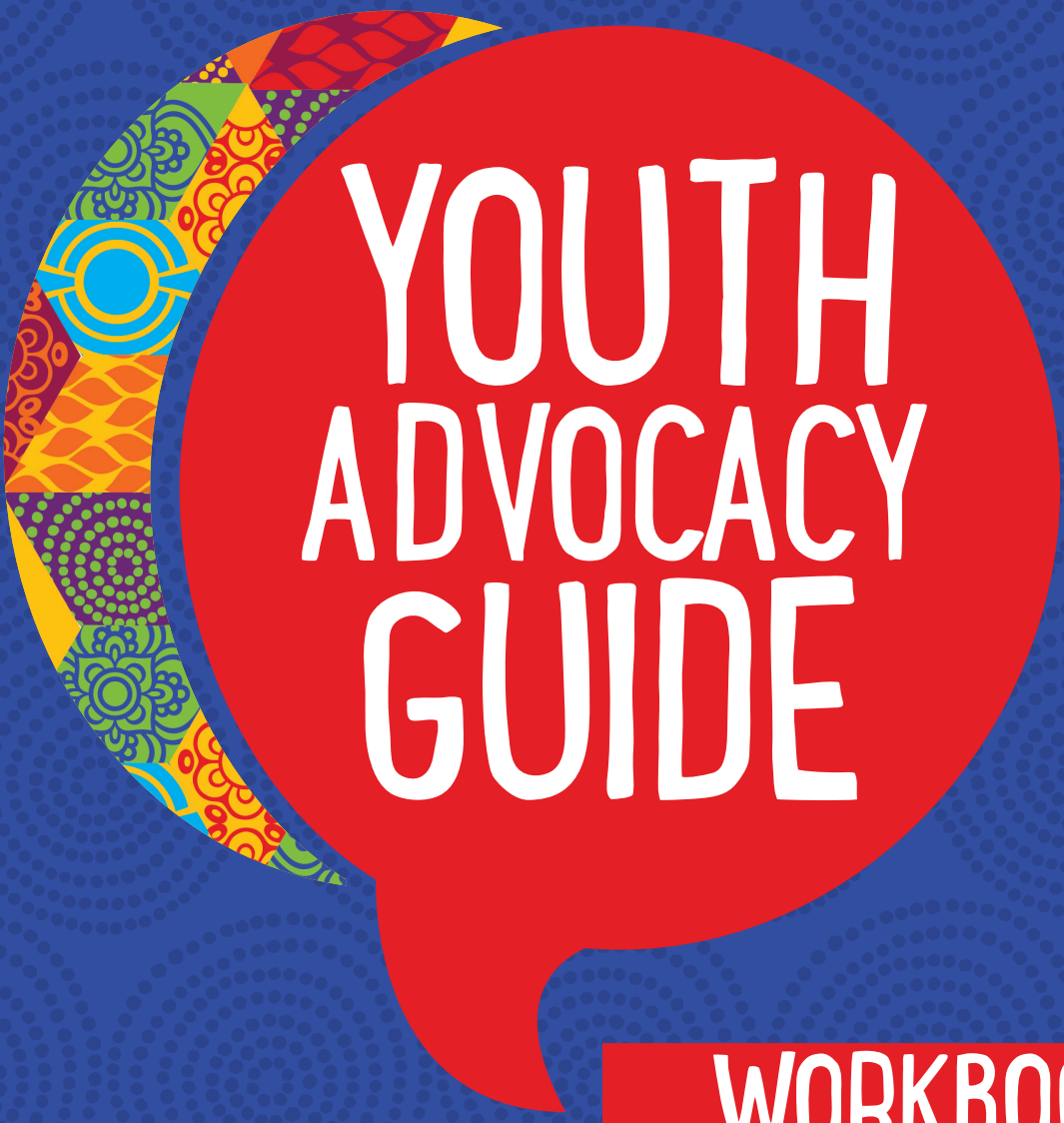




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YOUTH ADVOCACY GUIDE

WORKBOOK



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UNICEF's implementing partner on this project was **The Youth Programmes at the South African Institute of International Affairs (Youth@SAIIA)**



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WHERE TO BEGIN? LET'S START WITH YOU

Treating Water

Most water that is supplied through pipes into taps in urban areas is treated at the reservoir. Chemicals, such as chlorine, calcium chloride, fluorine, iodine and potassium permanganate are used to treat water before pushing it through pipes.

