



We stand for
Gender Equality

CHAMPIONS OF CHANGE

GENDER TRANSFORMATIVE ADVOCACY

because **I am a Girl**



**CHAMPIONS
OF CHANGE**



Champions for Change for Girls' Rights and Gender Equality is Plan International's community wide strategy for promoting gender equality and social norm change through youth engagement and peer-to-peer mobilisation. The Girls Champions of Change curriculum is Plan's comprehensive global curriculum for girls' empowerment. The curriculum includes engaging, adaptable activities that encourage girls to build knowledge, attitudes and skills based on their own lived experience. The program is the sister curriculum to the Boys Champions of Change curriculum.

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SNAPSHOT: GENDER TRANSFORMATIVE ADVOCACY



This module focuses on building advocacy and activism capacities through the development and implementation of a youth-led gender transformative strategy for positive change. All activities of this module are for adolescents and young people. The majority are for mixed groups of girls and boys, though one activity requires some separate sessions.

SETTING THE STAGE

Topics include: Gender transformative advocacy, collective action, what is policy and how can we influence it, and how to design and deliver an advocacy strategy.

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GENDER TRANSFORMATIVE ADVOCACY

SETTING THE STAGE

WHAT IS ADVOCACY?

Advocacy is a process that seeks to change structures that are unequal and unfair. It involves challenging and influencing people who have power using a shared strategic plan. This plan must be based on evidence and the real life experiences of those who are demanding the change and those who are affected by the issue.

The first step to advocacy is identifying a goal. Then, a strategy or plan must be developed. This strategy must include objectives to help reach that goal, and tactics – or actions – that must be taken to achieve each objective. The box below shows this process.

WHAT MAKES ADVOCACY GENDER TRANSFORMATIVE?

What makes advocacy gender transformative is the development and implementation of a multidimensional strategy with a gender lens, based on a vision for a gender just and equal world. It must involve collective action and working together with other movements.

Creating change in the world requires collective action and courageous acts. New and different and multidimensional advocacy is required in order to truly transform the power structures that keep inequalities in place. The following box outlines the four components of gender transformative advocacy and a brief overview of how each will be built into the module.

GTA BOX 1: CREATING AN ADVOCACY STRATEGY

An advocacy strategy is an evidence- and experienced-based plan that analyses a problem, develops a solution, identifies the decision-makers, and develops strategic tactics to target them.

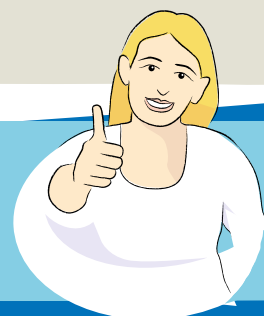


The overall long-term aim that an advocacy campaign hopes to achieve.

Milestones that advocates seek to achieve along the way to help them reach their goal. You can have multiple objectives for one overall goal.

Activities or actions taken to help achieve an advocacy objective. There may be multiple tactics for each objective.

In **Activity GTA10: Stakeholder Analysis**, youth will conduct a power mapping exercise to identify the key actors. Categorizing them as targets, allies, opponents or neutral will help to assess the different power dynamics that exist around the chosen advocacy issue and which methods are most appropriate for certain actors.



GTA BOX 2: GENDER TRANSFORMATIVE ADVOCACY INVOLVES...

COMPONENT	THIS MODULE WILL SUPPORT ADOLESCENT GIRLS AND BOYS TO...
1. A Shared Vision of Change	<ul style="list-style-type: none"> • Share a commitment to gender equality and promoting gender justice with those they partner with • Start from personal, lived experience and the shared experience of inequality as political motivation • Be part of a girl- and youth-led movement of feminist advocates that acts collectively to challenge the root causes of gender inequality
2. Building critical consciousness through critical self-reflection	<ul style="list-style-type: none"> • Build skills in critical self-reflection on an individual and collective level of gender injustice • Engage in constructive peer-to-peer strategy review and learning with youth groups internal and external to Plan International • Transform frustration with gender injustice¹ [2] into effective action for change • Understand how gender injustice is created by and reflected in political institutions and processes
3. Engaging in collective action and movement building for gender equality and girls' rights	<ul style="list-style-type: none"> • Explore a plurality of leadership and challenge the traditional elitist and patriarchal model • Prioritize girls as their own story-tellers, giving them more opportunities to share their voices, and encourage boys to be vocal allies, sharing their own stories of gender equality when appropriate • Identify the gravest and most severe rights violations against girls and gender equality and determine opportunities to tackle these collectively • Build legitimacy by encouraging the engagement of those most affected by the problem
4. Co-designing and co-delivering strategic advocacy plans that transform gender discriminatory social norms and structures and advance legislation and policy for equality	<ul style="list-style-type: none"> • Develop an advocacy plan, identifying an advocacy goal and three shorter term advocacy objectives, which acknowledge different dimensions of change and are achievable in the short term • Consistently apply an intersectional gender, power and age lens to the design, implementation and evaluation of a strategy • Adopt a participatory approach to campaign development involving testing of ideas and messages with different targeted audiences, encouraging creativity and resilience

1. Andrea Cornwall, (2016) Women's Empowerment: What Works?, Journal of International Development, Volume 28, Issue 3, Pages 342–359

WHY HAVE A SHARED VISION FOR CHANGE?

To promote gender justice, it takes a girl- and youth-led movement of feminist advocates, activists and campaigners that acts collectively to challenge the root causes of gender inequality. They are individually driven by their commitment and passion to affect change as well as their own lived experience. At the same time, they collectively identify and analyse problems and solutions and challenge the unequal power structures and relations, which stifle girls' and young women's empowerment and reinforce hegemonic masculinities. They have a shared commitment to and vision of a gender equal and just reality and are equipped with the tools they need to confront the barriers to achieving it.

This shared vision of gender transformative change and the ability to achieve it is a key focus of this module because "it is important to recognize what moves us and what things inspire us and motivate us"². Advocacy is often a long and arduous process. It is not always successful, and may not look exactly as one had expected or originally planned. Being able to visualize the change we want to achieve provides hope for a better reality and encourages the optimism vital for maintaining morale.

This module encourages girls and boys to believe that they truly can achieve change together. It supports them to co-design a strategy based on their shared vision and provides them with the tools, knowledge and experience to advocate for systemic, gender transformative change. As well as the what that must change (policy/legislative), it is the how (institutions, attitudes, perceptions and mind-sets) that must also change to be truly transformative.



For example, any legal or policy change must also identify and target the attitudes and practices of decision-makers and members of community, which need to shift to ensure the law is implemented on the ground and able to successfully impact the lives of girls. Similarly, it is not enough to achieve girls' and boys' participation in a local or national council. Along with their participation, they must truly have the opportunity to engage and influence others within that context, which requires a shift in power dynamics and value placed on youth voices.

Activity GTA2: If We Could Change our Country and Activity GTA7: The Change We Want to See
participants develop a shared vision of change together.



HOW DO WE THINK ABOUT GENDER?

This module engages adolescent girls and boys in critical reflection on gender dynamics and how political institutions and processes reinforce gender injustice. It encourages an exploration of the way they view and analyse the world and their different roles in it. It builds the skills, knowledge and attitude for them to act collectively to achieve a world where gender equality is possible, and involves girls and boys being able to identify and question how power operates in their lives and how it affects their own agency³. Additionally, for boys, it implores them to be able to question their own role in a patriarchal system that reinforces gender inequalities and engage in collective action with girls for a more gender equal society.

A patriarchal system is one "in which men hold primary power, in political leadership, moral authority, social privilege, and control of property"⁴. Violence is often used to perpetuate this system⁵. It reinforces unequal power relations and gender relations, which need to be transformed through girls' agency and the collective action of girls and boys towards a common goal. This module explores the two positive types of power that make up their power to act: power within, and power with others⁶ that the participants explored in previous modules. It also helps the group to reflect on themselves collectively throughout the design and implementation of their shared strategy.

2. Plan International, (2007), Regional Office of the Americas Youth Advocacy Toolkit.

3. Agency is the ability to define one's goals and to act upon them. Having a high level of agency implies that girls, boys and young people can decide what they want for themselves, set goals, and then take action to achieve those goals. Agency refers to 'power within' and also 'power with'. Increasing agency is a critical part of empowerment (Plan International (2014) Pathways to Power.)

4. US Department of State & USAID (2016) cited in Bill and Melinda Gates Foundation, (2017), White paper: A Conceptual Model of Women and Girls' Empowerment.

5. Michael Kaufman (1999) The seven P's of Men's Violence. (<http://michaelkaufman.com/1999/10/the-7-ps-of-mens-violence/>)

6. Bill and Melinda Gates Foundation (2017), White paper: A Conceptual Model of Women and Girls' Empowerment.

WHAT IS COLLECTION ACTION?⁷

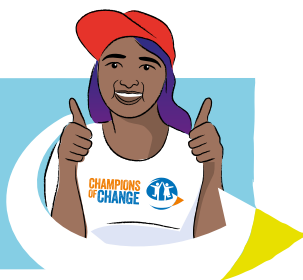
Collective action and movement building are key to gender transformative advocacy. Plan International defines a movement as “organized groups of individuals, groups and other actors pursuing a shared political agenda of change through collective action”. As a rights-based organization, Plan International also recognizes that collective action as a strategic advocacy approach (a way to do advocacy) is the best way to take action when people’s rights are being violated.

LINK TO OTHER MODULES

The three types of power were explored in depth in the *Being Assertive* module for girls, and *Being a Young man* in the boy’s curriculum.



Activity GTA3: The Three Windows and **Activity GTA11: Collective Self-Care** encourage critical thinking and reflection on gender roles and power.



By learning how and why to work with others and building and developing networks and partnerships with other activists and groups, girls and boys “can be part of, and help drive, collective actions that can shift norms and behaviours to create positive and lasting change far beyond what they would be able to do on our own”⁸. Identifying partners, such as other youth groups and others advocating on girls’ rights, women’s rights and gender equality will be key to strengthening the Champions of Change advocates’ impact and the growth of the girls’ rights and gender equality movement. This module therefore includes activities that have been specifically designed to build girls’ and boys’ capacity to develop strong networks and collaborate with other organizations, networks, individuals or youth groups.

Activities throughout the module encourage collective leadership, planning and strategic action, particularly **Activity GTA1: Collective Action and Shared Values**, **Activity GTA13: Building Collective Action**, and **Activity GTA15: Deepening Our Advocacy Skills**.

GTA BOX 3: WHAT DO WE MEAN BY GENDER EQUALITY AND THE GIRLS’ RIGHTS MOVEMENT?

- Recognizing girls’ and youth identity as a force for individual and collective action
- Understanding girls and women as a social group to help build solidarity and sisterhood
- Affirming the importance of tackling gender inequality and patriarchal power
- Working to address the worst rights violations against girls
- Sharing solutions between girls, boys, women and men and working together with other girls, youth and women activist groups
- Consistently tackling gender-based violence and establishing zero tolerance for sexual harassment within the movement
- Assessing gender bias in different roles within the movement
- Acknowledging the gendered dimensions of backlash and external opposition faced by activists

This collective action approach challenges the traditional definition of a ‘leader’, which can be hierarchical, patriarchal and elitist. Instead it contributes to the development of a ‘plurality of leaders’⁹. This means recognising that different people within a group have different strengths and should each be valued equally. This approach can help to strengthen a movement.

A good definition of this type of leader is one who is ‘an active learner who believes that they can make a difference in [the] world, and acts individually and with others to bring about positive change’¹⁰. A transformative leader also needs to be able to listen to and validate others’ experiences in order to better understand their lives. This is key to understanding how and why to challenge power structures.

Recognising that young people have not just a right to participate, as outlined in various international legal and non-legal policy frameworks, but also have valuable perspectives and recommendations to share and act on, this module includes activities about this form of collective youth leadership.

7. This section has been developed from the latest version of the Briefing Paper: Building, strengthening and sustaining movements for change (Internal document).

8. Ibid.

9. Institute for Sustainable Communities: Advocacy and Leadership, (2016) Leadership Roles within an Advocacy Movement.

10. CARE International, (2009) The Power to Lead: A Leadership Model for Adolescent Girls.

WHAT IS THE PROCESS FOR TRANSFORMATIONAL CHANGE?¹¹

Gender inequality and girls' rights violations are the consequence of complex patriarchal systems. To understand how we can transform these systems, we need to take an approach that is based on testing, evaluation and redesign. This approach is more participatory and requires testing with target audiences. It allows for and encourages failure of ideas in a safe setting and re-testing based on ideas and feedback from the community, other activists and key decision-makers, in order to find the best solution.

GTA BOX 4: THE THREE PS

Advocacy is about creating change through the three Ps:



CHANGING PERCEPTIONS

showing people that there are new ways to look at an issue and that change is possible.



CHANGING POLICIES

influencing governments and leaders to write laws needed to bring about change as well as providing funding needed to put it into action.

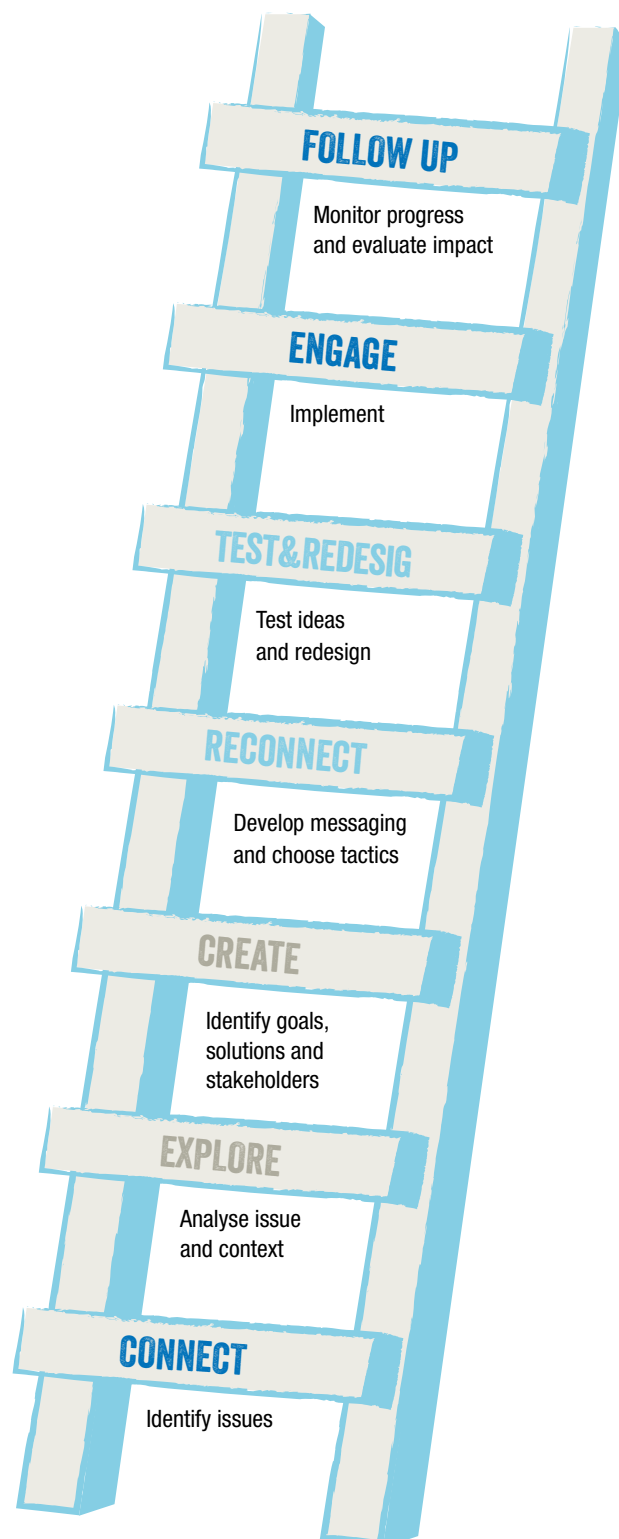


CHANGING PRACTICE

offering new ways to do things so that positive change can take place in people's lives.

Each advocacy strategy will be slightly different, but all must follow a general process. The following box illustrates the seven steps of the advocacy process:

GTA BOX 5: HOW DOES THE PROGRAM MODULE RELATE TO THE ADVOCACY PROCESS?



11. This section has been adapted from the *Briefing Note: Plan International's Influencing Approach*.

There are a number of different advocacy methods available, including:

- Public campaigning and mobilization
- Lobbying decision-makers
- Building partnerships
- Media engagement

An advocacy strategy will usually involve a combination of influencing decision-makers directly and engaging others from the parallel groups, activists, communities and members of the public to put pressure on those same decision-makers.

The boys and girls will be co-designing their strategies together as a group. The facilitator will support the process and Plan International staff will provide country briefings and case studies when needed, such as for **Activity GTA8: Researching Our Issue**. Plan International staff, together with the facilitator, will also support the delivery and monitor the progress of the group's strategy. For example, the group will track their activities and personal reflections in their advocacy diaries and during review meetings. Plan International will be responsible for monitoring and evaluating the advocacy progress and impact.

HOW CAN YOUTH NAVIGATE THE WORLD OF ADULTS?

Political spaces where decisions are made are traditionally dominated by adults, and usually, men. Attempting to gain access to these spaces and to have voice and power in them can be extremely challenging. To be able to develop solutions, girls and boys need to analyse the power relations in these spaces from two

intersecting perspectives: age and gender. Understanding how these different identifiers intersect within each individual, is also important. For example, a grown woman may earn respect in the home due to age while at the same time being disregarded in public spaces based on her gender, but a girl is doubly discriminated against by both age and gender. Throughout the module, there are questions to help the group to do this. In activities such as **Activity GTA10: Stakeholder Analysis**, for example, they must think about different questions, which help them to understand and be critical of how power operates in a community or government ministry, how it affects girls and women differently and how it affects young people differently.

“Although power is often viewed as something solid without cracks, like a rock, this is not so. Power can change, it is not static. We can therefore say that power is dynamic and can change. It is affected by many things, such as political circumstances and the interests of the groups making decisions¹²”. This module explores the ‘power over’ influencing spaces of adults and engages girls and boys to build their ‘power within’ and ‘power with’ to act and try to transform the unequal power relations that exist. It supports them to position children and young people as critical stakeholders and voices in decision-making processes at all levels.

It also offers practical tools to help boys and girls to interact with adults in power, such as government decision-makers, members of the media or community leaders. These include interview techniques, negotiation tactics and tools to analyse power so they can build strategies that challenge it.

Throughout all activities in the module, participants are supported to co-design and deliver a shared advocacy strategy by conducting power, gender and age analyses, choosing priority issues, and developing an achievable goal and objectives.



12. Adapted from Plan International, (2007), *Regional Office of the Americas Youth Advocacy Toolkit*.

WHAT ARE SOME EXISTING ADVOCACY FRAMEWORKS?

This module includes activities and tools to support advocacy at the local, national, regional and global levels. The groups will be supported to explore these different levels and think about the social and political context, the strategic priorities of the Plan International office, and what other groups and movements are focusing their efforts on. They will then be supported to decide whether to focus only on local advocacy or to engage nationally, regionally and/or globally as well.

As a starting point, the groups will design strategies focused on their local political context and community. Where relevant, they will also analyse and potentially engage with national, regional and global opportunities that may help to deliver their plans. For example, if a national election or a parliamentary session relevant to the group's plans is coming up, they can explore

this and decide whether and how to engage. Similarly, if their country is conducting a national review of the Sustainable Development Goals (SDG's) and the Plan International office is making a submission, the group may wish to feed into this process to strengthen their impact.

Either way, it is important for the group to understand the global, regional and national contexts and how their advocacy fits into and contributes to broader movements. This module includes activities that explore various policy frameworks and levels. Each Plan International office will provide contextually specific information about the political, social and economic context through the development of case studies. These will outline relevant local, district, national and regional accountability mechanisms.

Activity GTA5: What is Policy and How is it Created?, Activity GTA6: Exploring Policy Frameworks, Activity GTA7: The Change We Want to See and Activity GTA 8: Researching Our Issue all explore policy and advocacy frameworks and how to develop a shared plan to use those that are relevant to the group.



GTA BOX5: INTERNATIONAL ACCOUNTABILITY MECHANISMS

While national governments are the main duty-bearers for the realization of girls' rights, equality and justice, they do not always fulfil their responsibilities. Sometimes, additional pressure is required from civil society and/or from outside actors.

There are a number of international accountability mechanisms, too, that may be helpful for supporting the accountability of national governments. Some have legal standings (human rights conventions) and some do not (the Sustainable Development Goals). Accountability means making sure that actions and commitments made by governments fulfilled and meet the needs of the community they are meant to be benefiting.

The Sustainable Development Goals

(SDGs) The SDGs are a set of 17 goals that UN Member States want to achieve by 2030. These are a new set of goals following the Millennium Development Goals (MDGs). As the deadline for achieving the MDGs was 2015, the new goals are often called the 'Post-2015 framework', the 'SDGs', the 'Global Goals' or the '2030 Agenda'. The SDGs are universal, which means they apply to all 193 countries in the United Nations. They promise to leave no one behind and are rooted in human rights.

There are 17 total goals, and each goal has been broken into several targets – 169 in total.

GTA BOX5:

INTERNATIONAL ACCOUNTABILITY MECHANISMS (CONT.)

The targets will be measured by indicators, which will help to show the progress a country is achieving towards a goal. The global debate on how to implement the 2030 Agenda is the most important international development and human rights debate in a generation. It has the potential to affect how trillions of dollars are spent to promote equality, sustainability and a just and equal world. Many girls and youth advocates shared their recommendations on which goals and targets should be included.

Important ground has been gained for equal rights and opportunities for girls and young women in these goals. There is a specific goal to achieve gender equality - Goal 5. There are also targets about free, quality education, birth registration, nutrition, violence against girls, and ending harmful practices including female genital mutilation (FGM) and child marriage. Similarly, Target 16.7 focuses on “responsive, inclusive, participatory and representative decision-making at all levels”. Importantly, this reiterates Article 12 of the Convention on the Rights of the Child (CRC) and Article 7 of the Convention to Eliminate all Forms of Discrimination Against Women (CEDAW) and strengthens the point that girls, boys, young women and young men have a place in policy formation and decision-making.

Now that all governments have committed to the SDGs, each will have to write a plan for how they will put it into action. They will have to say who in their government will be working on these goals and how different people will be working together. The High-Level Political Forum (HLPF) is the review mechanism advocates can use to hold their governments accountable. The HLPF is the main UN platform to deal with sustainable development and is overseeing the 2030 Agenda. The HLPF meets each year and has a different theme for each meeting. Countries are encouraged to conduct a voluntary national review – a review by the country of its own progress in meeting the targets and goals. When participants are designing their advocacy

plans, the supporting Plan International office is encouraged to check to see when their country is coming up for review. This could be a good opportunity to feed into the review.

Human Rights Mechanisms

The United Nations has developed international laws – also known as treaties – that specifically protect the rights of certain groups. The Convention on the Rights of the Child (CRC) and the Convention to Eliminate All Forms of Discrimination against Women (CEDAW) are two important ones for girls’ rights. Governments have a choice to sign up for these laws. These laws are a good tool to use in advocacy because they reflect commitments that governments have already made, and can therefore be held responsible for. Each treaty has a review mechanism – a process to track a country’s progress on implementing or enforcing the rights they agreed to uphold for their population– that organizations can use in their advocacy work.

As legally binding documents, these global frameworks can be powerful tools for advocacy towards the Sustainable Development Goals. They can help to:

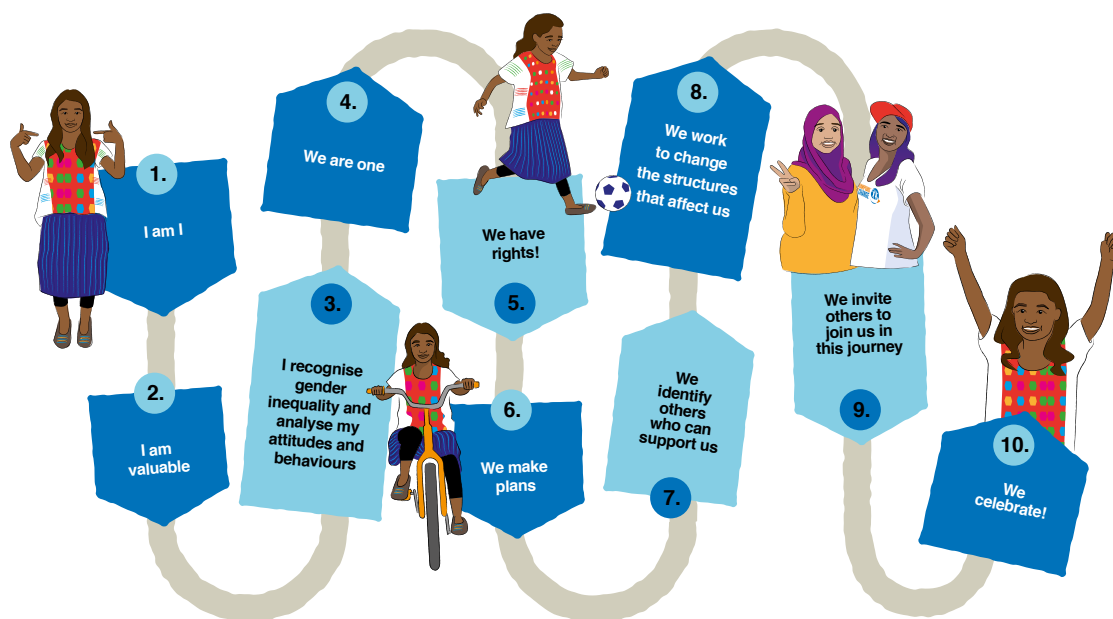
- Link objectives related to the non-binding SDGs to existing and legally binding human rights obligations
- Position advocates within a wider global movement for girls’ rights
- Provide evidence of the rights that girls and young women have
- Hold governments accountable to commitments they have made
- Use language to communicate messages to different audiences
- Provide data – or information - on girls’ lives, which is needed for the monitoring progress
- Compare countries to each other, which can be useful for influencing national decision-makers
- Highlight campaigns if rights are being violated
- Connect to other campaigns and networks

CONNECTING TO THE JOURNEY

The activities in the **Gender Transformative Advocacy** module contribute to several steps of the girls' journey to empowerment and the boys' journey to engagement.

