



INTERNATIONALE AKADEMIE BERLIN

für innovative Pädagogik, Psychologie und Ökonomie gGmbH (INA)



YEPP IRC Advocacy Guide

Theory, Tools and Best Practice of Advocacy Work in the YEPP Community Network

The YEPP IRC Advocacy Guide is made in the framework of the project “Dream Machine: Partnerships and Youth Initiatives for Community Development” 2014-2015. It is based on the advocacy strategies and best practice from the Youth Empowerment Partnership Programme 2001-2011 (“YEPP”). The “Dream Machine” project has been organised by the Municipality of Kristinestad and YEPP International Resource Centre at the Institute for Community Education, International Academy Berlin gGmbH. It is financially supported by the European Union’s Youth in Action Programme, Action 4.6 - Partnerships, Fondazione di Cassa di Risparmio di Cuneo and Svenska Kulturfonden.



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I. About this Guide

Advocacy work of young people and community actors to influence public opinion, political decisions and societal attitudes in government, community or institutional policies has been on the agenda in the YEPP Community Network for 15 years. There has been a number of local and international trainings, workshops and conferences on this topic, as well as best practice in the Local Sites during the Youth Empowerment Partnership Programme (2001-2011) and since 2012, organised by the YEPP International Resource Centre.

This Advocacy Guide compiles the experience, know-how and best practice of 15 years of work in the field of youth and community empowerment at the local level in disadvantaged communities across Europe and at the international level through the YEPP Community Network currently active in seven European countries.

Chapter II outlines the frame of reference and gives you some background information about the YEPP approach and methodology, the YEPP Community Network and the YEPP International Resource centre.

Chapter III to Chapter VI give you some theoretical input on what advocacy is, how to develop an advocacy strategy, how to talk to the decision makers and how to use the media for your advocacy strategy. This is based on the Manual “YEPP Advocacy Strategies” developed by the trainer Johannes Krause for the YEPP Community Network that accompanied the international “Advocacy Strategies Training” in Gollwitz, Germany, in November 2009 and the following implementations in the YEPP Local Sites.



The written material is complemented with videos of advocacy trainer Jan-Henning Korte who explains the aspects of advocacy at the International Youth Exchange “Dream Machine” in Cuneo, Italy in 2014. These videos serve as an additional learning tool.

Chapter VII to VIII showcase best practice in advocacy work through the examples of youth initiatives from the “Dream Machine” project. The project has been co-financed by the European Union and organised by YEPP IRC in 2014-2015. It aimed at fostering advocacy skills of young people through international and local training and through the implementation of local community projects in which young people had to build partnerships with politicians and policy makers.

The Advocacy Guide may be a useful tool for any community or group of young people interested in developing their advocacy skills and in getting inspired from strategies, tools, techniques and examples of youth projects across Europe.

II. The YEPP Community Network and YEPP International Resource Centre

1. The YEPP Approach & Methodology

The "YEPP" approach and methodology was developed by the Youth Empowerment Partnership Programme (2001-2011) which adopted an innovative approach bringing together foundations, municipalities and local representatives to address complex social challenges related to young people and to promote civic participation in disadvantaged communities across Europe.



The "YEPP" approach and methodology has achieved life-changing and lasting results for young people and communities by tackling youth-related issues **with** young people - not for them.

Key goals such as youth and community empowerment, trans-sectorial partnership, advocacy and learning have been at the core of the "YEPP" approach and methodology. Community stakeholders and young people analyse together the situation in their community, agree on their common

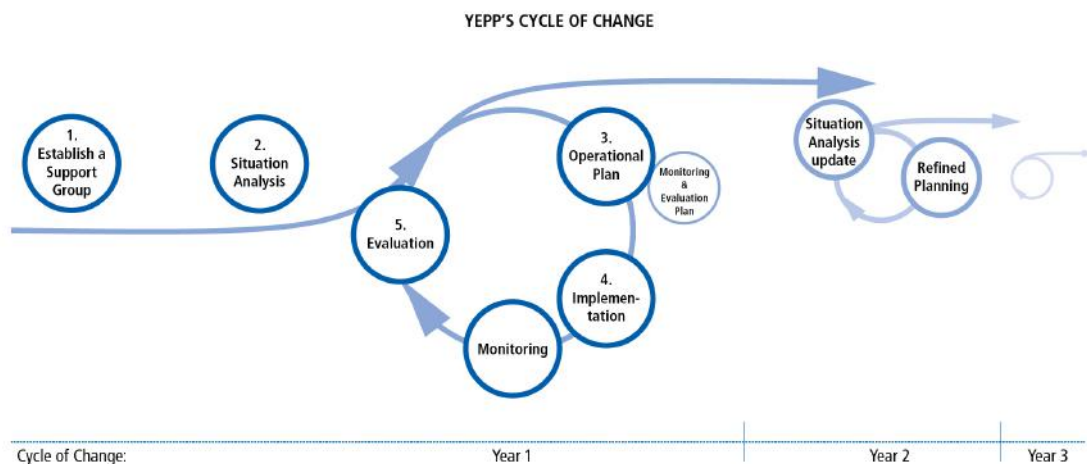
goals, plan their actions aimed at sustainable improvement, share responsibilities and take ownership of the results (the YEPP Concept of Change).

2. How does it work?

At the local level - at a **YEPP Local Site** (community which implements the "YEPP" approach and methodology) - a **Local Support Group** is set up with local stakeholders from different sectors and organisations including young people who are interested in the development of their community. The work of the Local Support Group is supported by a professional team comprised of a **Local Coordinator** and an **Evaluation Facilitator**.

Each Local Support Group develops an **Operational Plan** based on an analysis of the local situation and context. The Operational Plan describes the local strategy for achieving the mission and overall goals. The plan also lays out locally agreed objectives, strategies, and actions. At the same time, the Group develops a **Monitoring and Evaluation Plan** outlining the indicators and methods of the monitoring and evaluation process.

The **YEPP Cycle of Change** is driven by an on-going process of analysis, planning, implementation, monitoring and evaluation. At regular intervals, with the support of a professional Evaluation Facilitator, the Local Support Group assesses to what extent the local objectives and overall YEPP goals have been achieved.



As a result of this assessment, the existing problems are worked on and the Operational Plan is revised, taking into account the lessons learned before the next cycle of refined planning starts. These lessons are shared with other YEPP Local Sites within the YEPP Community Network.

At the transnational level members of YEPP Local Sites benefit from ongoing opportunities for transnational exchange and learning, such as conferences, workshops and trainings on specific topics such as youth and community empowerment, entrepreneurship, advocacy or media work. Furthermore, the transnational level strengthens the dissemination of the “YEPP” approach and methodology.

3. YEPP International Resource Centre (YEPP IRC)

YEPP IRC is at the centre of the YEPP Community Network. YEPP IRC was established in 2012 to further implement the “YEPP” approach and methodology after the Youth Empowerment Partnership Programme was concluded at the end of 2011. It supports the work of the YEPP Community at the local and transnational level by organising local, international and online coaching, training and workshops. YEPP IRC is also responsible for developing capacity building programmes and services for the members of the YEPP Community Network and for reaching out to the new members.

4. YEPP Community Network

At its core, the YEPP Community Network is formed by *YEPP Local Sites* representing by the end of 2015 more than 100 communities and organisations in Bosnia & Herzegovina, Finland, Ireland, Italy, Germany, Poland and Slovakia.

Having the “YEPP” approach and methodology as the cornerstone of its work, the YEPP IRC supports communities and individuals who want to work towards youth and community



empowerment and sustainable change by becoming a YEPP Local Site. Since 2015 it is also possible to join the Network by becoming a YEPP Affiliate, benefiting from a wide range of services such as online learning tools, information and resources on partnership and grant opportunities and the invitation to the annual YEPP Community Network meeting.

5. The YEPP Approach to Advocacy

YEPP's definition of advocacy:

“Advocacy is the act of supporting or arguing in favour of a cause, policy or idea. It is an undertaking to influence public opinion, political decisions and societal attitudes in government, community or institutional policies”.

... It is about promoting a cause in order to influence decisions so that social change happens.

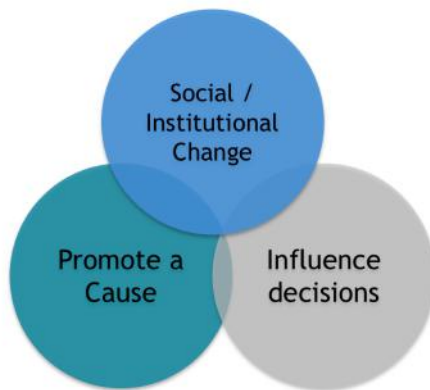
... It is the foundation of active citizenship, a process through which people learn to participate in decision making at all levels. Identifying priorities, crafting a strategy, stepping forward, taking action, and achieving results are critical steps to finding your voice, making yourself heard, and shaping your future.

... It is to a large part about lobbying. Lobbying is an activity aimed at influencing politicians to change policies and laws.

It is the aim of YEPP IRC and the YEPP Community Network that the “YEPP” approach and methodology expands to a broader field of practitioners and decision makers to influence public and independent policies at all levels, and to ensure that the principles of **youth empowerment, community empowerment** and **partnership** become mainstream and are transformed into action.

III. What is Advocacy?

Advocacy is about promoting a cause in order to influence decisions so that social or institutional change happens.



Basic features of advocacy

- Advocacy happens **at all levels**: locally, nationally and internationally.
- Advocacy is about achieving **specific outcomes**: a decision, a concrete change in policies & practices.
- Advocacy is a **process**, not an event.

Elements & tools of advocacy (examples)

Public awareness raising & campaigning

- Protest action
- Panel discussion events
- Media work
- Petitions

Policy work

- Position statements
- Policy proposals
- Drafting a law
- Publications
- Conferences

Direct lobbying

- Meeting with a decision-maker



Training video: What is Advocacy?

In this [video](https://www.youtube.com/watch?v=v7ukim_mJRN5) (https://www.youtube.com/watch?v=v7ukim_mJRN5) Jan-Henning Korte explains what advocacy is and outlines the different key steps of establishing an advocacy strategy. It



starts with analysing what the problem is you want to solve and the setting of your objectives; it continues with the defining of the stakeholders and who can influence your advocacy efforts. The next steps are to define the strategy and the action plan which help you to achieve the objectives and the implementation, monitoring and evaluation of your advocacy strategy.

Jan-Henning Korte presenting at the “Dream Machine” Advocacy Training in Cuneo, Italy (8-12 Oct 2014)



IV. The Advocacy Strategy

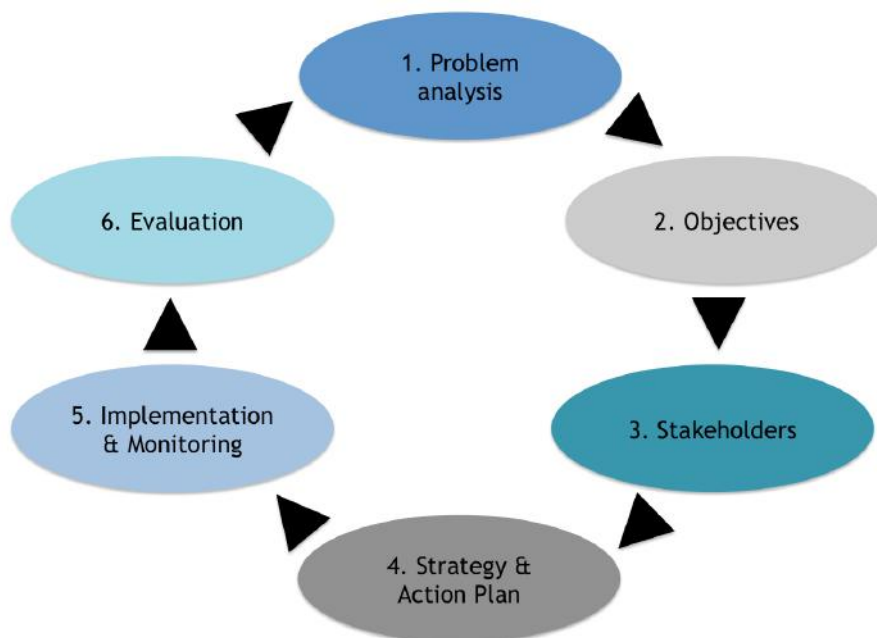
Why do you need a strategy?

