

**DIY**  
**FROM EUROPEAN POLICY**  
**TO MAKING LOCAL DEMOCRACY**



**Advocacy,**  
**Evidence-Based**  
**Policymaking and Rights-**  
**Based Approaches in**  
**Youth Work.**



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# Introduction

DIY: From European policy to making local democracy

In today's fast-paced world, the issues young people care about are more pressing than ever. However, the process of channeling your passion into concrete and impactful change can often feel like navigating uncharted waters. This is precisely where this manual steps in.

The manual encompasses informational input on the following topics:

What is advocacy?

Why is advocacy needed in youth work?

Rights-based approaches in youth work;

Evidence-based advocacy and localizing European policies.

Additionally, the manual includes a practical section, featuring the agenda and designs for eight online sessions. Each session description also suggests additional resources.

The objective of this manual is to equip young advocates, youth leaders, educators, and change-makers with the knowledge, skills, and practical tools needed to effectively engage in advocacy efforts that drive positive change. By the end of this manual, participants will understand the basics of advocacy, grasp rights-based approaches, learn about utilizing evidence-based advocacy, and navigate through the European Policies of youth work.

By achieving these objectives, participants will be better prepared to initiate, lead, and contribute to impactful advocacy campaigns, ensuring that their voices are heard, their causes are championed, and their efforts result in positive and lasting change.

# European Youth Policy Framework

**European Youth Strategy:** The European Youth Strategy is a policy framework developed by the Council of Europe to guide the work of its member states in the field of youth. It sets out four thematic priorities: Participation, Information, Voluntary Activities, and Social Inclusion.

**EU Youth Strategy (2019–2027):** The EU Youth Strategy outlines the EU's approach to youth policies and actions over a specific period. It sets priorities for cooperation among EU member states in areas such as education and training, employment, health and well-being, participation, and social inclusion of young people.

**European Youth Work Agenda and Bonn process:** This agenda aims to enhance the quality, recognition, and impact of youth work across Europe. It emphasizes cooperation among various stakeholders, including governments, youth organizations, and non-formal education providers. The Bonn Process is intended to strengthen and further develop youth work throughout Europe, to facilitate connections and co-operation within and between all levels of the community, to create a more strategic and co-ordinated approach, and improve the framework conditions for youth work.

**The Council of Europe's Recommendation on Youth Work:** The Committee of Ministers' Recommendation on Youth work of the Council of Europe is probably one of the most important pieces of policy for the youth work sector in the past 20 years. One year after their adoption, this Recommendation is still not enough known by those working in the sector. As an ECYC internal survey showed, only 26% of the international affairs representatives of ECYC member organisations were aware of the existence of the Recommendation in June 2018

**European Youth Goals:** The European Youth Goals are a set of ten goals that aim to shape youth policies and initiatives in Europe. They cover areas such as quality employment, quality learning, and sustainable and healthy lifestyles.

# Advocacy in a nutshell

**“Advocacy is a process to bring about change in the policies, laws, and practices of influential individuals, groups, and institutions.”**

NCA Advocacy Handbook

It's our way of speaking up and creating change for things that matter. There are lots of important issues around us, like the environment, justice, and our rights. Advocacy is the process through which individuals or groups bring attention to or petition for a certain cause. As members of a community, there are often ways in which we can make a difference.

The three terms, advocacy, lobbying, and campaigning, cover largely overlapping realities.

**Advocacy** is the broader concept of actively supporting and promoting a cause or an issue to influence change. It involves speaking up, raising awareness, and pushing for specific actions or policies. Advocates work to amplify their message and mobilize support from the public, stakeholders, and decision-makers. Advocacy can take various forms, including public speaking, writing articles, organizing events, and engaging with policymakers. It aims to bring about positive social, political, or policy changes aligned with a particular goal or values.

**Lobbying** is a specific form of advocacy that focuses on influencing government officials, lawmakers, or key decision-makers directly to shape policies or legislation. Lobbyists often work on behalf of organizations, interest groups, or businesses to advocate for specific changes in laws or regulations that align with their interests. Lobbying activities can include meetings with legislators, providing research and information, and participating in discussions to persuade policymakers to support their viewpoints.

**Campaigning** is a targeted and organized effort aimed at achieving a specific goal within a set timeframe. It involves a series of coordinated activities designed to create public awareness, build support, and drive action around a particular issue or cause. Campaigns often include multiple advocacy strategies, such as lobbying, media outreach, public events, social media engagement, and mobilizing grassroots efforts. Campaigns can be short-term, focused on achieving immediate objectives, or long-term, aimed at sustained change over time.

In summary, advocacy is the overarching effort to promote change, lobbying is a specific type of advocacy focused on influencing decision-makers, and campaigning involves strategic and organized actions to achieve a particular goal or outcome. These terms are closely related and often work in tandem to create impactful and meaningful change.

“At the heart of advocacy is the assumption that change can happen through building awareness, presenting evidence and arguments for why change should happen, and engaging people who have the power to make those changes.

**In today's dynamic world,  
advocacy is like a superpower we  
all have.**





Graphic credits: 7-Step Advocacy Method, available at: <https://advocacystrategy.com/7-step/step-1-prioritise/>

# Why Advocacy is Needed in Youth Work?

In essence, advocacy in youth work **empowers** young people to become active participants in shaping their own futures and the world around them. It acknowledges their unique perspectives, provides a platform for expression, and promotes positive change that benefits both individuals and society as a whole.

Young people often **have unique perspectives, experiences, and insights that can enrich discussions and decision-making processes**. Advocacy provides a platform for youth to voice their opinions, concerns, and ideas, ensuring that their voices are heard and valued in matters that affect them.

Engaging in advocacy empowers young individuals to take an active role in shaping their communities and society at large. It instills a **sense of agency**, encourages critical thinking, and fosters a deeper connection to civic participation. Many challenges disproportionately affect young people, such as education access, employment opportunities, mental health support, and environmental sustainability. Advocacy allows youth to spotlight these issues and work towards **meaningful solutions** that cater to their needs.

