PEACE CHILD INTERNATIONAL

Advocacy TOOLKIT

CREDITS

We would like to thank the European Commission for their support during this project. It is by funding projects such as this that young Europeans are empowered to become full and active citizens.

With special thanks to our guest speakers and trainers Mr. Jonathan Jacks, Ms. Jane Pitman, MP Oliver Heald, Ms. Christine Heald, MEP Fiona Hall, Ambassador Ms Inga Bjork-Klevby, Mr. Jean Bakole, Ms. Hawa Diallo, Mr. Artur Payer, Mr. Francesco Carbonara, Mr. Tom Burke, Mr. Surjit Basra, as well as all the young people who participated in our training and are featured in this toolkit. This project's success is thanks to the commitment and hard work of all these people, and we are immensely grateful.

PEACE CHILD INTERNATIONAL

Advocacy Planning Toolkit

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PEACE CHILD INTERNATIONAL
EMPOWERING YOUNG PEOPLE

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FOREWORD

From September 27th to October 7th 2009 Peace Child International, with support from the European Union, organised an intensive Advocacy Training programme for 20 young Europeans aged between 17-25 interested in Youth-led Development issues.

Participants spent the first six days of the programme at Peace Child International's headquarters in the UK, learning the basic techniques and history of advocacy. They learnt what it is, what makes it effective, different types of advocacy, the importance of presentation and how to get a message across. The participants were also given the opportunity to polish and improve their own personal advocacy campaigns through a mentoring process led by PCI youth-activists.

The training then moved to Brussels, Belgium, for a real practical experiment in advocacy for youth-led development. The participants spent three days in the capital of the European Union to gain first hand experience of how advocacy works at the regional level. They joined Peace Child and UN-HABITAT to lobby for increased youth participation at the European Parliament during a special hearing event organized in honour of World Habitat Day.

Throughout the training, the participants were encouraged to design and lead an advocacy campaign to advance Youth-led Development back in their home-countries. The variety of campaign themes chosen by the participants is a clear indication of the broad range of challenges currently faced throughout Europe. It also proves how active and engaged young people in Europe are in finding solutions for these issues. Once back home, participants hosted workshops to train their peers and multiply the impact of their efforts locally.

As part of the training, a group of eight people also had the opportunity to attend the UN Climate Talks (COP-15) in Copenhagen, getting first hand experience of how advocacy works in an international setting.

The Advocacy Training programme was a unique opportunity for young Europeans to develop their skills and learn how they can communicate their ideas, using their creativity and passion to bring about positive change in an effective way. In an attempt to ensure that this knowledge reaches a wider audience of potential youth-activists, all the lessons and methods used in the training have been compiled to create this toolkit.

We hope you can make good use of those tools, and that they provide motivation in your campaigning efforts.

PCI - ADVOCACY TEAM

So what is "Advocacy"?

- It's a means of effectively putting a message across, communicating issues or causes that you are passionate about.
- It's about planning a strategy that will make your cause part of other people's reality.
- Its purpose is to engage more people to support your ideas, especially those who might perceive a need but do not yet feel inspired to do something about it.
- It's about ensuring that your message is out there in the public eye.

There are different ways of going about this, from creating a facebook group to street campaigning, lobbying governments or talking to the media. When you plan your campaign you need to combine different methods to make it effective. You must always bear in mind that successful advocacy is a way of not only making people aware about your issue, but to make them care enough about it to also take action.

Youth-led Development and Youth Participation

On September 28th, 2009 the training kicked off with some ice-breaking games to get everybody energized and up to speed to start working right away. Our big goal for the day was to understand exactly what we mean by "youth-led development". After some brainstorming and exchanging of ideas, the participants were given information on the main resolutions and meetings related to the youth agenda. By looking at different events and initiatives that were taken over time, they built up a timeline, for the History of the Youth-led Development Movement.

After the introductory activities we challenged the participants to think and identify how they experienced participation at different levels: home, school, town, country, media. We asked them to reflect upon the degree of *real* participation they had in each case.

They found out how in some cases it only appears that they are taking decisions when actually the adults have already taken the decisions or actions.

Defining Advocacy

The term "advocacy" was new to most of the young people taking part in the training. So, in order to clarify and understand everything it involves, we gave the participants a series of case studies: letters to editors, statements by a non-profit organisation or manifestos, which, although at first sight might not be identified as advocacy methods or campaigns, were then seen to be good examples of how to put forth your message. Once the different methods of Advocacy were explored, the participants selected some burning issues in their own communities that they felt strongly about. This helped them decide on the focus of their own advocacy project.

The sessions then concentrated in guiding them through building their campaigns step-by-step. The different methodologies helped to identify problems, set targets, and construct the path from reality to the ideal situation in order to start working.

How to get your message across effectively?

One of the basic skills needed to run a successful advocacy campaign is to communicate your message effectively. Having started to formulate their plan, the participants now needed to get better at expressing their ideas in a straightforward way while keeping their audience engaged.

In groups, they made up short sketches/skits in which they had to get their message across without using words. Although this is a fun activity it helps you to focus on your objective. They looked at public speaking skills and presentational techniques.

They then worked individually on their campaigns. They were asked to summarise their ideas into a 30-second presentations – or a single line - which they could use if they met an important person in an elevator or at a meeting. Writing this single 'elevator line' is a good way to summarise the main purpose of your advocacy.

New Advocacy Methods

Nowadays there are some methods that are considered new tools for advocacy, and, although most participants are exposed to them daily, they had an afternoon to explore some New Media channels that can be hugely useful in a campaign to engage large, young audiences. Rotating in groups between four stations they worked on some concrete examples:

* web-activism – how to use social networks and platforms such as facebook, twitter or ning to engage people in your cause;

* videography – how to create "viral" videos with a concrete message that can easily spread through the internet to raise awareness on the issue or of your campaign efforts;

* press release – how to engage with the traditional media effectively, by selecting the relevant information to pass on for them to publish;

* craftivism – how to use crafts and arts to create symbols that can be identified with your campaign and become self explanatory for the importance of the issue you are trying to tackle.

Finalising presentations

With the tools and methodologies learnt, the participants worked on the final plans for their campaigns. They had to work out a budget, set up a timeline, complete a risk assessment, and incorporate a monitoring and evaluation element. All of these had to be factored in as they planned their campaign for their advocacy projects. Once their plans were ready, the participants started working right away to produce posters as visual support and tailoring their messages for the special guests with whom they had meetings on the following days.

Planning for Brussels

Looking ahead to the youth round table, in Brussels, they put into practice the communication skills they learnt. They wrote and sent invitations to their MEPs to join the event and contacted local media. Some of the participants were even able to arrange personal meetings with their National MEPs!

But being able to set up a meeting with any official, although a big first step, is only the beginning. As well as having their ideas in place and ready to be explained face to face, a big part of the strategy was to research who it was that they were going to meet and how best to approach them. A session on effective questioning and how to maximise your time in the meeting turned out to be very useful, as the participants could later on try out the suggestions with the different guests.

Advice from the experts

Tom Burke, a young UK lobbyist, was the first invited guest. He explained his job as an advocate with the Children's Rights Alliance for England. His advice to the participants was to try to narrow down campaigns and stay focused on one aspect or theme and not to try to cover many issues at once.

Other advice given by experts during the training can be summarised as the following list of DO's and DON'Ts when they are talking to authorities:

- DO set clear goals
- DON'T just defend your side of the story: explain opposing points of view, even if, in doing so, you explain why you feel they are mistaken.
- DO give accurate information. That is what will build you trust with them.
- DO be transparent and honest.
- DON'T be adversarial or confrontational: decisions are made consensually.
- DON'T be aggressive – it will always backfire on you.
- DO provide solutions, not just problems
- DO be sensitive to cultural norms: lobbying is done differently in different countries. What works in the UK might be offensive in Latvia; what works in Italy, won't work in Finland.
- DO think about language problems: make sure your interlocutor speaks the language you do.
- DO research your audience.
- DON'T be naïve: show that you understand where they are coming from – that budgets are limited, transparency is essential
- DO show them that you understand the divergence of opinions – but know your facts, your evidence, your science. MAKE STRONG ARGUMENTS!
- DO pull emotional heart strings: There is a lot of empathy with NGOs – less for big companies.

Meeting with Government Officials/Stakeholders

"Stakeholders" are persons or groups who have an interest in our project or campaign. During the training, we felt it very important that participants had what we called 'Reality Training' – meetings with real officials whose days are filled with meetings with lobbyists and people trying to get those with their hands on the levers of power to do what they want. They are one of the groups of people who can realise the goals of your project or campaign.

Jane Pitman is a Councillor for the County of Hertfordshire where the PCI Headquarters is located. She talked about the time factor and the importance of being able to get across your message in a memorable and concise way. Being a Councillor means meeting a whole range of people with different issues, so so she emphasised the face that your message needs to be short and to the point. She also stressed the need to be polite and sensitive. Very often she is lobbied by very rude people who show her no respect as a Councillor. That kind of Advocacy does not work for her – or any one.