In order to achieve your goals!



The stages of an advocacy project

Like any other project that is based on the YEPP approach and methodology, advocacy projects should also follow YEPP's Cycle of Change, consisting of different phases of analysis, planning, implementation, monitoring and evaluation. Here 6 stages are suggested:





1. Problem Analysis

In the beginning, it is important to carefully **identify and analyse the problem**: What exactly is the problem?

A problem consists of different factors that are interconnected. Try to understand them and formulate clearly, why you want to do advocacy work:

- ⇒ What is your vision? What is the change you want to see ultimately? Why?
- ⇒ What is the core problem that prevents that change?
- ⇒ What are the causes of the core problem (which you might want to address)?



2. Objectives

Based on this analysis, you should define your concrete **objectives** with regards to the problem you identified: What do you want to achieve or what are the results you are aiming for?

- ⇒ What kind of change are you working for?
- ⇒ How would the core problem change/be solved, if that change occurs?
- ⇒ How would its causes and effects change?

Objectives should be **SMART**:

Specific,
Measurable,
Appropriate,
Realistic,
Time-bound.

Example:

“After three years, in at least two thirds of the YEPP Local Sites, the position of a youth representative or youth advisor to the town council was established.”

When you have reached clarity about your objectives, you should formulate your **policy position**: What decision do you want to be taken and by whom (decision-maker), and why do you hold that view?



Training video: Problem Analysis and how to make a Problem Tree

In this [video](https://www.youtube.com/watch?v=urSS3u5RLLI) (<https://www.youtube.com/watch?v=urSS3u5RLLI>) Jan-Henning Korte explains how to use the tool of a Problem Tree and outlines how to move from a Problem Tree to a Solution Tree using the example of a campaign of the organisation “Amt für Werbefreiheit und Gutes Leben” (“Office of advertising freedom and good life”) with the objective of banning outdoor advertising in the district of Berlin called Kreuzberg.



Jan-Henning Korte presenting at the “Dream Machine” Advocacy Training in Cuneo, Italy (8-12 Oct 2014)



Tool 1: The Problem Tree

The focal problem:

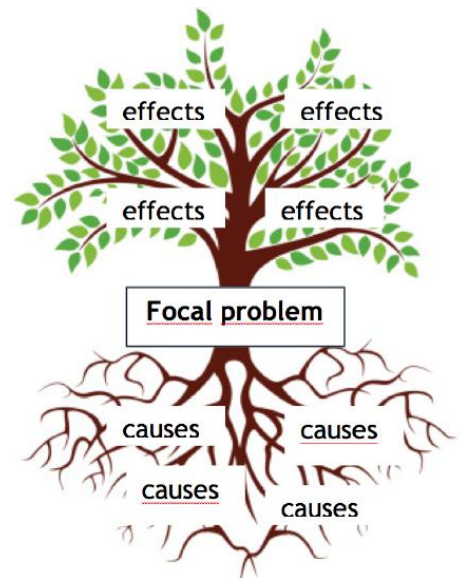
What your advocacy project wants to concretely address & change

The causes:

What you need to tackle directly in order to address your focal problem

Effects:

What you ultimately want to change - indirectly & in the long run



From Problem Tree to Solution Tree: Example

A campaign of the organisation "Amt für Werbefreiheit und Gutes Leben" ("Office of advertising freedom and good life") with the objective of banning outdoor advertising in the district of Berlin called Kreuzberg. To read about this campaign (in German) visit the [website](http://www.google.de/imgres?imgurl=https%3A%2F%2Fsinnwerkstatt.com%2Fwp-content%2Fuploads%2F2015%2F03%2FAmt_Logo.jpg&imgrefurl=https%3A%2F%2Fsinnwerkstatt.com%2Fportfolio%2Famt-fuer-werbefreiheit%2F&h=398&w=708&tbnid=nxglvv5DVrM-VM%3A&docid=T7wh5G) (http://www.google.de/imgres?imgurl=https%3A%2F%2Fsinnwerkstatt.com%2Fwp-content%2Fuploads%2F2015%2F03%2FAmt_Logo.jpg&imgrefurl=https%3A%2F%2Fsinnwerkstatt.com%2Fportfolio%2Famt-fuer-werbefreiheit%2F&h=398&w=708&tbnid=nxglvv5DVrM-VM%3A&docid=T7wh5G).



Effects

- ✓ Advertising = lack of happiness, so buy a product.. → No product, no happiness, no good life
- ✓ Undemocratic: only powerful and rich actors get their message to be heard
- ✓ More unnecessary consumption → growth → environmental damage
- ✓ Sexist & racist images → spreads discrimination in society

Focal Problem

- ✓ More and more outdoor advertising in Berlin-Kreuzberg

Causes

- ✓ Huge sources of income for the city district
- ✓ Privatization: advertisers pay public toilets for advertising spaces
- ✓ Lobbying success of advertising industry
- ✓ So far no opponent, no media reporting



If the problem tree is “turned upside down” - positive things formulated negatively and vice versa - you receive an Objective Tree:



Long Term Vision

- ✓ Democratic public spaces: local residents can create their own neighborhood art
- ✓ Less unnecessary consumption → less growth → less environmental damage
- ✓ No sexist & racist images → Less discrimination in society

Goal

- ✓ Complete Ban of outdoor advertising in Berlin-Kreuzberg
- ✓ Alternative source of income for the city district → no privatization but public funds

Objectives

- ✓ View that advertising is “normal” has been challenged
- ✓ Lobbying success of “the people”



Note: The handout “Problem Tree” in Annex II of this Advocacy Guide shows how the tool can be used in group work during a training.

Specific strengths of the analytical tool Problem Tree. It:

- structures thinking
- separates causes from effects
- helps to identify and focus on one core problem
- visualizes the problem
- is a nice, not too abstract image
- serves as a reference you can get back to, later in the process
- leads you easily from the problem (and its causes & effects) to objectives of the advocacy project
- shows the scope of the issue, the different factors & dimensions involved - and where your concrete intervention is situated in the whole picture

Specific weaknesses of the analytical tool Problem Tree:

- it simplifies the reality: it is often not so easy to say what is *the* core problem
- it does not show circular links between what you define as “effects” and what you define as “causes”
- it requires a lot of information about the issue, its dimensions, and dynamics



Recommendations for using the tool with young people

- in order to come deeper and deeper into the causes, and the causes of the causes, ask “why is it so?”, “and why is this so?” - etc.



3. Stakeholders

In order to create a strong advocacy strategy, it is crucial to **understand the different actors involved**: Who are they, what are their positions, interests, relations, what is their power?



Mapping actors



Where are you on the map?



Who do you represent?

- ⇒ Do you represent an interest group powerful enough to „scare“ your interlocutor, or to offer a good opportunity for visibility or re-election?
- ⇒ If you have the moral or legal legitimacy, you might “shame” your interlocutor.

Do you have a **mandate**?

- ⇒ Who gives you your mandate? The youth?
- ⇒ Your interlocutor will not listen to you if your cause is not backed by public involvement: public awareness, public action, media attention.

What are your **resources**?

- ⇒ Funds
- ⇒ Staff, members, volunteers
- ⇒ Reputation, skills, networks...

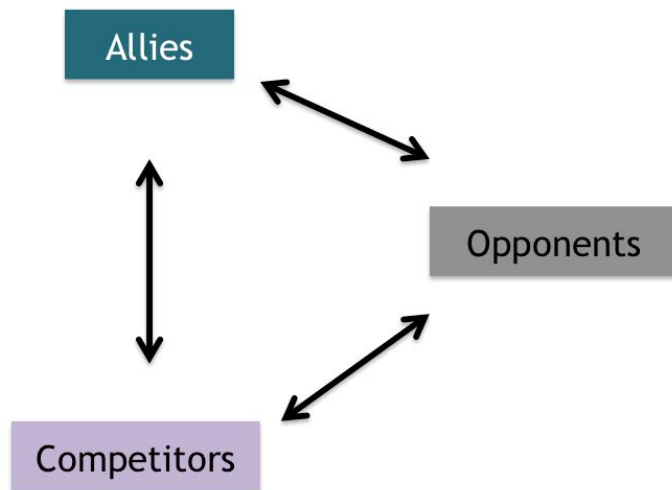


Seek **allies**!

- ⇒ Try to convince other actors to become your allies, for example certain media and part of the public.

Network!

- ⇒ No organisation is strong enough to need no networking.
- ⇒ You gain access to resources and knowledge of others with similar goals. Your priorities may move up on their agenda. Backed by a network, your voice will be amplified when addressing policy makers.
- ⇒ However, you must be ready to share your resources (information, access) with your partners. Be reliable in your networking relationships. Your credibility rests on this!



Understand your allies, competitors & opponents

- ⇒ What are their interests & agendas?
- ⇒ Can your ally become an opponent or competitor?
- ⇒ Can your competitor become an ally?

Interlocutor

Know your interlocutor!

Position

- Is the decision-maker interested in the issue?
- Did s/he say something on the issue that you can quote?
- What is her/his agenda?
- Does s/he see you as an ally, opponent or just another lobbyist?

Motivation/reasons to act

- Pressure of constituency/citizens
- Pressure of lobby groups
- Public image
- National/international commitments
- External events
- They believe it

Power

- What is her/his power to change?
- Does s/he have capacity to allocate funds?
- What are the competences and areas of action?



Limits

- Institutional limits
- Limits in resources (staff, time)
- Position towards internal competitors

⇒ The main objective of a politician is to be re-elected!



