

SPEAKING UP - YOUTH ADVOCACY AS TOOL FOR ACTIVE CITIZENSHIP

Trainer's manual

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Colophon

This is a publication of Don Bosco Youth-Net ivzw. Don Bosco Youth-Net ivzw is an international network of Salesian youth work offices and youth organizations which work in the style of don Bosco.

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Introduction:

“Advocacy is speaking up, drawing a community’s attention to an important issue, and directing decision-makers toward a solution. Advocacy is working with other people and organisations to make a difference”.

This definition of the concept “advocacy” is the starting point of the seminar Speaking up – Youth Advocacy as a Tool for Active Citizenship. The role of young people in local, national and European communities is a constant issue in the political debates (voting age, education, unemployment, drug & health issues, ...). However the voice of young people itself is not always equally represented in these debates. This seminar wants investigate through different methods how Youth Advocacy can serve as a tool for young people to become recognised as active citizens. The seminar, which takes place in Prague, will bring together around 26 participants (staff and volunteers) from 13 EU countries.

The project ‘Speaking up – Youth Advocacy as a Tool for Active Citizenship’ had two main themes, “European awareness” and “youth policy”. Local, national and European youth policies identify the place of young people in society. Young people need to have a say in public debates to make changes in this situation. Youth advocacy is tool to make their voice heard. To be active in youth advocacy it is important to know who to address. It is necessary to understand where the decisions are made and the EU guidelines on youth policy implementing in the different countries.

This trainer's manual based on the cedpa training manual series volume IX, Advocacy-Building skills for NGO leaders.

(Download: <http://www.cedpa.org/content/publication/detail/666>)

Founded in 1975, the Centre for Development and Population Activities (CEDPA) is an internationally recognized non-profit organization that improves the lives of women and girls in developing countries. Their approach is to work hand-in-hand with women leaders, local partners, and national and international organizations to give women the tools they need to improve their lives, families and communities.

Advocacy: Building Skills for NGO Leaders is the ninth volume in the CEDPA Training Manual Series. The manual is based on CEDPA’s experience in building the skills of nongovernmental organization (NGO) leaders to advocate for change in the reproductive health arena. It was produced by CEDPA’s Capacity Building Team with support from the United Nations Population Fund (UNFPA). Based on a participatory training approach, this manual introduces the basic principles of advocacy in the format of a three-day workshop design. (cf. Advocacy training manual p.i)

The experienced trainers of the DBYN trainer pool worked out a three day seminar which is based on the cedpa training manual. This trainer’s manual is an individual guide for which you need the original version. You can find the links to the according pages in the cedpa training manual. It is possible to use this trainer's manual for future projects. It is advisable to make your own individual changes corresponding to your needs.

Introduction session:

Ice-breakers

30 mins

- As participant enter Vox-pop with video camera. Ask them “what is advocacy?”
- Give participants name tags randomly. Small task for participants: “Ask them to find the person whose name they have, and get some info...”
- Participants say their names and one association to be remembered by.
- Icebreakers: Blind Circle; hip-hop chairs; piggy in the middle; wink at the bride; commando; bang bang you're dead; cushion chase; balloon and pin; shrinking island; straw polo pass; newspaper volleyball; nose-to-ear

Intro of trainers

2 mins

Presentation of organisations

20 mins

- Split in country groups
- One sheet per country – divided by organisations in country (if participants from same country to work on 1 worksheet together – if participants from different organisations to split the sheet in two)

“On the sheet present the main ideas of your organisation and make sure to include:

- who makes the decisions
- who is the audience (beneficiaries)
- what methods are used” (10 mins)

participants invited to move around to briefly see the other charts.

Session I: Overview of Advocacy

What is Advocacy

25 mins

- Write learner objectives on flip chart prior to session
- Show “Learner Objectives”. – 2 mins
 1. Define advocacy
 2. Identify the steps in the advocacy process
- What is Advocacy? Ask for brainstorm (write on chart) – “what comes to mind when we say ADVOCACY” - 5 mins
- Show definitions on power-point-presentation (Advocacy trainer manual p.8) – 10 mins
- Choose 5 key words/phrases – 5 mins
(defending, change, persuasion, exposure, communication, providing a solution, influence, sensitizing, interviewing, decision-making, selling an idea, lobbying, attracting attention.)

