



Youth-led Advocacy for Disaster Risk Reduction: A Guide

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Using this guide

This guide is a working document for project staff of Y Care International partners to support and manage youth-led advocacy activities for disaster risk reduction (DRR). It is not meant to be read in one go but should be used in stages to lead a series of sessions and meetings with youth advocate groups. The guide has coloured text boxes to help develop an advocacy plan by the end of the guide. See explanation of the boxes below:



Things to think about:

These boxes will give you keypoints to consider in relation to specific issues throughout the advocacy planning process



Toolkit:

These boxes will give practical tips and activities to aid you in carrying out advocacy activities or in creating action plans



Advocacy Action Plan:

These boxes are the building blocks for your Advocacy Action Plan. Summarise the tasks you've completed in the chapter and write them in these boxes

Glossary and acronyms

Activism – mobilising activity of supporters and/or beneficiaries in order to generate publicity and/or lobby and pressurise decision makers.

Advocacy campaign – a project or organised course of action designed to achieve a specific response from a particular audience

Advocacy target – individuals, organisations or agencies to be the focus of the advocacy campaign

Advocacy stakeholder – people or organisations affected by, or who can influence, a particular issue

Advocacy Plan / Strategy – a plan or strategy combining approaches, techniques and messages to achieve defined advocacy goals and objectives

Alliance building – generating, mobilising and coordinating support from other groups and organisations for a particular solution to an issue

Awareness raising – increasing the knowledge of the public about an issue

Campaign – a series of actions or events to achieve a particular result

CCA – climate change adaptation

Capacity building – the on-going process where individuals, groups, organisations and societies enhance their ability to identify and meet development challenges

DM – disaster management

DRR – disaster risk reduction

Hazard, Vulnerability and Capacity Assessment (HVCA) – collecting, analysing and systemising information on a community's vulnerability to hazards and their capacities to deal with them

Lobbying – attempting to influence, persuade or pressure business and government leaders to create legislation or conduct an activity that will help a particular cause

Needs Assessment (NA) – a systematic process for determining and addressing the needs or 'gaps' between current conditions and desired conditions

Public campaigning – generating and mobilising support from the public for a particular solution to an issue

Introduction: What is advocacy?

Advocacy means activities which individuals or organisations can do to push for change. This change can be in a specific policy or behaviour of a national or local government, institution or organisation, or possibly of a single individual. Ultimately it is about successfully influencing agendas to achieve the desired positive change.



For Y Care International, advocacy is to influence and bring about change that improves the lives of young people now and for the future.

Advocacy is about enabling people to bring about the change they believe is necessary. This can be at a local level, national level or even international level.

Remember: successful advocacy should target both *local* and *national* levels and can also be about engaging the local community to increase awareness of issues and rights.

Advocacy actions can be grouped under **four** broad headings:

- **Public campaigning:** activities to engage the public, and to mobilise visible support for an issue. This can be seen as *attitude* and *behavioural* change.
- **Media work:** raising public awareness of your issue through the media (radio, TV, newspaper, online), with a view to changing public attitudes and behaviour, and encouraging support for your advocacy issues.
- **Capacity building:** increasing the knowledge of those affected by a particular issue, and increasing their skills and developing their structures to enable them to carry out their own advocacy.
- **Lobbying:** the process of trying to directly influence decision-makers, such as politicians, government officials, or corporate chief executives. This can be seen as *policy* and *practice* change.



Things to think about: the 7 common mistakes of advocacy campaigning

1. Unclear aims and objectives
2. Activity planning before or without an influencing strategy
3. Action plans with no timetable
4. Lack of innovation
5. Messages that go unnoticed and do not move people
6. Poor monitoring and evaluation
7. Failure to focus

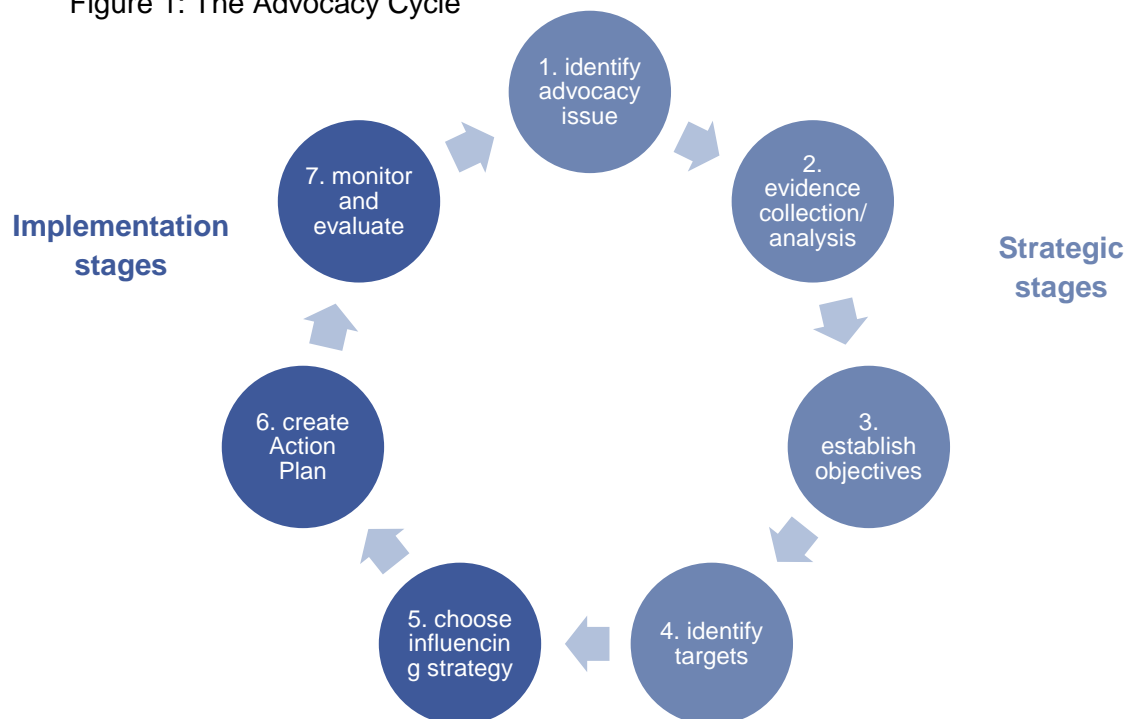
Source: Ian Chandler (2010)

The Advocacy Cycle

The key to a successful advocacy campaign is **planning!**

The advocacy cycle, shown below in Figure 1, is a useful tool to highlight the 7 steps to take when implementing an advocacy campaign on an issue you have identified. This guide will take you through these 7 key steps to support your youth advocacy group members to work through to create and implement a successful advocacy campaign.

Figure 1: The Advocacy Cycle



Toolkit Exercise 1: Identifying the 'Stepping Stones' of the advocacy campaign

The aim of this activity is to learn what steps are needed for an advocacy campaign and think about the order of planning and delivering the campaign.

You will need: each of the 7 steps written on pieces of paper – these are the 'stepping stones'

- Youth advocacy group members are given a total set of 7 'stepping stones' making up the Advocacy Cycle.
- In small groups, participants should try to put the stepping stones in the correct order of the advocacy cycle (so remember to hide the Advocacy Cycle above!).

Things to think about: Some of the steps in the cycle may overlap so the exercise is also intended to provoke discussion. What is important is that all steps are completed and that they form a logical cycle. After the groups have finished the exercise you can see how they have done.

Step 1. Identify the issues

The important first step in an advocacy campaign is to establish what disaster risk reduction (DRR) issues are important to advocate for.

You should support youth advocacy group members to identify important DRR issues. To help with this discussion you should use the results from your most recent Needs Assessment (which will have been conducted before the project started), and results of any Hazard, Vulnerability and Capacity Assessments (HVCA) that have been conducted.



