



Rights into Reality

Women's Rights Advocacy Training

Guidelines for trainers

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INTRODUCTION

This three-day training programme is based on Womankind's new Women's Rights Advocacy Toolkit, available at www.womankind.org.uk. The programme explores possibilities for advocacy on women's rights at local, national and international levels in response to new challenges. It includes tools, analysis and planning for effective advocacy, as well as space for exploring and responding to local contexts, and can be adapted to suit the needs of participants in different countries.

Style of training

The three-day training course is divided into twelve sessions, each approximately 1.5 hours long; each day will be approximately 7.5 hours including breaks.

The training programme is participatory, inclusive, interactive, experiential, dynamic, challenging, and flexible to respond to the needs of participants. Before the training it is important for trainers to consult participants about their needs and interests, and adapt the programme for the group.

Trainer's Guide

This guide will provide suggestions and tips for conducting each session. The tools are meant to provide a framework for learning and discussion. Trainers should feel free to adapt and amend the programme and tools to suit the needs and energies of participants.

Tips for trainers

- Explain the purpose of each session clearly (see column 3 in the Trainer's Guide) and ask participants if they have any questions before proceeding
- To encourage participation, ask participants for their experience and understanding of each topic and write up key points on flip chart before showing the summary slide provided or distributing handouts
- The programme is very intensive so breaks and energisers are important. You can include your own energisers or ask participants to organise short games, singing and exercises. Sessions can be shortened or lengthened depending on the interests of the group.

DAY 1: THE POWER OF ADVOCACY

Time	Programme	Purpose of session	Facilitation and tips for trainers	Who/Materials
	Arrivals and refreshments			
30 min	Introduction	<p>Purpose To welcome participants and clarify the objects and style of the training</p>	<p>Trainer: welcome everyone; give the background to the training.</p> <p>Explain themes for days 1, 2 and 3</p> <p>Explain the style of training (see introduction)</p> <p>Outline the objectives of the training:</p> <ol style="list-style-type: none"> 1. To create a shared understanding of concepts and values relating to women’s rights and advocacy work, including the concept of power 2. To understand the importance of planning for successful advocacy and become familiar with the advocacy planning cycle 3. To gain practical tips, tools and techniques for planning successful advocacy 4. To develop indicators for success and consider strategies to mitigate risk 5. To explore the qualities needed to be an effective advocate 	<p>Slide 1: Title</p> <p>Copies of the Programme</p> <p>Slide 2: Days 1/2/3</p> <p>Slide 3: Training style</p> <p>Slide 4: Objectives</p>
	Expectations of participants	<p>Purpose To establish rules of engagement and expectations of participants; get to know each other</p>	<p>In groups of 2/3 ask participants: “what would make this day a success for you? What would help you to participate well and enjoy the training?” Write 2-3 comments from each group on a flip chart. Revisit this sheet at the end of the training and ask participants if their expectations were met.</p>	<p>In groups of 2/3 ask participants: “what would make this day a success for you? What would help you to participate well and enjoy the training?”</p>

Session 1: Shared Meanings, Local Contexts

<p>1 hour</p>	<p>Session 1: Shared meanings, local contexts</p>	<p>Purpose To create shared meaning of key terms</p> <p>ADVOCACY/ LOBBYING/ CAMPAIGNING;</p> <p>WOMEN'S RIGHTS/ GENDER EQUALITY/ FEMINISM</p>	<p>Spot the difference Ask participants to discuss the similarities and differences of word pairs in small groups. Feedback and write points on a flip chart</p> <p>Discussion point: Why do we need to do advocacy on women's rights?</p> <p>Trainer's tip: advocacy= ongoing programme of activity for influencing change; lobbying = persuading decision-makers to make specific changes, e.g. in the law; campaigning = asking others to join in demanding specific goals</p> <p>Gender equality = equal status, power, resources between men and women; women's rights = entitlements and freedoms, enshrined in law; feminism = rights plus empowerment plus belief in women's power</p>	<p>Slide 5: The power of advocacy</p> <p>Slide 6: Shared meanings, local contexts</p>
<p>15 mins</p>	<p>Break</p>			