Through advocacy, youth can influence policies, programs, and services that directly impact their well-being. By contributing their perspectives and insights, young advocates can shape policies that are more inclusive, equitable, and effective.

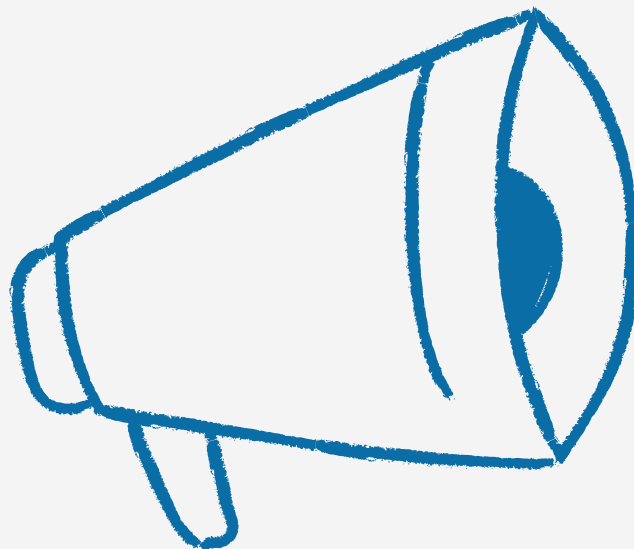
- Youth-led advocacy can spark broader **social change** by challenging the status quo, promoting social justice, and pushing for greater equality. The energy and passion of young advocates often inspire broader societal transformations.
- Advocacy encourages the development of **essential skills** such as public speaking, communication, negotiation, research, and collaboration. These skills are transferable and valuable for personal and professional growth.



- -Advocacy can bring young people together around shared causes, fostering a sense of **community and solidarity**. This sense of belonging can enhance social cohesion and contribute to positive social outcomes.

Engaging in advocacy exposes young people to real-world issues, encourages critical analysis of complex topics, and promotes active citizenship. It provides an **experiential learning opportunity** that complements formal education. Advocacy efforts can contribute to creating environments that prioritize the physical, mental, and emotional well-being of young individuals, ultimately fostering healthier and more resilient communities.

Youth-led advocacy can lead to **lasting change**, impacting not only the current generation but also shaping a more equitable and progressive future for successive generations.



# Rights-based approaches in youth work

Rights-based approaches in youth work are frameworks that prioritize and uphold the fundamental rights and dignity of young people. These approaches guide the design, implementation, and evaluation of programs, policies, and activities that aim to support and empower youth. The core principles of rights-based approaches are rooted in human rights principles, including equality, non-discrimination, participation, accountability, and empowerment.

Here's how rights-based approaches manifest in youth work:

**Rights-based approaches recognize** that young people, like all individuals, are entitled to certain inherent **human rights**, including the right to education, health, participation, and protection from harm. Thus, rights-based approaches are based on the recognition of human rights most of all.

These approaches emphasize that all young people, regardless of their background, ethnicity, gender, or socio-economic status, should **have equal access to opportunities and resources**. Therefore, non-discrimination is the key principle of the rights-based approach.

Rights-based youth work actively involves young people in decision-making processes that affect their lives. It values their perspectives, experiences, and contributions, ensuring that they play a meaningful role in shaping programs and policies. **Participation and inclusion** of all young people play an essential role in achieving justice.

The goal of rights-based approaches is to empower young individuals, giving them the **tools, knowledge, and skills** they need to exercise their rights, make informed choices, and actively participate in their communities. Moreover, youth work guided by rights-based approaches holds duty-bearers (such as governments, institutions, and organizations) accountable for fulfilling their obligations to respect, protect, and fulfill the rights of young people. These approaches aim to reduce disparities and promote social justice by addressing systemic inequalities and working towards a more inclusive and equitable society.

Rights-based youth work often involves **collaboration among different stakeholders, including young people, governments, civil society organizations, and communities**, to collectively promote and protect youth rights. Rights-based approaches encourage advocacy efforts to influence policies and systems that affect youth. By advocating for policies aligned with human rights principles, youth work can create lasting systemic change.

Youth work under rights-based approaches focuses on building the **capacities of young people to understand, claim, and advocate** for their rights effectively. By emphasizing the fulfillment of youth rights, rights-based approaches aim for sustainable, long-term impact that not only benefits individual young people but also contributes to positive societal change.

In summary, rights-based approaches in youth work ensure that young people are respected as **rights-holders**, active participants, and agents of change. By integrating these principles into youth programs and initiatives, practitioners can create an environment where young people's rights are not only acknowledged but also upheld, resulting in more equitable and empowered communities.