The chemicals kill germs in water and also protect pipes through which, water passes. However, such water may be contaminated on the way to the consumers. In a house, such water should be boiled before drinking it. It should also be

The container that keeps drinking water should be properly covered using a clean cover.

Disadvantages of treating water.

- > It is expensive to buy the chemicals.
- > Chemicals do not make the water safe.
- > Chemicals add certain smell and taste.

Note: ... Water and ...

... the supply ...



WHERE TO BEGIN

Identifying your strengths

Before starting the advocacy process, we need to start with ourselves, by thinking a little a bit about what we're doing and why. The first step in becoming an effective advocate is to understand what your strengths and abilities are.



MAKE A LIST OF SOME OF YOUR STRENGTHS:

Identifying your role

In advocacy, there is a place for everyone. Some of the main roles involved in the advocacy process include researchers, speakers, writers, or implementers

Having read through the different roles, which one do you most identify with?

I am a -----





FACT-FINDING



© UNICEF/UN061364/DeJongh

Young reporters approach parents in the streets of Abidjan, Côte d'Ivoire, to discuss adolescent behavior in the home, for their weekly radio show, which is broadcast across the country.



Choosing your issue

People become interested in different issues and causes for different reasons and that's good – there are a lot of challenges in society and we need everyone to be involved in their own unique way.



COMPLETE THE FOLLOWING PHRASES:

When I think about my community, country or the world, something I am passionate about is:

Within this passion, a specific priority or area I am interested in is:

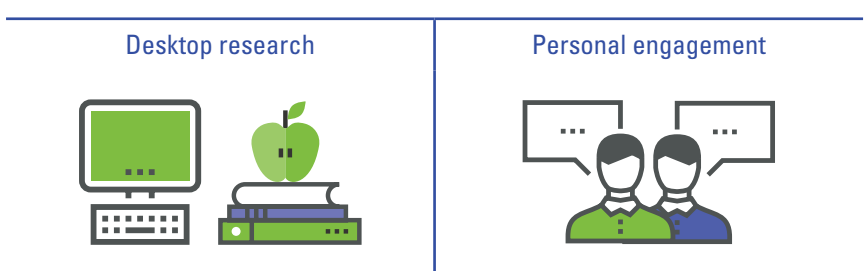
Try narrowing this down even more. Within this priority or area, the specific issue I am passionate about is:



Gathering information

The first step in an advocacy process is to gain a deeper understanding about your issue or topic. This will be done through desktop research and personal engagement.

THERE ARE TWO MAIN WAYS OF GATHERING INFORMATION:





History and background

It is unlikely your issue came out of nowhere, so you need to understand the history that led to the current situation.



ANSWER THESE QUESTIONS:

What is the issue?

When did this issue begin?

What are some of the things that led to, or may have influenced, this issue?

Who was involved in this issue?



What are some of the social impacts of this issue?

Four horizontal dashed lines for writing.



Social context

Researching the social and cultural dynamics and understanding how different people relate to your topic will help you navigate the situation.



SOME QUESTIONS YOU CAN EXPLORE ARE:

Who are the authorities involved, such as government representatives, school boards, community leaders, and what has been their engagement so far?

Four horizontal dashed lines for writing.

How are decisions made within the community?

Four horizontal dashed lines for writing.





FACT-FINDING

Who in the community is involved, either positively or negatively, in the issue?

.....

.....

.....

.....

How do these people relate to each other? Are there good relationships in the community, or is there tension between groups?

.....

.....

.....

.....

Does religion and/or culture play a role in this issue?

.....

.....

.....

.....

What engagement has there been about the issue in the past?

.....

.....

.....

.....





FACT-FINDING

Am I putting myself at personal risk? Are there any security or safety measures I need to take into account?

Four horizontal dashed lines for writing.



Political context

Every situation has a political context, which refers to the processes and structures in place that define and guide your topic, as well as the people who control these.



FIRST, DEVELOP A GENERAL UNDERSTANDING OF YOUR CONTEXT BY ANSWERING THESE QUESTIONS:

Who are the 'rule-makers' and how are decisions made?

Five horizontal dashed lines for writing.

