



MOBILISING COMMUNITIES ON YOUNG PEOPLE'S HEALTH AND RIGHTS

AN ADVOCACY TRAINING GUIDE

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Abbreviations

AIDS	Acquired Immunodeficiency Syndrome
BCC	Behaviour Change Communication
CBO	Community-Based Organisation
DHS	Demographic Health Surveys
HIV	Human Immunodeficiency virus
FBO	Faith-Based Organisation
IEC	Information, Education, and Communication
ICPD	International Conference on Population and Development
MDG	Millennium Development Goal
M&E	Monitoring and Evaluation
NGO	Non-Governmental Organisation
SRH	Sexual and Reproductive Health
STI	Sexually Transmitted Infection
UN	United Nations
UNAIDS	United Nations Programme on HIV/AIDS
UNFPA	United Nations Population Fund
VCT	Voluntary Counselling and Testing

Introduction for the Trainer*

The Training Guide

The Training Guide was developed as a tool for *Mobilising Communities for Young People's Health and Rights: An Advocacy Toolkit for Programme Managers*, which is designed to assist programme planners and managers in designing, conducting, and evaluating advocacy campaigns to advance the implementation of existing policies, with a specific focus on young people's sexual and reproductive health (SRH) and rights.

The Training Guide was developed with the view that community-based advocacy is a crucial intervention, and that much more needs to be done to equip grassroots groups, networks, and organisations with the information and advocacy skills to demand that community needs and priorities be addressed.

The Training Guide is specifically designed for use with community-based organisations, youth groups, and other grassroots partners that are interested in improving access to SRH information and services for youth. The five-day training leads participants through the essential steps in designing and planning an advocacy campaign. The Training Guide includes a number of tools specifically designed to help grassroots partners formulate advocacy goals and objectives, and map out a comprehensive advocacy plan.

Background

At the 1994 International Conference on Population and Development (ICPD), governments from around the world recognised the critical importance of young people's sexual and reproductive health and rights for the attainment of better health and well-being and to break patterns of high fertility, poverty, and dependency that inhibit national development. In 2007, ICPD commitments related to young people's sexual and reproductive health and rights were affirmed by the United Nations, with the addition of new indicators related to access to SRH services and adolescent birth rates to Millennium Development Goal (MDG) 5, improving maternal health.

Much progress has been made to translate the commitments articulated in these international agreements into national laws and policies that set out priorities and strategies for improving the sexual and reproductive health and rights of young people. In 2004, a ten-year review of national progress in implementing the ICPD Programme of Action found that of 151 countries, 85 (61%) had advanced policies or legislation on reproductive

* For the purpose of this Training Guide, the terms "youth" and "young people" are used interchangeably to refer to individuals ages 10-30. Nonetheless, we recognise the UN definition of young people as 10-24 years, youth as 15-24 years, and adolescents as 10-19 years. Also the term policy refers to national government documents, including laws, strategic plans, or guidelines that provide guidance for public programmes and activities.

rights and the SRH needs of young people.¹ As encouraging as this progress is, too many of the enacted laws have not been implemented, and youth often do not reap the benefits of the legislative process.² For many of the world's youth, programmes and services are concentrated in capital cities and towns, leaving them little access to the information and services that would enable them to make safe, healthy choices in their sexual and reproductive lives.³

The escalating toll of the AIDS epidemic among youth worldwide serves as a stark reminder of the gap between policies and programmes on the ground. For example:

- Half of all HIV infections now occur among young people aged 15 to 24.
- Young women are particularly at risk, making up the majority of new HIV infections.⁴

The situation in sub-Saharan Africa is particularly urgent. More than two-thirds of all people who are HIV-positive live in this region.⁵ Without significant progress to make policy commitments a reality, the AIDS epidemic threatens not only to unravel social and economic gains achieved over the past several decades, but also to jeopardise the present and future of today's youth.

How to Use this Training Guide

The Training Guide is designed for a five-day training. The seven modules include:

- **Module 1: Introduction**, provides an introduction to the training objectives and training schedule, as well as gives participants a chance to set ground rules and share their expectations of the training.
- **Module 2: Introducing Advocacy and Young People's Sexual and Reproductive Health and Rights**, provides a brief introduction to advocacy, introduces the SRH risks and challenges that young people face, and describes what can be done to ensure that young people have access to services and information. During this session, participants will form working groups and jointly identify which SRH issue will be the focus of their advocacy plans.
- **Module 3: Analysing Policies**, provides an introduction to policy analysis and a review of national youth and SRH policies. The working groups will review a selection of

¹ United Nations Population Fund (UNFPA). *Investing in People: National Progress in Implementing the ICPD Programme of Action, 1994-2004*. New York: UNFPA, 2004.

² The Center for Reproductive Law and Policy. *Women of the World: Laws and Policies Affecting Their Reproductive Lives, Anglophone Africa*. New York: Center for Reproductive Law and Policy, 1997.

³ UNFPA. *State of the World Population 2003*. New York: UNFPA, 2003.

⁴ UNAIDS. *Report on the Global AIDS Epidemic 2006*. Geneva: UNAIDS, 2006.

⁵ UNAIDS. *AIDS Epidemic Update 2007*.

national policies and identify policy commitments related to their previously chosen issue that are not effectively being implemented in their communities.

- **Module 4: Planning an Advocacy Campaign**, covers an overview of the steps in planning an advocacy campaign and how to develop advocacy goals and objectives. The working groups will then develop advocacy goals and objectives based directly on their previous policy analysis.
- **Module 5: Identifying Target Audiences and Advocacy Activities**, focuses on how to identify target audiences as well as appropriate activities and materials. Working groups will analyse their target audiences and then choose appropriate activities and materials based on the characteristics of their target audience.
- **Module 6: Developing Advocacy Messages**, reviews and defines effective advocacy messages and guides participants in developing advocacy messages specifically for their target audiences.
- **Module 7: Developing an Implementation and a Monitoring and Evaluation Plan**, reviews the steps in planning an advocacy campaign and guides participants in developing implementation and monitoring and evaluation plans for their advocacy campaigns.

Each module of the training guide is organised as follows:

- **Session Overview**, includes total time allocated for the module, the session topics and type of activity and suggested time for each topic, learning objectives, handouts to be used, materials needed, and essential advance preparations.
- **Activity instructions**, are the actual steps to take with the participants. Trainers are encouraged to adapt the Activities as needed to accommodate training participants' needs and to reflect the trainers' own experience and expertise. Estimated times are provided for each activity, but changes to the times may be necessary depending on the background and skills of the training participants.
- **Notes to the Trainer and Essential Points for Discussion**, provides further information on the Activity content.
- **Sample Responses**, provides possible responses if participants have difficulty with or are unaware of definitions.
- **Definitions, Tasks, Questions, Examples, and Tables**, includes information that should be written on newsprint prior to the session.
- **Handouts**, includes background information on the session topics.

- **Worksheets**, are included in Modules 3 through 7 to help guide participants in planning their advocacy campaigns. **Handout 7.1: Steps in Planning an Advocacy Campaign** identifies the appropriate worksheet for each step of the planning process. The trainers should consider distributing a complete, bound set of the worksheets, along with **Handout 7.1**, at the end of the training so that participants can use the worksheets in planning future advocacy activities.

Each training day is scheduled, on average, to be an eight-hour working day. It is recommended that a 30-minute daily wrap-up be scheduled at the end of each day. This will allow trainers to monitor and assess participants' satisfaction with the content and approach of the training, and will allow participants to suggest changes that would make the training more effective for them. It is also suggested that 15 minutes be reserved at the beginning of each day for "greetings and announcements," which may include feedback on the previous day's recommendations from participants, re-caps of the previous day's sessions, and updates on logistics or any changes to the schedule.

It is recommended that a team of at least two trainers conduct the training. In addition to prior experience in facilitating trainings, the team of trainers should have experience and expertise in both young people's sexual and reproductive health and rights and advocacy. Both trainers should be present throughout the training, with each taking turns leading a session while the other performs backup duties, including helping to monitor and support small-group work and assisting with logistical support, distributing handouts and newsprint, etc. The division of sessions between the trainers should reflect their expertise. The training team should meet at the end of each day to review the day's work and to review and adjust plans for the next day as needed.

Preparing for a Training

Preparing for a training involves a range of activities, including: selecting participants; reviewing and compiling reference materials, such as copies of existing policies and data on young people's sexual and reproductive health and rights; inviting guest speakers; and arranging logistics for the training itself. Suggestions for each of these essential preparations are listed below.

Selecting Participants

Participants may include those who are affiliated with community-based organisations (CBOs) or youth-serving organisations who have experience working on issues related to young people's sexual and reproductive health and rights. If participants do not have an extensive background in sexual and reproductive health, it should be made clear in the invitation that this training is focused on advocacy, and is not a training on sexual and reproductive health issues for peer counsellors or educators.

This Training Guide was designed for participants who are literate and comfortable speaking about young people's sexual and reproductive health and rights. Many of the sessions require reading and comprehension skills to gain a full understanding of the material. All participants should possess certain skills and characteristics, including:

- An open mind;
- A belief in young people's right to SRH information and services regardless of age, gender, or marital status;
- An interest in and commitment to improving the lives of young people;
- A willingness to engage other individuals and organisations in change.

An ideal number of participants is between 15–20 participants. It is not recommended that this Training Guide be used with a group larger than 25 participants. Larger group sizes will probably require that more time be added to the timetable, especially for those sessions where groups report back on their work. Smaller groups may take less time to complete activities.

Beyond commitment and availability, participants should have the support of their organisation. This is important if they are expected to act on behalf of the organisation or if the organisation is expected to play a role in a larger advocacy effort. Representatives from organisations should have the authority to participate in the development of an action plan that can be acted upon by the organisation he or she represents.

Training participants with different levels of experience, such as adults and youth, may provide ways to foster linkages between groups that have not traditionally worked together. However, when differences in knowledge, experience, or language are too great, a joint training may be ineffective as some participants may find it difficult to participate fully.

Collecting Policies

It will be important to gather current national policies on young people's sexual and reproductive health and rights before the training course begins. For the purpose of this Training Guide, the term **policy** refers to national government documents, including laws, strategic plans, or guidelines that provide guidance for public programmes and activities.

During **Module 3: Analysing Policies**, participants will be reviewing sections of policies to identify policy commitments that are related to their chosen SRH issue, but that are currently not being implemented effectively or adequately in their communities. Given that this may be the first time that many participants have reviewed and analysed a policy, it may be strategic to limit the number of policies that are reviewed by participants to three. Trainers, however, should review **all** relevant policy documents in order to identify **the three strongest documents**, as well as the sections within those documents, that

provide the strongest support for young people's sexual and reproductive health and rights. See Chapter 2: Conducting a Situation Analysis for an Advocacy Campaign in *Mobilising Communities for Young People's Health and Rights: An Advocacy Toolkit for Programme Managers* for guidance on reviewing policies.

Potential sources of policy information are:

- Government ministries (Ministry of Health, Education, Youth, Department of Family Health, etc)
- NGOs—especially youth-serving and women's NGOs
- UN agencies (in particular, see *Country Profiles for Population and Reproductive Health: Policy Developments and Indicators* available from UNFPA)
- Universities
- The World Bank
- Donors
- Websites that focus on young people's sexual and reproductive health and rights, such as www.reproductiverights.org and www.prb.org

Newspapers and other periodicals are often good sources of information, although it is important to know about the reliability of the publications that are used, and whether they have any kind of political bias that might affect their accuracy. Useful information can also be obtained by studying texts of speeches made by public officials.

Compiling Local and National Data on Young People's Sexual and Reproductive Health

To put the training in context, it will also be helpful to have current national data related to young people's sexual and reproductive health to share with participants. Many of the previous sources may have this data. The Appendix to this Training Guide also lists other useful sources and websites where data on sexual and reproductive health can be found.

Involving Guest Speakers and Experts

Guest speakers can strengthen the training by providing first-hand insights and experiences relating to the issues under discussion. **Module 1: Introduction** and **Module 3: Analysing Policies** offer optional activities involving a guest speaker. It may be strategic to reach out to advocates from other successful movements such as the AIDS, environment, or human rights movements.

For guest speakers to be effective additions to the training, some preparation is required. It is particularly important to provide any invited guest with background information about the training, as well as a profile of the training participants. It is also advisable to specify in writing the topic or issue that the guest speaker is requested to address, including type and length of presentation or session.

Arranging Logistics

To ensure that the training runs smoothly, each logistical detail should be assigned to a specific person or persons to make sure all essential arrangements are completed on time. These arrangements include:

- Planning the training programme, including identifying and inviting guest speakers.
- Issuing invitations to the participants and guest speakers and sending them all the required documents prior to the training.
- Arranging a training site and making arrangements for housing, meals, and accommodations.
- Collecting background reference documents and other training materials.
- Making copies of handouts.
- Managing financial arrangements, including per diems, venue fees, etc.

Evaluating and Following-Up on the Training

An End-of-Training Evaluation Form is included at the end of **Module 7: Developing an Implementation and a Monitoring and Evaluation Plan** to enable the trainers to assess participants' overall satisfaction at the end of the training and improve future trainings. Trainers may also choose to adapt the End-of-Training Evaluation Form and conduct an evaluation after the second or third day of the training. This midpoint evaluation may be a useful tool for the trainers to ensure that the training objectives are being met and will also give participants the opportunity to share any issues or problems that need to be addressed.

Another way to evaluate the training is to review any advocacy plans developed by participants. This can provide an indication of participants' capacity and readiness to plan and carry out an advocacy campaign, as well as identify areas where more follow-up and support (i.e. additional capacity-building) is needed. If training participants are not able to complete their advocacy plans during the training, they may require additional support in finalising the plans after the training.

General Tips for the Trainers

The trainer's skills are important to the success of any training. Trainers should feel comfortable discussing sensitive issues related to sexuality and should be careful not to project values or place judgement on the thoughts, opinions, and experiences of the participants. Most importantly, however, the trainers need skills in good listening. Effective listening skills show participants that the trainer is interested, attentive, and respectful. There are several elements of good listening skills, including:

- Body language: Posture, facial expressions, nodding of the head, and making sounds that encourage a participant to continue speaking;
- Reflecting: The trainer can, in his or her own words, repeat back to the group the key point that a participant has made;
- Questioning: If asked appropriately, questions can be used to encourage a participant to elaborate or expand upon what he or she has just said;
- Summarising: The trainer can summarise key points made by participants and use this summary as a natural transition to another topic.

Each of these elements requires that the trainer always pay close attention to what participants are saying and think about how it relates to the points that the trainer is trying to convey.

Other key principals that can serve as a guide for both experienced or beginner trainers include:

- A warm, friendly and confidential environment enhances discussion;
- The role of the trainer is to establish a climate of openness, trust, and acceptance within the group;
- Conflicts within the group should be dealt with diplomatically and with a sense of humour.

MODULE 1

Introduction

(Total Time: 1 hour and 15 minutes)

SESSION OVERVIEW

- **Introductions and Reviewing Training Objectives: Discussion/Ice-breaker** (20 minutes)
- **Setting Ground Rules: Brainstorm/Discussion** (15 minutes)
- **Expectations: Brainstorm/Discussion** (20 minutes)
- **Training Schedule: Discussion** (20 minutes)

Learning Objectives:

By the end of this session, participants will:

1. Gain familiarity with other participants;
2. Understand the training objectives;
3. Share individual expectations and ground rules of training workshop;
4. Review the training schedule.

