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# **SHAPE THE CHANGE: ADVOCACY FOR YOUTH RIGHTS**

Report of the study session held by  
World Organization of the Scout Movement – European Scout Region  
in Co-operation with the  
European Youth Centre of the Council of Europe

European Youth Centre Budapest  
20-26 February 2012

This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.



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## I. EXECUTIVE SUMMARY

The Study Session on advocacy took place from 20-26 February 2012 at the European Youth Centre in Budapest, Hungary. The aim was to equip the participants with the competences necessary to create and manage effective advocacy strategies for their organization and groups. The study session followed up on the recommendations of the session organised in 2011.

The Study Session was focused on the following objectives:

- To develop with the participants a sound understanding of advocacy;
- To enable participants to acquire competences in advocacy planning and management;
- To acquire a sound understanding of youth participation, youth rights and youth policy;
- To benefit from an intercultural European learning environment;
- To empower participants to develop and follow up action plans on advocacy;
- To learn about the Council of Europe, its Youth Department and available support for youth organisations, but as well about other sources of support for youth organisations in Europe.

The working methods used were based and focused on a participatory approach, using the principles of non-formal education, starting from the experience of the participants and building up on the specificity of their work and working environment to develop competences and action plans for advocacy.

24 young people from the following countries participated at this Study Session: Albania, Armenia, Azerbaijan, Belarus, Bosnia Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Georgia, Hungary, Kazakhstan, Lithuania, Moldova, Montenegro, Romania, Russian Federation, Serbia, The former Yugoslav Republic of Macedonia and Ukraine. The participants were young leaders between 18 to 30 years old, active at the national level or having a deep understanding of their National Scout Organisations.

All sessions were bilingual - in Russian and English, with simultaneous interpretation. A preparatory team, composed of staff and volunteers from European and Eurasia Scout Regions and one advisor of the Council of Europe, were in charge of preparing and running the study session.

## II. INTRODUCTION TO THE STUDY SESSION

### **Background**

The mission of Scouting is to empower young people through a programme based on non-formal education approaches and methodologies, to build a better world where they are self-fulfilled as individuals and play a constructive role in their community (local, national and global). In Europe, World Organisation of Scout Movement (WOSM) achieve this mission through supporting and facilitating 41 National Scout Organizations (NSOs) in delivering flexible educational interventions in response to the identified needs of young people. In this frame, WOSM has always been willing to collaborate, support and possibly establish partnerships with national organizations that need it or request for it. With this project we offered national organizations operating in South Eastern Europe, Central Europe and Eastern Europe and Caucasus a specific opportunity to reflect and possibly improve their approach to external relations, with a very specific focus on advocacy.

Unfortunately nowadays Youth Non-Governmental Organisations (YNGOs) in the former USSR area, but also central Europe and South Eastern Europe, are facing serious challenges related to resources, management or recognition due notably to the political context and history of their countries. Stating these difficulties, WOSM is convinced that the development and sustainability of these youth organizations can only be achieved through the empowerment of young volunteers that would take the lead in the capacity building's process. Those developments can take place only if actually the capacity building exercise is not focusing only on the development of the educational programme but also in ensuring an understanding and recognition of their contribution to society.

The willingness to cooperate on this has been identified, among others, during our Regional Conference in July 2010 and as evaluation of a study session "Tell the story" held in Budapest in February 2011. Furthermore, Eurasia office of WOSM has identified the need of training on advocacy and the same request come from organisations member in South Eastern and Central Europe. Whereas we are aware that challenges are different in each region, we believe that the diversity can also lead to new approaches and understanding.

Furthermore, the European Region of WOSM has been very active in many of the activities that the Council of Europe is providing to youth and this Study session was a good opportunity to share this experience with all the National Scout Organizations in the Eastern Europe and Caucasus that were not very involved yet.

### **Aim and objectives of the study session**

The Study session activity mainly aimed at stimulating YNGOS to: create and manage effective advocacy strategies and promoting new constructive ways of participation for young people to make their voices heard. Bearing this in mind, the Study Session was focused on the following objectives:

1. develop with the participants a sound understanding of advocacy
2. to support volunteers acquiring knowledge of the different stages of advocacy as well as necessary tools
3. facilitate the transfer of knowledge in a European environment to empower motivated, confident and skilled volunteers to take back home their learning and transform it into actions and trainings
4. acquire a sound understanding of youth participation, youth policy and partnerships, key elements for a good content based advocacy in Youth NGOs

