TRAINING MANUAL

COMMUNICATING FOR IMPACT

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Youth Political Empowerment:
Enabling Somali Youth to Meaningfully Engage in Governance, Peace-building and Reconciliation Efforts

UNFPA

United Nations Peacebuilding
Peacebuilding Fund

Contents


MUSLIM
COLLEGE
T-PEER

Background

Description

YOUTH LEADERSHIP takes many names and forms ranging from youth voice, youth participation and youth civic engagement to youth decision-making and youth empowerment. While this curriculum is aimed at promoting and supporting youth as leaders, it does not hold to a single definition of leadership. Instead, it aims to encourage young people to look at leadership in various contexts and to find value in different attitudes and approaches.

For sake of clarity, the definition facilitators might best keep in mind is that leadership is an art based on the ability to inspire, guide, and direct people.

These guidelines are divided into five sections: **Introduction, Conflict Analysis, Effective Communication, Resilience and Advocacy.**

The **Introduction** consists of exercises to enable the participants to get to know one another, to gauge expectations and to help break down and analyse some of the macro and micro dynamics that shape and influence youth leadership in their lives and in their communities.

In the **Conflict Analysis** section, participants are introduced to practical tools enabling them to analyse conflict situations. They will become familiarized with the conflict tree concept and learn how to differentiate between Root Causes, Conflict and Effects.

The **Effective Communication** section focuses on practical exercises for effective communication, including the use of non-violent communication tools and developing an understanding of how to channel their own emotions in such a way that they respond rather than react to external factors they may encounter. By this means participants learn the value of being in control of their actions and keeping in mind the outcome they want to achieve by doing so.

The **Resilience** section aims to help participants better understand themselves and their own coping mechanisms. The greater their awareness of their positive coping mechanisms the better equipped they will be to deal with stress and trauma.

The **Advocacy** section using a practice-oriented approach, explains step-by-step the nine steps involved in developing an effective advocacy strategy.

Duration

This **ToT training** process takes four days. Facilitators are free to divide the course as they see fit. The recommended duration would be to divide the content into three days and allocate additional day to completing associated exercises.

Principles

Active listening: Active listening is a communication technique used in counselling, training, and conflict resolution. It requires that the listener fully concentrates, understands, responds and then remembers what is being said. It is the number one skill required of facilitators, allowing them not only to understand what drives a conflict, but also how to connect with the conflicting parties.

Participation: is a vital principle of this training. For facilitators, participation is the key that helps guide and builds on collective knowledge. As will be reiterated many times, a facilitated training is about appreciating and building on the participant's knowledge and skills as opposed to a one-way communication/transfer of information/knowledge or skills.

Empowerment: focused on facilitated learning about social construction and transformation as a means for youth to understand their communities, imagine alternative futures, and plan social action; hypothesis that group-conducted research for change, in conjunction with multi-level social change activities, strengthens "group cohesion and individual and collective efficacy".

Inclusion: of those who are not generally invited to participate in decision-making or knowledge production.

Collaboration: in producing knowledge and understanding experiences.

Critical thinking: Critical thinking is the intellectually disciplined process of actively and skilfully conceptualising, applying, analysing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to attitudes and behaviours.

Participants' profile

Twenty participants per group is the limit. It is paramount that people connect at an inter-personal level and feel comfortable enough to express themselves. Larger groups tend to provide a less suitable environment for this.

When selecting participants, bear in mind: age, gender, disabilities, socio-economic backgrounds and interests (including religious) affiliations.

Since activities potentially have different audiences and target groups, attention should be paid to this before selection of participants. In the general rounds of discussion, note should be taken if someone is participating less or more.

Where possible within the age ranges, divide male-female groups and see their response then mix-groups to gather the different responses.

Young people from various socio-economic backgrounds should be involved in this process, but additional efforts should be made to mobilise young people from high risk contexts.

Interest groups are people in the community who share a common interest or cause – e.g. religious or profession-related. In the case of Somalia, such groups could be made up of young people with disabilities, young religious scholars, unemployed graduates or returnees.

Logistical

Make sure transportation from/to their homes and food is covered for these exercises. Engaging with young people, especially in high risk contexts, calls for a flexible approach, especially with regard to the timing of these workshops.

Workshops should be held in safe spaces that ensure safe access for young people. Youth centres, community centres are good options. Also it is well to bear in mind that places of authority – mosques or police stations for example --may inhibit participation. Organiser/facilitators should be aware of cultural obstacles -- e.g. places where young women aren't allowed to go and physical obstacles such as places inaccessible to people with wheelchairs or physical disabilities.

Role of the facilitation team

In an ideal scenario, an additional person should be assigned to take notes and photos of the sessions. Minimally, there should always be one person solely dedicated to = facilitation while another ensures the results are duly recorded.

At the outset of the workshop, facilitators must ask participants for their permission to take notes and photos and they should explain why this consent is required. The designated session leader should not be responsible for note-taking since they need to be fully focused, attentive and engaged throughout the entire discussion.

FACILITATORS SHOULD ALSO:

- Define youth leadership broadly (perhaps in terms, for example, of their own assumptions of what leadership looks like) and show participants examples of leadership styles and models (real or historical).
- Encourage discussions by asking appropriate questions and maintain a neutral stance when reacting to comments; avoid asking questions that might be seen as loaded, judgmental or insinuating.
- Be alert and aware of participants' verbal and non-verbal reactions

and responses and seek to stimulate dialogue to enhance engagement and full participation.

- Inspire trust and reliability and also create a safe space for the exchange of information that might be considered sensitive.
- Be flexible and open to suggestions, interjections and criticism, yet not let these interchanges derail the flow of the discussion.
- Control time (but not at the expense of a good intervention)
- Ensure flow.
- Create opportunities to ensure all participants are exposed to examples of youth activities and issues that reflect diverse forms of leadership and action approaches.
- Maintain a strategic focus in the chosen lessons model while remaining authentic and open to learning about leadership from the participants as well.

Some concepts may need explanation, but they can often be illustrated by drawing on the participants' own responses and experiences. Simple things like eye contact and asking follow-up questions help increase participation. The use of circular questions to get people to realize the answers themselves is often more effective than simply providing direct answers and explanations. A good balance to aim for is to have participants speak or doing role play 75 per cent of the time, with the facilitator taking the workshop floor to direct proceedings for about 25 per cent of the time.

Be firm about NOT letting a few participants dominate the discussions. This can be accomplished by maintaining regular eye contact with all participants and remembering never to have your back to anybody. Checking in with participants on a regular basis for feedback also helps gauge how they feel about the workshop and their progress.

Be dynamic, enthusiastic and positive! Enthusiasm is contagious, and the more committed you are to the workshop and its success, the more commitment you will get from the participants. Use your voice and your body language to show your level of engagement, excitement and positivity! Work with your co-facilitator and build on their contributions as well.

Know and use the manual and remember the purpose of each activity: always make sure that you cover all of the steps in each session and check in the end that the purpose of the session has been achieved. There is a reason why the sessions have been constructed the way they are. That being said, the manual is a guide and you need to be flexible, per your audience, always keeping your purpose in mind. Since the topics discussed are personal and need time for participant reflection and discussion, the facilitators will have to use their own discretion on time management to ensure the result of the workshop best reflects the group's perspectives.

Avoid the role of parent or teacher: instead, explain and walk alongside the participants. Be part of the group and make the workshop their responsibility and effort as well. Ensure that you involve and inform them every step of the way. Do not let them give you the responsibility for the workshop, but instead actively engage all group members. Never be afraid of not being the all-knowing person – nobody ever is.

Recognise and respect your audience's literacy level: if literacy is an issue, use symbols instead of words where possible and use the same simple symbols every time for the same thing. Additionally, the co-facilitator needs to take detailed notes of the obstacles and of the solutions best suited to given situations. A flipchart or a notebook can be used.

