Power, Rights & Participation:

A practical guide for youth action in a post-2015 world.

Introduction

"Young people should be at the forefront of global change and innovation. Empowered, they can be key agents for development and peace. If, however, they are left on society's margins, all of us will be impoverished. Let us ensure that all young people have every opportunity to participate fully in the lives of their societies."
Kofi Annan

Engaging young people in governance is critical: the world now has the largest generation aged 15-24 in history, making up a quarter of the world's population, and almost 90% of these young women and men live in developing countries. The sustainability of any development effort, global or national, will therefore require their ownership, involvement and participation. Yet young people are generally excluded from decision-making and governance processes. This needs to change. *(Partners for change: Young people and governance in a post- 2015 world (2014), p 2).*

Governments, the international development community and the United Nations are discussing a new set of Sustainable Development Goals (SDGs), also known as the Post-2015 Agenda. These will replace the Millennium Development Goals (MDGs) which come to an end with the closing of 2015. The SDGs will shape efforts to ensure sustainable development over the next 15 years and beyond. It is essential that young people's views are represented within the goals and that the role of young people in their implementation and monitoring is clearly defined. Now is the time to use your skills, energy and ideas to influence and inform this crucial framework.

Plan UK, Restless Development, ActionAid and the British Youth Council (BYC) recognised the importance of enabling young people to advocate for their role and their priorities, and so we established the Youth Governance Task Team. This is a group of 17 young advocates from around the world who have spent the last 12 months campaigning and advocating for young people's inclusion in the decisions that affect their lives and the lives of young people all around the world.

To create change we want to support as many young people as possible to take action and ensure that young people are not excluded. This training toolkit will build your knowledge and skills on how to be successful advocates and get your voice heard!

Cover image - Photo: Plan/Jane Hahn

Further reading

If you would like to explore these topics in more detail before or after this training, please see *Partners for change: Young people and governance in a post-2015 world,* a report developed by the Governance & Accountability Task Team and supporting organisations together with the Overseas Development Institute (ODI). The report was published in 2014 and outlines the particular barriers that young people face in participating in governance alongside recommendations on how the SDGs can attempt to address these challenges.

www.plan-uk.org/assets/Documents/pdf/ODI_Plan_Restless_ Development_Report.pdf

You can also read about the report and find advice on how to use it in your advocacy and campaigning in this short toolkit:

www.plan-uk.org/assets/Documents/pdf/Global_agreements_ Grassroots_Advocacy-Youth_and_Governance_in_a_Post_2015_ world.pdf

If you would like printed copies of either the report or the toolkit please email **Amelia.Whitworth@plan-uk.org**

As well as the two resources mentioned above, the following have also been used as sources in helping to create this toolkit, and we would like to take this chance to thank their authors and creators.

Plan (2014) *Youth advocacy toolkit: The education we want*

http://plan-international.org/girls/reports-and-publications/youth-advocacy-toolkit-the-education-we-want.php

Powercube website, developed by the Participation, Power and Social Change team at the Institute of Development Studies, University of Sussex.

http://www.powercube.net/

The 'types of power' table and the advocacy and 'sources of power' cartoons used in this toolkit are taken from Lisa VeneKlasen and Valerie Miller (2007) *A new weave of power and politics*

www.justassociates.org/en/resources/new-weave-power-people-politics-action-guide-advocacy-and-citizen-participation and adapted by Frankie Sartori.

Frankie Sartori also made the 'denial of rights' illustrations.

How to Use this Toolkit:

This toolkit is set out in 7 separate modules:

1. **Introduction**
2. **Know your Rights**
3. **The Post-2015 Sustainable Development Goals**
4. **Power and empowerment**
5. **Principles of governance**
6. **Policy and advocacy**
7. **Advocacy action planning**

Each module is a self-contained unit made up of multiple sessions. Facilitators may select which modules to deliver, though it is suggested to do all sessions within the module and to deliver the modules in order. It is recommended that facilitators read through the modules considering the needs, experiences, and skill levels of participants so as to select the most appropriate content for their group.

Module 1 sets the context of the programme to ensure that the group understand and agree how they are going to work together. It is highly recommended that all groups complete this module.

Module 1 also includes a short exercise to set baseline targets for the participant group at the start of the course. Remember to revisit this at the end of the course to evaluate the programme with the group.

Each module ends with a reflective learning activity. This is an important session as it allows participants to reflect personally and quietly on the content of each module. Participants (or even some facilitators) may not be used to such a learning process. This process provides an opportunity to think, without expectation of 'feedback', and can be a valuable and unique learning opportunity for most when it is created and respected.

Learning Objectives

Each module, and the sessions within it, sets out key learning objectives. When introducing the course it is useful to share the module objectives with participants so as to aid their understanding and expectations of the course.

The learning objectives can be used in opening each session, to help guide participants' thinking, and again in the end of session debrief. During the debrief, illustrate how these learning objectives have been met by highlighting key discussions.

Key Questions and Messages:

Most sessions include a number of key questions or key messages that the facilitator needs to ensure the group covers. It is not always necessary to work through these in the order that they are listed, as they may come out of activity feedback or group discussions throughout the session. However, do be mindful of them and if they have not been discussed or answered, ensure they are raised in group discussion or in the session debrief.

Links and local context:

Key links to sessions or modules already covered, or coming up, are referenced in the debrief of each session. These links may not always be relevant depending on which particular modules you have selected to run with your particular group.

Towards the end of many sessions there are suggested questions to help participants to relate the course content to their personal, local or work-related experiences. It is important that participants make the links between theoretical concepts and their local context to ensure that the action plans (which are developed through Module 7) are relevant and achievable.

Facilitator preparation and resources:

The preparation needed for each module is outlined at the start of each relevant section of the toolkit. In most cases this involves the copying of a number of handouts (at the end of each section) and preparing some flipcharts.

Most sessions require use of a flipchart and flipchart pens to lead the group in discussion and in brainstorming exercises. Any additional resources are listed at the start of each session outline to aid preparation.

If you have feedback, questions, or suggestions on this guide, we would love to hear from you! Please contact Amelia.Whitworth@plan-uk.org.

Module & Session breakdown:

Module 1	Introduction	
Session 1	Welcome and Introductions	40 minutes
Session 2	Creating a space to achieve	30 minutes
Session 3	Our targets	15 minutes
Session 4	Troubleshooting	10 minutes

Module 2	Know your rights	
Session 1	Wants vs needs card game	20 minutes
Session 2	Rights holders and duty bearers	30 minutes
Session 3	Identity and rights	35 minutes
Session 4	Defining human rights	30 minutes
Session 5	Denial of rights	45 minutes
Session 6	The right to participate	30 minutes
Session 7	Reflective learning	15 minutes

Module 3	The Post-2015 Sustainable Development Goals	
Session 1	Background: what were the millennium development goals	20 minutes
Session 2	The Sustainable Development Goals: the role of children and young people so far	45 minutes
Session 3	Where are we now?	20 minutes
Session 4	Why do young people need to be included?	30 minutes
Session 5	The importance of Goal 16	60 minutes
Session 6	Reflective learning	15 minutes

Module 4	Power and Empowerment	
Session 1	Power walk	40 minutes
Session 2	Sources of power	30 minutes
Session 3	Power and powerlessness	30 minutes
Session 4	Types of power	50 minutes
Session 5	Who really has power?	60 minutes
Session 6	Politics: where, when and how	50 minutes
Session 7	Reflective learning	15 minutes

Module 5	Principles of Governance	
Session 1	Principles of governance	60 minutes
Session 2	Social accountability tools and mechanisms	50 minutes
Session 3	Reflective learning	15 minutes

Module 6   Policy and advocacy

Session 1	What is policy?	20 minutes
Session 2	How is policy created?	40 minutes
Session 3	Why is it important that policy reflects the needs of society	60 minutes
Session 4	Policy analysis	30 minutes
Session 5	Defining advocacy	25 minutes
Session 6	Different types of advocacy	30 minutes
Session 7	Reflective learning	15 minutes

Module 7   Advocacy action planning

Session 1	Identify the issue	35 minutes
Session 2	Research the issue	30 minutes
Session 3	Develop an advocacy goal	35 minutes
Session 4	Consider the context	30 minutes
Session 5	Map your network – choose who you want to influence	30 minutes
Session 6	What is your message?	50 minutes
Session 7	Choose your activities	60 minutes
Session 8	Manage risks	30 minutes
Session 9	Monitoring & Evaluation	20 minutes

MODULE 1
Introduction

1 hour and 35 minutes

Sessions in this module:

Session 1	Welcome and Introductions	40 minutes
Session 2	Creating a space to achieve	30 minutes
Session 3	Our targets	15 minutes
Session 4	Troubleshooting	10 minutes

Module learning objectives:

By the end of Module 1, participants will:

• be prepared for what the training programme will entail and what is expected of them;

• understand how the group are going to work together throughout the course;

• get to know other participants and start building positive relationships.

Notes to facilitator:

A number of sessions in this module require some basic preparation before delivery:

Session 1:	Prepared course outline flipcharts, with any key info
Session 3:	Prepared target flipchart

Welcome and introductions

40 minutes

Learning Objectives:
- to understand the outline contents of the programme;
- to be clear about any logistical details;
- to get to know other participants.

Session Description:
Input; work in pairs; group activity

Resources:
- Prepared flipchart with outline of programme modules, any relevant dates, times, contact details etc

Step 1: (10 minutes)

Using the flipchart, briefly introduce the programme, explaining the selected modules and what participants can expect.

Be sure to explain any logistical details such as dates, times, refreshment plans etc.

Offer participants a chance to ask any questions about the logistics or outline of the programme.

Step 2: (15 minutes)

Ask everyone to get into pairs. If some participants know each other, ask everyone to partner with someone they don't know, or someone they know the least well.

Give five minutes for participants to introduce themselves to each other finding out the following:

- *Their name, where they're from, who they work for, why they're here, and what they would be doing today if they weren't on this programme.*

Briefly, ask everyone to introduce their partner, sharing their name and one interesting thing they found out about this person.

Step 3: (15 minutes)

Ask everyone to walk slowly about the room. Explain the following:
- *In a moment I will shout out a subject or question.*
- *Find anyone else in the room with the same answer as you.*
- *Try to find as many people as possible to join your group.*

Questions could include:
- *My favourite colour is*
- *At university I studied…*
- *I work in the … field*
- *I come from the … region of this country*

As each statement is read and people form groups, ask each group what their answer is and check that there isn't another group with the same answer.

Creating a space to achieve

30 minutes

Learning Objectives:
- to agree, as a group, how participants will work together throughout the programme;
- to understand what fellow participants wish to achieve, or are worried about, and agree as a group how they can support this.

Resources:
- Flip chart and pen
- Post-it notes

Step 1: (15 minutes)

Ask participants to think for a moment about what they want to get out of this programme.

Without discussing, write each hope on a separate post-it note.

When participants are ready, stick these post-it notes on a flip chart in the middle of the group.

Repeat the same process, this time writing down any concerns.

Read through the hopes, then the concerns, of the participants, grouping them if possible as you go.

Step 2: (15 minutes)

Open up a group discussion about these hopes and concerns, asking all to think about what they can do to ensure hopes are met and concerns are supported and managed.

Using a flip chart, ask participants to suggest group ground rules and note these down. Ask everyone to sign the final set of rules.

Key messages:

- **This space needs to be a safe space over the time of the course as people will be sharing personal experiences from their community and work.**

- **This programme will explore rights and power so this exercise is a start to that process**

Our targets

15 minutes

Learning Objectives:
- to agree a set of baseline targets for the programme that will be used as an evaluation method at the end of the course.

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Session Description:
Group discussion and activity

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Resources:
- Flip chart and pen
- Prepared target flipchart

Step 1: (15 minutes)

Draw a large target on a flipchart divided into four sections.

Referring back to the last session and the participants' hopes for the programme, invite the group to select four key targets that they want to achieve throughout the course.

Write these four agreed targets onto each section of the target.

Invite all participants to write their initials on the target marking where they think they are (centre being most positive, further out showing the potential for further growth).

Explain that the target will be revisited at the end of the course and all will mark where they have travelled to.

Photo: Plan

Troubleshooting

10 minutes

Learning Objectives:
- to set out two key tools that will be used for troubleshooting throughout the programme.

Session Description:
Input; brief description

Resources:
- Flip chart and pen

Step 1: (10 minutes)

Stick up one piece of flip chart labelled as a 'car park' and explain as follows:

- *Throughout the programme, if you have any question, big or small, and do not get the opportunity to ask it within a session (or if it's not relevant to that specific session) write it on a post-it note and stick it up here.*

- *I will review these questions at the start and end of each module/day and answer the questions that are coming up.*

- *This can also be used as an anonymous way to raise any concerns, but I encourage you to speak to me directly if you have any worries at any point.*

Stick up a second piece of flip chart labelled as 'jargon buster' and explain as follows:

- *Throughout the programme you may hear terms, technical words, acronyms that you may not understand. Even if you do understand, someone else may not so it's important that we flag these.*

- *If you hear a term or acronym at any point, write it on a post-it note and stick it on this flipchart.*

- *During breaks etc. have a look at the flip chart – maybe you will know the definition and can write it on. Otherwise we will review these regularly and make sure we all know what these terms mean.*

- *At the end of the programme we can use this to create a dictionary of key terms that may be useful in our future work.*

Give participants the opportunity to put anything on the car park or jargon buster and respond appropriately.

MODULE 2

Know your rights

3 hours and 25 minutes

Sessions in this module:

Session 1	Wants vs needs card game	20 minutes
Session 2	Rights holders and duty bearers	30 minutes
Session 3	Identity and rights	35 minutes
Session 4	Defining human rights	30 minutes
Session 5	Denial of rights	45 minutes
Session 6	The right to participate	30 minutes
Session 7	Reflective learning	15 minutes

Module learning objectives:

By the end of Module 2, participants should be able to:

- understand how certain groups in society have different experiences of rights;
- question who is involved in enabling or disabling people to access their rights;
- discuss the key treaties that impact on people's human rights;
- reflect on their own rights, and on how they may impact of on others' realisation of their rights.

Notes to facilitator:

A number of sessions in this module require some basic preparation before delivery:

Session 1: Write out sets of want/need cards (one for each pair or small group, and one for facilitator)

Session 3: One handout (optional)

Session 5: Two handouts

Session 6: Prepared flipchart with key articles

Session 7: Prepared flipchart with questions for reflection

Wants vs needs card game

20 minutes

Learning Objectives:
- to introduce children and young people to their rights by enabling them to identify the difference between a want and a need;
- to understand that it is essential that the basic needs of children and young people are met to enable them to live healthy, safe lives and to reach their full potential;
- to understand the link between needs and rights.

Session Description:
Work in pairs; group discussion

Resources:
- Prepared sets of cards for participants (these can be written on cut up pieces of flipchart paper)
- Prepared set of cards for facilitator, including spare blank cards

Step 1: (5 minutes)
Ask participants to get into pairs, give each pair a set of 20 cards and ask them to divide the cards into two categories – want and need.

Cards consist of:
- healthcare
- bike
- shelter
- fashionable clothes
- holidays
- nutritious food
- protection from abuse and neglect
- education
- clean air
- fast food
- a personal stereo
- a TV
- playgrounds and recreation
- opportunities to practise your own language and religion
- opportunities to share your opinions on decisions that affect your life
- money to spend as you like
- your own bedroom
- clean water
- a computer
- fair treatment and non-discrimination

Step 2: (15 minutes)
Ask participants to come back together to a whole group, looking at how others have divided their cards as they do so.

Taking your own set of cards, take one in turn and ask participants to share why they classed it as a want or need. Invite participants to share their reasons, then discuss as a group and decide whether each item on the list is a want or a need.

Work through all the cards as a group exploring why participants have categorised each card as a want or a need.

When all cards are sorted, ask the group if children and young people have additional needs. Write these on blank cards and add to the needs pile.

