[10 min]

➤ Next, ask the groups to write detailed objective(s) for their advocacy work which describe how they will achieve their overall goal. Give the following guidelines for writing advocacy objective(s): **[30 min]**

- Include the policy, practice or law that they want to change
- Include the influential individual, group or institution they are targeting
- Write SMART objectives.

Part II [15 min]

➤ When all the groups have written their goal and objectives, ask them to exchange their goal and objectives with another group. Ask the groups to review the goal and objectives and give feedback.

➤ Ask each group to finalise their goal and objective(s), including the recommendations from the other groups if appropriate.

Reflection [15 min]

Invite the participants of the group to share the problems and solutions [10 min]

Closing and Evaluation [5 min]

Invite a few participants to describe what they learn in this session.

Material(s) for the participants: flip-chart papers, markers, papers, pens

DAY IV
Session I

Allies and Partnership. Dealing with the Opposition

Objectives:

➤ Identify individuals, groups or institutions that can assist or oppose in achieving their advocacy objectives
➤ Understand how to network with the potential allies and partners for achieving their advocacy cause and how to deal with the ones, opposing the change

Methods: Brainstorming, group work, discussion

Age of participants: 16+

Group size: Up to 30

Time: 90 min

Room setup: World cafe, U shaped

Session flow:

A warm-up exercise [8-10 min]

Part I [10 min]

➤ Explain the objective of this session, introduce the topic and the activity.

➤ Working with the whole group, clarify the difference between a target and an ally, and how some allies can also be indirect targets.

➤ Facilitate a discussion with the participants to share their experiences of working in nonadvocacy-related partnerships or coalitions for their work.

➤ Focus the discussion on working in partnerships specifically for advocacy. Questions might include:

1. What are your experiences of advocacy work with others?
2. What were the main advantages and disadvantages you identified in working with others to undertake advocacy?
3. What are the differences and similarities between partnerships for advocacy and partnerships for other activities?

Part II: Identify your allies [30 min]

➤ Ask the participants to return to their groups, and draw their potential allies on an **Allies and Opponents Matrix**. [20 min]

➤ Give them the following guideline questions:

1. Who could have a positive impact on the issue that has been chosen? Who else is already working on this issue?
2. Who are usually your 'natural' allies? Are they true allies for this issue?
3. What is their influence?
4. Are they happy to work in a coalition?

➤ Ask the participants to comment the following questions for each ally:

1. What they will gain by joining your alliance
2. What they can offer to the advocacy work
3. What are their limitations?
4. How would you approach them to build a network- plan specific solutions for different allies, if needed.

➤ Ensure that the participants do not feel that they should always work in coalitions with others as a result of this activity.

➤ Invite the groups to share their products [10 min]

Part III: Identify your opposers [30 min]

➤ Ask the participants to return to their groups, and draw their potential opposers on an **Allies and Opponents Matrix**. [20 min]

➤ Give them the following guideline questions:

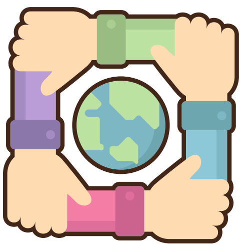
1. Who might be opposers to the change?
2. What could be their motives?
3. What is their influence?
4. How would you try to influence/ avoid them – plan different solutions for different opposers if needed.

Reflection [5 min]

Invite the participants of the group to share their feelings and thoughts about the new learning.

Material(s) for the facilitator: Coalitions and Oppositions

Material(s) for the participants: flip-chart papers, markers, papers, pens, Allies and Opponents Matrix.



Coalitions and Oppositions

In **some** cases, a coalition of people or organisations doing advocacy work can achieve more together than individually. However, coalitions take time and energy to establish and maintain because they require building trusting relationships with other people and keeping people constantly informed and involved. Many advocates find this part of their work the most difficult and yet the most rewarding, both professionally and personally.
Coalitions can be short term or long term, and formal or informal. For example, in the short term they can take advantage of gatherings such as meetings, conferences and workshops to promote an issue and gather signatures for petitions. Alternatively, campaigns and actions can be undertaken over several years. Forming a coalition with allies to undertake advocacy work is not the same as being part of a network, but networks can also be useful to share information between organisations.

Examples of possible allies to form coalitions in the field of HIV/AIDS include:

➤ Other people directly affected by the issue or problem, such as people living with HIV/AIDS, orphan groups, etc.

➤ Other AIDS service organisations (ASOs), community-based organisations (CBOs), nongovernmental organisations (NGOs), including human rights and health organisations

➤ Other components of civil society (supportive unions, religious institutions or leaders, community leaders)

➤ Business people

➤ Supportive or sympathetic journalists

➤ Supportive local/national government officials who can lobby from inside

➤ Allies in other parts of the country, or other countries – counterpart organisations who could push from outside

There is sometimes overlap between allies and 'indirect targets', i.e., indirect targets may be sympathetic to your advocacy objective and may also have influence over influential people, but need some initial influencing to persuade them to support change that needs to be made.

