



World Association  
of Girl Guides  
and Girl Scouts

Association mondiale  
des Guides et des  
Eclaireuses

Asociación  
Mundial de las  
Guías Scouts

# **WAGGGS**

## Leadership Resources

# **Advocacy**

# WAGGGS Leadership Resources

# Advocacy

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# WAGGGS Leadership Resources

# Advocacy

## 1. INTRODUCTION TO ADVOCACY AND LEADERSHIP

**I am 1 in 10 million!**

WAGGGS is a well-skilled advocating organization. Since 2005 the intention of speaking out on behalf of its 10 million members, and often also on behalf of the girls and young women of the world – has been one of the main objectives of the association.

With the release of the WAGGGS Advocacy Tool Kit, the organization and its member organization have the basic foundation for advocating throughout the world.

Advocacy is also a main objective for any leader and executive within WAGGGS and therefore advocacy is also a natural part of the WAGGGS Leadership Development Programme.

Where the WAGGGS Advocacy Tool Kit is aimed at providing the leaders of girls and young women with tools and ideas for activities in the unit, this WLDP module version is aimed at providing the leader herself with the opportunity of practicing and evolving her own confidence and competence in advocacy.

This module is therefore to be regarded as an supplement to the tool kit, consisting of theoretical chapters, individual and group exercises to support the personal development of the advocating WAGGGS leader. The exercises can be used as supporting activities to the Tool Kit.

### An effective leader:

- Understands what advocacy is and what it is not
- Knows the value of advocacy
- Can judge when to get involved in advocacy
- Can develop an advocacy initiative
- Is able to develop advocacy indicators
- Understands policy influencing
- Can assess the relevance of public campaigning
- Can build partnerships
- Has the skills and can use the tools of a successful advocate
- Can develop and deliver relevant and effective messages
- Will monitor, evaluate and assess the impact of their monitoring work

### My expectations for working with this module:

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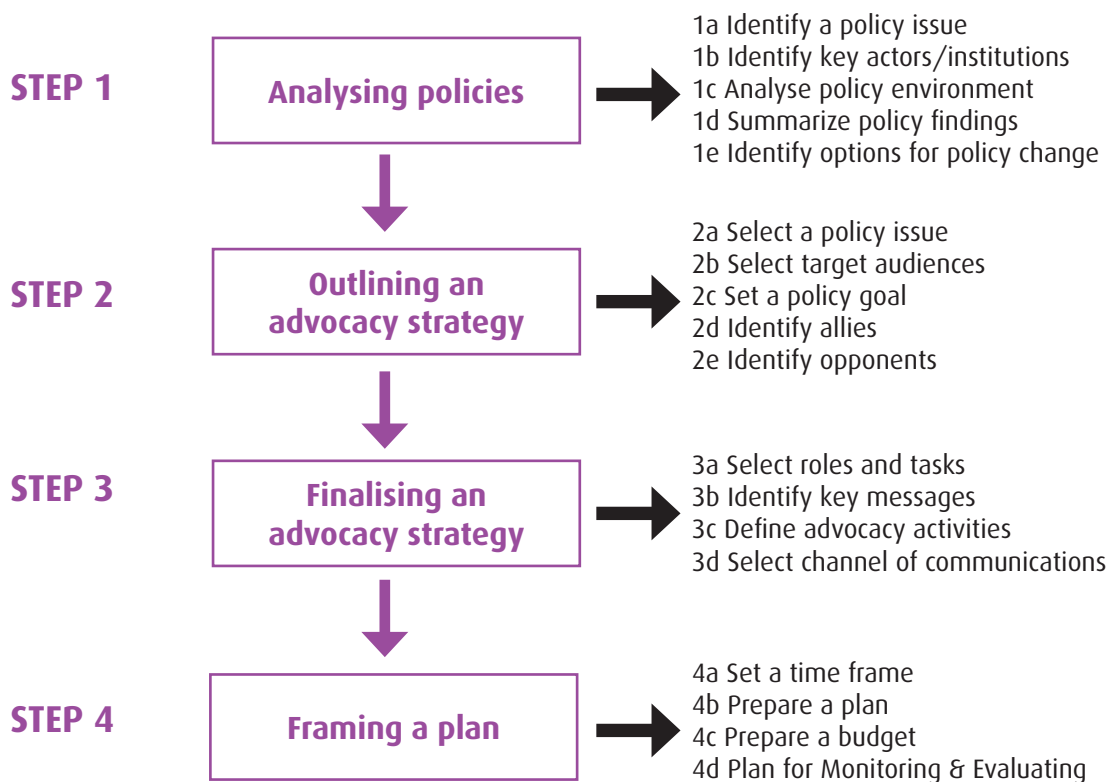
### 2. ALTERNATIVE METHOD TO PLAN AN ADVOCACY ACTIVITY

For the planning of your advocacy project you can get help by using the tools, references, examples and tips in the WAGGGS Advocacy Tool kit, especially part 2.2. which is in some parts summarised and extended on the following pages.

#### 2.1 Key factors for developing an advocacy initiative

There is no 'right' way to design an advocacy initiative and each one is different. The diagram below suggests four main steps, or building blocks, for planning an advocacy initiative. It is followed by tables to show what each of these steps entails in detail. Read through this plan of an advocacy initiative. It provides a step-by-step checklist of essential questions which will help you in planning your own advocacy initiative.

#### PLANNING AN ADVOCACY INITIATIVE



#### TAKING ACTION FOR CHANGE

- Have you ever campaigned for change in your society?
- What troubles you about your society?
- What can you do about it?
- Have you ever participated in a human rights protest? If so, what were the issues?

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### 2. ALTERNATIVE METHOD TO PLAN AN ADVOCACY ACTIVITY (Contd)

#### 2.1.1 STEP 1: ANALYSING POLICIES

Steps to take	Questions to explore
1a. Identify a policy issue	<ul style="list-style-type: none"> <li>• What is the problem you are concerned about? Who does it affect?</li> </ul>
1b. Identify key actors and institutions	<ul style="list-style-type: none"> <li>• Who makes the direct decisions about the policy issues you identified?</li> <li>• Who can influence the decisions of policy makers?</li> <li>• Are policy makers and those who can influence them interested in the issues? What resources do they have?</li> <li>• What position and opinions do they have in relation to the said policy?</li> </ul>
1c. Analyse the policy environment	<ul style="list-style-type: none"> <li>• Can people participate in policy decisions about the identified issues? What channels exist for them to participate?</li> <li>• Where are key decisions on these policies made and who controls such decisions?</li> <li>• Are the identified policy issues widely discussed? Is the topic of interest to the general public? Has news related to the topic been featured in the media?</li> <li>• Is the policy a priority for the current government?</li> <li>• Does the government plan to make any changes to existing regulations?</li> <li>• What related policies were approved or rejected in the last few years?</li> <li>• What changes may occur in the political arena? Are elections coming up? How could they affect the issues you have identified?</li> </ul>
1d. Summarise policy findings	<ul style="list-style-type: none"> <li>• What are the direct causes of the problem you identified?</li> <li>• What policy maker actions led to the problem? Why have policy makers taken these positions?</li> </ul>
1e. Identify options for policy change	<ul style="list-style-type: none"> <li>• What policy changes would yield the desired result? i.e. What changes would have a positive impact on the problem?</li> <li>• What are your best options for policy change?</li> <li>• What will happen if nothing is done regarding these policy issues?</li> <li>• Which policy solutions are likely to attract significant support, or face significant opposition?</li> <li>• Who should take the lead on bringing the policy solution to the attention of policy makers?</li> </ul>

GO TO

Individual Exercise 2.1



Individual

ANALYZING POLICIES – SUPPORT

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### 2. ALTERNATIVE METHOD TO PLAN AN ADVOCACY ACTIVITY (Contd)

#### 2.1.2 STEP 2: OUTLINING AN ADVOCACY STRATEGY

Steps to take	Questions to explore
2a. Select a policy issue	<ul style="list-style-type: none"> <li>• Which policy issue is critical for addressing the problem you identified? Which policy change is your best option for a significant impact?</li> <li>• How many people will benefit if a policy change is achieved?</li> <li>• Do opportunities exist for working with others on this policy issue?</li> <li>• Are potential risks acceptable or not?</li> <li>• Can you effectively advocate on this issue?</li> </ul>
2b. Select target audiences	<ul style="list-style-type: none"> <li>• Who are potential target audiences?</li> <li>• Who has the potential to make these changes? Who are the potential primary audiences?</li> <li>• Who has the greatest ability to influence the decisions of your primary audience?</li> </ul> <p><i>Note: 'Primary Audience' = individuals or groups of people with direct authority to make policy changes. 'Secondary Audience' = those people who can influence the decision of the primary audience.</i></p>
2c. Set a policy goal	<ul style="list-style-type: none"> <li>• What should your advocacy initiative accomplish? Who will make that change? By when will this change be achieved?</li> <li>• Can you clearly articulate the final or impact goal of your advocacy initiative?</li> <li>• Can you clearly articulate policy goals at the effect level?</li> </ul>
2d. Identify allies	<ul style="list-style-type: none"> <li>• Which other organizations/groups/individuals are concerned or already working on the same issue?</li> <li>• Do coalitions exist or do they need to be established?</li> <li>• How can you contribute to the effort of other organizations or projects?</li> <li>• What role do these organizations want you to play and what do they expect from you?</li> <li>• What are the advantages and disadvantages of forming networks or coalitions which each of them?</li> </ul>
2e. Identify opponents	<ul style="list-style-type: none"> <li>• Are there any organizations/groups/individuals who oppose the proposed policy change?</li> <li>• What threat do they pose to the success of your advocacy initiative?</li> <li>• What can you do to reduce the influence of opponents?</li> </ul>

GO TO

Individual Exercise 2.2

Individual

**ADDITIONAL CONSIDERATIONS FOR AN ADVOCACY STRATEGY**

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### 2. ALTERNATIVE METHOD TO PLAN AN ADVOCACY ACTIVITY (Contd)

