

**RESTLESS
DEVELOPMENT**

YOUTH POWER

Training Toolkit

Module 4



Module 4

SHIFTING POWER TO BRING ABOUT CHANGE



Step 1 **Grounding & Sharing**

This module has been designed to help guide youth leaders to be able to shift power and bring about change in their communities. This module has been based around the 8-step Youth Led Accountability Cycle, which is explained in more detail in [‘Youth Leadership, Participation & Accountability 2.0’](#) co developed by Restless Development, UNFPA & Youth Leaders.

During the first step of this module we will re-cap the discussion around safe spaces after opening the session with a grounding exercise. This session will introduce the concept of Youth-led Accountability and the 8 step Youth-led Accountability Cycle.

Participants will then be supported to work collectively to clarify their accountability focus, building upon their existing work and areas of expertise. The group will then work together to map out their ecosystem, and identify potential collaborators for their accountability work.

After completing this step participants should have an overview of Youth-Led Accountability and have a clear focus to guide them in the following session.

As a facilitator you should have a good understanding from participants of their priority areas, and of their existing experience with accountability, and any knowledge gaps to anticipate.

*Total time for Step 1:
5 hours*

Grounding Exercise

30 mins

To encourage participants to feel focused ahead of the session

- Ask participants to close their eyes.
- Explain that as a group we have to count to 21. However, nobody should speak at the same time. If somebody speaks then you have to return to 0.
- Keep going until the group reaches 21.

Safe spaces

30 mins

To establish the culture for the workshop

- Welcome everyone to the workshop.
- Recap the discussions on safe spaces that took place during Modules 1-3' What does it mean to have a safe space?' [if the group is new, repeat the session].
- Ensure participants are aware they are free to take breaks as needed.
- Share safeguarding and wellbeing protocols.

Introduction to Accountability

30 mins

To help participants understand key accountability concepts

- Explain that before we identify our accountability priorities, it's important to understand some key concepts of accountability - and what makes Youth-Led Accountability different!
- Share the below 3 definitions [you may wish to print these out and display]

Accountability

"An obligation or willingness to accept responsibility or to account for one's actions"

Two-Way Accountability

"Two-way accountability is the idea that both leaders and followers are responsible for their actions, and that both parties need to take accountability for each other. It's a two-way obligation where both the person delegating and the person receiving the task have responsibilities."

Youth-Led Accountability

"The enabling of young people to hold decision makers accountable for commitments they have made towards sustainable development, through increased capacity, access and agency"

Ask participants in small groups to discuss:

- *What do you think of when you hear the word 'accountability'?*
- *Can you think of any examples of two-way accountability?*
- *What do you think could make youth-led accountability different?*

What is our accountability focus?

60 mins

To help participants identify a priority area- to focus their accountability work

- Explain that during this Module we are going to be looking at how you can use evidence to hold leaders accountable for their commitments.

- Explain that this can be achieved by following the Youth-Led Accountability Cycle.

- Introduce the Accountability Cycle (see Annex 4.1 for diagram).

Youth-Led Accountability Cycle

The Accountability Cycle is based on three interconnected enablers defined by young people as being critical for impactful youth-led accountability, namely, increased capacity, access, and agency.

The hypothesis behind this approach is simple: Empower young people with data, skills and networks (increased capacity); connect them to meaningful opportunities to participate in review processes and dialogue and engage with decision-makers (access); let them report back on progress and respond to the communities they represent (agency) and in the process, young people will take a lead on holding decision makers to account.

1. Choose your accountability focus (What does your advocacy work focus on?)

2. Map your accountability ecosystem (Who has influence over the issue? Who else is working on it?)

3. Consolidate your accountability network (Who do you want to work with?)

4. Establish measurable indicators (What has the government/stakeholder committed to?)

5. Identify data needs and generate your own (What information is out there? What are the gaps? How do we collect the data?)

6. Seek accountability (Who are you targeting? What are you asking them to do?)

7. Make your case heard (What methods will you use e.g. social media, events, public campaigning?)

8. Finalise your accountability framework (write down your plan!)

- Ask participants to share their thoughts on the definition and cycle and ask any questions. Ensure everyone fully understands before moving on.

- The first stage is to **identify our accountability priorities**.

