


girls worldwide say



**“ together
we can change
our world ”**



A Toolkit on Advocacy

**Supporting and
encouraging young people
to speak out, educate,
and take action**

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European Youth Foundation of the Council of Europe



Foreword – *Elspeth Henderson*



Dear Members, dear Friends,

I am proud to present this Advocacy Toolkit that we have produced to help you, our members, to introduce and strengthen the advocacy dimension in the programmes and strategies of your organization or group. It is a practical handbook for group leaders and national board members with a broad choice of tools for the strategic development and practical implementation of your advocacy work.

WAGGGS' advocacy work aims to influence people to take decisions that will improve our lives and the lives of others. Our advocacy work derives from our Vision and our strategic plan to be "the voice of girls and young women who influence issues they care about and build a better world".

We will be soon be celebrating the centenary anniversary of international Girl Guiding and Girl Scouting with the message *girls worldwide say "100 years of changing lives"*. WAGGGS and Member Organizations have a long tradition of improving lives and making the world a better place. Isn't this the Girl Guiding and Girl Scouting spirit in its purest sense?

Building on nearly a century of experience in changing lives, this toolkit now provides you with everything you need to take advocacy to the next level. The title "*together we can change our world*" says it all! Representing the voice of girls and young women, we can make a difference to the society we live in if we all play our part. But what is 'our world' can vary according to one's point of view. It can start at a personal level, then extend to include the local community, and further expand to national and international levels.

Youth participation and reaching out to local communities are key to successful advocacy work. Individual Girl Guide and Girl Scout groups and national Member Organizations can make the biggest impact at local and national level. This Advocacy Toolkit is designed to support you throughout the process. It provides a focus for local groups and Member Organizations. It encourages girls and young women to make a personal commitment to change the world around them. All individual actions together – at global, but more importantly at local and national level – are the change we are making to our world.

There are many areas where you can get engaged, like raising awareness of how a problem should be tackled, taking action to address an issue, or reminding your decision-makers of their commitments and promises. Each effort, short or long term, local, national or international, counts and is a vital part of the change that Girl Guiding and Girl Scouting makes to the world.

I invite you to join us for this adventure!

Elspeth Henderson
Chair of the World Board
World Association of Girl Guides and Girl Scouts

**"You must be the change you wish to see in the world."
*Gandhi***

Foreword – *Fabiola Canavesi*



Dear Friends,

On behalf of the Europe Region of WAGGGS, I am very pleased to introduce this Toolkit on Advocacy. This toolkit has been produced to support, encourage, challenge and inspire Girl Guides and Girl Scouts at all levels of our Movement to “educate, speak out and take action”. We want them to bring about positive change for themselves and others and contribute to building a better world.

Advocacy is not a new way of work for WAGGGS. Our proud tradition of advocacy began with the birth of the Girl Guide and Girl Scout Movement in 1909, and since then Girl Guides and Girl Scouts have developed a strong and powerful voice, speaking out on the issues affecting and concerning young people, and ensuring young people’s views are considered when policies affecting them are being decided.

What is new is WAGGGS renewed focus on advocacy – a key part of achieving our Vision for 2011. Young women participating in a recent citizenship project in the Europe Region identified a need for a “youth-friendly” guide to advocacy, and this toolkit represents another step in our journey to empower Girl Guides and Girl Scouts to educate, speak out and take action to change the world around them.

I hope that this practical handbook, with its step-by-step guide, examples of current advocacy projects, and tools and tips will inspire you to think about the difference you can make, and how you can speak out and bring about change in your world. Change does not often happen overnight, but as the examples highlighted in the toolkit show, we can influence decision-makers to take the required actions to improve people’s lives, if our efforts are sustained and united.

I would like to thank the European Youth Foundation of the Council of Europe for their financial support which made the production of this toolkit possible, and also the volunteers from the Advocacy Working Group and Resources Pool of the Europe Region WAGGGS who were part of the Editorial team, and the volunteers within and outside WAGGGS who contributed to the content and participated in the editorial process of developing this toolkit.

Fabiola Canavesi

Chair of the Europe Committee
World Association of Girl Guides and Girl Scouts

“There are two kinds of people, those who do the work and those who take the credit. Try to be in the first group; there is less competition there.”

Indira Gandhi

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1

Introduction

1.1 – Why a Toolkit on Advocacy?

**“In the confrontation between the stream and the rock, the stream always wins...
not through strength but through persistence”**

Anonymous

WAGGGS has a strong and proud tradition of speaking out to bring about change, not just for ourselves but also for others. We have been doing this – what we now call Advocacy – since the beginning of our Movement. In 1909 a group of girls and young women turned up at a Scouting Rally at Crystal Palace, London, and demanded that there was a place for them in the Scouting family. As a result of taking this action and speaking out on behalf of girls and young women, the Girl Guiding and Girl Scouting Movement was created. This was the first advocacy activity in Girl Guiding and Girl Scouting and it was the start of decades of advocacy action by girls and young women all over the world.

Advocacy plays a crucial role to achieve WAGGGS’ Mission and Vision:

WAGGGS Mission is

“to enable girls and young women to develop their fullest potential as responsible citizens of the world”

WAGGGS Vision for 2011

“We are a growing worldwide Movement – the voice of girls and young women who influence issues they care about and build a better world.”

WAGGGS now believes that a more focused use of advocacy will help us to improve the lives of girls and young women worldwide and help us to grow as a Movement. Advocacy will ensure we are seen and heard as an organization which speaks out and takes action on the issues affecting young people, bringing about positive change.

Recognising that this new focus requires a new resource, this toolkit was produced:

- To help you understand WAGGGS’ definition of advocacy
- To increase your capacity to speak out and take action on issues concerning young people, at national or local level
- To help you develop an advocacy project with your Association or group

This toolkit aims to meet the needs of Girl Guides and Girl Scouts who want to develop an advocacy project, whether you are a member of your National Board, a leader, or in a local group.

Introduction

1.2 – How to use this Toolkit

“There is no chance, no destiny, and no fate that can circumvent or hinder or control the firm resolve of a determined soul”

Ella Wheeler Wilcox

Every advocacy project is different and needs an approach that is tailored to the specific problem you are trying to solve. All advocacy activities will require support, resources and a plan to help you organize these activities.

This toolkit aims to:

- Explain the concept of advocacy and how it is defined by WAGGGS
- Clarify the role of advocacy in Girl Guiding/Girl Scouting
- Guide you in the process of developing an advocacy project at national or local level
- Describe some of the different advocacy activities, and provide practical tips to help you in your advocacy work
- Highlight other useful WAGGGS materials and resources, which can help you develop your advocacy project

In the table of contents, we have listed the different tools which you can find in the respective chapters. Each chapter starts on a new page so you can easily take out and use the chapters individually if needed. Together, this makes up your advocacy toolkit and you can choose the tools you need. There are also examples of projects and tips where you can find further information.

This toolkit is designed to be a living resource and to develop as WAGGGS’ focus on advocacy also continues to develop. It can be downloaded from www.europe.wagggsworld.org. If you have an example of an advocacy project, or further suggestions on how it can be improved, please use the Evaluation Form at the end of the toolkit.

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Other organizations or individuals should request permission from WAGGGS before copying all or part of this kit.

Introduction

1.3 – Why should Girl Guides and Girl Scouts advocate?

“When spider webs unite, they can tie up a lion”

Ethiopian Proverb

Girl Guides and Girl Scouts have been standing up and speaking out to change the world around them. Since the first girls who attended the Crystal Palace Rally in 1909 and demanded a place for girls, we have spoken out on issues such as human rights, HIV and AIDS or the development of policies which affect young people wherever they live.

The Girl Guiding and Girl Scouting Movement is a values-based non-formal educational programme. It aims to provide girls and young women with relevant knowledge, skills and attitudes so they can become responsible citizens and actively contribute to the community around them.

Being a responsible and active citizen also means being prepared to speak out against injustice and take action on behalf of ourselves and others. Trying to improve our lives and the lives of others by influencing through advocacy is another way in which Girl Guides and Girl Scouts can truly be responsible citizens, achieve WAGGGS’ Mission and contribute to WAGGGS Vision.

Through community service projects and their daily lives, Girl Guides and Girl Scouts are actively working to ‘build a better world’. Real and lasting improvement can be achieved if the rules or laws concerning the root causes of a problem are also changed.

Taking part in an advocacy project is also an opportunity for Girl Guides and Girl Scouts to learn critical leadership skills, public speaking and project planning. It also provides practical opportunities to learn about the democratic processes in their country and local community – learning by doing!



TOOL: Olave Baden-Powell’s message

“Help to create a better world and a brighter future for the youth of tomorrow”

Olave Baden-Powell

Always remember, we are a global organization with a mission to develop the fullest potential of girls and young women. Advocacy is also a process through which young people become empowered to become responsible citizens and contribute actively to the world around them. They do this by identifying and expressing their own needs and desires, and by developing the skills to influence decisions which affect them.

Advocacy does not have to be confrontational and it does not have to be political. As a responsible citizen it is natural to engage in the democratic processes in your country and contribute to the community. Girl Guides and Girl Scouts can support an idea without supporting an ideology. The Girl Guiding and Girl Scouting Movement is a non-political organization, but to build a better world you might need to engage with politicians and decision-makers.

Introduction

1.4 – What is Advocacy?

“Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.”

Margaret Mead

The word ‘advocacy’ comes from the Latin ‘advocare’ and literally means ‘to call out for support’. Today it is used to describe a particular democratic process, where individuals or groups of people take different actions to try to influence those who make decisions that affect our lives. Advocacy is also about standing up for an issue or cause you believe in, and trying to change people’s lives to build a better world.



TOOL: WAGGGS Advocacy definition

For WAGGGS, advocacy is simply:

**We influence people to take decisions
that will improve our lives and the lives of others.**

In detail this means:

- ✓ We influence people (= by speaking, doing and educating)
- ✓ to take decisions (= for example change policies or regulations, allocate funding, provide support)
- ✓ that will improve our life and the lives of others (= the result we are trying to achieve)

For WAGGGS, influencing always includes:

Speaking Out, Doing and Educating.

In detail this means:

- Speaking out on issues that affect girls and young women and influencing opinion-formers
- Doing projects that address root causes of issues affecting girls and young women
- Educating girls, young women and society at large in areas such as leadership, health, peace and world citizenship

Whatever the issue, for WAGGGS, advocacy is about taking a stand and working for positive change. We speak out about an important issue that affects girls and young women; we develop projects which directly improve people’ lives; and we educate girls and young women so they can positively change the world around them. Only when all three elements – speaking out, doing and educating – are present can we call it advocacy.

It is important to take one step at a time and to be patient because sometimes it needs a lot of influencing, speaking out, doing and educating, before you can see the change happen.

Introduction

1.4 – What is Advocacy? *continued*

Advocacy is a process of:

- Identifying a problem
- Coming up with a solution to that problem
- Establishing strong internal and external support for that solution
- Implementing an effective plan

Advocacy may involve activities like awareness raising, lobbying and campaigning. Other typical advocacy activities might be, for example:

- Producing a leaflet or a statement highlighting a problem and identifying what needs to change to improve people's lives
- Arranging meetings or writing letters to key contact persons and policy makers to present the case for change
- Developing alliances to influence policy on youth issues at national/regional level
- Radio messages calling for a new law
- Drama, demonstration, radio, TV advocating. Example: For an end to discrimination for people living with HIV and AIDS
- Organizing a petition to show public support for the change you want to make, and presenting it to decision-makers

1.4.1 – Speaking out – be part of the voice of girls and young women

**“A lot of people are afraid to say what they want.
That’s why they don’t get what they want.”**

Madonna

Before speaking out, it is important to understand all the factors associated with the people you are trying to convince and influence on certain issues. You need to know your audience and the political agenda at national or local level concerning your issues. It is essential to know who you are talking to. Consider the following questions: In which position are they working? What is their function in certain structures? What is their background? How might they profit from this? Who can they influence and who is influencing them? What are their weaknesses and strengths?

Successful advocacy is all about good communication. This is a two-way process: Communication is not only about speaking, but also about listening, learning and understanding the other party's context, motives and constraints.

Your voice needs to be distinctive and stand out from the 'background noise' if you want it to get heard. Use your voice and make yourselves heard on issues that are important to girls and young women. Use key words to strengthen the message – use positive words, rather than negative connotations.

Get other people to share your messages and speak out on your behalf. Encourage people who are well known by the general public to endorse or support your advocacy project. Influential people such as teachers, religious leaders, politicians, and celebrities can help by writing letters or emails to decision-makers and opinion-formers.

Get your members, your group or your troop on board. Raise awareness among the people you want to work with and get them enthused. You will need their full support.

Introduction

1.4 – What is Advocacy? *continued*

1.4.1 – Speaking out *continued*

Speak and network with peer groups and potential partners. Join in partnerships with organizations that are also concerned about the same issues. This can give you more power and support during the process of influencing. Peer groups may come up with new elements that you might have not thought about.



EXAMPLE: Nothing about us, without us!

How the Latvian Guide and Scout Central Organization participated in the development of a new youth law in Latvia.

Latvia has been one of the few countries in Europe in recent years where there has been no youth law, youth policy or state budget for youth activities. Youth NGOs received hardly any support from the state as there was no legal basis for youth policy, which is essential to create a system of youth participation and financial support.

In 2002 the National Youth Council took the initiative to create a youth law in Latvia. Experts from different fields and 10 young people from different youth NGOs (including the Scouts and Guides of Latvia) drafted the first youth law. In 2003, they began the process to get the law passed by the Latvian Government. A youth law would ensure that there was a legal recognition for the different youth policy ‘actors’ (e.g.: state, youth NGOs, local municipalities, institutions, etc.). It would also identify the rights and responsibilities of these different ‘actors’ and introduce a legal basis so the State and local municipalities could support youth NGOs.

There were a lot of barriers even to get the draft youth law onto the political agenda:

- Youth policy wasn’t a priority for the government
- There was no ministry who was directly responsible for youth policy
- There was no clear understanding of the value of youth NGOs in Latvian society

Over the last six years, there have been many challenges in the process to get the Youth law accepted but there was always a vision – the need to have a Youth law in Latvia, which will be the instrument for making better world for young people in the country.

There have also been some significant policy successes: a youth policy programme for 2005-2009 has been established and the budget increased from 21,374 Euros in 2006 to 476,696 Euros in 2007. An advisory council in the Ministry of Children and Family Affairs has been established and, as a result, there has been very close cooperation between Youth NGOs and the government on different youth policy topics.

The Latvian Scouts and Guides were actively involved in all processes of the development of the youth law. The organization believes that it is really important to be in the place where decisions are being made about young people. Latvian Scouts and Guides were on the board of the National Youth Council and active in some of the working groups of the National Youth Council. They were also active members of the Youth Organization Advisory Council in the Ministry of Children and Family Affairs. They actively participated in the different meetings of the parliamentary subcommittees where youth law was discussed. This enabled the Latvian Scouts and Guides to react as the draft youth law was changed and gave them the opportunity to develop personal contacts with several members of parliament, who they could then lobby on other important issues.