Things to think about: when choosing an advocacy issue

Will working on the issue:

- be winnable? Does it have a clear target, timeframe and policy solution?
- result in real improvement in people's lives?
- give people a sense of their own power?
- be widely and deeply felt?
- build lasting organisations and alliances?
- provide opportunities for women and others to learn about and be involved in politics?
- develop new leaders?
- promote awareness of, and respect for, rights?
- link local concerns with larger-scale, even global, issues?
- provide potential for raising funds?
- enable the organisation to further its vision and mission?

Source: Veneklasen, L. and Miller, V. (2002) *A New Kind of Power, People and Politics – The Action Guide for Advocacy and Citizen Participation*. USA.



Toolkit Exercise 2: Identifying issues related to disasters in your country and community

The aim of this activity is to identify what issues there are related to disasters and disaster risk reduction in your country and community.

You will need: a large sheet of paper

- In small groups, youth advocacy group members are given a large sheet of paper and must write down all the problems that there are related to disasters in their country and community.
- Then each group should highlight the issues that they think are priorities.
- After the groups have finished the exercise they can each present back to each other and see where there are overlaps.

Things to think about: how safe schools are when there is an earthquake, how prepared local governments are to respond, how good early warning systems are, who is most at risk from disasters, how accessible health facilities are when there are floods etc.

Examples of DRR advocacy issues

- Encouraging the authorities in one area to share information with counterparts in a neighbouring area about the release of flood waters in dams, a contributing factor to floods.
- Advocating for the establishment and/or enforcement of building codes to local and/or national government to mitigate the impact of earthquakes.
- Advocating for better land-use management which could, in the longer term, reduce the number of localized floods, gully formations and land degradation.
- Advocating against inappropriate designs and location of infrastructure such as bridges and roads where they have contributed to flooding or are inaccessible during floods.
- Advocating for national government and international donors/governments to allocate more budget to investing in DRR.
- Advocating national government to write / pass / enact a Disaster Management Act / Policy.
- Advocating to the government to provide free swimming lessons to people living in areas prone to flooding.
- Advocating to the local government to build a local cyclone/emergency shelter, or to retrofit a local school to make it more resistant to disasters.
- Advocate the national / local government to include youth representation in relevant Ministry / Department consultations or groups.
- Advocating to NGOs to ensure they provide disaster relief which is accessible for especially vulnerable groups like women, children, and people with disabilities.

Source: First 4 points adapted from Concern (2005) 'Approaches to disaster risk reduction'

This is the end of Step 1. Now write below a summary of the key issues that you have identified in Toolkit exercise 2. This will help you to start writing your Advocacy Action Plan in Step 6.



1. Identification of issues

In this section describe the disaster and DRR issues that have been identified. Why is it necessary to carry out advocacy for these issues/why have these issues been chosen? What resources were used to make this decision?

Step 2. Collect the evidence

Good advocacy is based on a strong understanding of the issues. It is, therefore, important to have conducted thorough research before starting on the advocacy plan as this will frame the issue and provide you with evidence needed to back up your arguments in the later stages of advocating your issue. This evidence collection can build on the information collected in the Needs Assessment and HVCAs.

In addition to the Needs Assessment and HVCAs, aim to bring in information from field experience, collect statistics from reports (such as United Nations, World Bank, Government, NGOs), make links to the Sendai Framework for DRR, academic research results, and see if other groups or NGOs have information which might help.

For DRR, research might include looking at the risks that are present in the community, region or country and how they might affect people, including vulnerable groups. Try to find out whether there is a national Disaster Management (DM) or DRR Plan or Act, or other government legislation. Find out if there is already any support by politicians or officials for DRR? If there is a DM or DRR Plan or Act or other legislation, is it being fully implemented or are there aspects that could be more effective? Is there any mention of the role of young people or communities leading or supporting DRR activities?

Look at the *useful resources section* at the end of the guide for a list of key websites and databases that will help the youth advocacy group to collect information.

Think about: the different hazards that affect your region, for example, if your country is affected by earthquakes are there effective building codes in place? Are they followed and enforced? Are all buildings included in building codes? Which buildings? Are key buildings like hospitals and schools protected? Are vulnerable groups considered in any DRR legislation and policies, such as women, elderly, those with disabilities, or ethnic minorities?

Remember: Research can also assist you to build alliances with other organisations who may be working on the same issues you are. This can help you, as working together you may be able to share resources, build a larger awareness for your campaign, and produce a more powerful result. Working with local organisations and communities to gather the information you require, will also help to develop their capacity and citizenship skills – a key aspect of good advocacy.



Things to think about: when conducting your research

- **What information do you need?** – What questions do you need to answer? Where are the gaps in your knowledge? What are the root causes of the issue?
- **Where will you obtain the information?** – make use of existing resources. Is the information credible or biased? Is it up-to-date? Are you going to carry out your own research i.e. through field surveys or interviews?
- **Who will contribute to your research?** - Who will you survey or interview? Have you obtained an accurate reflection of the whole population to make your conclusions?
- **How will you collect your information?** – How will you record your results accurately? Will you use questionnaires? Or interviews? Etc.
- **How will you analyse and present the information?** – Once you have collected information you will need to analyse the results to increase your understanding of the situation and draw conclusions. Write up your findings in a clear way for yourself and colleagues.

Source: Water Aid (2007) Advocacy Guide

As part of this process it might be useful to map out the key issues, their causes, and the effects they have. You've already thought about the issues in Toolkit exercise 2. Toolkit exercise 3 will help you to identify the key issues.

The Problem Tree can then be used to develop the objectives of the advocacy plan. There is more discussion on developing SMART objectives in Step 3, however, another way to define objectives would be to rephrase your Problem Tree into an Objectives Tree.



Toolkit Exercise 3: Problem Tree

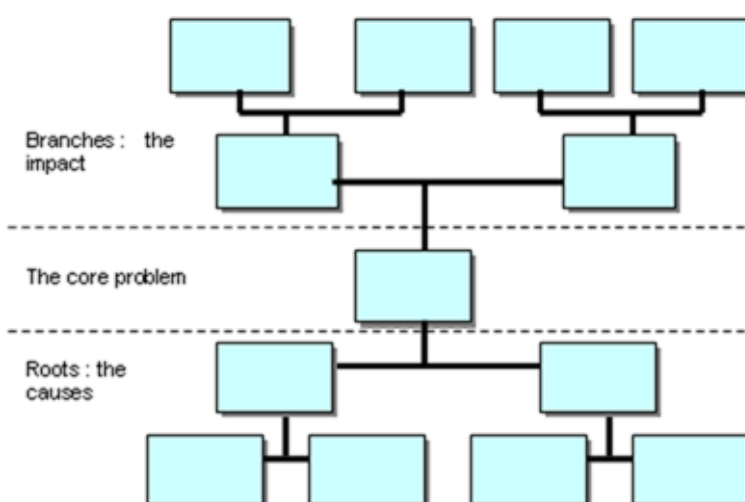
Drawing a Problem Tree helps to analyse different aspects that contribute to a particular issue; it is a visual way to understand the different links between the core issue, its effects and its root causes.

You will need: a large sheet of paper, post-it notes (two colours) and pens

- Draw a tree onto the flipchart paper and write down what the main issue is on the trunk. This issue could be one that you highlighted as a priority in Toolkit exercise 1.
- As a group, on one colour of the coloured post-it notes write down what the causes of the problem are. Then stick these on as ‘roots’ of the tree. It helps to say the core problem and ask ‘what is the cause of this?’ to identify the roots.
- Again as a group, on the second colour of post-it notes, write down what the consequences of the core issue are. Then stick these on as the ‘branches’ on the tree. It helps to say the core problem and ask ‘what is the effect of this?’ to identify the branches.

Remember: the key to this exercise is in the discussion of the causes and consequences. This will really help with breaking down what can seem like a large or broad core issue.

An example of a more structured Problem Tree:



By rephrasing each of the problems into positive outcomes the root causes can become the root solutions.

For example: If the core problem was a high death toll from earthquakes and one of the root causes was lack of building codes then this could be turned into the positive outcome of 'develop building codes'. This is a simplistic form of objective setting, but is useful to get thinking. In the next section we will look at more focussed objective setting.