Oliver Heald is a UK Member of Parliament and Christine, his wife, is his Parliamentary Assistant. Together, they gave the participants the view of what it is like to be on the receiving end of professional and citizen lobbyists. They outlined which strategies go down well (emphasise local interest; use a friendly, respectful approach; build a long-term relationship with the official etc.) and which will get you nowhere (blanket or generic campaign documents, sent to everyone; under-researched approaches; rudeness; lack of factually-based arguments; sloppy appearance etc.) Their main suggestion was to try to target officials who are able do something for your campaign, always have a friendly approach and to build a relationship based on respect. The participants then gave short presentations of their projects and the Healds gave very useful feedback and on how to make the best possible presentation.

On the last day of the training in Buntingford, Peace Child opened its doors to local people to come and learn about the Advocacy Project. Mr. Surjit Basra – Mayor of Buntingford – attended along with members of the Buntingford Youth Council. Each participant had been invited to make a Poster for their Campaign. One-by-one, they stood by their poster and made a final presentation of their campaign. We all noticed how, as a result of the different Reality Trainings to different local officials, and absorbing their suggestions, the presentations had improved markedly over the course of the week. The mayor congratulated them all on their efforts.

Brussels - The European Union

Youth Roundtable

After six days in the UK, the training moved to Brussels for some hands on experience at the European level. As part of the celebrations of the "World Habitat Day", MEP Fiona Hall, member of the European Parliament Development Committee, hosted a Youth Round table with Ambassador Inga Björk-Klevby, UN-HABITAT's Deputy Executive Director and Peace Child International. The theme for the round table was "Investing in Youth-led Development as a strategy to promote sustainable growth and tackle climate change in urban areas."

All the participants of the Advocacy training were present at the event. They had previously selected three representatives to research and present the evidence of different youth-led projects and initiatives representing different European countries to prove that Youth-Led Development works.

The discussion between UN officials, youth-led development practitioners and the participants, centred on the most effective roles that youth can play in development and the importance of their engagement as equal partners in future low carbon development efforts.

Lobbying at the EU

The participants also met Francesco Carbonara, a specialist in public affairs lobbying in Brussels. He explained his job was not mainly lobbying on behalf of clients, but rather training clients how to lobby themselves – how to articulate their message, which channels to use, who to target. He argued that the best lobbyist is always the person most committed to the campaign goal – ie. You! His contribution to the training was extremely useful, as he proposed some clear lobbying strategies for the participants to take onboard when they are talking to authorities.

The EU Strategy for Youth – Investing and Empowering

The final meeting of the training was related to the new EU Strategy for Youth. Artur Payer from the Youth Policy Directorate of the European Commission presented the new Strategy and presented its five 'Fields of Action' - Education; Employment; Participation; Social Inclusion; Volunteering; Youth and the World. Participants posed some questions about how the Youth Dept. of the Commission could become a more 'co-managed' - with youth and Commission officials becoming more equal partners. They also learned about the Commission's planned new EVE programme – a searchable database of all Youth Programmes funded by the Commission – where they could seek partners for projects. Some participants then made a presentation suggesting innovative ways in which the Commission might "invest in and empower youth" in different fields of action such as education, employment or social inclusion to enable youth would feel a bigger part of the European Union. Mr. Payer very usefully explained the art of the possible in the EU legislative frameworks – and advised the participants to "Keep asking"!

FOLLOW UPS - COP15

Back home, the participants worked on training their peers and preparing their project with their teams. The plans were different: some of them went straight into lobbying their local authorities for support, while others began by doing some fundraising to secure money to be able to run the campaign. Despite the differences in the strategy, most of them were able to launch their campaigns before the end of the year.

In December Peace Child International put together a team to go to Copenhagen, to take part in the 15th Conference of Parties (COP15) and attend the first week of the International summit. The team included those who had worked on projects related either to Climate Change or Youth Participation.

Preparing for the meeting took time and effort. They researched both the key personalities attending as well as the key points that were discussed at the Conference.

During the first two days, the team attended the Conference of Youth (COY), attended by a thousand young people. There, they had the chance to meet Climate Change activists of the Youth Movement. Through different workshops and strategy planning sessions they shared tips of how best to lobby during the actual negotiations as well as developing networking skills. Networking with different key stakeholders is one of the best ways to spread your message.

Once the Conference started, it was time to put into practise all the advocacy skills they had learned. They attended meetings and met different stakeholders. Some joined demonstrations or voluntarily fasted for a day in protest. They kept blogs updated with news, took pictures, made videos and talked to the printed press from different parts of the world about their campaigns. During Youth Day they wore orange t-shirts which was the symbol of the Youth Movement and repeated slogans such as “Don’t bracket our future” (referring to the technique used by negotiators to indicate the commitments in the treaties that were not yet agreed to) -or “How old will you be in 2050?” which resonated in the halls until the very end of the Conference.

The experience was a positive one, despite the disappointment in the final outcome of the negotiations. The youth movement moved a step forward and their presence was not left unnoticed. The team was encouraged to keep on going with their campaigns in the hope that in the near future they will see positive results to their efforts. It was a great final wrap up for the Advocacy training to be able to try out some more of the methods and learn by doing.

The participants' campaigns

Once the training was over, the participants went home, to implement their campaigns, a job that proved to be quite challenging in some cases. The following participants shared their experiences, both the difficulties and the successes they had while implementing their campaigns back home:

ZAHID MAHMOOD, UK

Project: Integration of Muslims into British Society

> " After the training, I received British Council funding and currently have a group of five people working on the issues. The projects name is now **Young Editors - We're Not Like That**. We started a news report in the local area and been to schools promoting the project. I also run the advocacy training at a local school, with a group of 15 teenagers, who now have their own project dealing with promoting 'community cohesion' within the area.. Bad Point: The project has to show "significant change" by July 2010, otherwise funding is cut."

BLAZ GASPARINI, Slovenia

Project: Education on Sustainable Development

> "We have set up working groups (around ten groups with one activist leading them), where students think about what they can do and try to focus on a project that they could run themselves. Also, we are organising a 90 minute long event involving 100 - 150 youth, where we will include different ways of passing on the message through music, a sketch about global warming, short presentation with main facts and putting bit emphasis on the necessity to act. We managed to get some funds from the local communities and are hoping to get some more. We have postponed the creation of the publication on Sustainable Development to November/ December 2010"

MAYA MOAZ, Germany

Project: "Give me your culture!" – to promote the study of the reality and culture of Turkish immigrants in Germany.

> "My first step after the training was to do a research on what is our current situation concerning migrants in my hometown Bamberg. I met with one advisor of the Migration and Integration advisory committee´ and explained to her my project idea which she liked and asked me to present it to the council. She also put me in contact with our local migrant social service (AWO) to join efforts with them in running their social inclusion workshops.
>
> One obstacle I face is the fear of contact by migrants here. I went to an "open day" event here in a mosque but they just seemed not to be interested at all in social workshops like these. Now I am looking for strategies to gain their interest"

LYDIA MORGAN, UK

Project: Gender Journey – to produce a gender empowerment toolkit and run workshops across the country.

> "I used many of the skills that I learnt during the advocacy project to begin to promote the book I had been working on for the past year - Gender Journey - thinking about who would be the most effective targets and planning an evaluation follow up, which is pretty much complete. This was successful, around 13 websites have agreed to link to our site."

TOOLKIT

This toolkit provides you with a collection of methods and techniques that were used during the 2009 European Youth Advocacy Training. The lessons are designed to encourage thought and discussion about the challenges of advocacy, and to get you started in a positive direction. They represent our step-by-step plan to building a campaign, but it is only an advisory guide. As the manager of your Advocacy Project you are free to choose what is relevant to your campaign, tailor it to your reality and of course, to use these tools in the way that makes most sense to you. You will also find resources and links on the last page for further reading.

The case studies included in this toolkit are based on the participants' individual campaigns and their comments on the training.

Problem Tree: The “why?” exercise

Objectives: To get to the root of a problem in order to tackle it in an appropriate way.

Step-by-Step:

Step 1 - But why?
Identify the primary problem that you want to address and find the causes of. Start asking yourself why this occurs and try to find at least two possible reasons. Each time you identify a cause keep asking “but why?” until you can go no further.