How can people engage with the decision-makers? For example, are there public meetings, community gatherings, or events you might be able to attend? Do you need to write letters or put together a formal submission or petition?

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How are voices represented within the community? Are there any local structures that represent the community?



Desktop research

Desktop research is essentially when we gather published information about our topic. We could conduct research online, go to the library to collect books, read newspapers, journals, documents or reports. The internet is a great tool for doing research but it's important to ensure you gather reliable information.



IS YOUR INFORMATION CREDIBLE? WHEN YOU COME ACROSS A PIECE OF CONTENT, GO THROUGH THIS LIST:

WHO: Who published the information?

WHAT: What is the main idea of the piece and are the claims backed up with evidence?

WHERE: Where did you find the information?



FACT-FINDING

WHEN: When was the information written?

WHY: What was the reason behind publishing this piece?



Personal Engagement

Another way to gather information is through personal engagement. This is as simple as talking to different stakeholders to gather opinions and perspectives. This will help you understand how people are affected by and feel about, the issue.



Name of interviewee -----

Background -----

What do people think about the issue?

How does the issue impact them?





FACT-FINDING

How are they involved in the issue and what has been their experience?

What do they see as possible solutions?

Would they be willing to get involved in the issue?





DEVELOPING AN ADVOCACY PLAN



© UNICEF/UN0267169/Diarrassouba



This UNICEF Youth Advocacy Guide was created by young people, for young people. Mohamed Fadiga (l), Aicha Yele Soro (c), and Christelle Anokoua (r) in Abidjan, Côte d'Ivoire participated in one of the workshops organised to co-create the Guide in 2018.

MOHAMED FADIGA
YOUTH LEADER

CHRISTELLE ANOKOUA
LEADER



Consolidating ideas

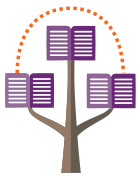
By now you would have gathered a lot of information and you need to start consolidating it. One of the best ways to do this is by writing down the information – you will need this information throughout your advocacy process in different forms.



CONSOLIDATE THE INFORMATION INTO THE FOLLOWING TOPICS:



MAIN PROBLEM OR CONCERN: brief overview of the main problem, what the impact of this is and why it is important.



BACKGROUND AND POLITICAL CONTEXT: overview of the factors leading to this situation and important considerations about the social environment you are working in.



POSSIBLE SOLUTIONS: an overview of what could be done to address the situation.



DEVELOPING AN ADVOCACY PLAN



POSSIBLE ALLIES AND YOUTH PLATFORMS TO SUPPORT YOUR ISSUE: a list of other young people and organisation you can collaborate with or learn from

Four horizontal dashed lines for writing.



KEY ACTIVITIES: what you think will be needed to achieve your goal, including the main actors who need to be involved.

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At this stage, don't worry too much about what the writing looks like. The most important thing is to consolidate your ideas and to make sure you have a fairly good written overview of these main components.





Developing a plan

As you go through all these steps, it is likely you are beginning to identify actions you can take to help bring about change.



BEARING IN MIND THE INFORMATION YOU COLLECTED, ASK YOURSELF THE FOLLOWING:

Who are the main decision-makers I need to engage with and what is the best way of engaging with them?

How can I influence the decision-making process?

Who influences the decision-makers, such as media or different groups, and how should I engage with them?

Who of my peers can work with me at this early stage?



DEVELOPING AN ADVOCACY PLAN

What is the best way of gaining support for my cause and how should I engage with people to encourage this?

Four horizontal dashed lines for writing.

Who could influence the outcome of my cause, either positively or negatively, and how should I engage with them?

Four horizontal dashed lines for writing.

What sensitivities should I be aware of when engaging with different people?

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Who will I need help or support from?

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You may not be able to answer all these questions immediately but keep them in the back of your mind.

Your plan of action is never fixed or set - it grows and develops as you learn, and you will need to constantly revise your plan based on the experiences you have.





