INCLUSIVE SECURITY

UN Photo/Sylvain Liechti

Curriculum User Guide

Advocacy for Inclusive Security
Curriculum

Acknowledgements

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Contents

Introduction

Advocacy for Inclusive Security is a skills curriculum that introduces a step-by-step, strategic framework for designing, executing, and learning from advocacy efforts. It draws on hundreds of trainings over more than fifteen years and is informed by work with partners to conduct strategic advocacy in some of the most difficult and intractable circumstances around the world. We set out to fill a gap in practical, detailed guidance on how to build skills and knowledge using interactive methodologies and knowledge of adult learning. While there are many resources on policy advocacy, only a few of them are geared towards advocates working in conflict-affected contexts to make peace and security decision making more inclusive and representative. We wrote this resource to benefit our partners and staff and to document our approach.

These nine, highly-interactive modules are practical, field-tested, and grounded in adult learning methodologies. They employ case studies, simulations, practice exercises, videos, role plays, and presentations to make the material accessible to a range of learning styles and knowledge levels. Materials can be tailored to a number of training modalities, including multi-day, stand-alone trainings, a training program with multiple trainings for the same participants, and trainings of trainers.

This Curriculum User Guide is a roadmap for how to use these modules. It gives an overview of Inclusive Security's approach to training, including best practices and guidance on effective workshop design. It also includes a detailed overview of the curriculum modules and sample agendas. Finally, there is a glossary of terms used throughout the curriculum and sample energizers. This curriculum is written for individuals who have experience designing and delivering trainings. Though this guidance is comprehensive, it is beyond the scope of this User Guide to cover all the fundamentals of facilitation or training design.

About Inclusive Security

Inclusive Security is transforming decision making about war and peace. We're convinced that a more secure world is possible if policymakers, security sectors, and conflict-affected populations work together. Women's meaningful participation, in particular, can make the difference between failure and success. Since 1999, Inclusive Security has equipped decision makers with knowledge and tools that strengthen their ability to develop inclusive policies and approaches. We have also bolstered the skills and influence of women leaders around the world.

There is increasing evidence that women's empowerment and gender equality are associated with peace and stability in society. Despite this, women are one of the largest untapped resources for global stability. Some policymakers might mainly view them as victims of conflict rather than as the powerful contributors they are. Others who want to promote longer-term stability by engaging women may not know how to do so. Women leaders, in turn, must be well-prepared to advocate successfully for their own participation and contribute effectively to the process once involved.

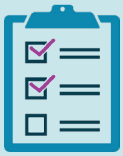
One of the ways Inclusive Security bridges these gaps is by building the capacity of civil society and government actors to meaningfully and effectively affect the outcomes of peace processes. Since our founding, we have developed a unique approach to capacity building. Our conflict programs are highly contextualized, but all include these core elements:

Equipping Women To Build More Sustainable Peace

A Step by Step Guide

1. **Use Skills and Tools for Conflict** Transformation: Bring advocates together from different sides of conflict and diverse backgrounds (religion, age, ethnicity, geographic region, economic status, areas of expertise, etc.) and build relationships that are the foundation for advocacy.

   TIP: Build trust and mutual understanding by exploring identities, power, and conflict issues together, practicing active listening and authentic speaking, and dialoguing to understand diverse perspectives on difficult issues.



2. **Do joint analysis and planning:** Guide advocates through a process to analyze root causes and effects of conflict and determine the change they want to see and how they want to get there. Conduct research to understand how different people are affected by insecurity, and determine who can address these problems.

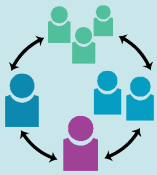
   TIP: Hold focus groups with affected communities, interviews with content experts, and conduct desk research.

3. **Build technical knowledge of the processes and issues:** Often for advocates, particularly women, to be taken seriously, they need to demonstrate a higher level of knowledge on subjects like: peace process design; transitional justice mechanisms; implementation of a peace agreement; reconciliation processes; disarmament, demobilization, and reintegration; security sector reform; etc

   TIP: From using a gender lens to analyze a peace accord to drafting gender sensitive provisions for a ceasefire agreement, Inclusive Security's programs provide in-depth, detailed engagement with content and support in proposing inclusive alternatives.

4. **Increase awareness of the importance of inclusive security:** Highlight the importance of expanding the range of stakeholders involved in formal efforts to promote peace and security. Advocates understand the international norms and translate those into concrete, operational plans for action at their local and national levels.

   TIP: From understanding the difference women make to process and outcomes of peace and security globally to how to localize UN Resolution 1325, etc., Inclusive Security's programs promote application of universal standards in specific contexts.



5. **Create a platform:** Advocates leading conflict resolution efforts, particularly women, often function in isolation without a network of allies. This can be addressed by establishing a structure—such as a network, coalition, or group within an existing organization—to support women's joint work, demonstrate the value of inclusion, and more effectively influence policy.

   TIP: Determining what kind of platform to use depends on a variety of factors like access to resources, the policy issue you are tackling, the risk level, and the level of political will.

6. **Determine a concrete agenda for change:** Going beyond naming the problems to create concrete, contextually-relevant recommendations for structural change and choosing activities that will help achieve long term advocacy goals are key components of our programs.

   TIP: Advocacy activities may include developing recommendations, mobilizing resources, messaging to different audiences including the media, meeting with policymakers, collaborating with allies and partners, etc.

7. **Advocate:** Facilitate constructive relationships between women and policymakers, technical experts, the media, and other influencers to transform your proposed solutions into actual changes in policy and programs.

   TIP: Relationships are the currency of effective advocacy and need to be built over time.

8. **Reflect and learn:** Jointly assess how advocacy activities went and recalibrate strategy as needed.

   TIP: Remember, advocacy is an ongoing process—to change entrenched approaches, systems and structures – and you must constantly adapt to successes and failure.

Training in Action

Examples from Programs Around the World

Syria

In partnership with the Center for Civil Society and Democracy (CCSD), we trained 185 women of diverse ethnicities, religions, incomes, and age ranges from inside Syria as well as refugee communities. Participants gained practical knowledge, tools, and tactics to effectively advocate to local and international decision makers. To put these skills into practice in Syria, they mobilized other women in their communities into more than 30 "peace circles." Each group created and implemented advocacy strategies to address local security threats, such as monitoring ceasefires, enhancing detainee rights ending child marriage, empowering women in the economic sphere, and increasing access to education.

Sudan and South Sudan

Inclusive Security has worked in Sudan and South Sudan since 1999. In 2012, we initiated the Sudan and South Sudan Taskforce on the Engagement of Women in the Peace Process, a bilateral group that regularly engages in deep analytical and reflective work related to identity the causes of the conflict. This analysis informs their ongoing engagement with policymakers in their own countries, regionally, and at the African Union. When the civil war in South Sudan broke out in 2013, international community representatives observed that this extremely diverse set of actors continues to work together to seek peaceful solutions within and between their countries.

Regional Approach

To strengthen women's networks across South Asia, we worked with the United Nations Development Programme to deliver a series of regional and in-country training of trainers programs for participants from Afghanistan, Indonesia, Pakistan, Philippines, Myanmar, Nepal, Philippines, Sri Lanka, and Timor Leste. As a follow up, participants facilitated 30 in-country workshops of more than 1,000 men and women. This led to a growing community of practice whose members are regularly consulted by the UN, civil society, and governments for their training and content expertise.

Afghanistan

In partnership with the Afghan Women's Network, we trained cohorts of women from eighteen provinces—including members of the High Peace Council and Local Peace Councils—on advocacy, mobilization, and the peace process. Participants looked at the Afghanistan Peace and Reintegration Program (APRP) with a gender lens and created recommendations on how to improve programs, integrate women, and create buy-in at the community level. Each workshop included a policy forum, where women offered Afghan national and provincial policymakers specific suggestions on how to adjust the implementation of APRP. The final gathering/convening included a donor conference in which participants presented their advocacy action projects to potential funders.