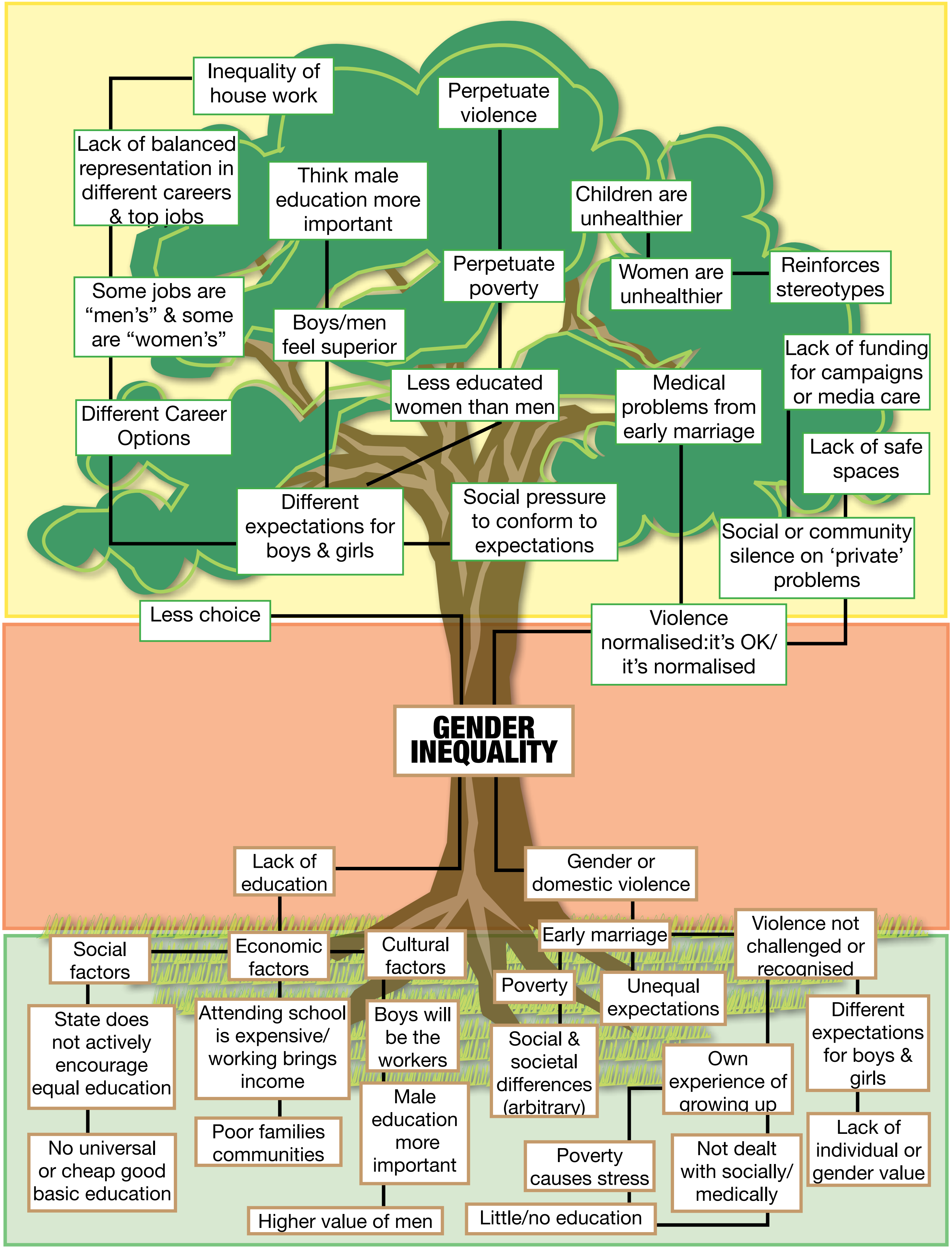
What you will end up with is a web of causes that display the various roots of the problem you are trying to address with your campaign.

Step 2 - Intervention
Decide which of the many causes you can address and the type of intervention they would require. These can be turned into objectives of your work.

You can expand this exercise further if you want to tackle immediate needs that arise from the initial problem.

Step 3 – Adding effects
Think of the negative consequences the problem has and add branches to the tree. Each consequence will lead to other effects, so the branches go higher and higher. Decide which of the many short term consequences you can address to lessen the effects of the problem.

Write your causes and effects on post-it notes so you can move them (or remove them!) go as necessary.


Inequality of house work
Perpetuate violence
Lack of balanced representation in different careers & top jobs
Think male education more important
Children are unhealthier
Perpetuate poverty
Women are unhealthier
Reinforces stereotypes
Some jobs are “men’s” & some are “women’s”
Boys/men feel superior
Lack of funding for campaigns or media care
Less educated women than men
Medical problems from early marriage
Different Career Options
Lack of safe spaces
Different expectations for boys & girls
Social pressure to conform to expectations
Social or community silence on ‘private’ problems
Less choice
Violence normalised:it’s OK/ it’s normalised
GENDER INEQUALITY
Lack of education
Gender or domestic violence
Early marriage
Violence not challenged or recognised
Social factors
Economic factors
Cultural factors
Poverty
Unequal expectations
State does not actively encourage equal education
Attending school is expensive/ working brings income
Boys will be the workers
Social & societal differences (arbitrary)
Own experience of growing up
Different expectations for boys & girls
Male education more important
No universal or cheap good basic education
Poor families communities
Poverty causes stress
Not dealt with socially/ medically
Lack of individual or gender value
Higher value of men
Little/no education

Road Map

Objectives: To identify problems and define goals which will help you in designing an action plan for your campaign. Then, to analyse the root cause of the problems and reflect on which factors will enable you to reach your goals.

This activity supports you to plan your next steps with a clear picture of your current situation and the challenges you may face.

It works best when the activity is focused on specific community issues rather than broader global ones.

Step-by-Step:

Step 1 – Divide in groups
Participants are divided into groups and given a set of flip chart paper numbered from 1 to 5.

Step 2 - Challenges
On paper labelled 1 they brainstorm about the problems and challenges related to their chosen subject.

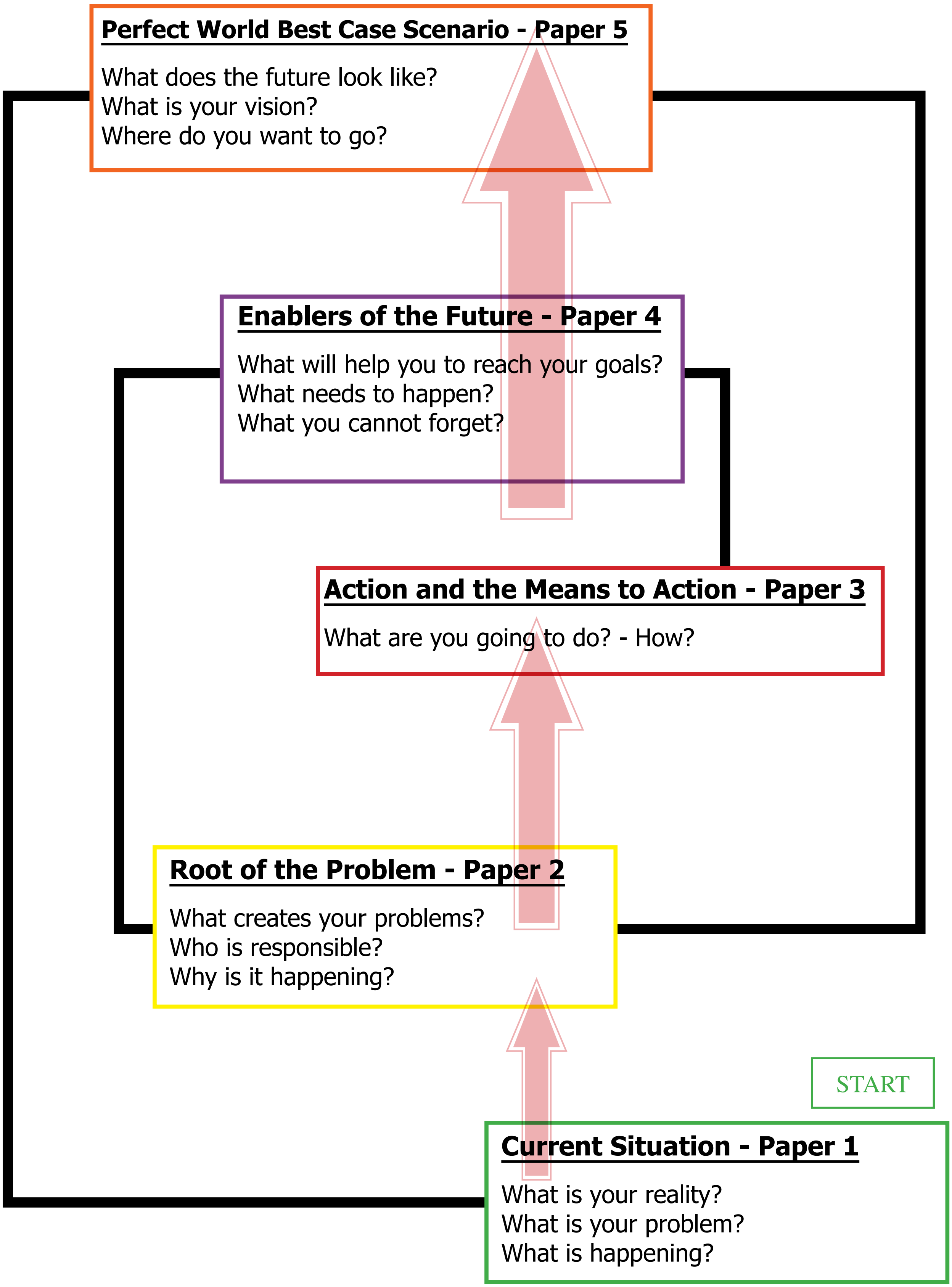
Step 3 – Ideal Solution
Then, on paper 5 they brainstorm what the ideal situation would look like – always related to their specific subject.

