YEPP EUROPE

ADVOCACY GUIDE

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

Note

The YEPP EUROPE Advocacy Guide was created in the context of the project "Dream Machine: Partnerships and Youth Initiatives for Community Development" 2014 – 2015. The YEPP International Resource Centre (YEPP IRC) was renamed YEPP EUROPE in 2017. Hence, some text in this document still refers to the former name. The Advocacy Guide is based on the advocacy strategies and best practices from the Youth Empowerment Partnership Programme 2001 – 2011 ("YEPP"). The "Dream Machine" project has been organized by the Municipality of Kristinestad and YEPP International Resource Centre at the Institute of Community Education, International Academy Berlin gGmbH. It was 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.

Contents:

I. What is 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."

Advocacy is about promoting a cause in order to influence decisions so that social change happens.
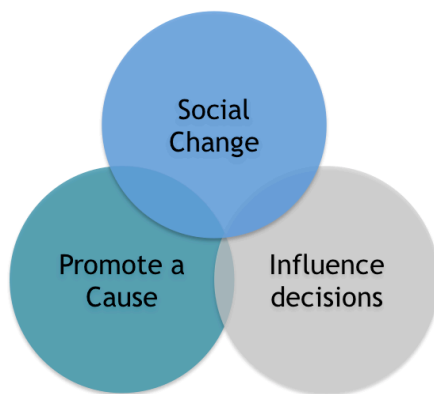
Elements & tools of advocacy (examples)

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

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.

Training video: What is Advocacy?

https://www.youtube.com/watch?v=v7ukimmJRNs

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

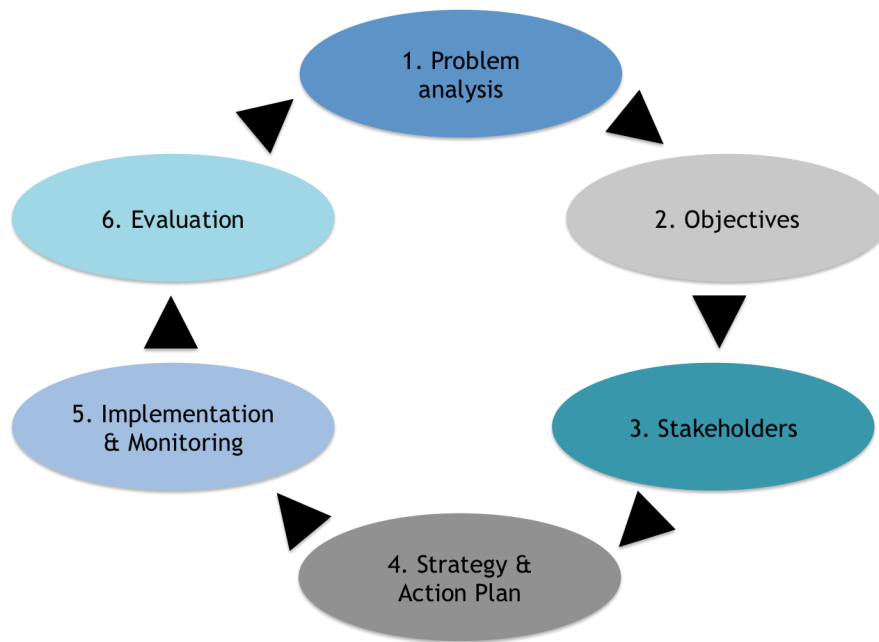# II. The Advocacy Strategy

Why do you need a strategy?

In order to be **effective!**

The stages of an advocacy project

Like any other project, advocacy projects should also follow a project cycle, consisting of different phases of analysis, planning, implementation, monitoring and evaluation. Here 6 stages are suggested:

This model of advocacy project matches the "YEPP Cycle of Change" which is the usual framework of YEPP project cycle management:

YEPP'S CYCLE OF CHANGE
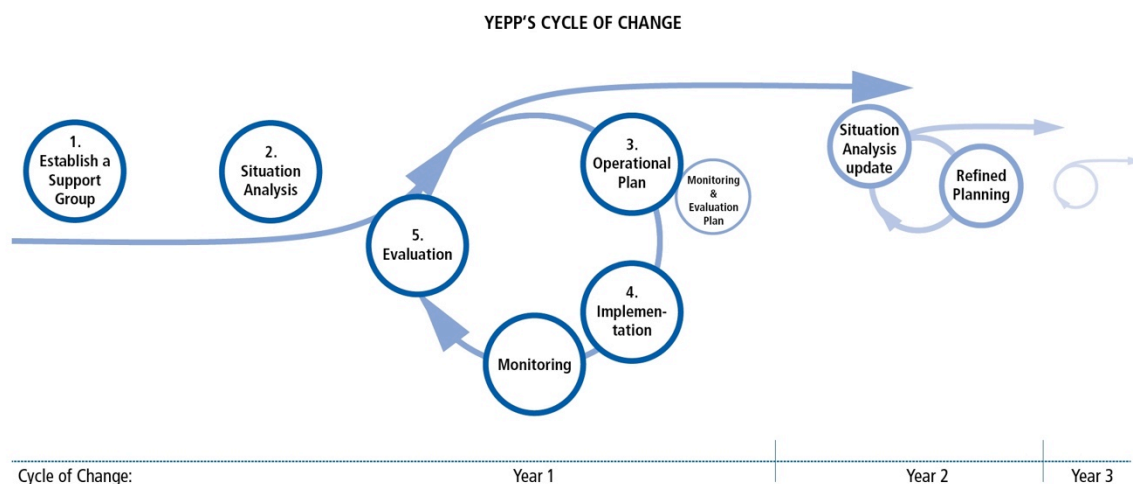
1. Problem Analysis

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 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 **objectives**: What do you want to achieve?

