



Report Advocacy Workshop for Young Urban Women (YUW)



26 – 27 JUNE 2015
FACILITATED BY THE SHUKUMISA CAMPAIGN
Venue: Uthando Centre, Afrika Tikkun, Braamfontein, Johannesburg
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1. Background to the Workshop

The Young Urban Women (YUW) programme seeks to build capacity of young women to engage decision makers on issues affecting them especially Sexual and Reproductive Health Rights (SRHR), Decent Work and Women's Unpaid Care Work (UCW). The programme is structured into three pillars – empowerment, campaigning and solidarity. Prior to participating in campaigning and solidarity work, young women participate in empowerment sessions, presented in the form of trainings/workshop where they gain more information about the concept the programme seeks to address. This Advocacy workshop is facilitated after young women have participated in a number of training sessions to understand what constitutes SRHR, the meaning and different elements of decent work as well as understanding how UCW impacts on their lives.

The Advocacy workshop was facilitated by the Shukumisa Campaign, a YUW programme partner whose responsibility is to support young women in developing and implementing their advocacy initiatives. The campaign does not organise YUW groups; rather they depend on the other two partners - Wellness Foundation and Afrika Tikkun to ensure availability and participation of young women in programme activities.

2. Purpose of the Workshop

With campaigning and solidarity as pillars of the YUW programme, young women are expected to develop and lead advocacy initiatives in their communities. Advocacy is a broad concept constituted of different elements. It can be confused with other community development initiatives, whereas the latter can be part of advocacy. It is therefore imperative for this workshop to be conducted for young women to gain better clarity on what constitutes advocacy; and to be supported as they develop plans to be implemented back in their communities. In 2014, ActionAid South Africa organised a session where young women were encouraged to start thinking about advocacy issues they would like to tackle in their communities. Therefore, this workshop is a continuation of that conversation where young women are able to engage in-depth with the concept of advocacy. It is important to highlight that Shukumisa's expertise is on advocacy related to sexual violence against women and children. This poses a limitation on advocacy related to decent work and UCW, which are also key focus areas in the YUW programme. However, there are ways of linking more than one of these key focus areas; and partners should always encourage young women to make those linkages in their advocacy work.

3. Participants' Profile

Thirty young women were invited to attend the workshop. Due to an annual Skills Development programme that was running concurrently with this workshop, five young women only joined the group on the second day. Young women were from four Afrika Tikkun centres - Diepsloot, Alexandra, Orange Farm and Uthando (Braamfontein). They came from different groups (15-18 age groups and 19-26 age groups). All young women who participated in the workshop were group leaders. This was a deliberate attempt to ensure that information gained from the workshop is taken back to the bigger groups. The participants constituted a broad variety of YUW, with some being mothers, others representing the LGBTI community and in-school and out-of school YUW.

Although Uthando only started YUW groups in 2015, all young women in the training had been part of the programme for more than three months. A day before the workshop started, four of the young women in the workshop had attended the launch of the Thuthuzela Care Centres (TCC) research report launch at the AASA office. The report focuses on how these centres function, its challenges and gaps. The launch event also included a session with the YUW to explore possible advocacy opportunities for the YUW programme with regard to the TCC report. This means some of the young women in the workshop had an idea about the state of post-rape care services as well as government's and civil society organisation's role in the challenges these services have.

4. Proceedings of the Workshop

4.1. Introduction

The facilitator, Aniela Batschari who is the Shukumisa Campaign Coordinator, distributed packs to participants. These packs had the programme for the two days, resource material and a copy of IPPF's Young People as Advocates toolkit. Participants were welcomed by Nehwoh Belinda, the Afrika Tikkun YUW Project Coordinator, who emphasised that young women need to learn from this workshop which was about giving them tools to work effectively in their community.

The facilitator discussed the programme with the young women focusing on topics to be covered in the next one and half days. She indicated that she would like to understand their thinking that has already taken place in relation to advocacy issues to tackle. Emphasis was not on changing their ideas, but to rather work together and shape those ideas into advocacy plans.

