Using your PowerToYou(th) Media Advocacy Toolkit

What is a Toolkit:

A toolkit is a collection of authoritative and adaptable resources that enables target audiences to learn about an issue and identify approaches for addressing the issue. In other words, toolkits can help translate theory into practice, and typically target one issue/type of issue or one audience.

Toolkit Guide:

How To Use This Toolkit

We developed this Toolkit to as a practical toolkit for young people, living in Malawi and Uganda, who are passionate about creating change on matters impacting youth, such as eradicating harmful practices, for instance Female Genital Mutilation/Cutting (FGM/C) and child marriage, sexual- and gender-based violence (SGBV) and unintended pregnancies.

The toolkit has been developed by media and health advocacy experts, together with Sonke Gender Justice (SGJ) staff, to meet the unmet capacity needs established with regards to media advocacy in the PowerToYou(th) (PTY) consortium, in late 2021. However, anyone who is willing to work together with their peers to create change in their community and their country can use the toolkit.

Background to the Toolkit

PTY is a 5-year international partnership between consortium partners Amref Flying Doctors Netherlands (in collaboration with AMREF Health Africa), Rutgers and SGJ, technical partners Choice for Youth and Sexuality and the Dutch Royal Tropical Institute and Country Management Teams in Kenya, Uganda, Ethiopia, Malawi, Ghana, Senegal, and Indonesia, funded by the Netherlands Ministry of Foreign Affairs. The partnership believes change starts in communities, and so fosters ownership at the country level, with locally formed coalitions and representation of beneficiaries in our governance. To trigger change, PTY strengthens CSOs to empower and increase the voices of AGYW, supporting AGYW to increase their agency, claim their rights, address gender inequalities, challenge gender norms and advocate for inclusive decision-making.

This toolkit was developed in response to SGJ's November 2021 media assessment activity, held with YLOs from Malawi and Uganda, that are part of the PTY consortium. Developed by the SGJ communications team, the aim of the media capacity assessment was to evaluate how effectively YLOs were engaging with the media. The assessment of media use was structured to reflect the pathway of knowledge required for advocacy work, and as such, focused on the following:

(a) better understanding the strengths and weakness of media use by YLOs in Malawi and Uganda;

(b) assessing the ability of the YLOs to influence legislators, raise public awareness, and influence public opinion using various media; as well as to promote good media engagement practices.
(c) providing a forum for countries to share lessons learned. Particularly with social media platforms like Facebook pushing sponsored content to reach more people, it was felt to be critical to budget for such.

The outcomes of the Assessment and resultant discussions, identified the following capacity needs:

(a) No/deficient tools and training necessary to prepare for phone, TV, print, and radio interviews;
(b) A lack of essential equipment to allow YLOs to do some of the media engagement work internally;
(c) Limited understanding as to how to use social media for advocacy;
(d) Absence of a dedicated media budget, making it difficult to reach larger audiences.

The following recommendations would, therefore, better assist the YLOs in engaging with the media:

(e) investing in multimedia tools to assist YLOs with their work;
(f) ensuring at least one media/communication person be present during YLO trainings/ campaigns, to better record and document the work;
(g) evaluating the impact of various media interventions on various target groups;
(h) assisting YLOs in their ongoing planning for future engagements;
(i) providing training on media engagement and the importance of media advocacy work.

This toolkit will practically attempt to address the recommendations made above.

Acknowledgements

This toolkit would not have been possible without the generous financial support of AMREF, the individual youth participants, the YLOs in the PTY consortium, and SGJ staff working on both organizational communications and the PTY project.

The toolkit includes excerpts, resources and tools drawn from existing guides and publications built by leading organizations in the field of health advocacy, including UNICEF, UNFPA, ACT, GirlsNotBrides, and many others, available free of charge online. Any misrepresentation of information from these sources is unintended.

The consultant who developed the toolkit was Dr Lauren Jankelowitz. Read more about Lauren's experience on her website: www.drlaurenjankelowitz.com. The designer for the toolkit was Lindiwe Mashologu. The final toolkit content and design was handed over to SGJ on the 14th of November 2022.