Our Training Approach

Our unique, experiential methodology integrates knowledge of key concepts in peace and security with skills development to give activists the tools to advocate for a greater role in peace and security processes. This section of the Curriculum User Guide includes considerations for best practices when working with adult learners, specific suggestions on how to design an interactive agenda, and other practical factors to consider when developing an intervention to strengthen advocates' capacities to influence decision making.

Our training approach integrates **content modules** that build knowledge on topics related to peace and security decision making (e.g., peace negotiations and agreements; disarmament, demobilization, and reintegration; peace agreement implementation; security sector reform; transitional justice; post-conflict reconstruction; constitution reform; etc.) with **skills modules** that equip participants with the tools to advance a concrete agenda for change (e.g., steps of policy advocacy including developing recommendations, messaging to different audiences, creating policy platforms, various advocacy approaches etc.).

Training Best Practices

This curriculum is written for individuals who have experience designing and delivering trainings. Though we aim to give a comprehensive overview of best practices, it is beyond the scope of this User Guide to cover facilitation and training fundamentals. This section highlights some training best practices to keep in mind when deciding to use training as an activity to further your program goals, and is not a substitute for experience.

Training is a conflict intervention: Inclusive Security's programmatic approach seeks to impart skills and knowledge that change the way individuals see themselves, relate to each other, and see (understand and address) conflict. Importantly, we build on analysis and relationships to encourage action and reflection. The programs result in strategies that are geared towards changing the broader conflict environment. When you are engaging in learning processes with people in conflict affected contexts and those processes can change the way they see the other and the conflict itself, you are intervening in conflict.[1] When designing any intervention, the principles of conflict sensitivity and "do not harm" should be taken into consideration.[2]

Training is a means to an end, not an end in itself: When designing a training or series of trainings, be sure to consider how these activities will contribute to your larger program strategy and ultimately how they will add up to broader societal change. It is not enough that twenty women have been trained in advocacy and mobilization skills. It is what they do after the training(s) to affect long-term change that matters. Ensure that you account for these follow-up activities. The success is ultimately about participants' ability to apply what they learned and reflect a they continue to engage in working to address systemic problems.

1 Eileen F. Babbitt, "Contributions of Training to International Conflict Resolution" in *Peacemaking in International Conflict: Methods and Techniques*, eds. I. William Zartman and J. Lewis Rasmussen (Washington DC: United States Institute of Peace Press, 1997), 365-387.

2 For more information on this concept, see CDA Collaborative's Do No Harm Project cdacollaborative.org/cdaproject/the-do-no-harm-project/.

Training requires an experienced facilitator: This curriculum is written for experienced facilitators. It is assumed that users have experience designing and leading participatory trainings for groups of adults. Elements of creating a safe and productive environment conducive to group learning include:

- Respect all perspectives by ensuring equal participation.
- Model and encourage effective and authentic communication.
- Recognize that training content might elicit strong emotions, particularly when participants are from conflict-affected contexts. Good learning processes encourage spaces in which experiences can be thought through, past experiences and interpretations can be reframed, and one's own role in and relationship to the conflict can be reflected on.
- Assist participants in sharpening their ideas and analysis.
- Keep the group process moving, ensuring participants stick to their ground rules and are engaged, intervening as needed to keep the conversation on track.
- Be aware of power dynamics within the group and adjust content and process to address them if needed.

Tailor trainings to the context and incorporate participant knowledge and experience: Prescriptive training models involve positioning the trainer as the expert with specialized knowledge that is transferable and universal. Elicitive training models are centered around the wealth of knowledge and life experiences participants bring and is more flexible and responsive to letting participants' contributions shape training outcomes.[3] Inclusive Security trainings draw on a mix of both of these approaches, combining technical knowledge of peace and security, global examples and frameworks, and creating space for participants' own knowledge to shape strategies, process, and outcomes.

The most effective learning processes happen over time and follow a continuous cycle of learning, action, and reflection: When possible, our training programs offer sustained engagements that strengthen advocacy and peacebuilding. Participants learn skills and knowledge, return home and apply what they learned to their work, and reconvene to reflect on successes and challenges and learn new skills. Application of this new expertise in between workshops through action projects gives participants the opportunity to take their learning into the real world, test it out, reflect on how it went, and integrate that knowledge so they can do it better next time.

Learning is effective when it addresses issues that are important to the learner with direct, real world application: Adult learners bring their own valuable experiences to learning and will be most engaged when trainings have direct relevance to issues they face in their work and lives. Our workshops are consistently shaped by the knowledge that is in the room and introduce new knowledge and skills that are directly applicable and relevant to participants' experiences and work.

3 John Paul Lederach, *Preparing For Peace: Conflict Transformation Across Cultures* (Syracuse, New York: Syracuse University Press, 1995).

Learning occurs best when learning environments provide a combination of supports and challenges: Training environments that provide a balance of challenge, effective feedback, and support, best enable participants to build capacities to address real life challenges. Interactive, experiential methodologies can help bring life into the room and create challenging environments that push participants out of their comfort zones. Training programs that allow participants to practice skills in their own work and then create space to reflect on the challenges encountered improve the likelihood of long term uptake of skills and knowledge.

Learning is most effective when it is done consistently with others: Creating a constructive learning environment involves creating space for relationship building between participants. When training series include the same group of people over time, relationships and learning deepen because participants are in a process together. When it is not possible to bring together the same group of people, finding creative ways (in-person or virtual) to facilitate follow up and sustain those relationships is key.

Training Methodologies

Inclusive Security ensures that trainings are participatory, interactive, and experiential because we recognize that people have different sources of information and different ways of learning. You cannot learn to ride a bicycle by just watching someone else do it. Similarly, you cannot learn how to do a gendered policy analysis, develop concrete recommendations, or mediate a conflict, by just watching others do it. When designing trainings, ensure you use a combination of methodologies when creating the agenda.

Energizers are a great way for participants to get to know each other, introduce humor and movement into a busy, content-heavy agenda. They can also be a way to shift group energy.

- **When:** At the beginning of the day, after breaks or after lunch
- **Examples:** Name games and movement exercises like “Name Gestures” and “Common Ground” (see Annex for more examples)

Activators are a great way to activate participants’ prior knowledge and experience of a subject or skill, demonstrate relevance of content to their work and lives, and understand the level of participant familiarity with a subject. Introducing content in this way can also increase participants’ confidence in engaging with a new subject.

- **When**: Use activators before introducing content
- **Examples**:
  - Think, pair, share: Have participants take five minutes to reflect on their prior experience with a topic or answer a question; then, have them share their responses in pairs or small groups.
  - Define a term together: In pairs or small groups, ask participants to reflect on their experience with a term and come up with a shared definition (for example, “advocacy” or “leadership”). Have them share definitions and reflect on the process and any differences of experience or opinions they had.

Synthesis activities allow participants to digest, make sense of, and contextualize new material. It is also an opportunity for facilitators to check for understanding and make course corrections as needed.

- **When**: During/after introducing new content and skills
- **Examples**: Synthesis activities include any close reading of a policy document, conducting a conflict of context analysis, or even hearing from a content expert on a subject relevant to the training.
  - "Mark the text" exercise for digestion of a written document:
    - Put a question mark next to something you have a question about
    - Underline what you think it most important
    - Write an exclamation point next to something that surprised you/you want more information about
  - Discuss in small groups how this content applies to your country context/role (civil society/government)
  - Create a worksheet to capture learning with questions like:
    - What is the most important thing to take away from this session?
    - What is the most relevant thing I learned in this session?
    - What is still not clear from this session?
    - Before, I defined advocacy as: _____.

      Now I define advocacy as:_____.

Practice activities allow for participants to apply new skills to a context and put learning into practice.

