

## **7<sup>th</sup> Youth Working Group Meeting Report**

# **Young people**

# **Advocating for sexual and reproductive health and rights**

**3<sup>rd</sup>- 5<sup>th</sup> October 2005  
London**

**IPPF**  
**7<sup>th</sup> Youth Working Group Meeting Report**  
**Advocating for Sexual & Reproductive Health & Rights**  
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**London**



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***The International Planned Parenthood Federation (IPPF) is a global network of 149 Member Associations working in 182 countries, and the world's foremost voluntary, non-governmental provider and advocate of sexual and reproductive health and rights.***

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## **INTRODUCTION**

*"I asked 'why doesn't somebody do something?'  
Then I realized I was somebody."  
Anonymous*

Over the years, youth volunteers across the Federation have been actively involved in advocating for sexual and reproductive health and rights. However, adolescents and advocacy have recently become two of IPPF's five strategic priority areas and this has led to a renewed commitment to supporting youth-led advocacy initiatives. The 7<sup>th</sup> Youth Working Group Meeting was therefore not only a reflection of that commitment but also evidence that with the right support, young people can become vital and effective advocates of sexual and reproductive health rights.

Opposition to young people's sexuality and reproductive rights remains strong, as demonstrated by the growing popularity of abstinence only sexuality education programmes. In recognition of this, young people from China, Philippines, Sri Lanka, Nepal, Bahrain, Syria, Denmark, The Netherlands, Armenia, Suriname, Jamaica, Cote D'Ivoire and Ghana came together with Central Office and Regional Office staff to build capacity, discuss concerns and make recommendations around youth led advocacy on sexual and reproductive health and rights.

The meeting emphasized the importance of youth participation in advocacy initiatives and reinforced the need for greater support to be given to young people to enable them to advocate effectively in support of IPPF's key priorities, especially in terms of messages relating to adolescent sexual rights, HIV and abortion. While capacity building is required to better understand the process of advocacy, it was made clear during the meeting that the real challenge lies with developing effective, pro-choice and positive messages on young people's sexual and reproductive health and rights that are in line with IPPF's mission and values, and are acceptable within diverse socio-cultural contexts.

There is much to be done in the area of youth-led advocacy and the meeting was indeed a significant step in the right direction. In keeping with the commitment towards the Adolescent and Advocacy "A"s, we look forward to carrying out similar collaborative capacity building initiatives on this subject, so that young volunteers of IPPF will be fully equipped to take part in the movement for sexual and reproductive health and rights for all!

*We would like to thank Nik Moraitis (Taking it global) & Gemma Hobcraft (Youth Coalition) for sharing their experiences as young activists and advocates.*

*Special thanks also go to Marie Wernham, Consultant, CREATE: Child Rights Evaluation, Advice & Training Exchange, for her constant support, energy and enthusiasm and for facilitating the meeting in the most exciting and interactive way!*

## **PREPARING FOR THE MEETING**

In order to gain a better understanding of participants' backgrounds, the context of their Member Associations (MAs) and their existing level of knowledge relating to advocating for sexual and reproductive health and rights we asked them to consider the following questions:

1. How long have you been volunteering with IPPF?
2. What do you understand by the term advocacy? What does it mean to you?
3. What advocacy activities have you been involved in already? Please provide as much detail as possible: on what, with whom, when, where etc.?
4. In your work within the MA, do you agree or disagree with the following statements:
  - a. I find it difficult to raise the issue that young people are sexually active.  
Agree / disagree
  - b. We do not say that young people can and should enjoy sex.  
Agree / disagree
  - c. Our main message to young people is that they should abstain from sex.  
Agree / disagree
  - d. We say that services should be made available to unmarried young girls.  
Agree / disagree
  - e. We do not say that it is OK to have an abortion.  
Agree / disagree

***This report details the methodology for facilitating the discussions on advocating for sexual and reproductive health and rights and it is hoped that those wishing to conduct a similar workshop will find it a useful and inspirational tool.***

## **OBJECTIVES AND STRUCTURE OF THE MEETING**

### **Objectives of the Meeting**

At the end of the meeting, you will:

- Be comfortable with advocacy techniques and tools and feel motivated to use them
- Be aware of key advocacy messages in relation to HIV, abortion and sexual violence
- Have explored the various challenges facing young advocates of sexual & reproductive health & rights and strategies to overcome them

### **Structure**

During the meeting, participants looked at three major questions:

- A. **What** is advocacy?
- B. **Why** is it important?
- C. **How** do we do it?

Question c was further broken down into the following areas:

1. **What needs to change?**
2. **Who** can make that change happen?
3. **How can I influence them** to make that change? (approaches & tools)
4. **What obstacles** might I face? (risk factors)
5. **How can I overcome** these obstacles?
6. **How can I see / prove it worked?** (monitoring and evaluation)

#### **Advice!**

Prepare a large flip-chart list of the 'Advocacy planning checklist' (see Annex 3) on the wall. Have each element covered until you reach it in the session when they can be revealed in turn. At the end of the session, the checklist will be revealed in full as a reminder of what has been covered and to reveal the logical progression of putting into action what has been learned.

In addition to the **process** of advocating for sexual and reproductive health and rights, the meeting also examined the **content** of advocacy messages in relation to:

- a) **General advocacy on sexual and reproductive health and rights**
- b) **Abortion**
- c) **Sexual violence**
- d) **HIV**

## **INTRODUCTIONS**



### **Handshakes from around the world<sup>1</sup>**

Ask participants to share how they shake hands or greet each other in their country and get them to practice the handshakes with each other to make new friends. Some handshakes include snapping fingers and clapping hands!

**An alternative** to this energiser is to elicit words of greeting from participants in as many different languages as possible, write them up on a flipchart, teach each other the pronunciation and then walk around the room practising them with each other.



### **In the same boat**

Participants stand up all together. One person starts by saying one thing about themselves (e.g. "My name is XXX and I have an older brother"). If anybody else in the room also has an older brother, they should shout "me too!" and go and join the first person in their 'boat'. That person then continues with a different fact about themselves (e.g. "My name is YYY and I can speak Swahili"). Again, others in the room can shout "me too!" and join them to make a new 'boat'. If nobody in the room responds, then the person should continue with a second point and so on until they can form a new 'boat'. The game can continue until all participants are 'in the same boat' or until each person has had the chance to say something about themselves.

## **MONITORING & EVALUATION THROUGHOUT THE WORKSHOP**

### **☹️😊 Happy and unhappy faces<sup>2</sup>**

Each participant is given a paper plate (or a piece of card or paper) and a marker pen. On one side they should draw a happy face, as big as possible. On the other side they should draw an unhappy face. Ask participants how they feel by showing either of the two faces. If they are not sure, then they can flip the paper plate backwards and forwards. This can be used at various points throughout the training and discussions as a light-hearted way to see if participants are happy and if they have understood particular points. If some participants are unhappy or not sure, then the facilitator should explain the point again or use this as an opportunity for a brief question and answer / discussion session.

<sup>1</sup> Source – CREATE: Child Rights Evaluation, Advice & Training Exchange [www.createsolutions.org](http://www.createsolutions.org)

<sup>2</sup> Source – CREATE: Child Rights Evaluation, Advice & Training Exchange [www.createsolutions.org](http://www.createsolutions.org)



### 'Ears' – daily evaluations

Two participants volunteer to be the 'ears' of the group. They report back the next morning on how the rest of the group feels about the day in terms of content, methodology and meeting logistics. New volunteers are selected each day.



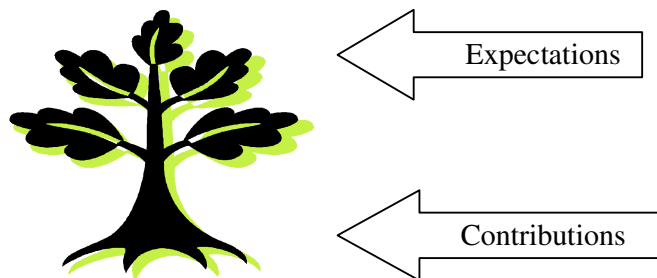
### Rewards!

Throughout the meeting, individual contributions and team activities can be rewarded by handing out sweets to foster a fun and active learning environment.

### Success conditions

As there is much personal and socio-cultural sensitivity related to discussing advocating for sexual and reproductive health and rights, it is important to create an environment in which participants feel comfortable to freely express their opinions. The group was asked to think about what will make them anxious about speaking openly and what will make it easier to participate fully during the three days.

### The tree of contributions and expectations<sup>3</sup>

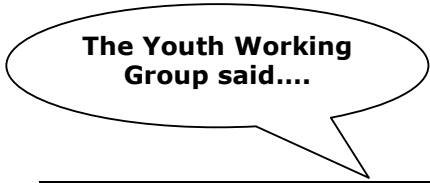


- Draw an outline of a tree, showing roots and branches, on a large piece of paper stuck to the wall.
- Explain that there is a lot of experience and talent in the room and that we should encourage an atmosphere where we learn from each other.
- Give each participant between 1 and 3 (depending on time available) post-it notes in a particular colour and ask them to write one thing that they can contribute to the meeting over the three days on each post-it note. These contributions do not have to be technical: they can also include 'enthusiasm' and 'energisers' as well as 'case studies of advocacy campaigns' etc.
- Participants stick their contributions to the roots of the tree in order to nourish the discussions. Repeat with 1 - 3 post-it notes of a different colour for one question or thing that they want to get out of the meeting. These expectations then become the leaves of the tree.
- Responses can be grouped according to similar themes.
- Once the tree is complete, pick out any expectations that are not likely to be covered during the meeting and point participants in the direction of other resources that might help them. Explain that you hope to cover all of the

<sup>3</sup> Source – CREATE: Child Rights Evaluation, Advice & Training Exchange [www.createsolutions.org](http://www.createsolutions.org)

other expectations during the three days and that you will come back to them either at the end of each day or at the end of the whole meeting in order to check that everyone is satisfied.