Session 2: Advocacy in Action

<p>30 mins</p>	<p>Session 2: Advocacy in action</p> <p>The MDGs</p>	<p>Purpose To introduce the MDGs and explore their potential for advocacy on women's rights</p>	<p>Trainer briefly introduce background to The Millennium Development Goals (MDGs)</p> <p>Eight time-bound and measurable goals to be reached by 2015. The two MDGs with an explicit focus on women are:</p> <p>Goal 3 Promote gender equality and empower women</p> <ul style="list-style-type: none"> ● Eliminate gender disparity in primary and secondary education preferably by 2005, and in all levels of education no later than 2015. <p>Goal 5 Improve maternal health</p> <ul style="list-style-type: none"> ● Reduce maternal mortality by three quarters. 	<p>Slide 7: Spot the difference</p> <p>Slide 8: Advocacy in action</p>
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		<p>Purpose: Relating the MDGs to our reality</p>	<p>Points for discussion: What has changed for women in your countries since 2000 when MDGs were first agreed? What are the new challenges we face? Are MDGs relevant to us? How can we use them as an advocacy platform?</p> <p>Trainer's tip: use case studies on effective advocacy from the toolkit</p>	<p>Handout 2: case studies</p> <p>Plenary discussion</p>
1 hour	Building on success	<p>Purpose: to explore participants' experiences of women's rights advocacy</p>	<ol style="list-style-type: none"> 1. In groups, participants discuss the examples of advocacy activities that they have taken part in 2. Choose one or two examples from the group as case studies and fill in Case Study Questionnaire 3. Feedback successes and challenges 4. Discussion 	<p>Presentation by speaker from the group or invited guest (optional)</p> <p>Slide 9: MDGs Give out handout 1 on MDGs</p> <p>Small groups</p>
1 hour	Lunch			

Session 3: Empowering Advocacy

15 mins	Understanding power	<p>Purpose: Participants understand different types of power</p>	<ol style="list-style-type: none"> 1. Brainstorm different types of power 2. Show slide: <ul style="list-style-type: none"> ● Power over ● Power with ● Power to ● Power within ● Empowerment 	<p>Slide 10: Building on success</p> <p>Slide 11: Empowering Advocacy</p>
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<p>15 mins</p>	<p>Levels of power</p> <p>Iced drinks model</p>	<p>Purpose Participants understand that power works at different levels. The ideas and beliefs behind the systems (invisible power) are the hardest to challenge. We need to be aware of them to avoid re-enforcing them through our advocacy actions and messages</p>	<p>Explain the iced drinks model:</p> <p>Formal: visible - what you can see in each picture, e.g. title, role, position, relationship</p> <p>Hidden: systems - institutional dynamics, control, inclusion/exclusion</p> <p>Invisible power: ideology – beliefs; the ideas behind the system, e.g. that men are better and more valuable than women, whites are better than blacks, adults know better than children</p>	<p>Slide 12: Types of Power</p> <p>Give out handout 3: Iced drinks model</p>
<p>45 mins</p>	<p>Power analysis using the iced drinks model</p>	<p>Purpose Practice using the iced drinks power analysis to distinguish levels of power using examples from images. The deeper the level, the more difficult it is to address. Most advocacy</p>	<p>Exercise in groups: Give out the handouts and use the trainer’s notes to explain who is in each picture.</p> <p>In small groups or pairs, look at each image and carry out a power analysis:</p> <ol style="list-style-type: none"> 1. What is the formal power you can see in each image? 2. What is the hidden power? 3. What is the invisible power? <p>Trainer’s tip: you may want to adapt this exercise for the needs of your group by choosing other images or adding to the ones</p>	<p>Give out handout 4 with images Discussion in small groups</p>

		addresses visible power and systems. We need to tackle/ be aware of the root causes, the ideology, the system and the visible signs of inequality.	provided on the handout. Participants may want to extend this exercise to carry out a power analysis of stakeholder allies and targets	Slide 12: Iced drinks model Give out handout 3: Iced drinks model
15 mins	Feedback and discussion	Purpose: To encourage whole group discussion of the root causes of inequality and oppression	<ol style="list-style-type: none"> 1. Look at each image asking participants for their feedback 2. Then ask: why is this power analysis important? Note: ice can melt if we change the temperature through successful advocacy! 3. How can we use this analysis to challenge patriarchal attitudes? 	Plenary feedback: Handout with images and notes for trainer
15 mins	Break			