#### 2.1.3 STEP 3: FINALIZING AN ADVOCACY STRATEGY

Steps to take	Questions to explore
3a. Select roles and tasks	<ul style="list-style-type: none"> <li>• What is your best choice for exerting influence on your target audience?</li> <li>• Can you use your relationships with policy makers for providing technical advice on policy issues (an 'expert informant')?</li> <li>• Do you want to take a visible approach and address your target audience personally (a 'lobbyist')?</li> <li>• Can you support other organizations in their efforts to carry out advocacy (a 'capacity builder')?</li> <li>• Can you broker competing interests of various groups and through mediation achieve policy change (a 'broker/mediator')?</li> <li>• Will you use a public approach via the media or a private approach such as face-to-face meetings?</li> </ul>
3b. Identify key messages	<ul style="list-style-type: none"> <li>• What do you want your target audience to hear?</li> <li>• What policy change would you like your target audience to support?</li> <li>• What specific actions do you want your audience to take?</li> <li>• How can you convey that to your audience?</li> </ul>
3c. Define advocacy activities	<ul style="list-style-type: none"> <li>• What steps do you have to take to convey your message to your target audience?</li> <li>• What activities need to be carried out in order to achieve your policy goal?</li> <li>• How can you most successfully convey messages to your target audience: working through the media or coalitions, arranging site visits or meetings, writing a letter, other tactics?</li> </ul>
3d. Select channels of communication	<ul style="list-style-type: none"> <li>• Select channels of communication which are credible to target audience</li> <li>• Select your role (influencing the wider public; influencing groups; influencing individuals on a one-to-one basis) and then select the appropriate communication channel.</li> <li>• What sources of information do people have access to and ownership of?</li> <li>• What methods are currently used to convey this information? Are these effective?</li> </ul>

#### Discussion

#### IDENTIFYING KEY MESSAGES

In relation to your chosen issue, answer these questions:

- What do you want your target audience to hear?
- What policy change would you like your target audience to support?
- What specific actions do you want your audience to take?
- How can you convey that to your audience?

## Advocacy

### 2. ALTERNATIVE METHOD TO PLAN AN ADVOCACY ACTIVITY (Contd)

#### 2.1.4 STEP 4: FRAMING A PLAN

Steps to take	Questions to explore
4a. Set a timeframe	<ul style="list-style-type: none"> <li>• How long will it take to achieve your policy goals?</li> <li>• Is the policy environment likely to change quickly? How flexible is your timeline?</li> </ul>
4b. Prepare a logical framework	<ul style="list-style-type: none"> <li>• Do you have all the elements you need for summarising your advocacy plan?</li> <li>• Can you clearly articulate impact, effect goals, outputs and activities?</li> <li>• What indicators can you use for measuring the progress of your initiative towards achieving goals and results? Where can you obtain information on your progress?</li> </ul>
4c. Prepare a budget	<ul style="list-style-type: none"> <li>• What are the costs of your planned activities?</li> <li>• Have you included unexpected expenses? Have you considered all budget categories?</li> <li>• From which sources can you obtain funding for your advocacy initiative? From allocated project funds; or do you have to seek additional, external funding? What donors have funded advocacy initiatives in in the project country?</li> <li>• What are the priorities for donors that have funded advocacy? Are they interested in the issues you seek to address? Do they have a geographical focus?</li> <li>• What type of advocacy initiatives have they recently funded? What amounts were provided to those initiatives?</li> <li>• How can you find out more about a donor? Who in your project knows? Do you have any other contacts that may facilitate donor access?</li> </ul>
4d. Plan for Monitoring and Evaluating	<ul style="list-style-type: none"> <li>• Have your target audiences changed their knowledge, attitudes, awareness or opinions regarding your policy issue? Where can you get this information?</li> <li>• Can you track your initiatives, such as the number of messages sent to the target audience?</li> <li>• Have political conditions changed since you planned your initiative?</li> <li>• Does monitoring data indicate that your activities have achieved the desired outputs? If not, does monitoring information help you decide how to adjust, revise or re-direct your activities?</li> <li>• To what extent has your advocacy initiative achieved impact and effect goals?</li> <li>• Can impact be measured at the end of the advocacy initiative or not?</li> <li>• Can you determine what made policy makers change their opinions and actions?</li> <li>• What lessons can be learned for your next advocacy initiatives?</li> </ul>

The advocacy development strategy outlined above does not end at the end of step 4. Having monitored your impact throughout the process and subsequently evaluated impact at certain points in time, the lessons learnt need to be fed back into the whole initiative. The process of developing an advocacy initiative is a circular one involving constantly reviewing assumptions and decisions made earlier in the process.

### Learning Log



# WAGGGS Leadership Resources

## Advocacy

### 3. ALTERNATIVE METHOD TO EVALUATE AN ADVOCACY ACTIVITY

#### 3.1 How do you know you are successful?

It is important to monitor and evaluate your advocacy initiative, to keep your plans on track and assess what you have achieved, based on your advocacy goals. You also need to plan how you will monitor and evaluate your advocacy initiative.

Before you begin to implement your plans, you need to decide what information you need to gather to track your progress and where you will find the information.

Identifying 'Advocacy Indicators' to be described so they can be monitored and assessed:

What to monitor	Possible indicators
Your relationships	<ul style="list-style-type: none"> <li>• Changes in frequency and content of conversations with external sources and target audiences. Are you discussing new ideas? Are you becoming a confidant or a source of information or advice?</li> <li>• Face-to-face. A wide range of characteristics of meetings in particular contexts signal significant achievements or changes. Generalisations are difficult and possibly inappropriate. Certain events signify the establishment of trust between parties, but not necessarily the movement of the relationship towards advocacy initiatives.</li> </ul>
The media	<ul style="list-style-type: none"> <li>• Quantitative: volume and range of publicity.</li> <li>• Qualitative: analysis of contents and media response. e.g. number of column inches on your issue and the balance of 'pro' and 'anti' comment. The number of mentions of your organization and issue together. Analyse whether media is adopting your language.</li> </ul>
Your reputation	<ul style="list-style-type: none"> <li>• Record the source and number of enquiries you receive as a result of your work. Are you getting to the people you wanted to get to? How and where have they heard of your work? How accurate are their preconceptions about you and your work?</li> <li>• Perceived legitimacy of you as an advocate can be an indicator.</li> </ul>
Public opinion	<ul style="list-style-type: none"> <li>• Analyse the popular climate through polling or surveys</li> <li>• The target group</li> <li>• Have there been changes in the knowledge and attitude of immediate recipients of the advocacy communications? What type of changes would be expected if advocacy messages were having an effect?</li> </ul>
The stages and the process	<ul style="list-style-type: none"> <li>• Changes in rhetoric: record and observe changes in rhetoric of target audience. Keep a file of their statements over time. What are they saying about you and your campaign?</li> <li>• Are they moving closer to your position, adapting to or adopting any of your language or philosophy?</li> <li>• Changes in policy or legislative outputs: it is possible to differentiate between generic types of policy change and their relative importance (e.g. by looking at the authorities involved, and the explicit and public nature of policy statements)</li> <li>• Budgets: are important policy statements, signalling a real commitment to specific priorities? Budget allocations and expenditure can be monitored. e.g:             <ul style="list-style-type: none"> <li>- Whether the budget is allocated</li> <li>- Whether the budget leaves the Ministry of Finance and is received by the Ministry, which will be involved in implementation.</li> </ul> </li> </ul>

# Advocacy

## 3. ALTERNATIVE METHOD TO EVALUATE AN ADVOCACY ACTIVITY (Contd)

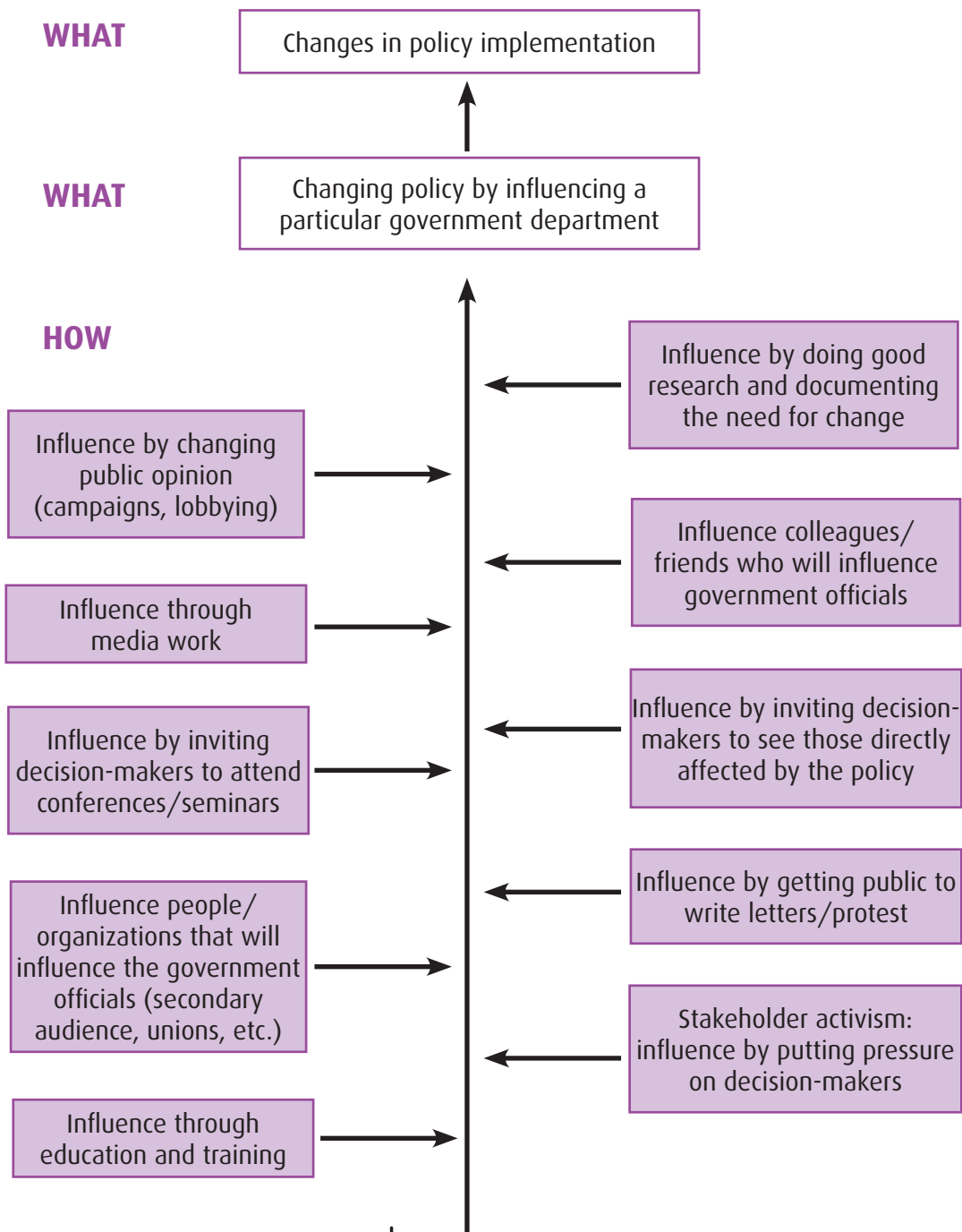
What to monitor	Possible indicators
The stages and the process (contd)	<ul style="list-style-type: none"><li>• Whether the resources are received by the relevant local government agencies</li><li>• Whether this translates into resources available to service users and citizens</li><li>• Changes in behaviour: Policy implementation. To what extent has new policy or legislation been translated into administrative procedures or institutional practice?</li><li>• Where policy change is local, it may be possible for local groups to monitor its implementation</li><li>• Include within the policy change the commitment to report on progress</li><li>• Seek agreement to allow independent monitoring, in addition to internal monitoring.</li><li>• Who bears the cost for monitoring? Implementers bearing costs may signal greater commitment</li></ul>

