



WORKSHOP FACILITATOR GUIDE

FOR THE ADVOCACY TOOLKIT

Acknowledgements

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This Workshop Guide

This guide is intended as a resource to accompany the 'Education we want: An Advocacy'. It aims to provide a wide range of workshop activities for those who intend to Understand, Plan or Do their education advocacy using workshop based approaches.

Workshops are an effective way of involving others in advocacy. They can support you in carrying out research, drafting a plan and building skills for action.

The successful delivery of workshops relies on effective preparation, good facilitation skills and a commitment to support people's learning and development. This guide includes techniques, tips and activities to help you with this.

Good luck!

Key words explained

What is a workshop?

A workshop, in this context, is simply an organised learning activity or event. The emphasis in a workshop is on participation and active learning – not simply listening and looking, but talking and taking part.

“Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand.” Confucius, 450 BC

What is facilitation?

Facilitation is a process which makes learning and sharing together as a group easy. Facilitation skills are being used everywhere: talk shows, book clubs, improvised dance classes, conflict mediation...

The difference between facilitation and teaching or training is that the role of a facilitator is not to transfer knowledge to a group as an ‘expert’; instead facilitators aim to support a group to share knowledge and ideas and work effectively together. The group is the ‘expert’.

What is education?

‘Education’ is the lifelong process of learning which occurs in both formal and informal settings.

There are many different perspectives on what ‘education’ is, however there are two main views. The first view refers to formal instruction, normally done within school settings. The alternative view regards education as the full range of life experiences and learning processes which enable people, individually and collectively, to live a full and satisfying life within society.

This is the kind of education goes beyond academic achievement. It includes skills acquired beyond school settings such as cultural education, vocational training, apprenticeships and craftsmanship.

(Adapted from Day of the African Child Concept Note 2014, African Union)



What is advocacy?

Advocacy has been described as ‘speaking truth to power’, because it is focussed on challenging people in power to change their beliefs and actions by communicating the real life experience of those who are demanding the change.

Planning your workshop

Before:

Know what you want to achieve. At the very start of your planning set an objective – a short statement of what you want to achieve by the end of your workshop. Here are a few examples of possible workshop objectives:

- ‘**Consult** disabled young people on how to improve their local school’,
- ‘Develop an advocacy **action plan** working in partnership with the local youth group’,
- ‘**Build skills** amongst the advocacy team on dialogue and negotiation’.

Know who you want to attend and think carefully about how you could encourage them to attend – what’s your message and your offer? If it’s difficult or sensitive to speak directly with those you want to involve you may need to speak with parents, head teachers or other community decision-makers as part of your advertising and recruitment process.

Planning and practicing is key to the success of workshops. Speak with those who will be attending to find out what you need to do to include them fully. Check that your venue and timing is suitable for them and prepare your materials with them in mind. Practice your facilitation before the actual event.

Adapt the workshop activities in this guide to suit your facilitation style and the group you’re working with. Some young people, for example disabled young people, may need the activities to be adapted to meet their specific needs.

During:

See page 7 for a detailed look at how to deliver a good workshop. Here are some quick tips:

Use a variety of activities. Mix presentations with discussions and interactive activities to involve the whole group and keep their attention .

Provide time for reflection. You can’t make people learn! Give time for participants to take in and process everything and talk about the specific activities.

Encourage sharing. Invite the group to share their experiences and tell stories. This can help to build trust and provide useful insights for planning and delivering advocacy.

After:

Communicate the outcomes of the workshop to those who attended and share with them how they can stay involved.

Reflect on what you would do differently. Use participant’s feedback along with your own thoughts to think about what you would do to improve the workshop if it were to be repeated.

Elements of a good workshop

Every workshop is different. You'll need to adapt your approach depending on who's attending. Nevertheless, every workshop includes the five key elements listed below. Read through these tips and tricks before you plan your workshop.

- | | |
|---|--------------------------|
| 1 | Opening |
| 2 | Input / Presentations |
| 3 | Participatory activities |
| 4 | Group discussions |
| 5 | Closing |

1 Opening the workshop

- Set up the space so that everyone can take part, and preferably see each other. Ensure everyone can hear and contribute.
- Set the tone right from the moment people arrive. Welcome them, be friendly and help them feel comfortable.
- Explain who you are, what the objective of the workshop is and practical details about the venue (eg. what to do if there is a fire, where the toilets are etc).
- Ask the group to set their ground-rules for the workshop. This could include: *Respect others' opinions, be open-minded, one person talk at a time.*
- Get participants involved and interacting as soon as possible. Give them a chance to relax and get to know each other. Avoid long formal introductions and include fun introductory activities – such as the activity on page 13.