Young women set ground rules for the well-functioning of the workshop for the next one and half days. These were:

- Listening to one another
- If you want to speak, raise up your hand
- Let us respect each other
- Do not judge and discriminate another person during discussions
- Let us be punctual even though we come from different centres
- Do not interrupt each other when talking
- Participate during the workshop
- Phone kept on silent mode and let's not attend to matters that are not urgent
- Young women were encouraged to use the language they are comfortable with during discussions. With many languages spoken in Johannesburg, there will be people who translate for those who do not understand the language used.

These were posted up the wall so they can be updated as young women come up with additional ideas.

4.2. Understanding Advocacy

The facilitator discussed people's different understanding and use of advocacy and the confusion this may lead to. She was interested to find out young women's understanding of advocacy, and gave them coloured papers to write their understanding of this concept. These were posted up on the wall and each young women explained her idea to the bigger group. Their ideas were as follows:

- Taking control and be responsible: taking responsibility of your body and taking control of it
- Raising your voice and doing something to make a better change: we need to discuss what our problems are and take action to address them
- Being a Feminist: supporting equality of women in the society
- Analysingso we can have control over our bodies
- It is about discriminating others
- Taking action and making a difference in your environment and community. It is coming up with solutions even though people have different opinions.
- Independence: as a woman we have to be equal with men
- Being a responsible citizen to making change in your community
- Speaking out- it can be done by anyone and it is about raising issues you are not happy with.
- Bringing change and expressing your feelings
- Bringing better and being an agent of revolution
- It is about defending our lives as women, speaking out and working towards the change we want.
- Raising up challenges we face and how we are going to address those challenges
- Addressing an issues and taking action
- Taking a stand
- Practice of supporting someone to make their voices heard
- Empower women to be able to speak out and be heard
- Changing the world, building of positive mind set, solving life problems

The facilitator commended the young women for making a connection between advocacy and women's issues. She also pointed out that advocacy is not only limited to youth and women's issues. From this discussion, young women were able to identify common ideas. Those were:

Advocacy is about change - this means the current situation is not desirable, therefore change needs to happen. The facilitator emphasised that in bringing about change, one voice may not be sufficient. The collective approach has more impact - numbers are very crucial in advocacy.

Decision makers - you need to lobby certain people who have the power to make that change possible. Advocacy requires you to work closely with these people, therefore it is crucial to know who are these people, identify them and build relationships with them.

Persistence – It is also important to bear in mind that we are working towards lasting change. Effective advocacy might take time, sometimes a long time to see the change happening.

4.3. Shukumisa Campaign

The facilitator presented on the Shukumisa Campaign¹- what is the campaign, its work in addressing sexual violence in the country and its role in the YUW programme. Young women engaged with the presentation, and the following are some of the issues they raised:

- *What has been government's response to the work of the campaign?:* The campaign was very active in advocating for the passing of Sexual Offences Bill which was enacted in 2007. There is also recent work where the campaign has been involved in engaging with Parliamentary portfolio committee on Justice to review and amend the Sexual Offences Act on the provisions of consensual sex between teenagers.

Another example was the UN Special Rapporteur on Violence Against Women who was supposed to visit SA and be invited by the government. The government failed to invite the Special Rapporteur. Shukumisa with other organisations wrote a letter to Parliamentary portfolio committees to urge them to invite her. A "Swiss Cheese" letter was sent to Shukumisa members, which encouraged them to send their own letters and thereby contribute to the collective action. The only response was from the Department of Justice and Constitutional Development acknowledging receipt of the letter but there was no response to the content of the letter.

- *It seems the work of the campaign is sporadic, are there any plans to involve volunteers or people on the ground to ensure continuity of the work?:* The campaign does not work directly with communities; rather members of the campaign are the ones who work closely with communities. The campaign is made up of members with diverse expertise - academics, individuals, Community Based Organisation, etc. Therefore, the campaign relies on its members to interact with volunteers on the ground. Also, training of volunteers requires funding which may be a challenge to access.
- *What are the campaign's plans to include young people in their advocacy work?:* These could be marches, petitions, etc. This is an area the campaign needs to explore- developing strategies to engage young people in their work. As much as the campaign relies on its members for getting the work done, this does not prevent the campaign from exploring ways to directly engage young people in their activities.
- *Is there any plan to work directly with schools?:* Shukumisa doesn't work directly with schools, but some Shukumisa members like Rape Crisis Cape Town do.

