



Erasmus+

**GENERAL DESCRIPTION OF THE BLOCK**

# **EFFICIENT ADVOCACY SKILLS**

# Efficient advocacy skills (9)

## DESCRIPTION:

Youth Councilors should have the competence to effectively represent the young people who have elected them to the Youth Council. It is important that Youth Councils are genuinely the voice of young people in situations where representatives of authorities and heads of key local institutions make decisions that are relevant to the situation of young people.

We see one of the most important tasks of youth councilors in advocacy and it fulfills the recommendations regarding youth policy, saying that all local policies should take into account the needs of young people. Advocacy activities are an opportunity to express these needs and participate in shaping public policies such as health, education, sport, transport, etc.

## KNOWLEDGE:

Understands the concept of advocacy

Knows the structure of local institutions and key decision makers

Knows and understands the mechanisms of participatory governance, such as dialogue, consultation, co-decision

## SKILLS:

Is able to formulate proposals, opinions (written and oral), which are presented to the representatives of the authorities

Can develop evidence-based and factual arguments

Can make a clear presentation of their arguments

Can talk in a friendly and assertive manner

Can actively listen to and understand the arguments of the interlocutor

## ATTITUDE:

Is aware that their role is to represent the needs of young people

Is ready for dialogue with government representatives and is open to making agreements

Is determined, constructive and assertive in representing the views of young people

## Efficient advocacy skills

### GOALS OF THE BLOCK

(What specifically do we want to achieve with the block)

#### Preparing participants for advocacy activities by:

- making them understand the concept of community and the relationship between local and global power and decision making;
- building their ability to identify key stakeholders of power in the local community;
- analyzing potential key partners of the Youth Council, especially identification of formal and informal centers and decision-makers.
- mapping the identified people and centers, understanding their goals and interests;
- developing skills to use knowledge about the goals and interests of potential YC/YP partners in order to gain their support for issues important for young people
- building their ability to select and formulate arguments.

### MATERIAL

(that will be necessary to prepare the block)

#### Materials:

flipchart, felt-tip pens  
post-it notes

## Efficient advocacy skills

### LENGTH IN MINUTES

(how much time will be necessary for the block)

45 min. + 60 min. + 60 min = **165 min.**

### SUMMARY

(list of individual activities)

- Centers of influence and power - discussion
- Who should we cooperate with - mapping
- Strong arguments - group work

# Block 1.

A clear description of each activity so that whichever instructor who looks at the finished block knows how to train others according to it.



~ 45 min.	<b>Centers of authority and influence in our community</b>
<b>Goal</b>	<ul style="list-style-type: none"><li>• Participants understand the concept of community and the relationship between local and global power and decision making;</li><li>• Participants know how to identify key stakeholders of power in the local community;</li></ul>
<b>Materials/preparation</b>	<b>Materials:</b> flipchart, felt-tip pens post-it notes
<b>Activity</b>	<p><b>The facilitator starts with a short activity during which power will be mapped and examined - from local to global. For many groups, this activity works best when you allow the group to define its own headings for each ring of the circle (e.g., "tribe", "clan" instead of local).</b></p> <ol style="list-style-type: none"><li>1. The facilitator starts by asking the group: Who has authority "locally" (or close to us)? Facilitator writes down each example given by the participants on a post-it note and places it in the center of the circle drawn on the poster.</li><li>2. The facilitator draws another circle, external to the previous one, and asks: Who has the regional authority? Then, writes down each example again on a post-it note and places it in the larger ring.</li><li>3. The facilitator draws another, even larger circle outside and asks: Who has the power in the country? and repeats the process.</li></ol>

# Centers of authority and influence in our community

A clear description of each activity so that whichever instructor who looks at the finished block knows how to train others according to it.



<b>~ 45 min.</b>	<b>Centers of authority and influence in our community</b>
<b>Activity</b>	<p>4. The facilitator draws another circle outside the previous ones and asks: Who has the power in the whole world? - and repeats the process.</p> <p><b>After that, ask:</b></p> <ul style="list-style-type: none"><li>- Are there any important people or institutions missing?</li><li>- What about the people in the community - do the people generally have the power? Can you give examples?</li><li>- How does the community influence the groups mentioned?</li></ul>
<b>Summary</b>	<p><b>The facilitator summarizes: he asks the participants to think about the nature of power and its influence on our lives and to share their reflections.</b></p>

