

FACILITATOR'S MANUAL

AN ACCOMPANYING RESOURCE TO THE TOOLKIT FOR YOUTH ON ADVOCATING AND ACHIEVING GENDER EQUALITY BY 2030



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ABOUT THE FACILITATOR'S MANUAL

WHAT IS THIS MANUAL ABOUT?

The Facilitator's Manual is an accompanying resource to the *'Toolkit for Youth for Advocating and Achieving Gender Equality by 2030'*. It details how to conduct an advocacy workshop for youth on achieving gender equality in the region. It provides detailed exercises on advocacy guidance and tools for those organizing and facilitating advocacy workshops with and for youth groups. It specifically focuses on Part 2 of the Toolkit, on 'Planning and doing youth led advocacy' to achieve gender equality.

WHO IS THIS MANUAL FOR?

The Facilitators Manual will be useful for youth groups, organizations working with youth and other community-based organizations (CBOs) that are interested in designing or facilitating an advocacy workshop for achieving gender equality.

HOW TO USE THIS MANUAL?

The Facilitator's Manual consists of practical exercises and tools so that youth participants may learn about advocacy for achieving gender equality in a way that is relevant to their specific-needs and context; and such that they come out of the workshop with a draft advocacy action plan.

To this end, the manual has two sections as follows:

Section 1 consists of tips and techniques to plan an advocacy workshop for youth on gender equality.

Section 2 consists of exercises to deliver advocacy guidance and tools in the Toolkit.

SECTION 1: PLANNING AN ADVOCACY WORK- SHOP FOR YOUTH ON GENDER EQUALITY

1. ASSESSING LEARNING NEEDS

To find out what youth participants' need from the advocacy workshop, it is important to assess what they already know about advocacy and basic gender related concepts. This will help to design the training workshop. Based on this information, you may also consider following up the training with more detailed coaching of the youth group on advocacy planning and techniques.

To assess learning needs, consider what are youth participants' expectations from the advocacy workshop? What advocacy work have they already done and what do they want to focus on now? What practical advocacy skills do they need to develop? What level of detail is required from the workshop, and what is achievable?

You can gather some of this information through a pre-workshop questionnaire for youth participants.

SAMPLE of PRE-WORKSHOP QUESTIONNAIRE FOR YOUTH

Name: _____ Age: _____

Youth group/organization: _____ Job title (if applicable): _____

Experience

- On a scale of 1 (not at all) to 5 (a lot), please rate the amount of experience that you have with planning and doing advocacy work. Please highlight one number. 1 2 3 4 5
- On a scale of 1 (not at all) to 5 (a lot), please rate the amount of experience that you have with working on gender related issues. Please highlight one number. 1 2 3 4 5
- What practical experience of advocacy do you have? Kindly give a few examples.

Workshop expectations

- What would you like to learn from this advocacy workshop for achieving gender equality?

- Please list 1-2 advocacy goals that you are currently working on or would like to work on during the workshop.

2. WORKSHOP AGENDA

The workshop agenda should reflect the needs of the youth participants. Which sessions to focus on during the workshop will depend on the following factors:

- The youth participants' levels of understanding and experience of advocacy and basic concepts around gender equality;
- The extent to which they are already engaged in advocacy for achieving gender equality; and
- How much time you have for the advocacy workshop.

During the workshop, you may need to go through each stage in advocacy planning in detail, or you may decide to concentrate on some specific-stages in advocacy planning depending on what you learn from the pre-workshop questionnaire. You may also want to spend more time on the practical exercises that will help to develop concrete advocacy plans at the end of the workshop.

Depending on available resources, you can consider bringing in external resource peo-

ple to advise on specific-technical issues on gender equality and advocacy where relevant.

You also need to adapt the workshop agenda and activities to suit the specific-group of youth participants, as well as the political environment or where there are specific-risks associated with advocacy. For example, youth may come from different backgrounds, such as migrant youth, refugees and internally displaced youth. Disabled youth participants may need activities to be adapted to meet their specific-needs. Special adaptation is suggested for young women and young men with limited literacy skills and those with limited access to technology. Facilitators should also be gender and culture sensitive while facilitating the sessions.

Below is a sample agenda with rough timings for a two-day advocacy workshop. Make sure you leave some time to discuss issues that arise during the workshop. Allow enough time for group work and for group feedback. Do note that this agenda provides a general framework for the workshop. It should be tailored to your needs.

SAMPLE OF WORKSHOP AGENDA	
Day one	
Session	Outcomes
Opening and introductions (30-minutes)	<ul style="list-style-type: none">• Youth participants get to know each other and set clear expectations and ground rules from the workshop.

<p>Basic concepts around gender equality (2.5-hours)</p> <p>A. Gender equality in the Arab states</p> <p>B. Making a case for youth engagement in advocacy to achieve gender equality.</p> <p>C. Basic concepts around gender equality</p> <p>D. Partnering with young men and boys for gender equality</p> <p>E. Youth and gender responsive implementation of the Sustainable Development Goals (SDGs)</p>	<ul style="list-style-type: none"> • Youth participants are able to: • Understand the situation of young women and young men in the Arab region, gender discriminatory laws and practices. • Grasp why youth engagement and partnership are necessary to achieve gender equality • Understand what we mean by gender discrimination and gender equality • Detail key international agreements and global agendas to promote young women’s empowerment and gender equality, and how they relate to the Arab region. • Explain the role of young men as partners with young women to achieve gender equality. • Give examples on how youth can be engaged in implementing the SDGs in a gender responsive way.
Break	
<p>What is advocacy? (45-minutes)</p>	<ul style="list-style-type: none"> • Youth participants develop an understanding of what is advocacy and develop a common definition of advocacy.
<p>Planning for advocacy (45-minutes)</p>	<ul style="list-style-type: none"> • Youth participants understand and appreciate the importance of advocacy planning and being strategic in advocacy. • Youth participants understand the different stages of advocacy planning (and the overall framework for the rest of the workshop).
<p>QUESTION 1: WHAT DO WE WANT?</p> <p>A) Analyzing the situation using problem and solutions tree (1-hour)</p> <p>B) Choosing advocacy priority (45-minutes)</p>	<ul style="list-style-type: none"> • Youth participants learn how to analyze the situation and understand the immediate, underlying and root causes of the issue. • Youth participants understand the importance of generating evidence for advocacy. • Youth participants learn how to select an advocacy priority
<p>Closing for the day (10-minutes)</p>	<ul style="list-style-type: none"> • Quick overview of Day 2