Key questions:

■ **What is the link between needs and rights? (Focus on the fact that rights are legally protected needs.)**

■ **Why is it important to understand the difference between wants and needs?**

■ **What do you think are the basic needs of children and young people in your community?**

■ **Can you think of examples of when wants and needs are confused by people in your community?**

Debrief:

Reiterate the session's learning objectives, how they have been met in this session, highlights from the discussion and any pertinent issues that people raised relating to their local context.

Explain that:
* Understanding basic needs will form a basis of other sessions in this module.

Photo: Plan/Adrian Benites

Rights holders and duty bearers

30 minutes

Learning Objectives:
- to ensure that the group understand that rights are universal – everyone is born with them and has them throughout their lives;
- to introduce the concept of whose role it is to ensure that rights are met in society;
- to start to introduce the concepts of rights holders and duty bearers.

Session Description:
Work in pairs or small groups; feedback; group discussion

Resources:
- A flip chart and pen for each participant pair or small group

Step 1: (10 minutes)

Ask participants to get into pairs or small groups to discuss in groups/pairs, which groups, individuals, sections of society have rights.

Allow this to be an open discussion, and prompt groups to think about these suggestions if needed:
- a girl
- a baby
- a school
- a women's community group
- an NGO
- indigenous people all over the world
- a forest.

Key question:

■ **Does everyone in your community have universal rights?**

Step 2: (20 minutes)

Ask each pair/small group to draw a mind map of who can help a young person access their right to education, placing the young person in the middle of the page.

Make suggestions that are relevant to the participant's own context. These might include the following:
- teachers
- parents
- government
- district/local leaders
- school council
- other young people!

Ask participants to come back together as one group, bringing their mind maps with them.

Invite each group to briefly share their mind map in turn, and open up the group discussion to explore any differences they see.

- *Did anyone think of a person/organisation/institution that no one else recognised?*

- *Is there a person/organisation/institution that everyone recognised as significant?*

Explain two key definitions when we are discussing rights and who ensures they are met: *duty bearer* and *rights holders.*

- **Duty bearer:** duty bearers are those actors who have a particular obligation or responsibility to respect, promote and realise human rights and to abstain from human rights violations.

- **Rights holder:** rights holders are individuals or social groups that have particular entitlements in relation to specific duty bearers. In general terms, all human beings are rights holders under the Universal Declaration of Human Rights.

Ask the group to identify the duty bearers and rights holders that they were discussing in their mind maps earlier.

Key questions:

■ **Who are the duty bearers for the basic needs (as discussed in Session 1)?**

■ **Are there particular groups in your community or field of work who duty bearers fail in their obligations to?**

Debrief:

Reiterate the session's learning objectives, how they have been met in this session, highlights from the discussion and any pertinent issues that people raised relating to their local context.

Photo: Plan

Identity and rights

35 minutes

Learning Objectives:
- to explore what might affect a person's ability to access their rights;
- to understand that no aspects of a person's identity should affect any of their rights;
- to learn about some of the treaties that protect different groups' human rights;
- to understand that some peoples' identities means that they are discriminated against and that it is therefore essential to have specific treaties protecting their basic rights.

Session Description:
Whole group discussion, small group discussion, group feedback

Resources:
- Optional handout: summary version of the Universal Declaration of Human Rights

Step 1: (10 minutes)

Draw a simple stick figure on the flipchart with lots of arrows pointing at it.

As a whole group, ask participants to suggest areas of this person's identity and write these into the flipchart.

As the group slows, check to see if any aspects of the person's possible identity have been missed. These should include the following, though will include others that are context specific:

- gender
- age
- sexuality
- family status
- nationality
- religion
- socio-economic status
- region, tribe/caste

- profession
- legal status
- land/property ownership
- education/literacy
- language
- health
- disability
- class.

Step 2: (15 minutes)

Ask participants to get into small groups.

Ask each group to discuss the following questions:
- Should a person's identity affect whether they have rights?
- Does a person's identity affect the rights they access?
- If so, how and why?

Invite one spokesperson from each group to feed back their discussion.

Briefly discuss this as a group.

Key question:

■ **What aspects of people's identities mean that they struggle to access their rights?**

Step 3: (10 minutes)

Introduce the fact that there are specific treaties to protect different groups of people whose rights are vulnerable in different ways and who have some different needs.

As a whole group, discuss:
- Who are the groups that might need these specific treaties?
- Does anyone know any of the treaties? (Note these on flipchart)

Key questions:

■ **Why do these particular groups need different laws so they can enjoy the same universal rights?**

Referring back to the treaties that the group identified, ensure they are aware of the following specific treaties:

• **children:** Convention on the Rights of the Child

• **women:** Convention on the Elimination of Discrimination Against Women

• **indigenous people:** Declaration on the Rights of Indigenous People

• **refugees:** the 1951 Refugee Convention

• **migrant workers:** International Convention on the Protection of the Rights of all Migrant Workers and Members of Their Families

• **disabled people:** Declaration on the Rights of People with Disabilities

• **racial groups:** Convention on the Elimination of All Forms of Racial Discrimination

Highlight that there are no conventions so far on LGBT rights or the elderly, but that there are current campaigns for these so that these groups can be better protected.

Highlight the importance of the Universal Declaration of Human Rights, as the overarching treaty that protects everyone. (Give our summary version if you wish)

■ **Should there be a treaty to protect the rights of young people?**

■ **If so why? What rights are not protected?**

■ **What is the relationship between these types of treaties and duty bearers (as discussed in Session 2)?**

Debrief:

Reiterate the session's learning objectives, how they have been met in this session, highlights from the discussion and any pertinent issues that people raised relating to their local context.

Explain that:
• We will explore the Convention on the Rights of the Child in further sessions.
• We will explore how the groups that these treaties protect have different experiences of power in relation to their identity and accessing of rights in Module 4.

Defining human rights

30 minutes

Learning Objectives:
- to recap on the key discussions and concepts of human rights.

Session Description:
Whole group discussion; poster art; feedback

Resources:
- Flipchart page or large piece of paper for participants
- Coloured pens or pencils
- Sticky tack or tape

Photo: Plan/Will Boase

Step 1: (5 minutes)
As a whole group, invite participants to share their understanding and definitions of the following terms:
- universality
- rights holders and duty bearers
- non-discrimination
- dignity
- freedoms.

Step 2: (20 minutes)
In small groups, ask participants to agree their own short definition of human rights and then create a poster to illustrate this.

Step 3: (5 minutes)
Each group briefly explains their human rights poster and all posters are put up on the walls.

Key question:

■ **Do we have consensus as a group on a definition of human rights? Was this easy to reach?**

Debrief:
Reiterate the session's learning objective, how it has been met in this session, highlights from the discussion and any pertinent issues that people raised relating to their local context.

Denial of rights

45 minutes

Learning Objectives:
- to understand that despite rights being universal and enshrined in international law, people are denied their rights every day;
- to explore why rights are denied or not met and to consider who is not meeting their obligation to ensure access to those rights;
- to explore some of the barriers and why they might exist;
- to understand how different communities/countries would look if everyone had access to all their rights.

Session Description:
Work in pairs or small groups analysing images; drawing images; group feedback

Resources:
- 'Denial of rights' images handout (or your own set)
- 'Barrier to rights' table handout

Step 1: (25 minutes)

Working in pairs or small groups, give participants the 'denial of rights' images (or set of your own four images) and the 'barriers to rights' table.

Encourage groups to discuss what's going on in each of the images and complete the table to identify what barriers are being denied and by whom. Encourage participants to question why and look at the root causes of the issues being presented.

Invite each pair/group in turn to feed back their conclusions about one of their images.

Key question:

- **What are the common barriers that people face when trying to access their rights?**

- **What are the underlying reasons for these barriers?**

Step 2: (20 minutes)

Select one of the images where rights are being denied for the whole group to now focus on.

Split participants into three groups to take a different focus each – individual, community, country.

Taking the selected image, each group is to redraw the image as if the people/community in it had full access to their rights.

- *What would look different at the individual, community or country level if these people had full access to their rights?*

Each group in turn, show their drawing. Ask the rest of the group:

- *What do you see in the picture now? What has happened for the individual/community/country?*

Key question:

- **Why do some people not want others to access their full rights? What are they preventing?**

- **What rights do you see/experience being denied in your own community?**

- **What are the barriers for children and young people in your community when they try to access their rights?**

Debrief:

Reiterate the session's learning objectives, how they have been met in this session, highlights from the discussion and any pertinent issues that people raised relating to their local context.
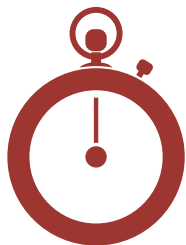
Explain that:

•   The duty bearer (as discussed in Session 2) can sometimes become or act as the barrier to people accessing their rights – thereby failing in their responsibility.

•   We will further explore how rights are denied when we explore power in Module 4.

Photo: Plan

The right to participate

30 minutes

Learning Objectives:
- to understand that the right to participate is a human right and is upheld by human rights treaties;
- to explore why decisions often get made without consulting children and young people
- to consider what can be done to overcome this.

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Session Description:
Work in pairs or small groups; whole group discussion

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Resources:
- Prepared flipcharts with the below Articles written up

Step 1: (30 minutes)

Explain to the whole group that participation and being heard is a crucial right. Highlight that this is stated in the following human rights treaties.

- *Article 12 of the Convention on the Rights of the Child:*
  When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.

- *Article 21 of the Universal Declaration of Human Rights:*
  We all have the right to take part in the government of our country. Every grown-up should be allowed to vote to choose their own leaders.

In small groups, ask participants to write on a piece of paper (without discussion with others), in one sentence, a situation in which an adult or adults have made a decision without consulting the child/children or young people affected.

These could be personal or political, and could be at family, local or national level. Some examples include:

"A father does not let his daughter be friends with or have a relationship with a boy she chooses. He acts violently against the male friend."

"Village chiefs make decisions affecting the whole community and young people's views and ideas are disregarded as being 'inexperienced' or 'not mature enough'."

"A national curriculum is updated without any, or very limited, consultation of pupils."

Groups then switch cards, discuss the scenarios they are now presented with and try to find solutions for the problem stated.

Invite participants to briefly share back the scenarios and their solutions to the whole group.

Lead a whole group discussion asking the following questions:

- *What are the decisions that get made without you?*

- *What views do people in your community have of children and young people and their ability to participate in decision making?*

Key questions:

- **What are the social norms in your community that lead to young people's exclusion? Where do these attitudes come from?**

- **Are there practical/structural issues that lead to young people's exclusion in your community? How have these come about?**

Debrief:

Reiterate the session's learning objectives, how they have been met in this session, highlights from the discussion and any pertinent issues that people raised relating to their local context.

Explain that:

- We will see how important it is to include young people when we look at the Sustainable Development Goals in Module 3.

- The importance of young people's involvement will also be explored in Module 6 when we look at policy development.

Photo: Plan

Reflective learning

15 minutes

Resources:
- Prepared flipchart with questions for reflection

Self-reflection exercise

Ask participants to find a space away from others in the room (or outside under a shady tree if possible!)

Explain that:

- *The last few hours have included some intense work, deep thinking and challenging conversation.*

- *Before we rush on, whether to the next module or back to our busy lives, we are going to take some time to reflect on what we have learned and what it means to us, our work and our community.*

- *This is a private exercise and you will not be asked to share anything from it.*

- *We do not often take time to sit silently and reflect – it may not come easily for you. But please respect this quiet time and support your colleagues to take this opportunity.*

Explain the task as follows:

- *Take this time to answer the questions on the flip chart.*

- *You could draw a self-portrait, with the various answers illustrated around you, or write out answers. Whatever is most comfortable for you!*

Remind everyone:

- *Remember, there are no right or wrong answers: this is your own reflection on this session's learning and what it means to your life and work.*

Questions on flipchart:

1. What are my wants and needs in life?
2. Who is a duty bearer of my needs?
3. Am I a duty bearer for others? Who?
4. What aspects of my identity impact on how/if I can access my full rights?
5. Who creates barriers that stop me from accessing my rights?
6. Do I contribute to the denial of other people's rights, and if so, how?
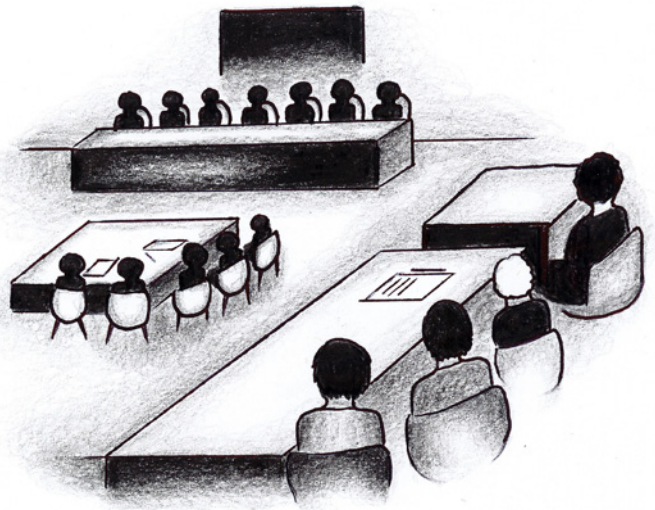
Module 2 handout: Session 3

Summary version of the Universal Declaration of Human Rights

1. We are all born free and equal. We all have our own thoughts and ideas. We should all be treated in the same way.

2. These rights belong to everybody, whatever our differences.

3. We all have the right to life, and to live in freedom and safety.

4. Nobody has any right to make us a slave. We cannot make anyone else our slave.

5. Nobody has any right to hurt or torture us or treat us cruelly.

6. Everyone has the right to be protected by the law.

7. The law is the same for everyone. It must treat us all fairly.

8. We can all ask for the law to help us when we are not treated fairly.

9. Nobody has the right to put us in prison without a good reason, to keep us there or to send us away from our country.

10. If we are put on trial, this should be in public. The people who try us should not let anyone tell them what to do.

11. Nobody should be blamed for doing something until it has been proved. When people say we did a bad thing we have the right to show it is not true.

12. Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us, or our family, without a good reason.

13. We all have the right to go where we want to in our own country and to travel abroad as we wish.

14. If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.

15. We all have the right to belong to a country.

16. Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.

17. Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.

18. We all have the right to believe in what we want to believe, to have a religion, or to change it if we wish.

19. We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.

20. We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.

21. We all have the right to take part in the government of our country. Every grown-up should be allowed to vote to choose their own leaders.

22. We all have the right to a home, enough money to live on and medical help if we are ill. Music, art, craft and sport are for everyone to enjoy.

23. Every grown-up has the right to a job, to a fair wage for their work, and to join a trade union.

24. We all have the right to rest from work and relax.

25. We all have the right to enough food, clothing, housing and health care. Mothers and children and people who are old, unemployed or disabled have the right to be cared for.

26. We all have the right to education, and to finish primary school, which should be free. We should be able to learn a career, or to make use of all our skills.

27. We all have the right to our own way of life, and to enjoy the good things that science and learning bring.

28. There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.

29. We have a duty to other people, and we should protect their rights and freedoms.

30. Nobody can take away these rights and freedoms.

Module 2 handout: Session 5

Denial of rights images

Module 2 handout: Session 5

Barrier to rights table

Barrier	What rights are being denied?	Whose right?	Why?	What is the barrier people are facing to accessing their rights?	Why does this barrier exist?	Who is responsible for that right?

The Post-2015 Sustainable Development Goals (SDGs)

3 hours and 10 minutes

Sessions in this module:

Session 1 — Background: what were the Millennium Development Goals?
20 minutes

Session 2* — The Sustainable Development Goals: the role of children and young people so far
45 minutes

Session 3 — Where are we now?
20 minutes

Session 4 — Why do young people need to be included?
30 minutes

Session 5 — The importance of Goal 16
60 minutes

Session 6 — Reflective learning
15 minutes

With a more advanced group the session could take up to 60 minutes with the additional discussion questions

Module learning objectives:

By the end of Module 3, participants should be able to:

• understand the sustainable development goals (SDGs), the process of their development and the overarching themes within them;

• explore the links between the SDGs and human rights;

• argue for young people's involvement in the development and implementation of the SDGs;

• understand the significance of Goal 16.