- ⇨ 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

https://www.youtube.com/watch?v=urSS3u5RlLI

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

🛠 *Tool 1: The Problem Tree*
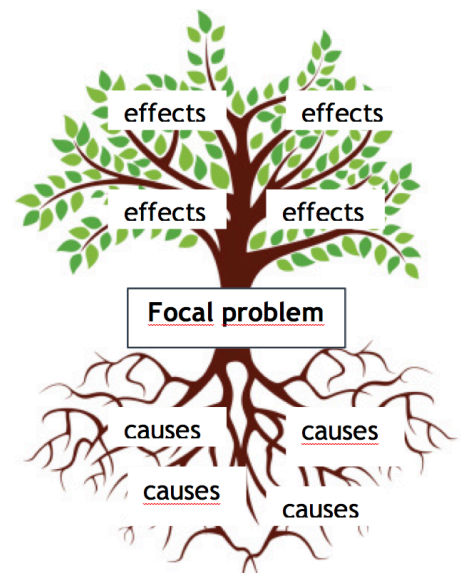
The focal problem:
What your advocacy project wants to concretely address & change

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" with the objective of banning outdoor advertising in the district of Berlin called Kreuzberg. To read about this campaign (in German) visit the [website](#)

Amt für Werbefreiheit und Gutes Leben

1. Problem analysis

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

Problem Tree

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"

2. Objectives

Solution Tree

Amt für Werbefreiheit und Gutes Leben

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

Specific strengths of the analytical tool Problem Tree:
- it structures thinking
- it separates causes from effects
- it helps to identify and focus on one core problem
- it visualizes the problem
- the tree is a nice, not too abstract image
- it serves as a reference you can get back to, later in the process
- it leads you easily from the problem (and its causes & effects) to objectives of the advocacy project
- it 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?

3. Stakeholders

Mapping actors

Opponent

Ally

Opponent

Interlocutor

Ally

YOU

Target Group in society

Competitor

Ally

Competitor

Where are you on the map?

YOU

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 won't 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…

Ally

Ally

Ally

Ally

YOU

Ally

Ally

Ally

Ally

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!
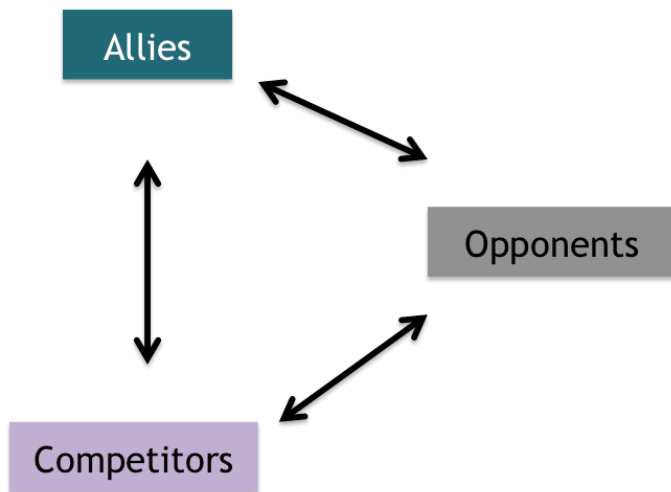
Understand your allies, competitors & opponents
- ⇨ What are their interests & agendas?
- ⇨ Can your ally become an opponent or competitor?
- ⇨ Can your competitor become an ally?

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

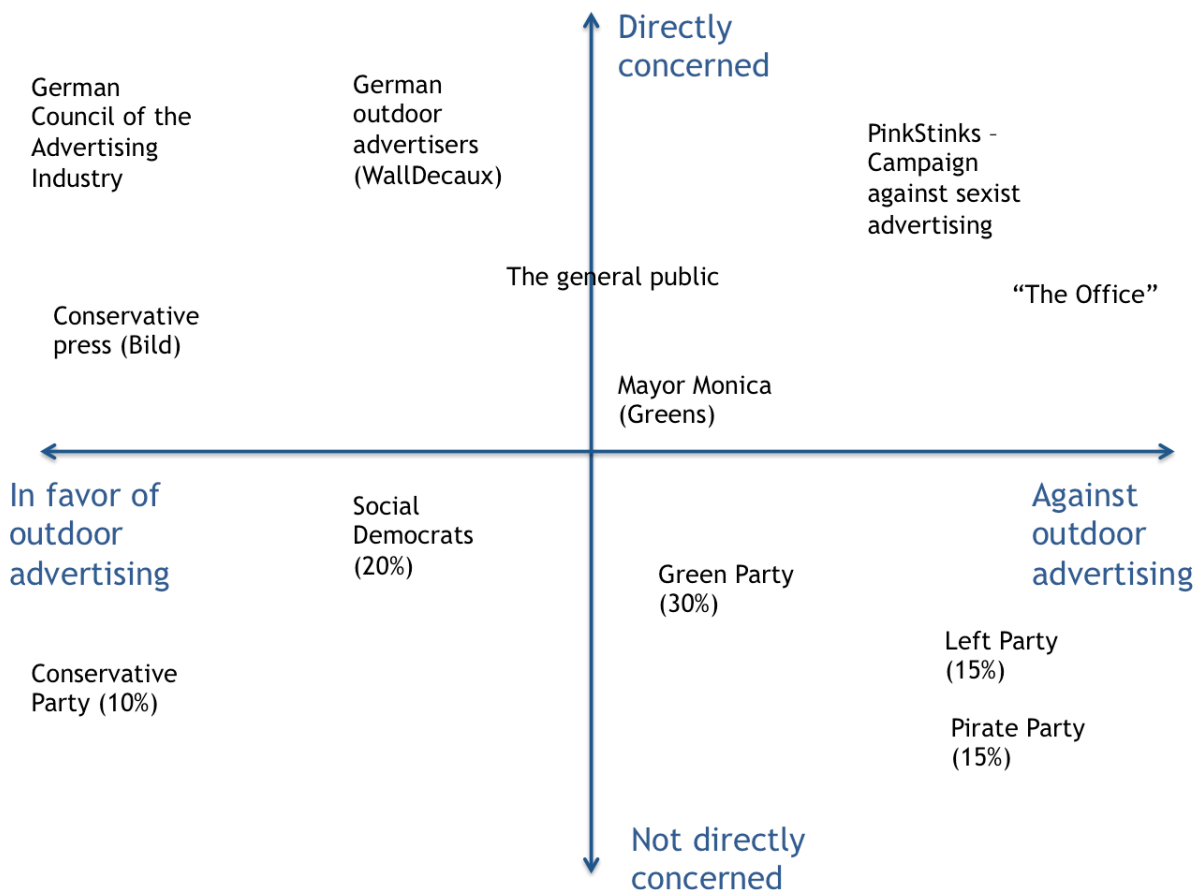⇨ **The main objective of a politician is to be re-elected!**

