UNITED NATIONS DEVELOPMENT PROGRAMME

GENDER IN DEVELOPMENT PROGRAMME

LEARNING & INFORMATION PACK

PROCESS AND ADVOCACY SKILLS

January, 2001

Explanatory Note

This Information Pack is a basic resource on the use of Process and Advocacy Skills for gender mainstreaming. It is intended for both the interested reader and for use in a training setting. It has been developed to reflect UNDP needs in particular, especially those of gender focal points in UNDP country offices, but we hope that it will have a wider utility. It has been designed to be readily adaptable to different needs.

The first section consists of six sets of slides with a brief commentary on each. The slides set out key points for the reader. The accompanying commentary expands on these key points and provides links to resources that are included in the Resources section of this Information Pack. There are also references to further resources available through the Internet. Full size slides, which can be used for presentations, are in the back of the manual.
The pack consists of six sets of **slides**, under the following headings:

▪ **Introduction to Process and Advocacy Skills**: provides a definition of and rationale for the inter-personal skills that gender focal points need in order to be effective in their contribution to the process of, and advocacy for, gender mainstreaming.

▪ **Basic communication**: looks at the basics of good listening skills and good questioning skills and their role in improving inter-personal communication.

▪ **Working in meetings**: discusses the skills necessary for more effective work in meetings, including skills in making presentations, facilitating group discussions, brainstorming with a group and summarizing meetings.

▪ **Being assertive**: describes assertiveness skills and their role in overcoming individual and institutional resistance to gender mainstreaming.

▪ **Dealing with resistance**: identifies the different types of resistance to gender mainstreaming and some strategies for overcoming such resistance.

▪ **Working together**: looks at the importance of giving and receiving constructive feedback in order to strengthen collaborative working with colleagues as allies for gender mainstreaming.

This Information Pack complements others in the series:

- Gender Mainstreaming

- Programme and Project Entry Points for Gender Mainstreaming

- Developing Strategies for Gender Mainstreaming

- Gender Analysis

- Information, Communication and Knowledge-Sharing

Note on hyperlinks (underlined blue text)…
The reader will note underlined text throughout the Pack. These indicate electronic links (hyperlinks) to related information within this particular Pack as well as directly to internet resources (the URL or address of the resource in question). For example, clicking on a link may bring the reader to the related title of the handout or background reading attached to the report, **or** (if the reader is connected to the internet at the time of reading the document) may bring the reader directly to the web site of the resource in question. Once you have clicked on a hyperlink it will turn purple. The colours may vary if your computer has different default settings.

You can return to place where you hyperlinked from by clicking on the Back (⇐) arrow on the hyperlink toolbar. Each item in the Table of Contents is hyperlinked to the appropriate slides and resources in the document.

Note on crediting handouts and reproducing materials from this Pack
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Symbols used in this pack

Speakers Notes

Training Ideas

Handout available within the pack

Background Reading

Internet Resource

Recommended additional reading

Table of Contents – Process and Advocacy Skills

Resources included in this pack

Exercises

Assertiveness Exercise	Exercise 1	50
Assertiveness Role Playing	Exercise 2	51
Communication Skills Assessment	Exercise 3	

Internet and other resources

Using This Pack For Skill Building

The materials in this pack may be used in various ways for learning and skill building. One possibility is for the individual to read the materials, and apply them to his or her work in a self-learning mode. However, the materials are probably most effective if used in a workshop setting.

In the LCB programme it has been found useful to have one member of the Facilitation Team dedicated to supporting participants in building their process and advocacy skills. This task requires close attention to the process of each workshop session, drawing the attention of participants to linkages between the workshop process and typical work situations. Because the terms of reference for this facilitation task include the provision of individual and group feedback, strong inter-personal skills are needed.

The materials and concepts may be introduced to participants in various ways – as preparatory reading, as presentations during the workshop orientation or introductory sessions, or at designated points during the workshop agenda. It may be appropriate to address all the skills given in this pack in the course of one workshop, or a needs assessment may indicate that some issues are more relevant to participants' needs than others.

The workshop itself provides many opportunities for participants to practice the skills outlined in this Pack. Participants chairing small working groups can build their facilitation skills, and other members of the group can practice giving feedback in constructive ways by commenting on the extent to which the chairperson was able to apply good facilitation practice. Participants can develop their presentation skills in giving plenary report-back on working group discussions, and by presenting daily summaries of the workshop so far. This is particularly valuable if the summaries are prepared by a small team, who support and learn from each other in the development of the presentation, and in deciding how the information can best be presented.