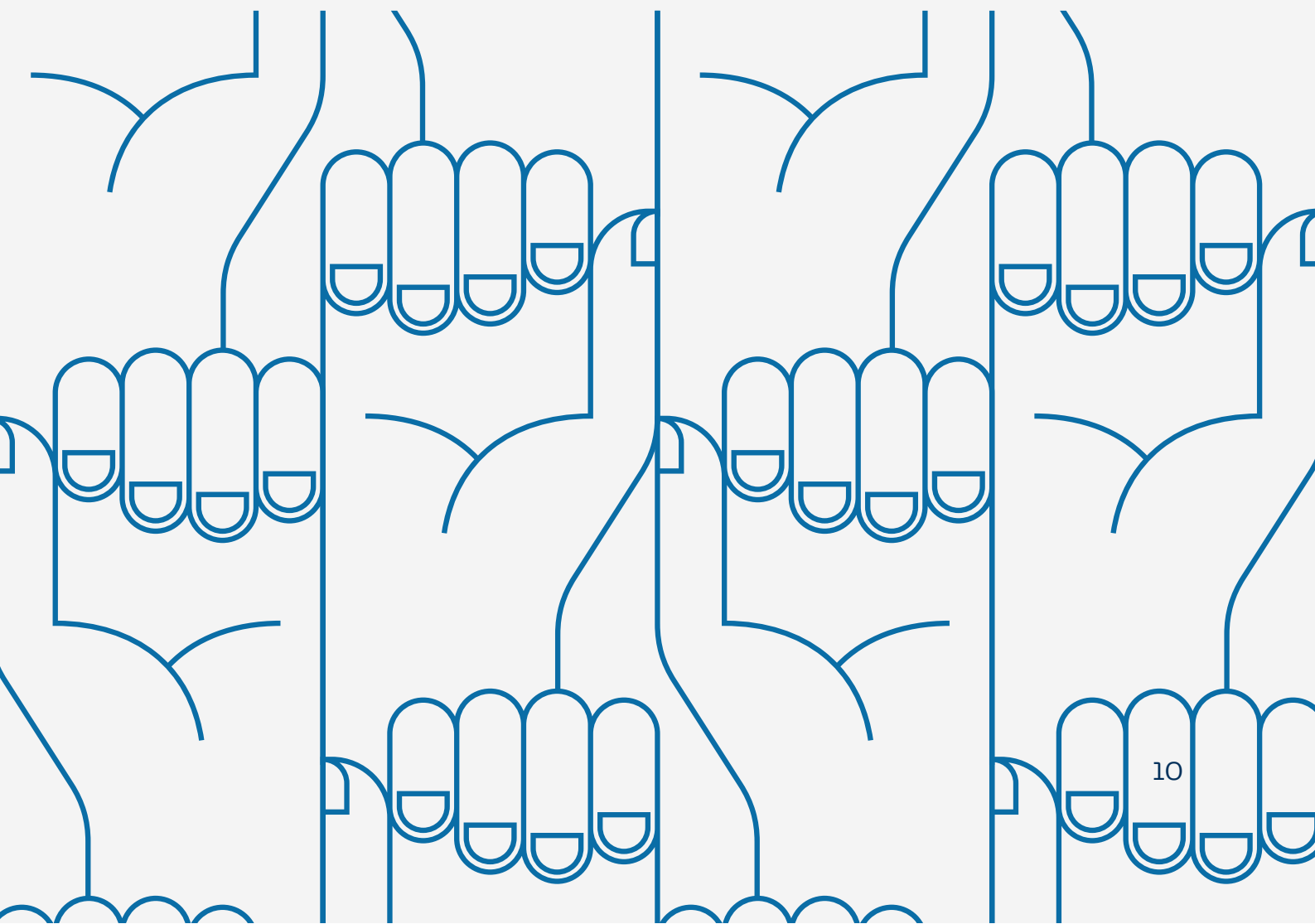


# Moving from a needs-based approach to a rights-based approach

The rights-based approach **places human rights at the core** and seeks to empower individuals to claim their rights and participate in decision-making processes.

Whereas, the needs-based approach **focuses on meeting immediate requirements** and improving well-being by addressing specific needs.

Both approaches have their merits and can complement each other. A rights-based approach ensures that individuals are treated with dignity and have access to their entitlements, while a needs-based approach responds to immediate challenges.



# Intersectionality

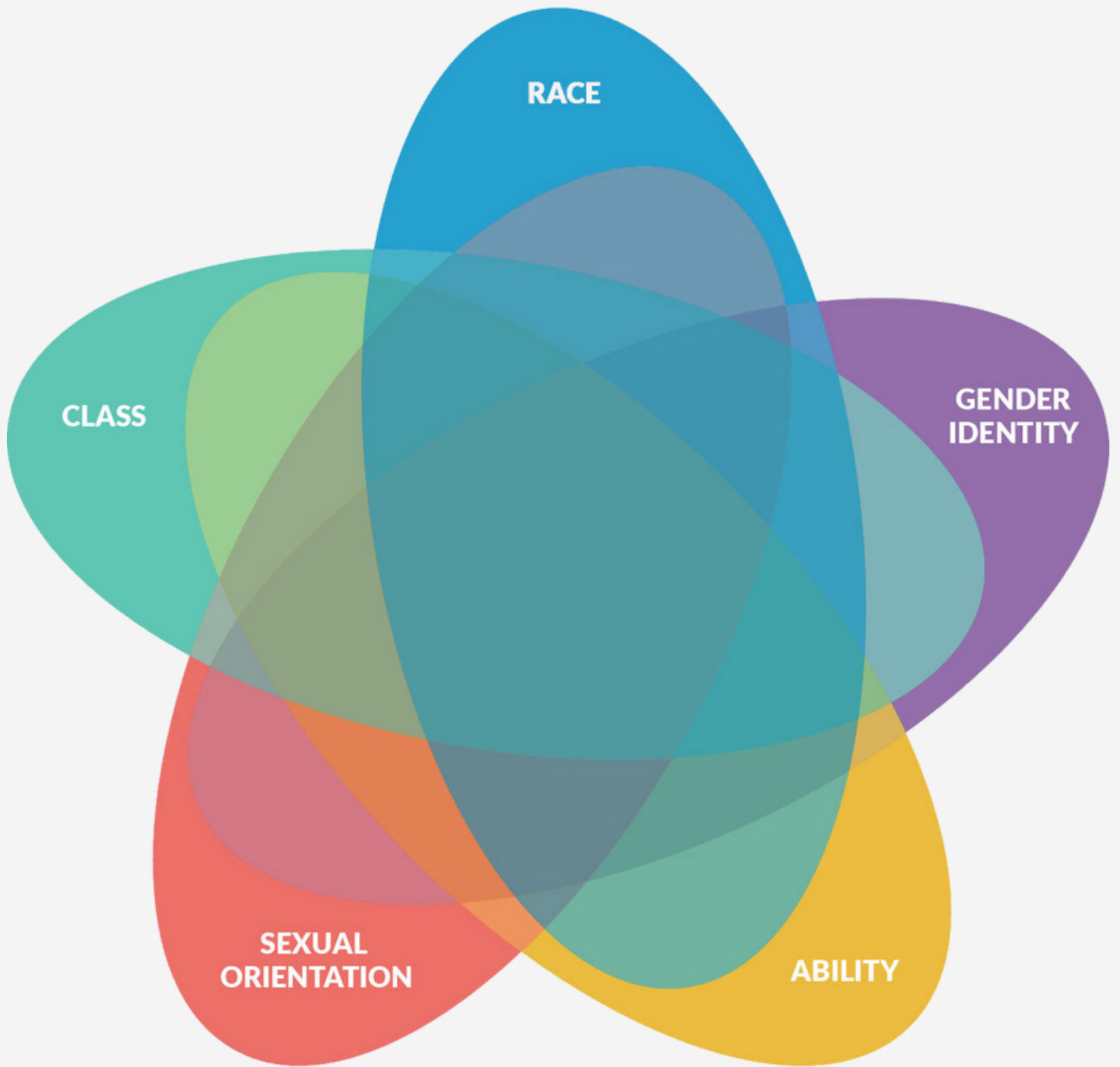
Intersectionality is a concept that recognizes and highlights the interconnected nature of social identities and systems of oppression, discrimination, and privilege. It was originally coined by legal scholar Kimberlé Crenshaw in the late 1980s and has since become a central framework in understanding how different aspects of a person's identity (such as race, gender, class, sexuality, disability, and more) interact and overlap to shape their experiences and social position.