Girls' Journey to Change

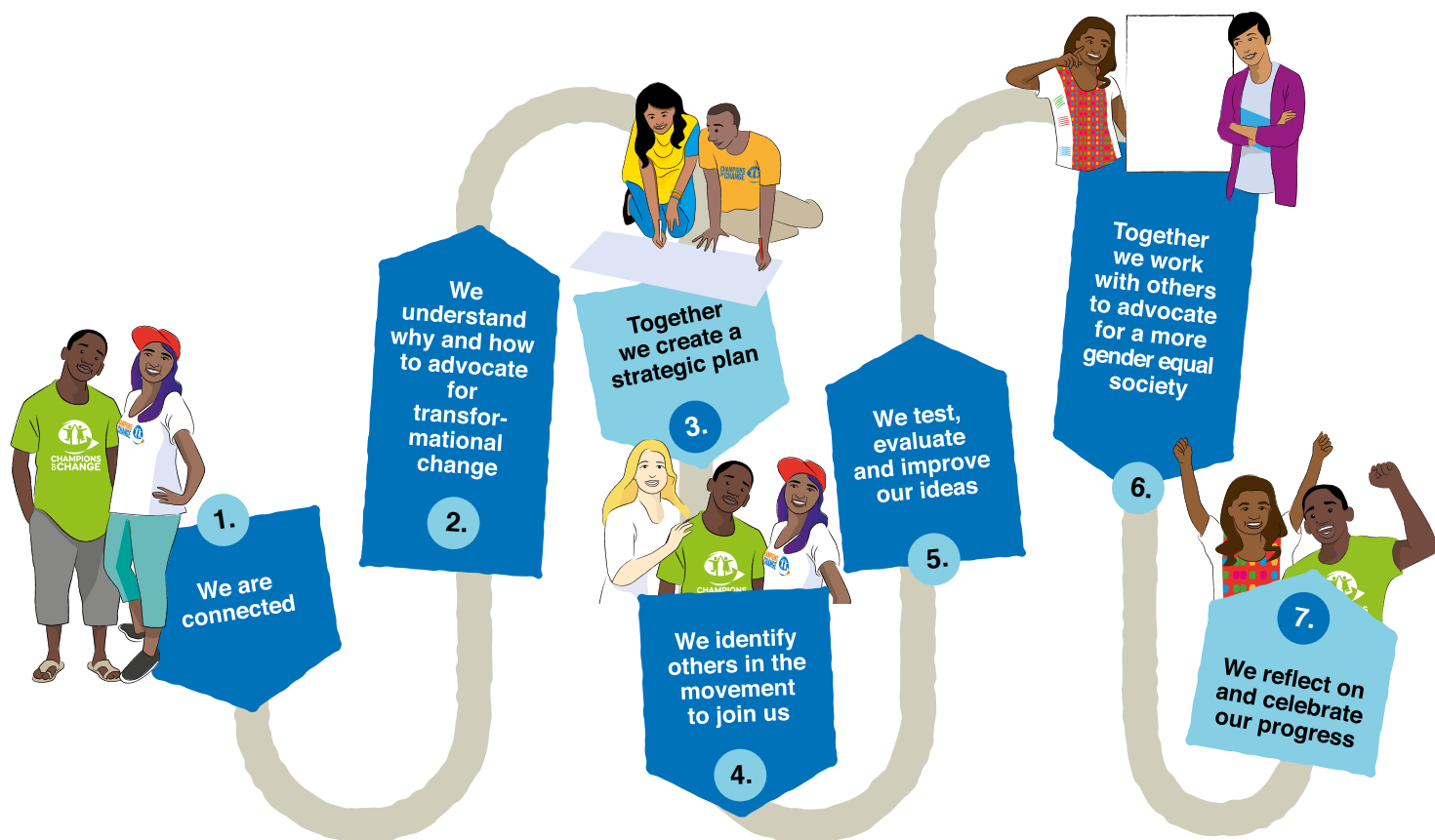
First, girls say "I am I" (1), completing an advocate bio about themselves and developing their agency and autonomy. They recognize gender inequality and analyse their own attitudes and behaviours (3) and how they can work together as one (4) as a movement for change to achieve common strategic interests. They continue to recognize that "We have rights!" (5) as equals to boys and are empowered to work to change the structures that affect them (8). Then, they make a plan (6) and work with boys to participate in collective action (9). Finally, they assess their progress and celebrate (10)!



Boys' Journey to Change

First, boys prepare for their journey (1) by completing an advocate bio about themselves. Then, they recognize themselves as part of a system of domination (2) and have their own spaces for deconstructing their notions of power and privileges. They recognize the recognize privileges and costs (3) ways in which these serve to disempower girls and women and the benefits of gender equality in their own lives. They make a commitment (6) to girls' rights and empowerment and reject sexism and embrace equality (7). Any effort to engage boys should actively promote girls and young women's empowerment and in no way undermine their human rights. Finally, they use their positive attitudes to actively engage girls in advocacy spaces (8) and they take action (9) collectively to affect positive social change. Finally, they assess and celebrate the path they have travelled (10)!

GIRLS' AND BOYS' JOURNEY TO ADVOCACY



GIRLS' AND BOYS' JOURNEY TO ADVOCACY

Through this module, along with their separate journeys to change, boys and girls will embark on a shared journey to transformative advocacy. The advocacy process is divided into seven steps, which they will go through during these activities and during their advocacy campaign.

1) Connect – We are connected

Girls and boys connect with the group, explore the concept of collective action, create a shared vision for change and begin to reflect on the gender inequalities in their own social contexts and how these may be experienced differently for girls and boys. **2) Explore – We understand why and how to advocate for transformational change**

Girls and boys learn about gender transformative advocacy, policy and the international frameworks available to strengthen their advocacy. They begin to understand why and how to participate in decisions that affect their lives.

3) Create – Together we create a strategic plan

Together, girls and boys begin to understand how to use strategic analysis skills to challenge unequal power structures and relations and co-design a shared strategy. Together, they identify and analyse an issue, conduct a stakeholder and power analysis, form a shared goal and three objectives to change policy, perceptions, and practices, and explore different advocacy tools.

4) Re-connect – We identify others in the movement to join us

Girls and boys work separately to explore collective self-care, identify risks to their wellbeing and safety when advocating for change, and discover tools to avoid them. Together again, they co-develop and test a shared story and messages for their target audiences. They learn about different movement-building approaches and where and why they contribute to the broader efforts to tackle gender inequality, then they choose initial tactics.

5) Test – We test, evaluate and improve our ideas

In sub-groups, girls and boys test their initial ideas with members of their community and other activist groups, then evaluate their findings and re-design stronger, more insightful and more strategic activities.

6) Engage! – Together we work with others to advocate for a more gender equal society

They carry out their plan! The group uses tactics to implement their strategies over the course of a year, such as meeting with important decision-makers, leaders, the media and people in their wider community to try to change policies, practices and perceptions.

7) Follow up – We reflect on and celebrate our progress

Girls and boys track and communicate their progress.

GLOSSARY

Adultcentrism	“The tendency of adults to view children and their problems from a biased, adult perspective, thus creating barriers” ¹³ to working equally and effectively with children.
Advocacy	A process that seeks to change structures that are unequal and unfair, which involves challenging and influencing people in power using a shared strategic plan based on evidence and the real life experiences of those who are demanding the change and those who are affected by it.
Collective action	Action taken together by a group of people or organizations to achieve a common objective and affect positive change. By engaging in collective action, the group can leverage the strengths of their and other groups and be more effective in achieving their goal.
Critical gender consciousness	The transformation of discriminatory and exclusive social norms and structures ¹⁴ through the development of skills, knowledge and self-reflection that encourage and facilitate critical questioning of power, its impact on gender inequalities, and how it operates in people’s lives.
Critical gender analysis	Using a gender lens to analyse the power structures and dynamics that reinforce gender inequalities and using this gender lens at all stages of an influencing process to analyse problems and develop solutions.
Gender transformative advocacy	An advocacy strategy with a robust critical gender lens, based on a vision for a gender just and equal world, that is undertaken through collective action and innovative collaboration with other movements.
Gender lens	A way of viewing an issue in relation to how it affects the realities and needs of males and females differently.
Intersectionality	The understanding that a person’s identity is made up of multiple, intersecting factors such as age, gender, race, class, and ability, which combine to both benefit and disadvantage them, and which cannot be separated from each
Leader	‘[A]n active learner who believes that they can make a difference in [the] world, and acts individually and with others to bring about positive change’ ¹⁵ .
Movement	An organized group of individuals, groups and other actors pursuing a shared political agenda of change through collective action.

13. Christopher Petr (1992) Adultcentrism in Practice with Children, Families in Society: The Journal of Contemporary Human Services.

14. Freire, P. (1965) Education for Critical Consciousness.

15. CARE International, (2009) The Power to Lead: A Leadership Model for Adolescent Girls.

Plurality of leaders	A group or collective of individuals with different strengths and varying leadership qualities, who each contribute to the progress and success of a strategy and who complement and strengthen each other.
Policy	A guide for decision-making and a commitment to a course of action and outcomes, including new laws. We use the term policy to include local and national government policies as well as those of international institutions (e.g. the UN), and organizations (e.g. NGOs and donors) ¹⁶ .
Political empowerment	The process and result of understanding the power dynamics and relations that govern political spheres and having the capacity and skills to act with agency and autonomy to access, influence and change them.
Power	Power is the ability or capacity to effectively communicate an idea, influence people and take action – and can be experienced individually or collectively. This definition understands power as a whole set of resources, ideas, knowledge and tools that anyone can use to effectively influence people or situations.
Power over	When one person or group has the ability to impose their views, needs or desires over another person or group.
Power with	The strength and capacity that is gained by working together with others.
Power within	Individual feelings of self-esteem, value and dignity that enable one to take action.
Stakeholders	Actors who have an interest in, influence over or are affected by the advocacy issue. These can be individuals, groups of people, organisations and/or institutions.
Youth participation	Activities in which girls, boys and youth express their views, and are involved in shaping decisions that affect them in an informed and willing way. Child and youth participation is meaningful when children and youth are involved in the whole process, adequately informed, can freely express their views and have them taken into account – and when they are given the chance to be joint or main decision makers.

16. Plan International (2014), The World We Want.

GENERAL NOTES ON FACILITATION

On the length of this module:

Note that this module is much longer than other modules in the Champions of Change curriculum. It has twice the activities and many activities take much longer to complete. Before beginning, ensure that youth understand and agree with these changes, and plan your meetings accordingly. This is the most advanced stage of the Champions of Change journey, and should only be undertaken by youth who have completed all of the other modules and/or other youth groups who have demonstrated an interest and passion for transforming gender norms in their communities and globally.

On encouraging gender analysis:

What makes this type of advocacy different is the use of a gender lens throughout the process. The module encourages self- and collective reflection throughout and provides tools to support analysis with a gender lens. For example, during Activity **GTA9: Objective Tree**, youth answer questions such as: What are the gender implications of the problem? Is the situation different for girls and boys? How? Are there gender stereotypes that are being reinforced? You will need to be familiar with these questions before each activity and ensure they are discussed and understood by the group.

On encouraging strategic, evidence- and experience-based advocacy:

When supporting the facilitation of a shared advocacy plan, it is important to understand the process involved. You will need to reflect back on the definition and process provided in this guide to understand the different vital components, including using evidence, designing SMART objectives, and choosing tactics that will deliver one or more objectives. Your local Plan International office will also be undertaking advocacy in parallel and will be responsible for developing country-specific case studies for use in **Activity GTA8: Researching Our Issue**. You will need to receive a briefing from

the Plan International advocacy staff lead so that you understand the case studies, Plan International's strategic focus, and the support that Plan International can provide during the implementation of the strategy. At the testing stage, it will also be wise for youth to "test" the ideas with the advocacy team to get feedback

On terminology:

Within Plan International, staff often use 'advocacy' and 'influencing' interchangeably. An 'advocacy strategy' is often called an 'influencing plan' or an 'advocacy plan' or an 'advocacy campaign'. For the Champions of Change group and for external use, this module uses the term 'advocacy strategy' to remind anyone using it of the need to always be strategic.

On opening influencing spaces to girls and women:

This module encourages gender transformative advocacy not just in the approach taken to develop and deliver a strategy, but in the governance of the advocacy group itself. You will need to be aware of your own gender bias and those within the group, and actively prioritize the participation and leadership of girls so as to avoid the reinforcement of male dominance in influencing spaces.

During public activities and engagements, girls should always tell their own stories of their experience of gender inequality and be given additional opportunities to share their voices in order to offset existing power imbalances. Boys should be encouraged to be vocal allies, rather than spokespersons – unless they are speaking about their own experience as a male advocate and ally for gender equality and the role boys and men should play. As allies, boys can use their privilege to provide platforms for women and girls, and listen to and validate their experiences.

You should also use this gender transformative approach to inform the facilitation of the module.

For example:

- **Division of groups.** There should never be more boys than girls within a group. The split should be at least 50:50.
- **Nominating speakers.** Explain that when small groups are reporting back, they should nominate a girl (or for every three groups, two must nominate a girl). This is the same for when they are speaking with members of the public during the testing phase.

On testing and re-design¹⁷:

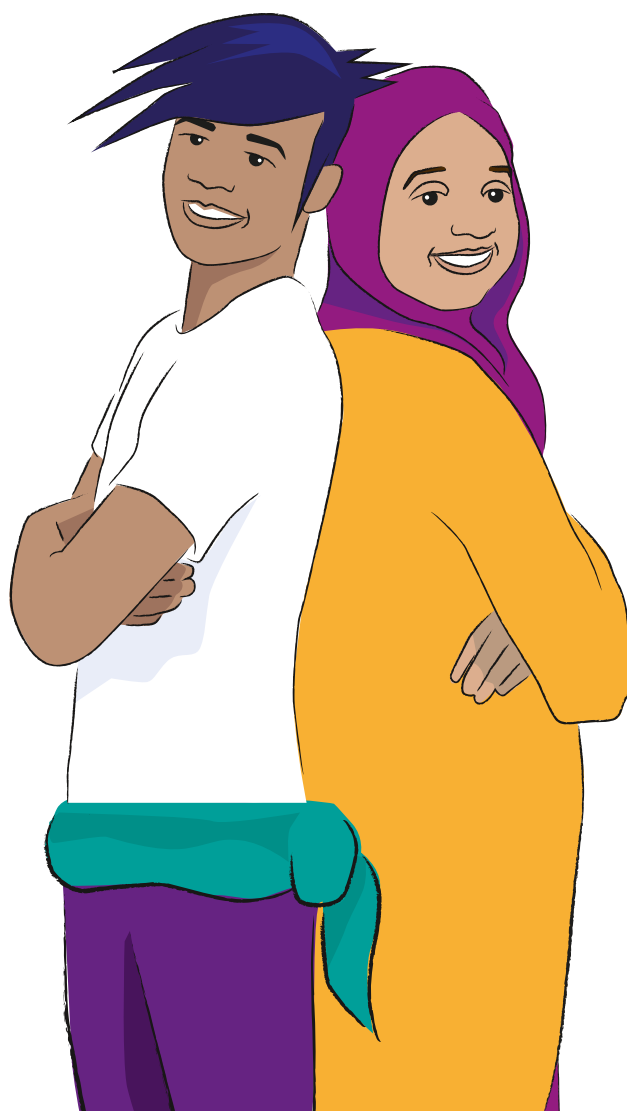
To understand how we can transform the patriarchal systems within which gender inequalities are reinforced, we use an approach that is based on testing, evaluation and re-design. The approach encourages failure of ideas in a safe space and re-testing based on the lived experiences of those affected and those who have the power to make change happen. During the test stage, facilitators will need to familiarize themselves with the following rules:

- **Keep it simple.** Simple ideas make people focus on the general idea. Beautifully formed, complex ideas make people focus on the details. Explain to the group that they will get more honest and constructive feedback if ideas don't look finished or polished.
- **Quantity vs. Quality.** It is better to create many ideas and get a lot of input, rather than focusing on one perfect idea. So, try to facilitate the creation of fast, rough and basic ideas. They can add more detail as an idea evolves.
- **Ask one question at a time.** Support the group to break big ideas down into smaller pieces so they can get clear answers to specific questions.
- **Doing not talking.** If the group have to spend a lot of time talking and explaining, their ideas may be too complex.
- **Be specific.** Ensure they are specific about language and images so that everyone is clear on the aim.

On safety and risk management:

There are many risks involved with being a youth advocate. It can be stressful, tiring and at times pose risks to their safety and physical and mental wellbeing. The advocacy group will be working on tough issues and will be challenging people in power, so it is important that they, you and Plan International are doing everything possible to mitigate the associated child protection risks.

There are two types of risks to be aware of. The first type is risks to themselves and their physical and mental wellbeing (Are they enjoying it? Are they stressed? Are they doing too much? Are they in any potential physical harm? Which risks do girls in particular face?). The second type is risks to the progress and success of their strategy (Is their plan based on evidence? Are their objectives SMART? Are the tactics they have chosen doable and strategic?). There are different activities in the module that explore risk and how to manage it.



17. Adapted from Mobilisation Lab, Campaign Accelerator. (<https://mobilisationlab.org/campaign-accelerator/facilitation-resources/>)

KNOWLEDGE, ATTITUDES, PRACTICES AND SKILLS

LEVEL	KNOWLEDGE	ATTITUDES	PRACTICES
Individual	<ul style="list-style-type: none"> • Understands the significance of a gender transformative approach to advocacy. (GTA4) • Knows that they have the right to participate in and influence decisions that affect them. (GTA3, GTA7) • Understands what policies are and the process to develop policy. (GTA5, GTA6) • Understands what advocacy is and how to develop an influencing strategy. (GTA4) • Knows different strategic approaches and tactics, when and how to use them e.g. campaigning, lobbying, partnerships and media. (GTA13, GTA15) 	<ul style="list-style-type: none"> • Recognizes how their personal journey to become an activist is part of the broader movement on girls' rights and gender equality. (GTA2, GTA18) • Has the confidence to proactively speak up and demand corrective action from duty bearers about gender equality and girls' rights issues that matter the most to them. (GTA14) • Believes in the importance of opening influencing spaces to young people and particularly to girls and young women. (GTA3) 	<ul style="list-style-type: none"> • Uses tools to analyse the causes and consequences related to gender equality and girls' rights violations to identify causes and consequences. (GTA8, GTA9) • Takes steps to mitigate the impact and risks of being an advocate for human rights and gender equality. (GTA11, GTA16, GTA17) • Regularly monitors the effectiveness and sustainability of their advocacy. (GTA16, GTA18)
Community/ Family	<ul style="list-style-type: none"> • Understands what a movement is and the importance of a critical mass and collective action. (GTA13) • Understands how to organize adolescents and young people in collective action without reproducing hierarchical structures. (GTA4) 	<ul style="list-style-type: none"> • Recognizes the value of collaboration with people of different ages and gender and learning from them to enhance collective impact. (GTA1, GTA13) 	<ul style="list-style-type: none"> • Collaborates with other youth/civil society organisations (CSOs) when strategic and necessary. (GTA16) • Uses a critical eye to analyse different stakeholders in the community and/or country. (GTA10) • Facilitates and contributes to processes for collective action in the group and with a wider network. (GTA16)

LEVEL	KNOWLEDGE	ATTITUDES	PRACTICES
Institutional	<ul style="list-style-type: none"> • Knows how to identify different actors that are relevant stakeholders, targets and influencers. (GTA10) • Understands how systems function, the process for decision-making within them and the power relations between the actors within them. (GTA5, GTA10) • Understands the basic policy and political situation for gender equality and girls' rights, the SDGs, and relevant national, regional and international policy frameworks in their country. (GTA6, GTA7) 	<ul style="list-style-type: none"> • Recognizes that systemic change is a long, complex and nonlinear process. (GTA17) • Recognizes the need for a strategy that is based on evidence and the lived experiences of girls and boys to influence change. (GTA8, GTA12) 	<ul style="list-style-type: none"> • Uses strategic analysis skills to develop SMART solutions that challenge unequal power structures. (GTA9, GTA14) • Influences decision makers, attitudes and behaviours on gender equality with evidence and lived experiences. (GTA15) • Can develop bold messages to communicate their advocacy asks and appeal to the heart, hands and heads of different audiences. (GTA12) • Can demand corrective actions at the local, national, regional and global levels on gender equality, girls' rights and the problems that most affect them. (GTA15)

OUTLINE OF ACTIVITIES

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
CONNECT				
Activity GTA1: Collective Action and Shared Values	1 hour and 30 minutes + take-home assignment	<ul style="list-style-type: none"> Recognizes the value of collaboration with people of different ages and gender and learning from them to enhance collective impact. 	<p>Collective action builds bonds and promotes empathy. It is an approach used to create social change, which values different leaders rather than one main leader.</p> <p>Individual motivation is important for sustainable collective action for gender equality and girls' rights. It provides a foundation on which to build shared values.</p>	In this activity, the group explores the concept of collective action through an icebreaker, a balloon activity to identify core values. Then they work together to create clay creations representing issues they care about and how they can use collective action to address them.
Activity GTA2: If We Could Change Our Country	1 hour	<ul style="list-style-type: none"> Recognizes how their personal journey to become an activist is part of the broader movement on girls' rights and gender equality. 	<p>If we want to change things that affect us as youth, we must have a clear vision of the change we want to see. Having this vision helps us to plan our work as a group and to clearly identify the challenges we must face.</p> <p>It's important to be clear about the motivations that lead us to commit to the cause of gender equality. Knowing these will help us to build an understanding of what drives the group as a whole.</p>	The group uses collage to develop a shared vision of change and takes time to reflect on their personal motivations for advocating for change.
Activity GTA3: The Three Windows	1 hour	<ul style="list-style-type: none"> Knows that they have the right to participate in and influence decisions that affect them. Believes in the importance of opening influencing spaces to young people and particularly to girls and young women. 	<p>Gender inequalities are built into the social context of boys', girls' and adolescents' lives and they affect girls and boys differently. As advocates, we have strengths and personal and collective power to help improve our lives and lives of others.</p>	The group uses a "three windows" approach to identify their own preconceptions and experiences as well as realities for boys and girls in different spaces in their communities whilst identifying their individual and collective power to drive change.

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
EXPLORE				
Activity GTA4: What is Gender Transformative Advocacy?	1 hour and 45 minutes	<ul style="list-style-type: none"> Understands what advocacy is and how to develop an influencing strategy. Understands the significance of a gender transformative approach to advocacy. Understands how to organize adolescents and young people in collective action without reproducing hierarchical structures. 	<p>Advocacy is about challenging and influencing people in power to change the 3P's: Policies, Perspectives, and Practices. Good advocacy is strategic and is based on evidence and the real life experiences of those who are demanding the change.</p> <p>What makes advocacy gender transformative is using a gender lens at every step of the way. By mainstreaming gender equality in the advocacy process itself, as well as the end result, we ensure truly equal, just and transformative change.</p>	The group begins by discussing different famous advocates and advocacy groups. It then uses a café-style activity to explore a case study about an ideal gender transformative campaign. The group finishes by learning about the advocacy process and how to approach it with a gender lens.
Activity GTA5: What is Policy and How is it Created?	1 hour	<ul style="list-style-type: none"> Understands what policies are and the process to develop policy. Understands how systems function, the process for decision-making within them, and the power relations between the actors within them. 	<p>'Policy' is a rule, plan, commitment or course of action that can take different forms. Gender-responsive policies recognize the rights of girls and women and proactively work to redistribute power.</p> <p>There is a basic process to develop a policy and a wide range of stakeholders inform the development of policies. Some of these stakeholders are visible and accountable, while others operate more through hidden processes, and their influence is more difficult to identify.</p>	The group plays a game to learn about the process to develop policy, then engage in brainstorm activities to explore who is involved in developing and influencing policy.

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
Activity GTA6: Exploring Policy Framework FrFrame-works	1 hour	<ul style="list-style-type: none"> Understands what policies are and the process to develop policy. Understands the basic policy and political situation for gender equality and girls' rights, the SDGs, and relevant national, regional and international policy frameworks in their country. 	<p>There are different international policy frameworks that promote the rights of girls and women and work towards gender equality. It is important to know which policy frameworks are legally binding – meaning they need to be made into law – because that means the government can be held accountable to make sure it is implemented.</p> <p>The SDGs are 17 goals that world leaders have agreed to achieve by 2030. Each goal has been broken down into targets and there are many that apply to the rights of girls and to gender equality.</p>	Through a game of 'pass the parcel' the group is introduced to different types of policy. Then, they play a 'stepping stones' game to become familiar with the Sustainable Development Goals (SDG's) and targets that are relevant to girls' lives and gender equality.
CREATE				
Activity GTA7: The Change We Want to See	1 hour and 15 minutes	<ul style="list-style-type: none"> Understands the basic policy and political situation for gender equality and girls' rights, the SDGs, and relevant national, regional and international policy frameworks in their country. Knows that they have the right to participate in and influence decisions that affect them. 	<p>An advocacy goal is the overall, long-term aim that the advocacy campaign hopes to achieve. Different people may have slightly different priorities, but working together will help to identify shared priority issues.</p> <p>The SDGs provide one possible policy framework for us to align our goal to. Choosing one target to focus on can help to ground our advocacy in a policy framework and tap into existing political power.</p>	The group develops a shared advocacy goal and then takes time to review the SDG targets and chooses one that best aligns to their goal. This helps them to learn more about global policy frameworks and how their local or national level strategy will fit into the global picture.

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
Activity GTA8: Re- searching Our Issue	1 hour and 30 minutes + take-home	<ul style="list-style-type: none"> Recognizes the need for a strategy that is based on evidence and the lived experiences of girls and boys to influence change. Uses tools to analyse the causes and consequences related to gender equality and girls' rights violations to identify causes and consequences. 	Good advocacy is based on good evidence and the real-life experiences of girls, boys, adolescents and youth. There are different types of participatory research which help to ensure the voices and experiences of girls, boys, adolescents and youth form the base of a good strategy.	The group reviews and discusses case studies about an issue, which provides them with information on the political and social context. They spend time thinking about the type of research they need to conduct based on their goal, and use drama to practice different techniques. They have a take-home assignment to test three research questions.
Activity GTA9: Objective Tree	1 hour and 40 minutes	<ul style="list-style-type: none"> Uses tools to analyse the causes and consequences related to gender equality and girls' rights violations to identify causes and consequences. Uses strategic analysis skills to develop SMART solutions that challenge unequal power structures. 	Only by understanding the causes and effects of a problem, can we develop effective solutions. One way to strive for a gender transformative advocacy approach is to be deliberate in the objectives we choose: 1. Change in perceptions, 2. Change in policy and 3. Change in practices.	The group expresses their goal as a problem to be fixed, and uses an objective tree tool to think about the causes and consequences of that problem. They then develop a solution tree and identify three SMART objectives.

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
Activity GTA10: Stakeholder Analysis	1 hour and 45 minutes	<ul style="list-style-type: none"> Knows how to identify different actors that are relevant stakeholders, targets and influencers. Understands how systems function, the process for decision-making within them, and the power relations between the actors within them. Uses a critical eye to analyse different stakeholders in the community and/or country. 	<p>It is important to know who and what influences our key decision-makers – or has power over them. This is the key to understanding how to design a strategy that can shift unequal power relations.</p> <p>A stakeholder is anyone – person or organisation or group of people – who is affected by, has an effect on, or has an interest in our issue. Different stakeholders will have different levels of power and influence over the issue and should be engaged in different ways.</p>	The group begins by reflecting on themselves and the influences in their own lives. In three groups, one for each objective, they then use a stakeholder analysis tool to identify stakeholders and key decision-makers. They do part of this activity using an interactive analysis map on the floor and pretending to be the stakeholders themselves. They finish by completing an influencer mapping.

RE-CONNECT

Activity GTA11: Collective Self-care	1 hour	<ul style="list-style-type: none"> Takes steps to mitigate the impact and risks of being an advocate for human rights and gender equality. 	<p>Advocacy can be challenging and stressful. Taking care of our bodies and emotions will support our personal and collective wellness and help us to avoid physical, emotional and mental challenges.</p> <p>Girls and boys face different challenges. Self-care should be built into an advocacy strategy through wellbeing risk assessments and wellbeing activities that take these differences into account.</p>	The group begins with a teambuilding activity to learn about trust and collective self-care. They then separate by gender and both groups reflect on the specific risks they face because they are girls or boys. They finish by coming back together again to complete a risk assessment based on their discussions.
Activity GTA12: Our Story, Our Message	1 hour and 30 minutes +take- home assign- ment	<ul style="list-style-type: none"> Recognizes the need for a strategy that is based on evidence and the lived experiences of girls and boys to influence change. Can develop bold messages to communicate their advocacy asks and appeals to the heart, hands and heads of different audiences. 	<p>Storytelling is key to good advocacy. As well as being able to share our advocacy message, it is important to be able to our story about why we are working on gender equality and issues facing girls.</p> <p>Advocacy requires the development of a good message to communicate our story and demand. Different stakeholders need different messages and it is helpful to have a short but powerful message prepared at all times.</p>	The group begins by reading or watching an example of a good story. They then co-develop a shared story by saying it line by line in response to questions. They finish by learning about, writing, and practicing their own “elevator pitch”. As a take-home assignment, they ask for feedback from peers.

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
Activity GTA13: Building Collective Action	1 hour and 55 minutes	<ul style="list-style-type: none"> Understands what a movement is and the importance of a critical mass and collective action. Knows different strategic approaches and tactics, and when and how to use them e.g. campaigning, lobbying, partnerships and media. Recognizes the value of collaboration with people of different ages and gender and learning from them to enhance collective impact. 	<p>Collective action is action taken together by a group of people or organisations to achieve a common objective and affect positive change. By engaging in collective action, we can leverage our strengths with those of other groups and be more effective in achieving our goal.</p> <p>Creating change in the world requires collective action and courageous acts. Social media is one powerful tactic we can use in our strategy to spread our message and mobilise others.</p>	The group begins by discussing the term 'collective action'. They read a case study about the NiUnaMenos campaign as a practical example of collective action and use it to explore different tactics and ways to work with other groups. The group finishes by discussing social media and identifying two ways to use the internet for their strategy.
Activity GTA14: Advocacy Skills and Tactics	1 hour and 30 minutes + take-home	<ul style="list-style-type: none"> Uses strategic analysis skills to develop SMART solutions that challenge unequal power structures. Has the confidence to proactively speak up and demand corrective action from duty bearers about gender equality and girls' rights issues that matter the most to them. Influences decision-makers' attitudes and behaviours on gender equality with evidence and lived experiences. 	<p>There are many different advocacy tactics – or actions – to use in our strategy. Chosen actions should target key decision-makers, take into account the team's capacity, resources and strengths, and deliver at least one objective.</p> <p>One important advocacy skill is being prepared to speak with the opposition. Advocates do this by thinking through and preparing for all types of challenging statements and questions.</p>	The group spends half of the activity practicing negotiation skills and half practicing media interviews to deepen their advocacy and communication skills. The take-home assignment is to practice these methods on their peers.

