CURRICULUM FOR YOUTH LEADERSHIP WORKSHOPS

A TOOLKIT AND TRAINERS MANUAL FOR STRENGTHENING YOUTH LEADERSHIP

Youth Partnership for Peace and Development

Cordaid BUILDING FLOURISHING COMMUNITIES

United Nations Peacebuilding

DEVELOPED BY YOUTH PARTNERSHIP FOR PEACE AND DEVELOPMENT IN COLLABORATION WITH CORDAID SIERRA LEONE THROUGH SUPPORTS FROM THE UNITED NATIONS PEACEBUILDING FUND.

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YOUTH PARTNERSHIP FOR PEACE AND DEVELOPMENT (YPPD)

YPPD is a youth empowerment think tank that was established in August of 2005 to enhance the capacity of young people and their communities, as well as the creation of open societies that promote sustainable development. Since its establishment in Sierra Leone, the organization has been able to increase young people's understanding to finding practical approaches to building wholesomely functioning societies that promotes peace and mutual co-existence while deepening voices and actions which demands equity and accountability for all. It maintains the view that young people can be agents of positive change and works for ways of enabling youth to step forward for social transformation.

The overarching goal of YPPD is to contribute to the endeavors of supporting youth development, peaceful conflict resolution, stability, sustainable development, peace and democracy in Sierra Leone. It works to increase the capacity of vulnerable groups through training, partnership, advocacy, enhancing the youth knowledge base and equipping them with livelihood skills. It is a platform for diverse kinds of actions committed to engaging diverse stakeholder groups.

YPPD's work is inspired by the daily struggles of our communities and the enormous opportunity that exists in collaboratively working with others in the search for sustainable solutions.

THE INCLUSIVE CONFLICT PREVENTION AND PEACEBUILDING PROJECT.

Funded by the United Nation's Peacebuilding Fund, the project responds directly to root causes of conflict in Sierra Leone identified in the conflict analysis, specifically: (1) the general systematic exclusion of rural and peri-urban youth; and (2) the specific exclusion of rural and peri-urban youth from opportunities to defend their rights and resolve conflicts through existing CBDR mechanisms, and to contribute to conflict prevention at national level. The project builds on the premise of UNSCR 2250 that recognizes the positive role young people play in contributing to solutions for peace; and applies a people-centred, bottom-up approach that will be further adapted to the contexts of each of 3 intervention sites. Despite constituting most of the Sierra Leone's population, young women and men struggle to claim rights, address grievances, and resolve conflicts through the most widely used CBDR mechanisms at local level, especially in rural and peri-urban areas. The continued exclusion of young women and men from CBDR has an adverse impact not only on security and justice outcomes for youth themselves, but also on Sierra Leone's prospects for stability.

In response, Cordaid and Youth Partnership for Peace and Development are implementing the project to produce an enabling environment for young women and men, working intergenerationally, to encourage active citizenship and collectively influence conflict prevention practices at local and national levels, contributing to a more inclusive and peaceful society for all Sierra Leoneans. This headline goal will be achieved through delivery of 3 inter-related project elements:

⇒ Equipping and mobilizing young people to identify and act on key drivers of conflict, insecurity, and injustice in their communities.

⇒ supporting and influencing CBDR mechanisms to adopt more inclusive, gender-sensitive, and conflict-sensitive practices, with specific focus on addressing needs of young women; and,

⇒ enabling young people, working intergenerationally, to advocate for evidence-based conflict prevention policy and practice, and build trust with key conflict prevention stakeholders.

The project is currently implemented in three districts in Sierra Leone inclusive of Pujehun, Tonkolili and Western Area Rural Districts and across a total of twenty-three communities and seven chiefdoms.

BACKGROUND

Young people, especially with their organizations and the broader civil society plays a significant role in realizing development and peacebuilding aspirations in addition to those of the Global Goal 16 and the Sierra Leone Medium-Term development Framework. The youth screening and profiling which YPPD undertook as part of the Inclusive Conflict Prevention and Peacebuilding project revealed that out of all youth groups mapped, there is at least a membership of 25 for each of these youth groups. Further in the report, well over 85% of these groups profiled exhibits huge capacity gaps across their membership in addition to those more specific to their organizational challenges.

However, in spite of the groaning challenges which these youth groups face with, they still continue to occupy an even strategic position in the communities they serve. Local civil society organizations operate in those districts that the project operates too, but they are also not without majority of challenges around human resource, financing and broader institutional limitations.

In an attempt to further build on and support Government in this direction, Cordaid and YPPD through funds from the United Nations Peacebuilding Fund seeks to utilize the project's interventions in designing tailor-made training guides and toolkits that will provide the needed capacities they will translate into actions for community level peacebuilding, conflict prevention and development generally.

This curriculum therefore serves as a facilitator's manual with the aims to support process youth leaders, their groups and civil society organizations by providing a comprehensive training guide for trainers on all aspects of the modules embedded and clearly explained. Participants on this course include community-based youth groups, organizations, youth-led and serving organizations, civil society and non-governmental organizations, members of the Ward and Chiefdom Development Committees and school or university clubs.

This manual is intended as a resource for facilitators, it is not intended as a document that is left with the targeted trainees. The approach adopted has been to provide the facilitator with relevant and appropriate materials.

Additionally, this facilitators' manual will only improve if it is not adapted, revised and improved as it is used, please use the Lesson Notes box in the lesson plans to document changes made and send these and any additional materials that you have produced to the Advocacy and Communications Officer at Youth partnership for Peace and Development and/or the Project Coordinator at Cordaid in Sierra Leone.

TRAINING OVERVIEW

Participants and facilitators

This curriculum is designed to guide facilitators in training of youth leaders and civil society. The trust is to have a curriculum for youth leadership workshops including assessment of youth leadership capabilities for peacebuilding and conflict prevention in Sierra Leone. The curriculum includes modules which is intended to be used during youth training sessions and workshops during and beyond the Kolhat Barray Project. Specific Modules in the curriculum includes:

1. Organizational leadership,
2. Peacebuilding
3. Conflict analysis and mitigation
4. Advocacy, and Public communication skills.
5. Partnerships

Module Introduction

Each of the five (5) Modules developed is organized into four sections:
Section 1 provides an overview of the modules and the basic principles for facilitating events. These principles cover key areas that all facilitators should keep in mind when undertaking any training, planning, or evaluation activity intended to strengthen efforts to change public policies and programs. Section 2 consists of the training guides for general workshops. Section 3, the most extensive, consists of training guides for each of the five (5) modules. Finally, Section 4 contains several appendixes with additional practical material for general reference. It includes a sample workshop agenda, suggestions on how to take minutes, and a selection of group exercises for use in workshops.

Using the Training Guides

Each training module begins with a summary page listing the learning objectives, key concepts, practical techniques, and learning indicators for the guide. Next, key concepts are explained in detail. The core of each module is a set of practical techniques that can be used in training sessions, with instructions for using each one. Most of the guides include worksheets to use with the techniques, as well as graphic resources that facilitators can use as handouts or as models for displays to illustrate the ideas discussed.
The facilitator using a particular training guide should first read the summary and the key concepts. He or she can then choose one or more of the practical techniques that seem most appropriate for the group's campaign, taking into account its objectives, the characteristics of the group, and the time available.
The facilitator can choose the worksheets and resources that are most useful with the technique selected and photocopy them for use in preparing the session.

Outline of Modules/Lesson Plans

The curriculum has five modules, each with a series of lessons. Each module has an overview page with an outline of the course topic, the participants that should be included and the objective of that module. Each lesson has a list of steps, their expected duration, handouts and training aids needed, and any advance preparation required.
Each lesson in this manual contains the exercises or activities, referred to as steps, which will guide the facilitators in training the participants to become effective youth and CSO leaders.

The outline of each lesson is as follows:

Outline of Lesson Plans	
Duration & approach	Indicates the recommended and estimated amount of time for each session, including summarizing and providing/getting feedback
Objectives	State what participants are expected to know or be able to do correctly by the end of each session
Handouts for participates	Provide a list of handouts for the participants that aim to strengthen and reinforce learning of the participants
Resources for facilitator	Provides important information and tools required for the facilitator to conduct the session
Equipment & materials	Provides a list of equipment needed for the Lesson
Preparation	Describes what the trainers need to do prior to the training or session

Step 1 **Step 2**	Provide detailed, step-by-step instructions for the trainers to conduct the relevant training sessions. Trainers may adapt the Steps according to the preferences and needs of the trainees, as long as the main learning points and learning objectives are covered.

Lesson Notes
Provides a space for the facilitator to make corrections, suggestions, revisions to the lesson. These should be shared with YPPD and Cordaid afterwards.

Training Preparation

The facilitators that will train youth leaders, CSOs and other groups should know that careful planning is important. Preparation should start several months before the training. Use the following list as your guide as you plan the training:

Conceptualization and Planning:

Ideally, workshop preparations should begin well in advance i.e. at least two to three weeks prior to the workshop. This is suggested for logistical reasons but also to provide enough time to:

- Become familiar with the guide and identify other needed resources
- Identify who will take responsibility for logistics. It is challenging, if not impossible, to effectively lead a workshop especially when having to deal with issues related to participant refreshments, travel, etc.
- Communicate with youth groups, CSOs and targeted participants intended workshop details i.e. dates, who, where and when

Communications:

- Send invitation letters to all participants, Youth Partnership for Peace and Development, Cordaid, Ministry of Youth, National Youth Commission, Ministry of Gender and Children's Affairs, Office of National Security, Legal Aid Board, Ministry of Local Government and Local Stakeholders including the Councils among others, notifying them of dates, purpose, their role in training, etc.
- Confirm co-facilitators etc.
- Order all training supplies and refreshments needed

Rehearsal/Preparation

- Agree on how co-facilitators can support each other during the workshop i.e. provide constructive feedback.
- Begin rehearsing sessions, especially with co-facilitators. This can help refine the workshop design (especially in terms of structure, flow and coordination) and prepare for possible unintended outcomes. It's important to walk through activities in detail to imagine how they will unfold and anticipate possible areas of confusion or where activities may get off-track.

Detailed planning:

- If it hasn't been done already, plan to meet for 1 day minimum as co-facilitators to work through the agenda in specific detail. Agree on who is leading which sessions.
- Finalise and print out any handouts to avoid last-minute scrambling.
- Visit the training facility site to ensure that tables are setup correctly
- Bring and setup all equipment and training materials to training venue if security allows. Otherwise do this at least one hour before training begins on the first morning

Resources Required

Each lesson plan has a list of handouts, resources and equipment required these should be prepared in advance. The training supplies will be dependent on the number of modules to be training and this should be prepared and ordered at least two weeks before the training

Reminders and Pointers for the Facilitators:

The following table provides some do and don't for facilitators when working with adults

	Dos	**DON'Ts**
1	Provide opportunities and allow time for people to establish themselves in the group	Do not ask people to take risks too early in a workshop or course (for example, engaging in a role play exercise) unless they already know each other well.
2	Show respect for participants' experience by asking them to share ideas, opinions, and knowledge. Verbally recognize that they may be a good resource for reaching your teaching goals.	Do not seek to make people obey you. Adults will do what they need to do.
3	Listen to what they want and need and be flexible in your planning. Seek feedback from the group. Change your approach if your agenda or methods are not working	Don't cover material they already know unless there is a good reason for it.
4	Begin and end your session on time	Do not rush: Find the pace that participants/people feel comfortable with.
5	Understand who is in the audience and why they are participating	Do not do all the talking: Remember your job is to ask questions and get participants to do the talking
6	Be well organized: Read the trainers guide before training so that you are well prepared and know how to handle your sessions	Do not let people dominate discussions, encourage everyone to contribute: Make eye contact, use hands, walk close to shy people and use names. Try to draw out the silent and control the talkative.
7	Be observant: As well as listening closely, pick up information about the situation from non-verbal cues	Do not criticise feedback from participants, be open and self-reflective: Be open to feedback from the participants about the way you work and take time to examine your own attitudes, values and ideas.
8	Watch the energy level: Look for signs of tiredness or boredom. When people get tired, change the activity, introduce a song, or take a break.	Do not only use closed ended questions, try as much as possible to use open questions: these are questions that encourage people to give their own opinions, rather than a ―yes/no or single response. They allow people to express their own ideas and find their own solutions without fear of giving a wrong answer.
9	Be gender aware: Encourage participants to take up different roles during group exercises such as note taking and presentation among other tasks.	Do not be satisfied with one answer. Ask follow up questions to explore issues and make it clearer – ―Why? What else? … Tell me more. Can you explain further?
10	Re-phrase: briefly restate what people say in your own words, to make sure you have heard and understood. When you rephrase make sure to do two things – 1) verify with the speaker if you have understood correctly, and 2) see if others want to add something	Do not bombard participants with questions, ask one and give people time to respond

There are various different techniques to get information from a group and encourage participation. Whilst some are better for certain situations and according to group size and sensitivity of issues being discussed it is probably best to try to vary techniques to keep the sessions as exiting and interesting as possible. Some examples are:

- **Use warm-ups and energizers**: Warm-ups and energizers are not training techniques but they form an essential part of training. They are used to change the tempo of a session and encourage participants to move about and relax after spending time sitting in a discussion. Energizers should be active and humorous. Always be aware of the mood of the participants.
- **Use of questions during training:** The effective use of questions is one of the most important skills needed by trainers. By asking questions, you help the participants to think for themselves and it stimulates a process of discovery. If participants think about a problem and come up with an answer themselves, they are much more likely to remember the information than if you just told them that information as the trainer.
- **Use practical instruction**: Practical instruction is used to teach participants a skill, such as how to service a diesel engine or how to repair a hand pump. Practical instruction is based on the principle that people learn by doing. Practice time for every participant should form a major part of the training session.
- **Use discussions, hum groups and buzz groups**: The most common discussion techniques are the paired discussion (sometimes called a hum) and the group discussion (sometimes called a buzz group). A paired discussion involves dividing participants into pairs and asking them to discuss a problem or task such as: ―*List the factors that limit the availability of borehole spare parts in your area of operation*‖. During the plenary discussion for both hum and buzz groups you as the facilitator should ask probing questions to stimulate debate, share experiences and encourage participants to come to a consensus on issues, or agree to differ.
- **Encourage brainstorming**: This is a lively method used for gaining a rapid overview of participants' knowledge or ideas on a particular issue. A brainstorm should be run in 10-15 minutes. It is used to switch to a new subject; examine a subject very broadly; obtain 30-40 ideas quickly and to create a lively atmosphere and wake people up.
- **Use the debate**: The debate is useful for encouraging participants to think for themselves and identify key points for and against a particular issue. The participants also have to work as a team, decide which points to present during the debate and select a speaker to forward their views. An example of a debate can be technology choice between a solar powered or diesel-powered water pump.
- **Come up with role plays and drama for participants**: Plays and drama are extremely useful training techniques because they can be used to focus on real-life problems in an active way, especially where participants are encouraged to act out issues themselves. For example, problem plays are used specifically to pose a problem or issue. A short play

depicting a problem and lasting only two to three minutes is enacted at the beginning of the session. Participants are then asked to draw out and analyze the causes of the problems, discus how it related to their life situation and then to suggest solutions or strategies for tackling that problem.

- A dream about the future and how an ideal peaceful community would look like can also be extremely helpful in addition to role plays around advocacy advocacy can be really interesting

- **Use pictures**: Pictures can be used to analyze issues that are difficult to depict in a play, such as overgrazing around a borehole. The picture used should show only one problem and should not show possible solutions. It should be a simple line drawing, avoiding too much shading and colour, and with no abstract symbols that might confuse the picture.

- **Give participants exercises**: Exercises are used to give participants practice in certain skills and knowledge they have learnt. Examples include calculations of revenue to be expected at the end of the month based on volume of water consumed and number of consumers, etc. You as a facilitator can prepare hypothetical problems and tasks and then ask participants to work through them. These exercises can be used to test the skills and knowledge of individual participants and so you can ask each person to work alone. When everyone has finished the exercise, these can be discussed in plenary.

- **Use training visits**: During training visits, participants are taken to a specific site outside the training venue e.g., Community radio station, District/Municipal Council or a nearby NGO. Training visits are very useful for putting theory into practice in a real situation. It is important that the visit is well-structured with specific learning objectives.

- **Use games**: Games can be used to raise issues about behaviour and attitudes, such as how people behave in groups, conflict resolution, cooperation and team work. Games can also raise participants' awareness about how their behaviour as individuals and as a group affects others in both a positive and negative way. The session should be structured with clear objectives and key learning points drawn out.

- **Use of training aids**: Training aids are used to help illustrate and reinforce key learning points during training. A wide variety of training aids are available such as flip-charts and collared markers, chalkboard and chalk, photographs, pictures, models, computer presentation systems e.g. video, slides and overhead projectors. The choice of training aids depends on many factors such as cost, electricity supply, literacy of the participants, the subject being covered in the training, etc.