Make sure to present all the messages in **a simple and practical manner** that is directly relevant to participants' daily lives so that they can easily understand and apply the messages. Use the same simple symbols throughout the process.

Introduction

The introduction is the moment for the training participants to get acquainted with each other, with the facilitators and with the agenda.

Duration: Two hours

Preparation: Decide beforehand which facilitator will lead in each activity and have the materials ready to ensure easy flow.

Activity 1: Introductions

Methodology

The facilitation team will introduce themselves and the objectives of the leadership training process. The overall goal is to let the participants find their leadership style and strength by familiarizing themselves with some tools that will enable them to maximise their full potential as effective leaders.

Note to the facilitation team
The introduction process can be done in many ways, so it is best to find the one that most suits you and the context. Before any of the introduction activities, go through the following options and select the one(s) you think are the best for you and the group. You can choose more than one.

Option 1 – positive reinforcement (I AM...): One introduction phase option that can help kickstart work on resilience and self-esteem is to ask participants to introduce themselves by using a positive adjective that matches their first name. For instance, we could have Amazing Abdi, Incredible Iman, Fantastic Fatuma, Memorable Mohamed.

Option 2 – focusing on skills (I CAN...): Another approach is to propose that group members introduce themselves by saying their names, one obvious (positive) skill or attribute they might have and a (positive) skill that people may not know about them. An example might be, “my name is Mohamed Hassan Mohamed, I am a leader (positive attribute) and one thing people may not know about me is that I help my brothers and sisters with their homework in my spare time (positive skill/habit)."

Additional exercise "Pass the ball": The facilitation team can help participants get to know one another a little better by proposing this exercise: participants form a circle, whoever has the ball has to throw it to a person they know by name. They need to shout out the name of the person so everybody can hear. The ball has to be thrown to a different participant each time. This exercise can be done also using the "enhanced" names approach cited in Option 1.

Setting ground rules: Facilitators will ask participants to suggest ground rules for the day to ensure an agreed set of clear standards that everyone should abide by in order that participants can feel respected and comfortable enough to share their feelings and ideas. Elements that should always be present:

- Assume positive intent
- Active listening
- Overall respect for each other

Remember to explain the practicalities (duration of days, hours per day, refreshments, etc.)

The session ends with a tea/comfort break of 10 minutes.

Activity 2: Gauging expectations

Methodology

During this section, the facilitation team will place a big sheet with "Expectations" on it and give the participants three post-its or cards to draft three "expectations" they have for this training. Participants will have 5 to 10 minutes to draft these and post them on the board.

Source: Shana Burke

During the break/lunch/closing, the facilitation team will cluster all those expectations into trends and relay back to the participants. Internal note: important to ask the participants if they think that this is an accurate depiction of their expectations.

Activity 3: Defining leadership

Methodology

The facilitation team will set up a big white sheet of paper. The goal is to help participants break down what leadership is in a more concrete way. The facilitators draw a circle in the middle of the sheet, to represent "Youth Leadership":

In **orange** (or a different colour), the facilitation team will ask the group and write close to the circle: What are the principles of leadership?

In **green** (or a third different colour), the facilitation team will ask the group, and write in a second line within the circle: What does a leader do on an everyday basis?

In **red** (or a fourth different colour) ask what are the obstacles for youth leadership in your community/country?

In **blue** (or a fifth different colour) ask the young leaders, what are the opportunities you have in your community for leadership?

The completed circle should look more or less like this:

Source: IPAT

Take this time to have a debriefing with the participants. Did the principles align with the actions? Does this fit the current model of leadership? Is leadership tied to a particular process (political) or can it be a principle applied to different aspects of life (citizenship, religious, public service, academic, family...)?

At the end of this activity participants can have a break.

Principle of Leadership

1. Know yourself and seek self-improvement - In order to know yourself, you have to understand your be, know, and do, attributes. Seeking self-improvement means continually strengthening your attributes. This can be accomplished through self-study, formal classes, reflection, and interacting with others.
2. Be technically proficient - As a leader, you must know your job and have a solid familiarity with your employees' tasks.
3. Seek responsibility and take responsibility for your actions - Search for ways to guide your organization to new heights. And when things go wrong, as they often tend to do sooner or later — do not blame others. Analyze the situation, take corrective action, and move on to the next challenge.
4. Make sound and timely decisions - Use good problem solving, decision making, and planning tools.
5. Set the example - Be a good role model for your employees. They must not only hear what they are expected to do, but also see. We must become the change we want to see - Mahatma Gandhi
6. Know your people and look out for their well-being - Know human nature and the importance of sincerely caring for your workers. 7. Keep your workers informed - Know how to communicate with not only them, but also seniors and other key people.
7. Develop a sense of responsibility in your workers - Help to develop good character traits that will help them carry out their professional responsibilities.
8. Ensure that tasks are understood, supervised, and accomplished - Communication is the key to this responsibility.

Adapted from (U.S. Army, 1983).

The 21 Challenges of Leadership

These are the problems and opportunities of the day which call for good quality leadership (Figure 1.2). This figure has two zones: the outer zone consists of 14 Key Challenges that are typical of the kinds of organizational challenges that you are likely to face at work; the inner zone of 7 Core Practices contains the more personal, inner challenges that you face *when you engage in leadership. These inner challenges or practices are about action – what you do (and need to do skillfully) – but they are also ways of being – of who you are, and of how you do what you do. The 7 Core Practices link us as individual people to the outer organizational challenges through our actions. It is the quality of your responses to both inner and outer challenges that makes the difference between good and bad leadership.*

Adapted from: *A Manager's Guide to Leadership: A Challenges Approach to Leadership*

Materials

- Flip chart stand
- Flip chart
- A3 papers with the Venn Diagrams
- Blank A3 papers
- Marker pens in different colours

- Post-its
- Tape

Conflict Analysis

Introduction

Facilitation team: Explain that they are not there to tell the participants the best way to solve conflicts. Instead, they are there to learn from them and to facilitate a process

where they can reflect on these issues (Peace-building and Political processes). This process of reflection will help inform us and hopefully also be useful in giving the participants' new perspectives and new tools to understand their specific conflict situation and, hopefully, arrive at better solutions consistently.

Provide acknowledgement that this process is innovative and unique and that it is a collective construction and an ever-evolving process.

Facilitation team to ask: Why is it important to be reflective when dealing with issues of Peace-building?

Why is it important to be reflective when dealing with issues of politics and political processes?

Conflict Tree: what is it and how to use it?

Purpose

The Conflict Tree can be used when a group, organisation or community needs to agree about the core problem of their situation, or when a team needs to decide which conflict issues they should address.

This tool is useful when trying to understand and identify causes, triggers and effects of conflict.

Duration: 30 minutes

Methodology

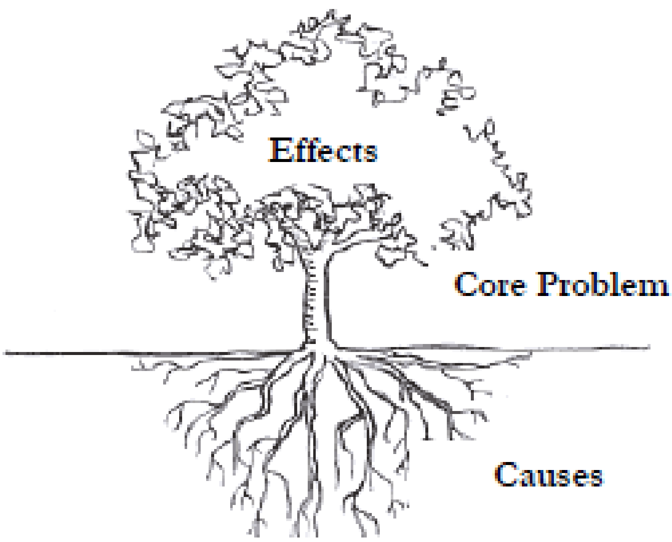
Display a drawing of a Conflict Tree on a flipchart/projector. Explain:

The **effects** of conflict are what we can see in the situation.