- It may be possible to match up particular contributions and expectations, so encourage people to talk to each other during breaks!



<b>CONTRIBUTIONS</b>	<b>EXPECTATIONS</b>
Share some advocacy experience	What is advocacy, how do we start to do it?
Examples from across the Federation	To learn more sexual and reproductive health and rights (SRHR) related advocacy strategies
Knowledge of IPPF and how to achieve change	Identifying young people's needs for advocacy messages
Good advocacy skills in "Condoms4Life" campaign	How to de-mystify advocacy and promote activism among young people
Useful ideas from Youth Action Movements	New (& practical) methods & skills for advocacy
Experience with the media	How to adapt advocacy skills to local areas
New advocacy strategies	Learning best practices in other countries
Obstacles encountered during advocacy initiatives and how we overcame them	To think about forming a global network to support youth SRHR
Creating youth networks	How to advocate with religious / cultural leaders
Experiences of working with young people	Find out some ways to mobilise young advocates
Ways of advocacy with religious regions	Learn advocacy related capacity building methods we can use in our own country
An open mind, a smiley face and a sense of humour!	Share experiences
New ice-breakers / energisers	To be inspired and energised

## A. WHAT IS ADVOCACY?

### Exercise – What is advocacy? Brainstorm

Participants are asked for their ideas on 'What is advocacy?' by throwing a ball around the room to each other. The answers are written up on a flipchart. Explain that 'advocacy' is a very difficult word in English which does not necessarily translate into other languages. Ask participants for examples of how they would translate the term 'advocacy' into their own language and what the connotations are. Advocacy means different things to different people. We understand it to have a broad meaning. Reward good ideas with sweets and bring in contributions that participants wrote for their pre-meeting preparation 'homework'.

### The Youth Working Group said that Advocacy is...

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Support<ul style="list-style-type: none"><li>○ Financial</li><li>○ Influencing people</li><li>○ 'Critical mass' of support</li></ul></li><li>• Giving voice</li><li>• Persuasion</li><li>• Communicating</li><li>• Getting people on your side</li><li>• Changing:<ul style="list-style-type: none"><li>○ Minds</li><li>○ Policy</li><li>○ Legislation</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Showing <i>how</i> to do things in a better way</li><li>• Taking and justifying a stand</li><li>• Championing a cause</li><li>• Arguing in favour of something</li><li>• Convincing policy-makers</li><li>• Creating spaces</li><li>• It's a long process!</li></ul> |
|--|--|

### Advocacy means: identifying and calling for change

Change in laws, policy and practice so as to help improve the lives of people.

This change can take place at:

- **International level** (e.g. UN, World Bank)
- **National level** (with national governments, particular ministries etc.)
- **Local level** (community, local government, police, religious leaders, schools, hospitals etc.)

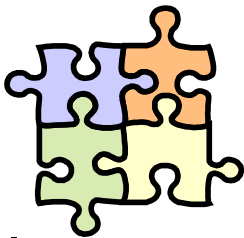
### There are 3 stages of change:

1. Knowledge
2. Attitude
3. Practice / behaviour



#### **Exercise – Change can take place at different levels # 1 – People Paper Chain<sup>4</sup>**

Participants are asked for examples of how they as young people have been involved in 'change' at different levels (you can bring in examples from the homework again at this point). Prepare in advance several different sized 'paper chains' of people holding hands by folding a piece of paper backwards and forwards then cutting out an outline of a figure, taking care not to cut through where the figures will join each other at the hands and feet! Introduce the idea that you do not have to do everything yourself. Even if you change the life of one person you are automatically affecting the lives of others around them. Open up the largest paper chain to demonstrate. However, if we work at a higher level such as national or international level then we can effect change for even more people. Open up the smallest paper chain which has smaller 'people' but more of them. Finally, explain that by working together with others we can affect even more people. Hand out more paper chains to participants and join them all together to demonstrate.



#### **Exercise – Change can take place at different levels # 2 – Advocacy Jigsaw<sup>5</sup>**

Participants are divided into four groups and given the same case study (see Annex 4) on promoting sexuality education. However, each group must come up with examples of ideas for advocacy activities to take place at different levels according to which group they are in – i.e. local level, national level, regional level and international level. Each group sticks their ideas on each of a section of a pre-prepared jigsaw. The four pieces of the jigsaw are then laid on the floor and participants have to put them together to make up the whole. Together, i.e. working at different levels simultaneously, the effect of the advocacy initiatives is greater, leading to more sustainable changes. The reverse of the jigsaw, when completed, shows a big, happy face.

Elicit from participants or prepare information on global youth movements in existence on different topics and discuss ideas on how to link up to them.  
[At the meeting we had a guest speaker offering a perspective on this from a different organisation].

<sup>4</sup> Source – CREATE: Child Rights Evaluation, Advice & Training Exchange [www.createsolutions.org](http://www.createsolutions.org)

<sup>5</sup> Source – CREATE: Child Rights Evaluation, Advice & Training Exchange [www.createsolutions.org](http://www.createsolutions.org)

### **Balance and cooperation**

- ***Change has to happen at every level***, and this requires **balance** and **cooperation**.
- Working together we can **complement each other** and achieve improvements with a **collective strength**, reaching **wider audiences** with a **greater voice**
- **Change is possible!** There is always something you can do, no matter how small. Do not be discouraged if the problems seem very big:



**"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it is the only the only thing that ever has."  
(Margaret Mead)**

## B. WHY IS ADVOCACY IMPORTANT?

### Exercise – Why is advocacy important - Drowning Babies<sup>6</sup>

Prepare in advance pile of rolled up balls of newspaper. Explain to participants that each ball represents a 'baby' and that the floor is the river. Tell them to lift up their feet or they will get wet! Start throwing the balls / 'babies' onto the floor / river and shout: Quick! The babies are drowning! As participants bend down to 'rescue the babies' / pick up the balls from the floor, keep throwing the balls very fast. Explain that with limited resources, and in the face of urgent situations, many individuals and organisations get caught up – understandably - in 'rescuing the drowning babies' without looking up to see who is throwing them in the river in the first place. Ask participants: Which is more important? Emergency medical care for a girl who is bleeding after an unsafe abortion *or* lobbying to legalise abortion? Both are equally important.

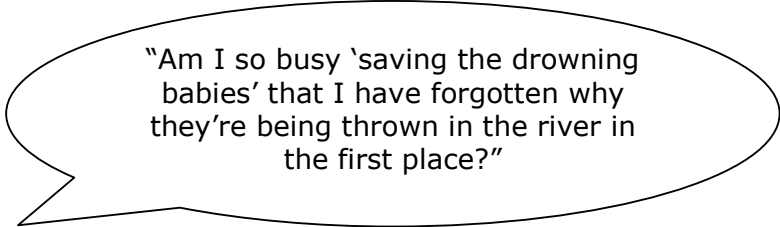
#### Introduce the key concepts:

- Advocacy is important to address the root causes of a problem
- However, different people / groups have different skills / access to different audiences
- You don't have to do everything yourself
- You need to understand:
  - What is the most that I can do?
  - Is there someone who can do more?
  - Can I work with them?

Ideally, some of the participants should continue to rescue the drowning babies whilst others work to stop them being thrown in in the first place. By working together and exchanging information, change will be more effective and sustainable.

**Advocacy is important because it addresses the root causes of problems, leading to longer-term, more sustainable benefits for young people and their communities.**

Ask yourself...



"Am I so busy 'saving the drowning babies' that I have forgotten why they're being thrown in the river in the first place?"

<sup>6</sup> Source – CREATE: Child Rights Evaluation, Advice & Training Exchange [www.createsolutions.org](http://www.createsolutions.org)

## C. HOW DO WE DO ADVOCACY?

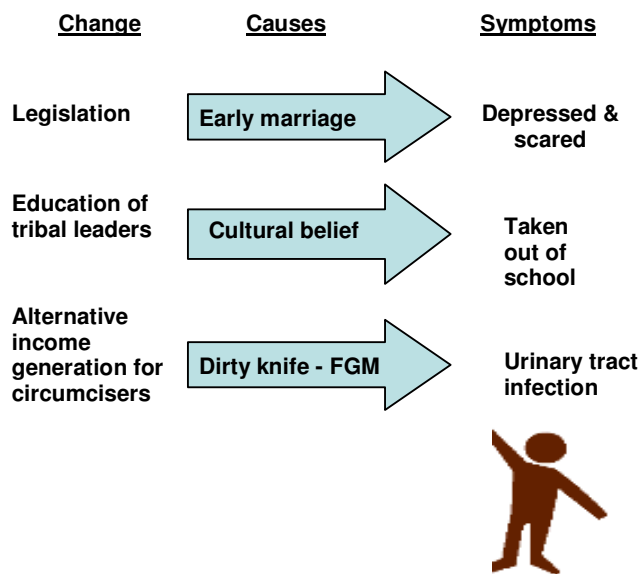
### C (1) What needs to change?