2. Collect the evidence

In this section summarise the evidence you have collected and write down where the information came from. Have you created any alliances? Summarise the results from the Problem Tree (Toolkit exercise 3) here too.

Step 3. Establish your objectives

Once the research has been conducted, an analysis of the findings will enable you and the youth advocacy group to create your advocacy objectives. By setting objectives that are clear you will have clear measurable goals and markers for what you are trying to achieve and it will also help in the creation of your Advocacy Action Plan.

Aim to set a maximum of 3 objectives for your advocacy campaign using the SMART analysis activity in Toolkit exercise 4.

Once you have developed your objectives, record them at the end of this chapter so that you can easily copy them into your final Advocacy Action Plan.



Things to think about: what type of change do you want to see?

- **Discursive change:** changes in the words/language, narrative and concepts used
Example: Local government starts placing emphasis on importance of DRR and climate change adaptation in their communications
- **Procedural change:** changes in the way things are done
Example: government policies/legislation on DRR are made through wide ranging consultation with all levels of stakeholders
- **Attitudinal change:** changes in attitudes towards other actors or their values and causes
Example: local government treat NGOs and local groups as partners in DRR and work in collaboration rather than in competition on delivery of services
- **Content change:** actual changes in the strategy or policy documents or budgets
Example: national strategy to include DRR and climate change adaptation and/or increased budget is allocated to DRR and CCA.
- **Behavioural change:** permanent changes in the way individuals or organisations act or behave
Example: local (through to national) level change in attitude towards DRR including education of hazards and disaster risk.

Source: Adapted from ODI (2011) World Vision Policy Guide

Remember: when you are thinking about your objectives consider the context that you are working in. For example, the political situation in your country may affect how you implement some activities. Is it just before or after elections? Government changes may also mean change in policy priorities so be aware of this. It is important to be aware of the gender power relations in the context you want to work in too: e.g. cultural norms related to gender can reduce the possibilities of women in participating in advocacy actions.



Toolkit Exercise 4: SMART analysis

Specific – what exactly do you want to change? Who do you want to target?

Measurable – how will you know if it has been achieved? What milestones will demonstrate progress?

Achievable – is it realistic given your resources (human resources, links with government and organisations, funds etc.)? Is it realistic given the political situation and cultural context in your country (are government responsive to organisations? Are women listened to in meetings?)

Relevant – does it contribute to your overall aim?

Timebound – how long will it take? What is the timeframe?

Example of some SMART objectives:

- To convince the Ministry of Education to commit to including lessons on disaster risks into the national curriculum for all primary/elementary and secondary/high school children, within 12 months
- To convince local government to support local communities to conduct HVCA's to highlight the most at-risk areas and people, and to identify initiatives , within 6 months
- To convince local government to include a youth representative on their sub-national Disaster Management Committee/Group

Some objectives which are not SMART:

- To promote hazard education in schools
- To promote disaster risk reduction in poor communities

Can you see the difference in these objectives? **Remember:** be detailed!



3. Establish objectives

Use this section to record your SMART advocacy objectives

Step 4. Identify targets

Targets are going to be the individuals, organisations, and/or government agencies you and your youth advocacy groups aim to influence regarding your issue. An important first step is mapping **stakeholders** involved in the issue (a stakeholder is an individual or group who is interested, invested or supportive / against your issue). By doing this you will be able to highlight all the individuals and groups that are affected by your issue or that affect or support it. The stakeholders should be mapped for each objective.

Once you have thought about those people who will be involved with each objective it is important to map out who the major players are and what their relationships are to your issues to identify who will be central to your advocacy strategy. You should also then identify potential allies or supporters, and opponents. These may change as your advocacy campaign progresses. The following pages will provide you with the toolkit to support a youth advocacy group to carry out stakeholder identification and analysis. This is broken down into 4 stages:

1. Identification of all stakeholders
2. Analysis of stakeholders
3. Sorting of results
4. Interpretation of results and selection of targets



Things to think about: when identifying stakeholders

- Are there people affected whose voice is not heard (e.g. women, people with disabilities, young people)? How can we include them?
- Who are the representatives of those affected?
- Who is responsible for providing services related to the issue?
- Who is likely to mobilise *for* and *against* your proposals?
- Who can make the advocacy effort more effective through participating? Or less effective through not participating?
- Who can contribute financial and technical resources to your activities?
- Who might support or back your advocacy message?

Source: The World Bank Participation Sourcebook (1996).



Toolkit Exercise 5: Stakeholder identification brainstorm

The aim here is to build a comprehensive list of all the stakeholders that are involved with the issue you will advocate on.

You will need: large sheets of paper (1 per group), post-it notes (1 per group), pens/pencils.

The youth advocates should split into groups and use the post-it notes to write down all the people (individuals, groups, organisations, government departments etc.) they think are involved in the issue (1 idea per note). Stick the notes onto the large sheets of paper to create a **brainstorm**

Remember: the aim of a brainstorm is to get as many ideas down as possible; there will be time to analyse and discuss them later.

Think about: allies, opponents, official actors and those from civil society, those with direct influence and those with indirect influence, local communities and organisations, e.g. community leaders, politicians, NGO staff etc. Encourage the youth advocates to think about each of the advocacy objectives.

- After 20-30 minutes, the youth advocates should present their ideas to each other. Have they thought of the same people? Are there any new ideas?
- Use one large sheet of paper as the central brainstorm to add all the ideas the groups have thought of, can these be grouped together in any way? – do they share the same position on the issue? i.e. types of organisation. This will form the basis of the stakeholder analysis.



Young disaster committee volunteers strategizing in Myanmar



Toolkit Exercise 6: Stakeholder analysis

The next step in the process is to analyse the stakeholders to establish who the key **targets** of your advocacy campaign will be.

You will need: a large sheet of paper, pens/pencils

Draw a table like the one below and as a group. Write each stakeholder you identified in Toolkit exercise 5. The ones already included are for example only.

Stakeholder	Attitude to your issue	Importance of issue to stakeholder	Influence stakeholder has on issue
Community leader	A	M	H
Politician	P	M	L
NGO staff	PP	H	H
<i>Add your own...</i>			
<i>Add your own...</i>			

Then, for each stakeholder, the youth advocates will need to identify three things in relation to their position on the issue:

1. What is the attitude of the stakeholder to your position?

Write one of the following in the first column of the table for each stakeholder: very anti / against = AA; anti / against = A; neutral= N; pro / for = P; very pro= / for PP

2. How important is the issue to your stakeholder?

Write one of the following in the second column of the table for each stakeholder:
Low = L (the issue is not important to them); Medium = M; High = H (the issue is very important to them)

3. How much influence does your stakeholder have on the issue?

Write one of the following in the table below for each stakeholder:
Low = L; Medium = M; High = H

Note: you may not know what the position is of every stakeholder and may need to do further research but this is a good start.

Now that you have done the stakeholder analysis you can start to prioritise the stakeholders in terms of how helpful they will be to your advocacy campaign. Should they become your targets or allies? **Remember:** those who class the issue as important and who have influence over the issue should be your key targets, those who have no influence and/or are very anti / against your position on the issue are less likely to be targeted.

To visualise this, transfer the results from the stakeholder analysis completed in Exercise 6 onto an allies and opponents table like the one in Toolkit exercise 7.



Toolkit Exercise 7: Sorting the results – allies and opponents table

You will need: a large sheet of paper, pens/pencils

Draw the following table. Then youth advocacy group members should enter the stakeholders and codes from the table in Exercise 6 into the table.

Influence of the stakeholder	High		Community leader (M)			NGO staff (H)	Importance of issue to stakeholder: H - High M - Medium L - Low
	Medium						
	Low				Politician (M)		
		Very Anti /Against	Anti / Against	Neutral	Pro / For	Very Pro / For	
		Attitude of the stakeholder to objective					

Using the table you completed in Exercise 6 youth advocates should add all of the stakeholders into the appropriate boxes according to their influence and attitude on your issue.

The vertical axis represents the influence of the stakeholder (low to high). The horizontal axis represents the attitude of the stakeholder (very against to very for). Write L, M or H next to each stakeholder for how important the issue is to them (low, medium, high).