- If the group you are working with already has an existing strategy or position paper, it may be useful to refer to this to get everyone on the same page.

- Ask participants to sit in pairs and discuss:
 - *What are we most passionate about?*
 - *What is the most important issue for the community we serve?*
 - *What is our network/organisation's priority issue?*
 - *What are we trying to achieve or change?*

- In group discussion, ask a few participants to share. Encourage participants to consider
 - *Did all your three answers align? Or do you have any conflict or contradiction?*
 - *Did you find it challenging to identify only one issue?*
 - *If you already had a clear priority - how did you decide on this?*

- Ask participants to sit in their organisational pairs/small groups.

- Ask each participant to write on a piece of paper what their accountability priority is.

- Give them time to prepare a short (max 5 min) presentation to the wider group about their priority issue. Suggested questions include:
 - *Why is this your priority issue?*
 - *What is the current status/situation in your community/ country on this issue?*
 - *How did you generate this evidence?*
 - *What are you trying to change?*
 - *What are the main blockages/challenges?*

- Invite participants to give presentations, and display their priority issue and any flip charts on the wall, to reference later.

Building your ecosystem

90 mins

To enable participants to be able to understand who is in their ecosystem.

- Explain to participants that the next stage is to **build our ecosystem**. This involves understanding who is currently working on the same issues as us, and who we can work with to build collective power.
- Select the priority issue that was identified in the previous session. If participants did not agree to one issue, select the most common suggestion.
- For the purpose of the activity, it is useful to keep the issue broad. For example:
 - Ending Child Marriage
 - Sexual Health & Reproductive Rights
 - Inclusive Education
- Divide participants into 4 groups. Give each group a different coloured paper/post-it - and ask them to list as many of their categories as possible:
 - **Group 1:** Government Bodies
 - **Group 2:** International Civil Society (e.g. UN Agencies, INGOs, Donors)
 - **Group 3:** National Civil Society
 - **Group 4:** Youth Civil Society
- Ask participants to take their papers - and work as a whole group to map out the ecosystem. This involves arranging & sticking the small papers on the large paper, and using pens to mark the relationship between them. [see Annex 4.2 for example]
- Ask all participants to look at it in detail and put TICK next to any organisation/group that they already have a relationship with. This could include:
 - The organisation has funded our work
 - A friend or family members works there
 - I am a volunteer with this organisation
- Once everyone has completed their ticks, explain that those you already have a relationship with could become part of your core team - these are the key organisations and networks you work with to bring about change.

- Reflect that between the group - we have more contacts and connections, and levers that can be pulled, then if we work in isolation, in competition with each other.
- Facilitate a group discussion to continue reflections on
 - *How does this ecosystem make you feel?(e.g, confident? overwhelmed?)*
 - *Do you feel like you have a strong enough ecosystem to support your advocacy work?*
- Once the Ecosystem Map is completed display it clearly on the wall.

The challenges of working collectively

60 mins

To support participants to recognise potential challenges of working collectively to bring about change

- Explain that whilst often you can have more influence and impact when working collectively with other organisations/ networks, this also comes with challenges.
- Ask participants to work in small group and hand out small papers with quotes written on them [Annex 4.3]
- Ask each group to read and discuss the quotes:
 - *Have you ever had a similar experience?*
 - *What happened? How was it resolved?*
 - *How do you think situations like these could have been prevented?*
- Facilitate a brief feedback session, with each group sharing a few points from their discussions.
- As a facilitator , share some positive examples of working collectively - from your experience, or that of your organisation.
- Ask participants if they have some other positive experiences to share.

ADAPT AND INCLUDE!

Modify your stakeholders

If you are working in a context with limited or restricted civil society you may wish to include other types of organisations in your ecosystem. This could include private companies, religions organisations or the media. You may also need to adapt this if you are operating in a conflict or humanitarian crisis setting, where for example, UN Agencies or the Military may have a bigger role.

Buddy-up for the Ecosystem!

If you have participants with visual impairments or who struggle with literacy, then you can 'buddy' them with another participant to help them contribute to, and navigate the ecosystem activity. Add more time to the session if needed so that the Ecosystem diagram can be talked through.

Not enough time?

Reduce the time allocated for presentations on accountability priorities. As an alternative participants can prepare a flip chart display that can be read by others during breaks.