Networks and coalitions can be used to build consensus among a group of people with different vested interests. Working together can also increase legitimacy and accessibility in relation to addressing the issue or problem. However, partnerships do not always work based on complete agreement. Where people have different views, it can mean agreeing to speak with a majority voice.

Natural allies are those working on the same issue who have mutual respect for the role each other has in addressing the issue or problem.
Participants may become confused about the difference between indirect targets and allies. This is because those identified as indirect targets may become allies in the future.

To increase the chances of success, advocacy networks must identify and study all of the individuals and groups that may support the network's issue and goal as well as those that may oppose the issue and goal.

The advocacy campaign's target audiences are determined for each advocacy objective and include the primary target audience—persons and/or institutional bodies that themselves have decision making authority—as well as the secondary target audience—persons and institutional bodies that can influence the decision makers.

Documenting information on these audiences helps the network target its advocacy activities, develop effective messages, and select appropriate channels of communication.

While the categories of people in the target audience are not identical in every setting, the policy advocacy target audience is likely to include political leaders, national and local government officials, private and public sector service providers, the media, religious and traditional leaders, NGOs, women's organizations, professional associations, and business and civic groups. In some places and for some issues, the range of audiences is even wider and may encompass groups that are unlikely ever to meet each other, such as foreign donors or traditional healers.

Once the target audiences are identified, the network must determine the level of support or opposition to be expected from those representing the primary and secondary target audiences.

For many reasons—religious, cultural, and historical—family planning/reproductive health issues are often controversial. People on both sides of the issue feel strongly that their position is the right one; therefore, they are willing to devote considerable resources to supporting that position.

Whether opposition is mild or strong, advocacy networks should be prepared to address it in ways that are most beneficial to their own efforts. The best advice is to be as informed as possible about the opposition's specific issues and base of support and to preempt oppositional efforts with messages that anticipate and refute the opposition's arguments.

On the other side of the coin, advocacy networks often dedicate themselves to broadening their base of support. The larger the number of persons or groups working to achieve the advocacy objective, the greater are the chances of success.

Networks can create coalitions with other networks or formal groups, expand their own membership, create alliances with commercial or private sector entities, and/or generate public and community support to enlarge their support base.

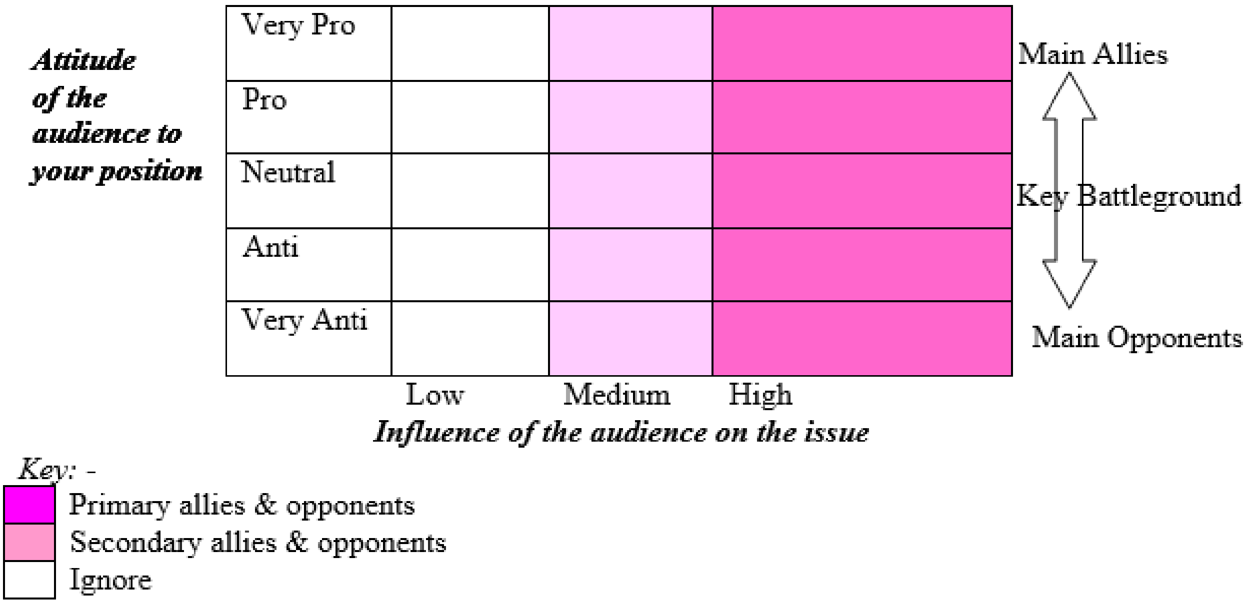
Allies and Opponents Matrix

Description and Purpose:

This tool is a matrix that can be used to categorize the allies and opponents of your advocacy issue. It helps to identify your main allies and opponents, and those whose neutral position make them targets.

Method:

➤ Consider and categorize the allies and opponents of your advocacy issue using the following matrix. Write the name of the individual or name of the organization on a post it note and plot them on the chart according to your perception of their attitude towards and influence over the issue you intend to advocate on.