Steps in the Advocacy Process

40 mins

- Split into 5 groups – give cards with 5 different shapes to participants. Ask them to find others with same shape without talking and without showing cards. – 2 mins
- Give out set of cards “Steps in Advocacy Process” (Advocacy trainer manual p.11-15) to each group and
 - ask to arrange cards in order to reflect advocacy campaign process (use A3 sheet on floor- a stable placement because cards will need to be moved). – 15 mins
i.e *imagine that your team is planning an advocacy campaign. Organise cards to reflect order in which you would undertake each steps of the advocacy process*
- With A3 sheets in centre – observe all –
- Group discussion - ask questions regarding similarities and differences – 10 mins
- Show CEDPA choice on power-point-presentation (Advocacy trainer manual p.9+10) and explain steps... - 10 mins

Steps in the Advocacy Process
(Advocacy trainer manual p.4+5)

1. The advocates generally begin with the issue around which they want to promote a policy change. The issue is focused, clear, and widely felt by the constituents of the advocacy group.
2. Then the advocates articulate an advocacy goal (medium- or long-term, like a vision) and an objective (short-term, specific, measurable) based on the advocacy issue.
3. Next, the advocates identify the key policy audience—the decision-makers who have the power to bring about a policy change.
4. Then the advocates develop a compelling advocacy message and tailor it to the interests of the policy audience.
5. The appropriate communication channels are selected to deliver the advocacy message to the policy audience. This may include a press conference, an executive briefing packet, a public debate, a conference for policy makers, etc.
6. As a next step, the advocacy group seeks to broaden its support base among civil society members and other allies.
7. The advocacy group raises funds and mobilizes other resources to support the advocacy campaign.
8. Finally, the advocates implement their advocacy strategy according to a plan of action.
9. Data collection runs up the side of the model because it supports many of the other steps. In order to select an important advocacy issue, the organizers often need to gather information. They often need to research the position of a policy audience vis-à-vis the advocacy issue. Data collection is an on-going step.
10. Likewise, monitoring and evaluation take place throughout the advocacy process. Before undertaking the advocacy campaign, it is important for the advocates to determine how they will monitor their implementation plan. In addition, the group should decide how they will evaluate or measure results. Can they realistically expect to bring about a change in policy, programs, or funding as a result of their efforts? In specific terms, what will be different after the completion of the advocacy campaign? How will the group know that the situation has changed?

Why is this process important?

- Because it is easy to think that creating awareness is advocacy.... it is not
- Advocacy is about bringing policy change
- So your target audience has to be clearly identified and they have to be the policy makers/ decision makers –not the man on the street
- Objective is to change policies- to make new programs become reality – to get reallocation of resources
- You can say you have succeeded only when the change takes place

Session 2: Advocacy Issues, Objectives and Power Dynamics

Introduction

- Energiser - 5 mins
- Learning objectives
 1. Select several issues as the focus of an advocacy campaign
 2. Set an advocacy objective for each issue
 3. Use a power map as a tool for exploring power dynamics around an advocacy issue

Key issues in social inclusion

1. Present definition of Social Inclusion
A socially inclusive society is defined as one where all people feel valued, their differences are respected, and their basic needs are met so they can live in dignity. Social exclusion is the process of being shut out from the social, economic, political and cultural systems which contribute to the integration of a person into the community (Cappo 2002).

Social inclusion is based on the belief that we all fare better when no one is left too far behind and the economy works for everyone. Social inclusion simultaneously incorporates multiple dimensions of well-being. It is achieved when all have the opportunity and resources necessary to participate fully in economic, social, and cultural activities which are considered the societal norm. mobility.agenda.org
2. Brainstorm – and write on flipchart: “issues that are related to social inclusion in their different contexts “: e.g.: - 10 mins
 - different sexual orientation – gay people not accepted and have to hide reality;
 - physical disabilities – people in wheelchairs do not have access to the YC;
 - financial status – activities/ membership cost money;
 - ethnicity – people who look different feel unwelcome;
 - religious belief – people of different religious beliefs or style of worship look down on each other
3. Try to define a policy solution for each issue - 15 mins
 - Create public awareness (IEC)
 - Another eg, is to initiate and fund a new training program
Both examples are advocacy strategies since they involve a policy response
4. Give 3 stickers to each participants and ask them to place each of them next to an issue/s they consider to be the most relevant/important to them. The 3 most selected will be the ones we will work on in the following sessions. – 5 mins
5. Divide participants into 3 groups according to issue chosen – then split each group into 2 smaller ones