2 Presentation

- If you want to explain an idea in detail you could give a short presentation. Try to keep your presentations brief, focussed and relevant to the group. Break up any input from you with interactive activities which allow the group to reflect and think for themselves.
- Use different approaches to presenting e.g. show video, give out a handout or use stories.
- If possible use real life examples to bring the issues to life.
- Start from the simple and move to the complex, especially if you are introducing new ideas. Check if everyone understands and allow participants to ask questions before you move onto a new topic or your next key point.
- Allow plenty of time for questions towards the end of your presentation.
- At the end of the presentation, summarise your three most important points. This will help the group to remember what you have said.

3 Participatory activities

Activities which get people moving and thinking really help people contribute and learn. Choose activities which help you achieve your workshop objectives.

Start the activity

- Give clear instructions, including how much time they have for the activity.
- If the activity is complicated, take them step by step i.e. explain step one, do step one; explain step two, do step two...
- Explain why you are doing the activity and what you hope they will gain from it.
- If feedback and sharing from the activity is needed, be very clear about what you want to know and how the group will share at the start. For example, "At the end one person from each group should share their 3 main learning points. They will have one minute maximum to share this with the group".
- Write up instructions for everyone to see and refer back to.
- Check everyone understands the activity before asking the group to begin.

During the activity

- Observe the group to make sure everyone understands and is involved.
- Be visible in case people have questions but avoid hanging over their shoulders.
- Be positive, provide encouragement and support throughout the activity.
- Regularly update the participants on how much time they have left.

Close the activity

- Allow time for questions
- Debrief the activity by asking the group to reflect and share their feelings and anything they have learnt.
- Finish by summarising the learning points and reinforce the objective of the activity (hopefully the two will match!).
- Ask the group to hand in completed sheets and tidy the room.

4 Group discussion and debriefing

Sometimes you may want the whole group to come together to talk about a specific issue and share their views.

Introduce the discussion

- Explain the topic to be discussed and what you want to be achieved through the discussion. Ask if there are any questions and ensure everyone understands.

During the discussion

- If possible, remove yourself from the front to let the group lead themselves.
- Listen carefully in case things are misunderstood or need clarification.
- Encourage the group to make sure everyone is taking part.
- Refer to the ground-rules if necessary.

Close the discussion

- Debrief the discussion by asking questions, for example:
 - How did it feel for you?
 - What did you learn?
 - Were there any surprises?
 - What was useful or interesting for you about the discussion?
- Sum up the key points and check with the group whether you have missed anything.
- Restate the aim of the discussion and why this discussion was important.

5 Closing the workshop

- Briefly recap the workshop outline, referring to the workshop objectives.
- Give time for feedback and questions
- Evaluate: ask questions or do an activity which enables participants to share their thoughts on what went well, what did not, and why. This will help you to improve your workshops in the future.
- Thank everyone and explain what will happen next
- End on a high! Do something to bring the whole group together like a group activity or taking a group photo.

Facilitation tips

Your role as a facilitator is to help groups learn and share together easily. This means you have a very unique role in the group. In the table below we summarise what a facilitator is and is not.

Think about your experience of leading a workshop. Is there anything you need to do to change the way you facilitate?

A facilitator...	
IS	IS NOT
Inspiring	A lecturer
Positive	Superior
Supportive	Timid
Challenging	The person with all the answers
Informal	Rigid
A good listener	Judgemental
Approachable	Boring
Energetic	Prejudiced
Resourceful	Perfect
Creative	
Committed	
Flexible	
a learner too	

What if?

In a workshop, anything can happen! You need to plan ahead to be prepared for almost anything! Here are some common challenges and issues that you should consider before delivering your workshop

What would you do if...

1. A participant is very angry or disruptive?
2. You realise you have made a mistake?
3. One person is always talking?
4. One person never talks?
5. People want to spend more time on a particular topic / activity?
6. Someone needs to leave half way through?
7. Your materials don't arrive / the power goes down / the projector doesn't work...?

Activity Guide

The table below shows how each activity in this guide can be used to help you and the group you're working with Understand, Plan and Do advocacy

Section	Activity	Group building Sharing opinions / consulting Identifying objectives Identifying activities Preparing your message Improving awareness Improving skills						
Introduction	Find someone who	★					★	
	Our vision our school		★					
Understand it	Community Mapping		★				★	
	World café		★		★			
	Problem Tree*		★	★				
Plan it	Ideas for Action				★			
	Imagining the change		★		★			
	Key Messages					★		★
	Change Map*				★			
Do it	Power Walk						★	
	Gender vs Sex						★	
	Real advocacy is							★
	I couldn't disagree more*							★

* Activities with an asterix are not included in this guide but are included as 'tools' in the 'Education We Want Advocacy Toolkit'.

