Handbook
IO2

ADVOCATE
4
ENVIRONMENT

Index

3

I. INTRODUCTION

Structure of the handbook and how to use it

This handbook contains 6 modules and each module is written in a way that allows the correlation and aim create a meaningful and practice-based handbook for youth workers.

Through dynamic coursework, youth workers will be empowered to offer the participants the opportunity to gain a variety of experiences, acquire a basic understanding of the environment, its associated problems, and the importance of advocacy. You will lead the concepts in a way that participants will acquire the skills needed for identifying, solving, and advocating for environmental issues. And finally, the highlighted attitudes will help the participants to acquire a set of values and feelings of concern for the environment and the motivation for actively participating in environmental protection and advocacy. The learning outcome of each module will be gained through the combination of theoretical and practical parts. The assessment of the learning outcome will be measured through practical examples, case studies, group work etc. which may be supported with videos, articles, news, and other materials. The activities and workshops will allow you to measure the participants' knowledge.

Each module consists of lesson plans with additional material to be optionally read. The practical part can be done by team-work (activities) and individual practice (self-directed learning). The handbook is created in a way to give the importance to some of the highly needed skills, knowledge, and attitudes for becoming a successful environmental oriented advocate.

At the end of each module there is an appendix and materials for the youth works who are eager to learn and know more about the topic.

Why is this handbook important?

Nowadays, climate change is undoubtedly one of the biggest threats that society and the world are facing. Innumerable warnings were made by the scientific community alerting that the increasing of greenhouse gas emissions will become devastating, with irreversible consequences and contributing to the global warming. Hence, there is an urgent need to **act**!

We need to bring young people to the front row by giving them the chance to make the worldwide leaders and decision-makers feel the urgency to act. Today's youth are the first generation that will suffer the impacts of climate, and, at the same time, will be the last generation able to mitigate climate change consequences. Currently, actions on climate change driven by young voices are becoming stories of success. However, these actions must be multiplied and amplified. Climate action will not succeed if we don't include their voices in this quest.

This handbook has the main aim of understanding the impact and importance of advocacy to empower young people. It will address essential approaches to engage the youth for becoming advocates for environmental causes through example-driven leadership. It will inform how they can develop and implement an advocacy strategy as well as what tools are available to perform it in the most effective manner.

©Markus Spiske, Pexels

II. MODULE 1: Values-driven leadership

"Becoming the best kind of leader isn't about emulating a role model or a historic figure. Rather, your leadership must be rooted in who you are and what matters most to you." (Harry M Jansen Kraemer Jr)

In this module, we will focus on the concept of values-driven leadership, its benefits and the different strategies thar can be applied to lead by example. Participants will be acquainted with this theme and they will be offered with the opportunity for further immersion.

LESSON 1 - VALUES-DRIVEN LEADERSHIP

ACTIVITY 1

Warm-up activity

Introduction interviews:

Organise the participants in pairs and let them interview each other.

Give them 5 minutes to learn about one another's background, professional experience or passions.

Do the introduction round, but this time let the interviewer introduce the interviewee.

After, you can introduce the concept and characteristics of values-driven leadership and identifying its benefits.

WHAT ARE VALUES DRIVEN-LEADERSHIP? (powerpoint presentation to the participants)

CONTENTS AND DEFINITIONS (supporting text)

Leadership is one of the key requirements for emergence and effective implementation of environmental governance and climate change. It can be defined **as a reciprocal relationship between those who lead and those who decide to follow and that centres its core in values. Values** are the guiding principles in our lives with respect to the personal and social ends we aim. Our norms and values are important for decision making processes.

© RODNAE Productions, Pexels

The function of a leader may be to bring values to the relationship and to her/his followers. If they share a set of beliefs they will more likely to work together. **Therefore, value-driven leadership requires a conscious commitment by leaders at all**

levels to lead with their values and create a culture that optimizes financial performance, ethical practice, social contribution and environmental impact.

The characteristics of a value-driven leadership are self-reflection, balance, humility, authenticity, direction, proactivity, continuous improvement. On the other hand, the **benefits** of being a value-driven leadership are **improved communication** by aligning the values of the leader or organisation, with its team; **Increased productivity**, as they will learn what they have in common, hence their trust will increase and a sense of commonality is built, teams are more satisfied with their role, which increases productivity; **Stronger**

© RODNAE Productions, Pexels

relationships, since the leader or organization addresses their needs, the followers feel more understood and contented. This creates comfort, trust and strengths the connection between the team and leaders; **Easier to achieve goals**, because with an aligned set of values, people work better together and achieve goals faster and they want the organization to be successful; **Improved decision-making,** as they take the time to understand the benefits of each alternative through self-reflection and further analysis of how it affects each level of the organization.

Self-directed Learning 1

Module	Module 1 – Values-Driven Leadership
Activity title	The concept and characteristics of values-driven leadership and identifying its benefits – Exploration of videos and exercise for self-reflection
What will you learn from this resource?	Explore and analyse at the light of lesson 1 the speeches of world leaders. Some suggestions: https://www.youtube.com/watch?v=PN6THYZ4ngM https://www.youtube.com/watch?v=DEI6cpmmhJo https://www.youtube.com/watch?v=m5M8vvEhCFI https://www.youtube.com/watch?v=KAJsdgTPJpU Think about the most effective advocate you know. Write down what qualities make him or her so effective
Why is this resource important?	To analyse and identify the characteristics of values-driven leaders.

WHAT ARE THE QUALITIES OF VALUE-DRIVEN LEADERS?

SOCIAL-EMOTIONAL SKILLS (powerpoint presentation to the participants)

CONTENTS AND DEFINITIONS (supporting text)

Values-based leadership can be explained as leading others by staying true to one's values. Therefore, leaders remain consistent with their beliefs and don't deviate from their core values, only their approaches or strategies change depending on situation. Values-driven leaders lead from a profound sense of purpose and a proven commitment to life-affirming values, like honesty, integrity, excellence, courage, humility, trust, care for people and social and environmental responsibility. The **main qualities** of a values-driven leader are **self-reflection** (they take time to reflect on their recent decisions and motivations, determine their purpose and discover what really matters); **Self-confidence** (they feel comfortable saying, "I don't know," and, "I was wrong."; They are transparent with themselves and others); **Humility** (they know who they are and where they came from, and they believe they are no different than the people who work for them); **Positive influence** (they support their teams by serving them and ensuring they receive the best benefits in every situation).

Social-emotional skills are essential for connecting with others. They allow us to manage our emotions, to build healthy relationships and to feel empathy. Empathy is the ability to emotionally understand what other people feel, see things from their point of view, and imagine yourself in their place. It is putting yourself in someone else's position and feeling what they must be feeling. There are some signs that might indicate you're an empath, such as

© RODNAE Productions, Pexels

- You are good at really listening to what others have to say.

- People often tell you about their problems and come to you for advice.

- You are good at picking up on how other people are feeling.

- You often think about how other people feel.

- You often feel overwhelmed by tragic events and drained in social situations.

- You try to help others who are suffering.

- You are good at telling when people aren't being honest.

- You care deeply about other people.

- You find it difficult to set boundaries in your relationships with other people.

However, some barriers can appear and difficult the process of feeling empathy towards something or someone, such as **cognitive biases** (people often attribute other people's failures to internal characteristics, while blaming their own shortcomings on external factors); **dehumanization** (thinking that people who are different from them also don't feel and behave the same as they do, which is particularly usual in cases when other people are physically distant); **victim blaming** (when another person has suffered a terrible experience, people make the mistake of blaming the victim for their circumstances). This can be solved by working on listening to people without interrupting; paying attention to body language and other types of nonverbal communication; trying to understand people, even when you don't agree with them; asking people questions to learn more about them and their lives; and imagining yourself in another person's shoes.

Emotional Intelligence was a concept created by two researchers, Peter Salavoy and John Mayer in 1990, and later was popularized by Dan Goleman in his 1996. Emotional Intelligence is to recognize, understand and manage our own emotions and the emotions of others. It also consists in being aware that emotions can drive our behaviour and impact positively and negatively people and learning how to manage those emotions – our own and others. Emotional intelligence helps us to have uncomfortable conversations without hurting feelings, manage emotions when stressed or feeling overwhelmed and improve relationships with the people we care about. In a group situation, emotional intelligence can be useful for resolve conflicts, coach and motivate others, create a culture of collaboration.

ACTIVITY 2

What makes a young leader?

Present the following examples:

In 2021, UNICEF has nominated several young advocates that gather the values of becoming great leaders who gather all these essential qualities to speak out against world problems, including climate change and environmental crisis. Young advocates like Maria Marshall, Emmanuel Jidisa or Ketsia Passou are sharing their stories, taking action and gathering followers against climate crisis.

You can share the Link with the participants for more information about these great examples and others: UNICEF Youth Advocates 2021 | UNICEF

Working in groups, each group should identify in these young leaders what leaders and list what they have that they consider to be in concordance with a values-driven leadership.

Maria Marshall

Emmanuel Jidisa

Ketsia Passou

Module	Module 1 – Values-Driven Leadership
Activity title	Exercise for exploration and self-reflection
What will you learn from this resource?	Explore the OECD 25 ACTIONS on climate: OECD compiled a list of 25 climate actions that can get us on track for 2025. These actions focus on the 5 highest-emitting economic sectors - agriculture, buildings, electricity, industry and transport - and are organised according to 5 policy levers: invest, regulate, tax and subsidise, lead by example, and inform and educate: LIST OF 25 ACTIONS Reflect and write a small essay of one-page maximum about the actions that you can act upon.
Why is this resource important?	This resource provides a list of steps and strategies that can support us to reflect and identify the actions needed to inspire and act on climate change.

APPENDIXES

LEARNING OUTCOMES OF MODULE 1 (VALUES-DRIVEN LEADERSHIP)

After completing this module, participants will be able to achieve the following learning outcomes in terms of:

Knowledge

- Explain the concept and characteristics of values-driven leadership.

- The benefits of values-driven leadership.

- Describe the qualities of values-driven leaders.

- Explain the connection of socio-emotional skills with values-driven leadership.

- Unfold the different strategies of leading by example.

Skills

- Ability to connect emotional intelligence with leadership competences.

- Be able to identify the principles of leadership by example in everyday life.

- Be able to build a strong foundation of core values for a responsible leadership.

- Be able to empower others towards a bigger purpose.

- Be able to understand the socio-emotional dimension of leadership.

- Be able to apply team building and group dynamics with different groups.

Attitudes

- Demonstrate integrity in their everyday decisions and actions.

- Recognise the importance of the sense of belonging in an effective values-driven leadership.

- Act to motivate others.

STRUCTURE AND SCHEDULE FOR THE MODULE PRESENTATION

Activity title	Description of the activity	Duration (min)	Materials required	Delivery method
Welcome	Welcome to the participants, presentation of the agenda	10	Agenda of the Workshop	Presentation
Activity 1 – Warm-up activity	Introduction interviews	15	-	Team Activity
What are values-driven leadership? (LESSON 1)	Presentation of the concept and characteristics of values-driven leadership	10	PPT	Presentation
What are the qualities of value-driven leaders? Social-emotional skills (LESSON 2)	Presentation and reflection about the benefits and qualities of values-driven leadership, and social emotional skills	10	PPT	Presentation
Activity 2 - What makes a young leader? (LESSON 2)	Identification of the characteristics of a values-driven leadership	15	-	Team Activity, Reflection and Discussion
Coffee break	-	10	-	-

Activity title	Description of the activity	Duration (min)	Materials required	Delivery method
Strategies of leading by example (LESSON 3)	Presentation of the concept of leading by example	10	PPT	Presentation
Activity 3 – Leaders ARE, CAN & THINK (LESSON 3)	Group activity and discussion	15	-	Team Activity, Reflection and Discussion
Feedback Session		5	-	
Assessment	During the implementation of the activities, the trainer observes and writes notes regarding: •○ how well each participant understood the notions related to the concept, characteristics and benefits of values-driven leadership •○ how well each participant achieved to participate in the activity and identify leaders considered values-driven •○ how well each participant understood the qualities and benefits associated with values-driven leadership and social-emotional skills. •○ how well each participant achieved to participate in the activity and identify leaders considered values-driven •○ how well each participant understood and recognised the different strategies of leading by example in the field of environmental sciences			
Notes	Self-directed Learning Activities can be suggested to the participants as homework.			