How to use the Toolkit

The toolkit will give the YLOs you work with the information and skills they need to stand up for what is important to them. Because youth-led advocacy is important to all of us, this toolkit has been designed to support young people to speak up and to help YLOs actively take part in the decisions that affect young people. The toolkit will help YLOs explore several critical issues the PTY consortium wishes to change, so that YLOs can create an Advocacy Plan, and then implement an activity or campaign, measuring their impact so that young people can grow their support base on these issues. The resources included in the toolkit will help young people find and contact relevant stakeholders, raise the profile of PTY issues among the people who hold decision-making power in local government, and get media coverage, through media engagement or media advocacy, for the harmful practices the consortium wishes to eradicate.

Who is this Toolkit designed for?

This toolkit is intended to be a resource for the PTY consortium. The toolkit is also intended for organizations that work with men and boys and young people to promote gender equality and girls'/ women's empowerment, but it can be used by any group interested in the abolition of harmful practices.

This toolkit is a collection of media advocacy examples and case studies, to demonstrate how to approach and work with the media, and that can be used to influence change in communities or society as-a-whole.

Finally, this toolkit is for any young person who wants to participate in advocacy on important youth issues, be it through a campaign, a community dialogue, YLO activities, social media, mainstream media, or 1 of many other methods. The toolkit can be used with a group of peers to inspire conversation about children's rights issues, and to help a group of peers create the change they all want to see around them.

There are 1.3 billion young people in the world today, more than ever before, making up 16% of the world's population[1]. The majority are considered children (up to the age of 18), meaning most adolescents are protected under the Convention on the Rights of the Child[5]. However, the vulnerabilities and needs of youth are distinct from those of children, and therefore, unfortunately, often remain unaddressed.

What countries and regions are covered?

The resources in this toolkit were selected because they have been considered globally relevant. They may describe best practices which are easily adapted to other contexts, or they may offer a good example of a practice on which another country can base their work. While this toolkit does not contain documents which can only be used in a specific country, it does include resources which relate to practices in particular countries.

Are only English language documents included?

The toolkit only includes documents which have an English language version. In some instances, other translations of the source documents do exist. Unfortunately, there was no capacity to translate documents, or to review documents which are not in English.

Will the toolkit be updated?

This toolkit is not a complete body of documents, but instead is a compilation of the best practice tools that are currently available and downloadable. You are currently using the offline version of the toolkit. The online version will be updated where necessary and possible with new resources. All documents were screened for technical accuracy, global relevance, and for their emphasis on the PTY issues of concern.

Word of caution

Many of the samples and documents in this toolkit assume basic knowledge of working with young people. Anyone working with children and young people should attend training on child development, communicating with children, and basic child protection. They should also receive regular supervision from a trained professional. It is the responsibility of organizations employing staff to provide such training and supervision.

Section breakdown

The toolkit is broken up into 12 sections, that build on one another, beginning with an understanding of the concepts used, Advocacy 101, and information about 4 harmful practices that impact young people's health. Thereafter, the toolkit explores working with various stakeholders, developing campaign messages, understanding lobbying, and working with traditional and social media. The toolkit then takes the reader through an advocacy planning process, including how to conduct and use research and how to run meetings, and concludes with a range of YLO-strengthening and advocacy-building tools and resources.

The toolkit may be used on its own, and does not have to be used in a linear fashion. It can also be used as part of a training or peer dialogue process, and, as such, each section provides an understanding of what one can expect to learn, in case it is used this way.

The toolkit contains a selection of practical guides, manuals, templates and samples, chosen as examples of good practices and for their contextual and global relevance, particularly for low resource settings. They cover the types of policies required to support the eradication of the issues PTY works on, and was developed with the input of a broad range of resources addressing primarily AGYW and advocacy. An extensive search for resources which relate directly to PTY consortium's strategy was undertaken, and each potentially relevant document was screened for technical accuracy. Specifically, resources which emphasize best practices were included. Finally, we checked that the document would be relevant for a broad range of settings.