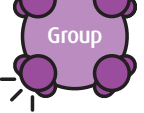
### Learning Log

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### 4. PATHWAYS OF INFLUENCE



**GO TO** Group Exercise 4.A  **MAKING A DIFFERENCE**

# Advocacy

## 4. PATHWAYS OF INFLUENCE (Contd)

### Learning Log



# Advocacy

## APPENDIX 1 INDIVIDUAL EXERCISES



# Advocacy

## APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

<b>ADVOCACY MODULE</b>	<b>Exercise 2.1</b>
<b>ANALYSING POLICIES - SUPPORT</b>	
<b>INDIVIDUAL WORK</b>	<b>GROUP WORK</b>
<p><b>OBJECTIVE</b></p> <ul style="list-style-type: none"> <li>to consider the relevance between points of interest and the possible actions</li> </ul>	
<p><b>METHOD</b></p> <p>Look at the questions section 2.1.1 and consider them in relation to an issue of concern. Choose three questions that you cannot currently answer and consider what action you should take to resolve this.</p>	

	<b>QUESTIONS</b>	<b>ACTION</b>
1		
2		
3		

# Advocacy

## APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

<b>ADVOCACY MODULE</b>	<b>Exercise 2.2</b>
<b>ADDITIONAL CONSIDERATIONS FOR AN ADVOCACY STRATEGY</b>	
<b>INDIVIDUAL WORK</b>	<b>GROUP WORK</b>
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>• to assess the level of knowledge</li> <li>• to articulate actions towards a strategy</li> </ul>	
<p><b>METHOD</b></p> <p>Once you have identified your audience, you can conduct a target audience analysis. Begin by identifying which of the actors are 'Primary' and which are 'Secondary' audiences, and then complete the form below. This will define the levels of knowledge, support and opposition of each part of your target audience and help you define the overall advocacy strategy.</p>	

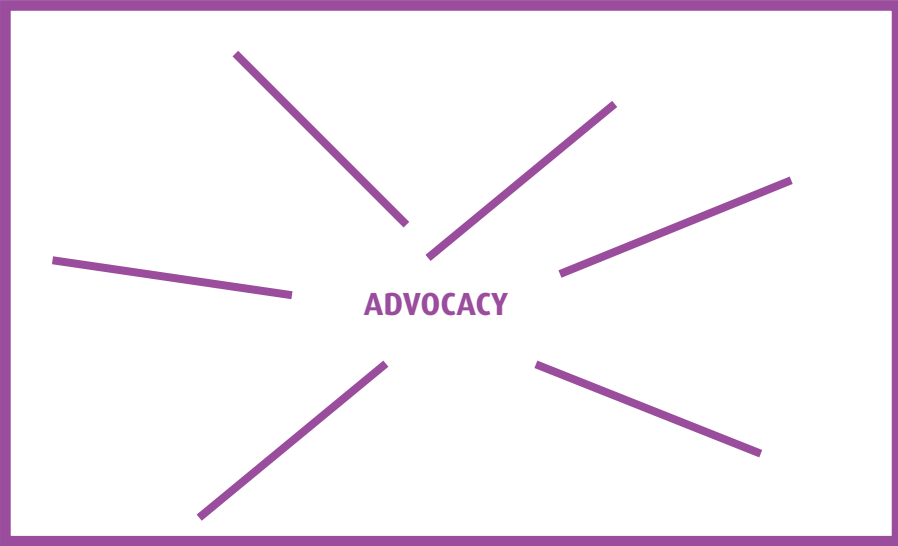
<b>Primary and Secondary Audience Analysis Form</b>					
<b>Advocacy objective:</b>					
Target Audience	Level of knowledge about the issue (rank 1-5 low-high)	Level of previous support demonstrated (rank 1-5 low-high)	Level of previous opposition demonstrated (rank 1-5 low-high)	Undecided position/ unknown	Potential benefits to audience related to the issue
Primary Audience = individuals or groups of people with direct authority to make policy changes.					
Secondary Audience = those people who can influence the decision of the primary audience					



# WAGGGS Leadership Resources

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## APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

ADVOCACY MODULE	Exercise Addition 1
<b>ADVOCACY DEFINITIONS</b>	
INDIVIDUAL WORK	GROUP WORK
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>• to be conscious about defining the term 'advocacy';</li> <li>• to be able to explain to others what you mean by 'advocacy'</li> </ul>	
	
<ol style="list-style-type: none"> <li>1) What words come to mind when you think of advocacy?</li> <li>2) Write these words down in the box above</li> <li>3) From your words, draft a definition of advocacy</li> <li>4) Compare your definition with this extract from WAGGGS' "Our Voice" and identify similarities and differences:</li> </ol> <p>Our Vision is to be the voice of girls and young women to build a better world.</p> <p>We influence people to take decisions that will improve our lives and the lives of others.</p>	
<p><b>SIMILARITIES</b></p>	
<p><b>DIFFERENCES</b></p>	

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## APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

ADVOCACY MODULE	Exercise Amendment 2
<b>DEVELOPING ADVOCACY IDEAS</b>	
INDIVIDUAL WORK	GROUP WORK
<p><b>OBJECTIVE</b></p> <ul style="list-style-type: none"> <li>To create and articulate ideas for messages, actions and target groups for an advocacy project</li> </ul>	
<p><b>METHOD</b></p> <p>Look at the seven adolescent health messages below and decide which you would most like to support. Try to think why you have chosen this message. Identifying what you might do.</p> <p>The Adolescent Health Messages:</p> <p>Girls worldwide say:</p> <ul style="list-style-type: none"> <li>Fight AIDS</li> <li>Make healthy food choices</li> <li>Prevent adolescent pregnancy</li> <li>It is important to talk about sex</li> <li>Let's talk about the danger of drugs</li> <li>Ban smoking in public places</li> <li>Discover your potential</li> </ul> <p>Choose the message that is most important to you.</p> <p>Why does this one seem important to you?</p> <p>What are your ideas for the advocacy work that you might do in support of this message?</p> <p>Choose the message you are least comfortable with.</p> <p>Why does this message make you uncomfortable?</p> <p>Discuss with your group what you should do as a leader if your organization suggests that you promote a message that you do not feel personally comfortable with.</p>	

# WAGGGS Leadership Resources

# Advocacy

## APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

ADVOCACY MODULE	Exercise Amendment 3
<b>ADVOCACY ACTIONS AROUND THE WORLD</b>	
INDIVIDUAL WORK	GROUP WORK
<p><b>OBJECTIVE</b></p> <ul style="list-style-type: none"> <li>to be aware of and learn from experiences with advocacy in other associations, nations, and regions of the world.</li> </ul>	
<p><b>METHOD</b></p> <p>Look in five newspapers, five magazines and/or the internet and find examples of advocacy actions done by other groups, associations and communities.</p> <p>Compare the actions and find</p> <ul style="list-style-type: none"> <li>actions and reactions that you have also experienced within a WAGGGS advocacy action</li> <li>actions and reactions that are different from what we normally experience within WAGGGS.</li> </ul> <p>If you can find the mission, the vision and the values of the advocating groups compare them. How much do they match what you discovered about the actions and reactions?</p> <p>What do you learn from this, for your own advocacy project?</p> <p>Note down three learnings from your research.</p>	

# Advocacy

## APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

ADVOCACY MODULE		Exercise Amendment 4
IDENTIFYING PRIMARY AND SECONDARY AUDIENCES		
INDIVIDUAL WORK		GROUP WORK
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>to define and prioritise stakeholder groups</li> <li>to prioritise the influence of stakeholder groups</li> </ul>		
<p><b>METHOD</b></p> <p>Try to identify the primary and secondary audience for the goal below and compare your answers with the suggestions.</p> <p><i>“In two years time, information on HIV and AIDS prevention is included in the school curriculum.”</i></p>		
<p><b>Primary audience SUGGESTIONS:</b></p>	<p><b>Secondary audience SUGGESTIONS:</b></p>	
<p><b>Health Minister</b> <b>Education Minister</b> <b>Civil servants responsible for implementing Health and Education policy</b></p>	<p><b>Members of Parliament</b> who can introduce a law to ensure information on HIV and AIDS is included in the curriculum <b>Health Committee</b> of MPs which can make recommendations to government Parents <b>Organizations</b> working on the prevention of HIV and AIDS <b>Other youth organizations</b> or youth platforms such as the National Youth Council</p>	
<p><i>Carry out a similar exercise on trying to introduce a policy change in your local community. Your group has decided to work on the WAGGGS key message. Example: girls worldwide say “make healthy food choices” as many young people where you live are becoming overweight. You would like to change the meals provided in local schools so they include more fresh fruit and vegetables. What is primary and secondary audience for the goal below? Compare your answers with the suggestions.</i></p> <p><i>In six months time, no fatty foods and more fruit and vegetables will be served for lunch in local schools</i></p>		
<p><b>Primary audience SUGGESTIONS:</b></p>	<p><b>Secondary audience SUGGESTIONS:</b></p>	
<p>Mayor or Council Leader Local Councillors responsible for Education Local Education Department Board of Governors of local schools School Heads</p>	<p>Parents Local media Other local youth organizations Local youth council (if one exists) Local doctors Your Member of Parliament</p>	

