ENABLING EFFECTIVE CITIZENSHIP:
ENHANCING THE POLITICAL PARTICIPATION OF WOMEN AND YOUTH

A FACILITATOR'S GUIDE

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REVISED AND EDITED BY CHITRA NAGARAJAN AND AURÉLIEN TOBIE

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Contents

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This document was provided to the facilitators of the 'Enhancing Women and Youth Political Participation in Liberia, Sierra Leone and Guinea' programme during training sessions held in Conakry and Monrovia in May 2010. The manual was revised after the first round of cascade training, based on input from facilitators, in March 2011. Originally written by Oliver Chevreau, the guide has been revised and edited by Chitra Nagarajan and Aurelien Tobie.

PROJECT OVERVIEW

The *Enabling Effective Citizenship* cascade training is one of three objectives within the broader Danish Ministry of Foreign Affairs-funded '*Enhancing Women and Youth Participation in Liberia, Sierra Leone and Guinea*' programme. The programme has the following inter-related objectives:

1. To build skills and confidence through training and action planning in order to build a culture of voicing needs and negotiating for positive changes
2. To build awareness and interest in political events in order to build a shared understanding of democratic rights and responsibilities
3. To use project information and lessons learned in order to inform and influence regional and international policy reform messages around inclusive participation

Overall, the programme seeks to address both the imbalances and positive recent trends in political participation that are essential to further progress in the region. There remains an urgent need in Liberia, Sierra Leone and Guinea, particularly given the changing political environment in all three countries, to continue to promote the involvement of women and young people in the debates and conversations, at all levels of society, that impact their present and future lives. These 'spaces', whether at the level of the household, local community, region or nation, continue to be difficult for women and young people to participate in, due to a number of political, economic, cultural and social barriers that prevent their voice being heard or taken seriously.
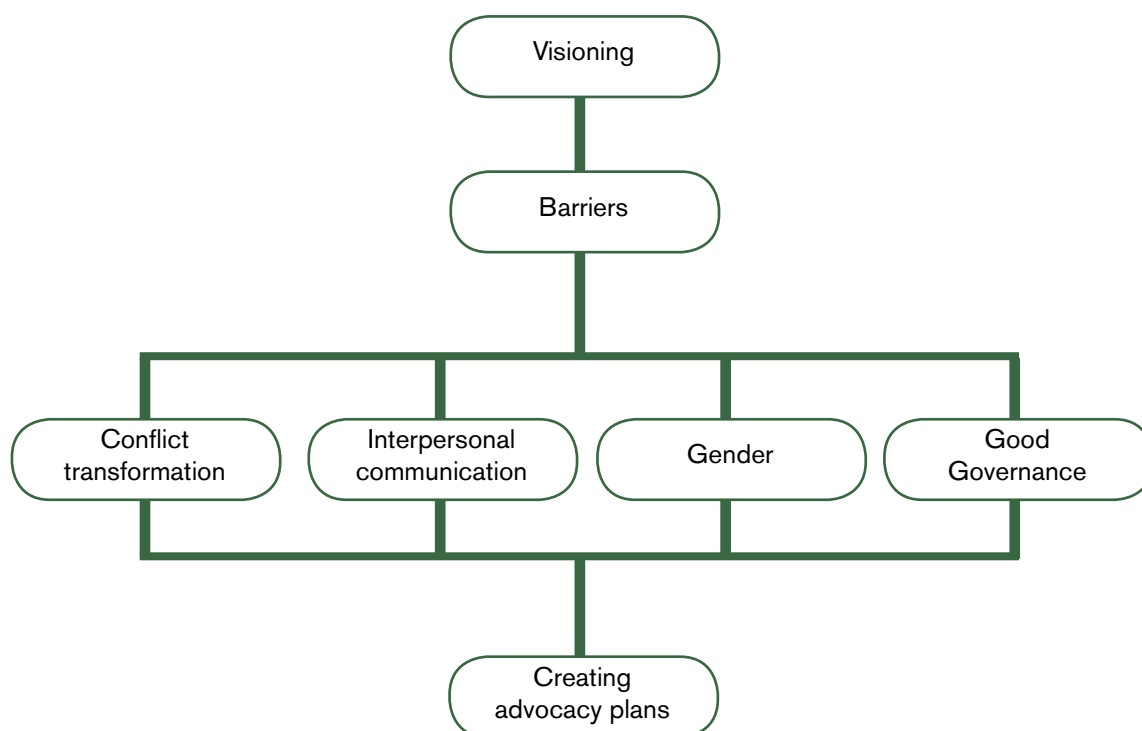
The cascade-training programme will seek to work with a broad cross-section of women, men and young people in each of the three countries, aiming to encourage advocates amongst men and 'non-youth' for the increased political participation of young people and women. Key themes that will be explored throughout the EEC training programme will include gender, good governance, interpersonal communication, conflict resolution and advocacy.

Given this breadth of issues and range of intended beneficiaries, the *Enabling Effective Citizenship* course, which will be delivered on a further 72 occasions, cannot be designed as a one-size-fits-all programme. It will be at the discretion of the EEC facilitators to decide the emphasis of the training that they are planning and delivering. However, in order for the training programme to have some consistency over the three countries, all of the courses will have four key stages that beneficiaries will complete:[1]

1. Visioning the potential for political participation for women and young people
2. Exploring the barriers to women and youth political participation
3. Bridging the gap – providing skills or knowledge input that can address some of the key barriers discussed
4. Creating SMART (Specific, Measurable, Achievable, Realistic, Time-bound) advocacy plans, for increasing political participation

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[1] For some groups (e.g. groups with many 'independent' participants who are not affiliated to a particular civil society organisation or network) it may not be appropriate for them to design and create new advocacy plans and may be more effective to continue with further skills training.

The EEC Programme will be delivered as a five-day course (or perhaps less) with a specific theme depending on the needs and interests of the group in question. It will not be possible to cover all of the exercises and topics covered in this guide. The course is likely to be far more effective (and enjoyable to run!) if it has a specific focus which can be adequately explored in the time available – please don't try to do too much! An example of the five-day programme is illustrated on page 11 of this document.

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How to use this guide

The training guide is designed to help facilitators prepare for the cascade trainings to be conducted in 2010 and 2011. It offers a narrative part on some key principles for training, then presents examples of exercises that facilitators can choose to implement in their trainings.

It is very important to remember that the exercises presented here are possible options for the facilitators. The facilitators do not have to conduct each and every exercise, and they are strongly encouraged to design their own training tools, or to adapt the ones included in this manual. The key is to use exercises that are adapted to the participants and be consistent with the objectives of the session or the training as a whole.

For each of the exercises presented here, the facilitators are presented with:

- A title
- A 'session objective' – this is to explain how the exercise can be used and on which subjects it will touch
- A 'learning objective' – this describes what participants should come out with at the end of the session, i.e. what they should be able to do, what they should understand and so on
- A 'logistics' section – a reminder of how long the exercise could run for and what materials are needed to implement it
- Proposed 'steps' to implement the exercise – as for every training exercise, the setup of the exercise and how the session is introduced is key to conducing learning. The exercises are explained with key steps to clarify how facilitators can present the exercises. These are just one way of introducing them, however, and facilitators should feel free to use exercises in their own way
- 'Key points' – all the exercises presented here are very participatory in nature, and participants to the training will be encouraged to contribute. The key points can be used as a reminder to the facilitator that some elements can be drawn from each session as learning points

Although this guide has been written to offer support to the facilitators, we hope that it will be used more as a tool-box than as a manual on how the trainings should be conducted. Facilitators should, and probably will, adapt these exercises, use them in different ways, experiment with their own ways to achieve the learning objectives and be responsive to their own training style, as well as the demands of the participants.

We would love to hear from you if you want to share your experiences of using this training guide. What exercises did you enjoy conducting? Which ones should be adapted and how? Which other exercises or tools did you add to your tool-box?

If you do want to provide feedback, or ask for additional support in your training activities, feel free to contact your national coordinator.

TRAINING – SOME KEY PRINCIPLES

Tips for Training – A Quick Guide

The facilitators involved in this project have been selected on their ability to train as well as to provide knowledge and skills around the content of the training they will facilitate. The following section is a summary of some basic training principles, training methodologies, designing a training course, training challenges and evaluating a training course.

Planning & Designing a Training Course

One useful way of remembering the steps in delivering an effective course is to consider *the why?, who?, when?, where?, what? and how?* of training.[2]

- Why? This involves setting the *aims* and *objectives* of your training course. The aims can be quite broad, e.g. to increase youth and women's political participation, whereas the objectives need to be much more specific and SMART (Specific, Measurable, Achievable, Realistic and Time-bound), e.g. participants will understand why UN resolution 1325 is relevant to their communities.
- Who? One of the challenges in developing the EEC Programme is the range of participants that the programme will reach, from grassroots communities and local and national civil society organisations and networks to political parties and those seeking political office. The course will also aim to reach both *women and men* and *young women* and *young men* in order to enable honest and open dialogue between groups that might otherwise perceive each other as barriers to increased political participation. Whilst the EEC Programme hopefully encourages debate, the facilitators need to be able to design a course that meets the needs and interests of all those present in the training room. If the group is very diverse then this might be quite difficult to achieve. Facilitators need to try to conduct an informal training needs assessment with the group they are going to work with, identifying the *expectations, hopes and fears* they have around the training programme.
- When? The EEC course is designed to be a five-day training course in order for facilitators to have sufficient time with participants to explore the content fully. However, depending on the group you are working with, it might be more effective to run this in two-day blocks or ten evening sessions.
- Where? It is important that you try to find the best venue possible to run the training, taking into account the distance that people will have to travel, whether you can ask for sole use of the room and whether drama exercises will disturb people in adjacent rooms.
- What? This facilitator's guide and the training for facilitators that you attended will hopefully give you a range of material from which to choose. You will need to make an assessment of which of the modules, conflict resolution, effective interpersonal communication, gender and good governance, will be most appropriate to focus on.

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2   Adapted from S. Williams (1994). *The Oxfam Gender Training Manual.* UK: Oxfam. p.4.

- How? Having decided your learning aims and objectives, you will need to consider how best to engage with your group. Are they more likely to respond to case studies or drama?

Now that you have the answers to these questions, you are able to start drawing up your session plan for the course (see Handout 1 for a sample matrix).

Training Tools

How to choose the right training tool for each session?

The choice of the training tool is crucial. It will allow the facilitator to share knowledge with the participants effectively or to stimulate an interesting conversation. In order to keep the training interesting and lively, it is often a good idea to vary the tools used at different times during the training. One can quickly notice that, depending on the tool used, the discussions will often come to different outcomes.

Also, some of the tools can help to bring out the voices of people who might be less likely to contribute in a plenary discussion (they might be shy, or be embarrassed about their level of education). Some tools might also help the group to come more easily to a consensus or a common vision for instance.

To be able to choose the right tool, one might want to:

- Try to visualise the training tool when planning for a session: the facilitator can try to imagine how the tool can be put in place in the session, how the group work will be organised, how much time is needed, what results we want to get etc…
- Try it and experiment with tools: it might be interesting for the facilitator to set challenges for him- or herself and try to use one new tool in each training to see how it works. It is also very useful to see the tool being used by another, more experienced trainer, and then try to replicate the exercise.
- Try to see what tool is more appropriate for the session objectives. Depending on the content and the objective of one session, some tools will be more useful. If we want the participants to understand the details of a law, a presentation can be useful. If we want them to explore the challenges of a practical setting, a role-play may be more suitable.