Toolkit Exercise 8: Interpretation of results and selecting targets

Now the Allies and Opponents table should be complete, with all of the identified stakeholders.

Stakeholders who fall within the shaded boxes are your important allies and opponents. Discuss which of these stakeholders you have the most potential to influence.

Think about: Who you have contact with? Who are the most open to listening to young people and community members (including women, people with disabilities etc.)? Who is already working on the issue? Who has the potential to make the most change or influence others for your advocacy campaign? How many can you target (based on your resources)?

The stakeholders you have chosen are now your **targets**.

Remember: these stakeholder positions are not fixed, and it will be your aim to influence them so that they support your advocacy issue more. You can carry out this exercise after one year to see if there is any change in their positions.

Source: Ian Chandler, The Pressure Group (2014) Stakeholder Analysis.

The target audience will be comprised of two types of groups:

- **Primary audience** – these will be the decision makers who have the authority to bring about change directly. For example, government ministers, agencies and departments, senior figures in local and national administrations, members of parliament, donors and their governments
- **Secondary audience** – these will be the people who can influence the decisions of the primary audience. For example, media, community members and leaders, teachers, multilateral organisations, NGOs, research institutes, professional bodies, or any source which advises or informs decision makers.

It is important to make these distinctions between groups as very often you may not be able to reach the primary audience directly. However, with effective advocacy planning you may be able to reach the secondary audience who do have more influence and access to decision makers (Ian Chandler; 2014).



4. Identify the targets

Write a summary of your stakeholder analysis, results and selection of targets (Toolkit exercises 7 & 8).

Step 5. Choose an influencing strategy

In order to be effective in your advocacy, it is essential to choose the most appropriate methods to reach your advocacy targets according to your audience, resources, skills, contacts and time. It is also important to choose a variety of methods to reach the targets as this will be the most effective approach.

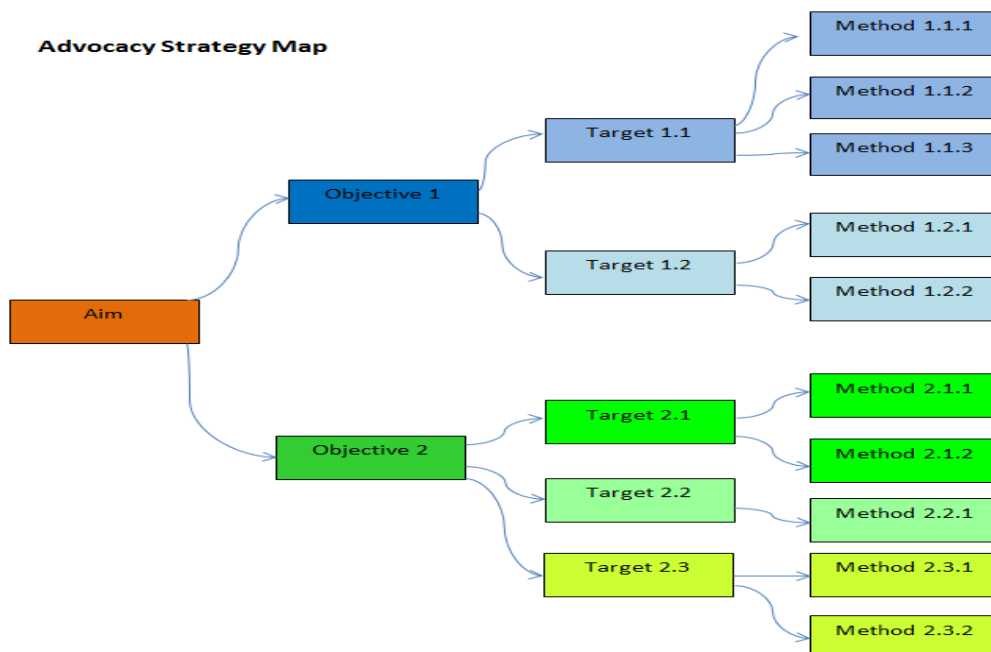
Remember: consider the skills of the staff and youth advocacy group members. Think about the benefits of young people leading the advocacy campaign and use their creativity. It is not wise, for example, to develop a video campaign if you do not have access to the technology or have anybody who can use a camera or edit footage!

Remember: think about where you are working. What is the political situation? Is it just before or after elections? This may affect your ability to get meetings with key decision-makers. Power changes may also mean change in policy priorities and is something to be aware of. Will this inhibit certain activities or put young people in danger with the authorities? Also consider what restrictions decision makers may have on their own budgets/resources. Again, think about how gender power relations might affect women participating in advocacy actions and think of some ways around this.

Methods can include lobbying meetings with government representatives, petitions and rallies, and events and conferences. In this next section a number of different methods and tools are presented which you can adapt. (See [here](#) for a list of 198 *Non-Violent Tactics* by Gene Sharp (1973) to give you inspiration!).

Once you have decided on appropriate influencing methods these can be written in to your overall Advocacy Action Plan, which you will create in Step 7.

The key thing to remember when choosing your methods is to tailor them to your **objectives** and **targets**. This is shown in the Advocacy Strategy Map below. As you can see, some objectives have more targets than others and some targets have more methods than others. There is no strict rule for the number of methods that you use, you should use as many as you feel appropriate and necessary to



effect the change you want. As stated in Step 1, the types of advocacy can be broadly grouped into four headings and the following section will provide you with further information on these strategies:

1. Campaigning
2. Media work
3. Capacity building
4. Lobbying

Public Campaigning

Public campaigning is the process of engaging the general public, and getting them to take action to demonstrate their support for your advocacy position. The extra benefit of public campaigning on disasters and DRR is the opportunity for **capacity building** of key local targets. Lobbying can involve writing to, or meeting, specific government targets for example, but public campaigning will involve more **media work**.

Public campaigning can be a very effective way of getting your message out to the 'masses' and gaining wider support and raising awareness for your issues. Changes in public opinion on an issue can influence the actions of politicians and governments.

An example of youth led community-based DRR advocacy in Sierra Leone

Y Care International worked in partnership with Sierra Leone YMCA and urban slum communities in Freetown to reduce disaster risks such as flooding and cholera by involving young people. Young people formed disaster management committees and carried out practical DRR activities such as clearing drainage channels of waste before the rainy season. They also raised awareness of community members about the risks of dumping waste in drainage channels. Plus, they advocated to the Freetown City Council to provide waste collection services in the community.

Harnessing the motivation and energy of young people and their power in reaching out to their peers and families was key to making DRR awareness raising campaigns and community-based activities effective here. Combining this with the contacts the YMCA had with the Freetown City Council and advocating to them on a specific issue which they had the power to change made this a successful campaign.





Things to think about: public campaigning ideas

Creating a manifesto: a manifesto is the outline of your key campaign message. It is a short, clear outline of the reasons why you are campaigning, the problem you want to address, and the solutions you propose. This can then be used on any publicity campaigns – on leaflets, or a website etc. For more guidance on how to write a manifesto see Toolkit exercise 9.

Public taking action: your aim may be to recruit people to your cause to take action or it may be to influence the behaviour of the general public or politicians. Your goal will be to motivate and influence groups of people and educate them about the importance of DRR issues.

Mass writing: this involves sending letters, emails, or leaflets to a particular target. This may include sending out your manifesto. Think about the cost of producing and sending letters or leaflets and how many of your targets have access to the internet and email.

Petitions: by collecting a large number of signatures, with names and (email) addresses, can be a good way to show mass support for your cause to those in power. Make use of the media to gain maximum coverage.

Events: campaign events can raise awareness, such as marches, speaker rallies, education programmes, performance i.e. dance, song or theatre. **Think about:** the skills and experiences of people in your organisation, as it will be beneficial to draw on their know-how when thinking about options. More information on event ideas will be detailed in the following section.

Media work: the media can play an important influential role in your campaigning strategy. TV, radio, newspapers and the press can be well placed to exert influence both on primary targets as well as the wider public. Find out if there is a journalist who has a special interest in DRR issues or your specific advocacy issue, as they may be willing to support your cause with media coverage and network with industry contacts. Making use of print media i.e. advertising in the form of posters or leaflets is effective at focussing your message, however, it can be expensive and difficult to target accurately.