Thanks to the efforts of youth NGOs, including the Latvian Scouts and Guides, the Youth law was passed in May 2008. However, their work is not finished – they will continue to lobby the government for a bigger and more stable budget line to ensure the youth law will work.

Introduction

1.4 – What is Advocacy? *continued*

1.4.2 – Doing – take action and implement projects that address root causes of issues affecting girls and young women

“You must do the thing you think you cannot do.”

Eleanor Roosevelt

Actions speak louder than words! Words are powerful tools but influencing is not only convincing others to act but also acting ourselves on issues concerning girls and women worldwide. We need to do things that make people take notice and act on issues that are important to girls and young women.

The Girl Guide/Girl Scout Movement understands the needs of young women in the 21st Century and can take action on specific issues at local, national, regional and world level.

Sometimes governments, local authorities or other public bodies fail to deliver and NGOs need to step in, hold them accountable and remind them of their commitments. By acting, you influence your community. If you are seen taking action to tackle a problem, you raise awareness and inspire others to join you or to follow your example. Taking action is not just about finding and implementing solutions to a problem. It is also about finding out what is the cause of the problem and taking action to influence those root causes. The actions you take can be used as evidence of the impact you are making and provides your organization with the legitimacy and credibility to speak out on your chosen issues.

Advocacy can also mean taking action to put pressure on those who can bring about change and help to build a better world.



EXAMPLE: National HIV and AIDS prevention project for Girl Guides

The Association of Hungarian Girl Guides are taking the lead in Hungary in the fight against HIV and AIDS. Between 2003 and 2006 they have developed projects to increase knowledge about the prevention of HIV and AIDS amongst 14-23 year olds. They aimed to increase tolerance and a sense of responsibility towards the illness and towards people infected by HIV and AIDS. They also used non formal education and peer education methods to enable girls and young women to develop the skills to discuss and share information on these issues with their peers confidently so they could take responsible decisions regarding their reproductive health.

A new project was designed in 2007 to train young people to organize their own campaigns and to organize projects in their own locality. As a result of the project, 1,500 teenagers received new information on HIV and AIDS, on how they could protect themselves, and on the prejudice and discrimination faced by people living with HIV and AIDS.

Introduction

1.4 – What is Advocacy? *continued*

1.4.3 – Educating – girls, young women, young people and society at large in areas such as leadership, health, peace and world citizenship

“Even an ant may harm an elephant.”

Zulu proverb

Girl Guides and Girl Scouts learn by doing. WAGGGS national Member Organizations are all experts in education for action, particularly in non-formal education and peer education.

There are a wide range of resources you can use in order to educate your members and society at large on issues that are relevant for young people in today’s world. You know the techniques and what works best in your cultural setting.

Keep in mind before educating your members and the wider society:

- Who will benefit from this knowledge?
- What are you trying to change?
- What is the most important information?
- Keep it simple – if you add extra elements try not to sacrifice the clarity of your message
- Is your message and your action clear and easy to understand?



EXAMPLE: Healthy food choices in educational programme

Following the results of a survey by the European Union which highlighted the levels of childhood obesity in Malta, the Maltese Girl Guides have recently launched the project ‘Get Going’.

The ‘Get Going’ project itself is based on three levels:

- Get Going with the members
- Get Going with families
- Get Going with the community

Information and resources were obtained by the Maltese Girl Guides from the Maltese Health Promotion Unit. Programme activities have been developed for all age-groups in the Association, from Dolphins to Rangers, to educate the Maltese Girl Guides on the issues surrounding healthy eating. Activities range from learning about the different food groups and the food pyramid, to learning how to shop for healthy food and cook a nutritious meal.

Activities for the Ranger section also included looking at the relationship between self-esteem and eating disorders, and other risky behaviours such as using tobacco and alcohol.

A diary style kit for each Girl Guide has been designed to empower the girls and evaluate their journey towards a healthy lifestyle. A separate resource kit has also been produced for the leaders to support the activities and objectives of the project.

There are plans to further develop the project by organizing an exchange with another Association and to speak out in the local communities on these issues.

Introduction

1.4 – What is Advocacy? *continued*

1.4.3 – Educating *continued*



EXAMPLE: Advocacy Seminars in Sangam

Sangam’s Advocacy Seminars tackle global issues by offering insight for participants into what’s happening in the local context of Pune, India. India’s cultural traditions, social features and Sangam’s expertise in community action are the main reasons why Sangam is the right place for learning about advocacy. Sangam not only educates but makes the concept of advocacy tangible through working with community partner organizations. Participants get to meet and interact with local social worker experts on the field of the seminar topic.

Sangam Advocacy Seminars are intense trainings that look at practical aspects of advocacy and discover the global issue that is chosen as the feature topic in-depth. Members from all five WAGGGS regions are encouraged to participate. With this diversity, participants are able to share and experience global issues from many parts of the world. At Sangam, seminar participants are equipped with strong skills in how to make a difference in their own communities and they are encouraged to translate seminar experiences into actions once back home.

Being part of a Sangam Advocacy Seminar is a life changing and a very inspirational experience for most of our participants. Also, sending participants is an excellent opportunity for WAGGGS Member Organizations to get started or to extend their work in advocacy. It empowers their members by giving them the chance to develop key leadership skills.

Sangam has run two advocacy seminars each year since 2005, when the series of seminars started by exploring children’s rights. Topics so far have included children’s rights, refugees, trafficking, HIV and AIDS prevention, peace and adolescent health.

Introduction

1.4 – What is Advocacy? *continued*

1.4.4 – We influence people to take decisions that will improve our life and the lives of others

“If you don’t risk anything, you risk even more.”

Erica Jong

Advocacy is about developing and delivering a message to influence decision-makers. Through advocacy activities, Girl Guides and Girl Scouts are trying to influence those who make decisions (governments, members of parliament, civil servants, town leaders, school boards, clubs, etc.) to change or introduce positions, policies, laws and practices that will improve the lives of girls and young women wherever they are in the world today.

The decisions which impact the lives of young people occur at many different levels: at international level in the institutions like the United Nations, the Council of Europe or the European Union; at national and regional level, and at local level, by local Councillors or Mayors. We are well-placed as a Movement to influence decision-makers at these different levels because of the structure of our organization: From the local level (local troops/units/groups); national level (Member Organizations); and the regional/international levels (WAGGGS representatives at the UN, the Europe Region Advocacy Group, regional offices, World Centres, the World Bureau). At all levels, we can speak out to change the lives of girls and young women around the world.

Advocacy is a planned process and before you begin your advocacy project, you have to know clearly who you are trying to influence and what kind of change you want to take place.

There are a variety of advocacy methods and tools to use and there is no one fixed model. Every advocacy initiative or project will involve a mixture of different methods. Example: Awareness raising, lobbying, campaigning, or developing partnerships. They require you to develop different strategies. Example: A strategy to try to influence decision-makers directly or using public opinion and the media to persuade them to change their minds.

TIP:

You may not always achieve your advocacy goal in the short term. You will need a step-by-step approach. The key is tracking what happens over time, both in relation to the specific decisions you have been trying to change and in how your members, the general public and decision-makers think about the issues that you are raising.

Introduction

1.5 – What Advocacy is not

“Part of the frustration in fighting city hall is that city hall is a building.”

An advocate

Whatever the issue, for WAGGGS, advocacy is about taking a stand and working for positive change. We speak out about an important issue that affects girls and young women; we develop projects which directly improve people’s lives; and we educate girls and young women so they can positively change the world around them. Only when all three elements – speaking out, doing and educating – are present can we call it advocacy.

Advocacy is not a single activity on speaking out, taking action or educating that stands on its own without the wider context of aiming to influence people who take decisions that improve our life and the lives of others.

Some activities may be part of your advocacy initiative, but none of them in their own right aims to influence decision-makers to introduce changes which will improve people’s lives.

These activities, for example, are not advocacy if they stand by themselves:

- Producing leaflets about your organization
- Participating in a training on advocacy
- Raising awareness and bringing about behaviour change in individuals/girls
- Fundraising for your camp
- Informing the government about Girl Guiding and Girl Scouting
- Promoting your Association

Advocacy actions are concerned with achieving change. Each of the activities listed above may be part of your communication and external relations activities. They might play a role in your advocacy effort, if you are trying to influence decision-makers to bring about change, but they are not advocacy actions in their own right.

Introduction

1.5 – What Advocacy is not *continued*

TOOL: Exercise on identifying what is/what is not Advocacy

Below is the advice given after WAGGGS conducted an Adolescent Health Survey. It provided lots of ideas for how different groups might respond to the advocacy opportunities the survey provided. Which actions are trying influence decision-makers to change their policies, and which are not?

Using the results of the Adolescent Health Survey:

- Tell Girl Guides and Girl Scouts what girls worldwide are saying in other regions and countries
- Promote your membership of a global organization by using the key messages and statistics from the five regions
- Support a policy or position on an issue using the information in the survey
- Draw up a strategy, targeting the media with a key message supported by a statement or position on an issue affecting girls and young women that you want to see changed
- Send out a media pack with a press release, fact sheet, Position Statements and global case studies to the right media contacts
- Tell the media how you have been advocating on an issue – follow up by telephone or email
- Use a spokesperson – either someone in the public eye or a Girl Guide or Girl Scout
- Use the Internet and your websites to publish your press releases
- Download the World Association’s Media Relations Kit
- Conduct further research among Girl Guides/Girl Scouts in your country and publish the results

Look at the ideas above and decide which are mostly about information sharing, which are about influencing others to share information and which are about influencing decision makers to act. Discuss your findings with your group and try to think of new ideas under each heading from the list above:

Information sharing

Influencing to promote information sharing

Influencing to promote decision-making/action

Introduction

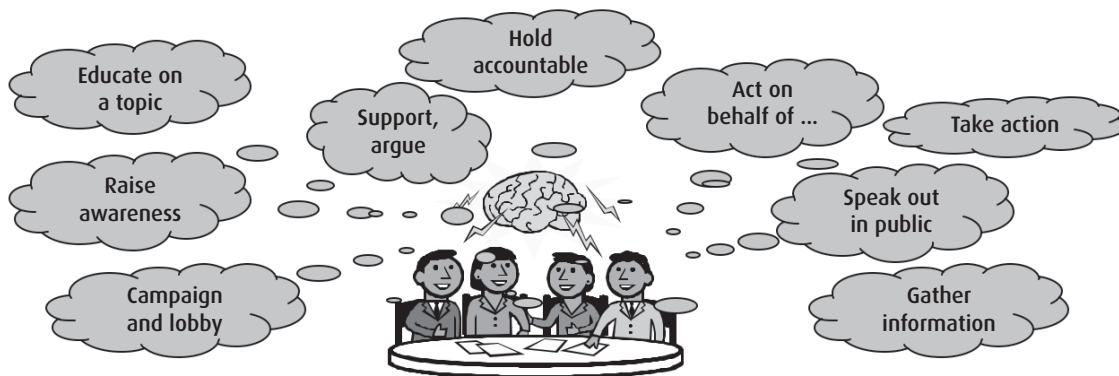
1.6 – Translating the word ‘Advocacy’

“There are people who put their dreams in a little box and say ‘Yes, I’ve got dreams, of course I’ve got dreams.’ Then they put the box away and bring it out once in a while to look in it, and yep, they’re still there.”

Erna Bombeck

There is often not one exact, clear and understandable translation of the word ‘advocacy’. Sometimes it is difficult to translate the idea of advocacy into the language and culture of different countries.

Advocacy can be a lot of things and incorporates a lot of different aspects depending on your circumstances:



We suggest that you translate the one sentence description (below) on what advocacy is all about and use it as basis to find the best way for you to describe ‘advocacy’ in your language.

TIP:

If you are looking for the translation of ‘advocacy’ in one of the official WAGGGS languages you can find it on the WAGGGS website in the section ‘Our Voice’ <http://www.wagggsworld.org/en/issues>

TOOL: Ways to translate ‘Advocacy’

Translate the one sentence description on what advocacy is all about into your own language:

**We influence people to take decisions
that will improve our lives and the lives of others.**

Look up in the dictionary how ‘advocacy’ and ‘to advocate’ is translated into your language. Alternatively look on WAGGGS websites and other websites of big NGOs or UN agencies which have versions in different languages and see how they translate this term. Discuss the translated term for advocacy in your language and how it does or does not apply to the one sentence description.

You might decide on a compromise: you stick with the term widely used in your country that somehow is the translation for advocacy but add the one sentence description in order to explain what it means for Girl Guides and Girl Scouts.

2

Getting involved in Advocacy

“It is a terrible thing to see and have no vision.”

Helen Keller

Advocacy can happen at all levels of an organization – local, national, regional or international. There is no universal recipe for effective advocacy, but experience has shown that it is most effective when planned systematically.

Planning will help you to:

- Clarify your goals
- Clarify the steps that will take you to your goals
- Increase your chances of success

If you don't plan, you may waste valuable energy, miss some opportunities and perhaps even antagonise people you need to keep on your side.


To help you plan your advocacy project, you can use the quick guide on how to plan advocacy or the more detailed guide that takes you step by step through the planning process.

It's important to complete a plan before you start your advocacy action because each part of the plan can affect the other. Normally, you begin by deciding what are your advocacy goals. However, when you begin to plan further and consider who you want to target, what actions you want to take or what resources are available, you may have to adjust your advocacy goals.

 **TIP:**

When planning remember to:

- Stay flexible – although it's a good idea to do as much forward planning as possible, your advocacy campaign needs to be dynamic and able to adjust to changing circumstances
- Ensure your advocacy actions fit the goals you are trying to achieve
- Define and refine the style of your advocacy action (one tactic out of control can wreck a whole campaign)
- Ensure your goals are achievable and cost effective, within your resources, and that you can attract the support of your partners and the wider community
- Make your group feel good about themselves and what they are doing
- Bring about change for the good of the community

 **TOOL: check-list – are you advocating?**

- | | |
|---|--------|
| Does your project aim at improving your life and/or the lives of others? | yes/no |
| Is it aimed at the wider community outside your Association/group/troop? | yes/no |
| Are you aiming at influencing an individual, a group of people or the wider community? | yes/no |
| Are you working on a topic relevant to young people in your country or local community? | yes/no |
| Are you involving the members of your Association/group/troop? | yes/no |

Only if you can answer all these questions with 'yes' you are working on an advocacy project. If you answer one or more questions with 'no', you might need a few small adjustments to get on the right track!

Getting involved in Advocacy

2.1 – Six quick steps for involving young people in Advocacy¹

Step 1: Identify an issue

Find out what issues the members of your local group care about. They might want better leisure facilities for young people in the local community, to set up a local youth council so young people are consulted on issues affecting them in the community, or they might want to take action to protect the environment, or help people living in poverty.

Step 2: Assess the broader context of the issue

The group researches the problem to identify how many young people might be affected and who the people are making the decisions they need to contact.

Step 3: Decide on a project

Based on their research the group brainstorms the solutions to the problem and their advocacy goals. For example, should they try to change local rules or laws or should they try and educate teachers or parents about the issue?

Step 4: Create an action plan

Next, the group needs to create a detailed action plan to decide how they will achieve their goals. They should think of activities to help them reach their target audience, identify possible partners, and identify what their key message should be.