At its core, intersectionality challenges the simplistic view of identity as a single, isolated category. Instead, it acknowledges that individuals possess multiple, overlapping identities that cannot be examined separately. These overlapping identities can lead to unique forms of discrimination, disadvantage, and inequality that may not be fully addressed when considering each identity in isolation.

Intersectionality is essential in advocacy for several reasons, primarily because it provides a more accurate and comprehensive understanding of the complex and interconnected ways in which discrimination, privilege, and marginalization operate within society.

**Incorporating an intersectional perspective into advocacy efforts enhances the effectiveness and inclusivity of those efforts.**

Incorporating intersectionality in advocacy not only strengthens the impact of social justice movements but also aligns with the principles of equity, inclusivity, and human rights. It acknowledges that people's lives are shaped by a complex interplay of identities and experiences, and that effective advocacy requires a holistic and nuanced understanding of these dynamics.



Graphic credits to NASTAD, available here:  
<https://nastad.org/inequities-and-intersectionality>

# Evidence-based approach

## Key concepts

**Evidence-based advocacy is an approach that involves using factual information, data, research, and verifiable evidence to support and strengthen advocacy efforts.**

In evidence-based advocacy, the goal is to present a compelling and credible case for a particular issue or cause, backed by solid information that demonstrates the need for change or action.

Advocates gather relevant data, research studies, statistics, and other factual information that provide a clear picture of the problem or issue they are addressing. This data helps to establish the significance of the issue and its impact on individuals, communities, or society as a whole.

The use of credible sources and accurate data enhances the credibility of the advocacy message. Reliable information builds trust among policymakers, stakeholders, and the public, making them more likely to take advocacy efforts seriously.

Evidence-based advocacy involves translating complex data into accessible and understandable messages. This allows advocates to effectively communicate the urgency and importance of the issue to a wider audience.

**Informed Decision-Making:** Policymakers and stakeholders are more likely to make informed decisions when presented with well-documented evidence. Advocates provide policymakers with the information they need to understand the issue fully and make choices that align with the desired outcomes.

Evidence helps advocates tailor their strategies and recommendations to the specific needs and context of the issue at hand. This ensures that advocacy efforts are relevant and targeted for maximum impact.

Evidence-based advocacy includes mechanisms for monitoring and evaluating the outcomes of advocacy initiatives. This allows advocates to measure the impact of their efforts and make adjustments if needed.

The use of evidence holds both advocates and decision-makers accountable for their actions. Transparently sharing information and data helps ensure that decisions are based on facts and contribute to positive change.

Evidence-based advocacy is particularly effective in influencing policy changes, as it provides a solid foundation for arguments and encourages decision-makers to consider the potential benefits and outcomes of adopting specific policies or practices.

Thus, **key elements** of evidence-based advocacy are:

- Research and Data
- Credibility and Trustworthiness
- Clear messaging
- Informed Decision-Making
- Tailored Strategies
- Tracking Progress
- Accountability and Transparency

By grounding their advocacy efforts in well-researched and documented evidence, advocates can increase the likelihood of their messages resonating with key stakeholders, leading to more informed and impactful decisions.





# Engaging Youth in Participatory Local Democracy

Youth participation in local democracy is essential for several reasons. It fosters a sense of **civic responsibility, empowers young individuals to influence policies that affect their lives, and contributes to the development of well-informed and engaged citizens.** When youth are actively involved in decision-making, it enhances the democratic process by reflecting a diverse range of perspectives and experiences.

Engaging youth in local democracy promotes **social cohesion** by bridging generational gaps and fostering intercultural understanding. Youth-led initiatives can address pressing community issues, encourage innovation, and breathe new life into stagnant policy discussions. Furthermore, involving young people instills a sense of ownership and belonging, strengthening their connection to their communities.

Despite its advantages, youth engagement in local democracy encounters challenges. These may include limited opportunities for **meaningful participation**, lack of awareness among youth about their rights and responsibilities, and skepticism from established decision-makers regarding the value of youth input. Overcoming these barriers requires a concerted effort to create an environment conducive to youth involvement.

Several strategies can facilitate youth participation in participatory local democracy:

1. **Youth Councils:** Establish dedicated platforms where youth can voice their concerns, propose ideas, and collaborate on projects.
2. **Participatory Budgeting:** Involve youth in deciding how a portion of the local budget is allocated to community projects they deem important.
3. **Youth-Led Initiatives:** Encourage young people to design and implement projects that address local issues they are passionate about.
4. **Education and Awareness:** Conduct workshops and campaigns to educate youth about their rights, local governance structures, and the impact of their participation.
5. **Collaboration:** Partner with educational institutions to integrate civic education and engagement into curricula.