Day two	
Session	Outcomes
Opening (15-minutes)	<ul style="list-style-type: none"> Recap of previous day
<p>Question 2: Who can give it to us?</p> <p>A) Stakeholder mapping (45-minutes)</p> <p>B) Target analysis (30-minutes)</p> <p>C) Understanding the policy environment (30-minutes)</p>	<ul style="list-style-type: none"> Youth participants learn how to identify key stakeholders for advocacy. Youth participants learn how to analyze advocacy targets and influencers Youth participants learn how to analyze the policy environment in relation to their advocacy issue.
<p>QUESTION 3: WHAT DO THEY NEED TO HEAR?</p> <p>Developing advocacy messages (1-hour)</p> <p>[This session also covers Question 4: Who do they need to hear it from?]</p>	<ul style="list-style-type: none"> Youth participants can frame advocacy messages and convey them in a way that is most persuasive to their audience.
Break	
<p>QUESTION 5: HOW CAN WE MAKE SURE THEY HEAR IT? (1.5 hours)</p> <p>A) Public campaigning</p> <p>B) Online campaigning</p> <p>C) Working with the media</p> <p>D) Lobbying and negotiation</p> <p>[Each of these exercises can last more than hour. Prioritize how you would like to divide your time among these different sections based on results of the needs assessment]</p>	<ul style="list-style-type: none"> Youth participants get familiar with global campaigns on achieving gender equality and get ideas on how they connect with them. Youth participants understand the benefits of a public campaign and what is required to run a successful public campaign. Youth participants understand how to develop an online campaigning plan. Youth participants understand how to use media as a tool and target for advocacy. Youth participants understand how to use the media to get their message across to the public. Youth participants understand what is involved in the direct lobbying of decision-makers.

<p>QUESTION 6: WHAT HAVE WE GOT? QUESTION 7: WHAT DO WE NEED TO DEVELOP? A) SWOT analysis (30-minutes) B) Risk analysis (30-minutes)</p>	<ul style="list-style-type: none"> • Youth participants understand how to analyze their youth group’s strengths, weaknesses, opportunities and threats in advocacy. • Youth participants understand the likelihood and severity of risks of their advocacy. • Youth participants know how to mitigate these risks.
<p>QUESTION 8: HOW DO WE BEGIN? Planning advocacy goals, outcomes and activities (30-minutes)</p>	<ul style="list-style-type: none"> • Youth participants develop draft advocacy goals, outcomes and activities.
<p>QUESTION 9: HOW DO WE TELL IF IT’S WORKING? Developing an advocacy monitoring plan (30-minutes)</p>	<ul style="list-style-type: none"> • Youth participants understand how to incorporate practical monitoring tools into their advocacy plan.
<p>PUTTING TOGETHER THE ADVOCACY STRATEGY TO ACHIEVE GENDER EQUALITY Developing a draft Advocacy Strategy Plan (15-minutes)</p>	<ul style="list-style-type: none"> • Youth participants put together a draft advocacy strategy to achieve gender equality.
<p>Workshop closing and quick evaluation (15-minutes)</p>	<ul style="list-style-type: none"> • Discuss next steps in refining and implementing the draft advocacy strategy. • Thank the youth participants for their participation. • Circulate a brief workshop evaluation feedback form for youth participants’.

3. RUNNING THE WORKSHOP: FACILITATION TIPS AND TECHNIQUES

There are several useful resources available that detail effective facilitation tips and techniques. Please refer to the following material to get a number of useful ideas on how to facilitate an advocacy workshop.

1. [Plan International](#) Workshop Facilitator Guide for the Advocacy Toolkit: The Education We Want. Refer to the section 'Elements of a good workshop' on Page 6. It details tips for opening and closing a workshop, making presentations, organizing participatory activities and group discussions.
2. [UNICEF's](#) Handbook: Children as Advocates, strengthening child and young people's participation in advocacy fora. Refer to section C3 on Training of Facilitators for detailed methods and techniques for facilitation.
3. [International Save the Children Alliance's](#) Facilitator's Manual: Advocacy Matters - Helping children change their world. Refer to section 3 'Running your workshop'. It details the role of the facilitator and some participatory methodologies.
4. [WOLA](#) (The Washington Office on Latin America) and CEDPA's (Center for Development and Population Activities) Manual for Facilitator's of Advocacy Training Sessions. Look out for the section on 'Basic Principles of Facilitating Advocacy Events'.

SECTION 2: EXERCISES TO CONVEY ADVOCACY GUIDANCE AND TOOLS

This section provides an explanation of exercises that can be used to convey the advocacy guidance and tools presented in Part 2 of the Toolkit for Youth. Below you will find a description of the exercises and their process¹. It does not repeat the information from the Toolkit, but provides a reference to the conclusions that the facilitator should highlight to the youth participants.

Please note that the annex provides blank worksheets for use with youth participants. In the Toolkit these worksheets are filled with hypothetical examples that detail the respective tools. We suggest that the facilitators refer to these examples in the Toolkit to get a sense of how precisely the tools should be used.

Exercises to convey Part 1 of the Toolkit on basic concepts around gender equality are not covered in this manual. Different facilitation techniques (see Section 1) can be effectively used to frame the delivery of these concepts to youth participants. You can also use questions listed under the ‘Let’s Talk’ segments of the Toolkit, to encourage discussion around the topic you are facilitating.