1. Opponents: Individuals or organizations who may oppose the advocacy campaign because they may be impacted negatively by the changes advocated, because of disagreement about underlying values or merely because they may lose face.
2. Allies: Beneficiaries, individuals or organizations who will directly benefit or who can be persuaded to support your advocacy effort because of sympathetic concerns and similar values.
3. Targets: Individuals or organizations that have the power to effect the policy change or change in implementation of a policy or practice that is outlined in your advocacy objective.

➤ Use this sorting process as a vehicle for discussion. It is very possible that some individuals within the same organization may be allies and others may be neutral or opponents, and that their position may change over time (perhaps as a result of your advocacy!) You can use the matrix to discuss whether the assessment of main allies, targets, and opponents and neutral players is correct, and move your post it notes around accordingly. There may be factors that influence this analysis (e.g. reasons behind neutrality that would make it a waste of effort to try to influence).

➤ Keep for consideration in the strategic planning process.

➤ From the matrix, you can identify which of the following five influencing strategies may be most appropriate:

1. Build alliances (with allies)
2. Persuading the stakeholder that the issue is important (mainly for allies with high influence but low interest)
3. Persuading the stakeholder that your position is right (mainly for influential neutrals, targets and soft opponents)
4. Helping to increase the influence of the stakeholder (mainly for allies with low influence)
5. Reducing the influence of the stakeholder (mainly for opponents with high influence)

➤ You will need to prioritize the stakeholder groups you can target, and plan strategically according to available human and financial resources.

DAY IV
Session II

“Keys for the Change”
Effective Messaging for Advocacy Campaigns

Objectives:

➤ Understand the importance of effective messaging in advocacy campaigns.

➤ Learn about the methods for framing a core message and discuss the “dos and don'ts” while c communicating the messages

Methods: Brainstorming, group work, open discussion

Age of participants: 16+

Group size: Up to 30

Time: 90 min

Materials: Flipcharts, markers

Room setup: U shaped; space for individual work

Session flow:

Part I. What is a message and why is it needed? [20 min]

➤ Open the session by brainstorming – ask participants what is a “message” in their opinion. After hearing several ideas, continue brainstorming the direction of why effective messaging is important for an advocacy campaign. Ask participants to share their lived experiences, if they recall any moments of their personal and professional lives when they worked on creating a message? Ask participants some of the famous messages that well-known brands use – pick one or two and ask them why these messages are effective, what is the impact that they create? If participants cannot name any, propose for example Think Different – by Apple, Belong anywhere – by Airbnb.

➤ Summarize the brainstorming by explaining that *“a message is a piece of information addressed to an individual or group, which has an effect on the attitude, behaviour, knowledge, values and/or actions of the individual or group being exposed to it.”*[1] Emphasize that the key concept is a change that this effect can cause in the audience, in other words – among the target groups. Also, explain that the message is not only a piece of text but it can also be communicated with visuals, including videos, audio, art, movements, etc. *A large part of any advocacy effort is about shaping messages and putting everything in place for that message to achieve a concrete and measurable change of belief or behaviour among the individuals or groups exposed to it.*

Part II. Talk to the heart, head and hand [40 min]

➤ After the opening brainstorming, present the following model – explain that an effective message should be directed to the **heart, head and hand** of the audience. It is important to reflect on these questions while framing a key message:

1. **Heart** – To appeal to people's hearts, bring in emotional and personal stories that your audience will care about and believe in.

- How can you make your desired audience care about the topic?
- What emotions can you trigger?
- What tone will you use? Hope, anger, fear... these should be reflected in your messages.

2. **Head** – Appealing to the head or brain means using words, facts and figures to support your advocacy

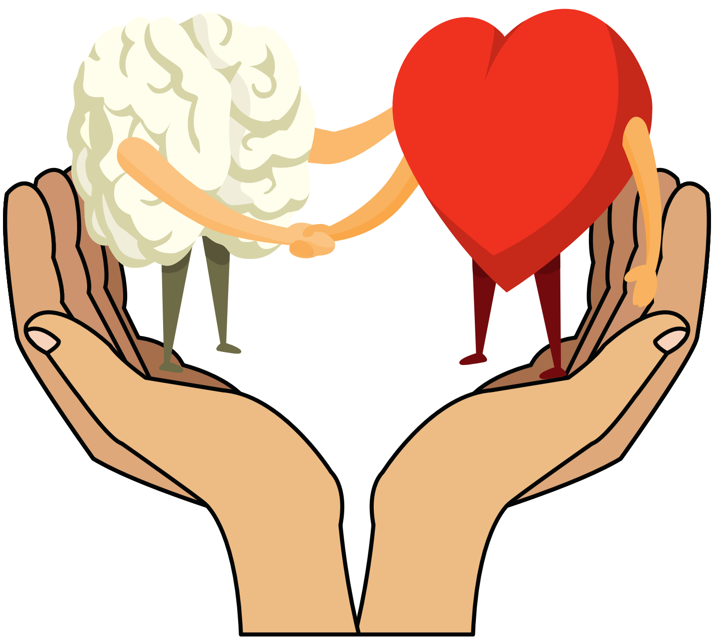
- What facts and figures can be striking for your audience?
- What concrete and practical solution can you bring through your message?