Step 4 – Barriers and roots of the problem
On paper 2 they reflect on the barriers and what causes the problems that were identified in paper 1.

Step 5 – Tools and strategies
After that, they discuss and write on paper 4 what, in their opinion, are the tools and strategies that would enable the perfect situation of paper 5.

Step 6 – How to achieve it
Finally, on paper 3 they answer the question HOW? – that is, how to bridge the two sides? What needs to be done to get from one point to the other?

Here is an example of our road map to help identify problems and identify goals.



SMART targets

Objectives: to help think of SMART targets for your strategy.

Definition:

S = Specific (concrete, detailed, well defined)
M = Measurable (numbers, quantity, comparison)
A = Achievable (feasible, actionable)
R = Realistic (considering resources)
T = Time-bound (defined time-line)

It is worth spending time writing your objectives clearly, because it will help you plan the rest of your strategy.

Objectives can be short term or long term. **Short term** objectives are encouraging in the early stages of the plan when they are completed and might open new doors to achieve the **long term** ones.

Step by Step:

Step 1 – Be Specific
Specific means that the objective is concrete, detailed, focused and well defined. In other words, it is straightforward and it emphasises action and the required outcome. Objectives need to communicate what you would like to see happen. To help set specific objectives you can ask the following questions:

- WHAT am I going to do?
- WHY is this important for me to do?
- WHO is going to do what? Who else need to be involved?
- WHEN do I want to do this?
- HOW am I going to do this?

Step 2 – Measure It
If the objective is measurable, it means you'll be able to track the results of your actions, as you progress towards achieving the objective. This means the measurement source is identified. Measurement is the standard used for comparison. For example, what financial independence means to you may be totally different compared with what it means for someone else. Importantly, measurement helps us to know when we have achieved our objective. Remember: **if you can't measure it, you can't manage it!**

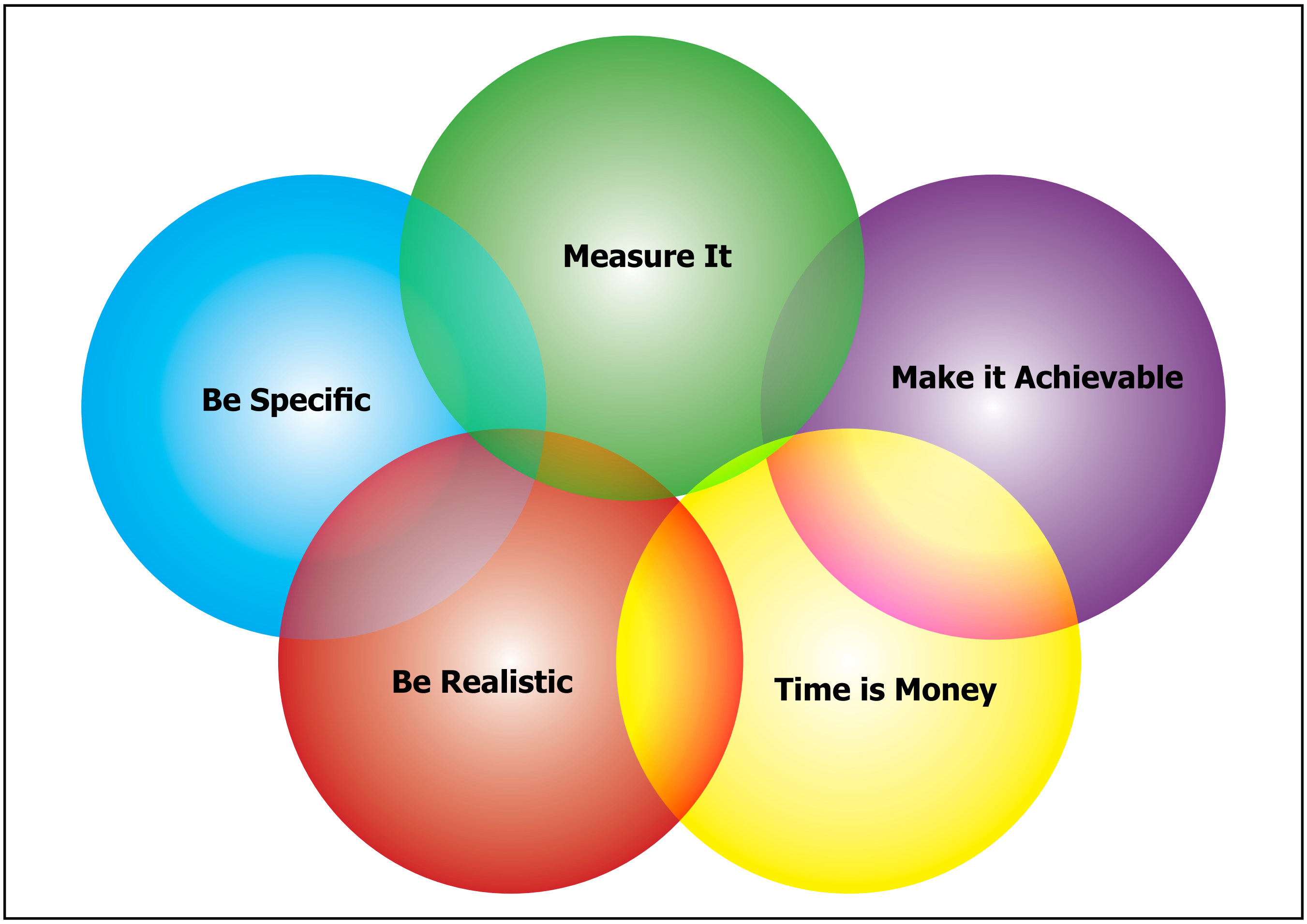
Step 3 – Make it Achievable
Objectives, unlike your aspirations and visions, need to be achievable to keep you motivated. If the objective is too far in the future, you might feel disencouraged. Whilst being obtainable, objectives still need to stretch you, but not so far that you become frustrated and lose motivation.

Step 4 – Be Realistic
Objectives that are achievable, may not be realistic. However, realistic does not mean easy. Realistic means that you have the resources to get it done. The achievement of an objective requires resources, such as skills, money or equipment to support the tasks required to achieve the objective. Most objectives are achievable but may require a change in your priorities to make them happen.

Step 5 – Time is Money…
Time-bound means setting deadlines for the achievement of the objective. Deadlines create the sense of urgency. If you don't set a deadline, you will reduce the motivation and urgency required to execute the tasks. Deadlines create the necessary urgency and prompts action.

> *"The Objective of my campaign 'Climate Change for Breakfast' is to present to people the benefits of becoming vegetarian and its impact on the environment. It will run to COP15, in December, as part of the 'Think About It' blogging competition, of which I am part and where I am hoping to reach more than 500 users. In March I will be back in University and recruit 10 people to carry on the efforts as a team."*

Jakob David Hiss, Germany.



Setting indicators and means of measurement

Objective: To develop clear indicators to measure advocacy success.