If advocacy is about identifying and calling for change, we need to be very clear about exactly what it is that we are trying to change.

#### **Exercise – What needs to change? – Why don't you ask me?<sup>7</sup>**

- Draw the outline of a young person on a flipchart (as shown below) and write three *symptoms* or problems. Reveal the *causes* for each symptom and an example of what needs to *change* in order to solve the problem (i.e. the advocacy needed).
- Group work: give each group a flipchart and 3 symptoms and get them to identify the cause of each problem and what needs to change. Get very brief feedback from each group.

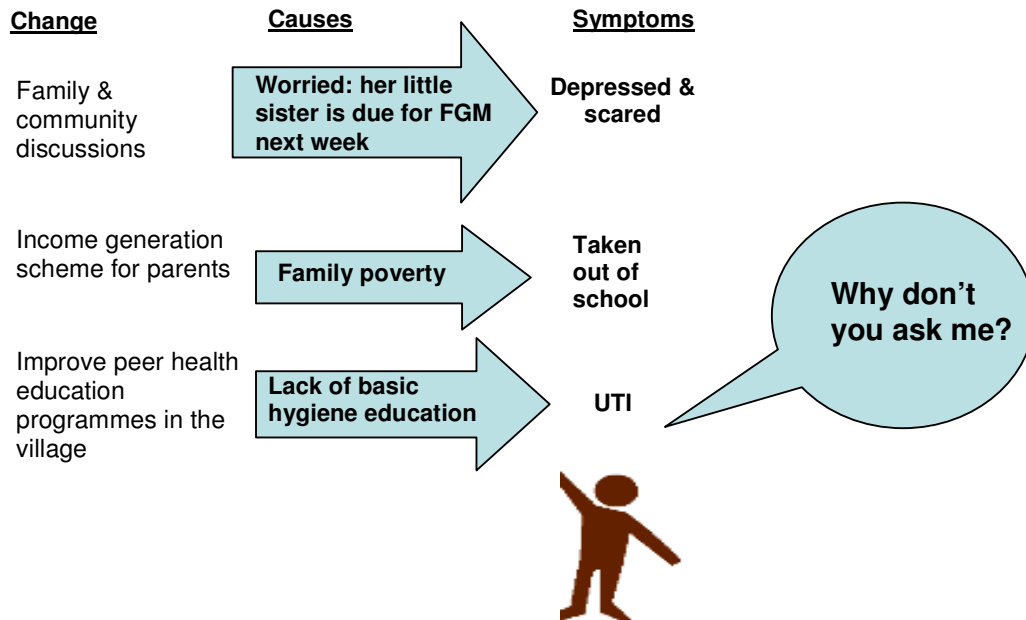
#### **1. What needs to change?**



- Go back to your flipchart and explain that we made a big mistake when we did this exercise. We made assumptions about the causes and changes without consulting with the young people themselves. Draw in / reveal the punchline "Why don't you ask me?" Explain that if we had asked those involved, we might have got a very different picture. Stick revised post-its over the original causes and changes to show what the 'real' analysis should have shown.

<sup>7</sup> Source – CREATE: Child Rights Evaluation, Advice & Training Exchange [www.createsolutions.org](http://www.createsolutions.org)

## 2. What would the young person say?



- Return to group work. The facilitator sticks revised post-its over each group's 'causes' to represent the young person's own views. Groups must then 're-identify' the 'change' needed based on the child's perspective of the cause. (They can also use post-its to stick over their original answers). Explain that unless we involve young people themselves we are in danger of putting a lot of time and energy into the wrong course of action.

**Here is an example...**

<b>CHANGE</b> ←	<b>CAUSE</b> ←	<b>SYMPTOM</b>
<ul style="list-style-type: none"> <li>• Access to sexuality education from primary level</li> <li>• Policy &amp; legislation</li> </ul>	Lack of quality sexuality education & lack of access to contraceptives	1. High rate of teenage pregnancy in schools
<ul style="list-style-type: none"> <li>• Access to sexuality education from primary level to unmarried girls / young women</li> <li>• Increase access to SRHR information and services;</li> <li>• Policy changes</li> </ul>	No information available to unmarried girls / young women ←	[Revised cause & changes]
<ul style="list-style-type: none"> <li>• Give counselling services &amp; medical as well</li> <li>• Policy &amp; legislation</li> </ul>	<ul style="list-style-type: none"> <li>• Unprotected sexual activity</li> <li>• Lack of access to condoms</li> </ul>	2. Increased number of STIs appearing
<ul style="list-style-type: none"> <li>• Advocate to religious leaders and the community that condoms save lives</li> <li>• Advocacy with the church; changing attitudes of people &amp; religious leaders</li> </ul>	The church is preaching that "condoms kill" ←	[Revised cause & changes]
<ul style="list-style-type: none"> <li>• Promotion of gender equality and provide income-generating activities</li> <li>• Tribal attitudes</li> <li>• Human rights</li> </ul>	<ul style="list-style-type: none"> <li>• Poverty / lack of opportunities</li> <li>• Tribal rules and practice norms</li> </ul>	3. Increased number of girls / young women running away from a particular village
<ul style="list-style-type: none"> <li>• Advocate for safe and legal abortion;</li> <li>• Provide training for local birth attendants for safe delivery and abortion;</li> <li>• Acceptance for young &amp; unmarried women</li> <li>• Campaign &amp; lobby for:</li> <li>• Increase access to contraceptives;</li> <li>• Liberalise abortion laws</li> </ul>	The local woman who usually performs illegal abortions has been denounced and can no longer practice. Pregnant girls / women now have to go to the city. ←	[Revised cause & changes]

**Advice!**

Before starting out on any advocacy initiative, make sure that you have correctly identified exactly what it is that you are trying to change, based on the participation and input of as many stakeholders as possible, especially young people themselves. Failure to correctly identify what needs to change could result in all of your efforts going off in the wrong direction!

## Young people's participation in advocacy<sup>8</sup>

**"Young people are the best instruments of advocacy themselves"**

**"As for those powerful governments who appear to fear the participation of young people – we thought you had more confidence"**

### **SUMMARY - GUIDING QUESTIONS<sup>9</sup>**

#### **WHAT NEEDS TO CHANGE?**

1. What are the causes of the problems you have identified?
2. Am I definitely targeting the right changes? Whose perspective am I basing my work on (young man, young woman, NGO, government, media, donor etc.)?
3. What would the beneficiaries / young people *themselves* say about my plan?  
Am I:
  - Basing it on *their* experiences?
  - Working *with* them (at all stages: research, planning, implementation and monitoring and evaluation)?
4. Have I prioritized the changes (if more than one)?
5. What are my key messages?
6. Is the change sustainable?

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<sup>8</sup> Quotations taken from young participants at the UN General Assembly Special Session on Children, New York, May 2002.

<sup>9</sup> All of the summary sections / guiding questions for each section are compiled into an overall 'Advocacy Planning Checklist' in Annex 3.

## **C (2) Who can make that change happen?**

Once we have correctly identified **what** is the change needed, taking care to involve young people themselves in the process so that their views are heard, we must now look at **who** can make the change happen.

### **a. Identifying targets**

#### **Exercise – Identifying targets – Brainstorm**

Participants are asked for their ideas on who advocacy targets might be by throwing a ball around the room to each other. The answers are written up on a flipchart. Try and group the ideas according to whether they are primary or secondary targets and present this idea to the participants. Elicit more examples of primary and secondary targets based on their own experience.



#### **Primary or secondary targets:**

- **a primary target** might be decision-makers with the power to affect the outcome of your objective directly;
- **a secondary target** might be individuals and groups that can influence the decision-makers.
- Both are mutually-reinforcing.

#### **Targets may include e.g.**

- Women's groups
- Youth organizations
- Consumer / user groups
- Policy makers, parliamentarians, legislators
- Health and social service professionals
- Celebrities and public figures
- Community leaders
- Religious leaders
- Media representatives
- Other NGOs

#### **Exercise – Identifying targets – matching targets to actions<sup>10</sup>**

This can be done as an extension of the 'Why don't you ask me?' exercise. Write examples of targets on different cards and get groups to match the target card to the changes they identified that need to happen from the previous exercise. Provide blank cards as well and encourage participants to add their own ideas for other targets as appropriate.

Get participants to choose a card / target whom they, *personally*, would feel comfortable approaching as part of advocacy work. Get them to explain why they would feel comfortable and/or share experiences which they have already had approaching such targets. Repeat the exercise choosing cards / targets they would *not* feel comfortable approaching and explain why / share experiences.

<sup>10</sup> Source – CREATE: Child Rights Evaluation, Advice & Training Exchange [www.createsolutions.org](http://www.createsolutions.org)

## b. Analysing targets

Within your targets, identify who are:

- Helpful [allies] ☺
- Undecided ?
- Unhelpful [enemies] ☹

### Exercise – Analysing targets – ☺, ? or ☹<sup>11</sup>

This is a continuation of the previous exercise. Alternatively, for this exercise, participants may find it easier to imagine a different case study to the one presented – i.e. a situation with which they are more familiar in their local context. In either case, using the targets already identified, imagine which targets might be helpful, undecided or unhelpful and fill out the table in Annex 5.