The **root causes** are those factors that give rise to what we see.

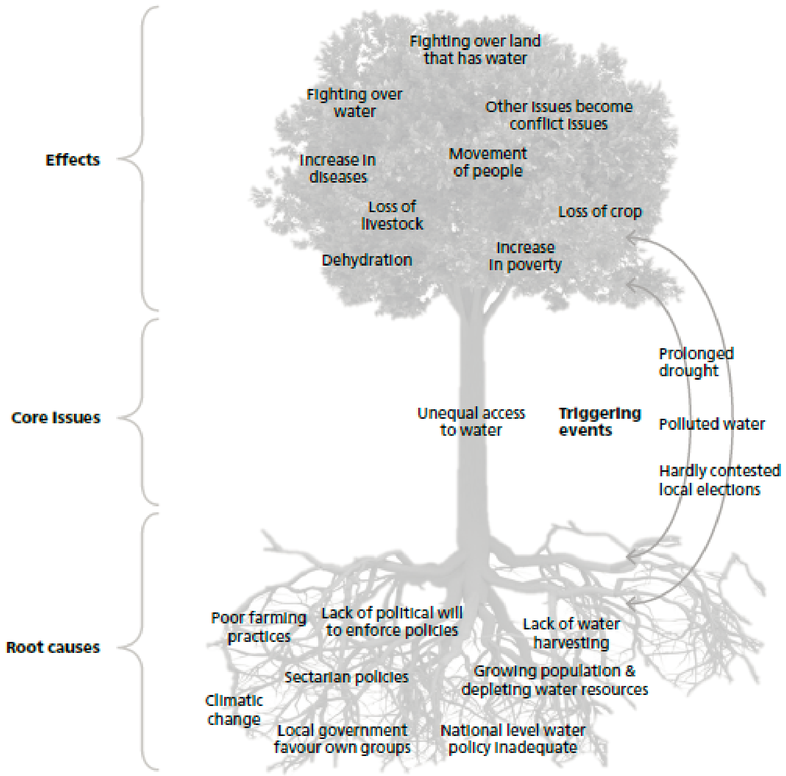
The **core issue** is the main problem to be addressed.

The triggering events are the events or actions that increase the effects of the conflict and make the conflict worse.



Source: DDG CPMR Manual, 2014.

In this session you will draw and talk through a brief example to illustrate this.



Source: Saferworld Conflict Sensitivity Training Manual, 2012

Explain the difference between root causes, triggers and effects through the example of tree roots, the tree trunk and the branches.

Materials

- Flip chart stand
- Flip chart
- Marker pens in different colours
- Poster or flipchart with overview of the workshop agenda
- Post-its
- Tape

Practical exercise: application of the conflict tree

Purpose

The participants will now have the opportunity to put the previous knowledge into practice by applying the model in the different groups.

Duration: 1 hour and 35 minutes

Methodology

Propose general conflict issue/core problem to be analysed (e.g. conflict over land; conflict over resources; conflict between FMS/FGS).

Divide participants into groups of five and give them an A3 page and two markers to draw their tree.

Explain in the individual groups and again talk about the purpose of the exercise, and reiterate what are the **root causes** the underlying causes of the problem; and what are **effects** – the symptoms of the problem/conflict that we can see.

During the exercise, through **circular questions,** helps analyse root causes and effects and constructively question assumptions.

Source: DDG Workshop in Yola, Nigeria.

Facilitators ask each group to present their core conflict, root causes and effects and the other groups are invited to think collectively about these issues.

Remember to ask the groups:

- How does that particular root cause affect the problem?
- A good way to frame the root cause is to flip how it is phrased onto its positive side. This enables you to create solutions to the conflict/problem. Take for instance unequal access to water, a root cause of which is poor farming practices. That's a good example because if we flip the phrase to its positive mode - good farming practices - already, we are thinking of solutions to the problem.
- Why is it important to think about cause and effects? [**Remember** to highlight that only by addressing the real causes, can we effectively and sustainably solve a conflict or a problem]

Materials

- Flip chart stand
- Flip chart
- Marker pens in different colours
- Poster or flipchart with overview of the workshop agenda
- Post-its
- Tape

Effective Communication

Purpose

This section is aimed at practicing aspects of nonviolent and effective communication in relation to conflict transformation, advocating for human rights, and implementing youth initiatives in the field of peace-building. The main goals are:

1. To provide a space for obtaining active listening, free of bias, observation skills;
2. To draw the attention of participants to the importance of empathy by encouraging parties involved in communicating with one another to identify and openly expressing their needs and related feelings in a sensitive manner that neither implies nor ascribes judgment, criticism, or blame/punishment;
3. To address the issue of connection and empathy in communication;
4. To provide a space for learning how to make open requests, not demands.

Duration: three hours

Preparation: Visual aids, flipcharts, group in circles, space to move about in.

Activity 1: Connection

Methodology

The session is focused around key aspects of the theory of non-violent communication developed by Marshall Rosenberg. It focuses on two aspects of communication: honest self-expression (defined as expressing oneself in a way that is likely to inspire compassion in others) and empathy (defined as listening with deep compassion).

Facilitation team: The facilitation team will explain that this session focuses on four key tools: 1) making neutral observation; 2) expressing feelings directly (without justification or interpretation); 3) expressing needs based on a list of fundamental human needs; and, 4) making clear, concrete, feasible requests.

Exercise

Participants are asked to connect to each other visually. This entails forming a circle, and each participant, one at a time, moving into the centre and greeting everyone eye-to-eye silently, without word. That done, they are allotted a minute in which to connect in any other way they find appropriate (verbal or non-verbal) to members of the group preferably focusing on those they had most difficulty connecting with in the initial eyes-only greeting. A short feed-back follows. (What did we do? Why? How it is linked with nonviolent communication?)

The key here is connection without judgement. Openness.

Activity 2: Active listening and observation

Methodology

Exercise

Participants are asked to divide in groups of three. Two participants talk - one is supposed to talk about a good moment they've had in the week while the other actively listens, then they reverse roles with one relating an account of an unpleasant/stressful moment as the other listens. The exchanges should last no more than three minutes. The third person, the observer, having witnessed the exchanges, provides a short feedback to the two participants, paying special attention to how actively and attentively they listened to one another's accounts. The two participants (both as story tellers and as listeners) should describe how they felt – during their exchanges, especially about the moments they thought the person listening was paying close attention to what they were saying or was inattentive. And then - Why?

Debriefing for the whole group:

- Was it hard or easy for all?
- What techniques do we use to be an active listener? (Write them on a flipchart)
- Is there a difference between observation and evaluation?
- Collecting ideas on how to be an active listener. (Write them on a flipchart)

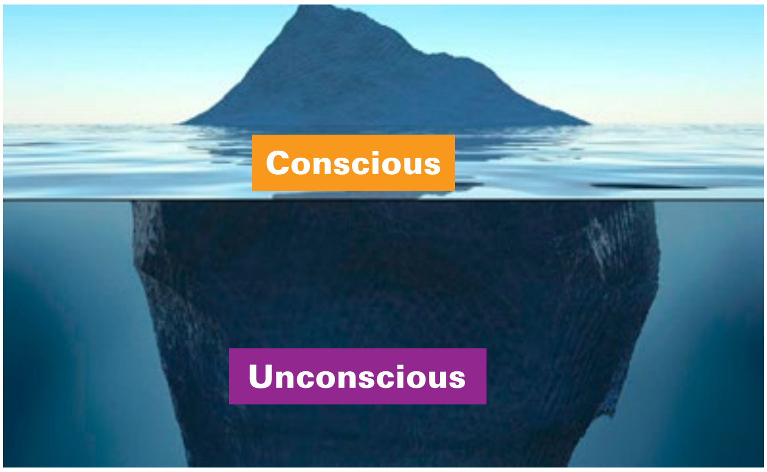
The facilitation team should add those principles that participants miss and also share some hints on how they can work on and improve their active listening skills (no judgement, no interruptions).