Example Workshops

This pack contains lots of different activities with some outline timings. You should always adapt the timings of the activities depending of the group you are working with. Remember, working with younger children, those with limited literacy or where the group use different languages will take longer.

These examples give suggested timetables for a half and full day workshop.

Half Day Consultation Workshop

Who for?

- Between ten and thirty school pupils, aged 12 and over.

Purpose:

- Consult school pupils on how to improve their school
- Generate ideas for improving the school
- Build awareness of advocacy

Time	Activity	How and Why?
Whilst arriving	The School We Want	As the group are arriving invite them to imagine their vision of a brilliant school
5 minutes	Welcome the group	Tell the group who you are and the purpose of the workshop
20 minutes	Find someone who	Energise the group. Share what advocacy means and it's link to this workshop.
1 hour 30 minutes	Community Mapping of a school	Reflect and share opinions on what they like or don't like about school
20 minutes	Break	
5 minutes	Energiser	Do a short fun activity after the break to help the group feel energised
1 hour 15 minutes	Imagining the change	Motivate the group and capture ideas on how to tackle an issue that was shared during School Mapping
5 minutes	Close	Thank everyone, answer any questions and tell the group about the next steps

One Day Planning and Action Workshop

Who for?

- Between 10 and 50 people (over 15 years of age) who are already committed to making a change but have not yet identified the specific what and how of achieving the change.

Purpose:

- Share perspectives and build consensus on what needs to change and how it can be changed
- Identify causes of the problem and ideas for action
- Agree and advocacy plan and identify possible key messages

TIME	ONE DAY WORKSHOP	HOW AND WHY
15 minutes	Welcome the group	Tell the group who you are and the purpose of the workshop, invite the group to set the ground rules of the workshop
20 minutes	Find someone who	Energise the group. Share what advocacy means and it's link to this workshop.
15 minutes	Identify key questions for World Café	Identify the topics to be discussed at World Café tables, for example 'how can we improve girls attendance at school?'
1 hour 45 minutes	World Café	Support the group to share and capture their ideas
20 minutes	Break	
45 minutes	Problem Tree / Objectives Tree	Identify the causes of the problem and possible advocacy objectives
15 minutes	Prioritising	With the group choose the most appropriate advocacy objective
1 hour	Lunch	
45 minutes	Ideas for action	Generate lots of ideas about how to achieve the objective
1 hour	Change Mapping	Map out how to achieve the objective
	Break	
45 minutes	Advocacy Planning	Agree who will do what and when
45 minutes	Key messages	Identify and practice sharing the key advocacy message
5 minutes	Close	Thank everyone, answer any questions and tell the group about the next steps

1. Introductory Activities

First impressions count.

**We have included a few activities which
will support participants attending your
workshop to get to know one another and
feel comfortable.**

Find Someone Who: Education for All

Purpose:

- **To introduce** group members to one another and to network
- **To have a shared understanding** between group members of the terms 'education' and 'advocacy'

Summary:

Time: 20 Mins

Participants receive a printed sheet with nine questions. Participants should find an answer to all the questions on the sheet from people at the workshop. They should not answer any of the questions themselves.

Note: this activity may not be appropriate if the group has members who are illiterate or who have different learning abilities.

Materials: Quiz sheet (see suggested hand out on page 15) and pens.

Preparation: The facilitator should adapt or change questions on the question sheet depending on the group you are working with and the topic you wish to cover during the workshop.

Approach:

1. Explain the purpose of this activity with the group and that everyone will have to use other people's knowledge to answer questions and win this game.
2. Hand out one quiz sheet and one pen to each participant.
3. Share with the group *'working as individuals you have ten minutes to go around the room and find out the answers to the questions on their sheet. There are three rules:*
 - *Find an answer to all the questions on the sheet.*
 - *Do not answer any of the questions yourself*
 - *Each question must be answered by a different person**The first person to answer all of the questions should shout 'Complete!'.*
4. Participants should walk around with their quiz sheet and write down the answers and the name of the person they spoke with.
5. Once everyone has finished, come back together as a group to debrief.

Debriefing:

- Go through each question and ask a member of the group to give the answer and the name of the person who gave it.
- This activity is a good way for the group to meet each other and learn each other's names. Some of the questions also help to begin the process of exploring key terms such as 'advocacy' or 'education' and some skills, attitudes and networks that exist within the group.
- Debrief what the words 'advocacy' or 'education' mean at the end. Share with the group that there is no single definition of what these words mean and that by listening to the different perspectives we can begin to develop a deeper understanding of the different ways these terms are understood. As a facilitator you may want to share the explanation of terms given on page 5.