- **When**: After introducing new content and related skills, participants need to practice the skills/"build the muscle" and apply the ideas to their own contexts
- **Examples**: Role plays and simulations that bring real life into the room including role plays for meeting with a policymaker or a donor roundtable, drafting a press release, etc.

Application activities provide opportunities for participants to apply new skills and knowledge to real life situations.

- **When**: Application activities are most appropriate as the culminating activity in a training event or series. Be sure that participants have enough experience with a topic that they feel comfortable and prepared for these real-life interactions. You don't want to do harm to relationships with donors or policymakers if participants are not prepared.
- **Examples**: Holding real meetings with policymakers and donors, holding a press conference, etc.

Monitoring and closing activities allow facilitators to check for understanding and bring together disparate concepts and monitor how participants are doing with the content. Be sure to build in ways to monitor participants' feedback throughout.

- **When**: At the close of a session or at the conclusion of the training.
- **What**: This can be as simple as well framed debrief questions like: In what ways does this content apply to your work? Please fill in the blank: I used to think… now I think…

Videos enhance learning because they bring different voices, visuals, and experiences into the training room. The Advocacy for Inclusive Security curriculum includes many videos that range from short three minute clips to feature length movies.

Designing a Training

There are a number of practical considerations to keep in mind when it comes to training design.

Choosing training participants: Though choosing participants is not an exact science, it is important to consider who might be positioned to have the greatest impact and who will be most likely to apply what they had learned in their work. Ideal workshop participants include a broad range of people including NGO activists, civil society leaders, civil servants and other government officials, and policyshapers and influencers like the members of the media - all who have some background in peace and security.

Participants in Inclusive Security trainings are typically from one conflict affected country or a shared conflict context. Some of our trainings are with participants from one country, while others involve work with participants coming from two countries that are affected by the same conflict dynamics. Trainings can also have a regional focus with country cohorts that work together to develop country specific strategies. Since our workshops are designed so participants end up with a concrete agenda for change that they can implement in their own contexts, bringing participants with some shared context (whether it be from the same community, country, organization, etc) strengthens the likelihood of follow up work being carried out, and therefore increases the potential for impact.

Also consider the diversity of the group in terms of ethnicity, religion, gender, etc. How will the composition affect the dynamics in the group? Is there a group of people that are absent?

Establishing learning objectives: Learning objectives are an important tool for training design and answer the question, "At the end of this activity/day/training, what will participants be able to do?" There can be different levels of learning objectives that cover the entire training, a specific day, or a specific exercise. For example, an overall objective for a workshop might be: "Key civil society leaders are equipped with the skills, knowledge, and connections to advocate effectively for a more inclusive peace process." An activity-level learning objective might be: "Participants are able to use the tool of actor mapping to identify advocacy targets working on the peace process."

Learning objectives are a great way for facilitators and participants to reground and ensure that they are on the same page. As a facilitator, you can open a training day by reminding participants of the learning objectives for that day, as well as close the day by returning to them to see if you reached your goal.

Understanding and managing expectations: Trainings will be more successful when they are relevant to the lives of participants and responsive to their expectations. When possible, understanding participants' expectations ahead of time (by sending an online survey or doing short phone interviews with a subset of participants) can help with the design of the learning objectives and content. If you have a local partner/implementing organization, you should solicit their expectations and suggest they reach out to some of the workshop participants. If it is not possible, asking participants at the beginning of a training can help align expectations with training content, and give you some guideposts for adjusting content throughout.

To ensure you also manage expectations, you also need to clarify what this particular workshop will and will not address. Another tool for managing expectations is to have a piece of flip chart paper on the wall throughout the training that is labeled "ice box." This is a place where participants and trainers can write down things throughout the training that are important to come back to.

Establishing ground rules: Another way to create a productive training environment is to establish ground rules, which are guidelines for working together and communicating openly and effectively. These are best determined together as a group, and you can make a list at the beginning and post it on the wall and refer to them as needed. Ask participants to volunteer ideas for norms and then add any that you feel are important for the group. Examples of norms include maintain confidentiality, listen without judgement, do not interrupt, be fully present in the training, limit use of cell phones and computers, be on time, and keep to time.

Selecting physical training space: The space can have an impact on learning outcomes. Though you often have to work with what you have, there are adjustments trainers can make that can make the environment more conducive to productive work. When possible, ensure that there is room for activities that require movement, like energizers, and for small groups to work together without distraction, and other considerations depending on your agenda.

Soliciting feedback and evaluation: Training objectives, norms, and expectations can help you design a relevant agenda that is responsive to participants' learning goals. Beginning with a survey to establish baseline knowledge and ending it with an evaluation, preferably in a formal, written way, is also important for determining training effectiveness and impact. Also consider how you will get feedback from participants along the way and at the close of the training. One informal way to get feedback is to do "pluses and deltas" at the end of each day, asking participants what is going well and what they would change about the content of that day. At the beginning of the next training day, you can ask for volunteers to reground the group in the content from the previous day.

Advocacy for Inclusive Security Curriculum

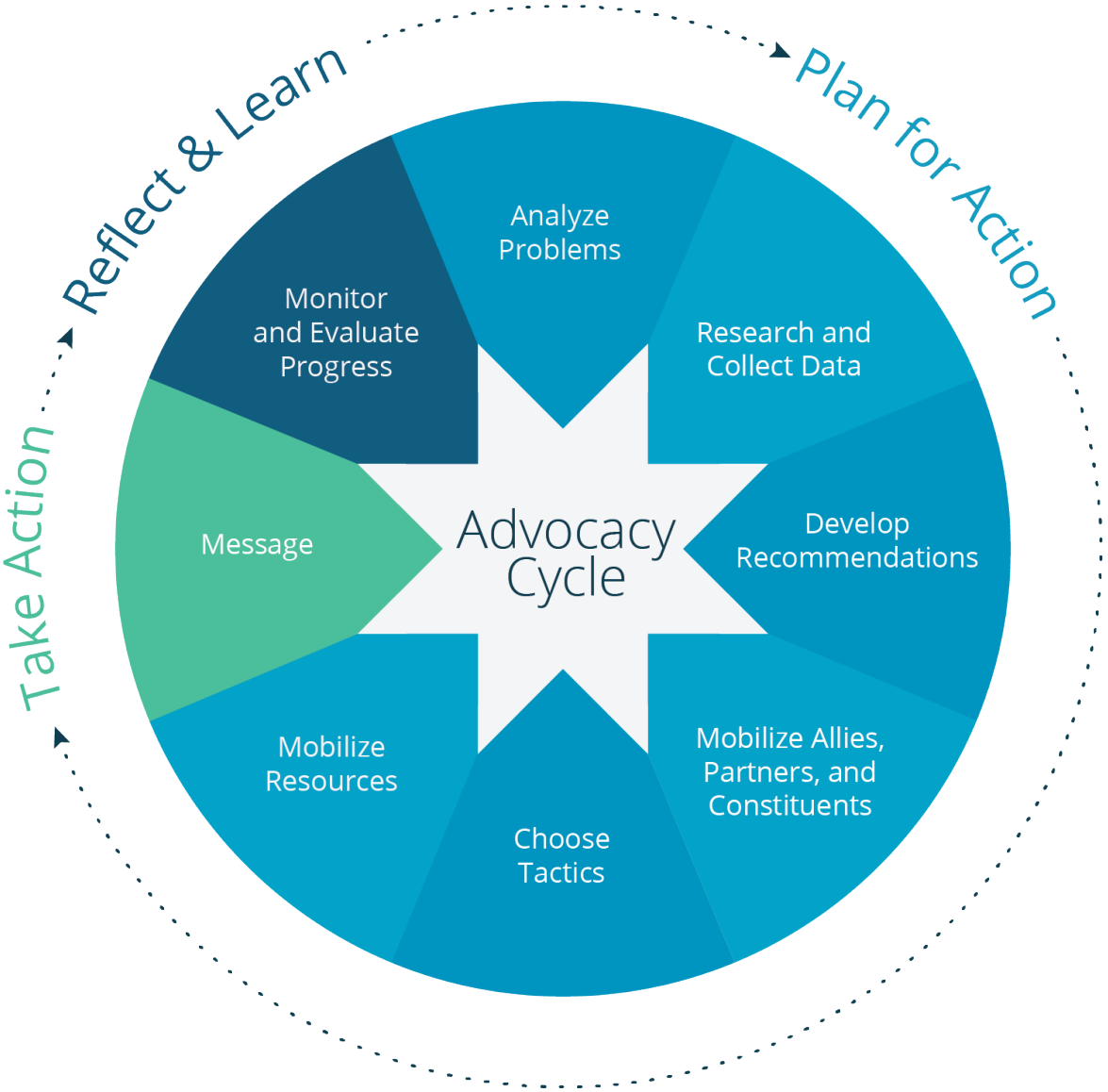
Advocacy for Inclusive Security is a skills curriculum that introduces a step-by-step, strategic framework for designing, executing, and learning from advocacy and mobilization efforts. It is the result of many years of Inclusive Security working to support partners to create meaningful change. This section of the Curriculum User Guide gives an overview of the modules and considerations on how to adapt them given different learning objectives, time, and specific audience. Though the examples in the curriculum are about women's inclusion in peace and security, the approach to advocacy can be adapted to advance other kinds of social change initiative.