3. **Hand** – Appeal to people's hands or their ability to get involved. People need to feel invited to join you and want to know how their involvement can make a difference.

- What can your audience do?
- What call to action do you include in your message?

➤ Divide participants into 4 or 5 small groups, considering the size of the group. Ask them to reflect on the questions that were presented previously, depending on their advocacy campaign idea, and ask them to frame a message that corresponds to the outlined questions under 'heart', 'head', and 'hand'. Give 20 minutes for small group work, after which each group will be requested to present the key messages. The groups should present their key messages by talking to the heart, head, and hand – explaining how the framed key message corresponds to this method.

➤ Summarize this part by highlighting that the message needs to act as a "key" that will enable change. Without effective key messages advocacy campaigns may lose the impact that was desired to achieve.



Part III. Dos and Don’ts [20 min]

➤In the following part of the session distribute green, red and yellow stickers among participants. Explain that the facilitator will read out several statements, the participants need to raise a green sticker if they think that the statement falls into DO category, and participants will need to raise a red sticker if the statement needs to be under DON’T category, yellow indicates that they don’t have a clear answer at that point,

The list of the statements:

- Using data and facts to back your case, and knowing how to use them in your specific context (Do)
- Use only facts and data (Don’t)
- Use facts and data, but also real-life experience and grassroots experience (Do)
- Know the position, interests, knowledge and motivations of your target (Do)
- Speak about many issues in your advocacy action – ‘Gain several benefits by one shot’ (Don’t)
- Know the counterarguments to your vision (Do)
- If you are not sure of something, hide it, it is the important audience not to notice that you are not sure of something (Don’t)
- Be focused on a clear demand for change (Do)
- Meet and engage only with people who agree with you, so you can avoid confrontation (Don’t)
- Test your messages and campaigns before going public (Do)
- Give up if you don’t reach the results in a short period (Don’t)
- Adjust your message to the knowledge and interests of your audience (Do)
- Become an expert on the issue you are fighting for (Do)
- After reading out each statement and asking participants to show their position by raising one of the colors of the stickers, ask them what is the motivation for their position. After hearing several positions, briefly explain why each statement falls into a specific category. Sum up this part by highlighting that there are no ready recipes for framing an effective message, it is also hard to see the results soon, therefore, it is important to be patient. Constant reflection and evaluation of key messages are important for improving the communication methods and the key messages themselves.

Debriefing [5 min]

Before closing, ask participants what was interesting about this session for them – was there something that they find useful for their work? Also, was there something that they would like to have more information on? Make sure to gather additional resources from the below materials, that can be later shared with participants.

Closing [5 min]

Wrap up the session by thanking participants for active participation and explaining that the next session will focus on the methods, and channels to communicate the key messages.

Material(s) for the facilitator:

European Youth Forum “Advocacy Handbook”
https://www.youthforum.org/files/220201-Advocacy-Toolkit.pdf
UNICEF Youth Advocacy Guide
https://www.unicef.org/lac/media/38341/file/ENG-Unicef-youth-advocacy-guide.pdf
IPPF Young People as Advocates – Your Action for Change Toolkit
https://www.ippf.org/sites/default/files/web_young_people_as_advocates.pdf

DAY IV
Session III

Make Your Message Heard
Platforms and Communication Channels for Advocacy

Objectives:

➤ Understand the importance of communicating the advocacy messages properly reaching out to the target audience
➤ Analyse the pros and cons of some of the communication channels and platform
➤ Share lived experiences

Methods: Brainstorming, group work, open discussion

Age of participants: 16+

Group size: Up to 30

Time: 60 min

Materials: Flipchart, markers, written roles and key messages on the small papers;

Room setup: U shaped; space for individual work

Session flow:

Part I. Informational Chaos [35 min]

➤ Choose 4 volunteers from the participants. Give each participant a key message written on the papers. The examples for the key messages (participants could also come up with another advocacy message):

1. Black Lives Matter
2. End sexual harassment at the workplace #Metoo
3. Whatever you do for me but without me, you do against me
4. There is no Planet B

➤ Ask volunteers not to share their messages with others. Choose 2 more volunteers from the group and assign them the roles to act as information channels or individuals who spread fake news and conspiracy theories. Assign another 1 volunteer to the role of a government that bans some social media channels. Assign 2 more participants to the role of the police. Remind them that volunteers should not share their roles with others.

After everyone gets their roles, ask the rest of the participants to do whatever they want – make chaos in the room. Give them 2 minutes to let them transform into their chaotic mood. Meanwhile, instruct volunteer advocates to find a way to communicate their messages.

This can be done via a poster, social media campaign, simulation, protest, manifestation, or any other form they can think of. Those who got the roles of fake news spreaders should try to overshadow the key messages with fake news; those with the roles of restrictive governments need to limit some of the communication channels; those with the roles of police may protect the advocates, or riot them.