Step 5: Putting the plan into action

Next, the group needs to organize the activities they have chosen – write a letter to the local mayor, organize a petition, arrange a visit to the local council.

Step 6: Review progress

Remember, the group needs to keep checking if they will achieve their goals or if they need to change their plans. When the project is completed, decide what worked and what didn't. Record the lessons that can be learned for the next project.

TIP:

You will find a lot of tools listed in the table of contents which might help you with each of these steps.

¹ Adapted from 6 steps to advocacy Girl Scouts USA
http://www.girlscouts.org/for_adults/leader_magazine/2006_summer/advocacy.asp

Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step

Whatever you are trying to achieve as part of your advocacy initiative there are a number of things you need to think about. Whether you are a Girl Guide/Girl Scout unit working in your local community or trying to influence a policy or decision at national level, these are eight steps to a successful advocacy plan:

1. Identifying your advocacy goals/What do you want to achieve?
2. Assessing the situation/Where are we now?
3. Identifying your resources/What resources do we need?
4. Identifying your milestones/What can we achieve?
5. Identifying your target/Who is our target?
6. Identifying the message/What is your message?
7. How can you deliver your message?
8. How do you know you are successful?

2.2.1 – What do you want to achieve?

When you start your advocacy initiative, you are aiming at influencing people who make decisions which will improve your life and the lives of others.

Therefore, advocacy initiatives often involve targeting decision-makers such as civil servants, policy-makers or political or elected leaders to bring about a change. It can be at local, regional, national or international level, depending on the issue involved. Often advocacy initiatives can take place at these different levels at the same time.

EXAMPLE: Potential Advocacy goals

- Change or introduce specific laws/policies/guidelines/regulations (at local or national level)
- Hold decision-makers accountable and remind them of their commitments
- Change how a specific decision-maker deals with a key issue
- Ensure that an existing policy which addresses the issue you are concerned with continues to be implemented by policy-makers
- Stop a damaging policy

TIP:

There is more information on defining your goals and project management generally in the following publications:

WAGGGS Guidelines on Project Management

<http://www.wagggsworld.org/en/resources/documents/2068>

Project Management for Youth Organizations produced by the Council of Europe

www.training-youth.net/INTEGRATION/TY/Publications/tkits/tkit3/

Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step *continued*

2.2.1 – What do you want to achieve? *continued*

2.2.1.1 – How do you identify the issue to advocate about?

First of all you need to identify what issue you want to work on. It should be based on your Vision, be relevant to your members and to the group you represent and be an issue that you are passionate about and that motivates you to take action.



EXAMPLE: WAGGGS survey on adolescent health

In 2005, in response to its members' views, WAGGGS decided to focus its advocacy work on adolescent health issues for the WAGGGS' triennium 2006-2008. WAGGGS conducted its first global survey which resulted in the key messages on adolescent health.

Since then WAGGGS staff and volunteers have brought together our experience and expertise on each issue in order to form WAGGGS' position. Position Statements on each of the key messages can be found on the WAGGGS website, together with supporting statements on adolescent girls' health generally, access to education and on the human rights framework for all of our positions that have been produced.

Building on this experience, the lessons learned and our successes, WAGGGS widened its WAGGGS advocacy scope in 2008. The key messages and Position Statements on adolescent health became part of the wider Global Action Theme *girls worldwide say "together we can change our world"*. It relates to the Millennium Development Goals and talks also about issues like environment and poverty in addition to adolescent health.

TIP:

If you decide to work on one of the WAGGGS' key messages as a group or Association, you can use the Position Statements to help you develop your own advocacy goals and actions at national or local level, depending on your national or local situation. You can download the Position Statements from the Member's Area on www.wagggsworld.org.

There may be other issues which your Association or local group has identified which are issues of concern for young people living in your country or local community. The best way to find out what the important issues are for young people in your country or local community is to ask them!

Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step *continued*

2.2.1 – What do you want to achieve? *continued*



EXAMPLE: Guides Say... Girl Guides Australia National Survey

Girl Guides Australia decided to conduct a national survey among their youth membership in 2007 to find out what issues concern them. Girls were invited to identify the top issues that they cared about at a global, national and local level.

The **Guides say...** project collected information from girls aged 5 to 17 with respondents from every State and Territory in Australia, including rural and remote areas. It was one of the most extensive surveys of the views of girls conducted by any organization in Australia. Out of the more than 4,500 youth members surveyed the primary global concern was global warming, environment and poverty. The top local concerns included addiction and bullying. Guides over 13 years old also ranked as their top three issues of WAGGGS adolescent health messages: “it’s important to talk about drugs”, “discover your potential” and “prevent adolescent pregnancy”. The results of the survey can be viewed on: www.girlguides.org.au.

By conducting this survey Girl Guides Australia gave the girls and young women in their country a voice and were enabled to speak up in public on their behalf. This insight into the thoughts, concerns and values of young Australian girls will guide Girl Guides Australia in their advocacy work at national and local level. It will also influence the development of their future programmes, projects and training. Looking at the needs of young members ensures that the Association remains relevant for today’s girls and helps girls and young women to grow into confident, self-respecting, responsible community members.

Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step *continued*

2.2.1 – What do you want to achieve? *continued*

 **TOOL: How to conduct a survey among your youth members**

Step 1: Make a plan

Define why you want to have a survey and what you will use the results for.

Identify the question you want to be answered. The questions need to be simple and straightforward.

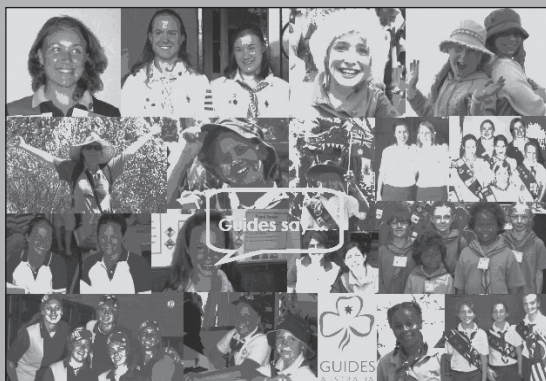
Define a time line for your survey. If it is being carried out nationally, you might need to allow three months for your members to respond. It will take less time to organize a survey of your local group.

Step 2: Produce resource material

You have to make it very easy for your members to conduct the survey and embed it into their usual programme. It might be a good idea to provide the leaders with several programme suggestions to choose from.

Also, you must collect other baseline data, like province/state, age, rural/city environment and other information that can be relevant for the interpretation of your data.

The data collection can be done effectively using postcards, like the example from Girl Guides Australia below:



What three world issues does your Patrol care about and think WAGGGS should talk to world leaders about on your behalf?

What three issues facing Australia does your Patrol care about and think Guides Australia should speak out about on your behalf?

What are three issues that your Patrol would like to speak out about in your community?

Question for teenage Guides only

Which of the WAGGGS Adolescent Health Issues would you like to speak out about?

Postcode _____ Patrol age range _____

Australian Guides have a say...

Guides Australia
PO Box 6
Strawberry Hills
NSW 2012

Step 3: Collate the responses

Collect the responses to the survey, analyse the data and produce a report on the results.

Step 4: Publish the results

Publish a report and use it as a guidance document for your Movement as well as the basis for your future advocacy work.

Identify target audiences within and outside the Movement and present them the survey together with a clear instruction on what you want them to do with this information.

 **TIP:**

You can find more information on how to carry out a research project in your Association in 'How to Use Research to Enhance Guiding and Scouting' produced by the Europe Region WAGGGS and the European Scout Region <http://www.europe.waggsworld.org/en/grab/462/1/Howtouserresearch.pdf>

Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step *continued*

2.2.1 – What do you want to achieve? *continued*

There may also be issues which affect young people, or the ways how youth organizations are organized or supported, where it is important that Girl Guides and Girl Scouts, and girls and young women, have a voice. Example: In many European countries in response to the need to find solutions to problems relating to issues such as employment, education and other social issues, specific youth policies have been developed by the European Union. It is then the responsibility of the national government to implement the policies in the way it sees best. Girl Guides and Girl Scouts have an opportunity to be involved in this process at regional level, but Girl Guide and Girl Scout Associations should also be involved in this process, they are often the largest representative organizations for young people in a particular country, so they must ensure that these policies are implemented in a way which most reflects young people's needs.

TIP:

The European Youth Forum represents National Youth Councils and International Non-governmental Youth Organizations such as WAGGGS. It has developed a number of position papers, reports and other tools on many of the issues affecting young people today. If you are working on issues such as participation, migration, employment, education, or youth work development, these tools can be useful in your advocacy work. Visit their website www.youthforum.org to find out more.

TOOL: Questions to identify issues

You have decided to SPEAK OUT, EDUCATE and TAKE ACTION in order to influence people to take decisions that will improve our life and the lives of others. Here are some questions which will help you define your advocacy initiative:

- What is the problem?
- Why is it a problem?
- Who is affected by the problem?
- Why is it a problem for Girl Guides and Girl Scouts, an issue in which they should become involved?
- What has caused the problem you have identified?
- What have decision-makers or the community done to cause the problem and why?
- What changes need to take place to find a solution to the problem?
- What can Girl Guides and Girl Scouts do to solve the problem?

To answer these questions you may need to do some research, to find out what is the actual change you need; who is responsible for the change; what the political process is for introducing or changing policies, laws or regulations and the different opportunities for you to try to influence this process. Sometimes a policy has been changed at a higher level – the United Nations or a regional body like the European Union – but policy makers have been slow to implement the changes at national or local level.

In other instances, your country may have signed an agreement at national level, like the UN Convention on the Rights of the Child (UNCRC) or the Convention on the Elimination of Discrimination against Women (CEDAW), or made certain commitments to ensure the fulfillment of the Millennium Development Goals (MDGs). Many of WAGGGS advocacy issues are based on these conventions and agreements. These documents are important tools which you can use to support your advocacy work, for example holding your decision-makers accountable for them and ensuring that these conventions and agreements continue to be implemented at national level.

Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step *continued*

2.2.1 – What do you want to achieve? *continued*

2.2.1.2 – Identifying your Advocacy goal

The goal should be big enough to make a difference, but it should also be focused so you can see results within the timeframe you have set yourself. It is your one big goal and you will need to get the members of your Association, group or troop to believe in it, join in the actions and support it. It has to be interesting to your group or association so that everyone is motivated to work on the issue. It should also be realistic and achievable. You need to be clear about what you want to achieve. This is essential, as it will influence the activities you choose to reach your goal.



TOOL: SMART goals

- **Specific** – the more specific you can be about what it is you want your group to achieve and by when, the better.
- **Measurable** – put your goals in measurable terms. The more precise you are about what you want to get done, the easier it will be to see what and how much your group or Association has accomplished. It will also help to evaluate your advocacy initiative.
- **Achievable** – while you should be ambitious about what you want to achieve, you should also be realistic about what you can change within the political environment in which you live. Change takes time and resources. If you are over-ambitious your group may become disappointed or discouraged before you have reached your goal.
- **Realistic** – you should be able to achieve your goal, either on your own or in partnership with others.
- **Timed** – a date for completing your campaign should be set. Even if circumstances change and your date must be altered later, it's much better to start off knowing how long you have to achieve your goal.

When you have identified your goal you might want to check if you are on the right track.



TOOL: Checklist: Is your goal fit for Advocacy?

Advocacy checklist

Will you make a real improvement to people's lives (particularly the lives of girls and young women) with this advocacy initiative?	Yes/No
Will working on the issue help fulfill WAGGGS' Mission, or your Association's mission?	Yes/No
Will working on the issue help fulfill WAGGGS' goals and Vision, or your Association's goals and vision?	Yes/No
If your initiative is successful, will it be the basis for a change?	Yes/No
Do you know what you want to change, why you should take action, and what changes you need to make?	Yes/No
Will your supporters support your action on this issue?	Yes/No
Is the issue important to your partners and for girls and young women?	Yes/No
Can you integrate your advocacy initiative into your programme activities?	Yes/No



TIP:

Remember that you will break down your goal into different steps later. See chapter 'What can you achieve' for more information!

Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step *continued*

2.2.2 – Where are you now?

When you have decided what your goal is, the next step is to understand your current situation. This is so that you can be clear about where you are starting from as an association or group, and what resources you already have.

 **TIP:**

It is important for you to know what you have and what you need. You might find that you already have a lot and need very little to actually conduct your advocacy project.

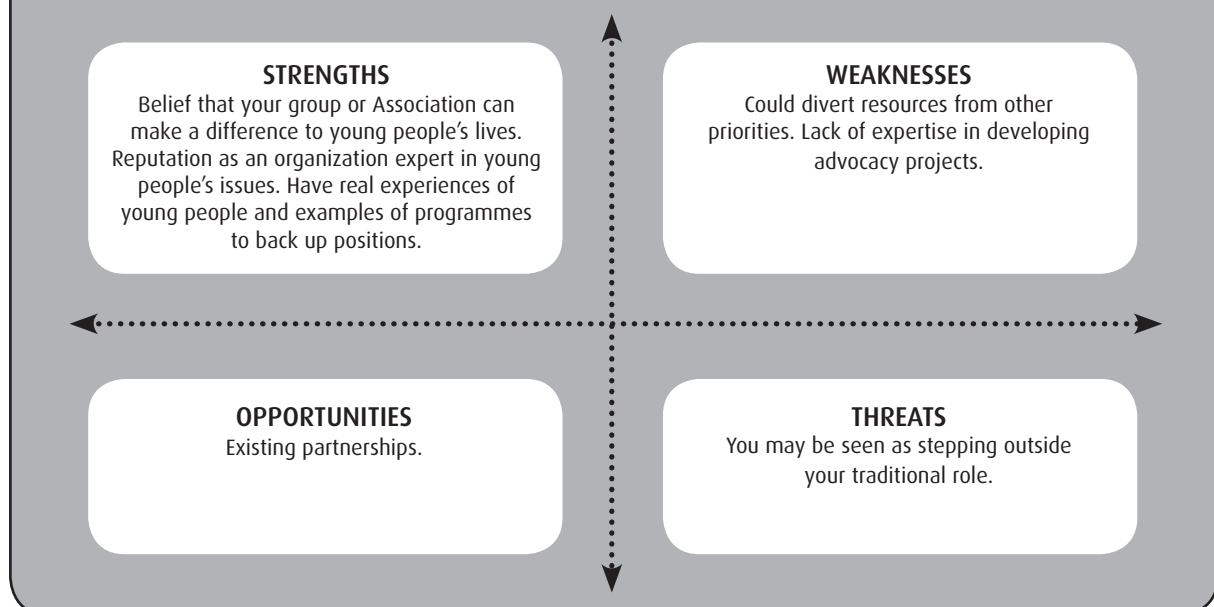
You can start this process by asking yourself some questions:

- What abilities, viewpoints, and personalities are represented in your organization or group?
- How do you want to work on advocacy as a group?
- What advantages and challenges do you have in your group?
- What gives you the power, legitimacy, or credibility as an organization or group to speak out on behalf of others?
- What are the threats and opportunities which come from outside your organization?