This curriculum is written like a menu. It is meant to be a comprehensive skills resource on a range of topics related to advocacy, grounded in real-life examples of how civil society and women have mobilized for peace. It offers choices so you can combine content modules and skills modules depending on what the context calls for and desired learning objectives. The nine modules are a general resource that must be contextualized and integrated with content materials.

The materials are field tested and practical. They are also an evolving work-in-progress, and are not intended as off-the-shelf formula to be delivered sequentially. The modules are organized around the Advocacy Cycle, which is a step by step framework for thinking about advocacy. Advocacy is not linear, so facilitators are encouraged to tailor trainings based on what is needed in a context and by a specific group.

The intended training audience is male and female civil society and government actors who are active in conflict resolution and peacebuilding efforts at the local, national, and regional levels. Academics can use this curriculum to highlight the role women play in peace and security decision making. Members of the international community working who are shaping policies and programs related to peace and security can also benefit.

Curriculum Overview



MODULE 1 | Introduction to Advocacy
This module provides an overview of advocacy and introduces a conceptual framework for thinking strategically about collective action. It also explores examples of how women have mobilized for peace and security, as well as the reasons why women's inclusion matters.

MODULE 2 | Analyze Problems
Problem analysis can identify issues for policy action and widen the range of possible solutions. This module provides tools to identify a policy issue, analyze the root causes and effects of that issue, and set a vision for the future. It emphasizes the importance of grounding advocacy in good analysis and draws on participants' knowledge of the problem.

MODULE 3 | Research and Collect Data
Once you have a thorough analysis of the problem, you can create a research and data collection plan. This module provides detailed instructions on a range of data collection tools including policy analysis, community consultations, interviews and focus groups, meetings with relevant experts, and desk research.

MODULE 4 | Develop Recommendations
This module lays out concrete steps to develop actionable advocacy recommendations based on objectives (what you want to change), actor mapping (who can make that change), and actions (how can they can specifically make that change happen).

MODULE 5 | Mobilize Allies, Partners, and Constituents
Advocacy is amplified when people work together. This module provides guidance and tools on how to mobilize constituents to support your cause. It also covers how to create and manage a platform for advocacy like a coalition or a network, including choosing which type, creating systems and structures, and deciding when to disband.

MODULE 6 | Choose Tactics
Different circumstances necessitate different advocacy tactics. This module introduces constructive and confrontational approaches to advocacy and considerations for deciding which to use to achieve desired advocacy objectives. Once tactics have been chosen, participants can create advocacy action plans.

MODULE 7 | Mobilize Resources
This module introduces approaches to mobilizing resources and putting action plans into resource terms, from fundraising for advocacy to taking stock of often overlooked assets like relationships, networks, time, technical expertise, and commitments to work together. It also includes how to message to funders about making the funding landscape more accessible to women's organizations and agendas.

MODULE 8 | Message
The purpose of this module is to help participants think strategically about framing messages that will compel different audiences to act. It provides guidance on how to create and deliver messages to policymakers, members of the media, allies, and constituents.

MODULE 9 | Monitor and Evaluate Progress
This module emphasizes the importance of reflection and learning for making advocacy efforts more effective, introducing basic tools for designing and implementing a monitoring and evaluation system for advocacy.

Adapting the Curriculum

This curriculum is intended to be used as a menu of options that can be adapted to different learning objectives and training needs. Following are two examples of how the curriculum could be adapted into a series of two trainings with the same participants focused on developing an advocacy campaign and strategic plan to advance women's role in peace and security decision making. These agendas are not meant to be a blueprint, but rather to illustrate the ways the curriculum can be used for different trainings depending on learning objectives, the context, the time available, and other factors. These agendas also have placeholders for content-related presentations and activities. For instance, if participants are trying to influence an active peace process, there are opportunities to bring in outside experts or have trainers or participants themselves present.

Sample 4-day Training Agenda – Training 1

Training Learning Objectives

Participants are able to:

- Understand advocacy as a strategic process and how to conduct the initial steps.
- Form the basis for relationships with other activists and decision makers.
- Conduct analysis for advocacy, including problem and policy analysis.
- Develop and deliver advocacy recommendations to key policymakers.

DAY 1

Learning Objectives – Participants are able to:

- Gain awareness of different examples of women advocating for change and the differences they have made across diverse contexts.
- Understand that women make a difference in terms of the process and outcomes of peace and security decision making.
- Use tools for problem analysis that will help uncover the root causes and effects of the women's exclusion in their context(s).
- Identify the main provisions in international norms and standards related to women's rights.

Welcome and introductions
Overview of objectives and agenda
Expectations and ground rules
Break
Relationship building activity and energizer
Activity 2.4 Problem Tree
Lunch
Activity 1.6 Why Women
Overview of international norms and standards
Debrief and close

DAY 2

Learning Objectives – Participants are able to:

- Understand that advocacy is a strategic process that becomes more effective with advanced planning.
- Connect the importance of analysis to strong advocacy outcomes.
- Understand why peace negotiations matter.
- Understand why it is important to conduct a gendered policy analysis and apply it to their context.

Welcome, review of day 1, and agenda review
Presentation 1.2 Introduction to Advocacy
Activity 1.3 The Advocacy Cycle
Break
Presentation 2.3 Content Grounding/Why Negotiations Matter
Activity 2.2 Visioning
Lunch
Activity 2.5 Identifying a Policy Issue and Advocacy Goal
Activity 3.4 Environmental Scan
Activity 3.5 Conducting a Policy Analysis
Debrief and close
Evening movie:
Pray the Devil Back to Hell

DAY 3

Learning Objectives – Participants are able to:

- Use tools to identify actors with the power to make the changes they want to see.
- Identify specific actions those actors can take to realize the proposed change.
- Formulate strong advocacy recommendations.
- Formulate arguments about why women's inclusion matters and anticipate the range of possible responses.

Welcome, review of day 2, and agenda review
Activity 8.2 Choose Your Audience
Activity 8.3 What Makes a Strong Message?
Activity 8.5 Making the Case for "Why Women"
Lunch
Energizer
Activity 4.2 Components of an Advocacy Recommendation
Activity 4.3 Actor and Relationship Mapping
Activity 4.4 Developing Policy Recommendations
Debrief and close

DAY 4

Learning Objectives – Participants are able to:

- Deliver effective advocacy messages to policymakers of their choosing.
- Explain the range of tactics advocates can use and the appropriate time to use them.
- Create action plans that captures their advocacy strategy and tactics.