Facilitator Tip!

When you are working with a group who are working in the same communities or same sector, then it is likely they will know the same people and organisations. Therefore it's extra important to make sure conversations around the challenges of working with others are sensitive, respectful and do not share personal details!



Step 2 Learning & Testing

During the second step of this module we will create an opportunity for young leaders to gain new knowledge and skills and test out and build confidence in using them in a supportive environment.

During this session we will focus on understanding and using measurable indicators to track and gather evidence on a specific issue. Using the Sustainable Development Goals as a framework, participants will work in groups to look at three scenarios and develop research plans.

As a result of completing this module participants should have a good understanding of the SDG framework, and how to identify relevant measurable indicators. Participants will also have had the opportunity to share and learn from each other's research work.

As a facilitator after Step 2 you should have an understanding of how participants understand and have worked with indicators as well as the approaches and challenges to using these to track and measure social change. You will also be able to identify if there are participants who may need extra support to use and utilise SDG Frameworks or other accountability mechanisms.

*Total time for Step 2:
5 hours*

What are measurable indicators?

30 mins

To enable participants to be able to identify and indicators to measure change

- Explain to participants that the next stage is to **identify what commitments** you are holding leaders accountable to and how you will measure this.
- To hold leaders accountable you need to be able to measure what they are doing. You do this by **identifying measurable indicators**.
- Share the below quote:
“ Indicators act as signals: they are the signposts that tell you whether or not change is happening”
- Facilitate a brief group discussion:
 - *What do you think of the quote?*
 - *Have you used indicators before?*

Getting into the details- identifying the commitments

45 mins

To strengthen understanding on the SDGs - and the concept of indicators

- Explain that we are going to look at the Sustainable Development Goals, as an example.
- **The Sustainable Development Goals** are a set of commitments that all 193 member states of the United Nations agreed to guide their work from 2015-2030.
- There are 17 Goals, 169 targets and 230 indicators
- Facilitate a quick game to remind participants of the SDGs.
- Divide participants into 2 teams. Ask each team to try and list as many of the Goals as they can - in 2 mins.
- The team with the most correct answers wins a small prize (e.g, some chocolate)
- Facilitate a brief group discussion:
 - *Have you heard of the SDGs before?*
 - *How do/have you used them?*
 - *Is there a specific Goal you have focused on?*
 - *Do you have a specific target or indicators you have been working on?*
- If you have internet access, [share this video](#).

- Ensure that everyone fully understands the SDGs and the difference between goals, targets and indicators - before moving onto the next activity.
- If preferred by the group, you can focus on regional or sector specific frameworks in addition to, or instead of the SDGs. Examples could include:
 - [Universal Health Coverage \(UHC\) commitments](#)
 - [International Conference on Population and Development commitments](#)

Finding the data

90 mins

To support participants to identify sources of existing data

- Explain that once you have identified a goal, target and measurable indicator - you need to **see what data is out there** to help you track what is happening (or not happening)
- Divide participants into three groups, giving each one of the scenarios from Annex 4.4
 - Each group will be looking at one of these indicators.
 - **Group 1:** Adolescent birth rate - aged 10-19 years (Indicator 3.7.2)
 - **Group 2:** Proportion of women and girls (15+ years subjected to sexual violence by those other than their intimate partner (Indicator 5.2.2)
 - **Group 3:** Proportion of youth - aged 15-24 -years) not in education, employment or training’

For reference, [here is the full set of SDG Indicators](#).

Generating your own evidence

90 mins

To explore different approaches to generating evidence

- Explain that often you will find that there are data gaps - where information is either missing or has never been sought.
- This is particularly the case if you are trying to track progress for a marginalised community.
 - Often data gathered is not separated (or disaggregated) by age or disability.
 - For security reasons, official data may not include refugees and some of the most excluded groups. In view of the same - take note of my comment in Annex - 3.1

- Explain that you may decide that you need to generate your own evidence to fill in the gaps - or give a more diverse or accurate report on the situation.
- Remaining in the same 3 groups, ask participants to discuss the research methods and approach they would use in the scenario in Annex 4.5
- Ask each group to feedback key points from their discussions.
- Facilitate a group discussion:
 - Have you ever experienced challenges gathering data?
 - What evidence gaps have you come across?
 - Does anyone have any examples of research & reports they would like to share with the group (send around after the session).