Activity 3: Self-Awareness

Methodology

John D. Mayer of UNH and Peter Salovey of Yale. (1990) "Emotional intelligence is the ability to accurately perceive your own and others' emotions; to understand the signals that emotions send about relationships; and to manage your own and others' emotions." (John D. Mayer)

Visual aid 1: Key to the Unconscious



Exercise – Guided reaction vs. response

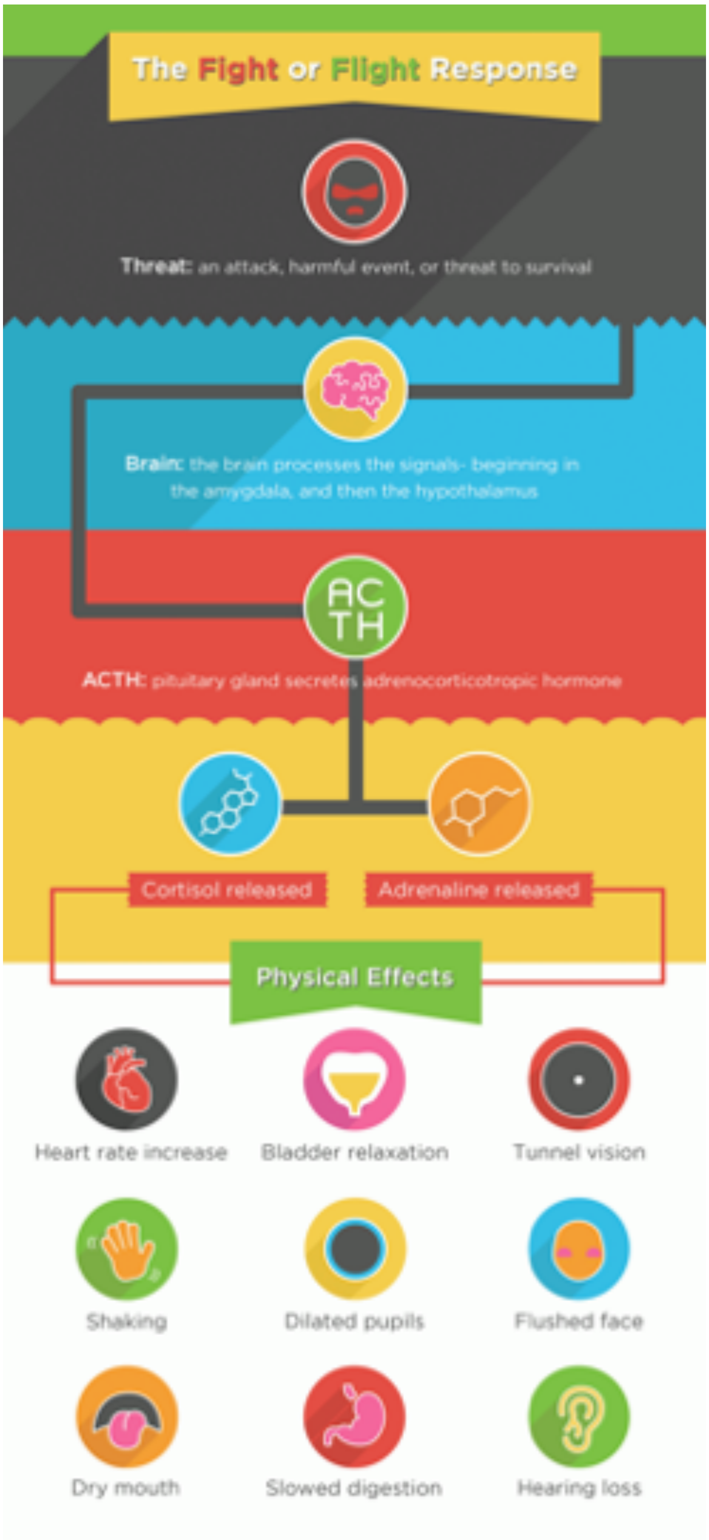
The facilitation team will ask participants to think of two scenarios. First, thinking of someone you don't like, what do you think? How does it feel in your body? Write those in the first column.

Now, think of a person you do like. What do you think when you are with them? How does it feel?

Person you don't like	Person that you like

When you are with the person you don't like most of the adjectives would be "reactive". This means you are in fight or flight mode.

Visual aid 2: Flight or flight mode



That's your body and mind trying to protect themselves, but you have to take a step back and think:

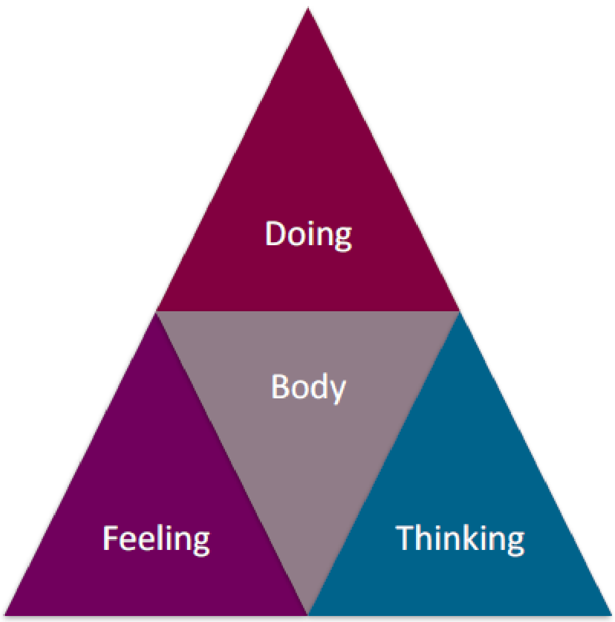
What do i want from this particular relationship?

Do you need to create a more meaningful relationship with this person? Would your goals, projects or initiatives benefit from having an improved relationship with this person?

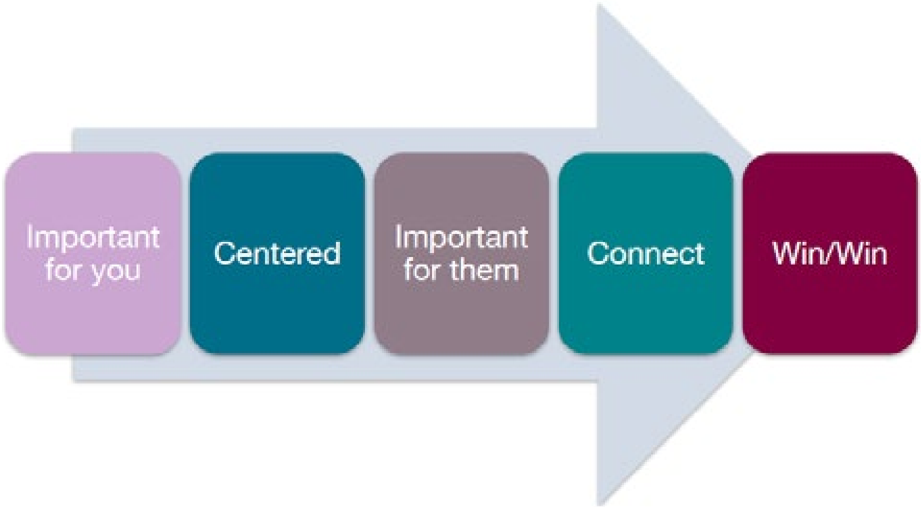
Can you choose instead to:

- Educate
- Inform
- Influence
- Engage
- Empower
- Innovate
- Motivate
- Advocate

Visual aid 3: Thinking, Feeling, Doing



Visual aid 4: The ideal process of responding/managing relationships



Exercise - Discuss in pairs (30 minutes):

- Reflect on what you are trying to achieve in your relationships?
- What are the situations you get "triggered" in?
- What is the "trigger" for you? Why do you get ''triggered" in these situations?
- When you feel "triggered", how do you react?
- How do you wish you could respond instead?