Notes to facilitator:

A number of sessions in this module require some basic preparation before delivery.

Session 1:   Prepared flipchart with MDG images

Prepared flipchart with MDGs written out

Session 2:   Prepared My World survey cards

Session 3:   Open Working Group info handout

Tweets handout

Session 4:   Prepare a local example of when young people are not involved in decision making (optional)

Prepared grids (either on two flipcharts, or as handouts)

Session 5:   Prepare own debate arguments for your role in the governance argument activity

Prepared flipcharts with definitions of governance

Good governance argument cards

Session 6:   Prepared flipchart with questions for reflection

Background: what were the Millennium Development Goals?
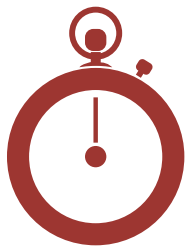
20 minutes

Learning Objectives:
- to provide background understanding of the Millennium Development Goals (MDGs);
- to provide context for conversations about the Sustainable Development Goals (SDGs).

Session Description:
Group brainstorm and discussion

Resources:
- Prepared flipchart with MDG images
- Prepared flipchart with the MDGs written out

Step 1: (20 minutes)

Explain the background of the MDGs:

*The **Millennium Development Goals** are eight international development goals that were established following the Millennium Summit of the United Nations in 2000, following the adoption of the United Nations Millennium Declaration.*

All 189 United Nations member states at the time (there are 193 currently), and at least 23 international organisations, committed to help achieve the following Millennium Development Goals by 2015.

Share the flipchart with the eight images below, explaining that the images represent the eight MDGs.

Invite the group to guess what these images represent.

Share the official MDGs on the flipchart.

1. To eradicate extreme poverty and hunger.
2. To achieve universal primary education.
3. To promote gender equality and empower women.
4. To reduce child mortality.
5. To improve maternal health.
6. To combat HIV/AIDS, malaria, and other diseases.
7. To ensure environmental sustainability.
8. To develop a global partnership for development.

Open the group up for a general discussion about the MDGs:

- *What do you think of the eight goals?*

- *Are these goals relevant to your community and society?*

Key question:

- ■ **Do you think that the goals have been met locally, nationally or globally?**

- ■ **Have the MDGs improved people's access to their rights?**

Debrief:

Reiterate the session's learning objectives, how they have been met in this session, highlights from the discussion and any pertinent issues that people raised relating to their local context.

Explain links:

- *The MDGs have been a key agenda in international development for the past 15 years but now, with 2015 drawing to a close, it is necessary to review them and set some new goals. We will explore this process and the outcomes in this module.*

The Sustainable Development Goals: the role of children and young people so far

45 minutes

Learning Objectives:
- to help participants to start thinking about what needs to be prioritised globally in order to meet the objectives of the goals;
- to consider their own communities/country contexts vs global needs;
- to start exploring some of the overarching themes for a global framework, including universality, equality, gender, human rights, governance and sustainability.

Session Description:
Work in pairs or small groups; group discussion

Resources:
- Pre-prepared My World survey cards
- Facilitator's set of cards of My World survey results

Step 1: (30 minutes)
Additional time could be given to allow discussions to go deeper

Explain the context of the Sustainable Development Goals.

Instead of the same MDGs continuing it has been agreed that there will be a new set of goals and targets. These are referred to as a 'new post-2015 global development framework', or the Sustainable Development Goals: the SDGs.

It's important that whatever replaces the goals in 2015 builds on the successes of the MDGs, but also that we ask why certain targets will not be met and what needs to be done differently.

This will mean that we are able to create a new global sustainable development agenda that is even more successful than the MDGs.

There has been a much more concerted effort to ensure that there is a wider consultation to set the SDGs than there was for the MDGs.

Ask the group to divide up into pairs or small groups, and give each pair a set of My World survey cards.

Explain that:
Over seven million people have taken part in the United Nations' My World survey outlining what the priorities are for the SDGs. See http://data.myworld2015.org/ for further information. All these people from around the world, including young people aged under 30, were asked to vote on the following options:

- protection against crime and violence
- affordable and nutritious food
- better healthcare
- freedom from discrimination and persecution
- protecting forests, rivers and oceans
- an honest and responsive government
- support for people who can't work.
- better job opportunities
- better transport and roads
- equality between men and women
- political freedoms
- access to clean water and sanitation
- phone and internet access
- reliable energy at home
- a good education
- action taken on climate change

Ask participants to lay out their cards in their order of preference (most important at the top).

Open up a group discussion around the following questions:

- *Why did you place the goals in the order that you did?*

- *Has everyone come up with the same priorities? What are the differences, and why?*

- *Which of the priorities are human rights?*

Key questions:

- ■ **How can disagreements between the global north and south be handled in the process of choosing goals? (For example, the north wants to prioritise action on climate change, the south wants to prioritise job creation and growth through rapid industrialisation that harms the environment.)**

- ■ **How much should the goals focus on human rights?**

Step 2: (15 minutes)

Share the My World survey results with the group by pinning up the results cards in the order of priority that global participants have voted.

Explain that currently 4,125,675 young people aged under 30 have voted in the My World Survey. These are their results:

- a good education: 2,761,341
- better healthcare: 2,290,226
- better job opportunities: 2,131,204
- an honest and responsive government: 1,976,638
- affordable and nutritious food: 1,686,158
- protection against crime and violence: 1,613,201
- access to clean water and sanitation: 1,458,635
- support for people who can't work: 1,352,545
- better transport and roads: 1,239,608
- equality between men and women: 1,357,946
- reliable energy at home: 1,312,232
- freedom from discrimination and persecution: 1,170,274
- political freedoms: 1,153,464
- protecting forests, rivers and oceans: 1,050,365
- phone and internet access: 1,057,112
- action taken on climate change: 855,953

Give the group time to reflect on the results, and invite them to compare these results with their own choices.

Open up a group discussion about what they think about the results, what is different, what commonalities are there?

Key questions:

- **Do you feel your own community/country's needs are reflected in the My World survey priorities?**

- **Do they have the right balance between local and global needs? Which do you think take/should take priority?**

Debrief:

Reiterate the session's learning objectives, how they have been met in this session, highlights from the discussion and any pertinent issues that people raised relating to their local context.

Explain links:

- *The proposed SDGs currently reference human rights. It's important to make the link between the conversations in Module 1 and those issues the participants would like to see prioritised in the SDGs.*

- *Over this module we will explore more about the SDGs, their development and the key issues they cover.*

Photo: Plan/Peter de Ruiter

Where are we now?

20 minutes

Learning Objectives:
- to understand the process of developing the Sustainable Development Goals (SDGs) to date and the current content that is being negotiated;
- to explore further some of the big overarching themes and concepts behind the new framework – before focussing in on the area of governance.

Session Description:
Input; work in pairs or small groups; feedback

Resources:
- Open Working Group info handout
- Tweets handout

Step 1: (5 minutes)

Explain the Open Working Group as follows:

The Open Working Group was established in January 2013. It was made up of over 70 member states who met over a period of just over a year to discuss and negotiate different thematic areas.

In 2014 they produced a report that contained 17 draft goals and 169 targets.

It was agreed that these goals would form the basis of the intergovernmental negotiations that are taking place throughout 2015.

These negotiations will include all UN member state countries and by September 2015 there will be an agreed set of goals and targets.

The draft goals in the Open Working Group document that have formed the basis of the negotiations include the following.

1. End poverty in all its forms everywhere.
2. End hunger, achieve food security and improved nutrition, and promote sustainable agriculture.
3. Ensure healthy lives and promote wellbeing for all at all ages.
4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
5. Achieve gender equality and empower all women and girls.
6. Ensure availability and sustainable management of water and sanitation for all.
7. Ensure access to affordable, reliable, sustainable and modern energy for all.
8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
9. Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation.
10. Reduce inequality within and among countries.
11. Make cities and human settlements inclusive, safe, resilient and sustainable
12. Ensure sustainable consumption and production patterns.
13. Take urgent action to combat climate change and its impacts.

14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development.

15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.

16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

17. Strengthen the means of implementation and revitalise the global partnership for sustainable development.

Step 2: (15 minutes)

Give each pair or small group a copy of the Opening Working Group info handout and the tweets handout.

Invite participants to take time to read the tweets that discuss some of the big concepts of the SDGs framework.

Each pair/small group needs to develop its own 140 character tweet on what they think must be the centre of the SDGs framework to make sure it is a success. Encourage them to consider the following key themes:

* universality
* equality
* gender
* human rights
* governance
* sustainability.

One person from each pair/group shares back their tweet.

Open a group discussion around the following questions:

* *How did you find squeezing these big concepts into such a small space/sentence?*

* *Were some concepts in the framework easier to express than others? If so, which ones and why?*

Key question:

■ **Which of the concepts do you feel are most relevant to you, and your local community?**

Debrief:

Reiterate the session's learning objectives, how they have been met in this session, highlights from the discussion and any pertinent issues that people raised relating to their local context.

Explain links:

* *Although obviously all of these goals are important, for this programme, Goal 16 and its focus on governance is key. We will explore this further in a few sessions.*

Why do young people need to be included?

30 minutes

Learning Objectives:

- to understand that the development of the SDGs is one of the key global moments of participants' lifetimes and will have consequences on their lives for at least the next 15 years;
- to therefore explore how imperative it is that they are included in the process, and what impact having an excluded youth vs an included youth can have on their lives, their community, their country and the globe;
- to understand it is their right to be included in this process.

• •

Session Description:
Work in pairs or small groups; feedback; discussion

• •

Resources:
- Prepared copies of Grid One and Grid Two

Step 1: (30 minutes)

Explain to the group about the importance of genuine consultation:

> *Young people have been included in many of the consultations on what the goals should include, which is an important step forwards.*

> *But it's important that it goes beyond consultation and that you are included in implementing, monitoring and holding leaders to account on the delivery of the goals.*

Split the group into small groups or pairs. Give half of the groups/pairs Grid One, and the other half Grid Two. Ask them to discus and complete the grids.

Starting with Grid One, ask a pair/small group to feed back their answer for the first sentence, another pair to share sentence two, another to share sentence three, etc.

Ask for feedback on each sentence from the Grid Two groups.

Offer the group an example of what can happen when young people aren't involved in decision making in society. Offer a local example, or the following.

In the summer of 2012, riots broke out in London, UK. Although there were race and class elements that drove the unrest, one of the main reasons reported by the media was the feeling among youth of being excluded from society.

Ask the group of think of and share a few other examples of what has happened when young people have been excluded from society.

Key question:

■ **What impact does young people's participation or lack of participation in the SDGs have on me?**

As the group discuss young people's participation in the process, guide them to think about these points.

- It is young people's right to participate in the decisions that affect them.
- Consulting young people means that decisions are informed by young people's experiences and perspectives and are likely to have a greater impact.

- By including young people, they themselves are more likely to become active citizens – with the skills, knowledge and motivation to contribute to their communities and countries more widely throughout their lives.

Debrief:

Reiterate the session's learning objectives, how they have been met in this session, highlights from the discussion and any pertinent issues that people raised relating to their local context.

Explain links:

- *Young people's right to participate in these decisions is outlined in Article 12 of the Convention of the Rights of the Child (Module 2, Session 6).*

- *In Module 6 we will explore more about people's participation in these types of processes when we look at policy development.*

Photo: Plan

The importance of Goal 16

60 minutes

Learning Objectives:
- to understand the definition of governance, why young people are key stakeholders, and the links between governance and other goals;
- to be able to formulate counter-arguments to common arguments against good governance and youth participation;
- to have a group understanding and agreement on how governance is defined;
- to understand what is currently proposed within Goal 16's targets;
- to understand the importance of this goal in the framework: what it could mean for their lives, communities, countries and the world if the goal's targets are met or, alternatively, if they are not.

Session Description:
Input; group work; drama-based activity; debate exercise; group discussion

Resources:
- Prepared good governance definitions on flipchart
- Prepared governance argument cards

Step 1: (20 minutes)

Explain to the group the concept of good governance.

One of the most contentious issues in the debates around what the SDGs should look like has been whether or not to have a goal on governance.

Eventually Goal 16 was agreed to be included in the Open Working Group draft goals. This goal covers the 'promotion of peaceful and inclusive societies for sustainable development' and 'building effective, accountable and inclusive institutions'.

The goal includes a specific target on 'ensuring responsive, inclusive, participatory and representative decision making at all levels'.

However, there are still important gaps to be addressed.

While some targets in the Open Working Group outcome document explicitly mention young people and age, targets under Goal 16 fail to focus on the need for participation in governance from young people and marginalised communities.

This gap, coupled with an ongoing risk that the goal may be removed from the framework during intergovernmental negotiations, means urgent action to help ensure good governance worldwide is required.

Ask each participant to write down three words or short phrases that they think of when the term 'governance' is mentioned. Ask them to do this without discussion.

Go around the room, with each participant sharing their key words/ phrases.

Ask someone to offer a group definition of governance based on what they have just heard. Write this on a flip chart. Invite comment and amendments from the group.

When the group is near consensus on their definition, share the ActionAid and Plan UK governance definitions on a flipchart:

ActionAid: *"Governance is the way in which a country or society takes decisions and allocates resources. It's not just about voting systems, it's about the way in which people, including the poorest and most excluded, can be involved in those decisions, and hold institutions accountable".*

(From www.actionaid.org/what-we-do/democratic-governance)

Plan UK: *"Governance refers to the processes through which a state exercises power and the relationships between the state and citizens. The state has the responsibility to perform a core set of duties that allow society to function and exist. In doing so, it forges a relationship with its citizens."*

Ask the group if there is anything they want to amend on their group definition?

Write the final definition alongside the ActionAid and Plan UK definitions.

Step 2: (15 minutes)

Explain to the group about the proposed targets for Goal 16.

The targets proposed for Goal 16 include the following.

- *Promote the rule of law at the national and international levels and ensure equal access to justice for all.*

- *Substantially reduce corruption and bribery in all their forms.*

- *Develop effective, accountable and transparent institutions at all levels.*

- *Ensure responsive, inclusive, participatory and representative decision making at all levels.*

- *Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements.*

Split the group in two, and explain the following task.

It is 2030! There is a TV show called SDG News!

Each group is going to deliver an international news show reporting on the progress around Goal 16. One group should work on the basis that the goal has been met, and the other on the basis that it hasn't.

Think about what change has happened. Why was this goal important in your country? How did the change happen? What else should have been included? What has the impact been on children and young people?

After approximately 10 minutes, each group should present their TV show to the rest of the group.

Step 3: (25 minutes)

Split the group into four small groups, and give each group a governance argument card.

- *Other governments or the UN shouldn't tell countries how to govern their country.*

- *It's very expensive putting things like transparency and accountability in place and that money would be much better spent on services like building schools and hospitals.*

- *Young people shouldn't be engaged in governance because they don't have the skills and knowledge.*

- *It doesn't actually make a difference. More inclusive decision making doesn't actually lead to better outcomes.*

Explain that each group has five minutes to develop an argument for this statement.

Each group in turn delegates a representative to debate against the statement with the facilitator.

Invite the wider group to share any local examples of arguments against governance, and any counter-arguments that they have heard of/witnessed locally.

Key questions:

- **Do you feel that Goal 16's targets are relevant to you, your community and your country? If so why, or if not, why not?**

- **What will it mean if these targets are met, or not?**

Debrief:

Reiterate the session's learning objectives, how they have been met in this session, highlights from the discussion and any pertinent issues that people raised relating to their local context.

Explain links:

- *Importance of understanding the role and importance of governance as this programme is about training to be a governance advocate, and you will be creating your own action plan around this in Module 7.*

- *We will explore governance, its principles and its workings in Module 5.*

SESSION 6:
Reflective learning

15 minutes

Resources:
- Prepared flipchart with questions for reflection

Self-reflection exercise

Ask participants to find a space away from others in the room (or outside under a shady tree if possible!).