## c. Prioritising targets:

You have limited resources - use them wisely:

- Be very clear *why* you want to reach this particular target – have specific goals
- Are some targets more important than others? (due to the amount of positive or negative power they hold)
- How permanent are they?
- Can you approach them one after another, or will the change only happen if you target them all simultaneously?
- Are you targeting specific individuals or a whole group? Which is more beneficial to your particular cause?
- If you don't have the capacity to deal with all of them, who else can you work with?
- '**Decision-makers**' targeted by advocacy: are they decision-makers by name only, or by nature as well? Need to identify who really holds power and to target civil servants behind the scenes as well as high-profile personnel who rotate more frequently.
- Is your target **too high** to have a practical impact? **Too low** to have influence? **Too temporary**?

### Exercise – Prioritising targets

This is a continuation of the previous exercise. Using the targets already identified and listed in the 'helpful, undecided or unhelpful' table, prioritise them using a simple numbering system and based on the questions above.

#### How do you prioritise targets?

- Impact
  - 'Easy' to work with
  - Those directly affected
  - Some you can't ignore
- Knowing when to switch targets

<sup>11</sup> Source – CREATE: Child Rights Evaluation, Advice & Training Exchange [www.createsolutions.org](http://www.createsolutions.org)

## SUMMARY - GUIDING QUESTIONS

### WHO CAN MAKE THAT CHANGE HAPPEN?

1. Who are my primary and secondary targets?
2. Who amongst my targets are going to be: helpful ☺, undecided (?), or unhelpful ☹?
3. In what order should I approach them? Prioritise the targets based on their power or influence (which can be either positive or negative), how permanent they are in their positions, and whether you have to approach some targets in a particular order to get from one to another.
4. What is my sphere of influence/ the most that I can do?
5. Can somebody else do more?
6. Can I work with others to increase the impact?

### **Energiser – Motivational sayings**<sup>12</sup>

Print out copies of 'motivational sayings' in advance and display them around the walls. (For a selection see Annex 7). Ask participants to read them and then stand by the saying they like best. Get feedback on why they chose this particular saying. To extend this energiser, prepare in advance translations of the motivational sayings in the different languages of the participants. Participants have to match up / guess which is which.


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<sup>12</sup> Source – CREATE: Child Rights Evaluation, Advice & Training Exchange [www.createsolutions.org](http://www.createsolutions.org)

### **C (3) How can I influence them to make that change? (approaches & tools)**

We have correctly identified **what** is the change needed, taking care to involve young people themselves in the process so that their views are heard, and we have also identified **who** can make the change happen. The next step is to look at **how** we can influence these particular people to make the change needed.

#### **a. Approaches**



**Exercise – Approaches to advocacy – the ‘door test’<sup>13</sup>**

Ask for a volunteer to help you with this physical demonstration. The volunteer must pretend that they are a door. The door represents the target that you have identified.

Some doors are already open. In other words, some targets are easy to approach. Demonstrate this physically with the volunteer by gently pushing one shoulder to open the door and walk through. Other doors are partially open, but you need to keep a foot in the door and use more persuasion (demonstrate this again).

Some doors / targets are closed and bolted shut. Ask participants what they would do to open the door (e.g. find a key, oil the hinges, get someone to open it from inside or find a window instead). For each of these examples, get them to relate it to a concrete suggestion for advocacy.

Extend the metaphor with ‘glass doors’ which you think are easy but which you bump into by accident, and revolving doors where you think you are making progress but you actually end up where you started. Demonstrate each of the examples physically with the volunteer.

Explain that even when it seems as if a door is impossible to get through, never give up! Doors can change, and in the meantime, you can keep sliding your literature and arguments under the door. Even if you don’t get a response at the moment, you may find it useful in the future. You might also find it useful to see who is supporting you from behind before you try to get through a difficult door!

#### **Apply the “door test” to your targets:**

Imagine that the path towards change is a door.

- Is the door wide open, ajar, closed, locked, glass or revolving?
- Advocacy involves unlocking, opening and walking through the door or, in some cases, knowing when to divert efforts to finding another door.
- A change of personnel or government can turn a locked door into a wide open door.
- With a revolving door, it may seem like you are getting somewhere, but actually you end up same place as you started!
- The ‘door test’ will help to determine timing, targets and strategy for advocacy.

<sup>13</sup> Source – CREATE: Child Rights Evaluation, Advice & Training Exchange [www.createsolutions.org](http://www.createsolutions.org)

### **Energiser – Opening a clenched fist**



Make sure participants do this energiser without realising that it is a metaphor for advocacy approaches. In pairs, one participant should form a clenched fist. Their partner needs to open the clenched fist. Most participants will immediately try to force open their partner's fist! Demonstrate that there are easier ways! For example, hold out your hand to shake hands with them and often the fist will open automatically, or give them a gift which they have to receive with an open hand.

Explain to them only after they have finished that this is like advocacy: you have to know when to be aggressive and when to be subtle and persuasive – when to shout and when to whisper.

#### **Shout or whisper?**

How friendly can your approach be?

At what stage do you need to start getting more aggressive?

#### **Where is the common ground?**

#### **Anticipate and prepare for the arguments.**

How will you deal with the opposition?

"For every good thing you advocate – be reminded of your opponent's opposition to it."

### **b. Tools**

#### **Exercise – What tools should I use? – Brainstorm**

Participants are asked for their ideas on different types of tools to use in advocacy by throwing a ball around the room to each other. Encourage participants to share examples of how they have used these tools and any lessons learned. The answers are written up on a flipchart. Ask participants a trick question: "Which of these do you think is the most effective advocacy tool?" There is, of course, no answer for this as it will depend on the specific message you are trying to get across, the aim of your advocacy, the specific target(s) involved and the local cultural and organisational context in which the advocacy takes place.

•Educational and promotional materials and publications:

- Pamphlets
- Flyers
- Newsletters
- Annual Reports
- Position Papers
- Fact sheets (fact cards – small, convenient size)
- Canvassing
- Petitions (websites, postcards)
- Case studies
- First hand quotations / personal testimonies
- Posters
- Press releases
- Research
- Videos
- List of responses to common opposition arguments
- Examples of good practices and alternatives
- Merchandise that people are likely to keep / use – e.g. T-shirts, bags, caps, badges, pens, calendars etc...



- Behind the scenes persuasion! Round table discussions, face to face meetings
- Media: TV, radio, press
  
- Creative and memorable communication methods – street drama, song, poetry, dance, music, art, puppetry, cartoons etc....
  
- Marches, demonstrations, rallies
  
- Public social events – integration with local communities, exhibitions
  
- “Publicity stunts”, public figures
  
- IT (email / web)

**Remember to match your tools to your target!**

**Exercise – Matching tools to targets & pros and cons of different targets<sup>14</sup>**

This is a continuation of the previous exercise that identified and prioritised targets in relation to specific changes that had been identified for advocacy. Hand out a set of pre-prepared cards with different tools to each group, including blank cards on which participants can write their own ideas. Ask them to match the tools alongside the targets that they identified earlier. Explain that there is no right or wrong answer for this and that many tools will be suitable for many different targets. Encourage participants to use this as an opportunity to exchange experiences amongst themselves and to start thinking through the pros and cons of different tools. Next, ask each group to choose 3 tools from their pile of cards and note down on a flipchart the pros and cons of each tool. The flipcharts should then be displayed on the walls and the groups encouraged to walk around viewing each others’ ideas.

<sup>14</sup> Source – CREATE: Child Rights Evaluation, Advice & Training Exchange [www.createsolutions.org](http://www.createsolutions.org)