Once the group has reassembled, the facilitation team will talk about how to create pattern interruption, a coping mechanism for dealing with situations you know usually serve as "trigger" points. Options for instance worth considering -- if it is a piece of bad news, taking a walk break , if it is a conversation, taking three deep breaths before responding or having a sip of water. In short, anything that takes you from a reactive mode to a more mindful/responsive mode.

Activity 5: Identifying your needs

Methodology

WE ALL HAVE NEEDS!

Visual aid 5: Maslow's hierarchy of needs

Self-reflection moment: Invite the participants to think of their driving needs – their three priority needs and how they may affect the decisions that they have made and how they approach their relationships.

Exercise: WHAT DO YOU KNOW ABOUT OTHERS?

Going back to the people you have selected as the people that you like and the people that you dislike. About the person that you like, write in a page:

A) What they do well?

B) What is important to them?

C) What do they like to do?

About the person that you disliked or recall from a bad situation from before, write:

A) What they do well?

B) What is important to them?

C) What do they like to do?

Debrief:

You can't influence, empower or engage if you haven't found a point of connection.

How do you think your needs may have affected how you approached your positive and negative relationships?

Reflection questions:

- What new insights does this give you about your situation?
- What would become possible if you applied this to your situation?
- How do you need to evolve and change to apply this effectively? (Stop, Continue, Start)

Materials

- Flip chart stand
- Flip chart
- Blank A3 papers
- Marker pens in different colours
- Post-its
- Tape

Resilience

Purpose

This section is aimed at self-awareness and strengthening resilience and coping mechanisms for dealing with stress.

Duration: Three hours

Preparation: Visual aids, flip charts, groups in circles, space to move about.

Activity 1: How to cope with stress?

Methodology

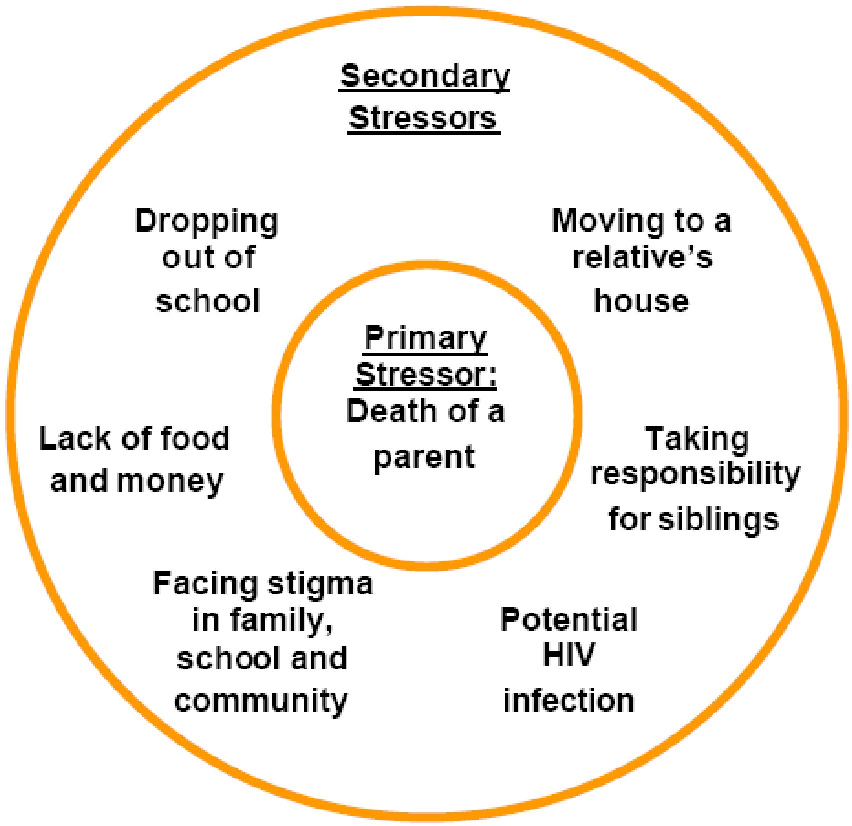
In this session, we are going to discuss coping and resilience, but first we will talk about stress to help us better understand coping and resilience.

In our daily lives, we experience stress. A little stress helps us to be better at the things we do such as meeting new people or going to see an authority when we have problems. However, too much stress can prevent us from getting on with our daily activities.

Stress is a feeling from inside that arises when a person is faced with a situation or problem that they perceive they have neither the means nor the resources to solve. In other words, there is a gap between the stressful event and the resources available to the person involved to deal with the stressful event.

Stress has a practical element and an emotional element. For example, someone who has lost a job may be concerned about what to eat, how to pay the rent (practical) and at the same time they might feel angry or depressed (emotional).

There are 2 different levels of stress:



Primary Stressor: It is the initial disturbing experience or event (e.g. death of a parent, being sexually abused, being displaced from your home).

Secondary Stressors: They are experienced as a result of the primary stress (e.g. dropping out of school after the death of a parent or being displaced from home).

Each of these elements has both a practical and an emotional concern.

Facilitation team: Explain that stress has different signs and symptoms which can be divided into emotional, physical and behavioural categories.

Participants will be given post-its and encouraged to place as many symptoms as they can recall.

Possible answers:

Emotional	Physical	Behavioral
Sadness	Headache	Eating too much or not eating enough
Helplessness	Fatigue	Bullying/fighting
Guilt	Digestive problems	Harsh treatment of others, aggression
Loneliness	Inability to focus/lack of concentration	Use of abusive language
Anger	Sleep disturbances (too little or too much, nightmares etc.)	Isolation/withdrawal/not playing with others
Betrayal	Sweating palms/hand tremors	Difficulty in communication
Uncertainty	Palpitations	Restlessness - cannot sit still
Anxiety		Increased tendency to cry
Irritability		Regression to earlier behavioural patterns, e.g. bed wetting
		Tendency to cry easily.

(Debrief moment): Sharing is a process and a learning process as well. Some people may not have the verbal skills to express how they feel so they might display more of the physical and behavioural signs and symptoms. It is important to know yourself and find what are positive coping mechanisms to "release" this anxious energy that you might be feeling? (Internal note: if psycho-social services are available, it would be important to mention them.)

Some people may find release in sports, religious groups, community work, gardening, taking care of animals, talking to friends, talking to family, painting, drawing, writing poems... As long as it does not hurt you or others physically and you are not compromising your principles (of respecting yourself), give it a try.

Discussion:

- What are your ways of coping with stress?
- How can you tell whether something is a positive coping mechanism or not?