Opening Lesson	
Duration & approach	1 hour 30 minutes **Step 1** Welcome and introduction to workshop (5 minutes) **Step 2** Collecting baseline information from participates (45 minutes) **Step 3** Introducing participants (25 minutes) **Step 4** Workshop objectives & schedule (5 minutes) **Step 5** Learning Norms and procedures (5 minutes) **Step 6** Roles of the facilitators (5 minutes) Closing (5 minutes)
Objectives	By the end of the lesson participants will have: • Shared training expectations • Begun to learn about the background and experience of others in the training • Completed the pre-test
Handouts for participates	One per participate • Lesson handout: Objectives • Lesson handout: Pre test
Resources for facilitator	• Resource: Key to Pre/Post Test
Equipment & materials	• Attendance sheet • Name tags for each participant • Agenda • Flipchart and markers
Preparation	• Ask all participants to write their name on their name tags using a marker and attache it to their shirt/dress • Preparation the "Parking Lot" flipchart • Prepare the flipchart with the list of training objectives. The objectives will depend on the modules to be trained

Lesson Notes

Step 1 Welcome and introduction to workshop	***Explain:*** *In Sierra Leone, there has been three successful Fragility Assessments conducted and with a constant position at the crossroads and as a country at level three of the fragility spectrum. Since country has had several processes unfolding as part of repositioning her place on the global and governance stages. While most of these processes are looked at as key opportunities for holistic growth and engagement, a lot seems disconnected as to answering questions like how central young people are in seeking joint and collective solutions to dealing with major drivers of conflicts, violence and fragility in general.* *The project chooses to work with young people because they are meaningful agents of change, they have a unique perspective and insights as critical stakeholders in peace and security as established by the UNSCR2250 and this expertise is needed to contribute to conflict prevention and peace building in sierra leone.* *This training has been designed to try to improve the performance of youth groups and CSOs by increasing your skills in targeted modules.*
Step 2 Collecting baseline information from participates	**Explain:** *Before we begin the workshop, we would like to collect some baseline data so we can assess the effectiveness of the workshop when it is finished. The baseline will include a pre-test.* Pass out the Workshop Pre-/Post-Test. Give participants 15 minutes to complete the pre-test, and then collect it. Remind the participants to put their name at the top ***and c***ircle PRETEST Multiple choice questions – choose only one answer. Only circle the letter Fill in the blank – write clearly so we can read it.
Step 3 Introducing participates	Write some Getting-to-know-you questions on a flip chart (name, organization, prior experience working with communities, one thing they want to learn about etc.) Note: This is an opportunity to collect additional information from the participants that you may need for the training. You can also ask 'silly' information (favorite color, birth month, height) that you can use each day to seat the participants so that the trainees are seated with different people each day. Add these types of questions to the flip chart. Use a creative ways to pair up the participants and ask each them to interview a person they don't already know using the questions on the flipchart. Ask the participants to write down the responses to the questions on a sheet of paper. Then ask each participant to introduce the person they met to the rest of the workshop participants and facilitators. Another way could also be speed dating, allowing participants to meet as much as many persons as possible during the 5 minutes and remember their names.
Step 4 Workshop objectives & schedule	Review the Workshop Objectives with the participants through projecting on Power point that was prepared earlier. Write the workshop schedule on a flip chart, as listed earlier in this curriculum, and review it with the participants. Discuss any logistical issues (e.g., per diem, field work, meals).

Step 5 Learning Norms and procedures	Brainstorm with the group the norms and procedures the group wants to follow to create the best learning environment. Record these on a flip chart entitled Norms and guiding principle Set up a flip chart entitled Parking Lot for lingering questions and let participants know its purpose.
Step 6 Roles of the facilitators	**Explain:** *The facilitators will be modelling the Dialogue Education (Vella) methodology during this workshop, and from time to time they will be making comments specifically about facilitation techniques.*

Closing Lesson	
Duration & approach	1 hours **Step 1** Introduction **Step 2** Post test **Step 3** Workshop evaluation Closing
Objectives	By the end of the lesson participants will have: • Assessed participants knowledge and skills • Assessed the quality of the workshop • Been recognized for their participation
Handouts for participates	• Lesson handout: Pre test
Resources for facilitator	One copy of: • Resource: Post test results template
Equipment & materials	• Correct and score the pre-tests and set them out on a table and make certificates
Preparation	• Flipchart prepared using Resource: Post test results template
Additional information for lesson	None

Lesson Notes

Step 1 Introduction	**Explain:** *Now that we have completed the training course, we need to complete some wrap up activities. During this lesson we will take the post-test and you will receive you corrected pre-tests. We'll also compare the group's pre- and post-test scores as a whole. Then you will complete an evaluation of the workshop and finally each person will receive certificate of participation.*
Step 2 Post test	• Distribute the Post-tests to each person and ask them to complete it. • When each person has finished their Post -test, ask participants to exchange their test with the person sitting next to them. • Reveal the answer code and ask participants to correct the test of their Neighbor, putting the number of correct response over the total number of responses (ex. 8/10) • By show of hands, count the number of correct responses (How many got 10 correct? How many got 9 correct?) and record these on a flip chart along with the pre-test results (see suggested format below) • Have Participants return the post-test to the owner
Step 3 Workshop evaluation	• Distribute the workshop evaluations • Ask participants to complete them anonymously • Collect and analyze later
Closing	• Distribute certificates to each participant • Return the corrected pre-tests

The specific content of the Modules follows:

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MODULE 1: ORGANISATIONAL LEADERSHIP

ORGANISATIONAL LEADERSHIP

introduction

What do we understand by the term Organisation?

An organisation is an entity or association – comprising one or more people and having a particular purpose.

Finding and Developing Leaders

Organizations need leaders – and not just in top executive positions. Leaders are people who have the vision to see what needs to be done, and to motivate and energize people to perform excellently.

With strong leadership skills in place at all levels of your organization, you'll find it much easier to build a strong, respected and prosperous institutions.

However, spotting people with leadership potential is not always easy. To ensure your organization or group's continuing performance, there is further need to identify these people and nurture their leadership potentials – potentials that's far too valuable to waste.

The Right Kind of Potential

It is common to label high achievers as potential leaders. Unfortunately, it's not that simple: if people perform well, that only shows that they're well suited to their jobs.

Let's look at two examples:

Fatu*, the Conflict Prevention expert, whose research led to discovering a new pathways for peacebuilding, is certainly a great advocate. Her co-workers admire the work she does, and it is very likely she will be promoted because of her technical skills. But she does not share her knowledge, and not also helping others understand her methods.*

Emma, in Gender is a good employee whose work is above average but not necessarily extraordinary. However, what does stand out is that she has forged great relationships with people from all parts of the organization’s various departments and units. Because of this, whenever changes occur, managers count on her to see the benefits and motivate her colleagues to accept them.

Who is the real leader in the example above?

Chances are that Emma is a more promising leader than Fatu. You won't know this, though, until you look deeply and observe her in action. What is clear from the start is that job performance, by itself, is not a reliable indicator. To determine key leadership indicators it is important to recall some popular theories of leadership.

The Many Definitions of Leadership:

"a forceful and dynamic personality who really leads from the front; an architect and implementer of strategy; a mediator in conflict situations; an integrator who assures the climate of the organization; a person able to motivate subordinates and who, by persuasion, compulsion or example to others; succeeds in getting others to follow the leader's wishes". **Sorenson & Epps.**

"leaders are just ordinary people with extraordinary determination." **John Seaman Garns.**

"the art of mastering change . . . the ability to mobilize others' efforts in new directions." **Rosabeth Ross Kanter**

"Leadership appears to be the art of getting others to want to do something you are convinced should be done." **Vance Packard.**

"Leadership is the ability to get men to do what they don't want to do and like it." **Harry Truman**.

"In any situation in which someone is trying to influence the behavior of another individual or group, leadership is occurring. Thus, everyone attempts leadership at one time or another, whether his or her activities are centred on a business, educational institution, political organization, economic development organization, or family".

Ken Blanchard.

"Leadership as influencing people by providing purpose, direction, and motivation, while operating to accomplish the mission and improve the organization"

"The capacity to influence others by unleashing their power and potential to impact the greater good". **Ken Blanchard**

Other thoughts include: *"Inspiring others to follow your lead by creating a compelling vision of the future" while other say "Leadership is the capacity to influence people by means of personal attributes and behaviors to achieve a common goal."*

**** Leadership is not necessarily synonymous to Management.***

DIFFERENCE BETWEEN LEADERSHIP AND MANAGEMENT

Leadership Versus Management	
Managers	**Leaders**
• *Plan* • *Organise* • *Direct* • *Control*	• *Motivate* • *Inspire*
Processes	**People**

Leader versus Manager	
The Leader	**The Manager**
• Innovates • Is an original • Develops • Focus on people • Inspires Trust • Takes long range perspective • Asks What and Why • Has eye on the horizon • Originates/Creates • Challenges the status quo DOES THE RIGHT THING	• Administers • Is a copy • Maintains • Focus on systems and standards • Relies on Control • Has short range view • Asks How and When • Has eye on bottom line • Implements • Accepts the status quo DOES THINGS RIGHT

"Change will not come if we wait for some other person or another time. We are the ones we've been waiting for. We are the change that we seek". **Barack Obama.**

Leaders in History

Examples of Great Leaders – Teachers

- Sir Winston Church Hill
- Margret Thatcher
- Nelson Mandela
- Bill Clinton
- **Julius Nyerere**
- Helen Johnson Sirleaf
- Thomas Sankara
- **Barack Obama**

<u>Recognized Leadership Qualities for the 21st Century</u>

Steve Jobs: 1955 – 2011

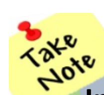
Different Leadership Styles (with Pros and Cons)

Here is the good, bad, and the ugly on eight common, "textbook" approaches to leadership. These styles are based on the findings of several well-known leadership researchers (such as Karl Lewin, Bernard M. Bass, Robert K. Greenleaf, and more). However, be aware that you'll see different experts define these buckets differently.

1. Transactional Leadership

The best way to understand transactional leadership is to think of a typical transaction: I give you this, and you do this in return. That's really the basis of this leadership style. Transactional leaders dish out instructions to their team members and then use different rewards and penalties to either recognize or punish what they do in response.

Think of a leader offering praise to applaud a job well done or mandating that a group member handles a despised department-wide task because they missed a deadline. Those are examples of rewards and punishments in a work setting. Needless to say, ***this approach is highly directive, and is often referred to as a "telling" leadership style.***



Important to note is that leaders must further possess other great traits and abilities such as ***good listening skills***, great consciousness on the ***need for inclusion*** of everyone regardless who they are and where they are from.

Pros: Confusion and guesswork are eliminated, because tasks and expectations are clearly mapped out by the leader.

Cons: Due to the rigid environment and expectations, creativity and innovation may be stifled.

You Might Be a Transactional Leader If…

- *You frequently use the threat of having to stay late when you need to motivate your team.*
- *You're constantly brainstorming clever ways to recognize solid work—your team can't wait to see what you come up with after last month's taco party.*

2. Transformational Leadership

Again, with this leadership style, it's all in the name: Transformational leaders seek to change (ahem, *transform*) the businesses or groups in which they lead by inspiring their employees to innovate. These leaders are all about making improvements and finding better ways to get things done. And as a result, they inspire and empower other people to own their work and chime in with their suggestions or observations about how things could be streamlined or upgraded.
Under transformational leaders, people have tons of autonomy, as well as plenty of breathing room to innovate and think outside the box.

Pros: Leaders are able to establish a high level of trust with employees and rally them around a shared vision or end goal.

Cons: In environments where existing processes are valued, this desire to change things up can ruffle some feathers.

You Might Be a Transformational Leader If…

- *You look at every single existing process with a discerning eye and a strong sense that it could be better.*
- *You're always encouraging others to get outside their comfort zones and push their own limits.*
- *You could burst with pride whenever you see a team member achieve something that was previously thought to be impossible.*

3. Servant Leadership

Servant leaders operate with this standard motto: Serve first and lead second. Rather than thinking about how they can inspire people to follow their lead, they channel the majority of their energy into finding ways that they can help others. They prioritize the needs of other people above their own.

Despite the fact that they're natural leaders, those who follow the servant leadership model don't try to maintain a white-knuckle grasp on their own status or power. Instead, they focus on elevating and developing the people who follow them.

As Simon Sinek eloquently explains in his book, ***Leaders Eat Last****: Why Some Teams Pull Together and Others Don't*, "leaders are the ones who are willing to give up something of their own for us. Their time, their energy, their money, maybe even the food off their plate. When it matters, leaders choose to eat last."

Pros: This approach boosts morale and leads to a high level of trust, which results in better employee performance and a more positive company culture overall.

Cons: It's challenging. Constantly pushing your own needs and priorities to the backburner isn't something that comes as second nature for most of us.

You Might Be a Servant Leader If…

- *You're known for asking, "What can I do to help?" at least three times a day.*
- *You place a high priority on removing roadblocks and helping others get things done.*
- *You never think twice about helping out when you're asked—because you know that your own to-do list will still be there when you return.*

4. Democratic Leadership

You might also hear this leadership style referred to as "**participatory leadership**." Leaders in this category run groups and projects like…well, a democracy. Even if these leaders are technically higher on the org chart, they emphasize working together and actively involve their teams in the decision-making process. Democratic leaders value ideas and input from others, and encourage discussion about those contributions.

They are not handing down orders from on high, and instead take a much more collaborative approach to getting things done.

Pros: Creativity and innovation are encouraged, which also improves job satisfaction among employees and team members.

Cons: Constantly trying to achieve consensus among a group can be inefficient and, in some cases, costly.

You Might Be a Democratic Leader If…

- You think the best meetings are the ones where everyone has an equal chance to weigh in.
- You can't remember the last time you made an important decision without getting input from at least one other person.

5. Autocratic Leadership

Autocratic leadership exists on the opposite side of the spectrum from democratic leadership. You can think of this as a "**my way or the highway**" approach.

Autocratic leaders view themselves as having absolute power and make decisions on behalf of their subordinates. They dictate not only what needs to be done, but also *how* those tasks should be accomplished.

Pros: Decisions are often made quickly and strategically, and teams are kept on track as a result.

Cons: Employees can feel ignored, restricted, and—in the absolute worst of cases—even abused.

You Might Be an Autocratic Leader If…

- You think group discussions and brainstorming only slow things down, and it's better if you make important decisions alone.
- You dislike it when employees question your decisions—when you've said something, that's final.

6. Bureaucratic Leadership

Bureaucratic leadership goes "by the book," so to speak. With this leadership style, there's a prescribed set of boxes to check in order to be a true leader.

For example, bureaucratic leaders have hierarchical authority—meaning their power comes from a formal position or title, rather than unique traits or characteristics that they possess. They also have a set list of responsibilities, as well as clearly-defined rules and systems for how they'll manage others and make decisions. They just need to follow that roadmap that's laid out for them.

Pro: There's plenty of stability. Since this is a systematized approach to leadership, things remain constant even through personnel changes and other shifts that threaten to rock the boat.

Con: It's tempting to fall into the "we've always done it this way" trap. This approach can be inflexible and neglect to leave room for creativity or ideas from employees.

You Might Be a Bureaucratic Leader If…

- You frequently find yourself asking how your predecessor handled certain scenarios—you want to make sure that you're following the accepted procedure.
- You always request confirmation that you're doing things right whenever you're tasked with something new.

7. Laissez-Faire Leadership

Do you remember the term **"laissez-faire"** from your high school French or history class? If not, let's refresh your memory.

This is a French term that translates to **"leave it be**," which pretty accurately summarizes this hands-off leadership approach. It's the exact opposite of micromanagement. Laissez-faire leaders provide the necessary tools and resources. But then they step back and let their team members make decisions, solve problems, and get their work accomplished—without having to worry about the leader obsessively supervising their every move.

Pros: This level of trust and independence is empowering for teams that are creative and self-motivated.
Cons: Chaos and confusion can quickly ensue—especially if a team isn't organized or self-directed.
You Might Be a Laissez-Faire Leader If…

- You hardly do any of the talking in project status update meetings. Instead, your team members are the ones filling you in on where things are.
- You're really only involved in most tasks and projects at two key points: the beginning and the end.

8. Charismatic Leadership

You know what it means to have a lot of charisma, and that is exactly what these leaders possess.
Charismatic leaders have magnetic personalities, as well as a lot of conviction to achieve their objectives.

Rather than encouraging behaviors through strict instructions, these leaders use eloquent communication and persuasion to unite a team around a cause. They are able to clearly lay out their vision and get others excited about that same goal.

Pros: Charismatic leaders are very inspirational and effective at getting an entire group invested in a shared objective.

Cons: Due to their intense focus, it's easy for these leaders to develop "tunnel vision" and lose sight of other important issues or tasks that crop up.

You Might Be a Charismatic Leader If…

- You're known for giving amazing "rally the troops" types of presentations.
- You're usually the one elected to give toasts and speeches at various company events.

How Hard Is it to Change Your Leadership Style?

So you've familiarized yourself with the ins and outs of the above approaches…what if you've realized that you want to make some changes? Perhaps you've pegged yourself as a transactional leader and want to be more transformational, or you think you could incorporate more servant leadership into your existing style.

The good news: You absolutely can change your personal leadership style. "Your leadership style isn't an annual membership," says Crawford. Altering your approach is actually fairly straightforward in concept (although a little more difficult in practice), and you can do it at any time. The key is to swap out ineffective habits for new ones that are more in line with the style you'd like to align with, and "stay committed to practicing your new leadership style and technique."

For example, if you tend to be autocratic and want to incorporate some more democratic practices, try some things that force you to relinquish some power like:

- Requesting a second opinion on a decision you're making.
- Instituting a weekly brainstorming session with your team.
- Asking a colleague to co-lead a project that you otherwise would've handled alone.

If you're struggling to even figure out how you can be more effective or what the best leadership style for you is in the first place, Padua recommends that you start by thinking about a leader or mentor you admired. "What were their qualities?" she asks. "What did they do? What did they say? How did it impact you?"

That exercise can help you identify some traits that you'd like to implement in your own style.

Here's the thing: There's no such thing as a "perfect" leadership style, because leadership isn't one size fits all. All of these approaches come with their benefits and drawbacks, and some of them will be more effective in certain scenarios.

That very idea has paved the way for one final style: **situational leadership**. It's highly flexible and suggests that leaders should adapt their approach to the specific circumstances they're in.

Regardless of where you think your own current style fits in, there are likely a few changes you can make to be even more effective. Like anything, **Democratic** leadership is a learning process, and it takes a little bit of trial and error to get it right.

"Don't be afraid to make mistakes," concludes Crawford. **"That's how we learn. Sometimes you may have to take a few tries at different styles to make things work. Be easy on yourself."**

2

MODULE 2: ORGANIZING FOR CHANGE

ORGANISING FOR CHANGE

Introduction

What Is Organizing?