Example Find Someone Who quiz sheet:

Find someone who takes part in arts / theatre or music	Find someone who knows what the word 'advocacy' means What does it mean?	Find someone who's made a speech to a large group of people
Name:	Name:	Name:
Find someone who enjoys / enjoyed school	Find someone who thinks their education could be / have been better	Find someone who has been part of a campaign before
Name:	Name:	Name:
Find someone who has signed / liked an online petition	Find someone who knows what the word 'education' means What does it mean?	Find someone who has met with a decision-maker
Name:	Name:	Name:

Our Vision, Our School

Purpose:

- **To reflect** on what it takes to make a brilliant school
- **To share** the opportunities and challenges which they believe exist in their school
- **To identify** possible ideas for action or advocacy opportunities

Summary:

Time: 1 Hr, 45 Mins

Participants work together to explore their vision of a brilliant school; how they would like their school to improve and what they like about their school.

Preparation:

Prepare flipcharts with enough for one per small group (see page 17 for an example).

Materials:

Flipchart paper, magazines, scissors, sticky tape and coloured pens.

Approach:

1. Split the whole group into smaller groups of no more than six participants
2. Give each group a sheet of the prepared flipchart paper.
3. Explain to everyone that each group should discuss and note down some ideas about their vision for a brilliant school in the top box. Explain that they don't all have to agree. They should then illustrate what they have written by drawing or cutting out pictures and placing them next to the key points they have listed. They will have 30 minutes for this.
4. Remaining in their small group, they should then write down in the left hand column some of the things their school could improve and again illustrate this with by drawing or cutting out pictures. They will have 25 minutes for this.
5. Remaining in their small group, they should then write down in the right hand column some of the things like about their school and again illustrate this with by drawing or cutting out pictures. They will have 25 minutes for this.
6. Ask the groups to post their flipcharts on the wall in different parts of the room.
7. Ask each group to join one other group and present to each other their flip charts. You may have two presentations going on simultaneously in different parts of the room. After five minutes ask the group to swap around. This should take 10 minutes.
8. Once everyone has finished, bring all of the flipcharts together in one place for the debrief.

Debriefing:

As a whole group discuss the activity and seek their feedback. Some question you could ask include:

- What inspired the group?
- Did all the group put similar things or were there differences?
- What changes do we think are needed to achieve the vision of brilliant schools?
- Are there any ideas which we as a group would like to action or advocate on to try to achieve a change?

The below should be prepared on a flipchart for Our Vision, Our School

A brilliant school is...

I would like my school to improve...

The things I like about my school...

THE SCHOOL WE WANT

A short alternative activity

As participants come into the session ask them to pick up some pens/pencils and add something to the blank canvas that describes the school they would want to attend. Once everyone has added something to the mural ask for a volunteer to talk about some of the key points on the mural. Pick out any common themes..

2.

Understand It

Understanding the issues enables you to take effective action.

These activities will help you and other participants to explore the issues to be considered when choosing your advocacy goals.

Community Mapping Education

Purpose:

- **To raise awareness** of education opportunities and challenges in the local area
- **To identify** issues or problems to be addressed through advocacy

Summary:

Time: 1 hour

Participants share their different experiences of the local geography and wider community. It is important that this exercise is a mapping out of the territory that is familiar to the group.

Materials: Large sheet of paper (or flipchart stuck together), pencils, coloured pens.

Approach:

1. Note to facilitator: In the description below the area being mapped is a local neighbourhood, however this activity can also be adapted so that the area mapped is a particular school or education institution.
2. Explain that task is to make a giant map of their local area.
3. As a group draw in pencil a very rough map of the geography: roads, towns, hills, borders: whatever is right for the scale of the area you are working in. It doesn't have to be accurate or detailed.
4. Ask everyone to use the coloured pens to trace out the geography and then add in landmarks which they feel are important using different colours for different types of organisation (e.g., green for factories and shops, red for housing, blue for government buildings etc. – whatever is appropriate). Make sure that buildings for education are clearly marked.
5. Now ask the group to identify some of the 'assets' locally:
 - What services and facilities does the community have?
 - What specific education services or facilities are available? Who uses them?
 - What skills does the community have?
6. Now ask the participants to write down on post-it notes some of the emotions or feelings they have for different parts of the city, as well as for the different education buildings and facilities they have placed on the map – these can be positive or negative. They should now place these post-it notes on the map.
7. Invite the group to write on different coloured post-its their ideas for improving the area or education facilities.
8. Explore in plenary some of the reasons behind the feelings and ideas.

Debrief:

- How did this exercise made people feel?
- Why do some places on the map attract lots of positive comments?
- Why do some attract lots of negative comments?
- Are there any problems or issues which seem important to the group?
- Are there any ideas for improving the area or the education facilities?
- Will this help to inform our advocacy?

World Café

Purpose:

- **To encourage learning and sharing** amongst the group
- **To gather ideas** about the causes of the problem as well as solutions and advocacy activities.