# WAGGGS Leadership Resources

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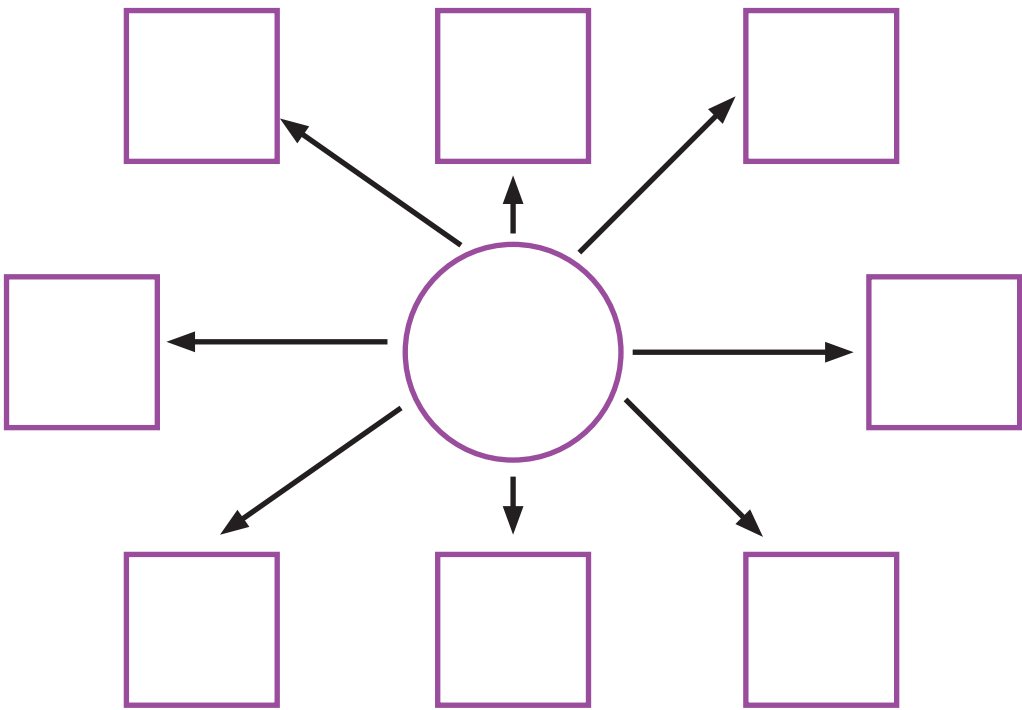
## APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

ADVOCACY MODULE	Exercise Amendment 5
<b>ONE MINUTE MESSAGE EXERCISE</b>	
INDIVIDUAL WORK	GROUP WORK
<p><b>OBJECTIVE</b></p> <ul style="list-style-type: none"> <li>to practise and improve an effective message which is to be delivered</li> </ul>	
<p><b>METHOD</b></p> <p>This is an exercise you can do on your own or in a group and will help you practise developing and delivering your advocacy message.</p> <p>Think about your advocacy initiative.</p> <p>Your message should have four components:</p> <p><b>Problem Statement + Evidence + Example + Action required</b></p> <p>Use one, maximum two sentences per component. Ensure you include all four components. You have only ONE MINUTE to deliver your message! When you are ready, deliver your message to the group – or in front of a camera or mirror.</p> <p>Problem Statement: Evidence: Example: Action required:</p> <p>After you developed your message, think of a slogan which summarises your advocacy project in one short sentence.</p>	

# WAGGGS Leadership Resources

# Advocacy

## APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

ADVOCACY MODULE	Exercise Amendment 6
<b>EXERCISE TO IDENTIFY ALLIES</b>	
<b>INDIVIDUAL WORK</b>	<b>GROUP WORK</b>
<b>OBJECTIVES</b> <ul style="list-style-type: none"><li>• to think systemically of the stakeholders and possible allies of a project</li><li>• to categorise, describe benefits and options, and prioritise the actions for these people.</li></ul>	
<b>METHOD</b> <p>On flipchart paper, map your association's or group's network.</p> <p>write the names or initials of people or organizations with which your association or group has already links with.</p> <p>Then add more squares for organizations that are working on the same topic.</p> <p>Could you persuade your current allies to join your advocacy initiative? Which potential new allies are most likely to partner with you?</p> 	

# Advocacy

## APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

<b>ADVOCACY MODULE</b>	<b>Exercise Amendment 7</b>
<b>ACTORS INFLUENCING OUR CASE</b>	
<b>INDIVIDUAL WORK</b>	<b>GROUP WORK</b>
<p><b>OBJECTIVE</b></p> <ul style="list-style-type: none"> <li>to categorise and prioritise your network in a project.</li> </ul>	
<p><b>METHOD</b></p> <p>The following table might help you 'map' who are the main actors with regard to the policy you seek to change and what is their scope of influence.</p>	

### Example of a Policy Map

Actor Name and position	Policy decisions formally controlled	Activities that affect policies What does this person do that directly/indirectly affects policies?	Degree of influence on policies (High/medium/low)	Motivating interests	Resources contacts/authority/power/financial
Government Official					
Other political leaders					
Local NGOs/Community Groups					
Donors					
International organizations					
Research institutions					

# Advocacy

## APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

<b>ADVOCACY MODULE</b>	<b>Exercise Amendment 8</b>
<b>DINNER WITH BARACK OBAMA, JOHN HOWARD OR BAN KI MOON</b>	
<b>INDIVIDUAL WORK</b>	<b>GROUP WORK</b>
<p><b>OBJECTIVE</b></p> <ul style="list-style-type: none"> <li>to consider what is 'nice to know', 'need to know', and 'must know' about your project and your organization for an influential person</li> </ul>	
<p><b>METHOD</b></p> <p>Write down the issues you would want to discuss with an important political figure if you had a chance to have dinner with him or her.</p>	

<b>ADVOCACY MODULE</b>	<b>Exercise Amendment 9</b>
<b>TEA PARTY IN AN OB-PS GROUP</b>	
<b>INDIVIDUAL WORK</b>	<b>GROUP WORK</b>
<p><b>OBJECTIVE</b></p> <ul style="list-style-type: none"> <li>to consider what is 'nice to know', 'need to know', and 'must know' about your project and your organization for a wealthy group of people</li> </ul>	
<p><b>METHOD</b></p> <p>What would you like to talk about with the aim of getting fundraising for a campaign?</p> <p>Prepare your presentation.</p>	



# Advocacy

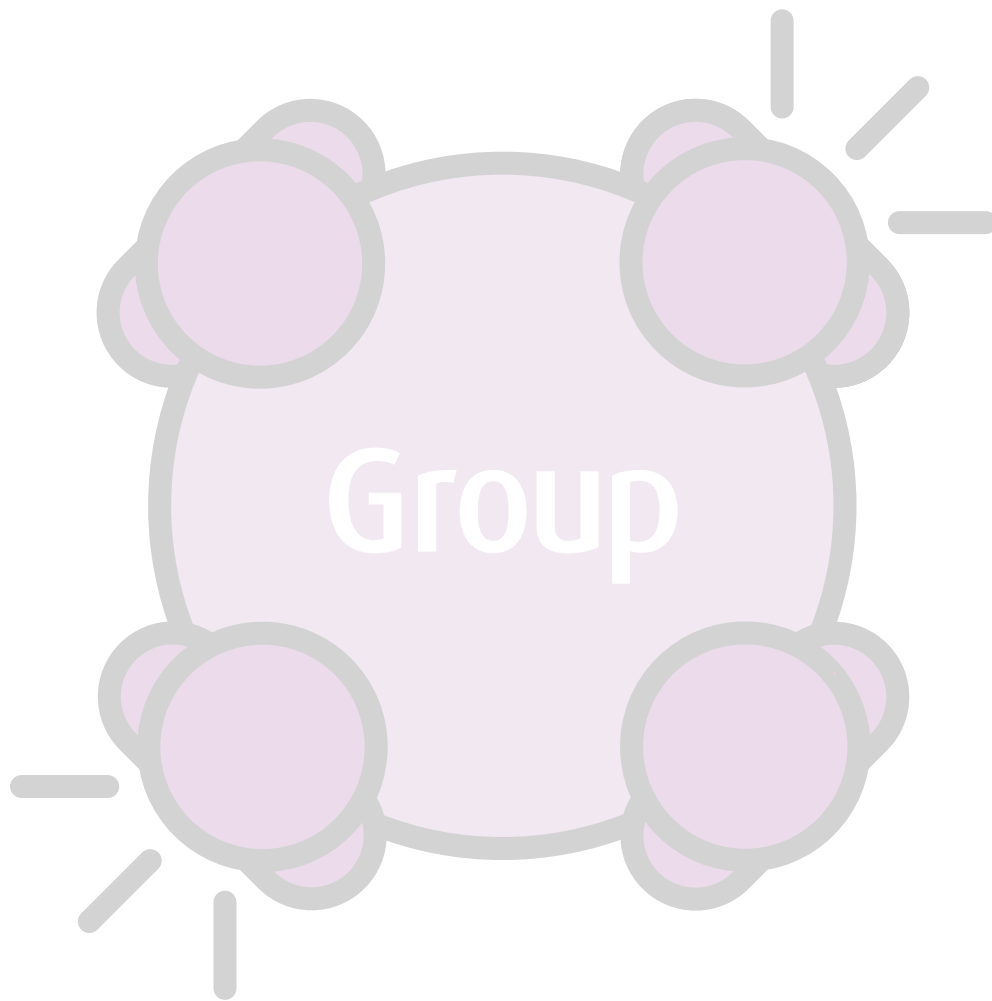
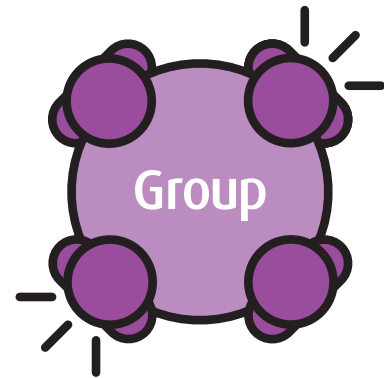
## APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