Sharing our research

60 mins

To enable participants to learn from each others research

- Invite 2 or 3 organisations participating to present briefing (10 mins each) examples of research they have undertaken or published
- Ask organisations to reflect on:
 - What challenges did you experience gathering the data?
 - Were there any evidence gaps?

Youth-led research- a powershifting methodology

(+60 mins bonus)

To give participants a quick introduction to Youth-Led Research

- If time allows, use this opportunity to introduce young leaders to Restless Development's Youth-Led Research Methodology.
- Explain that Youth-Led Research is a "Power Shifting Methodology", and can be used as a way to shift power - from traditional researchers to those who may have previously been the 'subject' of research. [See here for more information.](#)
- If possible, present the findings of a piece of Youth-Led Research., such as the from the [Youth Think Tank](#).

ADAPT AND INCLUDE!

Give adequate time

When asking participants to read documents (e.g, SDG framework, the scenarios) give a good amount of time, recognising different literacy abilities and language skills.

Turn on the captions!

When sharing videos, make sure you turn on the captions feature on YouTube so that those with hearing impairments can follow.

Preparation is key

Ask organisations to prepare their research presentations ahead of the session. Remember not everyone is comfortable public speaking at short notice.

Trigger warnings

Inform the participants that the scenarios involve teenage pregnancy and sexual violence. If a participant is not comfortable, encourage them to join Group 3 instead.



Facilitator Tip!

Scenarios are a great activity for group work, however sometimes participants can get too focused on the details. If needed, remind participants that this is an exercise for the workshop and not an accurate representation of their context



Step 3

Action & Accountability

During the final step of this module we will encourage young leaders to identify their own actions and put these into practice and hold each other accountable following the training session. As a result of completing this step participants should have a clear understanding of the actions they would like to take following the workshop.

As a facilitator after Step 3 you should have an understanding of the commitments that participants have made to take action, and be able to identify potential barriers or additional support needed to put the actions into practice.

*Total time for Step 3:
5 hours*

Develop your key advocacy asks

90 mins

To support participants to develop clear advocacy asks

- Explain that the next stage is to use the evidence you have gathered to develop key advocacy tasks. e.g . What are you asking the government to do?
- Ask participants to remain in the groups from the previous session, using the part 3 of the scenarios in Annex 4.6.
- Ask participants to share from their groups - and display their social media graphic on the wall.

Staying accountable to your community

60 mins

To create space for participants to consider how

- Explain that when talking about accountability - it's really important that we live by example, and demonstrate strong accountability back to the communities we work with.
- This is particularly important if you have collected data from a community.
- Ask participants to discuss in pairs:
 - Why do you think it's important that we are held accountable by our communities?
 - What would be the impact of not providing feedback?
- If needed, provide participants with the below examples to discuss:

Example 1: A group of students in Kenya have asked to do some research with some school children for a campaign about healthy eating. However the headteacher thinks it is a waste of time, as this is the third time they have come this year and nothing ever happens afterwards, so she does not give her permission.

Example 2: A young leader from Nigeria travelled to Germany to showcase his research and advocacy on climate change. He had lots of meetings and even spoke to the Minister for Energy. He posted some photos of him shopping for some gifts for his family on social media, which has annoyed some other members of his youth network. They think that he is not focused and wasted the funds.

Draft your Accountability Framework

90 mins

To facilitate participants to develop their accountability framework

- Explain that we are going to use our learning from the previous sessions to develop our Accountability Frameworks.
- An Accountability Framework is a document which shows how you and your organisation will implement the 8 step cycle.
- Ask participants to work in organisational groups/pairs.
- Using the template in Annex 4.7, support organisations to develop their accountability frameworks.
- Do not rush this - give participants adequate time to develop a 1st draft.
- Encourage participants to use laptops, if available.