⚒ 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" with the objective of banning outdoor advertising in the district of Berlin called Kreuzberg. To read about this campaign (in German) visit the website

```
                          ↑ Directly
                            concerned

German                German
Council of the        outdoor
Advertising           advertisers               PinkStinks –
Industry              (WallDecaux)              Campaign
                                                against sexist
                                                advertising

                    The general public                    "The Office"
Conservative
press (Bild)
                              Mayor Monica
                              (Greens)
←───────────────────────────────┼───────────────────────────────→
In favor of                                          Against
outdoor           Social                             outdoor
advertising       Democrats                          advertising
                  (20%)
                               Green Party
                               (30%)
                                              Left Party
Conservative                                  (15%)
Party (10%)
                                               Pirate Party
                                               (15%)

                          ↓ Not directly
                            concerned
```

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

https://www.youtube.com/watch?v=XipB8XaPY5I

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

📹 Training video: How to involve other in your project

https://www.youtube.com/watch?v=oejkwOnVdoQ

Jan Korte Henning presenting at the "Dream Machine" Advocacy Training in Cuneo, Italy (8-12 Oct 2014)
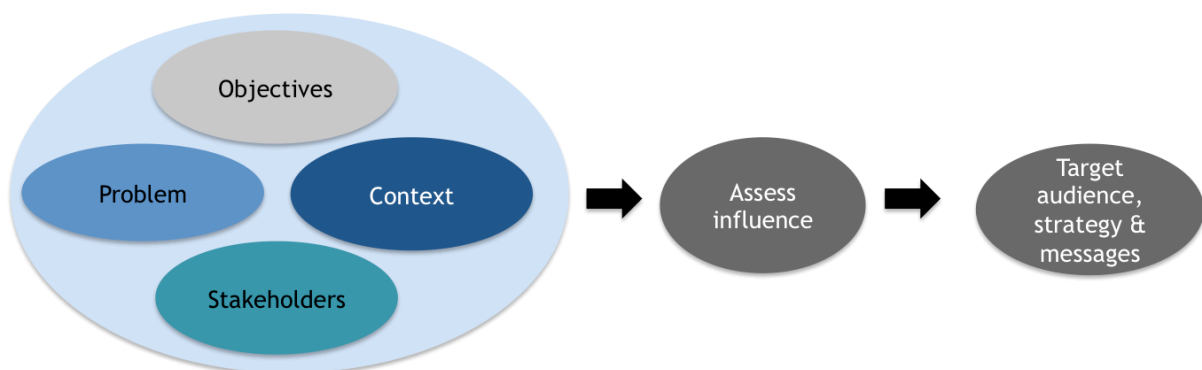
4. Strategy & Action plan