**The Youth Working  
Group said....**

<b>TOOL</b>	<b>PROS</b>	<b>CONS</b>
<b>Testimonials</b>	<ul style="list-style-type: none"> <li>- Can talk straight to somebody's heart</li> <li>- Giving a human face to the facts</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Tokenism (representation)</li> <li>- Ethical issues about informed consent, confidentiality etc.</li> </ul>
<b>Fact sheets / cards</b>	<ul style="list-style-type: none"> <li>- Factual</li> <li>- KISS (Keep It Short &amp; Simple)</li> <li>- Easy to read</li> <li>- Useful for non-experts</li> <li>- Good introduction and reminder tool</li> <li>- Accessible</li> <li>- Can be customised</li> </ul>	<ul style="list-style-type: none"> <li>- Easy to throw away</li> <li>- Information not comprehensive / detailed enough</li> <li>- No guarantee they will read it</li> <li>- Needs follow-up</li> <li>- They have to know acronyms and issue</li> </ul>
<b>Marches / demonstrations</b>	<ul style="list-style-type: none"> <li>- Attracts massive attention</li> <li>- Foster community support</li> </ul>	<ul style="list-style-type: none"> <li>- Not taken seriously</li> <li>- Can be violent</li> </ul>
<b>Publicity stunts</b>	<ul style="list-style-type: none"> <li>- Attract attention / media coverage</li> <li>- Shocking</li> <li>- Will stimulate action (positive or negative)</li> </ul>	<ul style="list-style-type: none"> <li>- Might be illegal</li> <li>- Might be dangerous</li> <li>- More focus on the event than on the issue</li> <li>- Potential for bad publicity</li> <li>- Expensive</li> </ul>
<b>Videos</b>	<ul style="list-style-type: none"> <li>- Appealing</li> <li>- Cool</li> <li>- simple</li> </ul>	<ul style="list-style-type: none"> <li>- censorship</li> <li>- not always accessible</li> <li>- language</li> </ul>
<b>Pamphlets</b>	<ul style="list-style-type: none"> <li>- Easy to make</li> <li>- Easy to distribute</li> <li>- Cheap</li> </ul>	<ul style="list-style-type: none"> <li>- Not applicable to everyone</li> <li>- Language barrier</li> </ul>
<b>Press conference</b>	<ul style="list-style-type: none"> <li>- Media attention / interactive</li> <li>- Raise a number of issues</li> </ul>	<ul style="list-style-type: none"> <li>- Boring</li> <li>- Expensive</li> </ul>
<b>One on one discussions</b>	<ul style="list-style-type: none"> <li>- Personal</li> <li>- Can be very persuasive</li> <li>- Major impact if successful</li> </ul>	<ul style="list-style-type: none"> <li>- Unexpected queries that might be difficult to answer</li> <li>- Time-consuming</li> <li>- May be vulnerable to personal attack</li> </ul>
<b>List of responses to common arguments</b>	<ul style="list-style-type: none"> <li>- Good tool for people who don't know the topic thoroughly</li> <li>- Refresh the mind to know all sides of the argument</li> <li>- Good for strategising</li> </ul>	<ul style="list-style-type: none"> <li>- Might confuse the reader who might be persuaded by the opposition argument!</li> </ul>
<b>Media (TV &amp; radio etc.)</b>	<ul style="list-style-type: none"> <li>- Wide audience / outreach</li> <li>- Repeated messages may stick in the mind</li> <li>- Can be free if sponsored</li> </ul>	<ul style="list-style-type: none"> <li>- One-way communication / no immediate feedback</li> <li>- Can backfire: how do the media / journalists portray the issues?</li> <li>- Expensive</li> <li>-</li> </ul>

<b>Drama</b>	<ul style="list-style-type: none"> <li>- Very simple to do</li> <li>- Participatory</li> <li>- Uses the audiences' language</li> <li>- 2-way communication / feedback</li> </ul>	<ul style="list-style-type: none"> <li>- Need creativity / skills &amp; freedom to express</li> <li>- Be careful what you say as it goes straight to the heart of the target group / fragile</li> </ul>
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**When should I use these tools?**

- Timing – think again about the “advocacy door test”
- If the opposition at a particular point in time is too great, think carefully about leaving an issue and coming back to it later
- Map out public events / political dates that you can capitalise or “piggyback” on
- Political elections: politicians may be willing to take up your cause in the run-up to an election, but only if it’s popular!
- Be flexible: be prepared to take advantage of unexpected opportunities that arise

**SUMMARY - GUIDING QUESTIONS**

**HOW CAN I INFLUENCE THEM TO MAKE THAT CHANGE?**

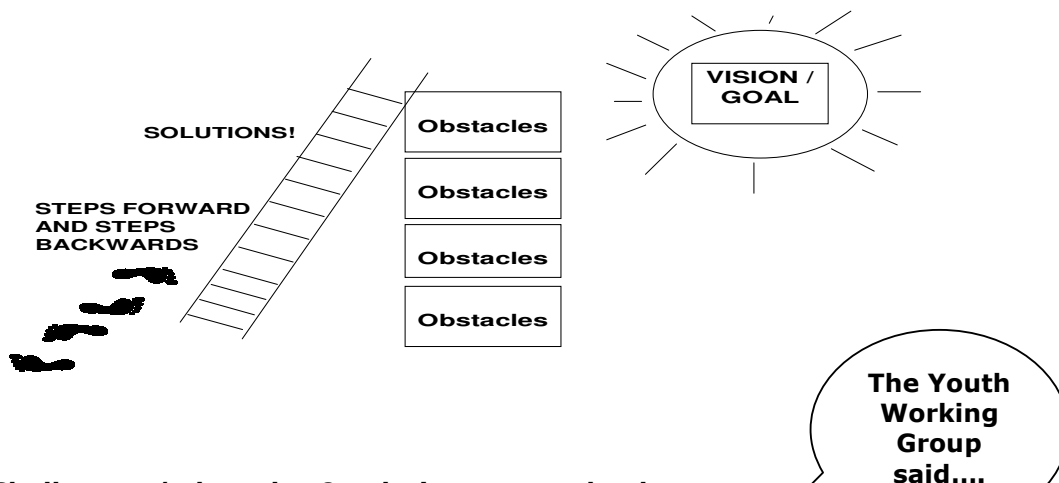
1. How should I approach the targets? Is the ‘advocacy door’ open, ajar, closed, locked or revolving?
2. What tools should I use? Do the tools match the target for the greatest effectiveness and impact?
3. When should I use these tools?
4. If I’m uncomfortable approaching the targets, who else can help me?

**C (4) What obstacles might I face? & How can I overcome them?**

**Exercise – Dealing with barriers<sup>15</sup>**

Explain that we are going on a journey towards our advocacy goal which is represented by the sun. Draw this on a flipchart. We are already taking steps forwards but we come up against obstacles which block our path. Draw in feet and bricks that make up a wall. Some of the obstacles can be removed, but for others we may need a ladder of solutions to get over them.

Group work: Participants are given a flipchart and asked to draw their own journey by identifying their goal, steps forwards, obstacles and solutions. Encourage them to find a solution for each obstacle. Feed back to the main group or display the pictures and get participants to walk around and examine each other's work.



**Challenges / obstacles & solutions to youth advocacy**

Challenges	Solutions / recommendations
<b>Personal</b>	
<ul style="list-style-type: none"> <li>• Fatigue &amp; not seeing results</li> <li>• Disappointment</li> </ul> <p>Where does this come from?</p> <ul style="list-style-type: none"> <li>• Being disorganised</li> <li>• Not being listened to</li> <li>• Heavy workload</li> <li>• Things go wrong</li> </ul>	<ul style="list-style-type: none"> <li>• Be flexible</li> <li>• Be focused</li> <li>• Learn to say 'no' if you don't have time</li> <li>• Move ahead and take things easy</li> <li>• Make your voice be heard: be firm, be strong, 'be a diamond' (precious, valuable and hard)</li> </ul>
<ul style="list-style-type: none"> <li>• Lack of support</li> <li>• Being discouraged</li> <li>• Tokenism (organisational; accessory)</li> <li>• Not being listen to</li> <li>• Not being respected or valued as</li> </ul>	<ul style="list-style-type: none"> <li>• Try to find allies in the organization and let them know:                             <ul style="list-style-type: none"> <li>○ You are discouraged</li> <li>○ Reason for being discouraged</li> <li>○ How they can help</li> </ul> </li> </ul>

<sup>15</sup> Source – CREATE: Child Rights Evaluation, Advice & Training Exchange [www.createsolutions.org](http://www.createsolutions.org)

<ul style="list-style-type: none"> <li>a youth volunteer</li> <li>Higher expectations of young people</li> </ul>	<ul style="list-style-type: none"> <li>Ask your peers for support / build support systems</li> <li>Encourage the organization to go through the self assessment on youth participation<sup>16</sup></li> <li>Work in teams and build support systems among youth volunteers and adult staff</li> </ul>
<ul style="list-style-type: none"> <li>Organizational bureaucracy</li> </ul>	<ul style="list-style-type: none"> <li>Ask for training on procedures</li> </ul>
<ul style="list-style-type: none"> <li>Personal beliefs versus organisational principles</li> </ul>	<ul style="list-style-type: none"> <li>Entitled to have own beliefs</li> <li>Keep your mind open, read and try to understand different perspectives</li> </ul>
<b>Professional</b>	
<ul style="list-style-type: none"> <li>Lack of effective evaluation methodology</li> <li>Not being congratulated on successes and being blamed if something goes wrong</li> </ul>	<ul style="list-style-type: none"> <li>Organize capacity building on evaluation</li> <li>Ask experts to demystify / simplify evaluation and provide user-friendly evaluation tools</li> <li>Ensure that there are incentives / rewards for positive evaluation results (promotes trust &amp; greater responsibility)</li> </ul>
<ul style="list-style-type: none"> <li>'Nasty' opposition</li> </ul>	<ul style="list-style-type: none"> <li>Work in teams so that you are always supported and have someone to talk to</li> </ul>
<ul style="list-style-type: none"> <li>Lack of financial resources for youth led advocacy</li> </ul>	<ul style="list-style-type: none"> <li>Initiate small projects, document the lessons learned so that they provide evidence for better proposals</li> <li>Be creative in using and finding resources</li> </ul>
<ul style="list-style-type: none"> <li>Lack of professional knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Organize capacity building initiatives on advocacy</li> </ul>

*\*Remember, not all challenges have direct solutions, but being aware of and discussing them together is a first step to solving them!*

### **C (5) How can I see/prove it worked?**

Questions to ask yourself

- Who will check that the planned actions have been done?
- How will they check? (What is the *indicator* / evidence to show this?)
- How will I know if they've been done *well* / *effectively*? (What is the impact? Have I managed to change the thing I wanted to change? If not, why not?)
- Has there been a negative, rather than a positive impact?
- How can I improve the work? What would I do differently next time?
- Who else needs to know my 'lessons learned'? Colleagues? Other organisations?