YOUTH WORKER HANDOUT FOR MODULE 1

Glossary of main terms

- •○ **Leadership**: Leadership can be defined as a reciprocal relationship between those who lead and those who decide to follow.

- •○ **Values**: Values are the guiding principles in our lives concerning the personal and social ends we aim for. Our norms and values are key to decision-making processes.

- •○ **Value-driven leadership:** Values-based leadership is a leadership style that builds itself on values. This concept is grounded on the perspective that people motivate themselves through the accomplishment of their personal values in their day-to-day lives.

- •○ **Values-driven leaders:** can be defined as leaders that lead from a profound sense of purpose and a proven commitment to life-affirming values, like honesty, integrity, excellence, courage, humility, trust, care for people and social and environmental responsibility.

- **Empathy**: is the ability to emotionally understand what other people feel, see things from their point of view, and imagine yourself in their place. Essentially, it is putting yourself in someone else's position and feeling what they must be feeling.

- **Emotional Intelligence:** Emotional intelligence can be defined as the ability to recognize, understand and manage our own emotions and recognize, understand and influence the emotions of others. Emotional intelligence consists in being aware that emotions can drive our behaviour and impact positively and negatively people; and learning how to manage those emotions – our own and others.

THEORETICAL AND CONCEPTUAL CONTENT

Each module presents the theoretical background and conceptual content of the module in a PowerPoint presentation. More specifically, the presentation provides a summary of the module and its related notions, theoretical model related to the subjects and learning outcomes. In the module 1 presentation the following contents are included:

- Concept and characteristics of values-driven leadership
- Benefits and qualities of values-driven leadership
- Social-emotional skills

RECOMMENDED BIBLIOGRAPHY

Decety, J. Dissecting the neural mechanisms mediating empathy. Emotion Review. 2011; 3(1): 92-108. doi:10.1177/1754073910374662

Evans, L. S., Hicks, C. C., Cohen, P. J., Case, P., Prideaux, M., & Mills, D. J. (2015). Understanding leadership in the environmental sciences. Ecology and Society, 20(1). https://doi.org/10.5751/es-07268-200150

Gleeson, B. (2021, July 20). 5 Attributes (And Benefits) Of Values-Based Leadership. Forbes. https://www.forbes.com/sites/brentgleeson/2021/07/19/5-attributes-and-benefits-of-values-based-leadership/?sh=8457c163d212

Indeed Editorial Team. (2021, March 9). Values-Based Leadership: Traits and Benefits. Indeed Career Guide. https://www.indeed.com/career-advice/career-development/values-based-leadership

Mills, J., Mills, J., Mills, J., Mills, J., & Mills, J. (2021, March 14). Applying values-driven leadership Posted on March 14, 2021 Topics: balance, confidence, corporate values, employee engagement, humility, inclusion, integrity, modelling values, self-awareness, trustworthiness Jonathan Mills Leadership. Stretch For Growth. https://www.stretchforgrowth.com/leadership/applying-values-driven-leadership/

Rising to the Challenge Archives - Center for Values-Driven Leadership. (2020, November 19). Benedictine University CVDL. https://cvdl.ben.edu/blog/category/rising-to-the-challenge/

Reblin M, Uchino BN. Social and emotional support and its implication for health. Curr Opin Psychiatry. 2008;21(2):201-205. doi:10.1097/YCO.0b013e3282f3ad89

Kret ME, De Gelder B. A review on sex difference in processing emotional signals. Neuropsychologia. 2012; 50(7):1211-1221. doi:10.1016/j.neuropsychologia.2011.12.022

Shamay-Tsoory SG, Aharon-Peretz J, Perry D. Two systems for empathy: A double dissociation between emotional and cognitive empathy in inferior frontal gyrus versus ventromedial prefrontal lesions. Brain. 2009;132(PT3): 617-627. doi:10.1093/brain/awn279

Staff, S. (2018, September 10). Values-Driven Leadership. Chief Learning Officer - CLO Media. https://www.chieflearningofficer.com/2011/04/22/values-driven-leadership/

Hillis, AE. Inability to empathize: Brain lesions that disrupt sharing and understanding another's emotions. Brain. 2014;137(4):981-997. doi:10.1093/brain/awt317

III. MODULE 2: ADVOCACY STRATEGY AND CHARACTERISTICS OF AN ADVOCACY CYCLE

> *"When the winds of change blow, some people build walls while others build windmills."* *(*Chinese proverb)

In this module, participants will be acquainted with the process of creation of an Advocacy Strategy and all the relevant aspects that encompasses it. The goal of this module is to acquaint the participants with this theme and to offer them relevant opportunities for further immersion.

LESSON 1 - HOW TO CREATE AN ENVIRONMENTAL ADVOCACY STRATEGY

ACTIVITY 1

WORLD CAFE ABOUT ADVOCACY

This lesson will begin with a practical-theoretical approach with the participants called World Café. *"World-Café is a workshop method, suitable for group sizes from 12 up to 2,000 participants. It is a structured conversational process intended to facilitate open and intimate discussion. It links ideas within a larger group to access "collective intelligence" of the participants and to understand/learn from multiple points of view. Focus is on exploring/innovating on themes rather than on problem-solving. The format is principally designed as forum for creative/open thinking and not suited to scenarios where there is a predetermined answer/solution. The environment of a World Café should feel inviting – as any café atmosphere (small round tables covered with writable tablecloth, butcher block paper or paper cards in different shapes, colored pens …). "* (From www.user-participation.eu)

You can find more information about this concept and how to prepare it in the links below:

World café | Toolbox of smart participatory methods (user-participation.eu)

World Cafe Method :: The World Cafe

WHAT IS ADVOCACY? (powerpoint presentation to the participants)

CONTENTS AND DEFINITIONS (supporting text)

Advocacy is a concept used to encompass a number of activities which organisations or individuals can take to employ pressure for change in a specific policy or behaviour of a government, institution, organisation or perhaps a single individual. Advocacy can be a social process of change that influences attitudes, social relationships and power relations, and that strengthens civil society. It seeks to address the core causes and roots of a problem, to eliminate the obstacles to reach a solution and to fruitfully influence actions to accomplish the desired change.

What about Environmental Advocacy? *"Environmental advocacy is presenting information on nature and environmental issues that is decidedly opinionated and encourages its audience to adopt more environmentally sensitive attitudes, often more biocentric worldviews."* *(Green Wiki)*

Environmental Advocacy is all about **change**! Advocacy means **taking action for a general or specific environmental cause** (protection of a species, habitat, ecosystem, climate awareness, etc) **and fight for the change you are seeking.** It **must take place in a particular context, and aim a particular target**. Therefore it's **strategic, planned and should have clear objectives**. It requires **good communication** between different actors and stakeholders.

© Ron Lach, *Pexels*

© Lara Jameson, *Pexels*

© Anna Schvets, *Pexels*

There are several terms related with Environmental Advocacy:

•–○ **Activism**

Process of campaigning in public or working for an organization in order to bring about political or social change. The practice of taking committed action to achieve an end.

Example.: 18-year-old environmental activist and campaigner Mya-Rose Craig from Greenpeace poses in an ice floe in the Arctic as part of the most northerly climate strike at 82.2º North. A Greenpeace team is in the Arctic to document the impact of the climate crisis and investigate marine life in the region.

© Greenpeace

•–○ **Awareness Raising**

Process that seeks to inform and educate people about a topic or issue with the intention of influencing their attitudes, behaviours and beliefs towards the achievement of a defined purpose or goal. It can mobilize the power of public opinion in support of an issue and thereby influence the political will of decision makers.


© Climate Chance

Example: Climate Chance's project in Morocco to raise awareness in the Moroccan population on plastic bag pollution.

Campaign

A campaign is a planned set of activities that people carry out over a period of time in order to achieve something such as social or political change.

Example: Climate Jobs from the Organization Campaign Against Climate Change.

© Campaign Against Climate Change
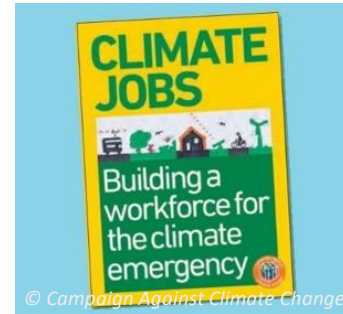
Public Campaigning

Public Campaigning will usually communicate either one central message or a set of closely related subsidiary messages - typically no more than 5 – which are linked by a common theme.

Example: There are well-known Companies currently fighting against Climate Change, such as Beyond Meat, Unilever, Tesla, among others.

Link: **The Top 10 Publicly Traded Companies Fighting Climate Change in 2022 - LeafScore**

Alliance Building

It's about joining voices and strategies, work with allies is crucial to promote change. Alliance building is one of the proven strategies of advocacy and an essential step in the implementation of a campaign. It is key to strengthen relationships and alliances with key existing and new partners.

Example: Currently there are several alliances between companies worldwide to fight against Climate Change. Link: **Current Alliances | Alliances for Climate Action**

Self-directed Learning 1

| Module	Module 2 - How to Create an Advocacy Strategy
Activity title	To Advocate or not to advocate?
What will you learn from this resource?	Analyse the criteria when considering advocacy for the environment and climate change. If you would like to advocate, check the list of questions below and reflect about them. • Is this issue in line with your personal values? • Which values and principles underlie your reasons for taking a particular stand?

	• Is there a reasonable chance of success at improving the problem you wish to address? • And is advocacy the best approach for this? • Besides advocacy, what other approaches (research, strategic grantmaking, capacity building) could make a difference? • Do you have the credibility, a clear position backed up by evidence, and the expertise you can bring to this issue? • Will advocacy in your name add value? • Do you have something unique to say? Or are there other organizations already covering this issue?
Why is this resource important?	It is determinant for the success of an advocacy strategy to have a clear and compelling reason to begin advocacy.

LESSON 2 - THE ADVOCACY & CAMPAIGNING CYCLE

ADVOCACY AND THE CAMPAIGNING CYCLE (powerpoint presentation to the participants)

CONTENTS AND DEFINITIONS (supporting text)

To develop a good advocacy strategy, there are different planning frameworks that can be used. We present here the *The Advocacy & Campaigning* Cycle developed by Ian Chandler, from Pressure Group Consultancy. This model suggests that **the first thing to be done is to know what we want to change – to define a clear aim and objectives**. When that has been agreed (and not before), it is time to move on to **identify the best and most appropriate influencing strategy to adopt to achieve those objectives**. This set outs our target audiences and key messages. Only then the action plans are designed. The Advocacy & Campaigning Cycle sets out 5 core phases for the advocacy and campaigning process. These phases are essential and can be applied to any advocacy project, independently from its size or purpose. The steps do not have to be implemented in a linear path – as some back and forth might be needed to clarify other options.
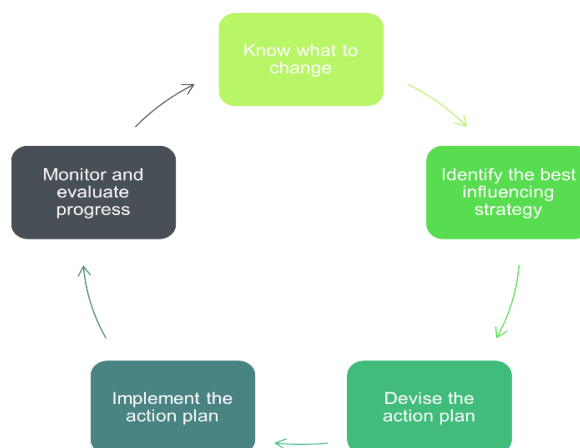
The Advocacy & Campaigning

1.   Know what to change

a.   Identify the problem to address by advocacy

Define a specific problem that will drive your environmental campaign. The problem should be presented in terms of how it is experienced by people, animals or nature. Some criteria to define:

© Catherine Sheila, Pexels

- Relevance of the problem

- Importance of the problem (scale and severity)

- Potential for change

- Empowering for those involved

Example: In your local beach there is a major problem with litter.

b.   Research and analyse the problem

Problems are usually complex, so it's important to understand the various causes of the problem and its effects. In this step it's important to research and analyse the problem.