# Decision-makers: who is responsible for efficient advocacy of the youth councilors



~ 60 min	Decision-makers: who is responsible for efficient advocacy of the youth councilors
<b>Goal</b>	<ul style="list-style-type: none"><li>• Participants' reflection on the key potential partners of the Youth Council, especially the identification of formal and informal centers and decision makers.</li><li>• Participants map the identified people and centers, understanding their goals and interests.</li><li>• Developing participants' skills to use knowledge about the goals and interests of potential YC/YP partners to gain their support for issues important to young people</li></ul>
<b>Materials/preparation</b>	<b>Materials:</b> <b>Flipchart + felt-tip pens</b>
<b>Activity</b>	<p><b>Who should we cooperate with? - mapping</b> <b>The facilitator starts the session by referring to the poster from the previous activity-</b> indicating a list of decision-makers and influential people who operate in the local community, and whom various issues of young people depend on.</p> <p><b>The facilitator asks the participants to name influential people from the local community,</b> whom the situation of young people depends on. A list is created using the brainstorming method. It is important that the list includes not only representatives of the government, but also informal authorities - influential people, representatives of various fields (business, culture, education, etc.).</p> <p><b>When the list is created, the facilitator assigns each participant with 3 votes.</b> The task of each participant is to mark on the list those 3 people whom they consider to be of key importance for young people. After the votes are counted, the final list will be created - a ranking of people important for YC/YP activities.</p>

# Decision-makers: who is responsible for efficient advocacy of the youth councilors



~ 60 min	<b>Decision-makers: who is responsible for efficient advocacy of the youth councilors</b>
<b>Activity</b>	<p>The facilitator divides the participants into groups so that they can deal with the most important people on the list. The task of each group is to prepare a profile of the assigned person and draw their portrait. They have 15 minutes to do it. <b>They should work according to the following categories:</b></p> <ul style="list-style-type: none"><li>• first name and last name</li><li>• age</li><li>• interests</li><li>• professional goals (from the point of view of the mission of the institution)</li><li>• personal goals (what exactly is important for this person, interests, promises made in the election campaign)</li><li>• in what areas of youth activity of the council can this person be helpful?</li><li>• what is their workstyle?</li><li>• where can you meet them, how to get through with our content?</li></ul> <p><b>The facilitator encourages participants to add other information from other categories, if they deem it important.</b></p> <p>The participants draw the person, placing their important attributes on the portrait. Then a gallery of portraits is created in the hall. Individual cases are discussed together - participants wonder with whom and in what situations it is worth cooperating.</p>
<b>Summary</b>	<p><b>The facilitator emphasizes how important it is for the youth councilors to know and understand the point of view of key partners with whom they will cooperate, representing the interests of young people.</b></p>

# Strong arguments



~ 60 min	<b>Strong arguments</b>
<b>Goal</b>	<ul style="list-style-type: none"><li>• Participants' reflection on what a "strong" argument means</li><li>• Participants learning the ability to select and formulate arguments</li></ul>
<b>Materials/preparation</b>	Materials: <ul style="list-style-type: none"><li>• Flipchart + felt-tip pens</li></ul>
<b>Activity</b>	<p><b>Strong arguments - group work</b></p> <p>The facilitator asks the participants to recall the most important postulates that they presented during the election campaign, or the matters that they would like to settle for young people as Youth Councilors.</p> <p>The facilitator writes down proposals for matters, issues and postulates on a flipchart.</p> <p>Then, the facilitator asks the participants to divide into 4 groups and for each group to choose a different matter that is important to them. Each group prepares a line of argumentation to convince decision-makers that it is worth settling a given matter and solving a given problem.</p>

# Strong arguments



~ 60 min	<b>Strong arguments</b>
<b>Activity</b>	<p><b>Examples of supporting questions to develop advocacy arguments (participants can be encouraged to formulate other/subsequent questions):</b></p> <ul style="list-style-type: none"><li>• What is the problem?</li><li>• What evidence do we have of this problem? (here is a place to show data)</li><li>• Why is it important?</li><li>• Who is affected?</li><li>• What are the possible/realistic ways of solving this problem, addressing the issue?</li><li>• How much will it cost to fix the problem? How much will it cost if we fail to resolve it?</li><li>• Who will benefit directly and indirectly from dealing with the matter or solving the problem?</li><li>• What can we, as members of the youth council, give away to solve the problem?</li></ul> <p><b>Each group works out and writes down arguments. Groups have 30 minutes to do this.</b></p> <p>Then the groups are divided in half. Half of the group meets half of another group and presents their arguments. The other half are listening to the arguments of the other half of the other group during this time. After listening, the participants give feedback on what they liked about the argument and what is still worth working on.</p>
<b>Summary</b>	<p><b>The facilitator asks the participants how they have worked on the arguments. Facilitator emphasizes that their effectiveness as Youth Councilors will depend primarily on the strength of arguments and the ability to present them.</b></p>