The facilitator mentioned that the Shukumisa Achievements report for 2014 is accessible online. Young women were curious to learn if the campaign shares their reports with government. The response was that reports are accessible to other organisations and these are used to engage parliamentary committees and other government departments.

¹ Presentation on Shukumisa Campaign: separate annex

Young women were encouraged to participate in some of the campaign's social media platforms. Currently, these platforms are not very active, and the plan is to get a volunteer who will focus on developing more content and engage people on social media.

The facilitator mentioned that Shukumisa's role in the YUW programme is to focus on building the knowledge base of young women so they actively participate in various advocacy initiatives. Emphasis was put on the need to find ways to make this advocacy work sustainable beyond the funding from AASA available until the end of June 2015. Activities should therefore be cost effective and affordable as we would like to see young women carrying on with this work.

The Afrika Tikkun YUW Project Coordinator shared her experiences in participating in the activities of the beginnings of the Shukumisa Campaign, which was then operating as the National Working Group on Sexual Offences (NWGSO). She was part of the campaign's activities when still working for People Opposing Women's Abuse (Powa), when they advocated for the passing of the Sexual Offences Bill. She encouraged young women to persist in their advocacy work, as change does not happen overnight. The importance of collaborating with partners who have similar interests was highlighted. This speaks to solidarity work young women need to do when they implement their advocacy plans in their communities. They need to know that for change to happen, more than one group of people need to raise the voice louder and be persistent. She advised young women to be visible in spaces and platforms where discussions about their lives are happening, adults must not speak on their behalf.

4.4. YUW Experiences on Advocacy

The facilitator asked young women to share some of the advocacy initiatives they participated in - including the work before they joined YUW programme. The following is what young women shared:

- A young woman cited an example of when a school suggested that dreadlocks were not allowed at school as the principal thought they were disgusting. This young woman, with others approached the School Governing Body (SGB) to convince them to allow learners to wear dreadlocks at school. Currently, the school allows learners to wear dreadlocks.
- The school had a pool and they had idea that black children can't swim. We researched how many learners could swim and we realised that about 90% could not swim but they wanted to learn. The school was blocking them. We approached the school leadership and we requested for swimming lessons and by the end of 2012, many learners left high schools as swimmers and some acquired skills of being life-savers.
- I have a disabled brother to motivate parents with disabled children and how to handle them. In my community there was stigma about disabled people. I made presentations at my house to educate people about handling disabled people so they don't feel discriminated.
- We were given a code of conduct at school where girls were not supposed to wear pants. Because I am comfortable in wearing boy's clothes, I confronted the issue because other lesbians were dropping out of school because they were forced to wear pants. I approached the 1in9 campaign who helped us negotiate with the school for girls to wear school pants. Now girls are able to wear pants, not only lesbian girls.
- The school I came from had a gate for learners' from townships and another from suburbs - who were mainly Indian. These gates were closed at different times, and we didn't have scholar patrols at the 'township gate'. We told teachers that we were not comfortable with that, and we wrote a letter to the principal. Last year there were three accidents from the township gate and we went to see the principal and he said our gate was very busy. Eventually, we had scholar patrols at our 'township gate'.

Some of the examples shared by young women indicated that there was still lack of clarity on what constitutes advocacy, as some of the examples related more to charity work and community development initiatives. The facilitator stressed the importance of targeting the right people who have the power to make changes on the issue you are working on. From the participants, it was clear that there are those who understand what advocacy entails, while others need more information on this.

The facilitator asked young women to share some of their initial thinking about advocacy plans to be implemented in their communities. Although there are no concrete plans at this point, young women indicated that discussions on advocacy had already taken place in their groups. There was a need to shape these into plans that make sense and can be implemented.