Welcome, review of day 3, and agenda review
Activity 8.6 Messaging to Policymakers
Lunch
Activity 6.2 Advocacy Tactics
Discussion 6.3 Criteria for Choosing Your Approach and Tactics
Lunch
Activity 6.6 Advocacy Action Planning
Evaluations
Debrief and close

Sample 4-day Training Agenda - Training 2

Training Learning Objectives

Participants are able to:

- Reflect on the implementation of their advocacy actions plans and establish lessons learned.
- Strengthen relationships and networks with other activists and decision makers.
- Determine steps to establish a platform for their long-term advocacy.
- Determine what resources they need to continue their work, and avenues to access them.

DAY 1

Learning Objectives – Participants are able to:

- Reflect on their experiences implementing their action plans and identify lessons learned and best practices.

Welcome and introductions
Overview of objectives and agenda
Expectations and ground rules
Relationship building and energizer
Break
(Review/Reground) Activity 1.3 The Advocacy Cycle
Lunch
Small group work: Experiences implementing advocacy actions plans
Break
Small ground work and discussion: Advocacy action plans – identifying best practices and lessons learned
Debrief and close

DAY 2

Learning Objectives – Participants are able to:

- Explain how building relationships is a critical component of effective advocacy.
- Understand that platforms can strengthen advocacy outcomes and identify the advantages and challenges of different approaches.

Welcome, review of day 2, and agenda review
Re-grounding in peace process: Presentations and policy analysis
Revisiting and revising advocacy recommendations
Lunch
Activity 5.2 Platforms for Effective Advocacy
Activity 5.3 Identifying Allies, Opponents, and Stakeholders
Debrief and close

DAY 3

Learning Objectives – Participants are able to:

- Describe important factors to consider in building and maintaining effective platforms and identify the kind of platform that will work for their context.
- Reflect on their skills as advocates in relation to a set of advocacy practices

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Welcome, review of day 2, and agenda review
Activity 5.5 Myths About Coalitions and Networks
Activity 5.6 Choosing a Type of Platform
Lunch
Discussion 5.8 Understanding Group Dynamics
Activity 1.7 Advocacy Practices
Debrief and close

DAY 4

Learning Objectives – Participants are able to:

- Assess and measure their existing resources.
- Create strategies for leveraging and building on their existing resources.
- Identify their resource gaps and devise strategies to address them.

Welcome, review of day 3, and agenda review
Activity 7.2 Understanding Resources
Activity 7.3 Identifying Resource Gaps
Lunch
Activity 7.4 Mapping External Resources
Activity 7.6 Building Relationships and Making a Pitch – Donor Roundtables
Evaluations
Certificates and close

ANNEX

Detailed Overview of Curriculum

MODULE 1 | Introduction to Advocacy

Learning Objectives

Participants are able to:

- Understand that advocacy is a strategic process that becomes more effective with advanced planning.
- Gain awareness of different examples of women advocating for the change they seek and the differences they have made across diverse contexts.
- Understand that women make a difference in terms of the process and outcomes of peace and security decision making.
- Understand their own strengths as advocates in relation to seven advocacy practices.

Key Takeaways

Advocacy is a planned, deliberate, and sustained effort to advance an agenda for systemic change. Advocacy is different from direct service in that direct service delivery confronts visible problems and provides vital and immediate relief by meeting peoples' basic needs. Advocacy looks deeper to consider the invisible, root causes of the problem. Advocacy is a strategic, non-linear process that becomes more effective with advanced planning.

Mobilization is the work of engaging allies, partners and constituencies to come together and advance a strategy for change. Advocacy is strengthened when it is done with other people. Developing relationships with a range of actors is critical to the success of advocacy.

Advocacy for inclusive security is ultimately tied to robust peace and security. Exclusion is a major driver of violent conflict. When certain groups are severely disadvantaged or systematically discriminated against, it provides fertile ground for violent conflict. Conflict can, in turn, exacerbate exclusion as many people are displaced or made more vulnerable by violence, a dynamic that creates cycles of violence. When women are included, peace is more likely to endure because women make a difference in the process and outcomes of peace and security decision making.

MODULE 2 | Analyze Problems

Learning Objectives

Participants are able to:

- Connect the importance of analysis to strong advocacy outcomes.
- Use tools for problem analysis that will help uncover the root causes and effects of the problems they want to address with their advocacy.
- Identify a policy issue that they want to work on.

Key Takeaways

Analysis is crucial for advocacy. Understanding the root causes and effects of the problems we are trying to address with our advocacy is our responsibility as advocates.

Analysis is ongoing and iterative. Analysis needs to be ongoing because circumstances change. Your advocacy should be responsive to changes in the context you are trying to effect.

Analysis is subjective and should be informed by a diverse range of perspectives. Who conducts the analysis will impact the result. If analysis is done with a group of people from the same part of a country or ethnic group, the result will not be as comprehensive if the analysis is done with a wider range of stakeholders.

MODULE 3 | Research and Collect Data

Learning Objectives

Participants are able to:

- Identify and cultivate evidence for advocacy from a variety of sources.
- Describe the importance of engaging with communities affected by peace and security processes.
- Use research and analysis tools relating to policy analysis and community consultations.

Key Takeaways

- **Research provides an evidence base for advocacy.** To be effective, an advocacy strategy must be rooted in evidence. This can include facts about the policy itself or the policy process, as well as the perspectives and opinions of stakeholders or those directly affected by the policy/ies in question. Evidence can change, adapt, and evolve, so research is iterative, not a one-time event. As you learn more about what drives and causes your issue, you can design an advocacy strategy that best addresses those and any other obstacles that might prevent the change you want to see. Research is intended to inform your advocacy; you do not need to gather every piece of evidence, but you need to have enough information to develop a coherent strategy.
- **A research agenda should include multiple methods of data collection.** Policy analysis may provide some information about the policy landscape, but text alone is not enough to afford a full understanding of a policy and its implications. In addition to desk research, you need to engage policymakers and others familiar with the policy process, as well as those directly affected by the policy/ies in question. Community consultations are integral to balance your research agenda, because stakeholder voices are often left out of the policy process.
- **Advocating for policy change requires understanding the policy landscape.** In order to change policy, you have to understand the people and processes that shape policy outcomes. Policy analysis begins by looking at the general policy landscape (i.e., whether a policy exists, if the provisions are satisfactory, and whether it's being implemented), but that's only the first step. In addition to identifying and reading policy/ies, you need to engage policymakers and others familiar with the policy process (e.g., policy experts, academics, other advocates, etc.) to understand how the policy was developed, why certain sections were drafted, and the intentions of those who drafted it.
- **Engaging stakeholders is a necessary, yet often overlooked component of research and data collection.** Often the most important and compelling information to support your advocacy will come from the people who are most affected by the issue you want to discuss. Community consultations are one way to strengthen your relationships with these stakeholders; the stronger these relationships, the more legitimacy your advocacy recommendations will have in the eyes of policymakers.

MODULE 4 | Develop Recommendations

Learning Objectives

Participants are able to:

- Use tools to identify actors with the power to make the changes they want to see.
- Identify specific actions those actors can take to realize the proposed change.
- Formulate strong advocacy recommendations.

Key Takeaways

- **A strong advocacy recommendation includes three components (who/what/how).** A well drafted recommendation must include an objective (**what** you want to change), an actor (**who** can make that change), and an action (**how** to make that change happen).
- **Advocacy objectives are the incremental change needed to achieve your advocacy goal.** Your advocacy goal is drives your advocacy strategy; it's the ultimate change you hope to achieve. Advocacy objectives are the small steps required to achieve your goal. If these are well drafted, your recommendations will help achieve your advocacy goal.
- **Advocacy targets must have the power/influence to act**. A common mistake made by advocates is delivering recommendations to someone who does not have the power or capacity to take action. Careful research about what institutions have the power to act and who within those institutions makes decisions is essential.
- **Strong advocacy recommendations target a specific actor and include a specific action(s).** The **who** and **how** of your recommendations should be specific and tailored. Your solutions must be actionable and within the power of the actor to implement. It is not enough to tell policymakers your advocacy objectives; you must explain how you want them to achieve those objectives—be specific! Too often, groups spend time identifying problems and don't focus on the solutions, leaving policymakers frustrated or discouraged and unwilling or unsure how to act.