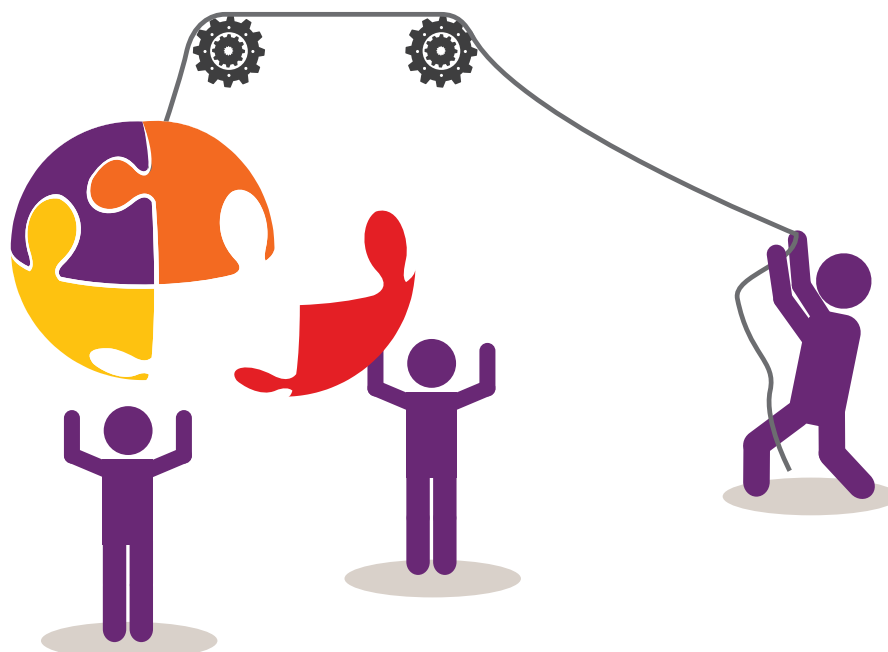
START BY DEVELOPING A STRUCTURE LIKE THE ONE BELOW:

	NARRATIVE	MARKERS OF PROGRESS
<p>Goals</p> 	<ul style="list-style-type: none"> • What long-term outcome am I trying to achieve? 	<ul style="list-style-type: none"> • How will I know my goal has been achieved? • What targets will have been achieved? • What would have changed?
<p>Key actions</p> 	<ul style="list-style-type: none"> • What needs to happen for my goal to be achieved? • Are there any external stakeholders we require? 	<ul style="list-style-type: none"> • What markers will I use to know that I am on target for reaching my goal?



DEVELOPING AN ADVOCACY PLAN

ACTIVITIES	TO DO LIST	RESPONSIBILITY	DATE
<p>List the activities that should be carried out</p>	<p>Break down each activity into individual steps</p>	<p>Who from your team should take on this responsibility?</p>	<p>Set deadlines or timeframes for activities</p>





Monitoring activities

In order to achieve our advocacy goals, it's important that we constantly assess whether we are on track towards achieving our desired outcome.



AFTER YOU ENGAGE WITH PEOPLE, TAKE A MOMENT TO REFLECT AND THINK:

How did they engage with you? What did you learn? What could you have done better?

Are they understanding your message? Is there any way you could communicate more effectively?

What feelings and emotions are arising from the work you do? Are you learning anything from the community that would change the activities you had initially planned?





Managing risks

We can also run into some risks while advocating and may need to deal with these before continuing our work.



TRY AND IDENTIFY THE POTENTIAL RISKS YOU MIGHT FACE BY ASKING YOURSELF THESE QUESTIONS:

Do I run the risk of taking on too much, of making this project bigger than what I think I can manage?

Am I putting myself at personal risk? Are there any security or safety measures I need to take into account?

How do I expect people to respond to my advocacy? Will some people be against me and if so, how would they react?

Am I proposing any changes that would negatively impact a particular group of people? How might they react to this change?

Is there anything that would prevent my advocacy from happening?








DEVELOPING AN ADVOCACY PLAN



Once you have identified some of the possible risks you might face, you need to identify how you might be able to deal with them.



IT IS OFTEN HELPFUL TO PUT THIS INTO A TABLE SUCH AS THIS:

POSSIBLE RISK	CORRECTIVE ACTION	DETAILED ACTION
		



POLICY ENGAGEMENT



© UNICEF/UN188782/Noorani

Collaborating with other young people and sharing experiences is an important part of your advocacy journey. During a radio listeners' club meeting, a group of young people discuss child rights in Lilongwe, Malawi.



Remember that youth-focused policies are imperative to realising a sustainable future and we need to equip ourselves with skills, so we can engage with these policies.



Identifying the right policy

Before you start reading, you need to identify what policy or policies you are looking for and how to access these documents. Policies are public documents that should be easily available.