# Localizing European Youth Policies

Localizing European youth policies refers to the process of adapting and implementing broader European-level policies and initiatives to address the specific needs, challenges, and opportunities of local communities and contexts. It involves tailoring policy objectives, strategies, and actions to align with the realities of individual regions, cities, or neighborhoods while still adhering to the overarching principles and goals set at the European level.

Understanding the unique characteristics, socio-economic factors, cultural dynamics, and challenges of a particular local area is essential. This enables policymakers to modify and fine-tune European policies to better suit the local context. Thus, one of the elements of localizing European Youth Policies to manage contextualization.

Conducting thorough needs assessments within the local community helps identify the most pressing issues and priorities. This information informs the adaptation of European policies to address these specific needs effectively.

Involving local stakeholders, including young people, community organizations, local government officials, and civil society groups, in the policy localization process ensures that policies reflect diverse perspectives and are more likely to be embraced by the community.

Adapting policy actions and strategies to fit local capacities, resources, and infrastructure ensures that the policies can be effectively implemented on the ground. Moreover, localizing policies requires a certain level of flexibility to accommodate variations in local circumstances. This may involve modifying timelines, setting different targets, or adopting alternative approaches that better suit the local context.

Regular monitoring and evaluation of localized policies are essential to assess their impact and effectiveness. Adjustments can be made based on feedback and outcomes to ensure that policies continue to meet local needs.

Establishing mechanisms for sharing best practices, lessons learned, and successful outcomes between different localities can enhance the effectiveness of policy localization efforts.

While localizing policies, it's important to ensure that the fundamental principles and objectives of European youth policies are maintained. The local adaptations should align with the broader goals set by European institutions.

Collaborating with other regions and localities that are also localizing policies can create opportunities for shared learning, advocacy, and joint initiatives to amplify the impact of localized policies.

By localizing European youth policies, policymakers can bridge the gap between regional or national objectives and the specific needs and aspirations of their communities. This approach ensures that European initiatives are not only relevant but also effective in addressing the diverse challenges faced by young people in different local contexts.



# AGENDA

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# AGENDA FOR THE TRAINING COURSE

## DIY FROM EUROPEAN POLICY TO MAKING LOCAL DEMOCRACY

### 8 ONLINE SESSIONS

SESSION TITLE	TIME
Session I: Introduction, ice-breaking, advocacy bingo	90 min
Session II: Basics of advocacy in youth work	60 min
Session III: From a needs-based approach to human rights	90 min
Session IV: Engaging Youth in Participatory Local Democracy	60 min
Session V: Evidence-based advocacy and policy-making	90 min
Session VI: Localizing European Policies	60 min
Session VII: Learning into Action: Creating Advocacy Plans	90 min
Session VIII: Develop Advocacy campaign plans and wrap-up	60 min

\*2 sessions can be planned for a day with 30 min break in between

# Session I

## Introduction, ice-breaking, advocacy talks

**Duration:** 90 min

**Objective:** To introduce participants to each other and to the topic. To touch base on advocacy as a concept based on their personal experiences

**Materials needed:** Zoom or any other meeting platform; break out rooms, bingo charts, power point presentation if needed, google slides, jamboard or Padlet for group work.

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### Session Outline

#### Introduction [30 min]

Welcome participants to the online room. Open the session by explaining the objectives of the training course:

- Define the concepts of advocacy, evidence-based policy-making, and rights-based approaches in the context of youth work.
- Explore the importance of advocacy and policymaking for advancing youth rights and well-being.
- Familiarize participants with key European policies, frameworks, and initiatives related to youth rights and participation.
- Explore how European policies impact local youth programs, initiatives, and decision-making processes.
- Provide practical guidance on effective advocacy strategies, including communication, mobilization, and engagement techniques.

Briefly explain the necessity of advocacy actions. Present the organizers and explain who takes up which role. Explain if any co-working platform will be used throughout the training such as google slides, jamboard or padlet.

Introduce ground rules for working together in the online space and go through the plans. Ask if there are any comments or objections and modify the programme accordingly.

### **Ice-breaking exercise [20 min]**

Ask participants to look around and choose an object that reminds them of their advocacy experiences, it can be anything that is related to their work as youth advocates. Ask participants to explain why they picked that specific object, as well as to introduce themselves – their country, their occupation anything else that they feel like sharing with others. After everyone presents their objects, take a group photo with the objects shown as well.

### **Advocacy talks: Two Truths and a Lie [30 min]**

Divide participants into groups to have around 4–5 people in each group and initiate the breakout groups.

Ask each participant to think of two truths and one lie about their advocacy experiences, beliefs, or interests. These should be things that are not immediately obvious to the group. Instruct participants to write down or type their two truths and one lie.

Once everyone is ready, take turns having each participant share their two truths and a lie with the group. They can do this by saying all three statements and the rest of the participants will have to guess which one is the lie.

After each participant shares, allow a brief moment for the group to discuss and guess which statement is the lie.

Finally, reveal the lie, and give participants a chance to react or ask questions about the truth.

### **Debriefing and wrap-up [10 min]**

Ask participants how they felt about sharing their experiences of advocacy, was there something that surprised them?

did they find similarities and differences while sharing their personal experiences?

Close the session by summarizing the main points of the session.

## Session II

# Basics of Advocacy in Youth Work

**Duration:** 60 min

**Objective:** To introduce participants to the fundamental concepts of advocacy in the context of youth work and empower them with the knowledge and tools to effectively advocate for causes they are passionate about.

**Materials needed:** Zoom or any other meeting platform; break out rooms, bingo charts, power point presentation if needed, google slides, jamboard or Padlet for group work.

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## Session Outline

### Introduction and the quiz [15 min]

Open the session with an energizer, this can be some dance moves or stretching exercises.