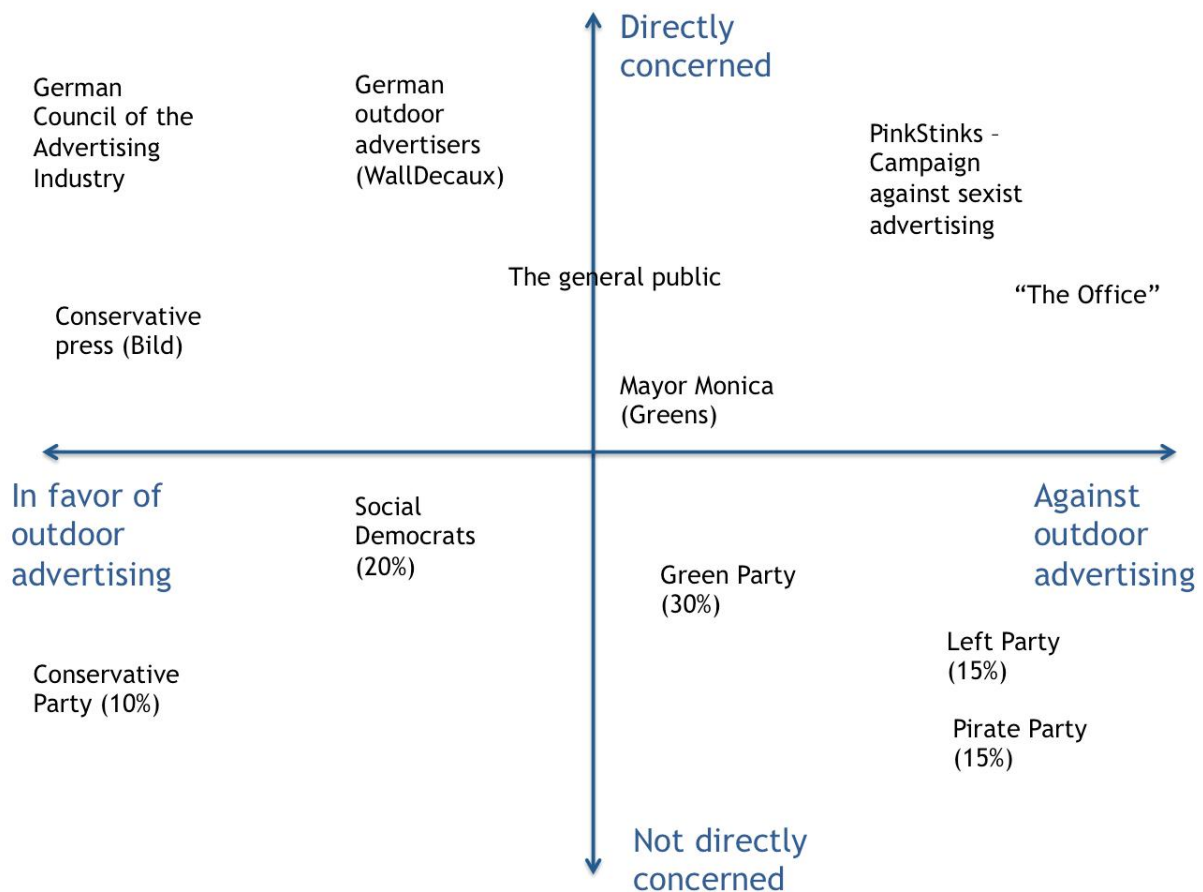
Tool 2: Mapping Stakeholders

Mapping the stakeholders of an issue can help to

- Reveal alliances and power balances (in highly contested issues)
- Identify potential allies and options for exerting influence

A Mapping Example

Campaign of the organisation "Amt für Werbefreiheit und Gutes Leben" ("Office of advertising freedom and good life") with the objective of banning outdoor advertising in the district of Berlin called Kreuzberg. To read about this campaign (in German) visit the [website](#).



Analysis of most important stakeholders

	Position on the issue	Motivations (interests & reasons behind)	Power (possibilities to influence the issue)	Limitations (resources, institutional constrains)
You (“The office”)	For ban	Advertising → Consumption → Growth → Environ. Damage	Medium - Media pressure, lobbying, good arguments	Unknown group, utopian policy idea
The decision maker (local council/ greens)	Undecided	Not appear as the “We-ban-everything-party”	High (professional politics)	Needs at least one other party to have a majority in the council
Your main opponent (“Werberat”)	Against ban	Keep their business model running (outdoor advertising)	High - money, public opinion, normality	Weakness: self-regulating industry → bad image
Your main ally (PinkStinks)	For ban of sexist advertising	Sexism is bad	Low - not very known, not locally active	Hamburg-based, not in Berlin

Note: The handout “Stakeholder Analysis” in Annex III of this manual shows how the tool can be used in group work during training.

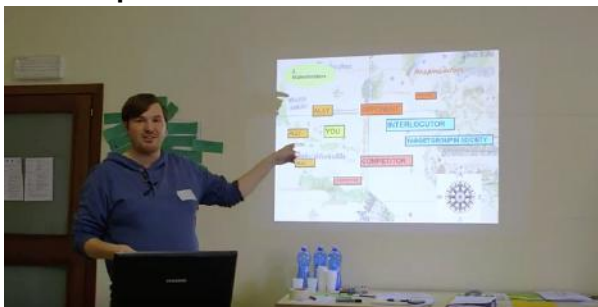
Specific strengths of the analytical tool Mapping of Stakeholders:

- It visualizes the actors and their interests & relations very well.
- It helps to focus on key actors and to understand their relations and interests.
- It is flexible in the visualization.

Specific weaknesses of the analytical tool Mapping of Stakeholders:

- It does not show the hidden agendas of the actors.
- It shows the situation only at one particular point of time.
- It shows each actor as one unified entity (e.g. THE government), although there might be different forces/actors within one actor.

Training video: How to do Stakeholder Mapping and identify allies, opponents and competitors



In this [video](https://www.youtube.com/watch?v=XipB8XaPY5I) (<https://www.youtube.com/watch?v=XipB8XaPY5I>) Jan-Henning Korte explains how to map stakeholders for your advocacy efforts and how to identify who your target group in society, your interlocutor, your allies, your opponents and your competitors are. He uses several examples to illustrate.

Jan-Henning Korte presenting at the “Dream Machine” Advocacy Training in Cuneo, Italy (8-12 Oct 2014)

Training video: How to involve others in your project

In this [video](https://www.youtube.com/watch?v=oejkwOnVdoQ) (<https://www.youtube.com/watch?v=oejkwOnVdoQ>) Jan-Henning Korte explains how to involve and motivate other young people for projects and how working together can be effective and fun. He introduces the method of World Café and also explains how to put together an engagement offer to get volunteers on board for your project.



Jan-Henning Korte presenting at the "Dream Machine" Advocacy Training in Cuneo, Italy (8-12 Oct 2014)



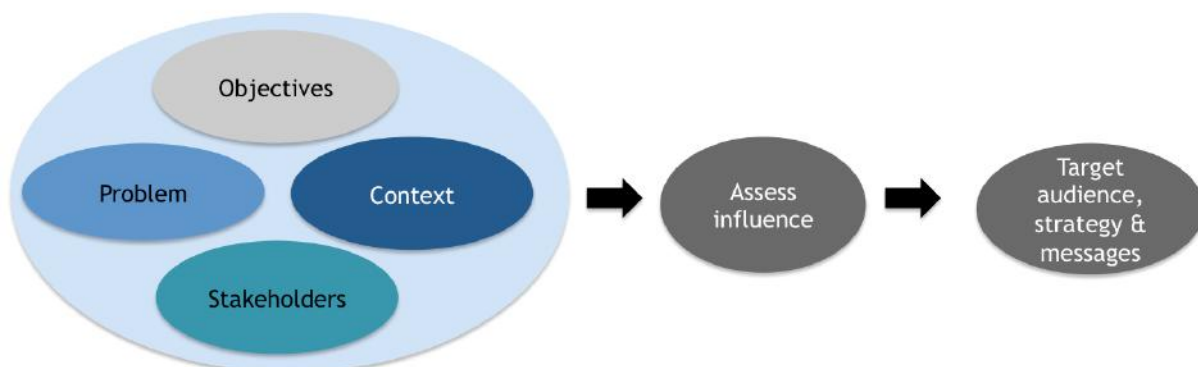
4. Strategy & Action plan

Beside analysing the problem, developing objectives and analysing the stakeholders, also the **context of the issue** needs to be analysed:

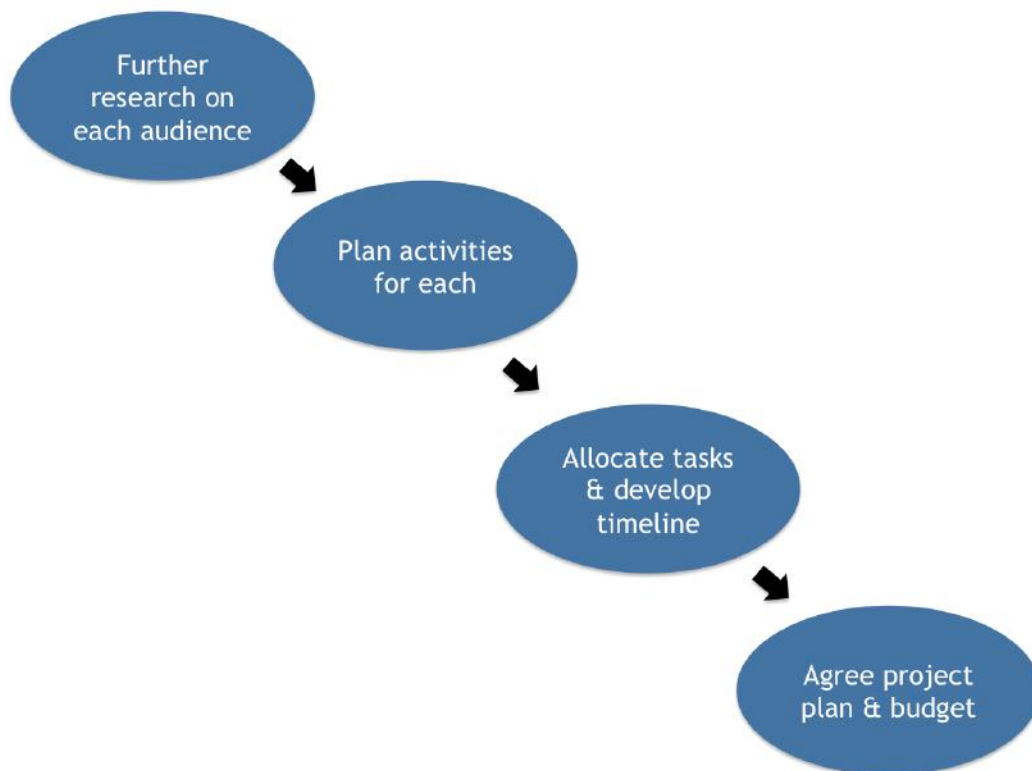
- ⇒ Are there summits or meetings with political commitments which you can try to influence?
- ⇒ Are there elections or other events which can be used to create attention to the issue, or which might result in a change of stakeholders (e.g. changing government)?

The careful analysis leads to an assessment of the **influence for change**. You can do thousands of things - choose the action that is likely to be most effective!

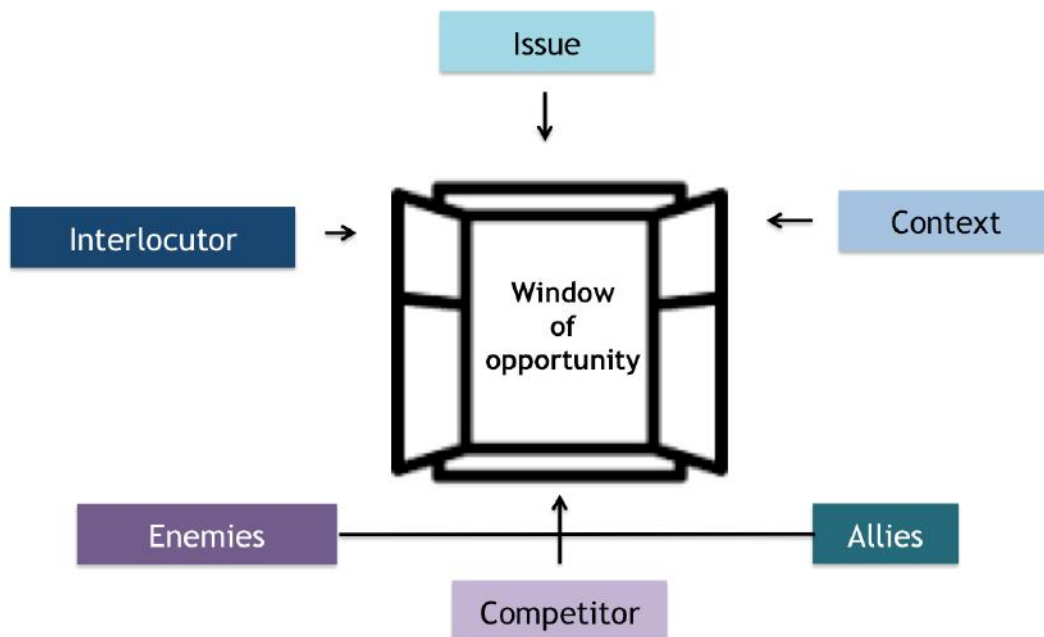
- ⇒ Who should you focus on? Who has influence on the issue and can be influenced by you? At what moment? Where is this actor sensitive? How should your advocacy message be formulated?
- ⇒ What are your specific strengths (and your weaknesses)?