Setting an Advocacy objective

35 mins

(Advocacy trainer manual p.18)

1. What do you understand by a “Sound Objective” – quick brainstorm – 5 mins
the objective can bring either clarity or confusion to the rest of the planning process
2. Give SMART criteria – (*follow on power-point-presentation*)

Possible responses include:

S – specific
M – measurable
A – achievable
R – realistic
T – time bound

3. Explain “Objective” and “Goal”

An advocacy **objective** is a specific, short-term, action-oriented target.

An advocacy **goal** is a long-term (5-10 year) vision for change.

4. Present “Elements of an Advocacy Objective” – 10 mins

- Identify the policy actor or decision-maker who has the power to convert the advocacy objective into a reality (i.e., Minister of Health, Chair of a Parliamentary Subcommittee, etc.).
- Identify the specific policy action or response required to fulfill the objective (i.e., adopt a certain policy or allocate funds to support an initiative).
- Stipulate the time-frame and degree of change desired. Advocacy objectives usually focus on a 1-2 year period. Can the policy be formulated and adopted in a 1-2 year period? Also, some advocacy objectives—but not all—indicate a quantitative measure of change. For example:
 - *Redirect 25% of the regional family planning budget to target adolescents by the end of the next fiscal year; or*

Within six months initiate and fund a community-based distribution program to serve 40% of women and men of reproductive age in Region X.

5. Ask participants: In your teams (6 groups) develop 2 clear objectives that lead to a policy response to the issue. (VIP: we are dealing with advocacy therefore we need to target the policy makers leading to policy change) - 15 mins
6. Give checklist so participants can improve their objectives H/O 2B (Advocacy trainer manual p 23) – 20 mins

Reminder to prepare photocopies of these handouts

Break 20 mins – ask participants to inspect each other’s objectives and discuss

Power Map

1 hr

(Advocacy trainer manual p.20+21)

- Clarify any questions about objectives
- Show participants empty “Power Map” and explain using instructions “Creating a Power Map”

Working in issue teams:

1. Copy the power map onto a piece of flipchart paper.
2. Write your advocacy objective in the first box.
3. Write the name/position of your target audience (key policy maker) in the second box.
4. Brainstorm all the institutions and individuals that have an interest in your advocacy issue— whether positive or negative.
5. For each “actor” (institution or individual) cut a symbol out of paper and label it.
6. Tape that symbol on the map in the appropriate place (support, neutral, or opposition) to reflect that actor’s stance vis-à-vis your issue.

- As an example, work with the whole group on an issue not chosen earlier.
- Give participants Instructions and material for building power map. Ask them to draw the PM on a flipchart paper and prepare complete PM -30 mins
- Participants present their PM 2 mins and post them on wall
- Groups discuss similarities, differences, improvements, effectiveness...
 - *Are there any additional allies that belong on the map? Any additional opponents?*
 - *Does the map capture the interconnections between different “actors?”*
 - *Where on this map does most of the power and influence reside?*
 - *Based on these power dynamics, how would you focus your advocacy effort? Would you build on the support, neutralize the opposition, or try to convince the “undecideds?”*

Session 3: Strategic Communication – Audience Analysis

Techniques of Persuasion

45mins

Learner Objectives

- Identify a target audience and analyze their interest in an advocacy issue
- Tailor a message according to the interests of a target audience

Agreement/disagreement continuum activity

- Statements:
 - John just completed a 5-year prison sentence. He is looking for a job. He should not be employed in the local primary school.
 - You are the Director of Emergency (or Trauma) Services for a local hospital. You learn that one of your nurses is HIV positive and because of this you dismiss her from her post.
 - ??
- Allow “Strongly agree” members to try to convince “undecideds”. Check if anyone wants to move.
 - What arguments or techniques were more convincing?
 - Which were off-putting?