MODULE 5 | Mobilize Allies, Partners, and Constituents

Learning Objectives

Participants are able to:

- Explain how building relationships is a critical component of effective advocacy.
- Create a range of platforms for effective advocacy and reflect the advantages and challenges of the different approaches.
- Describe important factors to consider in building and maintaining effective platforms.
- Create strategies for mobilizing constituencies.

Key Takeaways

- **"Platforms" include a range of structures, from less structured networks to more structured coalitions.** There are many ways you can organize to reach your advocacy goal. The specific structure, policies, and membership are contingent on your available resources and priorities. Highly structured coalitions can require a lot of resources to establish and manage, but can result in stronger relationships and higher potential for mobilization as compared to a loose network.
- **Platforms are a good way to model inclusion by prioritizing diversity.** Mobilizing a broad base of support is critical for advocacy. Mapping allies, opponents, and stakeholders will help to identify the key actors needed to achieve your desired policy change. Diversity is core to advocacy platform development, so it is also important to think broadly when considering potential platform members. This includes working to ensure that a wide range of stakeholders is represented in your membership.
- **Successful platforms are built on trust and respect.** Platform members need to cooperate and collaborate on implementing an advocacy strategy and must agree on goals and tactics and be well informed. A strong platform requires transparency, good communication, trust, and mutual benefit.
- **The purpose of mobilization is to gain momentum and support for your advocacy objectives.** Creating a platform is one way to mobilize other individuals and organizations that are also working toward or support your advocacy objectives. But, platform creation is only the first step in mobilization. Your platform members should in turn mobilize their constituents to rally around the advocacy objectives and support your call for policy change.
- **Mobilizing stakeholders strengthens the credibility and legitimacy of your advocacy strategy.** Stakeholders are those individuals and groups who are directly affected by the policy/ies you are trying to address. Mobilizing stakeholders requires understanding their needs and how you can work to satisfy those needs. The more you can demonstrate that your advocacy objectives are supported, the more legitimacy they will have.

MODULE 6 | Choose Tactics

Learning Objectives

Participants are able to:

- Explain the range of tactics advocates can use and the appropriate time to use them.
- Identify and take advantage of strategic timing and unexpected openings for impact.
- Identify, analyze, and develop plans for mitigating risk.
- Create an action plan that captures your advocacy strategy and tactics.

Key Takeaways

- **Advocacy tactics can support a constructive or confrontational advocacy strategy.** There are different considerations for when one approach might be better than the other for achieving a given advocacy goal. The type of tactics employed largely depends on the environment surrounding the change you want to achieve.
- **An advocacy strategy should be responsive to strategic timing.** Good advocates think long term about how to ripen policy issues, but they also carefully monitor the policy landscape for opportunities that may arise to gain momentum on policy change. Regularly adjusting your advocacy tactics, based on ongoing policy and political analysis, is necessary to take advantage of these kinds of opportunities.
- **Advocacy planning should include a process for identifying, analyzing, and managing risks.** At a minimum, failing to assess risk can lead to limited results and ineffective partnerships. In certain contexts, failure to assess risk can have much more significant consequences and can put people's lives in danger. The purpose of assessing risk is not to become so aware of the risks that you become paralyzed and do nothing. Understand risk is important for planning and can help you to make smart decisions that keep your organization/platform's best interests in mind.
- **Advocacy action plans organize your strategy into concrete, actionable steps.** An advocacy action plan requires you to get really specific about how you are going to achieve your advocacy goal. Developing a coherent plan can help to test your change logic and establish clear steps to make your activities happen.

MODULE 7 | Mobilize Resources

Learning Objectives

Participants are able to:

- Assess and measure their existing resources.
- Create strategies for leveraging and building on their existing resources.
- Identify their resource gaps and devise strategies to address them.

Key Takeaways

- **Resources are both tangible and intangible.** A resource is anything we can use to achieve something else. Tangible resources are things we can touch and feel with our hands like money, land, materials, equipment, etc. Intangible resources are things we can't touch with our hands like time, energy, ideas, spirit, relationships, networks, status, skills, information, etc. Tangible resources are often distributed less equally than intangible resources.
- **Every individual and organization has resources to leverage.** As you map your advocacy resources, think about what you have as well as what resources you need. You can leverage your existing resources to illustrate to potential donors why they should partner with you and support your advocacy strategy.
- **Resources can come from local, national, and international sources.** Although international donors may be one of the most common funders for women, peace, and security advocacy, there are a number of additional sources that are often overlooked. Resources from local and national sources can be financial, in-kind, or intangible.
- **Women's organizations are perpetually under resourced and donors need to hear constructive feedback about these constraints.** There is clear evidence that women's organizations play a critical role in stabilizing conflict-affected societies. Yet, women's organizations continue to be under resourced. Delivering constructive recommendations to donors on how to improve their practices and funding allocations is necessary to bring attention to this issue.

MODULE 8 | Message

Learning Objectives

Participants are able to:

- Identify important audiences they want to reach.
- Identify what kind of messages will compel audiences to act.
- Deliver advocacy messages to different audiences, in particular policymakers, the media, allies, and constituents

Key Takeaways

- **Messaging should be tailored for a target audience.** The purpose of messaging is to compel certain audiences to take action. Different audiences require different types of messaging because every audience has distinct interests and will be moved by different types of information. You need to know their interests, agendas, what will compel them to act, and how to reach them.
- **Messaging for all target audiences should clearly convey the problem, solution, and action.** Your messaging should focus 20% on the problem and 80% on solutions. Most advocates make the mistake of doing the reverse.
- **Stories are a powerful tool for messaging.** When crafted and delivered deliberately, a story can be a very useful tool for convincing advocacy targets to take action. A story must be short, concise, and memorable. It must link to the core of your message and illustrate the problem and solution. Stories help bring recommendations alive and illuminate the human element of a policy issue.
- **Preparation is necessary for strong, effective messaging.** Prior to any advocacy meeting, you should conduct background research on your advocacy target to understand their interests, stance on your policy issue, and if possible, what might compel them to take action. Anticipating their responses to your comments and questions can strengthen your message, particularly if the audience is a potential opponent or may be unfamiliar with your policy issue.

MODULE 9 | Monitor and Evaluate Progress

Learning Objectives

Participants are able to:

- Explain the purpose of monitoring and evaluation.
- Identify and define the components of a logical framework.
- Develop a logical framework and indicators.
- Describe data visualization tools and how those tools can support analysis and reflection.
- Conduct a reflection session.

Key Takeaways

- **M&E improves advocacy by informing decision-making.** Monitoring and evaluation is a process where we use data from past and ongoing activities to make decisions, analyze the degree to which our goals/objectives are met, adjust our strategy, and plan for the future. Monitoring and evaluation can help you make smart decisions about how to use valuable resources, engage policymakers, and attract new supporters.
- **For M&E to be effective, the intended outcome must be identified.** In order to determine if advocacy efforts are having an impact, the goals and objectives must be determined. A logframe can help to structure our goals as well as the actions or changes needed in order to achieve those goals.
- **Indicators are tools for measuring progress.** Indicators provide a simple and reliable means to measure achievement. They show whether progress is being made toward achieving the objectives, midterm objectives, and activities of an advocacy strategy. While indicators make measuring progress more manageable, tracking too many factors can result in poor data collection. It's better to track a few indicators well than many indicators poorly.
- **Reflection and analysis provide valuable lessons learned.** Reflection sessions are a necessary step in any M&E system. There is little value in collecting data if analysis is absent. The sessions can reveal which activities are driving toward the objectives and which are falling short. The sessions can also show where adjustments to an advocacy strategy are needed. Analysis may also uncover that the wrong factors are being measured or that incorrect data is being collected.