Based on the general strategy (objectives, target groups, messages), you should develop a **detailed action plan**:



Successful advocacy work often requires the ability to perceive and use a **Window of Opportunity**.



A Window of Opportunity is a set of favourable conditions creating a short period of time during which an opportunity must be acted on or missed. The constellation of the issue, the different actors involved, and the context may create such a window.

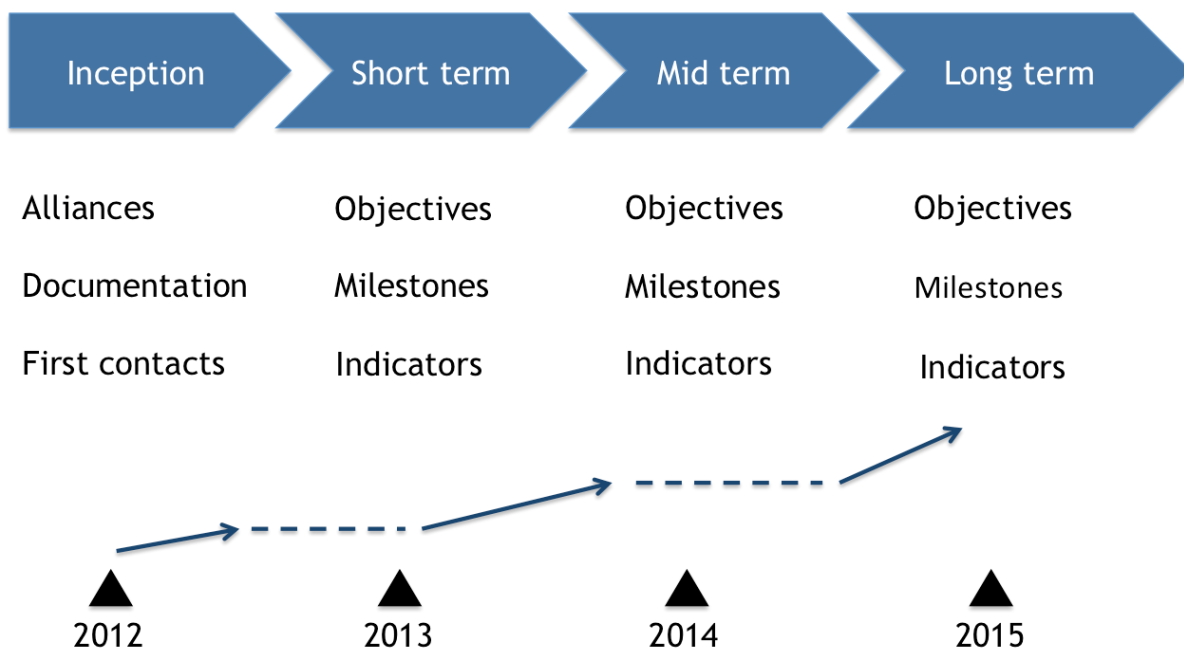
Window of Opportunity: Example

A long-debated political decision is on the agenda again + your opponents are busy somewhere else + a new ally with a lot of public mobilisation power has come into the game + elections are coming up so that the major politicians are very sensitive about their reputation - a perfect set of favourable conditions for you! Use it!

You can also *create* such a window of opportunity! Bring that new ally (with mobilisation power) in, at the right moment!



An advocacy strategy requires a **long term view**. Do not expect quick success. You might, for example need a 1st year in order to raise public awareness on your cause among the civil society organisations, you might need to train campaigners and increase the capacities of your lobby group. In the 2nd year you could then start to increase public pressure via campaigning activities, organising public events, establish media contacts. In the 3rd year, finally, it might be time then for direct negotiations with the decision-makers...



Tool 3: The Matrix of Change

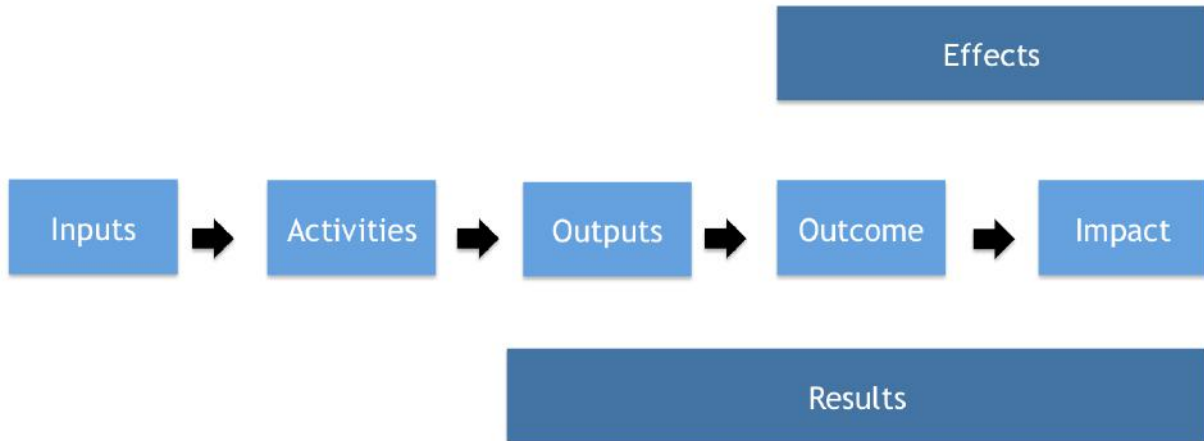
Short term results & long term change

Advocacy aims at institutional changes that often take a long time and require intensive advocacy efforts. Often it is impossible to say clearly: The change X was a result of our advocacy project Y (**attribution gap**).

That's why it is important to develop a clear and coherent strategy which makes plausible how the **concrete and visible results** of an advocacy project (which we can claim as our

direct successes) are in the long run likely to lead or at least **contribute to the ultimate change**, we want to see.

The Impact Chain



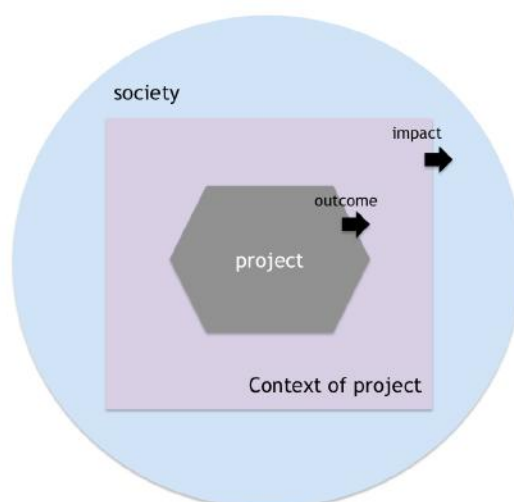
Inputs: material and nonmaterial resources
e.g. working hours, materials, office rent

Activities: intervention with certain target groups following certain methods
e.g. creation of a website, preparing & conducting workshops

Output: services, trainings, products provided/produced
e.g. a website with 20.000 hits, 20 trained workshop participants

Outcome: change in the immediate intervention context, contributing to the specific project purpose
e.g. the workshop participants change their consumption behaviour, or get engaged in a campaign

Impact: change in the wider society, contributing to the overall objective
e.g. consumption patterns in the society change; less CO2 emissions



The Matrix of Change¹

A project alone cannot lead to impact at societal level. But it can contribute to the desired change. The Matrix of Change helps to set objectives at the **3 levels of output, outcome and impact**. Such a tool helps to develop a strategic approach in which it becomes plausible that the concrete, visible results of the advocacy activities are likely to contribute to your ultimate vision.

The **Progress Markers** are indicators that help you observe whether the change you want takes place, (a) at society level, (b) in your project context, and (c) within your project. If you formulate 3 Progress Markers for each level of objectives, you may distinguish between a minimum success (“we expect to see...”), a fairly good success (“we like to see...”) and an overwhelming success of your advocacy project (“we love to see...”).

A Matrix of Change Example

Campaign of the organisation “Amt für Werbefreiheit und Gutes Leben” (“Office of advertising freedom and good life”) with the objective of banning outdoor advertising in the district of Berlin called Kreuzberg. To read about this campaign (in German) visit the [website](#)

	Objectives	Progress Markers
<p>Impact</p> <p>the change in the wider society to which the outcome might have contributed</p>	<p>Impact objective (overall goal)</p> <p>e.g. “By the end of 2015, the local government has decided to ban outdoor advertising in Kreuzberg.”</p>	<p><i>We expect to see no positive decision.</i></p> <p><i>We like to see a decision with very demanding conditions for outdoor advertising in Kreuzberg.</i></p> <p><i>We love to see a definite negative decision.</i></p>
<p>Outcome</p> <p>the change effected by the output in the direct context of the project</p>	<p>Outcome objectives (project purpose)</p> <p>e.g. “By the end of 2015, critical positions about outdoor advertising have become stronger within the party leading the district Kreuzberg (the Greens)”</p>	<p><i>We expect to see a debate about outdoor advertising at the next party convention of the Greens.</i></p> <p><i>We like to see a vote against outdoor advertising at the next party convention of the Greens.</i></p> <p><i>We love to see an official statement by the Mayor of Kreuzberg that he will do everything he can to reach a ban on outdoor advertising in Kreuzberg.</i></p>
<p>Output</p> <p>the tangible project results</p>	<p>Output objectives (immediate results)</p> <p>e.g. „By October 2015, two creative street protest actions against outdoor advertising in Kreuzberg have taken place with media coverage in regional and national media. The mayor of Kreuzberg was met on the issue and took note of the protest.”</p>	<p><i>We expect to see 2 days of street actions in Kreuzberg, Berlin.</i></p> <p><i>We like to see coverage in 10 regional media & a reaction by the mayor on the protests.</i></p> <p><i>We love to see national media coverage & a quotable statement of the mayor against outdoor advertising in Kreuzberg.</i></p>

Note: The handout “Matrix of Change” in Annex IV of this manual shows how the tool can be used in group work during a training.

¹ The „Matrix of Change“ is based on *Logical Framework (logframe)* and *Outcome Mapping*: <http://betterevaluation.org/evaluation-options/logframe>

Specific strengths of the planning tool Matrix of Change:

- It forces you to be coherent in project planning.
- It makes the small successes visible and shows what contribution they make to the big vision of change.
- It brings clarity and coherence in a planning process.
- It helps to bring together idealism (the big vision) and realism (concrete, achievable results).