Diepsloot: They shared their plans on addressing homophobia in their schools and ultimately in the larger community. They have already engaged established LGBTI organisations - ORANTI and 1in9 campaign to support them on this issue. The plan is to organise a march and include other schools in the township to send a memorandum to the principals on how they would like to be treated in schools.

Alexandra: They are focusing on young women's safety and engaging the police on safety and the possibility of having patrollers. Alexandra has high levels of rape as reported by other young women from the community. This problem impacts on young women's lack of safety in the township. The plan was also to include conversations about contraception with the local health care workers as these rapes may result in unwanted teenage pregnancies.

Engaging local healthcare workers can be broadened to include unfair treatment at the clinics. Some young women are forced to take a certain contraceptive even if they don't know much about them - the effects of contraceptives and different types available. The plan is to get people to sign petitions, conduct a youth march and set up a meeting to engage the nurses on this matter.

They would also like to engage local police to set up systems in place to reduce barriers of reporting sexual violence.

Braamfontein: They plan to go to Shandukani Adolescent Clinic in Braamfontein. The local municipality has set up a youth-friendly clinic, but not many young people are aware of it. Young women are also interested in this youth-friendly clinic which offers services that cater for the needs of young women.

Orange Farm: They had a community dialogue addressing Gender Based Violence (GBV), and the panel was made up of police, nurses, and social workers. Now they have to identify what came out of the dialogue and shape it into an advocacy plan. The dialogue was the first step in their advocacy work, they can build from there.

It was clear from the ideas that young women had thought about advocacy work they wanted to do. However, there were some centres who were not clear on how to proceed after identifying the issue. For example, Alexandra has a couple of things they would like to do. Therefore, support is needed to shape their ideas into one or two issues they can address. Considering the time available before the end of the YUW programme, young women were advised to think of ideas that can be implemented and assessed for impact by June 2016. This, however, does not mean they will not continue their work in the community beyond the YUW programme.

4.5. Examples of Advocacy

To assess their knowledge on advocacy work done by other organisations, young women were asked to identify organisations who are visible and known for their advocacy work on issues related to SRH. The following were some of the organisations listed:

- Black Sash: Teaching about different types of grants
- Safe Cities for women [this is a campaign that promotes availability of safe public spaces for women in both urban settings]
- Lovelife
- Leadership 20/20
- Lifeline
- POWA
- TAC
- Abahlali basemjondolo
- FEDSAW

Very few of the young women were aware of TAC's work in the past. This could be attributed to a generational issue, as TAC's visibility has decreased over the past few years. The facilitator encouraged them to learn from TAC's advocacy work as they played a crucial role to make ARV's accessible to all South Africans at no cost.

It was emphasised that advocacy is very difficult when going at it alone. Having allies in advocacy ensures that there are people who speak on the same issues in spaces that may not otherwise be accessible to young women. Having allies also strengthens the voices raised. Young women were therefore encouraged to identify some of the possible allies from their communities, and build those relationships.

4.6. Problem Tree Exercise

Young women were asked to work in groups and map out some of the issues affecting them in the communities. The Problem Tree exercise was used as a tool to map out these challenges with the roots looking at the causes underpinning the existence of these problems, the trunk representing what factors are enabling the continuation of these problems and the leaves being problems that young women are facing and may want to address.



Group discussion during the workshop

Groups presented a wide range of problems from their communities from lack of confidentiality at clinics, discrimination of women in mines and other workplaces, substance abuse, homophobia, teenage pregnancy, etc. Prevalent myths about sexuality were identified as some of the factors that keeps some of these problems in place. The nurses' negative attitude was also one of the factors identified that contributes to high levels of teenage pregnancy.

The facilitator asked young women to review if the Problem Tree exercise helped. Young women felt it helped in mapping out problems that are in the community to help them make connections on what is happening in the community. They enjoyed the exercise but it was also frustrating in coming up with issues in what supports the problems to exist. The facilitator's reflection on the exercise was that some of the components may need to be reviewed for future workshops as the results indicated some confusion around the root causes of problems and factors enabling the problems.