Prepare a Kahoot quiz or Mentimeter polls to assess the knowledge participants have about advocacy. The suggested questions are the following:

What is advocacy?

- a) A form of public speaking
- b) The act of supporting a political candidate
- c) Efforts to influence decisions and promote change on specific issues

Which of the following is NOT a form of advocacy?

- a) Writing a letter to a local newspaper expressing your opinion
- b) Organizing a charity bake sale
- c) Posting personal photos on social media

True or False: Advocacy is only about lobbying government officials.

What is the primary goal of advocacy in youth work?

- a) To make a profit
- b) To empower young people to voice their concerns and create positive change
- c) To promote a specific political party;

What is the role of stakeholders in advocacy?

- a) They are individuals who oppose advocacy efforts.
- b) They are people or groups who have an interest or concern in the issue being advocated for.
- c) They are legal experts who oversee advocacy campaigns.



Which of the following is an example of grassroots advocacy?

- a) Meeting with a government official to discuss policy changes
- b) Hosting a national press conference
- c) Collecting signatures for a petition from local community members

How does evidence-based advocacy differ from other forms of advocacy?

- a) It relies solely on emotional appeals.
- b) It uses research and data to support arguments and influence decision-makers.
- c) It focuses on personal anecdotes without any factual basis.

True or False: Advocacy can be both a long-term process and a short-term action.

### **Presentation: Basics of Advocacy [15 min]**

Use presentation slides to cover the following topics:

- Definition of advocacy and its role in youth work.
- Why advocacy is essential for advancing youth rights and addressing challenges.
- Key stakeholders involved in advocacy efforts.
- Different forms of advocacy, such as grassroots, policy, and public awareness advocacy.

\*Refer to the informational input in the first part of this manual.

### **Group Activity: Advocacy Case Study [25 min]**

Divide participants into small groups. Provide each group with a brief advocacy scenario or case study related to youth issues.

- Instruct groups to identify:
  - The key issue is being addressed.
  - Potential stakeholders and allies.
  - Strategies for raising awareness and creating change.
- Each group presents their findings to the larger group.

The proposed case studies can be but are not limited to:

#### **Case Study 1: Mental Health Awareness in Schools**

A group of youth workers is concerned about the lack of mental health support and awareness in local schools. They believe that better mental health education and resources are crucial for students' well-being.

### **Case Study 2: Youth Employment Opportunities**

A group of young people in an urban neighborhood is facing high unemployment rates and limited job opportunities. They want to advocate for more employment opportunities and skill-building programs for youth in their community.

### **Case Study 3: LGBTQ+ Inclusive Non-formal Education**

Background: A group of youth activists is concerned about the lack of LGBTQ+ inclusive non-formal education activities in their municipality. They believe that fostering an inclusive and accepting environment is essential for all young people's well-being.

### **Wrap-up and Closing Remarks [5 min]**

- Summarize the main points covered during the session.
- Open the floor for any questions participants may have about advocacy in youth work.
- Thank participants for their active engagement.
- Encourage participants to explore further resources and opportunities for learning about advocacy in youth work.



## Session III

# From a needs-based approach to human rights

**Duration:** 90 min

**Objective:** To guide participants through the shift from a needs-based approach to a human rights approach, fostering a deeper understanding of the principles and implications of both frameworks.

**Materials needed:** Zoom or any other meeting platform; break out rooms, bingo charts, power point presentation if needed, google slides, jamboard or Padlet for group work.

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## Session Outline

### Introduction and the quiz [10 min]

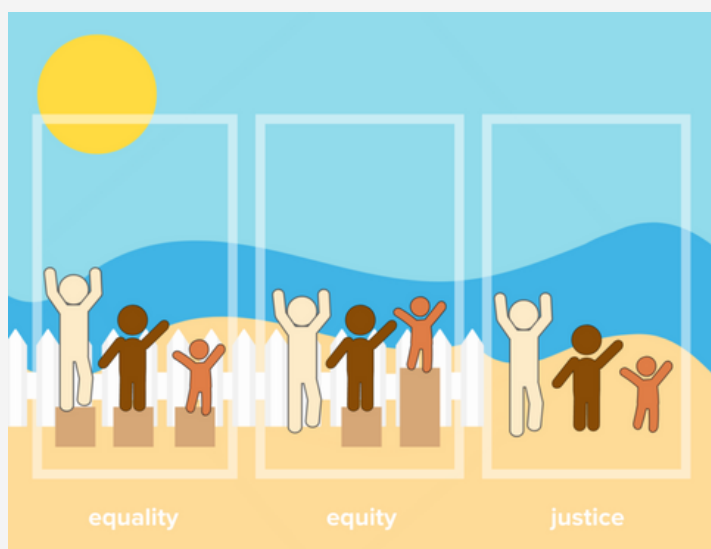
Open the session by checking in with participants – ask them how they feel. Present the plans for the day and ask if there are any questions or feedback. Propose an energizer or ask participants to do one.

### Brainstorming [10 min]

Ask participants to reflect on the concept of a needs-based approach. What comes to their mind when they hear needs? Ask them to bring specific examples of the needs-based approach from their experience. Ask participants to reflect on the concept of the rights-based approach – what is the difference between these two approaches?

### Presenting the concepts of equality, equity, and justice [20 min]

Present the below illustration and ask participants to reflect on each concept



The illustration was inspired by an illustration in “Seo, Jeong-Wook & Chung, Hosik & Seo, Tae-Sul & Jung, Youngim & Hwang, Eun & Yun, Cheol-Heui & Kim, Hyungsun. (2017). [Equality, equity, and reality of open access on scholarly information.](#)” and was created for Heal the Bay’s use by Alex Choy and Danielle Furuichi

**Equality** refers to the principle that all individuals should have the **same rights**, opportunities, and treatment without discrimination or exclusion based on factors such as race, gender, religion, or socioeconomic status. (intersectionality is missing);

**Equity** focuses on fairness and recognizes that individuals may **need different levels of support** or resources to achieve equality. It addresses systemic barriers and works to provide everyone with what they need to access opportunities and outcomes on an equal footing (needs-based);

**Justice** involves ensuring that individuals are **treated fairly**, that wrongs are righted, and that individuals receive what they are due. It encompasses both procedural justice (fair processes) and distributive justice (fair outcomes). (rights-based approach and intersectionality);

### **Brainstorming [40 min]**

Divide participants into small groups of 4–6 members. Distribute a handout to each group containing a brief description of a social issue (e.g., access to education, healthcare, clean water, etc.). In their groups, participants should discuss and list the needs that individuals or communities face in the given case study. Write these needs on jamboard.