Specific weaknesses of the planning tool Matrix of Change:

- It is quite abstract, rational, and cognitive.
- It uses distinctions between terms (“output”, “outcome”, “impact”, “result”, and “effect”) that are unusual in everyday language and not easy to translate into other languages.



Recommendations for using the tool with young people

- In order to make it less abstract, the vocabulary could be adapted to what the youth are more used to, e.g. “vision” for “impact level”, “mission” for “project purpose/outcome level” etc.
- You absolutely need to use *examples* to explain the terms (output - outcome - impact) and explain the Matrix!



5. Implementation & Monitoring

Why do you do monitoring and evaluation?

- ⇒ As a feedback for yourself
- ⇒ In order to learn from your experience and improve
- ⇒ In order to share your experience with others
- ⇒ In order to account vis-à-vis your donors and other stakeholders



Monitoring includes

- (a) The collection of data according to identified indicators for later evaluation,
- (b) The ongoing assessment of the implementation process,
- (c) Minor adjustments during the process

Principle: Who, if not me?

Sources: Reports, minutes, photos, media coverage, questionnaires, samples, documents by others, observation notes...



6. Evaluation

Evaluation is the in-depth analysis of the collected data, leading to major conclusions.

Principle: Triangulation

- ⇒ Use **3 different evaluation methods**, e.g. interviews, focus group discussions, analysis of data from monitoring.
- ⇒ Use **3 different sources** of information, e.g. yourself & your team, your target groups, the public, the media, outside experts (external consultant, colleagues from other organisations, competitors)

Evaluation criteria by the Organisation for Economic Co-operation and Development (OECD) (Development Assistance Committee):

- **Relevance** assesses whether the purpose of the project is actually responding to the needs and problems that it is meant to address.
- **Effectiveness** measures the extent to which the project achieves its intended purpose.
- **Efficiency** measures whether the project outputs relate reasonably to the inputs. Could you do the same with fewer resources?
- **Impact** looks at the wider effects - intended or unintended, positive or negative - of the project on the wider society: on individuals, communities, and institutions.
- **Sustainability** measures whether an activity, outcome or impact is likely to continue in the future.



V. Meeting Decision Makers



Win-win solutions

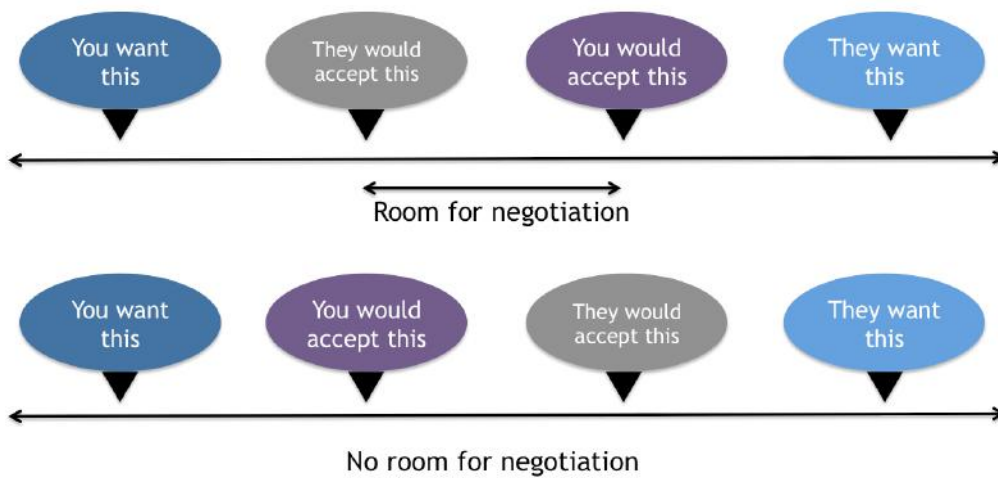
You are not trying to win an argument!

You are trying to persuade the other person to take a particular course of action that ultimately will benefit the beneficiaries of the cause you are advocating for.

Success only comes from a Win-Win situation.

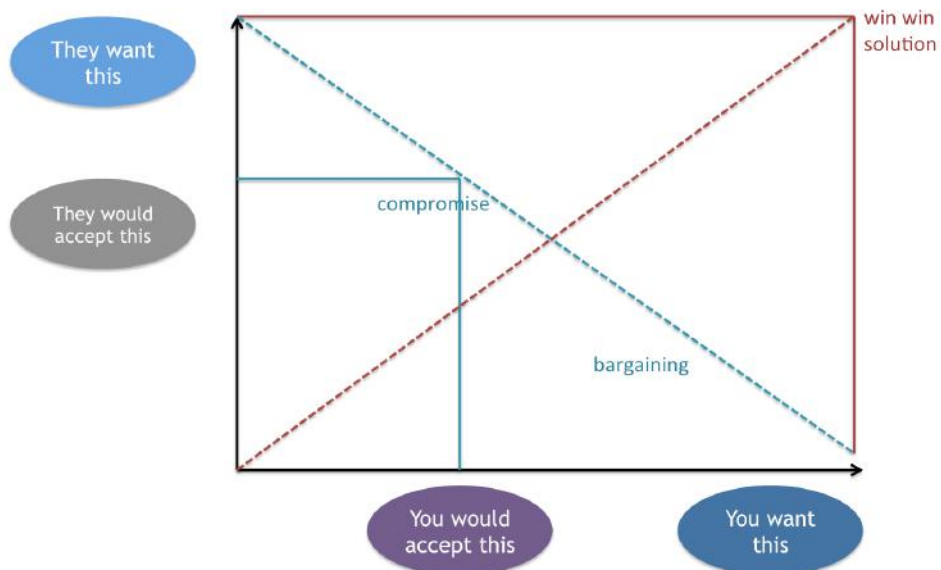
One-dimensional model of negotiation:

Look for win-win solutions within the *area of possible compromise*.



Two-dimensional model of negotiation:

Look for win-win solutions that take into account the *interests of both sides*.



In order to achieve win-win solutions,

- ⇒ Establish and maintain a positive and constructive **relationship**;
- ⇒ Be clear about **your interests** and demands - try to understand and acknowledge the **interests of your interlocutor**;
- ⇒ Frame the problem as a joint task and **highlight the common interests** (e.g. “*We want the same as you: a prosperous region which is a pioneer in renewable energies, climate protection, and green jobs*”);
- ⇒ Propose **win-win solutions**, using “if...then” language (e.g. “*If you speak out in public against the plans to build a coal plant and for renewable energies, then we will mobilise public support for your policy and against the pro-coal policy of the competing party*”).

The lobbying meeting

Before the meeting

- **Agree on issues** and questions. Prioritise! Don't try to cover everything.
- Agree who is in **your delegation**. Never go alone.
- Establish **details on the meeting**: Who will attend from their side? How long will it last? Who makes the agenda - them or you?
- Find out as much as possible about **the people** you will be meeting.
- **Anticipate their position and priorities**, and what arguments they will use. However, don't get stuck in this view - you will need to test it and respond in the lobbying meeting itself.
- Assess your **sources of power** in relation to the lobbying target.
- **Know your interlocutor!** (see pages 11-12)
- Make sure you talk to **the right person**.
- Agree who will say what and what **roles** they will play, who will intervene at what point.
- Decide on **one person to facilitate/chair** from your side.
- Identify **concrete (SMART) demands** that they can do for you, as well as your long term objective (which they probably cannot do for you just now).
- If applicable, **prepare plan A and plan B** for what you will demand, depending on how the meeting will go.



In the meeting

- **Keep cool**. Do not yell and shout, no matter what.
- **Present only pre-agreed points**. Don't diverge into details that distract.
- **Build relationship** with those you are meeting (e.g. in the coffee break).
- **Leave your demand in written form** (with good summary, nice layout).
- **Prepare the basis for further contact** (e.g. “We will meet again after the Brussels conference” or “We will send you that report when it is complete”).

- As you progress through the meeting, any item that they agree, or any action that they or you undertake to carry out, your chair should **write it down**.
- Finish by your chair **listing what has been agreed** during the meeting, who will do what, and naming the date of when you will next meet.
- **Don't leave without something agreed**, even if it is just another meeting - you must maintain the advocacy process.

After the meeting

- **Follow-up:** Write to them!
- **Thank for the meeting.**
- **Name what has been agreed.**
- **Remind them what they committed to.**
- **Provide the items you undertook to provide** (e.g. report by some group you quoted).

Building relationship

- **Successful lobbying is a long term exercise.**
- **Build up reliable relations and common ownership** for the process!
- **Find reasons for contact.**
- Send them newsletters or any research you publish.
- Invite them to speak at a conference/public meeting you organise.
- Attend their events, etc.
- **Always be there!**
- **Keep turning up:** different members of your group showing up at conferences, workshops, etc that they may be at.
- **When you phone or meet, follow up with written response or confirmation.**
- **Let them depend on you** for things they need (e.g. expertise, contacts or simply audience).
- **Be reliable!**
- **Keep the dialogue open**
- Show that you are interested in continuing the dialogue.
- Show that you are interested in concrete work on agreed issues.

Training video: Strategies and hints for meeting decision makers



In [this video](https://www.youtube.com/watch?v=A4E6TkNH_Gs) (https://www.youtube.com/watch?v=A4E6TkNH_Gs) Jan-Henning Korte outlines strategies and hints for meeting decision makers. Jan gives useful advice on how to prepare a meeting and how to act during and after a meeting with a decision maker. He explains that successful lobbying is a long term exercise and that it is all about building relations and common ownership for the process and goal of your advocacy efforts.



Jan-Henning Korte presenting at the "Dream Machine" Advocacy Training in Cuneo, Italy (8-12 Oct 2014)



Tool 4: Role Play “Meeting decision-makers”

Note: The handouts “Meeting decision-makers” in Annex V of this manual show how the tool can be used in group work during a training.

Specific strengths of the tool Role Play:

- It is a very practical training.
- It involves emotions.
- It can be used for preparing a real lobbying meeting.
- It helps to change perspectives.
- It is an exercise that can make shy people of the group express themselves.
- It helps to reduce the stress in the real meeting situation.
- It is fun.

Specific weaknesses of the tool Role Play:

- It is a simulation only - the reality may be completely different.
- It may be difficult for people from a different cultural or personal background to play certain actors/situations realistically.



Recommendations for using the tool:

- Give instructions also to the observers (e.g. observe body language, who observes whom etc.).



VI. The use of the media

In order to influence public opinion or the opinion of decision makers and in order to mobilize people for your cause, the use of the media is a crucial element of any advocacy effort or strategy. In this section we will look at three ways of using the media for advocacy strategies:

- The News Media
- Social Media
- Video Advocacy

1. The News Media

The News Media is the mass media delivering news to the general public or a target public. It includes the print media (newspapers, newsmagazines), broadcast news (radio and television), and the Internet (online newspapers, news blogs, etc.).

For advocacy groups and activists it is important to actively engage the news media in order to generate public dialogue and action. The main reasons are:

- The news media strongly influence public opinion.
- Decision-makers take news media into account when choosing their priorities and deciding their votes. Local news matters, so as a constituent/voter your voice also matters.
- We have to contribute to the debate and since others speak out, it is important to make sure that a balanced and informed voice is included.

The organisation NAFSA - Association of International Educators has published a very comprehensive [guide](http://www.nafsa.org/uploadedFiles/NAFSA_Home/Resource_Library_Assets/Public_Policy/media_handbook.pdf) (http://www.nafsa.org/uploadedFiles/NAFSA_Home/Resource_Library_Assets/Public_Policy/media_handbook.pdf). It gives an introduction into the work with the news media and features a wide range of tools and strategies, such as writing a good press release, tips for doing interviews, writing Op-Eds or letters to the editor, commenting on blogs and online stories and media relations during a crisis.

