

**LET GIRLS
LEAD**



LGL GUIDE TO GIRL-CENTERED ADVOCACY





CONTRIBUTORS

Lead Contributors

Grace Kaimila Kanjo
Eugenia López Uribe

Staff Contributors

Denise Dunning
Lorena Gómez-Barris
Emily Hagerman
Josie Ramos
Claudia Romeu
Esther Tahrir
Emily Teitsworth

Other Contributors

Ricardo Baruch
Darshan Elena Campos
Rossana Cifuentes
Juany Garcia Pérez
Grace Malera
Angel Martinez
Mirna Montenegro Rangel
Sarah Rich

Graphic Design

Diana Eugenia Pérez González
María Fernanda Azuara Hernández

Photo Credits

Lorena Gómez-Barris
Howard Kasiya
Emily Teitsworth
Enrique Zabaleta



ACKNOWLEDGEMENTS

We are deeply grateful to the many leaders around the world who contributed to creating this girl-centered advocacy curriculum, including our funding partners: the United Nations Foundation, the NoVo Foundation, the Summit Foundation, and the WestWind Foundation.

Special thanks to all of the staff and consultants who have worked with Let Girls Lead over many years, especially Eugenia López Uribe, Grace Kaimila Kanjo, Mirna Montenegro Rangel, and Angel Martinez —your pioneering advocacy with and for girls is a model for us all. Your many contributions were essential to creating an advocacy curriculum that is both grounded in practice and innovative in its girl-centered approach.

Many excellent resources contributed to Let Girls Lead’s methodology and curriculum creation. Save the Children’s Advocacy Matters: Helping Children Change their World, and the International Planned Parenthood Federation publications Handbook for Advocacy Planning, Handbook for Political Analysis and Mapping, and especially Youth Leader in Sexual and Reproductive Health Program were key resources that formed the basis for the guide’s technical content.

Let Girls Lead would also like to thank our partner organizations in Ethiopia, Guatemala, Honduras, Liberia, and Malawi who have led systems changes benefiting millions of girls. To the organizations featured in this advocacy curriculum— CONACMI, GENET, HOPE, IDEI, and THINK— your leadership is an inspiration and a touchstone for impactful girl-centered advocacy.

Thank you! Mil gracias! Zikomo! Ameseginalahu!

TABLE OF CONTENTS

WHEN I PICTURE A FAIR WORLD FOR GIRLS...

1 LGL GUIDE TO GIRL - CENTERED ADVOCACY

- 1.1 Let Girls Lead
- 1.2 Let Girls Lead Methodology and Learning Philosophy
- 1.4 The Let Girls Lead Workshop Guide
- 1.3 Who is this Curriculum For?

2 HOW TO USE THIS CURRICULUM

- 2.1 Adapting the Let Girls Lead Curriculum
- 2.2 Facilitation Tips
- 2.3 The Art of Giving and Receiving Feedback

3 THE IMPORTANCE OF TEAM BUILDING

- 3.1 Team Building
- 3.2 Experiential Leadership Activities
- 3.3 Additional Teambuilding Exercises

4 INTRODUCTION TO ADVOCACY

- 4.1 What is Advocacy?
- 4.2 Advocacy Preparation and Research
- 4.3 The Advocacy Cycle: Steps & Methodology

5

7

8

10

11

12

13

14

18

22

23

24

42

45

46

55

66

5 ADVOCACY FOR AND WITH GIRLS

- 5.1 Human Rights and Advocacy for Girls 75
- 5.2 Increasing Awareness of Sex and Gender 98
- 5.3 Advocacy for Gender Perspective 101
- 5.4 Involving Girls in Advocacy Strategies 106

6 SELFCARE AND SAFETY FOR ADVOCATES 128

7 POLITICAL MAPPING 136

- 7.1 Target Audience Analysis 138
- 7.2 Strategies to Neutralize, Monitor, Involve, Persuade, and Convince 145

8 ADVOCACY PLANNING 150

- 8.1 Assessing the Issue: Problem Tree 152
- 8.2 Assessing Advocacy Capacity: SWOT 156
- 8.3 Defining the Expected Advocacy Result (EAR) 163
- 8.4 Defining the SMART Advocacy Objectives 168
- 8.5 Developing Indicators 174