Handouts

- Handout 1.1: Objectives of the Training
- Handout 1.2: Training Schedule

Materials

Newsprint, tape, markers, pens, index cards

Advance Preparations

- Make copies of the handouts for participants.
- Copy the training objectives onto newsprint, hang on the wall, and keep covered until use.
- Hang two signs on the wall next to each other, one saying EXPECTATIONS and the other saying EXPECTATIONS MET.

Introductions and Reviewing Training Objectives: Discussion/Ice-breaker (20 minutes)

NOTE TO THE TRAINER:

Most trainings start with an invitation for participants to share their expectations, followed by a presentation on the training objectives. While this order of activities can be fruitful in confirming that participants' expectations will be met, it can also be problematic if participants received unclear or inaccurate information about the purpose and content of the training when they were invited to attend.

Given that advocacy and behaviour change communication are often confused or equated, it is recommended that the training objectives be presented before participants are asked to share their expectations. This will help reduce the likelihood that training participants will share expectations related to peer education and counselling skills or strategies that cannot be met during the training.

1. Start with an ice-breaker that provides an opportunity for participants to introduce themselves to each other, and sets a friendly, relaxed tone for the training. Use an ice-breaker you like, or give the following instructions to participants:
 - Ask participants to pair up for the introduction. There are many ways to divide participants into pairs, but one simple way is to count the number of participants and divide the total number by two. Then ask the group to count off from one to that number (i.e. if there are a total of 14 participants, ask participants to count from one to seven and then from one to seven again). Then ask people to pair up with whomever has the same number as they have (the two 1s will be partners, as will the two 2s, the two 3s, etc.) If there is an odd number of participants, the facilitator can be someone's partner.
 - Next, ask each pair to sit together and record the following four things about his or her partner: name and organisation, one thing he or she likes most, one thing he or she hates most. (5 minutes)
 - After about five minutes ask everyone to rejoin the main group and have each of the participants introduce his or her partner to the group, and share what he or she learned about his or her partner. (10 minutes)
2. After everyone has been introduced, present the objectives for the training using newsprint on the wall. Explain that over the course of the training, participants will:

- Learn how advocacy can be used to convince decision-makers to take concrete steps to implement sexual and reproductive health policies and programmes for young people.
 - Build their knowledge and skills related to key steps in the advocacy planning process (e.g. setting advocacy goals and objectives; defining target audiences, identifying strategic advocacy activities and materials; and developing implementation and monitoring and evaluation plans for an advocacy campaign).
 - Work in groups to identify an advocacy issue that they want to focus on, and develop an advocacy implementation plan.
3. Distribute **Handout 1.1: Objectives of the Training**. Ask participants if they have any questions or comments regarding the objective of the training.

Setting Ground Rules: Brainstorm/Discussion (15 minutes)

1. Explain to the group that a supportive, friendly, and participatory environment will enhance the training discussions, and ensure that the training provides an opportunity for everyone to build their knowledge and skills, and identify new strategies that they can undertake in their work. Ask the group to brainstorm ground rules that should be respected throughout the training (e.g. rules such as punctuality, respect of other's ideas and points of view, politeness, equal participation, etc.).
2. As ground rules are suggested, confirm that everyone agrees with them and record on newsprint. Post this newsprint in a place where it can be seen and referred to throughout the duration of the training, as a constant reminder.
3. Ask everyone to ensure that they respect these ground rules throughout the training, and ask for two volunteer "whistleblowers" to alert the group if ground rules are not being respected.

Expectations: Brainstorm/Discussion (20 minutes)

1. Ask each participant to write his or her name on an index card and then write one or two expectations they have for the training. (5 minutes)
2. Ask each participant to share his or her expectation(s) with the full group. (10 minutes)
3. Clarify any expectations that are unclear and provide feedback on expectations that are not likely to be met during the training.
4. Tape each participant's expectations on the wall under the sign that says EXPECTATIONS for reference throughout the workshop. Ask participants to review their expectations periodically and move their card under the sign that says EXPECTATIONS MET if and when their expectation has been met.

Training Schedule: Discussion (20 minutes)

1. Distribute **Handout 1.2: Training Schedule**. Review, in general terms, the plan for each day of the training, helping participants understand the order of the topics that will be discussed.

ESSENTIAL POINTS FOR DISCUSSION:

- While the training is to focus on advocacy, the first session is primarily focused on young people's sexual and reproductive health and rights to help ensure that everyone has a common understanding of key issues and proven programme strategies related to young people's sexual and reproductive health and rights.
- Most of the training sessions have a heavy emphasis on group work, so participants will be dividing into groups who will work together throughout the training as they develop advocacy plans and strategies.
- There is a lot of information and materials to cover during the course of the training, and each step of the advocacy planning process must be completed before moving on to the next step. Explain that while there is a lot of time allocated for group work, it may be necessary for some groups to finish their work in the evenings to ensure that they are ready to move on the following day.
- Worksheets will be distributed to participants to use in the different steps of planning an advocacy campaign. Each step in the planning process builds on the previous step, so participants need to make sure that they have these worksheets with them throughout the training.
- Copies of policies on young people's sexual and reproductive health and rights will be distributed after the end of the first day. Participants should review and become familiar with the documents that evening, as they will be discussed the following day. If possible, provide copies of the policies or sections of policies to participants the night before this session.

2. Ask participants if they have any questions concerning the schedule.

HANDOUT 1.1 / Objectives of the Training

The objectives are to:

- Explore the role of advocacy in ensuring that government policy commitments are translated into programmes and services for intended beneficiaries;
- Build participants' understanding of advocacy in relation to behaviour change communication (BCC) or Information, Education, and Communication (IEC) strategies;
- Equip participants with the knowledge and skills to plan, implement, and monitor and evaluate a community-based advocacy campaign on young people's sexual and reproductive health and rights.

HANDOUT 1.2 / Training Schedule

Day	Session	Time
1	Module 1: Introduction	1 hour and 15 minutes
	Module 2: Introducing Advocacy and Young People's Sexual and Reproductive Health and Rights	4 hours and 25 minutes
2	Module 3: Analysing Policies	6 hours and 45 minutes
3	Module 4: Planning an Advocacy Campaign	3 hours and 35 minutes
	Module 5: Identifying Target Audiences and Advocacy Activities	3 hours
4	Module 5: Identifying Target Audiences and Advocacy Activities (continued)	3 hours
	Module 6: Developing Advocacy Messages	3 hours and 20 minutes
5	Module 7: Developing an Implementation and a Monitoring and Evaluation Plan	7 hours and 25 minutes

MODULE 2

Introducing Advocacy and Young People's Sexual and Reproductive Health and Rights* (Total Time: 4 hours and 25 minutes)

SESSION OVERVIEW

- **Defining Advocacy: Brainstorm/Discussion** (30 minutes)
- **Advocacy in Action (Optional): Guest-Speaker Presentation** (20 minutes)
- **Advocates for Young People: Brainstorm/Discussion** (15 minutes)
- **Advocacy vs. BCC or IEC: Brainstorm/Discussion** (45 minutes)
- **Defining Adolescents, Youth, and Young People: Brainstorm/Discussion** (20 minutes)
- **Defining Sexual and Reproductive Health: Brainstorm/Discussion** (20 minutes)
- **Understanding SRH Risks and Challenges Facing Young People: Brainstorm/Discussion** (60 minutes)
- **Defining Youth-Friendly Services: Brainstorm/Discussion** (25 minutes)
- **Discussing the Need for Sexuality Education: Discussion** (40 minutes)
- **Dividing into Working Groups: Large-Group Exercise** (10 minutes)

Learning Objectives:

By the end of the session, participants will be able to:

1. Define “advocacy” and distinguish advocacy activities from behaviour change communication (BCC) and Information, Education, and Communication (IEC) activities;
2. Define “sexual and reproductive health”;
3. Understand the sexual and reproductive health risks and challenges that face young people;
4. Understand the determinants of young people's sexual and reproductive health;
5. Define youth-friendly services.

Materials

Newsprint, tape, markers, pens, paper

* Resource materials used in drafting this module include: *Advocacy Building Skills for NGO Leaders*, CEDPA (1999) and, *Advocacy Kit Advocates for Youth* (1996) and *Life Skills Training Guide for Young People: HIV/AIDS and Substance Use Prevention*, ESCAP (2003).

Handouts

- Handout 2.1: Young People's Sexual and Reproductive Health (SRH) Risks and Challenges
- Handout 2.2: Youth-Friendly SRH Programmes and Services
- Handout 2.3: Questions and Myths about Sexuality Education for Young People

Advance Preparations

- Make copies of handouts for participants.
- Copy the objectives and definitions for this module onto newsprint, hang on the wall, and keep covered until use.
- Prior to this session, review national reproductive health policies to see how reproductive health is defined, compared to the ICPD definition. Copy the national and ICPD definitions onto newsprint. See Introduction on tips on how to find national policies.
- Obtain any statistics on young people's sexual and reproductive health in your country and/or area beforehand. See Introduction on tips on how to find relevant data.
- Optional Activity:
 - Identify and invite an experienced advocate to share a personal account or local success story illustrating how an advocacy campaign they conducted effectively benefited the community.
 - Ask the guest speaker to describe the problem they wanted to address, the objectives of their efforts, some of the activities that were implemented and the final outcome (including how they measured the change that they attained).
 - If an advocate for young people's sexual and reproductive health and rights is unavailable, an advocate for another health or social issues can be invited.
 - Encourage the speaker to limit his or her comments to only 15-20 minutes.

Defining Advocacy: Brainstorm/Discussion (30 minutes)

NOTE TO THE TRAINER:

Some participants will come to the workshop with a solid understanding of advocacy. As a starting point, lead the participants in a brainstorm of words they associate with “advocacy.” Ask each person to say one or two words that comes to her/his mind when s/he thinks of advocacy.

1. Review the Learning Objectives for this module with participants using the newsprint on the wall.
2. Tell the group that they are going to discuss what they think “advocacy” means. Ask participants to share words that they associate with advocacy. Record their comments on newsprint. Add a tick mark next to the phrases that are repeated. Examples are listed in the text box below. (5 minutes)

Words Associated with Advocacy (Sample Responses):

- Defending
- Communication
- Building support
- Influence
- Decision-making
- Exposure
- Lobbying
- Informing
- Providing a solution
- Change
- Persuasion
- Interviewing
- Sensitising
- Attracting attention
- Selling an idea

3. Once the group has generated a list of words associated with advocacy, share with them the advocacy definition printed on newsprint. Ask for volunteers to read aloud the different activities that constitute advocacy. (5 minutes)

DEFINITION

Advocacy is an action directed at changing the policies, position, or programmes of any type of institution.

It also includes:

- Building support for an issue or cause and influencing others to take action.
- Making sure that the necessary financial resources are provided for programmes and services.
- Persuading government officials to prioritise particular programme approaches or services.
- Informing the general public and opinion leaders about a particular issue or problem and mobilising them to apply pressure to those in the position to take action.
- Creating support among community members and generating demand for the implementation of particular programme approaches or services.

AN ADVOCACY TRAINING GUIDE

Module 2: Introducing Advocacy and Young People's Sexual and Reproductive Health and Rights

4. Once you have reviewed the definition of “advocacy,” ask participants to identify the terms that appear on the initial brainstorm list with these definitions. Use a different coloured marker to circle the words or concepts that the participants came up with on their own. (5 minutes)
5. Ask the group: What are the key differences and similarities among all the definitions? (5 minutes)

Advocacy in Action (Optional): Guest-Speaker Presentation (20 minutes)

NOTE TO THE TRAINER:

If possible, have the guest speaker share a personal account or local success story illustrating how an advocacy campaign they conducted effectively benefited the community.

1. Introduce speaker.
2. After the presentation, facilitate a short question-and-answer session.

Advocates for Young People: Brainstorm/Discussion

(15 minutes)

1. Ask participants to brainstorm who can be an advocate for young people. Record their responses on newsprint. Supplement, as needed, from the sample responses below.

Who can be an Advocate for Young People's Health and Rights? (*Sample Responses*):

- Youth
- Parents
- Students
- Teachers
- Community leaders
- Local government officials
- Health care providers
- Religious leaders
- Community groups

2. Tell participants that the only requirement for being an advocate for young people's health and rights is that they care and are actively committed to these issues.
3. Explain that this training is designed to give participants the practical skills and strategies for becoming successful advocates and designing an effective advocacy plan.

Advocacy vs. BCC and IEC: Brainstorm/Discussion (45 minutes)

NOTE TO THE TRAINER:

Given that BCC and IEC are generally much more familiar to people than advocacy, it is important throughout the training to stress the differences and ensure that all advocacy goals, objectives, and activities are truly advocacy-related rather than focused on BCC.

1. Ask the group if they have heard the terms behaviour change communication (BCC) or information, education and communication (IEC). Ask them how they think BCC or IEC and advocacy are different or similar to each other. Record on newsprint.
2. Supplement or clarify as needed, the difference between advocacy and BCC or IEC, using the discussion points below.

ESSENTIAL POINTS FOR DISCUSSION:

Advocacy and BCC or IEC initiatives are similar in that they all are focused on raising awareness about a particular issue. However, BCC or IEC initiatives are aimed at changing behaviour at the individual level, whereas advocacy activities are aimed at mobilising collective action and promoting social or legislative changes at the community, district, national, or global levels.

3. Ask participants to give examples of past advocacy and BCC or IEC activities, but without saying which type of activity it is. Record on newsprint, and for each example shared, ask the group to categorise the activity as either "advocacy" or "BCC" or "IEC". Help the group reach consensus, referring to the definition provided above, as needed. (15 minutes)
4. Next give the following four examples (without telling them what type of activity it is), and ask the group to explain why each should be considered either advocacy or BCC/IEC and why. Make sure everyone is in agreement before moving on. (15 minutes)

TASK**Are these advocacy or BCC/IEC activities?**

1. Holding a meeting with community leaders about why HIV prevention information should be provided to young people
2. Putting on a play for young people on ways to prevent the spread of HIV
3. Holding a rally to promote the importance of sexuality education in secondary schools
4. Distributing fliers that encourage sexually active young people to use condoms

Answers:

1. Advocacy
2. BCC or IEC
3. Advocacy
4. BCC or IEC

5. Wrap up by noting that there is often confusion between advocacy and BCC or IEC, but that in planning their advocacy strategies, participants will need to keep in mind the difference, especially as they are developing messages and activities.

Defining Adolescents, Youth, and Young People: Brainstorm/Discussion (20 minutes)

NOTE TO THE TRAINER:

This introduction to young people's sexual and reproductive health is intended to ensure that all participants share a common understanding of the importance of young people's sexual and reproductive health and what types of programmes and strategies are proven effective in reducing young people's risks and improving their health and well-being. It is not intended to equip participants with information and skills for peer education or counselling.

Trainers should ensure that they have a sense of participants' knowledge of SRH information, especially as it relates to young people. If their general knowledge level is low, trainers should be prepared to distribute information to participants who are interested in learning more specific information on sexual and reproductive health.

1. Ask participants what they think the age range of "adolescents" is. Record responses on newsprint. Repeat for "youth" and "young people".
2. Ask participants why they think these stages are important periods in a person's life.
3. Review and discuss the United Nations definitions of "adolescence," "young people," and "youth."

DEFINITION

Adolescence is the period between 10-19 years of age.

Youth is the period between 15-24 years of age.

Young people is the period between 10-24 years of age.

Almost universally, all three stages are considered a time of transition between childhood and adulthood, a period of physical and psychological changes associated with puberty, and of preparation for the roles, privileges, and responsibilities of adulthood.