Organizing is people coming together to collectively create the change they want to achieve. It is people joining together to work toward common goals. In 2002, Marshall Ganz's article in Social Policy, titled What is Organizing? described organizing this way: Organizers identify, recruit and develop leadership, build community around leadership, and build power out of community. Organizers challenge people to act on behalf of shared values and interests. They develop the relationships, understanding, and action that enable people to gain new understanding of their interests, new resources, and new capacity to use these resources on behalf of their interests. Organizers work through "dialogues" in relationships, interpretation, and action carried out as campaigns.

Use of Power in Organizing for Change

At the heart of community organizing is the **POWER** of bringing people together to create and implement a Community Action Plan that will lead to the desired/anticipated change. The plan may include specific activities your community itself will do to improve their gender-related outcomes or initiatives for women and young people's empowerment among other things. It may also include activities where you will advocate to people in power to make sure rights are safeguarded, protected and fulfilled.

There are four key steps for community action planning.

1. Identify community groups and key partners or resources.
2. Identify current challenges or gaps in health rights and/or social services.
3. Create a Community Action Plan.
4. Implement and adjust your plan.

POWER on the other is guided by four key pillars including:

Pillar 1: Grounding. Our personal power is not unlike electrical current. Ground it, and it's productive and safe. But when ungrounded, it has the potential to do real harm, so true power has to begin there. It's the establishment of a strong physical, spiritual, mental and emotional foundation from which to encounter life. Grounding keeps us rooted in our bodies, beliefs and principles, and thus stable in the face of challenge. According to Weston, “Grounding…leads to an unwavering self-confidence and conviction in what you do and believe.”

Pillar 2: Focus. According to Weston, there are two aspects to focus: “*finding stillness in the chaos*” and “*giving direction to one’s efforts*.” Focus brings a calm, clear quality to your power. It enables you to sort through all that’s happening in and around you, and make a clear choice about what to bring forward. Focus concentrates your energy, enabling you to act and speak with intent and precision. To focus is to take a definite shape, something that can be uncomfortable for women. To help us move into that discomfort, we need the next pillar: strength.

Pillar 3: Strength. This is the aspect we usually associate with power, and without the other pillars, it can turn into the kind of brute force that we rightly resist. Here’s how Joe Weston describes strength: “The innate force of strength is expressed in two ways. The first is the*courage* to move out of your safe space and into the unknown, and the second is the *physical force* to accomplish your goals.” Strength is often a real skill of grit-based leaders. But when strength is not accompanied by grounding or flexibility, it can turn a woman from bold to bitchy.

Pillar 4: Flexibility. Weston believes that flexibility is the most elusive, challenging, yet potent of all the pillars. Flexibility is the key to versatility, creativity and compassion. This is often a strong pillar for grace-based leaders, yet they will tell you that flexibility without the support of other pillars can result in weakness. A leader who is grounded, clear and strong – while also able to adapt and adjust – is a force to be reckoned with.

What about you?

Each of these four pillars are essential to ‘true power,’ but the real potential lies in achieving balance in all four. Which of these pillars are most developed in you? What do those strengths make possible for you and others? What happens when you overuse those pillars to the neglect of the others?
What impact does that have in your ability to express ‘**true power**?’ How will strengthening that pillar you found useful help to accomplish something that really matters to you?

Self-Interest – A Building Block for Community Organizing

One-on-one conversations are a critical organizing tool for understanding self-interest and in building relationships in order to mobilize people into action. Everybody cares about something; figuring out what that something is takes understanding the person’s self-interest. Organizing is finding out what someone’s self-interest is and what they care about. Nobody is apathetic about issues such as school safety, student learning conditions, dignity and respect in the workplace, professional development, or their paycheck. Apathy is often mistaken for feeling powerless and the inability to effect change. As organizers we must tap into the issues people care about and offer inspiration and collectively develop viable solutions to address those issues.

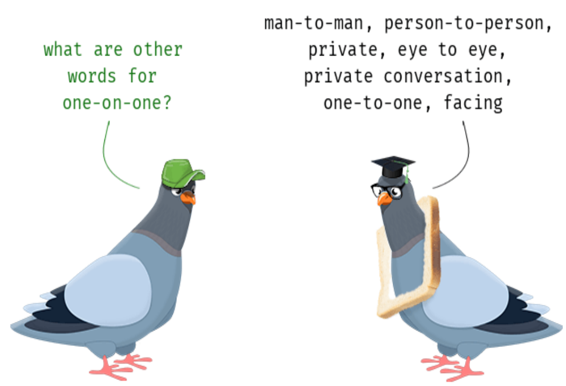
We can't make assumptions about what is in someone's self-interest; we must hear it articulated by an individual. Relationships are the foundation of organizing. If you have a relationship with someone based on trust, not only will they share what they care about—their self-interest—you can mobilize them into action.
Ultimately we seek to build power to make change. In this toolkit, we will cover the critical elements of organizing:

- One-on-One Conversations
- Issue Identification
- Mapping the Workplace
- Bargaining—Issue Campaign
- Campaign Planning
- Building Power
- Organizing for Community Support

Organizing principles are the same whether you are trying to invite potential members to join your institution, identify and develop young leaders, rally members to support demands (whether residing in a district or region with severe issues of advocacy concerns), enlist community help for an issue of concern, or drum up support for a political candidate or platform.

One-On-One Conversation (key tools)

- The Relational Meeting: Purpose and Process of the Organizing Conversation
- An Organizing Conversation
- Conducting a One-on-One Conversation: Key Components
- Practice the Organizing Conversation
- Write Your Own Organizing Conversation
- Worksite One-on-One Conversation Reporting Form
- General One-on-One Conversation Reporting Form
- How to be a Good Listener
- Anger, Hope, Urgency, You (AHUY)



All organizing is based on building relationships and finding common ground. Personal relationships are the foundation for mobilizing members into collective action. We cannot mobilize people effectively if we don't know what matters to them and what motivates them. Through face-to-face, in-depth conversations, organizers can build the trust of the people they are contacting and make sure their questions are fully answered. That trust and understanding, developed through personal contacts, will be necessary to maintain support for whatever kind of campaign the Association is engaged in. This is also known as relational organizing.

Whether you are in a small or large workplace, conducting one-on-one conversations with all of your colleagues can feel very overwhelming. It is important to begin your conversations with colleagues who are respected by their peers and administrators. From that group, start with those you know and trust and expand your reach from there.

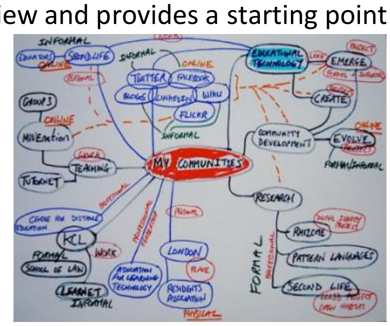
Goals of One-on-One Conversation

- Assess where people stand, how they feel
- Find peoples' passion
- Identify potential leaders and activists
- Develop relationships
- Identify and validate self-interests
  - personal goals
  - professional ambitions
  - values
- Identify what motivates or inhibits
- Agitate—Why are things the way they are and how can things be different?
- Inoculate
- Identify social and community connections
- Get commitment
- Set a follow-up plan
  - Build solidarity/power
  - Collect and analyze data

Mapping the Workplace

Mapping is a physical depiction of the work environment that illustrates presence and physical proximity of the membership, age/seniority, predominant livelihood activities, assessment status, social relationships, etc.

Once created, a map gives us a look at selected data from a bird's eye view and provides a starting point for a strategic discussion of organizing.



- Map out where members/potential members or advocates/allies, etc.
- Find the worksite's "Hot Spots" and "safe zones."
- Find where conversations and action happens—where do people congregate throughout the work day?
- Check your map against your worksite rosters

Bargaining—Issue Campaign

The outcome of bargaining, or meet and confer, places responsibility for the outcome directly on the membership, not just on the negotiator. A group's bargaining leverage or contract influence is in direct proportion to the other side's perception of our strength.

The team decides how to respond to negotiators based on whether they believe the membership is involved, and to what extent the membership is prepared to take collective action. Public officials also respond to the level of organization involvement and to whether they will gain or lose politically.

Interest-Based Bargaining: Collaborative
This process encourages the parties to seek and find common interests of proposals, applying neutral standards in an attempt to reconcile their differences and reach common ground.

Traditional Bargaining: Confrontational
This process involves negotiating specific proposals to reach an agreement through the application of pressure, utilizing such techniques as counter-proposals, compromise, and trade-offs.

Campaign Planning

While individual organizing campaigns may serve different purposes—such as winning Union recognition and representation rights, increasing Union density by enlisting new members, electing pro-Union candidates to political office, establishing fair and effective accountability and performance standards, or achieving a decent contract—all organizing campaigns have the following common attributes:

- Start with an issue that resonates with members and the individuals and communities we are trying to reach.
- Follow a written plan that clearly states the immediate objective, its rationale, and relationship to achieving a larger long-term goal; how it will be accomplished and the leverage that will be used; a timeline with milestones and benchmarks; what members will be asked to do; and a work plan that specifies who will do what and when.
- Involve members at every level.
- Record, update, and employ data for documenting member participation, measuring progress, and determining next steps.
- Draw from a common set of skills that includes list building, research, the organizing conversation, assessments, charting, mapping, leadership identification and development, and committee building.
- Employ strategies of escalating tactics for applying steadily increasing internal and external leverage to counteract opposition.

A winning strategy requires taking a comprehensive look at every internal and external source of leverage with the potential to affect the outcome of the campaign. Every prospective campaign should be viewed through a set of strategic considerations, such as member and community demographics, employer finances and governance, legal and regulatory environment, community and political power analysis, potential allies and opponents, affiliate readiness, and the role and likely impact of the media. It is an approach that requires research, education, and agitation for organizing and mobilizing our members, potential members, and allies

Building Power

During any organizing campaign, “debriefing” your site or home visits or phone calls is vital for continuous improvement and building power. Yet many times we still don’t do it. However, if we don’t take the time to properly review each event, we may miss critical opportunities to identify mistakes and grow. Here are 3 tips to help you design an excellent debriefing process that can ensure your campaign’s success and help you to continue to grow as you plan for future campaigns.

1. Set the Time(s)
Try to schedule your team debrief at the end of the day, following the site or home visits or phone calls. If this is not possible, try for no later than the next day. Timely debriefs can help detect if there are issues, enabling you to adjust before it’s too late. The key takeaway? Debriefs are most successful when the details are still fresh in everyone’s mind. The longer you wait, the less you’ll recall and your learning

could be severely impacted.

2. Set an Agenda
No one on your team should be asking, “What are we here to talk about?” A good debriefing session is not a directive—it’s a conversation. So make sure your colleagues in the room know what you’ve gathered to talk about. What do they need to prepare? What do they need to bring?

3. Learning, Not Finger Pointing
Always remember, a debrief is not a forum to complain. It is not an opportunity for people to air their dirty laundry and especially not to lay blame. This is easier said than done, especially if things didn’t turn out very well that day. Emotions can run high and people can become defensive, but this can be a good thing. People get emotional because they care. They’re passionate about the work, have high standards for themselves, and are embarrassed if they perceive things weren’t successful. Keep the debrief positive and focus on collective learning. Keep it grounded in the concrete details of the campaign...the what, how, and why. Start with the data and then talk about what happened, not who did it. Your path to answering the following questions will be much clearer:

1. What went well? What didn’t? Why?
2. What constraints or barriers did you face?
3. How did you overcome them or did you?
4. What did you learn?
5. What surprised you?
6. What issues did you identify?
7. What was the atmosphere of the worksite?
8. Were you able to get to everyone given the different schedules and worksites?
9. How can we do better in the future?

Debriefing your events is a critical part of your entire campaign planning process. In fact, it is likely one of the more important aspects of the campaign and one that it often overlooked. By taking part in an active learning process, you’ll be better equipped to lead a successful campaign and continue to build civic power.
Articulating issues or demonstrating proficiency in the basic organizing skills alone no longer guarantees successful outcomes. Employers, “right-to-work” front groups, and political adversaries run comprehensive campaigns that employ sophisticated research, targeted messaging, community outreach, judicial and political intervention, community pressure, and the media to defeat worker power. We should not be any less equipped to carry the fight to them.

Organizing for Community Support

Developing allies in the community should be a priority for every Association. Community groups, parent organizations, religious leaders, politicians, and others are more likely to stand with us if we have identified issues of mutual concern and if we have a history of working together.

Education professionals are often active members of groups outside the school setting, from churches to political parties to volunteer organizations, and generally live within the communities where they work. Take the time to discover relationships that already exist between members and community groups. Members may live next door to or socialize with school board members or local politicians. They may be friends with local journalists at newspapers or radio and or TV stations. We need to identify all relatives and relationships that our members have encompassing their respective school district. It is also important to identify all the connections that our members’ close relatives and friends have to the communities where they live and work. Be especially mindful to determine parents and relatives who are vocal supporters of public education.

All of this information needs to be entered into your database. Being able to quickly identify sources of support will be vital in campaigns to pressure the employer to negotiate favorable contract terms or resolve workplace issues.

Issue Identification.

Defining an issue

The initial step to any social action is to identify the issue. In the following exercises you will determine the difference between a problem and an issue. You will also develop and define the issues that affect your community.

Power Vs Issue

Often the words "problem" and "issue" are used interchangeably or sometimes a problem is mistaken as an issue. There is a key difference between a stated problem and an issue

Power	Issue
Based on individual/personal level • Ex. I cannot contribute to the debate because I have little or no understanding of the process • Ex. My District Youth Officer do not seem happy to work with me.	***Based on a larger/community level*** • Ex. 60% of the community's population are youth • Ex. A large percentage of young people are marginalized and not empowered to lead, learn and take action.

A problem is more of a personal issue that affects one person, like a child not graduating. The problem becomes an issue when a group of people are affected, like 80% of the school is not graduating.

Identify 3 issues and list them below. Then use the checklist on page below to help determine the strength and viability of each issue below:

ISSUE #1:____

ISSUE #2: ____

ISSUE #3: ____

CHECKLIST FOR CHOOSING AN ISSUE

Will the Issue...

1. Result in a real improvement in people's lives?
2. Give people a sense of their own power?
3. Alter the relations of power?
4. Be worthwhile?
5. Be winnable?
6. Be widely felt?
7. Be deeply felt?

8. Be easy to understand?
9. Have a clear target?
10. Have a clear time frame that works for you?
11. Be non-divisive
12. Build leadership?
13. Set your organization up for the next campaign?
14. Have a pocketbook angle?
15. Raise money?
16. Be consistent with your values and vision?

Listening

Asking questions and active listening during a one-on-one conversation can identify common ground—issues, interests, values—that can lead to collective action. Listen for:

- ***Issues:*** The topics, problems, concerns and public policy that people care about.
- **Interests:** A person or group's stake in an issue.
- ***Values:*** The moral principles people or groups/organizations live by.
- ***Capacity:*** What an individual can contribute to an issue or group, e.g., money, time, special skills, networks.
- ***Commitment:*** What an individual is actually willing to do. A person's commitment is directly related to the depth of his/her interest.

Active Listening

There are times when we all should listen rather than talk; however, this is often easier said than done. Research shows that we listen to people at a rate of 125–250 words per minute, but think at 1,000–3,000 words per minute. And once finished talking, we can only recall about 50% of what was said. We need to take note and better learn that there are times when being silent is powerful...and then there are times when we really do need to stop the conversation to speak up and ask those important questions before the topic becomes a runaway train.

It might be easier to discern the difference between when to talk and when to listen if you apply the 80/20 rule. Spend 80% of your time listening and only 20% of your time actually talking.

Plus, when you listen, you can repeat some of the words back to the other party and they will be astounded because you "get it" and listened with authenticity to EAR and UNDERSTAND.

Community organizing therefore is essential to initiate, trigger, develop, and sustain long-term, grassroot engagement and reforms either at the chiefdom, district, regional or national level.

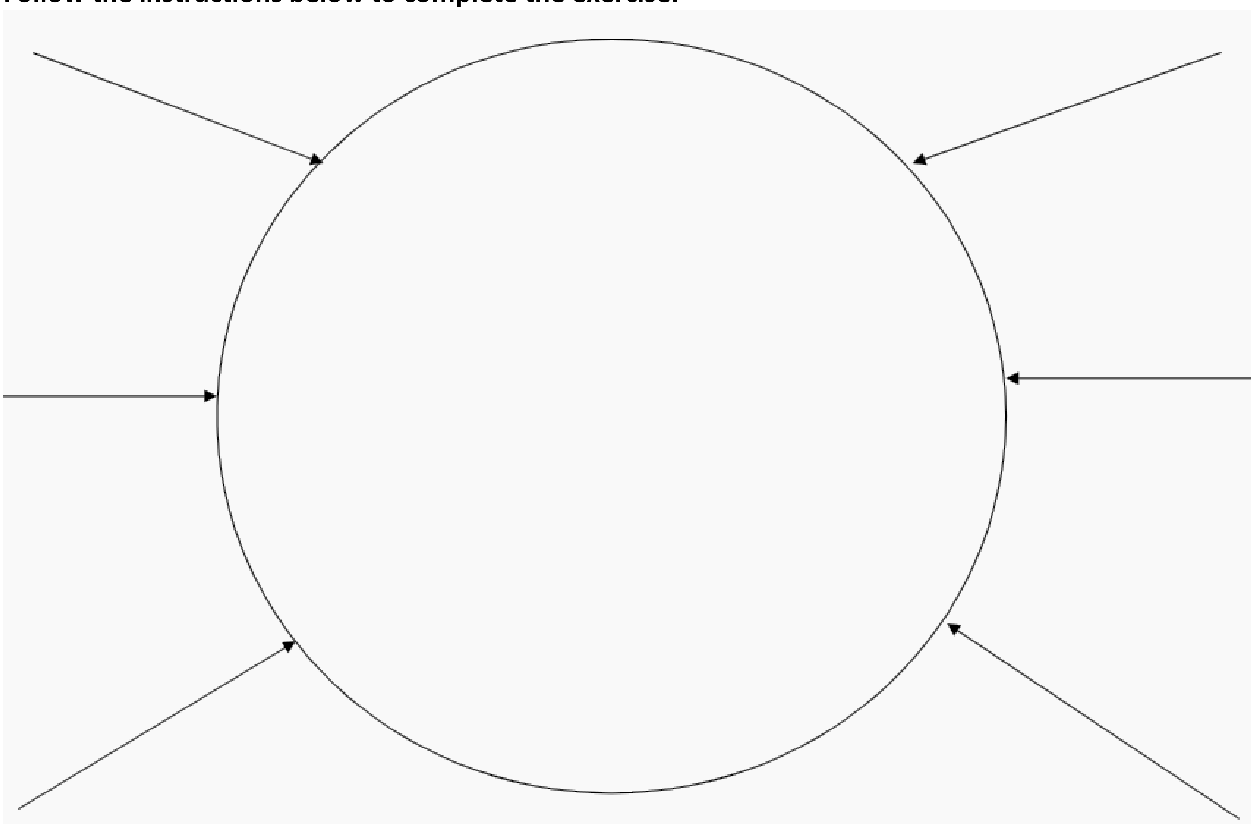
WHO HAS THE POWER?

