



I raise up my voice-not so I can shout but so that those without a voice can be heard...we cannot succeed when half of us are held back.

Malala Yousafzai

# HOW TO USE THIS CURRICULUM

## 2.1

Let Girls Lead originally designed this Advocacy Curriculum as one eight-day intensive workshop for civil society leaders in Latin America and Africa who had a basic understanding of advocacy. Let Girls Lead's 110 graduates reflect a diverse spectrum of ages, cultural backgrounds, professions, and expertise working on topics like gender, advocacy, media, and girl-centered programs. In presenting the sessions included here, we have tried to make the curriculum easily adaptable to different cultures and ages. A Spanish version of the curriculum will be available soon.

# ADAPTING THE LET GIRLS LEAD CURRICULUM

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To best adapt the sessions to your organization's needs, consider the following:

- 1 What is the objective of the workshop?**

Each session has specific learning objectives. If, for example, the main objective of the workshop is to highlight the need for girl-focused advocacy, then consider Chapter 5: Advocacy for and with Girls as the workshop core and intersperse some team building activities throughout. If the main objective of the workshop is to design an advocacy strategy with participants who are already advocates, then the facilitators may consider using only some sections of Chapter 4: Introduction to Advocacy, Chapter 7: Political Mapping, and Chapter 8: Advocacy Planning, with team building exercises interspersed throughout.
- 2 What are the ages and cultural backgrounds of the participants?**

The facilitators may need to adapt the information presented in the PowerPoint presentations and in some of the handouts to reach different audiences. For example, in Chapter 5, Section 5.5, Involving Girls in Advocacy Strategies, is designed for adults who work with girls. Therefore, if the facilitators are hosting a workshop specifically for adolescent girls, they could change the discussion questions to explore what the girls themselves would like to experience when collaborating with adults on an advocacy strategy.
- 3 How much time do the facilitators have with participants?**

If the workshop is to take place over the course of two days, the facilitators may want to assign some pre-workshop assignments outside of the background information detailed in Chapter 4: Introduction to Advocacy. For example, participants may need to review the Declaration of Human Rights and other documents that could be important to their advocacy strategy. Participants may want to draft preliminary political maps or identify an area for advocacy before coming to the workshop. Additionally, they may require more follow-up post-workshop to support their girl-centered advocacy strategies.

## FACILITATION TIPS

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The facilitators of a Let Girls Lead workshop do not have to be experts in the field of advocacy or on the topic of girls' rights. The facilitators' job is to manage the group's learning based on participants' knowledge via small group and plenary discussions, as well as experiential learning activities and personal reflections. However, the facilitators do need a strong understanding of the materials presented in the sessions, including the information on the PowerPoint slides and handouts. This may mean that facilitators will want to closely review all materials and the technical information in the sessions, as well as practicing the group instructions detailed in the sessions.

### Preparing to Lead a Workshop

Here are some points to remember while preparing for and opening each session:

- Ensure that all necessary materials are available and that any previous work for activities has been completed
- Establish and enforce a starting and ending time policy for all sessions
- Take the time to open a session with an energizer, an icebreaker, or an activity that will focus participants on the topic at hand
- Review the session objectives and activities to adjust for the length of the session
- Continuously provide linkages between the preceding session and the current one
- If using the Participant's Guide, refer the participants to it so that they can review the overall session, including the length of the session and the main activities

### Leading a Workshop

While facilitating a workshop session, here are some things to keep in mind:

- Use facial expressions that show interest; a tone of voice that is engaging, reinforcing, and clear; movements around the room that engage the whole group; and a relaxed and confident appearance
- Create an atmosphere that encourages group interaction—for example, rearranging the furniture or placing chairs in a circle facilitates group discussion
- Ask a general question that just requires a show of hands instead of verbal responses, which allows participants to participate actively without always needing to verbalize their thoughts

## 2.2

## FACILITATION TIPS



This is an especially good activity for participants who are more introverted and hesitant to share their ideas. The main job of a facilitator is to keep a good conversation going among participants. Ask simple, direct questions and really listen to the participants' experiences—these real-world experiences are invaluable to the learning space.

It can be very effective to have a suggestion box available where participants can provide anonymous feedback throughout the workshop.