Besides 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:**
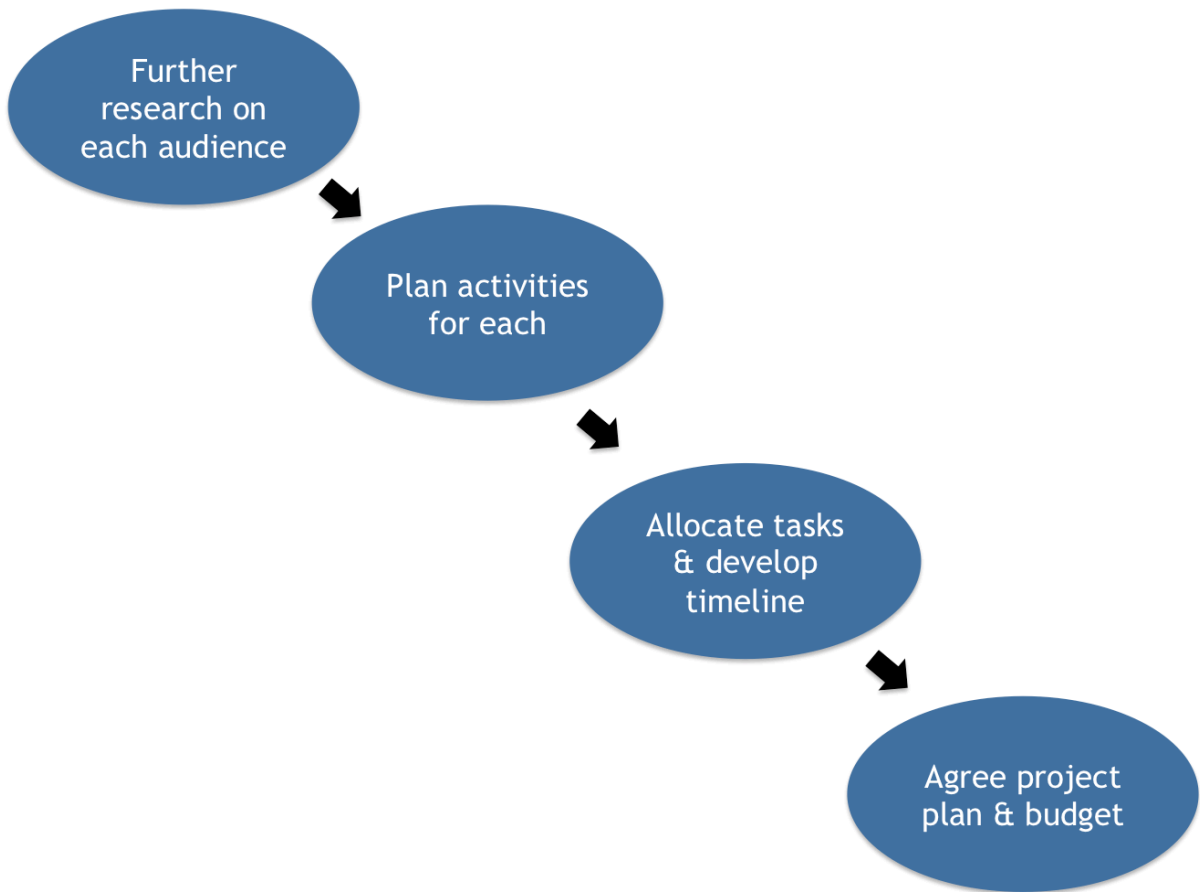
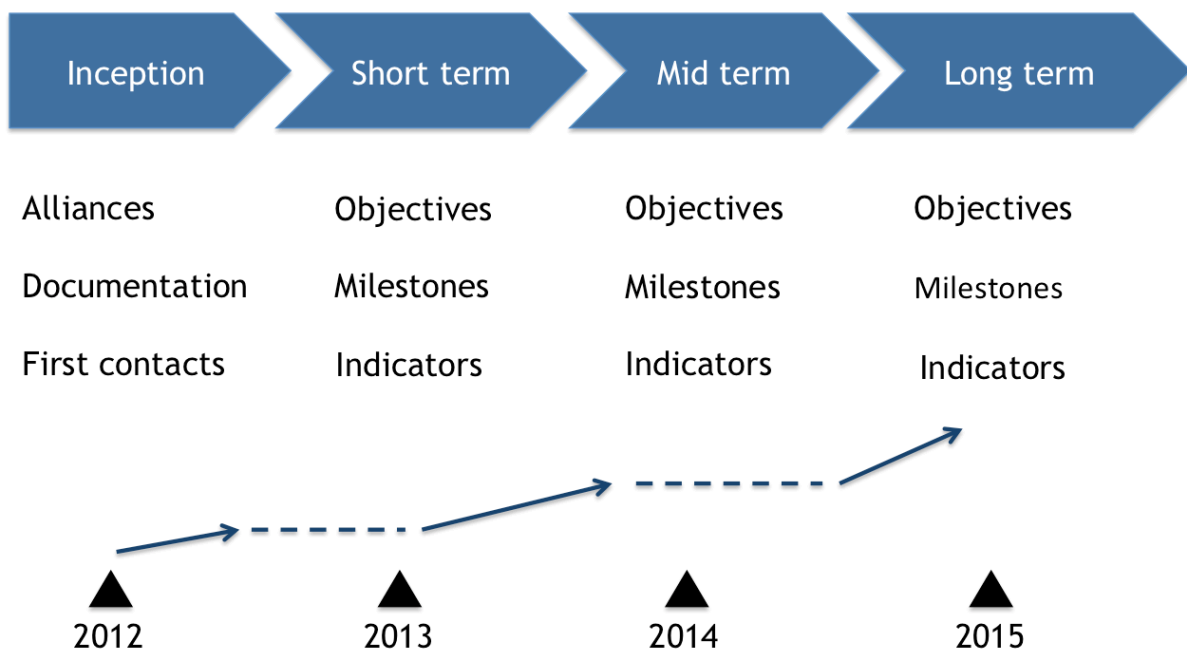Successful advocacy work often requires the ability to perceive and use a **Window of Opportunity**.
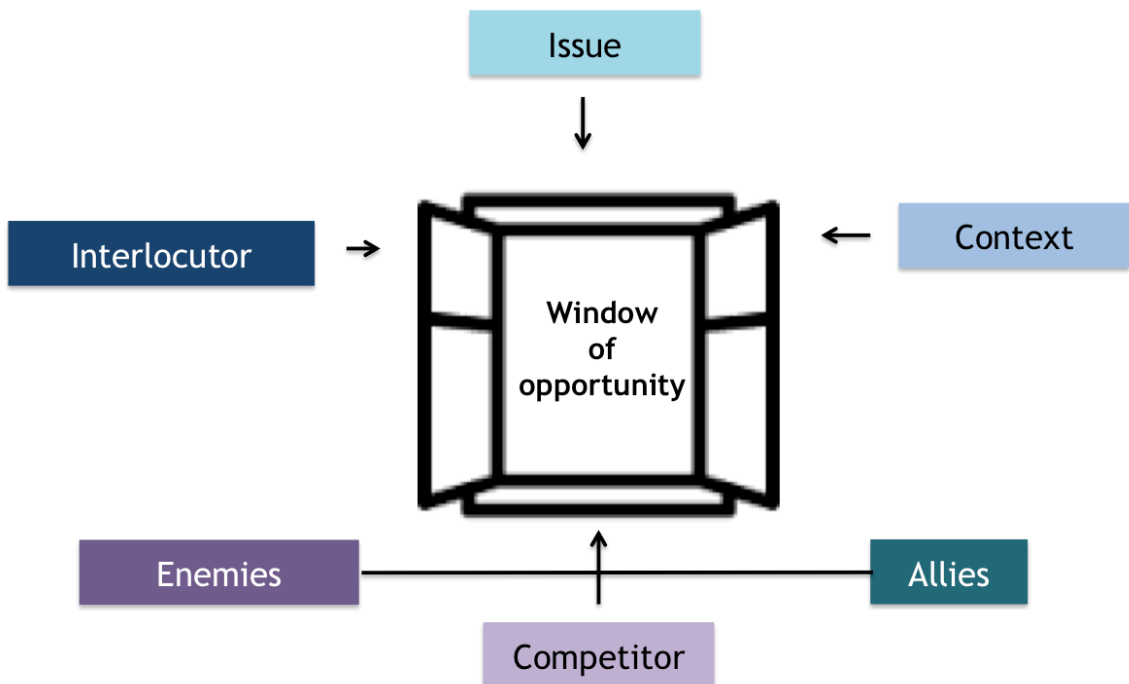
A Window of Opportunity is a set of favourable conditions creating a short period of time during which an opportunity must be acted on or missed. The constellation of the issue, the different actors involved, and the context may create such a window.