Source: Adapted from WaterAid (2007) Advocacy Guide



Toolkit Exercise 9: Creating a manifesto or key message – the ‘see + action’ formula

Your message must be clear and powerful. It must explain what you are proposing, why it is worth doing and how it will improve the situation in the area. A useful tool is the ‘see + action’ formula.

Write the following about your advocacy issue in no more than 500 words, including:

1. Write a simple statement to explain your advocacy issue and position
2. Present the evidence of why this is an important issue
3. Use an example – case study from your area – to show the impacts change could have
4. Present your solution to explain what changes need to be made

Example:

1. Information and training on disaster preparedness reduces the vulnerability of people to disasters in their communities in Bangladesh.
2. Bangladesh is one of the most disaster prone countries in the world, with a large majority of the population frequently exposed to flooding, cyclones and tidal bores. Around 80% of the country is composed of delta plains which regularly flood in the monsoon season. Many communities have few coping mechanisms and felt they could do nothing themselves to reduce disaster risk when asked. Y Care International worked with Bangladesh YMCA in three locations to support a youth-led disaster risk reduction (DRR) project to increase awareness and preparedness among vulnerable communities.
3. A community member involved in the project said: “Aid agencies normally come to us with relief goods after disaster but Training of Trainers on DRR gives us a clear understanding and builds enough confidence that we can reduce disaster risk and damage if we can take good preparation.”
4. Community level training and awareness raising on DRR led by young people is essential to reach as many vulnerable communities as possible and should be included in local government development plans.

This information came from a DRR pilot project run by Y Care International and Bangladesh YMCA in 2013-14.



The YMCA community volunteers of the Village Disaster Volunteer Group in Chittagong, Bangladesh

Often with public campaigning you will only have a very short time to convince people of your advocacy position. Do the following exercise to practice summarising your message even more. Toolkit exercises 11 and 12 also provide activities on public speaking and influencing a target, which may be helpful to look at the same time as exercise 10 below.



Toolkit Exercise 10: Elevator Pitch

An 'elevator pitch' is a concise and carefully planned, well-practiced description of your advocacy issue, that is easy to understand and convincing in the time it takes to ride up an elevator – **maximum 1 minute!**

- Each youth advocate should choose a stakeholder to pitch to.
- Each youth advocate should write their own pitch for your advocacy issue.
- Each pitch must be 1 minute long only and summarise the key arguments for your advocacy issue.
- When they are ready, each should present their pitch to the group with someone timing them. After 1 minute they must stop even if they hadn't finished!
- Group members should then give constructive feedback to each other on what was good about the pitch and what was not so good.

Youth advocates should think about: who they are pitching to. Is it a high level official or is it a member of the community?

Remember to: tailor the message appropriately for the target audience, avoid complicated jargon, be clear and factual, summarise the key change needed, include reasons for why change is important

Events

Public events can be used to raise awareness or influence your chosen targets. They are also an opportunity for media coverage that can broadcast your event to an even wider audience. Below we will go through a few types of events that you could hold as part of your advocacy campaign.

Conferences, seminars and workshops

Holding conferences, seminars and workshops are ways to raise awareness of your issue and reach a wider audience. A public event can be used to influence your targets – it may be an idea to invite a group of your targets so that you can get your message across to as many key people as possible. You may also wish to hold training sessions on DRR for community members to increase the education and awareness of disaster risk reduction and preparedness issues to your targets.

Remember: consider the access or barriers that people may have to different kinds of events and gatherings so that you are not excluding any groups such as women or those with disabilities, for example.

You may be able to attract the attention of local media if you are able to draw in high profile speakers to advocate for your campaign or if there are lots of people coming to your event – *see the next section for more information on media.*



Y Care International supports YMCAs and other youth-focused organisations across the world to build national and local capacity on DRR through workshops and training to enable them to support youth-led community-based DRR in the communities they work in.

Whenever you hold a public event such as a public meeting with the local community leaders, workshop, or large conference, staff and/or youth advocates will need to be able to speak about your advocacy issues. Public speaking can be a daunting task, but remember your elevator pitch from Toolkit exercise 10, ensure you know your target audience well, prepare well, and follow the steps below for a successful talk!



Toolkit Exercise 11: Public speaking tips

1. **Plan** – who is your audience? What do you want to achieve from the talk or speech? Why are you doing the event/talk? Where will it be – think about the layout of the room etc. When will it take place – when in the cycle of your campaign? How will you conduct your talk – will you use visual aids, what technical facilities does the venue have? How long should you talk for?
Remember your key messages from Toolkit exercises 9 and 10.
How will you structure the talk/speech – 1. Introduce yourself, introduce what you will speak about, inform people when is appropriate to ask questions 2. Talk about your key points and use specific examples to back them up, can you show photos/graphs etc.? 3. Summarise you speech and discuss what your action points are – what do you want to happen, what can the audience do to support you/your advocacy campaign?
2. **Practice** – practice makes perfect! This is very important! Ensure that you practice your talk/speech many times with other staff or youth advocacy group members so you know the content well and can get feedback. Decide whether you are going to have note cards to prompt you on the day but make sure you do not read your whole speech directly from a script!
3. **Engage with the audience** – take a deep breath and speak slowly. You might be nervous, but by taking a deep breath, pausing and not speaking too fast you will make more of an impact. Showing photos, graphs etc. and even asking questions of the audience will engage them further. Make sure you give them time to ask you questions.
4. **Body language** – Stand up straight, make eye contact, smile and take deep breaths; this will help with your confidence. Walk around the room if you can, don't hide behind the podium (if there is one) as this will relax you and sure the audience pay attention. Remember to think positively, it can be nerve racking speaking in front of an audience, but by simply having a positive mental attitude it can translate into how you come across in your talk/speech. Keep in mind why you are there; to make a positive change in your community and raise awareness for key disaster and DRR issues – focus on this to calm your fear or nerves.

Leaflets and posters

Using printed material is another way to reach a large number of people. This could be a detailed information leaflet or a poster to highlight your key points and disaster risk reduction messages.

Remember: to think about who the target audiences are when creating posters and leaflets and think about how many will you need to have printed, what the cost is, and where they will be put. What important message will you include, what do you want to change? And remember to make them eye-catching and clear, and use language the target audience will understand! Ensure that any visual material represents your whole community, for example ensure there are women and men in your material, people of different ethnicities and with disabilities etc.



Young people trained by the YMCA using posters and leaflets to inform their local communities about Ebola risk in Sierra Leone

Performing arts

Another fun way to raise awareness of your advocacy issues is through drama productions or different performing arts. This type of advocacy has the potential to reach a wide range of audiences, with varying levels of literacy, in an open, fun and accessible way.



Things to think about: types of performing arts

- Art or photography exhibitions
- Music concerts
- Drama shows and street theatre
- Puppet shows
- Songs and jingles
- Dance
- Films or videos

Remember: using innovative approaches are a good way to attract people's attention, but it is important that what you do clearly links to your DRR message and advocacy objectives.



Young radio show hosts played jingles in the Ebola crisis developed by the YMCA to spread key messages

Media

The media's contribution to increasing understanding and support for DRR is very important. Closer working relations between disaster managers or experts and journalists can help to convey DRR messages better to communities and policy decision-makers say the UN DRR agency UNISDR. A guidebook was created to help the media in its reporting – see *the 'useful resources' section for more information.*

If you plan to use the media in your advocacy campaign then you will need to ensure that a plan is created for what you would like to achieve; choose appropriate methods to achieve this. It is important to think about: **What** your message for the media is? **Who** do you want to target this way? **How** will you target the audience? **When** will you implement the media campaign and how will it fit with your other strategies?

Remember: the media can be used as a **tool** for your advocacy work but also as a potential **target** of your advocacy campaign.



Things to think about: types of media

It is important for staff and youth advocates to think of the types of media that your advocacy target groups have access to and tailor the method accordingly.