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
Activity GTA15: Deepening Our Advocacy Skills	1 hour and 15 minutes + take-home assignment	<ul style="list-style-type: none"> • Knows different strategic approaches and tactics, and when and how to use them e.g. campaigning, lobbying, partnerships and media. • Can demand corrective actions at the local, national, regional and global levels on gender equality, girls' rights and the problems that most affect them. • Influences decision-makers' attitudes and behaviours on gender equality with evidence and lived experiences. 	<p>Negotiation takes place when two or more people with differing views come together to attempt to reach agreement. Some advocacy meetings with decision-makers will involve negotiation in which we want to gain something specific and may also need to offer something in return.</p> <p>Engaging with the media can be a great tactic for advocacy. This action comes with risks and requires practice and preparation for difficult questions.</p>	The group spends half of the activity practicing negotiation skills and half practicing media interviews to deepen their advocacy and communication skills. The take-home assignment is to practice these methods on their peers.

TEST AND REDESIGN

Activity GTA16: Turning Ideas into Action Message	2 hours + take-home assignment	<ul style="list-style-type: none"> • Takes steps to mitigate the impact and risks of being an advocate for human rights and gender equality. • Regularly monitors the effectiveness and sustainability of their advocacy. • Collaborates with other youth/civil society organisations (CSOs) when strategic and necessary. 	<p>Quick formation and testing of ideas provides feedback that helps us make decisions, be flexible and improve our concepts. It's about getting ideas out of our heads and into the hands of other people.</p> <p>All advocacy involves two types of risks: 1. Those that affect our safety and wellbeing, and 2. Those that affect our advocacy strategy. The important thing is to identify the risks in advance and consider how to avoid them.</p>	The group selects three ideas to test in real life. For each, a sub-group designs a storyboard (like a comic) about how they will test it. They decide how to test each idea and what feedback they will look for, and spend time conducting a risk analysis for each idea. For a take-home assignment, they test their ideas.
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NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
Activity GTA17: Our Advocacy Compass	2 hours	<ul style="list-style-type: none"> Recognizes that systemic change is a long, complex and nonlinear process. Takes steps to mitigate the impact and risks of being an advocate for human rights and gender equality. 	<p>To do good advocacy, we must always work as a team and be open to continuous learning. We must test ideas, integrate new information and adapt what we are doing to reflect on the feedback we receive.</p> <p>An “advocacy compass” provides guidance throughout our strategy. It should be looked at if any new opportunities for advocacy activities or partnerships comes up, to make sure they fit within our strategic plan.</p>	The sub-groups share the feedback from the tests and decide how to improve their ideas. They finish by completing their advocacy compass, agreeing on next steps and making sure all the information they need is in their advocacy diaries
Total	23 hours and 30 minutes			

ENGAGE

Youth carry out their gender transformative advocacy campaign!

FOLLOW-UP

Activity GTA18: Most Significant Change	30 minutes	<ul style="list-style-type: none"> Recognizes how their personal journey to become an activist is part of the broader movement of girls' rights and gender equality. Regularly monitors the effectiveness and sustainability of their advocacy. 	Engaging in advocacy is a huge opportunity for growth. This is both on an individual level and in terms of collective progress and change	The group reflects individually and as a group on the progress they have made and the lessons they have learned. Note that this short activity should be carried out at the middle and end of the project.
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> SECTION 1. CONNECT

ACTIVITY GTA1: COLLECTIVE ACTION AND SHARED VALUES

In this activity, the group explores the concept of collective action through an icebreaker, a balloon activity to identify core values. Then they work together to create clay creations representing issues they care about and how they can use collective action to address them.

OBJECTIVE: To reflect on the importance of collective action towards gender equality and girls' rights and develop shared values.



MIXED
GROUP



1 HOUR
& 30 MINUTES

WHAT YOU NEED

- Flipcharts
- Tape
- Markers
- Clay (or play dough)
- Coloured paper
- Balloons of different colours
- **Handout GTA-A: Write Your Bio!**



LINKS TO KAPS

- Recognizes the value of collaboration with people of different ages and gender and learning from them to enhance collective impact.



KEY MESSAGES

- **Collective action builds bonds and promotes empathy.** It is an approach used to create social change, which values different leaders rather than one main leader.
- **Individual motivation is important for sustainable collective action for gender equality and girls' rights.** It provides a foundation on which to build shared values.



TIPS!

TIPS FOR FACILITATORS

- Note that the **Handout GTA-A: Write Your Bio!** should ideally be completed as homework before youth come together to meet for the first time. If this is not possible, they can complete it as a **take-home assignment** before the next session. This is to collect personal information about participants for two reasons: to better understand the individuals in the group and for use in Plan International communications.
- Work outside for this activity if this is possible and safe.



BEFORE YOU BEGIN

- Read through the activity in advance and ensure you understand how it fits with and sets the scene for the module.
- Fill 5 balloons, each with slips of paper with one of the key words written on them: Rights, Unity, Equality, Tolerance, Diversity.
- Prepare a flipchart with the questions from **Step #12**.
- Prepare a flipchart with the **Key Messages** on it.

STEPS TO FOLLOW:

In plenary (5 minutes)

1. If this is the first time youth are coming together as a group, take some time to go around and introduce themselves, their names and a gender issue that is important to them. If all the youth already know each other, you may skip this step.
2. Begin with the “rainforest storm¹⁸” icebreaker exercise to display collective action.
3. Ask everyone to stand in a circle. Explain that you are going to work together to create a rainstorm. As the facilitator, begin by making a small action, such as snapping your fingers. Have the person next to you repeat the action, and the person next to them will repeat it next, and the person after them - like a wave – until the whole circle has completed the action. Then, the second person will make an action - perhaps a little louder - and everyone around the circle will repeat it in the same fashion. Going faster and loud with each action, try to create the sound of a rainforest storm (with the rain starting slowly and quietly, then speeding up and getting loud - try actions such as claps, slapping thighs, and stamping feet.

TIP! You are welcome to use a different icebreaker exercise of your choosing. It should centre around teamwork and make an emphasis on the importance of each member of the group to reach a common goal.



4. Debrief by asking the group what they thought of the exercise and how it felt to be part of the group. Ask: *Could they have made that much noise if they were alone?*

In working groups (10 minutes)

5. Break participants up into groups of three. Ensure that every group has both girls and boys and use a method that ensures no one feels left out or ‘chosen’ last.
6. Once the groups are ready, explain that we will have a moment to reflect and work on brainstorming ideas and experiences of the different participants. Hand out coloured cards and markers to each group and reveal the questions on the flipchart.
7. Read each question out loud:
 - a. *Have you ever done an activity with other girls or boys?*
 - b. *What did you do?*
 - c. *How do you do it?*
 - d. *Who was involved?*
 - e. *How did it feel?*
8. Explain to everybody that they will have 10 minutes to discuss these questions with the others in their group. Ask that someone from each group takes notes from the discussion on the coloured sheets. Explain that they will need to share this in plenary later.

In plenary (20 minutes)

9. Come back together and ask each group to share one or two key points from their discussion. Explain that these are all examples of collective action.
10. Finish the activity with the definition of collective action:
Collective Action: *Action taken together by a group of people or organisations to achieve a common objective and affect positive change. By engaging in collective action, the group can leverage the strengths of theirs and other groups and be more effective in achieving their goal.*

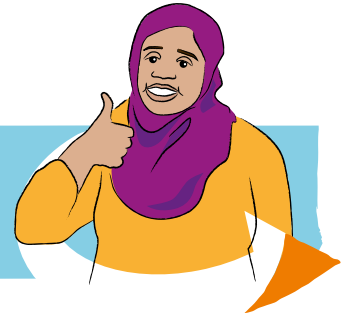
18. Girl Effect, (2013), The Insights Toolkit.

STEPS TO FOLLOW:

In small groups (5 minutes)

11. Ask participants to work in the same groups of three to buzz the following question:
a. What kinds of values do we need to ensure good collective action?
12. Walk around to the groups to help them think of values, such as equality, tolerance, unity, etc.

TIP! You can have balloons with the following values already prepared: Rights, Unity, Equality, Tolerance, Diversity and be prepare to use them if the groups do not come up with them.



13. After 5 minutes, distribute two strips of paper and two balloons per group. Ask them to select two values and write them on a strip of paper (one value per paper).
14. Then, ask participants to roll the strips of paper up, put the papers inside one the balloon, and to inflate and tie up the balloon.

In plenary (15 minutes)

15. Invite all participants to stand in a circle. Play some music and invite them to throw the balloons in the air and not let any touch the ground. The balloons will all mix up and the goal is to work together to keep all the balloons in the air for as long as possible.
16. Stop the music and ask two volunteers to pop the balloon in a fun way and to read the value found inside of it. Start the music again and repeat this process with all the balloons, taking turns popping two more balloons every time the music stops). Make sure to write all the values on a flipchart.
17. After all balloons have been popped, present the flipchart and summarize the values and ask:
Are we missing any values? Which, and why is it important? How would these values strengthen our collective action?
18. Ask the group emphatically: *Can we commit to these values? How?*



In working groups (10 minutes)

19. Divide the group in small groups of 4 in a fast and fun way.
20. Explain that we will now start working together to identify our abilities and ways we can use collective action to address issues we care about.
21. Give each small group a handful of clay, play dough, or whatever material you are using.
22. Explain that first, they are going to work together to create a figure that represents a problem they believe is important to solve; this problem must be related to gender inequality or the violation of girls' rights and it must affect their communities or daily life.
23. Give an example to the group. You could, for instance, talk briefly about early marriage or other relevant issues in their communities.
24. Give them 10 minutes to create it.

Gallery (5 minutes)

25. Ask each group to select a member to present and explain their collective work, and have them stay at the table or area they were working in.
26. Invite everyone else to move around and visit each station and ask questions about each figure, taking note of the different problems that were chosen.

In working groups (10 minutes)

27. Have all of the groups get back together and explain that they should now work and develop another figure. This one should represent a collective action to tackle their problem. Ask them to also think about the different roles and abilities of group members to engage in this collective action and the challenges they might face tackling this problem. They can supplement their figures with drawings and writing, if they wish.
28. Specify that each group will have 10 minutes to complete this second task.

Gallery (5 minutes)

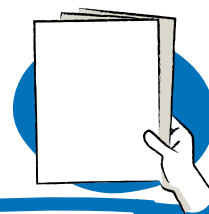
29. Ask each group to select a different member this time to present and explain their collective work, and have them stay with the figure.
30. Invite everyone else to move around and visit each station and ask questions about each presentation, taking note of how each can be tackled in a collective way.

In plenary (5 minutes)

31. To close, present the **Key Messages** you prepared on a flipchart ahead of time about the importance of collective action and of a plurality of leaders for social change.
32. Wrap up the activity by explaining the **take-away assignment**.



HANDOUT GTA-A: WRITE YOUR BIO!



Every great advocate first needs to know themselves well. Great advocacy means telling great stories, and the story begins with you! Here's your chance to tell us your story, your ideas, your challenges and your hopes and dreams!

Your Name _____ **Your Age** _____

Your District and Country _____

Tell us about your family and your community: Who do you live with? What do you like best about the community you live in? Who are the people who support you and inspire you? What are some of the challenges for your community?

Tell us about what it's like to be a girl/boy/young person in your community: What challenges exist only for girls and young women? Are there activities that only girls or only boys can participate in? Are girls and boys expected to carry out different duties?

Tell us about your hopes and dreams: What change would you like to see in your life, in your community and in the world? What would you like to be when you are older? Why do you think it is important that people respect girls' and young women's rights? Why do you think it's important for youth – girls and boys – to use their voices to improve the lives of girls?

What violations of girls' rights and gender equality do you feel are most important to you and your community? Why? Child, early and forced marriage? Violence against girls? Equal access to education for girls and boys? Violence in schools? Young people's participation in decision-making? Something else?

Finally, it would be great to have a photo of you! Plan International or interested media may want to use a picture of you in their work. They can only do so if you and your parents/guardians have given us consent in written form. Please ask a friend, family member or Plan International staff member to help you take a few portraits of you. This could be taken in your favourite place around your community, in your classroom or anywhere that is important for you. Bring it with you to the next Champions of Change meeting!

REMEMBER




Protect your privacy! Don't take pictures of yourself anywhere that might reveal too much about where you live or go to school. Avoid signs and obvious landmarks.




ACTIVITY GTA2: IF WE COULD CHANGE OUR COUNTRY


In this activity, the group explores the concept of collective action through an icebreaker, a balloon activity to identify core values. Then they work together to create clay creations representing issues they care about and how they can use collective action to address them.

OBJECTIVE: After this session, participants will be able to identify the importance of having a common vision of change and the importance of identifying what really inspires and motivates them.

 MIXED GROUP	 1 HOUR	WHAT YOU NEED <ul style="list-style-type: none"> • Flipcharts • Newspapers • Glue • Scissors • Coloured markers • Art supplies • Paper 	 LINKS TO KAPS <ul style="list-style-type: none"> • Recognizes how their personal journey to become an activist is part of the broader movement on girls' rights and gender equality.
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KEY MESSAGES

- If we want to change things that affect us as youth, we must have a clear vision of the change we want to see. Having this vision helps us to plan our work as a group and to clearly identify the challenges we must face.
- It's important to be clear about the motivations that lead us to commit to the cause of gender equality. Knowing these will help us to build an understanding of what drives the group as a whole.


BEFORE YOU BEGIN

- Prepare 4 or 5 sets of materials for the small groups, each including 2 flipchart papers, local newspapers, coloured markers, art supplies and glue.

STEPS TO FOLLOW:

In plenary (5 minutes)

1. Welcome the participants and explain that in this first activity, they will share and discuss their dreams and visions of the changes they want to see in their country.

In working groups (20 minutes)

2. Break participants into 4-5 smaller groups and give each group a set of materials.
3. Ask each group to find and cut images from local newspapers that represent negative issues that affect girls' access to rights and gender inequality and injustice.

STEPS TO FOLLOW:

4. Then, ask the groups to get creative and create a collage with all the images onto one of their flipcharts.
5. Invite the participants to complement the collages with their own drawings of other issues that are important to them, but which they did not find in the newspapers.
6. On a second flipchart, ask participants to find and cut images from the newspapers to create a collage that represents their dreams and hopes and how gender equality for them would look, all the changes that they would like to see in their country regarding the realization of girls' and boys' rights, and all the positive things that are happening in their country. This can also include their own drawings if they cannot find many examples in the newspapers.

Gallery walk (5 minutes)

7. Ask everyone to leave their collages where they are. They will now all take part in a gallery walk to visit the other groups' work, silently. There should be no talking during this time, only silent observation.

In plenary (15 minutes)

8. After all participants have visited all the galleries, invite them to put all the collages in two groups in the middle of the floor - one of the issues, and one of their dreams and hopes.
9. Have everyone sit in a circle around the collages, and ask the participants: *What do we observe in the first collages? What are the forms of rights violations that predominantly appear? What are the roles of women, men, girls, boys and young people in each?*
10. Then ask participants: *What do you observe in the second collages? What has changed? What are the roles of women, men, girls, boys and young people in these?*
11. After they have discussed their collages, tell them you want to talk about the concept of "vision".
12. First, ask them to share their own ideas of what a vision is. If asked, you could say, that in your understanding, *a vision is like an image, an imaginary picture of the future as we want it to be and that motivates us to work to reach it.*



STEPS TO FOLLOW:

13. Share the first **Key Message** with the group. Explain that having this vision helps us to plan our work as a group and to clearly identify the challenges we must face.

In plenary (15 minutes)




14. Explain that to develop a shared vision for change, it is important to first understand what motivates you individually. Say to the group that they will take a few minutes now to reflect individually on what their own motivations are for the struggle for gender equality.
15. Give each participant a sheet of paper to write on.
16. In a calm voice, ask them to sit comfortably and close their eyes so they are not distracted during the following guided meditation.
17. Ask them to breathe slowly and deeply, to connect with themselves and reflect on the following. Be sure to speak slowly and pause between questions.
 - *What motivates you to be an activist for gender equality and girls' rights?*
 - *Is that motivation based on something that happened around you, to your family or friends, or in the community?*
 - *Is that motivation based on something that happened around you, to your family or friends, or in the community?*
 - *Who was involved?*
 - *What emotions are you feeling about this?*
18. Now ask the group to slowly open their eyes and to write on the paper what they thought and felt. Ensure them that they will not have to share with the group if they don't want to.
19. Ask for 5 or 6 volunteers to share one of their motivations with the group, but don't force anyone to share.
20. Close the exercise by reflecting on the diversity or commonalities among the motivations shared.
21. To wrap up, share the second **Key Message** with the group, and ask if anyone has any questions.



ACTIVITY GTA3: THE THREE WINDOWS

The group uses a “three windows” approach to identify their own preconceptions and experiences as well as realities for boys and girls in different spaces in their communities whilst identifying their individual and collective power to drive change.

OBJECTIVE: To reflect on the importance of collective action towards gender equality and girls’ rights and develop shared values.

 <p>MIXED GROUP</p>	 <p>1 HOUR</p>	<p>WHAT YOU NEED</p> <ul style="list-style-type: none"> • Flipcharts • Markers 	 <p>LINKS TO KAPS</p> <ul style="list-style-type: none"> • Knows that they have the right to participate in and influence decisions that affect them. • Believes in the importance of opening influencing spaces to young people and particularly to girls and young women.
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KEY MESSAGES

- Gender inequalities are built into the social context of boys’, girls’ and adolescents’ lives and they affect girls and boys differently. As advocates, we have strengths and personal and collective power to help improve our lives and lives of others.



TIPS FOR FACILITATORS

- Read through the steps well in advance, as this is a complex theoretical activity and it helps to be clear on the objectives and steps before you begin.
- Familiarise yourself with the “three windows” approach in the activity.



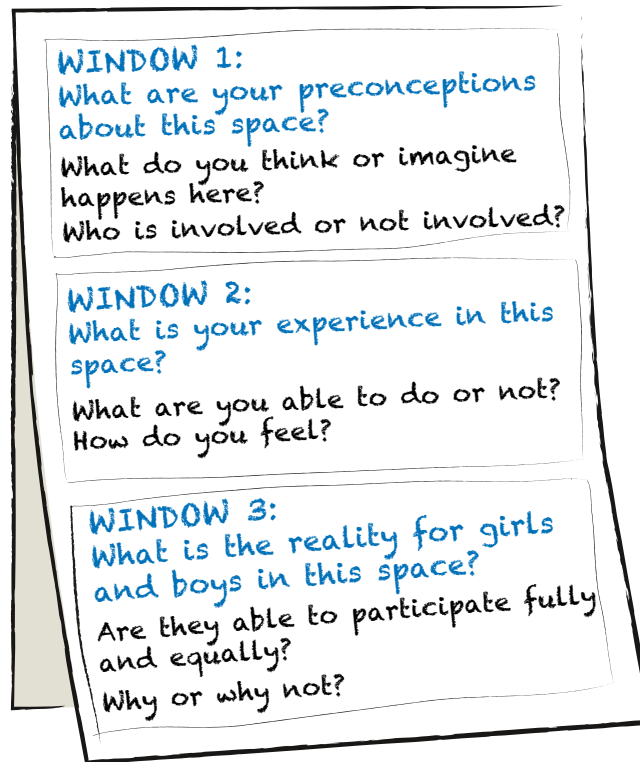
BEFORE YOU BEGIN

- Prepare flipcharts with one the following words written on each and place them around the room: Home, School, Market, Religious Building, Sports Field/Court, Town Hall.
- Prepare a flipchart with questions from **Step #5-7**.
- Write the **Key Message** on a flipchart.

STEPS TO FOLLOW:

In plenary (10 minutes)

1. Welcome the participants, and ask the them: Why do you think it is important to think critically about your own reality?
2. Let them share some ideas and write them down in a flipchart. Then explain that to do a good analysis of our reality, we can visualize it through 3 “windows”:



3. Explain that the “three windows” approach is a simple way to analyse a complex and serious issue. They will allow us to identify preconceptions, experiences, and realities that most of the time appear to be invisible or hidden. These hidden situations greatly contribute to maintaining gender injustice and the oppression of girls and women. Explain that using this analysis (three windows using a gender lens) is the first step to achieve gender transformative change.

In groups (35 minutes)

4. Divide the group into 6 working groups and send each group to stand in front of a different flipchart around the room. Explain that these spaces represent the places where decision-making takes place: Home, School, Market, Religious Building, Sports Field/Court, Town Hall. Ask if there are other spaces in their community where decision-making takes place. If it is not captured in the above six, create another flipchart and ask a few participants to join this group.
5. First, invite the groups to image they are “looking through” Window 1 into this space, and to identify any preconceptions. Ask them to discuss the following questions, posted on a flipchart at the front of the room:
 - *Who is in this space? Are women or men in this space? Girls and boys?*
 - *How much time do they spend in this space?*
 - *Who is not in this space? Why?*

STEPS TO FOLLOW:

6. Next, invite the groups to look through Window 2 into this space and think about their own experiences. Ask them to discuss the following questions:
 - *Who makes decisions in this space? What types of decisions are made?*
 - *What is my own role in this space?*
7. Finally, invite the groups to look through Window 3 into this space to analyse the experience of girls and boys. Ask them to discuss the following questions:
 - *Do girls feel safe in this space?*
 - *Can girls share their needs and interests in this space?*
 - *Can girls make decisions in this space? Do girls and boys participate equally in this space?*
8. After 15 minutes, ask each group to present their findings about their space to the plenary. Allow time for questions.

In plenary (15 minutes)

9. Come back together and ask participants to think about the previous exercise and discuss the following questions:
 - *Are there conditions in our community that hinder our ability to make decisions that affect our lives?*
 - *What can we do?*
 - *What needs to change so that power is equally distributed?*
10. Thank the group for sharing their ideas. To wrap up, share the flipchart with the **Key Message** written on it, and ask if the group has any questions.

This activity was adapted from Plan International, (2007), Regional Office of the Americas Youth Advocacy Toolkit.



> SECTION 2. EXPLORE

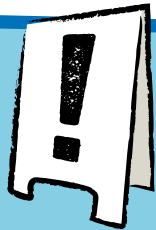
ACTIVITY GTA4: WHAT IS GENDER TRANSFORMATIVE ADVOCACY?

The group begins by discussing different famous advocates and advocacy groups. It then uses a café-style activity to explore a case study about an ideal gender transformative campaign. The group finishes by learning about the advocacy process and how to approach it with a gender lens.

OBJECTIVE:

- To develop a basic understanding of what advocacy is.
- To build an understanding of gender transformative advocacy and how to bring a gender analytical lens to each stage of the advocacy cycle.

 <p>MIXED GROUP</p>	 <p>1 HOUR & 45 MINUTES</p>	<h3>WHAT YOU NEED</h3> <ul style="list-style-type: none"> • Flipcharts • Markers • Refreshments • Handout GTA-B: The Ideal Campaign • Facilitation Sheet GTA4: Gender Questions for the Advocacy Cycle 	<h3>LINKS TO KAPS</h3> <ul style="list-style-type: none"> • Understands what advocacy is and how to develop an influencing strategy. • Understands the significance of a gender transformative approach to advocacy. • Understands how to organize adolescents and young people in collective action without reproducing hierarchical structures.
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KEY MESSAGES

- **Advocacy is about challenging and influencing people in power to change the 3P's: Policies, Perspectives, and Practices.** Good advocacy is strategic and is based on evidence and the real life experiences of those who are demanding the change.
- **What makes advocacy gender transformative is using a gender lens at every step of the way.** By mainstreaming gender equality in the advocacy process itself, as well as the end result, we ensure truly equal, just and transformative change.



BEFORE YOU BEGIN

- Familiarise yourself with the definition of advocacy and gender transformative advocacy from the **Glossary**.
- Research some well-known national and international advocates to refer to during the session.
- If possible, set up the room like a café with 4 different tables and chairs around each table. Providing refreshment can also help to create a good atmosphere for sharing.
- Print copies of **Handout GTA-B: The Ideal Campaign** for each pair.
- Print 5 copies of **Facilitation Sheet GTA4: Gender Questions for the Advocacy Cycle**, and cut along the dotted lines. Keep them in separate piles, and mix them up so they aren't in the correct order.
- Prepare 4 sheets of paper, each with one of the questions from **Step #7** at the top of it.
- Prepare a flipchart with the advocacy pyramid and definitions from **BOX GTA1** in **Setting the Stage**. Keep this covered until it's time to use it.

STEPS TO FOLLOW:

In plenary (5 minutes)

1. Using a flipchart, ask the group to brainstorm famous advocates. Ask:
 - *Can you name any famous girls' rights activists? Or gender equality movements or examples of collective action?* (Examples could include some of the following: Malala Yousafzai #Niunamenos, Transborder, Sisters Uncut, Black Lives Matter, Women's Marches)
 - *What is one thing that inspires you about them?*
 - *Can you think of anyone in your local community or country who has done any advocacy or campaigning?*

In plenary (10 minutes)

2. Next, show the group the flipchart with the advocacy pyramid drawn on it, and give everyone a few minutes to look it over individually.
3. Ask for volunteers to read each of the three definitions of the parts of advocacy out loud to the group. Then, ask: *Why do you think this is presented as a pyramid? How are these parts of advocacy related to each other? Could we do advocacy without one of these parts?*
4. Explain that all advocacy involves a goal, objectives, and tactics. When it comes time to design their own advocacy campaign, they will ensure that they have all of these parts, too. Next, they will take a look at an example of advocacy and see if they can identify all of these parts.

In pairs (10 minutes)

5. Invite the participants to get into pairs and take turns reading **Handout GTA-B: The Ideal Campaign**.
6. When everyone has finished, explain that they will use this case study for the next activity - the Youth Advocacy Café.

In working groups (35 minutes)

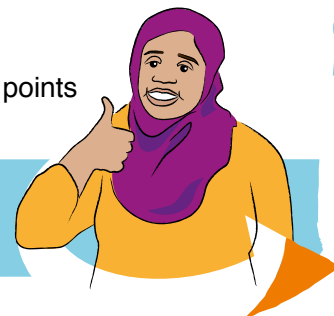
7. Place one of the following questions and some refreshments in the centre of each table.
 - **TABLE 1.** *What was the vision for change for gender equality? What was the goal and what were their different objectives?*
 - **TABLE 2.** *What tactics did they use? Which were successful and why?*
 - **TABLE 3.** *What were the girls' roles? What were the boys' roles? How did the group work collectively as a group and with other movements?*
 - **TABLE 4.** *What perceptions changed? What policies and budgets changed? What power relations were challenged or shifted?*



STEPS TO FOLLOW:

8. Invite the participants to sit at a table where the question interests them, and explain that they will have 10 minutes to discuss their questions.
9. Ask for volunteer at each table to be a note-taker, who will capture the key points from the conversation. The note taker will not change tables.

TIP! The facilitators can note-take instead, if there are enough of you.



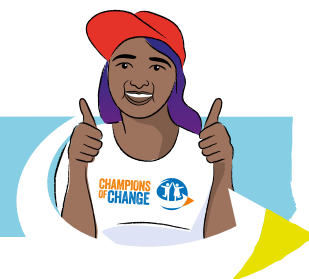
10. After 10 minutes, ask everyone except the note-taker to move to a different table and start on another question. They should move around so that they are not in the same groups as before. Explain that if a table is full, they will have to choose another one.
11. Ask the note-taker to give the new group a quick summary of the previous conversations before inviting them to continue the conversation.

Repeat once more, so that all participants have a chance to visit 3 of the 4 tables.