During this training these terms will be used interchangeably to refer to individuals ages 10-24.

4. Explain to participants that for the purpose of this training, both "young people" and "adolescents" will be used.

Defining Sexual and Reproductive Health: Brainstorm/Discussion (20 minutes)

NOTE TO THE TRAINER:

At the 1994 International Conference on Population and Development (ICPD) held in Cairo, Egypt, a total of 180 governments reached consensus on this definition of reproductive health. You may wish to provide more information about ICPD as participants may not be familiar with the conference. See UNFPA's website (www.unfpa.org), for an overview of ICPD if needed.

Research the national definition of reproductive health to compare it with the ICPD definition presented below. The national definition can usually be found in national reproductive health policies.

Have on hand a copy of the national reproductive health policy from which you obtained the national definition and point it out to participants. Explain that copies of this policy and others dealing with reproductive health, including young people's sexual and reproductive health, may typically be obtained through the Ministry of Health, the Ministry of Youth, District Health Offices, etc.

1. Explain that "sexual and reproductive health" is a broad term that encompasses a lot of issues.
2. Ask participants to brainstorm on some of the things that come to mind in relation to sexual and reproductive health, and record their responses on newsprint.
3. Present the international and national definitions of reproductive health on newsprint and read the definitions aloud or ask volunteers to do so. Explain the sources of these definitions to the participants.

DEFINITION

Reproductive health is a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity, in all matters related to the reproductive system and to its functions and processes.

This includes ensuring that people are able to have a satisfying and safe sex life and they have the capability to reproduce and the freedom to decide if, when, and how often to do so. Men and women have the right to be informed and have access to safe, effective, affordable, and acceptable methods of their choice for the regulation of fertility, as well as access to health care for safe pregnancy and childbirth.

From the International Conference on Population and Development.

4. Compare the ICPD definition and the national definition. Ask participants to reflect on the differences and similarities between the two definitions and if the ICPD definition is applicable in their country.
5. Ask if there are any surprises about the ICPD definition and the national definition.

Understanding SRH Risks and Challenges Facing Young People: Brainstorm/Discussion (60 minutes)

NOTE TO THE TRAINER:

Be prepared to provide some local and national data on young people's sexual and reproductive health such as HIV prevalence rate among young people, teen pregnancy rates, etc. Sources for this data can be found in the Appendix.

At the end of this module, participants will be asked to form working groups that they will continue to work with throughout the training as they develop an advocacy plan. These groups should be no larger than four or five participants. If participants are members of the same organisation, have them work in the same working group.

1. Ask participants to list SRH problems that are facing young people in their communities. Record the issues on a newsprint titled: **SRH Problems Facing Young People in Our Communities**. (10 minutes)
2. Ask participants to come up and put a check mark next to the issue that they think is the most urgent or relevant in their community.
3. Lead a discussion on how these issues are affecting young people in their communities, with a focus on those topics that have the most check marks. If available, provide national data on the prevalence of these SRH problems.
4. Distribute **Handout 2.1: Young People's Sexual and Reproductive Health (SRH) Risks and Challenges**. Ask for different volunteers to read aloud the data on different issues. Ask participants what information or facts surprise them the most. (20 minutes)
5. Next, ask participants to brainstorm why young people are at risk of these SRH problems. Record their ideas about contributing factors on newsprint titled **Why Young People are at Risk of SRH Problems**. Point out that most of the factors mentioned relate to the fact that young people lack access to information or services that could help them avoid SRH risks and problems. Review the ideas generated through the brainstorm, using an "I" or an "S" to categorise the contributing factors as either Information-related or Service-related.

Why Young People are at Risk of SRH Problems (Sample Responses):

- Lack accurate information about how to protect themselves against STIs, including HIV, or unintended pregnancy
- Are unaware how to properly use contraceptives
- Are misinformed about contraceptive methods and their side effects
- Believe that condoms are not needed if a partner looks healthy
- Believe that they are not a part of a “high-risk” group, like sex workers
- Have difficulty accessing health facility due to lack of funds, inaccessible service hours that do not accommodate their schedules, and distances from their homes or schools
- Have difficulty purchasing condoms because the pharmacist will not sell them to young people

6. Next, ask participants to brainstorm the reasons why young people lack the information or services they need. Record ideas on a newsprint titled: **Barriers to SRH Information and Services for Young People**. Tell participants that to get to the root cause, it is helpful to use the “multiple why” technique. When a reason is identified, ask “Why” at least three times and then ask “Are there any other reasons?” This will help identify the underlying reasons why young people lack the information or services they need.

Barriers to SRH Information and Services for Young People (Sample Responses):**Teachers and principals who:**

- Lack training in sexuality education
- Lack understanding of the purpose and content of sexuality education

Parents who:

- Are uncomfortable talking to their children about sex
- Believe that sexuality education for young people will encourage sexual activity

Health providers who may:

- Lack training in providing youth-friendly services
- Refuse to distribute contraceptives methods or other counselling or services to young people

Retail outlets or pharmacies that may:

- Refuse to distribute contraceptives methods to young people

7. Wrap-up this exercise by noting that young people everywhere face a variety of SRH risks and problems that should be taken seriously. There are many contributing factors, but the main factors are that young people lack access to SRH information and services. Observe that the group has identified many of the underlying reasons why young people lack such access and that advocacy efforts can be a catalyst for addressing these barriers.

Defining Youth-Friendly Services: Brainstorm/Discussion (25 minutes)

1. Tell participants that an important way to ensure that young people have access to services is to ensure that they are youth-friendly. Ask participants to write down at least one characteristic that makes a service or programme youth-friendly on a blank piece of paper or note card.
2. Have each participant come up and tape their word on newsprint titled: **Youth-Friendly Services**.
3. After all participants have added their words, read them aloud and ask if there are any other characteristics that should be added. Record on newsprint. (10 minutes)
4. Next, distribute copies of **Handout 2.2: Youth-Friendly SRH Programmes and Services**. Review the content and emphasise that even when government commitments endorse the provision of SRH services for young people, advocacy may be needed to help ensure that district health officials and health facility managers take the actions needed to actually make health facilities and services youth-friendly. Emphasise that this handout can serve as a guide for advocates working on service delivery issues in terms of what they can push for to ensure that young people have access to the services they need.

Discussing the Need for Sexuality Education: Discussion

(40 minutes)

NOTE TO THE TRAINER:

The next activity is designed to help participants think of misconceptions or myths that people have about sexuality education. During their advocacy efforts, participants may encounter people who have questions or concerns regarding sexuality education. Therefore, it is helpful to have information on hand to address such questions or concerns.

If there are participants who do not believe that sexuality education should be taught in schools, stress that discussing sexual and reproductive health with young people ensures that they will have the knowledge to prevent the transmission of STIs (including HIV) and have safe, planned pregnancies.

1. Tell participants that one SRH programme that often creates controversy is sexuality education. Ask participants to say what they think sexuality education encompasses. (5 minutes)
2. Ask participants to share their perspectives about how parents and the community view sexuality education programmes (i.e. What concerns do they have? What do they like about such programmes?). Record their comments on newsprint. (5 minutes)
3. Distribute **Handout 2.3: Questions and Myths about Sexuality Education for Young People**. Ask participants to read through the questions and myths and pick out the argument they feel is most convincing about why sexuality education should be provided to all young people. Ask for volunteers to share with the group the argument they feel is most convincing and why. (15 minutes)

Dividing into Working Groups: Large-Group Exercise

(10 minutes)

1. Explain to participants that during the course of the training they will be developing advocacy plans in working groups. These plans will address an SRH issue they believe is a problem for young people in their community and can be addressed through advocacy.
2. Either have participants work with other members of the same organisation and have them identify an SRH risk or challenge facing young people in their communities, or have participants break into working groups based on shared interest in a risk or challenge. (10 minutes)

HANDOUT 2.1 / Young People's Sexual and Reproductive Health (SRH) Risks and Challenges

While young people make up one-quarter of the world's population, there are few programmes and services available to them. In most regions of the world, premarital sex is common.¹ There are many misconceptions about sex and its consequences, and without access to accurate sexual and reproductive health information, young people are at risk of sexually transmitted infections (STIs), including HIV, and unplanned pregnancies.

STIs including HIV and AIDS

- The highest reports of STIs around the world come from young people between the ages of 15-24.²
- Worldwide, over half of all HIV infections now occur among young people; almost 6,000 youth ages 15-24 are infected with HIV each day.³
- Young women are particularly at risk, making up the majority of new HIV infections.⁴
- Many young people do not fully understand how HIV is transmitted and lack accurate information about how they can protect themselves. For example, young people often believe that they do not need to use a condom with a regular partner or if the partner looks healthy.

Pregnancy and Childbearing

- Many young people have limited knowledge about how sexual activity leads to pregnancy, including the myth that a young woman cannot get pregnant the first time she has sexual intercourse.
- Young women have a higher risk of maternal mortality than women over the age of 20; young women ages 15-19 are twice as likely to die during pregnancy and childbirth, and girls under 15 are five times more likely to die.⁵
- Infants born to young women are more likely to die before their first birthday than infants born to older women.⁶

Contraceptive Use

- Many young people do not use a contraceptive method because of lack of knowledge about reproduction, pregnancy prevention, and contraceptive methods, and lack of access to contraceptive services.
- Young women, including those who are married, are often less likely than older women to use modern contraceptive methods.⁷
- Young married women have reported that they are less able to discuss contraceptive use with their husbands than older married women.⁸
- Some young married women prefer to space, or limit, births, but do not have access to family planning methods.⁹
- At least 2 million women undergo unsafe abortions each year, primarily due to unplanned pregnancies. Many are performed under unsafe, hazardous conditions, leading to internal injuries, severe bleeding, infection, infertility, and death.¹⁰

¹ The World's Youth 2000. (2000). Washington DC: Population Reference Bureau.

² WHO, GTZ. Sexually Transmitted Infections among Adolescents. Geneva: WHO, 2005.

³ UNAIDS. Young People and HIV/AIDS: Opportunity in Crisis. Geneva: UNAIDS, 2002.

⁴ UNAIDS. Report on the Global AIDS Epidemic 2006, Geneva: UNAIDS, 2006.

⁵ WHO, UNFPA. Pregnant Adolescents. Geneva: WHO, 2006

⁶ Phipps MG et al. Young maternal age associated with increased risk of neonatal death. *Obstetrics & Gynecology*, 2002; 100:481-486

⁷ The World's Youth 2000.

⁸ ICRW. Too Young to Wed. Washington, DC: ICRW, 2006

⁹ The World's Youth 2000.

¹⁰ WHO, UNFPA.

HANDOUT 2.2 / Youth-Friendly SRH Programmes and Services

Youth-friendly services help ensure that young people have access to the information, counselling, and services they need to make responsible decisions and to protect their sexual and reproductive health. Youth-friendly programmes and services should include the following:

- Comprehensive information on sexual and reproductive health, including abstinence as a positive choice, and accurate and non-judgemental information about safer sex; pregnancy prevention; STIs, including HIV; and condom negotiation skills;
- Services geared for the specific health needs of young women and young men;
- Meaningful involvement by youth in programme design, operation, and evaluation.

Health facilities in particular should also ensure that:

- All staff treat young people with respect and dignity;
- Young people's privacy and confidentiality are ensured;
- Staff are trained in skills for counselling young people on a full range of SRH issues;
- Services are offered at hours that are convenient for youth, such as after school or on weekends;
- Waiting and consultation rooms are attractive to young people (bright colours, posters, popular music);
- Informational materials (leaflets, posters, etc.) are available for youth clients.

HANDOUT 2.3 / Questions and Myths about Sexuality Education for Young People

1. Doesn't sexuality education promote sex and lead to sexual experimentation?

Research shows that providing information about sexuality does not lead young people to experiment with sex. Age-appropriate, comprehensive sexuality education that begins early (before young people enter adolescence) and is sustained can help young people delay sex and practice safer sex once they become sexually active.

Many studies consistently show that young people who receive comprehensive sexuality education are more likely to report contraceptive use at first intercourse than young people without sexuality education. A World Health Organization review from all over the world found that young people who participated in sexuality education programmes engaged in neither earlier nor increased sexual activity.

2. What's wrong with teaching abstinence?

All comprehensive sexuality education programmes teach about abstinence, and help young people build skills to remain abstinent if they so desire. Such programmes also cover skills such as decision making, negotiating condom and contraceptive use, and coping with peer pressure.

However, when abstinence is taught as the only option, young people are denied information and skills that will be vitally important to them at some point in their lives. Furthermore, young people who are already sexually active may feel stigmatised by messages that only abstinence is safe or appropriate, and may be less likely to use contraception when they have intercourse. After all, condoms provide 10,000 times more protection than unprotected sex. Withholding information does not help young people make informed and responsible choices.

3. How can you teach abstinence and safer sex at the same time? Doesn't that send a mixed message?

Providing information about abstinence along with safer sex does not send a mixed message. Instead, it realistically acknowledges the complicated nature of sexual relationships and the important decisions that being a sexual person involves.

Comprehensive sexuality education provides young people with facts about a wide range of behaviours and choices, including abstinence and contraception. This information empowers young people who are abstinent and those who are engaged in a sexual relationship to make healthy decisions based on factual information and their personal values.

Research indicates that school programmes that promote both abstinence and safer sex are more effective helping young people make responsible decisions than abstinence-only approaches.

HANDOUT 2.3 / Questions and Myths about Sexuality Education for Young People (continued)

4. Shouldn't parents be the ones responsible for teaching their children about sexuality?

While parents are primarily responsible for teaching their children about sexuality, it is important that there are other options available as well, such as sexuality programs in-and out-of-school. Parents often feel uncomfortable talking with young people about intimate issues; in surveys, most parents report that they do not know what to say, or when to say it. Sexuality education needs to be taught in- and out-of-school programmes to ensure that young people have other good sources of information and guidance.

5. What are the effects of sexuality education?

Comprehensive sexuality education, combined with access to contraceptive methods for safer sex, can help young people delay sexual intercourse and use contraception better.

Comprehensive sexuality education enhances young people's knowledge, clarifies their values, improves their decision-making and communication skills, and encourages sexually active young people to use contraception.

MODULE 3

Analysing Policies*

(Total Time: 6 hours and 45 minutes)

SESSION OVERVIEW

- **Defining Policies: Discussion** (30 minutes)
- **How Policies are Made and Implemented: Presentation** (60 minutes)
- **Introducing Policy Analysis: Lecture** (10 minutes)
- **Reviewing Policies Related to Young People's Sexual and Reproductive Health: Large-Group Work** (60 minutes)
- **Conducting Policy Analysis: Small-Group Work** (2 hours)
- **Power Mapping: Small-Group Work** (1 hour and 30 minutes)
- **Identifying Opportunities and Barriers: Discussion/Large-Group Work** (45 minutes)

Learning Objectives:

By the end of this session, participants will:

1. Define "policy" and become familiar with key national policies addressing young people's sexual and reproductive health;
2. Understand the term "policy analysis" and the steps involved in analysing a policy;
3. Assess the content and relevance of key national policies addressing young people's sexual and reproductive health;
4. Understand the purpose of "power mapping" and identifying determinants of policy implementation.