Summary:

Time: 2 hours

Participants set the agenda for discussion, discuss topics in small groups, move around and connect their conversations. World Cafés can be used to generate energy, ideas and discussion around a wide range of topics including the causes of an issue, as well as solutions and ideas for advocacy activities.

Materials: Tables, chairs, flipcharts, pens.

Preparation:

The room should be set up like a café with different tables and chairs around each table. Providing refreshment can also help to create a good atmosphere for sharing.

Approach:

1. Introduce the process to the participants: *We will shortly place a different question in the centre of each table. You will be invited to sit at a table where the topic interests you and discuss the question with others for 30 minutes. Each table will have a note taker who will capture the key points from the conversation. After 30 minutes everyone except the note taker will be asked to move to a different table. You will have the opportunity to visit three tables. If a table looks busy please wait until the next round. At the end we will hear from the note-takers about the key points raised.*
2. The group now need to agree the questions. To choose questions you can either:
 - a. Work with the group to find the questions they want to discuss. Invite suggestions and re-word them if appropriate - check that the re-wording reflects the spirit of the original question. Now ask the group to vote for their favourites, each person can vote twice. Encourage questions that reflect the objectives of the workshop. Be aware this process could take up to an hour.
 - b. Prepare a number of questions in advance. Ask the group if they would like to discuss any other topics, write these up as questions and invite a vote – each person can vote twice.

For a successful World Café, you need questions that matter to those who are participating. Good questions are simple and clear, thought provoking, they generate curiosity and motivate people to share their ideas.

Try to ensure that each question you identify has at least five people who are interested in discussing it. Below are some education-focused example questions.

3. Now identify someone who is prepared to act as a note-taker for each of the questions. This could either be a participant or a member of your group or organisation. The role of the note-taker is to capture key discussion points. The note-taker does not change tables. After each round they should give the new group a quick summary of the previous conversations before inviting them to continue the conversation.

4. At the end of the World Café it's usually a good idea to have a short break which will allow the note-takers to prepare a 5 minute presentation on the outcomes of the conversation at their table.
5. Invite the note-taker to deliver a brief presentation of the discussions and invite comments from the group. Remember the group should not seek to achieve consensus (everyone agreeing the same thing), different perspectives should be acknowledged.

Debrief:

- Were there any similarities, differences or common themes between groups?
- Is there any outstanding issues the group feel they would like to discuss in more detail as we move forward?

Example education themed questions for a World Café

- 'Why are a high percentage of children in community 'x' unable to read and write basic sentences by the time they join secondary school?'
- 'How can we best ensure that young people have access to fun and inspiring out of school learning activities?'
- 'How can we encourage parents to send their children to school in community 'x'?'
- 'How can we improve the quality of sexual health education in community 'x'?''

3. Plan It

Proper planning prevents poor advocacy.

These activities will help you plan for your advocacy by considering what is the most important messages and clarifying what changes you really want to see.

Ideas for Action

Purpose:

- **To share** different ideas and perspectives
- **To build** trust and understanding amongst the group

Summary:

Time: 45 mins

This activity gives participants the opportunity to move around the room so that they can share and learn from other people's opinions and ideas.

Materials: A flipchart and pen

Preparation:

Before the session, write one question on the flipchart. The question should address the key topic you want to discuss. You should change and adapt the question to suit your needs.

Example question:

'How can we make this school inspiring and accessible for disabled children?'

Approach:

1. Explain that this activity requires everyone to think about their opinions, share this and to listen to others. A set of rules should be followed by everyone:
 - a. Listen carefully to each other
 - b. Avoid judging or debating any different perspectives they hear (this is not intended to be a debate)
 - c. Give equal space and time for each other to speak during their encounters.
 - d. Shake hands / bow or make an appropriate gesture of respect at the end of each round.
2. Ask all participants to reflect for 5 minutes on their own on a single question that was written on flipchart.
3. Ask participants to move around the room, find someone, introduce themselves and discuss the question. Participants will have 7 minutes to discuss the issue in pairs before moving on to another person. Inform participants they will be asked to share some of the different perspectives they heard at the end of the activity. Remind them, that the purpose of the activity is to identify lots of different perspectives and outstanding questions and not to arrive at one common understanding.
4. After the time, move to Round 2. Ask participants to find someone in the room they don't know very well, introduce themselves and share on the same topic
5. After the time, move to Round 3 and repeat the process.

Debriefing:

- When bringing the group back together, emphasise that the purpose at this stage is to identify lots of different perspectives and ideas. Everyone should avoid making a judgement on whether or not they agree with the responses. The key thing is to note down the different ideas
- Ask participants to share some of the perspectives they encountered during the speed discussion. Capture these on a flip chart. Consider grouping them using the PEST Approach (see the Education We Want: Advocacy Toolkit).
- Following this activity you may want to work with the group to prioritise their ideas or perspectives to support action planning

Prioritising

Prioritising means moving from many ideas to focusing on a select few. There are many different ways of prioritising with a group and you should be open about the approach you have chosen and why.