In plenary (15 minutes)

12. Bring everyone back together and invite each of the note-takers to deliver a brief presentation of the discussions at their table and invite comments from the group. Ask:
 - *Why was this campaign good for challenging power structures?*
 - *Which tactic changed more than just a law? Why is that important?*
 - *How did the advocates work together and with others?*
13. Explain that this campaign is an example of good advocacy, and share the first **Key Message** with the group.

TIP! This is a great place to take a break, get up and do something fun and active!



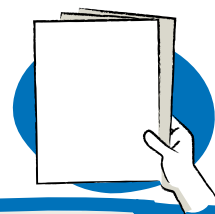
In working groups (20 minutes)

14. Next, explain to the group that they are now going to explore the steps of the advocacy process. Explain that there are standard steps to every advocacy plan in order to ensure it is strategic and evidence-based.
15. As they have seen from the case study, for an advocacy plan to be truly transformational for gender equality and girls' rights, we must approach each step from a gender perspective, or using a "gender lens".
16. Explain that for this activity, the group will be given the different steps of the advocacy process (one on each piece of paper) and associated questions for each step (each on a separate piece of paper).
17. In working groups, they must discuss what order they think the process steps should go in, and which questions should be asked at each step.
18. After 10 minutes, ask each group to present back what they think is the right process. Ask leading questions to help the group reach the correct order of the process, if they haven't already, and which questions relate to each step.

In plenary (10 minutes)

19. Finally, ask the group to discuss their understanding of "gender transformative advocacy". Ask for suggestions based on what they have discussed in this session.
20. Write these up on a flipchart and ask participants to identify any common threads.
21. To close, share the second **Key Message** with the group.

HANDOUT GTA-B: THE IDEAL CAMPAIGN



Instructions: Read this case study of an ideal, gender transformative campaign. Pay attention to goals, tactics used, people involved and what roles they played, and outcomes of their efforts.

A group of activists have just finished a year-long advocacy campaign in their country. Their vision is for a gender equal world where girls and boys both participate equally in society, are valued equally and share the power. They hope to achieve gender equality in political representation in their country.

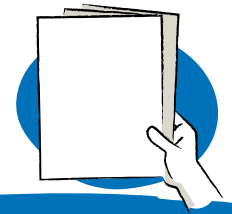
The activists worked together to identify their issue and analyse the problem. The boys and girls shared their different perspectives on the root causes of gender inequality that contribute to not having enough women and youth in parliament and what the effects of this were on people's perceptions and practices. They all decided that by focusing on young women's representation, they had the potential to shift policy, perceptions and practices. They developed three objectives based on this.

First, they wanted the government to increase the percentage of young women in national parliament to 25% in the next electoral cycle. To do this, they connected with a feminist group in the capital city who reviewed their plan and gave feedback on what could work well and what needed to be strengthened or adapted. Then, they organised initial meetings with potential allies - the Minister of Gender and the Minister of Education - and asked them to talk to harder to influence decision-makers.

Second, they wanted 10 male MPs to agree to champion the rights of girls and young women in parliament. So, for International Day of the Girl, they developed simple messages with their demand and asked the different companies and ministries to share these through their social media channels. Then they organized parliamentary field trips for girls and young women, which included meeting with female politicians and having meetings with supportive male politicians to gauge interest.



HANDOUT GTA-B: THE IDEAL CAMPAIGN (CONT.)



Third, they wanted political parties voluntarily commit to providing young female parliamentary candidates with additional funds for campaign and undertake a gender equality training programme for parliamentarians with a strong youth and gender focus. They supported male and female candidates who favoured gender equality and worked with them to call for gender equality training for all politicians. They also worked with other youth movements to develop and provide a youth-led gender training for their local community government.



At each step of the advocacy process, they built in time to reflect whether the approach they were taking, the activities they had chosen, and the objectives they have identified, were truly gender-transformative. They researched what policies were already in place at an international, national and municipal level that either would support or be a barrier to their objectives. For inspiration, they also researched what others are doing around the world.

They tested different activity ideas in their community and with other activist groups (both youth-led and others) to see which ideas were stronger and which messages resonated more. For any meetings, the group decided to always send 2 girls and 1 boy so that the girls could share their experiences and the recommendations and the boy could share why he was a part of this campaign and movement for gender equality.

In the end, the parliament decided that 50% should be reserved for women, but did not specify an age range. 8 of the male MPs they talked to signed an agreement with the group to champion the rights of girls and young women in the parliament, and to meet with other male parliamentarians privately to help change their perspective. Finally, while the leaders of political parties did not agree to provide additional funding to women candidates, they did agree to host trainings if they were organised by the youth group or their allies. The youth celebrated their hard work and made a plan to hold up their end of the deal!



FACILITATION SHEET GTA4: GENDER QUESTIONS FOR THE ADVOCACY CYCLE






CONNECT & EXPLORE	<p>What does our political context look like?</p> <p>What are the main gender issues for girls and young women in our country/community?</p>
CREATE	<p>What are the consequences of this problem for girls compared to boys?</p> <p>What unequal power relations are causing it?</p> <p>Is our goal focused on the realization of gender equality and girls' rights?</p> <p>Are our objectives focused on changes in perception, policy/ budgets, and practice?</p> <p>Who are the main stakeholders? What are their perceptions on gender equality?</p>
RECONNECT	<p>Which target groups need which messages?</p> <p>How can we involve media in a strategic way?</p> <p>Which tactics are more likely to affect 3-dimensional change?</p>
TEST & REDESIGN	<p>How can we evaluate our findings with a gender lens?</p> <p>How can we position girls as leading the testing process?</p> <p>What do we have to change in our approach, messaging, strategy, and the way we work together based on the results from the testing?</p> <p>How can we learn from our failures?</p>
ENGAGE	<p>How can we ensure that we live gender transformational change in the way we advocate?</p>
FOLLOW UP	<p>What do we want to celebrate?</p> <p>What changes have we achieved?</p> <p>What's next?</p>


ACTIVITY GTA5: WHAT IS POLICY AND HOW IS IT CREATED?

The group plays a game to learn about the process to develop policy, then engage in brainstorm activities to explore who is involved in developing and influencing policy.

OBJECTIVE:


- To get a basic understanding of what a policy is, the form it can take, how gender affects it and the basic process of developing a policy;
- To understand the key actors involved in policy development and the scope for influencing them.

 <p>MIXED GROUP</p>	 <p>1 HOUR</p>	<h3>WHAT YOU NEED</h3> <ul style="list-style-type: none"> • Flipcharts • Markers • Scissors • Handout GTA-D: Process of Policy-Making Cards • Facilitation Sheet GTA5: Policy Definitions and Types 	 <h3>LINKS TO KAPS</h3> <ul style="list-style-type: none"> • Understands what policies are and the process to develop policy. • Understands how systems function, the process for decision-making within them, and the power relations between the actors within them.
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KEY MESSAGE

- **‘Policy’ is a rule, plan, commitment or course of action that can take different forms.** Gender-responsive policies recognize the rights of girls and women and proactively work to redistribute power.
- **There is a basic process to develop a policy and a wide range of stakeholders inform the development of policies.** Some of these stakeholders are visible and accountable, while others operate more through hidden processes, and their influence is more difficult to identify.



BEFORE YOU BEGIN

- Familiarise yourself with the definition of policy in the Setting the Stage and in **Facilitation Sheet GTA5: Policy Definitions and Types**.
- Prepare a flipchart with the correct order of the process of policy-making on it from **Step #8**.
- Print copies of **Handout GTA-D: Process of Policy-Making Cards** for half the group.
- Prepare a flipchart with the **Key Messages** on it.

STEPS TO FOLLOW:

In plenary (15 minutes)

1. Explain to the group that today you are going to talk about “policy” – what it is and what forms it can take. Start by introducing a scenario:
 - *Imagine you and a group of friends have to go to a certain place. It is far and you have never been there before. In organising your trip, what steps would you take to help you get there?*
2. Ask for volunteers to share their answers, making sure that they include the following:
 - *A map or compass to know where you are going*
 - *Knowing what security procedures to follow, like wearing a seatbelt*
 - *Telling people where you will arrive and at what time*
 - *Making sure you have money for petrol*
3. Once the above answers have been covered, you can explain that each of these could be a form of policy in itself:
 - *A map might be something that gives direction, like the Sustainable Development Goals.*
 - *Safety procedures might be a law that governments and citizens abide by, like that you must be 18 to marry.*
 - *Telling people your trip plan is like governments making a commitment, such as signing the Human Rights Convention.*
 - *Having enough money for petrol is like governments increasing their education budget to make sure they can follow through on their commitments.*
4. Explain that each of the above can be a type of policy. A policy is a guide for decision-making and a commitment to a course of action. For example, a national education policy might include a commitment to increased investment in primary and secondary schools, which will guide how education develops in that country, including, for example, how to tackle education related gender inequalities.
5. Some policy will become law, for example, ‘all children under 16 years old must attend school’. We use the term “policy” to include local and national government policies as well as those of international institutions (e.g. the UN), and organisations (e.g. NGOs and donors).
6. Explain that policies can be made at different levels. Some could be international policies, such as the UN Convention on the Rights of the Child (CRC), but others can be created at national or municipal level. It is important that when we are researching our issues to advocate on, we find out which policies exist at these different levels.

In pairs (30 minutes)

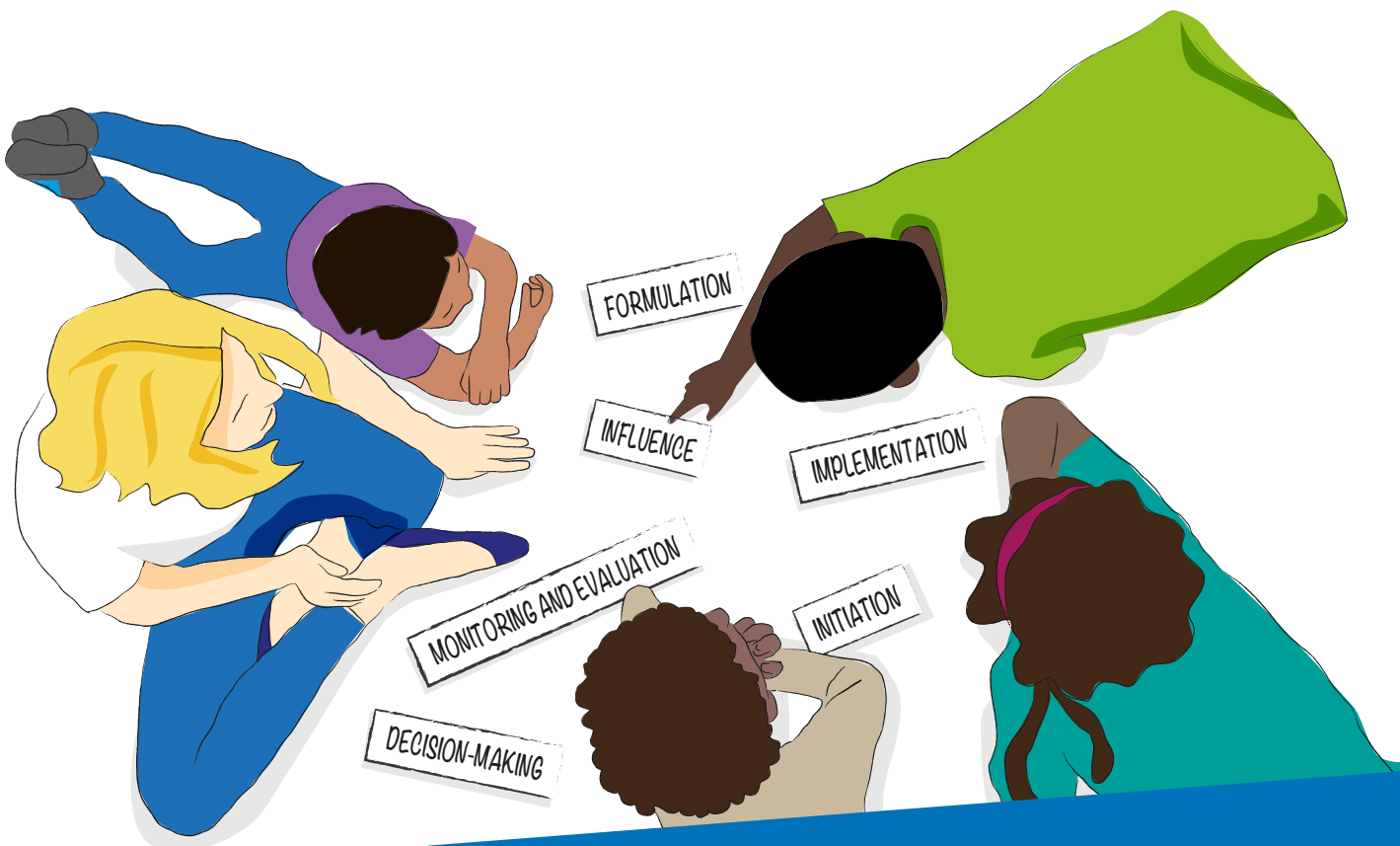
7. Split into pairs and give each a **Handout GTA-D: Process of Policy-Making Cards** and a pair of scissors. Ask each to cut up their sheet and put the cards into the order in which they think that policy is made. They were not in the correct order at first!
8. After they have finished, ask the group what order they put them in. Help them to get to the correct order, then show the flipchart: 1. Initiation 2. Formulation 3. Influence 4. Decision-making 5. Implementation 6. Monitoring and evaluation.
9. Lastly, ask the participants to share who they think is directly involved in developing a policy at each level, ensure the following are covered and understood:
 - *Government ministries*
 - *Civil servants including those working in schools, hospitals etc.*
 - *Politicians*

STEPS TO FOLLOW:

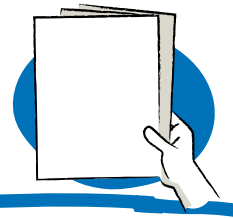
10. Using a new flipchart, brainstorm the following question as a group: Who else can influence policy development? Answers may include:
 - *Academics/experts*
 - *Business leaders*
 - *Lobbyists*
 - *NGOs*
 - *Trade unions and other representative groups*
 - *The public/citizens/voters*
 - *Media*
 - *Girls, boys and young people!*
11. Then ask the group to look back at their cards, and ask: At what stage of policy development might these different persons/institutions have influence?

In plenary (15 mins)

12. Invite participants to share examples of whether and how they have been involved in the development of policy, formally or informally, in their local community or work. Ask:
 - *How do these experiences link to our earlier conversations about the three windows and decision-making?*
 - *How have policies affected girls and boys differently in their local community?*
13. Show the group the flipchart with the **Key Messages** written on it, and have a volunteer read each aloud, taking time to ask what the participants think and answer any questions.
14. Close by reiterating the activity's learning objective, how it has been met in this session, highlights from the discussion and any pertinent issues that participants raised relating to their local context.



HANDOUT GTA-D: PROCESS OF POLICY MAKING CARDS

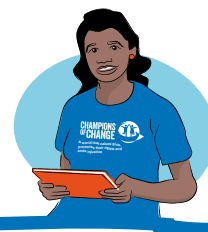


Instructions: Tear or cut along the dotted lines, then arrange them in the order you think they would go, from first step to last.



DECISION-MAKING:	Deciding whether or not to accept the policy.
FORMULATION:	Creating and writing the policy.
MONITERING AND EVALUATION:	Reviewing how policy is implemented and making changes if necessary.
INFLUENCE:	Using power to shape the policy.
INITIATION:	Starting to create a policy based on research and analysis.
IMPLEMENTATION:	Putting the policy into action.

FACILITATION SHEET GTA5: POLICY DEFINITIONS AND TYPES



WHAT IS POLICY?

A policy is a guide for decision-making and a commitment to a course of action. For example, a national education policy might include a commitment to increased investment in primary and secondary schools, which will guide how education develops in that country, including, for example, how to tackle education-related gender inequalities.

WHAT DIFFERENT TYPES OF POLICY EXIST?

We use the term policy to include local and national government policies and those of international institutions (e.g. the UN), and organizations (e.g. NGOs and donors). Some policy will become law, for example, 'all children under 16 years old must attend school'.

A school might have a written policy that all pupils must wear a certain uniform, which may be different for girls and boys. Girls may be required to wear a skirt and boys may be required to wear trousers. Or perhaps the policy would state that all pupils can wear either.

A school may also have an unwritten policy that girls who become pregnant while at school are not allowed to finish. This would also affect boys and girls differently. The mother may be required to stop her education, while the father may be allowed to continue.

QUESTIONS TO CONSIDER:

- What are some policies that exist in young people's life?
- How might policies affect girls and boys differently?
- How might policies be helpful to challenge gender stereotypes?
- How might policies help to reinforce gender stereotypes?

ACTIVITY GTA6: EXPLORING POLICY FRAMEWORKS

Through a game of 'pass the parcel' the group is introduced to different types of policy. Then, they play a 'stepping stones' game to become familiar with the Sustainable Development Goals (SDG's) and targets that are relevant to girls' lives and gender equality.

OBJECTIVE:

- To build an understanding of key international policy frameworks relevant to girls, boys and young women.
- To increase knowledge of the Sustainable Development Goals and targets and begin to build an understanding of which targets are particularly relevant for girls' lives.

 <p>MIXED GROUP</p>	 <p>1 HOUR</p>	<h3>WHAT YOU NEED</h3> <ul style="list-style-type: none"> • What You Need Flipchart • Markers • Device to play music • Handout GTA-E: Explanations of Policy Frameworks • Facilitation Sheet GTA6-A: Policy Frameworks Articles • Facilitation Sheet GTA6-B: Stepping Stones 	<h3>LINKS TO KAPS</h3> <ul style="list-style-type: none"> • Understands what policies are and the process to develop policy. • Understands the basic policy and political situation for gender equality and girls' rights, the SDGs, and relevant national, regional and international policy frameworks in their country.
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KEY MESSAGES

- **There are different international policy frameworks that promote the rights of girls and women and work towards gender equality.** It is important to know which policy frameworks are legally binding – meaning they need to be made into law – because that means the government can be held accountable to make sure it is implemented.
- **The SDGs are 17 goals that world leaders have agreed to achieve by 2030.** Each goal has been broken down into targets and there are many that apply to the rights of girls and to gender equality.

TIPS!

TIPS FOR FACILITATORS

- You will need a fairly big space to do the 'Stepping Stones' game. It also works well outside, if this is an option.

BEFORE YOU BEGIN

- Ask the Plan International office advocacy staff member to supply a few regional, national or municipal examples to contextualise the game.
- Print a copy of **Facilitation Sheet GTA6-A: Policy Frameworks Articles** and cut out each article. Then, wrap a small object (e.g. a small ball or chocolate bar) in at least 15 layers of newspaper. Between each layer of newspaper, place one of the cut out articles. Add any local or regional policy examples that the Plan International office provided.

- Print a copy of **Handout GTA-E: Explanations of Policy Frameworks** for each participant.
- Print **Facilitation Sheet GTA6-B: Stepping Stones**, cut them out and tape them to the floor in the pattern of stepping stones in a river. You can also use something else to represent the stones, and keep the printed examples to read off of during the activity.

STEPS TO FOLLOW:

In plenary (25 mins)

1. Explain to the group that they are going to play a quick game to identify some of the different international policy frameworks. These frameworks promote gender equality and set out the rights of children and women.
2. Ask the group to stand or sit in a circle. Present the 'Pass the Policy Parcel' game – Explain that whilst the music is playing, they will pass the parcel to the next person on their right. When the music stops, the person holding the parcel will need to unwrap a layer of newspaper, find the slip of paper with an article written on it, and read it out loud to the group.



STEPS TO FOLLOW:

3. Ask the group if they have heard of this framework, and if they have any questions. Then, start the music again and repeat the exercise until all the layers of newspaper have been opened. The last person to unwrap can keep the prize in the centre.
4. Next, ask the youth group if they can remember which policy frameworks were identified. These should be:
 - *Sustainable Development Goals*
 - *UN Convention on the Rights of the Child*
 - *UN Convention on the Elimination of Discrimination against Women*
 - *Any regional, national and municipal frameworks supplied by the national/country office*
5. End this activity by giving each participant **Handout GTA-E: Explanations of Policy Frameworks**. Explain that some of these frameworks are legally binding, which means that governments have the responsibility to make sure they respect and implement what is in the policy framework. For these legal policy frameworks, it is helpful to know what mechanisms are in place to hold governments to account. The youth group can find out more about the frameworks and accountability mechanisms in the handout.
6. Share the flipchart with the first **Key Message** on it and ask a volunteer to read it aloud. Then, let the group know that this next game will help the group to explore some of the goals and targets of the Sustainable Development Goals, or “SDGs”.



STEPS TO FOLLOW:

In plenary (25 minutes)

7. Explain that the aim of this next game is to cross the river. Each stepping stone represents a goal or target that affects girls' lives or gender equality in some way.
8. Have the group line up in front of the stones. Each participant will take a turn to try to cross the river.
9. After a few steps, call out "SPLASH!" Tell the participant that they've hit a wobbly stone, and ask them to read out what's on the stone.
10. Then, ask the group one of the following questions - make sure to mix up the questions to keep it interesting!
 - *How do you think this goal or target affects girls' lives?*
 - *What human right does it relate to and how?*
 - *What do you think we can do to reach this goal/target?*
11. When they have answered, remove the stone and ask them to continue across.
12. Then, the next person will go across – choose another place for them to "SPLASH!" It will get harder and harder to cross the river, but have them keep going until all the stones have been used.

In plenary (10 minutes)

13. Using the following questions, ask the group what they thought about the goals and targets.
 - *Were there any that you were not expecting? Which stood out to you the most? Which do you think are the most important?*
 - *What do you think 'leave no one behind' means?*
 - *Do you think it will be possible to achieve these goals? How?*
14. To wrap up, go over the flipchart with the second **Key Message** on it.

[1.] This activity has been adapted from Plan International (2014) An Advocacy Toolkit: The Education We Want.

[2.] Adapted from Plan International (2014) Power, Rights and Participation: A practical guide for youth action in a post-2015 world.



SUSTAINABLE DEVELOPMENT GOALS: TARGET 16.7

Ensure responsive, inclusive, participatory and representative decision-making at all levels

SUSTAINABLE DEVELOPMENT GOALS: TARGET 4.1

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

CONVENTION ON THE RIGHTS OF THE CHILD (CRC)

1 For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN (CEDAW)

11.1.d The right to equal remuneration, including benefits, and to equal treatment in respect of work of equal value, as well as equality of treatment in the evaluation of the quality of work

COUNCIL OF EUROPE CONVENTION ON PREVENTING AND COMBATING VIOLENCE AGAINST WOMEN AND DOMESTIC VIOLENCE. ARTICLE 12 – GENERAL OBLIGATIONS.

Parties shall take the necessary measures to promote changes in the social and cultural patterns of behaviour of women and men with a view to eradicating prejudices, customs, traditions and all other practices which are based on the idea of the inferiority of women or on stereotyped roles for women and men.

THE PROHIBITION OF CHILD MARRIAGE ACT, 2006, INDIA.

(a) “child” means a person who, if a male, has not completed twenty-one years of age, and if a female, has not completed eighteen years of age.

UNIVERSITY OF NAIROBI, GENDER POLICY.

The University’s overall aim is to create and sustain a fair and just academic environment where men and women have equal opportunities, voice, rights and access to resources, so that persons of both genders can realize their full potential and contribution within a community of scholars with a culture of mutual respect.

SAUDI ARABIA, FEMALE DRIVING BAN

Saudi Arabia has no written ban on women driving, but Saudi law requires citizens to use a locally issued license while in the country. Such licenses are not issued to women, thus making it effectively illegal for women to drive.

FIFA WORLD CUP. ARTICLE 2.

The World Cup takes place every four years. As a general rule, every association affiliated to FIFA may participate in the World Cup.

FACILITATION SHEET GTA6-B: STEPPING STONES



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 8:

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

GOAL 11:

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

GOAL 13:

Take urgent action to combat climate change and its impacts

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

TARGET 4.1:

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

TARGET 4.2:

By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre- primary education so that they are ready for primary education

TARGET 4.4:

By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

TARGET 4.5:

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in

TARGET 4.6:

By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

TARGET 5.1:

End all forms of discrimination against all women and girls everywhere

FACILITATION SHEET GTA6-B: STEPPING STONES



TARGET 5.2:

Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation

TARGET 5.3:

Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation

TARGET 5.6:

Ensure universal access to sexual and reproductive health and reproductive rights

TARGET 5.C:

Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels

TARGET 6.2:

By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations

TARGET 8.5:

By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value

TARGET 8.6:

By 2020, substantially reduce the proportion of youth not in employment, education or training

TARGET 8.7:

Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use

TARGET 16.2:

End abuse, exploitation, trafficking and all forms of violence against and torture of children

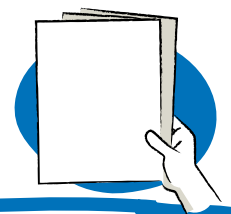
TARGET 16.9:

By 2030, provide legal identity for all, including birth registration

TARGET 16.7:

Ensure responsive, inclusive, participatory and representative decision-making at all times

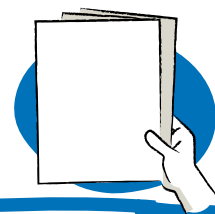
HANDOUT GTA-E: EXPLANATIONS OF POLICY FRAMEWORKS



There are a number of existing legal and non-legal international frameworks that can be used to advocate for girls' and young women's rights. Below are a few examples.

NAME	THE SUSTAINABLE DEVELOPMENT GOALS & 2030 AGENDA
WHAT IS THE FRAMEWORK?	<p>On September 25th, 2015, the United Nations announced the Agenda 2030, which is a set of goals called the Sustainable Development Goals for the world. They aim to make our planet fair, healthy and sustainable by 2030. There are 17 goals in total and they focus on a number of different themes including poverty, child health, education, gender equality, protecting the environment and promoting peace and justice.</p>
IS IT LEGALLY BINDING?	No
CAN YOU HOLD YOUR GOVERNMENT ACCOUNTABLE?	<p>Whilst the framework isn't legally binding, world leaders still made a commitment to work towards achieving the goals. You can still remind your government that in 2015 they made a promise and so should uphold that commitment.</p> <p>In addition, there is The High-Level Political Forum (HLPF) which is a review mechanism that advocates can use to hold their governments to account. The HLPF is the main UN platform to deal with sustainable development. As such, it is overseeing the 2030 Agenda. The HLPF meets each year and has a different theme for each meeting.</p> <p>Countries are encouraged to conduct a voluntary national review – a review by the country regarding its own progress in meeting selected targets and goals. When developing and carrying out your advocacy plans, check to see when your country is coming up for review. This could be a good opportunity to feed into the review and advocate for your issue to be focused on.</p>
FIND OUT MORE:	<p>https://sustainabledevelopment.un.org/hlpf</p>

HANDOUT GTA-E: EXPLANATIONS OF POLICY FRAMEWORKS



NAME	UN CONVENTION ON THE RIGHTS OF THE CHILD
WHAT IS THE FRAMEWORK?	The Convention on the Rights of the Child (CRC) was created in 1989 and aims to protect the rights of children to a legal identity, to be protected, to go to school and to be healthy and happy. The CRC explains how and why children should be protected and have their rights realised.
IS IT LEGALLY	Yes, for those who signed and ratified it (all states except the USA).
CAN YOU HOLD YOUR GOVERNMENT ACCOUNTABLE?	This framework has a review mechanism – a process to track a country's progress on implementing or enforcing the rights they agreed to give to their population– that organisations and advocates can use in their advocacy work. The Universal Periodic Review (UPR) is another review mechanism that monitors all human rights obligations, legal and non-legal of each UN Member State.
FIND OUT MORE:	https://www.unicef.org/crc/




NAME	THE CONVENTION ON ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN (CEDAW)
WHAT IS THE FRAMEWORK?	The CEDAW is important because it calls for equal rights for women and for girls and young women to have the same opportunities and chances in their lives as boys and men. CEDAW requires that all
IS IT LEGALLY	Yes, for those who signed and ratified it.
CAN YOU HOLD YOUR GOVERNMENT ACCOUNTABLE?	This framework has a review mechanism – a process to track a country's progress on implementing or enforcing the rights they agreed to give to their population– that organisations and advocates can use in their advocacy work. The Universal Periodic Review (UPR) is another
FIND OUT MORE:	http://www.ohchr.org/en/hrbodies/cedaw/pages/cedawindex.aspx

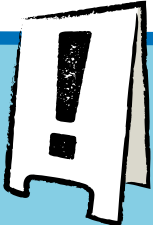
> SECTION 3: CREATE

ACTIVITY GTA7: THE CHANGE WE WANT TO SEE

The group develops a shared advocacy goal and then takes time to review the SDG targets and chooses one that best aligns to their goal. This helps them to learn more about global policy frameworks and how their local or national level strategy will fit into the global picture.