Session 4: Advocacy Vision

45 mins	Vision Flower	Purpose: To create a vision of change	<p>Vision Petals – our vision of the future for women; the world as we would like it to be; the change we want to make</p> <p>Mission Leaves – our role in making it happen (community or organisation)</p> <p>Divide into small groups:</p> <ol style="list-style-type: none"> 1. Each group design a Vision Flower 	Slide 13: Iced drinks model Slide 14: Advocacy vision Flip chart markers, coloured paper and scissors
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			<ol style="list-style-type: none"> 2. Write the vision for the future/ changes we want to make on petals 3. Write our role in achieving this on the leaves 4. Display flowers on wall 5. Compare and discuss <p>Trainers tip: provide multi-coloured pens, coloured paper and glue so that participants can make their flowers colourful and blooming!</p>	
15 mins	Close	<p>Purpose Summary of the day, energising ending</p>	<p>Quick summary of the day's achievements</p> <p>Trainer's tip: Finish with an energiser, song or mood chart to end the day with a flourish! If the course is residential, organise some evening entertainment for participants to relax and get to know each other. analysis of stakeholder allies and targets</p>	

DAY 2: THE ART OF INFLUENCING

Session 1: Advocacy Values

Time	Programme	Purpose of session	Facilitation and tips for trainers	Who/Materials
	Arrivals and refreshments			
15 min	Welcome and introduction to day 2	<p>Purpose: Programme for day 2 Learning from day 1</p>	<p>Introducing day 2 programme</p> <p>Identify learning points and feedback from Day 1</p>	<p>Slide 15: Flower with petals</p> <p>Small groups</p>
1hr	Session 1: Advocacy values	<p>Purpose: Demonstrate that women's rights advocacy must be rooted in values that promote equality</p>	<p>Explain the importance of doing your advocacy activities in line with your values</p>	<p>Slide 16: Session 1 The Art of Influencing</p> <p>Slide 17: Advocacy values</p>
		<p>Purpose: To give examples of the types of behaviour that would show your advocacy work is rooted in the values of the organisation</p>	<ul style="list-style-type: none"> ● Whole group writes down the values of their organisation(s) on separate colour paper with flipchart marker pens in large print (example: equality, justice, partnership) ● Divide in small groups or pairs: take 2 or 3 cards per group ● Each group discuss how they would carry out advocacy work according to those values ● Feedback and summary ● Compare group output with points on the summary slide – differences/similarities 	<p>Slide 18: Women's rights advocacy values</p> <p>Plenary: Coloured paper with each value written in felt tip pen</p>

Trainer's tip: If group/organisation does not have a set of expressed values, brainstorm shared values for the group before doing exercise

15 mins

Break

Session 2: Advocacy Tips and Tools

30 mins

Advocacy tips and tools

Purpose: To discuss advocacy tips and tools and their effectiveness

After small group discussion, bring the whole group together for discussion:

1. Ask participants to identify different kinds of advocacy techniques that they have identified during the small group discussion. Write these on flip chart.
2. Are there other techniques which have potential?
3. How can new approaches using new media help us to make our advocacy work more effective (e.g. internet, mobile phones)?

Slide 19: Walking the talk Plenary
 Flip chart
 Slide 20: Advocacy tips and tools
 Slide 21: Advocacy tools

30 mins

What makes a good advocate?

Purpose: to understand the qualities of a successful advocate

Indicate five key skills of a good advocate.
 Ask participants to split into five groups, each representing one of the skills.
 Get the groups to discuss the meaning of their word and how to apply it to advocacy e.g. why energy is a good skill for an advocate.
 Discuss results and why these skills are important.

Slide 22: Effective advocacy for women's rights
 Slide 23: Advocacy skills what makes a good advocate
 Group activity
 Flip chart
 Slide 24: Why are these skills important?

30 mins	Counter arguments energiser	Purpose: To develop values-based counter-arguments to challenge common assumptions	<p>In pairs, pick a card and develop a counter argument to the statement. Try to make the counter-arguments short (less than 1 minute long) and clear, with as much impact as the question.</p> <p>Feedback role play: One of each pair acts as the questioner, the other delivers the counter-argument in front of the whole group. Encourage participants to add their own points.</p> <p>Trainer's tips: time the role plays, 1 minute each; make it lively, fast and fun! You can add your own statements to the list. You can give the participants 1 card each or give out the whole sheet and do the exercise in a quiz style. You could also use this exercise after lunch as an energiser</p>	<p>Cut out and paste counter-arguments questions on cards</p> <p>Participants work in pairs and pick 2-3 cards per pair to develop their role play</p>
1 hour	Lunch			