Handouts

- Handout 3.1: Where to Obtain Information about Policies on Young People's Sexual and Reproductive Health and Rights
- Worksheet 3.2: Policy Analysis
- Worksheet 3.3: Opportunities and Barriers
- Trainer's Resource 3: Power Mapping

Materials

Newsprint, tape, pens, markers, blank sheets of paper

* Resource materials used in drafting this module include: *Advocacy Building Skills for NGO Leaders*, CEDPA (1999), *Networking for Policy Change*, The Policy Project (1999) and *Advocacy Tools and Guidelines: Promoting Policy Change*, CARE International (2001).

Advance Preparations

- Make copies of handouts and worksheets for participants.
- Copy the objectives, definitions, discussion questions and tasks for this module onto newsprint and hang on the wall and cover until use.
- Collect information and resource materials on how policies (primarily those related to young people's sexual and reproductive health) are created and implemented.
- Optional:
 - Identify and invite a local expert to present on how policies (primarily those related to young people's sexual and reproductive health) are created and implemented. Ask the presenter to be prepared to discuss policies related to young people's sexual and reproductive health and how NGOs can work with the government to implement these policies effectively. Provide the guest speaker with the list of discussion questions presented in that section.
 - The invited speaker should have a background developing policies related to young people's sexual and reproductive health and understand how policies are formulated and implemented in your country.
 - Ask the presenter to speak for a maximum of 20 minutes to allow time for questions and discussion within that time period.
- Identify and review national policies that address young people's sexual and reproductive health. Make copies of up to three policies for distribution to participants. If the policy is not solely focused on young people's sexual and reproductive health, only copy the introduction and the sections that relate to young people's sexual and reproductive health.

Defining Policies: Discussion (30 minutes)

NOTE TO THE TRAINER:

Different countries have different names for their ministries, departments, and other programmes. Use the appropriate ministry, programme, or department name for the country in which the training is taking place.

1. Review the Learning Objectives for this module with participants using newsprint.
2. Explain to participants that policies are national government documents, including laws, strategic plans, or guidelines that provide guidance on public programmes and activities. Note that policies related to young people's sexual and reproductive health and rights may not be limited to the Ministry of Health or Youth. They may also be developed by Ministry of Planning or Education, National AIDS Programme, and National Commission on Development and Population.
3. Ask participants to name any national policies that they know of that address young people's sexual and reproductive health. Record their responses on newsprint.
4. Ask participants to share any experiences they have had in obtaining copies of national policies. If participants have little or no such experience, ask them to brainstorm possible places to obtain copies. Record on newsprint. (10 minutes)
5. Wrap-up by distributing **Handout 3.1: Where to Obtain Information about Policies on Young People's Sexual and Reproductive Health and Rights** and calling the group's attention to any sources not already identified during the discussion.

Reviewing How Policies are Made and Implemented: Presentation (60 minutes)

NOTE TO THE TRAINER:

If possible, have a guest-speaker give a presentation on their experience in developing a policy on young people's sexual and reproductive health and rights. Share the discussion questions with the guest-speaker and ask him or her to tailor his or her presentation around those questions. Tell the guest-speaker that his or her presentation should be limited to 20 minutes so that there will be time for questions, answers, and exchange with participants.

1. Give a presentation on how policies (especially those related to young people's sexual and reproductive health) are developed. (20 minutes)
2. After the presentation, facilitate a question-and-answer session that includes any questions not already answered in the presentation.

ESSENTIAL POINTS FOR DISCUSSION:

1. How is a proposed issue introduced into the formal decision-making process?
2. What is the process for discussing, debating, and perhaps, altering the proposal? Who are the players involved?
3. How is the proposal approved or rejected?
4. If approved, what are the steps to move the proposal to the next level of decision-making?
5. How can NGOs or community-based organisations (CBOs) and other players participate in policy decisions? What channels exist for NGOs or CBOs to participate in these decisions?
6. Is young people's sexual and reproductive health a priority for the current government? Does the government plan to make any changes to existing regulations? What policies were approved or rejected in recent years?
7. What roles can CBOs play in the implementation of policies related to young people's sexual and reproductive health?
8. What political, economic, socio-cultural, and technological events and opportunities should community-level advocates take advantage of to promote the implementation of policies?

3. Wrap-up by noting that policies are usually created and enacted through consensus building. As such, policies constitute an agreed-upon framework on how various partners should work to address a given social issue. Policies generally have a lot of legitimacy in the eyes of the public, as well as among civil servants at all levels of the government. However, policies do not implement themselves, and sometimes the same types of advocacy efforts required to create policies are needed to ensure their implementation.

Introducing Policy Analysis: Lecture (10 minutes)

1. Tell participants that a key step in developing an advocacy plan is to analyse current policies and determine whether the policy contains commitments that address the problem on which they want to concentrate.
2. Explain to participants that for the purposes of this training, they will only review a select number of policies related to young people's sexual and reproductive health and rights. However, in developing future advocacy plans, they should review as many policies as possible to find policy commitments related to the issue or problem that they hope to address.
3. Review the definition of policy analysis on newsprint.

DEFINITION

Policy analysis includes:

- Reviewing policies that relate to a specific issue or problem
- Identifying key actors and institutions that make decisions about those policies and policy commitments, as well as those who can influence the policy actors and decision makers
- Identifying and analysing key strategies and commitments outlined in the policy that relate to a specific problem
- Analysing which institutions and actors are responsible for carrying out the policy commitments

4. Tell participants that even after policies have been created and endorsed by national governments, the policy commitments may not get implemented. Remind participants that one purpose of advocacy is to ensure that policy commitments get translated into action.

Reviewing Policies Related to Young People's Sexual and Reproductive Health: Large-Group Work (60 minutes)

NOTE TO THE TRAINER:

Before the training begins, choose no more than three policies that address young people's sexual and reproductive health. As this may be the first time that many participants have reviewed a policy, reviewing more than three may be time-consuming. Choose policies that have the most information and content on young people's sexual and reproductive health.

Some policies may be quite lengthy, especially those that are not specifically focused on young people's sexual and reproductive health alone. In such cases it may be more practical to provide only the introduction and those sections of the policy that specifically relate to young people's sexual and reproductive health.

If possible, provide copies of the policies or sections of policies to participants the night before this session. Ask participants review the documents that evening, which will help them in their review analysis during the upcoming session.

1. Distribute copies of one of the policies to each participant. Provide background information on when the policy was created and for whom the policy is intended.
2. Review the policy with participants, helping them understand how the document is structured. Call attention to the overall goals and objectives related to young people's sexual and reproductive health, what specific policy commitment is outlined, and who is mandated to implement such. (10 minutes)
3. Lead a discussion about the policy using the following questions printed on newsprint. Record their comments on newsprint. (15 minutes)

QUESTIONS

- What problems or issues is the policy trying to address?
- What are the key commitments mentioned in the policy that address these problems or solutions?
- For whom is this policy intended?
- What are the strengths of this policy?
- What are the weaknesses of this policy?
- Are people aware of this policy?

4. Repeat with the remaining policies you have compiled or prepared for the training. If reviewing more than one policy, analyse the policies, then ask participants which policy they think offers the strongest support for the comprehensive strategies to meet young people's needs for SRH information and services. (30 minutes)
5. Tell participants that they will be using these policies to develop their advocacy plans.

Conducting Policy Analysis: Small-Group Work (2 hours)

1. Tell participants that now that they have reviewed policies related to young people's sexual and reproductive health, they will need to identify which policy commitment they want to focus their advocacy efforts on.
2. Copy the questions from **Worksheet 3.2: Policy Analysis** onto newsprint. Ask participants to suggest an SRH issue that affects young people. Using that example, go through each question as a group. Ask participants if they have any questions. (20 minutes)
3. Distribute **Worksheet 3.2: Policy Analysis** and tell participants that as the first step in developing their own advocacy plan, they will complete this worksheet with their working groups, focusing on the SRH problem that they had chosen earlier. (60 minutes)
4. As participants are working on the exercise, spend time with each working group to see how they are progressing and help clarify any questions as needed to ensure they stay on track.
5. Ask each group or participant to present their worksheet. (30 minutes)

Power Mapping: Group Work (1 hour and 30 minutes)

NOTE TO THE TRAINER:

A visual guide for this exercise appears as a Trainer's Resource at the end of the module.

1. Ask participants if anyone has ever heard of “power mapping”. Ask them to describe what they think it is. Record participants’ contributions on newsprint.
2. Supplement their responses with the definition below:

DEFINITION

Power mapping is a way to identify and analyse the key policy actors who have influence, or power, over whether (and how) policy commitments are implemented.

Power mapping helps identify who needs to be influenced and define your potential relationships with those in power.

3. Tape a blank piece of newsprint to the wall. Using the same policy commitment that was chosen in the previous example, follow the task instructions below to complete the exercise as a group.

TASK

Power Mapping Exercise

- Write the policy commitment in the middle of newsprint. Draw a circle around that commitment.
- Identify the key decision-making institutions or associations that have influence over whether (and how) that policy commitment is implemented. Write these names on the newsprint on the outside of the circle. Then draw a second ring around the institutions.
- Brainstorm the name of one or two individuals who are in charge of or associated with each of those institutions. If the individual’s names are unknown, write down the position or title. For example, if the District Health Administration is one of the key decision-making institutions, but the name of the key person is unknown, write “The District Medical Officer”. Write these names or titles on the newsprint on the outside of the circle.
- Identify whether these individuals are supportive, neutral, or opposed to implementing the policy commitment. Put a + next to the supportive names, a - next to the neutral names, and an x next to the opposed names.

TASK (continued)

- Draw a third circle around the names or titles.
 - Brainstorm people who have connections or influence with these individuals. Write their names on the newsprint on the outside of the circle and draw lines connecting those individuals.
 - Again, identify whether individuals are supportive, neutral, or opposed to implementing the policy commitment. Put a + next to the supportive names, a - next to the neutral names, and an x next to the opposed names.
 - If you have personal connections to that individual, note that connection in parentheses next to that name. This will help identify ways to access the individuals or institutions that can ensure that the policy is implemented. (Time: 20 minutes)
4. Distribute newsprint to the groups and have participants rejoin their working groups to complete this exercise based on the policy commitment they identified in **Worksheet 3.2: Policy Analysis**. (30 minutes)
 5. Have the working groups share their power maps with the group. Invite participants to provide comments and suggestions on each one. (30 minutes)
 6. Tell participants that they will be referring back to this power mapping exercise throughout the training.
 7. Ask participants what they think is useful about the power-mapping process. Did it clarify anything for them?

Identifying Opportunities and Barriers: Discussion/ Large Group (45 minutes)

1. Tell participants that the next step in their analysis is to think about the key factors that either help or hinder a policy commitment from being implemented.
2. Tell participants that the three main factors that affect whether or not a policy is implemented are: awareness and knowledge of the policy commitments; support for or opposition to the implementation of the policy commitments; and the availability of resources (e.g. financial or human) for the implementation of the policy commitments.
3. Using the same policy commitment from the previous exercise as an example, have participants suggest factors related to each area, using the guiding questions from **Worksheet 3.3: Opportunities and Barriers**. Record their comments on newsprint. (10 minutes)
4. Ask participants if they have any questions about the worksheet.
5. Distribute **Worksheet 3.3: Opportunities and Barriers** and have participants complete the worksheet in their working groups based on their chosen problem and policy commitment. (20 minutes)
6. Ask for one or two groups to share their work with the rest of the group. Invite comments and discussion. (15 minutes)
7. Explain to participants that now that they have chosen an issue and analysed their policies, they can now begin to develop an advocacy plan.

HANDOUT 3.1 / Where to Obtain Information about Policies on Young People's Sexual and Reproductive Health and Rights

Potential sources of policy information are:

- Government ministries (Ministry of Health, Education, Youth, Department of Family Health, etc). Look on the websites of these institutions or ask these government ministries/departments who is in charge of programmes related to young people's SRH.
- NGOs—especially youth-serving and women's NGOs
- UN agencies (in particular, see **Country Profiles for Population and Reproductive Health: Policy Developments and Indicator** available from UNFPA)
- Universities
- The World Bank
- Donors

Newspapers and other periodicals are often good sources of information, although it is important to know about the reliability of the publications that are used, and whether they have any kind of political bias that might affect their accuracy. Useful information can also be obtained by studying texts of speeches made by public officials.

WORKSHEET 3.2 / Policy Analysis

<p>1. What is the problem related to young people's sexual and reproductive health that you think needs to be addressed?</p> <p>Note: These should be problems that affect the young people in your community.</p>	
<p>2. What are the key factors contributing to this problem?</p>	
<p>3. Which current national policy or policies address these key factors?</p> <p>Note: This includes factors that put young people at risk of this problem, such as barriers to SRH information and services.</p>	
<p>4. Identify specific policy commitments that address these key factors:</p>	
<p>5. Which of these policy commitments are not being implemented?</p> <p>OR</p> <p>Which of these commitments are not being correctly implemented?</p>	
<p>6. Which policy commitment do you and your organisation have the capacity to address through advocacy?</p>	

WORKSHEET 3.3 / Opportunities and Barriers

Key Opportunities and Barriers	Questions to Explore	Notes:
Awareness and knowledge of the policy commitments	<ul style="list-style-type: none">• How much awareness or knowledge is there about these policies and the policy commitments among those mandated to implement them? Among the community at-large?• What are some of the reasons why people are not aware of them?	
Support for the implementation of the policy commitments	<ul style="list-style-type: none">• What level of support or opposition is there among those mandated to implement the policy commitments?• What level of support or opposition is there in the community for the implementation of the policy commitments?• What are the reasons for the support or opposition?	
Resources available for the implementation of the policy commitments	<ul style="list-style-type: none">• What resources are needed for the implementation of the policy commitments (financial, human, etc.)?• Who decides whether these resources can be used for the implementation of these policy commitments?• Are these resources available?	

Trainer's Resource 3 / Power Mapping



MODULE 4

Planning an Advocacy Campaign*

(Total Time: 3 hours and 35 minutes)

SESSION OVERVIEW

- **Steps in Planning an Advocacy Campaign: Small-Group Work/Discussion** (1 hour and 10 minutes)
- **Defining Goals and Objectives: Discussion** (20 minutes)
- **Reviewing Goals and SMART Objectives: Small-Group Work** (25 minutes)
- **Analysing Objectives: Large-Group Work** (45 minutes)
- **Developing Objectives: Small-Group Work** (60 minutes)

Learning Objectives:

By the end of this session, participants will:

1. Understand the steps in planning an advocacy campaign;
2. Understand the difference between an advocacy goal and objective;
3. Develop an advocacy goal and objective(s);
4. Analyse objectives to determine whether they are SMART.

Handouts

- Handout 4.1: Steps in Planning an Advocacy Campaign
- Handout 4.2: Definitions of Advocacy Goals and Objectives
- Worksheet 4.3: Advocacy Objectives
- Trainer's Resource 4: Template for Advocacy Cards

Materials

Newsprint, tape, markers, pens, paper

Advance Preparations

- Make copies of the handouts and worksheets for participants.
- Copy the objectives, definitions, tasks, and examples for this module onto newsprint, hang on the wall, and keep covered until use.

* Resource materials used in drafting this module include: *Advocacy Building Skills for NGO Leaders*, CEDPA (1999), and *Introduction to Advocacy: Training Guide*, Ritu Sharma (1997)

- Prepare four or five sets of advocacy process cards using the template provided as Trainer's Resource at the end of the module. Since participants will be working in several teams, it is useful to use index cards or stiff paper of different colours with a unique colour, for each team. The text on each set of cards will be identical; however the sets will vary in colour.