Section 1

This section introduces the toolkit and is very similar to the detail included above.

Note for the trainer:

You do not need to go into detail, as you will guide the learning. You can rather use introductory time in a training to set ground rules for working together, and getting to know one another. The youth bio questionnaire and empowerment star can be used as introductory games/icebreakers and then referred back to, during the remainder of the training. Include a lot of discussion, icebreakers, name games and energizers to keep the group engaged (vs. didactic teaching and learning).

Section 2

In this section, the learning objectives are, as follows:

▪ to learn important words used in advocacy;

▪ to discuss words used to mean advocacy, that actually mean various parts of the advocacy process;

▪ to identify possible #Hashtags that may be helpful to use on social media;

▪ to discuss what advocacy is and is not and how to approach it.

Note for the trainer:
The terms can be given out as handouts and/or a discussion can be held. You can use the hashtag case study, for example, from later in the toolkit, to discuss possible useful hashtags.

Section 3

In this section, the learning objectives are to learn more about messaging and the media.

Note for the trainer:

This can be a very practical session, where together you work through how to develop core messages for different audiences. You can have the group work in smaller groups to compile media contact lists and develop 1-minute messages. There are also additional tools and resources that can be used here.

Hold a short discussion or didactic teaching session about how to do this well.

Section 4

This section provides the content to learn about the 4 harmful practices on which PTY focuses.

Note for the trainer:

If you have not already used them, the case studies and examples of success are good to discuss here, paying attention to what would and would not work in each specific context/country/ organization.

Section 5

In this section, the learning objective is to learn about how to engage the media and the public through the media, using both traditional and newer media channels.

Note for the trainer:

There is experience training on using both traditional and newer media. Here it is useful to actually go on social media together and look at examples of good and less effective advocacy e.g. on Facebook.

Section 6

In this section, the objectives are to learn about lobbying as an advocacy tool, how policy is developed and how to work constructively with political stakeholders.

Note for the trainer:

This section may require some didactic teaching. Get trainees to talk about experiences to date with lobbying. You may need to talk about power, risk and personal safety in this section (draw from resources section). This is also the section where you can practically develop a media plan, write a press release etc. (drawing from the resources section again).

Section 7

The objectives here are to learn how to get started planning one's advocacy work, including defining what it is one wants to change and being able to identify RIPE problems.

Note for the trainer:

This is another practical section where trainees can work through various planning and problem-solving resources, such as situational analyses, the problem tree, etc. One can also actually role play running effective meetings, taking minutes, and so on, or can develop short scenarios to role play testing these new approaches.

Section 8

This section will teach how to conduct and use research, and the different kinds, in one's advocacy work.

Note for the trainer:

It is a good opportunity to actually develop 1 pager fact sheets and policy positions, M&E indicators and advocacy plans, which can also be given as homework, if there is time available inbetween training sessions.

Section 9

This section involves learning more about working in alliance with other organizations.

Note for the trainer:

This section has great discussion points, and you can pose scenarios for balancing the building of strong relationships with the need to occasionally be confrontational. It is also useful to actually role play/practice negotiation skills. If they have not already been used, many of the power exercises from the resources section can be used here.

Section 10

This section concludes the toolkit.

Note for the trainer:

It is useful to conduct an evaluation of the training and gain an understanding of what the trainees feel they still need, as well as how this additional information/learning can be sought.

Section 11

This section contains multiple tools and resources, such as fact sheets and individual templates and samples, which will provide additional support through the advocacy planning and implementation process.

Note for the trainer:

Run through any tools/resources not already used during the training, discussing when and how these could be used.

Section 12

The final section is the references. These contain a number of full resources/toolkits that can be accessed online.

Note for the trainer:

You may just want to refer to the references as where the content was sourced, and where additional tools and resources are available online.