Example: What is causing this amount of litter in your local beach? What consequences do you observe? Did your local beach was already flagged to be depolluted?

c. Define and agree your position

The analysis of the problem should be documented and adopted by the group, organisation or network. The agreed analysis will form the basis of the advocacy campaign, ensuring that everyone understands the position and that messages are coherent. The usual format is a Position Paper (no more than two pages). The position paper describes the problem, its effects, the diagnosis of its causes and the recommendations for its solving – the actions that different actors need to implement in order to solve the problem.

Position Paper:

• Description of the problem (summary)

• The effects of the problem (scale, severity, stories)

• The causes of the problem

• Recommendations for the solution (by actor)

Perform a research to find and gather information from reliable sources already available. If there are some significant gaps in the available data, some primary research should be done. It can include interviews, case studies, questionnaires, operational data, etc.

d.   Select advocacy aim and objectives

Aim

The recommendations defined in the position paper are most likely to relate to several different actors. While you should reference that broad analysis in the advocacy strategy, select just a small number of recommendations (preferably just one) to be your advocacy objectives. Select the recommendation considering what is most strategically appropriate in the actual context, such as the most important one, the easiest one, the one that it most emotive, or the one that no one else is addressing, etc.

Objectives

Objectives should be <u>smart</u>. They should be:

• Specific – *what exactly is the change and who has to make it?*

• Measurable – *will you know if it has been achieved?*

• Achievable – *has to be achievable to justify resources being spent on it*

• Relevant – *will it make a significant contribution to the aim?*

• Time-bound – *over what time period will you work on it?*

2.   Identify the best influencing strategy

You have already defined and agreed the advocacy aim and objectives. Now, for each objective, it is required to identify the best influencing strategy to accomplish that objective.

a.   Understand the change process

To find the best route to influencing change, the first and foremost important thing to do is to understand the change process that we are trying to influence. In the next lesson we will analyse the Theory of Change.

b.   Analyse the wider context

When we have a clear picture of the decision-making process we want to influence, it is time to explore the wider context impacts on the decision-making process. Besides Environmental impact, does it have a Political, Economic, Sociological, Technological and/or Legal impact? Having listed all the factors under each heading, you can identify and rank which are most significant to your advocacy on this issue – either as opportunities or threats.

c. Assess your capacity to influence change

To make an informed choice of strategy, analyse and consider your capacity as an organisation or network to influence the desired change, namely: human resources, knowledge, skills, financial resources, information, etc.

d.   Select your approach and the target audiences

Now it is important to select which strategic approach you will adopt in order to use full influence on the decision maker and the decision making process. To perform a stakeholder's analysis, what strategy will you choose? You can choose to:

• Persuade audience to agree with your position (for influential neutrals and soft opponents)

• Persuade audience that the issue is important (for influential but disinterested allies)

• Build alliances for joint advocacy (for interested allies)

• Increase their influence (for weak but committed allies)

• Decrease their influence (for influential and committed opponents)

e.   Devise your message and guidelines

If you are to achieve the difficult task of changing people's attitudes and behaviours, then you must make sure that your messages are designed in the way that they are focussed and reinforced with constant repetition, consistent and coherent across different audiences. Therefore, it is relevant to develop a single message proposition and a set of communications guidelines.

You should create a proposition, which is a short sentence (8 – 10 words) that specifies the key message that you want your audiences to remember. It is not a slogan. You will try to express the proposition in the most appropriates ways for your different audiences – for example by using pictures, videos, stories, statistics, quotes, speeches, reports and books.

Having devised your proposition, you may also want to define some communications guidelines – recommendation of what to say and how to say it.

It can be helpful to set out clearly the campaign narrative – a short text of no more than half a page, that sets out in a narrative form the problem, solution and reason to act.

Example: 10 Most Creative Environmentally Friendly Marketing Campaigns - SMD.com (sustainabilitymattersdaily.com)

THE PLASTIC YOU USE ONCE TORTURES THE OCEANS FOREVER

© seashepherd.org

3. Devise the Action Plan, Implement the Action Plan, Monitor and evaluate progress

a. Plan activities to engage each audience

Audiences are influenced through various of communications activities (e.g., phone calls, lobbying meetings), events (e.g., conferences, talks) or they might be printed or audio-visual materials to be produced and made available to the audience (e.g., leaflets, webpages, videos). Every communication activity that is planned, produced or undertaken should be for a specific audience to achieve a specific purpose.

b. Compile an integrated timeline & budget

c. Define a monitoring, evaluation and risk management plan

d. Agree on the plan and management

Self-directed Learning 2

Module	Module 2 - How to Create an Advocacy Strategy
Activity title	Explore Phase 1 – Know what to change
What will you learn from this resource?	What problem do you want to resolve? Identify and reflect on the issue and use the next questions and some research to help with this process of reflection and exploration: • What specific problem do you want to address? • Is this problem widespread across many settings or is it confined to a specific locality or country? • What is the root cause of the problem? • What evidence do you have of the problem? • Who are the other actors addressing this problem? • What is their approach? • Can you prepare and present compelling evidence and recommendations (2 pages) for tackling the problem?
Why is this resource important?	Understanding the problem is the first moment in developing an advocacy strategy

WHAT IS THEORY OF CHANGE?

STRATEGIC PLAN FOR AN ADVOCACY STRATEGY

(powerpoint presentation to the participants)

CONTENTS AND DEFINITIONS (supporting text)

THEORY OF CHANGE

- Theory of Change (TOC) is an example of how and why a required change is expected to occur in a particular context.

- TOC is particularly centred on mapping what has been described as the "missing middle" between what a program or change initiative does (its activities or interventions) and how these lead to desired goals being achieved.

- It identifies the desired long-term goals and then works back from these to identify all the conditions and outcomes that must be in place (and how these related to one another causally) for the goals to take place.

Identifying long-term goals

Backwards mapping and connecting the preconditions or requirements necessary to achieve that goal and explaining why these preconditions are necessary and sufficient.

Identifying your basic assumptions about the context.

Identifying the interventions that your initiative will perform to create your desired change.

Developing indicators to measure your outcomes to assess the performance of your initiative.

Writing a narrative to explain the logic of your initiative.

The Six Stages of Theory Of Change

The benefits of TOC

- A well-defined and testable hypothesis about how change will occur. The hypothesis not only allows you to be accountable for results, but also makes your results more credible because they were predicted to occur in a certain direction.

- A representation of the change you desire to see in your community and how you expect it to happen.

•o	A blueprint for evaluation with the identification of quantifiable indicators of success.

•o	An understanding among stakeholders about what defines success and what it takes to reach it.

•o	A potent communication tool to obtain the complexity of your initiative.

STRATEGIC PLAN FOR AN ADVOCACY STRATEGY

"Give me 6 hours to chop down a tree and I will spend the first four sharpening my axe." (Abraham Lincoln)

An organised approach to advocacy planning assists you to be strategic, doing better choices to elevate your impact. It also increases efficiency and transparency.

Every advocacy strategy should contain the following activities, taking advantage of evidence to make informed decisions during the process:

•o	*Define the issue. What is the problem to solve?*

•o	*Set a clear advocacy goal and objectives for action.*

•o	*Identify the target audiences.*

•o	*Plan a set of activities and design communication materials using the most reliable, relevant and current information.*

•o	*Expand the base of support and raise resources to implement the plan.*

•o	*Design a monitoring and evaluation strategy.*

ACTIVITY 2

Theory Of Change

Explore with the participants the videos about the Theory of Change:

https://www.youtube.com/watch?v=IkpLmeVc5ck

https://www.youtube.com/watch?v=eJPK7oZaK70

After visualization, discuss and reflect with the participants about the videos and the concept of Theory Of Change.

ACTIVITY 3

CREATE YOUR OWN ADVOCACY STRATEGY

Divide the class into groups. Each group, considering the previous lessons and work develop, should focus on planning the Activities to engage an audience in the issue they intend to advocate.

Self-directed Learning 3

Module	Module 2 - How to Create an Advocacy Strategy
Activity title	Example of a theory of change narrative: Fossil Free Campaign
What will you learn from this resource?	Explore the information available about the Fossil Free Campaign. Reflect and identify the answer to the following questions: • What is the overall change? • What are the pre-conditions? • What is the contribution?
Why is this resource important?	Clarifying the TOC approach.

APPENDIXES

LEARNING OUTCOMES OF MODULE 2 (HOW TO CREATE AN ADVOCACY STRATEGY)

After completing this module, participants will be able to achieve the following learning outcomes in terms of:

Knowledge

•○ Knowledge of the main terms related to advocacy (e.g., activism, campaign, awareness-raising, lobbying, public campaigning, alliance building)

•○ Knowledge of the concept and characteristics of the advocacy cycle

•○ Knowledge of the Theory of Change

•○ Knowledge of the development of a strategic plan for an advocacy strategy

Skills

•○ Be able to properly identify the problem to be addressed by the advocacy strategy

•○ Be able to set goals and objectives for an advocacy strategy

•○ Be able to identify relevant targets for the advocacy strategy

- Be able to identify available resources for an advocacy strategy

- Be able to develop an advocacy time schedule

Attitudes

- Understand the benefits of starting an advocacy campaign

- Understand the causes and consequences of addressing a problem/issue

- Understand the stages of the development of an advocacy strategy

STRUCTURE AND SCHEDULE FOR THE MODULE PRESENTATION

Activity title	Description of the activity	Duration (min)	Materials required	Delivery method
Welcome	Welcome to the participants, presentation of the agenda	10	Agenda of the workshop	Presentation
Activity 1 - World Café about Advocacy (LESSON 1)	Implementation of the World Café Method regarding "What is Advocacy? Why Advocacy?"	30	Board and markers	World Cafe Method
What is Advocacy? (LESSON 1)	Presentation of the concept of advocacy and related terms	10	PPT	Presentation
Coffee Break		10	-	-
What's the advocacy cycle? (LESSON 2)	Presentation of Advocacy Cycle and discussing with the participants the presented examples for each step of the Campaigning Cycle	20	PPT	Presentation and discussion
Theory of Change (LESSON 3)	Presentation of the Theory of Change and strategic plan for an advocacy strategy	30	PPT	Presentation
Activity 2 - Group Discussion (LESSON 3)	Explore with the class the videos about the Theory of Change: https://www.youtube.com/watch?v=IkpLmeVc5ck	30		Group activity, reflection and discussion

	https://www.youtube.com/watch?v=eJPK7oZaK70			
Activity 3 – Create your own advocacy strategy	Divide the class into groups. Each group, considering the previous lessons and work develop, should focus on planning the Activities to engage an audience in the issue they intend to advocate	30		Group activity, reflection and discussion
Feedback session		5		
Assessment	During the implementation of the activities, the trainer observes and writes notes regarding: •–○ how well each participant understood the concept of advocacy and related subjects. •–○ how well each participant identifies and recognised the several stages of the advocacy cycle •–○ how well each participant identifies and recognises the importance of each step of the advocacy cycle. •–○ how well each participant identifies and acknowledges the importance of defining the influencing strategy and how TOC can support this process •–○ how well each participant identifies and understands each step of the creation of the plan (aligned with the advocacy cycle) •–○ how well each participant identifies and acknowledges the importance of defining and designing a plan of activities to engage relevant audiences			
Notes	Self-directed Learning Activities can be suggested to the participants as homework.			