A 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…

Inception	Short term	Mid term	Long term
Alliances	Objectives	Objectives	Objectives
Documentation	Milestones	Milestones	Milestones
First contacts	Indicators	Indicators	Indicators

2012   2013   2014   2015

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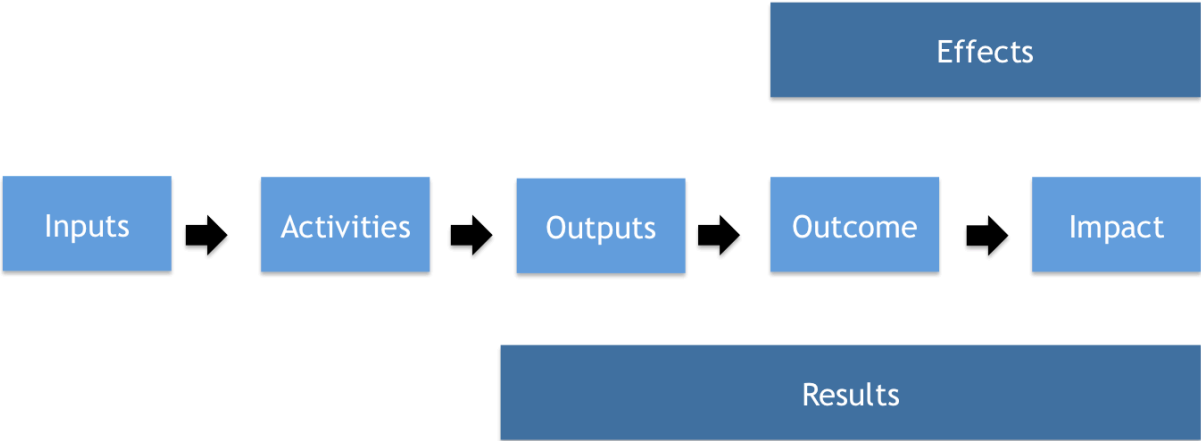
Inputs: material and nonmaterial resources
e.g. working hours, materials, office rent

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
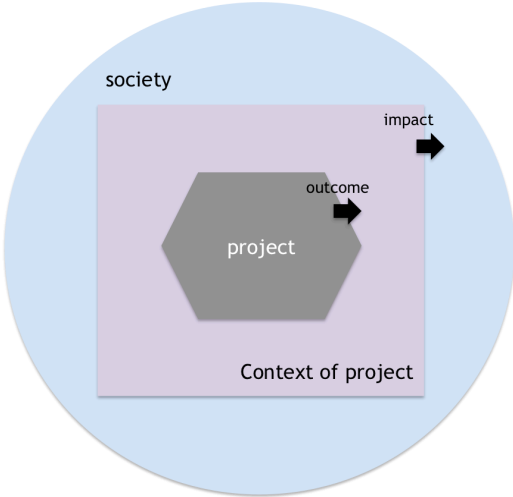
The Matrix of Change[1]

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" 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
Impact the change in the wider society to which the outcome might have contributed	**Impact objective** (overall goal) e.g. *"By the end of 2015, the local government has decided to ban outdoor advertising in Kreuzberg."*	*We expect to see no positive decision.* *We like to see a decision with very demanding conditions for outdoor advertising in Kreuzberg.* *We love to see a definite negative decision.*
Outcome the change effected by the output in the direct context of the project	**Outcome objectives** (project purpose) e.g. *"By the end of 2015, critical positions about outdoorn advertising have become stronger within the party leading the district Kreuzberg (the Greens)"*	*We expect to see a debate about outdoor advertising at the next party convention of the Greens.* *We like to see a vote against outdoor advertising at the next party convention of the Greens.* *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.*
Output the tangible project results	**Output objectives** (immediate results) 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."*	*We expect to see 2 days of street actions in Kreuzberg, Berlin.* *We like to see coverage in 10 regional media & a reaction by the mayor on the protests.* *We love to see national media coverage & a quotable statement of the mayor against outdoor advertising in Kreuzberg.*

> *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.*

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[1] The „Matrix of Change" is based on *Logical Framework (logframe)* and *Outcome Mapping*.

