

Module 12: Action-training - Advocacy

Child-friendly Accountability Pillar: Pillar 3 - Action

Objective of the workshop: To support youth in developing and implementing an advocacy campaign.

Where does this module fit in the CFA methodology?

This Action-Workshop should follow Module 10, if the youth decide to launch an advocacy campaign. This is not a mandatory activity. The youth or country offices may focus on other activities, such as drafting a report (Module 11) or Direct Action (Module 13).

What are you trying to achieve?

This Action-Workshop aims to support youth (and their community, as appropriate) in preparing for an advocacy campaign.

How are you going to achieve this?

This Action-Workshop should be held on consecutive days with youth and engaged adults, as appropriate in the context and if deemed necessary by youth.

Ideas for Facilitating the Workshop

Prior to beginning this Action-Workshop, it is recommended that one or more guest speakers be invited to speak with the youth. They should have experience in conducting a successful advocacy campaign and be interested in sharing their experience with the youth.

Additionally, identify several good examples of advocacy messages from in-country. These will be provided to the youth during the Action-Workshop (Activity 4 and 5).

Duration of the Workshop: 1 session

A. Suggested Workshop Activities

Introduction: Introduce this workshop to the youth by explaining that this workshop will support them in developing an advocacy campaign, including an advocacy message and advocacy activities.

Activity 1: What is Advocacy?

Objective: To ensure that youth understand what advocacy is (*knowledge-building*).

Duration: 1 hour

Materials: Flipchart paper and markers

Description: Ask the participants to list words that they associate with advocacy. Record their responses on flipchart paper. Provide participants with the following definition of advocacy: *Advocacy is an action directed at changing the policies, position, or programs of any type of institution.* Write the following list of descriptive phrases on flipchart paper. As a group, reflect on each one:

What is Advocacy?

- **Advocacy is a positive action offering credible alternatives:** It is not only against something; it must also offer positive alternatives.
- **Advocacy is about policy and change:** It is directed at those who have power to influence people's lives. The goal is institutional change.
- **Advocacy requires clear goals and measurable objectives:** This may sound simple, but it can be the difficult part.
- **Advocacy is a long-term process rather than a one-off event:** You need specific objectives in the short term as well as wider goals in the long term.
- **Advocacy is not an end in itself:** It is the means to an end. Getting an issue on the agenda is not enough. It is important to follow through.
- **Advocacy starts in the field:** The voices and priorities of the people you want to help should be at the heart of your advocacy.
- **Advocacy has risks:** It takes place in the public policy arena, and there may be some risks involved. You need to consider the possible risks, evaluate how likely they are, and decide how to manage them.
- **Advocacy depends on alliances:** It is built on alliances with others—including civil society organizations, people with influence over decision-makers, private companies and the public. The larger your support base, the greater the chances you will achieve your advocacy goal.
- **Advocacy is timely:** An effective campaign needs to respond quickly to changes in the context.

Activity 2: Guest Speaker

Objective: To help youth understand advocacy in practice (*learning*).
Duration: 1 hour 30 minutes
Materials: No material required

Description: Invite a guest-speaker to present his or her experience in advocacy to the youth. The speaker should describe how his or her group organized their advocacy campaign, what challenges they faced, how they overcame these challenges and how they succeeded. The presentation should not be more than 30 minutes and should be interactive if possible. The youth should have time to ask the speaker questions and discuss lessons-learned after the guest speaker has left.

Activity 3: Understanding advocacy goals and objectives

Objective: To support youth in developing advocacy goals and objectives (*realization*).
Duration: 1 hour 30 minutes
Materials: Flipchart and markers

Description: Begin by explaining that the purpose of developing advocacy goals and objectives is to ensure that the campaign remains focused. Write the following definitions on flipchart paper and read them aloud:

- An advocacy goal is the long-term result of your advocacy effort; it is the change that you want to see. It is your vision or your dream.
- An advocacy objective is a specific, short-term result that contributes toward your goal.

An activity is something that you do (such as organize a public demonstration) to help achieve an objective. The activity itself is not an objective.