Explain that:

- *The last few hours have included some intense work, deep thinking and challenging conversation.*

- *Before we rush on, whether to the next module or back to our busy lives, we are going to take some time to reflect on what we have learned and what it means to us, our work and our community.*

- *This is a private exercise and you will not be asked to share anything from it.*

- *We do not often take time to sit silently and reflect – it may not come easily for you. But please respect this quiet time and support your colleagues to take this opportunity.*

Explain the task as follows:

- *Select the three draft goals (from the Open Working Group info handout) that you feel are most important to your local community and/or work.*

- *Draw, or describe in writing, what it would look like if these goals were met.*

Remind everyone:

- *Remember, there are no right or wrong answers: this is your own reflection on this session's learning and what it means to your life and work.*

Module 3 handout: Session 3

Open Working Group info

The Open Working Group was established in January 2013. It was made up of over 70 member states who met over the period of a year to discuss and negotiate different thematic areas.

In 2014 they produced a report that contained 17 draft goals and 169 targets.

It was agreed that these goals would form the basis of the intergovernmental negotiations that taking place throughout 2015.

These negotiations will include all UN Member State Countries and by September 2015 there will be an agreed set of goals.

The draft goals in the Open Working Group document that have formed the basis of the negotiations include the following.

1. **End poverty in all its forms everywhere.**

2. **End hunger, achieve food security and improved nutrition, and promote sustainable agriculture.**

3. **Ensure healthy lives and promote well-being for all at all ages.**

4. **Ensure inclusive and equitable quality education and promote life-long learning opportunities for all.**

5. **Achieve gender equality and empower all women and girls.**

6. **Ensure availability and sustainable management of water and sanitation for all.**

7. **Ensure access to affordable, reliable, sustainable and modern energy for all.**

8. **Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.**

9. **Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation.**

10. **Reduce inequality within and among countries.**

11. **Make cities and human settlements inclusive, safe, resilient and sustainable.**

12. **Ensure sustainable consumption and production patterns.**

13. **Take urgent action to combat climate change and its impacts.**

14. **Conserve and sustainably use the oceans, seas and marine resources for sustainable development.**

15. **Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.**

16. **Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.**

17. **Strengthen the means of implementation and revitalise the global partnership for sustainable development.**

Module 3 handout: Session 3

Tweets

Here are some examples of what people have been tweeting about the SDGs as they are being developed.

To end #poverty, you have to end #corruption. A #governance goal needs 2 be included in the #SDGs via @anticorruption http://t.co/LMFUtSikQw

'Transparent, accountable & inclusive institutions are vital if we are to end poverty & protect the planet' #SDGs http://goo.gl/8f22Cl

#InterGov2015 request: A #post2015 Declaration anchored in human rights + universal & shared responsibilities. @beyond2015

Hear us #InterGov2015: The #post2015 Declaration we need commits 2 eliminating inequality, even w/in basic power structures.

#InterGov2015 should decide on a #post2015 Declaration commitment to full legal, political, social and eco-rights for women.

The #post2015 Declaration must pledge peaceful & resilient societies w/ political freedom, justice & rule of law. #InterGov2015

Module 3 handout: Session 4

Grid One: If young people are included in the design, implementation and monitoring of the SDGs...

It will have the following impact on me...	
It will have the following impact on my community...	
It will have the following impact on my country...	
It will have the following impact on the overall success of the goals...	

Module 3 handout: Session 4

Grid One: If young people are not included in the design, implementation and monitoring of the SDGs...

It will have the following impact on me...	
It will have the following impact on my community...	
It will have the following impact on my country...	
It will have the following impact on the overall success of the goals...	

Power and empowerment

4 hours and
35 minutes

Sessions in this module:

Session 1	Power walk	40 minutes
Session 2	Sources of power	30 minutes
Session 3	Power and powerlessness	30 minutes
Session 4	Types of power	50 minutes
Session 5*	The powercube: three elements of power	60 minutes
Session 6	Politics: where, when and how	50 minutes
Session 7	Reflective learning	15 minutes

Session 5 only appropriate for advanced groups

Module learning objectives:

By the end of Module 4, participants should be able to:

- explore sources, types and spaces of power using a variety of definitions and tools/frameworks;

- recognise the importance of understanding power and its dynamics as they impact social change;

- reflect on local power dynamics and how young people are excluded from politics and decision making;

- provide young people with an increased awareness of their own power and power dynamics that influence political decisions.

Notes to facilitator:

A number of sessions in this module require some basic preparation before delivery.

Session 1:   Power walk characters handout, cut up (or create your own)

Session 2:   'Sources of power' cartoons handout

Session 4:   'Types of power' handout

Session 5:   Prepared flipchart drawing of the powercube

                   Powercube handout

                   Powercube statements handout

Session 6:   Prepared places and politics grid on flipchart

Session 7:   Prepared flipchart with questions for reflection

***Be sure to read Session 5 in full in advance and decide whether to include, depending on the particular group's ability

SESSION 1:
Power walk

40 minutes

Learning Objectives:
- to explore the links between gender, power, social position and access to rights.

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Session Description:
Input; group exercise; discussion

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Resources:
- Power walk characters handout, cut up, or make your own

Step 1: (20 minutes)

Explain the importance of exploring power, politics and participation.

The participation of children and young people in decision-making processes with adults is not as straightforward as simply inviting the young people to take part in discussions.

People coming together inevitably involves power and politics. It is essential to be aware of and understand these dynamics.

If they are not explored, then power differences between adults and children may be overlooked; young people may be manipulated or feel intimidated and disempowered; and they may not be able to voice their concerns and demands.

This activity helps us explore how 'power' describes the ability to shape one's life and one's environment.

We can observe power dynamics in participation when some people are included and others excluded from decision making.

Start by reminding the group about UNHCR Article 1, that 'all are born free and equal in dignity and rights', though in reality this may not be true in life.

Give out, at random, one character to each participant, asking them to read it without showing it to anyone else. Give participants a few minutes to familiarise themselves with their 'new' identity and to consider the role, thinking about their everyday life.

Ask everyone to form a straight line and inform them that they cannot speak or ask any questions until the end of the exercise.

Explain the following process:

- I will read out a series of statements, situation or events.

- If your character's answer to the statement is 'Yes', take one step forward.

- If your character's answer is 'No', you are to stay still.

Slowly read out the following statements, giving participants time to move between each statement.

- I feel that I am a valued member of my community.

- I eat at least two full meals a day in all seasons.

- I expect to finish secondary school or I did finish secondary school.

- I am not expected to do household work every day.

- The school curriculum shows that people like me can achieve anything they want.
- I can decide to see my friends or travel to visit relatives without asking for permission.
- My family and I are not vulnerable to natural disasters.
- I am comfortable talking in public and expressing my views.
- I do not face discrimination or stigma when using public services.
- I feel very safe at home and in my community, and I do not worry about being sexually harassed or abused.
- I earn more than the minimum wage.
- I have time and resources to spend time with my friends, to play sports or take part in other recreation.
- I will be consulted on important decisions that affect my life.
- I have access to plenty of information about HIV and other sexually transmitted diseases.
- I can give a child what she/he needs to grow up healthy.
- I make decisions about major purchases in my household.
- I have control over decisions about my body, including when to have children and how many.
- If I were accused of a crime I would be asked for my side of the story, and believed.
- I can get information in the language that I use.
- I have a say in whom I marry and when.

Step 2: (20 minutes)

Staying in position after all the statements have been read, explain that you are going to ask a series of questions, and that participants need to answer them from the perspective of your character.

Move around to ask different characters who they are and why they are standing where they are. Questions can include a focus on gender, age, value and position.

Ask about their position in the room:

- *Why did you end up in this position? Did gender have anything to do with this? Did your age have anything to do with why you are standing here?*

Ask about value:

- *Do you think your character is more or less valued by his or her society? How is this reflected in your position?*

After speaking to several characters in different positions, ask the group about patterns:

- *What kinds of characters were left behind? What kinds of characters moved ahead?*

Switch age group – ask a few characters to share their insights on these questions:

- *Ask everyone to imagine where they would be if instead of an adult they had been a child of the same social group, or vice versa. How would their position on the line change? Why?*

Switch gender – ask a few participants to share their insights on these questions:

- *Ask everyone to think about where they would be if instead of being female they were a male version of their character, or vice versa. How would their position change?*

Explain the following key messages.

- *People are valued differently depending on their identity and on the social groups they are associated with.*

- *The way people are valued determines their social position.*

- *Gender and age affect how people are valued.*

- *A person's social position is also affected by other forms of exclusion such as class, ethnicity, disability, sexual orientation, etc.*

Questions can include a focus on power and rights.

Continue the discussion of the power walk by examining the links between power and rights.

- *Which characters were more powerful? Why? What made different characters more or less powerful?*

- *What about power among the characters that ended up all the way back?*

- *Did poverty, age, gender, ethnicity, or disability make a difference among marginalised groups?*

Explain the following key messages:

- *Social position affects a person's power in relation to others.*

- *This is why all social relations are power relations.*

Open up discussion about the relationship between a person's power and their access to rights by asking:

- *What specific rights did characters with power have access to?*

- *What specific rights violations did characters with little power face?*

Explain the following key messages:

- *An individual's access to rights is shaped by their social position and their power relative to others.*

- *Therefore, gender, age and other forms of exclusion affect people's access to rights.*

Key questions:

- **Are we able to find a group definition of power?**

- **Why is it important to understand that not all power is about controlling other people?**

Ensure the following key learning points have been met.

- An individual's access to rights is shaped by how much they are valued, their social position and their power relative to others in society.

- People are valued differently depending on their identity and on the social groups they are associated with. The way people are valued determines their social position. Gender and age affect people's access to rights. Girls and women face barriers to rights because they are valued less and have less power than boys and men. Other forms of exclusion interact with gender and age to further affect a person's social position and access to rights.

- Factors such as class, ethnicity, disability, migratory status and sexual orientation make exclusion different and often worse for women and girls.

Debrief:

Reiterate the session's learning objective, how it has been met in this session, highlights from the discussion and any pertinent issues that people raised relating to their local context.

Explain links:

- *People's identity has an impact on their ability to access their rights, (Module 2, Session 3).*

- *When those vulnerable groups are excluded from decisions it has an impact on the individual, the community and the country (Module 2, Session 6). We will explore this further when we look at how policy is developed and who is involved in that process in Module 6.*

Sources of power

30 minutes

Learning Objectives:
- to introduce the concept of power and to start to understand what some sources of power are.

....

Session Description:
Group brainstorm; group discussion

....

Resources:
- 'Sources of power' cartoon handout

Step 1: (5 minutes)

On a flip chart, invite the group to brainstorm: what are the main sources of power?

Step 2: (25 minutes)

Hand out copies of the 'sources of power' cartoon handout.

Give the group time to look at the images and then open up discussion about what's going on in the pictures.

Key question:

- **What gives the people in these pictures power?**

- **What impact would this kind of power have on young people's ability to participate?**

Ensure that the group see beyond the obvious/external hints and cover the following responses:
- control
- money and wealth
- position
- knowledge and information
- education
- might and force
- abuse
- capacity to inspire fear
- gender, age
- number.

Debrief:

Reiterate the session's learning objective, how it has been met in this session, highlights from the discussion and any pertinent issues that people raised relating to their local context.
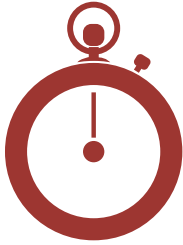
Power and powerlessness

30 minutes

Step 1: (15 minutes)

Give each participant a large sheet of paper and some coloured pens. Ask them to think quietly about a situation which has made them feel powerful, and a situation which has made them feel powerless.

Ask participants to draw a line down the middle of the page and draw the situations on each side of the line.

Go around the group and invite each person to share their drawings and experiences.

As participants share back, make a note of the words people use to describe experiences with power that illustrate their discomfort. For example, associations with control, violence, abuse, force and money often make people feel ashamed.

When the group feedback is complete, write up the key words on a flipchart and explain your notes.

Be sure to also highlight the individual stories that demonstrate that people are not completely powerless.

Step 2: (15 minutes)

Ask the whole group:

What was it that happened in situations that made you feel powerful?

What was it that happened in situations that made you feel powerless?

For example, they have power through organising, working together, problem solving, getting information, doing what is ethical.

Common responses for 'situations that made you feel powerful' may include:
- overcoming fear or a feeling of ignorance by pushing myself to take action
- recognition by others of what I did
- finding a creative way to solve a problem that seemed unsolvable
- being able to handle a difficult assignment
- succeeding as a leader
- caring for and helping others
- joining a group with other people who have the same problem
- capacity to inspire fear.

Common responses for 'situations that made you feel powerless' may include:

- disrespect and putdowns
- being ignored
- being stereotyped and denied opportunities to prove oneself
- lack of control
- loss
- ignorance
- isolation.

Key questions:

■ **Are there common themes in these experiences of feeling powerful or powerless?**

■ **What do these experiences tell us about where you get your power from?**

Debrief:

Reiterate the session's learning objective, how it has been met in this session, highlights from the discussion and any pertinent issues that people raised relating to their local context.

Explain links:

- *We will now go on to explore the specific types of power that have been described in your personal stories.*

Types of power

50 minutes

Learning Objectives:
- to introduce participants to the different types of power;
- to understand that 'power over' isn't the only form power takes and to consider how these different types of power might exist within participants' own lives.

Session Description:
Drama-based group activity; feedback; group discussion

Resources:
- 'Types of power' handout

Step 1: (30 minutes)

Split the group into four equal sized groups.

Read out the first form of power:

- *Power over: usually means control over people, resources and decision making.*

Ask all the groups to create a picture/freeze frame photograph that represents this form of power.

After two minutes, ask group one to show their picture and ask the rest of the group:

- *What do you see? What is happening here?*

As the group discusses the image, be sure to draw out the deeper meanings and realities based on the picture shown.

Repeat through each group.

Repeat this whole process with the next three types of power:

- *Power to: usually linked to having the knowledge, skill or ability to do something.*

- *Power within: usually linked to spiritual or inner strength.*

- *Power with: group or collective strength.*

Step 2: (20 minutes)

Give out copies of the 'types of power' handout and give the group time to read and reflect.

Open up discussion asking for other examples of types of power. Encourage discussion to include local or personal stories of people with different types of power.

Key questions:

■ **When we think of power, what type of power do you commonly think of? Why?**

■ **Why is it important to recognise the different types of power?**

Key message:

■ **Power with, power to and power within are generally seen to be expressions of positive power that can form equitable relationship and facilitate effective tacking of social issues in our communities.**

Debrief:

Reiterate the session's learning objectives, how they have been met in this session, highlights from the discussion and any pertinent issues that people raised relating to their local context.

Explain links:

• *Thinking back to the power walk in Session 1 – some of the characters that did not move much on the walk may have had different types of power.*

• *The next session will take us further in looking into how these different types of power can influence power relations when trying to bring about social change.*

• *In our final module, you will be developing your own action plans – when we reach that stage, it will be important to think about the types of power you have and can utilise.*

Photo: Plan/Will Boase

Who really has power?
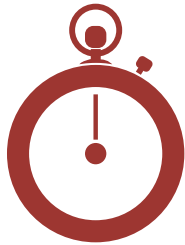
60 minutes

Learning Objectives:
- to understand and analyse the power relations that will affect trying to bring about social change;
- to create a framework to support participants to be able to question who really has power over certain issues and where/how this might be influenced.

Session Description:
Input; small group work; feedback; group discussion

Resources:
- Prepared flipchart of powercube
- Powercube handout
- Powercube statements handout

This session is only appropriate for a group that is well versed in understanding power and able to take on a process of technical analysis of power relationships.

Step 1: (15 minutes)
Explain the concept of the powercube:

The powercube is a really useful way to illustrate the three elements of power.

It is really important to understand that there are different levels of power, and how these impact how we can have an influence.

We can categorise power in three ways: places, types of spaces, and faces of power.

See www.powercube.net/ for further information.