4.7. YUW Advocacy Action Plans

This session focused on developing concrete advocacy action plans. For this exercise, young women were grouped according to their centres to further develop some of the initial thinking on advocacy initiatives. Young women were also encouraged to use some of the ideas that may have come up during the mapping exercise to shape their advocacy plans. They were advised to think of one or two issues to be addressed per centre. This is to accommodate those centres with many groups who may have different ideas they wish to address. In their planning, they were also encouraged to think about building connections with the Shukumisa Campaign so as to start building connections between the work of the campaign with their work on the ground.

The facilitator asked young women to look at the pamphlet² which has nine steps on developing advocacy plans. Emphasis was made on the importance of setting SMART advocacy goal. This will help the group to ensure that what they want to do is realistic and will be achievable over a specific timeframe. Young women were also reminded that what they develop in this workshop still needs to be taken back to the groups for further discussions and adoption.

Using their own experiences and what emerged from the Problem Tree exercise, all four centres identified teenage pregnancy as the issue they would like to address. The facilitator suggested they narrow it down to a very concrete realistic issue to advocate on as teenage pregnancy is a broad topic, while taking in consideration the causes and consequences of teenage pregnancy. Groups were given questions to guide them in developing their plans, and these were:

- **What** needs to change? Set the goal (SMART)
- **Who** do you need to support you?
- **Who** do you want to reach?
- **What** do you need to know more?
- **When** will you do your work?
- **What** action will you take?
- **What** support material do you need?

The four groups then presented their plans captured on flipchart paper. Their presentation was followed by a question and answer (Q&A) session and comments by participants and the facilitator.

² *What is Advocacy?* Pamphlet (separate annex)

4.7.1. Uthando (Braamfontein)

- **What needs to change?** Teenagers need to be made aware of contraceptives.
- **Who do you need to support you?** Young women from 9-19 years old, parents, other teenagers, community members.
- **Who do you want to reach?** Local municipality and the Department of Health
- **What do you need to know more?** Teenagers need more information on contraceptives
- **When will you do your work?** One year, targeting the end of July 2016 as the end date.
- **What action will you take?**

July 2015: Develop questionnaires and conduct surveys on number of young women aware of contraceptives and to what extent do they know about them.

August 2015: site visits in the clinics to observe what happens in the Youth Friendly Clinics

January 2016: Engage Department of Health and local community on their findings from survey and site visits.

March 2016: Conduct another survey to establish if there is change from young women and the community on the work they have done with them.

June 2016: Go to the clinics undercover to see if healthcare workers have improved their services

July 2016: Collect statistics to demonstrate change from the work they have done.

- **What support material do you need?** Banners, T-shirts and pamphlets. The media plan was to connect with the Yo-TV show on SABC which always discuss SRH youth issues. They were advised to contact Afrika Tikkun's internal media unit which enjoys good relations with SABC and request to be linked to the Yo-TV show.

This group was commended for having a clear implementation plan and clear plans to involve media. They also did a great job by including Monitoring and Evaluation with their action planned for March, which is useful in tracking change. However, they were cautioned to use expensive materials such as banners and T-shirts. They will review this plan with the larger group from the centre. The group was also advised to rethink on what they need to know more in order to implement their plan well. This is information that will shed more light on the issue they want to address. The better informed they are, the more likely they will succeed with their plan.