OBJECTIVE: To agree on shared priorities and an advocacy goal

 <p>MIXED GROUP</p>	 <p>1 HOUR & 15 MINUTES</p>	<p>WHAT YOU NEED</p> <ul style="list-style-type: none">• Paper• Flipchart• Markers• Coloured pens• Handout GTA-F: Relevant Targets of the 2030 Agenda	 <p>LINKS TO KAPS</p> <ul style="list-style-type: none">• Understands the basic policy and political situation for gender equality and girls' rights, the SDGs, and relevant national, regional and international policy frameworks in their country.• Knows that they have the right to participate in and influence decisions that affect them.
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KEY MESSAGES

- **An advocacy goal is the overall, long-term aim that the advocacy campaign hopes to achieve.** Different people may have slightly different priorities, but working together will help to identify shared priority issues.
- **The SDGs provide one possible policy framework for us to align our goal to.** Choosing one target to focus on can help to ground our advocacy in a policy framework and tap into existing political power.



TIPS FOR FACILITATORS

- This activity explores the SDGs policy framework. This may be of particular relevance to some offices. Please check with the Plan International advocacy team to ensure an understanding of the country priorities. Perhaps a representative from the advocacy team can help with the facilitation for this session.



BEFORE YOU BEGIN

- Print **Handout GTA-F: Relevant Targets of the 2030 Agenda** so there is a copy for every 2-3 people to share, or consider copying these out on large pages and taping them to the wall.

STEPS TO FOLLOW:

In plenary (30 minutes)

1. Welcome the group and let them know that by the end of today's activity, they will have agreed upon a shared advocacy goal and aligned it to a SDG target.
2. Ask participants to reflect on what they have explored and learned in previous sessions and to think about what issues are important to them. Working individually, ask them to think about the following question and draw their response on a piece of paper: *What you would like to see change for girls in your community and country?*
3. Encourage participants to dream big - remind them that they can have as many ideas and can be as ambitious as they want!
4. After 7 minutes, ask for volunteers to present their thoughts and drawings with the group.
5. Then, ask participants to find similar themes in the ideas. Write them down on a flipchart. These themes should be quite broad - such as girls' education, child marriage, political participation, teenage pregnancy - but more specific than just 'gender inequality'.
6. Next, explain that the group will need to choose their top three priorities out of these themes using secret voting. Each person will tell the facilitator in secret, who will note them down and keep the tally.
7. Ask them to think about the following two questions:
 - a. *Which priorities align best to your vision of a gender-equal world?*
 - b. *Which are most likely to challenge or shift unequal power relations and change the lives of girls for the better?*
8. After each participant has taken their turn telling you their vote, tally up the votes until you have the top issue. Read this out and allow a few minutes for discussion to make sure no one is completely against it.

In working groups (25 minutes)

9. Once you have agreement from the group on the priority area, break up into small working groups and pass out **Handout GTA-F: Relevant Targets of the 2030 Agenda** to each group. Explain that it is helpful to understand how their different ideas align to a policy framework such as the SDGs.
10. Explain that connecting an idea to an existing SDG target can help to provide direction, strengthen their strategy and help them to understand how they are contributing to wider national and international advocacy processes.
11. Say that there may be a few different targets that are relevant to their issue, but each group should try to choose the one they feel is most closely related.
12. Explain that they will be sharing their chosen target with the group and will be trying to convince others to support their decision. They will need to be able to explain why they think the group should focus on their chosen target, and may want to refer back to the guiding questions from before:
 - a. *Which priorities align best to their vision of a gender-equal world?*
 - b. *Which are most likely to challenge or shift unequal power relations?*
13. Give the groups a few minutes to read the targets and choose an SDG target before coming back together.

In plenary (20 minutes)

14. Ask each group to nominate a speaker, ideally a girl, to report back to the room with their chosen target. Note all of the suggested targets on a flipchart.
15. After all groups have presented, hold a debate on which SDG target the group should focus on. Discuss this further as a whole group until one priority SDG target has been agreed upon.

STEPS TO FOLLOW:

TIP! This may take some time. Explain that we need to choose one to ground our advocacy in, as this will strengthen our ability to hold the government to account and align us to national and international efforts. Encourage the group to provide reasons why they wish to choose one over another.



16. Once the group has agreed upon a target, explain that you are now going to write the goal for your advocacy campaign. Explain that the goal should be a broad aim or vision that your strategy is working towards. It might look a lot like the target they chose, or it might be more specific to their community. For example, “decreasing child marriage” or “getting more young women in parliament.”
17. Ask for ideas from the group and write them down on a flipchart, then craft a one-sentence goal based on discussions in the group – they may need to draft multiple versions before everyone is happy with it.

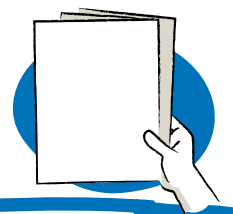
TIP! To gauge how participants feel about each draft of the goal, use the “five fingers” vote. Present an idea, then ask youth to hold up their hand with 1 to 5 fingers – one being the least happy with it, 5 being the most happy with it! Try to get to all participants holding up 4 or 5 fingers!



18. To wrap up, share the **Key Messages** with the group, then congratulate the group for taking this important step towards starting their advocacy campaign! Reiterate the activity's learning objective, how it has been met in this session, highlights from the discussion and any pertinent issues that people raised.

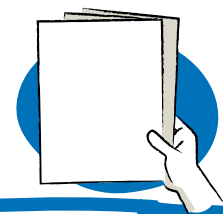


HANDOUT GTA-F: EXPLANATIONS OF POLICY FRAMEWORKS



TARGET 2.2	By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older
TARGET 4.1	By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
TARGET 4.2	By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
TARGET 4.4	By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
TARGET 4.5	By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
TARGET 4.6	By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
TARGET 4.A	Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
TARGET 5.1	End all forms of discrimination against all women and girls everywhere
TARGET 5.2	Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation
TARGET 5.3	Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation
TARGET 5.5	Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life
TARGET 5.6	Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences

HANDOUT GTA-F: EXPLANATIONS OF POLICY FRAMEWORKS







TARGET 5.C	Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels
TARGET 6.2	By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations
TARGET 8.5	By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value
TARGET 8.6	By 2020, substantially reduce the proportion of youth not in employment, education or training
TARGET 8.7	Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms
TARGET 8.B	By 2020, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization
TARGET 11.2	By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons
TARGET 11.3	By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries
TARGET 11.7	By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities
TARGET 16.2	End abuse, exploitation, trafficking and all forms of violence against and torture of children
TARGET 16.9	By 2030, provide legal identity for all, including birth registration
TARGET 16.7	Ensure responsive, inclusive, participatory and representative decision-making at all times

ACTIVITY GTA8: RESEARCHING OUR ISSUE

The group reviews and discusses case studies about an issue, which provides them with information on the political and social context. Then, they spend time thinking about the type of research they need to conduct based on their goal, and use drama to practice different techniques. They have a **take-home assignment** to test three research questions.

OBJECTIVE: To understand the importance of having evidence to help build legitimacy and support your advocacy

 <p>MIXED GROUP</p>	 <p>1 HOUR & 30 MINUTES</p>	<p>WHAT YOU NEED</p> <ul style="list-style-type: none"> • Flipchart • Markers • Copies of the case studies* • Handout GTA-G: Research Tips 	<p>LINKS TO KAPS</p> <ul style="list-style-type: none"> • Recognizes the need for a strategy that is based on evidence and the lived experiences of girls and boys to influence change. • Uses tools to analyse the causes and consequences related to gender equality and girls' rights violations to identify causes and consequences
 <p>KEY MESSAGES</p> <ul style="list-style-type: none"> • Good advocacy is based on good evidence and the real-life experiences of girls, boys, adolescents and youth. There are different types of participatory research which help to ensure the voices and experiences of girls, boys, adolescents and youth form the base of a good strategy. 			



BEFORE YOU BEGIN

- *Note that case studies will be need to be developed by each Plan International country office so they are relevant to the local socio-political context. Reach out to them before this meeting to share which issue and goal your group has chosen. They should provide you with the story of a girl to personalise the issue and provide information to help build the political and social picture: *What laws are in place to tackle this? What are people's attitudes and beliefs? Who are the key actors? What other girls' rights/ gender equality issues does this relate to?*
- Print copies of the case study
- Print copies of **Handout GTA-G: Research Tips**
- Prepare a flipchart with the **Key Messages** on it.

STEPS TO FOLLOW:

In plenary (5 minutes)

1. Open the session by asking if anyone in the group has ever done any research in their community.
2. Explain that it is important to build an advocacy strategy based upon good evidence. Evidence might be in the form of facts and data or in the form of real stories or lived experiences.
3. Ask the group if anyone knows why good evidence is important. Briefly discuss some of the answers. Explain that having evidence provides you with arguments for why change is necessary and how it can happen. It is more difficult for decision-makers to ignore your arguments if you have good evidence!

Working groups (10 minutes)

4. Next, ask the group to sit in small groups and take turns reading their case studies to each other.

In plenary (10 minutes)

5. Come back together and allow 10 minutes for discussion, using the following questions as a guide:
 - What do you think about the political situation in your country?
 - What other girls' rights issues came up that relate to the issue you have chosen?
 - Are there laws and policies in place that can help tackle these issues affecting girls?

In working groups (15 minutes)

6. Split the group into small working groups. Ask them to think about their issue, their priority target and the case study they have just read, and ask them to discuss the following questions:
 - What other information do we need to know to be able to address this issue? (For example, who is affected and how are they affected, how are girls and women affected compared to how boys and men are affected, how are other excluded groups affected, which policies are in place, what recommendations have others formulated, what is already being done to change this, what might be key moments or timing for mobilizing or lobbying e.g. International Day of the Girl)
 - How can we get this information? (For example, researching on the internet, reading newspapers, asking the Plan International office, etc.)
 - Who do we need to ask? (For example, girls and boys and young people, decision-makers, parents, teachers, NGO workers, Plan International staff, etc.)
 - What tools will we use to do our research? (For example, interviewing people, holding meetings or group discussions, reviewing existing information, analysing policies)
 - What are some of the opportunities for us to influence this issue or make a change?

In working groups (15 mins)

7. Next, explain that the groups will now be practicing peer consultations and interviews by acting them out. Explain that an interview could be with different types of people (a girl or someone in the community) and is usually one-on-one. A peer consultation, on the other hand, is with people similar to them in age and background. It could be in the form of a group meeting or through a survey.
8. Split into groups of 4-5 so that half are focused on peer consultations and half are focused on interviews. They will spend 10 minutes preparing a 3 minute skit, then have 3 minutes each to show it, then the whole group will have 3 minutes to discuss each skit.
9. Remind them that in their skit, they need to show who they spoke to, why, and what they found out.

STEPS TO FOLLOW:

In Plenary (25 minutes)

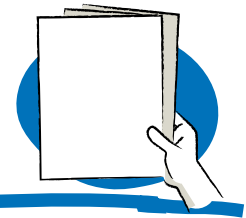
10. Come back together and have the groups present their skits. After each, allow the rest of the group to ask questions about what they saw.
11. Ask each group: *What do you think worked well? What would you do differently in real life?*
Allow the rest of the group to comment and give constructive feedback on what went well and how they could improve their skills.
 - After all groups have gone, give them all copies of **Handout GTA-G: Research Tips** and let them know that these can help them in their work later on.
12. To wrap up, share the flipchart with the **Key Messages** on it.
13. Introduce the **take-home assignment** and answer any questions.



Spread the word! Ask each person to develop 3 interview questions about their issue using the research tips, and then test them with a friend or family member. Tell them to come back prepared with the answers and how it went!



HANDOUT GTA-G: RESEARCH TIPS



TIPS FOR DEVELOPING QUESTIONS:

Choose questions which invite open sharing and reflection and do not favour a particular perspective. For example, the question:



- “Why are there so few young women in parliament?”
 - a) focuses on the fact that there are not many and...
 - b) suggests that somehow young women are most likely to blame.
- A better question might be:
 - “In this county, do girls and young women face obstacles in participating in politics? If so, why do you think that is?”


WHEN TO USE CONSULTATIONS:	WHEN TO USE INTERVIEWS:
Use consultations to research perspectives and ideas from your peers or to test your campaign ideas.	Use interviews to gather personal testimonies about the issue and its impact.
TIPS FOR GROUP CONSULTATIONS:	TIPS FOR INTERVIEWS:
<ul style="list-style-type: none"> • Decide who to invite. Who’s working on similar issues? Who has influence? 	<ul style="list-style-type: none"> • Prepare. Do some background research on the person you’re interviewing as well as the kind of information you want to gather.
<ul style="list-style-type: none"> • Set a date and time. Consult those attending to make sure it works for them. 	<ul style="list-style-type: none"> • Listen. This is your role as interviewer. Ask questions, and try to avoid judging or giving advice.
<ul style="list-style-type: none"> • Organise a venue. If you’re inviting organisations, they may be willing to host it. 	<ul style="list-style-type: none"> • Be mindful of body language. Try to remain open but neutral. If the person you’re interviewing does not feel comfortable answering, move on to another question or find another way to rephrase the question.
<ul style="list-style-type: none"> • Agree to an agenda. What are the key points that need to be discussed? Share your thoughts with those attending in advance and ask for feedback. 	<ul style="list-style-type: none"> • Pause, Prompt and Probe. Pause to let people think about the issue, prompt them if they are stuck, probe deeper to really understand what they are saying (asking “why” and then “why” again is an easy way to probe!).
<ul style="list-style-type: none"> • Facilitate. Appoint one person to lightly coordinate the meeting, try to ensure the group concentrates on the topic and addresses the key issues within the available time. 	
<ul style="list-style-type: none"> • Take minutes. Identify one person as a note-taker (not the facilitator) to capture what is discussed and decided. Share the notes amongst the group after the meeting. 	

ACTIVITY GTA9: OBJECTIVE TREE

The group expresses their goal as a problem to be fixed, and uses an objective tree tool to think about the causes and consequences of that problem. They then develop a solution tree and identify three SMART objectives.

OBJECTIVE: To develop analytical skills and three gender-analytical advocacy objectives

 <p>MIXED GROUP</p>	 <p>1 HOUR & 40 MINUTES</p>	<p>WHAT YOU NEED</p> <ul style="list-style-type: none"> • Post-its • Flipchart • Pens • Handout GTA-H: SMART Objectives 	<p>LINKS TO KAPS</p> <ul style="list-style-type: none"> • Uses tools to analyse the causes and consequences related to gender equality and girls' rights violations to identify causes and consequences. • Uses strategic analysis skills to develop SMART solutions that challenge unequal power structures.
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KEY MESSAGES

- Only by understanding the causes and effects of a problem, can we develop effective solutions. One way to strive for a gender transformative advocacy approach is to be deliberate in the objectives we choose: 1. Change in perceptions, 2. Change in policy and 3. Change in practices.



BEFORE YOU BEGIN

- Familiarise yourself with the gender transformative and SMART approaches in **Handout GTA-H: SMART Objectives** and write the SMART words up on a flipchart or somewhere visible.
- Draw an outline of a large tree onto a flipchart – make sure it includes roots, a trunk, and leaves. Read through the activity to familiarise yourself with the 'objective tree' tool.
- Print copies of **Handout GTA-H: SMART Objectives**.

STEPS TO FOLLOW:

In plenary (10 minutes)

1. Begin by going over the **take-home assignment** from the previous activity. Ask for a few volunteers to share who they talked to, what questions they asked, how it felt and any other feedback they have about the experience.

In plenary (30 minutes)

2. Introduce the next activity by saying that they are going to learn to use a tool called an “objective tree”. Show the group the objective tree you have prepared, and explain that the tool resembles a tree: the trunk of the tree is the problem at hand, the roots are the causes of that problem and the leaves are the effects of it. The problem should relate to the goal they have chosen.
3. Ask a volunteer to come up to the objective tree and write the problem the group has identified on the trunk of the tree.
4. Then, ask the group to use their research and their own experiences to think about the causes of the problem. They can use post-its to write their ideas down in pairs to begin with, using the following guiding questions:
 - a. *What is causing the problem? What gender stereotypes are related to this? These will be the ‘roots’.*
 - b. *Is the situation different for girls and boys? How? For example, regarding ending child marriage, girls are more likely to leave school early than boys because they more likely to be married young*
 - c. *What are people’s perceptions of the problem? Do some not think it is a problem at all?*
 - d. *What are the consequence and gender implications of the problem regarding the following: the way girls and boys are valued, different roles they take on, their decision-making power, their ability to act, the violation of other rights? These are the “leaves”.*



STEPS TO FOLLOW:

5. Ask the group to nominate two girls and a boy to collect the post-its and facilitate a discussion about where on the tree they should go. Are they roots (causes) or leaves (consequences)? This should ideally be someone who has not spoken yet.
6. Next, ask the group to think more about the causes of the problem:
 - a. *Are people's attitudes or the policies of institutions making the situation worse?*
 - b. *What are the gender inequalities?*
 - c. *What are other political, economic, social or technological factors?*
 - d. *What power dynamics exist? What unequal power relations you can identify*
 - e. *What policies, perceptions and practices are reinforcing the problem? Or is there a lack of policy, perceptions or practices?*
7. As with before, ask the group to nominate 2 girls and a boy to collect the post-its and facilitate a discussion about where on the tree they should go. This should ideally be someone who has not spoken yet.

In plenary (30 minutes)

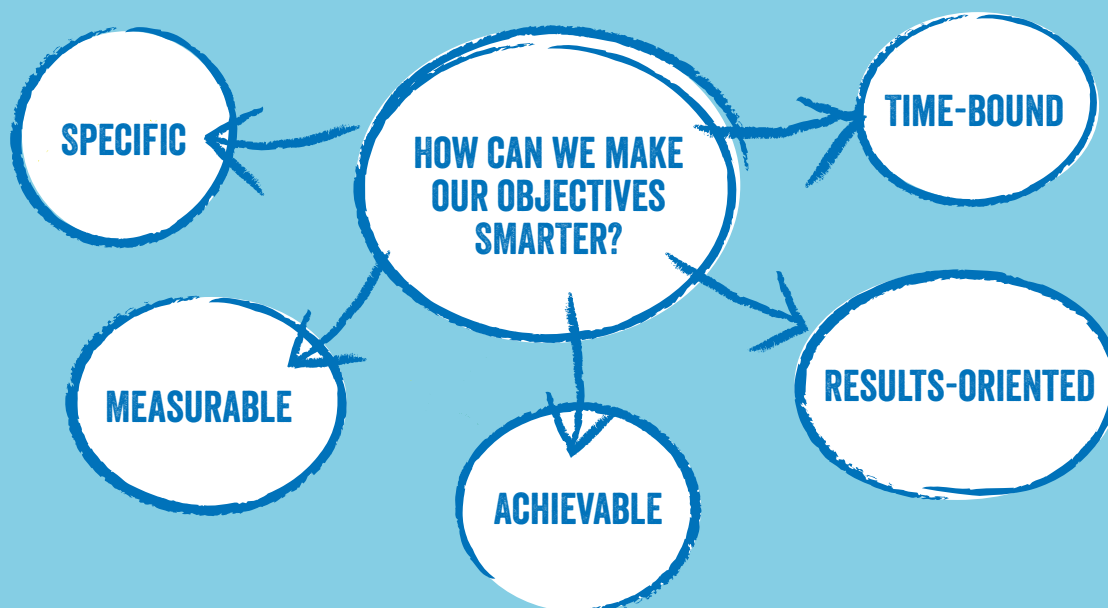
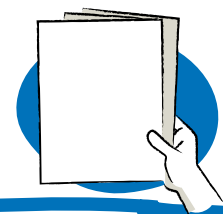
8. To turn the problem tree into a solutions tree, ask volunteers to simply turn the negative root causes into positive statements using words such as: 'increase', 'decrease', and 'improve'.
9. Use the questions above again to outline the policies, practices and perceptions that need to shift to meet their goal. For example:
 - a. Policy: minimum age for marriage in the country is increased to 18
 - b. Practice: more parents value their daughter's education and do not allow them to marry before 18
 - c. Perceptions: more girls finish secondary school and are valued as productive members of society.
10. In this new tree, the solutions tree, the problem then becomes the goal again and the root causes become the possible objectives. Explain that the group must now choose 3 objectives to focus on – 1 for policy, 1 for practice and 1 for perception.
11. Allow time to brainstorm in pairs or groups, then use the secret voting system to choose the top three objectives for the group.

In working groups (20 minutes)

12. Share the agreed upon objectives with the group, then explain that it is time to SMARTen up the objectives!
13. Ask the group if anyone has heard of the SMART approach. Explain that SMART is a way of making sure that your objectives are the very best they can be, and ask for suggestions for what each letter might stand for.
14. Split the group into three and give them each a copy of Handout **GTA-H: SMART Objectives** and one of the three objectives to SMARTen.

In plenary (10 minutes)

15. Ask each group to read their new, SMART objective back to the large group and spend a few more minutes making sure these align to each other. Does the timing of all three work together, for example?
16. Collect the objective from the group to save for later. Explain to the group that these objectives will be the focus of the advocacy plan. Make sure everyone is comfortable with the final objectives and if there is any hesitation, find out why and discuss as a group.
17. To wrap up, share the flipchart with the **Key Messages** on it, and discuss any questions with the group.



HERE ARE SOME EXAMPLES OF SMART OBJECTIVES:

POLICIES

- From 2018, the government commits to ensuring at least 30% of participants in domestically hosted international conferences are females and agrees to sponsor all national female participants for the coming 3 years.
- The boards of trustees of the 3 largest companies commit to appointing an executive female director.
- Within 18 months, the national government launches a new strategy on adolescent girls' empowerment and agrees to fund a pilot programme.

PRACTICES

- In the next school year, all schools within the district begin to establish youth student councils with a 50:50 gender representation.
- By 2019, the government works with civil society to support female youth representatives to participate in the SDG National Planning Committee.

PERCEPTIONS




- By end of 2018, traditional leaders across 5 districts agree to endorse girls' education by hosting quarterly awareness-raising days with the heads of village committees.
- For International Day of the Girl (IDG) 2018, 5 municipal officials agree to support an IDG takeover by youth advocates.
- In the 2018 parliamentary term, 10 male MPs champion the rights of girls by asking parliamentary questions on girls' education and SRHR rights on at least 2 occasions.

ACTIVITY GTA10: STAKEHOLDER ANALYSIS

The group begins by reflecting on themselves and the influences in their own lives. In three groups, one for each objective, they then use a stakeholder analysis tool to identify stakeholders and key decision-makers. They do part of this activity using an interactive analysis map on the floor and pretending to be the stakeholders themselves. They finish by completing an influencer mapping.

OBJECTIVE:

- To build an understanding of how beliefs, experiences and values affect a person's actions and behaviours
- To understand the difference between a stakeholder and a key decision-maker
- To identify and analyse different stakeholders and key decision-makers who are influential in creating the change you want to see

 <p>MIXED GROUP</p>	 <p>1 HOUR & 45 MINUTES</p>	<h3>WHAT YOU NEED</h3> <ul style="list-style-type: none"> • Pencils/pens • Paper • Flipchart • Markers • Handout GTA-I: Stakeholders, Key Decision-Makers, and Influencers 	 <h3>LINKS TO KAPS</h3> <ul style="list-style-type: none"> • Understands how systems function, the process for decision-making within them, and the power relations between the actors within them. • Knows how to identify different actors that are relevant stakeholders, targets and influencers. • Uses a critical eye to analyse different stakeholders in the community and/or country.
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KEY MESSAGES

- **A stakeholder is anyone – person or organisation or group of people – who is affected by, has an effect on, or has an interest in our issue.** Different stakeholders will have different levels of power and influence over the issue and should be engaged in different ways.
- **It is important to know who and what influences our key decision-makers – or has power over them.** This is the key to understanding how to design a strategy that can shift unequal power relations.



TIPS FOR FACILITATORS

- This activity requires lots of space to create a stakeholder matrix on the floor – a suggestion is to use a large meeting room or community hall.
- This activity is quite long. Another option is to assign the first step (drawing yourself and influences) as a **take-home assignment** in the previous session. This will save approximately 15 minutes.



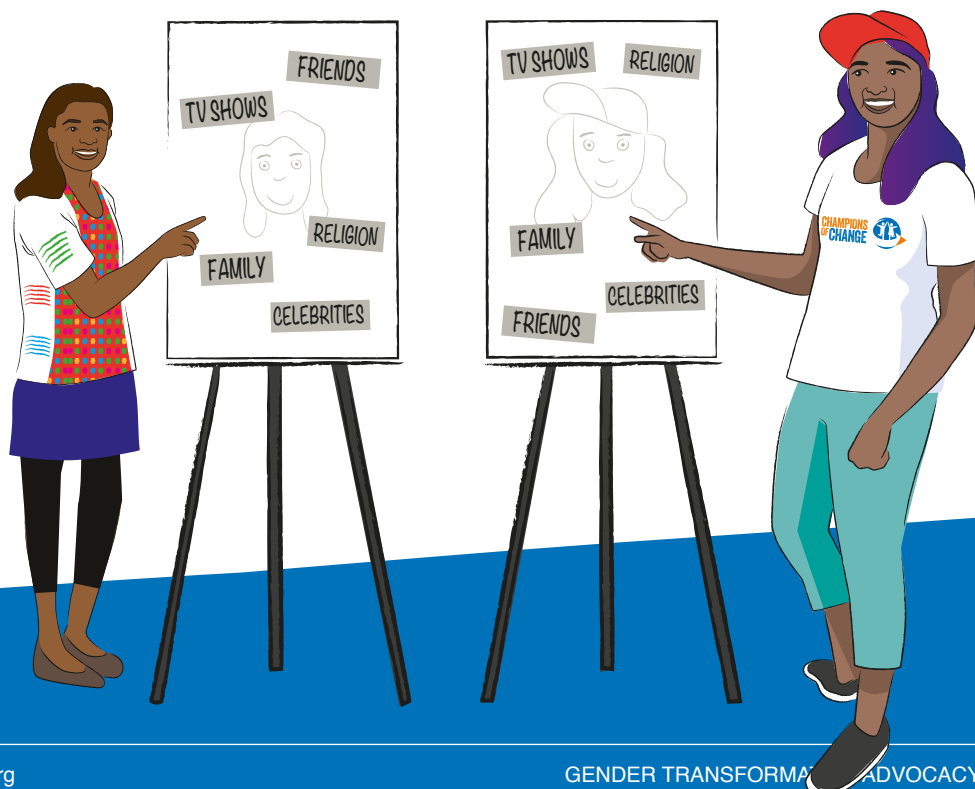
BEFORE YOU BEGIN

- Using tape or rope, mark out one large square split into 4 quarters on the floor.
- Print copies of **Handout GTA-I: Stakeholders, Key Decision-Makers, and Influencers**.
- Familiarise yourself with both matrixes, their purpose and how they differ.
- Prepare a flipchart with the **Key Messages** on it.

STEPS TO FOLLOW:

In plenary (10 minutes)

1. Welcome the group and ask them if they remember the advocacy goal and three objectives they committed to in the last activity. Share the notes you kept.
2. Next, explain to the group that in order to make a change, it is important to know the stakeholders involved in the issue as well as those who have decision-making power. This step is key to good advocacy.
3. Tell the group that this next activity is a short exercise to help them understand who and what influences people. This will help them start to understand and identify who is important in influencing their own advocacy objectives.
4. Ask them to work independently for 5 minutes to complete their own personal influencer picture. Start by asking them to draw a picture of themselves.
5. Next, ask them to reflect privately on the following question: What influences how you feel about gender equality?
 - Think about: a) *what you care about*, b) *what you do*, c) *who influences you*, and d) *where you get information from*.
6. Then, ask them to write or draw their top 5 “influencers” around their self-portrait. Notice that some may be people and some may be things like experiences or cultural factors. These could be school, friends, what you see on TV, your religion, what you see on the internet, your parents and family, etc.
7. Allow the group to work quietly on their own to finish drawing their picture.