➤ Give 10 minutes to everyone to follow their instructions and observe the process. After that ask participants to leave their roles and go back to the circle. Ask participants what just happened – they should be able to identify the process and realize that getting a message out there happens in informational chaos, it's a process when you may come across certain barriers, such as restrictive governments, violent police, fake news spreaders, and so on. Let advocates who were assigned to make their key messages heard by the audience share their feelings – was it easy for them to find the ways to do that? What were some of the obstacles experienced?

Ask everyone if they ever had a similar experience in real life – how they dealt with that. What were the key learnings?

Part II. Methods, Channels and Platforms for Advocacy [20 min]

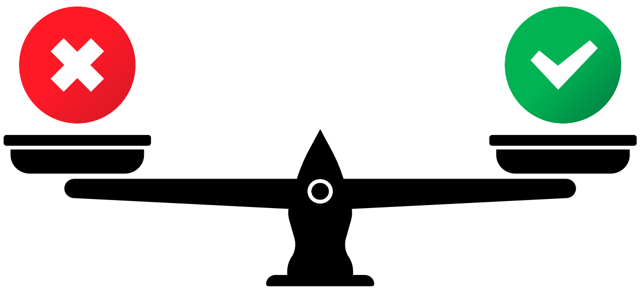
In this part of the session, ask participants to name the methods, channels, and platforms which can be used for making advocacy messages heard. Write down all the examples on flipchart paper. Discuss each idea with participants and understand what can be the pros and cons.
Some of the examples that can be discussed are:

1. ***Use already existing mechanisms to participate in the decision-making***

- ***Pros:*** *There is no need to invent the new wheel, if there are mechanisms to get involved in the decision-making process, it is smart to use them to make your message heard, for example, attend public hearings, participate in the elections, meet with decision-makers, participate in public events where policy-makers are also presented*
- ***Cons:*** *Not everyone has access to or awareness of these mechanisms; restrictive governments do not provide such open and safe environments;*

2. ***Use social media***

- ***Pros:*** *enables to get the message out rapidly and reach out to a larger audience; accommodates different forms of messaging (visuals, audios); Can have a viral nature – sharing power;*
- ***Cons:*** *Not protected from fake news; Does not have good filtering mechanisms; largely unregulated; digital fatigue*



1. ***Using traditional media (radio, magazines, newspapers; TV)***

- *Different forms of traditional media have distinct pros and cons, overall depending on the context these are the general pros and cons:*
- ***Pros:*** *reaching out to specific groups of the audience, for example, elderly people may not be using social media; Increased coverage;*
- ***Cons:*** *long lead times; advertisement cuts; limited 'shelf" life; a lack of sharing moments;*

2. ***Word of mouth***

- ***Pros:*** *cost-effective; quick spread;*
- ***Cons:*** *Fake news; the unpredictability of the results; uncontrollable*

3. ***Involve 'Influencers"***

- ***Pros:*** *Larger audience; wide coverage; investing in the trust of the followers towards influencer;*
- ***Cons:*** *partnering with the wrong influencer; high costs; legal issues*

➤ If participants name any other method, channel, or platform, ask them to think about the pros and cons. Summarize the session by saying that there is no perfect way, or channel of the platform to put your key message through. Each context requires a thorough analysis, before sending the message out. For example, if in X country people do not have good access to Facebook, consider using another social media that is more used by the target communities and etc;

Debriefing [5 min]

Before closing, ask participants what was interesting about this session for them - was there something that they find useful for their work? Also, was there something that they would like to have more information on? Make sure to gather additional resources from the below materials, that can be later shared with participants.

Closing [5 min]

Wrap up the session by thanking participants for active participation. Ask them if there are any additional questions or comments, and clarify if any.

Material(s) for the facilitator:

European Youth Forum "Advocacy Handbook"
https://www.youthforum.org/files/220201-Advocacy-Toolkit.pdf
UNICEF Youth Advocacy Guide
https://www.unicef.org/lac/media/38341/file/ENG-Unicef-youth-advocacy-guide.pdf
IPPF Young People as Advocates - Your Action for Change Toolkit
https://www.ippf.org/sites/default/files/web_young_people_as_advocates.pdf

DAY IV

Session IV

Monitoring and Evaluation

Objectives:

➤ Clarify strategies for monitoring and evaluation of their advocacy efforts

Methods: Presentation, group work, discussion

Age of participants: 16+

Group size: Up to 30

Time: 75 min

Materials: Copy of the chapter in the Advocacy Kit on Monitoring and Evaluation PowerPoint

Room setup: U shaped; space for small group work

Session flow:

A warm-up exercise [8–10 min]

Part I [30 min]

Instructions:

➤ Explain the objective of the session and the activity.

➤ Ask the following question in the entire group:

➤ Is it important to monitor and evaluate in advocacy work?

➤ If so, why?

➤ Ask participants to turn to the chapter in the Advocacy Kit on Monitoring and Evaluation

.

➤ With the entire group, use the PowerPoint to talk through the importance and strategies for evaluating advocacy efforts.

➤ Ask participants to share their experiences with monitoring and evaluation – and strategies for success.

Part II [30 min]

➤ Ask the regular groups to write some indicators (descriptions of the evidence required, or definitions of success) that would demonstrate whether their advocacy objective(s) were being met. This can be done by adding a column of indicators for each specific activity in their action plan, as well as for the objective(s) as a whole. Before participants go to their groups, ask them: How do objectives help us to write impact indicators?