Identifying roadblocks and navigating opposition

60 mins

To support participants to identify and adapt to future challenges

- Explain that whilst it is great to have a plan written on paper - we know in reality that change does come about in a linear way. Shifting power is not easy!
- However it can be useful to review our Accountability Frameworks and identify some of the structural barriers and new challenges we may face.
- Ask organisations to pair up - to share and review each other's Accountability Frameworks - using the following questions as a guide:
 - *What are the main challenges you think they may face?*
 - *What are some of the structural issues to be aware of? (e.g. gender inequality, racism, colonialism)*
 - *How could this be affected by shifting political or social conflict?*
- Close the session - encouraging participants to congratulate themselves for the work put in, and to continue to take forward their work to shift power.

Bonus Activity for SRHR Activists

- The below activity is optional and can be used when working with young leaders who are working on sexual, reproductive health and rights issues. It is recommended that you add an extra 45mins for this activity.
- Building upon the previous discussion on 'challenges' and 'structural issues', ask participants to discuss in small groups:
 - *What is your experience of increasing opposition to SRHR issues in your country?*
 - *How have you navigated your advocacy work around opponents?*
- Using the Top Tips in Annex 4.8, share guidance with young leaders on how to manage SRHR opponents. Ensure you contextualise this information.

ADAPT AND INCLUDE!

Avoid getting too technical!

In the conversations around structural barriers avoid getting into the definitions of e.g. sexism, but focus on the impact it could have on an organisation's ability to hold its government to account.

Describe the table

When participants are presenting their Accountability Frameworks, encourage them to 'describe the table' e.g. In the first column we put this..... To assist those with visual impairment in following.

Facilitator Tip!

It can be challenging to keep everyone motivated at the end of a session - especially when participants are focused on completing a template.

Keep the energy high by introducing short energiser games, playing music or encouraging people to work outside

Module 4 TOOLKIT ANNEX

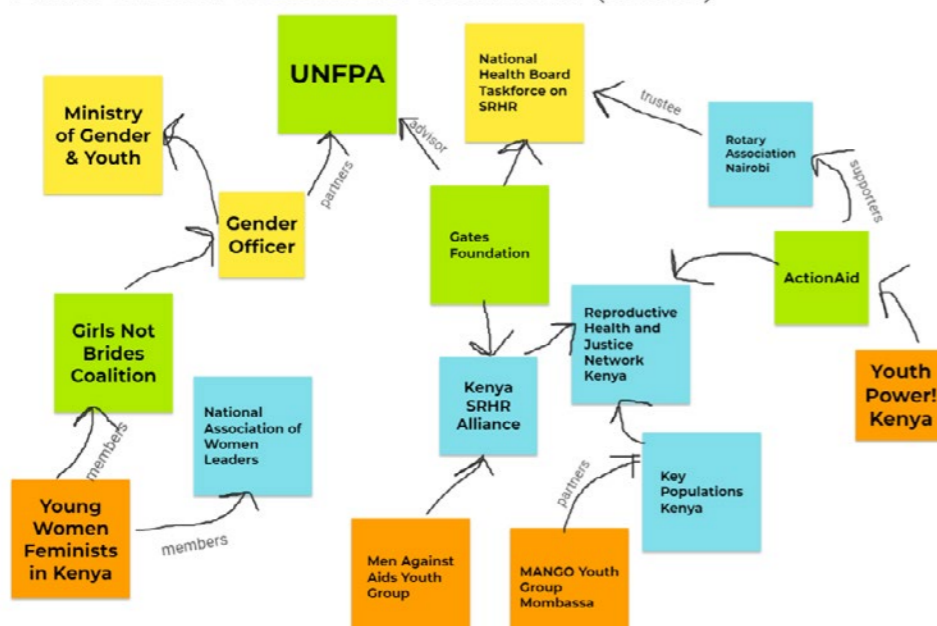
- Annex 4.1** Youth-led Accountability Cycle
- Annex 4.2** Ecosystem Diagram
- Annex 4.3** Challenges of working collectively
- Annex 4.4** Scenarios - Part 1
- Annex 4.5** Scenarios - Part 2
- Annex 4.6** Scenarios - Part 3
- Annex 4.7** Accountability Framework
- Annex 4.8** Top Tips for dealing with SRHR opponents

Annex 4.1 Youth-led Accountability Cycle



Annex 4.2 Ecosystem Diagram

EXAMPLE: SRHR YOUTH ECOSYSTEM KENYA (fictional)



Annex 4.3 Challenges of working collectively

[please note these are fictional quotes]