In their groups, participants should discuss how they would address the identified needs using a need-based approach and a rights-based approach. Encourage them to consider strategies, policies, and actions for each approach.

Use the following guiding questions:

- What is the focus of a need-based approach? What are its limitations?
- How does a rights-based approach differ? What are its advantages?
- How can a rights-based approach address the needs identified in the case study?

Each group presents their case study, the identified needs, and their proposed strategies for both need-based and rights-based approaches.

### **Discussion and Reflection, Wrap-up [10min]**

Facilitate a brief discussion after each presentation, allowing other groups to ask questions or provide feedback. Conclude with a reflection on the advantages and potential challenges of each approach. Emphasize the importance of considering both need-based and rights-based approaches in addressing social issues.

## Session IV

# Engaging Youth in Participatory Local Democracy

**Duration:** 60 min

**Objective:** To explore strategies for involving young people in local decision-making processes and enhancing their participation in democratic governance.

**Materials needed:** Zoom or any other meeting platform; break out rooms, bingo charts, power point presentation if needed, google slides, jamboard or Padlet for group work.

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## Session Outline

### Welcome and Introduction [5 min]

Greet participants and provide a brief overview of the session's objectives. Highlight the importance of involving youth in local democracy.

### Understanding Participatory Democracy and Strategies for Youth Engagement [15 min]

Define participatory democracy and explain its significance in ensuring inclusive governance. Discuss the benefits of involving youth in decision-making processes. Refer to the informational input of the manual. Present common challenges and barriers that young people may face when trying to engage in local democracy.

Present a variety of strategies and approaches for involving youth in local democracy, including youth councils, participatory budgeting, and community projects.

### Interactive Breakout Discussions [30 min]

Divide participants into small virtual breakout rooms (if available). Assign each group a specific strategy for youth engagement (e.g., social media campaigns, youth-led initiatives, collaboration with educational institutions).

In their groups, have participants discuss the advantages, challenges, and potential impact of their assigned strategy. Bring participants back to the main session. Invite each group to share key takeaways and insights from their discussions.

## **.Discussion and Reflection, Wrap-up [10min]**

Summarize the main ideas discussed during the session. Share resources, references, or organizations that participants can explore for further information and support. Encourage participants to take an active role in promoting youth engagement in local democracy.

Express gratitude to participants for their engagement and commitment to promoting participatory local democracy. Provide information about upcoming sessions or opportunities for further learning.



## Session V

# Evidence-based advocacy and policy-making

**Duration:** 90 min

**Objective:** To equip participants with the knowledge and skills to effectively use evidence in their advocacy efforts and contribute to evidence-based policy-making.

**Materials needed:** Zoom or any other meeting platform; break out rooms, bingo charts, power point presentation if needed, google slides, jamboard or Padlet for group work.

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## Session Outline

### Welcome and Introduction [10 min]

Welcome participants and introduce the session's objectives. Conduct a quick ice-breaker activity to create a positive and interactive atmosphere.

### Presentation on evidence-based advocacy [10 min]

Define evidence-based advocacy and its importance in influencing policy decisions.

Highlight the role of data, research, and credible sources in supporting advocacy efforts.

Discuss the significance of data and research in informing policies and driving social change. Share examples of how evidence-based advocacy has led to positive outcomes.

For cases and informational input, refer to these resources:

[Evidence-based advocacy: How civil society generates and uses evidence for influencing policy](#)

[A learning guide. Evidence-based advocacy for gender in education](#)

[Women's Rights Evidence-based Advocacy Manual](#)

## **.Checklist for assessing the evidence [10 min]**

Assessing evidence is crucial for ensuring its reliability, credibility, and relevance in advocacy and decision-making processes.

### **Source Credibility:**

- Is the source reputable and trustworthy? Check the credibility of the organization, author, or institution providing the evidence.
- Look for recognized experts or scholars in the field who have produced the information.

### **Currency and Relevance:**

- Is the evidence current and up-to-date? Consider whether the information is still relevant to the current context or issue.
- Look for the publication or creation date to ensure the evidence is recent enough to be useful.

### **Objectivity and Bias:**

- Assess whether the evidence is presented objectively without a strong bias or vested interest.
- Look for any potential conflicts of interest that could influence the objectivity of the information.

### **Methodology and Research Design:**

- Understand the research methods used to gather the evidence. Was the study conducted rigorously and systematically?
- Consider whether the methodology used is appropriate for the research question and whether the sample size is sufficient.

### **Peer Review and Publication:**

- Check if the evidence has undergone peer review, a process where experts in the field evaluate the quality and validity of the research.
- Peer-reviewed publications are generally more reliable as they have been scrutinized by other experts.

### **Data Collection and Analysis:**

- Evaluate the quality of data collection methods. Were the data collected using valid and reliable instruments?
- Assess the transparency of data analysis and whether the findings are supported by the data presented.



### **Clarity and Accessibility:**

- Assess whether the evidence is presented in a clear and understandable manner.
- The evidence should be accessible to a wide range of audiences, including those without specialized knowledge.

### **Group work on checklist [30 min]**

Divide participants into breakout rooms. Ask them to pick a topic – cause that they want to advocate for. Ask participants to prepare evidence supporting their advocacy campaign based on the checklist.

Ask participants to report back after group work, encourage participants to give feedback to each other, and ask questions if needed.