STEPS TO FOLLOW:

In plenary (10 minutes)

8. Ask the group if there are any volunteers who would like to share their top two influencers with the group and facilitate a discussion around it. Ask for 4-5 volunteers.
9. Then, ask the group if anyone knows what a stakeholder is. Allow a few minutes for participants to share their ideas, then share the first **Key Message**.

In working groups (10 minutes)

10. Split the group into three working groups and give each group one of the three objectives to focus on.
11. Ask the sub-groups to brainstorm all the different stakeholders who have an influence over their objective. Remind them to include stakeholders who may have influence over the SDG process more broadly, as well as local actors.

TIP! Remind participants to think broadly, including those affected by or interested in the goal and objective, not just those who can have an effect on it.



12. As they discuss, remind them of the power activities from **Activity GTA3: The Three Windows**, and think of the power holders discussed in those sessions. These power holders could also be called stakeholders. Their list might include the following:
 - *Governments (including different ministries) – make sure they are specific in terms of which ministries or government officials*
 - *Individual politicians*
 - *UN agencies*
 - *Academics*
 - *Partners and allies*
 - *Other young people*
 - *Media and social media*
 - *Religious or community leaders*
 - *Parents*
 - *Teachers*
 - *Private businesses*

In working groups (20 minutes)

- Provide each group with a **Handout GTA-I: Stakeholders, Key Decision-Makers, and Influencers** and explain the grid and its columns and rows.
13. Ask the group to add the names they thought of into each box, depending on how much power they think the stakeholders have to influence change and how much it matters for them to be involved. Encourage groups to use the notes on the handout to help them decide where each stakeholder might go.
 14. Using the stakeholder matrix, ask the group to identify who the key decision-maker might be for their issue – who has the power to make the change happen - and who are the different people or groups that have influence over them.
 15. Once the sub-groups are happy with where they have placed their stakeholders, ask them to write each stakeholder onto a piece of paper. Each person from the group will then take one paper and holds it up. If there are more stakeholders than participants, individuals can hold up more than one stakeholder, but try to make sure the stakeholders belong to the same category (either 'satisfy', 'influence', 'monitor' or 'inform, consult, involve').

STEPS TO FOLLOW:

In plenary (30 mins)

16. Explain to the groups that they will each present their stakeholders to the other subgroups. Ask one group at a time to move to the matrix on the floor. Individuals should move to the quarter where they have said their stakeholder(s) belongs, so that it looks like a life-size version of their matrix on their handout.
17. Ask each person standing on the matrix to present a) who their stakeholder is and b) why the sub-group felt they belong in a particular category. They should present within one category at a time.
18. After each sub-group has presented all their stakeholders, they should stay standing in their positions in the matrix. Then, turn to the other sub-groups who were listening and ask: *Do you agree with this group's analysis? If not, which stakeholders would you move? Where would you move them to and why?* Allow 5-7 minutes for a discussion. If new stakeholders are added or existing stakeholders moved around, ask for a volunteer from the presenting group to update their flipchart to show the new changes.
19. Move onto the next sub-group until all three have presented and had time for discussion. After the last has gone, ask: *Are there any stakeholders missing? Where do they fit in the matrix?*

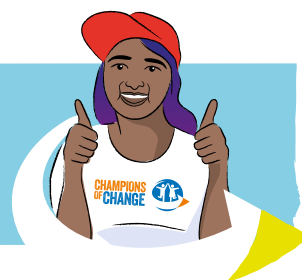
In working groups (15 minutes)

20. Next, introduce the influencer matrix on the backside of their handout. Explain that they will now place those same stakeholders within this new matrix, according to how much impact they have and whether someone will be easy or difficult to influence. Encourage participants to use their best judgement. They can also use the notes on their handout to support them.
21. Once they have filled in the new matrix, ask the groups to think about the following questions regarding each of their influencers:
 - What are the positions the people we want to influence hold regarding our goal/issue? Are they in favour or against? Are they neutral or indifferent?
 - Who or what influences them?
 - How much power do they have?
 - Is it likely that you or somebody who supports your cause could have an influence on their decision?

In plenary (10 minutes)

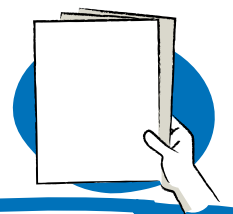
22. Bring the group back together and ask them to share their thoughts and ideas on their influencers.
23. Then, spend a bit more time as a group agreeing on who to reach out to - use the notes on the handout to help see which are best to focus on, and who else to reach out to

TIP! Remind the group that they can't reach everyone so they'll need to decide on two or three to focus on who really could be influenced by their work to achieve their objective. Again, be aware of time limits and capacity!



24. To close the session, present the flipchart with the second **Key Message** on it. Remind them they have now identified who are the key decision-makers, stakeholders and influencers relevant to their objectives.
25. Explain that will be focusing our advocacy efforts on those key decision-makers who hold high levels of influence over our objectives, however, we could also be working together with other important stakeholders with different degrees of influence to improve our collective action and to further influence the key decision-maker(s).

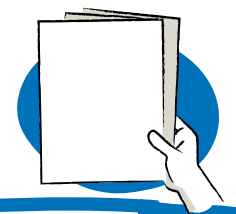
HANDOUT GTA-1: STAKEHOLDERS, KEY DECISION-MAKERS AND INFLUENCERS



Stakeholders are people who have an interest in the issue – this could mean that they are champions for it, or the opposite – perhaps they are really against it! Think carefully about the individuals and groups that are specifically connected to the 2030 Agenda. In the government, there may be a cross-ministry group responsible for planning and monitoring the 2030 process. In civil society, there may be others advocating on gender equality who you could partner with – what have you heard in the news media, from other youth groups, or from other non-governmental organisations in your area?

Stakeholder matrix	It doesn't matter much	It matters a lot
Power to influence change.	<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ <p>Satisfy them! Find out the position of these people as your influencing plan develops. Examples: media, other local activists and NGOs</p>	<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ <p>Influence them! Consult them or speak to experts to find out what influences their decision-making. Examples: policy-makers, local decision-makers, funders</p>
Low power to influence change	<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ <p>Monitor them! Low priority, involve only where resources permit or there is potential added value. Example: local businesses affected by the issue</p>	<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ <p>Inform, consult, and involve them! Those most affected by the issue could be in this category. If possible, involve them in planning and delivering the research. They could also be a target of the research itself. Example: unemployed 16 -18 year olds in x community'</p>

HANDOUT GTA-1: STAKEHOLDERS, KEY DECISION-MAKERS AND INFLUENCERS



As advocates, your role is to influence people or organisations that have the power to change things. These are the decision-makers you will target with your campaign. There may well be different or multiple **decision-makers** for each objective. These could be different people or people within an organisation or institution. Then you need to find out who has influence over your them – maybe their advisors, people who work with them, or even their family members! These are your **influencers**. Perhaps they will be easier to influence than your key decision-maker.

Stakeholder matrix	Difficult to Influence	Easy to Influence
High Impact	<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ <p>Reach out to them! Try to work with this group over the longer term. Explore what influences them, look for opportunities to build a relationship.</p>	<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ <p>Focus on them! Focus most of your time and energy on this group – they are your key influencers!</p>
Low Impact	<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ <p>Forget them for now! Forget it! Well, almost. Just be aware of them, as they may become easier to influence or more powerful in the future. It is also worth monitoring what they are up to during this process.</p>	<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ <p>Reach out to them! Contact this group; they could give you some easy successes to inspire others with. They could also be door-openers to more important decision-makers, allies who will add their voice to your campaign, or informants who have access to crucial information.</p>





[1.] Adapted from Plan International (2014) Power, Rights and Participation: A practical guide for youth action in a post-2015 world.
[2.] This activity has been taken from Plan International (2014) An Advocacy Toolkit: The Education We Want.

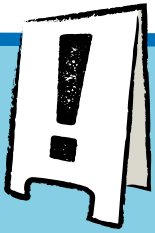
> SECTION 4. RE-CONNECT

ACTIVITY GTA11: COLLECTIVE SELF-CARE

The group begins with a teambuilding activity to learn about trust and collective self-care. They then separate by gender and both groups reflect on the specific risks they face because they are girls or boys. They finish by coming back together again to complete a risk assessment based on their discussions.

OBJECTIVE: Identify the security risks as activists of gender equality in order to define strategies of self-care, both individual and collective

 MIXED GROUP & SINGLE-GENDER GROUPS	 1 HOUR	WHAT YOU NEED <ul style="list-style-type: none">• Flipcharts• Markers• Pens 	LINKS TO KAPS  <ul style="list-style-type: none">• Takes steps to mitigate the impact and risks of being an advocate for human rights and gender equality
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KEY MESSAGES

- **Advocacy can be challenging and stressful.** Taking care of our bodies and emotions will support our personal and collective wellness and help us to avoid physical, emotional and mental challenges.
- **Girls and boys face different challenges.** Self-care should be built into an advocacy strategy through wellbeing risk assessments and wellbeing activities that take these differences into account.



TIPS FOR FACILITATORS

- When the youth are split into single gender groups, it is ideal to have an experienced facilitator of the same gender to guide each group. If you do not have a second facilitator, share the questions with each group and then spend equal time going between them.
- The meditation part of this activity is best done somewhere peaceful and in nature, with minimal distractions, if you have that available.



BEFORE YOU BEGIN

- Familiarise yourself with the meditation activity so that you can guide the meditation smoothly and without stopping.
- Prepare a flipchart with the **Key Messages** on it.

STEPS TO FOLLOW:

In plenary (10 minutes)

1. Explain that this session is about collective self-care and is divided into 4 activities. The first is called 'The Protected Tree'.
2. Ask for a volunteer to stand in the middle of the space representing a tree. The rest of the participants will stand closely around her/him, and they will focus on protecting the tree. The person who is the tree will cross his/her arms over their chest and, holding his/her body straight, let her/his body fall over towards the circle.



3. Make sure that the circle does not let the person fall and instead softly pushes them back towards centre.
4. After a minute, swap trees so that 3-4 people have had a turn being the tree.
5. Then, sit in a circle and take time to reflect using the following questions:
 - *How did it feel to be taken care of/to take care of someone else?*
 - *Do you think this is important for our advocacy?*
 - *What are some ideas for taking care your yourself and others?*
6. Share the first **Key Message** with the group.

In single-gender groups (15 minutes)

7. Explain that the next activity focuses on the caring and defence of girls' and women's bodies.
8. Separate into two groups: boys and girls. Explain that in this activity, they will reflect on self-care and what boys and girls do to take care for and protect themselves from social and gender-based violence.

STEPS TO FOLLOW:

9. In their groups, the girls will reflect on self-care and what they do to protect themselves from violence and stress. Use the following questions to guide them:
 - *For you, what is self-care or taking care of yourselves? What are some ways you do this?*
 - *What are some of the challenges you face as girls that stop you from being calm, happy advocates?*
10. In their groups, the boys will also discuss what they do to protect themselves from violence and stress. Use the following questions to guide them:
 - *For you, what is self-care or taking care of yourselves? What are some ways you do this?*
 - *What are some of the challenges you face as boys that stop you from being calm, happy advocates?*

In plenary (25 minutes)

11. Bring the groups back together and ask each to identify what things they can do to take care of themselves and protect their own security. Have a few individuals share their answers.
12. Next, draw a line down the middle of a flipchart to divide it into columns. On one side, write 'risks', and on the other, write 'ways to avoid the risks'.
13. Ask the group to think about the challenges they have identified related to their duty as activists and defenders of gender equality. For example, think about the risks they face if they speak up on gender equality issues or report problems within their community. Or if they overwork themselves or try to challenge men in power through their advocacy. Ask them to write or draw each risk on the flipchart and identify whether it is a risk to girls, boys, both or the group.
14. Next ask them to think about the things they can do individually and collectively to avoid those risks. Ask them to note these actions in the column next to the associated risk.
15. After all risks have been recorded, share the second **Key Message** with the group.

In plenary (10 minutes)

16. Explain that the last exercise will be a short meditation.
17. Ask everyone to sit somewhere comfortable and quiet for this activity. Outside under a tree or in a green place, like a park, would be ideal.



STEPS TO FOLLOW:

18. Next, ask everyone to close their eyes. Then, speaking with a soft, slow voice, say:
 - *Relax your body and begin to take deep breaths in and slow exhales out through the nose.*
 - *Now, take a slow, deep breath to fill your belly up with air, as if you're trying to blow up a big balloon. Make your belly as big as you can.*
 - *Slowly let the air out of the balloon through the nose as you release the breath from the belly.*
 - *Feel your whole body relax each time you breathe out; each time air is slowly being let out of the balloon.*
19. Continue this for 5 - 10 minutes. Every minute or so, remind the group to focus on their breath. Even if they get distracted, come back to the idea of the balloon.
20. Have everyone slowly open their eyes, and ask: *How do you feel after this meditation exercise?*
21. Close by telling the group that this is something they can practice anytime they need to calm down and take care of themselves, and that they can also come to you and each other when they need support.




ACTIVITY GTA12: OUR STORY, OUR MESSAGE

The group begins by reading or watching an example of a good story. They then co-develop a shared story by saying it line by line in response to questions. They finish by learning about, writing, and practicing their own “elevator pitch”. As a take-home assignment, they ask for feedback from peers.

OBJECTIVE:


- To develop storytelling skills and agree on a shared story
- To understand some of the different audiences you will need to create messages for and what makes a good message

 <p>MIXED GROUP</p>	 <p>1 HOUR & 30 MINUTES</p>	<h3>WHAT YOU NEED</h3> <ul style="list-style-type: none"> • Paper • Pens • Flipchart • Markers • Screen to show <u>Pearls of Wisdom</u> video OR Facilitation Sheet GTA12-A: Memory Banda • Handout GTA-J: What Makes a Good Message? • Facilitation Sheet GTA12-B: Questions for Our Story • Facilitation Sheet GTA12-C: Stakeholder Message Scenarios 	 <h3>LINKS TO KAPS</h3> <ul style="list-style-type: none"> • Recognizes the need for a strategy that is based on evidence and the lived experiences of girls and boys to influence change. • Can develop bold messages to communicate their advocacy asks and appeals to the heart, hands and heads of different audiences.
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KEY MESSAGES

- **Storytelling is key to good advocacy.** As well as being able to share our advocacy message, it is important to be able to share our story about why we are working on gender equality and issues facing girls.
- **Advocacy requires the development of a good message to communicate our story and demand.** Different stakeholders need different messages and it is helpful to have a short but powerful message prepared at all times.



BEFORE YOU BEGIN

- Set up the video “Pearls of Wisdom” if using it or print a copy of **Facilitation Sheet GTA12-A: Memory Banda**
- Print 4-5 copies of **Handout GTA-J: What Makes a Good Message?**
- Print a copy of **Facilitation Sheet GTA12-A: Questions for Our Story** and cut into cards.
- Print and cut enough copies of **Facilitation Sheet GTA12-B: Stakeholder Message Scenarios** so that each pair within the group will get one scenario.
- Copy the **Key Messages** onto a flipchart.

STEPS TO FOLLOW:

In plenary (10 minutes)

1. Explain to the group that storytelling is key to good advocacy. As well as being able to share your advocacy message, which the next activity will focus on, it is important to be able to share your story about why you are working on gender equality and issues facing girls. This is as important as having good evidence and data, because it provides someone's real experience.

Plan A: Show the 'Pearls of Wisdom' video. Ask the group the following question:

- *How does it use storytelling to make people care?*
- *How does it get people to think about the issue differently than if they were just presented facts?*
- *Video can be found here: <https://www.youtube.com/watch?v=UsyB24uziG0>*

Plan B: Ask a girl to volunteer to read out the newspaper article about another youth advocate from **Facilitation Sheet GTA12-A: Memory Banda**. Ask the group the following questions:

- *How does it use storytelling to make people care?*
- *How does it get people to think about the issue differently than if they were just presented facts?*

In plenary (25 minutes)

2. Explain that next, the participants are going to develop their collective story. Sit in a circle and pass out each question to a different person. There will not be enough for everyone in the group, which is ok.
3. Next, ask the individuals hold the cards to answer the question they are holding by using the word 'We'. They are answering individually, but imagining they are speaking as a group. Together they will co-write their story! Start with question 1, then continue through question 6.
4. As they speak, take notes on a flipchart. After they have all gone, ask for a volunteer to read the story they just wrote together off of the flipchart.
5. Then, ask each person with a card to pass it to someone new, who is a different gender from themselves (boys should pass their card to girls, and vis versa).



STEPS TO FOLLOW:

6. Have them answer their cards, and add their story onto a new flipchart.
7. Continue passing the cards and telling new stories until everyone has spoken. Some might end up speaking twice, which is ok.
8. Come back together and look at the different stories the group has written. Discuss some of the common threads and circle words and phrases that resonated most with the group. These will be important ones to keep in mind when they are speaking to stakeholders

In plenary (5 minutes)

9. Next, explain the importance of having a 'good message'. Say: Think about the last time you sat up and took notice because someone told you something. *What grabbed your attention? What made you want to find out more?*
10. In general, people respond well to messages that do two things: 1. Links to an existing interest, and 2. Appeals to the heart, the head and the hands.

In working groups (15 minutes)

11. Split into small groups and give each a copy of **Handout GTA-J: What Makes a Good Message?** Have the groups read through the first part and ask any questions they have about what a good message does.
12. Then, ask groups to read through the activity on the handout and decide which message they think is better and why.
13. Ask each group to offer brief feedback to the rest of the group. Help them understand that the first example is usually the most effective because it makes an emotional appeal first, which encourages the audience to pay attention to the rest of the message.

In pairs (20 minutes)

14. Next, split into pairs and give each pair one scenario to work on that you have cut out of the **Facilitation Sheet GTA12-B: Stakeholder Message Scenarios**.
15. Ask participants to first individually formulate a message on who they are, what the problem is and how it can be changed, what they want from the stakeholder and why the stakeholder should do it. They can use the advice in their handouts to help them.
16. Remind them that their message should be really quick and strong. This is sometimes called an 'elevator pitch'. Ask them to imagine that they only had 30 seconds in an elevator with an important decision-maker. What would they want them to know, think and do? They can write it down if that is helpful.
17. Ask the pairs to share their individual elevator pitch with each other and give feedback to their partner - what worked well, what could have been improved - and then to change roles and repeat.

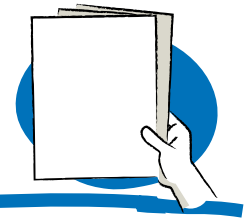
In plenary (15 minutes)

18. Come back together and invite 4-5 volunteers to share one of their messages.
19. Ask other participants to give feedback on the message, providing constructive criticism using the following criteria:
 - Good messages are: simple - solution-focused - practical and reasonable in their requests - evidence-based (they include real life stories, facts and statistics) - appropriate for the audience in their language and content - personal (they show why you care).
20. To wrap up, share the flipchart with the **Key Messages** on it.
21. Finally, present the **take-home assignment** and answer any questions the group may have.



Act it Out! Choose one of two messages you have created during the exercise, share with a peer or friend outside the group, and ask them to give feedback on the effectiveness of the message. What did they like? What could have been better? Why?

HANDOUT GTA-H: SMART OBJECTIVES



A good message does two things:

1. **Links to an existing interest.** Research what influences the person or audience you're addressing, and refer to this in your message.
2. **Appeals to the heart, the head and the hands.**



a. Heart:

Why should they care?
Communicate the need
and what needs to
change.



b. Head:

What can change?
Share with inspiring
examples and strong
ideas of what's possible.



c. Hands:

What can they do?
Communicate what you
are asking of your target
audience.

ACTIVITY: STUCK IN AN ELEVATOR!

You are stuck in an elevator with a celebrity who may not have heard about the issue – this is a great chance to share your message! Which of the following do you think is the more powerful message?

"Thousands of girls and young women are being denied their right to participate in decisions that are made about their lives. Because of this, they are not reaching their potential. Our project provides an effective and fun way for girls to take part in local government and be more politically empowered. Your voice at our next gathering would convince the community to get behind us and make this a success. Will you join?"



THIS ONE! Because _____

"We run a girls' political empowerment project and we would like you to speak at our next gathering to convince the community to support us. The project provides an effective way for girls to take part in local government. If it's successful, we can ensure girls claim their rights and help them to reach their potential. Can you join?"



THIS ONE! Because _____



MEMORY BANDA

ESCAPED CHILD MARRIAGE IN MALAWI, BUT HER 11-YEAR-OLD SISTER WASN'T SO LUCKY [1]



Memory Banda, on the far right, along with a group of young activists organized by Let Girls Lead.
Credit: Let Girls Lead

Many of the girls and women in my community were abused. It was just normal. The 18-year-old girl managed to escape the cycle that turns half the girls in her southern African nation into brides, and often mothers, by her age.

But her sister Mercy was not so lucky.

When only 11, Mercy got pregnant during a traditional sexual “cleansing ceremony” that is intended to prepare pubescent girls for womanhood and marriage. Mercy was forced to marry the man who impregnated her, but the marriage didn’t last. Nor did the next one. Now 16, Mercy already has three children and little education, her dreams of becoming a teacher put on hold.

A few years ago, Memory encountered Girls Empowerment Network, a Malawi-based NGO that had been trying for years to get lawmakers to address the issue of child marriage. Only a teenager herself, Memory could get other girls in her village to open up. The group’s writing workshops resulted in a remarkable set of testimonials called “I Will Marry When I Want To!” Memory and the group brought a crucial perspective to Malawi’s debate over child marriage: that of children themselves.

Memory believes the testimonials forced lawmakers to end their denial of how

widespread child marriage had become in this tradition-bound country. “They were caught,” she says. She went on to become something of a lobbyist for a new law to raise the legal age of marriage in Malawi to 18. After five years of debate, it passed this past February.

Now, Memory says, enforcement is key. “It will make a big difference and a big impact, but if and only if there are better ways of implementing the program so that more and more people are reached concerning the new law.”

After all, her sister’s marriage when she was 11 was also illegal, but that didn’t stop the damage from being done. Memory is urging her sister not to give up on her stolen aspirations to become a teacher. “I believe she still has a chance of going back to school,” she says.

And Memory sees a new openness forming in pockets of Malawi’s society as she tries to educate girls about sexuality and their rights. She knows her sister is determined not to let her children go through what she did. Mercy’s oldest daughter is now five, almost half the age Mercy was when she got married off.

“The little girl knows what the mom went through. And I am pretty sure she also has greater hopes for her own future” Memory says.

FACILITATION SHEET GTA12-B: QUESTIONS FOR OUR STORY



Instructions: Cut along the dotted lines and hand out one to each young person for the activity.



1

**WHO ARE WE AND
WHAT BRINGS US
TOGETHER?**

2

**WHAT IS THE
PROBLEM AND WHAT
IS THE SOLUTION?**

3

**WHY IS IT IMPORTANT
FOR BOYS AND GIRLS
TO ADVOCATE
THIS ISSUE?**

4

**WHAT IS MY ROLE AS
A BOY/GIRL AS PART
OF THIS GROUP
AND MOVEMENT?**

5

**WHY ARE WE
WORKING AS A TEAM?**

6

**WHAT IS OUR
SHARED DEMAND?**

FACILITATION SHEET GTA12-C: STAKEHOLDER MESSAGE SCENARIOS



Instructions: Cut along the dotted lines.



You get in the elevator with your Minister of Foreign Affairs. She is just about to go to a National Planning Meeting about the SDGs. Advocate for a young woman to be allowed to participate.

You and your Champions of Change teammates are at your local park, asking the public to support your campaign by taking a picture of them with your key message from your LGBTIQ campaign.



You meet with your local politician at a community event. Influence them to support young people to be involved in the implementation of the SDGs.

You meet the head policy advisor from a large international NGO during the lunch break at a conference. Challenge them on why their organisation has not recognized girls as a specific and marginalised group in their policies.





You meet with a group of young people and you invite them to support your campaign on contraceptives and the choice to use them, by sending out a Tweet or Facebook messages.

ACTIVITY GTA13: BUILDING COLLECTIVE ACTION[1]

The group begins by discussing the term 'collective action'. They read a case study about the NiUnaMenos campaign as a practical example of collective action and use it to explore different tactics and ways to work with other groups. The group finishes by discussing social media and identifying two ways to use the internet for their strategy.

OBJECTIVE:

- To build a common understanding of what collective action is, how to engage in it through various tactics, and the implications this has on their advocacy efforts.
- To explore ideas for using the internet and social media for the purpose of collective action

 <p>MIXED GROUP</p>	 <p>1 HOUR & 55 MINUTES</p>	<h3>WHAT YOU NEED</h3> <ul style="list-style-type: none"> • Flipchart • Markers • Sticky notes • Printed pictures • Handout GTA-K: Internet Safety • Handout GTA-L: NiUnaMenos Case Study • Facilitation Sheet GTA13-A: NiUnaMenos Pictures • Facilitation Sheet GTA13-B: Tactics for Change 	<h3>LINKS TO KAPS</h3> <ul style="list-style-type: none"> • Understands what a movement is and the importance of a critical mass and collective action. • Knows different strategic approaches and tactics, and when and how to use them e.g. campaigning, lobbying, partnerships and media. • Recognizes the value of collaboration with people of different ages and gender and learning from them to enhance collective impact.
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KEY MESSAGES

- **Collective action is action taken together by a group of people or organisations to achieve a common objective and affect positive change.** By engaging in collective action, we can leverage our strengths with those of other groups and be more effective in achieving our goal.
- **Creating change in the world requires collective action and courageous acts.** Social media is one powerful tactic we can use in our strategy to spread our message and mobilise others.



TIPS FOR FACILITATORS

- Build on the local experience of the country, region or community, for example, by referring to previous achievements of collective action.



BEFORE YOU BEGIN

- Copy the **Key Messages** onto two different flipcharts.
- Print copies of **Handout GTA-K: Internet Safety** and **Handout GTA-L: NiUnaMenos Case Study**.
- Print and cut out **Facilitation Sheet GTA13-A: NiUnaMenos Pictures**.
- Read through **Facilitation Sheet GTA13-B: Tactics for Change** to learn more information on advocacy tactics and a case study about mobilisation.

STEPS TO FOLLOW:

In plenary (10 minutes)

1. Ask the group if anyone has heard of the term “collective action”. Ask them what they think it means.
2. Then ask: Why is collective action important? This may include being stronger, learning together, having more reach, being more accountable or effective.
3. Share the flipchart with the first **Key Message** on it, and ask the group if they have any questions.
4. Explain that there may be other organisations or groups working on similar issues and that collaborating with other organisations that have the same aim can help you accomplish goals they could not accomplish alone. It is important to take time to understand other youth groups and figure out if it is worthwhile working with them.

In working groups (50 minutes)

5. Divide the team into smaller groups and ask them to read **Handout GTA-L: NiUnaMenos Case Study**.
6. Once they have finished, present each of the pictures from **Facilitation Sheet GTA13-A: NiUnaMenos Pictures**, using 20 seconds per image to ask what participants notice about the image.
7. Then, ask them to explore the following questions on collective action:
 - *What issue inspired and encouraged the collective action?*
 - *What tactics helped to achieve collective action for change?*
 - *What are two ways to promote collective action?*
 - *What changes occurred or what progress was made?*



STEPS TO FOLLOW:

In Plenary (10 minutes)

8. Bring the group back together and ask each group to present a summary of their findings. Make sure that by the end, the groups have identified all of the key tactics used: 1) lobbying and meeting decision makers; 2) public mobilization; 3) social media; 4) public campaigning; 5) alliances and partnerships; 6) strategic media.
9. Explain that in addition to the ideas that they have identified, one way to engage in collective action is to open and co-develop parts of your advocacy plan or campaign with other actors including other Champions groups, as well as external activists and organizations such as feminist groups.

In plenary (30 mins)

10. Explain that, just like in the case study, using the internet and social media is a great tool for reaching out to other like-minded people who are passionate about the same things as you are, for building a movement, and for gathering support.
11. Begin by asking the group to brainstorm different social media platforms: e.g. Facebook, Instagram, Twitter, Tumblr, YouTube, Snapchat etc. Note these on a flipchart.
12. Ask: *Does anyone use any of these? What for? How often? What don't you use and why?*
13. Next, draw a line down the middle of a flipchart to make two columns. Write 'risks' at the top of one column, and 'opportunities' at the top of the other. Then, ask the group to brainstorm some of the risks and opportunities with using social media.
14. Pass out copies of **Handout GTA-K: Internet Safety** and go through the ways they can minimise risks they identified.
15. Next, ask the group to brainstorm ways to use social media in their own advocacy. For example:
 - *Twitter - to check influencers' positions and statements*
 - *Facebook - to connect with other groups and movements and share inspiring stories*
 - *Writing blogs and video blogging (vlogging) - to connect with a wider audience*
16. Explain that they can use sound bites – or a short caption - from their interviews, that speak to their messages, e.g. "The girls of today are the leaders of tomorrow", and share these on social media.