2.1 WHAT IS ADVOCACY?

Purpose	Youth participants develop an understanding of what is advocacy and develop a common definition of advocacy for gender equality.
Time required	About 45-minutes – 1-hour
Reference	Section 2.1 of the Toolkit

¹ The exercises in this manual have been adapted from the following sources: (1) VeneKlasen, L., Miller V. (2002). A New Weave of Power, People & Politics: The Action Guide for Advocacy and Citizen Participation. Washington, DC. (2) Gosling L., Cohen D. (2007). Facilitator’s Manual: Advocacy Matters – Helping children change their world, International Save the Children Alliance. (3) Kapell, A. (2008). One Step Beyond: Advocacy Handbook for Children and Young People. Save the Children. (4) Plan International. Workshop Facilitator Guide for the Advocacy Toolkit: The Education We Want.

Process:

- Divide the youth participants into groups and discuss the following questions. Record the response on flipcharts.
 - What is advocacy?
 - How can advocacy help achieve gender equality?
 - What kind of activities does advocacy involve?
- Following the activity, highlight the common words that came out in the discussion. Use them to introduce the definition of advocacy as mentioned in the Toolkit’s

section 2.1. Highlight the words that are interchangeably used to describe advocacy.

- Conclude with a brief reflection about whether the discussion changed the youth participants’ understanding of advocacy.

Facilitator Tips: Encourage youth participants to think about any example where they have undertaken advocacy. What did it entail? If they have no experience of advocacy, ask them to think of any situation in which they have tried to change someone else’s behavior.

2.2 PLANNING FOR ADVOCACY

Purpose	<ul style="list-style-type: none"> • Youth participants understand and appreciate the importance of advocacy planning and being strategic in advocacy. • Youth participants understand the different stages of advocacy planning (and the overall framework for the rest of the workshop).
Time required	About 30-45 minutes
Reference	Section 2.2 of the Toolkit

Process:

- If applicable, encourage youth to think about an example of any aspect of advocacy that they did without really planning for it. They should also think of an example of an aspect of advocacy that worked well because they had planned carefully and were able to make good use of opportunities. If they were not involved in advocacy themselves, they could think of an example where others had planned and successfully advocated for a cause.
- Write on a flip chart the question: ‘Why is it important to plan for advocacy?’. Youth participants discuss answers in a plenary.
- Then divide participants into groups and give them cutout cards of the nine questions for advocacy planning, without numbering them. These are available in Worksheet 2.2 in the Annex. Ask them to arrange the cards in the sequence

that makes most sense to the group. *The nine-question model for advocacy planning² is available in the Toolkit for Youth, Section 2.2.*

- Each group presents their sequence to the plenary. Briefly discuss any similarities and differences among groups.
- Present the nine-question model for advocacy planning, highlighting that the questions are interrelated, and answering one will likely inform others. Mention some of the factors to consider when developing your advocacy strategy such as context, risks, timing and strengths and weaknesses of your youth group.

Facilitator’s Tips: When discussing examples of advocacy initiatives, encourage youth participants to liaise with other groups that are advocating on gender equality issues and learn from their successes and failures.

² The nine questions for strategic advocacy planning have been developed by Jim Schultz, Founder and Executive Director of The Democracy Center.

QUESTION 1: WHAT DO WE WANT?

A) ANALYZING THE SITUATION USING PROBLEM AND SOLUTIONS TREE

Purpose	Youth participants learn how to analyze the situation and understand the immediate, underlying and root causes of the issue.
Time required	About 1 – 1.5 hours
Reference	Tool 1 in the Toolkit

Process:

- Explain to the youth participants why situation analysis is important and the different ways an initial situation analysis can be conducted. For example, by reviewing research, reports, surveys, statistics, youth consultations on gender equality in their country. Emphasize that youth can also undertake their own research to determine the most pressing gender discrimination issue that can be addressed by advocacy.
- Divide the youth participants in groups and ask them to think of their broad advocacy issue. For example, sexual harassment of women in public spaces.
- To create a problem tree, begin by drawing a tree and flow chart as shown in Worksheet 1A in the annex. Ask the groups to place the main issue in the center of the tree. The roots of the tree, in the lower part of the drawing, represent the causes of the main problem.
- Ask the youth participants to list as many causes of the problem they can think of. Draw arrows from the causes to the central issue. While listing each cause, brainstorm on the ‘cause’ of the ‘cause’. Link all of these by arrows to show their connection.
- Next ask them to write the effects, or the consequences of the problem, above the central issue box (the tree branches). Draw an arrow from the central problem to the effect. For each effect, ask what further effect it could have. After the brainstorming is complete, look at the causes again and highlight those that could be changed or improved with the help of influential people or institutions through advocacy.
- **Now turn the problem tree into a solutions tree:** One way to identify solutions is to reverse the causes and consequences of the issue. For example, if the cause is ‘inadequate laws around sexual harassment of women in public spaces’, then a possible solution will be ‘developing a law to criminalize sexual harassment of women in public spaces. Other solutions could be ‘ensuring strong law enforcement’, ‘better public infrastructure’, ‘working with men and boys as partners in gender equality’.
- Mention that these solutions give an initial idea on what their advocacy should focus on.

Facilitator Tips: Ask the youth participants to consider the situation of the most vulnerable and excluded young women, and consider how the issue affects them.

B) CHOOSING ADVOCACY PRIORITIES

Purpose	Youth participants learn how to select an advocacy priority
Time required	About 45-minutes – 1-hour
Reference	Tool 2 in the Toolkit

Process:

- Refer to the problem and solutions tree exercise conducted earlier and list out the main issues that emerge from the analysis. Agree on the top three or four main issues that should be addressed through advocacy.
- Prepare a flipchart beforehand with Worksheet 1B in the annex. In addition, hand out a copy of the Worksheet 1B to all the youth participants.
- Discuss the first issue and go down the entire list of criteria mentioned in Worksheet 1B. How likely is it to be successful? How closely does it fit with the youth group's expertise? Is the issue grounded in solid evidence? Does it benefit young women? Etc. Rate each issue on each criterion using a ranking of 1-5 (with 5 being the maximum).
- Similarly rate other main issues against each of the criteria.
- After discussing all the points you can add up the numbers at the bottom. The issue with the most points is the one you should prioritize to work on. Emphasize that youth groups may also choose to focus on more than one key issue, depending on their aims, resources and capacities.
- Highlight that whichever issue the youth participants may finally decide to focus upon, the advocacy to achieve gender equality must always include ways of working with men and boys as partners for gender equality.