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<sup>16</sup> IPPF Self assessment on youth participation 2004

## **D. WHAT DO WE ADVOCATE ON?**

### **1. Sexual and reproductive health and rights**

Here are some supportive statements made at the UN's World Summit (14-16 September 2005).<sup>17</sup> These ideas maybe helpful in your own messages

**The EU:** - "It (the EU) further recognizes that the MDGs cannot be attained without progress in achieving the Cairo goal of universal sexual and reproductive health and rights. In this context, the EU strongly supports a subsequent technical process to examine how best to incorporate related targets and monitoring indicators under MDG 5. Furthermore, we underline the importance of gender equality and thus the full implementation of the Beijing declaration and platform for action."

**The French Foreign minister,** Philippe Douste-Balzy, said:

'The HIV/AIDS pandemic, because of its extent and economic and social consequences, is a matter of concern to us all. Only by working together will we face it, through taking action which integrates prevention, treatment, care and the medical and social vulnerability of infected persons". He added that "At the same time, international cooperation must take into account the particular difficulties of hundreds of categories of individuals: victims of extreme poverty who are excluded, young women who are denied the right to sexual and reproductive health, the disabled who are marginalized".

**The Foreign Minister of Latvia** said:

"I would also like to highlight the necessity of gender equality, which includes universal access to reproductive health information and services by 2015. This was the central goal of the agreements that were reached at the International Conference on Population and Development in Cairo in 1994. Our countries must strengthen girls' access to both primary and secondary education, so that they become less subject to early forced marriages and economic exploitation. Girls must be made safe from genital mutilation. Girls and women must be guaranteed sexual and reproductive rights and protection against HIV/AIDS and other diseases. There is no excuse for half a million women dying each year of pregnancy related causes that are entirely preventable".

#### **Remember...**

- Making links with current political issues is useful – Millennium Development Goals and Poverty
- Giving the issue a human face and telling stories (case studies) is a useful tactic
- SRHR is a broad topic so picking 1 or 2 areas to focus on in each campaign maybe a useful strategy

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<sup>17</sup> A SUMMARY OF STATEMENTS MADE AT THE WORLD SUMMIT REGARDING REPRODUCTIVE HEALTH ISSUES, *STUART HALFORD, IPPF LONDON SEPTEMBER 2005*

## 2. Making abortion safe, legal and rare



**What comes to mind...?**

Write the word 'abortion' on a flip chart and ask participants to share with the group what words and sentiments come to mind when they see it. Be aware of "pro-choice" and "anti-choice" language.

Ask participants to sit in groups and come up with slogans/messages



Pro-choice	Anti-choice	Examples of situations
self-esteem, self-determination, legal, accessible, rights, safe, choice, prevention, happy	Manslaughter, prison sentence, death penalty, illegal, criminal, destroyed, Catholicism, Bush, forced abortion	clinic bombings, quack doctors, bloody images, discrimination

### Remember...

- Choose your battles, do not waste time responding to all anti-choice tactics
- Instead of always responding to anti-choice rhetoric, we can also ask difficult questions
- Be mindful of the language used –
  - o Start using positive language – "it is legal in certain circumstances" rather than it is illegal
  - o Say 'woman who is pregnant' rather than 'mother'

### Suggested advocacy messages:

- "We believe in safe and legal abortion!"
- "Safe abortion is a choice and a right"
- "Abort unsafe abortion"
- "Go universal pro-choice"
- "Safe and legal abortion is about equality, health, economy and most importantly saving women's lives"
- "Preventing unnecessary death of women from unsafe abortion by safeguarding women's right to choose"



## 3. Sexual Violence

Sexual violence...

- Is an act of violence which uses sex as a weapon
- It ranges from verbal harassment to sexual assault, abuse
- It is non-consensual and unwanted



### **Agree, disagree, not sure**

The room was separated into 3 areas – agree, disagree and not sure. The facilitator read out the statements below one at a time and according to what the participants felt about the statement they would stand in the allocated area and then explain why they feel that way.

- Rape is motivated by sexual desire
- All victims of sexual assault or abuse are female
- No doesn't always mean no
- In 2002, out of an estimated 50,000 who were raped in country X only 11,766 went to the police

### **Suggested advocacy messages:**

- "Rape is inhuman"
- "Rape is an act of violence – period"
- "My body is mine – stop rape!"
- "Rape is a crime"
- "Comprehensive care / services for survivors NOW!"
- "Rape is not only physical power"
- "Men can also be raped"
- "Shared rights, shared responsibilities"
- "Creating spaces at all levels to report"
- "Even people you know can commit rape"

**7<sup>th</sup> Youth  
Working  
Group said....**

### **4. HIV – from prevention to care**

#### **Remember...**

- We really need to think of ways to make safe sex, sexy
- Scare tactics do not work and should not be encouraged
- We need to be aware that there is an increasing number of young people being born with HIV and our campaigns should not stigmatize them
- To effectively promote condoms use, advocates have to accept that young people are sexual beings and are sexually active
- Don't forget to discuss STI prevention
- Be aware that there is a gap between knowledge around HIV prevention and the use of condoms, we need to identify creative means of addressing that gap

#### **Advocacy priorities:**

1. Stigma & discrimination
2. SRHR of HIV positive people
3. Prevention – move beyond medical issues
4. Access to treatment – gap between access to condoms & information

**The Youth  
Working  
Group said....**

## What am I comfortable and uncomfortable talking about? Why?

### Exercise: What am I comfortable and uncomfortable talking about? Why?<sup>18</sup>

Print the following statements in large letters on cards / sheets of paper. You can colour code them according to theme, e.g. sexuality, gender, behaviour, HIV and services. Place them randomly on the floor and get participants to walk around reading them. Participants should then pick up one statement that they would feel comfortable advocating for. They can form groups if more than one person chooses the same statement. Get feedback on why they would feel comfortable. Pull out key themes on a flipchart. Return the statements to the floor and repeat the exercise with something they would *not* feel comfortable about. Encourage a free exchange of ideas and show appreciation for everyone's inputs.

- "Homophobic practice is not acceptable."
- "Same sex couples should be able to have children."
- "It's OK to be gay."
- "Needle exchange programmes are good for preventing HIV among people who inject drugs."
- "People who are HIV positive should also be able to have sex."
- "Young people should learn about sexual pleasure."
- "All young people should be taught about their reproductive systems, e.g. menstruation and how babies are born."
- "Good sex is safe sex."
- "Young people should learn that safe sex is not only about abstinence and condoms."
- "Abstinence only programmes don't work."
- "Boys can say 'no' too."
- "Young men suffer violence too."
- "Young women should not suffer from early marriage or FGM."
- "Girls should learn to say 'yes' and 'no'."
- "Contraceptive services should be made available to young, unmarried women."
- "Emergency contraception should be available to *all* young people."
- "You have the right to choose whether or not to have an abortion."
- "Everyone can have an abortion."

The Youth Working Group said....

WHY I FEEL COMFORTABLE	WHY I FEEL UNCOMFORTABLE
<ul style="list-style-type: none"> <li>- Strong personal belief / interest /Want to 'right a wrong'</li> <li>- Empathy &amp; Common sense</li> <li>- Frustration at things you see / know / experience</li> <li>- <i>Need</i> for advocacy</li> <li>- Favourable legislation, or legislation with 'loopholes'</li> <li>- I have support</li> <li>- Precedence (someone else has gone before)</li> <li>- I have knowledge / experience on the issue</li> </ul>	<ul style="list-style-type: none"> <li>- Disagree with concept / unsure about a concept</li> <li>- No services available for referral</li> <li>- Personal and organisational safety /Legal implications</li> <li>- No allies / support</li> <li>- No personal &amp; cultural 'space' to speak out</li> <li>- Not ready yet / not confident enough (at a stage in a learning process)</li> </ul>

<sup>18</sup> Source – CREATE: Child Rights Evaluation, Advice & Training Exchange [www.createsolutions.org](http://www.createsolutions.org)

**E. WHAT NEXT? – ACTION PLANNING**

**Exercise – Action planning – Part 1: developing an advocacy strategy**<sup>19</sup>

Explain to participants that a simple way to put together the steps we have learned is through a planning matrix. This will give a simple overview of an advocacy strategy. This exercise can be done individually or as group work. Feed back one example from each group.

P R I O R I T Y?	What needs to change? Formulate these as specific campaign objectives. Consider which are short term and which are longer term	What is my key message?	Who can make that change happen?	How can I influence them?	What obstacles might I face?	How can I overcome these obstacles?
<b>How can you involve young people themselves in each of these decisions?</b>						

<sup>19</sup> Source – CREATE: Child Rights Evaluation, Advice & Training Exchange [www.createsolutions.org](http://www.createsolutions.org)

**Exercise – Action planning – Part 2: detailed action planning<sup>20</sup>**

Once you have an overall advocacy strategy, you need to identify more specific actions that need to take place. Take one of the changes that you have identified and break it down into a series of actions as shown in the following table which is divided into implementation and monitoring and evaluation. The last two columns will be filled out once the action is completed.