TRY TO DETERMINE THE FOLLOWING:

What policy aligns with my issue or cause?

At local or national level, which department or ministry is responsible for the issue I am advocating for?

If you are looking for policies at the international or regional level, which section of the organisation deals with the issue I am advocating for?

Are these documents accessible on the internet?

Are these documents accessible in our schools, communities, local government offices, district offices?



Reading and understanding policy



Let's be honest, policy documents can be boring or difficult to read. Being able to read, understand and comment on policy is an important skill to develop, and you shouldn't be discouraged if you find policy participation difficult.

Start by reading through the document to determine if the policy aligns with your issue. Make some notes in the space below while you are reading





Commenting on policy



Making comments on a policy may seem scary, but you, as a young person, have a voice and should be allowed to engage with any policy that affects your life.

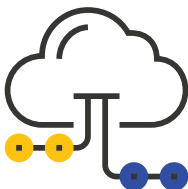
Begin by finding out how the policy was created and what the rules say about making changes to it. Is there a way for young people to make comments on the policy?



IF YOU ARE READY, HERE ARE A FEW WAYS TO APPROACH COMMENTING ON A POLICY DOCUMENT. MAKE SOME NOTES:



General comments





POLICY ENGAGEMENT



Specific comments



Changes to the language





ATTENDING CONFERENCES AND MEETINGS WITH DECISION-MAKERS



© UNICEF/UNI1159

Our lived experiences as young people matter, and our voices and views should be heard. A youth activist reads a message in the presence of the President of the Interim Parliament during the 2010 National Youth Forum on Children's Rights, held in Niamey, Niger.



ATTENDING CONFERENCES AND MEETINGS WITH DECISION-MAKERS

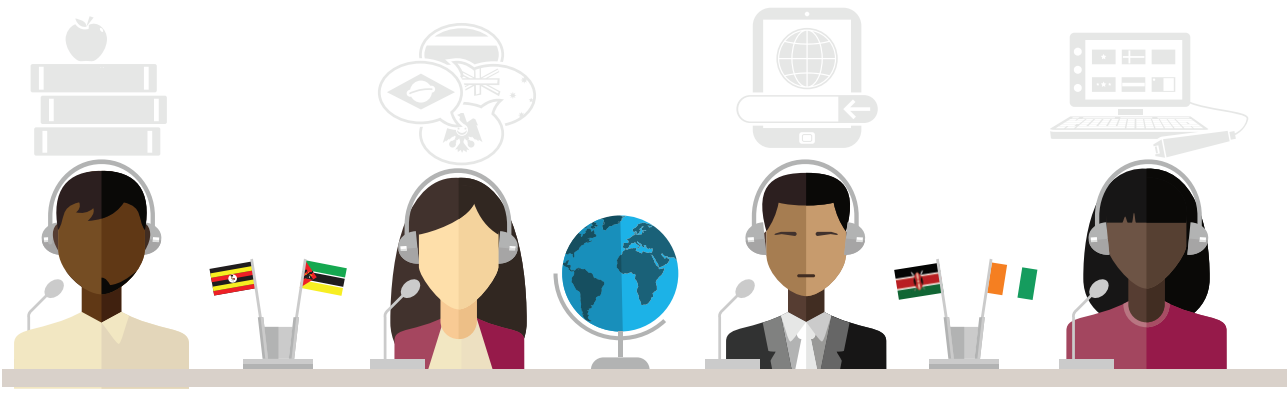


Attending and actively participating in key conferences and meetings are important parts of advocacy. Many people feel like these spaces are closed off to them, but the truth is that many events are happening around you all the time - you just need to explore a bit.



DO YOUR RESEARCH AND TAKE NOTE OF DIFFERENT OPPORTUNITIES YOU COME ACROSS:

CONFERENCE NAME	DATE	VENUE	DETAILS





ATTENDING CONFERENCES AND MEETINGS WITH DECISION-MAKERS



Position paper

You can write a position paper to help structure your thoughts and possibly prepare for a stakeholder meeting or conference. A position paper is a short summary statement about your issue or cause.



THE BASIC STRUCTURE OF A POSITION PAPER CONSISTS OF THREE PARTS:

Introduction

- General information on your issue or cause and its history related to your meeting or conference.
- How the topic(s) addressed in the meeting or conference affects or impacts your issue or cause.