The objective is not to debate an issue but rather to convince an undecided audience.

(Advocacy trainer manual p.26)

As you stood along the continuum as an audience, which persuasive techniques influenced you to change your position?

- Use of facts and figures
- Use of real-life, human examples
- Appealing to me on a personal level
- Listening to my viewpoint

Did the speakers use any techniques that “turned you off” or alienated you?

- Raising his/her voice
- Exaggeration of the facts

When the objective is to build support for your cause or issue, which is more effective—to debate with your adversaries or to persuade neutral parties?

- This may vary from one advocacy campaign to another. In many cases, however, an attack on the opposition simply aggravates the debate. One example of this is the abortion debate in many countries—the two sides often use strong language and shocking images in order to attack their opponent’s position. At times, this approach alienates a neutral public

Audience Analysis – ability to persuade policy maker to take action

1hr 15 mins

(Advocacy trainer manual p.27-30)

- Strategic Communication – at all levels: inform, persuade, motivate, move to action

Any planned communication activity that seeks to achieve one of the following communication goals:

Inform, Persuade, Motivate,
or
Move to Action

Strategic communication model

MOVE TO ACTION
PERSUADE
MOTIVATE
INFORM

- Show and discuss DB video –Ask participants to think about the different methods used to convince the “target audience”. How successful were they, in bringing about a policy change? Why were they un/successful?
- Any personal example of when they were persuaded to change their opinion. What made them change?
- Key elements: understand audiences, see issue from their perspective, see what motivates them, see how they will benefit from supporting your cause, and possible risks they might encounter. (anticipate their objections)
- Distribute and explain H/O 3A (Advocacy trainer manual p.30) and ask participants to develop an audience analysis for one of their issues.
- Groups present their Audience Analysis

Session 4 Message development and delivery

1hr

Message Development

- Show learner objectives
 1. Identify the elements of an effective advocacy message
 2. Develop and deliver an advocacy message in a variety of scenarios
- Present posters with advertising (read messages and ask participants to go round and choose their favourite)
- In their groups of favourites they think of reasons why they chose the poster – e.g. appealing characteristics and write them round the poster
- Read the reasons out loud and list on flipchart
- Ask whole group to add more ideas and reasons (E.G. credible messenger, tone and language – humorous, serious etc.)
- Show them the 5 elements of messages on flipchart (to prepare these on flipchart in advance on Advocacy trainer manual p. 33) and explain/ present

Flipchart

1. Content
2. language
3. Messenger /source
4. Format/ medium
5. time and place

- Content
- Language
- Messenger/ source
- Format or medium
- Other formats used page 34 (*face to face meetings / executive briefing packs/ public rallies/ fact sheets/ policy forums / public service announcements/ posters , flyers in public places / petitions/ public debates/ press releases/ press conferences/ contests to design poster , slogans*)
- Tactics used for best impact of target audience
- Tactics used for public support?
- Selecting the proper format means considering : (1)costs (2)risk (imp you are risking tarnishing org reputation if not clearly thought through from before) (3)visibility (endorsement by public figures)
- Time and place

(Advocacy trainer manual p.33+34)

1. Content

The content is the central idea of the message. What is the main point you want to communicate to your audience? What single idea do you hope the audience will take away from your message?

2. Language

Language refers to the words you choose to communicate your message. Is the word choice clear or could it be interpreted differently by various audiences? Is the language appropriate for your target audience? Obviously you would use different language when appealing to university researchers than you would when communicating to a youth group.

3. Messenger/Source

The messenger or source is the person who will deliver the message. Is the messenger credible to your target audience? Is it possible to involve representatives of the community affected by the policy change as messengers? For example, can you invite a community leader to join you for a high-level meeting with a policy maker? Sometimes NGOs can be effective intermediaries for the affected population at the policy making table.

4. Format/Medium

The format or medium is the communication channel you use for message delivery. What is the most compelling format to reach your target audience—a signed petition, a face-to-face meeting, a TV or radio advertisement?