General Training Notes

- Plan well: over-prepare and under-train (so you have multiple possibilities depending on extent of discussion and engagement and how long activities take to complete and give feedback on)
- Icebreakers and energizers are available online for free. Build these in to keep energy high, especially if training over longer periods.
- Always review what has been learnt to date, when starting training again, even if only overnight between training sessions.
- Always review and discuss homework tasks to demonstrate the planning cycle and process.
- If you can, get individual trainees to plan parts of the training so they are involved in actually rolling it out, or at least using local case examples.
- Use brainstorming techniques, facilitation tools, such as world café, to keep discussion moving and participants engaged.
- People learn at different levels of abstraction, but listening to someone else talk is the least effective. So, after didactic teaching/learning, always have a discussion, Q&A or exercise to practise what has been discussed.
- Encourage a problem-solving mindset, i.e. trainees can raise as many problems as they have/are worried about, but must have also thought of some possible ways to address these problems so the training does not become a dumping ground. Make this a rule for working together.
- Share resources and networks: where someone has a contact, an idea, a success story, a lesson learnt etc. encourage the open sharing of these, and the development of a network from within which to gain ideas and support.

Active learning

Active learning is centred on the learner, not the trainer, and encourages participation. The students aren't passive recipients of information: their own experiences and ideas are recognized as a valuable resource. There is a two-way exchange between the trainer and the learners. Learning is negotiated and practical outcomes are sought through small group work and other activities. Even in larger groups and plenary sessions there can be active learning: ask questions, stop and check that participants understand your line of reasoning, and invite comments. Presentations can be punctuated by short sessions of group work – just breaking up into pairs for a few minutes is a very effective way of keeping the whole group involved.

Planning a learning activity

- What is the principal aim of the activity?

- Who is it for?
- Do you know enough about the participants' institution or department, job position, needs?
- How will you ensure gender balance?
- What are the specific learning objectives (how will the knowledge, skills, attitudes or behaviour of participants be changed as a result of the activity)?
- How much time will it take?
- Will sessions be continuous or spread over several weeks?
- Where will it take place?
- What information and materials will need to be prepared in advance?
- Will you invite external resource persons?
- What will you ask people to do as a result of it?
- How will you evaluate whether the aims and objectives have been met?
- What is the budget?
- What are the sources of funding?
- How will you follow it up, in terms of maintaining contact with and among participants (even at distance), providing support, encouraging information-sharing, arranging additional activities?

Teaching practices: Practical tips

- Know the key message you want to convey for each session, and make this clear to participants.
- Trainers should aim to: emphasize practical ideas rather than general theory; stimulate discussion and an exchange of ideas rather than lecturing; include follow-up and next steps; build on participants' strengths and achievements rather than problems and weaknesses; create a trustful and friendly environment: face the audience, keep eye-contact; welcome questions and comments; thank people for their contributions.
- Try to build 'signposts' into your presentations to help participants keep track of where they are.
- Say what you are you are going to do in a session -at the end summarize what you have done. Remind the group what happened in the last session. For example: "one of the challenges for today will be…; today we're going to focus on [three] key ideas…; the main points made yesterday were… "
- Make sure you're well prepared: Be familiar with the issues and anticipate possible questions; Have as many examples as possible, especially from the local context, to help trainees implement; Test the equipment in advance and check the supply of materials, chairs, water... Premises, equipment and visual aids
- Make sure that the premises are suitable, with space for group work, access to refreshments, and toilets.
- Make sure the room is set out properly – participants should not sit in rows, but around small tables if possible.
- Make sure that basic equipment is available, especially flipcharts and/or a blackboard or whiteboard. Use a flipchart or board during brainstorming sessions and group

exercises; stick sheets to the wall as reminders or a quick way to report back from groups; have coloured pens, write short statements.

- Provide participants with a copy of the toolkit or with copies of the relevant modules that will be covered during the course
- A data projector is necessary to show PowerPoint presentations. If there isn't one available, you could print the slides and distribute to participants; you could give the course also without the slides. N.B. To save paper, print 4 or 6 slides on each page. Print out one copy of the slides with speakers' notes for your own use.