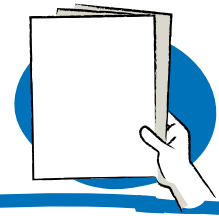
In working groups (10 mins):

17. Ask the group to work in small groups to develop a sound bite about their campaign and to identify two ways they could use social media for their strategy. See some examples below if they are having trouble getting started:
 - *Work with Plan International to do an online petition and share it through Facebook and Twitter ahead of an important moment such as an election or International Day of the Girl*
 - *Design a photo action and ask young people from other groups or around the world to take part*
 - *Work with other groups and movements to develop and share a joint demand ahead of an important moment such as an election or International Day of the Girl*

In plenary (5 mins)

18. To wrap up, present the flipchart with the second **Key Message** on it. Then, review the session and how they have thought about some of the opportunities and challenges with using social media, learned some tips and tricks, and practiced some ways to use social media in their own advocacy.

HANDOUT GTA-K: INTERNET SAFETY



Check out these “Do’s” and “Don’ts” of using the internet!

DO...

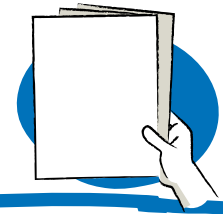


1. Follow the same rules about good messaging covered throughout the module.
2. Plan your online action – just like you would any other action.
3. Share things that people will want to share.
4. Get into conversations. Show you are open to other opinions and arguments, and respond to them.
5. Know your target audience, and think about where they are and what they are doing online.
6. Tell your personal stories. As young people, you are experts of your own experiences so it's important to highlight that.
7. Get to know how to make the most of all the major platforms (Facebook, Twitter, YouTube, etc.) and explore platforms that are new to you.
8. Tie in your online advocacy with your offline advocacy and activities. Arrange to meet committed online activists in person, and encourage your community networks to take conversations online.
9. Be yourself. You may be communicating through a machine, but don't become one!
10. Analyse the effectiveness of the social media platforms you're using, and alter your approach to make it more effective.
11. Connect with influential people online. Ask them to retweet something, or give you a quote. It can be easier than you think.
12. Join online girls' and young women's rights advocacy groups and campaign networks.
13. Create new and useful content.
14. Promote your social media channels where you can – including on other social media channels.
15. Monitor who is viewing your social media, who's opening your links and who is forwarding things on.

DON'T...



1. Overload your message with too many issues that might take away from your core advocacy messages.
2. Exhaust yourself. Try to choose one or two main platforms for your advocacy, and use other social media to support or direct attention there.
3. Be aggressive in your social media posts. Things can be misinterpreted online. Re-read or ask someone else to read what you write before you post it, to make sure you come across as you would hope.
4. Use professional jargon or slang. It can complicate or weaken your message.
5. Expect to build an online community too quickly.
6. Take too long to respond to people. Social media thrives on live conversations.
7. Automate everything. It can be convenient, but use some variety across your platforms to keep things fresh.
8. Use social media to advertise.
9. Let untrue or negative stories take root. Don't ignore them. News travels really fast online, so step in quickly and make sure your side of the story is heard.



SOCIAL MEDIA SAFETY TIPS:

Facebook Make sure your Facebook profile is 'Private' so that only people you know can see your content.

Twitter You can lock your Twitter profile so only your followers can see you.

Instagram You can lock your profile so only your followers can see your posts.

Snapchat If using Snapchat, be aware the you can now be traced by your followers. Make sure to switch to 'ghost mode' so you can keep your location safe.

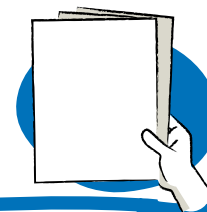
All If you want to keep an open profile, make sure you don't use your full name on your profiles.

GUIDANCE – BEING SAFE ON THE INTERNET PLAN INTERNATIONAL'S CHILD PROTECTION ONLINE SAFETY GUIDE - ELEVEN RULES

1. Never tell anyone you meet on the online any personal details, such as your home address, your telephone number, your school's name or mobile/telephone number, unless your parent or carer specifically gives you permission.
2. Never send anyone your picture, credit card or bank details, or anything else, without first checking with your parent or carer.
3. Never give anyone your password to anyone, not even a best friend.
4. Never arrange to meet anyone in person without first clearing it with your parent or carer, and get them to come along to the first meeting, which should always be in a public place.
5. Never hang around in a chat room or in a teleconference if someone says or writes something which makes you feel uncomfortable or worried, and always report it to your parent or carer.
6. Never respond to nasty, suggestive or rude e-mails or postings. It's always okay to immediately end a conversation online without explanation if it is making you feel uncomfortable. Always remember to speak to your parent or care giver.
7. If you receive spam or junk email and texts, never believe them, reply to them or use them. And remember if someone makes you an offer which seems too good to be true, it probably is.
8. It is not a good idea to open files from people you don't know. It could be a virus or worse – an inappropriate image or film.
9. Always tell your parent or carer if you see bad language or distasteful pictures while you are online.
10. Always be yourself and do not pretend to be anyone or anything you are not.
11. Remember, what gets posted online becomes public and cannot always be removed! So, take care that what you post online does not reveal anything about you that you're not comfortable sharing. For example, don't post things about your body, family, friends, teachers etc. that you would be uncomfortable with everyone reading!

Finally, if you feel upset about anything you have seen on the computer (such as something you think may be illegal or inappropriate) or if someone has said something which you feel is rude, inappropriate or if you are being bullied online, you should report to a staff member.

HANDOUT GTA-L: NIUNAMENOS CASE STUDY



NiUnaMenos, which translates to 'Not One Woman Less', is a campaign that began in June of 2015, when a group of women and feminists decided to march to protest femicides - the killing of a woman or girl, in particular by a man and on account of gender. It started in Argentina, where the number of femicides were increasing, and it spread to other parts of the world. Women were outraged by what was happening and, in solidarity with the murdered girls and women, decided to bring their voice and physical presence into the streets. NiUnaMenos used various tactics to bring their issue on to the public agenda. Creatively and collectively, they have implemented actions that transcend borders and managed to mobilize an enormous number of people around the world.

TACTICS OF #NIUNAMENOS:

MARCHES AND RALLIES

- In May 2015, the body of Chiara Paez, a pregnant 14-year-old girl who was murdered by her boyfriend, was found in Rufino, Argentina, causing outrage. Feminist organizations quickly convened various activities including meetings at the National Congress. In several countries, solidarity marches were organized on the same date.
- In June 2016, a #Vivasnosqueremos ('We want us alive') march was held to protest gender-based violence (GBV) in Mexico.

PRESS STATEMENTS AND POLITICAL MANIFESTOS

- Organizations drafted a document expressing their rejection of GBV and demanded governments to comply with laws, ensure freedom of violence, provide guarantees for the protection of victims and collect statistics on cases of violence against girls and make them public.

SOCIAL MEDIA CAMPAIGNS

- #NiUnaMenos connected with other movements and called on the women's rights, human rights, LGBTIQ and other groups to act and denounce violence against girls and women in each of them via social platforms.

STRIKES AROUND THE WORLD

- On October 19, 2016 and March 8, 2017 (International Women's Day), the #NiUnaMenos campaign called for a one-hour women's strike. Tens of thousands of women around the world stopped working to protest the gender based violence, the gender pay gap and women's excessive work burden. Many dressed in black. All this was publicised through social networks.

OUTCOMES OF #NIUNAMENOS:

Awareness raising, visibility of the reality of gender-based violence and femicide, and reduction of the shame related to it. The solidarity or the campaign made it easier for women and girls to speak up, making the issue public and visible and lowering tolerance of male chauvinism and violence.

Collective action mobilized different groups and movements, even when advocates were in different countries. Using the internet, social media, and strong partnerships across borders, woman and men activists all over the world were able to support each other and increase their ability for change.

Many decision-makers have taken affirmative action for the lives of girls and women. Pressure from the campaign and advocates has resulted in increased protection, stronger laws for gender equality, and bringing women's rights to the forefront of public debate.

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FACILITATION SHEET GTA13-A: NIUNAMENOS PICTURES



Instructions: Cut the images out and share with the group one at a time. Ask youth what they see and notice, spending no more than 20 seconds per image.





FACILITATION SHEET GTA13-B: TACTICS FOR CHANGE ¹⁹



There are a variety of tactics that advocates can use to deliver their strategies. Often, they will use a combination of tactics under the following strategic approaches: **Public campaigning, building partnerships, media engagement, or lobbying.**

Public Campaigning

Public campaigning is a series of activities – or tactics - that target wider public audiences, to inform and ultimately engage them on the advocacy objective(s) and aim. Public campaigning can take the form of:

- Rallies, petitions, flash mobs, theatre
- Online campaigning
- International mobilization through solidarity actions

Mobilizing means inspiring and organizing others to get involved. An example of this is international solidarity actions, such as petitions or photo actions, which are a way to mobilize support during critical tipping moments in your advocacy strategy. This solidarity can come from within their own country or also from other countries. If used in the right way it can be a very powerful way to influence governments and other decision-makers.

REMEMBER

There are risks with criticizing people in power, but public campaigning does not have to be aggressive towards the government. For example, it could be a petition or photo action against or in support of a law being discussed in parliament.



Building Partnerships

Working with other organisations that have the same aim can help you accomplish things that you could not accomplish alone. Encourage youth to take time to get to know other organisations and groups working on this issue and figure out if it is worthwhile building an alliance or partnership with them.

Youth may wish to partner with others in different ways to:

- Build a stronger voice and be more influential
- Expand their networks
- Be inclusive and involve different sectors of the society
- Bring in specific expertise or different perspectives (e.g. the voices of different abled girls and boys and their specific needs)

When looking for partners, youth should think about each of the following points:

- **Who is doing what already?** If something is being done well then get involved or involve them. Their gain is the youth's gain, and vice versa.
- **Look at their stakeholders:** Are any of them organisations or youth groups that could be good partners?
- **Join networks:** Networks are good for making contacts and getting access to information and resources.
- **Outreach:** Bring people together to find out what they are doing, ask questions and see if they want to get involved.
- **Long or short term:** Are they looking for a long term partnership or someone they can work with for the short term? For example, a one time event.
- **Be creative:** Just because youth are working on a girls' and young women's rights project doesn't mean they have to partner with girls' and women's rights organisations. Some of the best partnerships are between completely different types of organisations that combine their strengths to create something exciting.

¹⁹ This section adapts parts of Plan International (2014) An Advocacy Toolkit: The Education We Want.

FACILITATION SHEET GTA13-B: TACTICS FOR CHANGE ¹⁹ (CONT)



Media Engagement

The media – including radio, TV, print media such as newspapers and magazines, and web media, like blogs, issue-based websites and social media – can be a hugely powerful tool for their advocacy. Media can help to convey a message, make decision-makers aware of public support, share a story, highlight an injustice and connect to a broader and more diverse audience.

When considering media as an advocacy tactic, it is important to understand the different media messages being deployed and their purpose. When looking to engage the media, youth should think about each of the following questions:

- Is the media outlet providing important information and news? Is it credible?
- Who is their audience and why?
- Who is developing their content? Are there women and young people involved?
- Is the media outlet trying to sell something or trick the audience into thinking a certain way?
- Is the media reinforcing unequal power relations? How?
- Is there a way to engage with the media to disrupt these relations?

Reflecting on these questions and taking time to analyse the different options for media engagement will help the girls and boys to identify if and how to best engage with them and ensure their engagement is based on critically conscious analyses.

Lobbying

Lobbying is an attempt to influence policy and decision-makers by communicating and building relationships with them. Lobbying can involve meetings with decision-makers, participation in events, workshops, parliamentary groups and other forms of communication, and influencing decision-makers (and those who have influence over them e.g. advisors and staff!).

Lobbying involves a combination of dialogue and negotiation. Negotiation takes place when... “two or more people, with differing views, come together to attempt to reach agreement. It is persuasive communication”. We use negotiation all the time, with all kinds of people in all kinds of ways; for example, dealing with competing priorities from two bosses at work, or the breakdown of chores in a shared house.

Dialogue, on the other hand, refers to a conversation where the purpose of the conversation is learning and sharing. Successful dialogue will improve trust and understanding between the advocates and decision-makers. For dialogue to be successful, it's important to:

- Apply sensitive listening and communication skills and;
- Provide an opportunity for everyone to participate in the conversation.

The youth will explore how to use dialogue and negotiation skills in advocacy meetings with decision-makers when they want to gain something specific from the meeting – for example, agreement to include a young woman in a youth parliament.






Please contact your local Plan International advocacy team if additional information or clarification would be helpful!

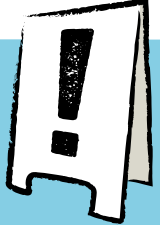
ACTIVITY GTA14: ADVOCACY SKILLS AND TACTICS

The group works in pairs to brainstorm tactics for their strategy using a walking and talking activity. Then, using an agreed-upon list of criteria, they choose which tactics to use. The last part of the activity is an opportunity to practice an important advocacy skill: communicating with someone who opposes you. They practice even further with a **take-home assignment**.

OBJECTIVE:


- To brainstorm tactics and agree on a small number of priority activities to test
- To deepen communication and negotiation skills by learning a technique for speaking with opponents

 <p>MIXED GROUP</p>	 <p>1 HOUR & 30 MINUTES</p>	<h3>WHAT YOU NEED</h3> <ul style="list-style-type: none"> • Notepads • Pencils • Flipchart • Markers • Post-its 	 <h3>LINKS TO KAPS</h3> <ul style="list-style-type: none"> • Uses strategic analysis skills to develop SMART solutions that challenge unequal power structures. • Has the confidence to proactively speak up and demand corrective action from duty bearers about gender equality and girls' rights issues that matter the most to them.
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KEY MESSAGES

- **There are many different advocacy tactics – or actions – to use in our strategy.** Chosen actions should target key decision-makers, take into account the team's capacity, resources and strengths, and deliver at least one objective.
- **One important advocacy skill is being prepared to speak with the opposition.** Advocates do this by thinking through and preparing for all types of challenging statements and questions.



TIPS FOR FACILITATORS

- Ideally, the girls and boys will need somewhere open and safe to walk around for this activity, such as a park or garden.

STEPS TO FOLLOW:

In plenary (5 minutes)

1. Explain that in this session, the group will choose the tactics (actions or activities) they will undertake to deliver the strategy to their advocacy goal. Go over the different definitions for advocacy strategy, goal, objectives, and tactics again if needed, from the advocacy pyramid in **Setting the Stage**.
2. Ask the group to think back over the previous sessions and reflect on their goal and the three objectives they are seeking to achieve. Then, say that when developing tactics, the first thing to consider is why they are doing something.

In pairs (15 minutes)

3. Explain that the group is going to brainstorm campaign activities in pairs, thinking about what could be fun, engaging and best deliver their objectives. Encourage them to think back to the research they have conducted on the issue, who the stakeholders and targets are in their advocacy plan, and different ways to engage in collective action.
4. Hand each pair a notepad and pencil. Explain that one person will be the note-taker and the other will be the talker. For 5 minutes, the talker speaks non-stop while the pair walks around together, sharing all their ideas without stopping to think too much. The note-taker will jot down notes and not talk during this time (this is not a discussion).

TIP! The key is to keep talking even when it gets really hard! This will help them get all of their ideas out, not stopping to worry that they are too difficult or silly. Let them know that they will go through them later to decide which are most best, but that's not important yet for this activity.



In working groups (50 minutes)

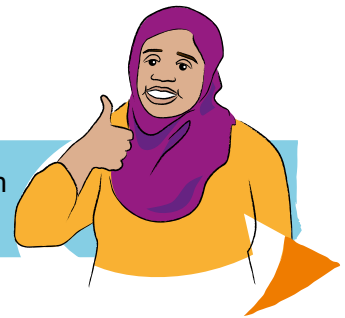
5. After 5 minutes, the note-taker and talker switch roles and continue walking and talking for another 5 minutes. The second talker can share any new ideas they have or build on the ones already identified by the first talker.



STEPS TO FOLLOW:

In plenary (30 minutes)

6. After the 10 minutes are up, have the working groups come back to the plenary and briefly share their favourite ideas.
7. As they share their ideas, write each idea on a post-it and cluster them so similar ones are together. There may be quite a few! This is ok. You can also have a participant help you with this part.
8. Then, ask the group to help you move the post-it notes into four different types of strategic approaches: 1) Public campaigning; 2) Lobbying/talking to stakeholders; 3) Media/communications; 4) Partnerships.
9. Explain to the group that they will soon vote on their favourite activities - or tactics. These will be the ones they will commit to doing.
10. First, ask the group to come up with a list of criteria to help you choose. Ask the group for ideas and write these on a flipchart for everyone to see. If they need prompting, here are a few examples:
 - *Will this be the most successful in achieving our objectives? Does it deliver on 1, 2 or all 3?*
 - *Could you use this with one or more key decision-makers or stakeholders?*
 - *Is this engaging to mobilise the public? Or to spark the interest of key decision-makers and potential allies?*
 - *Does this encourage collective action?*
 - *Can we collaborate with others to do this?*
 - *Do we have the necessary abilities to carry out this activity?*
11. Once the criteria are agreed upon, explain that they will now choose activities using a "Dot voting" tool. They will each have 3 dots to use on their 3 favourites. This means they each get to draw a "dot" on their three favourite activities. Give them a few minutes to vote silently.



TIP! You can also use stickers for this activity - pass out 3 stickers to each participant and have them stick it on the activities they are voting for.

12. Once everyone has voted, count up the dots and see which 5-8 tactics are the frontrunners.
13. Spend a few minutes discussing the frontrunners until the group has identified 3-4 key tactics they want to take. Use the following guiding questions to help the group make the best decision:
 - *Remember the shared goal and objectives. Activities must deliver against at least 1 objective, but ideally more.*
 - *Consider the evidence that you have to support these actions.*
 - *Be clear about the messaging you would need to develop.*
 - *Think about the current context of your community/local area/country, including risk factors.*
 - *Think about why you would do certain activities at certain times or moment.*
 - *Consider what the public and/or government's current position is on the issue and make sure that the activities are appropriate to that.*
 - *Do these activities promote a gender transformative approach?*
 - *What resources would you need to carry out these activities? Are you likely to get the resources that you need?*
14. Once agreed upon, invite a volunteer to read out the chosen 3-4 activities and ensure everyone is in agreement.



TIP! Sometimes it is a good idea to give participants the opportunity to make a case for an idea that got left behind that they strongly believe should move forward.

15. Remind the group that these are initial ideas and that they will come together again in-person and on calls to review their plan. Also, explain that throughout the project they may be faced with new and exciting opportunities that they had not planned for. This is fine, but they must use the same criteria to decide whether or not to do it.

In plenary (5 minutes)

16. Next, explain that they will now be learning a new tool for speaking with opponents and being prepared for challenging conversations generally. It is called 'I couldn't disagree more'[3].
17. Explain that an 'opponent' is an individual or organisation who is against or could potentially block your actions or be a risk to your strategy and goal.
18. Explain that there's nothing worse than finally meeting a stakeholder for your advocacy and being confronted with a question you don't have an answer to, or an opposing view that you find yourself agreeing with. This can hurt your confidence and weaken your arguments.
19. Remind them that people you are trying to influence will not always agree with what you have to say. It's important to understand their position, why they believe what they do, and to be prepared with your own argument.

In pairs (25 minutes)

20. Tell the group that you will be doing this quick activity to help them practice. First, they will prepare their strategy and polish their messages. Then, they will imagine responses and questions opponents might have. Finally, they will learn that they will see things from different perspectives, and might be surprised what they believe.
21. Ask everyone to begin by writing down a statement about the issue they are working on that they believe strongly. For example, 'more girls should go to school' or 'women should be paid the same as men'.
22. Then, have them split into pairs. Ask one person from each pair to read out the statement to their partner, and ask the partner to respond by saying, "I couldn't disagree more...", and then to argue against the statement.

TIP! If the partners are having trouble arguing with it, ask them to think of what they may have heard opponents in their communities, families, or government say – they don't have to believe them, they are just playing a role!



23. After a few minutes, have the pairs switch roles and repeat the activity with their partner.

In plenary (10 minutes)

24. Close with a brief discussion using the following questions:
 - How did you feel by defending your views?
 - As the opposition, how did you feel?
 - What have you learned about your issue and other possible views on it?
 - What arguments do you need to prepare for?
25. Share the **Key Messages** with the group, and introduce the **take-home assignment**.





Write it out! Think of 3 possible arguments from opponents you might run into during your advocacy strategy – think about all levels, community members, politicians, even peers! Then, write positive alternatives you could use to prove your point. Practice these often, so you can be prepared to use them!

ACTIVITY GTA15: DEEPENING OUR ADVOCACY SKILLS

The group spends half of the activity practicing negotiation skills and half practicing media interviews to deepen their advocacy and communication skills. The take-home assignment is to practice these methods on their peers.

OBJECTIVE:

- To understand and practice different negotiation tactics
- To understand and practice media interviews

 <p>MIXED GROUP</p>	 <p>1 HOUR & 15 MINUTES</p>	<p>WHAT YOU NEED</p> <ul style="list-style-type: none"> • Flipchart • Markers • Handout GTA-M: Negotiation Techniques • Facilitation Sheet GTA15: Negotiation Scenarios 	<p>LINKS TO KAPS</p> <ul style="list-style-type: none"> • Knows different strategic approaches and tactics, and when and how to use them e.g. campaigning, lobbying, partnerships and media. • Can demand corrective actions at the local, national, regional and global levels on gender equality, girls' rights and the problems that most affect them. • Influences decision-makers' attitudes and behaviours on gender equality with evidence and lived experiences.
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KEY MESSAGES

- **Negotiation takes place when two or more people with differing views come together to attempt to reach agreement.** Some advocacy meetings with decision-makers will involve negotiation in which we want to gain something specific and may also need to offer something in return.
- **Engaging with the media can be a great tactic for advocacy.** This action comes with risks and requires practice and preparation for difficult questions.



BEFORE YOU BEGIN

- Familiarise yourself with the different negotiation tactics on **Handout GTA-M: Negotiation Techniques**.
- Print enough copies of **Facilitation Sheet GTA15: Negotiation Scenarios** to split the group into pairs and give half of them Scenario 1 (one copy per pair) and the other half Scenario 2.
- Write the 3 possible outcomes on 3 different flipcharts: Win/Win, Win/Lose, and Lose/Lose.
- Write out the **Key Messages** onto a flipchart.

STEPS TO FOLLOW:

In plenary (10 minutes)

1. Welcome the group and explain that in this session, they will first explore 'negotiation techniques, which can be useful in lobbying, building partnerships and working with the media. Then they will talk about the media and practice a technique for having challenging conversations.
2. Explain that sometimes in advocacy strategies, you may need to negotiate to reach your objective. Ask the group if they can explain what "negotiation" is. Then share the first **Key Message** with the group.
3. Ask if anyone can think of some times that they engage in negotiation, and take a few answers from the group. Explain that we use negotiation all the time, with all kinds of people in all kinds of ways; for example, dealing with competing priorities from two bosses at work or the breakdown of chores in a shared house. We need to be prepared that some advocacy meetings with decision-makers will involve negotiation.
4. Explain that negotiation may happen when you want to gain something specific from the meeting – for example, money from the local council to support a girl to participate in the local youth council meetings. Say that as part of the negotiation you may also need to offer something in return, for example, to promote the local council as a supporter of the programme.
5. Then, show the outcomes flipcharts and explain that there are three possible outcomes of negotiations. These are:
 - *Win/Win where both parties feel as if they have achieved something. This may not be the result you had initially wanted when entering the meeting but at least you have agreed on something that will help you towards your advocacy objective.*
 - *Win/Lose where one party comes out as a 'winner', and the other feels like they've lost*
 - *Lose/Lose where both parties feel like they have lost out. It's surprising how many times this happens!*
6. Ask the group to identify which outcome they think is ideal. Help the group reach the conclusion that most often, they will be seeking a win/win outcome.

In pairs (10 mins)

7. Next, pass out **Handout GTA-M: Negotiation Techniques** and quickly go through each of the techniques to ensure the participants understand them.
8. Explain that they are now going to spend some time practicing different negotiation techniques. Split the group into pairs and give half of the pairs Scenario 1 and the other half Scenario 2.
9. In pairs, one person should be A and the other should be Person B. Person A will take on the role of the activist and Person B will be the decision-maker or the stakeholder that activist is trying to influence. Person A should pick one of the negotiation techniques on the flipchart to use, then they can practice their scenarios.



STEPS TO FOLLOW:

10. Give the pairs 5 mins to practice their scenario. After 5 mins, ask the group to come back into plenary.

In plenary (10 mins)

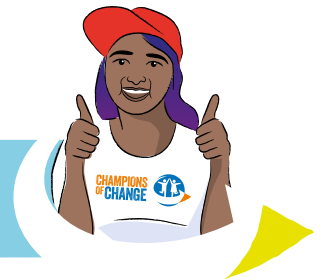
11. Ask each of the pairs to share back on their experiences. Person A (the activist) should say which scenario they were given. They should explain how they felt the discussion went.
12. Then, Person B (decision-maker or stakeholder) should share how they felt the discussion went. *Can they identify the technique Person A used? Did they feel the negotiation was successful?*
13. Ask the pair which of the 3 outcomes best described the result of their discussion. *Did they both win, did someone win and the other lose, or did they both lose?*

In pairs (5 minutes)

14. Have the pairs switch scenarios with another pair, then swap roles with each other. Ask the new activist to pick a different negotiation technique to try.
15. Give the pairs 5 mins to play out their scenario.

In plenary (10 minutes)

16. Come back together, and ask for 2-3 volunteers to share their experiences in this round.
17. Close the first half of the session by explaining that they should be prepared that they may not always win their negotiation, and may need to go back and adapt their advocacy strategy or build in more time or another meeting to better negotiate with the decision-maker in the future. This is okay, and all part of the process!



TIP! This can be a good time to break and do a fun and active activity - try going outside and burning off some energy!

In plenary (5 minutes)

18. Explain that for the second half of the session, the group will learn about the media and practice difficult conversations they may face, such as media interviews.
19. Remind the group that they are the experts of their own story and that throughout the project, different media agencies may wish to highlight their story and issue. There are opportunities and risks with this.
20. Ask the participants to remember the elevator pitches they practiced as a **take-home assignment**. Have a few volunteers share theirs with the group. Let the group know that these are great to use in media interviews.

In working groups (15 minutes)

21. Split the group into smaller groups of 3 and ask them to take some time as individuals prepare answers to the following questions:
 - *What is your project/strategy/campaign and why should people support it?*
 - *What needs to change and who can make it happen?*
 - *Why are you focusing on girls and young women instead of boys and young men?*
 - *Why are you focusing on gender equality when there are other issues that are so important?*
 - *Why are you trying to change tradition?*
22. Then, ask each group to take turns being a journalist, interviewee and observer. The interviewer will choose three questions to ask their interviewee, and the observer will watch the interview. After each 'interview', the observer has 2 minutes to describe what they observed and share what worked well and what could be improved.
23. Then, switch roles until each person has had a chance to be in each role.

In plenary (10 minutes)

24. Bring the group back together and discuss how it went:
 - *Was it a positive or negative experience?*
 - *Did you find the feedback helpful?*
 - *Was it helpful to prepare first? Why?*
 - *What is something you learned?*
25. Explain that they may be asked any of these and more difficult questions, too, during their interviews with the media in real life. Remind the group that lots of different skills can be used in different situations. For example, this media interview practice may also come in handy when speaking in private to someone from the opposition.
26. Highlight that they can also always refuse to answer questions they don't want to answer or feel are too personal.
27. To close, ask the following questions for discussion:
 - *What did we learn from methods to argue and defend our ideas and demands?*
 - *How can we practice these methods in our advocacy work?*
28. Finally, share the **Key Messages** from the activity, and introduce the **take-home assignment**, taking time to answer any questions.