IMPLEMENTATION (What do we do next?)				MONITORING AND EVALUATION (how do we prove we did it & that it worked?)					
Action	By Who?	In Consultation with?	By when?	Materials/ Methodology	Who will check its been done	How will they check? (evidence)	How will I know if its been done well? (impact)	How will I improve it? What would I do differently?	Who else need to know my lessons learned?
<b>HOW WILL I INVOLVE YOUNG PEOPLE IN EACH OF THESE?</b>									

<sup>20</sup> Source – CREATE: Child Rights Evaluation, Advice & Training Exchange [www.createsolutions.org](http://www.createsolutions.org)

## **F. RECOMMENDATIONS**

### **Key outcomes and observations from the Meeting**

- While capacity building is required to better understand the process of advocacy, the real challenge lies with developing effective and positive messages on young people's sexual and reproductive health and rights that are in line with IPPF's mission and values, and are acceptable within diverse socio-cultural contexts.
- Moreover, every effort needs to be made to ensure that pro-choice messages which enhance the rights of young people are given, in light of the fact that sometimes the personal beliefs of the advocates may not always complement the messages they are professionally obliged to give.
- Therefore, providing continuous support for young advocates to present these messages needs to be a priority across the Federation. For example, assistance is required on:
  - challenging abstinence only messages; addressing the needs of young people who are or are not sexually active;
  - promoting access to a full range of sexual and reproductive health services for all young people;
  - promoting the sexual and reproductive rights of young people living with HIV;
  - promoting a young woman's right to choose and access a safe abortion;
  - promoting the right of young women and men to be free from sexual coercion and violence.
- Furthermore, while some opportunities already exist for young people to advocate for sexual and reproductive health and rights at national, regional and international levels, more need to be created.
- While there is indeed a Federation-wide commitment to youth participation, this needs to be strengthened and expanded through the provision of continuous technical, financial and moral support towards youth advocacy programmes at all levels of the Federation.

### **Recommendations**

#### **(a) Secretariat**

- Provide increased technical and financial assistance to youth led advocacy initiatives.
- Support the development and use of common messages especially on adolescent sexuality, abortion, and HIV.
- Create a Federation-wide youth network which uses common messages.
- Create more opportunities for inter-regional sharing and learning.
- Mainstream youth participation into regional and global advocacy programmes
- Support the establishment of partnerships with other regional and international youth networks

**(b) Member Associations**

- Provide more technical and financial support for Youth Advocacy Movement (YAM) initiatives.
- Provide more space for young people to work in partnership with adults on these important issues.
- Rethink excessive administrative procedures for implementing youth advocacy programmes
- Involve young people on all programmatic issues and not only youth issues



**G. CLOSING – Letter to myself**

Participants were asked to write a letter to themselves stating what they liked about the workshop and what they plan to do in the next few months in order to follow up on the workshop.

This letter will be posted back to the participants in 4 months, by the organizers, together with the workshop report.

## Annex 1 Participants List

<b>Africa Region</b>			
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## Annex 2 Programme

### DAY 1

<b>09.00 - 0945</b>	<b>Welcome, logistics, introductions</b>
<b>09.45-10.30</b>	<b>Happy &amp; sad faces Success conditions Ears Expectations &amp; contributions tree Objectives &amp; structure of training</b>
<b>10.30-11.30</b>	<b>A) What is advocacy?  B) Why is advocacy important?</b>
<b>BREAK</b>	
<b>12.00-13.00</b>	<b>C) How do we do advocacy?  1. What are you trying to change?</b>
<b>LUNCH</b>	
<b>14.00-15.30</b>	<b>2. Who can make the change happen? 3. How should I approach them?</b>
<b>BREAK</b>	
<b>16.00-17.00</b>	<b>Nick Moraitis</b>

### Day 2

<b>09.00 09.15</b>	<b>Energiser &amp; Ears</b>
<b>09.15 10.30</b>	<b>C) How do we do advocacy? (continued) 4. What tools should I use?  5. When should I use them?  Wrap-up 'What, Why &amp; How?' of advocacy</b>
<b>10.45-11.30</b>	<b>General Advocacy on SRHR</b>
<b>11.30-12.00</b>	<b>Abortion</b>
<b>LUNCH</b>	
<b>13.00-13.30</b>	<b>HIV</b>
<b>13.30-14.00</b>	<b>Gender</b>
<b>14.00-15.00</b>	<b>What am I comfortable talking about?</b>
<b>BREAK</b>	
<b>15.30-16.30</b>	<b>Case studies (abstinence, participation, contraceptives)</b>
<b>16.30-17.00</b>	<b>What do I want to change ?</b>

### Day 3

<b>9-9.15</b>	<b>Energiser &amp; Ears</b>
<b>9.15- 10.15</b>	<b>Gemma Hobcraft, Youth Coalition</b>
<b>10.15-10.45</b>	<b>Brainstorm on booklet</b>
<b>BREAK</b>	
<b>11.00 12.30</b>	<b>Group work on the booklet</b>
<b>LUNCH</b>	
<b>13.30-14.00</b>	<b>A letter to myself</b>
<b>14.00-14.30</b>	<b>Final evaluation form, Certificates &amp; wrap-up</b>

## **Annex 3 Advocacy Planning Checklist<sup>21</sup>**

### **1. WHAT NEEDS TO CHANGE?**

- a. What are the causes of the problems you have identified?
- b. Am I definitely targeting the right changes? Whose perspective am I basing my work on (young man, young woman, NGO, government, media, donor etc.)?
- c. What would the beneficiaries / young people *themselves* say about my plan? Am I:
  - Basing it on *their* experiences?
  - Working *with* them (at all stages: research, planning, implementation and monitoring and evaluation)?
- d. Have I prioritized the changes (if more than one)?
- e. What are my key messages?
- f. Is the change sustainable?

### **2. WHO CAN MAKE THAT CHANGE HAPPEN?**

- a. Who are my primary and secondary targets?
- b. Who amongst my targets are going to be: helpful ☺, undecided (?), or unhelpful ☹?
- c. In what order should I approach them? Prioritise the targets based on their power or influence (which can be either positive or negative), how permanent they are in their positions, and whether you have to approach some targets in a particular order to get from one to another.
- d. What is my sphere of influence/ the most that I can do?
- e. Can somebody else do more?
- f. Can I work with others to increase the impact?

### **3. HOW CAN I INFLUENCE THEM TO MAKE THAT CHANGE?**

- a. How should I approach the targets? Is the 'advocacy door' open, ajar, closed, locked or revolving?
- b. What tools should I use? Do the tools match the target for the greatest effectiveness and impact?
- c. When should I use these tools?
- d. If I'm uncomfortable approaching the targets, who else can help me?

### **4. WHAT OBSTACLES MIGHT I FACE? (RISK FACTORS)**

### **5. HOW CAN I OVERCOME THESE OBSTACLES?**

### **6. HOW CAN I SEE / PROVE IT WORKED? (MONITORING & EVALUATION)**

- a. Who will check that the planned actions have been done?
- b. How will they check? (What is the *indicator* / evidence to show this?)
- c. How will I know if they've been done *well* / *effectively*? (What is the impact? Have I managed to change the thing I wanted to change? If not, why not?)
- d. Has there been a negative, rather than a positive impact?
- e. How can I improve the work? What would I do differently next time?
- f. Who else needs to know my 'lessons learned'? Colleagues? Other organisations?

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<sup>21</sup> Source – CREATE: Child Rights Evaluation, Advice & Training Exchange [www.createsolutions.org](http://www.createsolutions.org)

## **Annex 4 Case study: Promoting sexuality education**

International research shows that on average 10% of any given country population will be homosexual. In Country X, the University of Excellent Research has just published the results of a 3-year nationwide study on the causes of teenage attempted suicide and actual suicide. The results show that:

- Gay adolescents in Country X are 2 – 3 times more likely than peers to attempt suicide;
- 30% of completed youth suicides every year in Country X are committed by young people who are gay;
- 26% of gay young people are forced to leave home because of conflicts with their families over their sexual identities;
- Up to 50% of those who have left home engage in prostitution to support themselves, thus greatly increasing their risk of HIV infection.

In your group, brainstorm at least one piece of advocacy that could take place at **international / regional / national / local level** to help change this situation where discrimination, lack of understanding, negative attitudes and punitive legislation are causing young people great harm.



**The Youth  
Working  
Group said....**

### **LOCAL LEVEL**

- Crisis centre: hotline & counselling
- Pride parade: gay people and others who are supportive – communal, joyful event to break down barriers
- Workshop to raise awareness of this issue: mixed people – homosexual, bisexual, trans-gender and heterosexual
- Identify supportive social / religious leaders
- Action – steps:
  1. Identify the opposition and friends of the young people in the community (analyse their profiles)
  2. Identify and meet the different stakeholders in the community
  3. Involve adolescents in all stages of the campaign (youth participation)
  4. communicating advocacy messages

### **NATIONAL LEVEL**

- Aim for legislative change
- Raise awareness on laws and on discrimination
- Use mass media
- Using personal experiences – ‘going public’ through media, e.g. ‘Vagina Monologues’

### **REGIONAL LEVEL**

- Regional day to celebrate sexual diversity / freedom
- Establishing LGBTQ (lesbian, gay, bisexual, transgender and questioning) community (chat room) for the region
- Regional educational campaign to reduce discrimination & raise awareness & understanding (general public)
- Study the laws in different countries in the region (compare to Country X)

## **INTERNATIONAL LEVEL**

- UN/International meetings
- Organise a caucus / international network with young gay / non-gay participants
- Print a common statement / booklet:
  - 'Gay rights are human rights'
  - 'Homosexuality is not a crime – it's normal'
  - 'Express your identity'
  - 'Gay rights contribute to gender equality'
- List reality (facts)
- Then call for action
  - What can you do as an official delegate? Include issue in your speeches; give them an alternative text for negotiation
  - Send out press statement
  - Organise a side event with your own delegates / gay people
  - MAKE YOURSELF VISIBLE!