➤ Distribute the Handout 'Methods of monitoring and evaluating advocacy work', from the end of this section, to provide participants with further information.

➤ Once this activity is completed, ask the groups to choose some methods for monitoring the indicators for their advocacy work, and write these below their indicators. Once again, the Handout "Methods of monitoring .." will be helpful in providing ideas.

➤ Ask some of the groups to present their work and facilitate a discussion with the entire group of participants. As part of this discussion, ask the participants:

- Thinking of the case studies, or your own advocacy experience, how do we decide whether our advocacy work has been successful? How do we evaluate it?
- How can we use the information we collect from monitoring and evaluation?

Facilitators' Notes

➤ Make sure that participants refer back to their objective(s).

➤ Encourage participants to use the qualitative and quantitative indicators described in Handout "Methods of monitoring ...

➤ Remind participants that advocacy is about change – how can they show that the desired change has occurred?

Reflection [5 min]

Invite the participants of the group to share their feelings and thoughts about the new learning.

Material(s) for the facilitator: Information for the PowerPoint; UNFPA Advocacy Kit

Material(s) for the participants: flip-chart papers, markers, papers, pens, Handout 'Methods of monitoring and evaluating advocacy work',

MONITORING AND EVALUATION

Information for PowerPoint Presentation

Continuity does not end — advocacy is an ongoing learning process of planning, reflecting and acting.

Advocacy efforts must be evaluated in the same way as any other communication campaign. Since advocacy often only provides partial results, an advocacy team needs to monitor and measure regularly and objectively what has been accomplished and what more remains to be done.

Monitoring is the measurement of progress towards the achievement of set objectives, noting which activities are going well and which are not. Evaluation is about judging the quality and impact of activities. Evaluation asks why some actions went well and others did not, and why some activities had the desired impact while others did not.
Both process evaluation (how you worked) and impact evaluation (what changed) need to be considered (see *Planning* module).

There are numerous ways of monitoring and evaluating advocacy work. Methods can be:

1. **Qualitative** (e.g. case studies, stories, opinions, survey questionnaires);
2. **Quantitative** (e.g. statistics or trends that indicate a change over time).

Monitoring methods should be chosen according to the indicators that you have selected to evaluate the impact of your work. Monitoring methods may include:

- Keeping records of meetings, correspondence or conversations with target audiences and the responses elicited;
- Tracking when your key messages or briefing notes are used by elected officials, other key influencers or the media;
- Carrying out surveys and interviews to determine the impact your actions have had and the recognition they have received;
- Monitoring the media and keeping track of coverage of your topic in the media.

Evaluation should be based on **the goals and objectives that were set** at the outset of the advocacy planning process. Questions that you might ask in order to evaluate the impact of your work are as follows:

- Have you achieved your objectives?
- How many meetings have you had with key target decision-makers and what were the outcomes of those meetings?
- What actions were taken by these target decision-makers?
- Is the situation better than before? By how much?
- If there is no change, how might you change your advocacy methods?
- What would you do differently next time?
- Are the people involved with the advocacy effort happy with the results and the way the work was implemented? Are they still involved?

Cancer control outcome indicators will be useful for determining what difference advocacy efforts have made. *National cancer control programmes: policies and management guidelines* (WHO, 2002) or the *Early detection*, *Diagnosis and treatment* and *Palliative care* modules provide further information and guidance on appropriate monitoring and evaluation frameworks that are relevant to comprehensive cancer control and its components.

Go to http://www.who.int/cancer/modules/en/index.html

Methods of monitoring and evaluating advocacy work *(Handout)*

➤ **Monitoring** is the measurement of progress towards achievement of objectives, and noting which activities are going well and which are not.

➤ **Evaluation** is about making judgements about quality and impact. Evaluation asks why some activities went well and others did not. It also looks at the impact of activities, on the people affected by the problem or issue, on the organization and anyone else.

There are numerous ways of monitoring and evaluating our advocacy work. The same methods can be used in advocacy as in monitoring and evaluating other activities. Methods can be:

- **Qualitative** (for example, case studies, stories, opinions, feelings)
- **Quantitative** (for example, statistics, numbers).

When monitoring and evaluating, we need to agree on our definitions of success, i.e., agree on the signs that will show us whether the situation is improving or not – these signs are impact **indicators**. Well-written aims and SMART objectives often make it obvious what kinds of evidence (indicators) are needed. For example:

Advocacy objective: To stop police harassment of sex workers (SWs) in Ulaan Baator by November 2003

- *Quantitative indicators:* Reduction in violence, extortion and arrests
- *Qualitative indicators:* SWs do not fear police, police attitudes more positive.

People affected by the problem or issue are often the best people to choose indicators of success and monitoring and evaluation methods, and undertake the monitoring and evaluation.

Monitoring methods can be simple or complex, depending on indicators and resources.