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…

> → Note: The method Participatory YEPP Monitoring and Evaluation Concept **(PYME)** to monitor and assess outputs should also be applied for the Advocacy Projects in the YEPP Local Sites. PYME is compatible with the steps of Monitoring and Evaluation that are described in this advocacy manual.

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 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.

III. Meeting Decision Makers
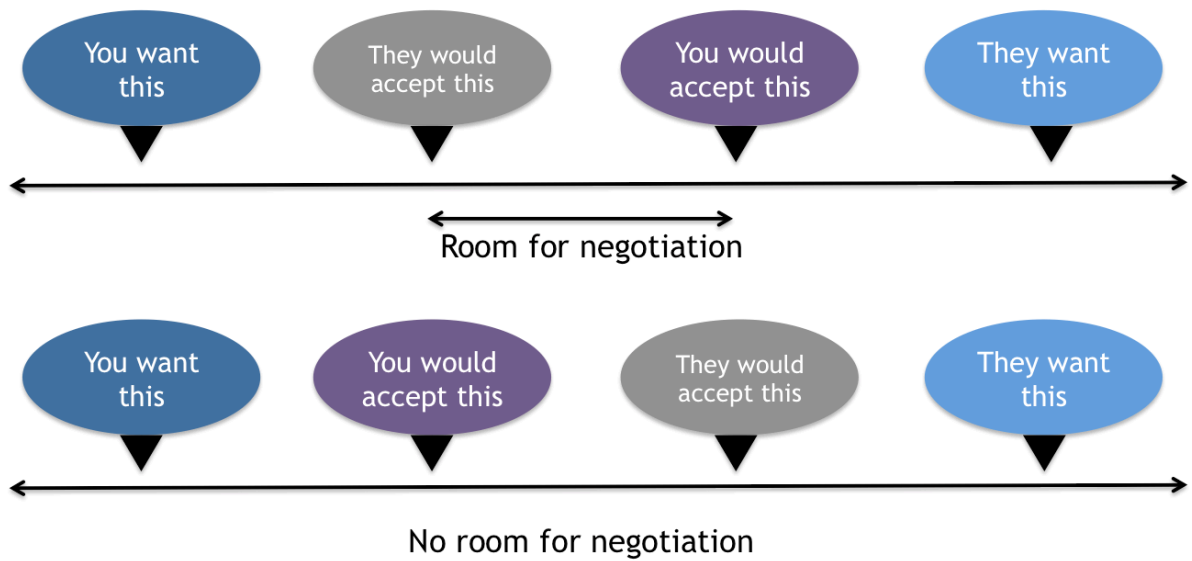
Win-win solutions

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 your beneficiaries.

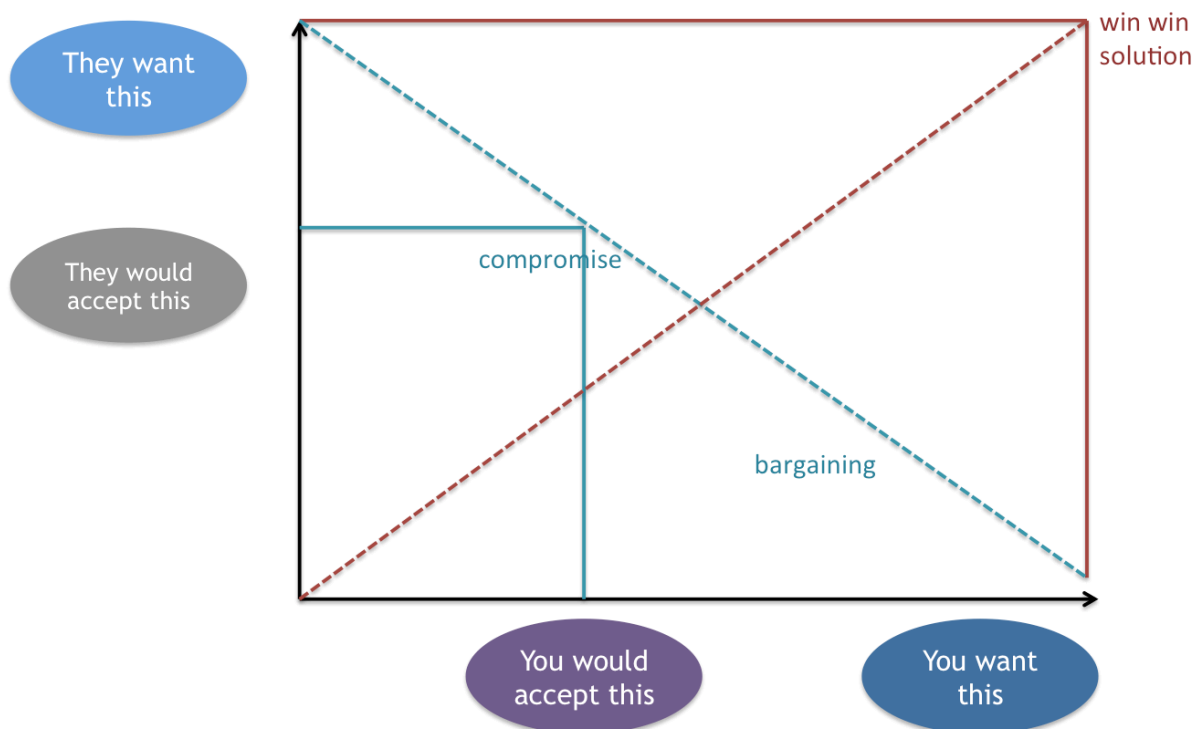Success only comes from a Win-Win situation.