Now that you have your issue at hand, this topic will help you determine who has the power to make decisions regarding your issue. In this section you will ask the question, who are my key targets?
It will also provide the groundwork for you to start looking at the systems of oppression that impact our communities.

- ⇒ **Power Analysis exercise**
- ⇒ **Power Chart**

POWER ANALYSIS

Purpose: Identify the different systems that have power and affect the Sierra Leonean communities. This exercise will help recognize who are the decision-makers and who is the target of the social action. **Follow the instructions below to complete the exercise.**



Step 1:
Diagram the community. What makes up the whole community? Draw all the specific things you would see in your community inside the circle. **Example.** primary schools, healthcare facilities, local businesses, feeder roads, etc.

Step 2:
Which elements of the community contribute to the impact of conflicts? Look at the drawing of the community and highlight or circle the different entities that influence and/or increase the exposure to tobacco within that same community.

Example. An exclusion of young women and men from participating in key community planning, development and decision-making processes. etc.

Step 3:

(a) There are larger systems that affect our communities. In the previous step, specific features that contribute to the exposure resentment, violence and other social vices within our community. Identify the larger systems at play that have a direct influence on the community and place them on the arrowed lines around the circle (community).

Example. The Chiefdom Security Committees (ChiSec) is considered a system because of its affect district and chiefdom security and its work with community-based dispute resolution providers.

(b) What is the relationship between those services within our community and the larger systems at play? List those relationships below the diagram to refer back to later.

Example. The newly mapped CBDR providers remained significantly very local in capacity and scope.

Step 4:

Now that the systems have been identified, what is the relationship between those systems? How do they affect each other? Indicate this on the diagram by drawing an arrow connecting the systems.

Example. Ahead or during political processes, politicians utilize the strengths and energies of young people. An arrow would be drawn indicating this relationship between community violence, conflict and moments of politics and elections.

Conclusion:

The intent of this exercise is to identify who has the "power" to positively and negatively impact the identified community. This will also help distinguish the "targets" or who will be the focus of your action plan.

POWER ANALYSIS CHART

The power analysis matrix example below attempts to answer the following questions:

1. Who makes the decision?
2. Who influences the people who makes decision?
3. Who, when they say something, will get others to follow? (People and Media outlets)
4. Which constituencies are key for us to target?

PARLIAMENTARY CANDIDATES

High level of power	- Status marker (affluent people) - Party support group - Inciters e.g. breakaways	- General party membership	- District symbol awarding committees
Medium level power	- The different committees within political parties	- General membership	- Chiefdom - Constituency - committees
Low level	- The party executive; - Status markers - CSOs (women and youth groups) - Law enforcing bodies	- Aspiring candidates	- National party chairmen
	Blockers	**Undecided/no opinion**	**Champion**

LOCAL /MUNICIPAL COUNCILS

High level of power	- Parallel CSOs Set Up By Politicians or Ruling Government - Political Parties in the District (Majority in the District)	- Senior District Officers	- Chairman/Mayor - Chief Administrator - Decentralization Sec. - NGOs - Devolved Sector MDAs
Medium level of power	- CSOs	-	- Councilors - Paramount Chiefs
Low level of power	- CSOs that Are Influence by politicians - Politically aligned CSOs/NGOs	- Some LNGOs	- Ward Committees - CBO
	blockers	**Undecided/no opinion**	**Champion**

POLITICAL PARTIES AND STRUCTURES

High level of power	- Secretary General - Chairman Of National Campaign - Women's Leader - National Executive Committee	- Religious Leaders (Chaplains/Imams of Political Parties - some Agencies	- - Chairman National Advising Group - Special Advisors
Medium level of power	- Youth Leaders - APPYA - APPWA	- District Executive	- Chairperson Symbol Awarding Committee
Low level of power	- Regional Executive - District Executive - CSOs - Traditional Leaders - Council Of Elders	- Support Group	- Chairman Council Of Paramount Chief
	Blockers	**Undecided/no opinion**	**Champion**

COMMUNITIES

High level of power	- Paramount chief - Chiefdom speaker - Section chief	- Artists/drama groups	- Secret society - Council of elders - CSOs - Media (community radio)

Medium level of power	- Head of secret societies - Council of elders - Religious leaders - Tribal authorities - CSOs - Media (nah CSOs), elite media (already politically aligned)	-	- Chiefdom committees
Lower level of power	- Village headman - Youth leaders - Women’s leaders - Youth (young women & young men)	- Physically challenged - Children - Physically challenged - children	- secret societies - council of elders - CSOs - Media
	Blockers	**Undecided/no opinion**	**Champion**

3

MODULE 3: CONFLICT PREVENTION, PEACEBUILDING AND COMMUNICATION

CONFLICT PREVENTION, PEACEBUILDING AND COMMUNICATION

Module Content

1) Overview of Peacebuilding and Conflict Prevention
2) Module Objective
3) Module Expected Outcome
4) Definition of Key Terms and Concepts
5) Methods for Responding to Conflict
6) Youth and Peacebuilding
7) Approach to Youth Participation in Peacebuilding
8) Peacebuilding Principles (A CRS approach)
9) Skills development and competencies for Conflict Prevention and Peacebuilding
10) Communication Skills for peacebuilding
11) Models and Approaches to Understanding Impact of Conflict on Youths
12) Evidence-based, promising practices in youth peacebuilding in post conflict countries

CONFLICT PREVENTION

Overview Of Conflict Prevention And Peacebuilding

In every society, community and nations, there are multiple reasons for variations in opinions, views, culture, religion, economic and social inequality and political ideas. These differences, when improperly addressed, more often than not, leads to conflict and sometimes violence. Understanding the underlining course of conflict and supporting societies to manage their differences ushers the concept of Peacebuilding. Peacebuilding is about dealing with and addressing the reasons why people fight or have differences in the first place and supporting societies to manage these differences and conflicts without resorting to violence. It reflects the general understanding that the fundamental structural inequalities contributing to violence must be addressed in order to achieve sustainable peace and avoid a relapse into conflict[1]. It requires the development of constructive personal, group, and political relationships across ethnic, religious, class, national, and racial boundaries. With Peacebuilding approach, injustice and other social and economic inequality skirmishes among actors are resolved in nonviolent and sustainable way. Features of peacebuilding include conflict prevention; conflict management; conflict resolution and transformation and post-conflict reconciliation.

Peacebuilding becomes strategic when it works over the long run and at all levels of society to establish and sustain relationships among people, organizations and nations. Strategic peacebuilding connects people and groups “on the ground” (community and religious groups, grassroots organizations, etc.) with policymakers and powerbrokers (governments, the United Nations, corporations, banks, etc.) As explained by the Kroc Institute for international Peace Studies, University of Notre Dame's, it is a set of complementary practices aimed at transforming a society from a state of violence or deep injustice to one of greater just peace. More often than not, it begins with an assessment of local issues — the challenges and strengths of people and communities “on the ground” in any given conflict setting — and connects them with national and international actors and institutions. It may also involve efforts to stop open warfare as well as carrying out practices that create sustainable peace and justice, such as monitoring of peace agreements, demobilization of armed parties, accountability for human rights violators, economic development, reconciliation, and resettlement of displaced people.

Conflict prevention has become a major focus at both the local and international stage. It is a widely used tool at individual, community, national and internal levels. It principle is based on the use of diplomatic approach and variety of activities and strategies within Peacebuilding fields aimed at forestalling and

[1] UNICEF, P12- PEACEBUILDING KNOWLEDGE, ATTITUDES AND SKILLS: DESK REVIEW AND RECOMMENDATIONS

subsequently neutralizing potential causes to widespread violent conflict. It is also a set of instruments used to prevent or solve disputes before they have developed into active conflicts[2].

Module Objective

The overarching objective of this module is to build and strengthen capacity of youth representatives in the process of conflict prevention and Peacebuilding areas applicable within and among their communities. It further seeks to build the skills and confidence of a cohort of young people on the processes of building cohesive society, healing and reconciliation in fragile or conflict-affected communities.

Expected Outcome

At the end of this module, participants are expected to have an in-depth understanding of basic skills required in conflict prevention and Peacebuilding including effective communication skills. Practice tools of conflict analysis & transformation through examination of relevant local and regional cases. Furthermore, participants should be in a position to develop a theory of change and programme for how young people can contribute to sustainable peace and development within their communities.

Definition of Key Terms and Concepts

Peace: A state of a state of tranquility, security or order within a community provided for by law or custom. It is an attitude towards life which strengthens social cohesion and makes life worth living

Conflict: Conflict is an active disagreement or incompatible goals between people, institutions or groups that is mostly caused by miscommunication or variations in other issues, like values, beliefs, power and scare status. Feelings of injustice or deprivation can also give rise to conflict. These feelings may have some real basis or it may be only because of some false or imaginary ideas. Another definition of conflict (Mitchell, 1981, p.17) refers to "any situation in which two or more social entities or 'parties' … perceive that they possess mutually incompatible goals." This definition emphasizes the existence of incompatible or contradictory goals and the element of perception that leads to conflict. When it is not addressed early enough and appropriately, it may escalate into violence.

Violence: The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, or deprivation (WHO).

***Conflict Prevention*:** It involves the use of varied interventions aimed at preventing the outbreak of violent conflict. It requires an element of foresight, as a source of conflict has to be anticipated before it can be prevented. For instance, in some countries elections can often provoke violence, so proactive efforts to make elections more credible, protect voters and encourage citizens to accept election results are all forms of conflict prevention. Conflict prevention is often divided into two categories: direct prevention and structural prevention. Direct conflict prevention refers to measures that are aimed at preventing short-term, often imminent, escalation of a potential conflict. Structural prevention focuses on more long term measures that address the underlying causes of a potential conflict along with potentially escalating and triggering factors.

Conflict Management: Fred Tanner has defined conflict management as the limitation, mitigation and/or containment of a conflict without necessarily solving it. It refers to eliminating violent and violence-related actions and leaving the conflict to be dealt with on the political level.

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[2] Sophia Clément, Conflict Prevention in the Balkans: Case Studies of the Fyr Macedonia (Alencon: Institute for Security Studies of WEU, 1997).

Conflict Resolution and Transformation: It prescribes a specific action plan that gears towards helping participants or actors involve in a conflict to resolve and transform their differences. It addresses the cause of conflict and seeks to build new and lasting relationships between hostile groups. Further requires not only the reduction of the use of violence, but above all putting an end to the underlying differences between parties so that the conflict cannot occur again in the future. This could be done by destroying their means of fighting, or to deter them from using force or violence with a credible threat. Conflict resolution operates on multiple levels, examples of which include:

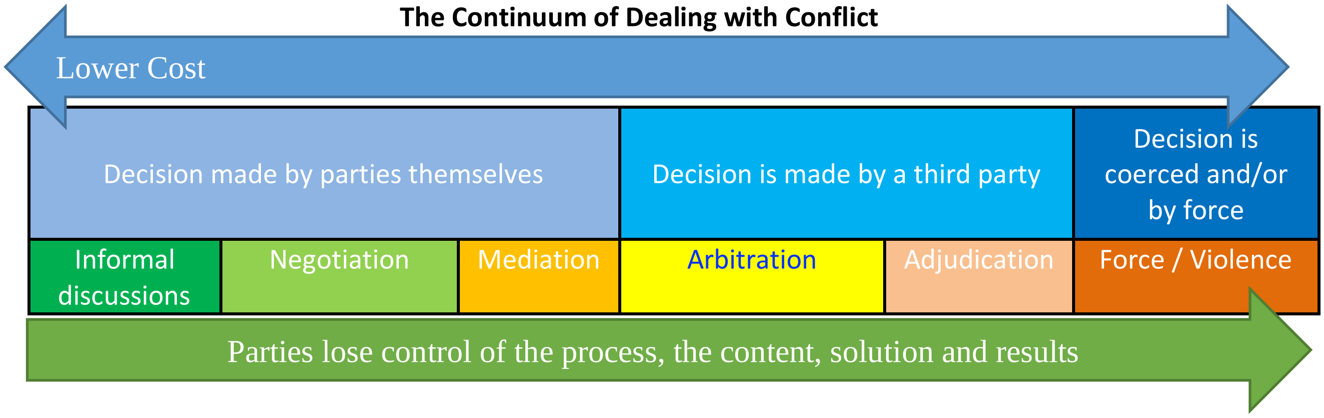
- ⇒ Intra-personal level: a person trying to decide whether or not to do drugs
- ⇒ Interpersonal level: an argument between two students
- ⇒ Inter-group level: gang conflicts, ethnic conflicts
- ⇒ Societal level: racism, violence
- ⇒ International level: war between two or more countries

Post-Conflict Reconciliation: The restoration of peaceful or amicable relations between two individuals, communities, nations who were previously in conflict with one another.

Methods for Responding to Conflict

In responding to conflict, participatory problem-solving approaches that promote collaboration, compromise and ownership of the process are preferred. These could include informal discussions, dialogue, negotiation and mediation. In some cases, such as when arbitration is used, a third party is brought in to make a decision on behalf of the conflicting parties.

The Continuum of Dealing with Conflict



(Source: Peacebuilding fundamentals Participants Manual,P65 (www.crs.org))

YOUTH AND PEACEBUILDING

Fostering social cohesion and trust through an inclusive and participatory Peacebuilding process during and after a transition or conflict is a challenging but necessary task. Many key stakeholders remain on the margins or excluded from the processes. In particular, the potential contribution and inclusion of young people to effective peacebuilding has received little attention and support. Yet, young people's leadership and roles in preventing and resolving conflict, violence and extremism are rich resources essential to building sustainable peace. Young people are valuable innovators and agents of change. Their contribution should be actively supported, solicited and regarded as part of building peaceful communities and supporting democratic governance and transition. Young people's participation promotes civic engagement and active citizenship.

Approach To Youth Participation In Peacebuilding.

Promoting the participation of young people in Peacebuilding requires multiple approaches:

1) A human rights-based approach, grounded in the UN Convention on the Rights of the Child, the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the World Programme of Action on Youth;
2) An economic approach that identifies young people as central to the economic development of their country, and promote their access to economic opportunities as essential for their own development;
3) A socio-political approach that connects young people to civil society and the political arena, and provides them with opportunities, training and support for their active engagement and participation in public life; and
4) A socio-cultural approach that analyses the roles of young people in existing structures and supports dialogue, including an intergenerational dialogue, about these structures. The principle of "do no harm" is fundamental in all instances, and requires an awareness and active avoidance of the negative consequences that interventions can inadvertently create. In addition, all participation should be based on free will

Peacebuilding Principles.

1) Responds to the root causes of violent conflict, including unjust relationships and structures, in addition to addressing its effects and symptoms.
2) Is based on long-term commitment.
3) Uses a comprehensive approach that focuses on the local community while strategically engaging the middle-range and top levels of leadership
4) Provides a methodology to achieve right relationships that should be integrated into all programming
5) Builds upon indigenous non-violent approaches to conflict transformation and reconciliation
6) Requires an in-depth and participatory analysis
7) Is driven by community-defined needs and involves as many stakeholders as possible
8) Is done through partners from the religious leaders and other organizations who represent the diversity of community we live and share common values
9) Strategically includes advocacy at local, national and global levels to transform unjust structures and systems
10) Strengthens and contributes to a vibrant civil society that promotes peace

Key Competences Matrix For Peacebuilders

In the "BUILDPEACE Handbook for Learners, 2019" a number of competences were considered important for the role of peacebuilder. Competences are understood as the combination of knowledge, skills and attitudes and thus divided competences into these groups. They emphasized the importance that most competences from one group could be placed into another making them fluid. This division is arbitrary and was developed by their project team in order to place focus on the level of competence believed to be important for the role of peacebuilder.

Key Competences Matrix for Peacebuilders		
KNOWLEDGE	**SKILLS**	**ATTITUDES**
⇒ Conflict analysis ⇒ Diversity and interculturality ⇒ Self-awareness ⇒ Exposure to approaches, methods, concepts + Conflict transformation	⇒ Good communication skills ⇒ Critical thinking ⇒ Negotiation and mediation ⇒ Facilitation ⇒ Organizational skills	⇒ Empathy ⇒ Open-Midnedness ⇒ Ability to step outside the ⇒ comfort zone ⇒ Patience ⇒ Objectivity

(The BUILDPEACE Handbook for Learners, 2019)

In addition to the above matrix the under mentioned are also important in Peacebuilding:

a) Trust building
b) Dialogue and community-based mediation
c) Reflection – to be conducted upon oneself (concerning one's attitudes and behaviour) and upon relationships, employers, co-workers etc.;
d) Gender awareness and gender mainstreaming -including addressing stereotypes related to gender, the promotion of women's empowerment and participation, the fight of gender-based violence, and the assurance of the gender lens in all work activities
e) Conflict and cultural sensitivity - referring to building relationships with local stakeholder, assessing needs and designing suitable interventions inflicting least potential harm, as well as mainstreaming this sensitivity to all CPPB activities.
f) Anti-discrimination – being the active challenging of stereotypes, prejudices, discrimination and power imbalances, while creating spaces to empower marginalized people;
g) Stress management – that is, the ability to deal with stress using various strategies like meditation, breathing exercises, music, sports;

COMMUNICATION SKILLS FOR PEACEBUILDING

Effective communication

One of the deepest needs of all human beings is to feel understood and accepted by others. Offering understanding to another person is a powerful form of empowerment. We need not agree with others to empower them in this way; we need only to make it clear through our eyes, body posture and tone of voice that we want to see the world from their perspective. Our interactions with others must come from a point of deep, nonjudgmental interest. The key is to grasp the "why" behind what is being said or done in order to gain insight into the deeper interests and needs of the person with whom we are communicating. From the moment that people feel you are truly seeking to understand, they begin dealing with problems and other people more constructively. Good listening skills are used throughout any process designed to constructively resolve conflict. Good listening is, perhaps, the most significant skill a mediator or facilitator brings to assist parties in conflict.