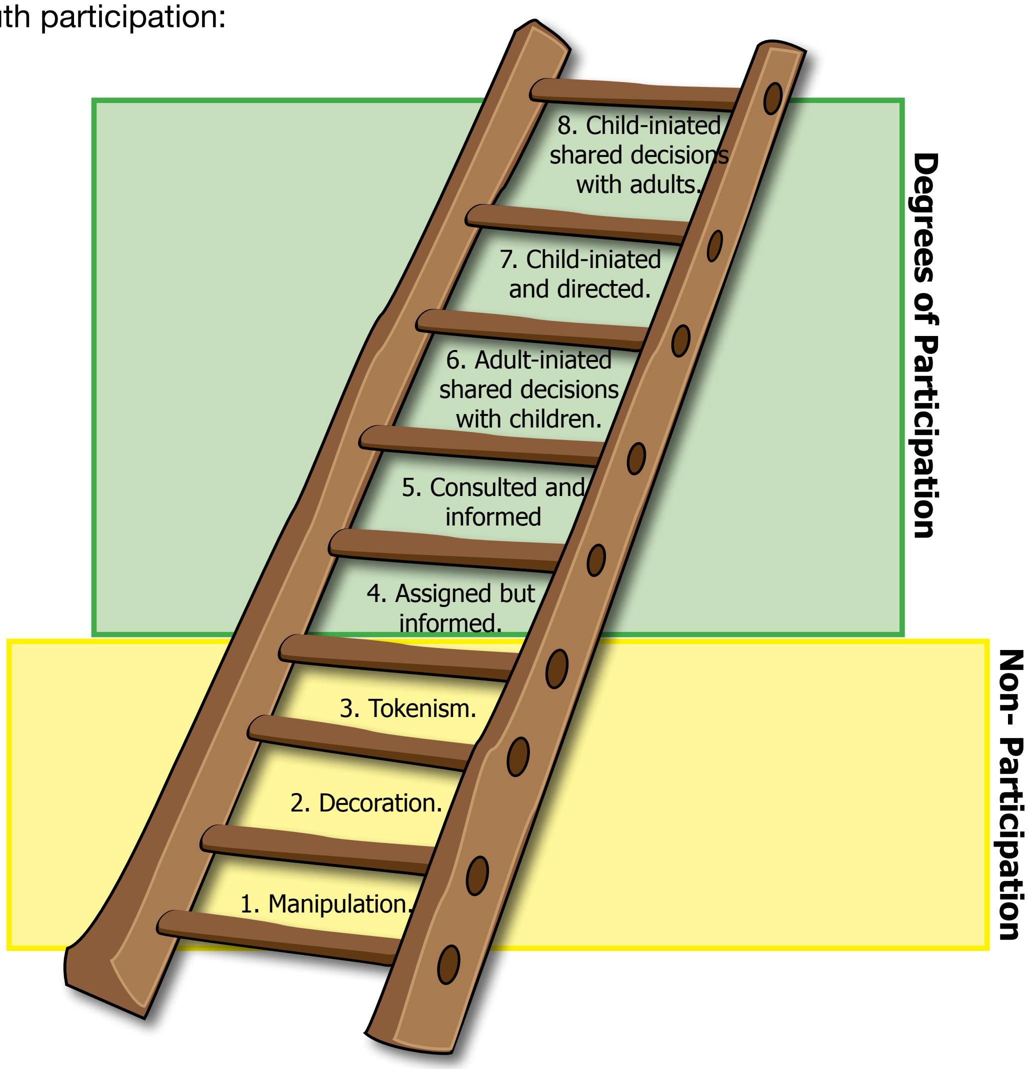
Once you have developed your objectives, the success indicators should follow logically. They are produced by asking: "How will I know if I have fulfilled my objectives?" If the objectives are SMART, then the indicator is the objective once it has been achieved.

The means of measurement is sometimes clear. However, at other times you might have to think of less obvious indicators, such as monitoring how frequently your campaign is mentioned in the press. Advocacy is often long-term so impact measurement may take many years.

Difficulty of measuring impact:

It can be difficult to set advocacy indicators and measure impact because:
- It may be difficult to know when to give credit for successful change to specific advocacy activities if there are many other factors also contributing to community change.
- The impact might not be complete success, but rather a compromise. The advocacy objectives may therefore need to be changed as the work develops and be measured in smaller steps which would still indicate progress.

The Ladder of Participation (developed by Roger Hart) is an example of the indicators used to measure youth participation:



Participation Measurement Chart:

The Ladder of Participation:		In Family	In School/ University	Local Authority	National Authority	Health Services	Media
	Youth-initiated shared decisions with adults						
	Youth-initiated and directed						
	Adult-initiated shared decisions with youth						
	Consulted and Informed						
	Assigned but Informed						
	Tokenism						
	Decoration						
	Manipulation						

" *One of our most important achievements was to convince the County Council, the County Educational Inspectorate and eventually the media of the benefits of our work and our seriousness. Even though the law gave us some rights in the decisional process, in the adults' view we were just children who have to obey them. With some hard advocacy work, we managed to change that attitude.*

We now take part in the County Educational Inspectorate meetings. We have also signed a partnership with the County Council and are being called at their meetings in order to deliver the students' point of view in administrative issues. We now feel like partners in the decisional process, as we ensured that our legal rights are respected. "

Adrian Bazaban, Romania

Stakeholders analysis:

Objectives: To map the importance of the issue to each stakeholder and their level of influence.

Before undertaking any advocacy work, it is important to identify whom you should be speaking to and whom you need to be working with.

To identify stakeholders it is useful to ask the following questions:

- WHICH are the relevant groups of organisations?
- WHO is the relevant contact person within the organisation?
- WHAT is their specific interest or stake in the issue?
- WHAT is their position with respect to the issues?

Once you have mapped your main stakeholders, and have an idea of why they are interested in the issue and the position they are going to take, you should conduct a stakeholders' analysis, which will enable you to have a better understanding of the level of agreement, importance and influence between the different relevant groups.

Step-by-Step:

Step 1 – Identify the stakeholders
Write down your main stakeholders and think of why they are involved with the issue.

Step 2 – Score them!
Score them on:

- How much they agree with your position: on a scale from -3 (strongly disagree) to +3 (totally agree) and 0 (undecided)
- How important the issue is to them (on a scale of L=low, M=medium and H=high)
- What level of influence they have (on a scale of L=low, M=medium and H=high)

The following table is an example of the stakeholders' analysis chart, used by the team of participants who attended COP15

STAKEHOLDERS	AGREEMENT	IMPORTANCE	INFLUENCE
GOVERNMENTS			
Denmark	-3 -2 -1 0 +1 +2 +3	L M H	L M H
UK	-3 -2 -1 0 +1 +2 +3	L M H	L M H
Netherlands	-3 -2 -1 0 +1 +2 +3	L M H	L M H
Germany	-3 -2 -1 0 +1 +2 +3	L M H	L M H
Italy	-3 -2 -1 0 +1 +2 +3	L M H	L M H
Canada	-3 -2 -1 0 +1 +2 +3	L M H	L M H
USA	-3 -2 -1 0 +1 +2 +3	L M H	L M H
China	-3 -2 -1 0 +1 +2 +3	L M H	L M H
INTER- GOVERNMENTAL AGENCIES			
European Union	-3 -2 -1 0 +1 +2 +3	L M H	L M H
G- 77	-3 -2 -1 0 +1 +2 +3	L M H	L M H
UN AGENCIES			
UNEP	-3 -2 -1 0 +1 +2 +3	L M H	L M H
UNICEF	-3 -2 -1 0 +1 +2 +3	L M H	L M H
UNFCCC	-3 -2 -1 0 +1 +2 +3	L M H	L M H
CIVIL SOCIETY ORGANISATIONS			
WWF	-3 -2 -1 0 +1 +2 +3	L M H	L M H
360.org	-3 -2 -1 0 +1 +2 +3	L M H	L M H
Bellona Foundation	-3 -2 -1 0 +1 +2 +3	L M H	L M H
Greenpeace	-3 -2 -1 0 +1 +2 +3	L M H	L M H
Media	-3 -2 -1 0 +1 +2 +3	L M H	L M H
YOUTH ORGANISATIONS			
UKYCC	-3 -2 -1 0 +1 +2 +3	L M H	L M H
COY	-3 -2 -1 0 +1 +2 +3	L M H	L M H