Some examples of training tools[3]

Tool	Definition	When to use it
Presentation	The trainer presents a concept to the participants, with or without visual support. The presenter speaks and the participants listen. There might be an opportunity for questions during the presentation or at the end.	In a large group, or when a specific piece of information needs to be conveyed to the participants. When the information is of a technical nature and the participants do not have previous knowledge of the subject.
Debate	A conversation on a particular topic where contradicting opinions might emerge. Visual cues can be used: placing oneself in the room or on a spectrum to mark one's opinion, or joining a group that shares the same opinion.	When there are different valid opinions that can be held on the same subject and that the group needs to understand the various views on the same subject. The facilitator needs to be able to intervene to reframe the debate.
Case study	A real (or realistic) situation is presented to the participants orally or in writing. Participants have to react to the situation presented to them.	When participants have to be confronted with a concrete situation to understand its complexity or to apply tools or theories to a concrete situation.
Role-play	Participants have to play a role in a specific situation. They have to act according to the context presented to them and the role given to them.	In cases where participants are confronted with specific situations regularly and where the trainer wants to explore the behaviour available to them.
Brainstorm	Members of the group offer ideas orally or in writing on a given topic. All the ideas are valid. There is no right or wrong answer.	When the trainer wants to explore all the aspects of a given topic or when he or she wants to generate ideas to answer a problem, or to prepare a project.
Group work	A way to promote an exchange of ideas in a limited time. The results of the group work can be shared in plenary to compare the various results or to generate a discussion.	When the group is too large to have a deep plenary discussion, and when the participants have enough knowledge/understanding of the subject to find the answers themselves.
Energisers	Participants will move around the room, change place or do some physical exercise in order to shake up a bit. It is not a learning exercise. The activity is short and simple. Lessons can be taken from it.	If the group is tired or if the trainer wants to change the dynamics of the group after a difficult debate or a complicated exercise. It can also be used after the breaks, when participants need to get back into the training mindset.
Image & Forum Theatre	The participants are asked to present a situation that they have themselves experienced. This is different to the role-play because in forum theatre they do not play a role. They represent themselves or their own vision of a situation. They can then have the opportunity to present an alternative vision of the same situation.	When the group needs to reflect on their current situation, and express the challenges they face in their own lives. They can express their hopes, their frustration and a whole range of emotions and desires.

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3   This is adapted from the Scouts Leadership Training Programme, 'Techniques', accessed on 12th April 2011. Available at http://www.inquiry.net/adult/trainer/techniques.htm.

Training Challenges

Typical training challenges include:

Logistical Problems (rooms not available, material not ready, equipment not working)
Almost all of these problems can be avoided with effective preparation. It is important that you start planning the logistics and content of your course several weeks before the course starts and seek advice and support where you need it. It's always a good idea to take some spare sets of training materials, check IT equipment beforehand and ask a colleague to run through a checklist of what you need to bring.

Challenging Behaviour
Challenging behaviour is often one of the key anxieties that facilitators have. However, provided you have planned effectively and spent some time on establishing an effective group contract, you can minimise this from occurring. Challenging behaviour can take many forms including challenging you personally as a trainer, being disrespectful to other participants, taking the group off-topic, taking over group discussions or not participating at all.

It may be helpful to understand the root of their behaviour; an easy way of doing this is to remember the four Ps – Participant, Prisoner, Passenger and Protestor.

- *Participants* – these represent people in the group who are eager to learn and contribute.
- *Prisoners* – these represent people that have been obliged to come on the training and do not really want to be present.
- *Passengers* – these represent people that are present for a free ride and are not making many attempts to become engaged.
- *Protestors* – these represent people who are ready to challenge anyone and anything and will do so in an attacking manner.

Once you have identified a particular challenging behaviour, it is down to your discretion how to respond.

Strategies might include:
- Talking to someone quietly in the break regarding your concerns or whether everything is going OK for them.
- Requesting they change their behaviour rather than challenging them as individuals.

e.g. 'Could I ask that you please do not speak whilst other people are talking?' Rather than 'You are really annoying! We are trying to have a conversation here!'

In extreme circumstances, you might have to ask someone to leave that session. However, you may be able to reach an agreement with them and the rest of the group that they may be able to rejoin later if you wish.

Trainer Fatigue!
Remember training can be very tiring, particularly if you have to travel and complete lots of preparation beforehand. Where possible try to split your sessions with your co-trainer and make sure to try to take some time out wherever possible.

Evaluating Training

Lastly, it is very important that you design an effective evaluation process for your course. You will need to adapt the method to the needs of your group. For example, a written questionnaire might not be very useful with a low-literacy group.

Evaluating training is particularly effective if it answers the following questions:

- What was your *reaction* to the training?
- What did you *learn*?
- What will you do differently? (Trying to measure *behaviour change*)
- What changed as a *result* of the training? (This can be used in a follow-up evaluation process measuring results.)

However, you do not need to wait until the end of the course to complete an evaluation. In fact, for long courses it can be very helpful to get a sense of where participants are so that you can make changes if necessary. For example, you can ask participants to stand in line and state that one end of the room represents the training being 'too hard/too slow/too much drama' and the other end 'too easy/too fast/not enough drama' and see where people move to.

However you collect your data (and remember that some people will only be comfortable to do this in confidence), the important thing to do is use it! As a facilitator this is really useful information. Even if it does bring up certain areas for improvement, try to avoid taking it too personally! Lastly, part of your evaluation can also be done in an informal debrief with your co-facilitator. Getting into the practice of stating one thing you did well, one thing your co-facilitator did well and one thing you would do differently in the future can be really helpful in improving your and your co-trainer's confidence whilst also setting realistic targets for future development. A possible model for evaluation forms is provided in Handout 2.

It is very important that the facilitators learn from their practice, and improve their training as they go along. No training is ever perfect, and hopefully you will enjoy experimenting with new tools and new participants each time. It might be very beneficial for you to meet with your co-facilitator mid-way through the training, or at the end of each training, to debrief and discuss how the sessions went, and what you could do to improve next time.

Sample EEC Programme

Course for a mixed-sex group targeted at those active within local civil society organisations and networks in Freetown

Timings	Monday	Tuesday	Wednesday	Thursday	Friday
10–12pm	Introductions Group Request Course Overview	Exploring Barriers to Women and Youth Political Participation	Understanding Gender	Understanding Conflict Resolution	Developing SMART Advocacy plans
Lunch					
2pm–4pm	Visioning Women and Youth Political Participation	Exploring Barriers to Women and Youth Political Participation	Understanding Good Governance	Developing SMART Advocacy plans	Final Reflections & Evaluations

STAGE ONE
VISIONING THE POTENTIAL FOR POLITICAL PARTICIPATION FOR WOMEN AND YOUNG PEOPLE

Suggested allocated time: ½ a day

The first stage of the EEC course is to develop a vision for increased women's and youth political participation. It is envisaged that this process will enable participants to reflect and define for themselves their own aspirations for increased participation. It will be the basis for exploring and articulating the economic, social, political and cultural barriers that currently prevent such progress. With most groups it will probably be necessary to spend some time thinking about the different ways in which political participation can be defined and expressed.

What the session will focus on:

- It is important for the group to clarify their goals when working towards an increase in women's and youth political participation. The group needs to have an overall aim and vision, in order to see what steps need to be taken to make progress. These goals will need to be broken down into steps to be realistic and achievable. If we don't have a goal, we risk being lost in small, non-strategic activities and losing sight of the bigger picture.
- The participants will need to be able to share their vision. The goals of increased political participation for women and youth cannot be achieved by individuals alone. If they can articulate a clear vision of what they want to achieve, they will be able to communicate it to others and build coalitions around their goals.
- This stage will also allow the facilitator and the group to come up with definitions, and share understanding of key concepts. This is essential if we want to progress in our discussions later on. It will help the group get beyond 'buzz words' such as 'participation', 'governance', etc. It will help clarify what they really want 'participation' or 'governance' to look like in practice.

Outcomes:

The outcome of this stage for the participants will be to articulate a clear vision of their overall change goals. This vision will be broken down into achievable steps, and will help them define a roadmap between the current situation and their ideal situation.

Note for the facilitator:

This stage is likely to require a very active role from the facilitator. Although the vision should be defined by the participants, the facilitator will need to carefully frame the exercises in order to make sure that the participants create a focused vision for women's and youth political participation, instead of a broad, unrealistic vision of an ideal world. The facilitator will need to help participants have a clear and precise idea of what they want by regularly questioning them about the meaning of their vision and avoid the use of 'buzz words' and vague ideas. Although this is intended to bring about a vision of long-term change, it needs to be realistic in its implementation, and specific enough to be relevant to our project.

Defining Political Participation

Session Objective: explore ideas around the meanings of political participation and how it will be changing over the coming years

Learning Objective: Participants are able to identify and discuss different types and levels of political participation and explore the meaning of some of the key words used in this field.

Time/Logistics: 30 minutes; flipchart and pens

Steps:

1. Introduce session and objectives.

2. Ask participants to answer and explore the following questions. Make notes of the discussion on the flipchart:
   a. What do we mean by the term 'political participation'?
   b. What activities does political participation include?
   c. What does political participation look like at the family, community and national level?
   d. Who is included/excluded from each of these levels?

> ## Key points to pull out of this session
>
> - There are different types of political participation.
> - Political participation is more than just voting in elections. We can participate politically in our daily lives and in our interactions with each other.
> - At least four categories of political participation: voting, campaign orientated, civic orientated and cause orientated.

3. Try to pull out the key elements of each of the four categories below, and start organising them around the four categories. If the group doesn't come up with some of the key points, keep asking questions to orient them.

Conclusion

Category of Political Participation	Description	Examples of Activity
Voting	Usually perceived as the one key element of political participation. It requires certain awareness but limited demands on time and effort.	Voting in national election; Voting in local elections; Registering as voter.
Campaign orientated	Designed to influence government by influencing parties and politicians.	Contacting a politician; Donating money to a party; Working for a party; Being a party member; Wearing a campaign badge.
Civic orientated	Working with others in voluntary association, potential to solve problems.	Being a member of a religious group; an environmental group; a humanitarian group; an educational group; a trade union; a hobby group; a social group; a consumer group; a professional group; a sports group.
Cause orientated	Focused on influencing specific issues and policies outside the political arena.	Signing a petition; Buying a product for a political reason; Boycotting a product; Demonstrating legally; Protesting illegally.

Visioning Brainstorm

Session Objective: talk about hopes for the future of political participation by women and young people

Learning Objective: Participants are able to envision how increased participation would look in the future and how this would differ at household, community and national levels.

Time/Logistics: 90 minutes; paper, pens, other art materials

Steps:

1. Introduce session and objectives.

2. Divide groups into teams, with 5 or 6 people in each team.

3. Ask them to discuss the following questions:
   a. What do you hope to be the future for women's and youth political participation 10 years from now?
   b. How would this look differently at the level of the household, community or nation?
   Make sure the participants have understood the questions well. This is a visioning exercise; they can be creative and draw some sort of 'wish-list'.