Reviewing the Steps in Planning an Advocacy Campaign: Small-Group Work/Discussion (1 hour and 10 minutes)

NOTE TO THE TRAINER:

The following exercise will demonstrate that looking at advocacy in a systematic way will help the participants plan an effective advocacy campaign. The model for making these cards appears in the Trainer's Resource at the end of the module. Shuffle the cards so that they are not handed out to the participants in the order they appear on the template.

Trainers can either have participants complete this activity in their working groups, or they can assign participants to new groups, as this activity is not a step in developing an advocacy plan.

During the wrap-up discussion, keep the following points in mind:

- Did the groups have the same or different starting points? Same or different ending points?
- Were there any steps that were ordered together as a "package" by more than one group? (Often, the groups will link audience + message + activities and materials)
- Are there any important steps that were left out of the process? Why?

1. Divide participants into four or five groups and distribute one set of advocacy cards to each group.
2. Point out that each card has one step in the advocacy process written on one side, and a definition of that step or term on the other side.
3. Present the following task on newsprint:

TASK

Advocacy Card Exercise

Organise the cards to reflect how you think an advocacy campaign should be planned. The cards do not necessarily need to be organised in a non-linear order (i.e. one step may be followed by two that happen simultaneously). You may also decide not to use some of the cards. Be prepared to explain why you selected the order you chose or why you decided to leave out any step(s). Time: 20 minutes

4. Ask each group to order its cards on a tabletop, on the floor, or posted on a wall so the others will be able to see them. (20 minutes)

5. Go around to each group to see if they have completed the task. Make sure that each team has organised their cards in a location (i.e. wall, floor, tabletop) that can be viewed by the whole group.
6. When the groups have finished, ask one group to present their work and explain why they chose the order that they came up with. Ask the presenters if there was any debate or discussion over certain cards. Ask the rest of the participants if they have any questions or want clarification.
7. Next, ask if any other group came up with a different order. Ask them to present their work and their reasons for ordering the steps as they did.
8. Invite another group to present their work if they have a different ordering of the advocacy planning steps. (20 minutes)
9. Lead a discussion about the similarities and differences in the way the various groups ordered their steps. (10 minutes)
10. In summary, present **Handout 4.1: Steps in the Advocacy Planning Process**. You may wish to present this on newsprint. This handout shows one way of ordering the advocacy planning process. As you review each of the following steps with participants, ask them to name examples of each step that they may have done in other project activities in order to illustrate the particular step in the advocacy process. (15 minutes)
11. Remind the group that it may be difficult to follow each step in the advocacy process according to a model on paper. In some cases, they may learn new information after completing a step, or even after the campaign activities start. This model should be seen as a fluid model; in cases where they learn new information, they should revisit their plan and change it accordingly. A systematic understanding of the advocacy process will help them plan well, use resources efficiently, and stay focused on their ultimate advocacy objective(s).

Defining Goals and Objectives: Discussion (20 minutes)

NOTE TO THE TRAINER:

You may need to develop additional examples to clearly illustrate the difference between a goal and an objective.

1. Explain that the purpose of developing goals and objectives is to ensure that an advocacy campaign is focused on a specific purpose.
2. Have volunteers read the definitions from newsprint aloud.

DEFINITION

An advocacy **goal** is the long-term result of your advocacy effort; it is the change you want to see. It is your vision or your dream.

An advocacy **objective** is a specific, short-term result that contributes toward your goal.

3. Review the following example on newsprint to clarify the relationship and differences between an advocacy goal and objective.

EXAMPLES

Advocacy Goal and Objective:

Goal – Improved sexual and reproductive health among youth.

Objective – Persuade 20 school principals in District A to introduce sexuality education into their curriculum within two years.

4. Ask participants to share any experience they have developing goals or objectives. (10 minutes)

Reviewing Goals and SMART Objectives: Small-Group Work (25 minutes)

1. Tell participants that when formulating advocacy goals, they will focus on the SRH problem that they had previously identified on **Worksheet 3.2: Policy Analysis**. The advocacy goal also needs to be a result that can be attained by the implementation of the policy commitment that they had identified.
2. Ask if any participants know what the acronym SMART stands for. Record on newsprint.
3. Share the definition of a SMART objective on newsprint and tell participants that objectives should always meet the SMART criteria.

DEFINITION

SMART Objectives

S- Specific
M- Measurable
A- Achievable
R- Realistic
T- Time-bound

4. Ask participants if they have any other criteria that should be included when developing objectives. (10 minutes)
5. Distribute and review **Handout 4.2: Definitions of Advocacy Goals and Objectives** with participants. Tell participants that they may find that it is easier to develop a goal after developing their objectives. (15 minutes)

Analysing Objectives: Large-Group Work (45 minutes)

1. Tell participants that they will now be analysing objectives to determine if they are advocacy or BCC/IEC objectives; and whether or not they are SMART.

EXAMPLES

Analysing Objectives

- Educate young people on HIV and AIDS through drama performances.
- Educate community leaders on national policies and information related to health, education, and the environment.
- Young people have the right to sexual and reproductive health.
- Increase young women's use of health services.
- Create awareness about the importance of youth-friendly services.

2. Have a volunteer read the first objective.
3. Ask participants if this is related to advocacy or BCC/IEC. Record comments on newsprint.
4. Ask participants if it is a SMART objective. If not, ask participants to fix, or strengthen, the objective to make it SMART. Record revised objectives onto newsprint.
5. Repeat with the remaining objectives. (30 minutes)
6. Remind participants that when developing their own objectives, they need to make sure that they are SMART advocacy objectives.

Developing Objectives: Small-Group Work (60 minutes)

NOTE TO THE TRAINER:

Participants may still develop objectives that relate to BCC or IEC activities rather than the implementation of policy commitments. Their objectives should be clarified as needed.

1. Tell participants that as they develop their advocacy objectives, they should make sure to include the four elements of an objective:

DEFINITION

Elements of an Objective

Policy/Programme “actor” or decision maker

+

Policy/Programme “action” or response

+

Outcome/Degree of change

+

Time

- a. The **POLICY ACTORS** or decision makers are those who have influence over whether the policy commitments are implemented (i.e., a Ministry of Education official, a principal of a secondary school, a district health official, etc.). Participants should review the list of institutions and individuals that they came up with during their **Power Mapping Exercise** to help them decide which decision maker(s) to target.
- b. The **POLICY ACTION** is the specific action or response the decision makers will take to either implement the policy commitment or address the key factors that are keeping the policy commitment from being implemented (i.e. allocate funds to support an initiative). Participants should review **Worksheet 3.3: Opportunities and Barriers** of Policy Commitments to identify key opportunities and barriers that should be addressed.
- c. The **OUTCOME** is the amount of change desired. This will include deciding on:
 - Scope:** At what level (institutional, community, district, regional, or national) is the advocacy campaign working to see change?
 - Scale:** How much or to what degree of change are they hoping to see?

- d. The amount of TIME refers to how long it will take for the decision makers to implement the actions and for the advocacy campaign to see outcomes. Participants should be realistic about how long it will take to see results.
2. Distribute **Worksheet 4.3: Advocacy Objectives**. Tell participants that they can develop up to three objectives if they choose, but they should feel free to do just one. Have participants fill out the worksheet with their working groups. Circulate among the groups to clarify questions and help them stay on track. (45 minutes)
3. Have each group present their objectives to the group. Review whether the identified objectives are SMART and advocacy-focused. Have the group collectively work together to strengthen the objectives as needed. (30 minutes)
4. Ask participants if they have any other questions about developing objectives.

HANDOUT 4.1 / Steps in Planning an Advocacy Campaign

1. Advocacy projects generally begin with **defining the issue** around which you want to promote change. This includes identifying a problem that is widely felt and has been addressed in a national policy, but that has not been adequately translated into programmes and services.
2. Advocacy goals and objectives are formulated. A **goal** is the long-term result of the advocacy effort, while **objectives** are short-term specific results. Both the goal and objective(s) should be based on the chosen issue.
3. The **target audiences** are identified—i.e. the decision makers who have the power to bring about the desired change, and the people or institutions who can influence the decision makers.
4. Appropriate **activities** and **materials** are selected for reaching the identified target audiences. These activities may include: organising a media briefing, developing a briefing packet or fact sheet, hosting a public debate, organising a conference for decision makers, producing radio and television announcements, convening a community or village meeting, etc.
5. **Advocacy messages** are developed for each identified audience. The messages should include a specific call to action for that audience on what they can do to help realise the policy objective.
6. An **implementation plan** is developed to ensure that the campaign is well-organized and carried out as planned.
7. A **monitoring and evaluation plan** is developed to assess whether the activities are effective in contributing to progress in meeting the advocacy objectives.

HANDOUT 4.2 / Definitions of Advocacy Goals and Objectives

Goals

The **goal** is the subject of your advocacy effort. It is what you hope to achieve over the long-term, such as improved sexual and reproductive health among young people, reduced rates of new HIV infections among young people, or reduced maternal mortality and morbidity among adolescents.

Objectives

An **objective** is a more specific statement that clearly describes particular results that will be pursued in a specific period of time. Good objectives are “SMART”—i.e. they are:

Specific. They clearly spell out what needs to be done in order to achieve the goal.

Measurable. Progress or results can be assessed or quantified.

Achievable. They are possible to meet and likely to be accomplished successfully.

Realistic. The desired results are feasible given the resources and capabilities of the organisation and the context in which the advocacy effort will take place.

Time-bound. There is a clear timeframe for achieving the desired results.

Objectives should also include the following four elements:

- The **policy actors or decision makers** who have influence over whether the policy activities are implemented (i.e., Ministry of Education official, Principal of the Secondary School, District Health Official, etc.)
- The **specific action or response** the policy actors or decision makers will take to either implement the policy commitment or address the key factors that are keeping the policy commitment from being implemented (i.e. allocate funds to support an initiative)
- The **amount of change desired**. This will include deciding on:
 - Scope:** At what level (institutional, community, district, regional, or national) is the advocacy campaign working to see change?
 - Scale:** How much or to what degree of change are they hoping to see?
- The **amount of time** that will be needed to implement the actions and see the outcomes. Participants should be realistic about how long it will take to see change.

Worksheet 4.3 / Advocacy Objectives

Policy Activity: _____

1. Which of the policy actors or decision makers do you want to target in your advocacy efforts?	Review key policy actors identified during the Power Mapping Exercise .	
2. What specific action or response do the policy actors or decision makers need to take to either implement the policy commitment or address the key factors that are keeping the policy commitment from being implemented?	Review Worksheet 3.3: Opportunities and Barriers .	
3. What is the amount of change (including scale and scope) you want to achieve?	Scope: Where are you planning on effecting change (institutional, community, district, regional, or national level)? Scale: How much or to what degree of change are you hoping to see?	
4. How much time would you need to implement the actions and see the desired results?	Be realistic about how long it would take.	

Objective: Policy/Programme actor or decision maker (#1) + Policy/Programme “action” (#2) + Measurement (#3) + Timeframe (#4)
Your objectives should be SMART: Specific, Measurable, Achievable, Realistic, and Time-bound

Objective: 1. _____
2. _____
3. _____

Goal: What is your overall vision or goal that these objectives will bring about? _____

Trainer's Resource 4 / Template for Advocacy Cards

Define Issue

**The problem that
requires action**

**Determine Goals
and Objectives**

**Long-term results of the
advocacy effort and specific
short-term results**

Trainer's Resource 4 / Template for Advocacy Cards (continued)

Identify Target Audience

The decision makers who have the power to bring about the desired change and people or institutions who can influence the decision makers.

Select Activities and Materials

The manner in which the audience will be reached

Trainer's Resource 4 / Template for Advocacy Cards (continued)

Develop a Message

**The message will inform,
persuade, and move the specific
audience to action**

**Develop an
Implementation Plan**

**Ensuring that the activities
are well-organized and
implemented as planned**

Trainer's Resource 4 / Template for Advocacy Cards (continued)

**Develop a Monitoring and
Evaluation Plan**

**Assess whether the activities
are effective in meeting the
advocacy objectives**

MODULE 5

Identifying Target Audiences and Advocacy Activities*

(Total Time: 6 hours)

SESSION OVERVIEW

- **Identifying Target Audiences: Discussion/Small-Group Work** (50 minutes)
- **Dealing with Opposition: Discussion** (45 minutes)
- **Analysing Target Audiences: Discussion/Small-Group Work** (1 hour and 15 minutes)
- **Working in a Partnership: Discussion** (60 minutes)
- **Identifying Advocacy Activities and Materials: Discussion** (1 hour and 30 minutes)
- **Reviewing Appropriate Activities and Materials: Small-Group Work** (40 minutes)

Learning Objectives:

By the end of this session, participants will:

1. Define primary and secondary audiences;
2. Identify and analyse their target audiences;
3. Identify sources of opposition and different ways to deal with them;
4. Identify whether a partnership is appropriate for their advocacy campaign;
5. Identify advocacy activities and materials appropriate to the target audiences.

Handouts

- Handout 5.1: Primary and Secondary Audiences for Advocacy Campaigns
- Handout 5.2: Understanding Sources of Opposition
- Handout 5.3: Strategies for Dealing with Opposition
- Worksheet 5.4: Audience Analysis
- Handout 5.5: Working In Partnerships
- Handout 5.6: Selecting Advocacy Activities and Materials Based on Audience Characteristics
- Worksheet 5.7: Identifying Advocacy Activities and Materials
- Trainer's Resource 5: Sample Case Studies

Materials

Newsprint, tape, markers, pens, paper

* Resource materials used in drafting this module include: *Advocacy Building Skills for NGO Leaders*, CEDPA (1999), and *Advocating for Adolescent Reproductive Health in Sub-Saharan Africa*, Advocates for Youth (1998).

Advance Preparations

- Make copies of the handouts and worksheets.
- Copy the objectives, definitions, tasks, and discussion questions for this module onto newsprint, hang on the wall, and keep covered until use.

Identifying Target Audiences: Discussion/Small-Group Work (50 minutes)

1. Review the Learning Objectives for this module with participants using newsprint.
2. Tell participants that before choosing advocacy activities and materials for the advocacy campaign, they need to identify who should be targeted to achieve the advocacy objectives.
3. Ask participants to explain the difference between primary and secondary audiences. Record their comments on newsprint. (10 minutes)
4. Distribute **Handout 5.1: Primary vs. Secondary Audiences for Advocacy Campaigns**, and review the following definition of primary and secondary audiences:

DEFINITION

The **primary audience** is the individuals and/or institutions with authority to change or ensure the implementation of the policy commitment.

The **secondary audience** is the individuals or and/or institutions that can influence the primary audience.