## Annex 5 How do we do advocacy?

### Analyse your targets<sup>22</sup>

Once you have identified who you need to target to make the change happen, it can be useful to analyse whether they are already supportive of the idea of change, resistant or undecided. This will help you to prioritise and tailor your actions. Remember, the more people you get on your side, the more you can work with them to help you to persuade others of the need for change!

**Of the targets you have identified who is / who would be:**

- 1. Keen to implement change ("on your side" 😊)**
- 2. Undecided (?)**
- 3. Hostile / resistant to change ("not on your side" ☹️)**

Put the name of each of your targets in the appropriate column of the table.

😊	?	☹️

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<sup>22</sup> Source – CREATE: Child Rights Evaluation, Advice & Training Exchange [www.createsolutions.org](http://www.createsolutions.org)

## Annex 6 Top Tips! <sup>23</sup>

### Planning

#### **Know your stuff**

- Do your own research, or
- Use other people's (in which case *make sure the data is reliable!*)
- Get hard facts and statistics where possible and be clear about the source and methodology behind them: if someone proves your facts are wrong, then your credibility is ruined!
- Know the views and aspirations of those you seek to represent.

#### **Know your constituency**

Ask yourself:

- Who are we representing? or,
- On whose behalf are we speaking?
- What legitimacy do we have to do so?
- Are people speaking for themselves? If not, why not?
- How will we be seen by those whose views we represent, and by those who we are lobbying? How credible will we look? (Perception is essential).

#### **Know your allies**

- Seek out individuals and organisations who share your concerns and will stand by you;
  - **Choose your partners carefully** - research potential partners thoroughly before approaching them to join a campaign. Make sure that they have plenty of lead in time, and a thorough brief on what will be required of them. Make sure roles and responsibilities of different organisations are very clear.
  - Try to build alliances across perceived 'cultural boundaries' such as different faith groups, trade unions and chambers of commerce;
  - Involve organisations with a genuine popular base if you're wishing to use public opinion as a means to effect change;
  - Alliances are much harder to ignore and less vulnerable to manipulation, but...
  - Alliances take a lot more time in managing consensus
- 
- Action and recommendations **must be based on the experiences of stakeholders** who are directly affected / involved.
  - **Participation** of beneficiaries is key – people should be empowered to speak for themselves as much as possible, but make sure they are **protected** from harm and that they are given enough information to make **informed choices** about the level of their involvement. **Always get their permission** before using personal case studies and change names to protect identities. [Check existing **child protection policies** that might be in place].
  - Beware of the 'silent issues' of advocacy, e.g. **gender and age**. Children and young people are not a homogenous group.
  - International campaigns are dependent on **grassroots and national buy-in**.
  - **Allow enough consultation / planning time.**

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<sup>23</sup> Source – Compiled from multiple sources by CREATE: Child Rights Evaluation, Advice & Training Exchange [www.createsolutions.org](http://www.createsolutions.org)

- **Establish clear goal, objectives and activities** – an advocacy objective focuses on specific action – a specific measurable step towards the goal. To define an advocacy objective, ask; what do we want to change: WHO can make the change? BY WHEN? - **Decide what you want to be the outcome of your advocacy efforts** – what concrete result do you want to achieve? **Develop a mission statement** which identifies the ultimate goal of the campaign.
- **Fit in** with existing objectives and programmes.
- Make sure the advocacy initiative is **measurable**: can you prove what you have achieved? (monitor and evaluate).



### Speaking out

- **Don't be afraid**: The most sensitive issues are often those that most urgently need change. The more people speak out, the larger, stronger and more confident will be the voice for change.
- **Safeguard your organisation in advocacy**: your NGO may be vulnerable to being 'used' to channel someone's personal agenda. This can be particularly true in the case of media work – make sure you negotiate your terms carefully. Think through the implications and consequences of any advocacy for your project, for you and for the young people concerned.
- **Educate your advocates**: make sure everyone in the organisation is using the **same, consistent messages** or channel all communication (especially to the media) through one designated and trained person.
- **Your voice needs to be credible**: you need to have a mandate / legitimacy / authority to speak about certain issues. Precisely whose cause are you representing?
- **Be sensitive**: peer education within cultures is key for "ripple effect" change; but remember that "culture" is not static – **change is possible!**
- **Be polite!**
- **Consider your audiences** (see information on targets).
- Also, **use the appropriate language, images, personal stories, gather the back-up facts and statistics**; quotes, messages that are culturally acceptable, ethically used (with permission & which do not endanger individuals), clear and simple.
- A '**positive**' message is also very important in SRHR advocacy: we already face much criticism from more conservative groups ('baby-killers'). There is an on-going debate in development NGOs as to images used – for example, the distressing pictures of starving women and children, or the positive outcome images.



## **Timing**

- **Be flexible** and willing to exploit opportunities as they arise.
- **Change of personnel:** when somebody in government with whom you have built up a relationship is transferred, get them to refer you to somebody else who is equally sympathetic as an interim contact whilst simultaneously cultivating a relationship the new person in the post.

## **Dealing with obstacles**

- Know what you are willing to **compromise** on and what is **non-negotiable**.
- Try and build in some **achievable successes early on** to **mobilise and inspire** people.
- Have **realistic, workable alternatives** to the current arrangement- if you're demanding change, show them what it looks like and how it works so much better!
- Listen to, and take account of, **voices of opposition**.
- **Constantly re-evaluate** your own position in the light of alternative views and be prepared to defend your stance / win others over.

## **Follow-up**

- **Advocacy needs to be backed up by capacity building:** for example, the police may be convinced of the need for behavioural change through your advocacy, but they need skills as well in order to put changes into practice.

## **Annex 7 Motivational sayings**

- "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it is the only the only thing that ever has." – **Margaret Mead**
- "We didn't come over in the same ship, but we are here in the same boat."
- "Coming together is a beginning, keeping together is progress, and working together is a success." - **Henry Ford**
- "The trouble with most of us is that we would rather be ruined by praise than saved by criticism." – **Norman Vincent Peale**
- "I asked 'why doesn't somebody do something?' Then I realized I was somebody." – **Unknown**
- "Few burdens are heavy when everyone lifts." – **Anonymous**
- "What do we live for if not to make the world less difficult for each other?" – **George Eliot**
- "The issues and young people that we are dealing with are too important for mediocrity and compromise." – **PREDA project for sexually abused & exploited children, the Philippines**

### **Nelson Mandela quotations**

- "A good head and a good heart are always a formidable combination."
- "After climbing a great hill, one only finds that there are many more hills to climb."
- "As we are liberated from our own fear, our presence automatically liberates others."
- "Education is the most powerful weapon which you can use to change the world."
- "For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others."
- "I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear. "
- "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart."
- "If you want to make peace with your enemy, you have to work with your enemy. Then he becomes your partner."
- "The greatest glory in living lies not in never falling, but in rising every time we fall."
- "We must use time wisely and forever realize that the time is always ripe to do right."

### **Young people's participation – quotations**

- "Young people are the best instruments of advocacy themselves."
- "Adults have imposed a world of woe on these young people and forced them to participate in the worst possible way. It is hypocrisy to deny them the chance to participate on their own terms."
- "As for those powerful governments [people] who appear to fear the participation of young people – we thought you had more confidence."

**Annex 8**

**Final Evaluation Form  
Youth Working Group Meeting  
October 2005**

- ❖ **What were your expectations of the meeting?**
  
- ❖ **Were these expectations met?**
  
- ❖ **How did you feel about the daily schedule?**
  
- ❖ **If we had to cut something out of the programme what would you suggest we leave out?**
  
- ❖ **Reflecting on this meeting, do you think there may be ways in which it changed you – (personally, professionally?)**
  
- ❖ **Were you satisfied with the logistical arrangements? (food, accommodation, travel etc?)**
  
- ❖ **Any other comments?**

## **Annex 9 Further Reading**

Advocacy Kit, *Advocates for Youth*

<http://www.advocatesforyouth.org/advocacy.htm>

My Voice Counts! Campaigns for Youth's Reproductive and Sexual Health:

Advocacy and Organizing Toolkit *Advocates for Youth*

<http://www.advocatesforyouth.org/youth/advocacy/myvoicecounts/toolkit/index.htm>

Advocating for adolescent reproductive health: Addressing cultural sensitivities,  
Family Health International

<http://www.fhi.org/en/Youth/YouthNet/Publications/FOCUS/InFOCUS/AdvARHcultsens.htm>

Youth Activism <http://www.youthactivism.com/content.php?ID=11>