Possible answers to explore and discuss:

Coping mechanism:	Explanatory Notes:
Prevention and Planning	Most people respond to stress after it has happened. One can be prepared for stress by equipping oneself with life skills which can help build confidence and self-esteem (e.g. cooking, doing laundry, being involved in daily, decision-making in the home, etc.).
Understanding the situation and its consequences	Keep informed about the situation (as is and as it develops and unfolds) and how it might likely end -- if displaced from home or country, it is best to discuss and explore available options enabling one to continue pursuing life and career plans. Here, indicate the importance of sharing needs and seeking help rather than closing down, bottling up fears and putting aspirations on hold.
Inclusion in the process	Stress the need to get involved in any process that affects the individual experiencing a stressful event. Empower participants to feel free to ask questions about any process they are unclear about especially those that have the potential to offer them support.
Problem-solving	Stress how important it is that young people come up with solutions to their own problem but note that this should be age appropriate. Emphasize the value and life skills of problem-solving.
Good Exercise, Rest and Nutrition	Rest when possible. Eat well when possible. Try to exercise if and when possible.
Emotional Support and Counseling	Seek emotional support by talking to someone you trust about your experience, concerns, fears and aspirations for the future.
Do not over-burden yourself with more responsibilities than you can cope with	Do not shoulder more responsibilities than you can handle at a given time -- look for support to the available community networks and seek their help to share and ease your burden so that you can follow up on your life goals.

Facilitation team: Explain that this is what we term resilience -- the inner emotional strength that enables one to cope with difficult circumstances.

Ask the participants: what protective factors have been made available for young people to help them cope with stress and trauma? (Record the answers on a flip chart in two columns - those that are external and those that are considered internal).

Developmental Assets

External Assets	Internal Assets
– Support	– Commitment to Learning
– Empowerment	– Positive Values
– Boundaries and Expectations	– Social Competencies
– Constructive Use of Time	– Positive Identity

Ingredients of Resilience: 7 Crucial Cs

1. **Competence**— Ability to know how to effectively handle situations
2. **Confidence**— Solid belief in own ability to handle situations
3. **Connection**— Close ties to family, friends, school, and community that produce strong values and a solid support network that protects against self-destructive behavior
4. **Character**— Fundamental sense of right and wrong to ensure young people are equipped to make wise choices, contribute to the world, and become stable adults
5. **Contribution**— When young people realize the world is a better place because they are in it and are contributing to it
6. **Coping**— A wide repertoire of positive, adaptive coping strategies
7. **Control**— When youth realize they can control the outcomes of their decisions and actions

Materials

- Flip chart stand
- Flip chart
- Blank A3 papers
- Marker pens in different colours
- Post-its
- Tape

Advocacy

Purpose

This section aims to make the policy advocacy process easy to understand and to equip you with practical advocacy skills.

Duration: Six hours

Preparation: Visual aids, flip charts, groups in circles, space to move about.

What is advocacy?

Methodology

Definition: Advocacy is first and foremost a process, occurring over unspecified amounts of time, sometimes brief, often lengthy. Advocacy is also strategic. It targets and promotes well-designed activities among key stakeholders and decision-makers. Lastly, advocacy is always directed towards influencing policy, laws, regulations, programmes, or funding — decisions made at the upper-most levels of public or private sector institutions.

The policymaking and policy implementation process can be complex. To be effective, you must understand the processes, the relationships between a country's government bodies; how you and other organizations can access policymakers and participate in the policymaking process.

There are various ways policy change can be brought about. Take a look at the examples below.

- Policy development: create a new policy proposal or policy guidelines.
- Placement on the policy agenda: appearance of an issue or policy proposal on the list of issues that policymakers give serious attention and are willing to discuss.
- Policy adoption: successful passage of a policy proposal through ordinance, ballot measure, legislation, or legal agreement.
- Policy blocking: successful opposition to a policy proposal.
- Policy implementation: proper implementation of a policy, along with the funding, resources, and/or quality assurances required.
- Policy maintenance: prevent resource cuts or other negative changes that might affect a policy.
- Policy monitoring and evaluation: tracking a policy to ensure it is implemented properly and achieves its intended impact. Use M&E to inform changes to the policy or its implementation.

What is a campaign?

A campaign is a coordinated plan designed with a set of activities that people can carry out over a period of time in order to achieve social and/or political change. Campaigns can also be undertaken to influence and change behavior for marketing or commercial purposes

Some see advocacy and campaigning as synonymous terms, both being umbrella terms for all forms of influencing (including, for example, lobbying and public campaigning).

Discussion question 1:

How does the policy-making process in Somalia/your community works?

Designing a policy advocacy campaign can feel both intimidating and overwhelming. Working through some steps to articulate your strategy and action plan helps clarify what you are doing and coordinate your work. This is also what potential donors and partners will want to see in order to understand your work and determine how they might support it.

Discussion question 2: Can you name some successful campaigns in your country, community, school? What had they in common? Can you think of examples of successful youth-led campaigns?

There are eight key components to consider in developing an advocacy campaign:

Key Component 1: Identify the Issue

Key Component 2: Deepen Understanding

Key Component 3: Identify Targets

Key Component 4: Set Goals and Objectives

Key Component 5: Develop a Strategic Action Plan

Key Component 6: Create Key Messages

Key Component 7: Identify Allies and Build Support

Key Component 8: Identify Potential Obstacles and deal with Opposition

Step 1 – Identify the issue

Methodology

Research is an important initial step of advocacy. Before you move forward, you want to make sure you understand some basic facts about the issue and know some of the key players and stakeholders. A stakeholder is a person or group with an interest, involvement, or investment in the issue. The term can apply to people who are affected by the issue or those who can influence it.

Essential Facts

- Who is affected by the issue?
- What factors contribute to the issue?
- What are the consequences (social, economic, etc.) of the issue?
- What are the barriers (political, cultural, etc.) to addressing the issue?
- What is the history of the issue in this community?
- Who are the key players and stakeholders?
- Are there current policies that address this issue?
- What works or does not work?

In addition to background research on the issue, you need to understand the policy environment and the advocacy landscape – the key elements if there is a public debate on the issue plus other issues that might be striving for priority on the policy agenda, and related matters. Many advocates work to improve youth development in countries around the world, so chances are you are not the first to attempt to address the issue you are seeking to fix.

As you move forward, it is important to learn more about the policy and advocacy efforts already underway in your country in order to understand what has worked or not worked out in the past. Don't duplicate. Check to see if there are activities already in place that you should be aware of and how you might connect with them? Are there lessons you can learn from past experiences, including policies that were passed to try to address this problem or issue? It is important to examine what has already been done, connect with allies, and figure out how to best move forward.

Step 2 - Deepen your understanding

Methodology

Developing a needs assessment

(Exercise): In groups of three, consider an issue you might want to address. How would you go about conducting a needs assessment for this issue? Who would you want to include in your discussions to identify the issue and find solutions?

Guiding questions:

- How do people feel about the issue?
- How are people affected by the problem or issue?
- What are its most serious consequences?
- What factors contribute to the problem?
- Which of the factors are easiest or most important to address?
- What are the barriers to addressing the issue?
- How does the issue link or divide different communities?
- What is the history of the issue in this community?
- Who are your opponents and what influences them take the positions they do?
- What political forces may be influencing decision-makers?
- What will it take for people to support your goals (or at least not oppose them)?
- Who are the key players and stakeholders?
- Are there current policies that address this issue? What works or doesn't work?
- Are there policies that could be created to address this issue?

Step 3 - Identify targets

Methodology

Before you can decide on a strategy or how you will work to make a policy change, first understand ***who has the power to make that change***. This individual or small group of people (often within an institution) represents your ***primary target***, the key audience for your advocacy messages. You may have multiple targets, a range of decision-makers who can develop and implement policies that create the changes you wish to see to advance young people's development. If you have a number of different primary targets, it is important to think about and address them individually since each may require a different tactical approach and/or messaging.

Secondary targets are important too, comprising those who can play a key role in influencing the primary target or decision-makers. These may be individuals close to your primary target or a group of people with the political power to pressure your target to take the action you want. Such targets can include women and young people, politicians, religious leaders, school officials, and the media, plus other relevant influencers.