YOUTH WORKER HANDOUT FOR MODULE 2

Glossary of main terms

•–○ **Advocacy**: Advocacy is a concept used to encompass a number of activities that organisations or individuals can take to employ pressure for change in a specific policy or behaviour of a government, institution, organisation or perhaps a single individual. Advocacy can be a social process of change that influences attitudes, social relationships and power relations, and strengthens civil society. Advocacy seeks to address the core causes and roots of a problem, eliminate the obstacles to reach a solution and fruitfully influence actions to accomplish the desired change.

•–○ **Activism**: Activism is the process of campaigning in public or working for an organization in order to bring about political or social change (Collins Dictionary).

•–○ **Awareness Raising:** Awareness-raising is a process that seeks to inform and educate people about a topic or issue with the intention of influencing their attitudes, behaviours and beliefs towards the achievement of a defined purpose or goal (UNESCO, 2006).

- **Lobby**: A lobby is a group of people who represent a particular organization or campaign, and try to persuade a government or council to help or support them (Collins Dictionary).

- **Campaign:** campaign is a planned set of activities that people carry out over a period of time in order to achieve something such as social or political change. (Collins Dictionary). The practice of taking committed action to achieve an end, particularly as it relates to a political or social goal. (APA Dictionary).

- **Advocacy & Campaigning Cycle:** The Advocacy & Campaigning Cycle sets out 5 core phases for the advocacy and campaigning process: Know what to change; Identify the best influencing strategy; Devise the action plan; Implement the action plan. Monitor and evaluate progress. These phases are essential and can be applied to any advocacy project, independently of its size or purpose. Within each of the phases suggested by this cycle, some steps are recommended that advocates can go along to help them make informed and strategic choices**.** (The Advocacy & Campaigning Cycle developed by Ian Chandler, from the Pressure Group Consultancy).

- **Theory of Change (TOC):** is a wide-ranging characterization and example of how and why a required change is expected to occur in a particular context. TOC is particularly centred on mapping what has been described as the "missing middle" between what a program or change initiative does (its activities or interventions) and how these lead to desired goals being achieved.

- **Aim of Advocacy campaign:** The aim of an advocacy campaign is the reason for doing the advocacy. The aim is not to change a policy or increase a budget – it is to change people's or animals' lives or the world. If the advocacy is influencing people advocacy objectives can only be expressed as changes in their knowledge, skills, attitudes or behaviours.

THEORETICAL AND CONCEPTUAL WORK

Each module presents the theoretical background and conceptual content of the module in a PowerPoint presentation. More specifically, the presentation provides a summary of the module and its related notions, theoretical model related to the subjects and learning outcomes. In the module 2 presentation the following contents are included:

- Definition and main terms related to advocacy

- The advocacy cycle and its characteristics

- Key advocacy approaches

- Theory of Change

- Development of a strategic plan for an advocacy strategy

RECOMMENDED BIBLIOGRAPHY

Chandler, I. (2020a, November 26). *The Pressure Group Mini-Guide #1: Advocacy & Campaigning: an overview*. Sinapse. Retrieved November 21, 2021, from https://sinapse.gife.org.br/download/the-pressure-group-mini-guide-1-advocacy-campaigning-an-overview

Chandler, I. (2020b, November 26). The Pressure Group Mini-Guide #2: Know what you want to change. Sinapse. Retrieved October 26, 2021, from https://sinapse.gife.org.br/download/the-pressure-group-mini-guide-2-know-what-you-want-to-change

Chandler, I. (2020c, November 26). The Pressure Group Mini-Guide #3: Identify best influencing strategy. Sinapse. Retrieved November 21, 2021, from https://sinapse.gife.org.br/download/the-pressure-group-mini-guide-3-identify-best-influencing-strategy

Chandler, I. (2020d, November 26). The Pressure Group Mini-Guide #4: Stakeholder Analysis. Sinapse. Retrieved October 22, 2021, from https://sinapse.gife.org.br/download/the-pressure-group-mini-guide-4-stakeholder-analysis

Chandler, I. (2020e, November 26). The Pressure Group Mini-Guide #6: Lobbying. Sinapse. Retrieved October 26, 2021, from https://sinapse.gife.org.br/download/the-pressure-group-mini-guide-6-lobbying

Inclusive Security. (2017). » Advocacy for Inclusive Security Curriculum. Retrieved November 2, 2021, from https://www.inclusivesecurity.org/training-resources/advocacy-for-inclusive-security/

IV. MODULE 3: COMMUNICATION AND OUTREACH: HOW TO SPREAD THE MESSAGE EFFECTIVELY

"When the winds of change blow, some people build walls while others build windmills." (Chinese proverb)

This module offers to the participants the possibility to be aware of the importance of communication and outreach and develop knowledge on how to spread messages effectively. The goal of this module is to acquaint the participants with this theme and to offer them relevant opportunities for further immersion.

LESSON 1 - ADVOCACY, COMMUNICATION AND OUTREACH

THE CONCEPTS OF COMMUNICATION AND OUTREACH

THE ADVOCACY MESSAGE – COMPONENTS AND CREATION

(powerpoint presentation to the participants)

CONTENTS AND DEFINITIONS (supporting text)

From the previous modules, remember that advocacy is a planned, deliberate, and sustained effort to move forward an agenda for systemic change. Advocacy looks deeper to the root causes of a problem. Advocacy is a strategic, non-linear process that becomes more effective with advanced planning. Also, advocacy is reinforced when it is done with other persons. Developing relationships with a range of actors and stakeholders is critical to the success of advocacy. The concepts of communication and outreach are the following:

Outreach

•o   Destined to engage a large audience and to bring knowledge and expertise on a particular topic to the general public.

•o   It may have a form of presentation, workshops, public talks, etc. with the aim to enlighten the audience.

•o   Implies an interaction between the sender and the receiver of the message, there is an engagement and a two-way communication.

© Lagos Food Bank Initiative, Pexels

Communication

•o   Only goes in one direction from the sender to the receiver

•o   It refers to articles in mainstream newspapers, magazines, TV and radio channels.

•o   It requires a clear language and attractive subject with outstanding results that can grab the media's attention.

Another important aspect of being an advocate is to have the ability to create an effective message. A good advocacy message captures the fundamental ideas of what you are trying to express. In the design of an effective message, its important to:

- **Be clear and concise**

  Clearly describe, in simple language, the issue at hand and how it can be addressed. Be sure to avoid any jargon and make sure the message will be easily understandable by your audience.

- **Be targeted / focused**

  Establish what will motivate your chosen audience(s) to take action. E.g.: if facts and figures will be most persuasive, use research and knowledge to identify the most compelling facts and examples that can help bring those statistics to life.

- **Convey urgency**

  The message should convince the target audience that your point of view is important and require es a timely answer (i.e., if we don't take action, these things will happen).

- **Contain a "human element"**

  Reflect on what images or stories might help illustrate the problem addressed. Even if telling your own story or sharing the stories of others, select which stories/examples most clearly support and drive your message.

The three components of a message are: PROBLEM, SOLUTION AND ACTION. The arrangement of "*problem, solution, and action*" is a good way to think about framing your message. The problem, solution, action framework is not a narrow formulation. Depending on the context and audience, there will not be a specific action. Consider this as general guidance.

PROBLEM
What is the main issue to address? Look at the problem analysis and use the identified effects of the problem to convey urgency. Your description of the problem and its potential negative effects needs to be illustrative

SOLUTION
Introduce the proposed solutions – the advocacy objectives previously identified

ACTION
Describe how the audience can help to reach the desired objectives. Give specific and targeted solutions

Remind the 20/80 rule:

20% of the time on problems, 80% on solutions and actions

Sometimes, advocates make the mistake of doing the reverse – focusing on the problems. Of course, that the problem is critically important, nonetheless is key to suggest solutions that lead to action. The problem and solution will make the audience to listen and become invested in the message. It will make them experience a sense of urgency and understand that the problem must be tackled.

ACTIVITY 1

Warm-up activity

Problem, solution and action

Give participants 10 minutes to individually brainstorm the following components of their message,

using the Problem, Solution, Action handout for one of the audiences they identified earlier.

In pairs, have them practice answering each question (one minute per question). Remind them to stick to the time limit. If there is enough time, ask them to practice each one a few times and give each other feedback.

LESSON 2 - COMMUNICATION TOOLS

WHAT ARE COMMUNICATION TOOLS? (powerpoint presentation to the participants)

CONTENTS AND DEFINITIONS (supporting text)

After choosing your target audiences, messages and set of advocacy activities, its key to choose the advocacy communication tools to deliver these messages and support the selected activities. It's vital to select communication tools that are recognizable, commonly used, designed to give the level and type of information that suits the capacity and expectations of target audiences, and easily accessible to target audiences.

Access the most appropriate communication types and tools for the message of your advocacy campaign:

- What types of audiences will you engage with through these activities?

  Example: the community, politicians, your school, a local organization

- Will the audience include expert, informed nonexperts, and/or the general public?

  Example: Do the audience already know about the problem you are addressing? Do they already have in-depth knowledge about it?

- What types of communication tools do you need to support the advocacy activities you planned in the last stage? Are the communication tools suitable and accessible for each type of target audience? *See table below.*

- Do you have adequate resources (such as hr, money) to develop and use the full range of communication tools you have in mind?

Tools	Experts	Informed non-experts	General Public
Written tools	Policy studies Research papers Working papers Policy reports Journal articles	Memos, Fact-sheets Newsletters Policy reports	Open-ed articles Letters Ads, banners, posters, promotional material
Oral tools	Conference presentations Less formal presentation in F2F meetings Presentations to working groups, events and public hearings		Radio & TV programs Public meeting, events and hearings Public Speeches
Audio visual tools		Documentary videos Advocacy-based advertising	
ICT Tools	Dedicated Advocacy websites	Mailing campaigns Dedicated Advocacy websites, pages or blogs Social media: fb, Instagram, twitter, WhatsApp SMS / Text Campaigns	

ACTIVITY 2

What are the pros and cons of each communication tool?

Discussion of the examples provided for the communication tools.

Divide the class into groups. Each group will reflect and share with participants the advantages and disadvantages of each communication tool.

Self-directed Learning 1

Module	Module 3 - Communication and Outreach: How to spread the message effectively
Activity title	Advocacy Audiences
What will you learn from this resource?	The first thing that should be considered is your advocacy audience. In the process of selection of communication tools, you can have in mind three main types of audiences: **Experts** Have a deep technical knowledge and background in the target area or field of advocacy. In order to convince this audience, they need to see the full argument including literature, evidence, proposals, predictions, and research (methodology and analysis), It is also important to note that such groups are very heterogeneous in background and experience than those from a single academic discipline and this needs to be considered in making your communication accessible. **Informed nonexperts** Practitioners who work in the target area or field of advocacy. These people can normally be convinced by seeing the significant outcomes of research and do not need all the in-depth academic and research detail. If possible, these people will consult experts to confirm if their reading of a policy proposal is correct. This is usually a much more heterogeneous group than the expert group in terms of educational background and experience. **The general public** An advocacy effort would have to target the specific relevant sector of the general public to get them to buy into the ideas. What is needed in this case is the simplest and clearest presentation of the evidence in such an argument.
Why is this resource important?	To analyse and identify the characteristics of different types of audiences.

ACTIVITY 3

Brainstorming - What makes a story good or powerful?

Watch with the participants the video of Judith Black. Divide the participants in teams and ask them to discuss and present their ideas about what makes a story good or powerful.

Example: Storytelling and Climate Change by Judith Black

https://youtu.be/4nMAV8xFUMg

© YouTube

WHAT IS STORYTELLING? (powerpoint presentation to the participants)

CONTENTS AND DEFINITIONS (supporting text)

We are all storytellers. All over the world people tell stories. What are the components of a good story? Stories can be a powerful tool to communicate to people why they need to take action on your climate issue because **stories trigger emotional responses, put a face on an issue, connect us to deeper issues, humanise us, raise the stakes of the discourse, and go beyond telling to showing.** Stories breathe life into the problems and the solution by adding a human element, they can evoke a sense of empathy and understanding, and can be used to illustrate a problem and/or solution you're trying to describe.