The guide features a range of basic recommendations before starting your communication strategies targeting the news media, such as:

- **Stay informed.** Follow the news in particular in relation with the cause you are advocating for. This includes the local, regional and national coverage of different news outlets, but also the letter-, the editorial- and opinion pages.



- **Get to know reporters and bloggers.** Make a list of reporters and bloggers who report on the topic you are advocating for or related topics. Make sure you have their contact details so you can quickly get in touch with them when you have a newsworthy information about your cause. Many reporters use social media so it might be a good idea to follow them on Twitter.



- **Build relationships.** One good way to build up good relationships with reporters and bloggers is to inform them about topics they are interested in. You can send them material or share articles, videos and links with them on Social Media.
- **Be there when they need you.** Reporters and bloggers need reliable resources. If they contact you to get information be as helpful as you can and get the right information to them and quickly.
- **Don't be shy.** Reporters and bloggers need the public to contact them and give them their angle, so they can cover the full scope of a story. Don't be shy to contact them about the cause you are advocating for. They will decide if the reason you are contacting them is newsworthy or not and if they pursue it further or write an article about it. It is up to them if they cover your story or not, but you can always try and plant the idea.
- **Be patient.** To build relationships with reporters and bloggers takes time. But every time you contact a reporter with good information or an interesting story idea, you are taking a step toward establishing yourself as a reliable and helpful source. It is about establishing a long term relationship which can be of great value to your advocacy work now and in the future.

Source: NAFSA, Association of International Educators (2012), [News Media - A different kind of Advocacy \(http://www.nafsa.org/uploadedFiles/NAFSA_Home/Resource_Library_Assets/Public_Policy/media_handbook.pdf\)](http://www.nafsa.org/uploadedFiles/NAFSA_Home/Resource_Library_Assets/Public_Policy/media_handbook.pdf)

2. Social Media

Given the enormous potential of Social Media in terms of outreach, the speed you can get your message across and its interactive features as well as the fact that you can share many formats such as text, images, video, sound etc., makes Social Media a tool which can bring your advocacy efforts tremendous rewards. The most common platforms such as Facebook and Twitter are widely used by activists but there are also new platforms such as Pinterest, Tumblr, and Instagram which unfold new potentials for advocacy strategies.

The American Association of University Women (AAUW) has published a Social Media Handbook for AAUW Branches and gives useful advice on how to use Social Media in your Advocacy Strategy:

General Principles for Using Social Media

- **Show who you really are.** Show your personality, be transparent and show who is posting content. Don't just broadcast but give your opinion and build your credibility as a trusted source.
- **Focus on the cause.** Don't post about too many topics but stay rather focused so that followers don't get confused and lose trust and attention.
- **Be reliable.** Post and share regularly content of quality from sources which can be trusted. Your community needs to trust you and see you as a reliable source of information.
- **Be social.** It is all about conversation, so comment on other people's and organization's posts. It is important to engage with your followers and your community to make them see that you have the same values and priorities.



Creating a Social Media Strategy

When using Social Media in your Advocacy efforts it is important to establish a strategy first. Key elements of a strategy include:

- **Setting your objectives.** Do you have a narrow goal such as promoting an event; or do you have a broader goal, such as engaging with a community on a particular cause?
- **Identifying the audience you would like to reach.** Do you want to reach out to the members of your community and/or the people who are already aware about the cause you are advocating for or do you want to reach out to a new audience and people you would like to gain as supporters for your cause?
- **Selecting the social media platforms you want to use.** It all depends on your objectives and the audience you want to reach, but the most commonly used and easiest to use platforms are Facebook and Twitter.
- **Gathering the resources and materials you want to share.** This includes texts, photos, videos, related articles, etc.
- **Decide who in your team should lead the Social Media activities.** Somebody who is familiar and comfortable with technology and if possible someone who has some background in communications, marketing or public relations.

[Here \(http://www.aauw.org/resource/how-to-use-social-media-for-advocacy/\)](http://www.aauw.org/resource/how-to-use-social-media-for-advocacy/) you can find specific tips for using Facebook and Twitter for advocacy.

Source AAUW [“How to Use Social Media for Advocacy” \(http://www.aauw.org/resource/how-to-use-social-media-for-advocacy/\)](http://www.aauw.org/resource/how-to-use-social-media-for-advocacy/)

3. Video Advocacy

WITNESS (www.witness.org) is an organization specialized in Video Advocacy using video as a complement to other advocacy tools like lobbying to help drive changes and human rights policies and practices by communicating with particular audiences.

According to WITNESS “Video advocacy” is about using visual media as a strategic tool to engage people to create change. Making an advocacy video requires setting specific objectives, identifying target audiences and developing a strategic plan for production and distribution to ensure the video has impact. Remember that *video* is the medium, *advocacy* is the purpose, and *change* is the goal.



WITNESS has created a very comprehensive and useful tool kit for Video Advocacy, the “[WITNESS Video for Change Toolkit](http://www.witness.org)” (<http://toolkit.witness.org/en>)

Here you can find four useful videos from the toolkit which help you make the best out of your Advocacy efforts using video as tool:

Getting Ready to Make A Human Rights Film
<https://www.youtube.com/watch?v=fuXPdbjrbfY&list=PLWlogTY7eFiLwv5jGiM-k9EAnPJ9a7fbc&index=1>

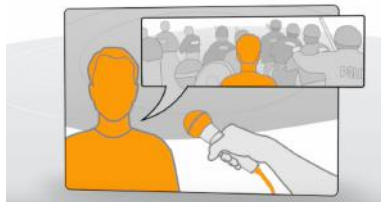


Filming, Audio & Using Cellphones
<https://www.youtube.com/watch?v=B7BFnhYX2vs&list=PLWlogTY7eFiLwv5jGiM-k9EAnPJ9a7fbc&index=2>



Filming & Protecting Interviewees
<https://www.youtube.com/watch?v=r567vml1Fcs&index=3&list=PLWlogTY7eFiLwv5jGiM-k9EAnPJ9a7fbc>

12. PEOPLE TELL STORIES



Editing and Distributing Your Film
https://www.youtube.com/watch?v=ps80s0Sle_g&list=PLWlogTY7eFiLwv5jGiM-k9EAnPJ9a7fbc&index=4

5. EDIT ETHICALLY



Source: <https://witness.org>

VII. The “Ten Golden Rules” of Advocacy



1. Be legitimate!

Who do you represent? Do you have a mandate? Is there public concern on the topic? Do you represent a strong interest group? Do you have moral and/or legal legitimization?

2. Know your facts!

For legitimacy but also because over time you will become a reliable source of information for politicians and media in your area. You might need some research for this, or make connections with other organisations to access their knowledge.

3. Let people participate!

Create ways for people to participate, like writing letters to decision-makers, gathering signatures etc. - it increases legitimacy, ownership, and public pressure.

4. Establish relations to the media!

Create a news related story to get media attention! In the long run, create relationships with journalists. Be a reliable source of information!

5. Know your interlocutor!

Know his/her position/interests, power, motivations, limits (see pages 11-12).

6. Use good timing!

Are there summits, elections or other events taking place? Do they provide opportunities for your cause?

7. Success only comes from a win-win situation!

Advocacy is about influencing decisions. Somebody must make a decision in a way you like to see it. They won't do it just in order to do you a favour. They must feel it is in their interest to make this decision. Supporting your cause must be a gain for the decision-maker you want to influence.

8. Improvise!

No strategy and planning can substitute flexibility and sometimes improvisation. “Life is what happens to you while you're busy making other plans” (John Lennon).

9. Don't harp on old battles - look forward & let losses go!

Not everything will work -sometimes a politician will do the exact opposite of what you want. It is no use grumbling about it. You might need exactly this politician as an ally next time! A defeat is a defeat (learn from it!) and a victory is a victory (learn from it and celebrate it!).

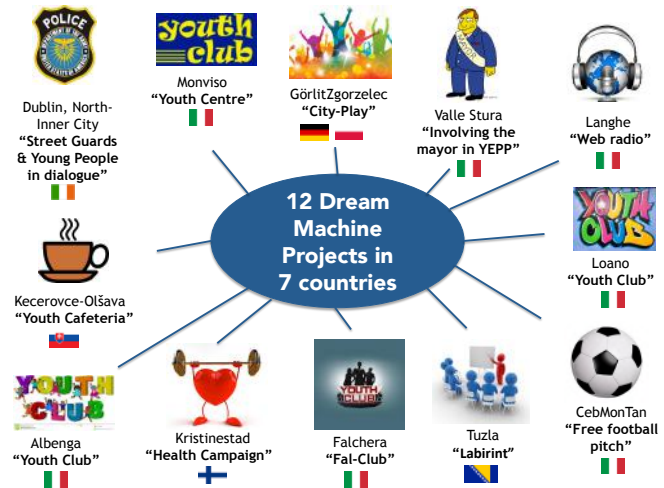
10. Keep a long term view!

The anti-slavery movement, the first global movement, took more than 100 years to achieve success. And still continues.

VIII. Best Practice from the “Dream Machine” project (2014-2015)

1. About the “Dream Machine” project

The project “Dream Machine” - Partnerships and Youth Initiatives for Community Development” was implemented from March 2014 to October 2015. It was funded by the European Union’s Youth in Action Programme, Action 4.6-Partnerships, as well as by Fondazione Casa di Risparmio di Cuneo (Italy), Svenska Kulturfonden (Finland) and the Municipality of Kristinestad (Finland). The project aimed at deepening the existing practices of partnership with local municipalities through a set of local and transnational activities and innovative methods which would help young people to develop and implement their vision of their community and of change they would like to see there.



100 young people in 12 YEPP Local Sites, composed of 60 communities with fewer opportunities, in 7 European countries (Bosnia & Herzegovina, Finland, Germany, Ireland, Italy, Slovakia and Poland) participated in this project.

The objective was for young people to further develop their advocacy skills through international training and local coaching and to set up a “Local Stakeholder Circle” - a community-based group featuring mayors, municipality representatives, NGOs, youth workers and other young people. The task of the young people was to come up with several project ideas which would bring about social change to their community and to select one in order to implement it in partnership with the “Local Stakeholder Circle”.

Part of the project was a training on advocacy at the International Youth Exchange in Cuneo, Italy, as well as local workshops and coaching to support youth projects and the final conference in Kristinestad, Finland which brought together young people and politicians to share best practice and adopt recommendations for youth participation in the decision making processes.

A total of 12 projects were implemented and some of them are featured below. They highlight the experience from the point of view of young people as they approached politicians to participate in their project and from the point of view of politicians who were approached by and collaborated with young people in the context of this “Dream Machine” project.

2. Video presentations of “Dream Machine” projects in 5 European countries

Project

“[Youth Cafeteria](#)”

YEPP Local Site Kecerovce-Olšaava, Slovakia

Young people got the support of the mayor of Kecerovce-Olšava to set up a youth cafeteria in the community of the village.

<https://www.youtube.com/watch?v=RCCaENnkIDY>



Project

“[Web Radio](#)”

YEPP Local Site Langhe, Italy
15 young people from the YEPP Local Site Langhe set up a Web Radio, which was financially supported by the local mayor.