Session 3: Influencing Stakeholders

15 mins	Influencing stakeholders	Purpose: Light-hearted, fun energiser spotting different kinds of stakeholders	<p>Building alliances with different types of stakeholder: sharks, machine guns, angels</p> <p>Participants will enjoy discussing which are the most dangerous and difficult to deal with, and share tactics for dealing with them!!</p> <p>Trainer's tip: Not all stakeholders are the same. They will be influenced by different things</p>	<p>Slide 25: Influencing stakeholders</p> <p>Slide 26: Influencing stakeholders (fish!)</p>
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<p>15 mins</p>	<p>'GLOCAL'</p>	<p>Purpose Using international instruments at local, regional and international levels to influence stakeholders</p>	<p>Explain that Glocal means connecting global to local levels. Meaning of "Glocal" = messages from women's experiences from local-international. Divide the participants into 3 groups of 6 - local, national, international</p> <p>Trainer's tip: If you have enough participants you can create groups on regional, sub-regional and global regional levels</p>	<p>Slide 27: Glocal</p>
<p>1 hour</p>	<p>Stakeholder onion</p>	<p>Purpose To introduce the onion tool for stakeholder mapping (Stakeholder: a group, sector or individual who has a key role to play in the achievement of your advocacy goals)</p>	<p>Trainer explains roles of different stakeholders:</p> <ol style="list-style-type: none"> 1. Primary stakeholders – you, and the people you work with, for, and on behalf of 2. People you want to work in partnership with 3. People you want to influence (advocacy targets) 	<p>Slide 28: Stakeholder onion</p>
	<p>Group work</p>	<p>Purpose: In your group, identify different stakeholders at the level you are working/ on the issue you</p>	<p>Divide participants into groups (either by issue or level – i.e. local, national, international)</p> <ol style="list-style-type: none"> 1. Who are your stakeholders? Draw onion on flipchart and map your possible stakeholders in each ring 2. Who are the key people/ institutions you 	<p>Slide 29: Questions for small groups</p>

are working on, and consider their relationship to you. Identify possibilities for partnerships Draw on all the tools and techniques mentioned in previous sessions

want to target? (Underline priority target)
Trainer's tip: Identify the difference between stakeholders (the ones you work with – two inner rings of onion) and advocacy targets (the ones you want to influence – outer ring of onion). Some stakeholders may have more than one role so can go on the line between categories.

Flip chart paper and marker pens for each group

Session 4: Advocacy Asks

30 mins

Feedback:

Purpose:
 To explore possibilities for partnerships, tactics you may use with each stakeholder, building on learning and outcomes of previous sessions

Display onions and discussion

Plenary

15 mins

Advocacy asks:

Purpose: What you may ask of different advocacy targets

Ask stakeholders to brainstorm a list of advocacy asks from the priority targets they have identified in the onion - give examples
 Write up on flip chart

Brainstorm on flip chart
 Slide 30: Summary advocacy asks

Close

DAY 3: MAKING A DIFFERENCE FOR WOMEN

Session 1: Getting Your Message Across

Time	Programme	Purpose of session	Facilitation and tips for trainers	Who/Materials
	Arrivals and refreshments			
15 min	Welcome and introduction to day 3	Purpose: Programme for day 3 Learning from day 2	Introducing day 3 programme Identify learning points from day 2 Feedback	Slide 31: Making a difference for women Small groups
15 mins	Advocacy rainbow	Purpose: Introducing the advocacy rainbow and techniques for influencing your target stakeholders	Trainer: Introduce the Advocacy Rainbow Is your message (contained in your Vision Flower) 1. Ignored 2. Opposed 3. Misrepresented 4. Heard 5. Understood 6. Acted on 7. Recognised Question: What effective advocacy techniques are there for influencing stakeholders?	Slide 32: Getting your message across Slide 33: Advocacy Rainbow Plenary discussion
40 mins	Group exercise	Purpose: to consider what advocacy messages will be effective at influencing your targets	1. In small groups, consider where your priority targets are positioned on the advocacy rainbow? How can you move them into the "violet zone" on the rainbow? 2. Develop concrete advocacy asks on your issue aimed at your target: What? When? Why? Why Now?	Slide 34: Your position Group discussions