Share the powercube drawn up on a flip chart:
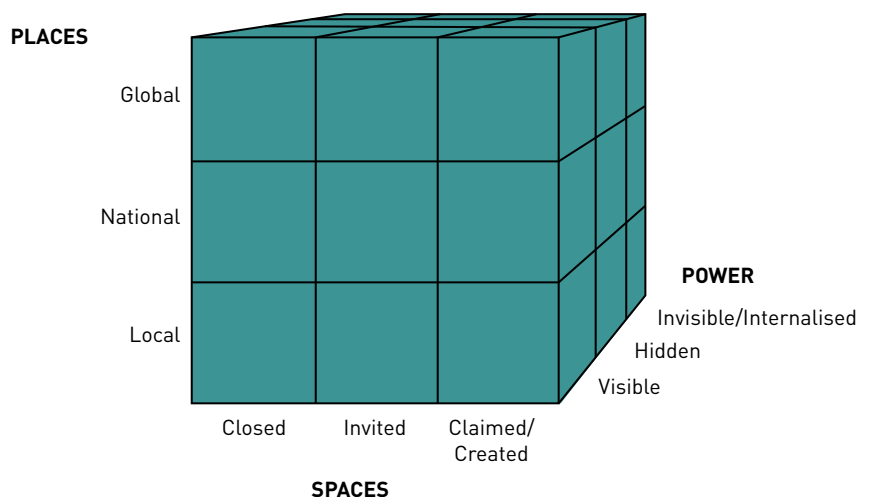
Highlight the following:

Three levels (or 'places'): global, national and local (or other levels that may be relevant), such as:

- **global –** *the UN General Assembly or Security Council*
- **national –** *a government meeting to allocate a budget*
- **local –** *a town hall or community meeting.*

Three types of (political) 'space': closed, invited and created (or others that may be relevant) where decision making takes place or forums for action take shape.

- **Closed spaces** *are when decisions are made behind closed doors – often without providing opportunities for inclusion. This may include formal spaces open only to those in official positions or as formal representatives e.g. cabinet meetings, boards of directors, local government councils.*

- **Invited spaces** *are when various kinds of authorities invite people to participate in decision-making processes as citizens, beneficiaries or users. Although these spaces could become opportunities for genuine collaboration, agendas are often pre-determined, e.g. public consultations.*

- **Created/claimed spaces** *are when less powerful people come together to create their own space, and set their own agendas, e.g. grassroots campaigns, neighbourhood meetings, social movements.*

Three 'faces of power' in place within the levels and spaces: visible power, hidden power and invisible power.

- **Invisible –** *iinvisible power is at work when people unconsciously adopt belief systems that are created by those with power. Problems and issues are kept away not only from the decision-making table but also from the minds and hearts of different people including those affected by these decisions. This is when powerlessness is internalised. Examples include: negative stereotypes that limit the roles of certain groups, or companies targeting branding at you subconsciously.*

- **Hidden –** *hidden power is exercised when powerful people and institutions maintain their influence by setting and manipulating agendas and marginalising the concerns and voices of less powerful groups. Those with power see and understand these rules of the game; others don't. Examples include: the quality of some consultation processes that exclude some voices; and setting the agenda behind the scene. Case study: condom-making companies are lobbying for distribution of free condoms in Kenyan schools. They have little interest in the contentious issues of sex education and SRHR, but are interested in a lucrative government contract. The government subsequently distributes free condoms to children aged 8-15.*

- **Visible –** *visible power includes the aspects of political power that we 'see'– formal rules, structures, institutions and procedures informing decision making. In other words, it is about how those people with power use existing procedures and structures to control the actions of others. Examples include elections, political parties, budget, laws etc.*

Step 2: (25 minutes)

In small groups, give each participant a copy of the powercube handout and 'statements' handout.

Read out the first statement:

- *A government cabinet meeting*

Invite the group to suggest where it should be placed on the powercube. Discuss as a group, agree its position and stick it on.

Ask participants to continue with the other statements, placing them on their powercubes, discussing as a group as they go.

Step 3: (20 minutes)

As a whole group, invite feedback on the statements they found difficult to place.

Open up a discussion about the exercise:

- *How did you find that process? Was it easy or hard?*
- *Did you struggle with any particular statements? Did everyone struggle with the same statement? If so, why?*

Most of the difficulties will be around invisible and hidden power.

Explain to the group:

- *Looking at what happens inside spaces has been crucial in understanding how both invisible and hidden power operates.*

Discuss as a group some of the following questions:

- *Who participates in invited spaces?*
- *Who is the gatekeeper?*
- *What knowledge, values and forms of expression are legitimised inside those spaces?*
- *Will making hidden power visible necessarily mean that its effects are tackled?*
- *What spaces do you engage in, or not? Why?*
- *How does power operate in all of these spaces?*
- *Who is allowed in these spaces, and who is not?*
- *What can be said or done, and what can't be said or done?*
- *In what kinds of spaces have you been most effective?*
- *Should you consider working in (or creating) other kinds of space?*

Key messages to draw out:

- **The places, spaces and faces of power have a significant effect on those trying to bring about change.**

- **It is important to question who has power, how it is enacted and how this impacts outcomes.**

Debrief:

Reiterate the session's learning objectives, how they have been met in this session, highlights from the discussion and any pertinent issues that people raised relating to their local context.
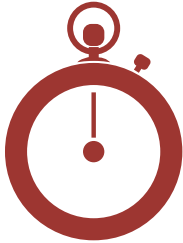
Explain links:

- *When we come to thinking about our action plans in Module 7, it will be important to think about strategies you can utilise to address hidden and invisible power.*

Photo: Plan

Politics: where, when and how?

50 minutes

Step 1: (10 minutes)

Ask the whole group, and brainstorm on a flipchart all the places that the participants go to in a week.

Write up as many as possible. Answers may include:
- family/home
- local councils
- school/college
- workplace
- church/mosque/temple etc.
- neighbourhood meeting
- parliament.

Once they have run out of places, go through each place asking: *"Does politics happen here?"*

Underline all the places where participants think politics happens.

Step 2: (20 minutes)

Share the 'Places and politics' grid (on a flip chart) with the whole group:

Where	Yes	Why – what enables this?	No	Why – what are the barriers?
The family				
Schools and Colleges				
Local councils				
The workplace				
Churches				
Neighbourhood and community meeting				
Parliament				
Other				

In pairs or small groups, participants will take two or three of the places each (divide up depending on group numbers so they are all covered) and answer the question:

- *Do you feel like you could participate in any of the politics of these places?*

Invite each pair/group to feed back.

Open up a group discussion about why young people are excluded from some spaces. Encourage participants to get critical and look at the root causes of these barriers.

Share some of the examples from the Partners for change report about why young people are excluded from having a voice. (See www.plan-uk.org/assets/Documents/pdf/ODI_Plan_Restless_ Development_Report.pdf)

- *Attitudes –* often adults don't think young people 'should' or 'can' be involved in decision-making and governance processes. Young people are sometimes seen as risky and aggressive or immature, without the ability to understand or contribute.

- *Young women –* often face further barriers, including domestic responsibilities or restricted independence. Some people question if young women getting involved in governance processes is appropriate or desirable at all.

- *Capacity –* often young people are seen to not have the skills or knowledge to engage meaningfully. In turn, decision makers often lack the skills to engage marginalised groups and hold meaningful conversations.

Key questions:

- **What are the barriers you face in your local community or work that prevent you from engaging effectively with politics?**

- **What are the particular attitudes or norms in your community that mean young people are excluded from politics?**

Step 3: (20 minutes)

As a whole group, brainstorm the following, writing answers on the flipchart:

- *What do you need in order to participate effectively in politics?*

Examples may include:

- a change in the culture of politics to make it more accessible and inclusive
- self-confidence, information, and skills for political influence
- political consciousness to be able to understand issues and solutions with a political mind
- an understanding of power and an ability to identify sources and ways of using power
- resources – human, material, financial
- accountability to constituencies they claim to represent
- negotiating skills
- a vision of a better future.

Key question:

- **How do these issues relate to our discussions in Module 2 about the right to participate?**

- **What would be the most useful things to concentrate on to challenge the exclusion of young people from politics?**

Debrief:

Reiterate the session's learning objectives, how they have been met in this session, highlights from the discussion and any pertinent issues that people raised relating to their local context.

Photo: Plan

Reflective learning

15 minutes

Resources:
- Prepared flipchart with questions for reflection

Self-reflection exercise

Ask participants to find a space away from others in the room (or outside under a shady tree if possible!)

Explain that:

- *The last few hours have included some intense work, deep thinking and challenging conversation.*

- *Before we rush on, whether to the next module or back to our busy lives, we are going to take some time to reflect on what we have learned and what it means to us, our work and our community.*

- *This is a private exercise and you will not be asked to share anything from it.*

- *We do not often take time to sit silently and reflect – it may not come easily for you. But please respect this quiet time and support your colleagues to take this opportunity.*

Explain the task as follows:

- *Take this time to answer the questions on the flip chart.*

Remind everyone:

- *Remember, there are no right or wrong answers: this is your own reflection on this session's learning and what it means to your life and work.*

Questions on flipchart:

1. Where does your power come from? What are your own sources of power?

2. Who or what disempowers you? What rights is this preventing you from accessing?

3. Who are the disempowered in your community and what type of power do you hold in relation to them (over, with, to, within)?

4. What political spaces, in your local community, are children and young people excluded from? What sources and types of power could be utilised to challenge this?
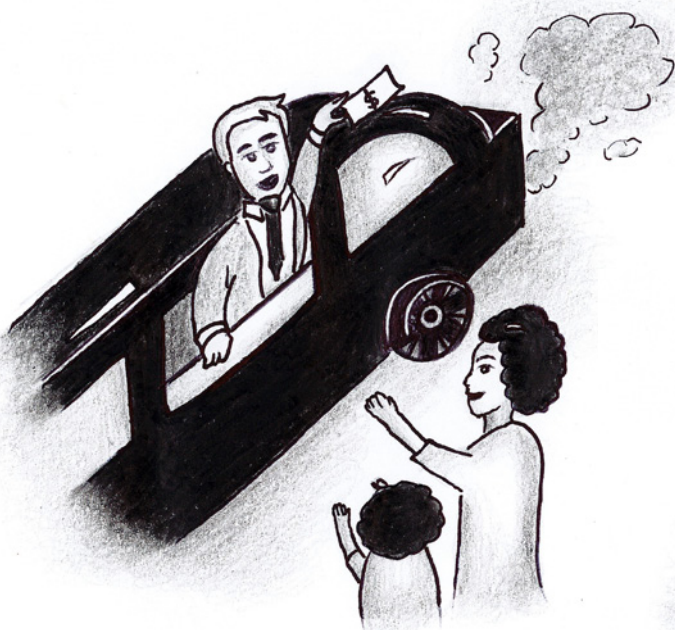
Module 4 handout: Session 1

Power walk characters

- Girl unable to walk, from a rural family, age 8
- Boy with a hearing impairment, from a poor urban family, age 3
- Girl from a poor rural family, age 15, married to a 33-year-old widower with 3 children
- Orphaned boy living on the street, age 5
- Primary school boys whose parents own a shop in an urban area, age 6
- Girl sex worker, age 14
- Girl from a middle class family, age 14
- Ethnic minority girl from a poor family, age 14
- Unemployed boy, age 7
- Girl looking after her parents who are HIV positive, and her younger siblings, age 14
- Boy who is HIV positive, living in a slum without health facilities, age 14
- Boy in a detention facility, age 4
- Primary school girl, age 10
- Girl from an ethnic minority, who was a victim of trafficking and is now returned to her community, age 7
- Ethnic minority girl, age 4
- Ethnic minority boy, age 3
- Male commune chief from a rural area
- Female farmer from an ethnic minority
- Male village health worker in a clinic without minimum sanitation standards
- Female traditional birth attendant from an ethnic minority
- Female school teacher in a flood-prone area
- Widowed single mother with three children, ages 12, 6 and 2
- Male youth union leader from an ethnic minority
- Male Minister of Planning and Investment
- Gay male youth forced to leave his family home, age 17
- Female Minister of Education
- Male party leader, age 47
- Male worker at a coffee farm
- Policeman who frequently pays for sex, father of four children, age 34
- Female local journalist, age 34
- Male director of a media institute, age 47
- Chair, Provincial Women's Union
- Ethnic minority male in jail accused of a crime, who does not speak the national language, age 22
- Young woman programme officer at the Plan country office

Sources of power cartoons

Module 4 handout: Session 4

Four types of power

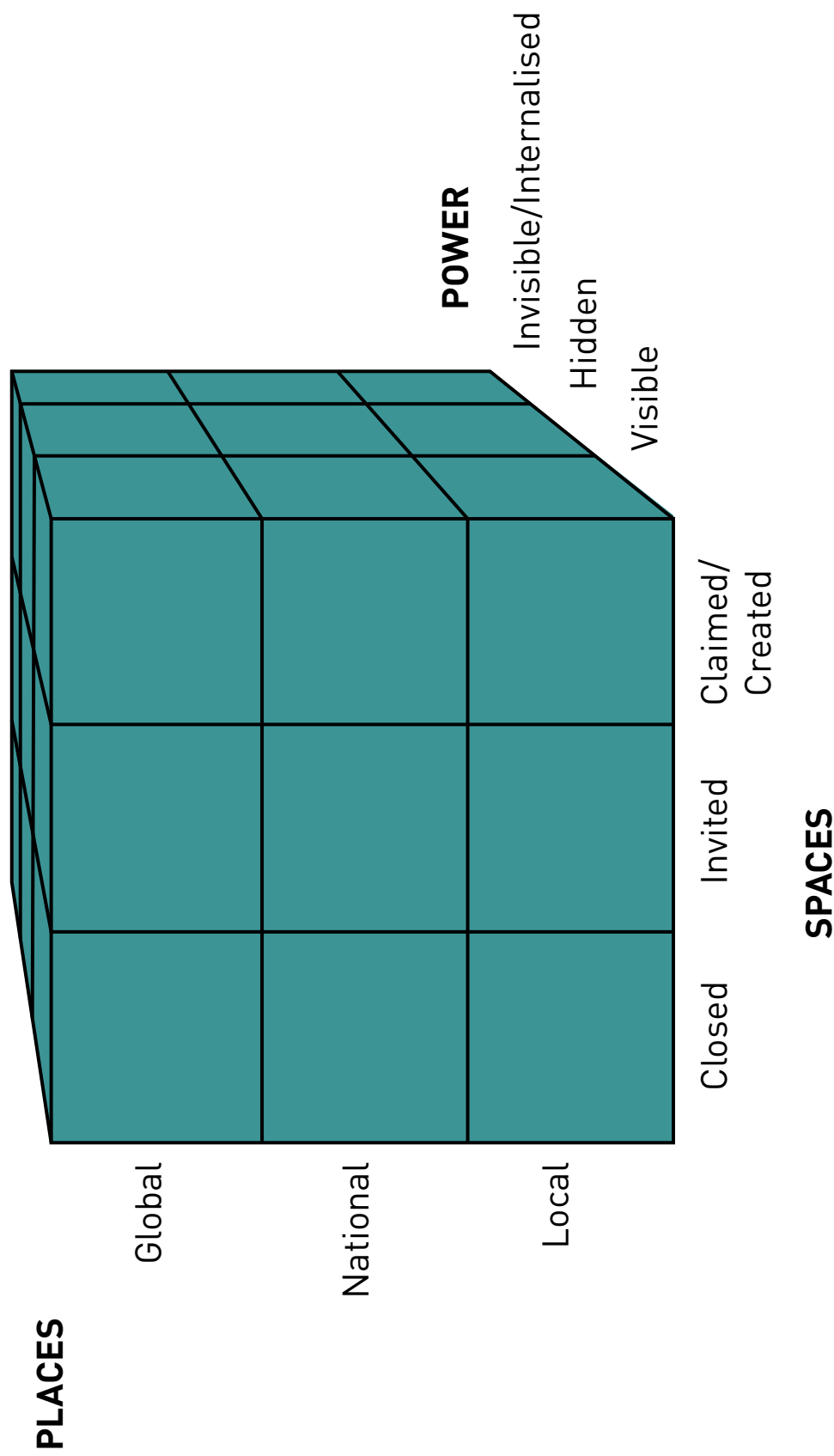| 1. Power over	**Domination or control** The ability to get someone to do something they otherwise would not have done. Those with over have more say about what decisions are made and what actions are taken, e.g. within the family.	**Example:** When parents have 'power over' their children and when adults have 'power over' young people. Because of their age difference young people can be compelled to do things by adults.
2. Power within	**Self-worth** Possessing confidence and self-awareness, and having capacity to imagine, hope and act. Self-worth gives a feeling of confidence to speak with decision makers, and take action in areas of young peoples concern.	**Example:** When a young girl has the confidence to speak up at a community meeting and feels that she has the legitimacy to articulate her concerns and the belief that this might make a difference.
3. Power to	**Individual ability to act** Having the ability and potential to influence decisions, achieve desired outcomes and shape his or her world. This includes having the capacity to act to exercise your rights and citizenship.	**Example:** When children have knowledge about their right to education, are informed about school policies, are trained in leadership skills, and sit on the student council, they have the capacity and power to influence the decision-making process at their school.
4. Power with	**Collective action, young people working together** Through working in partnerships and in alliance with networks, coalitions and youth groups, young people can multiply their power, talents and knowledge and build collective strength.	**Example:** Establishing a student council can strengthen the voice of students. Students can have a louder voice and greater influence through working together.