For example, they may include:

- Keeping records of anecdotes and conversations with target audiences
- Tracking when others have used your arguments or wording in their literature or presentations
- Keeping significant letters and e-mails that have been received
- Documenting and filing the messages that you have put out, number of meetings held, and invitations to contribute to the issue from key external parties
- Carrying out surveys and interviews to determine the impact that your actions have made
- Monitoring the media for mentions of your work.

Whatever methods you choose, try to only collect information that **will be useful** in relation to your indicators. Evaluating your work does not need to be a complex process. It can be simply analysing, discussing and making judgements from your monitoring information.

Here are some examples of questions that may be useful:

- Have you achieved your aim and objectives?
- Is the situation better than before? By how much? If not, do you need to change your aim and objectives?
- If you did not achieve what you set out to do, why not? What will you do differently next time?
- Are the people involved in the advocacy work happy with the results? With the process?

DAY V
Session I

Multiplying Impact/ Part I
Planning for the Next Steps

Objectives:

Participants will be able to:

➤ Multiply the impact of the training
➤ Encourage practice-oriented learning
➤ Have a clear vision of follow-up activities in partner countries upon completion of the training

Methods: Work in small groups, presentations

Age of participants: 18+

Group size: Up to 30

Time: 90 min

Materials: Individual flip-chart papers for small groups, markers, sticky notes

Room setup: Working islands

Session flow:

Training day opening and morning wrap [15 min]

Use the guidance for opening a training day

Part I.

Needs Assessment and Context Analysis [50 min]

Open the session by explaining the purpose of the session. For the planning of the local multiplier activities, it is important to assess the needs, specifically the needs of those with marganizled backgrounds, as well as analyzing the present context locally. Divide participants into country-specific teams. Ask them to answer the following guiding questions:

➤ What are the main challenges that young people face in your community?
➤ Who are the most marginalized and disadvantaged groups? What are their needs?
➤ What is the current context in your community? What are the factors to take into consideration and who are the stakeholders?

Country teams will have 20 minutes to work in small groups and answer the guiding questions. After concluding the first round of group work each country team will merge with the other country team and in the following 15 minutes will present their work to each other. After the second round of work in merged groups, participants will share their experience with the entire group, for which 20 minutes should be allocated.

The experience sharing will be guided by the following questions:

➤ What are the specific needs of young people in your countries?
➤ Are there similarities and common patterns with a country/community that your group has been merged with?
➤ What are the needs that should be addressed as a priority and why?

Part II.

Planning for the Next Steps [30 min]

Participants will work in country teams and prepare a plan for their local activities. The plan should follow the proposed structure:

➤ The aim and objectives of the local activity
➤ The short description of the problem that the local activity is aiming to address
➤ Brief general description of the activity: What is the main topic, what is an approach and methodology
➤ Who is going to be involved and how?
➤ Where it is going to be implemented
➤ Timeline
➤ Resources

Closing [5 min]

Summarize the session by mentioning that participants will present their plans for the local activities in the next session.

DAY V
Session II

Multiplying Impact / Part II.
Letter to Future Self

Objectives:

Participants will be able to:

➤ Multiply the impact of the training
➤ Encourage practice-oriented learning
➤ Have a clear vision of follow-up activities upon completion of the training
➤ Encourage participants to better understand their individual skills, knowledge, capacities, needs, and desires.

Methods: Work in small groups, presentations, individual work

Age of participants: 18+

Group size: Up to 30

Time: 90 min

Materials: Individual flip-chart papers for small groups, markers, A4 papers, envelopes

Room setup: Working islands, U-shape and individual work space

Session flow:

Opening [10 min]

Open the session, propose an energizer or ask a volunteer from the group to lead the warm-up exercise.

Part I.

Needs Assessment and Context Analysis [45 min]

Give participants 10 minutes at the beginning of the session to finish up the work they have started in the previous session. After everyone is ready, let them present their plans for local activities one by one. Allocate 3 minutes per presentation and 2 minutes for the questions and answers. The facilitator should observe the presentations in order to provide feedback. The facilitator should assess the feasibility of the plan, the relevancy of the idea to the purposes of the TACC project, and possible outcomes that can be achieved through the local activities. Feedback will be provided by the facilitator at the end of the session when all the ideas have been presented.

Part II.

Writing a Letter to Future Self [20 min]

Ask participants to grab a piece of paper and envelope and write a letter to their future self. Give 15 minutes for writing. The participants are not supposed to share their letters with each other.

Explain that if anyone wants, they can also type the letter and by using www.futureme.org send it to their emails. The emails can be delivered in the future, at whatever time the person will indicate on the platform. Ask participants to imagine themselves in a year, in 5 year, or even 10 years. Describe their feelings, their dreams and goals, and what they are planning to do to achieve their dreams.

Debriefing: [10 min]

Ask participants:
➤ How was it to write a letter to their future self?
➤ Did the training inspire any of their dreams and goals?
➤ How do they feel at the moment?

Closing: [5 min]

Complete the session with a positive note and wish them to achieve whatever they wrote in the personal letters.