### **Interactive discussion on digital literacy [25 min]**

Digital literacy enables individuals to access a vast amount of information available online. Those engaged in evidence-based advocacy can leverage digital literacy skills to search for, evaluate, and select credible sources of evidence to support their cause.

Conduct a quick poll to gauge participants' familiarity with the term "digital literacy." Display poll results to create engagement.

Present the main components of digital literacy:

- Basic digital skills (e.g., using devices, navigating online platforms).
- Information literacy (evaluating and using digital information effectively).
- Media literacy (understanding and analyzing media content).
- Online communication and collaboration.
- Cybersecurity and online safety.

Present participants with real-life scenarios involving digital literacy challenges. Facilitate a brief discussion where participants share their thoughts on how they would address each scenario.

### **Conclusion [5 min]**

Summarize the key points covered during the session. Encourage participants to continue exploring and improving their digital literacy skills and how these skills can be used in evidence-based advocacy

# Session VI

## Localizing European Policies

**Duration:** 60 min

**Objective:** To explore the process of localizing European youth policies and discuss strategies for effective implementation at the local level.

**Materials needed:** Zoom or any other meeting platform; break out rooms, bingo charts, power point presentation if needed, google slides, jamboard or Padlet for group work.

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### Session Outline

#### Welcome and Introduction [10 min]

Welcome participants and introduce the session's objectives. Conduct a quick ice-breaker activity to create a positive and interactive atmosphere.

#### Presentation on European Youth Policy documents [10 min]

Provide a brief overview of key European youth policies, such as the EU Youth Strategy and European Youth Goals. Highlight the goals and priorities outlined in these policies.

For additional informational input refer to the first part of the manual.

#### Group work on localizing European youth policies [30 min]

Divide participants into virtual breakout rooms. Assign each group a specific European youth policy or priority area. Instruct groups to brainstorm and discuss how the chosen policy could be effectively localized in their local context.

Bring participants back to the main session and invite each group to share their localization strategies and ideas. Facilitate a discussion on the common themes and innovative approaches that emerged.

#### Q&A and Wrap-up [10 min]

Invite participants to ask questions, address any queries and encourage peer-to-peer interaction. Summarize the key points covered during the session. Encourage participants to continue exploring the topic of localizing policies.

## Session VII

# Learning into Action: Creating Advocacy Plans

**Duration:** 90 min

**Objective:** To guide participants through the process of translating advocacy knowledge into practical advocacy plans for specific causes or issues.

**Materials needed:** Zoom or any other meeting platform; break out rooms, bingo charts, power point presentation if needed, google slides, jamboard or Padlet for group work.

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## Session Outline

### Welcome and Introduction [10 min]

Greet participants and provide a brief overview of the session's objectives. Conduct a quick ice-breaker activity to create a positive and interactive atmosphere. Highlight the importance of turning advocacy learning into actionable plans.

### Recap of Advocacy Fundamentals [20 min]

Provide a concise review of key advocacy principles, such as setting goals, identifying stakeholders, crafting messages, and selecting tactics. Summarize the essential steps involved in effective advocacy

For additional informational input refer to the first part of the manual.

### Group work: stakeholder mapping [20 min]

Guide participants in choosing a specific cause or issue they are passionate about advocating for.

Emphasize the significance of selecting a cause that aligns with their values and interests. Divide participants into virtual breakout rooms and assign each group a different cause or issue. Instruct groups to identify relevant stakeholders, including allies, opponents, and decision-makers.

### **.Advocacy messages [30 min]**

Provide a framework for crafting advocacy messages: Problem – Solution – Call to Action.

Share examples of powerful advocacy messages that align with different audience preferences (e.g., emotional appeal, statistical evidence, personal stories).

Divide participants into new breakout rooms, ensuring a mix of different audience groups.

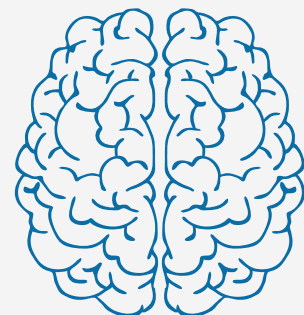
Instruct groups to work together to create a sample advocacy message tailored to their assigned audience using the provided framework. Bring participants back to the main session. Invite each group to share their sample advocacy message with the whole group. Facilitate a discussion on the strengths and elements of effective messages presented.

### **Conclusion [5 min]**

Summarize the key points covered during the session.

*It's said that good advocacy speaks to "hearts, minds, and hands" by making people care about the issue, understand the facts and know what they can do to help.*

What is advocacy, available at: [theirworld.org](http://theirworld.org)



## Session VIII

### Developing advocacy campaign plans

#### Wrap-up

**Duration:** 60 min

**Objective:** To guide participants through the process of creating comprehensive and actionable advocacy campaign plans for specific causes or issues.

**Materials needed:** Zoom or any other meeting platform; break out rooms, bingo charts, power point presentation if needed, google slides, jamboard or Padlet for group work.

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#### Session Outline

##### **Welcome and Introduction [10 min]**

Welcome participants and explain the session's goals: to equip them with the skills to develop impactful advocacy campaign plans.

Emphasize the significance of strategic planning in effective advocacy.

##### **Group work: developing advocacy campaign plans [30 min]**

Divide participants into breakout rooms, ensuring a mix of different cause or issue groups. Instruct groups to collaboratively work on developing a sample advocacy campaign plan using the provided template. Bring participants back to the main session.

Invite each group to present a summary of their sample advocacy campaign plans. Facilitate a discussion on the diverse approaches and strategies presented.

##### **Evaluation and wrap-up [20 min]**

Ask participants to reflect on the key takeaways from the session.

Emphasize the importance of careful planning in advocacy campaign success.

Using a mentimeter evaluation tool or a Google form, ask participants to provide feedback on the entire training course. Ask participants to also share feedback verbally if they feel comfortable about it.

Address questions if any and close the training course.

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