- **Evaluate ideas using criteria:** ask participants to decide on the criteria for deciding then identify which of the available options reflect the criteria.
- **Voting:** write the options on a flip chart and ask participants to write their initials alongside their preferred options. Each participant is given three votes, and the options with the most votes are chosen. For confidentiality, invite participants to write preferences on a slip of paper fold them and place them in a box. Count and share the results.
- **Open discussion:** invite the group to share their thoughts about the different options and possible priorities.

Imagining the Change

Purpose:

- **To listen** to those affected by an issue
- **To improve understanding** about the current situation and opportunities for change.

Summary:

Time: 1 Hour 30 mins

Participants are asked to reflect on the current situation as well as how it could change. The change process is visualized and presented using pictures, drama or another creative Approach.

Materials: Creative materials, magazines and pens.

Approach:

1. Split the group into smaller groups of 4 or 5 people.
2. Explain the process: Every group needs to use creative materials or drama to represent a specific unresolved problem in their community. They will have 25 minutes to prepare their creative input. It should be no longer than three minutes. It is important at this stage that the groups prepare a piece which shows only the problem and not how it could be solved.
3. As the groups are preparing their creative materials or drama, circulate around and check on their progress. Encourage them, answer any questions and try and ensure that everyone is being included.
4. After 25 minutes explain that you want each small group to agree on two or three basic actions or changes they think would help to improve their situation. Give them 15 minutes to decide.
5. After 15 minutes, stop all the small groups. Tell the groups they now have another 25 minutes to add to their creative piece to include the actions / solutions they have decided on. They will be given 5 minutes to present their images of change from the problem now, to action and solution.
6. Participants present in plenary their images of change to each other. This may take up to 30 minutes.

Debriefing:

- How did this activity make you feel?
- Are there any questions you would like to ask another group?
- What was easier or more difficult: presenting the present problem or the solutions? Why?
- Were there any common themes emerging between the different images of change?
- Who would benefit most from the actions the groups have proposed? Why?

Key Messages

Purpose:

- **To agree** a short, clear and compelling description of your advocacy campaign
- **To develop** communication skills

Summary:

Time: 45 mins

Participants prepare and practice a 60 second and a 20 second pitch of their key message.

Materials: Flipchart and pen

Approach:

1. Tell the group to imagine the scenario... *“You step into an elevator and find yourself with someone who could help you in your advocacy goals. The person presses the sixtieth floor button, and you know you now have only 60 seconds to get their interest. What would you say?”*
Explain that this short, 60 second description is often called an ‘elevator pitch’, and that it is important to be able to communicate such a pitch effectively to different audiences, even when unprepared. Explain that the elevator pitch should include:
 - A clear, statement of the issue and why it matters
 - How you know – your evidence
 - A real example
 - What you want, and why it is important
2. Ask the group to get together and prepare an elevator pitch. If the group is large you can break them up and they can prepare and deliver in smaller groups. They should have up to ten minutes to prepare.
3. Give each person / group 60 seconds to make the pitch, and stop them exactly as their time is up.
4. Lead a mini-debrief asking the group to share feedback on what was good and what could be improved with the pitches. Note down the feedback on flipchart.
5. Tell, the story again but this time explain that the person in the elevator presses the button for floor 20, and that you now only have 20 seconds to explain your campaign! Ask them to return to their small group and work together on a 20 second pitch. Explain that they must decide on the important parts of their 60 second pitch and how to convey this in even less time.
6. After five minutes, bring the whole group together and listen to each pitch. Remember to time the pitches at just 20 seconds.

Debriefing:

- Discuss as a group the key messages and what makes the pitches the effective.
- End by highlighting that working on key messages takes time. To get really clear and simple, practice sharing it with others until you feel really confident.

Note, instead of an elevator you can use the scenario of sitting down next to someone on a bus, or other situations that are relevant to you and your group.

4. Do It

Turn your ideas into action.

Advocacy can be fun, scary, engaging and frustrating. This section give you some activities to take a deeper look at issues of power and inequality to ensure your advocacy is inclusive and effective.

Power Walk

Purpose:

- **To improve understanding** about power and inequality in society
- **To explore** how power in relation to our education advocacy

Summary:

Time: 30 mins+

A simple but powerful activity to provoke thinking about power and inequality.

Preparation and Materials:

Role cards (see the following page, ensure there is enough for one per person), adapted list of statements.