Facilitator's Tips: While going through the criteria list, discuss the importance of generating evidence for advocacy throughout the planning cycle. More information on this topic is available in Tool 3 of the Toolkit.

QUESTION 2: WHO CAN GIVE IT TO US?

A) STAKEHOLDER MAPPING

Purpose	Youth participants learn how to identify stakeholders for advocacy.
Time required	About 30-minutes – 45-minutes
Reference	Tool 4 in the Toolkit

Process:

- Introduce the definition of stakeholders from the Toolkit.
- Divide youth participants in groups and ask them to brainstorm to create a list of stakeholders around the agreed advocacy priority (e.g. development of a law to criminalize sexual harassment in public spaces).
- Introduce the following questions to help them determine the stakeholders:
 - Who is likely to gain from the proposed changes? Who might be adversely affected?

- What are the groups of young women and young men who are affected by the issue? Consider the most vulnerable and marginalized groups of young women.
 - Who has the power to make the changes happen?
 - What are the relationships among the individuals, groups and institutions listed in the questions above?
 - In a plenary discuss the list of stakeholders that emerge from the discussion.
 - Prepare a flip chart with Worksheet 2A beforehand. In addition, hand out Worksheet 2A to all the youth participants.
 - Encourage the groups to further analyze the stakeholders based on the questions below. Record it on the Worksheet 2A
- posted on the flipchart.
 - What are the stakeholder’s interests on the issue and how does it impact your advocacy?
 - Does the stakeholder support or oppose the issue?
 - What is the influence and importance of the stakeholders on the advocacy issue?
 - Encourage the group to brainstorm what would be possible ways they can get this specific-information about a stakeholder. E.g. from the initial research undertaken, media, directly from a stakeholder, from a partner organization and so on.

Facilitator Tips: Ask the youth participants to add more columns for different stakeholders in the worksheet.

B) TARGET ANALYSIS

Purpose	Youth participants learn how to analyze advocacy targets and influencers
Time required	About 45-minutes - 1-hour
Reference	Tool 5 in the Toolkit

Process:

- Introduce the definition of Targets for advocacy. Emphasize that targets must have high power and influence to bring about the desired change.
- Refer to the outcome of the stakeholder mapping above. Based on this definition, ask participants to pinpoint to individuals and institutions in the stakeholders list that could be potential targets for advocacy. Record the discussion on a flip chart.
- Introduce the concept of Influencers as secondary targets in advocacy. Ask them to name influencers for each of the targets identified above. Record them on a flip chart.
- Prepare a flip chart with Worksheet 2B beforehand. In addition, handout Worksheet 2B to all the youth participants.
- Encourage the groups to further analyze the targets based on the questions below. Record them on the Worksheet 2B pasted on the flipchart.
 - What do they know about the issue?
 - What is their attitude towards it?
 - What do they really care about?
 - Who has influence over them?
 - What influence or power do they have over the issue?
- Highlight the importance of why target analysis is important in advocacy planning. For example, it helps to create tailored advocacy messages and find the most appropriate ways to influence them. It also helps to identify partners for advocacy.

- In a plenary, ask the youth participants to discuss why partnerships in advocacy are important and how they can select potential partners (Refer to the Toolkit for more details).

Facilitator Tips: Ask the youth participants to add more rows for different targets in the worksheet.

C) UNDERSTANDING THE POLICY ENVIRONMENT

Purpose	Youth participants learn how to analyze the policy environment in relation to their advocacy issue
Time required	About 30-minutes
Reference	Question 2 in the Toolkit

Process:

- Introduce the session by highlighting why the analysis of the political and policy environment is key to successful advocacy. Emphasize that all countries in the world have their own distinct ways of developing a policy.
- In a plenary, ask the youth participants to discuss the following in relation to their advocacy issue: How are policy decisions made in their country?
- Draw the phases of policy making on a flip chart, namely (1) agenda setting, (2) formulation and enactment, (3) implementation and enforcement, and (4) monitoring and evaluation. Refer to the Toolkit for the illustration.

- In a plenary, discuss who has the power to make policy decisions at each stage of policy making, in relation to your advocacy issue? What are the formal and informal opportunities to influence the policy process? Discuss the importance of following the policy calendar. Record the discussion on the flip chart.

Facilitator Tips: Highlight that analysis of the policy environment is one way to identify advocacy opportunities and entry points. Another way is by linking national policies to international agreements (refer to Question 2 in the Toolkit for more information). At this point also highlight the value for youth advocates to develop their own advocacy opportunity calendar (refer to Question 5 in the Toolkit for more information).

QUESTION 3: WHAT DO THEY NEED TO HEAR?