 **TOOL: SWOT Analysis**

Another way to understand your current situation is to carry out a SWOT analysis. SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. Strengths and weaknesses refer to the situation within your Association and the resources you have already. Opportunities and threats refer to what is happening outside your Association, which might support or get in the way of your advocacy project.

When you are Your SWOT analysis might look like this:



Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step *continued*

2.2.2 – Where are you now? *continued*

TOOL: PESTLE Analysis

A PESTLE analysis is another useful tool to be used when analysing the situation of your Association and the external factors which could influence your advocacy project. It complements your SWOT analysis.

There are six parts to a **PESTLE** analysis:

Political factors: Example: What is the current political situation? Who are the decision-makers (locally or nationally)? How can you influence them?

Economic factors: What is the economic situation of girls and young women?

Social factors: What social factors impact on girls and young women?

Technological factors: Example: How can you use information technology or access the Internet?

Legal: Example: What laws and regulations address this issue and how are girls and young women affected?

Environmental: Example: What physical, or geographical factors can influence the issue?

The outcomes of your PESTLE analysis can also be used in the opportunities and threats section of the SWOT analysis.

Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step *continued*

2.2.3 – What resources do you need to carry out your Advocacy initiative?

Apart from the basic assessment of where you are now, you also need to research the resources that are available. This includes past advocacy work, partnerships which are already in place, and other resources like volunteers, staff and other people's skills and abilities. Often, as a result of this process, you will realize that you may already have resources available which you can use.



TOOL: Resource assessment

You may have a lot of resources available already. Your resources will vary depending on the size of your group but they might include:

- Funds (including in-kind gifts) balanced against expenses
- People who are already available (both staff and volunteers), and their skills
- People you expect to be available
- Contacts (e.g., with media resources)
- Facilities (e.g., access to transportation and computers, meeting rooms)
- Access to information, research or libraries

Start from building on what you've got and identify what you need. Look at these three areas: people, money, time.

- **People:** An advocacy effort is all about people. To implement your initiative you may need a number of different people to take on a range of different roles, depending on what you are trying to achieve: Example: Supporters, researchers, media contacts, or public spokespersons.
- **Money:** Depending on your advocacy initiative, you may need to find some financial resources. Example: To produce leaflets to explain what changes you would like to take place; or to rent a room to organize a meeting amongst your supporters. Sometimes instead of giving a cash donation, you could ask for an 'in-kind contribution' such as the loan of a meeting room; paper and envelopes; a computer which is no longer needed.
- **Time:** It is important to ensure that the people involved in your advocacy project have the time to attend the meetings where decisions are made about your advocacy issue and to respond to the relevant papers. You have to ensure that people are willing to help organize your advocacy project and that you have enough time to complete your campaign.

You might need to develop partnerships with organizations already working on this issue, or contacts with the media to help make your advocacy project more visible, or carry out research to find out which people you need to influence. Whatever your project, it is important to identify the resources you don't have and how to fill the gaps.

Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step *continued*

2.2.4 – What can you achieve?

After having defined the overall goals for your advocacy project, more specific goals have to be set.

- What would be effective steps towards the overall goal?
- What would be an effective way to begin to move the strategy forward?
- What are some potential short term goals that would bring the right people together; symbolise the larger work ahead; and create something achievable that lays the groundwork for the long-term goals?

Your goals need to be SMART (see chapter ‘What do you want to achieve?’). It’s also important to split up the goals according to your time-frame.

A long-term goal is big and sometimes frightening. You have to break it down and take it step by step. Therefore, put intermediate and short-term goals and effective steps in place.



EXAMPLE: Long-term/intermediate/short-term goals

If you have decided that the fight against HIV and AIDS is an important issue for your Association or group, you may decide that:

“Ensuring young people have access to comprehensive, objective, non-biased, gender and youth-specific information on HIV and AIDS”² should be your advocacy goal.

Long-term goals spell out where you want to be, by the end of the advocacy initiative. Using the same example, your long-term goal, which may take several years to achieve, might be:

“In two years time, information on HIV and AIDS prevention is included in the school curriculum.”

Intermediate goals are the steps you need to achieve in order to reach your final goal and are bench-marks to help you achieve your final goal:

“In six months time we will have organized a coalition of youth organizations who are supporting our campaign.”

Short-term goals are similar to intermediate goals. They help keep a group motivated, providing more immediate benchmarks in the form of action steps:

“In three months time we will have organized a meeting on why HIV and AIDS is a problem for young people in this country and what needs to be done.”



TOOL: Content/process/impact/effect goals

- What is the policy you are trying to change? This is your content goal.
- What are the different steps you need to achieve for your advocacy initiative to be successful? For example, building a partnership, having a meeting with a particular government minister. These are your process goals.
- How will the change you are working for affect people’s lives? This is called an impact goal. It is directly linked to the problem you are trying to address, and it should state how other people’s lives will be improved by your actions.
- What changes in policy need to take place for your campaign to succeed? This is called an effect goal.
- Thinking about the different types of goals will help you be clear about what you are trying to achieve, and will focus your efforts.

² WAGGGS Position statement on HIV and AIDS

Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step *continued*

2.2.5 – Who do you need to influence?

The target audience for your advocacy project are those people who can bring about change. Other targets might be different people with influence, particular groups in society, the media or the general public.

If you aim to change a policy, law, regulation or anything that is related to a public body you need to begin by understanding the local or national political context and policy process. Who are the local leaders, officials or national policymakers that can influence the issue/topic you want to change, create new policies, or ensure that existing policies relevant to your initiative are being implemented?

You also need to influence your internal audience, the members of your association, group or troop in order to get them on board for your advocacy plan. This might be the very first step in your advocacy plan.

The step of actually targeting and aiming to influence individuals or a group of people might not be the first step in your advocacy plan. It might happen some time later but it still needs to be part of your advocacy plan. You cannot begin to advocate until you have identified the people you need to influence.



TOOL: Identifying primary and secondary audience

Individual decision-makers are usually part of your target audience. Targets can range from local leaders, officials in your or another organization; officials in local and national government, parliamentarians (both those in power and those in opposition); officials who represent a national government in regional or international bodies; and even Ministers and Heads of State. They are also known as your 'primary audience'.

There is also another group of people you can try to influence to bring about change. Those people who have the power to influence the decisions-makers you are targeting. They are called your 'secondary audience'. Your secondary audience can include the media, interest groups, business leaders, local or national organizations or simply the general public. Other decision-makers could also be included in this group. They could be willing to advocate on your behalf to the decision-makers who can make the changes you are asking for. These are your 'potential allies'.



TIP:

Keep in mind that each step of your advocacy plan might have a different target audience. Remember: we influence by speaking out, taking action and educating.

Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step *continued*

2.2.5 – Who do you need to influence? *continued*



TOOL: Exercise to identify the primary and secondary audience

Try to identify the primary and secondary audience for the goal below and compare your answers with the suggestions.

“In two years time, information on HIV and AIDS prevention is included in the school curriculum.”

Primary audience

Secondary audience

SUGGESTIONS:

SUGGESTIONS:

Health Minister
Education Minister
Civil servants responsible for implementing Health and Education policy

Members of Parliament who can introduce a law to ensure information on HIV and AIDS is included in the curriculum
Health Committee of MPs which can make recommendations to government
Parents
Organizations working on the prevention of HIV and AIDS
Other youth organizations or youth platforms such as the National Youth Council

Carry out a similar exercise on trying to introduce a policy change in your local community. Your group has decided to work on the WAGGGS key message. Example: girls worldwide say “make healthy food choices” as many young people where you live are becoming overweight. You would like to change the meals provided in the local schools so they include more fresh fruit and vegetables. What is primary and secondary audience for the goal below? Compare your answers with the suggestions.

In six months time, no fatty foods and more fruit and vegetables will be served for lunch in the local schools

Primary audience

Secondary audience

SUGGESTIONS:

SUGGESTIONS:

Mayor or Council Leader
Local Councillors responsible for Education
Local Education Department
Board of Governors of local schools
School Heads

Parents
Local media
Other local youth organizations
Local youth council (if one exists)
Local doctors
Your Member of Parliament

Sometimes it isn't easy to identify a list of the key figures you need to target. You will need to carry out research, identifying the relevant political leaders or government departments. Your local library or the Internet can be a good place to start.

Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step *continued*

2.2.5 – Who do you need to influence? *continued*

TIP:

Find out if your Association or group already has existing relationships or contact with, for example, a local Member of Parliament, a key civil servant or a Minister. Think about how you can use these relationships to support your advocacy initiative.

In some Associations, they have developed a network of former Scouts and Guides who have become Members of Parliament, which they use to raise issues concerning young people at a political level.

EXAMPLE: The Swedish Guide and Scout parliamentarian network

The Swedish Guide and Scout Parliamentarian Network was introduced in 2000. The idea developed after a discussion with the WOSM World Scout Parliamentarian Union. The Swedish Guides and Scouts thought that if it was possible to have something like this on world level, then it would be possible to make some kind of network on a national level as well.

The network meets at least six times a year. The Secretary General of the Swedish Guide and Scout Council organizes breakfast meetings with members of the network and Swedish Guides and Scouts. Sometimes they also organize bigger seminars together with the parliamentarians on subjects that concern us like diversity, equality or support for youth organizations. They have also taken part in Guide and Scout activities. Example: 15 parliamentarians took part in a democracy workshop at the Global Development Village at the National Jamboree – Jiingjamborii 2007.

The purpose of this network is to give Guides and Scouts access to the political process and it brought very good results. One policy was influenced about the way in which youth organizations are supported financially by the government. Politicians have proposed motions on issues of concern to young people and also made representations on behalf of the Swedish Guides and Scouts to ministers. The next project that the Swedish Scouts and Guides will work with the network is the contribution which non-profit organizations make to leadership development in business life and the public sector.

Having drawn up a potential list of targets, you need to do some more research about the individuals or group so that you can tailor the way you approach them. Research what are the issues they are interested in. What is their voting record on your advocacy cause? Have they spoken about your issue before? What might motivate them to support your cause? Can they help promote your advocacy issue at the political level? Who can they influence? How can they support your cause through influencing legislation or by introducing you to more political figures who have the power to make the change for which you are advocating? The more you know about them, the more chance you have to achieve your goals.

If the targets you want to influence are institutions or groups, it may be easier to focus on one individual and change the thinking of one elected official or civil servant at a time.

Also think about potential opponents and allies. You can find more information on the chapter on partnerships.

Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step *continued*

2.2.6 – What is your message?

In this section we will look at how you can develop your advocacy message, and how you can persuade people to take action to achieve your advocacy project. Your message should describe and summarise the main points of your advocacy initiative to your target audience.

Many of us live in a fast-moving environment with access to many different kinds of communication tools. In our daily lives we are overloaded with messages and emails about all kinds of issues. Therefore it's very important to motivate others to participate in our advocacy work by communicating a message and/or design that can be heard and understood very easily!

TIP:

Remember that depending on the step you are taking in your advocacy plan you might have a different target audience and might need different messages.

In order to have a strong and effective message, you should look at five elements: Content/ideas, language, messenger, format/medium and time/place.

2.2.6.1 – Content/ideas

The content or ideas in your message are very important. What you are saying should be concise and consistent. The content of your message should also be adapted to your target audience according to their interests, ideas and knowledge. Find out their interest in your issue, their knowledge and opinions about your issue, the possible objections they might have, and any information about their background which might affect their decision. Knowing this can help you decide what your message should say.

EXAMPLE: How the message changes according to the audience with whom you are communicating

Let's return to our previous example, where your local group is trying to ensure that more fruit and vegetables are offered to local children at school, and fatty foods are removed from the school menu so they can eat healthily.

Target Audience 1 - Mayor

The recent study of children living in your community shows that there is an increase in the obesity levels of young people. Please can the mayor support local initiatives to change the food offered by local schools to healthier options?

Target Audience 2 – Parents

Parents are invited to a presentation organized by the local group to demonstrate what kind of food their children are eating in local schools and healthier alternatives.

Target Audience 3 – The local youth council

The local group contacts the local youth council to explain their campaign and to invite them to join.

Your message should be short, clear and simple. However, it is important that you collect evidence to reinforce your advocacy message.

Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step *continued*

2.2.6 – What is your message? *continued*



TOOL: How to make your message more compelling and powerful

- Case studies: How young people, particularly girls and young women, are affected by the problem you are trying to solve
- Real stories from Girl Guides or Girl Scouts and other young people whose lives will benefit from the change in policy
- Statements from the people who will benefit from the policy you are trying to change
- Research and analysis on the problem and its impact (e.g. WAGGGS Adolescent health survey)
- Recommendations based on best practice that works and can justify why it would bring benefits (WAGGGS' AIDS peer education projects)



TOOL: One Minute Message Exercise

This is an exercise you can do on your own or in a group and will help you practise developing and delivering your advocacy message. Think about your advocacy initiative. Your message should have four components:

Problem Statement + Evidence + Example + Action required

Use one, maximum two sentences per component. Ensure you include all four components. You have only ONE MINUTE to deliver your message! When you are ready, deliver your message to the group.

Problem Statement:

Evidence:

Example:

Action required:

After you developed your message think of a slogan which summarizes your advocacy project in one short sentence.

Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step *continued*

2.2.6 – What is your message? *continued*

2.2.6.2 – Language

The words you use should be simple and appropriate to your audience, and consistent with your message.

You should try to avoid using jargon, technical terms or phrases which might be known only to other Girl Guides/Girl Scouts. Also you should aim to use language used by your target group, for example formal language when addressing a politician or civil servant. Test your message out on your family and friends: Do they understand what you are saying and what you are asking them to do?

Try to be imaginative and creative. Use language which will attract attention and make your message stand out and make it easy to understand, so your audience knows what action you want them to take as a result of hearing your message.



TOOL: Exercise to identify the primary and secondary audience

Decide which of these messages is more likely to attract attention³.

If you find a fire

Raise the alarm
Go immediately to a place of safety
Call the fire brigade

If you find a fire

Communicate with the immediate community in your building. Advise them of the situation. Make sure elderly people are aware of what is happening.

Look for the nearest fire exit or other convenient way out of the building. Walk slowly and calmly towards it and make your way out.

Does the fire look serious? If it is bad, ring the fire brigade. Either use your mobile phone or ask someone in a neighbouring building use their landline. Make sure everyone stays a safe distance away from the fire.

³ Advocacy and Campaigning Course Toolkit – International NGO Training and Resource Centre (INTRAC)

Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step *continued*

2.2.6 – What is your message? *continued*

2.2.6.3 – The messenger

Your message will sound very different depending on who is making it. The person delivering your message also needs to be believable.

TIP:

The most effective messengers are usually those who can speak from personal experience, professionals who are recognized in their field, or those who might have a specific connection with your target audience.

Choosing the right spokespeople for any advocacy campaign is vital. Who your message comes from can determine people's reaction to it so choose someone whose personality, skills and image match or enhance your advocacy goals and initiative. An effective spokesperson is one who is appropriate, knowledgeable, passionate, convincing, rational, and charismatic and most importantly has the time to contribute to the issues.