- Is the target in a rural or urban setting? Are you trying to target professionals or the general public (or even a specific group within the public – like young people)
- Do they have access to televisions, internet or radio?
- Would they respond better to print communication i.e. a news article. Or something visual i.e. a poster or online video.

Source: WaterAid (2007) Advocacy

Toolkit Exercise 12: Identifying local media

The aim of this exercise is to identify media opportunities for your advocacy campaign and to learn target strategies.

You will need: pens and paper

- In groups, the youth advocates should identify the main types of media in your country.
- Once this is done each group should think of 'actions' based on the previous exercises and information that could target these types of media.
- Does any of the project staff, organisation, or in your youth advocacy group have contact with people at the media places you identified?

Remember: It is also important to talk about the issue press freedom or censorship and ensure that you won't be in any danger for the messages you are hoping to share publicly.

Lobbying

Lobbying is usually the process of attempting to influence or put pressure on individuals to implement change, these are usually government officials or key decision makers as they have the power to make changes.

Lobbying can include a number of different approaches from more formal activities, such as writing letters and attending meetings to more informal activities, such as networking and attending events.

Remember: lobbying will not necessarily lead to immediate changes; the process can take a considerable amount of time as negotiations take place between individuals. Plus, any government DM/DRR Plans/Acts/Policies are likely to take many years to be written reviewed and approved. This will depend on the political system and context of your country. It is important to factor this into your Advocacy Action Plan if relevant.

Getting in contact with national government officials may be difficult in some countries, but speaking to local government officials or more junior officials might be a good way to start. For example, if you want to lobby a government ministry, it may be easier to start with more junior officials or municipal officials such as mayors and then work your way up the hierarchy. This way you can build support and use these contacts to use their influence to arrange meetings with their superiors. This way you will also gain institutional support from officials who are interested and supportive of your advocacy issue. On the other hand, if you already have an influential official who is a definite supporter, then you may wish to contact them earlier on, as they then might want you to work with their officials make some changes. Before your meeting it will be helpful to practice what you are going to say so that you are confident with the key points and information about your issue. Youth advocates can do this with other members of the youth advocacy group; so that all are familiar with the message and they can help each other gain confidence in sharing it.

Over the next few pages there is advice on important things to consider in preparation of a lobby meeting, during a meeting and what to do afterwards.



Things to think about: preparing for a lobby meeting

Be clear why you want to influence this person

- What could they do for your issue, and what do you want them to do?

Decide what you want from this meeting

- Ideally, you will want them to agree with all of your demands, but this is unlikely to be achieved in one meeting, so you need to be clear about what your priorities are as well as the minimum response from the lobbying target that is needed for you to continue the process.
- This might involve, for example, a second meeting, and agreement to visit your projects / community, or a commitment to take some intermediate action.
- You might also want to set yourself goals of gathering information from the target on their position and priorities and the positions of others.
- If they are pro / for your advocacy position on the DRR issue you've selected then you could ask to take a quotation from them which you could share with others and use in your media campaigning also.

Know your target

- What do they know and believe about the issue? What are their priorities? Do they have influence and are they able to influence others more superior? You can use your stakeholder analysis to help you here.
- What type of personality do they have? What is the best way to communicate with them?

Prepare and rehearse your arguments

- Identify your key arguments that are most likely to succeed with your target. What evidence do you have to support them? Make sure you have facts, figures and statistics to hand and are clear on your issues!
- What counter-arguments will they put forward? How will you answer them?
- Use the techniques developed in the Toolkit exercises in this chapter.

Agree your roles and who will say what

- Have you made alliances with other organisations for collaboration and support?
- How many people will you take with you and what your roles will be? How many youth advocacy group members and how many YMCA or youth-focused organisation staff? One person should take the lead so that you do not have too many speakers and not enough listeners
- Dress appropriately!

Source: Adapted from Ian Chandler (2015)



Things to think about: during a lobby meeting

- It is important to build rapport (a relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well).
- Be polite and make sure everyone is properly introduced
- Make sure you are relaxed and comfortable
- Actively listen and engage in dialogue
- **Remember:** you are not trying to win an argument; you are trying to influence the target and reach an agreement. Targets will only change their viewpoints if they know that they are being heard and their motives are being respected. It is not wise to be confrontational.
- If invited, you can begin by briefly stating your case – a summary of the issue and what you want from the target. Present the most important points first.
- Listen to what they have to say, and don't be afraid to ask more questions if you need more detail
- It may be that DRR is new to your target and you need to explain the value of it as well as your advocacy position. Prepare how to explain from the basics.
- It may be that they support your position but have no budget to do anything, think of a variety of ways for them to support your position
- Answer any objections they may have, but remember to keep focussed on your priorities and what you would like them to do (don't get distracted or side-tracked). If you do not know the answer, then say you will get back to them and make sure you follow that up.
- Explain why young people's engagement in this issue is important.
- If appropriate, take notes.
- Be aware of any blocking, delaying or intimidating tactics that they may use and don't be taken in by flattery and empty promises!
- Reaching an agreement – approximately half way through your scheduled time, make sure the focus turns to what you would like the target to do to help and agree the next steps
- Ask if there is anything you can do, or any extra information they would like, to help support them to influence their superiors or other relevant people.
- Be prepared to negotiate and compromise a little.
- At the end of the meeting sum up what has been agreed so that both parties are clear with the next steps.

Source: Adapted from Ian Chandler (2015)



Things to think about: after a lobby meeting

Reflect and review

- It is very important to de-brief immediately after your meeting with the other members of your group
- Review what was said and gauge potential for further movement
- Plan your next steps
- Give each other feedback – as this will help future meetings and to improve your techniques and skills
- Write up notes of the meeting to circulate to your colleagues who were not at the meeting, and for your records

Follow up

- Write straight away to the people that you met, thanking them for their time and the meeting and confirm in the letter what was agreed in the meeting. This is a good way to put on record what was discussed
- Ensure you follow up with any actions you agreed to do promptly
- Now you can start planning for your next meeting or influencing activity!

Source: Ian Chandler (2015)



Young volunteers planning in Sierra Leone

The game below will help you think about what communication skills to use when trying to influence groups or individuals



Toolkit Exercise 13: Influencing skills – Room 101 Game

Room 101 is a room in which we can place all of the annoying, pointless or unpleasant things in the world.

The aim of this game is to practice influencing and persuasion skills in a fun and competitive debate by attempting to influence fellow participants of why they think their chosen items should go into Room 101.

You will need: flip chart paper, marker pens, notepads and pens for each group

What to do:

- Split people in to groups of three
- Each group must agree on 3 things that they would like to go into Room 101 – this can be *anything* they find annoying and unpleasant. It could be a small thing like biting insects or a large issue like global poverty.
- Once agreed they must come up with the rationale/argument as to why their items should go into Room 101. They must also think about counter arguments and a closing statement to summarise their case. Spend 10 minutes or so on this.
- Ask the first group to present their opening argument for their first item. The other groups will then debate and give counter argument to why the item should **not** go into Room 101 (even if they agree).
- Now the first group must defend their position by using their skills in persuasion in response to the other group's arguments.
- The first group must make a closing statement to summarise their case and why their item should go into Room 101. Each group should have approximately 5 minutes each (depending on the size of the overall group).
- The other groups shall take a vote to decide whether the item deserves to go into Room 101 based on the presenting group's argument. The results will be tallied up on the flipchart paper.
- Each group will take it in turns to argue for their 3 items to go into Room 101. The group with the most items in Room 101 at the end is the winner!

Discussion: What techniques did the most successful group use to persuade you to put their item in Room 101? What skills are important when trying to influence and persuade others?

Think about: communication skills for example; positive language, being passionate and enthusiastic about the cause, showing how it will 'benefit' others ...etc.

Note for the facilitator: Be mindful of time. Ideally this activity should be completed within 60 minutes for a typical sized group, so you may need to prompt groups to make their closing statements and move the game along if the debates get too lively! One person should speak at a time and you should try to ensure everyone gets an equal say.