5. Ask participants to rejoin their working groups to identify people or institutions who would potentially be their primary audience and people or institutions who would potentially be their secondary audience. Participants should use the power-mapping exercise completed earlier as a starting point. (20 minutes)
6. After each group has created a list of potential primary and secondary audiences, tell them that the next step is prioritising these audiences. Ask participants to think about how much access they have to their identified primary audience and how much potential influence they have with each audience. For example, they may not be able to influence the District Medical Officer (the person with the authority to implement the policy commitment on access to reproductive health service) but they may be able to influence a community leader who has influence with the District Medical Officer. Ask them to rank the primary audiences according to their influence/access with/to them (1 = the audience they have most potential influence over). Ask them to repeat the same ranking exercise with their secondary audiences. (10 minutes)
7. Tell participants that as they continue developing their advocacy plans, they will focus on the **top two primary audience** individuals or institutions and the **top two secondary audience** individuals or institutions. Ask each group to share their top primary and secondary audiences with the full group. (10 minutes)

Dealing with Opposition: Discussion (45 minutes)

1. Tell participants that they should always keep in mind how they will address any potential sources of opposition. People opposed to the advocacy objectives may be a target audience.
2. Ask participants to look back at their power-mapping exercise. Ask each group to share their advocacy issue with the entire group and name the types of individuals or institutions that they had identified as neutral or opposed. Record on newsprint. (15 minutes)
3. As a group, go through the process of appraising each institution/individual listed and discuss how significant their opposition to the advocacy campaign may be and whether that opposition should be addressed directly in the campaign or not. For each one, ask the group whether the opposition could be won over or not. (20 minutes)
4. Summarise the discussion by summarising the three approaches of dealing with opposition. (10 minutes)

ESSENTIAL POINTS FOR DISCUSSION

- Avoid direct engagement and focus only on rallying the undecideds or neutrals.
- Direct confrontation
- Two-pronged approach (winning over the undecideds or neutrals and confronting the opposition)

5. Distribute handouts: **Handout 5.2: Understanding Sources of Opposition** and **Handout 5.3: Strategies for Dealing with Opposition** as take-home resources.

Analysing Target Audiences: Discussion/Small Group Work (Time: 1 hour and 15 minutes)

1. Ask participants to rejoin their working groups to review the two primary and two secondary audiences they identified as their target audiences. If none of the four are “opposed” or “potentially opposed” to the advocacy objective, ask participants to add such an audience to either their primary or secondary audience list. (5 minutes)
2. Distribute **Worksheet 5.4: Audience Analysis** and ask for everyone’s attention while you introduce the exercise. Explain to participants that this exercise is designed to help them better understand their primary and secondary audiences so that they can strategically target them in their advocacy campaign. Explain that an audience analysis for advocacy should focus on the following factors:
 - **Level of knowledge about the advocacy issue:** Is the target audience well-informed or lacking accurate information?
 - **Level of agreement with the policy commitment:** Is the target audience supportive, opposed, or neutral?
 - **Potential benefits or risks to audience related to the issue:** From the point of view of the audience, what are some of the benefits or risks of supporting the objectives of the advocacy campaign?
 - **The action you want the audience member to take:** What can the target audience do to address the problem or issue?
3. As participants work on their audience analysis, spend time with each group to help them stay on track and answer any questions that may arise. (45 minutes)
4. When they have completed the worksheet, invite each group to summarise its work for the full group. Take questions and comments from the larger group. (20 minutes)

Working in a Partnership: Discussion (60 minutes)

1. Ask participants to share any experiences they have with working in partnerships (or less formal alliances). Ask participants to share what worked well in the partnership and what aspects they found challenging. Record on newsprint. (10 minutes)
2. Ask participants to brainstorm the different issues that should be agreed upon by all partners when first forming the partnership. Write on newsprint. (15 minutes)

Forming a Partnership (Sample Responses):

- Assess the strengths and potential contributions of each member.
- Identify the purpose and goals of the partnership, what is expected of each member, and how they can benefit from the partnership.
- Jointly define goals and objectives of the advocacy efforts.

3. Ask participants to brainstorm actions that partners can take to ensure that a partnership runs effectively. Record on newsprint. (15 minutes)

Running a Partnership (Sample Responses):

- Maintain frequent communication
- Involve partners in all decision-making
- Be transparent about financial issues

4. Ask participants if they think it would be strategic to work in a partnership for the advocacy campaigns that they are planning. Ask participants to elaborate why they would or would not want to. (10 minutes)
5. Tell participants that the key to an effective partnership is to ensure common expectations and open communication. Distribute **Handout 5.5: Working in Partnerships**.

Identifying Advocacy Activities and Materials: Discussion (Time: 1 hour and 30 minutes)

1. Ask participants to suggest different types of activities that might be used in an advocacy campaign. Record their ideas on newsprint. (10 minutes)

Advocacy Activities (Sample Responses):

- Mass media (radio, television, and newspapers)
- Workshops
- Drama, dance, or song performances
- Meetings
- Marches and rallies
- Sports competitions, tournaments

2. Ask participants to suggest different types of advocacy materials that could be distributed during an advocacy campaign. Record their ideas on newsprint. (10 minutes)

Advocacy Materials (Sample Responses):

- Fact sheets
- Newspaper editorials
- Apparel (caps, t-shirts, etc.)
- Brochures
- Billboards
- Personal testimonies
- Briefing cards
- Posters

3. Tell participants that when deciding which activities and materials they will use to reach their target audiences, they need to consider the audience's characteristics. Provide the following list of audience characteristics on newsprint.

EXAMPLES

Audience Characteristics:

Size:

- Large
- Small

Literacy:

- Literate
- Low-literacy

Age:

- Young
- Middle-age
- Elder

Social and political standing:

- Government official,
- Community/religious leader
- Community member

Access to media:

- Access
- Little access

Knowledge about the advocacy issue:

- Knowledgeable
- Little knowledge

Ask participants if there are any other characteristics that would be important to identify before choosing an activity or material. Add to the newsprint list.

4. Next, ask participants to identify the activities that are most appropriate for each type of audience characteristic. Ask participants to explain why they think that activity is appropriate for that type of audience. Record the activity next to each type of characteristic. Tell participants that given that each audience will have multiple characteristics, each activity may be appropriate for several different characteristics. (20 minutes)
5. Repeat the same process for advocacy materials. (20 minutes)
6. Ask participants to rejoin their working groups and distribute **Handout 5.6: Selecting Advocacy Activities and Materials Based on Audience Characteristics** and **Worksheet 5.7: Identifying Advocacy Activities and Materials**. Tell participants that they will use the worksheet to identify their audience characteristics for each target audience of their advocacy campaign. Then ask them to write down which activities and materials would be most effective to reach that specific audience. (20 minutes)
7. Ask each group to present on one of their target audiences, including the characteristics and the activities and materials that would be appropriate for that audience. (10 minutes)

Reviewing Appropriate Activities and Materials: Small-Group Work (40 minutes)

NOTE TO THE TRAINER:

Sample case studies are available at the end of the module. Trainers should adapt these case studies to their settings to make them as relevant as possible.

Trainers can either have participants complete this activity in their working groups, or they can assign participants to new groups, as this activity is not a step in developing an advocacy plan. If there are more than four groups, a case study can be worked on by more than one group.

1. Divide participants into groups. Give each group one of the case studies from Trainer's Resource 5, and ask them to answer the five questions listed below.

TASK**Case Studies**

1. What is the advocacy objective?
2. Is the target audience a primary audience (i.e. do they have decision making authority) or secondary audience (i.e. do they have influence with the primary audience)?
3. What type of activity would you choose as your advocacy activity?
4. What type of materials would you develop to help with these efforts?
5. What would your call to action be?

Time: (20 minutes)

2. Have each group present their case study. After each presentation ask the other participants if they agree with the assessment and if there is anything that they would do differently. (20 minutes)

HANDOUT 5.1 / Primary and Secondary Audiences for Advocacy Campaigns

Primary audiences are those individuals and institutions that are positioned to take the action or actions that are the ultimate focus of the advocacy campaign. Primary audiences are generally those decision makers who are responsible for planning or managing programmes or allocating the resources for the programmes. These decision makers are the primary targets of an advocacy strategy.

Secondary audiences are individuals and institutions that can influence the decision-makers (or primary audience). The opinions and actions of these influential individuals can be important in achieving the advocacy objective as they may influence the opinions and actions of the primary audience.

Some members of a primary audience can also be a secondary audience if they can influence other decision makers. In addition, a secondary audience may include people who are against the objectives of an advocacy initiative. In analysing primary and secondary audiences for an advocacy initiative, it is important to consider potential sources of opposition, learn about them, and address them as an audience for the advocacy campaign.

There are many kinds of audiences for advocacy initiatives. Broad, loosely-defined groups, such as parents, may be an audience. Similarly, an advocacy campaign may focus on very specific audiences, such as religious leaders or a particular association of parents in the province of a key parliamentarian. The key to effective advocacy is focusing on audiences that can have an impact on the decision-making process.

Examples of Target Audiences for an Advocacy Campaign:

- Politicians (local, provincial, national)
- Non-governmental organisations
- Religious or faith-based groups
- Health care providers
- Political parties
- Businesses or business leaders
- Women's organisations
- Opposition leaders
- Community groups
- Spouses of politicians
- Media (journalists, editors, etc.)
- Ministry officials
- United Nations Agencies
- Education officials

HANDOUT 5.2 / Understanding Sources of Opposition

Advocates for sexual and reproductive health and rights initiatives must be prepared to address objections from people who do not share their views. It is very important to know who opposes the programme or proposal under consideration, why they do so, and what arguments and strategies these critics will use. Opposition can arise from many sources:

- **Some people object because they feel they have been left out of the process.** Advocates should make every effort to involve representatives of all areas of the community from the earliest discussions about a particular policy issue. It is particularly important not to leave out traditional leaders, religious leaders, or parents. Taking the time to understand the concerns of these important people, identify common ground, and win their support will help ensure that the community is involved in the campaign.
- **Some people may oppose a policy because they have questions about its necessity, what is being proposed, or how the plan will be implemented.** Listening to people's concerns, answering their questions, and working to address their priorities can transform these critics into supporters.
- **Some people oppose sexual and reproductive health and rights initiatives because they believe the programmes are in conflict with their cultural beliefs and norms.** They may see these programmes as a sign of outside influence. Taking the time to explore and understand these individuals' concerns and to show them how the programme reflects the local values and culture may help convince them to support it. Earning support from a respected traditional leader may show others that the programme is needed and appropriate.
- **Some people believe that teaching young people about sexual and reproductive health is religiously or morally wrong.** Listening to these critics' concerns, showing how the programme reflects the morals of the community, and finding common ground may win their support. The endorsement of a respected religious leader may help convince these people that the programme is consistent with their religious beliefs.
- **Other critics may think reproductive health programmes for young people are unnecessary.** Some members of the community may be unaware of the risks facing young people. Sharing local data on young people's health concerns may persuade people that there is a problem and build support for strategies to address it.

HANDOUT 5.3 / Strategies for Dealing with Opposition

It is not easy to deal with opposition, but a direct and well thought-out strategy can be critical to the success of an advocacy campaign. Key approaches for dealing with the opposition include:

- **Being prepared.** Identify in advance which individuals or groups might potentially oppose the advocacy campaign and reasons why. Think about their concerns and how they can be addressed through advocacy campaign messages.
- **Listening to the concerns of uncertain or unsupportive people.** Listening to the other side of the issue and understanding what causes other people to disagree demonstrates respect for their beliefs and can help identify counter-arguments that will be effective in changing their views or addressing their concerns.
- **Providing clear and accurate information to convince critics.** People form opinions based on the information they have; giving them more information may help change their opinions.
- **Forming networks or partnerships with other organisations.** Working as a group makes each member stronger, and it builds on the networks and contacts that each organisation has. Extensive community support and participation also demonstrates the popularity of a programme, which may help generate broader support.
- **Thinking strategically.** One influential leader can help persuade other people. Before seeking to convince people who may disagree, concentrate on an opinion leader who is likely to be supportive. Use his or her support to convince others.
- **Picking persuasive messages.** Different types of information convince different people. For example, parents may be concerned that a new education programme will provide too much information about sexuality, but may agree that youth need more help understanding how HIV is transmitted and how to protect themselves. In such a case, emphasising that a sexuality education programme will prevent the transmission of HIV may be more effective than providing general information on the full content of the sexuality education curriculum. Focusing on the areas where people agree with the goals will help build common ground.
- **Looking for other ways of reaching goals.** Sometimes, despite everyone's best efforts, advocates are unable to convince an influential person whose support is critical to the success of the advocacy campaign. One influential opponent may be able to block a plan for a long time. For example, if a school headmaster refuses to allow a sexuality education programme to run on school grounds, advocates for the programme might ask another institution, such as a local youth centre or community hall to permit the programme to be based there instead.

Dealing with opposition is not easy, but it may provide an opportunity to educate and communicate with the public. Open discussion allows everyone to be heard and different ideas to be considered. Open communication may lead to a compromise that is acceptable to all sides. Listening to others, answering their questions, and responding to their concerns helps build support in a community.

Worksheet 5.4 / Audience Analysis

Primary audience The individuals and/or institutions with the decision-making authority related to the policy commitment	Level of knowledge about the issue (High, Low, Unknown)	Degree of agreement with the policy commitment (Supportive, Opposed, Neutral, Unknown)	Potential benefits or risks to the audience if they support the issue	Action that you want the audience member to take
1.				
2.				
3.				

Worksheet 5.4 / Audience Analysis (continued)

Secondary audience The individuals and/or institutions that can influence the primary audience	Level of knowledge about the issue (High, Low, Unknown)	Degree of agreement with the policy commitment (Supportive, Opposed, Neutral, Unknown)	Potential benefits or risks to the audience if they support the issue	Action that you want the audience member to take
1.				
2.				
3.				

HANDOUT 5.5 / Working In Partnerships

When different organisations work in partnership, they can strengthen each other by pooling their collective resources, and they can complement each other's efforts. However, partnerships can also be challenging and potentially full of conflicts. Good planning and communication between partners can help ensure the success of a partnership.

Forming a Partnership

- Involve all partners in defining the goals and objectives of the partnership and clearly communicate them to any new members. Sometimes the most challenging part of a partnership is agreeing on the goals and objectives.
- Assess the strengths and potential contributions of all partners.
- Define clearly the purpose and goals of the partnership, what is expected of the partners, and how they can expect to benefit from the partnership.
- Decide how to share credit. A partnership can be slowed down when its members become too focused on who will receive publicity, credit, or blame for its work. At the very initial stage agree on procedures that will allow all members to participate and share in any public benefits that result from the activities.
- Establish a structure. Some partnerships can run completely democratically, but usually some structure is needed. Create roles and leadership responsibilities. Provide opportunities for members to change roles over time.

Maintaining a Partnership

- Maintain frequent communication and contact with all partners. This is essential in order to keep everyone feeling connected and informed about developments related to the project or issue.
- Become familiar with the different partner members and their positions and opinions.
- Keep meetings focused on the agenda and on schedule, make sure all voices are heard during meetings, and record ideas and action items in the minutes. Frequent, lengthy meetings are usually not the most effective or efficient way to conduct coalition business.
- Be transparent about financial issues, including the funds that each member has raised or contributed to the advocacy effort and how these funds are being used.
- Do not be afraid to tackle difficult issues. The best policy is to address them through open, positive communication, either in meetings or individually, if the issue is too sensitive.
- Stay focused. With multiple organisations involved, it can become tempting to move in many different directions. Partners should constantly remind themselves why they are together and what forms their common advocacy agenda.
- Be consistent. Since coalitions run on relationships, try to ensure the same person, or people, participate on behalf of your organisation every time. Make sure those people are authorised to speak for your organisation.