ADVOCACY MODULE	Exercise Amendment 10
<b>PRESS RELEASE</b>	
<b>INDIVIDUAL WORK</b>	<b>GROUP WORK</b>
<p><b>OBJECTIVE</b></p> <ul style="list-style-type: none"> <li>to consider what is 'nice to know', 'need to know', and 'must know' about your project and your organization for the public</li> </ul>	
<p><b>METHOD</b></p> <p>Write a press release about your participation in this Leadership Development Programme that can be read out in one minute or less.</p> <p>Work in groups if possible, then read out your press release (with no introduction, explanation or comment!) and ask for feedback.</p>	

ADVOCACY MODULE	Exercise Amendment 11
<b>PERSONAL PROJECT ON ADVOCACY</b>	
<b>INDIVIDUAL WORK</b>	<b>GROUP WORK</b>
<p><b>OBJECTIVE</b></p> <ul style="list-style-type: none"> <li>to practice project management and advocacy on a personal project.</li> </ul>	
<p><b>METHOD</b></p> <p>Using the tools and methods in WAGGGS' Advocacy Tool Kit, develop and carry out a one year project on advocacy in your own environment.</p> <p>The project should be finished within a year from the start to the final evaluation.</p>	

# Advocacy

## APPENDIX 2 GROUP EXERCISES



# WAGGGS Leadership Resources

## Advocacy

### APPENDIX 2 - GROUP ACTIVITIES (Contd)

ADVOCACY MODULE	Exercise 4A
<b>MAKING A DIFFERENCE</b>	
INDIVIDUAL WORK	GROUP WORK
<p><b>OBJECTIVE</b></p> <ul style="list-style-type: none"> <li>to help individuals work out a strategy for changing things that matter to them.</li> </ul>	
<p><b>METHOD</b></p> <ol style="list-style-type: none"> <li>Each individual begins by using a large sheet of paper to brainstorm all the issues that they feel strongly about that have an effect on their life, either as an individual or as part of a group- whether school, street, village youth group etc.</li> <li>They should then think about who has the power to change things. Parents? Teachers? Friends? Local Council? Government? Media? Local Leader?</li> <li>Select one issue and plan how you will try to bring about change.</li> <li>Think about who will be your allies. Local groups?</li> <li>Write down all the ideas why people in power might like your ideas. How could you convince them?</li> <li>How will you communicate with decision makers? Letter? Email? Meeting? Telephone Call?</li> <li>Carry out your plan</li> <li>Whether you make a change or not, DON'T GIVE UP – you will learn a lot from these experiences.</li> <li>As a final stage – think about why you were successful or not, what could you have done differently; what was effective; what have you learned?</li> </ol>	
<p><b>OUTCOME</b></p> <p>A greater sense that there are ways in which the actions of the individual or a number of individuals working together can bring about change.</p>	
<p><b>PARTNER IDEAS AND PUBLICITY</b></p> <p>Depending on the issues you are looking at, there may be a wide range of local organisations willing to work in partnership with you. What added value do you bring to their work?</p> <p>If you manage to bring about change – however small – promote your achievements in newsletters or local newspapers. Explain “Our Rights, Our Responsibilities”.</p>	
<p><b>RECORDING IDEAS</b></p> <p>Keep a Triennial Theme personal record sheet or notebook to record your achievements</p>	
<p><b>AGE RANGE</b> - All ages – but adapt accordingly</p>	
<p><b>NOTES</b></p> <p>It is a good idea to get people thinking realistically about what they could change – perhaps a way in which something is done at school or the way jobs are distributed at home. Some small but meaningful successes at the start might be a good way to move positively onto more ambitious campaigns. This activity needs supervision to ensure that young people do not get into difficulty in either the selection of an issue or in their attempts to influence others.</p>	

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## APPENDIX 2 - GROUP ACTIVITIES (Contd)

ADVOCACY MODULE	Exercise Amendment AA
<b>WHAT KIND OF ADVOCACY?</b>	
<b>INDIVIDUAL WORK</b>	<b>GROUP WORK</b>
<p><b>OBJECTIVE</b></p> <ul style="list-style-type: none"> <li>to consider how to start an advocacy project.</li> </ul>	
<p><b>METHOD</b></p> <p>Think of some ideas for advocacy activities and decide which are mostly about information sharing, which are about influencing others to share information and which are about influencing decision makers to act. Make a list of these ideas. Discuss your findings with your group and try to think of new ideas under each heading.</p>	

Information sharing	Influencing to promote information sharing	Influencing to promote decision making/action
From the list you have made:		
New ideas:		

# Advocacy

## APPENDIX 2 - GROUP ACTIVITIES (Contd)

ADVOCACY MODULE	Exercise Amendment BB
<b>ADVOCACY AND RELATED CONCEPTS</b>	
<b>INDIVIDUAL WORK</b>	<b>GROUP WORK</b>
<p><b>OBJECTIVE</b></p> <ul style="list-style-type: none"> <li>to consider the steps of progress – using project management techniques and advocacy skills.</li> </ul>	
<p><b>METHOD</b></p> <p>Complete the table below to your best ability</p>	

Concept/approach	Target audience	Objective	How do you measure success
Informing people about your organization			
Fundraising			
Extension work			
Public relations			
Advocacy			

# WAGGGS Leadership Resources

# Advocacy

## APPENDIX 2 - GROUP ACTIVITIES (Contd)

ADVOCACY MODULE	Exercise Amendment CC
<b>THINKING HATS - SYSTEMATIC THINKING IN ADVOCACY</b>	
<b>INDIVIDUAL WORK</b>	<b>GROUP WORK</b>
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>• to combine creativity with advocacy</li> <li>• to experience and imagine how stakeholders can think differently about the same topic</li> <li>• to strengthen the arguments in planning an advocacy project</li> </ul>	
<p><b>METHOD</b></p> <p>Use the colour symbols of de Bono's 6 Thinking Hats (described in the Management Skills module section 9.3.2) to look at a planned advocacy project from the different perspectives of all kinds of stakeholders.</p> <p>You can do it by giving each participant her colour (symbolised in a paper hat) to represent the types of thinking during the exercise, or by giving the whole group 10 minutes per colour to discuss the different contributions in the following order</p> <p><b>Blue</b> – discuss the method and frames</p> <p><b>White</b> – information you have and the different types of stakeholders involved</p> <p><b>Black</b> – obstructions and weaknesses in the project</p> <p><b>Green</b> – ideas to arguments</p> <p><b>Yellow</b> – adding positive strengths to the green ideas</p> <p><b>Black</b> – adding negative weaknesses to the green ideas</p> <p><b>Red</b> – taking in personal and organizational values and opinions</p> <p><b>Blue</b> – deciding and summarising, making categories of arguments</p> <p>You can also delegate the different stakeholder-types to people in the group and write the stakeholder on the paper hat.</p>	

# WAGGGS Leadership Resources

# Advocacy

## APPENDIX 2 - GROUP ACTIVITIES (Contd)

ADVOCACY MODULE	Exercise Amendment DD
<b>THE ESKIMO DILEMMA</b>	
<b>INDIVIDUAL WORK</b>	<b>GROUP WORK</b>
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>• to learn to determine the strategy that will lead to reaching the aim of the advocacy activity</li> <li>• to think about ways to present the strategy attractively</li> <li>• to discuss best practices of presenting a strategy and collecting supporters</li> <li>• to receive group feedback</li> </ul>	
<p><b>METHOD</b></p> <p><b>Note:</b> for the success of this activity, participants need a basic knowledge on what is advocacy. It is helpful if they have done/seen a chain of advocacy before. This exercise could therefore be a great follow-up of a presentation on advocacy.</p> <ul style="list-style-type: none"> <li>• Participants are divided into smaller groups (a good number is four to six people per group)</li> <li>• The trainer explains that the help of advocacy experts is needed in solving the Eskimo Dilemma: <i>The experts (groups of participants) have to find a strategy to solve the problem of the eskimo community based in the West coasts of Greenland. The only food source of the community is seal meat, but this activity has been recently made illegal and there is now a huge fine to pay for killing a seal. The community therefore has no legal way of acquiring food. The eskimos plan to inform the King of Denmark about their problem and to ask for his help in resolving their dilemma. (Greenland is part of Denmark)</i></li> <li>• The groups have to think of an advocacy chain to reach the King of Denmark and engage him in the problems of the eskimos. They should also think of an attractive way of informing the other groups about their strategy. They have about 20-30 min to discuss this.</li> <li>• The groups present their strategies to each other in the most attractive way they can think of. The presentations should not exceed three minutes each.</li> <li>• After the presentations, each individual has to choose one group (not her own group) that had the most convincing presentation and vote for that group. One person can vote only once.</li> <li>• After counting the votes, participants should discuss in plenary what elements of the presentations they found convincing and why, and come up with a list of what is an attractive way of making such presentations.</li> </ul>	
<p><b>TIME</b> 1½ hrs</p> <p><b>Session plan</b></p> <p>0:00 – participants are divided into groups  00:05 - trainer explains the activity  00:10 – group work starts  00:40 – presentations start  1: 00 – voting  1:05 – counting votes, discussion on best way of finding supporters  1:30 – end of activity</p>	