Act it Out! Practice some of these new negotiation techniques and interview methods with your peers and be prepared to share your learning with the group in our next session.



FACILITATION SHEET GTA15: NEGOTIATION SCENARIOS



Instructions: Print multiple copies of this sheet, then cut out each of the scenarios and hand one scenario to each pair.



SCENARIO 1: INFLUENCING DECISION-MAKERS

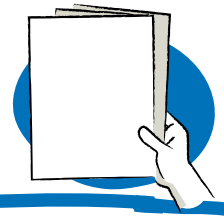
The activist has a meeting with the Minister for Gender. The activist wants the Minister to commit to adding funding for gender training for all government officials and parliamentarians to the budget. The Minister is reluctant, because as they do have some money, the ministry is being pressured not to commit to new budgets wherever possible by the Head of the Government.



SCENARIO 2: BUILDING PARTNERSHIPS

The activist has a meeting with a well-known feminist organization in the city. The activist wants the organization to partner with them and co-host an upcoming public event. The feminist organization likes the sound of the event but is unsure if they will be able to support it as it may take too much time to organize.

HANDOUT GTA-M: NEGOTIATION TACTICS[1]



“CAN WE BREAK THIS DOWN?”

Some things are too big to and need to be broken down into smaller decisions. This way, you can often find at least some that you agree on.

“I HAVE TO CHECK WITH OTHER PEOPLE FIRST”

Reverse of the above. You can't make a decision now, and have to go back to your team or superiors.

“WE BOTH LIKE FRUIT...BUT YOU LIKE APPLES AND I LIKE BANANAS”

Working from a principle of what you agree on, for example, “We both believe all children deserve a good education, but I believe it should be free and you believe parents should pay.” Use shared principles to work out an agreement.

ULTIMATUM

“This is our last and final offer...”

REPACKAGING

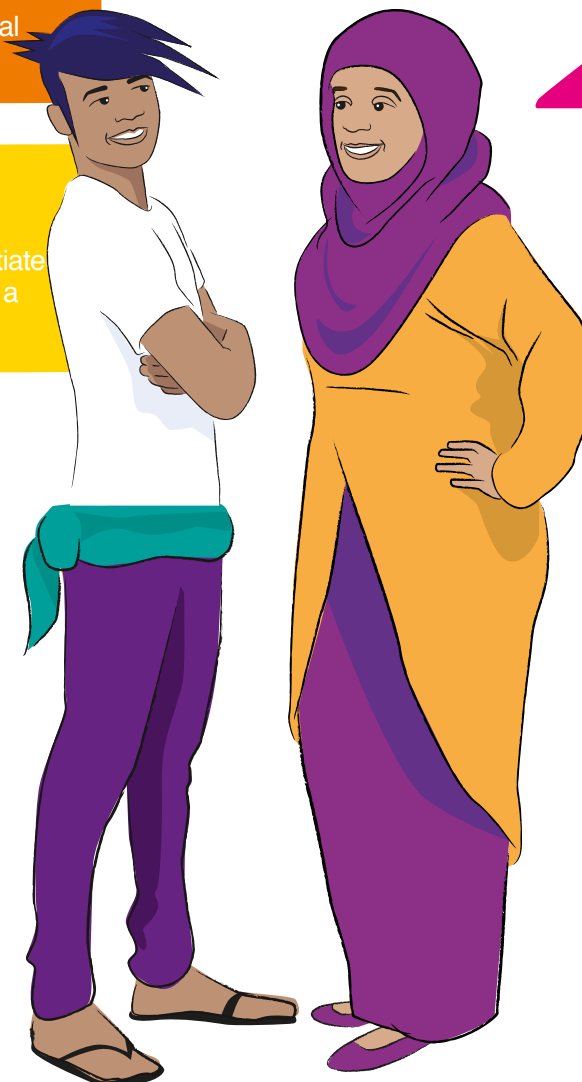
Taking something you originally tried to negotiate for and presenting it in a different way.

GOOD COP / BAD COP

Team performance where one person is very critical and aggressive; the other is kind and easy-going.

EXTREMES

Proposing something extreme in order to get the small ‘win’ you actually want.





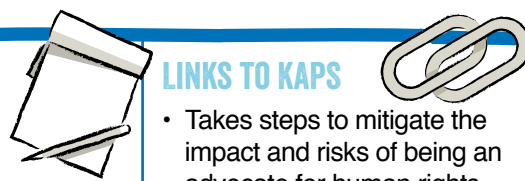
> SECTION 5. TEST AND REDESIGN


ACTIVITY GTA16: TURNING IDEAS INTO ACTION [I]

The group selects three ideas to test in real life. For each, a sub-group designs a storyboard (like a comic) about how they will test it. They decide how to test each idea and what feedback they will look for, and spend time conducting a risk analysis for each idea. For a take-home assignment, they test their ideas.


OBJECTIVE:


- To develop a storyboard and create and test early versions of campaign and advocacy ideas with target audiences
- To understand what risks might exist and to consider how to avoid or deal with them

 MIXED GROUP	 2 HOURS	WHAT YOU NEED <ul style="list-style-type: none">• Markers• Sticky notes• Flipcharts• Glue• Scissors• Art materials	 LINKS TO KAPS <ul style="list-style-type: none">• Takes steps to mitigate the impact and risks of being an advocate for human rights and gender equality.• Regularly monitors the effectiveness and sustainability of their advocacy.• Collaborates with other youth/civil society organisations (CSOs) when strategic and necessary.
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**KEY MESSAGES**

- Quick formation and testing of ideas provides feedback that helps us make decisions, be flexible and improve our concepts. It's about getting ideas out of our heads and into the hands of other people.
- All advocacy involves two types of risks: 1. Those that affect our safety and wellbeing, and 2. Those that affect our advocacy strategy. The important thing is to identify the risks in advance and consider how to avoid them.

**TIPS!**



TIPS FOR FACILITATORS

- Remember, this process is all about learning, not about getting it perfect the first time. It is better to test, reflect and learn from failure than spend all of their time and energy making a beautiful, perfect idea that might not work anyways.
- Support youth to confront their fears and be assertive in the process of creating and testing ideas with real people. Revisit tips from the **Being Assertive** module.

BEFORE YOU BEGIN

- Prepare 3 risk assessment flipcharts by drawing 3 columns on each and writing the following titles at the top of each column: Risk, Degree of Risk, Avoid.

STEPS TO FOLLOW:

In plenary (5 minutes)

1. Welcome the group and explain that based on the choices they have made as a group in the previous activities, they will now plan part of their strategy using a storyboard.

In small groups (30 minutes)

2. Split into as many groups as tactics they have identified (3 or 4) and ask each to select one of the tactics that they will develop and test.
3. Once they have decided on which group will tackle which tactic, hand each group a flipchart paper and explain they will use a storyboard to draw how their tactic could be put into action. They will split their paper into a series of comic book-style frames, and then draw images and use text to explain the idea, step by step



TIP! Tell them not to worry about their drawing abilities. It's more important that a storyboard helps them to fully think through every part of their idea than that they create something that looks beautiful.



In plenary (10 minutes)

4. Once the teams have finished, ask them to present their storyboard to members of another group to improve it before taking it out for testing. Ask the audience to think about what needs to be changed or could not work in real life. Try to encourage all the groups to provide positive, constructive feedback.

STEPS TO FOLLOW:

In plenary (45 mins)

5. Next, explain to the participants that now that they have decided on the ideas they want to test, they need to be able to test them to make sure they work. Then they will be able to evaluate their ideas and improve their work. First, they will need to decide how they are going to test their activities and who they will test them on.
6. Ask the participants to go back together to the groups. Each group will look at their storyboard and plan how to go out and test this tactic, thinking about the following questions:
 - a. *What are we hoping to get feedback on? For example, our idea for a flash-mob on International Day of the Girl.*
 - b. *Who will we test this on? Who is the audience? For example, peers, school friends, other activist groups, social audience.*
 - c. *How and where will we get their feedback/see if we have been successful? For example, interviews, survey.*
7. With these answer in mind, explain that as a take-home assignment, the groups will test the ideas before the next meeting and will then discuss what to keep and what to change. Encourage them to write down the feedback they receive from the audience using the following questions:
 - a. *What worked well?*
 - b. *What could be improved?*
 - c. *What was our message and demand?*

In working groups (25 minutes)

8. Next, ask groups to spend some time thinking about the risks involved with each tactic. Explain to the group the importance of planning for risks and keeping themselves safe.
9. Share the second Key Message with the group, then ask the group to brainstorm all the risks that they might face when testing or when doing this activity for real. They may include some of the following:
 - a. *Family not happy with your opinion*
 - b. *Community members hearing about your plans, finding you and letting you know they disagree with your opinions on gender equality*
 - c. *Not gaining support from other youth and women's movements*
 - d. *Getting lost on the way to attend a peer consultation*
 - e. *Getting abuse online from opponents*
10. Pass out a prepared risk-assessment flipchart to each group, and ask them to write each risk under the first column. Then, in the second column, write whether the degree of risk is high, medium or low, according to how much of an impact it would have on advocates' well-being and/or the progress of their strategy. Finally, for each risk, discuss how it could be avoided, and write these in the third column.
11. To think a bit more deeply, ask each group to choose the risk they think is the highest for their idea and ask them to discuss the following questions:
 - *Do they know if this has happened to anyone they know?*
 - *How likely it is to happen?*
 - *How would they deal with it if it happened?*

In plenary (5 minutes)

12. Come back together and invite each group to share one risk and a summary of their discussion.
13. Go over the **Key Messages** again with the group, and remind them of their **take-home assignment** before ending.



Test it Out! With your small group, test out your tactics from your storyboard. Take notes on feedback you gather, and bring them back to the next meeting.

ACTIVITY GTA17: OUR ADVOCACY COMPASS

The sub-groups share the feedback from the tests and decide how to improve their tactics. They finish by completing their advocacy compass, agreeing on next steps and making sure all the information they need is in their advocacy diaries.

OBJECTIVE:


- To reflect on and learn from the feedback and adapt advocacy ideas and campaigns
- To collate all their work into an advocacy compass
- To develop a new risk assessment

 <p>MIXED GROUP</p>	 <p>2 HOURS</p>	<h3>WHAT YOU NEED</h3> <ul style="list-style-type: none"> • Markers • Sticky notes • Flipcharts • Glue • Scissors • Notebooks to use as advocacy diaries • Handout GTA-N: Our Advocacy Compass 	 <h3>LINKS TO KAPS</h3> <ul style="list-style-type: none"> • Recognizes that systemic change is a long, complex and nonlinear process. • Takes steps to mitigate the impact and risks of being an advocate for human rights and gender equality.
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KEY MESSAGES


- **To do good advocacy, we must always work as a team and be open to continuous learning.** We must test ideas, integrate new information and adapt what we are doing to reflect on the feedback we receive.
- **An “advocacy compass” provides guidance throughout our strategy.** It should be looked at if any new opportunities for advocacy activities or partnerships comes up, to make sure they fit within our strategic plan.



TIPS!

TIPS FOR FACILITATORS

- Remember that there may be areas that require specialized technical expertise (e.g. advocacy, communication pieces, social media). Plan International and its partners can often support with this.
- This is an extra long activity, and the last of the module. Be sure to take time to stretch, do a fun and active activity, and eat a snack in the middle of the activity, and to celebrate at the end!



BEFORE YOU BEGIN

- Before this activity, identify possible sources of information, technical expertise or other organizations who may support the Champions of Change to improve and integrate the feedback received and develop their advocacy compasses.
- Prepare a written list of the agreed-upon goal, objectives, stakeholders, influencers and tactics. If you are having trouble remembering exact wording, ask for help from the group when you are presenting.
- Copy a large version of **Handout GTA-N: Our Advocacy Compass** onto a flipchart.

STEPS TO FOLLOW:

In plenary (10 minutes)

1. Welcome the group and explain that today they will review their feedback from the tests, re-design any tactics if they need to, and complete an 'advocacy compass' so they can start their campaign.
2. Start with an exercise to integrate feedback and testing. Begin with a couple of questions to the whole group: *Did everyone manage to test their tactics? With whom? What was a highlight?*

In groups (15 minutes)

3. Next, ask the participants to go back into the same groups for the testing. Ask them to spend 15 minutes thinking about their findings and writing down short answers to the following questions:
 - *What worked? Why?*
 - *Are there any differences between what worked for girls/women and boys/men? Why?*
 - *What didn't work? Why?*
 - *What are you excited about? Why?*
 - *What would make this idea better? Why?*

TIP! Make sure they take the time to answer the 'why' questions! This is where the reasons behind the success or failure of something will come through.



In plenary (20 minutes)

4. Come back together and share the first **Key Message** with the group.
5. With this in mind, ask each group to take 5 minutes to present their findings to the rest of the group.
6. After each presentation, take feedback and questions from the rest of the group.

In small groups (15 minutes)

7. Explain that they will now have some time to incorporate the feedback into their tactics and write or draw their new plans. Give the groups 15 minutes to update their storyboard plan, and a new flipchart paper if they need it.

In plenary (10 minutes)

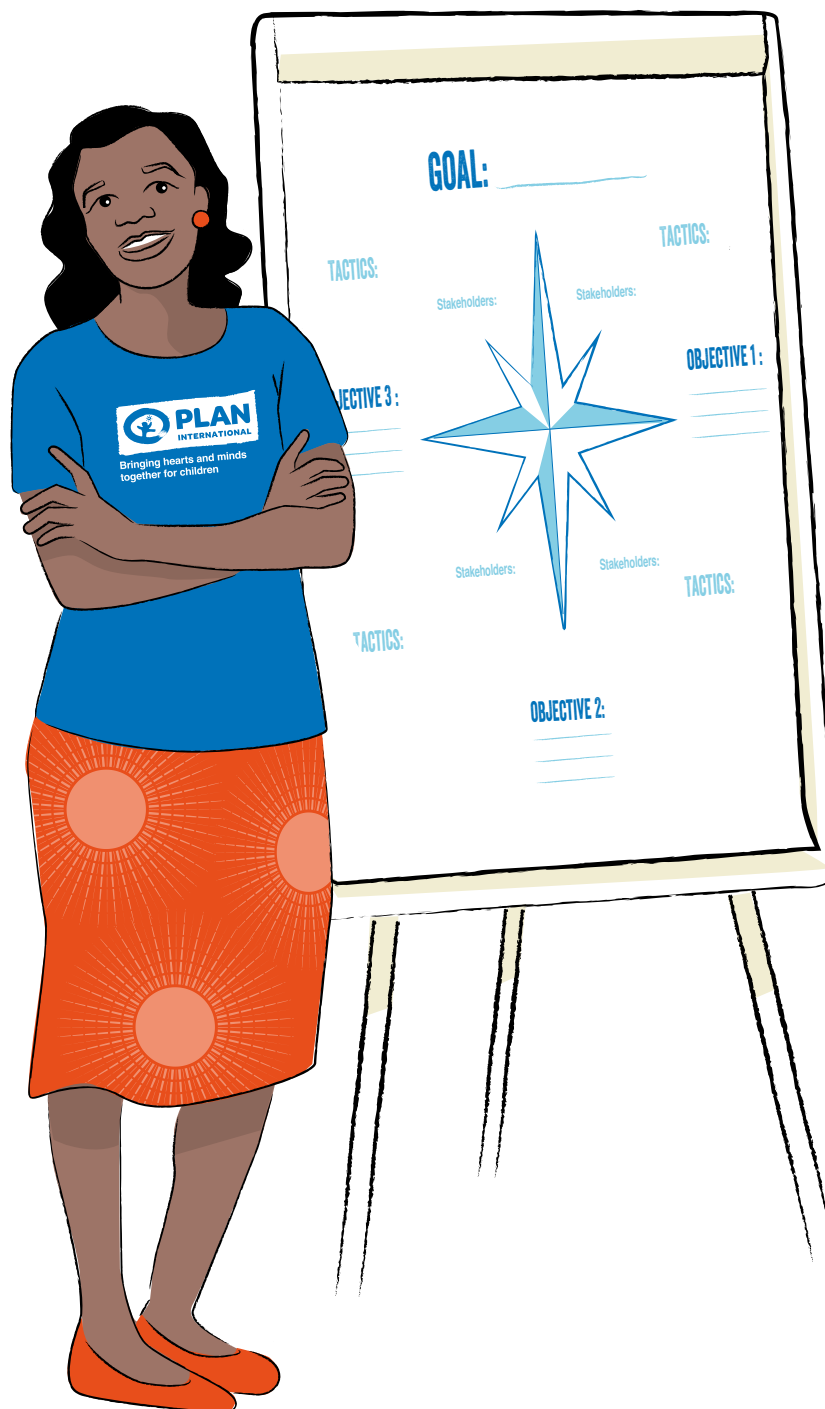
8. Ask each group to present their adapted versions back to the rest of the group. Ensure the whole group agrees on each idea, as they will all be working together as a large group to complete each of these tactics.

In plenary (30 minutes)

9. Explain that next they will complete their 'advocacy compass'. Ask the group what they think a compass is used for. Answers may include 'to guide', 'to give direction', etc.
10. Remind them that throughout the module, they have been co-designing an advocacy strategy, and that now is the time to put all the pieces together.
11. Share the second **Key Message** for the group, and discuss.
12. Then, show the group the advocacy compass you prepared on the flipchart. Explain that the top point of the compass will be their goal, and each of the three other points will be one of their objectives. Stakeholders and influencers will go inside the circle and tactics will go outside, next to the objectives they relate to.
13. Pass out **Handout GTA-N: Our Advocacy Compass** to each participant.
14. Then read out the agreed upon goal, objectives, stakeholders, tactics, etc. from the sheet you prepared so that the group can fill in their compass together. Fill out the large flipchart version as you go along, to help guide the room, asking the group where each should go on the compass. Ask the group if you have missed anything.

STEPS TO FOLLOW:

TIP! If participants are unsure where to put something, don't worry!
Be creative and flexible for what makes sense to the group.
The main purpose is to get everything written down.



STEPS TO FOLLOW:

15. Hand out a notebook to each participant and tape or glue, explaining that these will be their 'advocacy diaries' to monitor their progress and remember their plan. They can glue their compasses into the front of their advocacy diaries.

In plenary (10 minutes)

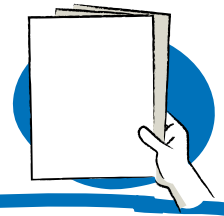
16. Ask the group to remember the risk assessments they did in the last activity. Then ask:
 - Are there any new risks to add?
 - Are there any new ways to avoid these risks?
 - Are any of the risks so big that they should reconsider the activity?
17. Open this to the room for a few minutes of discussion.
18. Then, give everyone a few minutes to write down some risks and ways to avoid them in their advocacy diaries.

In plenary (10 minutes)

19. Spend the last 10 minutes agreeing next steps. Explain that the group must agree on a few things before we end this meeting, including:
 - *Roles for each participant related to each tactic*
 - *Ways to communicate with each other (e.g. a private Facebook page, Whatsapp group, group phone calls)*
 - *Meeting throughout the year to review their strategy, share updates and monitor their progress*
20. Then, explain that as well as using it to keep their compasses, they will use their advocacy diaries to document their tactics and outcomes by answering the following questions after each activity:
 - *What did you do? Was it successful? Why/why not?*
 - *How did it make you feel?*
 - *How is the plan advancing so far? What's working well? What are you struggling with? How can you improve this?*
21. Wrap up by sharing the **Handout GTA-O: Key Messages for Gender Transformative Advocacy**. Ask them to keep this in their advocacy diaries as well and to go back to it anytime they need a reminder of what they learned.
22. Go over any next steps with the group, like when their next meeting is and who is responsible for carrying out which tactics before then, and close the module with an inspiring and motivational energiser!

[i] Based on the Campaign accelerator toolkit
[ii] Based on the Campaign accelerator toolkit

HANDOUT GTA-N: ADVOCACY COMPASS



Instructions: Fill in this sheet for your group's gender transformative advocacy campaign. The end result will be your "strategy" – keep this with you and check back often to make sure you're staying on track!

GOAL: _____

TACTICS: _____

Stakeholders: _____

OBJECTIVE 1: _____

TACTICS: _____

Stakeholders: _____

OBJECTIVE 2: _____

TACTICS: _____

Stakeholders: _____

OBJECTIVE 3: _____

TACTICS: _____

Stakeholders: _____

GOAL: _____

TACTICS: _____

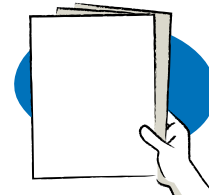
Stakeholders: _____

OBJECTIVE 4: _____

TACTICS: _____

Stakeholders: _____

HANDOUT GTA-0: KEY MESSAGES FOR GENDER TRANSFORMATIVE ADVOCACY



> CONNECT

Collective action builds bonds and promotes empathy. It is an approach used to create social change, which values different leaders rather than one main leader.

Individual motivation is important for sustainable collective action for gender equality and girls' rights. It provides a foundation on which to build shared values.

If we want to change things that affect us as youth, we must have a clear vision of the change we want to see. Having this vision helps us to plan our work as a group and to clearly identify the challenges we must face.

It's important to be clear about the motivations that lead us to commit to the cause of gender equality. Knowing these will help us to build an understanding of what drives the group as a whole.

Gender inequalities are built into the social context of boys', girls' and adolescents' lives and they affect girls and boys differently. As advocates, we have strengths and personal and collective power to help improve our lives and lives of others.

> EXPLORE

Advocacy is about challenging and influencing people in power to change the 3P's: Policies, Perspectives, and Practices. Good advocacy is strategic and is based on evidence and the real life experiences of those who are demanding the change.

What makes advocacy gender transformative is using a gender lens at every step of the way. By mainstreaming gender equality in the advocacy process itself, as well as the end result, we ensure truly equal, just and transformative change.

'Policy' is a rule, plan, commitment or course of action that can take different forms. Gender-responsive policies recognize the rights of girls and women and proactively work to redistribute power.

There is a basic process to develop a policy and a wide range of stakeholders inform the development of policies. Some of these stakeholders are visible and accountable, while others operate more through hidden processes, and their influence is more difficult to identify.

There are different international policy frameworks that promote the rights of girls and women and work towards gender equality. It is important to know which policy frameworks are legally binding – meaning they need to be made into law – because that means the government can be held accountable to make sure it is implemented.

The SDGs are 17 goals that world leaders have agreed to achieve by 2030. Each goal has been broken down into targets and there are many that apply to the rights of girls and to gender equality.

> CREATE

An advocacy goal is the overall, long-term aim that the advocacy campaign hopes to achieve. Different people may have slightly different priorities, but working together will help to identify shared priority issues.

The SDGs provide one possible policy framework for us to align our goal to. Choosing one target to focus on can help to ground our advocacy in a policy framework and tap into existing political power.

Good advocacy is based on good evidence and the real-life experiences of girls, boys, adolescents and youth. There are different types of participatory research which help to ensure the voices and experiences of girls, boys, adolescents and youth form the base of a good strategy.

Only by understanding the causes and effects of a problem, can we develop effective solutions. One way to strive for a gender transformative advocacy approach is to be deliberate in the objectives we choose: 1. Change in perceptions, 2. Change in policy and 3. Change in practices.

It is important to know who and what influences our key decision-makers – or has power over them. This is the key to understanding how to design a strategy that can shift unequal power relations.

A stakeholder is anyone – person or organisation or group of people – who is affected by, has an effect on, or has an interest in our issue. Different stakeholders will have different levels of power and influence over the issue and should be engaged in different ways.

Engaging in advocacy is a huge opportunity for growth. This is both on an individual level and in terms of collective progress and change.

> RE-CONNECT

Advocacy can be challenging and stressful. Taking care of our bodies and emotions will support our personal and collective wellness and help us to avoid physical, emotional and mental challenges.

Girls and boys face different challenges. Self-care should be built into an advocacy strategy through wellbeing risk assessments and wellbeing activities that take these differences into account.

Storytelling is key to good advocacy. As well as being able to share our advocacy message, it is important to be able to share our story about why we are working on gender equality and issues facing girls.

Advocacy requires the development of a good message to communicate our story and demand. Different stakeholders need different messages and it is helpful to have a short but powerful message prepared at all times.

Collective action is action taken together by a group of people or organisations to achieve a common objective and affect positive change. By engaging in collective action, we can leverage our strengths with those of other groups and be more effective in achieving our goal.

Creating change in the world requires collective action and courageous acts. Social media is one powerful tactic we can use in our strategy to spread our message and mobilise others.

There are many different advocacy tactics – or actions – to use in our strategy. Chosen actions should target key decision-makers, take into account the team's capacity, resources and strengths, and deliver at least one objective.

One important advocacy skill is being prepared to speak with the opposition. Advocates do this by thinking through and preparing for all types of challenging statements and questions.

Negotiation takes place when two or more people with differing views come together to attempt to reach agreement. Some advocacy meetings with decision-makers will involve negotiation in which we want to gain something specific and may also need to offer something in return.

Engaging with the media can be a great tactic for advocacy. This action comes with risks and requires practice and preparation for difficult questions.

> TEST AND REDESIGN

Quick formation and testing of ideas provides feedback that helps us make decisions, be flexible and improve our concepts. It's about getting ideas out of our heads and into the hands of other people.

All advocacy involves two types of risks: 1. Those that affect our safety and wellbeing, and 2. Those that affect our advocacy strategy. The important thing is to identify the risks in advance and consider how to avoid them.

To do good advocacy, we must always work as a team and be open to continuous learning. We must test ideas, integrate new information and adapt what we are doing to reflect on the feedback we receive.

An “advocacy compass” provides guidance throughout our strategy. It should be looked at if any new opportunities for advocacy activities or partnerships comes up, to make sure they fit within our strategic plan.

> FOLLOW-UP

Engaging in advocacy is a huge opportunity for growth. This is both on an individual level and in terms of collective progress and change.







> FOLLOW-UP

ACTIVITY GTA18: MOST SIGNIFICANT CHANGE

The group reflects individually and as a group on the progress they have made and the lessons they have learned. Note that this short activity should be carried out at the middle and end of the project.

OBJECTIVE:

- To assess the individual growth and journeys of the youth advocates
- To provide data to inform part of the overall evaluation of the project

 MIXED GROUP	 30 MIN	<h3>WHAT YOU NEED</h3> <ul style="list-style-type: none">• Handout GTA-P: My Journey So Far• Pens 	<h3>LINKS TO KAPS</h3>  <ul style="list-style-type: none">• Recognizes how their personal journey to become an activist is part of the broader movement of girls' rights and gender equality.• Regularly monitors the effectiveness and sustainability of their advocacy.
 <h3>KEY MESSAGES</h3> <ul style="list-style-type: none">• Engaging in advocacy is a huge opportunity for growth. This is both on an individual level and in terms of collective progress and change.			
 <h3>TIPS FOR FACILITATORS</h3> <ul style="list-style-type: none">• Use this activity at the middle and end of the project to remind young people of the incredible work they have done and explain the ways they will continue to connect with each other and follow up after the project has ended.• Remember that different people will have had different experiences - both positive and negative – and it is important that part of this is a private activity.• Ensure there is enough space to do the activity in a quiet space, ideally outside.			

STEPS TO FOLLOW:

In plenary (15 minutes)

1. Explain that this activity is a quiet time for reflection, and give each person a copy of **Handout GTA-P: My Journey So Far**.
2. Explain that this is an opportunity to reflect on their personal hopes, fears and changes. Have the group start by remembering key advocacy activities or moments they took part in and any outcomes or impact the group contributed to.
3. Ask for a few volunteers to share their memories with the group, to inspire each other.
4. Then, give the group some quiet time to answer the questions on their handout individually. Let them know that they will not have to share this out with the group, but you will be collecting them to help evaluate the project. They should not put their names on them, so they can stay anonymous.

In plenary (15 minutes)

5. Next, remind the group that they have also grown and changed as a group. Explain that this is a time for open and shared reflection. Sitting in a circle, go around the group and ask each person to share:
 - *Something they do not think would have been possible if working by themselves*
 - *Something that was improved or strengthened because of collective action*
 - *Something they personally enjoyed about working with others*
6. To close, explain that these answers will be used to help evaluate the project as well as to ensure the young people are working to meet their own personal goals and address their own fears as well as those of the group. Explain that the information will not be used externally and will be kept confidential at all times.
7. Share the activity's **Key Message** with the group.



NOTES:



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