> ### Key points to pull out of this session
>
> - Political participation occurs in different arenas – in the household, community, in the local area and in a national setting.
> - The current situation is not static. It can change – and we can make this change happen.
> - Some common points are likely to come up in the different groups' visions.

4. After 15 mins, give them pens, paper and other art materials and ask them to make a poster of their group 'manifesto'.

5. After 30 mins, ask each group to share their work, with other participants acting as 'community members' and asking questions. All the visions are welcome, so make sure that, while other participants question one group's vision, they are respectful. If may be that some visions are unrealistic, but this exercise does not demand practical application of the vision just yet. Do ask 'probing' questions if the vision is not clear, such as 'what do you mean by that?' or 'can you give me an example of what this would look like in practice?'

Conclusion

Visioning Roadmap

Session Objective: start thinking about how to achieve visions of increased political participation

Learning Objective: Participants are able to translate vision into steps needed for achievement.

Time/Logistics: 60 minutes; paper, pens, other art materials

Steps:

1. Introduce session and objectives.

2. Ask participants to stand at one side of the room, together with the other members of their group.

3. Lay out five sheets of paper in a line in front of every group, with their 'manifesto' poster at the end, furthest away from them.

4. Explain each piece of paper represents steps towards achieving their manifesto (and that more than one activity can take place at each stage).

5. Ask them to discuss and write down what needs to happen and what they need to do at each stage to work towards the realisation of their 'manifesto' at the end. You may need to assist some of the groups in this exercise. Each stage towards their vision needs to follow a logical order, and needs to build on the previous stage.

6. Ask each group to share their thoughts and reflections.

Key points to pull out of this session

- Achieving our goals takes time and hard work. It won't happen overnight.
- Planning is key: we need to think of the steps necessary to achieve our goals and think of what we need to do at each step.
- We need to be realistic in planning – what is the context at the moment? What is achievable to change in the future? How can we make this happen in reality?
- While we may need to implement short-term activities in the first stages, we should not lose sight of the longer-term vision.
- At each stage, we need to evaluate our progress: are we really working towards our long-term goal?

Conclusion

Stage One Debrief & Closing

With each of the stages of this training it is essential that facilitators leave some time to close the session. This will help the participants realise that they have learned key ideas. These elements of learning will be different for each participant: some will learn more about their vision and others will learn more about the definition of political participation.

Debrief questions here might include:

- Any final thoughts or reflections on the day?
- Why do you feel it is important for us to spend some time 'visioning' the future for political participation for women and young people?
- Explain that the next stage is to consider barriers that might stand in the way of our visions and that we will be asking participants to share their own experiences as well as look at the broader picture. You could ask that participants try to bring a few stories of their own non-participation in political activities for the next session.

STAGE TWO

EXPLORING BARRIERS TO WOMEN'S AND YOUTH POLITICAL PARTICIPATION

Suggested allocated time: ½ day – 1 day

The second stage of the EEC training is focused on exploring the gaps between the vision and the current reality. Why is it that women and youth are not fully participating members of political life in Guinea, Liberia and Sierra Leone?

It is very useful to identify these obstacles to be able to think creatively of possible solutions. It is important to be thorough in exploring these barriers because a large number of activists tend to jump straight into activities without spending time understanding the real root causes of the current problematic situation.

What the session will focus on:

- The barriers to political participation might be present at different levels, for instance, they can be cultural, economic or political. This stage will allow us to look at each of these levels, rather than focusing on one aspect that might be problematic.
- This stage will also allow the participants to exchange many of their perceptions of what these barriers are. The objective is not to come up with a definite set of key problems, but rather to help the group realise all the aspects of the public life in their country that might prevent women and youth from participating. Some of the time, the barriers are subjective: people *feel* that they are being prevented from participating, that participation is not for them or that it will be too difficult for them to engage. This section will allow the group to exchange what they perceive the barriers to be.
- In this section, the participants will have the opportunity to talk about the problems they face themselves or that they know of in their communities.

Outcomes:

At this stage, the group will be able to explore what really needs to change in the attitudes or behaviour of the population, the leaders and the general context. It will help them decide how best to engage in order to really have an impact on women's and youth political participation.

Note for the facilitator:

The exercises used in this stage will demand that the participants share their own difficulties. It might bring up some very difficult moments that some participants are not comfortable sharing with the whole group. The facilitators will need to be respectful of this and be careful to not push participants too far.

There are not structured debriefs for these activities. They are meant to provide ways to explore personal experiences of barriers to participation and how they might be overcome or perceived by others. Hopefully, they will allow the course to be grounded in the real lives of the participants who attend and allow participants to really reflect on the breadth and impact that being prevented from being able to participate can have on our lives.

However, in the more analytical exercises, the facilitators might find it useful to input some information in the session, such as legal barriers to political participation, for instance, or other aspects that participants might not be aware of.

Static Images[4]

Session Objective: reflect on and identify the barriers to political participation

Learning Objective: Participants are able to identify barriers to political participation, using their own experiences of non-participation as a lens through which to discuss this.

Time/Logistics: 30 minutes

Steps:

1. Introduce session and objectives.
   - Will use own experiences as starting point to discuss barriers to political participation later on.
   - Remind participants of group contract. They can decide which experiences they are willing to share.

2. Divide participants into groups of 4–5.

3. Give them a few minutes and ask them to think of a time when they were not able to participate in public circles.

> ### Key points to pull out of this session
>
> - We all have experiences of not being able to participate in certain circles.
> - There was not one thing that stopped us from being able to participate in every case.
> - There are different types of barriers to participation of women and youth. These can be political, cultural and/or economic.

4. Ask one person in the group to share their experiences in their group by setting the scene of what happened. They need to use all the members of their group to stand as different people in the scene. The 'actors' do not talk, but rather form a static image of what that person was like or was doing at the time. The person sharing their experience then forms a static image of themselves at that time. The facilitator can then ask one or all of the participants to explain what they were showing.

5. The group repeats this exercise, with different group members sharing their experiences. The facilitator can ask the groups to try to illustrate different categories of political participation, in order to show a good spread of the kind of activities that can be involved.

If you have time, you feel confident enough and think the participants would be open to this, bring the groups together in discussion. Draw out, group and record experiences of non-participation. How does this relate to what was discussed in previous sessions about types of participation and what were the reasons why people were unable to participate? Can we group them into different types of barriers? What does it feel like to not be able to participate?

Conclusion

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4   These exercises, along with all of the other image and forum techniques in this section, have been adapted from the work of Augusto Boal.

Rashomon

Session Objective: explore different perspectives of the same situation of non-participation

Learning Objective: Participants are able to understand that the same event can be experienced and remembered differently by each person present.

Time/Logistics: 90 minutes; if possible, break this into sessions before and after a break

Steps:

1. Introduce session and objectives.

2. Ask participants to think of a situation when they were unable to participate but where different people present might have seen what happened differently.

3. Ask for a few volunteers to share their experiences, making it clear the person whose story gets chosen has to play themselves in the role-play of that scene.

> ### Key points to pull out of this session
>
> - People have different perspectives of the same event.
> - People's perspectives are dependent on their background/ mood/culture and other factors.
> - When thinking of barriers to participation, we should consider the issues, from the perspectives of all the people/groups involved.

4. Get the participants to choose, through agreeing or by a quick vote, one story they want to explore in more detail.

5. Ask the person whose story it is to choose people to play other characters. Get as much information as possible about how they perceived what happened and who were the other people there at the time.

6. Have the actors rehearse the scene. If possible this should fall during a break. Otherwise, give them time to rehearse by themselves at the side of the room.

7. Invite the actors to improvise the scene as naturally as they can. Bring the scene to a close when what has happened seems to have ended naturally.

8. Choose one of the actors (not the one whose story it is) and ask them to 'sculpt' the other characters into static images according to how they see them to be.

9. Ask the actors to reflect for a few seconds on how they would talk and move in this new image before replaying the scene, taking into account the new version of events.

10. Encourage reflection and thoughts from the people acting on what just happened, and from the other participants.

Conclusion

Pilot–Co-pilot

Session Objective: experience how the same situation can be interpreted differently by different people

Learning Objective: Participants will understand that the subjectivity of communication can lead to misunderstandings, and perhaps to conflict.

Time/Logistics: 45 minutes

Steps:

1. Introduce session and objectives.

2. Ask participants to reflect again on their own experiences of non-participation.

3. Divide participants into equal groups of people who are happy to share stories and who want to listen and ask people from the two groups to pair up. There can be groups of three if needed.

> ### Key points to pull out of this session
>
> - Remembering and re-telling are not necessarily the same thing.
> - Active listening is key.
> - Different people would have a different view of what an ideal situation can look like.

4. Give the storytellers (pilot) a few minutes to share their experiences with their listeners (co-pilot).

5. Ask for a pair of volunteers to come forward and, without revealing which one is the storyteller, create a static image each, using volunteers from the audience to create the scene. It is best that this 'sculpting' is carried out silently. Ask them to play themselves in the scene as the main character.

6. Ask either the pilot or co-pilot to come forward to examine the two images of the same story. Ask the second one to come forward and examine the two images of the same story.

7. If there is time and the participants seem open to the idea, give the pilot and co-pilot three wishes, i.e. three moves that transforms the scene into what would be ideal for them.

8. If the storyteller (pilot) is happy to do so, ask both pilot and co-pilot if they are happy to share their story and any reflections they may have after having seen the two different interpretations and resolutions of the same event.

Conclusion

Barriers to Political Participation – The Bigger Picture

Session Objective: explore the varied nature and structure of barriers to political participation

Learning Objective: Participants understand how barriers can be located at different levels in society. Therefore, action is required at each level, in coordination between the actors involved.

Time/Logistics: 60 minutes; a flipchart ready with the matrix drawn on it

Steps:

1. Introduce session and objectives.

2. Divide participants into groups of four or five.

3. Ask participants to discuss what they think are barriers to political participation for women and young people.

4. Present this matrix and ask participants to think how different types of barriers look at the different spheres. Amend the matrix to make it simpler if this is necessary. If you think this is relevant, and accessible to the participants, you can even add an 'international' level.

> ### Key points to pull out of this session
>
> • Barriers can be political, economic and cultural.
> • They can occur at family, community, sub-regional, national and international levels.
> • The way the types of barriers are experienced depends on the sphere at which they occur.

	Family	Community	Sub-Regional	National
Political				
Economic				
Cultural				

5. Gather the groups together and discuss the nature of barriers to political participation for women and young people and their different types and levels.