“Last year I joined the National Youth Alliance for HIV and AIDS. I was excited to join and work with others to reduce HIV transmission in the country. I have experience in communications, so when the National Coordinator asked for a Volunteer to run the social media accounts, I was happy to help. At first it involved a few posts every week. However over time, it increased and I was being contacted by members all day, even sometimes in the night, to post. It was also hard to read all the abusive, sexist and homophobic messages that people would send to the organisation. I asked the National Coordinator for help, but they said there was no-one else who could do it. I asked if I could be paid, but they said there was no funding. So I quit and left the Alliance”

Jane, HIV activist, Kenya

“I am the founder of a women-led organisation that is working in refugee camps. Our organisation brings together refugees and those from host communities to share language skills and build peace. I am also a member of the Regional Association for Women Humanitarians. Last year an US-based Foundation contacted the Regional Association for Women Humanitarians and invited us to a consultation workshop to help inform their next funding round. I attended along with 4 other organisations from the association. We conducted surveys, prepared research papers and attended the 5-day workshop. After that I heard nothing about funding for our Association. However a few months later I was told that 1 of the organisations who attended had received all the funding. They would not be distributing it to other members. I am happy that they received funding as they are doing good work, but I am angry and frustrated at the process. I feel like I wasted my time”

Hanan, Humanitarian Project Manager, Lebanon

"I am currently the President of the National Students Union in the Philippines.. Last year we had a really big challenge in our Student Union Leadership Team. There were two members who started dating and they even got engaged. We were really happy for them. However the wedding was called off last minute due to family challenges as they are from different religious groups. This has caused a big disruption in our meetings, as they both can get upset from seeing each other and often the topic of discussion goes back to the wedding and family disputes. They have both also been distracted and not fulfilling their roles as student leaders. This has affected our movement, and so we had to ask them to step down from their roles"

Brianna, Student Leader, Philippines

Annex 4.4 Scenarios - Part 1

Group 1

You are a children's charity working nationwide, but your headquarters is in the capital. You work in communities where teenage pregnancy is very common. The Minister of Gender is always saying on TV that they are trying to tackle the issue but you don't see any progress. You need to build some evidence to enable you to hold them accountable.

You decide to focus on tracking the adolescent birth rate (10-19 years). Has it gone up or down since the government agreed to the SDGs in 2015?

How would you find this data?

Group 2

You are a women's organisation working in rural communities. You provide services in areas such as sexual health and rights and also in mental health and counselling, and you have a project supporting women with disabilities. You have noticed that there have been more and more cases of sexual violence reported to your staff, but you are not sure if this is one-off increase or part of a bigger problem. The government made a commitment, following the announcement of the SDGs in 2015, that they would end violence against women.

You decide to focus on tracking the proportion of women and girls subjected to sexual violence to find out how big the problem really is, and use this data for your campaigning.

How would you find this data?

Group 3

You are an international education charity, and you work with children and young people who have dropped out of school. You help them improve their English, maths and computer skills. You want to convince the government and donors that they should invest in education for drop-outs so that we can achieve SDG4.

You decide to focus on tracking the proportion of youth aged 15-24 not in education, employment or training

How would you find this data?

Annex 4.5 Scenarios - Part 2

Group 1

Whilst trying to track the adolescent birth rate you have really struggled to find information about babies born to girls under 16. You think this is because a new law was passed a few years ago which gives police the power to arrest young people who have sex under 16. Many families are afraid of the police and religious groups finding out what has happened and are keeping pregnancies hidden.

What would you do to fill the evidence gap? What research methods would you use? What challenges might you face?

Group 2

Whilst trying to track the proportion of women and girls subjected to sexual violence you realised that there is no specific data on the number of women with disabilities subjected to sexual violence. However based upon your experience in the community, you know this is a real risk for women with disabilities, especially those with learning needs.

What would you do to fill the evidence gap? What research methods would you use? What challenges might you face?

Group 3

Whilst trying to track the proportion of youth aged 15-24 not in education, employment or training you realised that the only data available is for youth who are enrolled in government programmes. There was no data available for those who are attending schools or training programmes run by the private sector or charities.

What would you do to fill the evidence gap? What research methods would you use? What challenges might you face?