In identifying your secondary targets, remember that a wide variety of people can influence the actions of policy and other decision-makers. Every effort should be made to build upon what has been learned during the research phase of your advocacy planning in order to focus your efforts on those most likely to help you reach your advocacy goals.

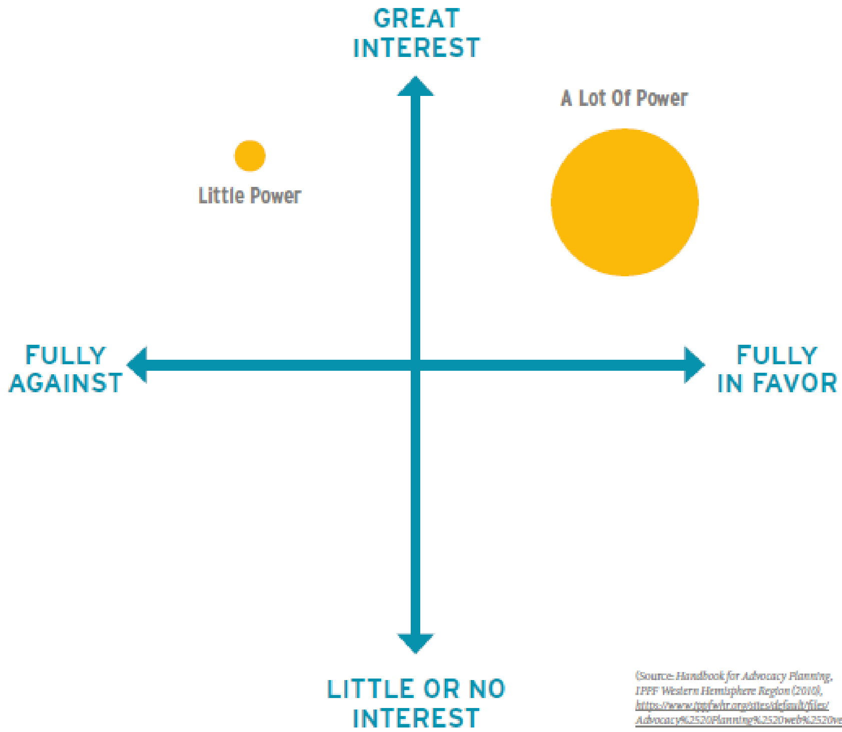
It is important in this process to consider your potential opposition and their tactics. Will they be reaching out to your same targets? Are there ways to counteract their tactics? You will learn more about how to do this when applying Key Component 8.

Power mapping is a visual method to examine and identify your primary and secondary targets and their relationship to your issue. You can also use this approach to map your allies and opponents. It can help you identify those who need to be influenced in order to obtain the policy commitment you seek and how and who can help you to reach those people.

International Planned Parenthood Federation (IPPF) Western Hemisphere Region has developed a power mapping exercise to help plan out how to approach different advocacy targets. The first step is to map out the various audiences for your advocacy based on:

- **Their level of power or influence.** The person's authority to make decisions that will have an impact on your advocacy goal and objectives.
- **Their position on your advocacy goal.** Whether the person is in favour, against or neutral about your advocacy goal or objectives.

- **Their level of interest in your advocacy issue.** The person's willingness to commit to the success or failure of your advocacy efforts.



(Source: *Handbook for Advocacy Planning*, IPPF Western Hemisphere Region (2010), https://www.ippfwhr.org/sites/default/files/Advocacy%2520Planning%2520web%2520version.pdf)

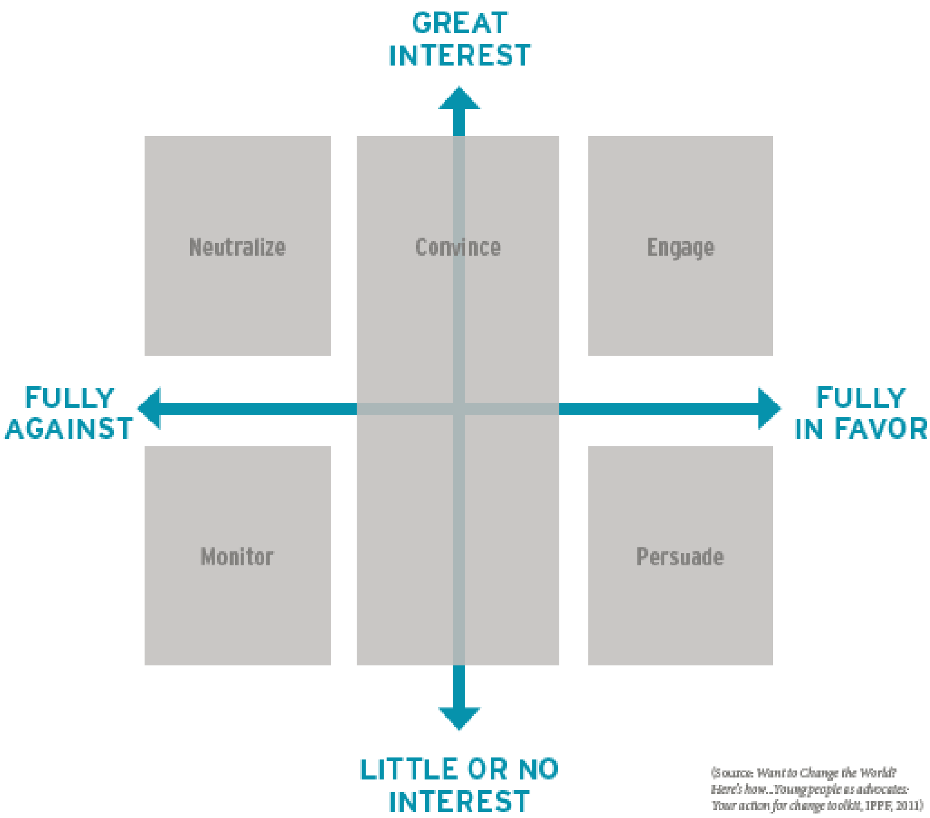
Exercise:

In the same groups as before, draw the chart based on your issue. Place decision-makers in the correct place on the chart, thinking through their level of power and their interest in your issue. Those who fall on the right hand side of the chart are your primary and secondary targets and your allies; those in top left side are your opposition.

(Second part of the exercise): Once the charts are completed and debriefing has taken place, the facilitation team will encourage the participants to determine which approach is most likely to be effective in reaching the decision-makers in each quadrant of your power map:

- **Convince.** If your target, though very interested only agrees slightly with your position, you should try to persuade them with more information to show that your advocacy objective is the appropriate solution.

- **Persuade.** If your target is in favour of your advocacy goal, but only has medium to little interest, you should try to persuade them by showing that your cause is supported by people or institutions relevant to your target's sphere of interests, including constituents, other decision-makers, power groups and/or public opinion leaders.
- **Neutralize.** If your target is somewhat or fully against your position and has an active interest in your issue, you must take steps to neutralize their influence. This can be highly sensitive. You must avoid using unethical practices. Neutralization, while important, should never be the main focus of advocacy because it is reactive and negative rather than proactive.
- **Monitor.** If your target is against your position, but has little interest in the issue, you should monitor them systematically in case they move towards other sections on the map.
- **Engage.** If your target is somewhat or fully in favour of your position, and has an active interest in the issue, you should seek to include them in your advocacy work by building partnerships and networks with them.



(Source: *Want to Change the World? Here's how...Young people as advocates: Your action for change toolkit*, IPPF, 2011)

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Step 4 – Set Goals and Objectives

Methodology

Developing an advocacy action plan involves creating different activities that will ultimately allow you to reach your goal(s) and objectives.