5. Time and Place

When and where will you deliver your advocacy message? Is there an electoral campaign underway that might make policy makers more receptive than normal to your message? Are there other political events that you can link up with to draw more attention to your issue? Some advocacy groups connect their communication strategies to events like International Women's Day or World AIDS Day

- Distribute handout 4A
- Give participants 20 mins to develop their own message for their issue, central idea and come up with a slogan
- Then 10 mins to discuss changes between the 2 groups working on the same issue

Message Delivery: role plays

1 hrs 30mins

- Present the One Minute Message : Statement, Evidence, example 15mins
- Give example of step 4 (Advocacy trainer manual p.36)
 - Statement
Domestic violence against women must be stopped. Violence against women has long been tolerated and women have suffered in silence. The seriousness and scope of the problem has been ignored.
 - Evidence
In the United States, one woman is physically abused every eight seconds and one is raped every six minutes. According to a 1992 U.S. Senate Judiciary Committee report, spousal abuse is more common in the U.S. than automobile accidents, muggings, and cancer deaths combined.
 - Example
Our NGO has been supporting a woman named Maria. One year ago Maria was successfully balancing motherhood and a career. However, she became involved with an abusive partner and her life has never been the same. Maria recently lost her job for tardiness and her children have been disciplined at school for aggression and misbehavior. Maria is just one illustration of the widespread effects of domestic violence
- Ask for participants to criticise example –emphasis invitation for action!

Role play

- Give participants 30mins to develop a 10mins dramatisation showing how they will deliver the advocacy message (in 3 groups)
- Present role plays
- Give feedback from audience and trainers
 - *Was the central advocacy message clear? What was it?*
 - *Put yourselves in the place of the target audience. Were you informed, motivated, persuaded, and moved to act? Which communication techniques pushed the audience up the strategic communication scale?*
 - *What was most effective about this advocacy approach?*
 - *Is there anything you would add or do differently?*

Session 5: Building Networks and coalitions

Weaving a network

20 mins

- Learner objectives
 1. Describe the elements of an effective network
 2. Identify the risks and rewards of working in advocacy networks and coalitions
- Participants form a circle and give each a ball of yarn. “look around and see other members that you think you could build a working relationship with” – tie one end of the yarn to your chair, then take your yarn to a chair of somebody you could work with and tie it to their chair. Then go to the next one and the next etc.
- Once the web is formed, Ask participants to go and talk to the people they connected with and explain how they think they can collaborate.
- Bring participants in a circle again and pull one chair –to demonstrate what happens when one org. or individual take on too much power.
- Untie one of the chairs to demonstrate what happens one org. nor individual drops out or does contribute enough.

Risks and rewards of Working in a Network

20 mins

(Advocacy trainer manual p.42+43)

- Once string yarn is removed, participants sit on chairs to discuss the next topic
 - Definition of network
 - Benefits/ rewards
 - Risks
 - Criteria for joining networks
- On flipchart:
 1. How would you define the term network?
 2. What are the benefits or rewards of working in an advocacy network?
 3. What are the risks of working in advocacy networks?
 4. If you were considering the idea of joining an advocacy network, what criteria would you use to make the decision?

Criteria for joining a network often include:

- A clear match between the network’s mission and my NGO’s focus
 - Good leadership and a diverse membership
 - An opportunity to have a voice in the decision-making
 - Reasonable expectations of members (i.e., work load, frequency of meetings, etc.)
- Present definition of an Advocacy Network
Advocacy Network: A group of individuals and/or organizations working together with a common goal of achieving changes in policies, laws, or programs for a particular advocacy issue.

Session 6: Advocacy implementation plan

Reviewing the advocacy Process

20 mins

- Learner objectives
 - Develop an implementation plan for the advocacy campaign
- Summary of what we did so far. All the learning points.

(Advocacy trainer manual p.48+49)

Issue

- A problem that is felt widely by the constituents/ clients of an advocacy group
- The advocates must identify the policy solution to the issue

Advocacy Goal/Objective

- A goal is a long-term vision for change while an objective is short-term and measurable
- A good objective includes the policy actor and the desired policy action as well as a timeline and degree of change if appropriate

Target Audience

- The target audience is the policy maker or institution with the direct power to affect your advocacy objective. The target audience is influenced by a series of secondary audiences (influentials)
- It is essential to assess your audience's knowledge, values, and beliefs about the advocacy issue

Message Development

- Effective messages are clear, concise, and tailored to the target audience's position
- It is important to deliver a consistent message using multiple channels over time

Channels of Communication

- There are numerous options for message delivery. An advocacy group should consider the audience, timing, cost, and other factors when selecting the message format

Building Support

- Many advocates increase their visibility by forming or joining networks and coalitions
- Networks are most effective when there is a common goal and clear roles/norms within the group
- Beyond the network's membership, it is important to build support with other stakeholders such as community members, universities, religious leaders, research institutes, etc.