When choosing your spokesperson it is also important to look at who you are talking to. If you are addressing your national assembly, the Chief Commissioner might be the right person to speak out on the issue. If you are talking to the media, maybe somebody else would be more attractive to them, for example a young person who is affected by the issue.

Using someone who will actually benefit from the change you are advocating for is often the most compelling. Don't forget to use Girl Guides and Girl Scouts themselves as spokespeople.

Any spokesperson needs your support. They may need a full briefing on your issue, training to speak confidently with the media or talking points to make sure the message is relevant, clear and powerful.

TOOL: Young people as advocates

- Young voices can make a refreshing change from the usual spokespeople at meetings or on the radio.
- Make sure that any spokesperson is fully familiar with the topic being discussed and is comfortable about the issues they are speaking publicly about.
- Training on public speaking, giving interviews etc is very important and helps to build girls and young women's skills and confidence. Provide as much pre-briefing as you can, and make anyone undertaking public speaking opportunities is rehearsed well.
- Offering key 'talking points' to a spokesperson is a good idea. These should be brief and comprise the two to three key points you want to be made. If a spokesperson can then make sure they get these out, and repeat as many times so the message sticks in people's minds.

Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step *continued*

2.2.6 – What is your message? *continued*

2.2.6.4 – Format/medium

This is about the medium that carries your message. You don't need to produce glossy or expensive brochures to support your advocacy initiative. But the format should be appropriate to the audiences you are targeting.

Parliamentarians, for example, usually have very little time to spend reading long report. It's better to give them a short and concise briefing card or fact sheet where you summarize the main facts and are clear about what it is they can do. Brownies, on the other hand, might need a game or two in order to get them in the right mindset for your message. Other people may need details, facts, and statistics and find a fuller report more useful.

How you present or 'frame' the cause or issue you are advocating on is crucial in getting a response from the audiences you are targeting – whether you want public support, funding, and policy change or media coverage.

TIP:

When developing your advocacy materials – whether an event invitation, flyer, leaflet, website, report, press release or action toolkit – you need to be as clear and specific as possible. Remember what you are trying to say:

- What you want to achieve (what is the problem you want to solve?)
- Why you are taking action on this issue (and why others should take action too)
- What you think the solution should be
- What specific action you want your audience to take

The way you present your message also depends on who your target audience is. Do you need to deliver your message to just one person, or influence policymakers at different political levels or different audiences at the same time? There are a range of advocacy activities you can organize or take part in. There is more information on this in the chapter 'How can you deliver your message'.

TIP:

Use the Internet. The Internet is the fastest and cheapest way to distribute your message. Use your group's and Association website, email, networking sites like Facebook, blogs, etc. to deliver your message.

Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step *continued*

2.2.6 – What is your message? *continued*

2.2.6.5 – Time/place

You also need to choose the best time and place to deliver your message, depending on what you are trying to say and the target audience you are trying to reach. The timing of your message can also depend on the political process you are trying to influence and if it is a new or well established topic on the political agenda.

After you have delivered your message, your advocacy initiative doesn't stop there. You need to keep reinforcing your message, as you may not achieve your advocacy objective the first time.

In addition, your target audience may have questions or concerns which you should reply to, and you may need to adapt your message to take account of new information.

TIP:

Use every opportunity to re-send your message, until you have achieved your advocacy initiative.

Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step *continued*

2.2.7 – How can you deliver your message?

In this section we will look at the different ways you can deliver your message. There are many different advocacy actions which you can use, depending on who you are attempting to influence.

Lobbying and campaigning are the most well known actions used when you are trying to influence decisions. However, there are also other actions such as using the media or developing partnerships which will also be discussed in this section. Awareness raising usually precedes lobbying and campaigning but it is not always necessary.

Your action can cover a wide range of activities: writing letters, speaking at public meetings organizing petitions, organizing conferences, etc.



TOOL: Questions to decide on how to deliver your message

- What will be the scope of this action?
- Who will carry it out?
- When will the action take place, and for how long?
- Do we have the resources to make it happen?
- What resources are available?
- Which allies or new supporters should be involved? Which individuals and organizations might oppose us?

Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step *continued*

2.2.7 – How can you deliver your message? *continued*

2.2.7.1 – Raising Awareness

‘Raising awareness’ is a common term used by organizations trying to influence decision-makers to bring about change. It is often the first activity that a group working on an advocacy project will start with. It is often the first step to alerting decision-makers or the general public so that they know that a certain problem exists and the actions that could be taken to solve the problem.

When you try to raise awareness you are trying to bring a particular problem to the attention of your local community or society. You are also trying to inform and educate different groups of people so that you can try to change their attitudes and positively influence their behaviour. Providing information and raising awareness is an important first step to achieving your advocacy project. However, it’s not enough to bring about the change you are trying to achieve, and does not change behaviour in itself.

When you begin your awareness-raising campaign, you are trying to communicate one or more key messages to one audience, or a selected group of audiences to inform and educate them. We have already discussed in chapter ‘What is your message’ many of the things you need to think about when you are creating your advocacy message. Many of these principles also apply when you are creating an awareness-raising campaign.

You need to identify your message and decide how you want to deliver it. Think about how much information you should provide to support your campaign – too many facts and figures can be overwhelming.

The audience for your awareness-raising campaign can be the general public, decision-makers, certain groups of people living in your community, parents and Girl Guides/Girl Scouts in your troop or Association. We have discussed in chapter ‘Who you need to influence’ how you identify your audience and how your message should be tailored to the different groups with which you are communicating. Again, many of the same principles apply when you are working on an awareness-raising campaign.

TIP:

Remember to use the right medium for the group of people you are trying to reach. Young people, for example, may not read newspapers – so if you want to reach them think about the communication tools they use: Social networking sites, blogs, and msn or text messages.

Even the simplest public awareness-raising campaigns require careful planning, and you need to think about monitoring and evaluating while developing your campaign.

EXAMPLE: joining forces against hunger

WAGGGS has joined forces with the UN’s Food and Agriculture Organisation (FAO) to educate girls and young women around the world about the basic right to be free from hunger and malnutrition. They are motivating them to become actively involved in the fight against hunger. By providing practical tools such as a cartoon story book and activity guide *‘The Right to Food: A Window on the World’* it prepares and encourages girls and young women and their leaders to work together with WAGGGS and FAO in the global fight against hunger.

Both books present right to food issues in a simple, understandable and attractive style to capture the attention of girls and young women. The story book includes eight individual stories, each of which highlights selected right to food issues in eight countries: Brazil, Canada, India, Indonesia, Italy, Jordan, Sierra Leone and Uganda. The illustrations for each story were drawn by young artists, art students and Girl Guides/Girl Scouts through national contests, organized in the eight countries. The teacher’s guide provides additional information and learning material about the right to food, simple teaching tools, games and activities.

Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step *continued*

2.2.7 – How can you deliver your message? *continued*

2.2.7.2 – Campaigning

As well as trying to influence policy and decision-makers directly (see chapter ‘lobbying’), you can also try to achieve your advocacy action by persuading the general public to support your proposal. If decision-makers and policy-makers can see that your advocacy initiative is supported by a large number of people living in your community, or country, this can sometimes persuade them to change their decisions or policies.

Campaigning is also sometimes called ‘indirect lobbying’. When you organize a campaign, you are trying to use the pressure of public opinion to persuade people who take decisions to listen, and take action.

To plan your campaign, you need to answer many of the same questions that need to be answered when you begin to plan your advocacy initiative. You need to have clear objectives and know exactly what you are going to do from the start.



TOOL: checklist for successful campaign

- The campaign tries to motivate the public to become involved, not educate them
- It is winnable: objectives are realistic and achievable in a timeframe that works for you
- There is a clear and simple action that supporters can take
- Your whole organization is involved and actively engaged in the campaign – everyone is an ambassador
- Your campaign is creative and new but easy to understand
- Supporters have the opportunity to be involved in a range of activities
- Your campaign is supported by other NGOs and civil society
- The media are attracted by the campaign’s messages and activities and provide extra publicity
- The issue allows you to speak from your experience and expertise and is consistent with your values and vision
- The issue is one where changes will result in real improvements in people’s lives

TIP:

To build a large base of public support, you need to provide a range of actions and opportunities to interest and engage people. These could be small or large organized events (debates, rallies, silent marches, concerts) or petitions, letter writing, volunteering or fundraising. The key is to be clear and specific in what you are asking people to do and how they take that action.

Try and find a way of recording the names and addresses of campaign supporters. If you can keep them up to date with the progress of the campaign, and if you can maintain their enthusiasm and interest, it is easier to ask them to support you again in the future.

You can find support for your advocacy initiative from all ages and social groups. If you can develop partnerships with other organized groups who might be sympathetic to your advocacy action, this is another way to help you get support of large numbers of people. There is more information on how to develop partnerships for advocacy in the next section.

Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step *continued*

2.2.7 – How can you deliver your message? *continued*

Campaigning is all about believing that there can be change to address a problem in the world. It's also about influencing decision makers, at whatever level, to show and then demonstrate their agreement with the campaign's ambitions.

TOOL: TEA test

To run an effective campaign it needs to pass the **TEA**⁴ test:

Touch

Enthuse

Act

An effective campaign needs to **Touch** people. It needs to make a connection with its target, strike a chord and prompt a response.

Your campaign also needs to **Enthuse** them. An effective campaign convinces its target audience that there is a solution to the problem you have identified that could remedy the problem that has touched them.

However, touching and enthusing are no good for the campaign if you cannot move onto the third part of the TEA test. You need to touch and enthuse to ensure that the recipient of the campaign's message decides to **Act**.

Many effective advocacy campaigns are now international, linking up groups of supporters across the world to challenge a common cause or issue of concern via the Internet.

TIP:

There are already a number of initiatives which you can join or tap into without a high cost or large amount of resources/effort. These include the

Global Campaign for Education (www.campaignforeducation.org)

World AIDS Campaign (www.worldaidscampaign.info)

Global Call to Action Against Poverty (www.whiteband.org)

Global Campaign for Children Affected by HIV (www.uniteforchildren.org)

Linking into these kinds of opportunities can broaden your network of supporters, as well as being a way to gain experience in public campaigning.

At international level, special days, weeks and years have been identified by the United Nations, Council of Europe, European Union and other bodies. They focus on important world issues such as poverty, human rights, and the fight against HIV and AIDS. As well as these days, there are other international days, weeks, months and even years organized by alliances and coalitions to raise awareness and call for action on topics of worldwide importance. You could link them to your own advocacy initiative.

TIP:

WAGGGS issues a call to action containing activities that can be done by every Girl Guide and Girl Scout around the world for each international day that is relevant to WAGGGS' programme.

(Check it out on <http://www.wagggsworld.org/en/issues/Globalactiondays>)

⁴ Jonathan Ellis – Campaigning for Success – how to cope if you achieve your campaign goal, National Council for Voluntary Organisations, UK, 2007).

Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step *continued*

2.2.7 – How can you deliver your message? *continued*

2.2.7.3 – Working in Partnerships

Successful advocacy initiatives often recruit other organizations and individuals to support their cause. The more people you have supporting your campaign, the more powerful it can be. Not only can it make your advocacy ‘voice’ louder, but it also means you can share resources, skills, capacity, experience and the expertise of many different individuals and groups.

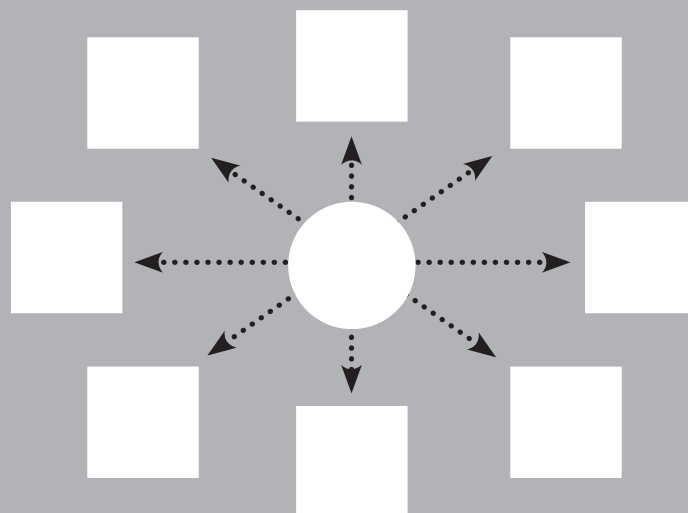
Strategic alliances and partnerships have always played a key role in advocacy efforts. Working in partnership with other organizations can show policy-makers that you have wide support for your advocacy action. It’s often crucial in gaining more support and increasing the power of your campaign or advocacy initiative. If you can co-ordinate the changes in policy you would like to achieve with other organizations, you can have more impact than if your group or association is working on its own.

Joining or organizing a network can:

- Keep you up-to-date on what is going on
- Provide a ready made audience for your ideas
- Provide support for your actions
- Provide access to varied and multiple resources/skills
- Share limited resources for the common goal
- Achieve things that single organizations/individuals cannot – there is power in numbers!
- Form the focus for action and attract other networks
- Expand your base of support

TOOL: Exercise to identify allies

On flipchart paper, map your Association’s or group’s network. Write the names or initials of people or organizations with which your Association or group has already links with in the squares. Then add more squares for organizations who are working on the same topic.



Could you persuade your current allies to join your advocacy initiative?
Which potential new allies are most likely to partner with you?

Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step *continued*

2.2.7 – How can you deliver your message? *continued*

As well as your usual supporters or members, you should try and identify new groups or less obvious groups to approach. They may share a common goal or you can work with them for a shared benefit. Find opportunities to talk to other groups, associations, and organizations that you want to bring on board. Speak at local clubs and organizations, find out about community or religious leaders and engage with them or with other youth-focused groups, women’s networks, health professionals, schools etc. Often, others will have expertise in an area that perhaps you are interested in but have limited capacity. Build alliances with them to share your network, members and experience, with their knowledge and expertise to become a commanding and powerful force.

TOOL: Networking tips

- Try to think of potential partners or supporters beyond those you normally work with. There may be groups you don’t automatically think of as possible partners. Reaching out to new organizations can lead to a more diverse and powerful constituency for change.
- Join existing coalitions and campaigns which are already focused on relevant issues, especially those where Girl Guiding and Girl Scouting can bring a unique contribution, expertise and voice. The best coalitions are those that have NGOs/partners with complementary skills and experience to reinforce the advocacy work. Also, think about how you want to profile and position your organization in a network and be clear on what visibility you need in public and media outreach.
- Ensure that each of the partners in a coalition or network brings complementary skills, resources or capacity to the project. Roles and responsibilities should be clearly defined and agreed upon.
- Don’t underestimate the effort needed to be a member or convener of a network or coalition. It can be a lot of work and needs sufficient planning and provision.
- Be realistic about what a broad platform of partners, groups, stakeholders can do with ‘one voice’ and acknowledge the potential limitations.

Sometimes it is not possible to form partnerships, if you cannot agree on what you want to achieve and what the message should be. Forming partnerships also sometimes takes a long time, and if you need to take immediate action to achieve your initiative, you need to find other ways to show that you have the support of your community.