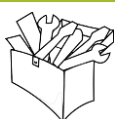


5. Influencing strategy

In this section describe the key activities you will conduct for the advocacy campaign. Think about the Advocacy Strategy Map at the beginning of the section; what objectives and targets will you try to influence and what strategies will be used? Will you use any newly formed alliances or will you form any partnerships with local media, for example?

Step 6. Create an Advocacy Action Plan

Once you have established your aim, objectives, who your targets are going to be and appropriate influencing strategy you will be able to write your **Advocacy Action Plan**. You should already have much of the key information you need for your DRR Advocacy Action Plan by copying the information already gathered from the exercises completed and summaries you have written in the boxes at the end of each chapter. Now you can create a summary table of your activities like the one in the box below. Remembering to include who will be responsible for each activity.



Toolkit Exercise 14: A summary of your Advocacy Action Plan with timelines and responsibilities

You should include in a summary table, like the example one below, your:

- **Objectives:** these are the list of objectives that you decided on in Step 3 of the process.
- **Targets:** the list of stakeholders who you will be targeting activities at for each objective – from Step 4.
- **Activities:** the specific strategies you will use to influence your targets – from Step 5.
- **Progression Indicator:** this is the set of outcomes that you will use to measure whether your strategy has been effective
- **Monitor:** the date or timeframe you will use to check the progress of your activities – where you can judge their successes and adjust any activities or timeframes as you deem necessary. *More information on monitoring and evaluation can be found in Step 7 of this guide.*
- **Timing:** the timeframe you will set for each activity to be implemented
- **Responsibility:** detail the individuals or groups of individuals responsible for implementing each activity

Objectives	Targets	Activities	Progression Indicator	Timing	Responsibility	Monitor
100% of schools in the districts of X, Y and Z to adopt disaster risk reduction education in the curriculum	Education authority	Lobby meetings with education ministers to highlight benefits of adopting a nationwide programme	80% of young people surveyed to have received key DRR messages. This includes a breakdown by gender	Within 6 months By September 2015	YMCA	June 2015
	Local schools	Workshops with teachers and pupils to educate on local DRR issues				
	Media	Lobby meetings to persuade local media to provide free advertising for key DRR messages	Coverage in the main newspaper, the TV news programme and at least 2 radio stations	Within 3 months By June 2015	Youth Advocacy Group	May 2015

Step 7. Monitor and Evaluate

It is of vital importance to include monitoring and evaluation activities within your overall Advocacy Action Plan. If you want to ensure your overall DRR Advocacy Action work is effective and is creating change then you must track the activities that you have undertaken and review and assess the results. This will also allow you to mark progresses that have been made (and celebrate them!), but also learn from activities that may have not gone so well.

Youth advocacy groups should be actively involved in monitoring and reporting on the progress made and identifying the changes they have experienced or witnessed.

Monitoring: Continuous assessment of the project, which checks that things are 'going to plan' and enables improvements and changes to be made

Evaluation: An evaluation is often carried out at significant stages of a project e.g. at the beginning, middle and end of a project. Evaluations will review and assess: what has been done; the progress towards intended results and will identify lessons learnt.



Things to think about: baselines, inputs, outputs, outcomes and impacts of your project

As you conduct the different activities for your advocacy campaign you should collect information that will be helpful when you come to monitor your progress.

- **Baseline:** At the start of your advocacy work it is important to understand what the current situation is regarding your chosen issue. Without understanding what the situation was before your intervention it will be hard to understand what changes you have created or contributed to.
- **Inputs:** these are the resources you have used and the actions you have taken e.g. the number of emails you have sent, the plans you have drawn up, the number of leaflets you have produced, time spent on each activity, finances, lobby plans, training sessions, meeting organised etc.
- **Outputs:** these are the immediate results of the actions you have taken e.g. the responses to emails, information sought from you about your campaign, reports produced, minutes of meetings, reports from visits made, number of mentions of your campaign in the press etc.
- **Indicators:** An objective way of measuring progress. Tells us whether the change is happening.
- **Outcomes/Results:** the medium term changes as a result of the project e.g. knowledge, behaviour or access.
- **Impact:** This is the long term, ultimate change that you are seeking. It is unlikely that you will be able to create this change by yourself within a short time frame; instead, we understand that we will contribute to this, as will many other actors.

Source: Adapted from WaterAid (2007) Advocacy

Monitoring your Advocacy work

When you implement your advocacy plan you need to have a simple tool which you can use to monitor the actions you are taking and who you are talking to on a daily, weekly and monthly basis.

It is best to keep this simple to ensure that the youth advocates can engage with the tool without support from the project staff. Y Care International uses the following format to help track what advocacy actions are being taken by the youth advocates:

Date	Place	Action	Target	Numbers of people reached		Notes/Immediate results
				Men	Women	

From this information you can analyse, on a monthly basis:

- the types of activities being conducted
- where they are being conducted
- who was reached – you can also include more questions about the age ranges e.g. 15-24 year olds reached
- what the immediate results were of these actions; these will often be small and reflect an increased awareness in a subject but we can't expect a big change to happen based on only one interaction.

From this regular information we can assess whether our Advocacy Action Plan is being implemented on time and understand the small level changes we are creating.

It is important for project staff to discuss with the youth advocates how well their work is going and understand the challenges they face and help them create solutions. Such meetings should take place every quarter or every six months but should not be a replacement for regular contact and support. During such a review meeting you should ask a few guiding questions to understand the processes the youth advocates have been implementing. Y Care International uses the following questions:

1. Who was your target audience this quarter?
2. Did you manage to interact with them? If no, why not?
3. What has gone well this quarter?
4. What has not gone well or has been a challenge? How have you dealt with the issue?
5. What results have you seen from your activities e.g. they have asked questions, have become engaged in activities, increased communication, reduction in stigma and discrimination etc.
6. What are your plans for the next period?

By the time you get to an evaluation, you will already have lots of information from your monitoring activities. The evaluation should therefore be seen as a chance to review overall change and understand what has been learnt and make plans for the next period and any changes to the process.

To gather this information you can use the questions in Toolkit exercises 15 and 16. Toolkit exercise 15 is for project staff to ask youth advocates and Toolkit exercise 16 for the project staff to answer. Having different questions reflects that each group will have had different interactions with the advocacy actions and certain people will be better placed to answer some questions over other people.



Toolkit Exercise 15: Evaluation interview guide for youth advocates

This exercise is for project staff to carry out with youth advocates on the project at a key point in the project.

Advocacy Objective

1. What is the progress against your advocacy objective?
2. What have been the successes of your overall advocacy work?
3. Have you encountered any obstacles? What were the obstacles and how did you overcome them?
4. Did the policy/program change make a difference to the problem you were addressing? If you achieved your objective in whole or in part, has it had the impact you intended?
5. What are the key changes you have witnessed as a result of your work? Did you expect these changes or were they unexpected?
6. Were there any changes that you expected to see that didn't happen?

Message Delivery/Communications

7. Did your message(s) reach the key audiences? If not, how can you better reach these audiences?
8. How did your audiences respond to your message(s)? Which messages worked? Why? Which did not work and why? How did you alter the messages which were not effective?
9. Which formats for delivery worked well? Which were not effective and why? How can these formats be changed or improved?

Learning

10. How could you improve the ways you worked? What would you do differently?
11. What was the most useful thing you learnt through your advocacy work?



Toolkit Exercise 16: Evaluation interview guide for project staff

As an organisation you will need to review the progress your advocacy actions have made and you will also need to review this from a financial aspect and look at how influential and collaborative your organisation is. In addition to the above questions aimed at youth advocates, project staff should be asked to following.

Alliance Building

1. How was your alliance with other organisations successful in gaining attention to the issue and building support for the advocacy objective?
2. Were there any conflicts when building the alliance? How can these be addressed and resolved?
3. Is there a high level of cooperation and information exchange among alliance members? How could relations be enhanced?
4. How was your network helpful to your advocacy? How can you expand your network or improve it?