DEVELOPING ADVOCACY MESSAGES

Purpose	<ul style="list-style-type: none"> • Youth participants can frame advocacy messages in a way that is most persuasive to their audience • Youth participants develop communication skills to deliver the advocacy message in a short-amount of time
Time required	About 1-1.5 hour
Reference	Tool 6 in the Toolkit

Process:

- Introduce what is an advocacy message, using the material in the Toolkit.
- Ask the youth participants to brainstorm on what makes good advocacy messages. Note the responses on a flip chart. Discuss useful tips on developing an advocacy message using the information in the Toolkit.
- On a flip chart, draw the framework of an effective primary advocacy message beforehand (Statement + Evidence + Goal + Action Desired). Hand out Worksheet 3A to the youth participants.
- In groups, ask participants to fill the worksheets. In a plenary discuss the primary messages. Encourage participants to think whether they are effective messages or not.
- Next assign each group to a different target audience emerging from the target analysis (e.g. the Minister of Social Affairs, Minister of Justice, donors, media, general public and so on). Ask them to create an advocacy message for such audience using the message framework.
- Draw worksheet 3B on a flip chart. In a plenary, record the messages on the flipchart.
- Encourage further discussion around the following: Who are the most credible messengers for each of these audiences? Refer to Question 4: Who do they need to hear it from? in the Toolkit for material on advocacy messengers.
- Now ask participants to imagine the scenario... "You step into an elevator and find yourself with someone who could help you in your advocacy goals. The person presses the sixtieth-floor button, and you know that you now have only 60-seconds to get their interest. What would you say?"
- Explain that this short, 60-seconds description is often called an 'elevator pitch', and that it is important to be able to communicate such a pitch effectively to different audiences, even when unprepared. Explain that the elevator pitch should be based on the message framework mentioned above.
- Divide youth participants into small groups to get together and prepare an elevator pitch in about 10-minutes, referring to the messages already prepared earlier.
- Give each group 60-seconds to make the pitch and stop them exactly as their time is up.
- In a plenary, ask the groups to share feedback on what was good and what could be improved with the pitches. Note down the feedback on flipchart.
- Tell, the story again but this time explain that the person in the elevator presses the button for floor 20, and that you now only have 20-seconds to explain your campaign! Ask them to return to their small group and work together on a 20-second pitch. Explain that they must decide on the important parts of their 60-seconds pitch and how to convey this in even less time.
- After five-minutes, bring the whole group together and listen to each pitch. Remember to time the pitches at just 20-seconds.
- In a plenary, discuss what makes the pitches the effective. End by highlighting that creating advocacy messages and developing communication skills to deliver them takes time. Repeated practice is required to develop these skills.

Facilitator Tips: Instead of an elevator you can use different scenarios that are relevant to the youth group. For example, meeting a decision maker during an event.

QUESTION 4: WHO DO THEY NEED TO HEAR IT FROM?

It is suggested that you discuss the topic 'determining the most effective advocacy messenger together with the exercise

around developing advocacy messages, presented earlier.

QUESTION 5: HOW CAN WE MAKE SURE THEY HEAR IT?

A) PUBLIC CAMPAIGNING

Purpose	<ul style="list-style-type: none"> • Youth participants understand the benefits of a public campaign and what is required to run a successful public campaign. • Youth participants get familiar with global campaigns on achieving gender equality and get ideas on how they connect with them.
Time required	About 1-1.5 hours
Reference	Question 5 in the Toolkit

Process:

- Provide youth participants with a case study that presents an inspiring example of a public campaign to achieve gender equality. If possible, use a case study where youth participants from the region were involved in public campaigning. If unavailable, you can use case studies from the Toolkit, e.g. strategic advocacy by ABAAD to repeal Article 522 in Lebanon. (Find it under the public campaigning section of the Toolkit).
- Make a short-presentation on the case study highlighting what was done and what was achieved.
- In a plenary discuss, 'Who are 'the public'? Define specific-groups or constituencies? What resources were required? How does public campaigning help put pressure on a decision-maker? Stress that a good campaign requires co-ordination and resources.

- Introduce global campaigns to achieve gender equality such as the Step it up Campaign, Unite campaign and HeForShe campaign, using the material from the Toolkit. Ask participants to present their experience if they are already connected to these or other campaigns.
- Discuss possible campaign activities the youth participants can undertake (Refer to the list in the Toolkit under the public campaigning section). Ask them to consider which activities they can link to the global campaigns. Select activities that are appropriate for the youth participants' context, and outline the resources needed. Write these up on a flip chart.

Facilitator Tips: Ask the youth participants to consider what could be the possible risks associated with each of the public campaign activities identified. Connect this discussion with the risk management exercise ahead.

B) ONLINE CAMPAIGNING

Purpose	• Youth participants understand how to develop an online campaigning plan
Time required	About 1-1.5 hours
Reference	Guide to developing online campaigns, a companion to the Toolkit for Youth

Process:

- Ask the youth participants to brainstorm on what they understand by the term online campaigning. Make notes of key words on a flip chart.
- Introduce the definition of online campaigning (Refer to the Guide to Online Campaigning). Highlight that using social media is only one way to campaign online. Other ways can include using websites, emails and mobile phone technology.
- Ask participants to present short examples on how they use social media to further gender equality (if applicable). Encourage them to present any examples of online campaigns to achieve gender equality. Using these examples, ask the groups what are the benefits of online campaigning for achieving gender equality? (Refer to the Guide for more material on this topic)
- Thereon, on five different flip charts, write one question each from the framework 'FIVE QUESTIONS FOR PLANNING ONLINE CAMPAIGNS'.
 - Question 1: What do you want to achieve with your online campaign?
 - Question 2: Who is the audience you would like to reach?
 - Question 3: Which online communication platforms will you focus on?
 - Question 4: What kind of content will you share, how often and who is responsible for sharing it?
 - Question 5: How will you measure progress?
- Put the flipchart posters up on the wall in a sequence. Youth participants walk up to the first flipchart and discuss Question 1. Note down the four main discussion points under the question. Similarly move to the next flipchart until all are covered. For each question, ask the group to give examples from their experience of online campaigning, if applicable.
- Reinforce to the group that answering these questions helps to put together an online campaign plan. The same questions can be used to develop a social media plan.
- In a plenary, provide tips on how they can utilize websites and social media platforms better to campaign online for gender equality (Refer to the Guide for material).
- Conclude by highlighting that online campaigning comes with risks. Provide a few tips on risk mitigation. (Refer to the Guide for material on how to use Internet safely).

Facilitator Tips: Highlight that an online campaign is only one part of a larger advocacy effort and should be in sync with your overall advocacy plan. Many advocates use a mix of offline and online advocacy techniques that reinforce each other.