## Objectives

- To develop with the participants a sound understanding of advocacy
  - What is advocacy
  - Basic principles
  - Forms of advocacy
  - Practices by organization and individuals
  - Benefits of advocacy
- To enable participants to acquire competences in advocacy planning and management
  - Advocacy planning
  - Advocacy management
  - Advocacy commitment, strategy and action plans
  - Building up the belief and self-esteem to advocate and change policy
  - Stakeholders involved
  - Target groups
- To acquire a sound understanding of youth participation, youth rights and youth policy
  - Youth participation at local level and the benefits of a bottom-up approach
  - Youth rights: what are they, what is the position of WOSM, the relation with human rights
  - Learn more about the work and position of different platforms: NYCs, European Youth Forum, Voluntary Organisations Council
- To benefit from an intercultural European learning environment
- To empower participants to develop and follow up action plans on advocacy
- To learn about the Council of Europe, its youth department and available support

## Profile of Participants

Participants from following countries were present on the study session: Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Hungary, Kazakhstan, Lithuania, Moldova, Montenegro, Poland, Romania, Russian Federation, Serbia, The former Yugoslav Republic of Macedonia, Ukraine.

The participants were young leaders between 18 to 30 years old, active at the national level or having a sound understanding of their National Scout Organisations at the national level. Out of 24 participants, 12 were boys and 12 were girls.

## Main issues and topics of discussion during the meeting

The first afternoon together, was used to 'dive' into the topic of advocacy, during a session, entitled 'Exploring Advocacy Land', which was based on the principles of a treasure hunt, building a common understanding and space for discussion, regarding the following topics: what is advocacy, forms of advocacy, basic advocacy principles and practices. A statement exercise got all participants involved in discussion and clarified 'what is advocacy' and 'what it is not'. Hence, a solid basis to work further on the issue of advocacy was build and a 'map of advocacy' on the plenary wall created, as a reference point for upcoming programme elements.

On the second day of the study session, Youth Rights, Youth Participation and Youth Policy were explored. David Gvinera from UNICEF Georgia gave an introduction to the three topic areas and furthermore, through a quiz and peer-to-peer exchange, as well as debriefing, participants' understanding was deepened. David presented good practice examples from UNICEF Georgia and in the following session the link between the Youth Rights, Youth Participation, Youth Policy and Advocacy was made. In addition, participants learned how to build their own advocacy strategy.

The following two and a half days were dedicated to case study work in groups – participants experienced advocacy planning step-by-step – with an actual, real NGO case at hand – putting their newly acquired knowledge immediately into practice.

Accompanying lectures and inputs, such as 'Scouts' say on youth policy and youth rights' by Giuseppe Porcaro (Scout member and Secretary General of the European Youth Forum) enhanced the quality of the groups' work and raised fruitful discussions.

Participants also had to work on case studies to develop advocacy projects which further supported their understanding and allowed them to develop competences in this direction. The various working groups went through various stages of planning, thinking and practicing through all advocacy steps, examples, stake holders, key messages, partnerships and so on which are necessary for a good strategy and successful advocacy campaign.

To conclude, all case study groups prepared a final presentation, delivering step-by-step the content of their advocacy strategies - going hand in hand with creative elements – such as awareness raising campaigns, visible all around the youth center (e.g. posters, flyers, TV commercials were made) – which were a big success and great element of practice. Learning by doing, plus having fun was the main motto of the exercise! Detailed feedback and debriefing to conclude and built up on the learning of the intense case study work were used in order to create, as a final step, Personal Action Plans. Those tailor-made personal advocacy action plans for each participant and their organisations aimed at starting the step by step follow-up of the study session, upon arrival back home. Those visions, aims-objectives and first steps were shared within small groups, to be discussed and followed up by local/national organisations, as well as regional representatives of WOSM.

The programme of the study session also included creative learning activities built around the Founders' day, the international buffet, the Hungarian evening, spiritual and meditative introductions for each study session day, energizers and other activities.

Non-formal education methodology was the basis for each and every programme element and practice of the study session. Hence, a participatory, learner-centered, interactive and creative approach was used in all group discussions, lectures, case study work, quizzes, treasure hunts, buzz groups, silent dialogues, reflection groups, etc.

On-going feedback from small reflection groups each day, as well as the mid-term and final evaluation of the study session and the one to one talks between team members and participants made sure that all needs of participants were covered and personal, as well as group learning, guaranteed.



### III. PROGRAMME – INPUTS AND DISCUSSIONS

#### Welcome evening

On Sunday, 20<sup>th</sup> February, participants arrived to EYCB and spent some time in getting to know each other, as well as the preparation team, during the Welcome Evening, with many interactive name games and ice-breaking activities, which created a fun and welcoming atmosphere.