One-dimensional model of negotiation:

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

You want this

They would accept this

You would accept this

They want this

← Room for negotiation →

You want this

You would accept this

They would accept this

They want this

No room for negotiation

Two-dimensional model of negotiation:

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

They want this

They would accept this

win win solution

compromise

bargaining

You would accept this

You want this

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

https://www.youtube.com/watch?v=A4E6TkNH_Gs

Jan Korte Henning 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 with young people:
- Give instructions also to the observers (e.g. observe body language, who observes whom etc.).

IV. 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 legitimation?

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.

V. Best Praxis examples from the "Dream Machine" project (2014-2015)

1. About the "Dream Machine" project

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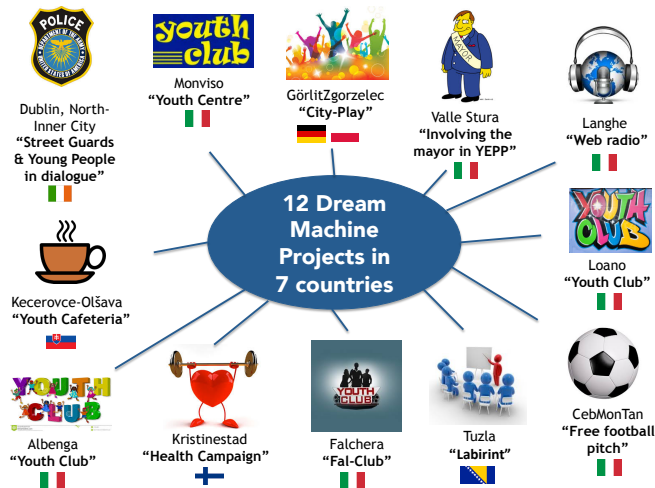
of partnership with local municipalities through a set of local and transnational activities and innovative methods which aimed at helping young people to develop and implement their own vision of their community and of change they would like to see there.

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 an Advocacy Training in form of a youth exchange in Cuneo, Italy, local coaching sessions supporting the local projects in the communities and an international conference in Kristinestad, Finland, brining together young people and politicians sharing best practice and putting together recommendations for youth participation in decision making processes.

A total of 12 projects were implemented and a selection of them are featured in this section highlighting the experience from the point of view of young people when they approached politicians to participate in their project and from the point of view of politicians who were approached by and collaborated with the 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=wAOqBxZypaE

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

VI. Recommendations from Young People and Politicians

1. The "Dream Machine" – Declaration

The Dream Machine –
Declaration of Recommendations for Youth Participation in Decision-Making

This declaration of recommendations has been drawn by 50 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.

2. Recommendations of young people doing Advocacy Work

(????) Do we want to say something in addition here? Is it necessary?

3. Recommendations from politicians being approached by young people

(????) Do we want to say something in addition here? Is it necessary?

VII. Resources

DEEEP 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" with the objective of banning outdoor advertising in the area of Berlin called Kreuzberg. To read about this campaign (in German) visit the website

Annex I – Handout: The Problem Tree
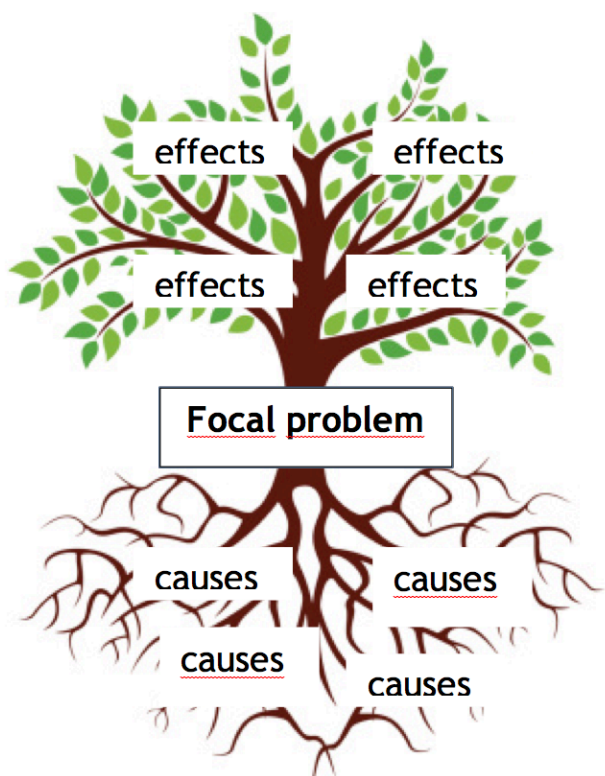
Effects:
What you ultimately want to change - indirectly & in the long run

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

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

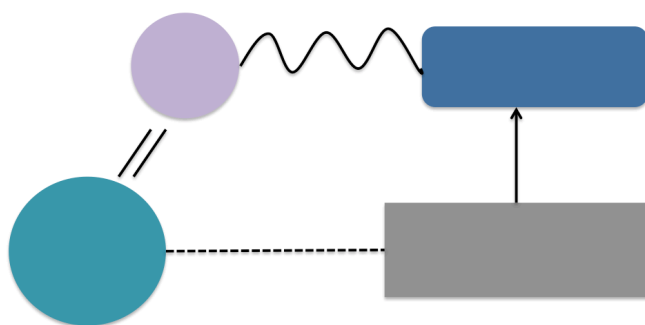1. List the stakeholders that are most relevant for your advocacy problem:
- you
- your interlocutor (the decision-maker)
- other actors who influence the problem or are influenced by it
- Keep it simple! Do not include too many actors (only the 5-10 main actors).