The Facilitation Team should model good questioning, listening and feedback skills, and encourage participants themselves to practice them. It is particularly useful for the designated Facilitation Team member to make the process of the workshop itself the subject of discussion and analysis. He or she should encourage participants to consider how the workshop process is contributing towards, or inhibiting, the attainment of workshop objectives, and their individual and collective role(s) in creating a successful or less successful workshop. The Facilitator should seize "teachable moments" as they arise during the workshop to make this point.

Based on this insight, the designated Facilitation Team member should encourage participants to make linkages between the process and advocacy skills demonstrated at the workshop, and the ways in which these skills might be used in the workplace to influence the achievement of workplace goals. Such discussions can take place as needed during the workshop, or during designated periods each day – perhaps during a summary session at the close of each days session.

One approach that has been tested in many settings, and found to be effective, is to convene evening meetings of all those who have acted as working group chairs, who have made presentations or who have had other process-related responsibilities during the day. At these meetings, discussion and feedback on good and not-so-good contributions to the workshop process can have a major impact on learning. Insights gained during these discussions can be applied by the participants in later parts of the workshop.

The process and advocacy aspects of capacity building for gender mainstreaming has consistently been one of the most highly evaluated components of LCB workshops. It strengthens the overall professional competence of staff, and brings home the central point that an important dimension of gender mainstreaming, or any mainstreaming activity, is process management.

> **WHY PROCESS AND ADVOCACY SKILLS?**
>
> - **The process of Gender Mainstreaming**
>
> - **The importance of advocacy**
>
> - **Inter-personal skills**

Why Process and Advocacy Skills?

Gender mainstreaming is often regarded as a technical matter, relating to the integration of gender analysis within 'mainstream' development planning and policy-making. In fact, gender mainstreaming often poses a significant challenge to both individual and institutional values and practices. The technical problem of mainstreaming gender can also become a political and personal problem. In developing its LCB methodology for gender mainstreaming, GIDP has come to recognize the role that a set of inter-personal skills can play in addressing these individual and institutional values and practices that may obstruct the progress of gender equality within the mainstream of development practice.

- **The process of Gender Mainstreaming:** The process of gender mainstreaming is a process of individual and institutional change, both attitudinal and behavioural. Those people who have the task of pushing the process of gender mainstreaming, such as gender focal points in UNDP, require a set of inter-personal skills with which to work with colleagues and managers in challenging and changing personal perspectives and organisational cultures. As a set of skills concerned with the process of change, these skills may be thought of as Process skills.

- **The importance of advocacy:** A crucial part of this process of change is the skills required for advocacy for change. For this reason, the inter-personal skills described in this pack are collectively referred to as Process and Advocacy skills.

- **Inter-personal skills:** Importantly, this Information Pack emphasises the 'people' skills that gender mainstreaming requires. An overview of these skills is given in Slide #2.

OVERVIEW OF PROCESS AND ADVOCACY SKILLS

- **Basic communication**

- **Decision-making**

- **Working in meetings**

- **Being assertive**

- **Dealing with resistance**

- **Working together**

Overview of Process and Advocacy Skills

Anyone concerned with gender mainstreaming may require not only a set of technical skills but also inter-personal skills in order to be effective in their contribution to the process of, and advocacy for, gender mainstreaming. Essentially, these are skills for working with people to build individual and institutional understanding of, and support for, gender mainstreaming.

- **Basic communication:** Gender focal points need to be good at the basics of good communication. Listening and questioning skills play an important role in improving inter-personal communication.

- **Decision-making**: Making good decisions involves a broad range of skills such as analysis, research, communication and an ability to work collaboratively. Supporting decision-making processes requires all of the skills listed in this slide as well as the capacity to think systematically and strategically. See Resource 1 on Decision-Making.

- **Working in meetings:** Much of the work of gender mainstreaming takes place in meetings. Gender focal points need a set of skills related to working effectively in meetings, including skills in making presentations, facilitating group discussions, brainstorming with a group and summarizing meetings. See Resource 5 on A Woman's Effectiveness in Meetings

- **Being assertive:** Gender focal points require assertiveness skills to help them overcome the

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