# WAGGGS Leadership Resources

# Advocacy

## APPENDIX 2 - GROUP ACTIVITIES (Contd)

ADVOCACY MODULE	Exercise Amendment EE
<b>CREATING THE NEWS</b>	
<b>INDIVIDUAL WORK</b>	<b>GROUP WORK</b>
<p><b>OBJECTIVE</b> To create a “rights” newsletter as a means by which you can inform others about issues of relevance to young people.</p>	
<p><b>METHOD</b></p> <ol style="list-style-type: none"> <li>1. Ask the whole group for ideas for rights newsletter – title, issue theme, what it should contain, length, words and pictures, features, crosswords etc.</li> <li>2. Nominate an editorial team, including Editor in Chief, Picture Editor, Feature Writers etc. Set everyone tasks for information collection and presentation, including a deadline.</li> <li>3. Submit draft articles to the Editor in Chief who collates as a newsletter.</li> <li>4. Meet to discuss changes.</li> <li>5. Distribute final copies to members or local organisations e.g. schools.</li> <li>6. Nominate a new Editor, Picture Editor Etc for the next issue.</li> </ol>	
<p><b>OUTCOME</b> A newsletter promoting a particular rights theme.</p>	
<p><b>PARTNER IDEAS AND PUBLICITY</b> It would be wonderful to find a local organisation to fund the project. Your local newspaper might give you some help and advice.</p>	
<p><b>RECORDING IDEAS</b> The newsletter itself is a great record of this activity. Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>	
<p><b>AGE RANGE</b> All ages but adapt style, content, length and presentation standards accordingly.</p>	
<p><b>NOTES</b> Final editing probably has to be undertaken by one or two people only. Rotate the responsibility and give support.</p>	



# WAGGGS Leadership Resources

# Advocacy

## APPENDIX 2 - GROUP ACTIVITIES (Contd)

ADVOCACY MODULE	Exercise Amendment FF
<b>IDENTIFY ADVOCACY ACTIONS</b>	
<b>INDIVIDUAL WORK</b>	<b>GROUP WORK</b>
<p><b>OBJECTIVE</b></p> <ul style="list-style-type: none"> <li>to create action and activity ideas for an advocacy project.</li> </ul>	
<p><b>PREPARATIONS</b></p> <p>Setting the scene: Imagine your group is in a Girl Guide/Girl Scout meeting. One of the hot topics on the agenda is deciding about actions that will be needed to influence decision-makers. 'We want to influence people to take decisions which will improve our life and the lives of others', but how?</p>	
<p>The building, where the group meets every week, is an old venue that belongs to the council:</p> <ul style="list-style-type: none"> <li>The Girl Guides are paying a monthly fee for the use of the building</li> <li>Two other youth organizations also use it</li> <li>Repair and cleaning is normally done by the council</li> <li>The mayor gives priority to the support of the school and the sport clubs.</li> <li>In the contract a weekly inspection by a maintenance support person was promised. After some time the weekly inspections have faded out and become irregular if any person comes at all.</li> <li>No contract was ever made.</li> <li>For the last two months, the water taps have not been working properly.</li> <li>There has been a serious decline of members since the heating has broken down.</li> <li>Some parents are complaining about their children becoming sick because there is no proper heating system.</li> <li>The Girl Guides/Girl Scouts are never invited to the youth council.</li> <li>The annual barbeque will probably be cancelled because of lack of water</li> </ul> <p>After explaining the situation, go through the actions listed below one by one. All participants are given a voting card. The participants need to vote with their voting cards on these actions and decide if they are 'advocacy actions' or 'not'.</p> <ul style="list-style-type: none"> <li>If the group agrees, ask some of the participants to be more specific about how they would act</li> <li>If the opinions are different, discuss the opinions with each other.</li> </ul> <p>By the end of the game, all the sentences need to be agreed by the whole group and five priorities need to be chosen as the advocacy actions to be undertaken first.</p>	
<p><b>MATERIAL</b></p> <ul style="list-style-type: none"> <li>Red and green voting cards for all participants</li> <li>List of actions (see list next page)</li> </ul>	

# WAGGGS Leadership Resources

# Advocacy

## APPENDIX 2 - GROUP ACTIVITIES (Contd)

ADVOCACY MODULE	Exercise Amendment FF
IDENTIFY ADVOCACY ACTIONS (Contd)	
INDIVIDUAL WORK	GROUP WORK
<p><b>List of actions</b></p> <ul style="list-style-type: none"> <li>• Sending a letter to a newspaper</li> <li>• Striking and boycotting</li> <li>• Complaining and shouting loudly every time you see the mayor or members of the council</li> <li>• Organizing a campaign about safe buildings for youth organizations</li> <li>• Demonstrating in a protest action in the town centre</li> <li>• Sending emails to decision makers</li> <li>• Producing posters and distribute them to the members</li> <li>• Representatives going to the youth council</li> <li>• Canceling meetings when it's cold and make a big announcement in the newspaper about of the causes of the cancellation</li> <li>• Singing protest songs during the barbeque</li> <li>• Supporting political groups in their campaign for better regulations for youth buildings</li> <li>• Organizing a meeting with the mayor about budgets</li> <li>• Recruiting new members in schools</li> <li>• Organizing a debate with parents about the state of the building</li> <li>• Networking with peer groups</li> <li>• Doing radio interviews or appearing on TV in a political debate about support for youth organizations</li> <li>• Printing and distributing leaflets in public areas</li> <li>• Arranging a meeting with decision makers to talk about the contract</li> <li>• Complain loudly in public</li> <li>• Arranging a meeting with decision makers to change their political agenda</li> <li>• Writing a letter to complain about the water taps</li> <li>• Looking up information on internet</li> <li>• Creating a website on a specific issue</li> <li>• Writing a letter to the Minister of Education about budgets</li> <li>• Asking parents to make a donation to pay for the repair of the heating</li> </ul>	

# WAGGGS Leadership Resources

# Advocacy

## APPENDIX 2 - GROUP ACTIVITIES (Contd)

ADVOCACY MODULE	Exercise Amendment GG
<b>MYIFPZ AND VKORGNA (OR BRAHMA AND VISHNU)</b>	
INDIVIDUAL WORK	GROUP WORK
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>• Participants experience simulation of an advocacy campaign</li> <li>• Participants analyse different persuasion strategies</li> <li>• Participants discuss motives of people for joining a cause</li> </ul>	
<p><b>METHOD</b></p> <p><b>Description:</b></p> <ol style="list-style-type: none"> <li>1. Present scenario in which two leaders advocate for opposite sides of an issue</li> <li>2. Ask two people to volunteer to be these leaders whose role it is to influence others to join their side</li> <li>3. Tell them that the object of the game is to get the majority of people to their side (However, the real object of the game is to give participants an idea of the many different factors involved in an advocacy situation, either as the leader or while being influenced by one)</li> <li>4. Give a time limit, pass out slips of paper with instructions to everyone, tell participants not to show their slip to other people</li> <li>5. Afterwards facilitate discussion about various people's roles, how they felt, what worked, what did not work, etc.</li> </ol>	
<p><b>MATERIAL</b></p> <p>(see next page):</p> <p>Instructions for leaders (aliens or gods)</p> <p>Slips of paper with instructions</p>	
<p><b>COMMENT</b></p> <p>This simulation can be played in two settings: with two alien nations fighting over a superpowerplant or with two Hindu gods arguing over an explosive factory across the Mula River from Sangam. The second version was produced to be used at Sangam, a WAGGGS World Centre.</p> <p>During the simulation, the facilitator may encourage leaders to bribe the indecisive with chocolate or unrealistic promises</p>	

# WAGGGS Leadership Resources

# Advocacy

## APPENDIX 2 - GROUP ACTIVITIES (Contd)

ADVOCACY MODULE	Exercise Amendment GG
<b>MYIFPZ AND VKORGNA (OR BRAHMA AND VISHNU) (Contd)</b>	
INDIVIDUAL WORK	GROUP WORK
<p><b>MYIFPZ</b> is FOR building the new superpowerplant.</p> <p>When influencing people to be on your side, think about the leadership topics we've discussed so far:</p> <ul style="list-style-type: none"> <li>Communication</li> <li>Values</li> <li>Teams</li> <li>Motivation</li> <li>Change-management</li> </ul> <p>Remember that this factory will create jobs, bring money into the community, attract more businesses, raise the standard of education, etc.</p> <p style="text-align: center;"><b>ACT YOUR PART AND BE CREATIVE</b></p>	
<p><b>VISHNU</b>, the Hindu preserver God, is AGAINST building the new explosives factory across the river.</p> <p>Think about the leadership topics we've discussed so far:</p> <ul style="list-style-type: none"> <li>Style</li> <li>Communication</li> <li>Values</li> <li>Teams</li> <li>Motivation</li> <li>Change-management</li> </ul> <p>Remember that this factory may pollute the river, create a product that is used to injure people and property, put a strain on your community's infrastructure (roads, housing, schools, etc.)</p> <p style="text-align: center;"><b>ACT YOUR PART AND BE CREATIVE</b></p>	
<p><b>The two Gods</b></p> <p><b>BRAHMA</b>, the Hindu creator God, is FOR building the new explosives factory across the river.</p> <p>When influencing people to be on your side, think about the leadership topics we've discussed so far:</p> <ul style="list-style-type: none"> <li>Style</li> <li>Communication</li> <li>Values</li> <li>Teams</li> <li>Motivation</li> <li>Change-management</li> </ul> <p>Remember that this factory will create jobs, bring money into the community, attract more businesses, raise the standard of education, etc.</p> <p style="text-align: center;"><b>ACT YOUR PART AND BE CREATIVE</b></p>	

# WAGGGS Leadership Resources

# Advocacy

## APPENDIX 2 - GROUP ACTIVITIES (Contd)

ADVOCACY MODULE	Exercise Amendment GG
<b>MYIFPZ AND VKORGNA (OR BRAHMA AND VISHNU) (Contd)</b>	
INDIVIDUAL WORK	GROUP WORK
<p><b>VKORGNA</b> is AGAINST building the new superpower plant. Think about the leadership topics we've discussed so far:</p> <ul style="list-style-type: none"> <li>Style</li> <li>Communication</li> <li>Values</li> <li>Teams</li> <li>Motivation</li> <li>Change-management</li> </ul> <p>Remember that this factory may pollute the river, create a product that is used to injure people and property, put a strain on your community's infrastructure (roads, housing, schools, etc.)</p> <p style="text-align: center;"><b>ACT YOUR PART AND BE CREATIVE</b></p>	
<p><b>Statements</b> – hand one to each player (except the two leaders)</p> <ol style="list-style-type: none"> <li>1. Choose the side that is having the most fun</li> <li>2. Choose the side with the best message/ slogan</li> <li>3. Choose the side that speaks the loudest</li> <li>5. Choose the side that asks what you feel is important</li> <li>6. Choose the side that makes you feel safe and secure</li> <li>7. Choose the side with most people already there</li> <li>8. Choose the side that represents your values</li> <li>9. Choose the side that is good for the environment</li> <li>10. Choose the side that asks you to participate</li> <li>11. Choose the side that is having the most fun</li> <li>12. Choose the side that speaks first</li> <li>13. Choose the side that is having the most fun</li> <li>14. Choose the side with the best message/ slogan</li> <li>15. Choose the side that asks what you feel is important</li> </ol>	