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
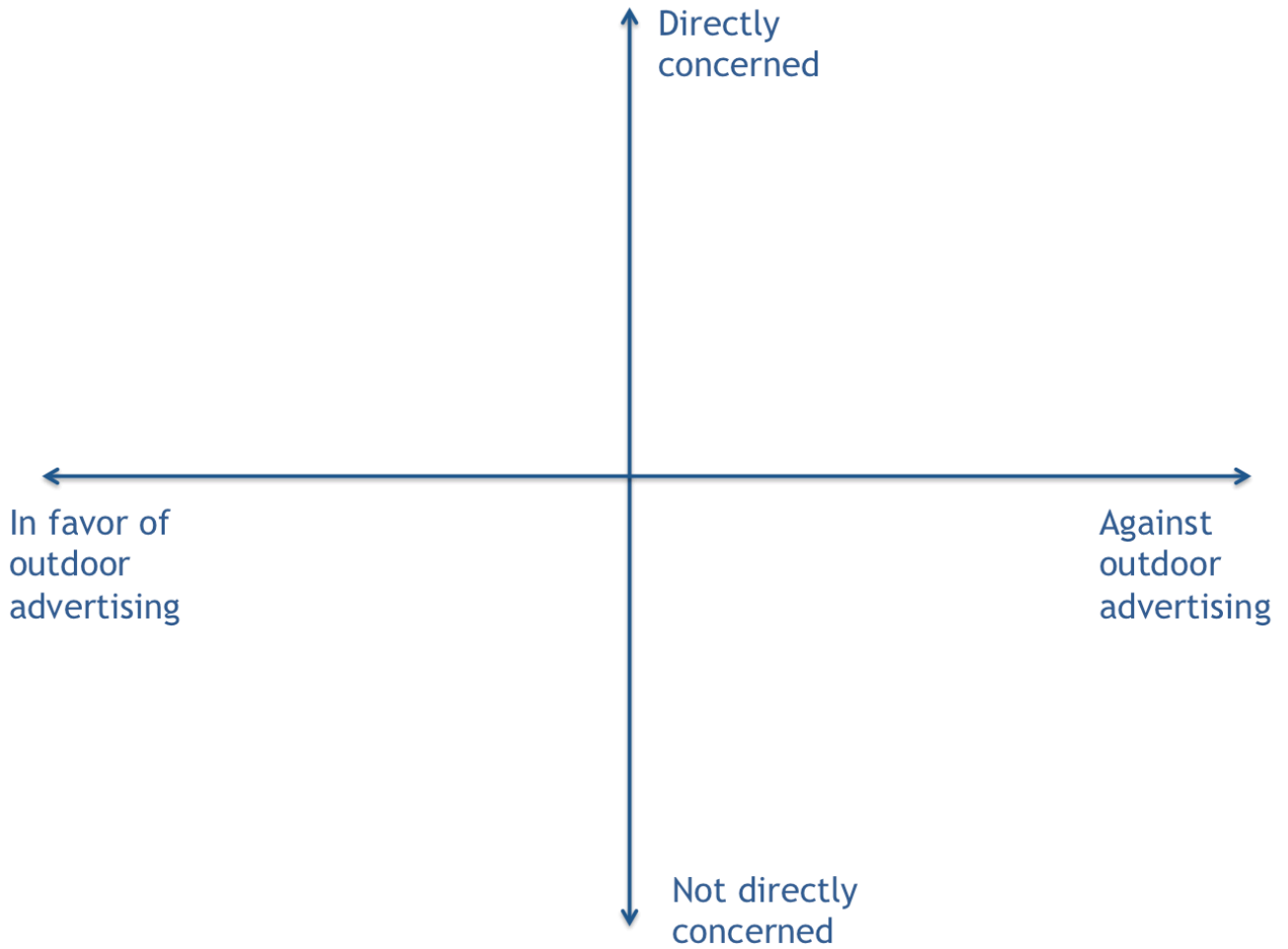
3. Visualise the relations between the actors
- use a simple line to show a good relation
- use a double line to show an alliance or community of interests
- use a dotted line to show weak or fragile relations
- use a wavy line to show conflict
- use an arrow to show a one-way influence of one actor on an other (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:

Directly
concerned

In favor of
outdoor
advertising

Against
outdoor
advertising

Not directly
concerned

	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				

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
Impact the change in the wider society to which the outcome might have contributed	**Impact objective** (overall goal) *e.g. "By the end of 2015, the local government has decided to ban outdoor advertising in Kreuzberg."*	*We expect to see no positive decision.* *We like to see a decision with very demanding conditions for outdoor advertising in Kreuzberg.* *We love to see a definite negative decision.*
Outcome the change effected by the output in the direct context of the project	**Outcome objectives** (project purpose) *e.g. "By the end of 2015, critical positions about outdoorn advertising have become stronger within the party leading the district Kreuzberg (the Greens)"*	*We expect to see a debate about outdoor advertising at the next party convention of the Greens.* *We like to see a vote against outdoor advertising at the next party convention of the Greens.* *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.*
Output the tangible project results	**Output objectives** (immediate results) *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."*	*We expect to see 2 days of street actions in Kreuzberg, Berlin.* *We like to see coverage in 10 regional media & a reaction by the mayor on the protests.* *We love to see national media coverage & a quotable statement of the mayor against outdoor advertising in Kreuzberg.*

Annex IV (a) – Handout: Meeting the decision-maker
Role-play instructions for <u>the lobbyists</u>

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

Annex IV (b) – Handout: Meeting the decision-maker
Role-play instructions for <u>the decision maker</u>

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 were? 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

Annex IV (c) – Handout: Meeting the decision-maker
Role-play instructions for the <u>facilitator of the debriefing</u>

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 were? 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