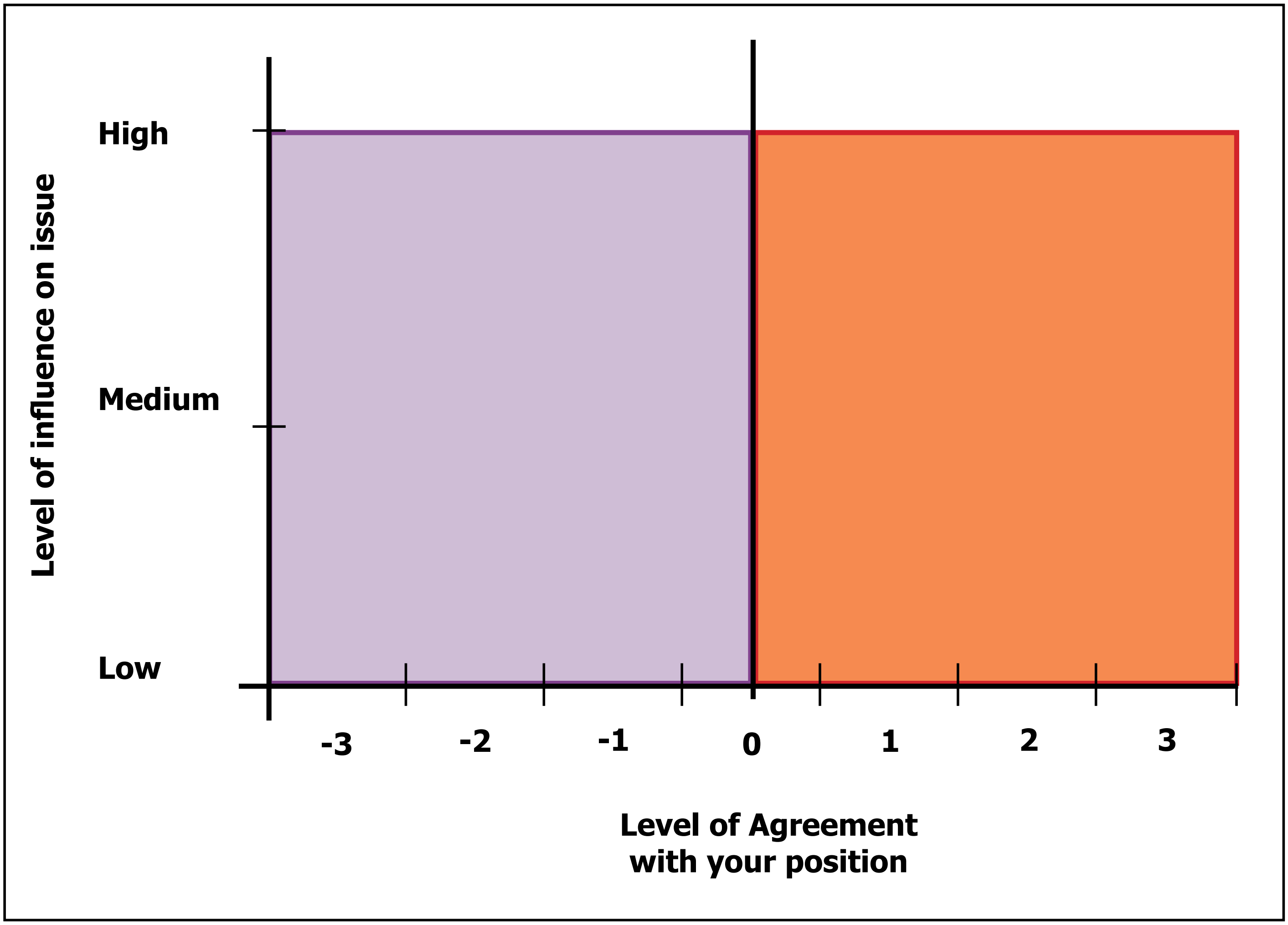
Allies and Opponents matrix

Objectives: To represent the findings of a stakeholder analysis in a diagram form.

You must understand your own power to be able to influence stakeholders effectively.

Step-by-Step:

Step 1 – Draw a Table
Divide the paper in the following way:



Step 2 – Place the stakeholders
Write on post-it notes the name of the stakeholders and place them where you've identified they stand in the chart.

Step 3 – Keep it and move it
Save the matrix and move around the post-its as stakeholders' positions might change over time. You can also add other new stakeholders that might appear.

Power Analysis

Objective: To understand power structures and how to use them to influence and implement change.

This activity should stimulate conversations on who has power and also what form power takes. It is important to distinguish between those who formally hold power (e.g. government officials) and those who informally hold power (e.g. big companies, media).

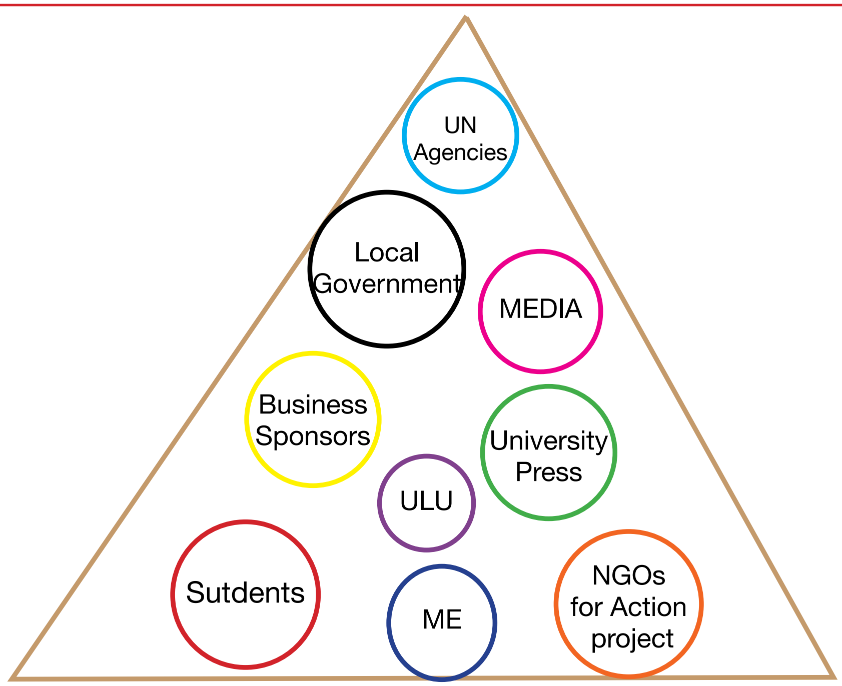
Step by step:

Step 1- Draw a pyramid
Draw a pyramid (triangle) on a flip chart. The top represents the most powerful, the bottom the least powerful.

Step 2 – Identify stakeholders
Identify all those who are able to influence policy or action on your chosen issue (e.g. individuals, groups, organizations). Write these onto circles of paper and place them on the pyramid accordingly.

Step 3 – Think about the position
The position on the pyramid is very important. The distance between two circles doesn't only represent the level of power but also the close (or distant) relationship between the stakeholders. You can use different colours and sizes to describe other variables of the stakeholders.

Step 4 – You
Place yourself on the diagram.



Dana Podmolikova, Czech Republic
Project: Student World Cup Fundraising for youth-led iniatives around the world

Risk Assessment

All work involves risks. We are constantly seeking to avoid or reduce risk.
Risk management is making sure that you consider the main difficulties you face as an organisation before you undertake your project, and planning ways of reducing these risks.

The main risks of advocacy

- Damaged reputation, due to factors such as incorrect information, claiming to be speaking for a group that you have not consulted or failing to deliver promises.
- Violence against those doing the advocacy and their friends and family, and against those being advocated for.
- Violence against property, such as theft of key documents, stealing livestock, burning crops, polluting water supply.
- Psychological abuse against all those involved.
- Economic loss such as loss of a job or trade with a particular group of people.
- Diversion of resources from other works so that development projects do not have enough time given to them and are ineffective.
- Missed opportunities to impact on people using advocacy work due to a lack of awareness or a focus on other issues.

Major Risks	Ways of reducing Risk	Owner
Damaged reputation: • if information is incorrect • if they claim to be speaking for a group • if failing to deliver on promises	• check information with others before going to policy-maker • establish clear lines of accountability and clarify process of deciding policy and consulting stakeholders • be clear about what you will offer to do before you go to a meeting and be clear who can speak on behalf of the community/group	Specify person
Personal violence	• build relationships with those in power who could help you in difficult situations • work in networks to give strength in numbers • work with external allies who are not under the same threat • treat your opponents with respect so as not to give them cause to be violent	Specify person

If you think any risk is too high, it is wise to consider using other options for your campaign such as using an external spokesperson or overseas NGO. There may be some situations where the risk is so high that you cannot do any advocacy at all.

Ensure that everyone involved is aware of the risk and is still happy to proceed and is aware of what to do to minimise the risk. This might involve ensuring that they know where to go to for help.

Remember that often there may be a bigger risk in not doing advocacy than in doing it, such as not speaking out for people being removed from their land or people suffering domestic abuse.

> *"While working on the promotion of Alpha Omega, I found it really useful and necessary to do a risk assesment. The theme of the project was delicate and we had to make sure that all the information in the script was accurate, since we were speaking in the name of different faiths. We had to avoid offending different groups, keeping open the channel for a constructive dialogue."*

Luca Borgo, Italy
Project: Alpha Omega – a play on interfaith dialogue

SWOT/BEEM

Objectives: To identify the strengths and weaknesses of the project or methodology and develop a strategy to build on the strengths and reduce the weaknesses.

Definition of SWOT

S = Strengths
W = Weaknesses
O = Opportunities
T = Threats

The SWOT Matrix Explained

You use each of the four quadrants in turn to analyse where you are now, where you want to be, and then make an action plan to get there.

The SWOT Matrix	
Strength GOOD NOW Maintain, Build, Leverage	**Weakness** BAD NOW Remedy, Stop
Opportunity GOOD FUTURE Prioritise, Optimise	**Threat** BAD FUTURE Counter

Step- by- Step:

Step 1 – Here and now
List all the current strengths. Then in turn, list all the current weaknesses. Be realistic but avoid modesty!

Step 2 – Possibilities
List all opportunities that exist in the future. Opportunities are potential future strengths. Then in turn, list all threats that exist in the future. Threats are potential future weaknesses.

Step 3 – Plan of action
Review your SWOT matrix with a view to creating an action plan to address each of the four different areas.

In summary

- Strengths need to be built upon, maintained or leveraged.
- Weaknesses need to be eliminated, remedied or stopped.
- Opportunities need to be exploited, prioritised and optimised.
- Threats need to be minimised, countered or prevented.