Approach:

1. Ask the participants to stand in a line, side by side and facing you.
2. Introduce the activity but do not say too much about it. Give each participant a role card. Explain that you want them to imagine what it would be like to be that person. They should not show another person their role card.
3. Tell participants, 'I am about to read out a series of statements. If you think your character displayed on the card would answer **yes** to the statement, take a step forward, if you think they would answer no, stay where you are'.
4. Read out a series of statements to the group. These should be adapted according to your group and the context but always focus on a Yes/No as to whether someone can do or feel something. Examples of statements include:

• I feel safe in my community	• I can pay for hospital treatment
• I have spare time to watch movies and spend with my friends	• I can express my opinions in public
• I can vote	• I am not in danger of being beaten up
• I can afford a foreign holiday	• When I go to the doctors I can speak for myself
• I never go hungry	• I can provide a child with what they need
• I believe my children will be better off than I am	• I have a good income
• I am confident I can get a job	• I will be consulted on issues that affect my life
• I get to see and talk to my parents	
• I am satisfied with my life	
• I get a say in local decisions	
5. After you have finished ask the group to put their character sheet on the floor and step away so that they can see the position of all of the role cards. Participants should walk around and see where different types of people are.
6. Explain to the participants that this exercise was designed to give them an idea of the different powers different people have in their lives and how they participate in their communities.

Debrief:

The discussion can develop in many different ways, but some important points to cover are:

- Who were the groups or people left out?
- Why were they left out?
- Why was the gap between those in front, in the middle and at the back so big?
- Was there any difference based on age and gender? What else?

- What responsibilities and duties do you think the different people have?
- What rights do those “left out” have?
- What have we learnt about power and participation?
- Finally, as the group were imagining that they were someone else, ask them what assumptions they made to get into that character and what informed their responses to the statements.

Types of Power

Often, when we talk about power we are referring to political or economic power, and about people who govern and make decisions. However, there are different types of power, and it can be empowering just to understand them. It's also important to think about different types of power when you are planning your advocacy and campaigns.

- **Power Over** – The power of control – to get others to do what you want.
- **Power To** – The power to act and get things done, including skills and abilities
- **Power With** – The power you get from standing and working together - ‘strength in numbers’
- **Power Within** – The power that comes from inside - ‘inner strength’

Power can be **visible** for everyone to see (especially Power With) or **hidden** (especially power over). Ask the group to think about their experience of different types of power

Example Power Walk Role Cards

A member of parliament	A seven year old boy
A street vendor	A seven year old girl
A successful local business person	A university student
A married mother with children	A teacher in a secondary school
A single mother with three children	A 14 year old girl with no birth registration papers
A wheelchair user	A 14 year old boy with no birth registration papers
A policeman	A farmer
A nurse	A taxi driver
A teacher in a primary school	A construction site worker

Gender vs Sex

Purpose:

- **To raise awareness** of the differences between gender and sex
- **To explore** different views about the ways in which men and women play different gender roles in the community

Summary:

Time: 45 mins+

The group will state whether they believe a statement refers to an individual's sex or their gender. They will then do small group work to further discuss the differences between sex and gender.

Preparation:

Before undertaking this activity it's important that you learn the difference between gender and sex:

- "Sex" refers to the biological and physiological characteristics that define men and women.
- "Gender" refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women.
- "Male" and "female" are sex categories, while "masculine" and "feminine" are gender categories.

Materials: Write up the definition of gender and sex on the flipchart.

Approach:

1. Explain to the group the difference between gender and sex.
Gender and sex are not the same thing. Someone's sex refers to his or her biological and physical traits that identify him or her as either male or female. Someone's gender refers to ideas in a culture or society about what it means to be masculine or feminine. We learn about and internalize ideas about gender as we grow up. Explain that different cultures and societies may have different ideas about what people of different sexes should and should not do. Today we are focussing on what we think and that not everyone may agree.
2. Answer any questions about the difference between sex and gender.
3. Read the following sentences and ask whether the sentence describes sex or gender. They could raise their hands or discuss in pairs:

<ul style="list-style-type: none"> • Men make the decisions within the family. (Answer: Gender) • Boys are better at sports than girls. (Answer: Gender) • Women stay home and look after the children. (Answer: Gender) • Women can give birth. (Answer: Sex) • Girls play with dolls. (Answer: Gender) 	<ul style="list-style-type: none"> • Men do not lactate. (Answer: Sex) • A boy's name is Alex. (Answer: Gender) • Boys are tough. (Answer: Gender) • Women menstruate. (Answer: Sex) • Girls are pretty. (Answer: Gender) • Moms cook dinner for their families. (Answer: Gender) • Boys do not like ballet. (Answer: Gender) • Women can breastfeed. (Answer: Sex)
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4. After each statement, ask a few participants at random why they chose their answers. After a few contributions, explain whether the statement does relate to sex or gender and why.
5. After reading all activities, bring the whole group together. Ask them for their reflections on the activity.
6. Now divide the flipchart into two columns by drawing a line down the middle. Give the students chalk or a marker to write with. Ask each student to come to the board and write at least one word that describes girls and at least one word that describes boys. (Or ask students for words and you can write them.) Once you've filled out the lists, allow students to read over the two lists for at least a minute.
7. Ask students whether the words they wrote down relate to a boy/girl's gender or sex. Engage students in a discussion about why they wrote their different words.