C) WORKING WITH THE MEDIA

Purpose	<ul style="list-style-type: none">• Youth participants understand how to use media as a tool and target for advocacy• Youth participants understand how to use the media to get their message across to the public
Time required	About 45-minutes – 1-hour
Reference	Question 5 in the Toolkit

Process:

- Divide participants into groups. Present the groups with the statement ‘Media can be a tool and the target for advocacy’. Ask them to discuss what they understand by it. The participants report in a plenary.
- Highlight that there are several tools available to use with the media. For example: press releases; press conferences; media briefing; press kits; media interviews and so on. Provide youth participants with a list of resources (available in the toolkit) that provide detailed information on how to put together these media tools.
- Organize role-plays of media interviews. Ask the groups to use their primary advocacy message to prepare 3-4 key slogans.
- Thereafter, each group selects two people to do the role-play while others watch. The youth pretending to be the journalist reads out the suggested question, e.g. “There has been considerable attention in the media in recent months on the problem of sexual harassment on the streets...” “Perhaps you can tell me what your youth group thinks about this problem”.
- The interviewee responds to the questions while trying to get his/her message across.
- Other youth participants in the audience watch the interview and keep score of how many times the response was ‘on message’, and how many times the response was ‘off message.’
- Participants feed the scores back to interviewees after each interview.
- In a plenary discuss, what was effective about the interviews? What did not come across clearly? How could it have been improved? What are the risks involved in giving media interviews? Introduce the general rules of working with the media (refer to the Toolkit for material).
- Now refer back to the discussion on ‘media as a target for advocacy’. Ask the youth participants to discuss: why is it necessary to consider media as a target audience for advocacy to achieve gender equality? What are some ways youth can form partnerships with the media to achieve gender equality? (Refer to the Toolkit for material).

D) LOBBYING AND NEGOTIATION

Purpose	<ul style="list-style-type: none">• Youth participants understand what is involved in the direct lobbying of decision-makers
Time required	About 45-minutes – 1 hour
Reference	Question 5 in the Toolkit

Process:

- Introduce what lobbying in advocacy means. Highlight that lobbying decision-makers is an important tactic in advocacy work. Other activities such as public and online campaigning, working with the media help increase lobbying impact by making the issue a priority for the public and politicians. Emphasize that youth participants can try lobbying first (depending on their issue and context) – if they are successful, there may not be a need for a public campaign.
- Mention some simple tips for effective lobbying (refer to the material in the Toolkit). Highlight that it is important to consider local customs and procedures for meeting with a decision-maker.
- Organize the youth participants into groups to do a role-play exercise. Each group selects one person to be the decision-maker/politician, the rest of the group are the delegation of lobbyists.
- Lobbyists decide who speaks first, and who makes which point, based on their advocacy message.

- Politician thinks about her/his role and prepares a list of reactions.
- Carry out a role-play of the visit for each group, with the lobbyists trying to get the message across, and the politician responding according to her/his position and priorities.
- Participants discuss the experience in plenary: How did it feel to be the politician? What worked well in the lobbying, what was effective? What did not work well, what did not come across clearly? How

could it have been improved? What other lessons can participants share from their own lobbying experiences?

- Youth participants conclude by revisiting their list of target audiences and prioritize whom they need to lobby with and how they should prepare for it.

Facilitator Tips: During the plenary, highlight how high negotiation skills are key to effective lobbying. Refer to the Toolkit for material tips for effective negotiations.

QUESTION 6: WHAT HAVE WE GOT?

QUESTION 7: WHAT DO WE NEED TO DEVELOP?

A) SWOT ANALYSIS

Purpose	<ul style="list-style-type: none"> • Youth participants understand how to analyze their youth group's strengths, weaknesses, opportunities and threats in advocacy.
Time required	About 30-45 minutes
Reference	Tool 7 in the Toolkit

Process:

- Ask the participants to brainstorm on the youth group's strengths, weaknesses, opportunities and threats, with respect to their chosen advocacy priority and record them in Worksheet 6A.
- Then encourage discussion around the following questions:
 - How can strengths be used to secure opportunities?
 - How can strengths and opportunities be used to counteract threats?
 - How can weaknesses be overcome to

secure opportunities?

- In conclusion, ask the youth participants to determine their next steps based on the analysis performed above. The next steps can involve responding to any of the strengths, weaknesses, opportunities and threats.

Facilitator's Tips: Emphasize that the SWOT analysis can be used many times during the implementation and management of advocacy.

B) RISK ASSESSMENT AND MANAGEMENT

Purpose	<ul style="list-style-type: none"> • Youth participants understand the likelihood and severity of risks of their advocacy • Youth participants know how to mitigate these risks
Time required	About 30-minutes
Reference	Tool 8 in the Toolkit

Process:

- In a plenary, ask the youth participants, what risks might be involved in carrying out advocacy on gender equality in their context? What factors make advocacy on gender equality more or less risky in their country? (For example, the way it is carried out, who does it, and so on).
- Draw the worksheet 6B on a flipchart beforehand. Provide the youth participants' handouts of the worksheet as well. Brainstorm all the possible risks in doing advocacy that the youth group as a whole and individual young women and young men in the youth group may face. Record them on the flip chart.
- Discuss what level of risk (high/medium/low) it entails. Record it on the flip chart. At this point, also discuss if the benefit of undertaking advocacy outweighs the risks.
- Discuss what can be done to reduce the risks. Emphasize that if the risk is too high, youth advocates should change the advocacy plan accordingly.

Facilitator's Tips: Participants may feel nervous about discussing the risks involved in advocacy, so you should ensure that they feel safe and comfortable.

QUESTION 8: HOW DO WE BEGIN?