Active Listening

Active listening is a communication skill used by mediators and facilitators to aid communication by helping parties deliver clear messages and know that their messages were heard correctly. It is also an indispensable skill for interest-based negotiators.

Objectives of Active Listening

- ❖ To show the speaker that his/her message has been heard
- ❖ To help the listener gain clarity on both the content and emotion of the message
- ❖ To help speakers express themselves and to encourage them to explain, in greater detail, their understanding of the situation and what they are feeling
- ❖ To encourage the understanding that expression of emotion is acceptable and that it is useful in understanding the depth of feelings
- ❖ To create an environment in which the speaker feels free and safe to talk about a situation

There are four levels of listening:

Active listening

1. The head': listening for facts and other forms of information
2. The heart': listening for feelings. Conflict is often associated with strong feelings such as anger, fear, frustration, disappointment, etc. Strong feelings often block the way to rational discussions and therefore have to be identified and dealt with before proceeding to substantive matters.
3. The stomach': listening for basic human needs. Identify what basic needs are driving the conflict and distinguish between needs.
4. The feet': Listening for intention or will. Identify in which direction the person/group is moving and how strong their commitment is.

Procedures for Active Listening

1) Acknowledge that you are listening through verbal and non-verbal cues
2) Listen at all four levels and reflect your impressions through using the various active listening skills
3) Let the speaker acknowledge whether or not you have reflected their communication and its intensity correctly. If it is not correct, ask questions to clarify and reflect a modified statement to the speaker

Principles Underpinning Effective Listening

1. That the environment created for the speaker to express herself or himself is safe, especially in terms of reducing the risk of future negative consequences for messages delivered
2. That the listener is very focused on what the speaker is trying to communicate to her/him
3. That the listener is patient and does not jump to conclusions about the message
4. That the listener can show genuine empathy for the speaker

5. That the listener uses techniques which permit the speaker to verify or correct the emotion and content of the message,
6. That the listener does not judge or make value statements about what the speaker is feeling.

Listening Skills

How to achieve the goals of active listening:

a) Be attentive
b) Be alert and non-distracted.
c) Be interested in the needs of the other person, and let them know you care about what is said.
d) Be non-judgmental, non-criticizing "sounding board".

Don't

a) Do not use stock phrases like "It's not so bad", "don't be upset"',"just calm down".
b) Do not get emotionally hooked – angry, upset, and argumentative
c) Don't let your values/biases interfere with what you understand is being said
d) Do not rehearse in your own head
e) Do not jump to conclusions or judgments
f) Do not interrogate or give advice

Ways to Listening Effectively:

1. Use your body to create a positive atmosphere with your non-verbal behaviour. i.e.

a) Appropriate eye contact.
b) Nodding the head, facial expressions, gestures.
c) Body oriented toward the speaker (head, arms, legs).
d) Tone of voice.

Some researchers say that 80% of communication is body language, that is, what we do with our bodies, our faces, our eyes, and our tone of voice as we are speaking. Every culture has its own body language and mediators must think critically about how to use body language in such a way that the message comes through: "I am eager to hear and understand you."

2. Encourage responses. "Tell me more" or "I'd like to hear about…."

3. Summarize the basic viewpoints of the speaker as you've heard them. A summary is an extended restatement of the key points of information offered by the speaker. Use summaries to focus the speaker in terms of issues and solvable problems, instead of personalities.

4. Make brief notes on your pad to keep track, but don't bury yourself in them!

5. Paraphrase or restate in your own words.

Active Listening……………….Some Helpful Hints

Things to try

a) Put the focus of attention totally on the speaker.

b) Repeat conversationally and tentatively, in your words, your understanding of the speaker's meaning.

c) Feedback feelings, as well as content (probe, if appropriate, e.g. "How do you feel about that?" or "How did that affect you?")

d) Reflect back not only to show you understand, but also so the speaker can hear and understand his or her own meaning.

e) Try again if your active listening statement is not well received.

f) Be as accurate in the summary of the meaning as you can.

g) Challenge powerlessness and hopelessness subtly (e.g. "it is hopeless", "it seems hopeless to you right now", "There's nothing I can do", "You can't find anything that could fi x it?")

h) Allow silence in the conversation.

i) Notice body shifts and respond to them by waiting. Then e.g. "How does it all seem to you now?"

Things to Avoid

a) Avoid talking about yourself.
b) Reject introducing your own reactions or well intentioned comments.
c) Try not to ignore feelings in the situation.
d) Avoid advising, diagnosing, baiting, reassuring, encouraging or criticizing.
e) Dispense with thinking about what you will say next.
f) Avoid repeating the speaker's words or only saying "mm", or "ah, hah".
g) Don't pretend that you have understood if you haven't.
h) Avoid letting the speaker drift to less significant topics because you haven't shown you've understood.
i) Avoid fixing, changing, or improving what the speaker has said.
j) Don't change topics.
k) Resist filling in every space with your talk.
l) Don't neglect the non-verbal content of the conversation.

4

MODULE 4: ADVOCACY

MODULE CONTENT

INTRODUCTION TO ADVOCACY

A STEP-BY STEEP APPROACH TO PARTICIPATPRY PLANNING OF ADVOCACY INITIATIVES

STEP 1: Identify and Analyse the Problem

STEP 2: Formulate the Proposal

STEP 3: Analyse the Decision-Making Space

STEP 4: Analyse Channels of Influence

STEP 5: Do a SWOT Analysis

STEP 6: Design Advocacy Strategies

STEP 7: Develop and Action Plan

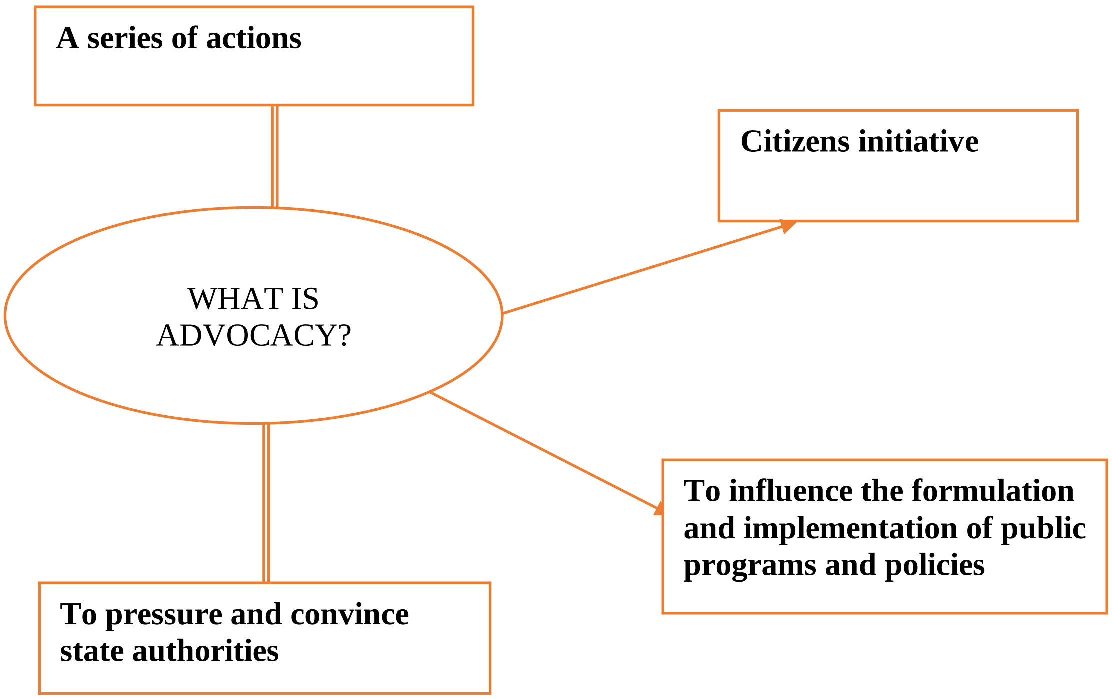
STEP 8: Carryout Continuous Evaluation

INTRODUCTION TO ADVOCACY

What is Advocacy?

Advocacy refers to organized efforts by citizens to influence the formulation and implementation of public policies and programs by persuading and pressuring state authorities, international financial institutions, and other powerful actors.

Advocacy embraces various activities undertaken to gain access to and influence decision-makers on matters of importance to a particular group or to society in general.

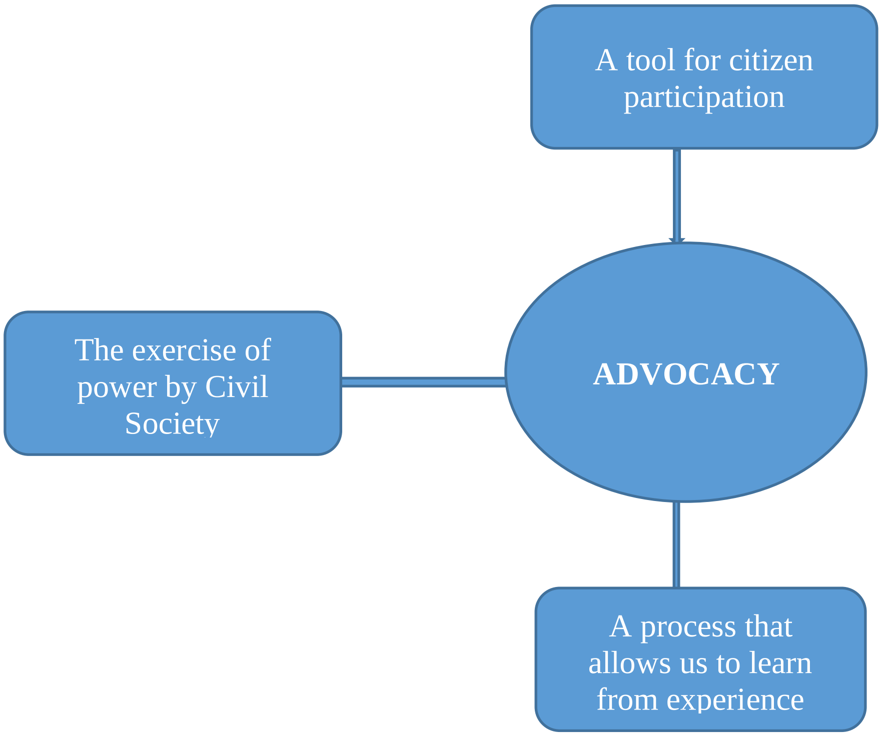


Advocacy as a tool for citizen participation

Advocacy is a tool for real participation by citizens in decision-making by government and other powerful bodies. It is one of the ways—together with elections, open forums, special commissions, and so on—that different sectors of civil society can put forward their agendas and have an impact on public policies, participating in a democratic and systematic way in decision-making about matters that affect their lives.

Citizen participation requires:

- Internal democracy
- Human and economic resources
- Consciousness
- Willingness to struggle
- Credibility
- Ability to bring together people across different sectors, socioeconomic classes, races/ethnicities, etc.
- Ability to mobilize large numbers of people
- Good leaders
- Relationships with national and international actors
- Alliances
- A popular vote.



Advocacy as the exercise of power

To the extent that the citizenry is able to influence decisions made by entities of the state, it is exercising its own power as civil society. Advocacy can be seen as the exercise of power by the citizenry in the face of the government's power.

Effective advocacy requires using different approaches to tap into various sources of power. This increases the probability that a government will be responsive to its citizens. Some of these approaches contribute to the accumulation and consolidation of social power, while others contribute to the strengthening of technical capacities.
Advocacy requires:

- Capacity to do analysis
- Capacity to formulate alternative proposals
- Capacity for negotiation
- Research capacity
- Methodological knowledge about advocacy
- Information management.

Advocacy as a Cumulative Process

Advocacy consists of more than one strategy or activity. It entails the implementation of various strategies and activities over time, with creativity and persistence. Advocacy victories often are preceded by numerous failures. It is important not to give up, but to learn from our mistakes and to continually strengthen an organization in terms of its social power and technical capacity. Advocacy combines various complementary initiatives in order to achieve an objective. Through a series of small wins on specific issues that may appear not to be of great consequence, an organization or coalition gradually builds the social power and technical capacity needed to do advocacy on more complex issues.

Why Engage in Advocacy?

There are many reasons to engage in advocacy. The most important from a civil society perspective are:

- to solve specific problems through concrete changes in public policies and programs;

- to strengthen and empower civil society; and
- to promote and consolidate democracy. To solve specific problems

To solve specific problems

The majority of civil society organizations that are committed to justice, democratization, and sustainable development aspire to change one or more aspects of the social, economic, political, and cultural realities in which they operate. Advocacy focuses on solving specific problems within this complex environment. Citizen advocates develop plans and implement strategies and activities aimed at achieving concrete solutions to these problems, most often through specific changes in public policies and programs.

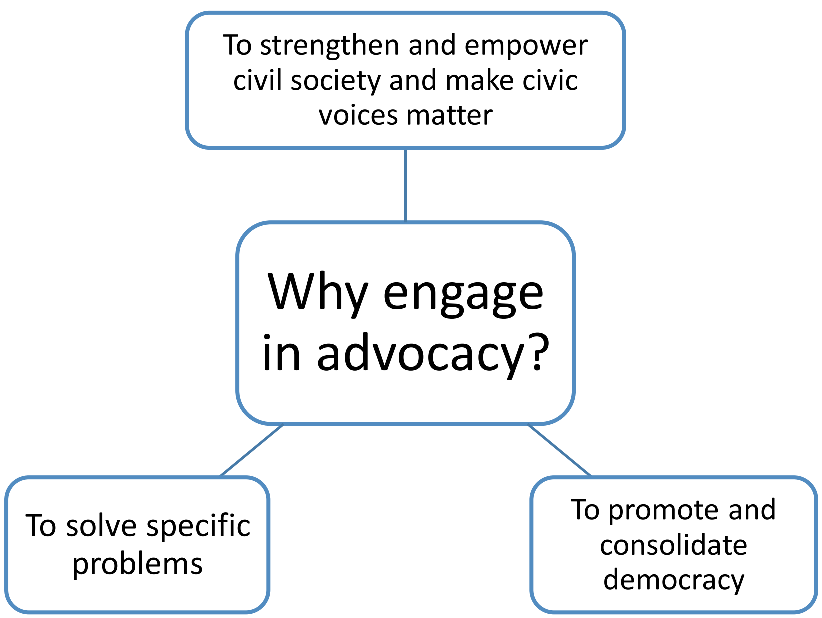
It is important to involve, from the beginning, the people who are affected by the problem that you wish to solve. This helps ensure that the group's or coalition's proposal reflects the priorities of this population and is geared toward achieving real change in their daily lives.

To strengthen and empower civil society

Advocacy, to the extent that it promotes social organization, alliance building, leadership formation, and networking at the national and international levels, stimulates the strengthening and empowerment of civil society. The planning and implementation of advocacy initiatives not only helps to solve immediate problems, but also, over time, contributes to strengthening the organizations or coalitions that engage in advocacy. This in turn prepares them for future efforts that can have an even greater impact on public policies.

To promote and consolidate democracy

Advocacy implies a permanent relationship between civil society and the state. It is an important gauge of a genuine democracy. Engaging in advocacy is one way to strengthen citizen participation in decision-making about public policies and programs and to promote a transparent political culture. As civil society becomes more successful in its advocacy efforts, power relationships between state institutions and the citizenry will be transformed and become more democratic



What Factors Contribute to the Success of Advocacy Initiatives?

A variety of external and internal factors help determine whether advocacy efforts will be successful.