© JJ Jordan, Pexels

To make a story good or powerful, it needs to be:

Short and concise

It is challenging to incorporate stories into messages that need to be concise. Sometimes you may only have a few sentences to convey your story. Concise storytelling can require a lot of practice and coaching.

34

Memorable

You want your story to stick in your audience's minds. What story is most emblematic of the problem or solution?

Create a sense of urgency

Illustrate to people why it is important for them to act now.

Inspire hope

Stories can be great for helping people envision the change that is possible. You can use stories to show the difference your solution can make.

Include carefully chosen details

You want to include enough detail to make the story feel real, but not so much that the audience gets lost or bored. Choosing the right details can be the difference between telling a story and telling about a story.

To craft a message in a form of storytelling, use a mix of stories and facts to illustrate key points. For every fact you state, use a story to bring that fact to life. Story structure consists of character, goal, and challenge. The resolution of the challenge is full of drama, turning points, ups and downs, and the final climax. At the end of the story, it is possible that the goal itself may change, or the character accepts that the challenge is insurmountable.

Important tips for crafting a message:

- The story must be unique and authentic. It should appeal to a sense of purpose, loyalty, pride, or celebration. Personal details can help to create genuine connection.

- Characters should be real and significant, there should be sufficient conflict, there should be clear causality, and the story must have an emotional essence to influence the audience.

- Stories work well if the audience, objective, and channels are carefully considered in advance. Surveys and focus group can help. It is important to bridge commonalities as well as to acknowledge differences.

- A prudent use of emotion for a strategic purpose can activate audience emotion;

- Ethical practices include avoiding manipulation or changing of the truth, fabrication of data, exaggeration and factual errors.

ACTIVITY 4

Storytelling for Environmental Advocacy Campaigns

Divide the class into small groups and using the work previously done in the message creation, explain that each group should select a specific audience and will have 20 minutes to prepare their message

for a meeting with this individual. The group should work together to help design the message considering storytelling.

Afterwards, they will deliver their 5 minutes message through a role play with the rest of the participants observing the interaction.

Module	Module 3 - Communication and Outreach: How to spread the Message effectively
Developing your story	Developing your story...
What will you learn from this resource?	Take time developing your story – as this can be a very powerful way of connecting with people and you want it to be meaningful. Exercise in the following scenarios: **Scenario 1:** You are asked to give a 10-minute presentation to a school group about your issue. Prepare the presentation. **Scenario 2:** By coincidence, you 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? **Scenario 3** You have been invited to speak on ted ex and you have been allocated 5 minutes to give an overview of your issue. What would your key talking points be and what would you say?
Why is this resource important?	Practice and train the creation of relevant stories.

APPENDIXES

LEARNING OUTCOMES OF MODULE 3 (HOW TO SPREAD THE MESSAGE EFFECTIVELY)

After completing this module, participants will be able to achieve the following learning outcomes in terms of:

Knowledge

- Knowledge of the three components of an advocacy message (problem, solution, action)

- Knowledge of the different communication tools that can be used to spread the message of the advocacy strategy

- Knowledge of the art of storytelling for advocacy campaigns

Skills

- Be able to define a key message for the advocacy strategy

- Be able to deliver a clear and powerful mission statement

- Be able to develop and deliver a targeted advocacy message

- Be able to choose the best format to communicate an advocacy message

- Be able to deliver evidence-based messages

- Be able to create a highly creative storytelling resource

- Be able to follow-up the advocacy message

Attitudes

- Understand the importance of creating simple, clear and concise messages

- Understand the importance of culturally appropriate advocacy messages

- Understand the power of storytelling to engage a global landscape

STRUCTURE AND SCHEDULE FOR THE MODULE PRESENTATION

Activity title	Description of the activity	Duration (min)	Materials required	Delivery method
Welcome	Welcome to the participants, presentation of the agenda	10	Agenda of the workshop	Presentation
Components of a Message (LESSON 1)	Presentation of fundamental components of an advocacy message	15	PPT	Presentation
Warm-up activity – Problem, Solution and Action (LESSON 1)	Activity using the concepts of Problem, Solution, Action	30	Flipchart; markers;	Individual/pairs Activity

Activity title	Description of the activity	Duration (min)	Materials required	Delivery method
Coffee Break	-	10	-	-
Communication Tools (LESSON 2)	Presentation of communication tools.	20	PPT	Presentation Discussion
Activity 1 - What are the pros and cons of each communication tool? (LESSON 2)	Each group will reflect and share with participants the advantages and disadvantages of each communication tool.	30	-	Team Activity
Activity 1 Brainstorming What makes a story good or powerful? (LESSON 3)	Watch with the participants the video of Judith Black.	30	-	Team Activity
What is Storytelling? (LESSON 3)	Presentation of the concept of Storytelling	20	PPT	Presentation
Coffee Break	-	10	-	-
The Importance of Storytelling (LESSON 3)	A presentation about the Elements of a Good Story and how to tell a compelling story	20	PPT	Reflection Presentation
Storytelling for Environmental Advocacy Campaigns (LESSON 3)	Role-play on storytelling	30	-	Role-play
Assessment	Reflection questions for the practical activities: • How did the activities go? • Did you find it difficult under these time constraints? • During the implementation of the activities, the trainer observes and writes notes regarding: • how well each participant prepared the message, selected the audience, and analysed the different tools. • How did the activities go? • What were the main difficulties?			

Activity title	Description of the activity	Duration (min)	Materials required	Delivery method
	- During the implementation of the activities, the trainer observes and writes notes regarding: - how well each participant understands the power and importance of storytelling - How storytelling can influence the success of an advocacy campaign			
Notes	Self-directed Learning Activities can be suggested to the participants as homework.			

YOUTH WORKER HANDOUT FOR MODULE 3

Glossary of main terms

- **Outreach activities:** are destined to engage a large audience and to bring knowledge and expertise on a particular topic to the general public. Outreach activities can assume various forms, such as presentations, workshops, public talks, etc.) with the aim to enlighten the audience. Outreach implies an interaction between the sender and the receiver of the message, there is an engagement and two-way communication.

- **Communication activities:** only goes in one direction from the sender to the receiver. Communication refers to articles in mainstream newspapers, magazines, TV and radio channels. Successful communication requires clear language and attractive subjects with outstanding results that can grab the media's attention.

- **3 components of an advocacy message:** Problem; Solution; Action

- **Problem**: What is the main issue to address? Look at the problem analysis and use the identified effects of the problem to convey urgency. Your description of the problem and its potential negative effects needs to be illustrative.

- **Solution:** Introduce the proposed solutions – the advocacy objectives previously identified.

- **Solution**: Introduce the proposed solutions – the advocacy objectives previously identified.

- **Storytelling:** Storytelling is the process of using fact and narrative to communicate something to your audience. Some stories are factual, and some are embellished or improvised in order to better explain the core message.

THEORETICAL AND CONCEPTUAL WORK

Each module presents the theoretical background and conceptual content of the module in a PowerPoint presentation. More specifically, the presentation provides a summary of the module and its related notions, theoretical model related to the subjects and learning outcomes. In the module 3 presentation the following contents are included:

- The three components of an advocacy message (problem, solution, action)

- Communication tools to spread the message of the advocacy message

- The art of storytelling for advocacy campaigns

RECOMMENDED BIBLIOGRAPHY

Aaker, J. (2021). The Dragonfly Effect Publisher: Jossey-Bass [E-book].

Chandler, I. (2020, November 26). The Pressure Group Mini-Guide #1: Advocacy & Campaigning: an overview. Sinapse. Retrieved November 21, 2021, from https://sinapse.gife.org.br/download/the-pressure-group-mini-guide-1-advocacy-campaigning-an-overview

Chandler, I. (2020b, November 26). The Pressure Group Mini-Guide #3: Identify best influencing strategy. Sinapse. Retrieved November 21, 2021, from https://sinapse.gife.org.br/download/the-pressure-group-mini-guide-3-identify-best-influencing-strategy

Chapter 33. Conducting a Direct Action Campaign | Section 19. Using Social Media for Digital Advocacy | Main Section | Community Tool Box. (n.d.). Center for Community Health and Development at the University of Kansas. Retrieved December 2, 2021, from https://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/electronic-advocacy/main

Decker, A. (2021, June 2). The Ultimate Guide to Storytelling. Https://Blog.Hubspot.Com/Marketing/Storytelling. https://blog.hubspot.com/marketing/storytelling

Inclusive Security. (2017). » Advocacy for Inclusive Security Curriculum. Retrieved November 2, 2021, from https://www.inclusivesecurity.org/training-resources/advocacy-for-inclusive-security/

UNICEF. (2019). Youth advocacy guide. Https://Www.Voicesofyouth.Org/. Retrieved 2021, from https://www.voicesofyouth.org/tools-resources/youth-advocacy-guide

V. MODULE 4: COMMUNICATION AND OUTREACH

LESSON 1 – INTRODUCING THE CONCEPT OF COMMUNICATION AND ADVOCACY

Learning Unit	Module 4 - Communication & Outreach	
Activity title	Introducing the concept of communication and advocacy.	
Total learning duration	5 hours	Workshop-based learning	Self-directed learning
		1 hour 40 minutes	1 hour 40 minutes
Learning outcomes	• Knowledge of the three components of an advocacy message (problem, solution, action) *Figure 1: https://unsplash.com/photos/-haAxbjiHds*	

Activity title	Description of the activity	Duration (min)	Materials required	Delivery method
Welcome	Welcome youth workers and provide an overview of the agenda.	10	Training room Projector, screen. Copy of PPT Flipchart Markers Sign-in sheet Evaluation sheet	In person Presentation
Tutor input (PPT)	Mission statement and three components of an advocacy message (problem, solution, action) Split into groups of 3-4 youth workers Create an advocacy message for an environmental topic of your choosing	30		

Activity title	Description of the activity	Duration (min)	Materials required	Delivery method
Group Activity	using problem, solution, action. Make sure to also create a relevant mission statement and get feedback.	60		Group work
Assessment	Pre assessment and post assessment questions What is your knowledge of communications? On a scale of 1 to 10: How comfortable would you be creating a mission statement? Do you know what an advocacy message is?			

Self-Directed Learning

Module	Module 4 - Communication & Outreach		
Activity title	Introducing the concept of communication and advocacy. *Figure 2: https://unsplash.com/photos/KdeqA3aTnBY*	Duration (min)	40 mins

Module	Module 4 - Communication & Outreach
What will you learn from this resource?	This resource presents 4 videos of advocacy campaigns of varying quality. Review these campaigns and critique how successful these messages have been. The following videos present examples of different advocacy campaigns: Watch the videos and choose which ones you think are examples of good advocacy and which ones are bad? And justify your answers.
Why is this resource important?	These videos provide clear examples of good practise and bad in terms of advocacy campaigns. Youth workers can gain an appreciation and understanding of what works and what does not work when it comes to advocacy campaigns.
Sources & References	#EveryChildEverywhere: https://www.youtube.com/watch?v=YPi01hBmuUc Best of 'Got Milk' campaign: https://www.youtube.com/watch?v=hTru-Cy7taM DEA Just say no to drugs: https://www.youtube.com/watch?v=3phzVSysURQ HeforShe campaign: https://www.youtube.com/watch?v=hTru-Cy7taM

Module	Module 4 - Communication & Outreach		
Activity title	Introducing the concept of communication and advocacy. *Figure 3: https://unsplash.com/photos/1K8pIbIrhkQ*	Duration (min)	60 mins
What will you learn from this resource?	Activity – Conduct research and identify who your target audience is for your advocacy campaign and how this audience can be reached/what impact this audience profile will have on the platforms you decide to use.		
Why is this resource important?	This activity allows youth workers to build up their strengths in communication and advocacy by developing their own advocacy skills. These skills will then be transferrable to other campaigns and work they would like to pursue.		
Sources & References	*NCBI – Identifying the Target Audience: https://www.ncbi.nlm.nih.gov/books/NBK195430/*		