Strengths	How to **B**uild on them
Weaknesses	How to **E**liminate them
Opportunities	How to **E**xploit them
Threats	How to **M**inimise them

Action Planning

Once you have developed an overall advocacy strategy with clear ideas of methods and activities, it is important to plan how it will take place. This needs to be done in terms of timing, resources, budgeting and personnel. Planning should be thorough but flexible. The possibility of making changes should be built into the plan.

The important things to decide at the beginning of the planning process are:

- WHO will do what?
- WHEN will this be done, and with whom?
- WHAT types of inputs, besides people, will be needed?

Activity planning worksheet

Objective: To plan the specific details of how you will implement your advocacy strategy.

Activity	Start/End Date	Personnel Needed (P)	Material Need (M)	Total Cost (P + M)	Person Responsible	Assumptions/ Constraints
Training the trainers – Advocacy workshop	October	One trainer	General stationary Printed case studies Food for 10 people for 4 days	500 euros	President UG Austria Vice-President UG Austria	UG members will be available to attend during two consecutive weekends
Campaign implementation	November	10 People	Food for 10 during 2 weeks Transport of people to city Printed material	1,000 euros	President UG Austria Vice-President UG Austria	Will all be able to take time off from school
Etc.						

Kata Tuez, Austria
Project: Reduce xenophobia and racism within Austrian youth.

Activity schedule (Gantt Chart)

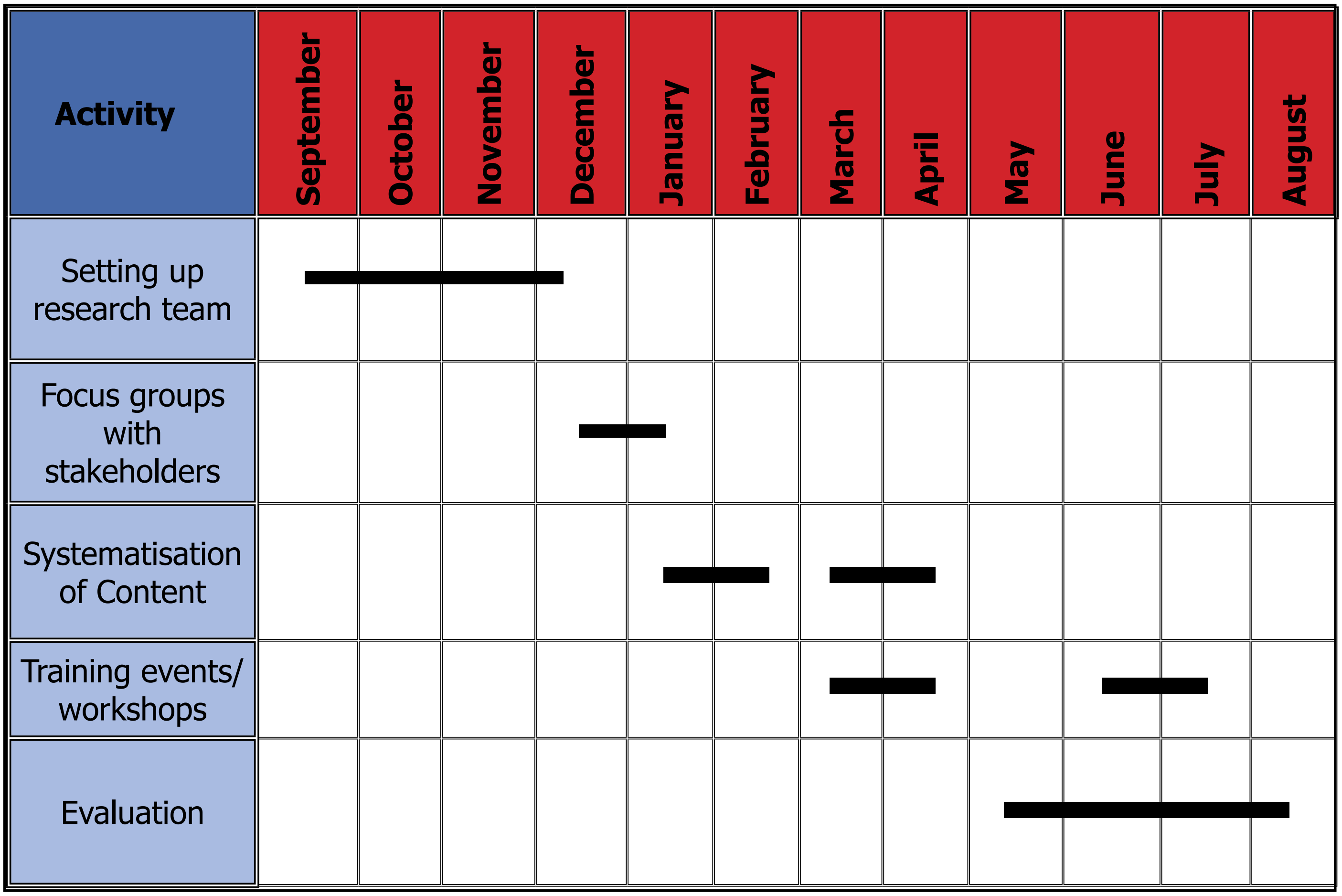
Objective: To place all of the activities into a time frame so that you can all plan your work together.

All the advocacy activities now need to be incorporated into one time frame. The simplest way of doing this is through an activity schedule, called a Gantt chart. The chart shows when each activity is due to start and finish.

It is useful for:

- sequencing activities
- seeing where delays and blocks are likely to occur
- monitoring a project's progress and raising questions such as 'Why are these activities delayed?' 'What will be the effects on other project activities?'
- ensuring co-ordination and understanding of all activities
- helping to clarify responsibilities

The Gantt chart should be used as a guide and needs to be flexible and responsive to new circumstances. The lines in the chart indicate the time span for each activity. You can make some lines thicker if the activity is intense to avoid planning too many intense, time-consuming activities at once.



Making the most of a meeting

Objective: To gain maximum support for your project as a result of your meeting.

Step by step:

Before the meeting

Step 1 – Background information

- Who called the meeting and why?
- What previous contact has anyone had? Was anything promised (from either side)? Has it been delivered? Is there continuing contact?
- Are there any policy-makers represented at the meeting and what are their roles? What are their interests, background and views? Are there any disagreements or power struggles between them?
- How do you think the policy-makers view you? Why have they agreed to see you? What power or influence do they recognise that you have?
- What information can you find out beforehand so that you are prepared?
- Allow plenty of time to get to the meeting so that you are not late.

Step 2 - Result

- What do you hope to achieve from the meeting? What will you ask them to do?
- Consider what they may want to gain from the meeting and how you can provide it.

Step 3 – Roles and Approaches

- Who will attend the meeting on behalf of your organisation or network? Who will present your information or argument? Who will take notes?
- Decide a rough plan of action and responses to possible questions.
- Know your main points well.

During the meeting

Step 4 – Introductions

- Make sure that everyone in the room is introduced, and give a brief background to each organisation represented if this is the first meeting. Summarise what happened in previous meetings if appropriate.
- Clarify why you are meeting and agree how to proceed.

Step 5 – Approach and Manner

- Be relaxed, polite and friendly.
- Maintain a positive atmosphere and listen actively. Do not accuse and respond honestly to any concerns raised.

Step 6 - Clarity

- Have a clear achievable goal. State your case precisely. Ask for clarity if necessary.

Step 7 - Tactics

- Focus on your most important concerns first and leave smaller issues until the end.
- Keep discussion on track.
- Know what issues you are willing to compromise on and what you are not.
- Plan for different kinds of responses.
- Summarise progress at various points.

Step 8 – Networks or Larger groups

- Find out beforehand if other people with different perspectives are going to be lobbying in the meeting and agree how to proceed. If you argue among yourselves you will reduce your chance of success.
- Ensure that the chairperson does not allow anyone to dominate the meeting.

Step 9 – Follow-Up

- Clarify what has been agreed.
- Be willing to do some work for the policy-maker.
- Say that you will contact the policy-maker soon, and agree to meet again if appropriate.

After the meeting

Step 10 - Debrief

- Did you achieve your objectives?
- Did you think they were telling the truth – were they hiding something?
- Are they keen to work with you?
- Did you discover new information?
- What are you going to do next?

Step 11 - Report

- Write a quick report of the meeting.
- Pass it to everyone who came with you.
- Pass it to relevant people in your organisation.

Step 12 – Follow-Up

- Send a brief letter thanking the policy-maker for seeing you, summarising the main points and remind them of their promises and what you have promised.
- After a while, contact them again to see if they have done what they said.

> "*I thought it was always difficult to have conversations with people in power – and now I see that it is possible: you are not talking to any one different – they are people just like you; Brussels was a great emotion to meet and talk with my MEP for one hour!*"

Sia Valentinova Tsolova, Bulgarian

Effective questioning

Asking the right question can be really important. It depends on the context of where you are. Often you don't get the opportunity to ask more than one or two questions, so think carefully what it is you want to find out.