<https://www.youtube.com/watch?v=wAQqBxZypaE>

Project

“[Youth Centre Albenga](#)”

YEPP Local Site Albenga, Italy

After several years of advocacy work and efforts from the young people in Albenga, the mayor finally agreed to finance and support a youth centre in the town. This project received the award “Best Advocacy Work” at the “Dream Machine” conference in Kristinestad.

<https://www.youtube.com/watch?v=VFfrfMHsBD8>





Project **“Labirint”**

YEPP Local Site Tuzla, Bosnia & Herzegovina

The young people in Tuzla approached local and national politicians in order to seek support for their project “Labirint” which is a Community Training Centre offering courses and training for members of the community. They also made a very successful fundraising

campaign and received funding from local foundations, businesses and residents. This project was awarded “Best Community Project” at the “Dream Machine” conference in Kristinestad. <https://www.youtube.com/watch?v=4qVJTYQvOrs>

Project **“Street guards and young people in dialogue”**

YEPP Local Site Dublin-North Inner City, Ireland

The young people from the YEPP Local Site in Dublin North-Inner city have tried to find a solution for the tense relationship between Street police guards and young people. They have been fostering exchange and dialogue through surveys and interviewing young people and street guards about their views and want to continue organising meetings between both parties in order to improve their relationship. This project was awarded “Most Innovative Project” at the “Dream Machine” conference in Kristinestad.



https://www.youtube.com/watch?v=r_W-BxtWZJM



Project **“Health Campaign”**

YEPP Local Site Kristinestad, Finland

The young people of Kristinestad have been working on a health campaign including information days about health and sports issues in schools and a swimming hall disco. The municipality of Kristinestad has been involved at the local level

supporting the campaign and also on an international level hosting the “Dream Machine” Conference in June 2015 and personally inviting mayors and municipality representative from Communities from 7 European countries to this event. <https://www.youtube.com/watch?v=knTVmNScLAW>

If you would like to have more information about these projects please contact YEPP IRC at info@yepirc.org.

IX. Recommendations from Young People and Politicians

The “Dream Machine” Declaration Recommendations for Youth Participation in Decision-Making

This declaration of recommendations has been drawn by 50 all delegates of the YEPP International Community Conference “Dream Machine: Towards Social Change” which took place in Kristinestad, Finland, on 12-17 June 2015. Young people, policy makers and youth coaches from Bosnia & Herzegovina, Finland, Germany, Ireland, Italy, Poland and Slovakia discussed together how social change can be created in their communities using their “Dream Machine” projects - local youth initiatives with community impact and involvement of stakeholders from public, private and independent sector. Here is the set of recommendations for youth participation in decision-making, youth and community policies approved by the delegates for local, national and European level. They are directed at public authorities, municipalities and all those with decision-making power to help us implement them.

LOCAL AND NATIONAL LEVEL

1. Set up position of youth officers in the municipalities.
2. Provide incentives for young people to take decision-making positions in the municipalities, e.g. youth councillor.
3. Have commitment of policy makers to participate in YEPP / Youth meetings.
4. Apply the “YEPP” approach and methodology in policies towards young people and the community they live in.
5. Lower the voting age to 16.
6. Invest in capacity building of youth.
7. Support “YEPP” or other youth programmes and structures e.g. Youth Councils, Youth Parliament which empower youth in advocacy.
8. Make politicians “dream” with young people.
9. Show your respect by actions, not only words.
10. Involve politicians in young people’s activities, also in earlier stages.
11. Foster asset-based community development, e.g. help communities to co-produce and serve their needs using existing assets to create change.
12. Set up youth fund to give grants to local youth initiatives.
13. Provide meeting spaces for youth for free.
14. Support forms of self-organizations of young people.
15. Foster entrepreneurial thinking of young people.

EUROPEAN LEVEL

16. Fund more youth exchanges - an important way for youth to develop intercultural awareness, tolerance and European identity.
17. Focus on “Europe of Citizens” vs. “Europe of Economy”.
18. Define youth policies, directions, criteria & competences, together with young people.
19. Invest in training and capacity building for staff of municipality.
20. Advocate for more local politicians at European level.
21. Engage with the YEPP Community Network for youth policy and advocacy work at European level.



X. Additional Resources

DEEP Advocacy Toolkit

Development Education Exchange in Europe Project

<http://www.deeep.org/advocacytoolkit.html>

EUMAP of Open Society Institute

Monitoring Human Rights and the Rule of Law in Europe

www.eumap.org/journal/features/2006/advocacy/

GLEN - Global Education Guide

Global Education Network of Young Europeans

<http://glen-europe.org/index.php?lnk=2&sbl=106>

Civicus Campaigning Toolkit

World Alliance for Citizen Participation

www.civicus.org/mdg/title.htm

Examples given in this presentation are based on

a campaign of the organisation "Amt für Werbefreiheit und Gutes Leben" ("Office of advertising freedom and good life") with the objective of banning outdoor advertising in the area of Berlin called Kreuzberg. To read about this campaign (in German) visit their [website](#)

The Push back - 5 Important Advocacy Tips for Young People

<http://thepushback.org/blog/5-important-advocacy-tips-young-people>

Advocates for Youth - Tips for Advocates

<http://www.advocatesforyouth.org/tips-for-advocates-sercadv>

How to Use Social Media for Advocacy

<http://www.aauw.org/resource/how-to-use-social-media-for-advocacy/>

Using Social Media in your campaign

<http://knowhownonprofit.org/campaigns/campaigning/about-campaigning-and-lobbying/newmedia>

8 Tips on the Effective Use of Social Media for Social Good

<https://nonprofitquarterly.org/2013/07/10/tips-on-the-effective-use-of-social-media-for-social-good/>

Witness: Introduction to Video Advocacy

This video series is designed for first time users of video for advocacy, but is also a great refresher for more experienced practitioners. The short videos (ranging in length from 3-5 minutes each) highlight strengths and challenges of using video for human rights advocacy as well as key items to consider before you pick up a camera.

<https://www.youtube.com/playlist?list=PLWlogTY7eFiLwv5jGiM-k9EAnPJ9a7fbc>

The WITNESS Video Advocacy Training Guide

<https://witnesstraining.wordpress.com>

Top 10 Tips for Effective Media Advocacy

<https://melindaklewis.files.wordpress.com/2009/04/top-10-tips-for-media-work.pdf>

National PTA - Working with the Media

<https://www.pta.org/advocacy/content.cfm?ItemNumber=2095>

NAFSA Association of International Educators - Working with the News Media - a different kind of Advocacy

http://www.nafsa.org/uploadedFiles/NAFSA_Home/Resource_Library_Assets/Public_Policy/media_handbook.pdf

Johannes Krause

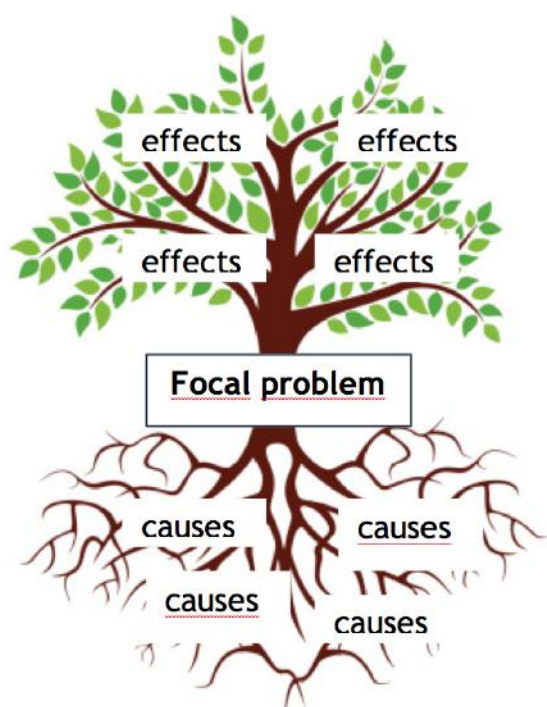
YEPP Advocacy Strategies Manual. Accompanying the Advocacy Strategies Training, 18-20 November in Gollwitz, Germany.” Berlin, 2009.

Jan-Henning Korte

Training videos are presented by Jan-Henning Korte at the “Dream Machine” Advocacy Training in Cuneo, Italy (8-12 Oct 2014)

ANNEXES

Annex I - Handout: The Problem Tree



Effects:

What you ultimately want to change - indirectly & in the long run

The focal problem:

What your advocacy project wants to concretely address & change

The causes:

What you need to tackle directly in order to address your focal problem

Procedure of group work

- You have got 1 resource person who knows your advocacy case - provide information
- Identify 1 moderator for the session - guide the discussion towards results, involve everybody
- Identify 1 time-keeper - make sure you finish after 45 minutes
- Identify 1 rapporteur - present the results of your group work in the plenary (2 minutes)

Task

- Create a problem tree of your advocacy project
- Name the focal problem, its causes, its effects, and the connections between them
- Visualise the problem tree on a flip chart or pin board (tree image or schematic picture)

Advice

- Start with writing down the different aspects of the problem on cards (1 aspect per card, keywords only, write with a marker & write big)
- Then bring them into an order, decide what is an effect, what is a cause, how they are linked
- Identify the focal problem that your advocacy project wishes to address: the concrete change you want to achieve through your project

Source: Johannes Krause. YEPP Advocacy Strategies Manual (2009)

Annex II - Handout: Stakeholder Analysis

Mapping the stakeholders

Mapping the stakeholders of an issue can help to

- reveal alliances and power balances (in highly contested issues)
- identify potential allies and options for exerting influence

1. List the stakeholders that are most relevant for your advocacy problem:

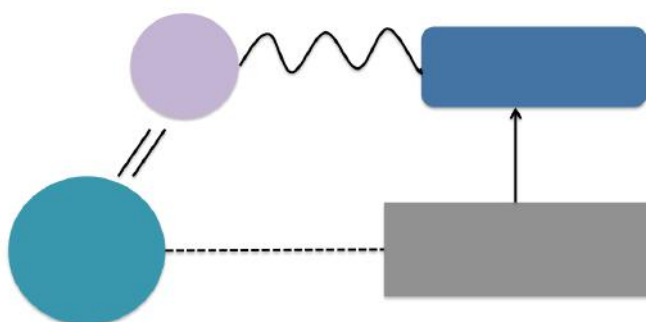
- you
- your interlocutor (the decision-maker)
- other actors who influence the problem or are influenced by it
- Keep it simple! Do not include too many actors (only the 5-10 main actors).