LESSON 2 – COMMUNICATION TOOLS TO SPREAD YOUR ADVOCACY MESSAGE

Learning Unit	Module 4 - Communication & Outreach		
Activity title	Communication tools to spread your advocacy message		
Total learning duration		Workshop-based learning	Self-directed learning
		1 hour 40 minutes	1 hour 40 minutes
Learning outcomes	Knowledge of the different communication tools that can be used to spread the message of the advocacy strategy Figure 4: https://unsplash.com/photos/Tk9m_HP4rgQ		

Activity title	Description of the activity	Duration (min)	Materials required	Delivery method
Ice-breaker	Take 5 minutes to get to know someone in the room, ask them questions and then swap roles. Introduce this new person to the room.	15	Training room Projector, screen. Copy of PPT Flipchart Markers Sign-in sheet Evaluation sheet Computers or laptops	In pairs
Tutor input (PPT)	How to develop and deliver targeted advocacy messages Develop an advocacy strategy to spread your message.	30		Presentation
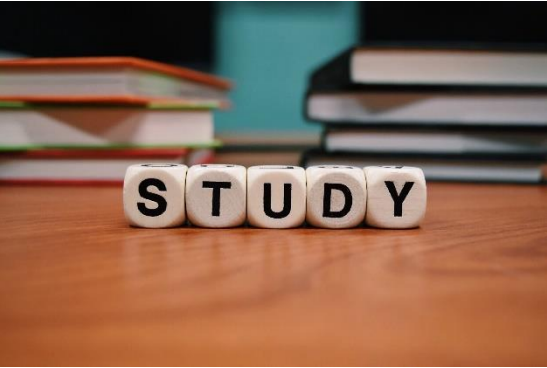
Activity title	Description of the activity	Duration (min)	Materials required	Delivery method
Group Activity	Decide how best to promote your digital campaign.	60		Teamwork
Assessment	During the implementation of the activities, the trainer observes and writes notes regarding: • how well each youth worker understood the notions related to the concept of targeted advocacy messages. • how well each youth worker engaged in the activities			

Self-Directed Learning

Module	Module 4 - Communication & Outreach		
Activity title	Communications *Figure 5:https://unsplash.com/photos/gcsNOsPEXfs*	Duration (min)	50

Module	Module 4 - Communication & Outreach		
What will you learn from this resource?	Review this video Case study https://www.youtube.com/watch?v=MLsXu2tgg-o This case study from Georgia is tackling poverty, housing and pollution. Read through case study and pick out: - Why were these specific issues chosen? - What does the video do a good job of highlighting? - How could the video case study be improved?		
Why is this resource important?	Through watching this video case study, you will gain an insight into how advocacy campaigns operate in real life and what impact they can have on addressing issues in our communities. As a result of watching this video, youth workers will develop an appreciation of how to run an advocacy campaign and may also be inspired to address some of the issues that Georgia is currently tackling.		
Sources & References	https://www.youtube.com/watch?v=MLsXu2tgg-o		

Module	Module 4 - Communication & Outreach		
Activity title	Communications case study	Duration (min)	50
	 Figure 6: Photo by Pixabay from Pexels		

What will you learn from this resource?	Tobacco free kids campaign toolkit https://www.tobaccofreekids.org/assets/global/pdfs/en/BAI_Advocacy_Toolkit.pdf Read through the case study and pick out: - What platforms they used and why? - What platforms worked best for them and why? - 3 tips that could help your advocacy campaign. - 2 lessons that are applicable from this case study to your advocacy issue or your target audience.
Why is this resource important?	By learning from what others have done, it will help you to strengthen your advocacy message. You can learn what mistakes not to make and apply what does work to your own message.
Sources & References	https://www.tobaccofreekids.org/assets/global/pdfs/en/BAI_Advocacy_Toolkit.pdf

LESSON 3 – THE ART OF STORYTELLING FOR ADVOCACY CAMPAIGNS

Learning Unit	*Communication & Outreach*		
Activity title	The art of storytelling for advocacy campaigns. 		
Total learning duration		Workshop-based learning	Self-directed learning
		1 hour 40 minutes	1 hour 40 minutes

Learning Unit	Communication & Outreach
Learning outcomes	• Knowledge of the art of storytelling for advocacy campaigns

Activity title	Description of the activity	Duration (min)	Materials required	Delivery method
Introduction	Introduction and presentation of agenda	10	Workshop agenda PPT Training room Markers Flipchart Pens	Presentation
Tutor input PPT	Art of storytelling for advocacy campaigns	30		Presentation
Group Activity	Develop a concept for a creative campaign focused on storytelling. Why is your story unique? What makes it stand out?	60		Group Activity
Assessment	Once all groups have drafted their stories, invite volunteers to read or share their stories with the group and invite feedback from other youth workers. This will help all youth workers to refine their stories, and it will also act as a source of inspiration for everyone in the room to hear the stories we can all share.			

Activity title	Description of the activity	Duration (min)	Materials required	Delivery method
	As a self-reflection piece, the facilitator can ask youth workers to reflect on this experience and write a short journal entry about this experience.			

Module	Module 4 - Communication & Outreach		
Activity title	Telling my story *Figure 7:* *https://unsplash.com/photos/0eKg4R4iwGk*	Duration (min)	40
What will you learn from this resource?	Write an advocacy message for a cause that you believe in. Make sure to use storytelling techniques to write your story (focus on your advocacy message).		
Why is this resource important?	By practicing writing advocacy messages, youth workers can improve their writing skills while developing their ability to craft stories that include storytelling techniques to entice readers.		
Sources & References	*The Art Of Storytelling For Advocacy Campaigns:* *https://callhub.io/storytelling-for-advocacy/* *How To Write Your Advocacy Story:* *https://campaignsandelections.com/industry-news/how-to-write-your-advocacy-story/*		

50

Module	Module 4 - Communication & Outreach		
Activity title	Smartphone Communication *Figure 8: https://unsplash.com/photos/Uae7ouMw91A*	Duration (min)	60
What will you learn from this resource?	Using your smartphone, record your story – this can be shared on social media if you feel it is appropriate. Make sure that your message and your voice is clear, concise and consistent.		
Why is this resource important?	*This will give youth workers the confidence to undertake similar campaigns in future.*		
Sources & References	*Android Screen Recording: How to record your Android screen (2 Ways!)* *https://www.youtube.com/watch?v=2ZwvRA5NGig* *How to Film like a PRO with Android Smartphones [Updated Guide!]* *https://www.youtube.com/watch?v=2pjYP9xpApc* *Take better smartphone videos.	MOBILE VIDEOGRAPHY* *https://www.youtube.com/watch?v=KkrV804Ahzc*		

YOUTH WORKER HANDOUT FOR MODULE 4

Glossary of main terms

- **Mission statement:** A mission statement is defined as an action-based statement that declares the purpose of an organisation and how they serve their customers. (Fond Company)

- **Advocacy:** Public support for or recommendation of a particular cause or policy. (Lexico)

- **Activism:** The policy or action of using vigorous campaigning to bring about political or social change. (Lexico)

- **Lobbying:** To seek to influence (a legislator) on an issue. (Lexico)

- **Communication Strategy:** a plan through which a company can achieve the communication objectives. It constitutes different elements such as setting the goals of communicating, selecting a target market, and then formulating a plan. (Marketing91)

- **Coalition:** a temporary alliance of distinct parties, persons, or states for joint action. (Merriam-Webster)

- **Fundraising:** the organised activity of raising funds (as for an institution or political cause) (Merriam-Webster)

- **Stakeholders:** a person with an interest or concern in something. (Merriam-Webster)

THEORETICAL AND CONCEPTUAL CONTENT

Each module presents the theoretical background and conceptual content of the module in a PowerPoint presentation. More specifically, the presentation provides a summary of the module and its related notions, theoretical model related to the subjects and learning outcomes. In the module 5 presentation the following contents are included:

- Developing a communication strategy

- Communication tools to spread your advocacy message

- The art of storytelling for advocacy campaigns.

RECOMMENDED BIBLIOGRAPHY

Fond Company, 2020. Best Mission Statements. Available at: https://www.fond.co/blog/best-mission-statements/#:~:text=A%20mission%20statement%20is%20defined,how%20they%20serve%20their%20customers.&text=A%20mission%20statement%20is%20a,why%2C%E2%80%9D%20of%20your%20company.

Lexico. Advocacy definition. Available at: https://www.lexico.com/definition/advocacy

Lexico. Lobbying definition. Available at: https://www.lexico.com/definition/lobby

Marketing91, 2021. Communication Strategy – Definition, Importance, Types and Success. Available at: https://www.marketing91.com/communication-strategy/

Somaiah, J. 2018. The Art Of Storytelling For Advocacy Campaigns. Available at: https://callhub.io/storytelling-for-advocacy/

VI. MODULE 5: DIGITAL ADVOCACY

LESSON 1 – WHAT IS DIGITAL ADVOCACY?

Learning Unit	Module 5 - Digital Advocacy	
Activity title	What is digital advocacy?	
Total learning duration		Workshop-based learning	Self-directed learning
		1 hour 40 minutes	1 hour 40 minutes
Learning outcomes	Knowledge of what digital Advocacy is	

Activity title	Description of the activity	Duration (min)	Materials required	Delivery method
Welcome	Welcome and introduction to the agenda	10	Training room

Projector, screen.

Copy of PPT

Flipchart

Markers

Sign-in sheet

Evaluation sheet | In person |
| Tutor Input (PPT) | Digital advocacy overview | 30 | | Presentation |
| Group Activity | Working in small groups, youth workers are asked to create the social media messages for Greenpeace's proposed new 'Plant Trees Now' campaign. They are looking for fresh faces and input into this upcoming campaign. Trainers are also welcome to incorporate or change

Here youth workers will collaborate to create targeted messages for Facebook, Twitter and Instagram and find appealing images to go along with them. The trainer should encourage groups to select royalty free images from Unsplash and Pexels to accompany their messages. | 60 | | Group Work |

Activity title	Description of the activity	Duration (min)	Materials required	Delivery method
Assessment	Pre assessment and post assessment questions On a scale of 1 to 10: What is your knowledge of digital advocacy? How comfortable would you be creating customised messages for different social media channels? How aware are you of the downsides of digital advocacy?			

Self-Directed Learning 1

Module	Module 5 – Digital Advocacy		
Activity title	What is digital advocacy?	Duration (min)	50
What will you learn from this resource?	Review this video on digital advocacy and answer the questions below: https://www.youtube.com/watch?v=CJj0DbcilMM • What was the message Human Rights Watch is trying to get across? • What digital advocacy tools did they use to share their message? • How did they get people to engage with their project?		
Why is this resource important?	Youth workers will gain a better understanding of what digital advocacy is and can use this information for future projects.		
Sources & References	https://www.youtube.com/watch?v=CJj0DbcilMM		

Self-Directed Learning 1

Module	Module 5 – Digital Advocacy		
Activity title	What is digital advocacy?	Duration (min)	50
What will you learn from this resource?	Go through each of these examples of social media fails and discuss the reasons you believe they were unsuccessful? For this activity, you should think about:		

Module	Module 5 – Digital Advocacy
	• Was the message clear and concise? • Was the message directed at the correct audience? • Why did the message fail to consider? https://blog.hubspot.com/marketing/avoid-social-media-fails
Why is this resource important?	By learning from other people's failures, you can make sure not to repeat the same mistakes. Youth workers can bring this knowledge with them for future campaigns.
Sources & References	https://blog.hubspot.com/marketing/avoid-social-media-fails

LESSON 2 – MANAGING A DIGITAL ADVOCACY

Learning Unit	Module 5 - Digital Advocacy	
Activity title	Managing a digital advocacy initiative	
Total learning duration	Workshop-based learning	Self-directed learning
	1hour 40 minutes	1hour 40 minutes
Learning outcomes	Knowledge of the development of content and systems for managing a digital advocacy initiative	

Activity title	Description of the activity	Duration (min)	Materials required	Delivery method
Ice breaker	Find a partner for 'If you could' Icebreaker Questions: • If you could have an extra hour of free time every day, how would you use it? • If you could take 3 things to a desert island, what would they be?	10	Training room Projector, screen. Copy of PPT Flipchart Markers Sign-in sheet	In person