A word about PowerPoint presentations: these can kill communication and learning unless used carefully. Their main advantage is to clarify issues and focus on key messages – they should support the presentation but not repeat everything you say. Similarly, you shouldn't feel obliged to read every slide out loud – the audience can read for themselves! Rather you should pick out key points and develop them, ask questions, make sure the information is understood.

Learning activities

These are necessary to assist active learning. They usually involve a game, role play, demonstration, drafting exercise or group discussion.

Using the case studies

- The case studies can be discussed as examples of good practice.
- They can be even more useful if you stop after the description of the problem or situation and cover the section describing what the institution's actions were.
- Invite participants to look carefully at the facts, suggest priorities and propose solutions.
- Then you can reveal what course of action was taken in practice, and compare it with the group's suggestions.
- Case studies can also be used in small group work.

Using group work

- Small groups of participants can be given a variety of questions and tasks.
- Make sure these are clear: written instructions are easiest to follow.
- Have them appoint a moderator and reporter and set a time limit.
- Tasks could include discussion, a drafting exercise, the study of a law or policy, designing a poster or leaflet, etc.
- Groups then report back to the others using whatever supports are available.
- Try to have wall space to display the flipchart sheets so everyone can go and read them – a useful option if you don't have time for oral reports from each group.
- Don't join the groups -you can help them, but don't interfere too much.
- After the reports, encourage general discussion –wrap up by pulling out the main points from the reports.
- Recommendations or action points may emerge from the groups -explain what follow-up is possible.

Using role play

- A role play requires a small group to act out a situation or scenario.
- It is effective when recreating a group situation, such as a committee meeting or a negotiation.
- Prepare written notes explaining the objectives, setting the background, and providing a brief for each 'character'.
- The group selects who will play the different roles.
- Make sure the scenario isn't too complex and that it has the flexibility to involve different numbers of 'actors'.
- At the end, participants come out of their role and comment on the process.
- Each group then reports back to the plenary on what they learnt from the situation.

Sample workshop programme covering all modules

TRAINING DAY 1: OPENING CEREMONY AND INTRODUCTION TO PTY, SGJ, ONE ANOTHER			
TIMING	**TOPIC**	**TOOLKIT REFERENCE**	**RESOURCES NEEDED**
Morning: 15 minutes	Opening ceremony	Icebreaker, formal/informal	
Morning: 20 minutes	Introduction to PTY, SGJ, donors	Didactic Can ask what know and fill in gaps	PowerPoint presentation (data projector, laptop, pointer, prepared slides, electricity, handouts)
Morning: 20 minutes	Introduction to one another	Name game in pairs Intro from pairs into group	Name labels, Koki's
Morning: 20 minutes	Develop Group norms	Brainstorm	Flipchart paper, Prestik, Koki's
Morning: 20 minutes	Introduction to Methodology: how to use toolkit	Work through 1st section together	Toolkit, or Section 1 handout
Morning: 20 min	TEA		Toilets, tea/other refreshments
Morning: 45-60 min	Introduction to Advocacy	Section 2: can do didactically, brainstorming, exercises, esp self-awareness, or combo of all. Best to work in small sub-groups	Flipchart paper, Prestik, Koki's Timers/clock Wall space
Morning: 45 min	Working through case/developing messages for 1 issue	Sections 2-4 Cases can be discussed in large group/small sub-groups Developing messages should be brainstorming activity in sub-groups	Flipchart paper, Prestik, Koki's Timers/clock Wall space
Afternoon: 45-60 min	LUNCH		Toilets, lunch, proper break time away from room you're working in
Afternoon: 45 min	Do other one you didn't do from earlier Working through case/developing messages for 1 issue	Sections 2-4 Cases can be discussed in large group/small sub-groups Developing messages should be brainstorming activity in sub-groups	Flipchart paper, Prestik, Koki's Timers/clock Wall space
Afternoon: 20 min	Extra time for big group feedback as likely won't have enough with 2 x 45 min sessions only		
Afternoon: 30 min	Practical social media exercise	Visit some sites, critique messaging: what works, what doesn't, which social media for which group	Internet access, screen and projector/multiple laptops and phones
Afternoon: 30 min	TEA		Toilets, tea/other refreshments
Afternoon: 30 min	Summarize what learnt today	Get group to say what learnt and how will use	
Afternoon: 30 min	Give homework and end	Trainees to do situational analysis, individually	Situational analyses handouts from Resources section 11