# Advocacy

## APPENDIX 2 - GROUP ACTIVITIES (Contd)

ADVOCACY MODULE	Exercise Amendment HH
<b>MAKING LINKS: WHAT IS CIVIL SOCIETY - AND WHO DOES WHAT, FOR WHOM</b>	
INDIVIDUAL WORK	GROUP WORK
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>• To get to know advocacy resource materials</li> <li>• to develop an understanding of the link between rights and responsibilities</li> <li>• to develop a feeling for the complex relations between the different sectors in a democracy</li> <li>• to promote co-operation and civic responsibility</li> </ul>	
<p><b>OVERVIEW</b></p> <p>This activity involves negotiation about the rights and responsibilities of citizens, the government, NGOs and the media in a democracy.</p>	
<p><b>RELATED RIGHTS</b></p> <ul style="list-style-type: none"> <li>• The right to vote; to serve and to participate in the running of the country</li> <li>• Freedom of information and expression</li> <li>• Duties to the community</li> </ul> <p>Themes Citizenship, Democracy, General human rights</p>	
<p><b>REFERENCE</b></p> <p>COMPASS: A Manual on Human Rights Education with Young People, Council of Europe  <a href="http://eycb.coe.int/compass/en/contents.html">http://eycb.coe.int/compass/en/contents.html</a></p>	
<p><b>PREPARATION</b></p> <p>Cut up about 24 strands of wool into 1.5m.</p>	
<p><b>MATERIAL</b></p> <p>A large sheet of paper (A3) or flipchart paper for each group            Two markers of different colours (e.g. green and red) for each group            A ball of string or wool (preferably green)            A roll of sticky tape (Scotch tape or sellotape) for each group            Scissors</p>	
<p><b>GROUP SIZE</b></p> <p>8-20</p>	
<p><b>TIME</b></p> <p>90 minutes</p>	

# WAGGGS Leadership Resources

# Advocacy

## APPENDIX 2 - GROUP ACTIVITIES (Contd)

ADVOCACY MODULE	Exercise Amendment HH																												
MAKING LINKS: WHAT IS CIVIL SOCIETY - AND WHO DOES WHAT, FOR WHOM (Contd)																													
INDIVIDUAL WORK	GROUP WORK																												
<p><b>METHOD</b></p> <p><b>Instructions</b></p> <ol style="list-style-type: none"> <li>1. Explain that the purpose of the activity is to draw a 'map' of the different relations between four sectors within (an ideal) democratic society.</li> <li>2. Divide the participants into four equal-sized groups to represent four 'actors' in a democracy: the government, the NGO sector, the media, and citizens respectively.</li> <li>3. Hand each group a large sheet of paper and markers and tell them to spend 10 minutes brainstorming the role that their 'actor' plays in a democratic society, i.e, what are the main functions it performs. They should list their five most important functions on the large sheet of paper, using the red marker.</li> <li>4. Bring the groups together to present their ideas. Let the groups share their reactions. Ask them if they agree about the main functions of these four 'actors'. Allow the groups to amend their lists if they wish to in the light of the feedback.</li> <li>5. Now separate the four groups again and ask them to brainstorm what they require from each of the other 'actors', in order to carry out their own functions, i.e, what demands they make of each of the other 'actors'. They should list these demands under separate headings using the green marker. They have fifteen minutes for this task.</li> <li>6. When the time is almost up, ask the groups to prioritise up to six of the most important demands, and hand each group a roll of tape and strands of wool to represent these demands.</li> <li>7. Hand out the copies of the 'Rules of play', go through them and make sure everyone understands what they have to do next. Ask the groups to bring their sheet of paper into the middle of the room and to lay them in a square about 1m apart (see diagram p. 41, Handout 'Rules of Play'). Ask members of each group to position themselves near their 'corner'.</li> <li>8. The rounds of negotiation now begin. You should allow 10 minutes for each round. Remind people that when a demand is accepted one piece of wool should be taped between the two papers to signify acceptance of responsibility.</li> <li>9. By the end of the process, the four 'actors' should be linked up by a complicated web of wool. Move on to the debriefing and evaluation while people are still sitting around the chart.</li> </ol>																													
<table border="1"> <tr> <td>Citizens</td> <td>Citizens</td> <td>Citizens</td> </tr> <tr> <td>NGOs</td> <td>NGOs</td> <td>NGOs</td> </tr> <tr> <td>Government</td> <td>Government</td> <td>Government</td> </tr> <tr> <td>Media</td> <td>Media</td> <td>Media</td> </tr> <tr> <td>1 m</td> <td>Round 1</td> <td>Round 3</td> </tr> <tr> <td>1 m</td> <td>Round 2</td> <td>Citizens</td> </tr> <tr> <td>Starting positions</td> <td></td> <td>NGOs</td> </tr> <tr> <td></td> <td></td> <td>Government</td> </tr> <tr> <td></td> <td></td> <td>Media</td> </tr> </table>	Citizens	Citizens	Citizens	NGOs	NGOs	NGOs	Government	Government	Government	Media	Media	Media	1 m	Round 1	Round 3	1 m	Round 2	Citizens	Starting positions		NGOs			Government			Media		
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# WAGGGS Leadership Resources

## Advocacy

### APPENDIX 2 - GROUP ACTIVITIES (Contd)

ADVOCACY MODULE	Exercise Amendment HH
<b>MAKING LINKS: WHAT IS CIVIL SOCIETY - AND WHO DOES WHAT, FOR WHOM (Contd)</b>	
INDIVIDUAL WORK	GROUP WORK
<p><b>DEBRIEFING AND EVALUATION</b></p> <p>Ask the participants to look at the web they have created and to reflect on the activity.</p> <ul style="list-style-type: none"> <li>• Was it hard to think of the functions that the government, NGOs, media and citizens perform in a democracy?</li> <li>• Were there any disagreements within the groups about which claims should be accepted or rejected?</li> <li>• Which of the claims made on other groups did they not accept as responsibilities? Why was this? Do you think that such cases would cause any problems in reality?</li> <li>• Were there responsibilities that each group accepted but which they had not recognised before? How do they feel about this now?</li> <li>• Did the activity show people anything new about democratic society that they did not know before? Were there any surprises?</li> </ul>	
<p><b>TIPS FOR FACILITATORS</b></p> <p>In step 4 of the instructions, after the groups have drawn up their list of functions, don't spend too long discussing the issues as a whole group. You should use this more as a prompt for the next small group work they will be doing. Groups may want to make a note of the other groups' functions.</p> <p>When they draw up their lists of demands (step 5), tell them not to be unrealistic in their demands on the other 'actors'! These responsibilities will need to be acceptable, so they should not make unfair or unreasonable claims.</p> <p>When the groups start negotiating (step 8), this should not be presented as a 'competition', nor should this stage occupy too much time. Emphasise to groups that they should see themselves as co-operating with each other: the purpose is to establish a society in which all 'actors' work together for everyone's satisfaction.</p> <p>Therefore, the transactions should be relatively quick: tell groups to accept claims if they seem to be reasonable, and otherwise to reject them, with any controversial ones to be discussed at a later stage.</p>	
<p><b>SUGGESTIONS FOR FOLLOW-UP</b></p> <p>The group could continue to add to the map, by including different groups within society (see Variations).</p> <p>They may want to transfer the map to another sheet of paper for greater clarity, and then to draw in the connections using different colours. For example, red for the government, yellow for the media, green for NGOs, etc. Think about which connections in your own society are not well developed, and what could be done to overcome this.</p>	



# WAGGGS Leadership Resources

# Advocacy

## APPENDIX 2 - GROUP ACTIVITIES (Contd)

### ADVOCACY MODULE

### Exercise Amendment HH

## MAKING LINKS: WHAT IS CIVIL SOCIETY - AND WHO DOES WHAT, FOR WHOM (Contd)

### INDIVIDUAL WORK

### GROUP WORK

#### VARIATIONS

The activity may be made more or less complicated by using different numbers of 'actors' within society:

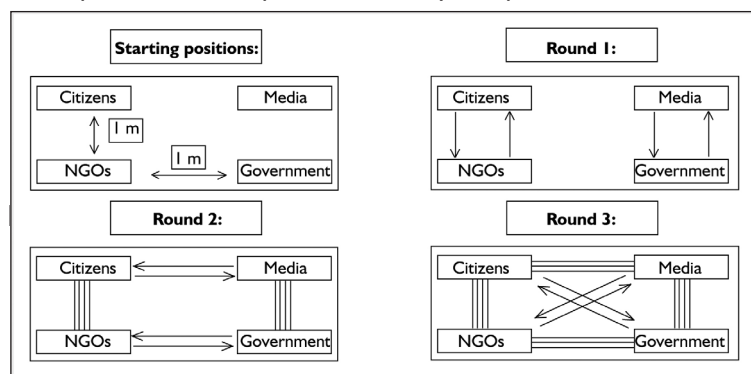
For example, you may want to add 'businesses', 'minorities', or 'disadvantaged groups'. However, this will make the negotiation process a lot more complicated, and you may not want all of the groups to exchange demands with each of the others. You could also use different categories with more direct relevance to young people's reality, for example, replace 'citizens' by 'young people' and 'the government' by 'school'.

The activity could be simplified by removing one or more of the groups, for example, by working with only 'citizens' and 'the government'. This may be preferable if you have a small group. You may want to try the activity without the use of the chart: during the negotiation process, someone from the first group should hold one end of the piece of wool, and offer the other end to someone in the second group. If people keep hold of their ends, the whole 'society' should be physically linked up by the end of the process!