Activity title	Description of the activity	Duration (min)	Materials required	Delivery method
Tutor Input (PPT)	Promoting a digital advocacy campaign - In these slides, you will find a series of tasks for youth workers to complete in small groups so that they can develop their own digital advocacy campaign. In the Group Activity session, they will be given time to complete each task. - The trainer should spend this time reviewing the slides and answering any open questions before allowing the groups to work through the slides together. Create your own digital advocacy campaign and include a clear plan of how you will promote it. Use the PPT slides as a guide to complete these tasks.	15	Evaluation sheet	Presentation
Group Activity		75		Group Activity
Assessment	During the implementation of the activities, the trainer observes and writes notes regarding: • how well each youth worker understood the notions related to the concept of targeted advocacy messages. • how well each youth worker engaged in the activities			

Self-Directed Learning 2

Module	Module 5 – Digital Advocacy		
Activity title	Managing a digital advocacy initiative	Duration (min)	20
What will you learn from this resource?	Dos and don'ts of a digital advocacy campaign. Watch the following video and discuss: - What 2 tips could you take from this to promote your own initiative? - What things do you think you could do better? - Who are the target audience and is the message suitable for them? Advocacy Through Social Media: Why Trending Topics Matter | Karen McAlister | TEDxUTA: https://www.youtube.com/watch?v=o4sGLLaLq-Q		
Why is this resource important?	Youth workers will gain an appreciation for the effort that goes into producing an effective advocacy campaign. People can take what they have learned on board for their next advocacy campaign.		
Sources & References	https://www.youtube.com/watch?v=o4sGLLaLq-Q		

Self-Directed Learning 2

Module	Module 5 – Digital Advocacy		
Activity title	Create a One-Page Website	Duration (min)	80
What will you learn from this resource?	• Devise a plan for your content: what content it will include, and where it will be placed, are very important considerations for your website success. The first message should always be what you want to convey to the visitor, i.e., your value proposition. Continue with your offering, a CTA (call-to-action) button, a meet the team, services and products, testimonials, FAQ section, and a photo gallery – depending on what information you want and need to provide. • Choose your website design template: there are hundreds of fully customisable templates to choose from, to best suit your needs, with specific instructions on how to include all the necessary information.		

Module	Module 5 – Digital Advocacy
	- Develop an About section: explain who you, your company, or your organisation is. - Develop a list of products/service: a list of products or services is very important for the visitors to understand what exactly they can buy from your company. - Implement a strong CTA (call-to-action): CTA is a short phrase that prompts your online audience to take immediate action - Incorporate your social media accounts: it is important to seamlessly connect every aspect of your online presence. - Always keep track of your SEO: search engine optimization (SEO) is an important element of every website. Optimizing your site will lead you to higher page rankings on specific keyword search results. So, decide on your website's key words that are important for your business and include them in the text you are going to develop. - Be mobile friendly: make the customer journey as good as on the desktop version as many people today access websites via their mobile devises. Now that you have all the information needed and a ready-made sketch of the one-page website for your online environmental initiative, you have to: - Select the company which will host the website and buy the domain: a little side note - try green hosting companies! - Determine which platform to use. WordPress is a great option! - Decide who is going build the website; you or a developer? But why not take some time and give it a try yourself first!
Why is this resource important?	This activity will enable youth workers to enhance their practical skills on how to structure a one-page website and on how to create the appropriate content in order to present and promote an online/social enterprise and to help their trainees, the youth workers, in doing so.

LESSON 3 – MONITORING THE EFFECTIVENESS OF YOUR CAMPAIGN

Learning Unit	Module 5 - Digital Advocacy		
Activity title	Monitoring the effectiveness of your campaign		
Total learning duration		Workshop-based learning	Self-directed learning

Learning Unit	Module 5 - Digital Advocacy	
	1hour 40 minutes	1hour 40 minutes
Learning outcomes	Knowledge of analytics and insights from social media platforms	

Activity title	Description of the activity	Duration (min)	Materials required	Delivery method
Ice breaker	Success, Ambition and Passion Ice Breaker Questions: • Describe an experience in your life that changed your values? • What three things would you like to accomplish this year? • Tell us one big problem you've had to solve this year? Monitoring effectiveness of your campaign	10	Training room Projector, screen. Copy of PPT Flipchart Markers Sign-in sheet Evaluation sheet	In person
Tutor Input (PPT) Group Activity	Working in small groups, develop a monitoring and evaluation plan for your advocacy campaign. Here you should determine how you will monitor (ongoing process throughout the campaign) and how, and how often, you will evaluate (mid-term or summative evaluation at the end), your campaign. Reflect on the questions you answered in the last lesson: 'What does Success look like for you and your campaign?', and then determine how you will know if you are achieving this success with your campaign. At the end of this activity, you should be able to present the qualitative and quantitative metrics and outputs you will use to	30 60		Presentation Group Work

Activity title	Description of the activity	Duration (min)	Materials required	Delivery method
	monitor and evaluate the success of your campaign.			
Assessment	As part of the assessment for this lesson plan, the facilitator can invite volunteers from each of the small groups to present their monitoring and evaluation plan. This is a good activity to support peer learning between the youth workers completing this programme, as they may spark ideas for other groups with their campaigns. If time does not permit this assessment, the facilitator can invite groups to make a video presentation of their monitoring and evaluation plan, and to share this with their peers on this training programme, after the training session. Regardless of the format of the presentation, it should focus on outlining: • What, how and how often will you monitor and evaluate your campaign and why? • What metrics will you use to monitor and evaluate the success of your campaign? Why have you chosen these metrics? What do you hope to learn from this process? • What do you hope to achieve with the successful evaluation of your campaign?			
Sources & References (if applicable)	N/A			

Self-Directed Learning 3

Module	Module 5 – Digital Advocacy		
Activity title	Case study	Duration (min)	60
What will you learn from this resource?	https://issuu.com/cecicastillod/docs/advocacy_scoping_paper Read pages 5-11 regarding monitoring and evaluating the advocacy of ActionAid, and consider the following questions: - What did you learn about monitoring and evaluation from this case study? - What does the case study do well in terms of monitoring and evaluation? - What do you think could be improved in terms of monitoring and evaluation of this case study?		

Why is this resource important?	Through reading this case study and reflecting on these questions, youth workers should be better able to recognise the importance of monitoring and evaluation to achieve the goals of their advocacy campaign.
Sources & References	https://issuu.com/cecicastillod/docs/advocacy_scoping_paper

Self-Directed Learning 3

Module	Module 5 – Digital Advocacy		
Activity title	Monitoring the effectiveness of your campaign	Duration (min)	40
What will you learn from this resource?	Create 2 questionnaires: -One to monitor during your campaign (this should be completed at regular intervals throughout your campaign) -One to evaluate your campaign at the end (this is a summative evaluation, which will help you to determine how successful the campaign was). You should reflect on what types of questions you should include in both assessments. If you are following a quantitative assessment, you should include close-ended questions (multiple-choice, rating, scale, etc.). However, if you would like to gain qualitative feedback on the success of your campaign, consider including open ended questions where people can write how the campaign has impacted them.		
Why is this resource important?	The youth worker will gain an appreciation for the challenges and approaches to monitoring and evaluating their advocacy campaign and for designing questionnaires.		
Sources & References	*Campaign Evaluation – In a Quantitative and Qualitative Perspective:* https://www.modul.ac.at/uploads/files/research/tourmis/2012/Seminar-2012-Slej_Mikkelsen.pdf *Guidance for the Design of Quantitative Survey-Based Evaluation:* https://ec.europa.eu/regional_policy/sources/docgener/evaluation/doc/performance/scarpa.pdf		

Module	Module 5 – Digital Advocacy
	28 Tips for Creating Great Qualitative Surveys: https://www.nngroup.com/articles/qualitative-surveys/

APPENDIXES

YOUTH WORKER HANDOUT FOR MODULE 5

Glossary of main terms

- **Advocacy:** the act or process of supporting a cause or proposal (Merriam-Webster)

- **Human rights**: a basic right (such as the right to be treated well or the right to vote) that many societies believe every person should have. (Merriam-Webster)

- **Implementation:** an act or instance of implementing something: the process of making something active or effective. (Merriam-Webster)

- **Backlash:** a sudden violent backward movement or reaction. (Merriam-Webster)

- **Analytics:** the method of logical analysis. (Merriam-Webster)

- **To monitor:** to watch, keep track of, or check usually for a special purpose. (Merriam-Webster)

- **Evaluation:** determination of the value, nature, character, or quality of something or someone. (Merriam-Webster)

- **Accountability:** an obligation or willingness to accept responsibility or to account for one's actions. (Merriam-Webster)

THEORETICAL AND CONCEPTUAL CONTENT

Each module presents the theoretical background and conceptual content of the module in a PowerPoint presentation. More specifically, the presentation provides a summary of the module and its related notions, theoretical model related to the subjects and learning outcomes. In the module 4 presentation the following contents are included:

- What is digital advocacy

- Managing a digital advocacy initiative

- Monitoring the effectiveness of your campaign

RECOMMENDED BIBLIOGRAPHY

Community Toolbox. Using Social Media for Digital Advocacy. Available at: https://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/electronic-advocacy/main

Pollicy (2018). Digital Advocacy: The good, the bad and the UGLY. Available at: https://medium.com/pollicy/digital-advocacy-the-good-the-bad-and-the-ugly-f861791030c9

4 Tested Digital Advocacy Campaign Strategies [and Examples]. Available at: https://www.salsalabs.com/blog/digital-advocacy-strategies/

Mockingbird Analytics (2021). What is Digital Advocacy and How is it Going to Help Your Nonprofit Mission. Available at: https://www.mockingbirdanalytics.com/nonprofit-data-blog/what-is-digital-advocacy-and-how-is-it-going-to-help-your-nonprofit-mission

Voices of Youth. How to do digital advocacy. Available at: https://www.voicesofyouth.org/act/how-do-digital-advocacy

VII. MODULE 6: NETWORKING & PARTNERSHIPS

LESSON 1 – WHAT IS NETWORKING?

Learning Unit	Module 6 – Networking & Partnerships		
Activity title	What is networking?		
Total learning duration		Workshop-based learning	Self-directed learning
		1 hour 40 minutes	1 hour 40 minutes
Learning outcomes	Knowledge of the concept and characteristics of networking		

Activity title	Description of the activity	Duration (min)	Materials required	Delivery method
Ice breaker	Two truths and one lie: Each person shares three statements about themselves – two true, and one false. Then, everyone tries to guess which is the lie by asking questions. Try to find out as many details about the statements as possible and watch the speaker's reactions closely	10	Training room Projector, screen. Copy of PPT Flipchart Markers Sign-in sheet Evaluation sheet	In person
Tutor Input (PPT)	What is networking? Review these slides with the group, and lead a discussion around slides 5 and 6.	30		Presentation
Group Activity	Defining 'network' • Explain that advocacy groups around the world call themselves by different names—some are networks while others are coalitions. • Divide participants into 2 groups and give them a sheet with 'network' written on it. • Get each person to write a word or phrase they associate with it.	60		Group Work

Activity title	Description of the activity	Duration (min)	Materials required	Delivery method
	• Using these words and phrases, each group must come up with their definition of 'network'. • Each group will present their results and to how related they are.			
Assessment	As part of the assessment of this lesson, pairs of participants will present their definitions of a 'network' to the group of youth workers. After each presentation, participants can provide feedback on each others' definitions, and together the group can agree one common definition for a 'network' which they can bring forward to the next lessons in this module.			

Self-Directed Learning 1

Module	Module 6 – Networking & Partnerships		
Activity title	Forming networks	Duration (min)	60
What will you learn from this resource?	Consider how you would begin to form a network for an environmental campaign of your choice. Answering the following questions will help direct you: • What is the purpose of the network? • What is the mission of the network? • Are there organizations or individuals who share this mission? • How many organizations would you invite to help form the network? • How would you invite them? • What agenda would you set for the initial meeting? • What result do you want from the first meeting? • What type of commitment are they willing to make? • What comes next?		