The powercube

Module 4 handout: Session 5

Powercube statements

Spaces

- Government cabinet meeting
- Meeting of a hospital's board of directors
- A women's group running a grassroots campaigns
- A local youth group running a neighbourhood meeting after a number of girls drop out of school to be married
- A public consultation being held to discuss how a town's budget will be spent

Places

- A young person is invited to the UN to give a speech
- A school council meets with their local leader
- A youth parliament is created
- Participants are invited to a village meeting to allocate the budget
- Citizens at a local town hall meeting to complain about the condition of the roads

Faces of power

- A young woman decides she would not like to get married
- Your local newspaper editor is meeting with government officials
- Pharmaceuticals paying for research to be conducted
- Tobacco companies challenging advertising laws
- A company has meetings with the government about trade laws
- A young activist's visa to travel to an international conference is denied, despite that country having no official guidelines that would formally prevent them from travelling to that country. No official reason is given.

Principles of governance

2 hours and 5 minutes

Sessions in this module:

Session 1	Principles of governance	60 minutes
Session 2	Social accountability tools and mechanisms	50 minutes
Session 3	Reflective learning	15 minutes

Module learning objectives:

By the end of Module 5, participants should be able to:

- have a basic understanding of the following:
  - voice and participation
  - accountability
  - transparency

- understand the role of citizen-led social accountability and some of the tools and mechanisms and consider how these could be applied in different contexts;

- question how social accountability tools and mechanisms might be able to support ensuring their rights are properly prioritised in the SDGs.

Notes to facilitator:

A number of sessions in this module require some basic preparation before delivery.

Session 1:	Case studies handout
Session 2:	Social accountability tools handout

Also, please revisit your definitions created in the SDGs module. If you have not previously done that module then it is important that you spend time doing it now.

WHAT IS GOVERNANCE?

'Governance' refers to the processes by which a state exercises power, and the relationships between the state and citizens. The state has the responsibility to perform a core set of duties that allow society to function and exist. However, most definitions, including that used by Plan, go beyond looking simply at 'government' and 'state', and emphasise the relationships between government and citizens.

Governance has many elements. This section is to help participants to start to look at some of those in more detail.

Principles of governance

60 minutes

Learning Objectives:
- to understand the definition and purpose of the different elements of governance;
- to understand what impact a lack of participation, transparency, accountability and capacity has on society.

Session Description:
Small group work, whole group discussion

Resources:
- Case studies handout, cut up

Step 1: (20 minutes)

Split the group into four small groups, giving each group one of the case studies to discuss. Ask groups to answer the following questions:

- *What was the problem?*
- *What might be the impact?*
- *Would this be worse for young people? And if so, why?*

Step 2: (40 minutes)

Bring the group back together as one. Invite the first group to share their case study and a summary of their discussions and answers. Each group to feed back in turn.

Lead a group discussion focusing on how the scenarios impact young people particularly and why.

Possible examples for question 3 may include:

- can't travel
- language
- age
- literacy
- access to information
- cultural attitudes
- lack of access to mechanisms like government elections because children and young people are legally too young to vote
- limited access to mechanisms like law courts, especially for poor and marginalised young people.

Debrief:

Reiterate the session's learning objectives, how they have been met in this session, highlights from the discussion and any pertinent issues that people raised relating to their local context.

Social accountability tools and mechanisms

60 minutes

Learning Objectives:
- to develop a basic understanding of social accountability and why it is important;
- to learn about some of the tools and mechanisms available to citizens;
- to consider how these tools and mechanisms could ensure that the SDGs are more responsive to the rights of young people.

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Session Description:
Small group work, whole group discussion

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Resources:
- Social accountability tools grid

Step 1: (30 minutes)

Explain to the group that social accountability is a broad range of actions and mechanisms beyond voting that allow citizens to hold the state to account. It enables ordinary members of society – including children and young people – to increase accountability between the state and citizen. This can involve engaging in planning and policy making, budgeting, service delivery and the monitoring and evaluation of services.

Social accountability is so important because it can lead to:
- improved governance
- improved public policies and services
- empowerment of citizens.

Work through the social accountability handout to demonstrate some of the different tools and mechanisms available. While explaining them, ask the group if any of them have experience of being involved in any of these kinds of projects?

Split the participants into three groups. Give each group one of the following statements.

1. *Your youth group leader hears that the local council wants to develop a programme to improve youth unemployment and that they are about to start the planning process.*

2. *Your school created a pupil school management committee and has made a series of recommendations based on consultations and surveys with pupils. However, the school hasn't delivered on any of these recommendations at all in over a year.*

3. *At a public meeting two years ago, your mayor announced that more money would be spent on access to clean water in rural communities, but so far nothing has changed.*

Ask each group to consider the following questions and decide which of the social accountability tools might be useful in this situation.

- What are the challenges/opportunities in the scenario?
- What needs to change?
- Who needs to be involved in creating this change? Consider the roles of both duty bearers and rights holders.
- What information do you need and where would you get this from?

Key questions:

- **Will the tool or mechanism that you have suggested mean that duty bearers will be more accountable to rights holders in that community?**

- **How will that happen?**

- **Is it something that children and youth could be included in?**

Step 2: (20 minutes)

In groups, ask the participants to repeat the same exercise for the following statement:

- *Your government has announced that they will prioritise young people in the implementation of the SDGs. They haven't announced specific plans or budgets yet.*

Ask the participants to consider what tools they might use to ensure young people are properly reflected in their countries' policies around the SDGs and that young people are able to hold leaders to account on their promises.

Key questions:

- **Would these tools/mechanisms mean that the SDGs are more responsive to the rights and needs of young people in your country?**

- **What obstacles do you think you would face?**

- **How might you overcome them?**

- **Do you know if any of the activities you suggested are already happening in your community/country?**

Debrief:

Reiterate the session's learning objectives, how they have been met in this session, highlights from the discussion and any pertinent issues that people raised relating to their local context.

Reflective learning

15 minutes

Self-reflection exercise

Ask participants to find a space away from others in the room (or outside under a shady tree if possible!)

Explain that:

- *The last few hours have included some intense work, deep thinking and challenging conversation.*

- *Before we rush on, whether to the next module or back to our busy lives, we are going to take some time to reflect on what we have learned and what it means to us, our work and our community.*

- *This is a private exercise and you will not be asked to share anything from it.*

- *We do not often take time to sit silently and reflect – it may not come easily for you. But please respect this quiet time and support your colleagues to take this opportunity.*

Explain the task as follows:

- *Take this time to answer the questions on the flip chart.*

Remind everyone:

- *Remember, there are no right or wrong answers: this is your own reflection on this session's learning and what it means to your life and work.*

Questions on flipchart:

Reflect on life back in your community and answer the following questions:

- Are there any situations in your own life where you could apply a social accountability tool or mechanism to make sure that duty bearers are more responsive to young people's needs?

- What would you do?

Module 5 handout: Session 1

Principles of governance: Case studies

Voice and participation

A local district had very low rates of secondary school admission for adolescent girls. The area covered a huge rural area with very few secondary schools. Many girls were not permitted to travel alone to school. Most of the families in this district could not fund private transportation for the girls to get to school so they were not able to continue with their schooling.

The Ministry of Education based in the capital met to develop the national education policy for the whole country. None of those making the decisions had travelled to this particular district in the last three years. Without consulting citizens, teachers, pupils or other local groups it was decided that the priority for education spending that year was to increase the quality of existing school facilities and the standards of teachers. The budget was allocated to the local education authorities rather than to individual schools and was only allowed to be spent on improving building and providing supplies such as desks and books. Suppliers and contractors were contracted by the national government so individual schools had no flexibility in the amounts that were spent.

Accountability (formal and citizen led) and responsiveness

During a mayoral election campaign there was one candidate who was very far behind in the polls. The week before the election he changed his campaign manifesto and announced that he had secured funding from a private investor to build a brand new hospital. The quality of the local healthcare services were of primary concern to citizens in this area and won him the election over other credible candidates. Twelve months after the election the land that had been secured for the new hospital stood empty. Citizens tried to meet with the mayor but he would not meet directly with his constituents. He would send representatives who would not respond directly to questions about the building of the hospital or what the funding had been spent on instead.

Transparency

None of the schools in an entire district had any access to computers or to the internet. During a visit to the capital city, a pupil discovered that the government had recently launched a big initiative to ensure that all schools had access to at least one computer, and the internet, and that pupils were taught basic ICT skills as part of the curriculum. The pupil returned to their school

and reported this discovery to their school council. The school council requested information from their local school board who insisted that they had not received enough funding to implement this policy but would not give any further details. They then tried to find further information about the national level government policy but it was also very unclear how much money was given to each district and whether it would have been enough to implement the policy.

Capacity – of both duty bearers and rights holders

A 17-year-old member of a rural community was invited to the UN to speak about the impact that climate change is having on rural agricultural communities. This was something that this person had first-hand experience of, and he had understanding of both the causes and the solutions that had worked in his community, and could have potentially worked on a larger scale. The government that sent him to the UN didn't have the experience to understand what was required of them in supporting a young person to meaningfully participate in that environment. They didn't support him with the skills and knowledge required to participate including a proper translator, chaperone, information about the UN, or support in developing his speech and preparing for meetings.

Photo: Plan

Module 5 handout: Session 2

Social accountability tools

Government function	Social accountability process	Social accountability mechanisms and tools
Policy and planning	**Participatory policy and planning** In participatory planning, members of local communities discuss and prioritise their development needs and duty bearers then use this information to plan policies and projects.	• local issue forums • study circles • public hearings
Budget and expenditure	**Participatory budgets** Participatory budgeting allows citizens to identify, discuss, and prioritise public spending projects, and gives them the chance to make decisions about how money is spent and monitor if it is then being spent correctly.	• participatory budget formulation • public expenditure tracking surveys • social audits
Delivery of services and goods	**Social accountability in the delivery and monitoring of public services and goods** This can include both: • citizen-government partnerships for the delivery of various services; for example, child protection services, and community policing • the monitoring of the delivery and quality of public services such as education and health.	• citizens' report cards • community scorecards • public opinion polls

Policy and advocacy

3 hours and 40 minutes

Sessions in this module:

Session 1	What is policy?	20 minutes
Session 2	How is policy created?	40 minutes
Session 3	Why is it important that policy reflects the needs of society?	60 minutes
Session 4	Policy analysis	30 minutes
Session 5	Defining advocacy	25 minutes
Session 6	Different types of advocacy	30 minutes
Session 7	Reflective learning	15 minutes

Module learning objectives:

By the end of Module 6, participants should be able to:

- understand both policy and how it is created;
- critique policy development and argue for the importance of stakeholder involvement in this process;
- understand advocacy, its different forms and impacts.

Notes to facilitator:

A number of sessions in this module require some basic preparation before delivery.

Session 2: 'Process of policy marking' cards handout

Session 3: Case study handout

Session 4: Prepared flipchart of policy analysis checklist

Session 6: Advocacy cartoons handout
Prepared flipchart with key questions

Session 7: Prepared flipchart with questions for reflection

What is policy?

20 minutes

Learning Objectives:
- to get a basic understanding of what a policy is and the form it can take.

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Session Description:
Input; group brainstorm; discussion

Step 1: (20 minutes)

Explain understanding of the term 'policy':

Public policy is a rule, plan, commitment or course of action from government that guides future actions. Policies are often made for sectors, such as education or health.

For example, a national education policy might include a commitment to increased investment in primary schools, which will guide how education develops in that country.

Policy often takes the form of a 'policy document' – a written document setting out government commitments and approaches in a particular area.

This is usually accompanied by a strategy or action plan and a budget setting out how resources will be spent.

Practice established by government can also be considered 'policy' even when it is not formalised by a written document. For example, in a school, it might not be in writing that you have to wear blue shoes but everyone knows you have to wear blue shoes – this would still be a policy.

Some policy will become law, for example, 'all children under 16 years old must attend school'.

Using the flipchart, ask the group to brainstorm examples of different types of education policy. Having heard the above explanation, remind participants to think of formal and non-formal policies that may exist.

As suggestions are made ask the group to categorise them as legal, written or unwritten, and note this on the flipchart.

Examples may include;
- all children under 16 years old must attend school (legal)
- children who are late will get a detention (written)
- all children must wear blue shirts (unwritten).

Briefly open up discussion around other policies that participants experience in their local community or work, highlighting when these are legal, written or unwritten.

Key message:

◼ **Importance of recognising 'policy' in not only its formal form.**

Debrief:

Reiterate the session's learning objective, how it has been met in this session, highlights from the discussion and any pertinent issues that people raised relating to their local context.

Explain links:

• *This module will explore policy further, looking how it's developed, who is involved in it etc.*

• *We will build on our understanding of rights, power and governance as we start to think about how we can act as advocates in policy development.*

Photo: Plan

How is policy created?

40 minutes

Learning Objectives:
- to understand the basic process of developing a policy;
- to understand the key actors involved in policy development and the scope for influencing them.

Session Description:
Input; group brainstorm; discussion

Resources:
- 'Process of policy making' cards handout

Step 1: (30 minutes)

Ask participants to get into small groups or pairs, and give each group/pair a set of 'process of policy making' cards.

Explain the task as follows:

- *Put the process cards into the order in which you think that policy is made.*
- *Elaborate each stage, adding details of what this stage may include.*
- *Who leads each stage of policy development?*

Share with the group the correct order as follows:

1. initiation
2. formulation
3. influence
4. decision making
5. implementation
6. monitoring and evaluation.

Taking each stage in turn, invite the groups/pairs to share some of the detail they included. Try to avoid repetition and encourage participants to share anything new.

As the group shares who they think is involved, ensure the following are covered and understood:

- government ministries
- civil servants including working in schools, hospitals etc.
- politicians.

Step 2: (10 minutes)

Using a flipchart, as a group brainstorm: *Who else can influence policy development?*

Answers can include:

- academics/experts
- business leaders
- lobbyists
- NGOs
- the public
- media
- children and young people!

As the group make suggestions, ask the following:

- *At what stage of policy development does this person/ institution have influence?*

Key messages:

■ **A wide range of stakeholders inform the development of policy. Some of these are seen and direct, while others operate more through hidden processes, and their influence is harder to identify.**

Key question:

■ **Invite people to share examples of how they have been involved in the development of policy, formally or informally, in their local community or work.**

■ **How do these experiences link to our earlier conversations about people's right to participate in decision making, or their power to influence decision making?**

Debrief:

Reiterate the session's learning objectives, how they have been met in this session, highlights from the discussion and any pertinent issues that people raised relating to their local context.

Photo: Plan

Why is it important that policy reflects the needs of society?