4.7.2. Orange Farm

- **What** is the problem? Teenage Pregnancy
- **Why** we say it is a problem:
 - It leads to school drop-outs
 - It increases poverty
 - It increases unemployment
 - It increases high rate of STIs and HIV
 - It increases an unskilled nation
- **What** needs to change?
 - Attitudes and behaviour of unfriendly staff at the local clinic and educators at school towards pregnant teenagers
 - Inadequate sex education in schools
 - The broadcasting on local radio stations
 - Support groups for pregnant teenagers (in and out of school)
 - Unavailability of contraceptives from local clinic
- **Who** do you need to support you?
 - Teachers (to give us an opportunity to run life Skills programmes at schools)
 - Nurses (to give us more information on contraceptives and women's reproductive health)

- Local Radio Station (to provide a slot for a talk show on young women and health related matters)
- Learners (to participate in surveys and group discussions)
- Afrika Tikun (to provide space for our meetings)
- Parents (to support issues we are raising)
- Black Sash
- South African Civil Law (to learn more about human rights)
- **Who** do you want to reach?
 - Young women, Clinic staff, Teachers, Parents, School Governing Bodies
- **What** do you need to know more?
 - More information on SRHR and Human Rights
 - Get young women's perspective on teenage pregnancy
 - We need someone for advocacy to evaluate our action plan
- **When** will you do your work?
 - During school days and on school holidays
- **What** action will you take?
 - Observation at the clinics
 - Asking young women on how they are treated at the clinics
 - Conducting a survey with all the information gathered
 - Do a report
 - Publish a report in a local newspaper

This group made a real effort to research the problem. However, it was not quite clear what exactly the group wanted to address. Their plan included many elements of teenage pregnancy they want to address. The advice was for them to go back to the drawing board and rather identify one issue and plan around that. Also, they were advised to differentiate between the people to reach (decision makers) and the people to support them (allies).

4.7.3. Alexandra

- **What is teenage pregnancy?** A pregnancy of someone under the age of 20.
- **Causes of Pregnancy**
 - Poverty, Rape, Unprotected Sex, Lack of Information
- **Effects of Pregnancy**
 - Emotional Crisis which could lead to suicide and plan to do abortion by yourself
 - Delayed education: lack of effort put in education
 - Financial crisis: poor assistance in financing themselves and the child
 - Disease such as HIV/Aids, STI, cervical cancer
- **People we want to reach out to (supporters)**
 - Young girls, Parents, Young boys, Community leaders, Teachers, Clinics
- **What we need to know (conduct survey)**
 - How the curriculum has an impact on the learners and the teachers
 - Do parents communicate with their children about sex?
 - Do young women and boys get the supportive information at the clinics?
- **Action:** Present our campaign to schools

This presentation had a great background which provided context to teenage pregnancy in Alex. However, guiding questions were not followed in developing the plan, therefore their strategies are not clear. Some might include involving the police, reviewing the curriculum so it caters to the needs of young women, addressing healthcare workers negative attitudes at the local clinic.

The advice given to them was to go back to the drawing board and identify one issue they would like to tackle considering the short time available in the programme. They were asked to discuss this in their groups and communicate their plan to the Project Coordinator.

4.7.4. Diepsloot

Young women from Diepsloot planned to address two issues - homophobia (discrimination of LGBT learners at school) and teenager pregnancy (unfair treatment in health facilities)

Homophobia

- **Causes: religion, patriarchal system, discrimination**
- **What** needs to change?
 - Negative teachers' attitudes towards homosexual people at school
 - Pastors negatively labelling homosexual people
- **Who** do you need to support you?
 - Young Urban Women, IRANTI-ORG, 1in 9 campaign, Diepsloot Youth Organisation, Teachers
- **Who** do you want to reach?
 - Department of Education, Principals
- **What** do you need to know more?
 - South African laws protecting homosexual people
 - School Code of Conduct and who makes it
- **When** will you do your work? The plan is to start from August 2015
- **What** action will you take?
 - Learners marching against discrimination at school
 - A follow-up event at school after the march where learners will engage teachers and principals on discrimination they face at school
- **What** support material do you need?
 - Printed posters
 - T-shirts
 - Banners
 - Media (the plan is to work closely with local media even though some of the organisations that support them are well known in mainstream media)

Comments from other young women was that this is a feasible clear plan. Advice given was that they should consider to link up with ActionAid South Africa's programme supporting lesbians in Gauteng. As much as they are linked with other LGBT organisations, they were also encouraged to build up allies with organisers of Prides as well.