Annex 4.6 Scenarios - Part 3

Group 1

After analysing all the data you have gathered on the adolescent birth rate, you have discovered

- There has been a 16% increase in the adolescent birth rate since 2015
- This includes a 20% increase in girls under 16
- The main reasons behind the increase are lack of contraception and sexual violence.

What would be your advocacy ask? What would you ask the government to do? How would you do it? **Design a social media graphic that you could to raise awareness - and hold the government to account on their commitment.**

Group 2

After analysing all the data you have gathered on the sexual violence, you have discovered

- Women with disabilities are 2 times more likely to have experienced sexual violence
- The causes are complex, but they include the lack of persecution for perpetrators
- There is very little support available for women with disabilities who have been attacked, for example it is hard to get an STI test as clinics are not accessible.

What would be your advocacy ask? What would you ask the government to do? How would you do it? **Design a social media graphic that you could to raise awareness - and hold the government to account on their commitment.**

Group 3

After analysing all the data you have gathered on young people who are enrolled in government and non-government education and training, you have found out that.

- There are still 23% of all 15-24 year olds not in any education, training or employment.
- The government is only providing opportunities to 5% of the youth population, and these opportunities are centred in urban areas.

What would be your advocacy? What would you ask the government to do? How would you do it? **Design a social media graphic that you could to raise awareness - and hold the government to account on their commitment.**

Annex 4.7 Accountability Framework

[INSERT ORG] Accountability Framework	
1	What is our focus area?
2	Who is in our ecosystem?
3	Who do we want to collaborate with?
4	What commitment are we holding the government accountable to? What is our measurable indicator?
5	How will we gather or generate the data?
6	What did we find? What are we asking the government to do? (or not to do!)
7	What are our advocacy asks?
8	How will we give feedback to the community?

Annex 4.8 'Top Tips for dealing with SRHR opponents'

<p>1. Understand the tactics that they are using. Examples include;</p> <ul style="list-style-type: none"> • Using neutral names for their groups or organisations that don't give away their real beliefs. • Referencing UN human rights frameworks - but twisting the language or meaning to confuse others - and causing unnecessary delays to negotiation processes. • Using unverified scientific sources - that sound official but are not correct. • Hijacking words such as 'family' and 'mothers' or 'natural' that the public often support - but using it against the interest of these groups. • Derailing events and meetings - deliberately disrupting discussions on SRHR or overcrowding spaces so that progressive conversations cant take place. • Training advocates in their anti-SRHR messaging, often targeting young people and religious groups.
<p>2. Be prepared before you attend any events or negotiations</p> <ul style="list-style-type: none"> • Have clear advocacy goals - know what you want to say and do • Do your research - find out which organisations will be there, and what their values are, Look up pictures of key people you want to approach (or avoid!) • Get familiar with the language, and what it really means by connecting with other SRHR organisations in national, regional or global preparatory meetings • Bring accurate source material with you - so you can clearly evidence your facts and figures. • Make sure you have a safety and security plan - so you know what to do if you feel at risk or threatened.
<p>3. Look after yourself during advocacy activities</p> <ul style="list-style-type: none"> • Work as a team within an alliance or with others from your organisation. This can help you build resilience. • Prioritise self care, consider what support you might need, and how you prioritise your mental, physical or emotional well-being. This could be as simple as taking a walk, or it may involve seeking out therapeutic support. • Trust yourself and stand your ground! People will try and influence you, and stop you from speaking up. Have confidence in your beliefs.

4. Be ready to encounter opposition - don't panic! If you are questioned or challenged by an anti-rights activist consider:

- Understand their motivation, have they misunderstood something or are they actually opposed to SRHR? Try not to waste energy convincing someone who cannot be persuaded.
- Be respectful - even if you disagree with someone, don't laugh, mock or shout at them. Sometimes you need to agree to disagree and move away.
- Stay calm - it can be challenging when emotional statements are thrown at you personally. Respond by bringing it back to the bigger picture or issues.
- Look to others for support - bring in another advocate or ally into the conversation to support or diffuse the situation.
- Report back from the interaction to your organisation or network - it may provide helpful insight

These top tips are based upon a guide developed by Rutgers titled 'Dealing with the Anti-Rights movement: Opposition in international spaces'