## **Introduction and team building – What is it all about**

The Study Session was officially opened on the 21<sup>st</sup> of February. The first morning was dedicated to giving participants an introduction to the study session, hence, a thorough understanding in terms of its background, aims and objectives, the programme of activity, the non-formal educational methodology. It has been also the opportunity to introduce the functioning and work of WOSM, as an umbrella organisation for the Scouts movements, as well as the Youth Department of the Council of Europe and the work of the European Youth Centre Budapest. Participants furthermore had the chance that morning to share their expectations and feelings in regards to the study session, as well as to take part in various team-building activities.

## **Exploring Advocacy Land - Introduction on advocacy on youth rights vs advocacy on scouting**

Aims and objectives of this session were:

- Getting to know each other and especially the organisations participants came from;
- Building the group and breaking the ice among participants;
- Introduction to 'Advocacy' and ensure basic understanding;
- Sharing participants' understanding and experiences of advocacy .

Topics that were covered during the session were: what is advocacy, forms of advocacy, basic advocacy principles and practices. These topics were covered during several sections of the session, and the session was realized according the following:

### **1. PONCHO speed dating.**

Participants have 15 minutes time to make themselves a creative, personally designed poncho (out of flipchart paper). The front contained: name, organisation, hobbies, job. The back: my understanding and my experience in advocacy! Then, in time of about 30-45 min for speed-dating, with music, participants were moving around and discuss about themselves – and advocacy - starting from what they were seeing on the poncho.

### **2. TREASURE HUNT ON ADVOCACY**

Definitions of Advocacy were put in large-puzzle format on the floor – participants had to put together the puzzles – and write their favourite definition on a flip chart at the plenary door. Further on, participants had to find some literature on the topic in the library on the ground floor – present these books/materials to the group, as well as highlight 3 key messages on advocacy – and post them on the windows in plenary. In order to understand the different forms of advocacy, participants made a collage out of colourful papers, magazines, educational materials and markers. Another point in the treasure hunt was constituted by the basic principles of advocacy that participants had to define on a flipchart and rank them according to their importance. They were also invited to explore the environment around the European Youth Centre Budapest and collect examples of advocacy campaigns and projects and introduce them to the group. To sum up their discovery exercise, participants had to create an Advocacy song and slogan for the study session, as well as a statue of advocacy.

### **3. What is and what is not ADVOCACY**

Participants were invited to take position (agree/disagree) to different statements on Advocacy and make their arguments in order to defend their position. The statements that were used for this exercise were:

- Advocacy is the active support of an idea, cause, etc... including all acts undertaken to bring about change.

- Advocacy should ONLY serve the ones we advocate for.
- We don't have to advocate just because we are an NGO; we choose to advocate.
- We don't advocate to raise our profile and to enhance our resource development efforts. Raising awareness campaigns should have no cash/volunteer goals.
- We advocate because we have the experience and the expertise, therefore we have solutions to propose.
- The advocacy goal is the subject of your advocacy effort. It is what you hope to achieve over the next 10-20 years. The advocacy goal can be your vision.
- The decision makers are the primary "targets" of an advocacy strategy. Secondary audience are individuals or groups that can influence the primary audience.
- Advocacy is the same as lobbying and campaigning.



### Advocacy – how to build up your strategy

The session on advocacy strategy had following objectives:

- To provide an overview of the process of preparation for an advocacy strategy;
- To provide to participants the knowledge about planning of each of phases of Advocacy planning process;
- To provide to participants the opportunity to exercise the process of planning.

The first part of the session was dedicated to give participants a general overview of process of planning an advocacy strategy and explaining the basic phases in development of the plan:

- Identifying the issue
- Setting up aims and objectives
- Defining target groups
- Creation of effective message

- Selection of methods
- Development of advocacy plan
- Implementation
- Monitoring and evaluation of the plan

Each of the phases in the process of action plan development was presented to participants by theoretical input that was followed by small groups work, debriefing and group discussions. During the theoretical input in identifying the issue, 5 case studies were presented and they were used by participants for developing advocacy strategy according suggested methodology.

Towards the end of the study session, a follow-up session was realised to support participants to transfer what they have learnt to their own organisations and to provide participants them with a framework outline to develop “their own” advocacy action plan.

Each participant was requested to prepare his/her own action plans for implementation of advocacy strategy back in his organization. As a tool for facilitating their planning, they were provided with guidelines. The project that they had to prepare should provide answers to the following questions:

**Why?** (Analysis of the situation, the social reality)

Why is it important? Are you sure it is important?