Curriculum Glossary of Terms

Audience: Individuals and/or groups you want to reach and persuade.

Advocacy is a planned, deliberate, and sustained effort to advance an agenda for change.

Advocacy Goal: The long term change you want to see and your vision for the future. This is the inverse of the policy issue.

Advocacy Objective: The smaller order changes we want to see happen to address our policy issue and advance our advocacy goal.

Advocacy Recommendation (components):

1. **Objective**: What you want to change
2. **Actor**: Who will make that change
3. **Action**: How that change can be made

Advocacy tactics/activities: The actions or activities that you conduct to push toward your advocacy goal.

Allies: Individuals, organizations, or institutions who support the policy change or issue you are working on.

Coalition: A highly structured platform whose purpose is to coordinate and jointly implement a shared advocacy strategy. Membership is often more long-term and formal and may include a secretariat or steering committee.

Community: A group of people connected by geographic location, special interest, affiliation, or identity.

Community consultation: A method for collecting information, advice, and opinion from a particular group of people connected by geographic location, special interest, affiliation, or identity on a particular set of issues affecting their well-being.

Conflict-sensitivity involves understanding the context in which you are operating and the two-way interaction between your intervention and that context, and acting to minimize the negative impacts of your work on the conflict.

Conflict transformation is a process that facilitates the establishment of durable peace by addressing the root causes and effects of conflict and transforming the systems, structures, relationships, and the associated power dynamics that led to and perpetuate violence.

Constituents/Constituency: People who are directly affected by the problem you are trying to address with your advocacy strategy and support your viewpoint. People you could represent, to whom you are accountable, and from whom you draw strength (*Note on difference from stakeholder*: Stakeholders are people who have a vested interest in a policy outcome broadly (including allies, opponents, etc), constituents are those who support your particular policy or viewpoint.)

Confrontational approaches to advocacy are characterized by the use of adversarial means like public protests, marches, sit-ins, public statements, petitions, and using the media to call attention to policy issues.

Constructive approaches to advocacy are characterized by the use of collaborative means to get your point across and can include developing recommendations, meeting with policymakers and proposing strategies for change, conducting and publicizing research about a given policy issue, building alliances with the policy community and building coalitions within civil society to speak with collective voice on an issue.

Indicator: A factor or variable that provides a simple and reliable means to measure achievement. An indicator is a piece of information that can tell us if we're making progress toward achieving our objectives, midterm objectives, and activities.

Logical Framework (logframe): A logframe is a tool used to define advocacy goals, and the actions or changes needed in order to achieve those goals. Logframes are hierarchical and have four levels of change: activities, midterm objectives, objectives, and goals.

Mobilization is the work of engaging allies, partners and constituencies to come together and advance proposed solutions for change.

Network: A loosely structured platform whose main purpose is to share information and contacts. Membership is fluid and coordinated activities are few.

Opponents: Individuals, organizations, or institutions who may be resistant to your desired policy change. Opponents may actively oppose (e.g., counter advocacy, threats, violence) or passively oppose (i.e., oppose in principle, but no direct action) your advocacy goals.

Partners: Members of your platform that you are working with directly to create the change you want to see (individuals or organizations).

Platform: A group of individuals or organizations working together toward a shared policy goal. (See 'coalition' and 'network' for examples of types of platforms)

Policy: A plan, course of action, or set of regulations adopted by government, organization, or other institutions, designed to influence and determine decisions or procedures.

Policy Issue: A problem or situation which an institution or organization could take action to solve (same as the core problem).

Policy Analysis: The process of reading a policy carefully to determine what it means, how it can affect stakeholders, and how it should be implemented. A gendered policy analysis is the process of reading a policy carefully to determine how it affects women, men, girls, and boys differently.

Policymaker: A person with the formal or informal authority to create or change policies, programs or laws.

Public Advocacy Tactics: Advocacy activities done out in the open, in the public view and often seek to bring attention to a policy issue and grow a support base (e.g., protest).

Private Advocacy Tactics: Advocacy activities done behind closed doors, not necessarily meant to be secretive, but are not public in nature (e.g., meeting with policymakers).

Resource: Anything you can use to achieve something else.

Tangible Resources: Things we can touch with our hands (e.g., money, land, materials, and equipment). These tend to diminish with use.

Intangible Resources: Things we cannot touch with our hands (e.g., time, energy, ideas, body, spirit, relationships, networks, status, skills, and information). These tend to increase with use.

Stakeholder: People who have a vested interest in the policy outcome broadly (including allies, partners, opponents, and constituents).

Status quo: The existing state of affairs, the way things are now.

Theory of Change: A planning tool that uses "if/then" statements to help organize logical thinking about the change you want to achieve with your advocacy.

Vision: The results of the long term change you want to see.

Energizers[1]

Energizers (sometimes called "ice-breakers") encourage participant interaction and build group cohesion and trust. They help create a positive atmosphere, focus the group, and stimulate interest in the training module. Integrate energizers as session openers in the morning, following lunch and tea breaks, or at the conclusion of the program. Be cognizant of the cultural, ethnic, and gender sensitivities some exercises might provoke, particularly with conflict-affected groups, and tailor them accordingly. These activities typically take 10 to 15 minutes.

Introductions

Name Histories

Invite participants to take turns sharing information about their first and last names (origin, special meanings, relatives they were named after) and/or nicknames. Highlight commonalities that emerge. This activity works particularly well over a meal or tea break.

Name With Gesture

Begin by asking participants to stand in a circle. Invite a participant to state his/her name while making any gesture that he/she chooses. Explain that these gestures can be small and simple or large and expressive; they can be fun and silly or serious and symbolic. Variation A: Invite the rest of the group to mimic his/her gesture and state his/her name together. Variation B: Invite each participant to repeat all the names and gestures that preceded him/her as you move around the circle.

Interviews

Invite participants to pair off with someone they do not yet know. Ask pairs to take turns interviewing each other with one or two questions about why he/she is at the training, what his/her occupation is, etc. After 10 to 15 minutes of discussion, invite pairs to introduce one another to the whole group.

Each One Teach One

Divide participants into pairs, encouraging them to form pairs with participants from different cultures. Ask pairs to spend 15 minutes teaching each other one of the following:

1. A song popular in his/her country
2. Ten new vocabulary words in his/her language
3. A dance popular in his/her country

After partners learn from each other, ask them to find new partners. For the next 15 minutes, each person should then teach his/her new partner the information he/she just learned. After the teaching and learning is complete, ask participants to gather in a circle and ask volunteers to teach what they have learned to the whole group.

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1 Originally published in Inclusive Security, *A Curriculum for Women Waging Peace* (Washington: Inclusive Security, 2009). Special thanks to Victoria Stanski and Jennifer Kloes (Global Youth Connect) who suggested several of the energizers.

Trust and confidence building

Common Ground

Ask participants to stand in a tight circle, shoulder to shoulder. Have one participant stand in the middle of the circle (or you may stand in the middle of the circle yourself). Invite the person in the middle to say, "I'm seeking common ground with everyone who…" filling in the blank with something about his/herself like a physical characteristic, a skill, or experience that others may have shared. All members of the group who share that commonality should move to the middle of the circle and then step back. Other participant then start the next round with, "I'm seeking common ground with everyone who…" Repeat the process for several rounds. Spend 5 to 10 minutes afterward discussing commonalities that emerged.