ATTENDING CONFERENCES AND MEETINGS WITH DECISION-MAKERS

Background

- An overview of the policy affecting your issue or cause.
- Specific actions taken by relevant officials or government departments that relate to your issue or cause.
- International conventions, agreements, resolutions, and other UN, AU, and regional actions that support or connect to your issue or cause.
- Quotes from officials and statistical data to back up your position.

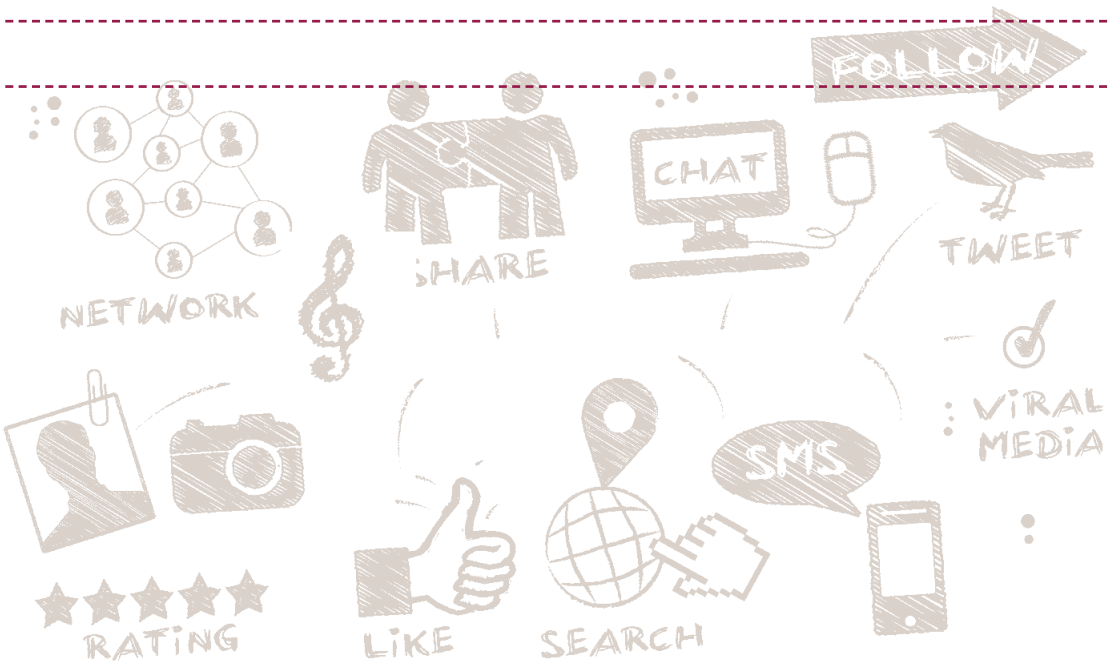




ATTENDING CONFERENCES AND MEETINGS WITH DECISION-MAKERS

Conclusion

- The possible challenges or issues to be addressed by those attending the meeting or conference given your issue or cause.
- Your personal recommendations to those attending the meeting or conference.





BUILDING MOMENTUM



© UNICEF/UN0235945/Mybo



Our world is made up of stories - and yours deserves to be heard. Here, Juliette Muhima, a radio presenter and journalist, in Butembo, Democratic Republic of Congo, presents a series on how to protect yourself from Ebola.



Throughout your advocacy process, you will need to build momentum, continuously drawing people together to support your cause.



Communicating what you know and raising awareness

Raising awareness involves taking the information you learned during the fact-finding section and turning it into something people can easily understand. To do this, you need to know your audience.



ANSWER THESE KINDS OF QUESTIONS:

What is important to the people I am speaking to?

What do they need to hear to realise the importance of this issue?

Who do they need to hear this message from?

How do I want them to get involved?



What kind of language would be most appropriate?

Three horizontal dashed lines for writing.



Developing your story

Spend time developing your story – this is the most powerful way of connecting with people and you want it to be meaningful. Your ‘story’ is never fixed, it is constantly adapting depending on the situation you are in. The best way to prepare for this is to practice.



Here are some different scenarios you can try out. For each of these, think about what your key message would be and how you can best use the time and opportunity given to you. As you go through the different scenarios, think about how they are different from each other, how some are short and quick, and others need more detail.