Fundraising

- Advocacy requires resources, though many networks share the cost of an advocacy campaign across the membership
- The implementation of an advocacy campaign requires a fundraising strategy; possible donors include local and international foundations, private companies, and international agencies

Implementation

- An advocacy campaign will be most effective if it is planned systematically

Data Collection

- Gathering and utilizing accurate, timely information supports all phases of the advocacy process

Monitoring/Evaluation

- Before beginning an advocacy campaign, the organizers should determine how they will monitor activities and evaluate results

Developing an Advocacy Implementation plan

- Review with participants the process
 - Issue
 - Goal
 - 2 objectives
 - Target audience
 - Messages and delivery
- Since we have been working together on the advocacy process, and we also know what each org. is involved in, we would like you to think of possible advocacy campaigns that your org. together with other org. present here or in your country can undertake. Brainstorm on flipchart. 10 mins
- Now you are going to work on actually developing and advocacy implementation plan
- Select an issue you'd like to work on and form a group together with other interested org. (this can be also in country groups) 40 mins
- In the working group, agree on an important objective that you need to work on
- Now prepare an advocacy implementation plan for that objective H/O 6A (Advocacy trainer manual p.52)
- At the end you have to present your plan to the rest of the groups (if more than 1 team working on an issue have similar objectives we can combine the two)
- Other groups can also comment on each other's plan
- IMP trainers to act as the devil's advocates – keep asking to what precision they thought it out
- Explain the importance of valorization and visibility – after 3 months you will be asked to give feedback on progress of these projects to the International Office. Then 6 months down the line to try and have these projects put to practice.

Session 7: Valorisation and Evaluation

- Energizer (ask participants for 5 mins)
- Prepare names of participants and put in a bag. Ask each participant to draw up a name (not their own) and to find pictures/ slogans/ adverts/ drawing/ songs etc that remind you of the positive qualities of this person throughout the weekend. (DO NOT SHOW THE NAME TO ANYBODY) – after 5 mins put the poster up on the wall – prepare magazines, glue, scissors colours, A4 sheets
- Prepare workshops of 20 mins
- Prepare slogans for badges
- Create posters on advocacy
- Create script/ ideas for a video on Advocacy Weekend
- Prepare press releases
- 2/3 participants to ask all participants “what is advocacy?” – on video.
- Distribute appendix B evaluation (to print copies of this)
- Ask participants to view Poster (step 2) and guess name and write any messages on post it notes and stick them.

Objectives of this seminar

Don Bosco Youth-Net is an international network which aims to represent the voice of its young people on the European level. The promoters are partner organisations of the DBYN and have the same motivation on local and national level. With this seminar we showed young people mechanisms how to raise their voice to be really heard. Thus we wanted to reach following aspects:

- To empower young people to be advocates for youth
- To build the capacity of youth organisations for carrying out and supporting advocacy work
- To influence local, national and international youth policy debates

The project demonstrated tools to the young people to act like an active citizen and make their voice heard. Putting an emphasis on advocacy in the present the young people will be able to join in the debates of the future coming up in Europe.

The initial point of this project was the common concern for European society. There are many difficulties in the European society and young people should have to pipe up. By doing this seminar on advocacy they were offered a method to make themselves heard.

The themes of the seminar were connected to the youth in Action priorities of 'European Citizenship' and 'Participation of young people'. Furthermore the informative sessions on advocacy themes and strategic communication gave an entering view in European institutions and policy making in the field of youth.

The main goal of this seminar was to show the participants that they can account for positive change of society, through campaign for social change and disspread their experience among others. For this we focussed on the founding principles of the EU. These European "values" have been the basis for social change over the past 50 years inside the European Union. By mentioning them during the sessions on discussing on youth advocacy, we linked them with the youth of present-day Europe.