Overall Management/Organizational Issues

1. Are your advocacy effort financially viable? How could you raise additional resources?
2. How could your financial resources have been used more efficiently?
3. Were all events produced successfully and meetings run smoothly? Which were not and why not? How could logistics be improved?
4. Are you or your organization overwhelmed or discouraged? How could you get more assistance? Should you narrow your goal or extend your time frame to make your effort more manageable?

Learning on Advocacy

Recommendation
Approach
<p>Advocacy should not be seen only as a change in policy; it should have much greater linkages to all project components and should engage a diverse group of actors who can create layers of change and can be seen as a way of embedding the core change of a project into a community, group of people or state</p> <p>Young people and implementing organisations must push for participation in decision making spaces and advocate for policy to reflect the actual needs of young people at risk.</p> <p>Project activities must be seen as linked and a way to engage communities and individuals into longer term actions. A short term training or input may engage a young person so that they attend an advocacy training and use these skills to become an advocate.</p>
Strategy
<p>Projects must view advocacy as a long term objective which is unlikely to be fulfilled within the life of a single 3 year project; strategies must be realistic for the timeframe and resources but plan for a long-term engagement.</p> <p>Advocacy strategies must include stakeholder analysis and risk assessments to identify actors outside of the project who will be influential in creating/inhibiting change and assessing events and processes which may influence processes; whilst these may be outside of the project control plans can be purposefully flexible to ensure that they do not fundamentally undermine the process.</p>
Expectations
<p>The expectations of young advocates must be managed to ensure they do not become disillusioned with the potentially slow pace of change and a long term plan must highlight a limited number of achievable goals.</p>
Gender
<p>Programme design must adequately reflect on gender needs and should provide additional resources when it is believed that gender roles may limit the participation of one group, this could take the form of childcare, more flexible times for sessions or providing gender or life skills training to advocates to combat these barriers</p> <p>Gender should also be reflected in the advocacy strategies to increase equity, this may take the form of specific gender policy goals or it may be a cross-cutting feature to ensure that strategies, approaches and goals are gender sensitive and do not replicate negative stereotypes or behaviours</p> <p>Consideration should also be given to establishing advocacy groups made up of specific groups of young people, for example disabled young people or young women.</p>
Advocates
<p>Advocacy training must provide skills and knowledge which is accessible and easy to engage with and replicate to other people</p> <p>Advocacy must address real needs of young people and be participatory in approach; advocates must not just be the voice, they must design, implement, monitor and evaluate their advocacy approach and work, otherwise there is limited</p>

<p>chance for sustainability and long-term engagement.</p>
<p>Linkages</p>
<p>Planning for advocacy must review wider stakeholders and their linkages to key figures. Assessment should look at how and when such actors can be engaged and to what level they will transform from a recipient of advocacy to an active advocate of youth issues.</p>
<p>Capacity</p>
<p>Organisations must look to ‘skill up’ staff through training or should seek collaboration with more experienced advocacy organisations. During programme design organisational capacity at both YCI and partner level should be assessed to understand whether there is sufficient capacity to manage advocacy components and whether targets are realistic given the resources.</p>
<p>Media</p>
<p>It is often a first step for advocacy actions to target media; it cannot be assumed that they will understand or be supportive of a cause, they must be sensitised to it so they can become active proponents of it rather than merely relaying the actions of advocates</p> <p>Advocates can be trained to engage more directly with media and reporting through new social media sites which would allow them to represent themselves rather than through someone else.</p>

Useful Resources on DRR:

For key data, statistics and infographics to build your evidence base and support your advocacy position, some of the following websites and reports will be helpful:

The Global Network for Disaster Reduction (GNDR): A network of NGOs working on disaster risk reduction globally. They act as a pressure group to increase national government and international organisation work on disaster preparedness. The GNDR website is an excellent resource for information sharing and staying up to date on activities and policy! <http://www.globalnetwork-dr.org/>

Check out **Views from the Frontline**, a national level survey of the effectiveness (or not) of what governments are doing for disaster preparedness <http://globalnetwork-dr.org/programmes/views-from-the-frontline.html>

The Global Facility for Disaster Reduction and Recovery (GFDRR): The GFDRR is a global partnership, managed by the World Bank, to help high-risk, low-capacity countries better understand and reduce their vulnerabilities to natural hazards and adapt to climate change. It supports governments to mainstream disaster and climate risk management policies into country-level strategies. It also acts as a global platform for knowledge-sharing and capacity building for disaster and climate resilience. <https://www.gfdr.org/>

World Disasters Report: annual report published by the International Federation of Red Cross and Red Crescent Society. It brings together the latest trends, facts and analysis of current issues. www.ifrc.org/publications

Climate Action Network International: The Climate Action Network (CAN) is a worldwide network of over 900 Non-Governmental Organizations (NGOs) in more than 100 countries, working to promote government and individual action to limit human-induced climate change to ecologically sustainable levels. <http://www.climatenetwork.org/>

United Nations International Strategy for Disaster Reduction (UNISDR): UNISDR's mandate is to serve as the focal point in the United Nations system for the coordination of disaster reduction and to ensure synergies among disaster reduction activities <http://www.unisdr.org/>

DRR Champions: Appointed by UNISDR, DRR champions advocate for building resilient communities and reducing disaster risk. Champions are key political figures who are active and committed to disaster risk reduction <http://www.unisdr.org/we/advocate/drr-champions>

Media guidebook: The UNISDR has created a manual regarding the importance of the role of newspapers, radio and other media for raising awareness about

disasters. Guidebook: <http://www.unisdr.org/we/inform/publications/20108> UNISDR media webpages: <http://www.unisdr.org/partners/media>

Global framework for DRR from the World Conference on Disaster Risk Reduction March 2015: Sendai Framework for Disaster Risk Reduction 2015-2030 <http://www.wcdrr.org/>

Stop Disasters Game: The Stop Disasters game was made by UNISDR as an education tool for children. It is an online simulation game where you learn how to prepare for different kinds of natural hazard events, like tsunamis or earthquakes. There is also a helpful ‘teacher guide’ and fact sheets for students, in the information section, on each kind of hazard www.stopdisastersgame.org/en/isdr.html

Prevention web: is a platform for sharing information, tools and news for the DRR community <http://www.preventionweb.net/english/>.

EM-DAT International Disaster Database: EM-DAT is an online open access database that can provide information on the number and types of disasters in a given country but also provides data on their human impact; such as number of deaths, injuries or economic damages <http://www.emdat.be/>

Cross-cutting resources:

Gender Perspective:

Working Together for Disaster Risk Reduction – Good Practices and Lessons Learned (UN International Strategy for Disaster Reduction 2007) a collection of case studies recording the roles that women have played in disaster prone communities. Showing insights of how DRR can be promoted by strengthening, scaling up and empowering grass-roots women to build resilient communities. http://www.gdnonline.org/resources/UNISDR_gender-good-practices.pdf

UNDP. Learning and Information Pack, Gender in Development Programme, Process and Advocacy Skills for Gender Mainstreaming, 2001.

Climate change adaptation:

The Red Cross Red Crescent ClimateCentre established in 2002 to help the movement and others to address and understand the humanitarian consequences of climate change – Red Cross Red Crescent Climate Guide publication – synthesizes the experiences of over 30 nations. <http://www.climatecentre.org/site/publications?type=3>

Disabilities:

The Bonn Declaration on Persons with Disabilities in Humanitarian Emergency Situations outlines recommendations for inclusion of people with disabilities in disaster risk reduction activities <https://wecando.wordpress.com/2008/04/08/bonn-declaration-on-persons-with-disabilities-in-humanitarian-emergency-situations/>

Find out if your country has signed or ratified the Convention on the Rights of Persons with Disabilities at www.un.org/disabilities/countries.asp.

Older generation:

HelpAge Advocacy with older people: Some practical suggestions – Advocacy by older people with older people and for older people, 2007. www.helpage.org/resources/manuals.

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Document compiled by Anna MacPhail

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Y Care International
67-69 Cowcross Street
London EC1M 6BP
United Kingdom

Tel +44 (0)20 7549 3150

Fax +44 (0)20 7549 3151

enq@ycareinternational.org

www.ycareinternational.org

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