HANDOUT 5.6 / Selecting Advocacy Activities and Materials Based on Audience Characteristics

Audience characteristic	Types of advocacy activities that may be appropriate if target audience has/is...	Types of written advocacy materials that may be appropriate if target audience has/is...	Considerations
Literacy	<p>High literacy levels</p> <ul style="list-style-type: none"> • Mass media (newspaper editorials, letters to the editor, adverts, radio and television broadcasting, on-air policy discussions, etc.) • Planning meetings/workshops • Town meetings/discussions <p>Low literacy levels</p> <ul style="list-style-type: none"> • Radio broadcasting/television • Events for the public, such as sporting events, drama, song, poetry • Meetings/discussions 	<p>High literacy levels</p> <ul style="list-style-type: none"> • Fact sheets • Briefing cards • Newspaper editorials, letters to the editor, adverts, etc. <p>Low literacy levels</p> <ul style="list-style-type: none"> • Billboards • Posters • Apparel (caps, t-shirts, etc.) 	<p>Written materials that present “hard data” and a fact-based argument about the advocacy issue may be most compelling to audiences with education and high levels of literacy.</p> <p>In contrast, performing arts, verbal communications, (e.g. speeches, meetings, etc.) and low-literacy media, (such as posters, billboards, apparel, etc.) are more accessible to audiences that have low literacy.</p>
Social and political standing	<p>Government official, politician, local leader, etc.</p> <ul style="list-style-type: none"> • Meetings/discussions • Radio broadcasting/television <p>Community members, parents, teachers, etc.</p> <ul style="list-style-type: none"> • Radio broadcasting/television • Community events (e.g. rallies, performances, competitions, etc.) • Posters, billboards, etc. • Meetings/discussions 	<p>Government official, politician, local leader, etc.</p> <ul style="list-style-type: none"> • Fact sheets • Briefing cards • Newspaper editorials, letters to the editor, adverts, etc. • Personal testimonies <p>Community members, parents, teachers, etc.</p> <ul style="list-style-type: none"> • Personal testimonies • Billboards • Posters • Apparel (caps, t-shirts, etc.) 	<p>Written materials that present “hard data” and a convincing argument about the advocacy issue may be both compelling and useful to government officials, community leaders, etc. Raising the issue through the mass media via radio broadcast, newspaper editorials, etc., can also be effective in attracting the attention of government officials and policy makers.</p> <p>Members of the community, such as parents, teachers, local leaders, elders, etc. may be effectively targeted through the mass media, and these groups can pressure officials to act.</p>

HANDOUT 5.6 / Selecting Advocacy Activities and Materials Based on Audience Characteristics (continued)

Audience characteristic	Types of advocacy activities that may be appropriate if target audience has/is...	Types of written advocacy materials that may be appropriate if target audience has/is...	Considerations
<p>Access to mass media</p>	<p>Access to mass media</p> <ul style="list-style-type: none"> • Radio/television broadcasting <p>Little access to mass media</p> <ul style="list-style-type: none"> • Performing arts/ sporting events • Meetings/workshops 	<p>Access to mass media</p> <ul style="list-style-type: none"> • Newspaper editorials, letters to the editor, adverts, public service announcements, etc. <p>Little access to mass media</p> <ul style="list-style-type: none"> • Billboards • Posters • Apparel (caps, t-shirts, etc.) 	<p>For audiences that have access to radio and other forms of broadcast media, it is important to assess their listening habits, and to ensure that advocacy messages or programmes are broadcast at times when the target audience is most likely to be listening. Similarly, advocacy messages conveyed through newspapers should target those newspapers most likely to be read by the target audiences.</p> <p>For audience with little access to mass media, organising local events in the community may be the best way to disseminate advocacy messages and materials.</p>

WORKSHEET 5.7 / Identifying Advocacy Activities and Materials

Objective: _____

1. Audience Name (Primary or Secondary): _____

Characteristics of that audience: _____

Appropriate activities for that audience: _____

Appropriate materials for that audience: _____

.....

2. Audience Name (Primary or Secondary): _____

Characteristics of that audience: _____

Appropriate activities for that audience: _____

Appropriate materials for that audience: _____

.....

3. Audience Name (Primary or Secondary): _____

Characteristics of that audience: _____

Appropriate activities for that audience: _____

Appropriate materials for that audience: _____

WORKSHEET 5.7 / Identifying Advocacy Activities and Materials (continued)

4. Audience Name (Primary or Secondary): _____

Characteristics of that audience: _____

Appropriate activities for that audience: _____

Appropriate materials for that audience: _____

.....

5. Audience Name (Primary or Secondary): _____

Characteristics of that audience: _____

Appropriate activities for that audience: _____

Appropriate materials for that audience: _____

.....

6. Audience Name (Primary or Secondary): _____

Characteristics of that audience: _____

Appropriate activities for that audience: _____

Appropriate materials for that audience: _____

Trainer's Resource 5 / Sample Case Studies

1. The local health management officials have not supported youth-friendly VCT services for youth in the district. The advocacy group plans on targeting the local religious leaders to gain their support for additional funding for these services.
2. Pregnant schoolgirls from a local division are being expelled by secondary school head teachers. The advocacy group plans on targeting the local teachers association to ensure the implementation of a policy that outlaws this practice.
3. Private clinic providers in the local division are not providing condoms to youth under the age of 18. The advocacy group will target the local Ministry of Health official for the implementation of a policy that allows for condom distribution to all, regardless of age.
4. Secondary school teachers are not willing to teach comprehensive sexuality education in primary schools in the district. The advocacy group plans to target a group of parents of secondary school students for the implementation of the programme in schools.

MODULE 6

Developing Advocacy Messages*

(Total Time: 3 hours and 20 minutes)

SESSION OVERVIEW

- **Reviewing Characteristics of Effective Messages: Large-Group Work** (40 minutes)
- **Defining Advocacy Messages: Discussion** (30 minutes)
- **Reviewing Advocacy Messages: Small-Group Work** (40 minutes)
- **Developing Advocacy Messages: Small-Group Work** (1 hour and 30 minutes)

Learning Objectives:

By the end of this session, participants will:

1. Review and identify the characteristics of an effective message;
2. Define, analyse, and develop effective advocacy messages.

Handouts

- Handout 6.1: Effective Advocacy Messages
- Worksheet 6.2: Advocacy Messages
- Trainer's Resource 6: Advocacy Messages

Materials

Newsprint, tape, markers, pens, paper, four or five advertising message

Advance Preparations

- Make copies of the handouts and worksheets.
- Copy the objectives, definitions, tasks and discussion questions for this module onto newsprint, hang on the wall, and keep covered until use.
- Prior to the session, look through newspapers and magazines to find four or five advertising messages that demonstrate the characteristics of effective messages (e.g. use of facts, real life examples, personal appeal, etc.). Cut out the messages and paste each one to a separate sheet of newsprint. Post each message on a different wall in the training room so that the participants can see them.

* Resource materials used in drafting this module include: *Advocacy Building Skills for NGO Leaders*, CEDPA (1999), and *Advocacy Tools and Guidelines: Promoting Policy Change*, CARE International (2001).

Reviewing Characteristics of Effective Messages: Large-Group Work (40 minutes)

1. Review the Learning Objectives for this module with participants using newsprint.
2. Tell participants that they will be reviewing different messages to see which one appeals to them. Refer to the four or five advertising messages you posted on newsprint paper around the room.
3. Moving around the room from one message to the next, read each advertising message aloud. After you have read each message, ask participants to move around the room, re-reading the messages, looking at the graphics and design and standing by the message that appeals most to them. You should end up with small groups of participants around each message.
4. When all of the participants are standing by a message, ask them to brainstorm with the other participants who selected the same message about specific characteristics of the message that make it appealing. Ask them to write these characteristics (i.e. what they like in the message) around the message on the newsprint paper. (10 minutes)
5. Have each group present their lists to the whole group. (10 minutes)
6. Ask participants to return to their seats and move all the characteristic newsprint lists to the front of the room where everyone can see them.
7. Lead a discussion on what characteristics seem most important for a good message. Ensure that the characteristics mentioned below come out in the discussion. (20 minutes)

Effective Messages (Sample Responses):

- Use of facts and figures
- Use of real-life examples
- Appealing on a personal level
- Simple, concise
- Appropriate language
- A credible messenger
- Tone and language are consistent with message (i.e. serious, humorous)
- Call to action

8. Wrap-up the discussion by emphasizing that when we use the term “message”, we are referring to a collection of statements and not just a slogan or a sentence.

Defining Advocacy Messages: Discussion (30 minutes)

1. Explain to participants that having looked at the specific characteristics of an effective message, you want them to think broadly about what an effective message does or accomplishes. Ask the group to brainstorm what an effective message does for the audience. Record on newsprint. (10 minutes)
2. Drawing on participants' contributions, explain that an advocacy message should inform, persuade, and move the audience to action. Review the definition of an advocacy message on newsprint.

DEFINITION

An **advocacy message** is collection of sentences that: Informs ⇒ Persuades ⇒ and Moves the audience to action.

3. Lead a discussion on advocacy messages and how they differ from BCC or IEC messages with participants highlighting the following points:

ESSENTIAL POINTS FOR DISCUSSION

An effective advocacy message is one that:

- **Informs** the audience about the advocacy issue or problem.
- **Persuades** the audience that the problem needs to be addressed, that the benefits of addressing it outweigh any risk, and that the proposed solution(s) are appropriate and effective strategies.
- **Moves the audience to action.** A successful message is one that gives a clear call to action and inspires the audience to actually take the action(s) that are proposed.

Advocacy vs. BCC or IEC messages

- Advocacy messages are generally aimed at motivating people to take an action for collective good.
- BCC and IEC messages are aimed at educating and motivating people to take an action for their individual well-being.

For example, while BCC or IEC messages may focus on heightening knowledge about HIV and how one can protect oneself against infection, advocacy messages may focus on motivating others to ensure that programmes and services are available for increasing awareness of the problem of HIV infection amongst a particular group.

4. Distribute and review **Handout 6.1: Effective Advocacy Messages** with the group.

Reviewing Advocacy Messages: Small-Group Work (40 minutes)

NOTE TO TRAINER

Trainers can either have participants complete this activity in their working groups, or they can assign participants to new groups, as this activity is not a step in developing an advocacy plan.

1. Tell participants that they will now work in groups to analyse an advocacy message and suggest ways to improve that message.
2. Divide participants into four groups and assign each group a message from **Trainer's Resource 6: Advocacy Messages**.
3. Share the following Task with participants:

TASK

Reviewing Advocacy Messages

Review the message and answer the following questions:

- What problem is the message addressing?
- Who is the audience for this message?
- What is the call to action?
- Can the message be improved?

After answering the questions, re-write the message if necessary, to ensure that it is an effective advocacy message. Time: 20 minutes

4. Have each group present the original message, their critique of the message, and their revised message. Have the other participants share their thoughts and suggestions. (20 minutes)

Developing Advocacy Messages: Small-Group Work

(1 hour and 30 minutes)

1. Tell participants that now that they have identified characteristics of effective messages, they should develop advocacy messages specifically for each of their target audiences.
2. Remind participants that in order to maintain the attention of their audience, an advocate should develop a clear and concise central message that they are able to communicate in one or two minutes.
3. Tell participants that when developing their messages, they should think about how they will:
 - a. Inform their audiences about the issue
 - b. Persuade them that it is an issue that needs to be addressed
 - c. Move the audience to take a specific action.
4. Distribute **Worksheet 6.2: Advocacy Messages**. Ask participants to rejoin their working groups and develop an advocacy message for each of their target audiences. Tell participants that they should review **Worksheet 5.4: Audience Analysis Worksheet** to ensure that they are targeting their messages appropriately. (45 minutes)
5. Ask each group to present two of their messages—the one that they like the best and one that they are finding difficult or challenging. After the two messages have been shared, lead a discussion about each, using the following questions:
 - What was the central advocacy message? Was it clear?
 - Put yourselves in the place of the target audience. Were you informed, persuaded, and moved to act? Why or why not?
 - What was most effective about this advocacy message?
 - Does anyone have any ideas for strengthening the message?
6. Remind participants that an effective advocacy message is a critical part of a successful advocacy campaign.

HANDOUT 6.1 / Effective Advocacy Messages

An effective advocacy message is one that:

- **Informs** the audience about the advocacy issue or problem.
- **Persuades** the audience that the problem needs to be addressed, that the benefits of addressing the issue outweigh any risk, and that the proposed solution(s) are appropriate and effective strategies.
- **Moves the audience to action.** A successful message is one that gives a clear call to action and inspires the audience to actually take the action or actions that are proposed.

Effective messages also:

- Use facts and figures
- Use real-life, human examples
- Are appealing on a personal level
- Are simple, concise
- Use appropriate language
- Use a credible messenger
- Use tone and language that are consistent with message (ie. serious, humorous)
- Provide a clear call to action

Worksheet 6.2 / Advocacy Messages

Objective: _____

Note: Each message needs to Inform, Persuade and Move to Action

Target Audience 1: _____

Message: _____

Target Audience 2: _____

Message: _____

Target Audience 3: _____

Message: _____

Worksheet 6.2 / Advocacy Messages (continued)

Target Audience 4: _____

Message: _____

Target Audience 5: _____

Message: _____

Target Audience 6: _____

Message: _____

Trainer's Resource 6 / Advocacy Messages

1. Religious leaders share in the pain of seeing youth lying in hospitals dying of AIDS-related diseases. As moral guides, it is important that religious leaders work to eliminate the barriers youth face in accessing information about their reproductive health and sexuality. We must create supportive environments in our communities and our places of worship to help youth understand their sexuality and the associated risks of early sexual behaviour.
2. Parents need to make time to freely communicate with their children about their physical growth, development, and consequences of early sex. Our children feel good when they know we care and when they can trust us to tell them the truth. Though virginity is something good to encourage, we know that not all of our children choose or are able to abstain from sex. Therefore, we should give them information about their reproductive health including information about their growth and development, how to say 'no' when they are pressured to have sex, and how to protect themselves from early pregnancy, sexually transmitted infections (STIs,) and HIV.
3. Youth are at risk of STIs including HIV because they are having sex, and most of them do not have correct reproductive health information or access to health services. When we see young people in clinics we are challenged by the fact that many do not know what they are suffering from or how to prevent it. All young people of reproductive age should have access to correct information about the health risks of early and unprotected sex and the safety measures necessary to prevent infections and early pregnancy. Initially, I had a negative attitude towards providing sexual and reproductive health information and services to young people. I have come to realise youth were reluctant to come for services because of my attitude. I have since changed and so should all other health providers.
4. Students are at risk of HIV infection because they are not well informed about how HIV is transmitted, yet many of them are sexually active. Schools are often a better place for students to get information on their body changes, development, and the risks of early sex, because they spend more time at school than at home. In addition, students are often more open with teachers than with their parents. Teachers need to be trained in skills and knowledge to accurately give this information to our students. If we do not provide correct information, they will get wrong information from somewhere else. Giving students complete information about their growth and development at all levels in school is very important.

MODULE 7

Developing an Implementation and a Monitoring and Evaluation Plan*

(Total Time: 7 hours and 25 minutes)

SESSION OVERVIEW

- **Reviewing the Steps in Planning an Advocacy Campaign: Discussion/ Small-Group Work** (40 minutes)
- **Defining Resources: Discussion** (20 minutes)
- **Developing an Advocacy Implementation Plan: Small-Group Work** (Time: 2 hours and 5 minutes)
- **Developing a Budget: Discussion** (30 minutes)
- **Developing a Monitoring and Evaluation Plan: Discussion/Small-Group Work** (Time: 2 hours and 30 minutes)
- **Training Evaluation: Individual Work** (20 minutes)
- **Closing Ceremony: Presentation** (60 minutes)

Learning Objectives:

By the end of this session, participants will:

1. Review the steps in planning an advocacy campaign;
2. Define and identify resources needed for an advocacy campaign;
3. Develop an implementation plan for their advocacy campaign;
4. Develop a monitoring and evaluation plan for the advocacy campaign.