Fear in A Hat

Ask group members to write personal fears (related to participating in the workshop and more generally) anonymously on pieces of paper and then collect them. Invite each person to randomly select and read aloud someone else's fear to the group and attempt to explain why the person might have this fear and what feelings it might evoke. This activity helps foster interpersonal empathy and understanding.

I Am

Ask each participant to take a blank sheet of paper and boldly write "I AM …" at the top. Then ask everyone to complete the statement in five different ways. For example:

I AM…

- new in my job
- a father of twins
- living in the country
- feeling a bit silly
- a pretty good cook

Once participants complete the task, ask them to hold their sheet in front of them so it can be read by others as they mill about the room in silence. Have participants look around, mingle, and make contact with at least three separate people. Participants should read each other's lists and gather any additional information they are able while spending at least thirty seconds with each person they encounter. Some participants will need encouragement to move around or reminders to remain silent. After participants have been circulating for 10 minutes, ask them to tape their sheets on a wall. Invite participants to look at the lists during the refreshment break, connecting people to their lists and characteristics.

Variation A:

Ask each participant to take a blank sheet of paper and write their names in bold letters at the top of their sheets. Next, ask participants to print five or six words ending with "ing" below their names. These words will serve as their introduction.

Other word endings to consider using include:
- "able," as in approachable, reasonable, capable, irritable.
- "ist," as in optimist, pianist, cyclist, specialist.
- "ful," as in playful, careful, hopeful, delightful.

You and participants will then hold the sheets up and mill about the room. You can try this with silence or you can invite people to meet in small groups of about three participants and share their lists.

Variation B:

Instruct participants to write I AM A RESOURCE on the top of their paper (instead of I AM) and invite participants to list their areas of expertise. Stipulate whether or not the list should be confined to the course content or include a wider range of skills and interests. For example:

I AM A RESOURCE

- own my own consulting business
- know about Eastern Congo
- have Master's degree in health administration
- speak Albanian
- collect old maps

Invite participants to share their lists in one of the ways suggested above.

Mirror

Partner off the group and have pairs select an "A" and a "B" person. Tell pairs to pretend they have a piece of glass between them and that they are not looking into a mirror. Person A will begin by making whatever slow motion movements he/she wants. Person B will try to follow his/her movements exactly. After a few minutes, pairs should switch roles. Emphasize silence, paying attention with the eyes, and moving slowly. Variation: Invite participants to touch hands lightly, close their eyes, and try to continue the mirror by touch. This game enables participants to study each other in a non-critical, non-judgmental way.

Personal Quotes

Ask participants to think about their personal lives and/or professional careers for a few moments. Pass out paper and pencils while they are thinking. Then ask participants to write down slogans, quotes, or lines of poetry that seem appropriate for describing their personal lives or professional careers. For example, "The early bird catches the worm" may describe a participant who likes to be prepared, while "Do unto others as you would have them do unto you" may reflect how another participant's personal philosophies affects his/her professional behavior. Invite participants to share with the group the slogans, quotes, poetry lines, etc, they selected and their rationales for doing so.

Ups and Downs

Ask participants to stand when an attribute that you call out is applicable to them; those not standing will applaud those who are. Possible attributes include: first-generation graduates, number of children, languages spoken, marital status, place of birth, or continents visited. Option: After you have called out 7 to 10 attributes, invite participants to call out attributes themselves. This exercise draws out unknown, shared commonalities. In selecting attributes, the facilitator should be careful of potential sensitivities while trying to maximize the exercise's power. Spend 5 to 10 minutes afterward discussing overlapping identities.

Value Line

Designate one side of the room the "strongly agree" area, the other side the "strongly disagree" area, and the middle as a "neutral" area. Ask participants to stand in the neutral area to begin and then, as you make statements on various topics, move to the part of the room they feel best represents their feelings about the topic. Explain that the room represents a full spectrum and they can mildly agree or mildly disagree with the statements you make. Statements might be uncontroversial such as "I like oranges" or reflect more deeply held beliefs or worldviews. After making a few statements, invite participants to to take turns making their own statements. Ask participants to refrain from commenting on each other's stances during the activity, but facilitate a brief dialogue on values after the exercise.

Team building

Being Heard

Split participants into two equal groups, A and B, and give them separate, secret instructions. Give participants in group A a short speech and instruct them to read it to their partner from group B. Instruct participants in group B to walk away from their group A partner as soon as their partner starts to read the speech, repeating out loud, "So what? Who cares?" After three minutes, ask partners to switch roles and repeat the exercise.

Debrief the activity, drawing on the following questions:

- How did it feel to insist on being heard? Do speakers sometimes have to do this? When and why?
- What were your thoughts and feelings when you were being ignored? Did you in adjust your speaking style? If so, how?

Birthday Line-Up

Ask participants to form a line (January at one end, December at the other) as quickly as possible based on their date of birth (day and month). Variation: Invite participants to complete the activity without speaking.

The Clap Game

Ask participants to form a circle, standing nearly shoulder to shoulder. The activity begins with one person, "A," pivoting to face the person on their right, "B." Instruct the two to clap their own hands at the same time while looking the other in the eye. Person B will then turn to his/her right and repeat the simultaneous clap with person C. The game continues around the circle. Once the group seems to have a handle on the pattern, you can direct them to speed up, slow down, or change directions. Remind participants they must be attentive so that they can receive and then pass the current of "energy."

The Game of Power

This activity requires a table, six chairs, and a water bottle. Place the chairs, table, and water bottle in a small space (about six feet by six feet). Invite one of the participants to come forward and arrange the objects such that one of them holds more power in the space than the others. At this point a number of participants may ask you what you mean by power or how they should arrange the objects. It is important to encourage participants to answer these questions for themselves, as the goal of the exercise is for the group to see the diversity of images that the participants will create and interpret.

After the first image is created, ask participants to move around it and take turns sharing what they see. You may ask questions such as: Which objects have the most power and why? After the participants have discussed the image, ask a second person to create a different image with the same goal. Once the second image is complete, again ask participants to move around it and comment on the power dynamics. You may ask them to discuss any similarities they saw between the images or ask them to reflect on particular themes they noted.

Variation

Once an image is complete, ask a volunteer to enter the image space and make him/herself more powerful than the other objects. You can then ask additional participants to join the image and participants to reflect on the way each change alters the power dynamic of the imgae.

Debrief the activity with a discussion about power relations. Ask participants to comment on the various similiarites and differences the ways groups and individuals interpret power.

Machine

Ask participants to form a circle. Invite a volunteer to lead the game by going into the center of the circle and performing a rhythmic machine-like movement with an accompanying sound. Ask a second person to enter the circle and add a second, distinct movement and sound to build on to the first. Invite a third person to enter the circle to build on the machine, and then a fourth, etcetera. Continue until the entire group has formed one integrated machine. Ask the machine to gradually speed up its motions and sounds until the point of explosion, and then gradually slow it down to stillness.

Statue

Ask participants to stand. Say, "1, 2, 3...blank." Upon hearing the word you state, participants should freeze into a physical statue of that word. Emphasize that they must pose frozen and silently—as *statues.* Throw out a wide variety of words, including concepts and ideas, for example: "1,2,3 , *peace,*" "1,2,3, *responsible*," "1,2,3, *furious*," and "1,2,3, *world*."

Variation

Split the group in half, allowing one half to take turns calling out words and watching the statues and then switching so that the second half calls out words. This will allow both groups to practice different roles and see what creative statues other participants are forming.

The Yurt Circle

Choose a clear, open area for this activity, as participants are likely to fall forward and backward. Ask participants to stand in a circle, facing inward and holding hands. Instruct everyone to step backwards until all have stretched their arms out but are still able to firmly grip hands with the two people whose hands they are holding. With feet planted, participants should lean back as far as possible using the group to maintain balance. With everyone leaning back, divide participants into groups "A" and "B." Instruct the As to lean in and the Bs to simultaneously lean out. Each person should be able to lean in or out while being held up by their neighbors.

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