- Begin with a written reflection that encourages participants to think about the topic or question on an individual level before having to share it with others.
- After asking a question, it can be very effective to sit with the group in silence, which gives participants an opportunity to think and process questions and prepare a response.
- Ask one question at a time—for example, instead of asking, “Who has been part of an advocacy strategy before, and how did it go?” just ask the first part of the question, let people raise their hands, and then ask the second part of the question.
- When facilitating a dialog, practice active listening, and after a participant speaks, offer a very brief (one-sentence) summary of the main part of the participant’s point before moving on to the next person.
- Pay attention to the participants’ non verbal cues, as facial expressions and body posture indicate if participants are engaged and understanding the information.
- Encourage everyone to participate by asking those who speak often to “share the air” with others who may not be so quick to respond.
- Provide personal feedback outside of the workshop—for example, if some participants are disruptive or are disengaged, take some time to ask them their input on improving the experience for the group. Then, ask them if they would like feedback on their participation in the workshop, and then offer them specific suggestions taking care to follow the rules of feedback.
- If the discussion seems to be going off track, briefly summarize the issues that are being discussed, and then make a specific suggestion as to how to refocus the discussion.
- Manage time by balancing the participants’ needs to process or discuss information with the time available for the workshop activities. For example, if the group needs to process a particularly emotional or difficult issue, spend additional time on the discussion, and plan to shorten a later activity or presentation.

### NOTES

## Closing Sessions

When closing a session, it is important to do the following:

- Wrap up any in-depth discussions by letting participants know that while the time for formal discussion has come to an end, they can continue these conversations in other spaces such as lunch or break—or perhaps they can revisit the topic in another upcoming session.
- Review the session objectives to ensure that they were met during the session—if met, think about how to integrate them in another session.
- If any activities that are essential for future sessions did not take place, think about how to include these activities at the start of the next session.
- Indicate to participants how future sessions will reinforce what they just learned, or how it is linked with the rest of the workshop.
- Help participants leave with a positive feeling about what they just learned in the session. For example, you may want to ask participants to share one important thing they learned with the group.

## Sample Agenda

The following is the agenda from Let Girls Lead’s Adolescent Girls’ Advocacy and Leadership Initiative (AGALI) as it was implemented in Africa. We implemented the workshop as an intensive eight-day residence-based workshop for professionals who advocate on issues related to adolescent girls. While facilitators will most likely modify this approach, we wanted to provide an example of how LGL has successfully implemented this methodology.

The facilitators can modify the agenda to fit participants’ needs and workshop objectives. For example:

- 1 For providing a basic introduction to advocacy, consider implementing parts of Day 1 and the afternoon of Day 3 of the workshop.
- 2 For groups that want information on the human rights context for doing girl-centered advocacy, consider implementing Day 2 and the morning of Day 3 of the workshop.
- 3 For groups that have a solid background in advocacy and need to develop a specific advocacy strategy, consider implementing the “Legal Context for Girls’ Advocacy” session of Day 1, as well as all of Days 4-7, to develop the various components of the advocacy strategy.
- 4 For groups developing a proposal for funding, consider implementing Days 7 and 8 of the workshop.

# 2.2

## AGALI WORKSHOP

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9:00	Welcome & Introduction	Welcome & Introduction	Daily Check-In	Daily Check-In	Daily Check-In	Daily Check-In	Daily Check-In	Daily Check-In & Post-Test
9:30	Pre-Test	Team Building	Advocacy & Girls' Human Rights	Political Mapping & Analysis of Laws and Policies	Advocacy Strategy Development: Desired Advocacy Result	Media Tools & Communications for Advocacy	Advocacy Strategy Development: Specific Objectives & Activities	Advocacy Resource Mobilization: Local, National, & Global Resources
9:45								
10:00								
10:15	Defining Advocacy							
11:00								
11:30	Lunch	Part I: Local Political & Cultural Practices That Impact Adolescent Girls	Involving Girls and Youth in Advocacy Strategies	Outdoor Leadership Activity	Lunch	Lunch	Lunch	Proposal Writing & Responding to an RFP
12:00								
12:15	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:30								
13:00	Basic Components of Advocacy	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
13:30								
14:00	Legal Context for Girls' Advocacy	Gender, Sexuality & Advocacy	Advocacy Planning Steps & Methodology	Advocacy Planning Steps & Methodology	Analysis of Target Audiences	Analysis of Target Audiences	Analysis of Target Audiences	Final Evaluation
14:30								
15:00	What Is Lobbying?	Legal & Political Context for Girls' Health, Education, & Rights on a Global Scale	Free Time	Free Time	Free Time	SWOT Analysis	Advocacy Strategy Development: Evaluation & Indicators	Feedback on Final AGALI Proposals
15:30								
16:00	Closing Activity: Personal Reflection							
17:00								
17:30	Free Time							Free Time
18:00								
19:00	Free Time	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Graduation Dinner

Session time:  
25 min

**TIME**  
Activity 1  
Activity 2

 **FACILITATOR**  
Guide

# THE ART OF GIVING AND RECEIVING FEEDBACK


## OBJECTIVES

- To name three rules for providing constructive feedback
- To explain the value of providing and receiving feedback to improve our work and that of others

## HANDOUT

- “The Art of Feedback”