Handouts

- Handout 7.1: Steps in Planning an Advocacy Campaign
- Handout 7.2: Budget Template
- Worksheet 7.3: Advocacy Implementation Plan
- Handout 7.4: Monitoring and Evaluation
- Handout 7.5: Advocacy Activity Form
- Worksheet 7.6: Monitoring and Evaluation Plan
- Worksheet 7.7: End of Training Evaluation Form

* Resource materials used in drafting this module include: *Networking for Policy Change*, The Policy Project (1999) *Advocacy Building Skills for NGO Leaders*, CEDPA (1999), and *An Introduction to Advocacy: Training Guide*, Ritu R. Sharma (2001).

Materials

Newsprint, tape, markers, pens, paper

Advance Preparations

- Make copies of the handouts and worksheets for participants.
- Copy the objectives, definitions, tables, and examples for this module onto newsprint, hang on the wall, and keep covered until use.

Reviewing the Steps of Planning an Advocacy Campaign: Discussion/Small-Group Work (50 minutes)

1. Review the Learning Objectives for this module with participants using the newsprint on the wall.
2. Tell participants that at this stage of the training it is important to review what they have learned about planning an advocacy campaign thus far. Remind participants of the five steps of planning an advocacy campaign that have been discussed (identifying an issue; formulating an advocacy goal and objective; identifying target audiences; selecting appropriate activities and materials; and developing advocacy messages). Review each of these steps, asking participants:
 - What are the most important considerations for this step?
 - What did you learn about this part of the advocacy process that you didn't know before?Record responses on newsprint.
3. Distribute **Handout 7.1: Steps in Planning an Advocacy Campaign**. Explain that this handout provides a summary of key elements of each step in planning an advocacy campaign, and includes a reference to the various worksheets used to complete each of these steps. Tell participants that the rest of the training will focus on the last two steps—developing an implementation plan and developing a monitoring and evaluation plan.
4. Tell participants that before moving to the step of developing an implementation plan for their advocacy campaign, they should rejoin their working groups and review **Worksheet 5.4: Audience Analysis** and **Worksheet 5.7: Identifying Advocacy Activities**. Based on the audiences they want to target and the specific actions they want them to take, each group should decide which of the activities and materials they previously identified will be the most strategic in moving the audience to action. (30 minutes)

Defining Resources: Discussion (20 minutes)

1. Ask participants to brainstorm the meaning of a resource. Record ideas on newsprint and summarise by noting that resources can either be **money**, **manpower**, or **materials**. (10 minutes)
2. Ask participants to suggest resources that may be used in an advocacy campaign. Record ideas on newsprint and have participants categorise each resource mentioned (i.e. money, manpower, or financial). Tell participants that they will be including any necessary resources for each activity in their implementation plans.
3. Tell participants that when thinking about what resources are needed, they should consider how they are going to get such resources.

ESSENTIAL POINTS FOR DISCUSSION

- Does the organisation have enough money at this time to pay for the resources?
- Can the resources be donated?
- Is there an opportunity to apply for a grant?

4. Ask the group to brainstorm possible sources of support for their advocacy campaign. Record ideas on newsprint, and offer any additional ideas and suggestions that you may have.

Developing an Advocacy Implementation Plan: Small-Group Work (1 hour and 55 minutes)

1. Ask participants to brainstorm reasons why it is important to have an implementation or action plan before starting their advocacy activities. Record comments on newsprint.
2. Distribute and review **Worksheet 7.3: Advocacy Implementation Plan**. Acknowledge that there are many different formats used for implementation or action plans but regardless of the format used, the crucial point is to plan out the activities before implementing them.
3. Tell participants that when filling out their implementation plans, they should identify the target audience, the type of activity, which resources are needed, who will be in charge of the activity, and the time frame for each advocacy activity.
4. Tell participants that after planning out their advocacy activities, they should then identify preparatory activities that need to be completed **before** beginning their advocacy activities. Preparatory activities would include collecting data or information on the issue, meeting with potential partners, creating fact sheets, etc. Ask participants if they have any questions about the implementation plan. (10 minutes)
5. Have participants rejoin their working groups to complete their implementation plans. Attend to each group to answer questions and help participants stay on track. (60 minutes)
6. Ask each group to present part of their implementation plan, sharing their **advocacy objective, target audiences, the activities, and their projected time-frames** to the rest of the group. After each presentation, lead a discussion about whether the chosen activities and target audience would be effective in reaching the advocacy objective and whether the time frame is realistic. (45 minutes)

Developing a Budget: Discussion (25 minutes)

1. Ask the group to brainstorm why it is important to develop a clear, transparent, and realistic budget. Record comments on newsprint. (5 minutes)
2. Ask for volunteers to come up and use newsprint to draw the types of budgeting templates they have used in the past. (10 minutes)
3. Distribute **Handout 7.3: Budget Template**. Emphasise that as with implementation plans, there are many budgeting templates or formats, but again the key point is developing a realistic budget so that you know the costs of planned activities, and can prioritise, as needed. Review the budgeting template, asking for volunteers to help explain what goes into each column of the budget. (10 minutes)

Developing a Monitoring and Evaluation Plan: Discussion/Small-Group Work (2 hours and 30 minutes)

1. Ask participants to share in their own words the difference between monitoring and evaluation. (10 minutes)
2. Share the following definitions of monitoring and evaluation on newsprint:

DEFINITION

The purpose of **monitoring** is to track activities during every step of the advocacy campaign to ensure they are being implemented as planned and compare what has been done against what was planned or expected.

An **evaluation** assesses whether the activities were effective in contributing to progress in meeting the advocacy objectives and whether the advocacy objectives were achieved.

3. Distribute **Handout 7.4: Monitoring and Evaluation**. Lead a discussion on monitoring and evaluation and stress the following points:
 - When participants are planning how they will monitor and evaluate a project, they will need to identify **what information** they are trying to collect (called “an indicator”) and **how** they plan collecting it (called “means of verification”).
 - A monitoring indicator is either an **input** (the resource used for implementation of the activity) or an **output** (product of the activity).
 - An evaluation indicator can either be an **activity outcome** or the **campaign outcome**.
 - If the advocacy campaign has a limited amount of time to measure results, they may have to evaluate progress towards an objective rather than the fulfilment of that objective. (20 minutes)
4. Share the following advocacy objective and activity with participants on newsprint:

EXAMPLES

Advocacy Objective: Persuade 20 school principals in District A to introduce sexuality education into their curriculum within two years.

Advocacy Activity: Conduct a meeting with a community leader.

5. Show participants the following table on newsprint:

TABLE		
Objectives and Activities	Indicators	Means of Verification
Objective:	Outcomes:	
Activity 1:	Inputs:	
	Outputs:	
	Outcomes:	

6. Copy the Advocacy Objective presented above into the first column. Ask participants to suggest an outcome indicator for the objective (i.e. how will they know if the advocacy objective has been achieved?). If different indicators are suggested, help participants reach consensus, and record the agreed-upon indicator in the second column. Next, ask participants to suggest **means of verifying** the outcome and proving that the objective has been achieved (i.e. how would it be measured?). Record ideas in the third column. (15 minutes)
7. Next, record the Advocacy Activity in the first column in the second row. Ask participants to suggest inputs for the activity, and record ideas in the second column. Ask participants to suggest the means for verifying or measuring that input. Record in the third column. Repeat with output and outcome (20 minutes).
8. Tell participants that one way to monitor and evaluate activities is to complete an activity report after each activity. Distribute **Handout 7.5: Advocacy Activity Report** and tell participants that using a form like this can help ensure that all of the necessary information is collected as a campaign is carried out—rather than afterwards, when it will be much more difficult to piece together the information.
9. Distribute **Worksheet 7.6: Monitoring and Evaluation Plan** and ask participants to rejoin their working groups to develop a monitoring and evaluation plan. Tell participants that when developing a monitoring and evaluation plan they should include both preparatory and advocacy activities from their Implementation Plan. (45 minutes)
10. After the groups complete their work, ask one representative from each group to present their plan. Elicit feedback from the other participants after each presentation. (30 minutes)
11. Close the activity by reminding participants that the key to implementing a successful advocacy campaign and evaluating it is planning ahead.

Training Evaluation: Individual work (20 minutes)

1. Distribute **Worksheet 7.7: End of Training Evaluation Form** to each participant, explaining that just as they will work to evaluate their advocacy campaigns as they go forward, you want their feedback to help you evaluate this training and improve on subsequent ones. Ask them to give their honest feedback on the evaluation forms, and note that their feedback is anonymous. (15 minutes)
2. Collect evaluations.

Closing Ceremony: Presentation (60 minutes)

1. Close the training in a manner appropriate to local customs. Be sure to observe all necessary protocol. Be sure to thank participants for their active participation and wish them good luck as they go forward with their planned advocacy activities. Encourage them to keep in touch and update you on their progress.

HANDOUT 7.1 / Steps in Planning an Advocacy Campaign

1. Identifying an Issue (See Worksheet 3.2: Policy Analysis)

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

2. Formulating an Advocacy Goal and Objectives (See Worksheet 3.3: Opportunities and Barriers and 4.3: Advocacy Objectives)

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

3. Identifying and Analysing Target Audiences (See Worksheet 5.4: Audience Analysis)

- Identify primary target audiences—i.e. the policy makers and institutions with the direct power to affect your advocacy objective.
- Identify secondary target audience—i.e. those who are positioned to influence your primary audiences.
- Analyse the primary and secondary audiences to understand their knowledge, values, and beliefs about the advocacy issue.

4. Selecting Appropriate Activities and Materials (See Worksheet 5.7: Identifying Advocacy Activities and Materials)

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

5. Developing Advocacy Messages (See Worksheet 6.2: Advocacy Messages)

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

6. Developing an Implementation Plan (See Worksheet 7.3: Advocacy Implementation Plan)

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

7. Developing a Monitoring and Evaluation Plan (See Worksheet 7.6: Monitoring and Evaluation Plan)

- Identify what information to collect (called the “indicators”) and how to collect that information (called “means of verification”).

Worksheet 7.3 / Advocacy Implementation Plan

Objective: _____

PREPARTORY ACTIVITIES:			
Activity	Resources needed	Person in charge of activity	Timeframe

Worksheet 7.3 / Advocacy Implementation Plan (continued)

ADVOCACY ACTIVITIES:				
Target Audience	Activity	Resources needed	Person in charge of activity	Timeframe

HANDOUT 7.4 / Monitoring and Evaluation

Monitoring and evaluating project activities helps organisations learn from ongoing experiences and react to changes in the advocacy audience or project environment.

Monitoring

The purpose of monitoring is to track activities during every step of the advocacy campaign in order to ensure that activities are being implemented as planned and to compare what has been done against what was planned or expected.

Monitoring advocacy activities includes collecting information on:

1. **Inputs:** The resources used for the implementation of an activity (i.e. materials or tools prepared, funds used, etc.). **To collect information on inputs**, one might review:
 - Invoices
 - Preparation checklists
2. **Outputs:** The product of an activity. Monitoring outputs helps ensure that advocacy activities, materials, and messages are in fact reaching the intended audiences. For example, if a rally is organised, outputs might be the number and type of persons attending the event and the number of leaflets or materials distributed. **To collect information on outputs**, monitoring activities might include a review of:
 - Meeting reports
 - Participant lists
 - Activity reports

Evaluation

An evaluation assesses whether the activities were effective in contributing to progress in meeting the advocacy objectives. Evaluation of advocacy activities primarily measures **outcomes**—the achievements or results. In an advocacy initiative, outcomes are measured at two levels—at the level of each advocacy activity, and at the level of the overall advocacy initiative or campaign.

1. **Outcomes from advocacy activities:** Are the advocacy activities having the desired effect on the target audiences? For example, if a sensitisation meeting is held with key opinion leaders, any expressions of support or commitments made would be considered an outcome. **To collect information on activity outcomes**, the evaluation might include:
 - Tracking statements of support or commitment
 - Tracking actions by community leaders
2. **Outcomes of the advocacy campaign:** Is the advocacy campaign achieving the stated objectives? For example, if the advocacy objective is to persuade ten school principals to introduce sexuality education, outcomes would be the introduction of sexuality education in ten schools. Another possible outcome could be increased community support for sexuality education. **To collect information on project outcomes**, the evaluation might include:
 - Tracking statements of support or commitment
 - Reviewing budget allocations
 - Interviewing officials in charge of the programme you are supporting

HANDOUT 7.5 / Advocacy Activity Form

Project Name: _____

Objective: _____

Date of Activity: _____ Place of Activity: _____

Type of Activity: _____

Audience Information:

1. Who was the key target audience for this activity (community leaders, local government officials, parents, etc)? _____

2. What action did you want your audience to take? _____

3. Total number of people who attended the advocacy activity: _____
Men: _____ Women: _____

Activity and Materials

4. What was the goal of the activity? _____

5. Number and types of materials that were distributed during the activity: _____

New issues or questions from the audience that emerged during the activity: _____

Outcomes: _____

Challenges: _____

Lessons Learned: _____

Other Comments: _____

WORKSHEET 7.6 / Monitoring and Evaluation Plan

Objectives and Activities	Indicators	Means of Verification
Objective:	Outcome:	
Activity 1:	Input:	
	Outputs:	
	Outcome:	
Activity 2:	Input:	
	Outputs:	
	Outcome:	
Activity 3:	Input:	
	Outputs:	
	Outcome:	
Activity 4:	Input:	
	Outputs:	
	Outcome:	
Activity 5:	Input:	
	Outputs:	
	Outcome:	
Activity 6:	Input:	
	Outputs:	
	Outcome:	

HANDOUT 7.7 / End of Training Evaluation Form

We would like your feedback on the content and usefulness of this week's training. This evaluation form is anonymous; no names or identifiers should be given on the form.

Please read the following questions carefully, and select the answer that best reflects your feelings about the training. Please answer as honestly as possible.

1. How useful/practical was the training content on each of the topics covered?

	Not very useful		Very useful		
Introduction to advocacy	1	2	3	4	5
Introduction to young people's sexual and reproductive health and rights	1	2	3	4	5
Analysing policies	1	2	3	4	5
Reviewing the steps in planning an advocacy campaign	1	2	3	4	5
Identifying and analysing audiences	1	2	3	4	5
Identifying advocacy activities and materials	1	2	3	4	5
Developing advocacy messages	1	2	3	4	5
Developing an implementation plan	1	2	3	4	5
Developing a monitoring and evaluation plan	1	2	3	4	5

2. Which of the sessions did you enjoy the most? Please explain: _____

3. Which of the sessions did you enjoy the least? Please explain: _____

HANDOUT 7.7 / End of Training Evaluation Form (continued)

4. On a scale of 1–5 points, how would you rate the training facilitators?

Very poor				Very good
1	2	3	4	5

Please explain: _____

5. On a scale of 1–5 points, how would you rate the training worksheets?

Very poor				Very good
1	2	3	4	5

Please explain: _____

6. On a scale of 1–5 points, how would you rate the training activities?

Very poor				Very good
1	2	3	4	5

Please explain: _____

7. Any other comments or feedback on the training? _____

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

Policies and data on sexual and reproductive health:

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

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

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

- Population Action International: www.populationaction.org
- Population Reference Bureau: www.prb.org
- Sexuality, Information, and Education Council of the United States: www.siecus.org
- The Swedish Association for Sexuality Education: www.rfsu.se
- United Nation Population Fund: www.unfpa.org
- USAID-Health Policy Initiative site: www.youth-policy.com
- UNAIDS: www.unaids.org
- World Health Organization: www.who.int
- Youth Coalition: www.youthcoalition.org

Training Curricula and Tools:

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