#### HANDOUT

##### Rules of Play

1. The aim of the exercise is for each 'actor' to get their demands accepted by each of the other 'actors'.
2. The negotiations are made between two types of 'actors' in three rounds as follows:
  - Round 1: Citizens and NGOs negotiate, and the media and the government negotiate.
  - Round 2: Citizens and the media negotiate, and NGOs and the government negotiate.
  - Round 3: Citizens and the government negotiate, and the media and NGOs negotiate.
3. The 'actors' decide amongst themselves who is to start and they take it in turns to make demands of each other.
4. When making a demand, people should state the demand clearly and concisely. They should also explain what it involves and why they are making this particular demand, e.g., why it is important to enable them to fulfil their own functions.
5. When deciding whether or not to accept a demand, people should decide whether what is being asked is fair, and whether they would be able to carry it out.
6. If the second group rejects the demand, the piece of wool is put aside. If they accept it, then one strand of wool is taped to the charts to represent the link that has been established between the two groups. The 'accepting group' should make a brief note on their chart to remind them what the demand was.
7. Repeat the process, until all demands have been discussed.
8. Repeat the process in each round until there are connections between the four actors.



# WAGGGS Leadership Resources

# Advocacy

## APPENDIX 2 - GROUP ACTIVITIES (Contd)

ADVOCACY MODULE	Exercise Amendment II
<b>ACTING RIGHTS</b>	
<b>INDIVIDUAL WORK</b>	<b>GROUP WORK</b>
<p><b>OBJECTIVE</b></p> <ul style="list-style-type: none"> <li>To use different forms of drama to explore rights issues.</li> </ul>	
<p><b>METHOD</b></p> <ol style="list-style-type: none"> <li>1. Divide the group into smaller groups and give each one a scenario from sheet 1 (these are suitable for young people of school age)</li> <li>2. Ask each group to devise a short drama to illustrate the rights they have been given. Each small group should perform their drama for the larger group.</li> <li>3. Discuss the dramas:</li> <li>4. What feelings did the participants have as they played people who were deprived of rights?</li> <li>5. What could be done to change the situation?</li> <li>6. What right was being withdrawn? Was a right actually being withdrawn?</li> <li>7. What happens when there is a conflict between responsibilities and rights?</li> </ol>	
<p><b>OUTCOME</b></p> <p>A greater ability to analyse a situation in which rights are lost, describe what has happened and why and propose better ways of doing things. To emphasise again that no-one has the right to do as they please; rights are accompanied by responsibilities.</p>	
<p><b>PARTNER IDEAS and PUBLICITY</b></p> <p>You could invite an audience from the local community.</p>	
<p><b>RECORDING IDEAS</b></p> <p>Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>	
<p><b>AGE RANGE</b></p> <p>All ages but think through what you expect to get out of the activity depending on the age of participants before you start.</p>	
<p><b>NOTES</b></p> <ol style="list-style-type: none"> <li>1. Don't force people to act who are not comfortable to do so. If you prefer, you could make up a short story about each scenario and read it to the group and then invite discussion.</li> <li>2. Choose or vary the rights issues to better suit your own circumstances e.g. the age of the group members, local culture and customs.</li> <li>3. You could use the "six thinking hats" method to analyse how to deal with each situation.</li> <li>4. Think about how this activity relates to The Right to be Me if you have already been working with that pack.</li> </ol>	

# WAGGGS Leadership Resources

# Advocacy

## APPENDIX 2 - GROUP ACTIVITIES (Contd)

ADVOCACY MODULE	Exercise Amendment JJ
<b>ADVOCACY ISSUES</b>	
<b>INDIVIDUAL WORK</b>	<b>GROUP WORK</b>
<p><b>METHOD</b></p> <p>Within a 'working group' analyse a policy environment for an issue you might wish to address and create a policy map. Identify the main actors, and for each one note down in the relevant columns the extent to which they control, affect and influence policy, what their motivating interests are, and the resources they can access</p>	

# WAGGGS Leadership Resources

# Advocacy

## APPENDIX 2 - GROUP ACTIVITIES (Contd)

ADVOCACY MODULE	Exercise Amendment KK
<b>FORUM THEATRE</b>	
<b>INDIVIDUAL WORK</b>	<b>GROUP WORK</b>
<p><b>OBJECTIVE</b></p> <ul style="list-style-type: none"> <li>To encourage thought and debate and the consideration of different perspectives.</li> </ul>	
<p><b>METHOD</b></p> <p>To begin, a scene needs to be set. This should be one in which person A has a clear objective, which is, for whatever reason, firmly blocked by person B. In the first enactment, person A is left defeated.</p> <p>For example, a young person (A) is all ready to go out to play football and hopes to get picked for the team. As s/he is on the point of leaving his/her mother (B) asks where s/he is going. Person A has forgotten that his/her mother has a very important meeting and that s/he is expected to look after his/her little brother.</p> <p>However, A knows that without tonight's session, there is no hope of getting picked for the team. Get members to enact the situation, while others observe. Ask the audience if person A could have done anything differently. Then re-run the scene, this time inviting the audience to stop the action at any point if they can see an alternative path of action. They can take a role. Ensure that person B gets a break too, as this can be a difficult role to maintain.</p> <p>Keep up a dialogue with the audience. Encourage as many interventions as possible. Did the audience intervention make any difference – was the outcome any better.</p>	
<p><b>OUTCOME</b></p> <p>Forum theatre gives people the chance to step into someone else's shoes and think how they would feel. It also encourages a broad view on what can be done in any situation to try to meet sometimes conflicting needs. Speaking and negotiation skills are developed.</p>	
<p><b>PARTNER IDEAS and PUBLICITY</b></p> <p>You can invite other local community groups to take part – or ask a local amateur dramatics group to volunteer to do the acting for you! Organise some publicity for the group to encourage their involvement and as a way of saying thank you.</p>	
<p><b>RECORDING IDEAS</b></p> <p>Take photographs and make a poster display. Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>	
<p><b>AGE RANGE</b></p> <p>All ages – but think about the age range, maturity and sensitivities of your membership before you start and plan the event so that it is challenging but enjoyable rather than challenging and upsetting.</p>	
<p><b>NOTES</b></p> <p>If you are the leader, you will play a central part in forum theatre by observing, guiding, questioning and continuously organising the group and the unfolding of the scene.</p>	

# WAGGGS Leadership Resources

# Advocacy

## APPENDIX 2 - GROUP ACTIVITIES (Contd)

ADVOCACY MODULE	Exercise Amendment LL
<b>SECURE RIGHTS - ROLE MODELS</b>	
<b>INDIVIDUAL WORK</b>	<b>GROUP WORK</b>
<p><b>OBJECTIVE</b></p> <ul style="list-style-type: none"> <li>To look at defenders of human rights through history and be inspired by their achievements.</li> </ul>	
<p><b>OUTCOME</b></p> <p>A display based on the lives and activities of defenders of human rights.</p>	
<p><b>METHOD</b></p> <ol style="list-style-type: none"> <li>In groups of four, ask members to think of people who they feel have fought for human rights.</li> <li>Ask individuals to go away and find out what particular people have done (allocate one person to each member).</li> <li>Create a display of information based on findings - the display should include pictures/drawings, factual information, slogans etc.</li> </ol>	
<p><b>PARTNER IDEAS and PUBLICITY</b></p> <p>A local library may be happy to help with the research for this project. You could ask the local library to allow you to show your exhibition.</p>	
<p><b>RECORDING IDEAS</b></p> <p>The display is a great record. Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>	
<p><b>NOTES</b></p> <p>You will have to vary this activity based on the local availability of information. If you have no access to library or internet facilities, choose local "heroes" and collect information by talking to people.</p>	

# WAGGGS Leadership Resources

## Advocacy

### APPENDIX 2 - GROUP ACTIVITIES (Contd)

ADVOCACY MODULE	Exercise Amendment MM
<b>ENVIRONMENT PROJECT</b>	
<b>INDIVIDUAL WORK</b>	<b>GROUP WORK</b>
<p><b>• OBJECTIVE</b> To establish projects which enable people to voice their opinions about the environment and take action to secure positive change.</p>	
<p><b>METHOD</b> Encourage members to identify environmental projects, which could address some key local issues – these could be anything from local pollution problem, to a gardening project, to the introduction of recycling initiatives. Encourage them to be as innovative as possible. For example, recycling does not have to be just about re-using bottles and saving aluminium. It can be about many other wasteful practices – for example, what about organising magazine swaps, so that magazines are read by as many people as possible before they are discarded or creating a compost heap to create richer soil for growing vegetable. Plan a strategy for dealing with three projects. Try to select projects that are likely to be successful and will be fun but will make a visible and positive impact. Carry out the projects in small groups and promote and praise achievements as widely as possible.</p>	
<p><b>OUTCOME</b> A realisation that when people work together they can be heard and make a real difference to their own lives and world.</p>	
<p><b>PARTNERS IDEAS and PUBLICITY</b> Depending on the projects selected it may be possible to persuade local organisations to provide support, finance or promotion opportunities. There is growing support for environmental work these days – perhaps you could find an environmental challenge to undertake locally and advertise your involvement. There are a huge range of grants, prizes and awards available in some parts of the world for these kinds of initiatives – worth looking into! It may be possible to generate local media interest in your projects.</p>	
<p><b>RECORDING IDEAS</b> Record project achievements on an Environmental Projects Notice Board. Keep a Triennial Theme personal record sheet or notebook to record your achievements.</p>	
<p><b>AGE RANGE</b> All ages but adapt to suit the abilities of your group. Young children are particularly keen to do something about the environment – a garden or pond project, for example, can fill them with enthusiasm. Very often – and especially if young children are involved – you will get support from local organisations.</p>	
<p><b>NOTES</b> These projects could involve more than local Girl Guides/Girl Scouts. However, it could take up more time than you bargained for. Consider this when selecting projects. Make sure the projects selected are realistic and relevant to local circumstances. Let young people themselves think about local waste and/or pollution issues and decide what can reasonably be achieved.</p>	



# Advocacy

## APPENDIX 3 BIBLIOGRAPHY





# WAGGGS Leadership Resources

# Advocacy

## APPENDIX 3 - BIBLIOGRAPHY (Contd)

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WAGGGS Our Rights Our Responsibilities: The Right to be Heard

WAGGGS Policy and Guidelines toolkit on Relationship to Society

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