6. Input: Research in 2010 by Alert on barriers to women's political participation in Liberia and Sierra Leone found the following barriers:

- Traditional and religious practices
- Limited education and literacy
- Ignorance of rights and opportunities
- Nomination processes (failure to meet 30% quota)
- Tokenistic attempts to involve women by placing them in non-winnable seats
- Electoral System (currently first-by-post rather than Proportional Representation)
- Effective campaigning (lack of skills & experience)
- Difficulty for women to fund a campaign
- Intimidation of women candidates

Mention them if some barriers are not raised by participants and ask for their views.
You can also distribute Handout 3 on *Barriers to women's & youth political participation.*

Conclusion

Stage Two Debrief & Closing

Hopefully, this exploration of barriers, both from personal experience and on a broader level, will have been useful in raising the awareness of participants as to some of the challenges facing attempts to raise the level of youth and women's political participation. In order for Stage Two and Stage Three to flow smoothly, it would be good to discuss what skills and understanding might be useful in overcoming some of these barriers. Hopefully, the majority of these answers will fit into the categories of gender, good governance, interpersonal communication, conflict resolution and advocacy. If you have the option of a break between delivering Stage Two and Stage Three, this may give you some time to tailor your session to the interests of the group. If not, you may need to try to research this prior to the course and make an assessment of which you think is the most beneficial.

A few debrief questions you could ask might include:

- Any reflections from the day?
- What skills or knowledge do you think would be useful to overcome some of the barriers we have discussed today? (Write up brainstorm on flipchart.)
- Which of the above skills would you like to develop?

STAGE THREE – BRIDGING THE GAP:

PROVIDING A SKILLS OR KNOWLEDGE INPUT THAT CAN ADDRESS SOME OF THE KEY BARRIERS DISCUSSED

Suggested allocated time for the whole of Stage Three: 1 or 2 days

Stage Three is the opportunity for facilitators to offer skills or knowledge that might be helpful in addressing some of the barriers to youth and women's political participation that have been identified in earlier phases of the programme. As a facilitator, you will need to identify which of the 'input' sessions you want to concentrate on according to the needs and interests of the group. You will probably only have time to do a maximum of three topics from the following list:

- Understanding Conflict Resolution
- Understanding Effective Interpersonal Communication
- Understanding Gender
- Understanding Good Governance

It is strongly recommended that you include the sessions on gender; after all, this is really key to what this training course is trying to achieve. Each course should include at least a session on gender, as well as one of the other skills suggested.

TOPIC 1:
UNDERSTANDING CONFLICT RESOLUTION

An increase in women's and youth political participation will necessarily create change in the society they live in. It is important to explore how individuals experience change, and conflict, in their lives. Understanding triggers for conflict, and how one might respond to these triggers, will help the participants better manage the changes they want to prompt in their lives.

Exploring our own, personal reaction to conflict is a first step before trying to address interpersonal conflict. Often these strategies for addressing conflict are similar or related to some of the exercises in the *Understanding Effective Interpersonal Communication* section and it may be effective to run them concurrently if you choose to emphasise these particular skill-sets.

What the session will focus on:

- This stage will help participants understand the key concepts associated with conflict, violence and peace, and see how they are related. This in turn will help the group reflect on how conflict and change can be managed positively.
- The group will also have a chance to explore what their usual reaction is to difficult situations and what strategies they can use to respond to these situations better.
- The sessions will also highlight that conflict is part of everyone's life and is a natural aspect of change. It is not necessarily a frightening experience, and it is possible to deal with it confidently and constructively. It will show that everyone experiences conflict, and that it is useful to understand that other people's reaction to certain 'trigger situations' might be different to one's own.

Outcomes:

The conflict resolution session will define what conflict is and seek to find strategies to respond to conflict triggers in participants' own personal situations.

Note for the facilitator:

This stage will be essentially based around the personal experiences of participants. The facilitator will again need to be very respectful of participants and make sure that trust is established within the group so that participants feel comfortable sharing their own experience of conflict. It might be a good idea to reiterate ground rules about respect and communication before beginning the session.

If the session is a bit tense, the facilitator might want to suggest a break or an energiser exercise to ease the tension.

Defining Peace, Conflict and Violence

Session Objective: define the key concepts of peace, violence and conflict, going beyond superficial understanding of these concepts

Learning Objective: Participants understand how the three concepts are linked and that one can confront conflict in a peaceful, positive way without resorting to violence.

Time/Logistics: 30 minutes

Steps:

1. Introduce session and objectives.

2. Divide participants into three groups to define each one of the concepts: peace, violence or conflict.

3. Ask participants to brainstorm around the concepts; each group has to come up with their definition of one concept. The groups should not try to have one final definition of the concept but rather find the ideas they associate with the word 'peace', 'violence' or 'conflict'.

> ### Key points to pull out of this session
>
> - People might view violence, peace or conflict differently; they are not objective concepts. They might mean different things to different people.
> - These concepts are very closely linked.
> - We do not need to be confronted by direct, physical violence to feel the effect of violence.

4. Get the groups to present, starting with 'violence', then 'conflict', then 'peace'. When a group has presented, ask for questions or other opinions from the group, and ask them questions yourself in order to get to the key elements below.

Violence	Conflict	Peace
• Violence can exist in lots of differing forms, including physical and psychological. • Violence can be direct and physical, or it can be indirect. For instance, a group might be denied access to some resources which they need in order to survive or to grow. This can be seen as violence.	• Conflict is an inevitable part of life. • Conflict can lead to both negative and positive change. • Conflict is not the problem. It is violence that we need to address. • Conflict is dynamic, constantly escalating and de-escalating, sometimes latent and sometimes overt.	• Peace can be meaningful at lots of differing levels, from the personal to the international. • 'Negative peace' is used to describe a society without war, but where there is no respect for rights or distribution of power. • 'Positive peace' means something beyond that: rights are respected, development is shared and so on.

Conflict Style Questionnaire

Session Objective: explore the participant's own reaction when confronted with conflict

Learning Objective: Participants explore the different ways that individuals respond to conflict and understand that the same situation might be responded to in different ways.

Time/Logistics: 30 minutes; printed conflict style questionnaires Handout 4

You might want to ask the participants to complete the questionnaire the night before. This means that you do not need to spend too much time waiting for participants to complete the questionnaire.

Steps:

1. Introduce session and objectives.

2. Ask participants if they discovered something about themselves. Ask for general reactions.

3. You can go a bit deeper: questions could include:

   - How did you find completing this exercise?
   - Did anyone have any surprises regarding the outcome?
   - Why do you think reflecting on your conflict style might be helpful?

Key points to pull out of this session

- People may react differently to the same situations depending on their styles.
- The way you react to conflict might be different depending on the type of conflict.
- Being aware of your own conflict style allows you to possibly change your behaviour.

Conclusion

Red Flags

This is an excellent exercise allowing participants to explore in more detail their personal triggers to conflicts that they face on a regular basis and is usually successful with most groups. However, facilitators need to be aware that this can sometimes bring out quite strong emotions for people so do be prepared for this and ensure that you have the time to deal with such events should they occur. It is always essential that facilitators clearly indicate that participants should not feel obliged to share anything that they do not wish to, nor do they need to explore the most painful events in their lives.

Session Objective: explore how one might react or respond to a conflict

Learning Objective: Participants will understand the difference between reacting and responding to conflict and will explore alternative ways to respond to triggers.

Time/Logistics: 60 minutes

Steps:

In plenary, explain that this session will involve examining individuals' conflict triggers and that they will be using some very simple drama techniques to demonstrate these. Reassure them though that you are not looking for Oscar-winning performances!

There are a number of specific steps to this exercise:

1. Firstly, ask the group what they associate with the colour red.

> ### Key points to pull out of this session
>
> - Everyone has conflict triggers.
> - Conflict triggers are different for everyone.
> - It is useful to be aware of your own conflict triggers, so that you can devise strategies to deal with them.
> - Strategies for dealing with these triggers might involve: avoiding them, getting used to them, making other people aware that you react badly to certain situations, etc…

2. Ask them what they associate with red flags – usually someone will respond with the example of the bullfight. Ask the group what happens in the bullfight, specifically the role of the matador and the crowd.

3. Explain that this exercise uses the metaphor of the bullfight and that you would like them to consider what their own conflict triggers might be.

4. Explain that you would like to show them an example of your own, one that you have already prepared beforehand with your co-trainer. It should be a short role-play, with you playing yourself, no longer than a minute. At the point where you become very angry, point and simply say, 'red flag'. A red flag should, ideally, be a trigger that happens to you regularly, perhaps even with the same person.

5. Allow at least 20 minutes for participants in pairs to choose and rehearse their red flags. Make sure that both participants have one to show back and that they are playing themselves in each of the role-plays.

6. After the preparation time, ask everyone to come back to plenary. If you are working with a difficult or challenging group, you might want to have an initial conversation regarding how it might feel to present back in a group and how we can support people in these situations. Ask for a pair to come forward, provide some context of the situation and ask them to show back their 'red flags'. Once they have finished, ask the person whose red flag it is to decide a title for their role-play, ask where physically they felt their anger (hands, stomach, head, etc.) and ask them to rate how emotional that situation was for them out of 10. You can record these on a flipchart for each person if you wish. Not everyone has to present: some people might feel uncomfortable doing so and it might simply take too long. So feel free to ask for a last volunteer to present when you think the time is almost up.

Debrief

You may want to wrap up with the following debrief questions:

- Why is it useful to think about our red flags?
- Can you think of an example when other people might know our red flags?
- What's the difference between responding (a premeditated controlled decision about what to do in a certain situation) and reacting (an uncontrolled, instantaneous decision) to our red flags?
- Suggest that by understanding our red flags we might be able to take more control of those moments that impact us.

Conflict Resolution – Debrief & Closing

In closing this session, questions to ask participants might include:

- Any final reflections from today?
- Given the focus of this project, can you still see the relevance of conflict resolution?
- Will anyone be trying to do something different with his or her red flag?
- Did anyone learn anything about themselves during this session?

TOPIC 2:

UNDERSTANDING EFFECTIVE INTERPERSONAL COMMUNICATION

Whilst conflict resolution can help us to become more aware of our own responses to conflict and how we might respond better in the future, learning the skills of effective interpersonal communication can provide the potential for transformed relationships. Most conflicts could be better understood and resolved if communication was improved.[5]

What the session will focus on:

- This stage will help participants understand that communication is often problematic if not used properly, and can lead to misunderstanding, or even conflicts.
- On the other hand, effective communication can be very helpful in resolving conflict or helping people who have experienced difficult situations. It can help them feel heard, they can express their needs and problems, and the intervener can help them find their own solutions.
- The techniques introduced here can feel uneasy at first, but, with a bit of practice, they can be very useful, even in everyday life.

Outcomes:

The communication session will highlight that interpersonal communication is key in how we deal with conflict. It will also offer the participants a chance to try out some techniques.

Note for the facilitator:

It is quite important for the facilitator to highlight two main points during the sessions:

- Communicating is not only sending a message to someone. Communication involves a 'sender' and a 'receiver'. The sender gives a message, but the receiver might understand something completely different. It is very important to consider who the receiver is to maximise the effectiveness of communication.
- Therefore, communication is not the same for everyone. Depending on factors such as ethnicity, age, sex and education, the same message will mean different things.

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5   The following exercises are either adapted from the body of work on *Non-Violent Communication* by Marshall Rosenburg or from specific exercises that often form part of mediation training. For further background reading, the following may be helpful: M. Rosenburg (2003). *Non-Violent Communication – A Language of Life*. Puddledancer Press.

Back-to-back Listening

Session Objective: explore barriers in communication

Learning Objective: Participants experience a difficult communication setting, and draw lessons on how to maximise the effectiveness of communication.