60 minutes

Learning Objectives:
- to understand the impact that good vs bad policy making can have on participants' individual lives, on their community and on their country.

Session Description:
Work in pairs or small groups; feedback; group discussion

Resources:
- Case study handout

Step 1: (30 minutes)

In pairs or small groups, give out copies of the case study and ask participants to explore the following questions:

- *What are the effects of this policy on:*
  - *individuals*
  - *the local community*
  - *the country.*

Ask a representative from each pair/small group to briefly feed back their discussions.

Key message:

■ **This is an example of a bad policy-making process. It failed to deal with the root causes of any issues as it failed to engage any stakeholders in the design process.**

Step 2: (40 minutes)

Returning to the same pairs/small groups – ask participants to now develop a policy that would be more responsive to the needs of the society.

After some time, prompt participants to think about how this policy will affect individuals, the community and the country.

Ask a representative from each pair/small group to briefly feed back their discussions.

Open up a group discussion:

- *Do these policies meet the needs of the society? If so, how?*
- *What was different in your process to develop this policy, in comparison to that in the case study?*

Debrief:

Reiterate the session's learning objective, how it has been met in this session, highlights from the discussion and any pertinent issues that people raised relating to their local context.

Policy analysis

30 minutes

Learning Objectives:
- to learn the basic skills needed to review a policy and to identify any gaps or contradictions;
- to understand that it is these gaps or contradictions that can form the basis of an advocacy plan.

Session Description:
Work in pairs or small groups; group discussion

Resources:
- Prepared flipchart with policy analysis checklist

Step 1: (30 minutes)

Explain the importance of policy review and analysis:

> *Policy analysis means the process of reviewing policies to identify and understand any gaps or contradictions within them; and assessing the environment in which the policy exists.*

Ask each pair/small group to think of a specific policy that has an impact in their local community or field of work.

Share the following checklist of policy analysis questions with the group and ask them to work through it, focusing on their chosen policy:
1. What is the policy?
2. Who made the policy?
3. Who implements the policy?
4. What budgets are attached to the policy?
5. Who is affected by the policy?
6. Does the policy explicitly place children and young people at the centre? How does it say it will realise their rights?
7. Have children and young people been involved in the policy development process? Are they involved in policy implementation or monitoring at all?

Coming back together as a whole group, in turn ask each pair/small group to share the following:
- *The policy that they analysed.*
- *Did this policy support or hinder the realisation of children and young people's rights? And why?*

Open up group discussion on the policies explored by participants.

Key questions:

- **Were there common gaps or contradictions in the policies? If so, what were they and how had they come about?**

- **What needs to happen to prevent or correct these kinds of contradictions or gaps in policy?**

Debrief:

Reiterate the session's learning objectives, how they have been met in this session, highlights from the discussion and any pertinent issues that people raised relating to their local context.

Explain links:
- *To ensure these kinds of gaps and contradictions don't undermine policy we look at advocacy plans to ensure the needs of all stakeholders are present. Over the next few sessions we will start to explore advocacy.*

Defining advocacy

25 minutes

Learning Objectives:
- to develop a basic understanding of what advocacy is

Session Description:
Role play, group discussion

Step 1: (10 minutes)

Ask the group for two volunteers, taking them aside explain the following.

- *To volunteer one: "You need to try and sell this pen to the other participant."*

- *To volunteer two: "You need to in the end agree to buy the pen but also need to have some good arguments etc. presented to you."*

Volunteers act out a short role play. Once they have concluded, ask the group:

- *What just happened here?*

Explain that what volunteer one just did was advocacy. S/he influenced the other person to buy the pen.

Open up group discussion briefly about how volunteer one had advocated.

Step 2: (10 minutes)

Using a flipchart, ask the group to brainstorm famous advocates.

- *Can you name a famous advocate?*
- *What is one thing that inspires you about them?*

Examples could include some of the following:

- Nelson Mandela
- Martin Luther King
- Malala Yousafzai
- Mahatma Gandhi
- Rosa Parks

  - *Can you think of anyone in your local community or country who has done any advocacy or campaigning?*

  - *Are there particular advocates in your field of work?*

Step 3: (5 minutes)

As a group develop a definition or understanding of *'advocacy'* and an *'advocate'*.

Write these up on a flipchart.

Debrief:

Reiterate the session's learning objective, how it has been met in this session, highlights from the discussion and any pertinent issues that people raised relating to their local context.

Different types of advocacy?

30 minutes

Learning Objectives:
- to explore the different forms that advocacy can take and the impacts that these different forms can have.

Session Description:
Work in pairs or small groups

Resources:
- Advocacy cartoons handout
- Prepared flipchart with key questions

Step 1: (30 minutes)

Give each pair or small group a copy of the advocacy cartoons handout.

Share the following key questions on a flipchart and give the groups time to discuss.

- *Describe what is happening in each box.*

- *Compare the roles and actions of the organisers and the citizens in each scenario. Describe the power relationships in each. Who has more and who has less control over the process?*

- *In which case will the citizens gain more knowledge and skills? Which will be more empowering to the citizens? In which case will the organiser gain more knowledge and skills?*

- *What are the primary differences between the two kinds of advocacy in the drawing?*

- *What would you guess to be the final impact in each case?*

Ask one group/pair to give feedback on one of the cartoon images, based on the key questions. Work through all the groups and cartoons in turn.

Open up group discussion.

Key questions:

- **What forms of advocacy do you think are more impactful/ useful?**

- **What are the strengths/weaknesses of the different forms of advocacy?**

Debrief:

Reiterate the session's learning objective, how it has been met in this session, highlights from the discussion and any pertinent issues that people raised relating to their local context.

Explain links:

- *The final module of the programme will be looking at developing your own advocacy action plan.*

Reflective learning

15 minutes

Resources:
- Prepared flipchart of policy analysis checklist
- Piece of flipchart or large piece of paper per participant

Self-reflection exercise

Ask participants to find a space away from others in the room (or outside under a shady tree if possible!)

Explain that:

- *The last few hours have included some intense work, deep thinking and challenging conversation.*

- *Before we rush on, whether to the next module or back to our busy lives, we are going to take some time to reflect on what we have learned and what it means to us, our work and our community.*

- *This is a private exercise and you will not be asked to share anything from it.*

- *We do not often take time to sit silently and reflect – it may not come easily for you. But please respect this quiet time and support your colleagues to take this opportunity.*

Explain the task as follows:

- *Identify a key policy that impacts on your life, or is important in your field of work/community.*

- *On a flipchart, draw a mind map illustrating the answers to the flipchart questions.*

Remind everyone:

- *Remember, there are no right or wrong answers: this is your own reflection on this session's learning and what it means to your life and work.*

Questions on flipchart:

1. Why is this policy important to you/your community/your work?

2. How does this policy link to human rights and the SDGs?

3. Who is involved in/excluded from the development of this policy? At what stages are they involved/excluded?

4. What are the gaps/contradictions that need to be challenged to ensure the policy is effective?

Module 6 handout: Session 2

Process of policy making cards

Decision making:	**Initiation:**
agreement on final policy document	ideas for new policies are put forward

Monitoring and evaluation:	**Formulation:**
review how the policy is being implemented and if it is making the changes wanted	creating the policy, often done through a task force, commissions or enquiries

| **Influence:**	**Implementation:**
the influence of different groups	putting the policy into action

Module 6 handout: Session 3

Case study

A local district had very low rates of secondary school admission for adolescent girls. The area covered a huge rural area with very few secondary schools. Many girls were not permitted to travel alone to school. Most of the families in this district could not fund private transportation for the girls to get to school so they were not able to continue with their schooling.

The Ministry of Education based in the capital met to develop the national education policy for the whole country. None of those making the decisions had travelled to this particular district in the last three years. Without consulting citizens, teachers, pupils or other local groups it was decided that the priority for education spending that year was to increase the quality of existing school facilities and the standards of teachers. The budget was allocated to the local education authorities rather than to individual schools and was only allowed to be spent on improving building and providing supplies such as desks and books. Suppliers and contractors were contracted by the national government so individual schools had no flexibility in the amounts that were spent.

Module 6 handout: Session 6
Process of policy making cards
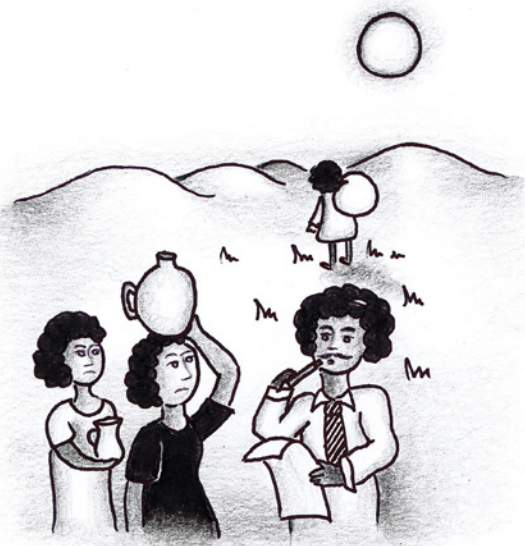
'Experts' bring people's issues (the water problem) to policymakers
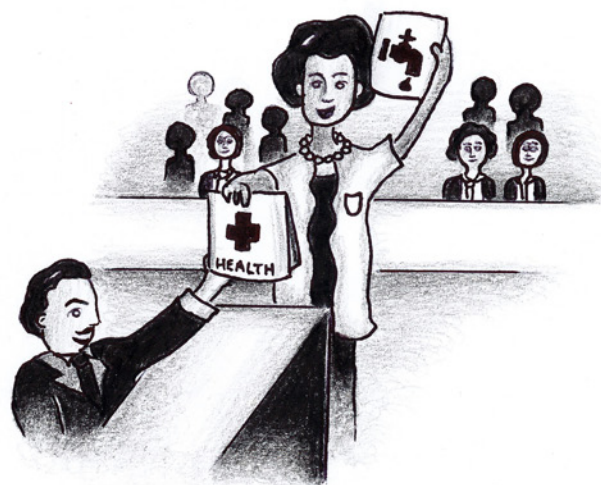
People organize to bring their own issues to policymakers

Advocacy action planning

5 hours and 20 minutes

Sessions in this module:

Session 1	Identify the issue	35 minutes
Session 2	Research your issue	30 minutes
Session 3	Develop an advocacy goal	35 minutes
Session 4	Consider the context	30 minutes
Session 5	Map your network – choose who you want to influence	30 minutes
Session 6	What is your message?	50 minutes
Session 7	Choose your activities	60 minutes
Session 8	Manage risks	30 minutes
Session 9	Monitoring and evaluation	20 minutes

Module learning objectives:

By the end of Module 7, participants should be able to:

- connect all their learning from the previous modules to support the development of an advocacy action plan;

- develop an action plan to carry out advocacy around the SDGs, governance and the role of young people.

There is a more detailed description of this process in the Global Agreements, Grassroots Activities Toolkit. This includes a number of handouts that participants can use after the training programme to complete their action planning. The toolkit can be found here:

www.plan-uk.org/ assets/Documents/pdf/ Global_agreements_ Grassroots_Advocacy-Youth_ and_Governance_in_a_ Post_2015_world.pdf

Notes to facilitator:

A number of sessions in this module require some basic preparation before delivery.

Session 1: Poverty tree handout

Session 2: Prepared flipchart with table of actions

Session 3: Goals and objectives handout
Prepared flipchart explaining SMART objectives

Session 4: Prepared PESTLE terms on flipchart

Session 5: Prepared stakeholder matrix on flipchart

Session 6: Good message handout
Prepared scenario options

Session 8: Prepared risk table on flipchart

SESSION 1:

Identify the issue

35 minutes

Learning Objectives:
- to support participants to identify the issues they want to change in their community.

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Session Description:
Individual work

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Resources:
- Problem tree handout

Step 1: (25 minutes)

Introduce the concept of the problem tree:

- *Problem trees are a simple way of showing the causes that lead to a problem.*

- *Designing a problem tree allows you to break the problem down and identify possible areas where you could advocate for change.*

Give out the problem tree handout and ask the group to consider the following statement:

- *'Young people's right to participate in issues affecting their lives is not being upheld. They are not being effectively and meaningfully engaged as active citizens.'*

- *This statement is the 'tree trunk': the problem.*

Ask participants to work through the problem tree, firstly focusing in particular on the 'roots', or why the problem exists. Challenge participants to consider this in deep and dig down to the root causes.

As participants move onto the 'branches' or barriers, offer examples from the Partners for change report in terms of barriers (www.plan-uk.org/assets/Documents/pdf/ODI_Plan_Restless_Development_Report.pdf):

Attitudes: often adults don't think young people 'should' or 'can' be involved in decision making and governance processes. Young people are sometimes seen as risky and aggressive or immature, without the ability to understand or contribute.

Young women: often face further barriers, including domestic responsibilities or restricted independence. Some people question whether young women getting involved in governance processes is appropriate or desirable at all.

Capacity: often young people are seen to not have the skills or knowledge to engage meaningfully, and their capacity to do this is not being built. In turn, decision makers and institutions often lack the skills to engage marginalised groups and hold meaningful conversations.

Step 2: (10 minutes)

Invite participants to each share their poverty tree with another participant, asking for feedback and ideas.

Research your issue

30 minutes

Learning Objectives:
* to understand the importance of having evidence to help build legitimacy and support your advocacy.

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Session Description:
Work in pairs or small groups

. . . .

Resources:
* Prepared flipchart of table of actions

Step 1: (30 minutes)

Explain the following:

* *Effective advocacy has to be based on facts. If you are trying to bring about change it's really important to have evidence and proof of why that change needs to be made. It's much harder for decision makers to ignore facts!*

Working in pairs or small groups, discuss the following:

* *What more do we need to know? E.g. who is affected, how are they affected, consequence, policies in place, recommendations, what is already being done to change this, key moments.*

* *Who do we need to ask? Those directly affected, decision makers, parents, teachers, NGO workers.*

* *What tools will we use to do our research? Interviewing people, meetings, surveys, group discussions, existing information, policy analysis.*

* *Consider how your decision makers will respond if you are providing information that is incorrect, or not based on facts or on the voices of others?*

Examples can include the following:

* What is the government currently doing on these issues?

* Are there any key gaps or controversies in their policies?

* Look to find out your government's position on the SDGs and how they might be thinking of implementing the goals – where do children and youth come into this?

* Look at existing youth policies as well as at other relevant ones including education.

* Speak with other relevant sources of information to help you access this information including NGOs, donors that might be based in your country such as DFID/USAID, other networks and coalitions, the youth council or parliament.

* Interview and gather views and perspectives from other groups including other youth groups, individuals.

On a flipchart, ask each pair or small group to complete the table of actions:

What more do we need to know?	Who do we need to ask?	Tools (survey, interview, etc.)

Tools could include a mixture of methods such as:
- existing information
- surveys
- interviews
- meetings or focus group discussions.

Develop an advocacy goal

35 minutes

Learning Objectives:
- to understand the difference between objectives and goals
- to understand the importance of very focussed SMART objectives and how to develop these.

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Session Description:
Input; work in pairs or small groups; work as whole group

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Resources:
- Goals and objectives handout
- Prepared flipchart explaining SMART objectives

Step 1: (30 minutes)

Invite the group to give their understanding of a goal and an objective.

Share the following definitions:

- *A goal is your overall aim: what your advocacy campaign hopes to achieve in the long term.*

- *An objective is a milestone you seek to achieve along the way to help you reach your goal. You can have multiple objectives for one overall goal.*

Ask the group to imagine they are working on a campaign in their country, aiming to end child marriage. Ask them to suggest two objectives that the campaign might have.