In general people are conditioned from childhood to respond to polite questions. If you ask intelligent questions, almost everyone will answer you and applaud your insight and understanding. The other significant reason to ask good questions is to help the person you are asking. Asking well-crafted questions causes people to think more deeply than before, from which new ideas, new answers and new possibilities emerge.

Ask for opinions, advice, a favour or anything that will enable you to meet them. Then make sure they know who you are, and maintain contact so they remember you. Thanking them afterwards, sending them an email or note will help them remember you.

How do you ask good questions?

There are two basic types of questions; open and closed.
Open questions literally "open up" the dialogue. If you want to engage the other person ask open questions that cannot simply be answered "yes" or "no" or with a single "right" answer. You will probably get more interesting answers with "Why?" and "How?" than with questions that start with "What?"

"Why" questions can sometimes come across as confrontational. You could ask "How do you feel" which is softer. Think about the effect you want to have on that person.

When you want a discussion, ask open questions. If you want to shorten the discussion, ask a closed question. Use closed questions when you want to end a long discussion and get short, crisp answers.

At a meeting or lecture

Don't tell the audience/panel what you think and then tag on a question at the end. This is very annoying for others. You get to say what you want, but you don't learn very much from the "expert".

When you go to visit an official, expert

Do your research. Find out as much about the person as possible. Plan your question carefully. What is the end result you want to achieve? Do you want their support? Do you want them to do something for you? Do you want them to remember you for the future?

A good strategy is to have four possible questions prepared ahead of time and if you only have one opportunity to ask a question, decide which would have the best effect.

Evaluation/Monitoring

Objective: 1. To see whether the objectives are being achieved, and whether any changes need to be made to the advocacy strategy.

2. To highlight the importance of monitoring activities to show whether they are being implemented as planned.

Monitoring and evaluation usually happen together. They should answer these questions:

- Have we achieved what we set out to achieve?
- If not, why not, and what might we need to change?

Reasons for monitoring and evaluation

- Checking whether advocacy work is on track and determining whether any changes need to be made to the strategy
- Checking whether the objectives have been achieved
- Learning for future advocacy initiatives
- Accountability to community members who might want to know what you have said and done in their name
- Accountability to donors for use of funds.

Differences between monitoring and evaluation

Monitoring	Evaluation
Continual collection of information	Periodic assessment
Measures activity	Evaluates success
Asks whether the project is being implemented as planned – whether it is on track	Asks whether the objectives have been achieved and contributed to the goal – whether the project is successful
Often uses people inside the project	Uses a mixture of people from inside and outside the project
May result in minor action to correct the situation	May result in major strategy change or even stopping the work

Monitoring Activities

Monitoring is a way of checking that you are doing what you said you were doing, and identifying and addressing problems as they arise. It helps you to understand success or failure of your advocacy strategy.

You have to ask yourself the following:

- Have we done this as we said we would, when we said we would and have we done it well?
- If not, why not?
- What activities do we need to change to get the strategy back on track?

Evaluating Impact

Evaluation is more complicated than monitoring. It assesses the impact of a project, finds out whether objectives are still realistic and worth aiming for. It gives credit for success to various people or factors and helps with accountability. If you have SMART objectives and clear indicators and means of measurement then evaluation will be a lot easier.

You simply ask:

- Have we achieved our objectives? If not, why not?
- What needs to change in the strategy as a result?

Some useful tips:

- Make sure that all relevant people participate in the evaluation.
- Make sure you have **SMART** objectives and clear indicators and means of measurement.
- Clarify what you are evaluating and do not try to measure too much at once.
- Use the existing reporting systems for monitoring if you have them.
- Try to understand why some activities have been successful and others have not.
- Always ask what you can learn from monitoring and evaluation results.

Step by Step:

Step 1 – Achievement of objectives
To what degree did you achieve your objectives?

Step 2 – Key Influences
What contributed most to the success or failure of your initiative?

Step 3 – Changes
What needs to be changed or done differently next time?
In terms of ongoing advocacy, there are three main options:

- Keep going with the strategy
- Modify your approach based on the evaluation
- Stop this particular initiative and learn from your mistakes next time

Final Remarks:

Remember, there are many methods and activities that can be used to carry out advocacy. It is likely that you will use most of them at various stages of the process of building and running your campaign. The activities you choose will be determined by your objectives, skills and resources as well as your targets.

We hope that this toolkit will support you in making the best out of your advocacy campaign.

Resources

Books

- "Advocacy Toolkit: Practical action in advocacy," by Graham Gordon, Tearfund, 2002.
- "How to Lobby at Intergovernmental Meetings," by Felix Dodds and Michael Strauss, Earthscan, 2006.
- "Navigating International Meetings: A Pocketbook Guide to Effective Youth Participation," by Monika Rahman, United Nations Association in Canada, 2002.
- "Beginners's guide: Social Media Campaign Execution," by Rowan Stanfield, C&M, September 2009.
- "Nonviolent Struggle: 50 Crucial Points," by Srdja Popovic, Andrej Milivojevic and Slobodan Djinovic, Centre for Applied Nonviolent Action and Strategies (CANVAS), D.M.D., 2007.
- Advocacy for Social Justice, Oxfam America and Advocacy Institute, 2001.
- Advocacy Sourcebook, Institute for Development research, 1997.
- Participatory Learning and Action, Trainers Guide, by Jules Pretty and others, International Institute for Environment and Development, 1995

Youth Networks and Organizations

- www.peacechild.org - Be the Change – Peace Child International
- www.thecommonwealth.org/CYP - Commonwealth Youth Programme
- www.cyec.org.uk - Commonwealth Youth Exchange Council
- www.coe.int/youth - Council of Europe Youth Centre
- www.enviedagir.fr - Envie d'Agir (French only)
- www.eya.ca - Environmental Youth Alliance
- www.salto-youth.net/ec.europa/eu/youth/program/index_en.html - European Commission Youth Department
- www.youthlink.org - The Global Youth Action Network (GYAN)
- www.youthaidscoalition.org - Global Youth Coalition on HIV/AIDS
- www.gysd.net - Global Youth Service Day
- www.iearn.org - International Education and Resource Network
- www.iyp.oxfam.org - Oxfam International Youth Partnerships
- www.ilo.org/public/english/employment/strat/yen - The Youth Employment Network
- www.savetheworld.com.au - A youth-run information site on world issues and guide to sustainable and ethical living
- www.spw.org - Student Partnership Worldwide
- http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTCY/0,,menuPK:396453~pagePK:149018~piPK:149093~theSitePK:396445,00.html - World Bank, Children & Youth Department
- www.yesweb.org - The Youth Employment Summit
- www.youthactionforchange.org - Youth Action for Change
- www.youthactionnet.org -Youth Action Net
- www.wsisyouth.org - The Youth Caucus of the World Summit on the Information Society

Organizations

- www.advocacy.org - The Advocacy Institute
- www.advocacynet.org - The Advocacy Project

- www.amnesty.org - Amnesty International
- www.hrw.org - Human Rights Watch
- www.ijm.org - International Justice Mission

UN Agencies

- www.unsystem.org - Explains the UN structure
- www.un.org/youth - Youth and the United Nations
- ILO www.ilo.org - International Labour Organization
- UNDP www.undp.org - Development Programme
- UNEP – TUNZA www.unep.org/tunza/youth - Environmental Programme, TUNZA Youth Strategy
- UNESCO www.unesco.org/youth - Educational, Scientific and Cultural Organization, Youth Activities
- UNFPA www.unfpa.org - Population Fund
- UNICEF www.unicef.org - Children's Fund
- UNIFEM www.unifem.org - Development Fund for Women
- UN-Habitat www.unhabitat.org - For a BetterUrban Future
- UN-Instraw www.un-instraw.org - International Research and Training Institute for the Advancement of Women
- WHO www.who.int - World Health Organization

Media Networks & Directories

- www.freechild.org/national_media_outlets.htm
- Names, links and addresses of publishers worldwide that publish youth-written poetry, stories, research and more.
- www.mondotimes.com
- Worldwide media guide with over 15000 media outlets. Local media by country and mjor media by topic.
- www.newslink.org
- Directory of links to newspapers and news magazines worldwide
- www.worldradioforum.org - The World Radio Forum
- Broadcasters, producers, journalists, trainers and facilitators involved in radio programming made for, with and by children and youth.
- www.unicef.org/magic - Young People's Media Network
- The United Nations media resource for young people.

Toolkits

- www.thusnang.org.za Fundraising tools for youth.
- www.mediachannel.org/getinvolved/journo A media resource offering style guides and journalism tips for a variety of regions.
- www.yearofthevolunteer.org/downloads/resources/resources_media_toolkit.pdf A media toolkit designed for volunteers.

PEACE CHILD INTERNATIONAL

-EMPOWERING YOUNG PEOPLE-

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Youth