Unfair treatment in healthcare facilities (clinics)

- **What** needs to change?
 - Lack of privacy
 - Quality information must be made accessible to young women
 - Nurse brutality

- **Who** do you need to support you?
 - Afrika Tikkun, Lovelife, POWA, Women, Shukumisa
- **Who** do you want to reach?
 - Department of Health
 - People in charge of clinics
- **What** do you need to know more?
 - Different methods of contraceptives and their side effects
 - Patients' rights
 - Laws and guidelines that nurse should abide by when doing their work
- **When** will you do your work? From September 2015
- **What** action will you take?
 - Organise meetings
 - Have community dialogues
 - Sign petitions
 - Put questionnaires at local clinic
- **What** support material do you need?
 - Media

This group was also commended for providing a clear presentation with a very clear goal. However, there are areas they need to refine. Particular emphasis was made to do careful research in order for their action to be more successful.

4.8. Way Forward and Closure

Young women were commended for working hard to develop plans. The last session of the workshop looked at a way forward and shared responsibilities of all participants. Young women were reminded that this workshop should not be seen as a once-off activity but a consistent process of developing, implementing, monitoring and refining advocacy activities. Young women were also encouraged to present and discuss as well as shape and refine these plans as soon as they get back to the groups. Concrete ideas were suggested in plenary that will be implemented by the different parties as listed in a separate chapter Way Forward.

The facilitator encouraged the young women to persevere as advocacy work can be frustrating. She also highlighted how privileged they are in urban settings compared to young people in the rural areas where a clinic can be two hours away and when they eventually get there they have to face the same issues young women in urban settings are faced with. As much as young women in urban areas are faced with challenges and often unbearable circumstances, it is the privileges they should notice and be aware of and make use of opportunities that come their way in life.

One of the young women thanked the facilitator on behalf of the group. She indicated that she had learnt a lot from the one and half days about advocacy and the work they are supposed to do in their communities.

5. Evaluation

At the end of the workshop the YUW were given a questionnaire to fill in for the evaluation of the proceedings of the past 1 ½ days. 22 forms were handed back by the YUW. Not all of the YUW who filled in the forms attended the full workshop but only attended on the second day, while others who participated in the first day, did not attend on the second day. The overall feedback was very positive with the majority of YUW rating the workshop programme and content, level of participation, presentations and activities as high. All YUW thought that the workshop met its objectives.

The questionnaire also included a set of open ended questions. When asked to describe how the workshop helped them, it emerged that for many it was a very valuable experience to learn from each other as one of them said, *“it helped me realise that it is not only my community that has a problem”*. The workshop had an encouraging and motivating impact on YUW as *“the workshop did not only give me knowledge in terms of advocacy but it also gave me hope in seeing a huge change in my community and that I could bring that change to the table”* and *“the workshop has helped me in a way that I am now eager to fight harder for issues I am not satisfied with”* as well as it *“helped by teaching me as a young women to be relevant to the society and involve in advocacy. It empowered me that I am the change I want.”* Furthermore it provided a platform for YUW to speak out openly as *“it has boosted my self-esteem because my voice was actually heard and it did not fall onto deaf ears.”* It also brought more clarity around advocacy for many of the attendants, *“it helped me understand advocacy and action plans around advocacy”* and *“it helped me a lot to understand and have more clarity about advocacy”*.

While half of the YUW felt everything was great and nothing more needs to be done, some had suggestions for improvement when asked what could have been done to improve the workshop. Some participants felt that YUW should be more involved e.g. *“to set up the content they feel is necessary”* and to also present. Some felt more time should have been given and perhaps consider to offer the workshop more in form of a camp. Interestingly some felt that the training should be done even more separated and be offered centre by centre so that the focus can be on developing one plan for a specific centre while others felt it would have been better to have had mixed groups, made up of *“different centres instead of us sitting in our centre groups”*. Some of the suggestions will definitely be considered for future workshops e.g. *“to invite more organisations in order to make an improvement because if we work together we can achieve and do more”* and especially to consider motivational speakers and people who have achieved something even through hard situations. Another suggestions was to include a field trip and *“visit the place where we face challenges and how to control the problems around us”*.