Time/Logistics: 20 minutes; flipcharts with drawings; chairs in two rows in the middle of the room facing away from each other

This is a fun exercise to get the conversation started on communication.

Steps:

1. Set up the room. On one side you will need a flipchart stand or a wall where you can stick up a flipchart. On the other sides, scatter a number of felt-tips and rough paper. Ask participants to take their seats, ensuring that they are sitting behind someone. Explain that in a few minutes you will show a simple geometric picture that you prepared earlier (make sure you have two for both groups and that they are hidden from participants). The participants sitting on the side of the picture need to give instructions regarding how to draw the picture to their partner behind them. Insist that the line with their back to the picture do not turn around. After about three minutes allow the drawing group to see the original picture and check how well they did. Swap over groups (using a new image!) if you have time.

> ### Key points to pull out of this session
>
> - Non-verbal communication is important.
> - The message we give to people is sometimes very different from what they understand.
> - It is important that the sender of the message adapts it to its audience.

2. Hopefully, this should lead to some amusing drawings, much different from the ones you drew. This should lead the participants to discover that communicating in certain ways is not very effective. You can ask the following questions:

- How did you find that exercise?
- Why was it difficult?
- Would it have been any easier if you could have seen each other during the task? If so, why?

This will lead you into a discussion about non-verbal communication: the idea that only a small amount of what we communicate is within the meaning of the words we say. Albert Mehrabian is noted for finding a 7%-38%-55% rule, supposedly denoting how much communication was conferred by words, tone and body language, which is always interesting to do as a quick quiz with your group.

Conclusion

Facts, Interpretation & Evaluation

Session Objective: understand the factors that impact on communication

Learning Objective: Participants will unpack the different factors that impact on the effectiveness of communication.

Time/Logistics: 60 minutes; printed pictures Handout 5

This exercise requires that you have been able to print good-quality pictures to show to the participants. If this is not possible, maybe you can find other pictures to show them.

Steps:

1. Set up the group into teams of four or five. Hand out four photographs of people who appear to be demonstrating a range of emotions. Some pictures are proposed in Handout 5; ask each group to articulate the facts (something that we can see, e.g. two women), to interpret the picture (to create a story of what is going on or how the individuals in the picture are feeling) and to evaluate the picture (how does it make you feel?).

> ### Key points to pull out of this session
>
> - It is often very easy to confuse our interpretations of an event with the facts we have.
> - When we are listening to someone, our evaluation of that story may not be the most important information to feed back.
> - The same message has the potential to be understood in many different ways by different people.

2. After approximately 30 minutes, ask the group to come back to plenary and quickly go through each image. If you know the true story behind the image, then let participants know. It is always good to include a few pictures that appear to be the opposite of what is actually going on!

3. Debrief. The debriefing of this exercise is crucial. Much learning can be taken from it, depending on what you want to direct the session towards.

Potential questions include:

- Which is the hardest to do: determine the facts, feelings or evaluations and why?
- Why would different people give different interpretations of the same image? Factors might include age, experience, knowledge, sex and tribe.
- Imagine we are listening to someone telling us about their bad day. Which of the three – the facts they give us, their interpretations/feelings of these events or our evaluations – is not very useful?

Conclusion

Active Listening

Session Objective: try out one tool in order to enhance communication

Learning Objective: Participants will explore the techniques involved in active listening and try them.

Time/Logistics: 20 minutes

This exercise requires a volunteer. Maybe you can talk with someone beforehand, during a break, and ask them to prepare themselves to help you during the session, or you can ask your co-facilitator.

Steps

> ### Key points to pull out of this session
>
> • Active listening can help improve the speaker's confidence that he or she is being heard.

1. Using a volunteer from the group, ask them to tell you a true story about something that happened to you, nothing too intense, but something that brings out some emotions. As the story begins, do everything you can *not* to listen to them (such as not making eye contact, interrupting, changing the subject, using your mobile phone, slouching in your chair, etc).

2. After a minute or so, ask the group how well you think you are listening and ask for any suggestions that can improve this. With any that come forward, completely over-emphasise and check in with the group whether that is right. Over time, you should gradually build up the perfect listener. Feel free to swap over storyteller and listener.

3. Conclusion and debrief. It is likely that you will manage to elicit a guide to active listening through this exercise. Here's a checklist though,[6] just in case.

> **Ways to engage in active listening:**
>
> • Stop talking
> • Focus on the speaker
> • Maintain eye contact/attentive posture
> • Acknowledge what is being said/suggested
> • Acknowledge emotions
> • Look for non-verbal cues
> • Empathise
> • Clarify
> • Avoid assumptions
> • Summarise
>
> **Rewards for effective listening include the following:**
>
> • People feel heard
> • People build trust between each other
> • Listener can gain a clear understanding of the issue

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6   Adapted from L. Cohn (2001). *Communication Skills in Mediation.* National Association of Realtors.

Summarising

Session Objective: try out one tool in order to enhance communication

Learning Objective: Participants will explore the techniques involved in summarising and try them.

Time/Logistics: 15 minutes

Steps:

1. Introduce the session and what summarising entails. Summarising is a very simple technique that reflects back the facts and feelings of a conversation after a period of active listening.

2. Ask your group to separate into pairs and to spread themselves around the room. Ask one person in the pair to think and tell a story for at least one minute about something that has happened to them that made them feel upset or angry, without interruption from the listener. At the end of the story, the listener should summarise the information, outlining the facts and feelings and checking in with the other person whether this information is accurate.

Key points to pull out of this session

- Summarising allows the listener to check the information received and helps the one talking to reflect on what they are saying without being judged.

Some reasons to summarise are:

- Allow parties to feel heard
- Transition to new topic
- Identify underlying emotions/concerns
- Focus parties on problem solving
- Encourage parties that progress has been made
- Point out different views
- Keep track of the deal

Tips for summarising include:

- Be concise
- Choose your words carefully
- Move beyond words
- Omit blame
- Leave your judgment out of the summary and be neutral
- Ask if you are correct
- Paraphrase only if sensitive issue or precise wording is key

Debrief

- How did it feel to be just listened to?
- Was it easy to say nothing?
- How easy was it to separate facts from feelings?

Reframing

Session Objective: try out one tool in order to enhance communication

Learning Objective: Participants will explore the techniques involved in reframing and try them.

Time/Logistics: 30 minutes; statements printed

Steps:

1. Introduce the session and what reframing entails. Reframing is a skill that allows the listener to moderate the content of the information they are hearing, for example, by not repeating language that they find strong or even offensive. Reframing can also be used to deflect attempts by the other person to draw you into conversations or conclusions you are not comfortable with.
This can be quite hard, but there are a lot of benefits to be taken from using this technique.

> ### Key points to pull out of this session
>
> - Reframing allows parties to be heard, yet allows the listener not to be obliged to agree with what is being said.

2. Divide your group so that they sit in concentric circles, with one group in an inner circle facing a partner on an outer circle. Hand out prepared starting phrases on small strips of paper to the group in the middle and state that they need to build a conversation around these.
Explain that the person on the inside may need to give a little context to those on the outside, explaining who they each are and what they are doing. The listeners to these conversations need to do their best to reframe what they are hearing from the person on the inside. At first, this may be quite hard for the people on the outside to complete.

3. After about two minutes ask the people on the inside to give some feedback. What did they do well? What could they do better? Now ask the people in the outside circle to move clockwise one place and attempt a new conversation. After the people on the outside have had three or four attempts, ask the two groups to swap over.

> ### Reasons to reframe include the following:
>
> - Turn a negative to a positive
> - Turn from complaints to negotiable behaviours
> - Move from the past into the future
> - Keep the discussion moving
>
> ### Example
> **Party:** "We elected a women politician and she's terrible at her job, I don't think women should be allowed to stand for elections."
> **Listener:** "I hear that you feel strongly about this, I'd like to understand your point of view further. Could you explain to me specifically how you would like her to do better in her role?"

Debrief

- How did you find that exercise?
- Do we have any particularly good 'reframers' in the room? If so, what did they do?

Effective Interpersonal Communication – Debrief & Closing

In order to wrap up this session, you might want to ask the following questions:

- Any final reflections?
- Which of these skills might you try to use?
- Do you think being aware about effective interpersonal communication skills is still relevant?

TOPIC 3:

UNDERSTANDING GENDER

Suggested allocated time: ½ day – 1 day

This section of Stage Three focuses on the idea of gender. What does 'gender' actually mean? What is its impact in practice? How can we change expectations of and opportunities available to women and men?

Given the focus of this project, it is essential that participants have a good understanding of concepts regarding gender in order that they, in their future work, are able to change attitudes, expectations and opportunities for women and young people to be able to participate politically. As a result, it is highly recommended that 'understanding gender' be one of the components of Stage Three that facilitators choose for their EEC course.

What the session will focus on:

- Reaching a shared understanding of the concept of 'gender', how this differs from 'sex' and varies according to other factors such as age, ethnicity and status.
- Considering how conflict affects women, men, girls and boys differently and the need to understand these differences in peacebuilding and post-conflict reconstruction.
- Looking at barriers to women's and youth participation and how these were and were not overcome in particular examples, with the intention of sparking problem-solving and finding creative solutions in the lives of the participants.
- Developing increased understanding of key policy and legal documents on increased participation of women and young people at national, regional and international levels and how they are relevant and applicable to the lives and communities of the participant.

Outcomes:

Participants will be able to understand concepts around gender and what 'gender' means in practice, in conflict and post-conflict settings and in their communities.

Note for the facilitator:

Discussions around gender issues touch on some of the most personal and sensitive topics. Although participants are not asked to necessarily share their own experiences here, the facilitators will need to be mindful that conversation might bring up some difficult and painful memories or thoughts. This is especially so during the exercise on women's and men's experiences of conflict. Do keep in mind that participants are likely to be survivors of wartime trauma, and do not delve too deeply into issues such as wartime rape as there is not enough time or facilities available to fully support any participants that may be affected. Be aware that there might be resistance to some of these ideas also. Gender roles are so deeply ingrained in most societies in the world that it can be difficult to see them as anything but 'natural' rather than socially taught.

Sex and Gender

Session Objective: develop a good understanding of the difference between sex and gender

Learning Objective: Participants observe situations around them and distinguish whether they are due to sex or to gender.

Time/Logistics: less than 15 minutes; one paper with 'SEX' written on it and another paper with 'GENDER' written on it

Steps:

1. Introduce session and objectives.

2. Explain that you have placed two papers, one with SEX and another with GENDER written on it, at opposite sides of the room. You will read out statements and, if participants think it is related to sex, they should place themselves next to the sex paper, or, if it is due to gender, next to the gender paper.

3. Read out statements. Start with 'easy' ones then you can go into more blurry areas. Statements could be:

   - Women can breastfeed.
   - Men will never be able to give birth.
   - Most soldiers are men.
   - Most nurses are women.
   - In most cases, it is women who do the cooking.
   - Etc. (Try to make up statements that relate to the gender/sex differences in your context. Also try to differentiate between young and older people.)