Examples could include:

> *Goal – An end to child marriage.*

> *Objective 1 – Laws are passed making the legal age of marriage above 18.*

> *Objective 2 – Relevant ministries commit to increase funding for programming around changing social norms and the realisation of girls' rights.*

Step 2: (30 minutes)

Explain the importance of SMART objectives to the whole group, listed on a flipchart:

- *To ensure goals can be met, objectives need to be SMART*

- *Specific: make sure objectives say what you mean. What do you want to change? Who, what, when and where?*

- *Measurable: will it be possible to measure success? Make sure it can be – make it tangible.*

- *Achievable: be realistic about what can be achieved.*

- *Results oriented: focus on achieving meaningful change.*

- *Time bound: say when the change will happen by. Be specific: include dates or timescales.*

As a group, ask participants to create a set of SMART objectives for a goal for advocating on the role of young people in governance and the SDGs.

SESSION 4:

Consider the context

30 minutes

Learning Objectives:
- to analyse all the factors in the participants' contexts that might influence their goals, objectives and activities.

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Session Description:
Input; work in pairs or small groups

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Resources:
- Prepared PESTLE terms on flipchart

Step 1: (30 minutes)

Explain the PESTLE tool for context analysis:

- *It is important to ensure we are context specific when developing our action plans, and one way to do this is to use the PESTLE tool for context analysis.*

- *PESTLE allows us to explore different factors that can impact on our work:*
  - Political
  - Economic
  - Social
  - Technological
  - Legal
  - Environmental

- *These could include, for example, technological factors like access to social media; legal factors such as young people being excluded from voting; or economic factors such as members of the community needing to focus on their income generation and so not being able to take part in your project.*

Working in pairs or small groups, create a PESTLE context analysis of participants' local/work field, that will affect the delivery of the goals and objectives discussed in the last activity.

Map your network: choose who you want to influence

30 minutes

Learning Objectives:
- to identify stakeholders who are influential in creating the change you want to see.

Session Description:
Work in small groups or pairs

Resources:
- Post-it notes
- Prepared stakeholder matrix on flipchart

Step 1: (5 minutes)

In small groups or pairs, brainstorm all the different stakeholders who have an influence over the SDG process.

Ask participants to write each different stakeholder on a different post-it note.

Remind participants to think widely, including those affected by the goal, not just the policy makers etc.

Remind participants of the power sessions (both the powercube activity and the different types of power) and think of the power holders discussed in those sessions.

Stakeholders could include the following:
- government (including different ministries)
- individual politicians
- UN agencies
- aid agencies
- academics
- partners and allies
- other young people!

Step 2: (25 minutes)

Introduce the columns of the stakeholder matrix on a prepared flipchart as two sets of stakeholders:
- *difficult to influence*
- *easy to influence.*

Ask participants to separate their stakeholders into these two groups.

Introduce the two rows of the stakeholder matrix:
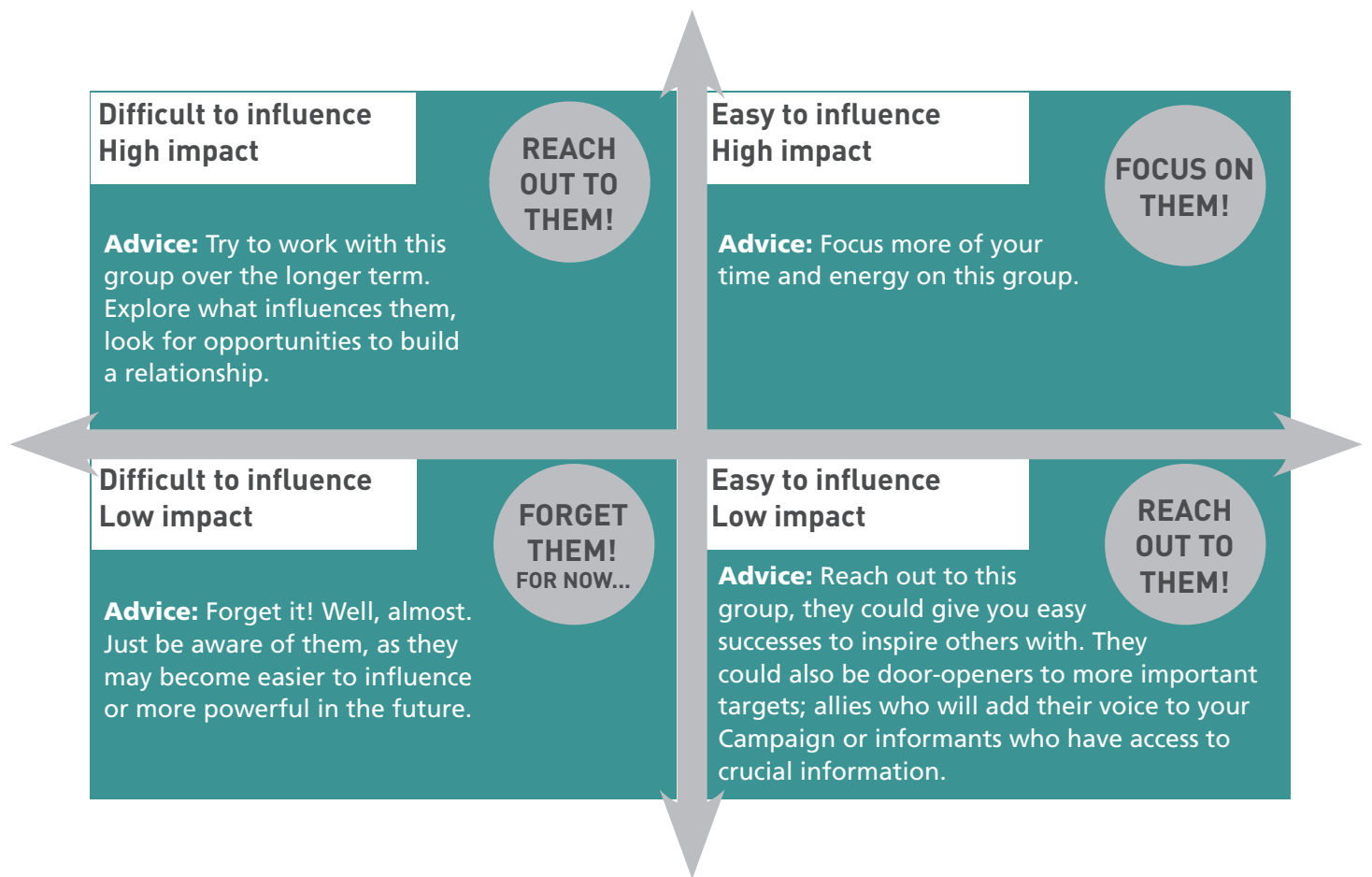- *very powerful*
- *less powerful.*

Explain that how powerful and how difficult or easy to influence a stakeholder is will affect the impact you can have:
- *difficult to influence and very powerful = high impact*
- *easy to influence and very powerful = high impact*
- *difficult to influence and less powerful = low impact*
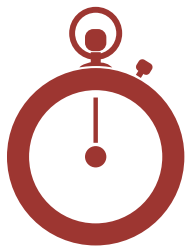- *easy to influence and less powerful = low impact.*

Ask participants to return to their post-it notes and place their stakeholders into the relevant corners of the matrix.

Explain how the matrix can influence the design of their advocacy work:

**Difficult to influence
High impact**

REACH OUT TO THEM!

Advice: Try to work with this group over the longer term. Explore what influences them, look for opportunities to build a relationship.

**Easy to influence
High impact**

FOCUS ON THEM!

Advice: Focus more of your time and energy on this group.

**Difficult to influence
Low impact**

FORGET THEM! FOR NOW...

Advice: Forget it! Well, almost. Just be aware of them, as they may become easier to influence or more powerful in the future.

**Easy to influence
Low impact**

REACH OUT TO THEM!

Advice: Reach out to this group, they could give you easy successes to inspire others with. They could also be door-openers to more important targets; allies who will add their voice to your Campaign or informants who have access to crucial information.

What is your message?

50 minutes

Learning Objectives:
- to understand some of the different audiences you will need to create messages for and what makes a good message
- to practise developing and role playing those messages.

Session Description:
Small groups/pairs

Resources:
- 'Good message' handout
- Prepared scenario options, relevant to group's local context/field of work

Step 1: (10 minutes)

Explain the importance of having a 'good message':

Think about the last time you sat up and took notice because someone told you something. What grabbed your attention? What made you want to find out more?

On the whole people respond well to messages which:

Firstly, link to an existing interest – use the information you've gathered from 'what influences them'.

And secondly, appeal to the heart, the head and the hands.
Heart: *why should they care? Communicate the need and what needs to change.*
Head: *what can change: with inspiring examples and strong ideas of what's possible.*
Hands: *what can they do? Communicate what you are asking of your target audience.*

Working in small groups, give out the 'good message' handout and ask groups to decide which message they think is better and why.

Ask each group to offer brief feedback.

Step 2: (40 minutes)

Working in pairs, give each pair two different scenarios to work on, such as the following.

- You get in a lift with your Minister of Foreign Affairs. She is just about to go to a summit at the UN about the SDGs. Advocate for a governance goal.
- You meet with your local politician at a community event. Influence them to support young people to be involved in the implementation of the SDGs.
- You meet the head policy adviser from a large international NGO during the lunch break at a conference. Challenge them on why their organisation has not recognised youth as a specific and marginalised group in their policies around the SDG process.

Ask participants to formulate a message on the role of young people, governance and the SDGs for each scenario.

Invite each pair to share one of their good messages.

Ask other participants to give feedback on the message, providing constructive criticism using the following criteria.

Good messages are:

- *simple*

- *solution-focused*

- *practical and reasonable in their requests*

- *evidence-based – they include real life stories, facts and statistics*

- *appropriate for the audience in their language and content*

- *personal – they show why you care.*

Photo: Plan

Choose your activities

60 minutes

Learning Objectives:
- to understand how to plan and target activities appropriately to maximise change.

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Session Description:
Work in small groups or pairs; feedback and discussion

Step 1: (15 minutes)

Explain the following:

In developing your activities the first thing to consider is **why** *you are doing something.*

It could be for the following:
- *to create public awareness and support for the change you want to see*
- *to open doors with decision makers*
- *to get your decision makers to start thinking about the issue*
- *to increase pressure.*

In small groups, consider why you would choose to use the following campaign tools:
- social media and traditional media work
- working with high profile figures including musicians/actors etc. to promote your issue
- creating a petition
- holding an event to hand in your petition to decision makers
- surveys to collect views and opinions
- meetings with decision makers and other members of civil society including youth groups
- rallies.

Secondly, consider in what order or process you would use these tools to achieve change.

Step 2: (45 minutes)

Working in small groups or pairs explain the following task:
- *You have 30 minutes to plan a short five minute presentation based on your project goal and objectives, focusing on the activities you might do.*
- *Consider the evidence that you have to support your actions.*
- *Be clear about the messaging you would need to develop.*
- *Think about the current context of your community/local area/ country.*
- *Think about why you would do certain activities at certain times/points.*
- *Consider what the public and/or government's current position is on the issue and make sure that the activities are appropriate to that.*

Invite one representative from each group to briefly share their presentation with the group.

Ask other participants to comment and question their choices so as to help them improve their project plan.

SESSION 8:

Manage risks

30 minutes

Learning Objectives:
- to understand what risks might exist and to consider how to avoid or deal with them.

Session Description:
Small group work; group work and feedback

Resources:
- Post-it notes
- Prepared 'risk table' on flipchart

Step 1: (15 minutes)

Explain to the group the importance of planning for risks.

- All advocates and campaigners will run into problems.

- The important thing is to identify the risks in advance and consider how to avoid them if you can – or how to deal with them if the risks turn into realities.

- There are two types of risks:
  1. ones that affect your safety
  2. ones that affect your advocacy strategy.

Working in small groups or pairs, brainstorm all the risks that might affect your project strategy. They may include some of the following.

Lack of public support for education reform	**Too many organisations trying to influence education in different ways**	**Resources/ funding not available or tied to other objectives**
Unclear aims **Weak evidence/ not being convincing**	**Not able to put education change on the agenda**	**Not understanding what is really influencing education policy/ curriculum programmes**

Write each risk on a post-it note and sort the risks/post-it notes into degree of risk: high, medium or low.

For each risk, discuss how it could be avoided and how it could be managed.

Introduce the risk table and ask participants to complete their own.

Risk	Degree of risk	How to avoid it?	How to manage it?

Step 2: (15 minutes)

Working in small groups, give each a risk that looks at their own safety:

• family not happy with your opinion

• community members hearing you on the radio and finding you and letting you know they disagree with your opinions

• community members shouting at you after you perform at a theatre in their community

• getting lost on the way to attend a national level advocacy event.

Ask participants to discuss the following questions.

• *Do they know if this has happened to anyone they know?*

• *How likely it is to happen?*

• *How could they avoid it?*

• *How they would deal with it if it happened?*

Invite each group to share their risk and a summary of their discussion.

Share the following guidance about keeping yourself safe.

• *Plan ahead and think through possible risks.*

• *Tell a supporting organisation what you are planning.*

• *Keep your friends and family informed so they don't get any surprises they might not like.*

• *Don't do activities alone – work together.*

• *If something does happen that you don't like – **make sure you report it!***

Monitoring and evaluation

20 minutes

Learning Objectives:
- to understand the importance of monitoring and how best to plan for this from the start of the project.

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Session Description:
Input, whole group brainstorm

Step 1: (20 minutes)

Explain the importance of monitoring your success.

Monitoring is about regularly gathering information on the positive and negative impacts of your advocacy campaign.

By monitoring you'll be able to:
- *PROVE: gather evidence about whether change is happening – so that you can know and show to others what's really going on.*

- *IMPROVE: learn about what's working and what's not.*

What to monitor?
- *Did the actions get a reaction?*
- *Did the reaction achieve a result?*
- *Did this result have the desired effect?*
- *What did work and what didn't?*
- *Were there unexpected outcomes?*

To answer each of the above you should think carefully about the information you need and how you will collect it during the planning phase. When gathering information, make sure it's from a reliable source and, where possible, use the same sources of information throughout.

Working as a whole group, brainstorm the following questions:
- *Thinking about your advocacy goal, what information will show you whether you've had an impact, or not?*

  E.g. support or commitment from your country representative or UN Resident Coordinator, public or community support for your advocacy goal and/or increased pressure on decision makers.

- *What things do you need to collect to prove this?*

  E.g. number of young people supporting your ideas, quotes from your advocacy target or partners, evidence that your tactics have taken place.

- *How will you get this information or proof? Who, how, where and when?*

  E.g. taking photos at events, interviewing your partners or targets after you have organised a public event, counting your support on social media.

Module 7 handout: Session 1

Problem tree handout

Identify the issue:

Having thought through the challenges to engaging in governance processes, you can work through this problem tree to better understand the issues that you want to focus on.

Try separate problem trees for 2-3 different issues.

1. Tree Trunk

What is the Problem?

Who, what, where, when?

2. Roots

What are the root causes

Why do these problems exist?

4. Leaves

Identify the solution(s)

What would address the root causes and/or remove the barriers? Be as specific as possible.

3. Branches

What are the barriers to solving the problem?

There could be several: cultural, social, political and/or economic

e.g. mistrust by older people or the perception of youth as violent or as only beneficiaries.

Bring in your personal experiences!

Have you been involved in decision-making or governance processes in your community?

YES: *What happened as a result and how did you feel during and after the experience?*

NO: *Why not? What stops you from being involved?*

e.g. being in a student council at school or helping to decide how the budget is used in your local area

e.g. My community put money towards building a new youth centre. I understand and have the skills to be part of local governance processes.

Module 7 handout: Session 6

Good message handout

Which of the following do you think is the more powerful message?

The person is a celebrity who may not have heard about the issue.

1. "Thousands of girls are being denied their rights, are at risk, and are not reaching their potential. Our project provides an effective and cheap way for girls to get an education. Your voice at our next gathering would convince the community to get behind us and make this a success."

Or

2. "We run a girls education project and we would like you to speak at our next gathering to convince the community to supportus. The project provides an effective and cheap way for girls to get an education. If its successful we can ensure girls claim their rights as well as reduce the risks they are exposed to and help them to reach their potential"

Approach one is usually the most effective because it makes an emotional appeal first, which encourages the target to pay attention to the rest of the message.