The participants came from 13 different EU countries to share opinions, to debate values, to start up new projects and initiatives, etc. All these aspects contributed to the participants' positive awareness of the other cultures. To create a good working atmosphere we put an accent on the informal moments. We created a homely feel during the breaks and evenings. By this the participants could realise their own role during these days and their place amongst the others. On Friday there was an intercultural evening where the participants had the chance to exchange about their local customs, traditions, food and drinks. A night tour to the city of Prague was organised on Saturday. During this tour the participants could be immersed in the cultural heritage and social life of the hosting organisation.

Dialogue was very important for this project. The participants learned that there is a difference between personal opinions and the opinion one can advocate by representing a group of young people or an organisation. Cultures are shaped of different values. These cultural backgrounds, in which the participants from 13 EU countries were influenced of diverse values, impacted the discussions during the project.

The issues like prejudice, racism, xenophobia, anti-semitism, etc. are still present among young people. They can be victims as well as offenders. Central of this project was developing the competences of the young people to advocate for tolerance and understanding and increase the capacity of the promoters. Finally this is an opportunity to fight against these attitudes leading to exclusion.

"Inclusion" is another priority of the Youth in Action-Programme which is connected to this seminar. The promoters work with people with fewer opportunities. Thus the participants learned how to advocate for their needs to help them including in the local communities. Furthermore some of the participants were facing fewer opportunities themselves, either geographical or economic. By taking part in this seminar they learned how to share their experiences with peers and policy maker.

International network
represented in
13 European countries



www.donboscoyouth.net

Austria	The logo for Jugend Eine Welt, featuring a red circle with a white figure inside, and the text "JUGEND EINE WELT".	www.jugendeinewelt.at
Belgium	The logo for JeugdDienst Don Bosco vzw, featuring a black square with white figures and the text "JEUGDDIENST DON BOSCO vzw".	www.jeugdendienstdonbosco.be
Czech Republic	The logo for Salesiánská asociace Dona Boska SADBÁ, featuring a portrait of Don Bosco and the text "Salesiánská asociace Dona Boska SADBÁ".	mladez.sdb.cz/sadba/
Germany	The logo for Aktionszentrum Benediktbeuern, featuring a red and blue stylized figure and the text "Aktionszentrum Benediktbeuern".	www.aktionszentrum.de
Italy	The logo for SCS - CNOS, featuring a blue stylized figure and the text "SCS - CNOS".	www.federazioneescs.org
Ireland	The logo for Salesian Youth Ministry Office Ireland, featuring a red stylized figure and the text "SALESIAN YOUTH MINISTRY OFFICE IRELAND".	www.salesians.ie
Malta	The logo for Salesian Pastoral Youth Service, featuring a cross and the text "Salesian pastoral youth service".	www.spysmalta.org
Poland	The logo for Udrużenie, featuring a portrait of Don Bosco and the text "Udrużenie".	www.donbosco.pl
Slovakia	The logo for domka, featuring a red and orange stylized figure and the text "domka".	www.domka.sk
Slovenia	The logo for Mladinski, featuring a colorful stylized figure and the text "Mladinski".	www.mladinski-ceh.si
Spain	The logo for Don Bosco confederación, featuring a blue square with a white figure and the text "Don Bosco confederación".	www.confedonbosco.org
The Netherlands	The logo for Don Bosco Youthnet Nederland, featuring a blue circle with a white figure and the text "Don Bosco Youthnet Nederland".	www.donbosco.nl
United Kingdom	The logo for BOVA, featuring a red stylized figure and the text "BOVA".	www.salesianyouthministry.com

Mission statement DBYN

We, the partners of Don Bosco Youth-Net, wish to contribute to the total development of all young people by bringing them together through various international activities. We hereby look to broaden the opportunities for these young people who are, through various reasons, excluded. By concrete activities of co-operation, we wish to be a living example of tolerance and mutual understanding.

Through our own Salesian identity, we aim to keep the heritage of Don Bosco alive and look to offer a 'youthful voice' in the Europe of today. By doing this, we want to make a real difference in the lives of all young people, especially for those most in need.