> ### Key points to pull out of this session
>
> - There is a difference between biology of women and men (sex) and what this means in society (gender).
> - *Sex* is a word to describe the physical and sexual characteristics of women and men.
> - *Gender* is a word to describe how society expects women and men to behave because she is a woman and he is a man. These expectations can limit opportunities, freedoms, access to resources and abilities to assert rights, or put pressure on them to behave in certain ways to 'be a man' or to 'be a woman', e.g. 'be strong and fight like a man'.
> - For example, due to biology, women give birth and can breastfeed but it is *socially*, not *biologically* determined that women, in most societies, are expected to look after the house and children.

For each statement, ask a few people to explain why they placed themselves next to gender or sex. Try not to judge their answer, even if you disagree, but ask other participants to discuss each opinion.

Conclusion

Image of the Word

Session Objective: reach a shared understanding of the concept of gender

Learning Objective: Participants start thinking about ideas of 'women' and 'men' and how these are represented.

Time/Logistics: less than 15 minutes

Steps:

1. Introduce session and objectives.

2. Ask participants to form a circle, facing inwards. Explain that you will ask them to form images using their bodies representing words you say.

3. Start with words that are quite easy to represent using their bodies, e.g. school, party.

4. Check the group has understood how this exercise works. Once the group is getting into shapes easily, gradually move the examples to the theme of the session. Potential images could be:
   Men ▪ Women ▪ Young men ▪ Young women, etc.

5. Depending on how the exercise is going and if there is time, this exercise could turn into a 'visioning' tool, useful for Stage One of the programme. Ask participants to create an image of a 'powerful woman' or 'powerful man'. Ask them to return to their image of 'woman'/ 'man' and slowly move towards the new image.

6. Use this as a way to start debriefing and leading into a conversation about the difference between gender and sex, or just as a warm-up into the next exercise.

Conclusion

Key points to pull out of this session

- How are the images of 'women' and 'men' different?
- Why are the images different?
- What does this mean for the way women and men are 'supposed to' behave?
- These expectations can limit opportunities, freedoms, access to resources and abilities to assert rights, or put pressure on them to behave in certain ways to 'be a man' or to 'be a woman', e.g. 'be strong and fight like a man'.
- For example, due to biology, women give birth and can breastfeed but it is *socially*, not *biologically* determined that women, in most societies, are expected to look after the house and children.

Debrief

- Any initial thoughts or reflections?
- How did you find that exercise? Did you learn/observe anything?

If the concepts of 'gender' and 'sex' have been raised:
- How do we define sex and gender?
- How do people's roles in society differ according to their sex?
- Are there any positives to these gender roles?
- Are there any gender roles that you would like to change? Why would you like to change them?

Image of the Hour

Session Objective: reach a shared understanding of the concept of gender

Learning Objective: Participants start thinking about ideas of 'women' and 'men' and why and how these differ.

Time/Logistics: 30 minutes

Steps:

1. Introduce session and objectives.

2. Ask participants to find a space of their own within the room. Explain that you will start calling out a time and day of the week and you would like them to act what they would do at the time.

> ### Key points to pull out of this session
>
> - What gender roles mean depends on many other factors, e.g. age, ethnicity, religion, social status.
> - Gender roles can be found in every aspect of the society at any given time.

3. Start with the morning, e.g. Monday 7am. Give them a few minutes to act out what they would be doing that day, at that time.

4. Give them a few days and times and allow them time to act them out.

5. Now call out a few days and times and ask them to act out what they would be doing if they were the opposite sex, i.e. women act out what men would be doing, and men act out what women would be doing.

6. Invite participants now to join someone else's activity, rather than doing their own.

7. Use the exercise as a way to start debriefing and leading into a conversation about the difference between gender and sex.

Conclusion

Debrief

- Any initial thoughts or reflections?
- How did you find that exercise? Did you learn/observe anything?
- How do we define sex and gender?
- How do people's roles in society differ according to their sex?
- Are there any positives to these gender roles?
- Are there any gender roles that you would like to change? Why would you like to change them?

Impact of Conflict on Women and Young People

Session Objective: explore how conflict impacts women, men, girls and boys differently

Learning Objective: Participants start thinking about how experiences of women and men during conflict can differ, and what this means for peacebuilding and political participation after conflict.

Time/Logistics: 45 minutes, Handout with case studies

Steps:

1. Introduce session and objectives.

2. Divide participants into groups of three or four.

3. Distribute the case studies (Handout 6) so every group has a case study each. Explain that each case study is different and relates to different conflicts.

4. Request participants to answer the following questions in their groups:
   - What do the articles tell you about the way men and women contribute to conflict?
   - What do the articles tell you about how men and women experience conflict?
   - What did you learn from the article which challenged your own assumptions/ideas about roles and relations of men and women in conflict?
   - What issues emerged which you think present challenges for women and men in post-conflict societies?
   - How do these stories help make the case for the importance of women's and youth political participation?

5. Bring participants together to share and exchange thoughts and ideas.

Conclusion

Key points to pull out of this session

- Both women and men take on combatant roles during conflict.
- Gender roles can change in conflict, with women often taking on the decision-making roles that were reserved for men in the past.
- Both women and men are victims and survivors of war, but experiences and their impact differ.
- In the transition to peace, both women's and men's voices and experiences must be included in peace negotiations and peacebuilding processes.
- Women and men have different needs that must be addressed in peacebuilding.

Power and Empowerment

Session Objective: draw on others' experiences of overcoming barriers to participation to inform future work

Learning Objective: Participants start identifying how others overcame barriers to participation.

Time/Logistics: 45 minutes; case study printed (this can also be used in Stage Two of the course: exploring barriers to political participation)

Steps:

1. Introduce session and objectives.

2. Remind participants of types of participation and of the barriers to political participation (political, economic, cultural) identified in Stages One and Two.

3. Divide participants into groups of three or four.

4. Distribute case studies on women's political participation (Handout 7) so every group has a case study each. Explain that each case study is different.

5. Request participants answer the following questions in their groups:
   - Which barriers did your case study highlight?
   - If your case study was one of success, how did the individual/group in question manage to overcome the barriers in their way? If not, what prevented them? Do you have any ideas as to how they could have achieved what they aspired to?

6. If there is enough time, raise the idea of power. Ask groups to discuss different types and examples of power. Bring the groups together in plenary and ask them to share their examples, making group static images if there is plenty of time. Group the examples into the different ways of thinking about power:
   - **Power over** someone else: where some people have more power than others, often enforced through socially sanctioned threats and intimidation. This is a traditional way of seeing power, with only a certain amount to go around. As a result, attempts by one group to get more power are resisted.
   - **Power to** do something: where an individual feels empowered, through being able to solve a problem, gain a new skill or be creative.
   - **Power with** others: where a group feels stronger and more able to tackle its problems by working together.
   - **Power within** ourselves: our inner strength, which comes from self-respect and accepting others as equals.

Conclusion

Key points to pull out of this session

- Reminder that there are different types of and barriers to participation.
- Different ways of overcoming barriers include being resourceful, creative and persuading others.
- We all have power.
- Some people gaining power does not always mean that others lose some of their power.

Frameworks and Founding Principles for Increased Political Participation of Women and Young People

Session Objective: provide understanding of some key national, regional and international policies and laws on participation

Learning Objective: Participants are able to break down policy or legal documents and relate their provisions to their own communities.

Time/Logistics: 90 minutes; Handouts with policy documents

Steps:

1. Introduce session and objectives.

2. Divide participants into groups of five.

3. Distribute simplified versions of key policy documents (Handout 8, and drawn from your own research) so every group has one each. Explain that each document is different.

4. Ask participants to spend some time looking through the detail of the policy, law or framework.

5. When you feel all groups have had time to understand the document given, ask groups to design a short role-play to show why this document is important to the community from which they come.

6. Give participants at least one hour to prepare their act. While they are preparing, go around the groups to ensure everyone understands what they are supposed to be doing and to clarify any questions they may have about the document.

7. Ask each group to perform their role-play to the rest of the participants.

8. Summarise each of the main documents prepared. Check all participants have understood, either by looking at faces for signs people do not understand, or by finishing with a quick quiz.

Key points to pull out of this session

- Pull out key points from each policy document, insisting on the practical implementation of these documents.

Conclusion

Understanding Gender – Debrief & Closing

This may be a good time to ask participants to summarise what they have learned from the session about gender and check in with them that they understand some of the key concepts covered. Hopefully, this session will be a natural continuation of some of the ideas raised in Stages One and Two and provide a solid basis for discussing the formulation of advocacy plans in Stage Four.

The following questions might be useful for closing this session:

- Any reflections or thoughts about what we've covered in this session?
- Did anyone learn something new? Did you change your mind about anything?
- How might you apply some of your new learning?
- Does a better understanding of gender change your perception of efforts to increase women's political participation?

TOPIC 4:

UNDERSTANDING GOOD GOVERNANCE

Good governance is often used in many different ways, and to mean many different things. It is often seen as a 'buzz word' that most people use without really understanding the concepts behind it. The objectives of this session will be to explore what good governance can mean in Liberia, Sierra Leone and Guinea in the specific context of the participants. What is good governance? What does it mean in practice? Who is responsible for improving governance? It is through this understanding that participants will hopefully come to realise that political participation is a *process* and not an *event.*

What the session will focus on:

- Defining concepts of governance at different levels, local, regional, national, and in different aspects of community life, political, economic, social, etc.
- Unpacking all the conditions for a society to have good governance and looking beyond elections as being the main factor of good governance.
- Developing some ideas on what we expect from leaders and what is involved in being a leader.
- Exploring who can do what to improve good governance and understanding that good governance is not the sole responsibility of those in power: civil society, cultural leaders and even community members can and do have a role in improving governance systems.
- Looking at why participation is important in development, even at the village level.

Outcomes:

The outcome of this stage for the participants will be to understand the concepts linked to good governance and to decide on what they can do at different levels to improve it.

Note for the facilitator:

As said above, the danger with good governance is that it often is an abstract subject, where it is easy to use 'buzz words' without really looking at what it means in practice. Also, this session may involve concepts that are difficult for participants to understand, using complicated words, or talking about things they have never heard of before.

It is therefore essential to keep your feet on the ground, and to have practical examples ready to explain better what we mean.

This session might also be seen as an opportunity to criticise corrupt leaders or people in power that we are not happy with. This is not something that we are trying to do; the objective is to look at what we can do to improve the system, not at what others do wrong.

What is Governance?

Session Objective: define the key concepts around governance

Learning Objective: Participants explore many different aspects of governance and understand that 'good governance' goes beyond good elections.

Time/Logistics: 60 minutes

Steps:

1. Split the group into four groups.

2. Ask them to brainstorm the following questions:

   - What do you think governance is when you hear that expression in everyday life?
   - What does governance mean to you?

3. Feedback and exchange ideas. You might need to ask them further questions to pull out some points that are less obvious than others.

> ### Key points to pull out of this session
>
> - Governance is the process of making decisions and implementing them.
> - It is not only linked to government or official circles: it happens in the private sector, at the family level, etc…
> - Governance applies to many sectors: economic, democratic and social.
> - Therefore, it is not only linked to elections or formal processes.

4. Once you have debriefed the first brainstorm, assign one 'level of society' to each group: 'National level – government', 'National level – private sector', National level – civil society' and 'Family level'. Then, ask them to answer these questions for their group:
   - Who would be involved in governance issues at your level?
   - Who is excluded from governance at your level?
   - What are the formal and informal processes that control decision-making at these levels?
   - Who has the power at each of these levels? What kind of power do they hold?