Module	Module 6 – Networking & Partnerships
Why is this resource important?	This resource will help youth workers gain an appreciation for the steps involved in setting up a network. This will, in turn, enable youth workers to be better prepared for any future networking opportunities.

Self-Directed Learning 1

Module	Module 6 – Networking & Partnerships		
Activity title	Reflecting on existing networks	Duration (min)	40
What will you learn from this resource?	Reflect on a network you are already part of and consider the following questions: • Why did you join this network? • What do you consider your role to be in the network? • How frequently does this network communicate? • Why have you continued to participate in this network? • What would make you leave the network? If you do not have professional networks, consider your personal and social networks, and how they might support your advocacy goals.		
Why is this resource important?	This resource encourages participants to reflect on their already existing networks and to realise they are already part of quite a few. By reflecting on networks they already have, youth workers can begin to consider what they want in a future network.		
Sources & References	N/A		

LESSON 2 – MAPPING INDIVIDUAL NETWORKS

Learning Unit	Module 6 – Networking & Partnerships	
Activity title	Mapping individual networks	
Total learning duration		Workshop-based learning	Self-directed learning
		1 hour 40 minutes	1 hour 40 minutes
Learning outcomes	Knowledge of how to build a successful coalition	

Activity title	Description of the activity	Duration (min)	Materials required	Delivery method
Ice breaker	Rock, paper, scissors tournament: This is the classic game except the winners continue to play until one person remains.	10	Training room Projector, screen. Copy of PPT Flipchart Markers Sign-in sheet Evaluation sheet	In person
Tutor Input (PPT)	Mapping stakeholders' interests, influence, and importance. When delivering these slides, the trainer should facilitate a group discussion for slides 10, 11 and 12.	30		Presentation
Group Activity	Mapping individual networks • Get each person to draw a circle in the middle of a piece of paper and write their name • Ask participants to draw lines out of the circle and list names and organisations they know with an association to climate/environmental work. This list should be as broad as possible • When everyone finishes, share the lists with each other and highlight any organisation or individuals who appear on more than one map • Get a discussion group started by asking participants to look at all the maps and ask what the benefits are being part of such a network.	60		Group Work

Activity title	Description of the activity	Duration (min)	Materials required	Delivery method
Assessment	Once youth workers have considered their networks, and as part of their assessment for this lesson, youth workers should create a Venn diagram, using a pen and paper. A Venn diagram is an illustration that uses circles to show the relationships among things or finite groups of things. Venn diagrams help to visually represent the similarities and differences between two concepts. In the centre they should include the term 'supporting my advocacy campaign', and in the other sections they should list their (1) professional/education (if in school) networks; (2) their personal/social/familial networks. This will allow them to quickly identify which networks and connections can help them by supporting their advocacy campaign. They can share this diagram with other participants in their group, if time allows.			
Sources & References (if applicable)	N/A			

Self-Directed Learning 2

Module	Module 6 – Networking & Partnerships		
Activity title	Building a coalition	Duration (min)	60
What will you learn from this resource?	To complete this activity, you should decide on a partner or list of partners you would like to work with for your environmental project. Use these points to navigate • Define clear, specialised roles for each partner. • Compile a skills inventory: what skills do you and your partners bring to the project? • Prepare to fill expertise gaps by recruiting new members. Where might you find these? • Establish a communication system: how will you keep in touch and how often? • Set realistic goals and objectives. • Spread responsibilities across all members to reduce workload and avoid burnout: are all partners contributing equally is there an imbalance? • Promote participatory planning and decision making.		

Module	Module 6 – Networking & Partnerships
Why is this resource important?	This resource encourages youth workers to think about what they want when looking for future partners. This gives them experience that they can carry on using in future.

Self-Directed Learning 2

Module	Module 6 – Networking & Partnerships		
Activity title	Engaging with your Partners	Duration (min)	40
What will you learn from this resource?	In this activity, youth workers are asked to draft an email to their potential partner(s) to invite them to support their advocacy campaign. To inform the content of this email, youth workers can refer to the 'partner roles', 'benefits of collaboration', 'commitments and requirements of partners' and 'terms of partnership' that they have decided during the first self-directed learning activity in this lesson.		
Why is this resource important?	Through completing this activity, youth workers will have a very practical output which they can use to immediately start to engage partners in supporting their advocacy campaign. By investing time in crafting this email, youth workers will know how to start to establish their networks of stakeholders.		
Sources & References	6 Samples of How to Write a Formal Email: https://www.flowrite.com/blog/formal-email 6 Steps for Writing a Professional Email: https://www.indeed.com/career-advice/career-development/how-to-write-a-professional-email		

LESSON 3 – MAINTAINING A NETWORK

Learning Unit	Module 6 – Networking & Partnerships		
Activity title	Maintaining a network		
Total learning duration		Workshop-based learning	Self-directed learning

Learning Unit	Module 6 – Networking & Partnerships		
		1 hour 40 minutes	1 hour 40 minutes
Learning outcomes	Knowledge of fundraising strategies for an advocacy campaign		

Activity title	Description of the activity	Duration (min)	Materials required	Delivery method
Ice breaker	Things in common: Split into small groups and try and find 5 unique things that you all share in common. You might find out random facts about each other.	10	Training room Projector, screen. Copy of PPT Flipchart Markers Sign-in sheet Evaluation sheet Access to smartphones/ laptops and internet connection for learners so that they can complete their research.	In person
Tutor Input (PPT)	Maintaining a network The trainer should review the slides, and lead a series of smaller group discussions when working through the questions on slides 18 and 19.	30		Presentation
Group Activity	• Begin by explaining to youth workers that as well as building a network, it is important to be able to call on networks, contacts, and all available channels to be able to fundraise to build and maintain their advocacy campaigns. • Working in teams, youth workers will research and explore different funding opportunities that are open to them to gain support for their advocacy campaigns.	60		Group Work

Activity title	Description of the activity	Duration (min)	Materials required	Delivery method
	• This research should be undertaken on a local, regional, national, and European level. • The aim of this activity is to allow youth workers time to identify the fundraising opportunities that are open to then. • After they have completed their research, teams of youth workers should prepare a fundraising framework for their advocacy campaign.			
Assessment	As part of the assessment of this lesson, if time allows, the trainer should invite volunteers to present their fundraising frameworks to the rest of the group. This is a useful activity for all youth workers to contribute to, as other teams may have identified alternative funding streams that can add to each group's fundraising frameworks. This will support youth workers in completing the self-directed learning activities presented in this lesson.			
Sources & References (if applicable)	N/A			

Self-Directed Learning 3

Module	Module 6 – Networking & Partnerships		
Activity title	Fundraising strategies to support an advocacy campaign	Duration (min)	60
What will you learn from this resource?	In this activity, youth workers will be asked to build on the fundraising framework which they developed with their team members at the face-to-face workshop in this lesson, and to draft their own fundraising strategy for their advocacy campaign. The strategy does not have to be extensive at this point, but it should consider and include the following information: • Goals of the Fundraising Strategy • Target for Fundraising (How much do you need to raise) • Timeframe for Fundraising (How long can you afford to fundraise for?) • Structures for accepting Donations • Available channels, platforms and methods		

Module	Module 6 – Networking & Partnerships
	• Chosen channels, platforms and methods
Why is this resource important?	On completion of this activity, youth workers will have developed an outline of their fundraising strategy. This is a key step in supporting youth workers to action their plans for their advocacy campaigns, and to bring their campaigns to the world. This is a worthwhile exercise for youth workers to complete if they are committed to launching their advocacy campaigns.
Sources & References	• Developing a Fundraising Strategy: https://www.cafonline.org/charities/fundraising/fundraising-fundamentals/getting-started • How to Develop a Killer Fundraising Strategy: https://www.goodbox.com/2019/06/developing-a-fundraising-strategy/ • Developing a Fundraising Strategy: https://www.culturehive.co.uk/resources/developing-a-fundraising-strategy/

Self-Directed Learning 3

Module	Module 6 – Networking & Partnerships		
Activity title	Setting up a Crowd-funding Campaign	Duration (min)	40
What will you learn from this resource?	In this activity, youth workers are asked to research crowd-funding in their countries, to find the most relevant crowd-funding platform for their campaign and to create a crowd-funding page for their advocacy campaign.		

Module	Module 6 – Networking & Partnerships
Why is this resource important?	Through completing the modules and activities in this Advocacy Programme, youth workers have completed key tasks in developing and refining their advocacy campaign. They have learned how to develop a mission statement, and to establish their own networks of contacts. The next and final task is for youth workers to now take the step to launch their campaign, and to start gaining financial support for their campaign. By completing this activity, they will be taking the first step to launch their campaign and to be able to maintain their campaign into the future.
Sources & References	- What is Crowdfunding? https://www.gofundme.com/en-ie/c/crowdfunding - Crowdfunding: https://www.creditonline.eu/crowdfunding/?gclid=Cj0KCQiAraSPBhDuARIsAM3Js4rA-oRwM7HULHo8mApB3EDBF7k-vmnFpDHmCERHI3x8L_3boMJ5VuYaAq6AEALw_wcB - Fundraising platform for charities and campaigns: https://www.gofundme.com/en-ie?utm_source=google&utm_medium=cpc&utm_campaign=IE_GoFundMe_EN_Exact&utm_content=Gofundme&utm_term=go%20fund%20me_e_c_ad&gclid=Cj0KCQiAraSPBhDuARIsAM3Js4r0wXiVP5BQ-j9rJMXNMrSnKizY_PTm7GjEGP5FCzbgh9Y2o59_wNIaAqY_EALw_wcB

APPENDIXES

YOUTH WORKER HANDOUT FOR MODULE 6

Glossary of main terms

- **Network:** the action or process of interacting with others to exchange information and develop professional or social contacts. (Oxford)

- **Crowdfunding**: Crowdfunding is a method of raising finance by asking a large number of people to contribute a small sum of money to finance a project. (Credit Online)

- **Fundraising**: Fundraising is defined as the process of soliciting financial support and is an essential way for most non-profits to bring in revenue for their organisation's mission. (Business Directory)

- **Fundraising Strategy:** A fundraising strategy is your plan for generating the revenue that makes all those things possible. (Salsa Lab)

THEORETICAL AND CONCEPTUAL CONTENT

Each module presents the theoretical background and conceptual content of the module in a PowerPoint presentation. More specifically, the presentation provides a summary of the module and its related notions, theoretical model related to the subjects and learning outcomes. In the module 5 presentation the following contents are included:

- Concept and characteristics of networking

- How to build a successful coalition

- Fundraising strategies for an advocacy campaign

RECOMMENDED BIBLIOGRAPHY

Denizen, J. (2020) 6 Benefits of Networking and Creating Business Partnerships. Available at: https://www.graygroupintl.com/blog/the-benefits-of-networking-and-creating-business-partnerships

Tycoonstory (2020) The Importance of Networking and Partnership. Available at: https://www.tycoonstory.com/business/importance-of-networking-and-partnership/

Openedu (2019) Partnerships and networks in work with young people. Available at: https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=19983&printable=1#:~:text=Networking%20is%20the%20most%20informal,rather%20than%20organisation%20to%20organisation.

Policy Project. What Are Advocacy Networks? Available at: http://www.policyproject.com/pubs/advocacy/English/Policy%20Proj%20Sec%20I-1.pdf

StakeholderMap. What is stakeholder mapping? How to map stakeholders. Available at: https://www.stakeholdermap.com/

Smaply (2019). The basics of stakeholder mapping. Available at: https://www.smaply.com/blog/stakeholdermaps

Joubert, S (2018). 6 Tips for building (and maintaining) your professional network. Northeastern University. Available at: https://www.northeastern.edu/bachelors-completion/news/networking-tips/

ADVOCATE 4 ENVIRONMENT

vejle
KOMMUNE

Region Örebro län

DRPDNM
Društvo za razvijanje prostovoljnega dela
Novo mesto

RightChallenge

f!p Future In Perspective