TIP:

For more tips on partnerships, have a look at WAGGGS *Policy and Guidelines toolkit on Relationship to Society and Guidelines on Partnerships* produced by the Europe Region WAGGGS and the European Scout Region.

Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step *continued*

2.2.7 – How can you deliver your message? *continued*



EXAMPLE: Partnerships in Europe

At European level, WAGGGS is a member of the NGO Action Group on the EU Child Rights Strategy. This group of NGOs is working on children’s issues, and following and contributing to the development of EU policy on the Rights of the Child. These NGOs work together to develop common positions, such as on the recent EU Communication on Children’s Rights. Together, the NGO Action Group represents children’s service organizations, development organizations and participatory youth organizations such as WAGGGS. As well as representing a wide range of experience on the issues, the organizations belonging to the Action Group share information and resources in developing lobby actions toward the European Commission on children’s rights issues.

One important arena in which you can develop strategic alliances and partnerships is within your National Youth Council (NYC) or Youth Platform. National Youth Councils have now been established in many European countries. Their main role is to represent the views of young people, and to take collective action to bring about change on their behalf. It can be a powerful voice as it is youth-led. Your National Youth Council can support your advocacy efforts through their links to government departments or other organizations, so it can be an important partner in your advocacy initiative.



EXAMPLE: The Alliance of Youth CEOs

The Alliance consists of the Chief Executives of the world’s six largest youth serving organizations involving WAGGGS, World Organization of the Scout Movement, World YWCA, World YMCA International Award Association, International Red Cross and Red Crescent Societies.

At world level, the Alliance of Youth CEOs has produced several documents which are useful advocacy tools on non-formal education, national youth policies, girls and young women, and on youth participation.

Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step *continued*

2.2.7 – How can you deliver your message? *continued*

2.2.7.4 – Lobbying

Trying to change policy directly by influencing policy makers or decision makers is also known as lobbying.



TOOL: Key to lobby effectively

- Establish and maintain good contacts with politicians, community leaders and key individuals within communities who are influential because of their ‘personal power’
- Know how to place your particular interest within a broader framework of others’ agendas
- Do it at the right moment
- Be able to negotiate, and include information, argument or statistics which will be of interest to those whom you are seeking to influence
- Have, and be able to communicate, knowledge of the background and contents of the policy you wish to influence
- Be able to put yourself in your ‘dialogue partner’s’ position, and try to take into account their problems and priorities. This will enable you to search for and find common ground and compromise
- Monitor the implementation of all decisions
- Maintain your contacts

You need to identify opportunities where your group or your Association can talk with relevant policy-makers. Depending on the local structures, political systems and policy processes in place in your country, these can include:

- One-to-one meetings with local figures, officials, national policy-makers
- Meetings with a delegation of representatives from your campaign or coalition and relevant individuals
- Using the political processes that allow for questioning of those in power, demanding answers or information on your issue/cause, parliamentary hearings, parliamentary groups or bodies with a responsibility in the area you are campaigning on etc.
- Letters, phone calls or petitions to targeted officials
- Sending materials to local officials, policy-makers/parliamentarians about your issues, your ‘asks’ or what you want, the people you are representing or speaking on behalf of
- Organize community meetings or conferences where local leaders, officials or policy-makers are invited to participate. Example: In a panel discussion, debate or press conference
- Submit evidence on issues that will affect the relevant legislation.

Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step *continued*

2.2.7 – How can you deliver your message? *continued*

TIP:

There are three opportunities to when you can influence the policy-making process

- When policies are being prepared
- When policies are being formed – when the government at local or national level is putting the policy together
- When the policy is being implemented

Find out what the process is where you live and the different opportunities there might be where you can introduce your advocacy initiative to policy-makers. As a result of these activities, your aim might be to persuade decision-makers and policy-makers to:

- Vote to pass or oppose a new law in your parliament
- Propose a recommendation, resolution or a new law to achieve your advocacy action
- Try to reverse policy decisions which have already been made

Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step *continued*

2.2.7 – How can you deliver your message? *continued*



EXAMPLE: WAGGGS at the UN Commission on the Status of Women

The Commission on the Status of Women (CSW) is a functional commission of the United Nations Economic and Social Council (ECOSOC), dedicated exclusively to gender equality and advancement of women. The Commission was established with the aim to prepare recommendations and reports to the Council on promoting women's rights in political, economic, civil, social and educational fields. It is held every year at the UN headquarters in New York and brings together representatives from all Member States of the UN as well as over 4,000 NGO members.

The CSW is one of WAGGGS' main arenas for lobbying work. At the 52nd Commission (CSW) held from 23 February to 8 March 2008, for example, WAGGGS was strongly represented. WAGGGS focused on the review theme 'Women's equal participation in conflict prevention, management and conflict resolution and in post-conflict peace-building'. The WAGGGS UN team New York together with Chief Executive Mary Mc Phail, World Board member Magda Murr and representatives from the Girl Scouts of the USA (GSUSA) ensured that the voice of girls and young women was heard at the UN.

WAGGGS delegates attended sessions and events and lobbied governments and UN agencies to actively contribute to the outcome of the Commission and improve girls' lives worldwide. Delegates also took the opportunity to meet with other large NGOs and UN agencies to discuss partnerships and joint projects.

Nine young WAGGGS representatives aged 16 and 17 from GSUSA formed the core of the delegation and took the lead at the WAGGGS hosted side-event: girls worldwide say "we have the right to live in peace". WAGGGS also organized a friends' breakfast for present and former Girl Guides and Girl Scouts attending the CSW with their national government delegations – a great opportunity to share information about WAGGGS' work in general and at the CSW.

Another area of work at the CSW is lobbying governments and NGO groups to influence the outcome document of the CSW, the so-called 'agreed conclusions'. The conclusions were negotiated by the government representatives during the sessions and NGOs had to try to influence the opinion of these government representatives in order to get their suggested amendments into the debate.

WAGGGS used established connections to several governments and NGO groups and contributed to the meetings (so-called caucuses) where NGOs met to discuss amendments which then are put forward by caucus representatives. At the CSW in 2008 WAGGGS together with other NGOs representing girls and young women was to ensure that 'girls' were mentioned as well as 'women' in the final outcome document. The published final outcome document showed that the joint effort was successful.

Member Organizations can use this document to lobby their governments, hold them accountable for their promises and demand the suggested actions and policy changes which they agreed to at the CSW are implemented.

Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step *continued*

2.2.7 – How can you deliver your message? *continued*

2.2.7.5 – Using the media

The media is a key part of any advocacy effort as it gives you the potential to reach huge or specific audiences, 24 hours a day, through print, broadcast and the Internet.

Today's media has an increasing power to raise awareness of your issues. It can change attitudes as well as stimulate or provoke action at the local or national level. You can use the media to influence public opinion and the public opinion usually influences decision-makers. For Girl Guides/Girl Scouts, the media can be used to help promote awareness of issues, and reach decision-makers to generate debate, dialogue or pressure.

The media you target will depend on the ultimate target of your advocacy efforts. Are you aiming to educate the public so they will take part in your campaign, or put pressure on policy makers to bring about policy change?

You need to take some time to identify what media – both more traditional and new – is reaching your target audiences. Also, think of media you may not previously have contacted before, for example journalists at very local level – in your town, village or district.

In our global world, it is not just youth or health journalists who may cover issues Girl Guides/Girl Scouts are concerned about. There are political correspondents, development press, medical/scientific journals, women's magazines, lifestyle and business press who are often eager to provide coverage on social and development issues.

Also, look at media trends. How and where do your target audiences access their information from? What media do they most commonly use? For example, increasingly young people in many parts of the world access their news online and by cell phone, as well as from TV, radio or newspapers. You may need to target these media too in order to reach your audience.

The Internet and the different ways people find news and information can provide you with opportunities to work with and use the media more creatively. This means you can reach new audiences in a more targeted way.

Remember, information is not the same as news. You need to excite and engage journalists and convince them of the value your story has to their readers, listeners or viewers.

TIP:

The WAGGGS Media Relations Toolkit provides more information on the different ways you can use the media in your advocacy campaign.

Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step *continued*

2.2.8 – How do you know you are successful?

It is important to monitor and evaluate your advocacy initiative, to keep your plans on track and assess what you have achieved, based on your advocacy goals. You also need to plan how you will monitor and evaluate your advocacy initiative. Before you begin to implement your plans, you need to decide what information you need to gather to track your progress and where you will find the information.

The course of your short- and long-term goals as well as the strategy needs to be checked along the way to ensure that they are still valid. Make sure short and long-term goals are balanced.

Sometimes you need to change your advocacy actions, because of outside events such as changes in government, or the changing situation of the issue you are advocating on. The more information you know, the easier it is for you to respond to these changes.



TOOL: What you should remember when measuring your success

- Keep a good record of your activities and your progress
- Track information about your target audience
- Monitor how your activities are being received by your target audience
- Changes take a long time to yield results that can be measured. You need to allow for time to elapse when planning to evaluate impact
- Impact can be measured, but it might be difficult to link changes in people’s wellbeing to your advocacy initiative.
- It is easier to assess if a new policy has been created or an old one changed (changes in the law)
- It is more difficult to measure the implementation/enforcement of policies which have already been decided.

Getting involved in Advocacy

2.2 – Developing a successful Advocacy plan step-by-step *continued*

2.2.8 – How do you know you are successful? *continued*



TOOL: Key questions for evaluating an Advocacy initiative⁵

Evaluating impact

- Have policy changes resulted in improvements in people’s lives? Why/ why not? Can you provide data to support your findings?

Evaluating effects

- Has the policy change you are trying to achieve occurred, or is it likely to take place soon?
- Have new policies been approved, or outdated/adverse policies been changed? At what levels? Why/why not?
- What factors enabled/hindered the success of your policy change?
- Was a law introduced into the parliament, or were informal decisions made?
- Who made the final decisions that enabled/stopped your policy change to take place?

Evaluating your strategy

- Did you target a primary and secondary audience? Did you have to change the targets of your advocacy along the way? Why/why not?
- Did you change your audience’s opinions or knowledge of the policy issue? Which messages were most successful, and which failed?
- Did you join or set up a network or partnership? What were the benefits/ drawbacks of this?
- Did your actions raise public awareness and interest in the policy issue?
- What were major obstacles you faced? How did you overcome them?
- What can you learn from your strategy for the future?

⁵ Sofia Sprechmann, Emily Pelton Advocacy Tools and Guidelines – Promoting Policy Change.

Getting involved in Advocacy

2.3 – Including Advocacy in your Association’s strategic plan

A strategic plan is based on an organization’s shared vision, the specific goals your organization has identified to reach those goals, and the major steps you need to take to achieve them. WAGGGS’ strategic plan, approved by Member Organizations at WAGGGS’ World Conference, is based on three main goals and our Vision. To better achieve WAGGGS’ goals and Vision, advocacy now has a greater focus in all activities.

All Member Organizations have in their mission and vision the idea of development of young people to be active and responsible citizens who are building a better world. Identifying ways in which your members can speak out, educate and take action – involving your members in advocacy – can be an important method of achieving these goals.

Consider how advocacy can have a greater focus in your Association’s strategic plan or planned programme of activities. It may at first seem difficult to identify ways in which advocacy can be incorporated in your strategy or planned programme of activities, particularly if this is planned several years in advance.

However, you don’t necessarily need to wait for the point when you start planning a new strategy to include an advocacy project in your plans. Think about how you can introduce an advocacy dimension into your current strategy based on the topics on which you are already working.

You may not call it advocacy but quite often the activities described in this toolkit may already be part of your national strategy. You may be a member of the National Youth Council or youth platform in your country or working with other organizations to develop better systems of recognising and supporting youth leaders. You may have developed a programme of activities to educate your members on the dangers of drugs, or how to protect themselves against HIV and AIDS. These activities are all part of speaking out, educating and taking action. If you can, make them part of your national advocacy effort.

Even if the idea of advocacy is totally new to your Association, you can start to include an advocacy element in your national strategy in many small ways. Participating in existing national campaigns on issues of concern to your members can be one way to introduce advocacy activities into your Association. Encourage them to take part in the WAGGGS Calls to Action, for example on World AIDS Day or International Women’s Day. Doing this can give you some ideas of how you can include advocacy in your own plans and programmes. The activities contained in this toolkit should also give you further inspiration.

TIP:

WAGGGS’ Guidelines on Structure and Management contain more information about developing a strategic plan for your Association.

You can find more information about the WAGGGS Calls to Action on the WAGGGS website – <http://www.wagggsworld.org/en/issues/Globalactiondays>

Getting involved in Advocacy

2.3 – Including Advocacy in your Association’s strategic plan *continued*

 **EXAMPLE: How the Cyprus Girl Guides incorporated the three aspects of advocacy in their national strategy**

Taking Action

Health and Hygiene is one of the four basic educational signposts of the educational programme of the Girl Guides Association of Cyprus. As the fight against HIV and AIDS was identified as a particular issue for young people living on the island, the Cyprus Girl Guides decided to develop and incorporate a peer education programme ‘AIDS-FREE CYPRUS’ into their weekly meetings.

Education

AIDS-FREE CYPRUS was based on training material provided by the World Health Organization and WAGGGS and with the support of US AID and the UN Development Programme. It aims to raise awareness, promote behaviour that prevents the transmission of HIV and AIDS and other Sexually Transmitted Diseases (STDs) and change attitudes towards people living with HIV and AIDS.

The programme was developed in Greek and Turkish, to help promote an all-island effort in the fight against HIV and AIDS. After completing the peer education programme, the trainees receive a badge according to their age-group:

- ‘I Listen’ badge for the age group 10–12, because they have received the basic knowledge on HIV and AIDS
- ‘I Learn’ badge for the 13–15, because they have learned how to protect themselves,
- ‘I Live’ badge for the 16+ who can now live without the fear of AIDS as they know how to protect themselves and how to care and offer support to people with HIV and AIDS.

A training programme for Leaders and Trainers has also been developed – and Leaders and Trainers who have completed the training receive a combination of the three badges.

Speaking Out

From the beginning of the project, the Cyprus Girl Guides kept the Ministry of Health informed on the aim, objectives and the progress of the project. As a result, the Cyprus Girl Guides participate in the national HIV and AIDS consultation committee where it represents the perspective of young women living on the island on the government’s policy in relation to the fight against HIV and AIDS.

‘AIDS-FREE CYPRUS’ has been included in the National Strategic AIDS Plan and is used by a wide variety of youth organizations and other NGOs, Health Visitors from the Ministry of Health, local colleges, etc. To date, 500 members of the Association, 200 youth leaders, members of other NGOs and organized groups and over 5,000 students have participated in the programme.

Getting involved in Advocacy

2.4 – Including Advocacy in your national programme and group programme

As the leading organization for girls and young women, WAGGGS and its Member Organizations have an important role to play in enabling young people to develop and participate in their own advocacy projects. Often young people's voices are ignored – they can't hold positions of power or vote. Often, decisions are made about their futures, which don't consider their needs or interests. That is why it is important to identify how you can enable your group of Girl Guides and Girl Scouts to include advocacy in their programme.