5. In a plenary debrief, ask them what makes governance 'good' or 'bad' at each of these levels. Finally, ask them to discuss the following statement:

"Governance is good when it ensures that political, social and economic priorities are based on a broader consensus in society and that the voices of all are heard in decision-making over allocation of resources."

Principles of Governance

Session Objective: explore the many components of governance

Learning Objective: Participants understand that governance involves a number of key principles, beyond decision-making.

Time/Logistics: 60 minutes; Handout 9

Steps:

1. Introduce the session. Explain that good governance has the following eight components:

   - Participatory
   - Follows the rule of law
   - Transparent
   - Responsive
   - Consensus-orientated
   - Equitable and inclusive
   - Effective and efficient
   - Accountable

> ### Key points to pull out of this session
>
> - Governance is not only of concern to the leaders of a country or a community. Everyone has a role in improving good governance.
> - No country or society is a perfect example of good governance.
> - Governance does not stop at decision-making. It involves a relationship between decision-makers and the people concerned.

2. Place each of these components on flipchart paper and spread them around the room. Divide your group into teams of around four or five and send them each to one of the flipchart papers. Read out the definition of good governance again and ask them to think about what each of these terms means in relation to this definition. If groups are struggling, ask them to think about what it would mean for them in their local community. After a few minutes, rotate the groups clockwise and continue doing so until they have completed at least four of the components.

   On the last rotation, ask each of the groups to present back their last discussion and then provide the definitions listed in Handout 9.

3. It is very important then to not impose the definitions provided in Handout 9. The participants may come up with their own understanding of what these principles mean. This is perfectly fine! You can also ask them if their community or their country seems to meet the requirements of good governance. Ask them to come up with positive or negative examples of governance in their own settings. They will soon discover that no society is a perfect example of good governance but that positive examples can also be found.

Conclusion

Leadership

Session Objective: explore and experience different styles of leadership

Learning Objective: Participants express their views on what makes a good leader and experience leadership.

Time/Logistics: 45 minutes; blindfolds

Steps:

1. Split the group into teams of five and spread out in the room. Come around and distribute blindfolds to four members of the group. Explain that the remaining person is their leader, and that by forming a line, holding hands, they will lead their group around the training venue.
If everybody feels comfortable with the exercise, let them go and guide the leaders around the room (maybe outside as well if it's not too difficult).

> ### Key points to pull out of this session
>
> - Most learning points will come from the participants themselves.
> - Being a leader involves responsibility. It is not always easy.

2. After a few minutes allow the leader to swap with someone else in the group.

3. Debrief – either in plenary or in small groups. You can ask the following questions:

   - How did you feel when you were being led?
   - How did you feel when you were leading?
   - How did you feel when you changed from your role being led to leading and vice versa?
   - Any thoughts on the broader implications of the blindfold game?

After some initial feedback, ask the groups to go back to their original groups and brainstorm the term 'leadership' in terms of both good and bad qualities. After some feedback from their discussions, input these two terms:

Autocratic leadership – direct, dominating, impatient, hot-tempered, unapproachable, impolite and harsh
Democratic leadership – participatory, consultative, considerate, approachable, responsible, polite

Ask the group finally to reflect on their own experiences of leadership and share amongst their teams.

4. Conclusion. Throughout this session, it is important that the participants do not feel pushed to overly criticise their leaders. Being a leader is difficult, and involves a lot of responsibilities.

Change in Governance Systems

Session Objective: explore who can lead a change in governance

Learning Objective: Participants explore the contributions of a variety of actors to a change in governance. The group moves away from the idea that only leaders are responsible for a change in governance – everyone can play a role in the change.

Time/Logistics: 60 minutes; case study on segregation in the US

This session might work better with participants who have a good level of education, and have heard of segregation in the US. All the participants will also need to be able to read well.

Steps:

1. Explain that the session will now take the participants to another environment: the US. Maybe lessons can be taken to another setting and applied to the participants' environment. Explain what you know about the segregation system in the US. A short briefing is provided in Handout 10. So the US in the 1960s was a very bad environment for a large part of the population. Yet in 2008, President Obama, a black person, was elected. This is a very big change in governance. The session will be about explaining how this change happened and who has led this change.

Key points to pull out of this session

- Everyone can contribute to change – whether leader, civil society organisation or ordinary person.
- Each actor has to play to their own strength, talent and/or expertise.
- Change takes time. It took decades in the US and is still happening today.
- Change is possible, even if it seems very difficult at first.

2. Separate the group into four groups. Each team gets a case study: Martin Luther King, the NAACP, Rosa Parks or Nina Simone. Ask each group to study their case and prepare a presentation around three questions:
   - Who is the person or organisation they studied?
   - What contribution have they made to the change in the US?
   - What were their strengths, specific talents or expertise that allowed them to make this contribution?

3. After 20 minutes, ask them to present back to the group. You may want to take notes on a flipchart, and write down what talent or expertise each one contributed.

4. Ask the participants who they think the change-maker was in this situation. Participants will have different ideas but in truth every one of the four case studies made a crucial contribution: the change could not have happened without Rosa Parks, the NAACP, Nina Simone or Martin Luther King.

5. Allow some time for conclusion and to draw parallels with your own environment.

Community Participation and Inclusion

Session Objective: explore the importance of participation in development settings

Learning Objective: Participants understand the importance of participation, and the difficulties in implementing a truly participatory approach to development.

Time/Logistics: 60 minutes; briefings for the role-play (either in writing or oral)

Steps:

1. Explain that this session is going to be based on a role-play. The scenario is quite basic but the participants can adapt it to situations they have seen in their communities.

2. Ask for volunteers for the following roles: a development worker and her/his assistant, a village chief and four 'observers'. The observers will not be part of the role-play but will observe it, take notes and give feedback on what they see. Give five minutes for everyone to prepare. During this time, go to the 'observer group' and explain that you would like them to observe whether the process is really participatory and what they think the consequences of a non-participatory process would be in this situation.

> ### Key points to pull out of this session
>
> - Participation does not stop at decision-making – the community must be involved at every stage of development.
> - True participation means that the community cannot be asked 'yes or no' questions; they need to be able to express their needs and interests.
> - True participation can seem costly, it takes time, but it is important for the success of development projects.

Role-play scenario

A development worker visits a village and asks to be taken to the chief. At the chief's place, s/he summons a meeting of the entire community and expresses her/his intention to assist them with the construction of a health centre, which s/he observed is the main community problem. S/he then selects a development committee and assigns tasks to people, giving them a deadline for the accomplishment of their tasks. Having done so, s/he leaves and comes back after one month to check on progress on activities. To her/his greatest shock and disappointment, nothing has happened.

3. After the role-play is finished, sit the participants in a circle and ask them what they thought happened. You can ask the development worker and her/his assistant first, then the village chief, then the villagers. While you do this, leave the 'observers' to their own meeting, to exchange their observations and to prepare their feedback. It might be interesting to have one of the trainers stay with the observers to help them, while the other trainer stays with the rest of the group.

4. When the observers have given their observation to the rest of the group, ask the group the following questions:

- What is community participation?
- Why is community participation important?
- How can community participation be improved?
- What are the common obstacles to community participation?

Explain that obstacles to community participation can be as follows:

- Members of community are not involved at all stages of the activity
- Socio-cultural conflicts in the community
- Poor leadership
- Political interference
- Ignorance coupled with illiteracy
- Lack of commitment
- Stereotypes about women, youth and disabled people

Conclusion

Understanding Good Governance – Debrief & Closing

The following questions may be useful in closing this session:

- What element of good governance that we discussed today had most impact on you? Why?
- Which of the elements of good governance would you most like to promote?
- How might you do that?

STAGE FOUR

CREATING SMART ADVOCACY PLANS FOR INCREASING POLITICAL PARTICIPATION

Suggested allocated time: 1 day

Stage Four is aimed at developed a draft advocacy plan which can be developed further by the groups and individuals concerned. Understanding what makes advocacy processes successful and being able to put learning into practice through the development and implementation of advocacy plans is essential for the success of the EEC cascade programme. Having developed a vision for increased political participation, examined the barriers present and gained new skills, participants will develop an effective advocacy strategy which they can build upon after the training.

What the session will focus on:

- Building on existing understanding of how advocacy can be pursued and the elements that comprise advocacy.
- Developing an advocacy plan that is issue-based, targeted, evidence-based, realistic and can be built upon and implemented following the training session.

Outcomes:

The outcome of this stage is that participants will have developed a draft advocacy plan that they are able to develop further and implement following the end of the training session.

Note for the facilitator:

This stage departs from the way the other stages have been facilitated to date, in that the role of the facilitator here, after a brief explanatory session, is to guide the participants through each of the stages to consider (on page 59) in developing the advocacy plan, asking probing questions provided (on pages 60-61) along the way.

The role of the facilitator will be to help participants along the way. The participants themselves can decide what they want to do and how they want to do it. The facilitator is there to provide a framework, the tools, and to help the group reflect further. In a way, the facilitator's role is to ensure that the plans developed by the participants are SMART and of high quality.

Introducing the Session and Presenting a Template for Advocacy Plan

- Introduce the session by conducting a brief brainstorm with the participants: 'what is advocacy?'
Pull out that advocacy is a process by which you persuade an individual or a group to allocate resources, time or efforts towards your particular cause.

- Ask the participants what their experience of advocacy is, and what steps are necessary to develop and conduct a good-quality advocacy campaign. Write down their ideas on pieces of paper and reorganise them according to the following categories:

1. Issues/Goal
Identify and specify what the problem and solution are

2. Target/Actors
Name people or institutions that can take action and how best to convince them

3. Messages/Delivery
Decide best ways to reach targets and how to strengthen arguments for action

4. Implementation
Agree on what will happen while carrying out the strategy and who will do what

5. Evaluation
Reflect on the strategy carried out and what to do next

To be considered at each stage of the process:

1. Context
Recognise what is happening now or will happen in the future and how to respond to it

2. Resources
Recognise what is needed and what they have

3. Timeline
Determine what will happen, when it will happen and who will take responsibility

- Divide the participants into groups of four or five and distribute the two case studies provided in Handout 11 between the groups so each group has one case study to consider. For each of the case studies, ask them to identify the issue that the groups advocated for, the actors targeted, what the message was and the rest of the steps given above. This will ensure that the participants can see what each stage can look like in practice.

- Participants will now have to develop their own advocacy plan, which they will be able to implement after the training. For this, they will have to group together if they represent a specific organisation or network. Ask them to reflect back to the first stage of visioning a future with increased women's and youth political participation.
  Ask each group to come up with an issue, which they can formulate in no more than one sentence.

- Take them through the steps for developing an advocacy plan. Start with Stage One (issues/goal), present key questions for debate (on page 59) and ask participants to discuss and formulate responses, keeping the issues to be considered at each stage in mind.
  While the groups develop their plan, circulate amongst them to contribute to their discussion and help them along. To ensure that they come up with quality answers, you can ask them the more detailed questions provided on pages 60 and 61.
  At some points during the day (two or three times), ask each group to come back to a plenary discussion and ask them what difficulties they face when developing their plans. Maybe other groups can help them find an answer to their problems.