When asked what they will take away from this workshop back to their group, most of the YUW said they will be sharing the knowledge they gained around advocacy and the information they got, by *“spreading the word about organisations like Shukumisa, Black Sash, Action Aid”*. They will especially share the action plans they developed and find ways to implement these accordingly. As one said, *“the action plan that we developed in this workshop is going to be of most convenience to our group”*. Other said, that *“I am taking the skills of voicing your own opinion and to implement all views shared and to stay consistent and committed because it is actually possible”* and another said, she will take *“commitment and the ability to advocate in an appropriate manner and to have courage to tackle a problem”* and *“what I am taking from this workshop to my group is that we must advocate the challenges we face to make our community a better place”*.

The last question was how they think Shukumisa should continue to work with YUW. Most of them said that Shukumisa should keep in contact with the YUW, especially to assist with the implementation of their action plans and advocacy strategies. Shukumisa should follow-up with them to see if they are on the right track and to monitor their growth. This should be done by visits and meetings (some suggest once a month for their general meetings and per centre, others suggest twice a month). Staying in contact should also happen by communicating with YUW through emails, telephonic and sometimes having camps and training. Shukumisa should be responding to their feedback that they would be sending and also follow and comment on their Facebook page. There was also a suggestions to give YUW tasks so that so that they can do their work in the community and then they provide feedback.

Other suggestions for Shukumisa were:

- to supply YUW with information that they need and that is important
- to involve YUW in some of their research and advocacy work
- to distribute its reports and provide pamphlets to YUW
- to assist YUW in such a way that when they raise an issue, they should be heard and helped especially in cases of sexual offences.
- to help YUW face the Department of Labour and Department of Education.
- to offer more workshops (counselling, advocacy) - trainings that will empower young women.

One suggestions was to involve *“more young women out of communities not only in the organisations but reach more who have no idea that there is YUW and Shukumisa who wish to learn and do more as part of change”*. However, this should actually be something to be taken up by the YUW themselves.

6. Lessons learnt

It was a good experience to have a balanced representation of different YUW groups per centre. It will be crucial to try work with the same YUW, following up on implementation and involving them when planning any further advocacy activities. This group should be further strengthened to become the heart of advocacy work of the YUW in Johannesburg.

The workshop proceedings went very well and the time given for the different presentations and group work was well allocated. However it emerged that some programme items need some adjustment to be more effective in future such as the problem tree exercise. The facilitator spontaneously added information of sharing examples of good advocacy work to the workshop. This item need to be presented in more depth and ideally sharing more information of organisations by presenting their websites.

Other issues:

- To have the capturing of workshop proceeding outsourced proved very valuable.
- It would be recommendable to have a co-facilitator for a training of more than 20 people.
- We missed the opportunity of a group photo!

7. Way Forward

It is important to keep the momentum created at the workshop and use the ideas, creativity and energy of YUW to move forward. In order to ensure that the knowledge and understanding of advocacy is deepened and practiced and the advocacy action plans developed at the workshop are implemented, the different parties agreed on the following responsibilities:

YUW

- In the next group meetings, those who participated were tasked to present on the workshop proceeding, including the sharing of material that was distributed. They should also present the advocacy action plan they developed so other young women can discuss and finalise the plan. Groups organising the meetings should ensure that the Child and Youth Facilitators of the centres, who often support young women's groups are part of these discussions. Each group were given the flipchart paper which contained their plans.
- Advocacy work should become a standing item at each of the groups' general meetings. Each centre should be able to support YUW advocacy work. This kind of support could be from other groups in the centre who are part of the YUW programme.

Shukumisa

- To check with the groups (via Afrika Tikun) on the progress of the implementation of the plans.
- To distribute workshop report to the groups.
- Shukumisa to discuss with campaign members that young women pointed out teenage pregnancy as the priority to address in all their centres. The campaign should therefore explore its role around teenage pregnancy and working with young women.