Explain to participants that their goal and each of their objectives should be composed of the following elements: Who, What, For What, When and Where. Ask the participants to agree on their goal and objectives.

Activity 4: Analyzing advocacy targets and influencers

- Objective: To ensure that participants have understood and assessed their target audience (*realization*).
- Duration: 1 hour 30 minutes
- Materials: Flipchart paper and markers, results from Activity 4, Module 10
- Description: Pulling from the stakeholder analysis completed in Activity 4, Module 10, ask the participants to analyze their target audience and influencers by discussing the following questions: What is important to these actors? What motivates their actions? What might make them support your cause or change their actions? Write their conclusions on flipchart and hang it in the room to be used in subsequent activities.

Activity 5: Developing an advocacy message

- Objective: To help participants develop their advocacy message (*realization*).
- Duration: 2 hours
- Materials: Printouts of five examples of advocacy messages, results of Activity 4
- Description: Begin this activity by explaining to the participants that an *advocacy message is a collection of sentences that informs, persuades, and moves an audience to action*. Divide the participants into five small groups and give each one a sample advocacy message. Each small group should think of creative ways to present these messages to the rest of the group (e.g. a mock-television advertisement, a song, a poster, etc.). After each presentation, discuss the messages. What are the strengths and weaknesses of the message?

As a group, make a list of ‘good practices’ for advocacy messages. Make sure that the following are included in the list:

- *Use of real-life examples*
- *Appealing on a personal level, tailored to the target audience*
- *Simple, concise*
- *Appropriate language*
- *A credible messenger*
- *Tone and language are consistent with message (i.e. serious, humorous)*
- *Call to action*
- *Use of facts and figures*

As a group, the participants should draft their core advocacy message (not longer than three pages) by thinking about their target audience and responding to the following questions:

| Outline | Content | Input |
|--|--|-------|
| Opening statement (call to action)(broad message - no details) | What action is required? | |
| | When should the action be taken? | |
| | Who should take the action? | |
| Problem statement | Why is the action necessary? How will it improve protection for children (This is your central argument) | |
| Supporting evidence (with sources) | What evidence shows the need for action (refer to collected information) | |
| Case Study (optional) | Examples | |
| Impact of the Action | What impact will the action have on child protection? | |
| Conclusion (call to action) (details on required action) | What action is required? | |
| | When should the action be taken | |
| | Who should take the action? | |

Participants should memorize the core message of this advocacy message.

Activity 6: Identifying advocacy actions

Objective: To support the youth in agreeing on advocacy activities (*realization*).
Duration: 3 hours
Materials: Flipchart and markers, Advocacy Actions Chart (either projected or printed for each participant)

Description: Ask participants to suggest different types of activities that might be used in an advocacy campaign. Write their responses on flipchart paper. As a group, discuss which activities are most likely to impact the target audience or influencers. Circle these activities. Discuss and agree on which activities should be selected, with special attention to available resources, human capital, and time requirements.

Break the participants into small groups and ask each group to brainstorm ‘advocacy opportunities’ (e.g. a local event, a parent-teacher conference at school, a national holiday, etc.). Each group should present their conclusions to the plenary.

As a group, complete the chart below.

Advocacy Actions Chart

| Date | Event/Opportunity to influence | Target | Possible advocacy activity | Who will take it forward? |
|------|--------------------------------|--------|----------------------------|---------------------------|
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Activity 7: Planning an advocacy campaign

Objective: To support youth in developing an action plan for their advocacy campaign (*realization*).

Duration: 3 hours

Materials: Action Plan (below) (printed out or projected), results from Activity 6 (above)

Description: Drawing on the results of Activity 6, complete the action plan (shown below) in the plenary. If possible, complete the timetable on the computer while using a projector. Make sure that the final chart is printed and distributed to all participants.

Action Plan

| Objective | Target/ Influential | Action | Date of Action | Materials required | Preparation required | Person responsible for following up on this action |
|-----------|------------------------|--------|----------------|-----------------------|-------------------------|--|
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