TIMING	TOPIC	TOOLKIT REFERENCE	RESOURCES NEEDED
DAYS 2 – 5: TECHNICAL TOPICS			
DAY 2			
Morning	NB review homework NB review prior day's learning Do situational analysis as group Do power cube/ influencer map in small groups Group discussion and presentation to plenary	Section 11, plus sections 2-5 These are practical exercises, that can be done individually/in small groups but need to be discussed/ processed in larger group	Situational analyses, power and/or influencer handouts from Resources section 11
Afternoon	Harmful practices: can either cover all, but heavy. Suggestion to cover 1 and develop media plan, for e.g	Didactic/presentation: info-sharing Can get group to source info, as homework/give time in session Brainstorming Small group work	Handouts on info Resource handouts e.g. developing media plan Internet access, screen and projector/multiple laptops and phones Flipchart paper, Prestik, Koki's Timers/clock Wall space
DAY 3			
Morning	Harmful practices: Suggestion to cover next 1 and write press release, for e.g	Didactic/presentation: info-sharing Can get group to source info, as homework/give time in session Brainstorming	Handouts on info Resource handouts e.g. how to write press release and sample releases Internet access, screen and projector/multiple laptops and phones Flipchart paper, Prestik, Koki's Timers/clock Wall space
Afternoon	Harmful practices: Suggestion to cover next 1 and develop different messages for different audiences	Didactic/presentation: info-sharing Can get group to source info, as homework/give time in session Brainstorming	Handouts on info Resource handouts e.g. how to develop messages for different audiences Internet access, screen and projector/multiple laptops and phones Flipchart paper, Prestik, Koki's Timers/clock Wall space
DAY 4			
Morning	Do last harmful practices and re-visit messages developed on day 1, now that you know more: so leave this issue for last	Didactic/presentation: info-sharing Can get group to source info, as homework/give time in session Brainstorming	Handouts on info Resource handouts e.g. how to develop messages for different audiences Internet access, screen and projector/multiple laptops and phones Flipchart paper, Prestik, Koki's Timers/clock Wall space
Afternoon	Role plays: media interviews and how to answer; difficult conversations in alliances; managing political relationships	Can divide into small groups and let each small group take 1 role play, prepare and then present to full group for discussion	Written out scenarios, in detail

TIMING	TOPIC	TOOLKIT REFERENCE	RESOURCES NEEDED
DAY 5			
Morning	Developing your advocacy plan Brainstorm solutions and discuss issues/concerns NB remember Group discussion and presentation to plenary	Section 7 and resources	Advocacy plan template Flipchart paper, Prestik, Koki's Timers/clock Wall space
Afternoon	Discussion on how to sustain impetus/ improvement and follow-up Participant feedback and evaluating training, discussing next steps Ending Closing Ceremony Departure of participants	Ending/consolidation exercise	Anonymous evaluation handout sheets Pens Flipchart paper, Prestik, Koki's Timers/clock Wall space Ending exercise

Final Note

Toolkits, such as this are only useful if they are actually used.

This involves participating in giving feedback during the development of the toolkit, based on your existing experiences in the project, in training, in media etc.

This also means noting feedback that comes from trainees and trainers during the implementation of this first iteration of the toolkit, to better inform future versions. If possible, plan for updates in 12-18 months' time, to incorporate these learnings.

SGJ and/or the PTY Consortium should try to gather evidence during the training: photographs, snippets of completed tools, evaluations etc. to use to generate more interest in the toolkit, more funding, or to report back to various stakeholders.