DAY V

Session III

Erasmus Plus, Youth Pass, Certification, Evaluation and Closing

Objectives:

Participants will be able to:

➤ Learn about opportunities through Erasmus Plus
➤ Learn the purpose of Youth Pass and its importance
➤ Provide feedback for the Training Course, and reflect on the overall experience

Methods: Presentations and group reflections

Age of participants: 18+

Group size: Up to 30

Time: 90 min

Materials: Multimedia projector, flip-chart, presentation, pens, and markers

Room setup: Circle

Session flow:

Part I.

Erasmus Plus and Youth Pass presentations [30 min]

The facilitator will present the following PowerPoint slides: European Opportunities for Youth

➤ The facilitator should encourage the participants to share their previous experiences with Erasmus Plus.

➤ The facilitator should share the upcoming opportunities and to encourage the participants to join future projects (if feasible).

➤ The facilitator will explain the Youth Pass and encourage the participants to add their own learnings in the Youth Pass which will be emailed to them shortly after the conclusion of the Training Course.

➤ The facilitators should encourage the participants to ask questions throughout the presentation.

Part II.

Certification [15 min]

The facilitator asks the participants to form a circle. Each participant will be given a Youth Pass that is not theirs. Once everyone has a Youth Pass, at the count of 3, the participants will turn the paper and see the name on the Youth Pass, then they need to find the person as fast as they can.

Part III.

Evaluation and Closing [25 min]

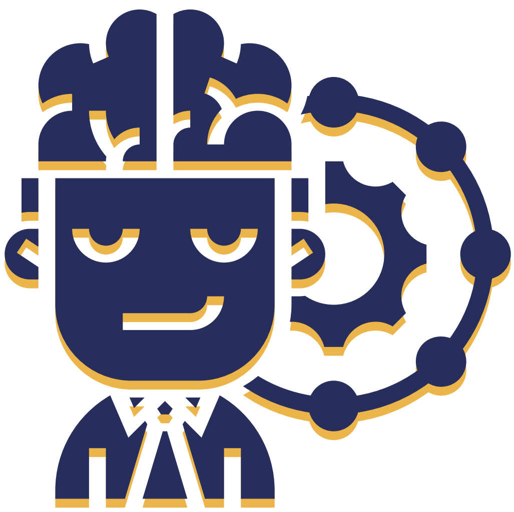
Evaluation Form, Google Form

The facilitator will post the Evaluation Form on the social media platform of the group (Facebook and/or WhatsApp) and give the participants time to complete the form. Additionally, the facilitator will share the importance of the feedback and encourage both positive and constructive feedback.

Closing: [20 min]

End the session with a full group reflection. Create a space for the participants to reflect on their overall experience. Encourage them to share about what they have learned, what they are taking away with them, and any gratitude they want to express.

Material(s) for the facilitator:
PowerPoint slides, European Opportunities for Youth



REFERENCES

1Resources on Young People's Sexual and Reproductive Health (SRH) and Rights

Policies and data on sexual and reproductive health:

• Center for Reproductive Rights: www.reproductiverights.org
• Demographic Health Surveys (DHS): www.measuredhs.com
• Guttmacher Institute: www.guttmacher.org
• International Center for Research on Women: www.icrw.org
• International Women's Health Coalition: www.iwhc.org
• United Nation Population Fund: www.unfpa.org
• UNAIDS: www.unaids.org
• World Health Organization: www.who.int

International organisations working on advocacy for young people's health and/or rights:

• Advocates for Youth: www.advocatesforyouth.org
• Academy for Educational Development (AED): www.aed.org
• Association for Women's Rights in Development: www.awid.org
• CARE International: www.care.org
• The Center for Health and Gender Equity (CHANGE): www.genderhealth.org
• Center for Reproductive Rights: www.reproductiverights.org
• The Centre for Development and Population Activities (CEDPA): www.cedpa.org
• Community HIV/AIDS Mobilization Project: www.champnetwork.org
• Family Care International: www.familycareintl.org
• Family Health International (FHI): www.fhi.org
The Global Youth Coalition on AIDS: www.youthaidscoalition.org
• Guttmacher Institute: www.guttmacher.org
• International Center for Research on Women: www.icrw.org
• International Women's Health Coalition: www.iwhc.org
• The Policy Project: www.policyproject.com

An Advocacy Training Guide:

Appendix: Resources on Young People's Sexual and Reproductive Health (SRH) and Rights

• Population Action International: www.populationaction.org

• Population Reference Bureau: www.prb.org

• Sexuality, Information, and Education Council of the United States: www.siecus.org

• The Swedish Association for Sexuality Education: www.rfsu.se

• United Nation Population Fund: www.unfpa.org

• USAID-Health Policy Initiative site: www.youth-policy.com

• UNAIDS: www.unaids.org

• World Health Organization: www.who.int

• Youth Coalition: www.youthcoalition.org

Training Curricula and Tools:

- Introduction to Advocacy: Training Guide, AED (1997).
- Advocacy Building Skills for NGO leaders, CEDPA (1999)
- Advocacy Tools and Guidelines: Promoting Policy Change, CARE International, (2001).
- Advocating for Adolescent Reproductive Health in Sub-Saharan Africa, Advocates for Youth (1998)
- Networking for Policy Change: An Advocacy Training Manual, The POLICY Project (1999)

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