The Girl Guide/Girl Scout educational programme is the way in which Girl Guides and Girl Scouts develop skills and attitudes which enable them to develop their fullest potential as responsible citizens of the world. Giving young people the opportunity to develop their skills to become advocates for themselves and for others is another way of enabling them to develop leadership skills. It also empowers them to make a positive contribution to the world around them.

Let us remind ourselves of WAGGGS' elements to influence people to take decisions that improve our lives and others: Speaking Out + Taking Action + Education

In reality, Member Organizations are already educating young people about issues of concern which affect their daily lives and Girl Guides and Girl Scouts are already taking action to improve the world around them. Community service projects form part of every Girl Guide/Girl Scout educational programme. With these existing activities and projects, developing an advocacy initiative to speak out on behalf of ourselves and others can be seen as a natural development of the activities carried out by Girl Guides and Girl Scouts to achieve WAGGGS' Mission and to build a better world.

One simple way to introduce an advocacy element into these activities is to present the outcomes of the project to a decision-maker. It should include an explanation of why Girl Guides and Girl Scouts have taken action, and what change needs to happen in order to tackle the root causes of the issue. Indeed, for every activity which is based on developing solutions to issues of concern of young people, an advocacy element can be included by taking this approach. There are other ways in which advocacy can be included in your Association's educational programme:

Develop a badge curriculum based on the elements necessary to develop an advocacy initiative: Young people identify an issue of concern for them in their country or local community, and by themselves plan an advocacy initiative in the way it has been described in this toolkit. Identify the decision-makers who can make the change necessary to solve the problem and put the plan into action.

Develop activity packs on advocacy issues on which your Association has chosen to work and which can be implemented by leaders.

Organize an action day, where districts/regions/troops can spend one day doing activities and actions on a particular topic of concern to young people, and present the outcomes to decision-makers and the wider community.

If you take a look at your national educational programme or your group programme you will certainly find many more ways to add an 'advocacy dimension' to existing projects, programmes and activities.

Getting involved in Advocacy

2.4 – Including Advocacy in your national programme and group programme *continued*

TOOL: Exercise on including Advocacy in the Educational Programme

Step 1

Assume the following situation: The Guide Association of Badenpowellonia has a membership of 10,000. It is quite a healthy Association and revised both its programme and its training three years ago. It is the largest youth organization in Badenpowellonia. As a member of WAGGGS, they are keen to get involved in advocacy and like the idea of working on healthy eating. At the same time, the Department of Health in that country has been issuing reports on the rise of obesity in children and the role that junk food plays in the poor health of children and young people.

What are the issues that the Guides of Badenpowellonia could address?

Who should they be talking to?

What do their members need to know?

Step 2

Develop an activity for each of these age sections on Healthy Eating for the Guide Association of Badenpowellonia

Brownies/Cubs

Guides/Scouts

Rovers/Rangers

That includes the three principles of

Speak out

Take action

Educate

Step 3

How will you train the leaders on these topics and how to deliver the new programme material to each section? Will the leaders be willing to work on these issues?



EXAMPLE: AIDS badge curriculum

Girl Guides and Girl Scouts of all ages are able to earn the WAGGGS AIDS Badge, a project developed in partnership with ICASO (International Council of AIDS Service Organizations) and UNAIDS. The curriculum is formed of diverse activities that address key issues on HIV and AIDS awareness including:

Prevention through change in behaviour: Girl Guides and Girl Scouts demonstrate that they understand some of the ways in which HIV is transmitted and that they have disseminated that information successfully to their peers.

Eliminating discrimination: Girl Guides and Girl Scouts successfully complete a task that educates others as well as themselves about the facts on HIV and AIDS, with the aim of eliminating discrimination.

Care and Support: Girl Guides and Girl Scouts learn how to care for and support members of their community who are living with HIV and AIDS. This includes caring for, and supporting, Girl Guides and Girl Scouts who are living with HIV and AIDS.

Getting involved in Advocacy

2.5 – Including Advocacy using WAGGGS’ Position Statements

We have already discussed how the WAGGGS’ Position Statements outline WAGGGS’ ‘position’ on each of the key messages and how they can be used to help you identify your advocacy goals and your advocacy message. WAGGGS’ Position Statements can be included in any information you provide for decision-makers as part of your advocacy initiative. They contain the following information:

Statement: Each Position Statement begins with two paragraphs which set out WAGGGS’ general position on the issue.

Facts and figures: This is followed by facts and figures drawn from UN research and reports and other external sources that form a basis for the position and provide background information.

The call to action: WAGGGS then calls on the international community and national governments and outlines what action should be taken on the issue. A menu of options which Member Organizations can also take action is also provided.

Case studies: Finally, each statement describes what WAGGGS is doing to address the issue and some case studies giving specific examples of what Member Organizations, have been doing to successfully address the issue. This is followed by a quote from a public figure.

The Position Statements can be adapted to apply to your national situation, for example by adding quotations from relevant leaders or experts in your country or region. Often a global endorsement of your own position can help you to influence national decision-makers. For your advocacy work, you can use the Position Statements to:

Speak: Use the facts and figures for speeches, presentations and articles to inform your members, decision-makers in your country or the general public about the current situation. Use them for your own statements if you are advocating on the WAGGGS’ key messages.

Do: Use the call to action to the international community and governments as a basis for your lobby actions at the national level. Look at implementing the call to Member Organizations. Take the case studies as examples for planning your own activities. Look at your current projects and see if the position statement can help you take them a step further.

Educate: Inform your membership on WAGGGS positions. Use them at seminars and other training activities. Open the discussion on the topic; involve experts to learn more about it. Use them to educate your partner organisations if you are working with them on one of the topics. Educate decision-makers, opinion-formers and the general public on the topic and what you want them to do about it.

The WAGGGS’ Position Statements can be found on the WAGGGS’ website, and new Position Statements will be developed depending on the issues on which WAGGGS has chosen to work at the current time.

3

Conclusion

We hope that as a result of this toolkit, you have a greater understanding of what advocacy is, and how Girl Guides and Girl Scouts can become involved at local or national level in trying to build a better world.

For Girl Guides/Girl Scouts to be part of a growing worldwide Movement advocacy is a dynamic way for the voice of girls and young women to be heard and influence issues they care about and that affect them.

This toolkit shows that advocacy can take many forms – both small-scale and larger. It can happen at all levels, global, regional, national and local. We encourage you to engage and empower young people through your advocacy truly to bring about real change. Help us to ensure our advocacy makes a difference for individuals, in communities and across the world.

4

Evaluating the toolkit

We hope that the toolkit has helped you understand the WAGGGS concept of advocacy and will motivate you to take up the challenge to develop an advocacy project of your own.

But we know that perfection is impossible... so we would like your criticism and suggestions about how you think the toolkit can be improved for future editions. Please take some time to answer the following questions:

You can send the form back to europa@europa.wagggsworld.org

Please rate your answer on a scale of 1 – 5, 5 being excellent, 4 very good, 3 good, 2 average, 1 poor

Question	1	2	3	4	5
How easy did you find the toolkit to use?					
Has the toolkit improved your understanding of the WAGGGS definition of 'advocacy'?					
How useful did you find the examples?					
How useful was the toolkit in helping you to prepare your own advocacy project?					
What is your opinion of the following sections of the toolkit					
What is advocacy?					
Why should Girl Guides and Girl Scouts advocate?					
Six quick steps for involving young people in advocacy					
Identifying your advocacy goal					
Where are you now?					
What resources do you need?					
What can you achieve?					
Who do you need to influence?					
What is your message?					
How can you deliver your message?					
How do you know you are successful?					
Including advocacy in your Association's strategic plan					
Including advocacy in your programme					
Including advocacy using WAGGGS' Position Statements					
References, links resources and tools					
Advocacy games for all age groups					

5

References, links, resources and tools

References

- Advocacy and Campaigning Course Toolkit – International NGO Training and Resource Centre (INTRAC), Cyprus
- Sofia Sprechmann, Emily Pelton Advocacy Tools and Guidelines – Promoting Policy Change CARE 2001
- Jonathan Ellis – Campaigning for success – how to cope if you achieve your campaign Goal, National Council for Voluntary Organisations, UK, 2007)
- WAGGGS Leadership Development Programme Advocacy Module 6 steps of advocacy, Girl Scouts USA, http://www.girlscouts.org/for_adults/leaders_magazine/2006_summer/advocacy.asp

Links

- WAGGGS: www.wagggsworld.org
- Europe Region WAGGGS: www.europe.wagggsworld.org
- Council of Europe Youth and Sport Directorate http://www.coe.int/t/dg4/youth/default_en.asp
- Youth Portal of the European Union: http://europa.eu/youth/index.cfm?!_id=en
- European Youth Forum: www.youthforum.org
- United Nations: www.un.org
- UNICEF Voices of Youth: <http://www.unicef.org/voy/>

Resources

WAGGGS Position Statements

- Position Statement of Adolescent Health
- Position Statement on Adolescent Pregnancy
- Position Statement on Discover your Potential
- Position Statement on HIV and AIDS
- Position Statement on Food and Nutrition
- Position Statement on Healthy Food Choices
- Position Statement on Drugs
- Position Statement on Smoking
- Position Statement on Lets Talk about Sex
- Position Statement on Education of Girls
- Position Statement on Human Rights

Alliance of Chief Executive Officers

- National Youth Policies A working document from the point of view of ‘non-formal education’ youth organizations
- The Education of Young People A Statement at the Dawn of the 21st Century
- Girls and Young Women in the 21st Century – A call to Action
- Children and Young People Participating in Decision Making

References, links, resources and tools

Resources on Human Rights

- Universal Declaration of Human Rights (1948)
<http://www.unhchr.ch/udhr>
- UN Convention on the Rights of the Child (1989)
<http://www.unicef.org/crc>
- UN Convention on the Elimination of all Forms of Discrimination against Women (1979)
<http://www.un.org/womenwatch/daw/cedaw/cedaw.htm>
- European Convention on Human Rights (1950)
<http://www.echr.coe.int>
- Revised European Charter on the Participation of Young People in Local and Regional Life adopted by the Congress of Local and Regional Authorities of Europe May 2003
<http://www.youth-partnership.net/youth-partnership/ekcyp/BGKNGE/Participation>

Toolkits and Guidelines

- WAGGGS Guidelines on Structure and Management
<http://www.waggsworld.org/en/resources/documents/1009>
- WAGGGS Guidelines on Project Management
<http://www.waggsworld.org/en/resources/documents/2068>
- WAGGGS Guidelines on Relationship to Society
<http://www.waggsworld.org/en/resources/documents/1008>
- WAGGGS Media Relations Toolkit
- Guidelines on Partnerships produced by the Europe Region WAGGGS and the European Scout Region
<http://europe.waggsworld.org/en/resources/documents/485>
- Resource Kit on Institutional Mechanisms for the Promotion of Equality between Women and Men European Women's Lobby (May 2008)
- Have Your Say! Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life Council of Europe 2008
- COMPASS: A Manual on Human Rights Education with Young People Council of Europe May 2002
<http://www.ecyb.coe.int/compass/>

6

Appendix

6.1 – Advocacy games for all age groups⁶

Trust and Team Work Games

Human Knot: Everyone stands in a tight circle and puts their arms up in front of them and joins hands with two different people opposite them in the circle. They then have to untangle themselves without breaking hands to form a circle. (Hint: May be best in patrols as this can be time-consuming and hard with a big group.)

Can you get everyone on one brick?: Provide just one brick and ask the group to see if they can get every member of the group on that brick while singing a song. It may take a while to click, but the solution is that the whole group sings the song and one-by-one stands on the brick for a few seconds and then gets off and allows another member on, until the whole group has stood on the brick.

Tunnel Ball: Patrols stand at attention in lines, the front player in each patrol has the ball or balloon. On the command 'GO' they spring their legs apart. The girl at the front passes the ball between their legs. The ball must go between each girl's legs until it is picked up by the girl at the back. The back girl then runs to the front and continues the process until the original front girl is back at the front. The winning patrol is the one with all girls standing at attention with the ball at the front. An alternative is to pass the ball or balloon under the legs the legs of the first girl then over the head of the second and so on to the girl at the back.

Issue-related Games

Discrimination/Bullying: The girls stand in the centre of the hall and the leader asks the girls with blue eyes move to one end of the hall and all other girls go to the opposite end. Leader gives a jelly bean to the girls with her eye colour. This is repeated with a number of characteristics chosen by the leader, such as: anyone with short hair; anyone with pierced ears; anyone wearing sneakers or anyone with a sister or brother. After doing this a few times, many of the girls will complain it is not fair that some are getting more jelly beans than others. The girls come back to the centre, the leader asks them how they felt and what issue can they relate to this game.

Discrimination/Bullying: Similar concept to the last game. Play the Unit's favourite short game but exclude a group based on some arbitrary characteristic such as hair style, eye colour or clothing. After the game ends, ask the girls how they felt about being excluded.

Variety of Issues: Have the girls sit in patrols in a big circle. In the middle of the circle place a range of items such as food, water, medicine, books and clothing. Patrols then must together choose two items that they think they would need to survive and then discuss their choice with the Unit. Variations for Ages: Older girls – (1) Patrols could be given different numbers of items they could take (for example one patrol can only choose one item whilst another could have four items). This could be used to discuss the uneven distribution of worldwide resources. (2) The Leader distributes the items to the patrols and girls may discuss items they would trade with other patrols and explain why.

Variety of Issues: Variation on the game 'Fruit Salad'. Have the girls form two straight lines facing each other. Have them sit down so that their feet are touching the opposite feet with legs outstretched. Each pair is given an issue (such as bullying, global warming, drought etc) which they must remember. The leader (or girl if there is an odd number of girls) then calls out one of the issues. The pair with that issue must stand up and run down the middle of the line jumping the other girls outstretched legs to the end then run up behind the seated girls and down the middle of the lines back to their spot. The winner is the girl back to her spot first and a point is scored for her side of the team.

⁶ Provided by Girl Guides Australia as part of their national survey on advocacy.

Appendix

6.1 – Advocacy games for all age groups *continued*

Variety of Issues-Shopping Basket of Issues: Make a big circle and have each girl say one issue they are concerned or worried about. No answers are wrong. They could include things like ‘scared of spiders’. As you go around the circle, have the girl say her issue and then say the issue of the previous girl and the girl before that and so on. If a girl forgets an issue or gets it wrong, she is out and the memory game starts again. Have a scribe to write these down.

Environment: Variation on the game ‘Dodge Ball’. Two chalk lines are drawn about three metres apart in the centre of the room. This is elephant country. Pick a girl to be a hunter and the rest are elephants. The hunters are ranged on either side of the lines and must not enter elephant country. The hunters catch the elephants by hitting them below the knees, with the soccer ball. Any girl who is caught becomes a hunter until there is only one elephant left as the winner.

Environment: Variation on the game ‘Captain’s Coming’. Girls assemble in the centre of the hall and the leader calls out commands and actions (suggested actions or commands are listed below but could be varied). The commands need explanation to each game participant before the game can begin. To play the game the commands need to be memorised, so the difficulty can be matched to the ability of the girls by the number of commands used. If there is an obvious person, or a group of people, who is too slow, forgets or cannot finish the command, then they are out. The game continues until there is only one person left – the winner.