2. Write the names of the main actors on cards of different size, shape and colour

- choose big cards/symbols for actors that have a big influence on the issue and small ones for actors who have a weak influence
- choose similar colour or shape of cards for actors of similar type
- pin the actors on a pin-board, placing them regarding their relation to each other: allies close; opponents far

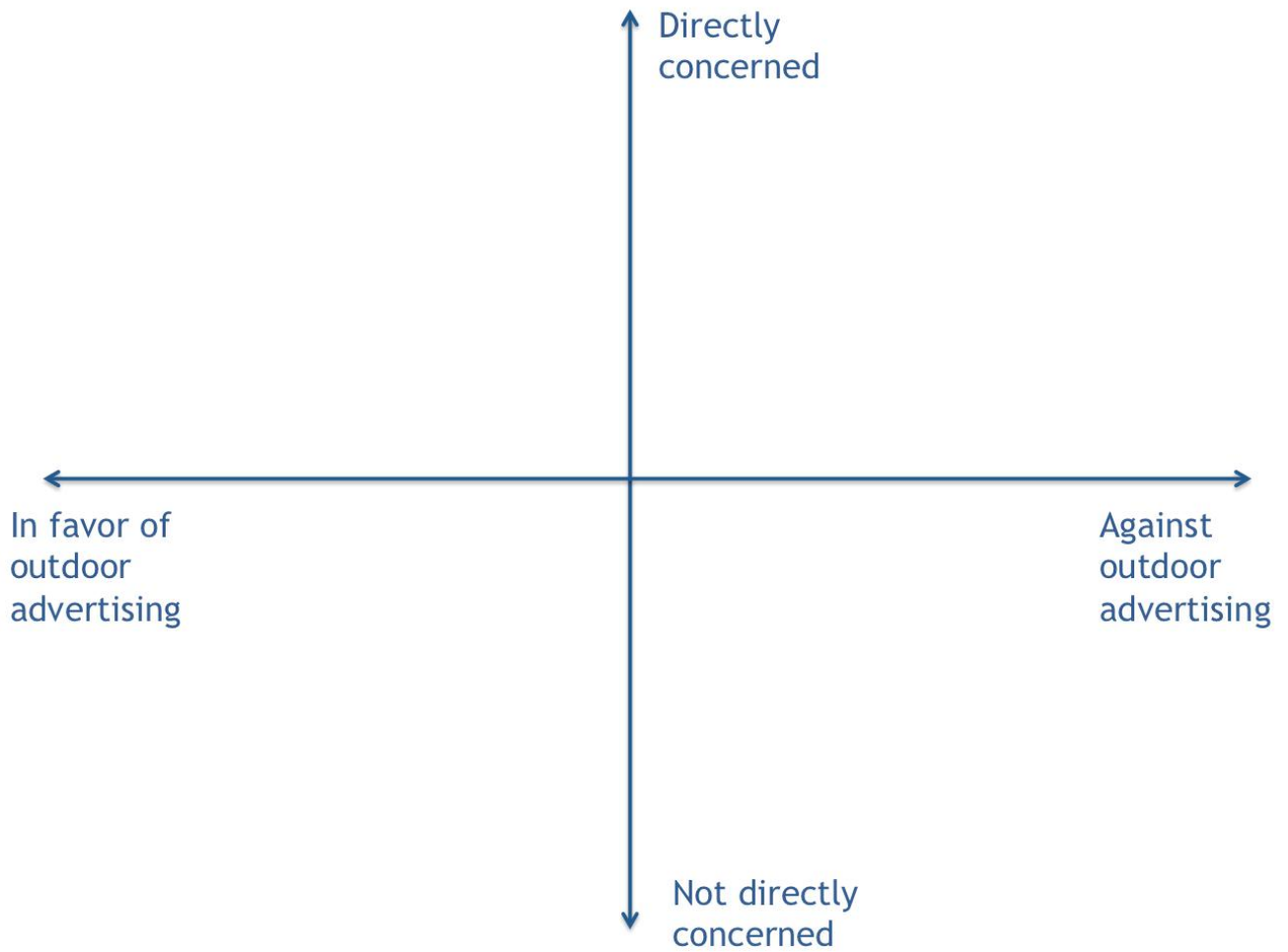
3. Visualise the relations between the actors

- use a simple line to show a good relation
- use a double line to show an alliance or community of interests
- use a dotted line to show weak or fragile relations
- use a wavy line to show conflict
- use an arrow to show a one-way influence of one actor on another (dominance/dependency)
- if relevant, write keywords next to the lines, specifying the issue of alliance or conflict or influence



Analysis of selected stakeholders

Pick out the most relevant actors and analyse them more deeply:



	Position on the issue	Motivations (interests & reasons behind)	Power (possibilities to influence the issue)	Limitations (resources, institutional constraints)
You				
The decision maker				
Your main opponent				
Your main ally				

Source: Johannes Krause. *YEPP Advocacy Strategies Manual* (2009)

Annex III - Handout: Matrix of Change

Task: produce a Matrix of Change for your advocacy case

Formulate the desired objectives at “output”, “outcome” and “impact” levels:

- Start with defining the impact you want to see, then the outcome (the project purpose, the concrete change that your advocacy efforts can achieve), and then the visible results you want to have from your own activities.
- Use your problem tree & the focal problem identified as an orientation!
- Formulate SMART objectives: Specific, Measurable, Appropriate, Realistic, and Time-bound.
- Formulate your objectives in present tense or perfect (as if the situation had occurred already).

Then, try to define progress markers: How do you observe the change (what do you expect to see, like to see, love to see)?

- In order to give your project a clear focus it is most important to define progress markers for its outcome level.
- If you still have time, you can proceed with defining progress markers for the impact and output levels.

A Matrix of Change Example

Campaign of the organisation “Amt für Werbefreiheit und Gutes Leben” with the objective of banning outdoor advertising in the district of Berlin called Kreuzberg. To read about this campaign (in German) visit the [website](#).

	Objectives	Progress Markers
<p>Impact</p> <p>the change in the wider society to which the outcome might have contributed</p>	<p>Impact objective (overall goal)</p> <p><i>e.g. “By the end of 2015, the local government has decided to ban outdoor advertising in Kreuzberg.”</i></p>	<p><i>We expect to see no positive decision.</i></p> <p><i>We like to see a decision with very demanding conditions for outdoor advertising in Kreuzberg.</i></p> <p><i>We love to see a definite negative decision.</i></p>
<p>Outcome</p> <p>the change effected by the output in the direct context of the project</p>	<p>Outcome objectives (project purpose)</p> <p><i>e.g. “By the end of 2015, critical positions about outdoor advertising have become stronger within the party leading the district Kreuzberg (the Greens)”</i></p>	<p><i>We expect to see a debate about outdoor advertising at the next party convention of the Greens.</i></p> <p><i>We like to see a vote against outdoor advertising at the next party convention of the Greens.</i></p> <p><i>We love to see an official statement by the Mayor of Kreuzberg that he will do everything he can to reach a ban on outdoor advertising in Kreuzberg.</i></p>
<p>Output</p> <p>the tangible project results</p>	<p>Output objectives (immediate results)</p> <p><i>e.g. „By October 2015, two creative street protest actions against outdoor advertising in Kreuzberg have taken place with media coverage in regional and national media. The mayor of Kreuzberg was met on the issue and took note of the protest.”</i></p>	<p><i>We expect to see 2 days of street actions in Kreuzberg, Berlin.</i></p> <p><i>We like to see coverage in 10 regional media & a reaction by the mayor on the protests.</i></p> <p><i>We love to see national media coverage & a quotable statement of the mayor against outdoor advertising in Kreuzberg.</i></p>

Source: Johannes Krause. *YEPP Advocacy Strategies Manual* (2009)

Annex IV (a) - Handout: Meeting the decision-maker

Role-play instructions for the lobbyists

The situation

With your organisation, you are in an advocacy process for a certain issue (the advocacy case of your working group). As part of your advocacy activities you have set up a direct meeting with an important decision-maker who you think has significant influence on the cause you are advocating for. After longer efforts, you have managed to get an appointment with the decision-maker. He/she has agreed to receive you for a 15 minutes talk in his/her office to talk about your issue.

Prepare for the lobbying meeting

- Agree on what you want from the decision-maker
- Prepare your arguments
- Think of the positions & priorities of the decision-maker
- Agree who should be in the delegation meeting him/her
- Agree how the roles in the delegation will be distributed
- Agree how you will proceed

Time schedule

45' for preparation in 4 groups

Break

60' presentations and debriefing in 2 sub-plenaries with 2 groups each

15' for the role play group I

15' for debriefing of group I

15' for the role play group II

15' for debriefing of group II

Break

Back to plenary

Source: Johannes Krause. YEPP Advocacy Strategies Manual (2009)

Annex IV (b) - Handout: Meeting the decision-maker

Role-play instructions for the decision maker

The situation

You are aware of the organisation X and of the cause they are trying to promote. They have asked you for a meeting and you have agreed to receive them for a quick (15 minutes) exchange of ideas in your office.

Getting into the role of the decision-maker

The issue and what it means for you

- What is your position on the issue?
- What is the interest behind your position?
- How important is that issue for you (compared with other issues on your agenda)?
- Could the people who will visit you be useful for your agenda? In what way?
- Would it be useful for you to support the cause of the people who will visit you?
- Could it be harmful for you to support their cause?

Your attitude

- Remember that you are a busy person with an overloaded agenda. You have many responsibilities and the issue your guests want to talk about with you might be only one among many (more?) important issues for you.
- Be friendly & positive - but do not make any commitments which you cannot likely fulfil. Rather stay vague than offering too much.
- Always have your own agenda and priorities in mind - and think about how your interlocutors could be useful to bring your agenda forward.

Your character: are you...

- (a) ...a person who reacts positively on everything but hides his/her cards? (“This is wonderful what you are doing, I appreciate it a lot, and wish you good luck, and you can be sure that I fully support what you are doing.”) *or*
- (b) ...a person who lets the others feel that you are in the superior position? (You are coming late, you hold long speeches, you confuse their names or even confuse the whole group with another one, you treat them like naïve amateurs.) *or*
- (c) ...a person who is very straightforward about your own points of view and expects others to agree with your priorities? (“The real problem is that:...”; “The solution for your problem can only be...”) *or*
- (d) ...a person who prefers to point to other’s responsibility? (“I totally agree with you, and I said this at that and that occasion. But unfortunately, I cannot do anything about it. It is an issue of national policy/it is not my field of competency...”)

Prepare the setting

- Agree on the division of roles between the main decision-maker and the assistant
- Think about the room setting (Table & chairs? Who is sitting where? Serve coffee?)

Time schedule

45’ for preparation in 4 groups

Break

60’ presentations and debriefing in 2 sub-plenaries with 2 groups each

15’ for the role play group I

15’ for debriefing of group I

15’ for the role play group II

15’ for debriefing of group II

Break

Back to plenary

Source: Johannes Krause. YEPP Advocacy Strategies Manual (2009)

Annex IV (c) - Handout: Meeting the decision-maker

Role-play instructions for the facilitator of the debriefing

Time schedule

45' for preparation in 4 groups

Break

60' presentations and debriefing in 2 sub-plenaries with 2 groups each

15' for the role play group I

15' for debriefing of group I

15' for the role play group II

15' for debriefing of group II

Break

Back to plenary

Facilitation of the presentations, 15'

- Ask those who are not involved in the play (group II and those of group I who are not in the delegation) to take the role of observers: present them the observers' instructions below.
- Ask the decision-maker of group I to arrange the room setting while the lobbyists of group I have to wait outside (Table & chairs? Who is sitting where? Serve coffee?)
- End the role play after about 15 minutes (earlier, if nothing new is coming anymore).

Debriefing, 15'

- Take seats in a circle
- Ask the lobbyists how they felt in their role (3-5 minutes)
- Ask the decision-maker how he felt in his/her role (2 minutes)
- Ask the observers what they observed, focus on the performance of the lobbyists: What was convincing? What should be changed? (5-10 minutes)
- Remind the participants to keep in mind the most important lessons learnt for the plenary.

Next group, 30'

Instructions for role-play observers

- Focus on what is convincing and what should be improved in the performance of the lobbyists: how were they prepared, how are they presenting their cause, how do they speak, what is their body language like, how do they react in irritating situations...?
- Do also note actions & behaviour of the decision-makers which might be a frequent challenge in real lobbying situations
- Share your observation task in the group of observers: decide on who will observe which person
- Take notes of what you observe

Source: Johannes Krause. YEPP Advocacy Strategies Manual (2009)