- Once all stages of the advocacy strategy process have been completed, review the plans as a whole.

Stage Four Debrief & Closing

- Give participants Handout 11 of questions on pages 60 and 61 as a guide to develop their strategy further.
- What was the most useful aspect of designing an advocacy strategy that you covered today?
- What is the easiest/most difficult aspect of defining your advocacy strategy?
- What will you take with you from this session? What will you do next?
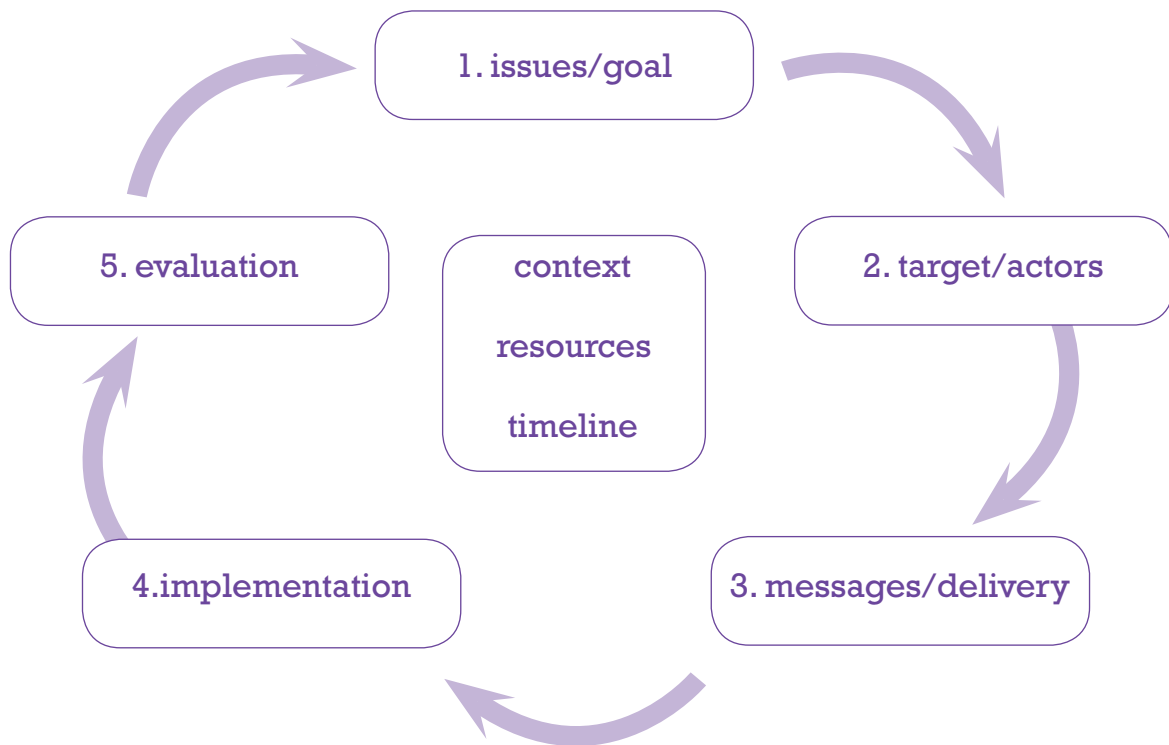
Issues/Goal/Objective
- What do we want to achieve? Why is this important? Why do we want to do this?

Target/Actors
- Who has the power to effect change? What are their names? What pressure will they respond to?
- How can we convince them to effect change? How can we make it easy for them to take action?

Messages/Delivery
- What facts (numbers, case studies or statistics) do we need for a compelling argument?
- What language and tone can we use to get the message across clearly and effectively? How do we adapt what we say for each target?

Implementation
- What resources and capacities (people, finances or equipment) do we need to make this happen? How do we gather resources needed to carry out the advocacy work?
- What is our timeframe? What will we do and when?
- What do we want each of the targets of our advocacy to do?

Evaluation
- How do we know we have succeeded in reaching our advocacy objective?
- How effective was the strategy? What went right? What went wrong? Why?
- What are our new goals and objectives, based on these experiences, to carry forward change further?

Further Questions to Develop a More Detailed Advocacy Strategy

Issues/Goal

- What do we want to achieve? Why is this important? Why do we want to do this?
- What is the issue that needs to be addressed? Can we narrow down the issue to a specific objective?
- Will this objective really address the problem? Is the change feasible/realistic, politically, economically and socially? What can we do to make it possible?
- Are our goals and objectives SMART, clear, easy to understand, flexible enough and with a clear and realistic timeframe to be able to persuade actors to take action?
- Is the objective achievable even with opposition?
- Will the objective gain the support of many people? Do people care about the goal/objective deeply enough to take action? Can the objective bring together groups into a powerful coalition? Do we have the necessary alliances with key individuals to reach our objective?
- What is happening currently which can be used to start discussion?

Target/Actors

- Who has the power to effect change? What are their names? What influences them?
- How can we convince them to effect change? How can we make it easy for them to take action?
- What is the process by which people we need to target make decisions?
- Who do we know who is in a position of power or who has influence over the people/institutions with power? Who are the 'change agents' within the organisation? What can we do to persuade them to take action?
- Who will be opposing action? How much influence do they have? Is there any way that we can change their minds? If no, how can their influence be reduced?
- Who else would be interested? Who can be an ally? Can we build a coalition of those seeking change?
- With whom and between whom do we need to build relations?
- How do we frame the message in different ways for the different targets/actors involved so they will be most likely to respond positively?

Messages/Delivery

- What facts (numbers, case studies or statistics) do we need for a compelling argument?
- What language and tone can we use to get the message across clearly and effectively? How do we adapt what we say for each target?
- What idea do we want to convey? What is the problem, what is the solution and how can those targeted take action?
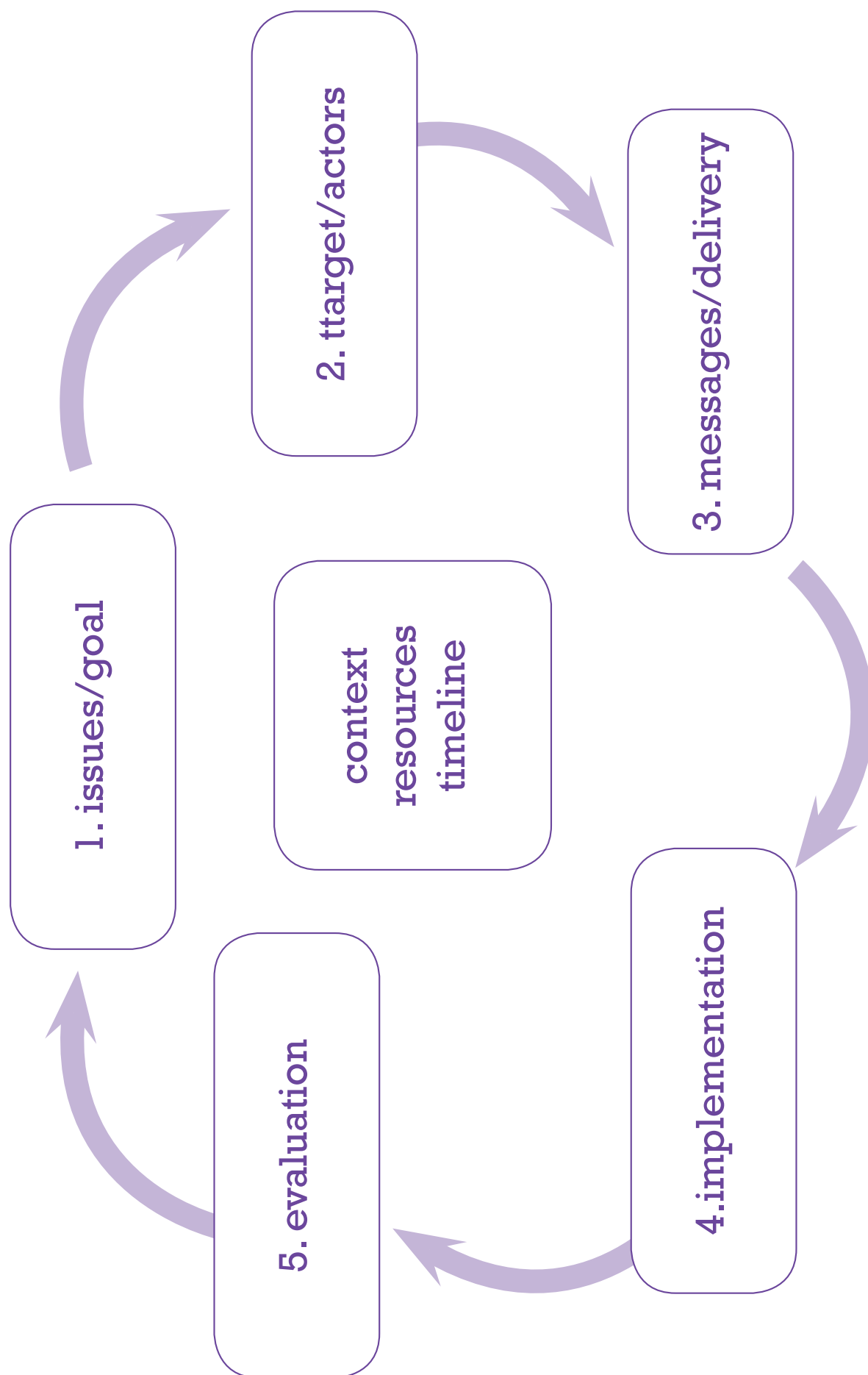- What are the counter-arguments and how can we address them?

- How can we formulate what we want to say in order to take best advantage of brief opportunities?
- What language can we use to get the message across clearly and effectively?
- What kind of arguments will work best with the people who we want to take action?
- Are there any arguments or words that we should or should not use? Why?
- What evidence do we have (or can we generate)? What are the 'killer facts' that can be used?
- Is what we are saying clear and specific enough? Is what we are asking the decision-maker to do feasible?
- Who would be the best person to approach each decision-maker we want to reach?
- What ways can we deliver the message for it to have maximum impact?

Implementation
- What resources and capacities (people, finances or equipment) do we need to make this happen? How do we gather resources needed to carry out the advocacy work?
- What is our timeframe? What will we do and when?
- What do we want each of the targets of our advocacy to do?
- Are there events/policy reviews or announcements planned that we need to take advantage of, prepare for and use in our advocacy?
- What risks exist that may threaten success? Can we identify them and act to ensure they do not come to pass?
- How can we utilise the media to create a climate that enables change?

Evaluation
- How do we know we have succeeded in reaching our advocacy objective?
- How effective was the strategy? What went right? What went wrong? Why?
- What are our new goals and objectives, based on these experiences, to carry forward change further?
- What can we do to ensure that policy change is implemented and impact evaluated to ensure effectiveness?
- What lessons can we take from what happened for future advocacy? How can advocacy strategies be improved?

- 1. issues/goal
- 2. ttarget/actors
- 3. messages/delivery
- 4. implementation
- 5. evaluation

context
resources
timeline