PLANNING ADVOCACY GOALS, OUTCOMES AND ACTIVITIES

Purpose	• Youth participants develop draft advocacy goals, outcomes and activities
Time required	About 45-minutes – 1-hour
Reference	Tool 8 in the Toolkit

Process:

- Introduce to the youth participants what we mean by advocacy impact, advocacy goals, advocacy outcomes and advocacy activities. Refer to the Toolkit for material.
- Explain what we mean by SMART advocacy goals and outcome. Write the following advocacy outcome on a flip chart: **to mobilize the government to develop a law to criminalize sexual harassment in public spaces by 2018**. Ask the youth participants to convert it into a SMART outcome.
- Following discussion, write down the SMART outcome as follows: *Assist the Ministry of Social Affairs to draft a law to criminalize sexual harassment of women in public spaces by 2018*. Reemphasize the qualities of SMART outcome.
- Provide youth participants a hand out of

Worksheet 8A. Draw this worksheet on a flip chart beforehand. Encourage the youth participants to look at the analysis undertaken from Question 1 to 7, and identify the advocacy goals, outcomes and activities. Record the discussion on the flip chart. Ask the youth participants to make their own notes on the Worksheet.

- Discuss with youth participants, who within the youth group organization is responsible for implementing the advocacy activities, and by when?

Facilitator's tips: Emphasize that as youth participants embark on their advocacy, they will need to keep coming back to refine their advocacy outcomes as they find out more about the advocacy targets, the policy environment, and how the situation is changing.

QUESTION 9: HOW DO WE TELL IF IT'S WORKING?

ADVOCACY MONITORING PLAN

Purpose	• Youth participants understand how to incorporate practical monitoring tools into their advocacy plan
Time required	About 45-minutes
Reference	Tool 9 and 10 in the Toolkit

Process:

- Youth participants discuss in small groups, and then share in plenary: What needs to be monitored on a regular basis in advocacy?
- Facilitator writes up the main points on a flip chart. Group them under two headings:
 1. The advocacy process – keeping track of your activities.
 2. The results of the advocacy work – signs that you are making progress towards achieving your advocacy outcome.
- Highlight that monitoring is essential to take advantage of opportunities. Monitoring should be simple, timely, accessible, based on a simple monitoring plan. You need to monitor both the advocacy process and its results – progress towards achieving longer-term change.
- Introduce the concept of ‘learning meetings’. Discuss with the youth participants other ways of collecting information for monitoring advocacy (refer to the Toolkit for material). Emphasize that advocates need to respond to what they learn from monitoring.
- Share Worksheet 9 and ask participants to fill it using information from the discussion.
- Introduce what is meant by evaluation of advocacy work. Highlight that in addition to monitoring, an evaluation (in the middle of the advocacy effort or at the end of it) is required to learn of the effectiveness of the advocacy work. Youth participants and their partners may choose to carry out a formal participatory evaluation together or it could be an internal process, like organizing a formal learning meeting shortly after a project ends.
- In conclusion, hand out Tool 10 to youth participants. It includes possible advocacy activities, outcomes, goals and impacts that can be measured for determining success in advocacy efforts. It also includes definitions for each component and possible indicators.

2.3 PUTTING TOGETHER THE ADVOCACY STRATEGY TO ACHIEVE GENDER EQUALITY

ADVOCACY STRATEGY PLAN

Purpose	• Youth participants put together a draft advocacy strategy to achieve gender equality
Time required	About 45-minutes
Reference	Tool 11 in the Toolkit

Process:

- Together with the youth participants, revisit the nine-question model for advocacy strategy planning (see section 2.2 in this manual).
- Determine together with the youth participants whether the tools used throughout the workshop provide answers to all the nine questions.
- Ask youth participants to collect answers to all the nine questions (emerging from the analysis undertaken in the workshop), and fill the Worksheet 2.3 to organize the information and to develop their draft advocacy strategy.

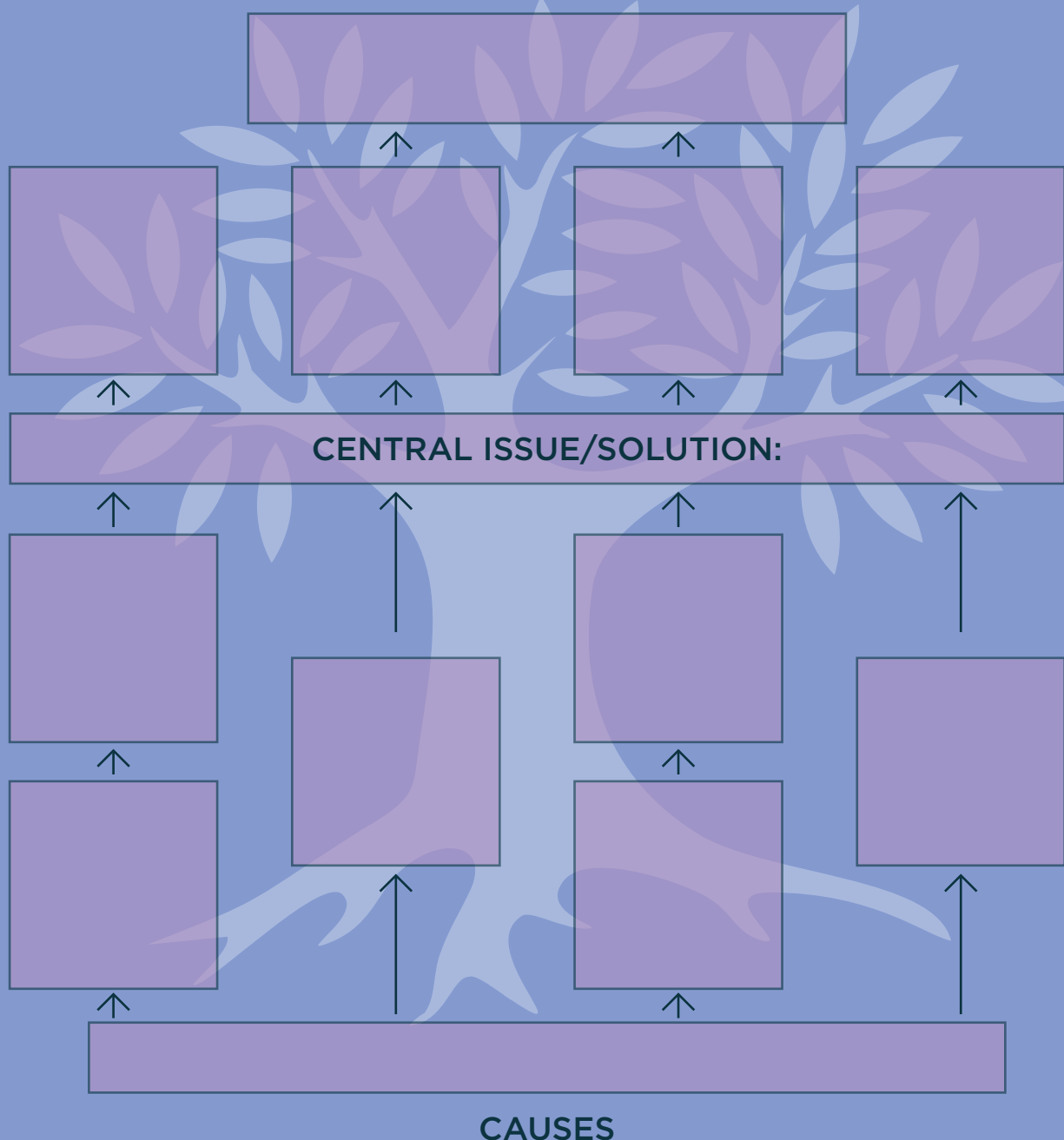
ANNEX 1:

WORKSHEETS

1A) PROBLEM AND SOLUTIONS TREE

PROBLEM/SOLUTION TREE

EFFECTS



CAUSES

1B) CHOOSING ADVOCACY PRIORITIES

Criterion	Issue 1:	Issue 2:	Issue 3:
Likelihood of success			
Potential benefits to young women			
Potential for your youth group/organization to make a difference			
Fits with your youth group's (and your partners') area of expertise			
Possibility to involve young women, young men and communities			
Is the issue grounded in solid evidence?			
Is there a pre-existing momentum on the issue?			
Do you have resources to advocate on the issue?			
Total			

2A) STAKEHOLDER MAPPING

	Stakeholder 1	Stakeholder 2	Stakeholder 3	Stakeholder 4
Stakeholder (state name)				
Stakeholder's interest in the issue (state high, medium, low)				
Stakeholder's level of opposition to or support for the issue (strong ally, medium ally, neutral, medium opponent, strong opponent)				
Stakeholder's influence (power) over the issue (unknown, no influence, some influence, moderate influence, significant influence, very influential)				
Importance of stakeholder's engagement (unknown, no importance, some importance, moderate importance, very important, critical player)				

2B) TARGET ANALYSIS

Target/ influential	What do they know about the issue?	What is their attitude towards it?	What do they really care about?	Who has influence over them?	What influence or power do they have over the issue?
Target 1					
Target 2					
Target 3					

3A) DEVELOPING PRIMARY ADVOCACY MESSAGE

Statement	
Evidence	
Goal	
Action Desired	

3B) FRAMING MESSAGES FOR DIFFERENT AUDIENCE

Audience	Advocacy message
Audience 1	
Audience 2	
Audience 3	

4A) SWOT ANALYSIS

Internal forces	S=Strengths	W= Weaknesses
External forces	O = Opportunities	T= Threats

4B) RISK ASSESSMENT AND MANAGEMENT

Risk	Example	Level of risk: High/Medium/ Low	Potential ben- efit: High/Medium/ Low	Ways to manage the risk	Remaining risk High/Medium/ Low
For the youth group					
For individual young women within the youth group					
For individual young men within the youth group					

5) PLANNING ADVOCACY GOALS, OUTCOMES AND ACTIVITIES

Advocacy activities	Advocacy outcomes	Advocacy goal	Advocacy impact
			Positive and lasting changes in the lives of all women such that their position and condition is strengthened in society.

6) ADVOCACY MONITORING PLAN

What are you monitoring?	How will the monitoring be done?	When will it be done?	Who will make it happen?	What action will you take as a result?
Internal <ul style="list-style-type: none"> • Teamwork • Internal communication • Budget 				
External: <ul style="list-style-type: none"> • Advocacy activities • Changes in the external context • New advocacy opportunities • New learnings about targets and influencers • Working with partners 				
Progress towards meeting outcomes				

ANNEX 1: WORKSHEETS

ADVOCACY STRATEGY PLAN

Impact: What we want to have happen	
Advocacy Goal:	
Outcomes:	
Who can make it happen?	Target audiences
What do they need to hear?	Primary messages and secondary messages for each target audience
Who do they need to hear it from?	Messengers for each target audience
How can we get them to hear it?	Approaches and opportunities (lobbying, public and online campaigning, working with the media)
What do we have/need to develop?	Strengths, weaknesses, opportunities and threats. Risk management
How can we begin?	Advocacy action plan (activities that link to outcomes and advocacy goals, and who is responsible for doing them and by when)
How do we tell if it is working?	Monitoring and learning plan

PLANNING FOR ADVOCACY

Photocopy this page and cut out these cards. Give these nine cards to the youth participants to arrange in the correct sequence.

What do they need to hear?	What have we got?	Who can give it to us?
How do we tell if it's working?	What do we want?	Who do they need to hear it from?
How do we begin?	What do we need to develop?	How can we make sure they hear it?

ANNEX 2: REFERENCES

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UN Women supports UN Member States as they set global standards for achieving gender equality, and works with governments and civil society to design laws, policies, programmes and services needed to implement these standards. It stands behind women's equal participation in all aspects of life, focusing on five priority areas: increasing women's leadership and participation; ending violence against women; engaging women in all aspects of peace and security processes; enhancing women's economic empowerment; and making gender equality central to national development planning and budgeting. UN Women also coordinates and promotes the UN system's work in advancing gender equality.



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