Debriefing:

- Do you think boys and girls are treated differently in your school? How so?
- (To the girls) Has anyone ever told you that you had to do something because you are a girl? Has anyone told you that you could not do something because you are a girl?
- (To the boys) Have you ever been told that you had to do something because you are a boy? Have you ever heard that you could not do something because you are a boy?
- What are the expectations that are placed on girls/boys?
- Have you ever done the opposite of what was expected of you as a girl/boy?
- What kinds of reactions did you get? How did you feel?
- How do you think people learn about gender norms?
- How do you think that gender norms are reinforced?
- Who tells you how you should act?
- Do you think you could explain to someone the difference between sex and gender?

Note, to make the activity more interactive, you can place signs labelled "gender" and "sex" on different sides of the room and have students stand under their choice, or have students vote for their choice.

This activity is adapted from the Because I'm A Girl, Educators Toolkit (2012) Plan International.

Real Advocacy Is

Purpose:

- **To raise understanding** of the difference between dialogue and negotiation
- **To practice** dialogue and negotiation skills
- **To raise understanding** how dialogue and negotiation can support effective advocacy

Summary:

Time: 1 hour, 20 mins

Participants will consider what they believe successful advocacy and communicate this very briefly.

Materials: Paper and pens

Approach:

1. *Note to facilitator:* do not tell the group the purpose of this activity
2. Tell the group that they are going to explore the key characteristics of successful advocacy.
3. Ask the participants, on their own, to think of **four words**. Each word should be a possible end to the statement '*advocacy is successful when it is...*' It is very important that the group do not use sentences or phrases.
4. After the group have four words each, split them into pairs and ask each pair to agree on just four words.
5. Ask them to form a group of four with another pair. Again they must agree just four words between them.
6. Repeat this process until there are just two, large groups in the room and each has just four words.
7. Now give these two large groups ten minutes to agree on the final four words that will represent the whole group's judgement of the key characteristics of an active citizen. (If the group can't reach an agreement in ten minutes, stop the exercise).

Debrief:

- How did you feel? *E.g. pleased with the discussion, frustrated, proud, excluded.*
- Why do you think you felt like that? *E.g. we needed a facilitator, the full process wasn't explained at the beginning, we worked as a team, there wasn't enough time, some people were speaking all the time, we ensured that everyone had an opportunity to speak.*
- What were you doing in this activity? *E.g. negotiating, reflecting, making decisions, discovering different interpretations, coming to consensus, engaging in dialogue.*
- What do we understand by the word 'dialogue'? Capture some thoughts and then share with the group: '*dialogue is a conversation where the purpose of the conversation is to learn and share with others*'. *For successful dialogue we need to communicate sensitively and listen and learn from others.*
- Ask the group what do we understand by the word 'negotiation'? Capture some thoughts and then share with the group: '*Negotiation takes place when... two or more people, with differing views, come together to attempt to reach agreement. It is persuasive communication or bargaining.*' *For successful negotiation we need to stick to our goal and use tactics. Now show the two definitions on the flipchart.*

- Ask the group were you using dialogue skills or negotiation skills? Can participants give specific examples from their own experience during the activity. Did you use tactics to agree on the four words?
- Share with the group successful advocacy is partly based on being effective in negotiation and dialogue. What could we have done to make this process more effective for dialogue? E.g. *'why four words?' For a dialogue to be successful you do not have to achieve consensus. If we had mixed the different groups and sat in a circle when discussing the words we could have avoided competition and focused on learning from each other.*
- Ask the group: Think about the way you acted during the discussion, did you listen carefully and involve others? How was your body language? Did you communicate sensitively? What could you do to be more effective in dialogue in future? E.g. *be aware of our body language avoid standing over others, or pointing, think about the seating in the room, listen more, avoid 'owning' ideas and be open to changing our perspective.*
- Share with the group that we should use try to use dialogue skills when we speak with the wider community and when we meet with decision-makers – understanding others and helping them to understand our perspective is an important starting point. Negotiation skills will be especially useful if we are clear that we have different needs and interests and we need to reach an agreement.

This activity is adapted from the Active Citizens Toolkit (2012) British Council

Bibliography

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Plan International, 2012, Because I'm A Girl Educators Toolkit