20 mins	Feedback on group discussions			
15 mins	Break			

Session 2: Planning for Change

15 mins	Advocacy planning	<p>Purpose: To highlight the importance of planning</p>	<p>Discussion points:</p> <ol style="list-style-type: none"> 1. Why is planning important? 2. What can hold us back? <p>Brainstorm, then show summary slides</p>	<p>35: Slide 35 - Planning for change</p> <p>Slide 36: Why is planning important?</p> <p>Slide 37: What can hold us back?</p>
45 mins	Advocacy planning cycle	<p>Purpose: Understand the components and order of the planning cycle & place in correct order:</p> <ol style="list-style-type: none"> 1. Analysis 2. Issue 3. Goal 4. Planning 5. Action 6. Mystery card (?) = monitoring and evaluation <p>what difference you have made</p>	<p>Exercise:</p> <ol style="list-style-type: none"> 1. Draw a large circle on flip chart 2. Cut out coloured circles on sheet provided and paste on card 3. Place the coloured circles evenly spaced on the flip chart in order 1-6 4. Guess the mystery card, place it in cycle, and explain 5. Which of the tools identified on Day 1 would you use at each stage? <p>Trainer's tip: it is very important to allow participants to work out the order for themselves. Only distribute the handout showing the suggested order once you have completed the exercise. Don't worry if they have different ideas about the order. The main point is to re-enforce the idea of planning.</p>	<p>Slide 38: advocacy planning cycle</p> <p>Cut out circles with the key phases on plus one mystery circle</p>

Session 3: Success Indicators and Risks

10 mins

Success indicators

Purpose: To understand why monitoring, evaluation and learning is important

To recognise that achieving our goal is not the only measure of success and may take a long time! It is important to find ways to capture the smaller successes we achieve along the way

To identify what success would look like based on women's rights values – recognising that the process may be as important as the outcome

Trainer: why is M&E important? (e.g. so we can adapt our strategies and methods for greater impact; ensure accountability to stakeholders)

Refer to the values on day 2 and test out participants' recall of the values developed during that session

Brainstorm examples of indicators which might help us assess how successful we've been in ensuring that our advocacy reflects these values

1. Promotes women's rights and equality

Empowers women & girls to advocate for themselves

2. Achieves change Rooted in analysis of power relations

3. Women-centred Harnessing diversity and intersectionality grounded in women's experience

4. Solidarity In partnership with women and women's organisations; Committed to and building alliances

5. Accountability Transparent, inclusive
Credits women's contributions

Discussion point: how will we know if we are moving closer to achieving the goal in our Vision Flowers? What kinds of indicators can help us measure our progress?

Slide 39: Success indicators

Slide 40: Top 5 values-based success indicators

<p>20 mins</p>	<p>Managing risk</p>	<p>Purpose: To identify the type of risk associated with different advocacy activities</p> <p>Risks</p> <ul style="list-style-type: none"> ● Safety ● Programme ● Reputation ● Relationships ● Antagonism ● Financial ● Failure 	<p>Introduce risks slide and ask participants to look at the pictures they have drawn and identify the type of risk associated with their advocacy strategy</p> <p>Trainer's tip: Explain that in some countries even mentioning women's rights is risky</p>	<p>Slide 41: Advocacy risks summary</p> <p>Plenary</p>
	<p>Rapid risk assessment</p>	<p>Purpose: Introduce traffic lights as an easy way of determining level of risk and suggest strategies for managing risk</p>	<ol style="list-style-type: none"> 1. What's the biggest risk in the work that you're doing? 2. Identify as a category: red, amber or green 3. Brainstorm tactics to minimise risk in the red and amber zones 	<p>Plenary</p> <p>Slide 42: Rapid Risk Assessment</p>

Session 4: Evaluation, Conclusion and Planning for the Future

<p>15 mins</p>	<p>Next steps</p>	<p>Purpose: for participants to conclude/ reflect on the knowledge and tools learned from all 3 days</p>	<ul style="list-style-type: none"> ● Feedback on the training; did it meet your expectations? <p>Get into pairs and discuss:</p> <ul style="list-style-type: none"> ● What learning will you take away with you from the meeting to use in your work? ● What are your advocacy goals for the future? 	<p>Slide 43: Evaluation</p> <p>Handout: Evaluation form</p> <p>Slide 44: Next steps...</p>
<p>30 mins</p>	<p>Feedback</p>		<p>Get each pair to summarise their discussion to the group</p>	<p>Go to final slide!</p>