Endangered animals – swing arms in front like an elephant trunk

Feral animals – crouch down like a cat and pounce;

Global warming – arms make a circle like the sun;

Forests – link arms with a partner and sway in the wind;

Drought – looks skyward and shrugs shoulders;

Clean water – form a long line one behind each other;

Litter – bends down to pick up rubbish;

Recycling – spin in a circle;

Save our World – form into groups of three in a circle.

Ball Toss: Make a big circle. Have each girl say her name and an issue she is concerned or worried about. After they have gone around the whole circle, toss a ball to one of the girls, while saying her name and her issue. The girl whose name you call is the one who is supposed to catch the ball. If the thrower gets the issue wrong then she is out.

Patrol Brainstorming Activities

Have the Unit break into patrols and perhaps let the patrols choose what type of brainstorming activity they would like to do. Give the patrols 10 to 15 minutes maximum to undertake this section. When completed have the patrols present their issues to the Unit. Display these issues clearly so that they help when it comes to ranking.

Basic Brainstorming: Have the girls break into patrols and come up with as many issues as they can think of. They could either write the words or draw pictures on a piece of paper or make a poster.

Magic Wand of Issues: Give each girl in the patrol a cut out star. Explain that this is for their magic wand to fix problems in their country and the world. Ask the girls to write on the star the issues which they would like to see fixed. Stars can be attached to straws and displayed.

Picture Stimulus: Give the patrols some pictures on several issues for discussion to assist in identifying issues and then see if they can think of more issues not in the pictures.

Collage: Give the girls a variety of magazines and newspapers and have them make a collage of issues they as a patrol came up with that concern them.

Appendix

6.1 – Advocacy games for all age groups *continued*

Newspaper and Magazine Stimulus: Give the patrols various newspapers and magazines and ask them if they can find any issues contained in them and then write them down.

Dinner with George Bush, John Howard or Ban Ki Moon: Have the girls write down the issues they would want to discuss with an important political figure if they had a chance to have dinner with him or her.

Activities to rank issues identified as important

Once a variety of issues have been raised have the Unit break into patrols again for them to rank their issues and fill out their postcard. The following activities could help the patrols rank their issues of concern –

Stand up/ Sit Down: Using the list of issues identified during the brainstorming session, the patrol reads through the list. The patrol leader asks the girls in her patrol which issues they feel passionately or are concerned about to stand up for. Then go through the list a second time but tell the girls they can each only stand up for three issues. Record the votes to be able to fill out the postcard.

Distribution of Money: Give the patrol some play money and using the list of issues identified during the brainstorming session, the patrol can allocate amounts according to priority to fix the issues.

Thermometer Ranking: Give the patrol a picture of a simple thermometer and have the girls rank their issues by writing them on the paper in order from ‘hot topics’ (those they are concerned about the most) at the top to ‘cold topics’ (those less concerned about) towards the bottom, so they are placing priority on the issues.

Secret vote: Ask each member of the patrol to write her three hot world issues on paper and place them into a voting box. Repeat for national issues and the issues they would like to speak out about. Count the votes and fill out the card.

Debates (extension for older girls): Have the patrols or Unit in Council break into two and hold short debates. Some suggested debate topics could include:

‘Are world issues more important than national issues to tackle and fix first?’

Using two (or more) popular issues identified in the brainstorming session: *‘Which issue is more important to tackle and fix than the other’.*

Appendix

6.2 – Group exercise to identify Advocacy actions

Material:

- Red and green voting cards for all participants
- List of actions (see list below)

Preparations:

Setting the scene: Imagine your group is in a Girl Guide/Girl Scout meeting. One of the hot topics on the agenda is deciding about actions that will be needed to influence decision-makers. We want to influence people to take decisions which will improve our life and the lives of others.

Issue:

The building, where the group meets every week, is an old venue that belongs to the council:

- The Girl Guides are paying a monthly fee for the use of the building.
- Two other youth organizations also use it.
- Repair and cleaning is normally done by the council.
- The mayor gives priority to the support of the school and the sport clubs.
- Weekly support is not the case as agreed from the beginning.
- No contract was ever made.
- In the last two months the water taps are not working properly.
- There has been a serious decline of members since the heating has broken down.
- Some parents are complaining about their children becoming sick because there is no proper heating system.
- The Girl Guides/Girl Scouts are never invited to the youth council.
- The annual barbeque will probably be cancelled because of lack of water.

After explaining the situation, the trainer goes through the actions listed below one by one. The participants needs to vote with their voting cards on these actions and decide if they belong to 'advocacy' or 'not'.

- If the group agrees, you can ask some of the participants to be more specific about how they would act.
- If the opinions are different, they can start discussing with each other.

By the end of the game all sentences needs to be agreed by the total group and five priorities needs to be appointed as the advocacy actions to be undertaken first.

Appendix

6.2 – Group exercise to identify Advocacy actions *continued*

List of actions

- Sending a letter to a newspaper
- Striking and boycotting
- Complain and shouting loudly every time you see the mayor or members of the council
- Organizing a campaign about save buildings for youth organizations
- Demonstrating in a protest action in town
- Sending emails to decision makers
- Produce posters and distribute them to the members
- Representatives go to the youth council
- Cancel meetings when it's cold and make a big announcement in the newspaper about of the causes of the cancellation
- Singing protest songs during the barbeque
- Support political groups in their campaign for better regulations for youth buildings
- Organizing a meeting with the mayor about budgets
- Recruiting new members in schools
- Organizing a debate with parents about the situation of the building
- Networking with peer groups
- Radio interviews or appearing on TV in a political debate about support of youth organizations
- Printing and distributing leaflets in public areas
- Arranging a meeting with decision makers to talk about the contract
- Complain loudly in public
- Arranging a meeting with decision makers to change their political agenda
- Write a letter to complain about the water taps
- Looking up information on Internet
- Creating a website on a specific issue
- Writing a letter to the Minister of Education about budgets
- Asking parents to make a donation to pay for the repair of the heating

Appendix

6.3 – Making Links: What is Civil Society – and who does what, for whom?⁷

Themes	Citizenship, Democracy, General human rights
Group size	8-20
Time	90 minutes

Overview

This activity involves negotiation about the rights and responsibilities of citizens, the government, NGOs and the media in a democracy.

Related rights

- The right to vote; to serve and to participate in the running of the country
- Freedom of information and expression
- Duties to the community

Objectives

- To develop an understanding of the link between rights and responsibilities
- To develop a feeling for the complex relations between the different sectors in a democracy
- To promote co-operation and civic responsibility

Materials

- A large sheet of paper (A3) or flipchart paper for each group
- 2 markers of different colours (e.g. green and red) for each group
- A ball of string or wool (preferably green)
- A roll of sticky tape (Scotch tape or sellotape) for each group
- Scissors

Preparation

- Cut up about 24 strands of wool into 1.5m.

Instructions

1. Explain that the purpose of the activity is to draw a 'map' of the different relations between four sectors within (an ideal) democratic society.
2. Divide the participants into four equal-sized groups to represent four 'actors' in a democracy: the government, the NGO sector, the media, and citizens respectively.
3. Hand each group a large sheet of paper and markers and tell them to spend 10 minutes brainstorming the role that their 'actor' plays in a democratic society, that is, what are the main functions it performs. They should list their five most important functions on the large sheet of paper, using the red marker.

⁷ COMPASS: A Manual on Human Rights Education with Young People, Council of Europe
<http://eycb.coe.int/compass/en/contents.html>

Appendix

6.3 – Making Links: What is Civil Society – and who does what, for whom? *continued*

4. Bring the groups together to present their ideas. Let the groups share their reactions. Ask them if they agree about the main functions of these four ‘actors’. Allow the groups to amend their lists if they wish to in the light of the feedback.
5. Now separate the four groups again and ask them to brainstorm what they require from each of the other ‘actors’, in order to carry out their own functions, that is, what demands they make of each of the other ‘actors’. They should list these demands under separate headings using the green marker. Give them fifteen minutes for this task.
6. When the time is almost up, ask the groups to prioritise up to six of the most important demands, and hand each group a roll of tape and strands of wool to represent these demands.
7. Hand out the copies of the ‘Rules of play’, go through them and make sure everyone understands what they have to do next. Ask the groups to bring their sheet of paper into the middle of the room and to lay them in a square about 1m apart (see diagram). Ask members of each group to position themselves near their ‘corner’.
8. The rounds of negotiation now begin. You should allow 10 minutes for each round. Remind people that when a demand is accepted one piece of wool should be taped between the two papers to signify acceptance of responsibility.
9. By the end of the process, the four ‘actors’ should be linked up by a complicated web of wool. Move on to the debriefing and evaluation while people are still sitting around the chart.

Debriefing and evaluation

Ask the participants to look at the web they have created and to reflect on the activity.

- Was it hard to think of the functions that the government, NGOs, media and citizens perform in a democracy?
- Were there any disagreements within the groups about which claims should be accepted or rejected?
- Which of the claims made on other groups did they not accept as responsibilities? Why was this? Do you think that such cases would cause any problems in reality?
- Were there responsibilities that each group accepted but which they had not recognised before? How do they feel about this now?
- Did the activity show people anything new about democratic society that they did not know before? Were there any surprises?

Tips for facilitators

In step 4 of the instructions, after the groups have drawn up their list of functions, don’t spend too long discussing the issues as a whole group. You should use this more as a prompt for the next small group work they will be doing. Groups may want to make a note of the other groups’ functions.

When they draw up their lists of demands (step 5), tell them not to be unrealistic in their demands on the other ‘actors’! These responsibilities will need to be acceptable, so they should not make unfair or unreasonable claims.

When the groups start negotiating (step 8), this should not be presented as a ‘competition’, nor should this stage occupy too much time. Emphasise to groups that they should see themselves as co-operating with each other: the purpose is to establish a society in which all ‘actors’ work together for everyone’s satisfaction. Therefore, the transactions should be relatively quick: tell groups to accept claims if they seem to be reasonable, and otherwise to reject them, with any controversial ones to be discussed at a later stage.

Appendix

6.3 – Making Links: What is Civil Society – and who does what, for whom? *continued*

Variations

The activity may be made more or less complicated by using different numbers of ‘actors’ within society: for example, you may want to add ‘businesses’, ‘minorities’, or ‘disadvantaged groups’. However, this will make the negotiation process a lot more complicated, and you may not want all of the groups to exchange demands with each of the others. You could also use different categories with more direct relevance to young people’s reality – for example, replace ‘citizens’ by ‘young people’ and ‘the government’ by ‘school’. The activity could be simplified by removing one or more of the groups: for example, by working with only ‘citizens’ and ‘the government’. This may be preferable if you have a small group. You may want to try the activity without the use of the chart: during the negotiation process, someone from the first group should hold one end of the piece of wool, and offer the other end to someone in the second group. If people keep hold of their ends, the whole ‘society’ should be physically linked up by the end of the process!

Suggestions for follow-up

The group could continue to add to the map, by including different groups within society (see Variations). They may want to transfer the map to another sheet of paper for greater clarity, and then to draw in the connections using different colours – for example, red for the government, yellow for the media, green for NGOs, etc. Think about which connections in your own society are not well developed, and what could be done to overcome this.

HANDOUT

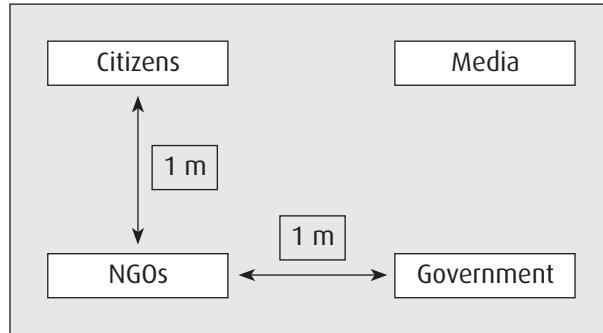
Rules of Play

1. The aim of the exercise is for each ‘actor’ to get their demands accepted by each of the other ‘actors’.
2. The negotiations are made between pairs of ‘actors’ in three rounds as follows:
 - Round 1: citizens and NGOs negotiate, and the media and the government negotiate.
 - Round 2: citizens and the media negotiate, and NGOs and the government negotiate.
 - Round 3: citizens and the government negotiate, and the media and NGOs negotiate.
3. Pairs decide themselves who is to start and they take it in turns to make demands of each other.
4. When making a demand, people should state the demand clearly and concisely. They should also explain what it involves and why they are making this particular demand, that is, why it is important to enable them to fulfil their own functions.
5. When deciding whether or not to accept a demand, people should decide whether what is being asked is fair, and whether they would be able to carry it out.
6. If the second group rejects the demand, the piece of wool is put aside. If they accept it, then one strand of wool is taped to the charts to represent the link that has been established between the two groups. The ‘accepting group’ should make a brief note on their chart to remind them what the demand was.
7. Repeat the process, until all demands have been discussed.
8. Repeat the process in each round until there are connections between the four actors.

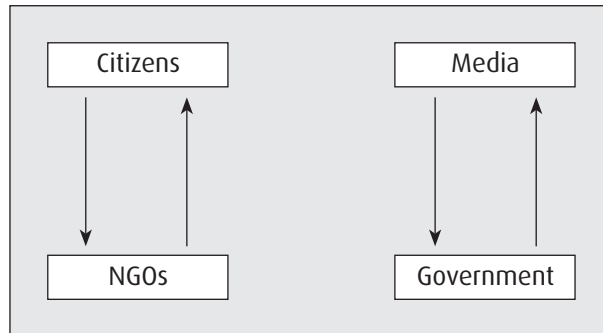
Appendix

6.3 – Making Links: What is Civil Society – and who does what, for whom? *continued*

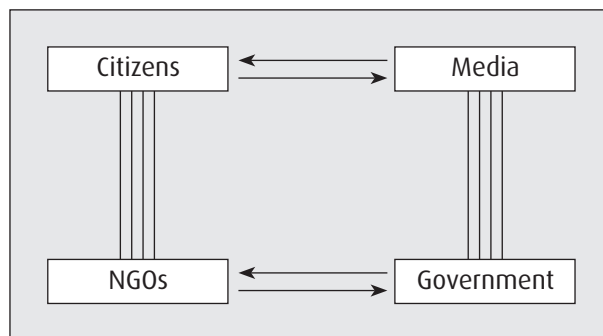
Starting positions



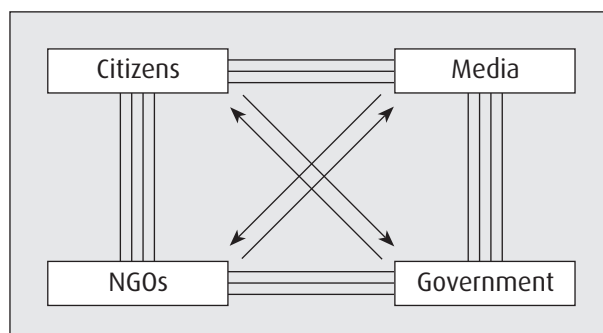
Round 1



Round 2



Round 3



Notes

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girls worldwide say 

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