SCENARIOS:

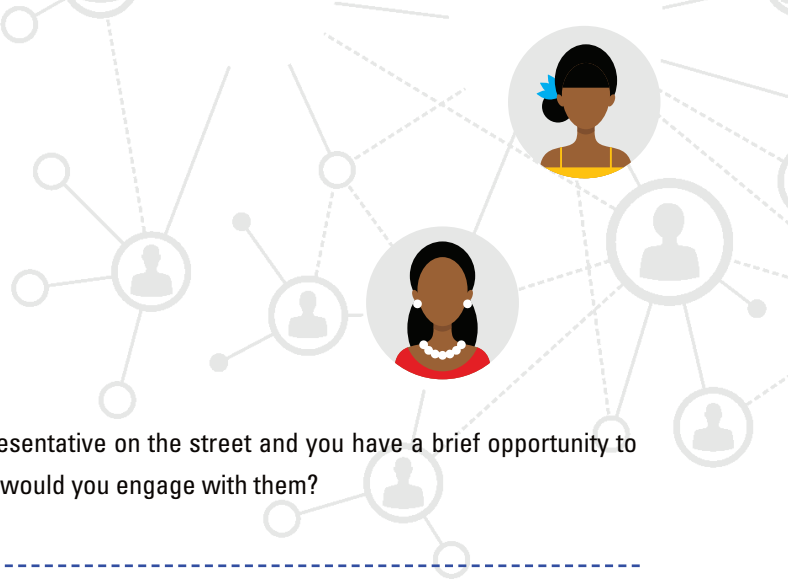
You have been invited to speak on a radio show and you have been allocated 3 minutes to give an overview of your issue. What would your key talking points be and what would you say?

Seven horizontal dashed lines for writing.





BUILDING MOMENTUM



You coincidentally run into an important community representative on the street and you have a brief opportunity to share your idea with them. What would you say and how would you engage with them?

You are asked to give a 10-minute presentation to a school group about your issue.





Organising events

Events are a good way of sharing information, networking with other people, and developing ideas to support your advocacy process.



COMPLETE THIS TEMPLATE FOR AN UPCOMING EVENT YOU WANT TO PLAN:

Purpose and objective

Audience, size and activities

Organisation

Hosting the event

Media and social media engagement





Social media campaign

Social media is a powerful platform to communicate ideas and raise awareness, but it should be used with great caution. You can join in existing conversations or create your own dialogue and set the narrative, in line with the principles you are standing for in your advocacy.



WHEN PLANNING YOUR SOCIAL MEDIA CAMPAIGN, MAKE SOME NOTES ON THE BELOW:

What is the name of the page/account you created on a social media platform?

What are some of the identified and created hashtags for your campaign?

What are some of the key pieces of content you would like to share?

Who are some influencers you can collaborate with? What are their account details?

When are the best times to post on social media?



TAKING PERSONAL ACTION: PUTTING PRINCIPLES AND POLICIES INTO PRACTICE





Follow up

If your advocacy process has led to a decision, such as adopting a policy or deciding to put something into action, you need to follow up with the decision-makers to make sure this is being done. Hold them accountable to their promise to act.



FILL IN THIS TEMPLATE, OR CREATE YOUR OWN, WHEN YOUR ADVOCACY HAS LED TO SOME ACTION.

ADVOCACY DECISION REACHED	MAIN STAKEHOLDER	NOTES



TAKING PERSONAL ACTION

Throughout your advocacy process you will engage and establish relationships with a wide range of people. Maintaining a good set of contacts across a wide range of fields will also be useful in your future activities.



FILL IN THIS TEMPLATE, OR CREATE YOUR OWN, WHEN YOU INTERACT WITH NEW PEOPLE.

NAME OF CONTACT	CONTACT DETAILS	ORGANISATION	OTHER NOTES





Lifestyle choices

Every day we make choices about the food we eat, the way we treat people, animals, or our environment. They all reflect the principles we live by.



MAKE A LIST OF SOME THINGS YOU WOULD LIKE TO CHANGE IN YOUR LIFE:





NOTES

A series of horizontal dashed lines for writing notes, spanning the width of the page.





Did you know?

You can find additional resources and material on www.voicesofyouth.org/youthadvocacy



for every child, a voice

unicef 
for every child