An **advocacy goal** is the change you are trying to achieve in the long-term and the intended outcome of that goal is expressed in general terms.

An **advocacy objective** is short-term and expresses intended outcome in specific terms. The sum total of your objectives will allow you to achieve your overall goal. Advocacy objectives address what you want to change, who you will impact, by how much, and by when.

Step 5 - Develop a Strategic Action Plan

Methodology

A strategic action plan for advocacy should directly support meeting the goal(s) and objectives of your campaign.

In this section, we focus on understanding the best role that you, your organization, or coalition can play in moving your issue forward (what is your strategic advantage?) and laying out the steps (activities) you plan to take to achieve your goals and objectives. The action plan will be designed to take account of the specific skills of your group or coalition so that it can be achieved effectively and within budget.

I. Assess Your Power

To determine the best role for you, your organization, or coalition to generate positive action around your issue, think through your strengths, weaknesses, opportunities, and threats (SWOT). A SWOT analysis explores the internal and external factors that may influence your advocacy and can help you anticipate the challenges and opportunities you may face.

Exercise:

Now configured in different groups of three, participants will be given one of the different strategies to develop the SWOT Analysis. Think of at least three elements for each category (Strengths, Weaknesses, Opportunities and Threats):

Strengths (Internal)	Weaknesses (Internal)
Opportunities (External)	Threats (External)

Be prepared to make changes to your plan. As you move forward with your advocacy plan, your targets may shift and your tactics and activities may need to change as a result. Policy-makers and other decision-makers may shift their positions over time or their roles may change. Opposition tactics may also affect your plan. It is important to continue to reassess the situation and to keep your overall goals and objectives in mind. Being flexible is key to a successful advocacy strategy.

II. Determine Tactics

Advocates use a variety of tactics to affect policy change. For example, direct advocacy to target policy-makers may include:

- Lobbying and holding face-to-face meetings;
- Speaking at town hall meetings or assemblies;
- Preparing and giving briefings;
- Writing and distributing position papers, fact sheets, and briefing notes;
- Presenting them with petitions;

- Writing letters, emails, and making phone calls; and
- Using social media campaigns directed at decision-makers' accounts.

If advocates cannot directly reach a policy-maker, they can seek to influence them indirectly using the same tactics to influence relevant secondary targets, e.g. someone with a direct relationship with the policy-maker.

Organizations can also indirectly target policymakers by potentially raising public awareness and support through community mobilization activities like holding press conferences, writing letters to the editor, or by engaging the media/social media to send a message flagging the need for change to a political leader.

Strategic communications are a core part of advocacy work, and communications activities must necessarily be part of any effective advocacy plan. In fact, direct communications both to decision-makers and their constituents— (the voters to whom decision-makers are accountable) is such a key element in advocacy that it often merits having a strategic plan of its own. Today, social media has become one of the most dominant tools we have to share messages, organize, and mobilize people to take action.

When thinking through specific tactics, make sure they meet the needs of the population you are trying to benefit as well as effectively influence your targets. Social justice organizing seeks not only to change policy but also to build power within the most affected population, ensuring that we are all stronger for going through the process or campaign.

Step 6 - Create Key Messages

Methodology

Key messages tell the world what you want to change. They are concise and compelling statements that communicate your issue and preferably do so in less than one minute. Key messages are supported by facts that you gather during the research phase of your planning and should be used consistently across all of your activities and communications. They should be simply stated and tailored to fit your target audience while also conveying a sense of urgency for action.

PRIMARY messages should be...

- broad and appeal to all audiences
- driven by the theme that will hold your advocacy campaign together
- simple and direct in order to gain maximum attention

Examples of primary message:

Youth4Change!

Speak up!

Leave No One Behind!

Rise, Resist, Unite!

SECONDARY messages should...

- support your core message and explain how it can be achieved
- be concise and memorable
- be targeted and answer the question: "what does this have to do with me"?

Example:

Primary message: Together, we speak!

Secondary messages: "Helping give a voice to everyone, everywhere."

We will build platforms to amplify the voices of ordinary people. We will create spaces to listen and learn from each other. And we will show that our freedoms and struggles are more interconnected than ever; that together we rise and together we fall, so...

#TogetherWeSpeak!

Step 7 - Identify Allies and Build Support

Methodology

An advocacy goal cannot be achieved single-handedly! To increase the likelihood of success, identify allies and build support for your cause. Developing a diverse network of allies who support your issue lends credibility to your cause and allows the work to benefit from the broad set of experiences, skills, and ideas of different groups and individuals. With each new potential partner, consider the advantages and disadvantages of collaborating and determine your approach accordingly. Despite the hard work that building collaboration can take, your efforts will be much stronger in partnership.

To build support and gain allies, the first step is to think about your current partners. Who do you work with now? You probably already know many like-minded people, organizations, and groups who share your aspirations and would support your advocacy effort. It can be helpful to make a list or database of people and groups who you would want to connect with about working together on this issue.

When building support, cast a wide net and gather a diverse group of collaborators and supporters. Potential allies for youth work include:

- Young people;
- Associations and youth groups like the scouts;
- Community organizers;
- Teachers;
- Faith-based groups and religious leaders;
- Village elders;
- And many others!

Think about groups that may not have vocally supported your issues in the past but may share interests or goals related to the current issue and might therefore be interested in helping work on this advocacy effort.

Reflection time:

Take time to think of potential allies and partners within your communities. Write them down on post-its (or flipchart)..

Step 8 - Deal with the Opposition!

Methodology

How Can You Deal with the Opposition?

A: BE PREPARED: Anticipate opposition positions, know what they will say and keep an eye out for them.

B: BE ACTIVE IN YOUR CAMPAIGN: Provide information and the framework for the discussion so that the real facts are made public and all have a chance to get involved. Set the tone for the debate by taking the lead.

C: CREATE A BROAD-BASED COALITION OF SUPPORTERS: As you saw previously, building support is key to advancing advocacy goals and benefiting from the expertise of others. Building a coalition of vocal supporters from diverse movements and groups, such as community members, colleagues, and politicians, will signal support for your cause and allow you to support one another.

D: EXPLAIN AND DEFEND YOUR CAUSE: Don't let the language and arguments of the opposition persuade decision-makers and the general public. Instead, use anecdotes, personal narratives, science, and statistics to reinforce the importance of your cause. Defend against the erroneous claims of opposition by verifying their statements and pointing out misconceptions and untruths. Avoid being too emotional/subjective and use facts and real stories to support your position.

E: PROTECT YOURSELF AND YOUR COLLEAGUES: If opponents are very hostile, it is important to contact police or security if deemed necessary. Be especially mindful of your online presence; make deliberate decisions about what information you post and make publicly accessible about you, your organizations, and your strategies. Reach out to allies for support.

Facilitation team: this is a simulation exercise. One of the facilitators will take on the role of key opposition leader while the other will play that of a radio host. All the groups will have to prepare to "defend themselves". The scenario is this: Your group and the main opposition group are speaking on a radio talk show about your cause. You have to defend your point of view in front of your community and ideally get the opposition on your side. The radio show format allows you five minutes to state your case.

In the debrief, the facilitators will give tips to the young leaders on how to approach the audience while engaging with the "opposition".

Conclusion

Purpose

Purpose: At this point, participants will have the opportunity to share what they thought was useful or not from the training

Duration: One hour

Preparation: Print the feedback sheets allowing participants to provide their feedback comments anonymously.

Methodology

The facilitation team will debrief the group asking what they thought was most useful and which aspects they think still need to be worked on. Make a point of referring back to the expectations and checking if the initial needs were met. If possible, the facilitators should try to get one-on-one time with the participants in order to get direct feedback face-to-face as well.

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