External factors

The reality of every country is different. Therefore, the opportunities for and obstacles to the development of civil society and citizen participation through advocacy must be analyzed within a particular context. Nonetheless, it is possible to make generalizations about important external factors in the political environment of a country that contribute to citizens' ability to influence public policies by engaging in advocacy. They include:

- ***Openness to democracy***. Advocacy is most successful when governments are committed to the promotion and consolidation of democracy. In particular, advocacy requires that a government respect basic human rights, including the rights to life, freedom of association, and freedom of expression. Unless these rights are respected, there will be little political space for citizen participation.
- ***Social, economic, and cultural equity***. Pervasive poverty and social, economic, and cultural exclusion weaken the capacity of marginalized sectors to organize themselves and to plan and implement initiatives designed to influence public policies. Poverty and exclusion tend to reinforce set attitudes on the part of both state institutions ("The poor are a threat when they organize") and traditionally marginalized sectors ("The state is the enemy"). These attitudes are obstacles to building the types of relationships between the state and its citizens that are essential if advocacy is to be effective.
- ***Decentralization.*** When engaging in advocacy it is important to have access to people with decision-making power and to other key actors. When a state is excessively centralized, citizens have limited access to state institutions, making it more difficult to seek solutions to their problems.
- ***Democratization of media access***. The ability to influence and shape public opinion is crucial to the success of advocacy initiatives. Access to the media is particularly important. When control of the mass media is highly concentrated in a few hands, access for some sectors of society can be limited. This negatively impacts their ability to place issues on the public agenda and to influence decision-making about public policies in an effective way.
- ***Transparency.*** In order to influence the actions taken by the state, citizens must have access to public information. Without such access, groups and coalitions that want to influence public policies will not have sufficient information with which to analyze problems and develop proposals for viable solutions. A culture of accountability is required, in which public officials are responsive to citizens, especially with regard to compliance with specific aspects of a public policy

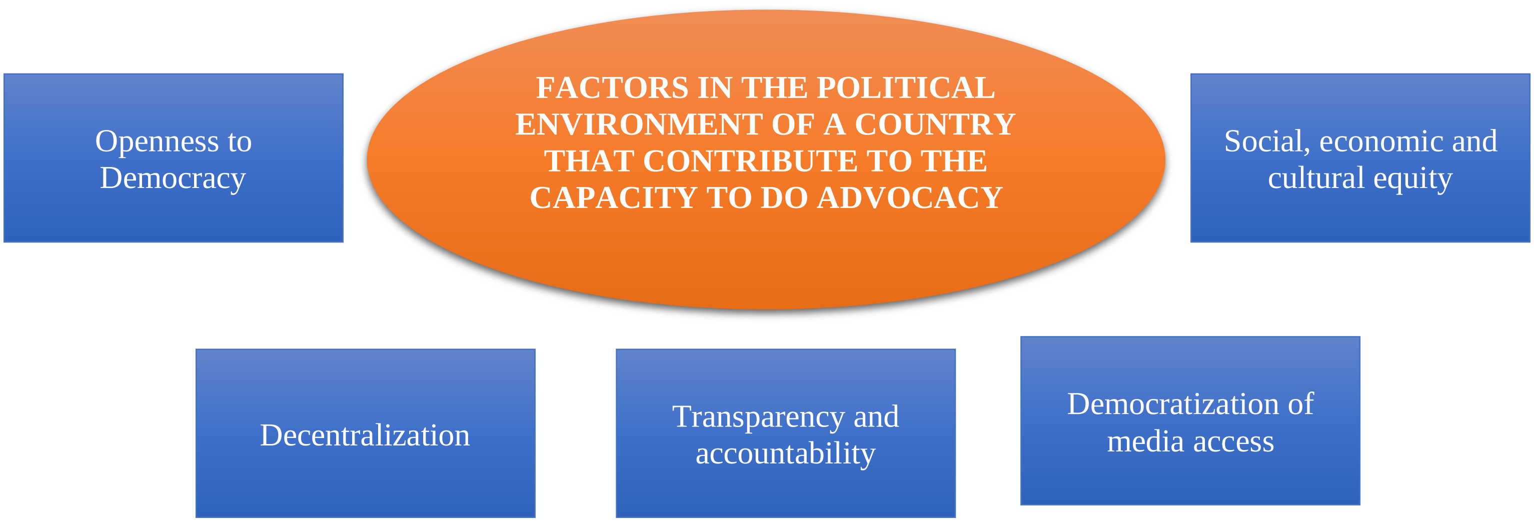
Internal factors

Civil society organizations, especially those that come from traditionally marginalized sectors of society, also face the challenge of strengthening themselves internally and accumulating power vis-à-vis the state. The following factors come into play:

- ***Internal democracy***. Democracy within organizations is a tool for empowerment. Internal democracy broadens the level of participation, especially among those groups within society that have traditionally been marginalized. This in turn enables the planning of advocacy initiatives that have a higher rate of success. To achieve internal democracy it is important to question traditional gender roles within organizations.
- ***Willingness to interact with the government***. Even though advocacy involves the interplay of interests within a political context, which can sometimes be conflictive and polarizing, it always requires that civil society be willing to interact with the government in the most constructive and least conflictive way possible. Interaction with government is the means by which an organization or coalition achieves its advocacy objectives.

- ***Willingness to build and strengthen alliances***. Advocacy efforts have the greatest impact when different sectors or groups within civil society work together. In this way, alliances are strengthened and the opposition is weakened.
- ***Clarity about the mission of the group or coalition***. Advocacy initiatives should grow out of the previously defined mission of a group or coalition. Grounding advocacy work in the stated mission of the group or coalition helps ensure that advocacy is integrated into its overall program, and is not just a distraction or a marginal activity. The mission statement articulates the identity of the group or coalition, clarifying what it does, the problems it seeks to address, its philosophy of change, and the outcomes it hopes to achieve.
- ***Basic knowledge of the way state institutions function***. When a group or coalition wants to influence public policy, it is extremely important that it be knowledgeable about the way the judicial system functions, about national and international laws that relate to the problem it hopes to solve, about how different decision-making spaces operate within the state, and about current public policies affecting the issue in question.
- ***Full understanding of the political context***. The success of an advocacy initiative is affected by the group's ability to grasp the different dimensions of the political context in which advocacy will occur. Its ability to do objective analysis and to propose alternatives that are politically and technically viable depends on the depth of its understanding of the situation.
- ***Information management and research capacity***. Information is power! Citizen advocates need accurate information in order to analyze problems, formulate policy alternatives, understand how decision-making spaces function, identify key actors, determine which strategies to use, and make arguments that support policy proposals. This implies a need to do research or to forge relationships with research institutions whose staff have expertise that can help make advocacy efforts more viable.
- ***Educational opportunities***. In order for a group or coalition to become more knowledgeable about issues on which it hopes to have influence, and to increase its capacity to do research and analysis, it is important to provide educational opportunities for its leaders on an ongoing basis.
- ***Clear agreements between the individuals or organizations that are working together on an advocacy initiative.*** The people or organizations involved in a group or coalition that is engaged in advocacy should reach clear agreements about how they will work together. This will help to clarify the interests and expectations that are in play. It is common for conflicts and misunderstandings to occur within and between organizations, but these problems can be minimized by reaching specific agreements about internal decision-making and about which individuals within a group or coalition can speak to the press or to government officials. It is important to work through these issues in a transparent fashion, because the agreements reached will increase the efficiency and effectiveness of the joint effort.
- ***Availability of human and economic resources for the advocacy initiative***. Advocacy requires resources. In addition to budgeting sufficient money for an advocacy initiative that is to be undertaken, organizations must also assign personnel with relevant training and expertise.


FACTORS WITHIN CIVIL SOCIETY ORGANIZATIONS THAT INCREASE THE CAPACITY TO DO ADVOCACY
Internal Democracy
Willingness to build and consolidate alliances
Willingness to Interact with the Government
Long-term vision for societal transformation
A clear mission statement


FACTORS IN THE POLITICAL ENVIRONMENT OF A COUNTRY THAT CONTRIBUTE TO THE CAPACITY TO DO ADVOCACY
Openness to Democracy
Social, economic and cultural equity
Decentralization
Transparency and accountability
Democratization of media access

PLENARY SESSION

Each participant is given three cards. Three sheets of newsprint are posted in the front of the group. One of the following questions is written on each sheet of newsprint, leaving an empty space under the question to hang up cards:

1. Why do we engage in advocacy?
2. What factors within civil society organizations can enhance their capacity to engage in advocacy?
3. What factors in the political environment of a country can enhance the capacity of civil society organizations to engage in advocacy?

A STEP-BY STEEP APPROACH TO PARTICIPATPRY PLANNING OF ADVOCACY INITIATIVES

1. Logic of the Participatory Planning Methodology for Advocacy

The participatory planning process responds to four "logical questions":

- What do we want?
- Who has the decision-making power?
- What do we need to do to convince the targeted decision-maker?
- How will we know if our strategy is working?

The answers to these questions will help all participants in an advocacy campaign to understand why certain strategies are being used instead of others. These four basic questions form the basis for a more detailed set of questions, which in turn provide the foundation for the eight steps of the participatory planning methodology.

2. Steps of the Participatory Planning Methodology for Advocacy

The eight steps of the methodology are summarized below.

Step 1: Identify and analyze the problem – What is the specific problem that we wish to solve? The group starts by examining the stated mission of the organization or coalition that is undertaking an advocacy initiative, and using it to prioritize a particular problem that it wants to solve. This problem is then analyzed in terms of its causes and consequences. The causes are prioritized both by their relative importance and by the feasibility of addressing them, leading to a decision to prioritize one cause.

It is best to work on one problem at a time because each problem requires separate analysis and a specific proposal about how to solve it. Each problem will require a different strategy for influence, depending upon the government entities and decisionmakers to be targeted. The problem selected should be solvable through changes in public policy. It should relate to the mission and vision of the group that is organizing the advocacy initiative. Three main criteria should be emphasized in prioritizing a problem to be addressed through advocacy. The problem should be:

- Politically and technically feasible to solve;
- Deeply felt by a significant section of society; and
- Motivating for the group.

The identification and analysis of the problem is one of the most difficult steps in the planning of advocacy campaigns. A number of lessons have been learned from experiences in the field:

- Inadequate information is a common obstacle that impedes the analysis of problems. Organizers of advocacy initiatives may need to do additional research themselves or tap into the research expertise of universities or think tanks.
- Confusion between causes and consequences is a constant danger. It can lead to the proposal of solutions that do not address the roots of a problem.
- Incomplete examination of a problem can lead a group to concentrate its efforts on resolving less-important issues.

- In practice, many groups prioritize problems that are of little importance to the general population. This limits the possibility for mobilizing other groups in society to act and make it difficult to maintain momentum.
- Another frequent mistake is to analyze a problem without consulting those groups in society that are most affected by it. This can occur because of time pressure or lack of human or financial resources. In addition, sometimes leaders of advocacy efforts do not consider such participation to be necessary. Experience has shown that consultation with the people whose lives are most affected by a problem enriches the analysis of the problem and the preparation of proposals for solutions. It also lays the groundwork for future mobilization of the social forces needed to make the advocacy efforts successful.

Step 2: Formulate the proposal What do we want to achieve? – In the second step, the group or coalition considers possible solutions to the problem that was prioritized in Step 1. That is, it states what it hopes to achieve with its advocacy initiative, both in terms of the demands put forward to decision-makers and more immediate outcomes. The proposal should clearly express what is to be accomplished, to whom the proposal is directed, and the time limit for achieving it. The group should consider both the proposal's political and technical feasibility and the way in which it will contribute to solving the problem. The group should analyze the potential impact of the proposal in terms of political, cultural, and institutional changes.
In order to turn a possible solution into an advocacy proposal, one must ask:

- What exactly do we hope to accomplish (that is, what is the solution to the problem)?
- How do we hope to accomplish it (through which mechanism, involving which actors)?
- What is the "space" where the decision about the proposal will be made?
- Which entity has decision-making power about the proposal?
- By what date do we want to have accomplished the proposal?

The proposal should be worded in such a way that it will be possible to measure with certainty whether or not it was accomplished at the end of the campaign. The clearer and more specific the proposal, the greater the chance that the advocacy initiative will succeed. In addition to being precise and clear, the proposal should:

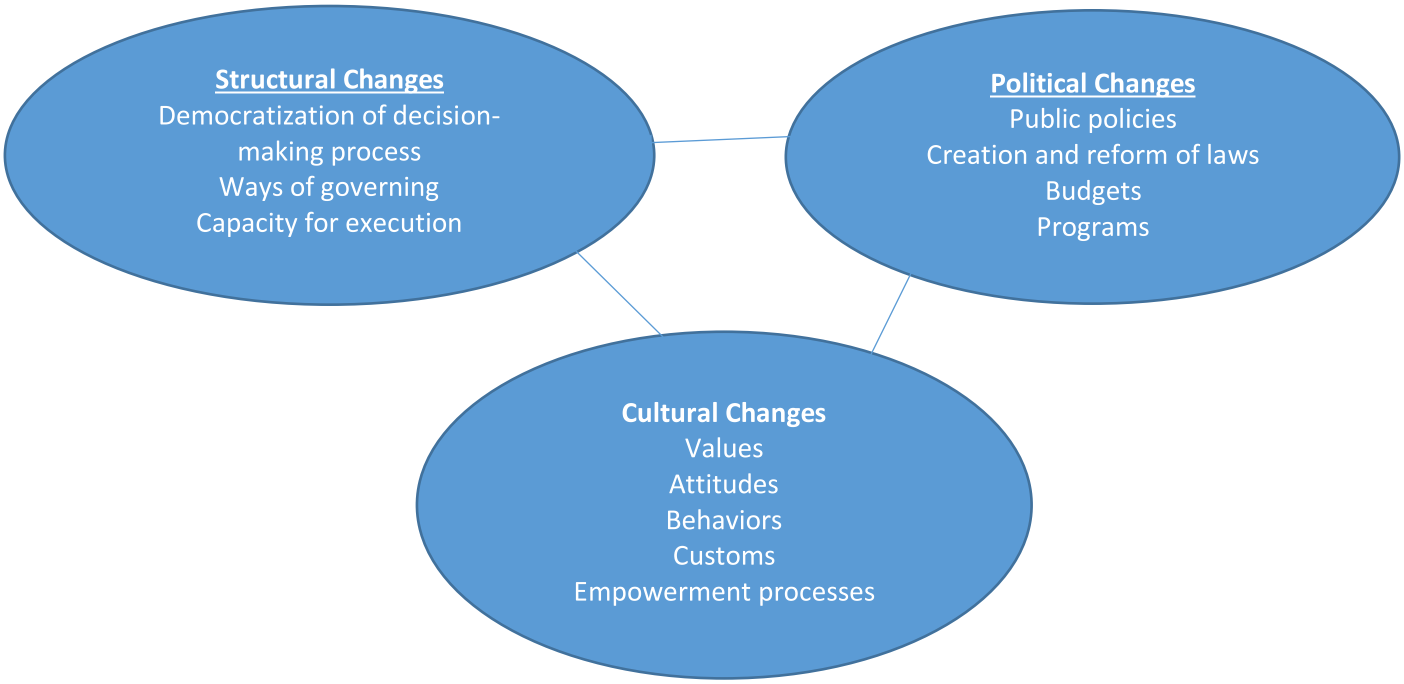
- Generate favorable public opinion
- Contribute to solving the problem
- Be achievable in the short to medium term (3 to 18 months)
- Be directed toward identified persons who will make the decision about the proposal
- Be politically feasible
- Be technically feasible (e.g., the state has the capacity to execute it, it is legal, it would not cause other bigger problems)
- Be economically feasible (e.g., state resources for its implementation exist)
- Have a time frame that is realistic, given the standard procedures used within the space where the decision will be made
- Be motivating and unifying for the organization or coalition
- Contribute to forming and strengthening alliances
- Stimulate the mobilization of people who are affected by the problem.

If the proposal does not fulfill these criteria sufficiently, it may be necessary to consider changing the way it is formulated.

Experience has shown that advocacy proposals developed by civil society organizations tend to suffer from common weaknesses that will need to be overcome in order to improve their effectiveness.

- Proposals formulated as long lists of demands will generally be ignored by the person with decision-making power (the “targeted decision-maker”) and therefore work against the success of the proposal in the short term. It is better to focus on a single achievable demand. Small victories are better than nothing, especially since they help to consolidate a group or coalition and can lay the groundwork for more important accomplishments in the future.
- General and vague proposals are ambiguous and open to interpretation. They make it easy for decision-makers to evade the issue and/or instigate divisions within the group or coalition that is undertaking the advocacy initiative.
- Proposals that are directed at everyone and no one do not have an impact. The proposal should always clearly identify the particular entity or person with the power to make a decision about the issue at hand.
- Failure to consult with experts, allies, and the population affected by the problem before going public with an advocacy proposal can limit its political impact and give the government an excuse to ignore it. The proposal should represent the interests of a significant section of society.
- Proposals that do not address the specific problem that has been identified breed frustration and discouragement within the group. Consultation helps to avoid this problem.
- Proposals to put in place new mechanisms for citizen participation are not enough. They need to be followed up by significant attitudinal and behavioral changes on the part of the government officials and state institutions charged with implementing them, otherwise the desired outcome will not be achieved.

Dimensions of Change in Advocacy



How to make Advocacy Proposals more precise?

Move from Demands that are:

Move from Demands that are:

- General
- Abstract
- Confusing and subjective
- Directed toward everyone and no one
- A lengthy list
- So broad that they will never be achieve

To Proposals that are:

- Concrete
- Specific and precise
- Clear and objective
- Realistic
- Targeted directly at the person or persons with decision-making power
- Clear about what we want
- Achievable
- Helpful in evaluating the impact of our advocacy efforts

Lessons Learned

- Focus on one demand. Long lists of demands are not advocacy proposals
- Make proposals specific. General proposals are ambiguous, can be interpreted in different ways, and do not solve the problem.
- Ensure that there are mechanisms for participation
- Direct the proposal at the body or person with decision-making power
- Consult others about the proposal before launching it.
- Be certain that the proposal responds to the problem

Step 3: Analyze the decision-making space – How and when will a decision be made in response to the proposal, and by whom? The third step involves the in-depth analysis of the specific "space," typically a unit within the government that will make the decision about the proposal. Participants need to understand all the factors that can affect the decision-making process, both inside and outside of formal power structures. This means analyzing the legal framework, existing mechanisms of decision-making, time frames, and budgets, as well as identifying the "real" powers behind decisions that are made.

Analysis of the decision-making space requires objective, up-to-date, and accurate information. Groups that intend to engage in advocacy should ensure that they have the necessary information in hand. Information gathering includes seeking the expert advice of people and institutions that are knowledgeable about the decision-making space, and monitoring the media for relevant reports.

A group organizing an advocacy campaign should strive to constantly improve its own research capacity. Effective advocacy requires knowledge about different state institutions and how they function. It is important to learn, in as much detail as possible, about the:

- Structure and functioning of the executive, the legislature, the judiciary, and other state institutions at the national level
- Structure and functioning of the state at the local level, including municipal institutions and development councils
- Process for formulating, approving, implementing, monitoring, and evaluating public policies
- Process for putting together the budget
- Entity to which the budget will be presented.

The more the group knows about the decision-maker, the decision-making process, and the time frame, the better able it will be to exert influence throughout the process.