9 COMMUNICATION STRATEGIES 179

- 9.1 Media Tools: Traditional Methods, Social Media, and Digital Storytelling 181
- 9.2 Power Interviews: Practice and Tips 187
- 9.3 Lobbying 194

10 BUILDING ALLIANCES

- 10.1 Case Studies in Advocacy:
Liberian Children’s Act and CONACMI 209
- 10.2 Developing Advocacy Networks and Alliances 219

11 IMPLEMENTATION PLAN

- 11.1 Action Planning and Logic Framework 229
- 11.2 Timeline 242
- 11.3 Budget 238

12 ADVOCACY RESOURCE MOBILIZATION

- 12.1 Fundraising 244
- 12.2 Proposal Writing 248

13 PROPOSAL DEVELOPMENT

- 13.1 Proposal Elements and Requests for Proposals 256
- 13.2 Providing Feedback on Written Proposals 258
- 13.3 Facilitating group work on proposals and in-person feedback 260

207

227

243

254

14 CLOSING AND NEXT STEPS

- 14.1 Closing Activities 263
- 14.2 Effective follow up with Participants 267

15 RESOURCES FOR ADVOCATES

- 15.1 Advocacy Manuals and Guides 269
- 15.2 Facilitation Guides 272
- 15.3 Resources for and About Adolescent Girls Worldwide 273
- 15.4 International Agreements for Advocates 276
- 15.5 Self Care and Safety Resources 278
- 15.6 Advocacy Evaluation Resources 279
- 15.7 Proposal Writing Resources 280
- 15.8 Media and Video Resources 281
- 15.9 Team- Building Activities 282

HOPE, COMMITMENT AND ACTION

262

268

283

WHEN I PICTURE A FAIR WORLD FOR GIRLS...



Girl Leader Gabriela del Carmen

This piece was the first of a blog series written by amazing girl leaders and published in celebration of International Day of the Girl in 2014. The writer, Gabriela del Carmen, is an eleven year old girl from Guatemala who shares her vision for girls and asks us to imagine a world of mutual respect and equality for every girl around the world.

[Let Girls Lead](#) is thrilled to launch our celebration of International Day of the Girl 2014 with a blog series written by amazing girl leaders involved in our work around the world. Today we are sharing a piece by Gabriela del Carmen, an eleven year old girl from Guatemala who shares her vision for girls and asks us to imagine a world of mutual respect and equality for every girl around the world.

I am a girl. I imagine a world in which we girls are respected, where we are not abused, and where our rights are respected by everyone around us. A world where we are loved, taken care of, protected, taught, and empowered.

In this world, every girl would be born by her parents' choice, not by obligation or carelessness; this must not be taken lightly. Parents should be prepared and ensure that they will be able to provide a proper home, security, protection, love, and education. To achieve this, parents must be given

WHEN I PICTURE A FAIR WORLD FOR GIRLS...

information and counseling. The idea is that they should be ready to teach in a fun way, with games and songs, that allow girls to learn about their body and sexuality, free from fear and taboos, for this could give them the wrong idea about themselves. Our parents should be prepared to teach and counsel without hitting or yelling, never thinking they own or are superior to us girls.

Education should be free of all these things, as well as free of stereotypes that claim girls must cook and sew, like the color pink, exist only to please their husbands, and become mothers by force. We should also be free of the pressure that tells us we must look like Barbies. The classic stereotype of women is someone who is tall, blonde, and thin, desires unnecessary things like trendy shoes and jeans, and longs to find the alleged Prince Charming.

In the world I imagine, we would be free. We could express our doubts about our bodies and sexuality. We could also be ourselves without being judged, no matter what we decide to do, knowing that we will always have the support of our parents.

When I picture this world, I realize it is completely different to the world we live in today.

We girls have rights that must not be abused. Everyone around us must be taught to respect us and not to see us as objects that can be manipulated. We are not anybody's princesses or queens, nor are we the actresses of our destiny; we are the authors of our way.

Now, let all of us girls use our beautiful voices and get everyone to listen to how we picture the world. How do you imagine it?