## ACTIVITY ONE

 10 min

## Introduction to Feedback

- 1 Explain that feedback is a way of helping other people to consider changing their behavior and to let them know about how they affect others.
- 2 Feedback helps facilitators keep their behavior on target and, thus, increases effectiveness. Giving constructive feedback in an appropriate way helps other facilitators or participants improve their communication skills.
- 3 Give out the worksheet with the following guidelines for providing constructive feedback:
  - **It is descriptive, not evaluative.** As observers, we cannot know what another person’s reasons are—we can know only what we observe. By describing your observation and your reaction, you leave the facilitators free to use your feedback and you reduce the likelihood of defensiveness on their part.
  - **It is specific rather than general.** Feedback is most instructive when it provides specific examples of behaviors that the person might change, rather than general comments that reflect inadequate or poor performance.
  - **It is directed toward behavior that can be changed.** Feedback only increases people’s frustration when it focuses on something they cannot change (for example, a stutter).
  - **It is well-timed.** In general, feedback is most useful if given at the earliest opportunity after the behavior occurs, and in a private setting.

## 2.3

# THE ART OF GIVING AND RECEIVING FEEDBACK

- **It is solicited rather than imposed.** Feedback is most useful when the receiver asks for it. If feedback is not solicited, you can ask if the person is willing to hear it.
- **It considers the needs of the person hearing the feedback.** Feedback can be destructive when it focuses only on our own needs and fails to consider the needs of the person receiving it.
- **It is given in the spirit of help rather than judgment.** The tone of feedback is as important as the content. The people hearing feedback will be most responsive if they feel cared about, appreciated, and respected.
- **It is offered along with positive observations of appropriate and effective behaviors.** We all need to be recognized and rewarded for what we do well. When giving feedback, it is often helpful to provide positive feedback and encouragement on what the participant did well.

### ACTIVITY TWO



15 min

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## Feedback Practice

- 1 The facilitator will give a one-minute speech on any topic you wish, and ask for feedback afterwards. Do some things right (i.e., modulate your voice), and other things not so well (i.e., look at the floor).
- 2 Once all participants have given you feedback, give them feedback on their feedback. For example, if a participant says, "We all thought you made an interesting speech," remind the group that each person can only comment on their own experience. Remind participants to speak from "I", not "we."
- 3 When three or four participants have finished providing feedback—and you have provided them feedback on their feedback—ask the other members of the resource team if they have any additional feedback to offer.
- 4 If time allows, the group can model how to give feedback again, with a new person giving a brief speech.



# 2.3

 Session time:  
25 min

**TIME** Activity 1  
Activity 2


 **PARTICIPANT**  
Guide

## THE ART OF GIVING AND RECEIVING FEEDBACK

**OBJECTIVES**

- To name three rules for providing constructive feedback
- To explain the value of providing and receiving feedback to improve our work and that of others

**ACTIVITY ONE**


 10 min

### Introduction to Feedback

**HANDOUT**

- “The Art of Feedback”

**ACTIVITY TWO**

 15 min

### Feedback practice

Participants will practice the art of giving feedback.

**Feedback:** Is a way to help other people consider changing their behavior. It is communication to let other people know about how they affect others.

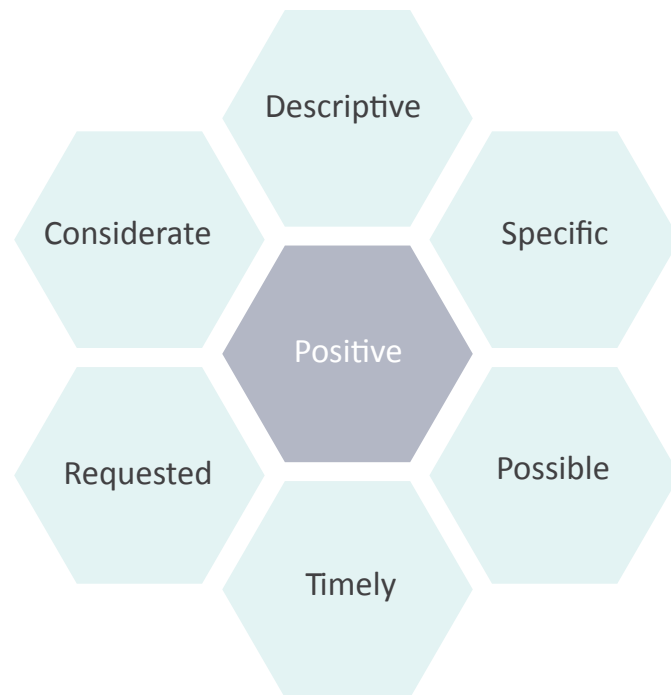
Feedback helps facilitators keep their behavior on target and, thus, increases effectiveness. It can also help them improve their communication skills.

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## A 2.3 THE ART OF GIVING AND RECEIVING FEEDBACK

### HANDOUT: THE ART OF FEEDBACK



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