Lessons Learned

- Design strategies to fill information gaps.
- Get objective, up-to date, and relevant information
- Understand the public policy process
- Know the institutional structure of the state
- Do research and seek expert advice
- Do systematic follow-up of new information

Step 4: Analyze channels of influence – Who are the actors that can influence the decision-making process? In this step the group identifies the key actors who can potentially influence, positively or negatively, decision-making about the proposal. These persons are analyzed with regard to their interests and their levels of influence, so that when it is time to design strategies there is greater clarity about who might be supportive (allies), who can be convinced (undecided), and who might need to be neutralized (opponents). Together with the analysis of the decision-making space in Step 3, the analysis of channels of influence provides greater insight into how the political environment may impact the advocacy initiative.

Few lessons are learned from analyzing channels of influence

- The power mapping should be done in relation to an actual advocacy proposal and not as a hypothetical exercise.
- The identification of key actors should be based upon their level of interest in the proposal and their power to influence the decision-maker.
- The power to influence the decision-maker derives from various sources. It may be based on personal ties (such as friendship, a godparent relationship, etc.). In other cases it may derive from economic power, the capacity to convene or mobilize social groups, access to or control of the mass media, or affiliation with a political party or faith community.
- The power map is subject to constant changes brought about by shifts in the political landscape, changes in the identity of the decision-maker, and other factors. Given this reality, the power map should be updated on an ongoing basis as new information becomes available.
- In the power mapping exercise it is important not to confuse a group's traditional friends and enemies with the allies and opponents of a particular advocacy proposal. To the extent possible, a group should try to identify individual allies and undecided persons within sectors that have traditionally been the group's adversaries, rather than simply perceiving these sectors as homogenous. For example, a government in power will include people who represent different tendencies within the ruling party. Different figures within the business community represent different interests (financial, agro-export, commercial, industrial). Developing alliances with key people around a particular proposal at a particular moment can be more important to the success of an advocacy campaign than relying on the same old predictable alliances with those who almost always take the same positions as the group.
- When doing power mapping, access to objective and accurate information is extremely important. Thus, when advocates do not know something (for example, an actor's position with

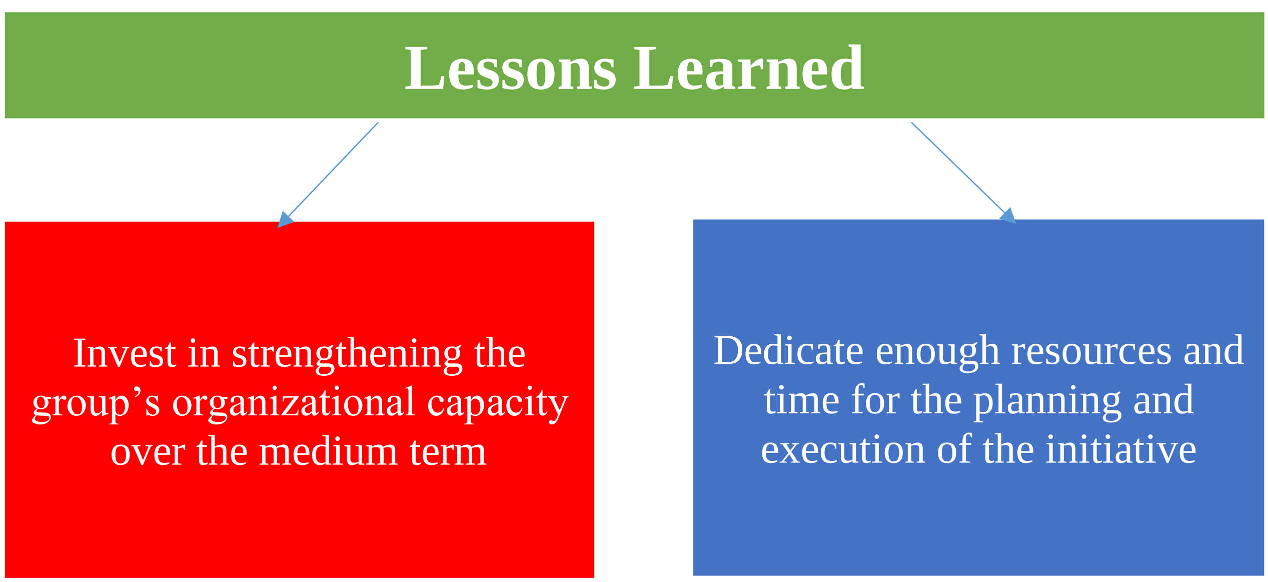
respect to the proposal or the influence that s/he has with the decision-maker), they must do research and seek out people who can provide the information.

- The analysis of the interests and motivations of the key actors gives clues as to which influence strategies are likely to be the most effective for a particular advocacy campaign.

Step 5: Do a SWOT analysis – What are the strengths and weaknesses of the group that is engaging in advocacy? What are the opportunities and threats in the political environment in which the campaign is launched? In the fifth step the group analyzes strengths, weakness, opportunities, and threats (SWOT) affecting the advocacy initiative. It critically examines its own strengths and weaknesses with respect to a particular initiative and decides what actions to take to overcome its weaknesses and increase the chances of success. At the same time, the group analyzes external factors that may help or hinder the initiative.

Few lessons are learned from doing a SWOT Analysis for an Advocacy Campaign

- The internal organization of the core group that is promoting an advocacy initiative is critical to its success or failure.
- Organizations that decide to engage in advocacy should be prepared to commit human, material, and economic resources to the planning and execution of advocacy initiatives. Organizations should understand this investment of resources not just as a need in the short term, until the proposal is approved, but also as a way, over the medium term, to promote institutional strengthening and the development of a more professional staff with expertise on particular issues. In this way, advocacy initiatives contribute to the empowerment of civil society.



Step 6: Design advocacy strategies – How can we influence decision-making in order to get the proposal approved? Next, the group determines which strategies are best suited to effectively influence decision-making about the proposal. Factors to be considered include the nature of the decision-making space, the interests of decision-makers, the constellation of forces in the political environment, and the capacities of the group itself. The strategies chosen should be varied and creative. They may include lobbying, organizing, education or sensitivity-raising, and press work, as well as, when necessary, social mobilization.

Lobbying
Lobbying is a face-to-face effort to persuade the person with decision-making power to favor the proposal, to motivate allies to take concrete action in support of the initiative, to convince undecided persons, and to neutralize opponents. Normally it involves direct visits. In addition to communicating the proposal to the decision-maker, lobbying allows organizers to fine-tune the power map and evaluate the impact that the initiative's arguments and activities have on key actors. Lobbying can open up possibilities for negotiation. Before every lobbying visit, the representatives of the group or coalition should prepare very carefully, bearing in mind that they will probably have very little time to state their position and make their arguments. Given this, the group will have to decide who among them has credibility and is best suited to voice their concerns. That person should take along a copy of the proposal summary sheet and should make sure that s/he is familiar with the proposal and the arguments that support it.

Lobbying visits are also a rich source of information. Through them, advocates can detect currents of opposition and support, understand more clearly the arguments and objections that different sectors may have with regard to the proposal, and receive advice. After each visit, any new information that has been obtained should be reported back to the group that is coordinating the campaign.

Organizing
Organizational work serves to broaden and strengthen the group of people who will participate in an advocacy initiative, and builds an internal structure for the campaign that is responsive to the needs of the initiative. Organizing should also serve to motivate and involve the population that is affected by the problem the group is seeking to address. If this does not happen, the advocacy campaign will have little credibility, little social power, and little probability of being successful.

Social movements do not come out of nowhere. The energy that sustains them needs to be directed, channeled, and focused. The main way to accomplish this is by building and consolidating networks and coalitions to do advocacy.

An advocacy network refers to communication and cooperation among individuals who share a personal commitment to struggle to solve a problem that is of mutual interest. Successful networks have good leadership, an ability to get out their message, mutual trust, and a willingness to share.
The term coalition refers to more formal structures that allow individuals and institutions to coordinate and cooperate with one another to work toward a common objective. Coalitions are essential for consolidating social power, gaining broad support for an advocacy campaign, and coordinating actions effectively.

Coalitions increase the number of people involved and have the potential to bring together those who are not traditionally allies. Nonetheless, coalitions are fragile by nature and tend to move slowly because decision-making, even about matters of little import, consumes a lot of time and energy. Many times coalitions disintegrate as soon as their immediate objective has been accomplished.

- To increase the effectiveness of coalition work, the following guidelines should be kept in mind: The objectives of a coalition should be stated very clearly.
- A coalition should try to build a broad membership without including people or groups that are not firm in their commitment to its stated objectives.
- A coalition should be able to work with a number of different groups, but not all of these groups need to be formal members of the coalition.
- Each coalition needs a small group of leaders who are deeply committed to solving the selected problem and to the coalition itself, and are willing to subordinate their own interests and those of their organizations to the objectives of the coalition.

- The leadership group should maintain strong links with the coalition's member organizations.
- The tasks and responsibilities of the coalition should be defined and distributed in an equitable way.
- Successful coalitions tend to have members whose strengths complement one another (for example, combining technical expertise with a capacity for grassroots mobilizing).

Education and sensitivity-raising

The group or coalition needs to educate the public and the decision-maker about the problem that it seeks to solve and the solution it is proposing. This strategy can be applied in many different ways, but its immediate objective is almost always to convince people to take concrete actions in support of the initiative by informing them and by raising their sensitivity to the problem. Many times, this strategy requires research to gather information that is then shared with the general public. For example, if the advocacy proposal put forth by a group or coalition involves the implementation of a mechanism to evaluate and remove corrupt judges, research and reporting about the high number of crimes committed by people who have been improperly set free by corrupt judges would help to make the public more aware of this issue and more willing to put pressure on the decision-maker.

Press work

Press work is closely related to education and sensitivity-raising efforts. In an advocacy initiative, a press strategy is critical because of the important role that public opinion plays in efforts to persuade government officials to change public policies or programs. The objective of a press strategy is to place the topic of the advocacy initiative on the public agenda, to gain credibility for the group or coalition as a source of information about the issue, and to shape public opinion in favor of the proposal. This requires that the target audiences be clearly identified, that the message about the proposal be simple and clear, and that it be carried by the media outlets that are most important in reaching the target audiences.

The definition of target audiences for press work requires the identification of those persons, groups, or sectors of the society that the group organizing an advocacy initiative wants to influence through analysis, investigative reporting, or news coverage. Does the group want to educate the public in general, or to make a technical argument that particular government officials will find convincing? Who needs to be motivated to take a particular action? Women? Representatives of international agencies?

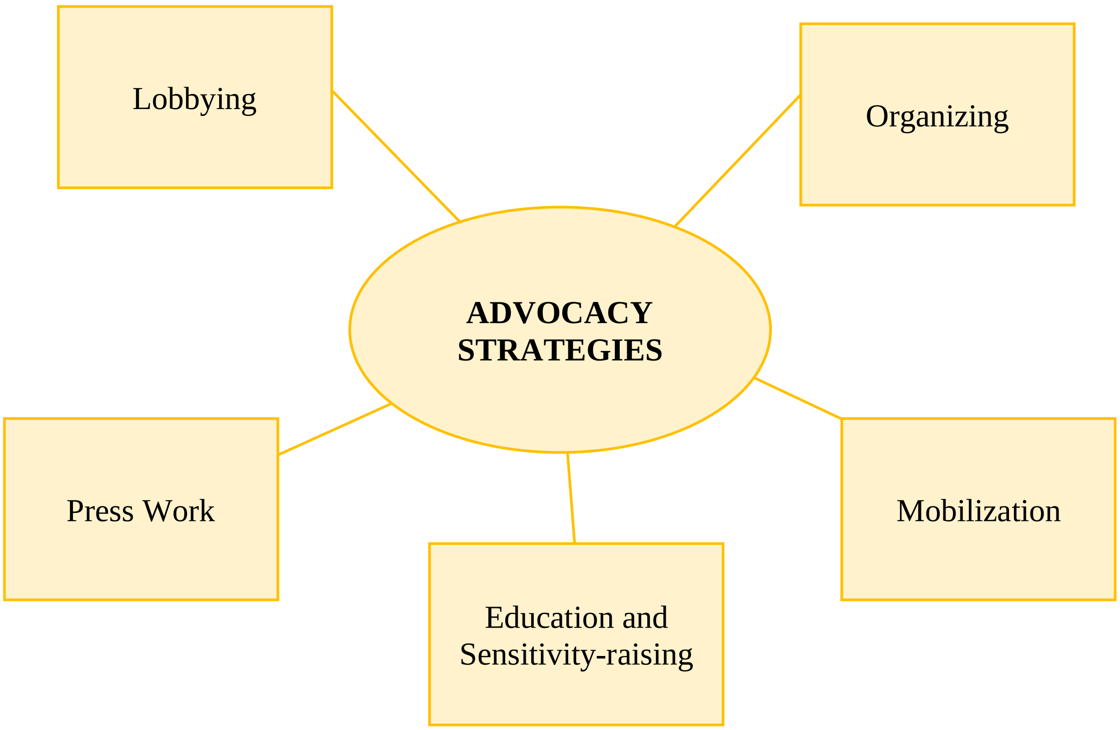
The crafting of messages tailored to influence one or more audiences is the most creative aspect of press work. This effort should be based on an analysis of the audience to be influenced so that it will find the content and style of a message convincing and motivating.

To reach target audiences during an advocacy campaign, a group or coalition needs to have access to the media. This requires an analysis of existing media outlets, the cultivation of relationships of trust with those journalists most likely to cover the issue, and the planning of activities and events that are "newsworthy." The challenge is to figure out how to get the press interested in the problem that the advocacy campaign is trying to solve, and then to keep it interested for as long as possible.

Mobilization

The mobilization of social power, especially mobilization of the population affected by the problem that the group or coalition seeks to solve, is necessary to get the attention of the press, generate political will on the part of government representatives, and open spaces for lobbying and negotiation. Although confrontation is a tactic that can sometimes be employed, it is often more effective to find creative—and even humorous—ways to create a favorable climate for approval of the proposal. In those instances where mobilization is adopted as a confrontational strategy, there is a risk that the group or coalition will lose credibility or prestige, or that the situation may turn violent. For these reasons, organizers need to do adequate preparation in terms of crowd control, nonviolent resistance to repressive actions by security forces, first aid, and so forth

Lessons Learned from Experience
The core group that is organizing an advocacy campaign needs to be politically astute and creative and should have the capacity to do analysis. In forging strategies, advocates should seriously consider the information that was generated during earlier steps of the basic methodology, including the proposal that was drafted in Steps 1 and 2, the decision-maker who was identified in Step 3, the key influential actors who were identified in Step 4, and the strengths, weaknesses, opportunities, and threats identified in Step



Step 7: Develop an activity plan – What must be done to carry out the chosen strategies? In this step the group develops a plan of specific activities that will be used to implement the advocacy strategies defined in Step 6. This involves deciding upon specific actions that are feasible and deciding how to organize the work. The goals of each activity should be clearly articulated, and a table of activities is drawn up to indicate who has primary responsibility for each activity and the time frame for its execution. The idea is to put together a plan that is flexible, effective, and encourages everyone's participation.

There are many ways to design an advocacy plan. The core group should figure out what makes the most sense operationally for its particular advocacy campaign. One example of a functional design follows, including both preparatory activities and activities to implement a particular strategy.

Developing an Action Plan

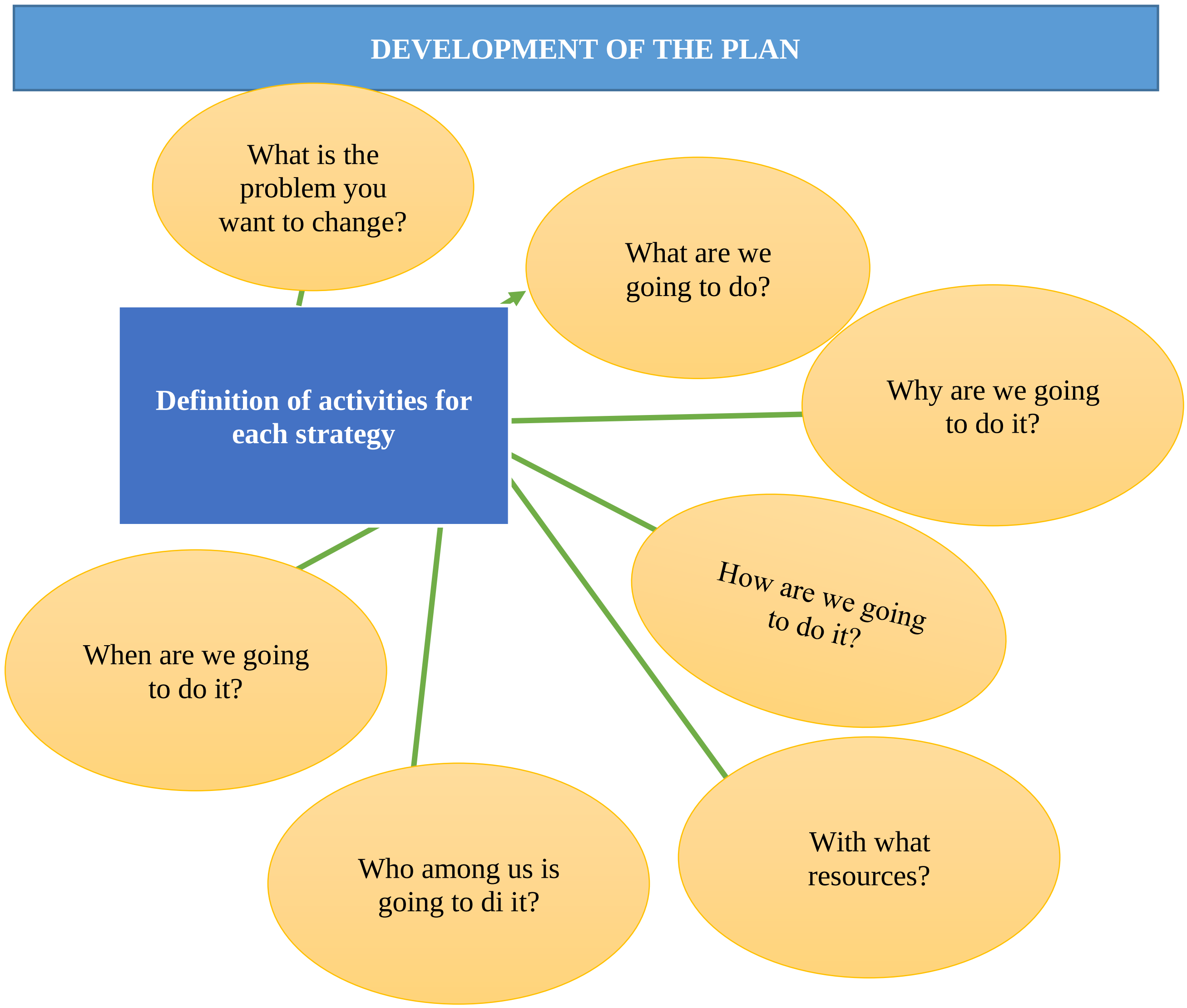
Activity	Desired Outcome(s)	Indicators	Responsible Person	Timeline	Resources Needed

Lessons Learned from Experience

- The core group that is planning the advocacy campaign should be small but representative of the organizations involved in the process.
- The definition of quantitative and qualitative indicators for the desired outcomes of each activity provides a basis for evaluating the results of the activity and, eventually, the impact of the advocacy campaign.
- Even though the person (or persons) with primary responsibility for each activity is designated in the activity plan, it is a good idea to form work commissions with defined functions.
- The dates for the specific activities planned to implement each strategy should have a logical sequence.
- The advocacy plan should fit coherently within the overall work of the institution. This is especially important in the case of coalitions.
- Leaders, board members, and representatives of the grassroots membership should participate in planning in order to ensure institutional backing for the advocacy campaign.
- The plan should be put in writing, and this document should be widely shared within the core group or coalition as a guide for all involved in the advocacy initiative. Some groups go through a planning process but never put their plan in writing. Other groups write out a plan, but fail to share it with all those involved so that everyone knows what is going to happen and how they will be involved in the implementation. This can cause confusion and conflicts about who is responsible for what.
- In the planning of advocacy campaigns the core group should think in terms of activities that have a big impact without requiring too much dependence on external funding sources.

Lessons Learned

Planning group should be small but representative	Define indicators for each activity	Create commissions and define their responsibilities
Revisit the strengths and weaknesses that have been identified	Determine the dates on which activities will occur and ensure they are in a logical sequence	Ensure institutional backing from participants
Distribute tasks among several different people	Write the plan and distribute it to member organizations.	Raise the necessary resources.



Step 8: Carry out continuous evaluation – What has been achieved? What has not been achieved, and why? The final step involves making sure that the group sets aside time and space on an ongoing basis to evaluate its own process of planning and implementing an advocacy initiative. Aspects to be evaluated include the execution of strategies, the impact of the initiative in solving (or not solving) the specific problem, its contribution to the empowerment of the group and of civil society, and consequences for democracy.

The implementation of the advocacy plan should be evaluated at different times throughout the campaign so that adjustments can be made as necessary. For example, an evaluation might be done after a lobbying activity, after a mobilization, in response to a significant change in the political situation, and so forth. In addition, evaluations should be done at regular intervals—monthly or quarterly—and again at the end of the campaign. It is important to evaluate each activity in the plan in terms of whether or not it was completed and its results. The evaluation should always attempt to pinpoint which causes or factors contributed to an activity's success or failure, and should consider changes that could be made to make things go more smoothly and strengthen the advocacy initiative. The following table is a useful instrument for this task.

Evaluation of the Plan's Execution

Activity	Desired Outcomes	Actual Outcome	Reasons or contributing factors	Necessary Adjustments
Comments				

Evaluation of Impact

The impact of an advocacy initiative must be evaluated on three levels corresponding to the three basic reasons to engage in advocacy: to solve specific problems, to strengthen and empower civil society, and to promote and consolidate democracy.

Solving specific problems through public policies

On the first level, the outcomes of the advocacy initiative should be evaluated in terms of the effectiveness of the strategies and activities in convincing the decision-maker to approve the proposal. The impact of the campaign is thus measured in terms of specific changes that occur in policies, laws, programs, or behaviors. In addition, the evaluation should attempt to measure positive changes that may have occurred in the daily lives of the population affected by the problem as a result of the advocacy campaign.

It is important also to evaluate other progress that may have been achieved, such as the placement of the issue on the public agenda, improvements in the knowledge and skills of the core group and member organizations of the coalition, the strengthening of new leaders, and the broadening of alliances. This aspect of the evaluation depends on the early identification, from the very beginning of the planning process, of secondary goals that contribute to the accomplishment of the advocacy objective.

Strengthening and empowering civil society

The impact at the level of civil society refers to the strengthening of the core group organizing the advocacy campaign and the member organizations of the coalition. Strengthening these groups will enable them, together with other actors, to defend the changes that have been won and to carry out new advocacy initiatives that are even more ambitious.

This aspect of the evaluation should consider the progress made in legalizing or legitimizing the coalition; knowledge acquired about the functioning of the state and about specific laws; the capacity to formulate proposals; new alliances; the definition of structures within the coalition; the integration of more people to broaden the social base of advocacy; and the organization and incorporation of the population affected by the problem being addressed. The core group that is organizing the initiative should include women and people from different racial-ethnic groups, as well as members of the affected population. For example, when an advocacy initiative is proposing a change in employment policies, young women and men should be members of the core group.

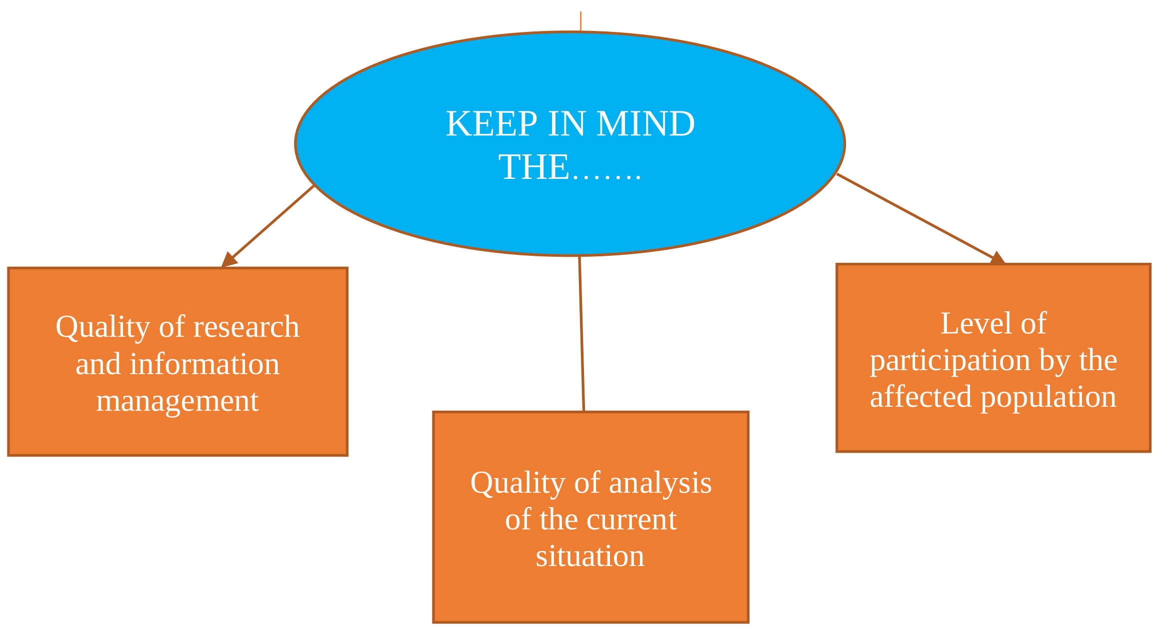
Promoting and consolidating democracy

On the third level, accomplishments and failures should be evaluated in terms of their consequences for democratization. The evaluation should examine the extent to which democratic processes and mechanisms were built and consolidated within the core group and the coalition. With respect to the larger society, it should look at whether transparency was increased in the political system of the country, and whether new opportunities were created for citizen participation in state decision-making. There is also a need to evaluate whether or not accountability mechanisms were put in place, state power was decentralized, and citizens achieved more access to government information. Finally, impact is measured in terms of the strengthening of state institutions.

Lessons Learned from Experience

- Depending on the characteristics of the core group and the rhythm of the advocacy work, it is important to collectively decide which evaluation mechanisms will be used and how frequently.
- It is important to evaluate each activity of an advocacy campaign immediately after it happens.
- It is important to figure out the reasons why the objectives and desired outcomes of an advocacy initiative either were or were not fulfilled. The reasons may have to do with dynamics within the coalition or organization that undertook the initiative, or they may be external to it. It is not enough to know that something did or did not happen; one should also know why.
- It is important to recognize and celebrate accomplishments as a way to motivate the core group and the entire coalition. Evaluation does not just highlight negatives; it also helps to highlight those places where progress has been made.
- At the beginning of the planning process, the core group should develop its own indicators for each of the three levels of impact. The indicators should be very specific and measurable and should help to gauge whether or not the desired outcome has been achieved.
- When advocacy initiatives are evaluated it is important to apply both qualitative and quantitative indicators.

EVALUATION OF THE PLANNING PROCESS



Lessons Learned

Recognize and celebrate accomplishments

Collectively define timely evaluation mechanisms

Identify internal and external reasons why outcomes were accomplished or not

Apply quantitative and qualitative indicators.

Develop indicators for the three levels of impact.

PLENARY SESSION

Identify 3 problems of interest to your community and prioritize the problems

No	Advocacy problem	Priority in community
1		
2		
3		
4		

Based on the priority, A specific advocacy initiative will be developed to address this cause. The facilitator writes the cause in a visible place on a sheet of newsprint and then asks the group: "What solution shall we propose in order to solve this problem?"

Complete the table of analysis of possible solutions to the Advocacy Problem

Possible solution	Would it solve the problem	Is it feasible to achieve	Would our group become stronger	Who would benefit from this solution	Doubts: What don't we know

Analysis of the Decision-Making Space
Complete the Table below

What is the decisionmaking space?	
Who exactly has decision-making power with regard to the proposal?	
What process (formal or informal) will be used to make the decision?	
In what time period will the decision be made?	

Participatory Self-Analysis

Key Aspects	SELF – ANALYSIS	
	Weaknesses	**Strengths**
Knowledge of the issue		
Capacity to bring people together for meetings and to mobilize the grassroots		
Levels of consensus and clarity regarding vision and mission		
Relations with mass media outlets		
Technical Resources		
Capacity for strategic and operational planning		

Table for Initial Evaluation of the Planning Process, by Steps and Core Ideas Instructions: Write a number from 1 to 10 to evaluate the way that each step was carried out with respect to the core idea. "1" represents a very poor evaluation and "10" represents an excellent evaluation. Add up the totals for each step and each core idea.

Step	CORE IDEAS				
	Quality of research and information management	**Quality of analysis of current situation**	**Level of participation by the affected population**	**Level of participation by women**	**Total**
1. Identification and analysis of problem					
2. Formulation of proposal					
3. Analysis of decision-making space					
4. Analysis of channels of influence					
5. SWOT analysis					
6. Design of Advocacy Strategies					
7. Development of Activity Plan					
Total points					

5

MODULE 5: PARTNERSHIPS

PARTNERSHIPS

INTRODUCTION

The introduction module will cover the following lessons and objectives:

Lesson		Duration	Objectives
1	Partnership	1 hour 30	• List out the partners of the Youth and their roles • Develop an action plan per district to strengthen the relationship between the Youth and their partners

This module will take approximately one hour and thirty minutes and should include but not limited to the following participants:

- Team leaders of the respective District Youth structures
- National Youth Council Reps
- Regional and Zonal Youth Reps
- Chiefdom Youth Councils
- Word Development Committee – Youth Reps
- YPPD and Cordaid – Reps/Facilitators
- Representatives of partners including District Councils, NGOs, line ministries, departments and agencies etc.
- Kolhat Barray Project pre-screened CBOs and youth groups (with particular focus on those led by young women)

At the beginning of each module (excluding module one) it is useful to spend 15 minutes recapping on the previous modules objectives. A suggested activity is to get the participants to write down any questions they have at the end of each module and leave these in an assigned place in the training centre where the facilitator can collect these. Before the next module begins the facilitator uses these questions to recap the previous module by asking the participants to answer, if the answer is not known by any of the participants the facilitator can do so and with more practical examples to be sure participants are fully understanding the responses provided.

Lesson 1 – Partnership	
Duration & approach	1 hour and 30 minutes **Step 1** Introduction **Step 2** Partnership and partners of youth groups/CBOs/CSOs **Step 3** Effects of poor partnership **Step 4** Developing good partners **Step 5** Review
Objectives	By the end of the lesson participants will have: • Listed out the partners of the youth groups and their roles • Developed an action plan per district youth groups and structures to strengthen the relationship between the young people and their partners
Handouts for participates	• Lesson handout 1.1: Youth partners
Resources for facilitator	• Resource 1.1: Partners – Answer Key • Resource 1.2: Role plays • Resource 1.5: Action plan development and evaluation
Equipment & materials	Basic workshop materials and facilities needed
Preparation	Contents review, simplification and adoption of training delivery approaches and methodologies.

Lesson Notes

Step 1 Introduction	Explain; *The sustainability of projects in urban and rural communities is a major challenge to addressing young people's growing needs. This module focuses on the partnership involved to interventions, build on new and innovative solutions and build capacities of young people through their organizations for sustained engagements, participation and influencing.*
Step 2 Partnership and Youth partners	Ask participants what they understand about the word partnership, allow for comprehensive discussions and list the responses on a flip chart. Ask the participants to form groups of five, ask them to list the partners they will have as Youth Groups/CBOs and CSOs. Once this is completed ask each group to read out their answers and write their responses on a flipchart. The facilitator should distinguish the vital partners and ensure that all are given. Distribute Lesson handout 1.1 and ask each group to identify the partner. Ask each group to read out their responses. If there are different answers provided facilitate a discussion amongst the participants to decide who this partner is. Use Resource 1.2 as a guide Once this is done ask is there any additionally responsibilities that the participants would like to include or is there any questions?
Step 3 Effects of poor partnership	Facilitator should use one or more of these case studies, found in Resource 1.2, and present either as case studies or adopt as role plays and use for group discussions.
Step 3 Developing good partners	Form groups that include a representative from each of the partners present and all members of each youth groups/CSO. Ask each group to think of simple and realistic methods of improving the relationship between them. Ask each group to develop an action plan to implement these suggestions and highlight the methods that can be inputted into their constitution. Distribute Resource 1.5 from module one to each group and ask them to use it when developing their action plan Get each group to present and afterwards allow the groups ten minutes to make any changes to their plan.
Step 4 Review	Ask the participants to line up in two lines with equal numbers facing each other, ask one side to list out a partner and get the facing side to list out one of their responsibilities. Allow both lines to have an opportunity to call out partner's names and call out their responsibilities.

Handouts and Resources for Lesson 1

Lesson handout 1.1: youth sector partners

Partner one

- Provide ongoing and sustained capacity building at the respective levels
- Facilitate networking and coalition building opportunities either at the district, regional or at the national level
- facility management, accountability to users and financial management
- showcase and profile interventions led and undertaken by young people and their organizations
- Statutory linkup and local legitimacy by advocacy, lobbying and sensitization

Partner two

- Provide mentorship and guidance at the respective levels as means to accompany transformative change processes for and with young people
- Direct where necessary, supervise and guide wherever the needs are
- Facilitates quarterly coordination meetings between youth-led CSOs/groups and other stakeholders
- Establish and implements the monitoring and evaluation system
- Organizes and chairs Coordination meetings every two months
- Provide technical through outsource expert knowledge
- Provides contractual and legal representation to the youth groups and CSOs

Partner three

- Provide technical supports
- Train, train and train youth groups and CSOs on the areas they have gaps
- Connect and provide linkages to other organizations providing youth serving interventions and related opportunities

Partner four

1. Provides funding for the various youth-led and serving projects at the respective levels
2. Provide capacity support and building to and enable them to carry out their full functions
3. Support and coordinate with District Youth Officers
4. Supports MOYA and NaYCOM to implement the M&E plan
5. Provide expert knowledge on youth activism and advocacy as needed
6. Advocates and lobbies for increased awareness on key issues relating to youth
7. Ensure there is clear evidence and showcase of need to scale up financing in support of youth programs and interventions

Partner five

1. Provides national policy, guidelines and standards
2. Provides technical support as required
3. Is represented on the performance assessment team

4. Attends the 6 monthly coordination meetings between youth groups/CSOs and stakeholders
5. Provides policy analysis and ensure clear recommendations for action.

Resource 1.2

Scenario Based Reflections

Being on the crossroads since the country's civil war, Sierra Leone has had several processes unfolding as part of repositioning her place on the global and governance stages. While most of these processes are looked at as key opportunities for holistic growth and engagement, a lot seems disconnected as to answering questions like how central young people are in seeking joint and collective solutions to dealing with major drivers of conflicts, violence and fragility in general. Sierra Leone, like any conflict, security and violence-affected contexts, young people are commonly perceived as either perpetrators or victims of violence with young men usually assumed to be the primary perpetrators and young women the primary victims, especially of sexual and gender-based violence.

Better outcomes would require a significant change to how the Sierra Leone government and partners views addresses youth issues, peacebuilding, justice and security—not only in how social services are provided, but in the multiple social, economic, and human rights determinants of the wellbeing of young women and men.

As an advocate:

How will the Sierra Leone government respond to this mounting pressure to improve outcomes for youth empowerment, peacebuilding and community resilience?
Will it reduce the role of government and rely community-based organizations and NGOs? Will it bring national stakeholders together in a Conference Room or coordination platform? Or will it organize change from the bottom up? These scenarios explore three possible directions for how the conflict prevention in the Sierra Leone could evolve and what each path would mean for young women and men.