Why you want to get involved?

Why people are interested to join the project / Advocacy Action?

**What?** (Social aims, Educational aims, concrete objectives)

What kind of activity is it?

What is the purpose of the project?

In what context is the project? (i.e. influence/ importance of local or national facts)

What is going to happen concretely that otherwise it will not take place?

What are the results expected?

What is the topic and the content?

**Who?**

For whom?

Who is going to benefit from this project?

What will be the target group (age, background, origins, experience ...)?

Whom you would like to see participating?

Are the people involved in accordance with your aims?

With whom are you going to do it?

Who are the partners?

Who is responsible for what? (Risk that everybody will think that somebody else will do it)

Who will co-ordinate?

Who will follow-up?

Who can help, who can be expert?

**When?**

When will it start?

When will it end?

**Where?**

Where will your advocacy action take place?

Where will you meet?

Where will you start?

### **Resources / Support needed (technical, human, financial)?**

What do you need (financial and human resources, material and goods)?

What will be the costs?

### **Youth policy and youth rights**

The concepts and issues of youth rights, youth participation and youth policy were explored by two guest speakers. David Gvinera from UNICEF Georgia gave an introduction to the three topic areas. Through a quiz and peer-to-peer exchange, as well as debriefing, participants' understanding was deepened. David presented best practice examples from UNICEF Georgia and in the following session the link between the youth rights, youth participation, youth policy and advocacy was made.

Giuseppe Porcaro, Scout member and Secretary General of the European Youth Forum, was facilitating a discussion 'Scouts say on youth policy and youth rights'.



### **Presentation of case studies**

For better understanding of phases of development of advocacy strategy, study session planning team prepared five case studies for which participants had to develop advocacy strategies while working in small groups. The case studies were chosen and developed from five different areas of youth work and raising different issues that young people are facing in their everyday lives. These issues were:

- Environmental pollution of community that is result of economic growth;
- Physical barriers for involvement of young people with disabilities;
- Recognition of non formal education provided by Scout groups;
- Recognition of skills gained through volunteering in Scouting;
- Increase of costs for functioning of the Scout group.

The advocacy strategies developed by the groups were introduced in a plenary session and the groups received feedback from both the team and the rest of the group. All these final presentations were delivered step-by-step the content of their advocacy strategies - going hand in hand with creative elements – such as awareness raising campaigns, visible all around the youth center (e.g. posters, flyers, TV commercials were made) – which were a big

success and great element of practice. The case studies are enclosed as annexes to this report.





#### IV. EVALUATION

The last session was dedicated to a thorough evaluation of the learning process. A written questionnaire was completed by the participants. The results of these questionnaires highlight that:

- The vast majority of participants (more than 80%) feel that they can run an effective advocacy strategy for their national Scout organization;
- 70% of participants have solid understanding of what advocacy is and its relevance for Scouting and Guiding;
- 70% of participants feel “almost” comfortable to run their own advocacy strategy;
- More than 90% know how an advocacy strategy needs to be managed, how to foresee the risks and tackle possible problems.

These shows that the main objectives of the study sessions were achieved.

#### V. OUTCOMES

The outcomes of this meeting are, in brief:

- Participants developed a sound understanding of advocacy, what is it and what forms of advocacy exist;
- The share of advocacy practices and experiences, as well as challenges that they are facing in realising advocacy projects was evaluated as an enriching experience;
- Participants acquired competences in advocacy projects planning and management and are aware of the steps that need to be undertaken in the process of development of effective advocacy strategy;
- Participants developed their own individual follow up action plans on advocacy;
- Participants were introduced to the Council of Europe, its Youth Department, as well as the advocacy opportunities possible towards the institution and the position taken by the organization on specific topics.

## **VI. FOLLOW UP ACTIVITIES**

All participants developed their individual follow up plans that are going to be implemented in the next 1-2 year period in their organizations. The follow up action plans contain activities for implementation of an effective advocacy strategy related with youth rights on issues relevant for their own national organization.

Each of the action plan consisted of the following elements:

- Defining the problem to be addressed with the advocacy
- Aim and objectives of the advocacy strategy
- Identified stakeholders and defined target groups
- Developed messages for each target group
- Identified methods to be used for distribution of message to the target groups
- Devised action plan for implementation of the strategy, including monitoring and evaluation mechanisms
- Identification of resources needed for implementation, including support needed to be provided by the European Scout Region

Some of action plans are already in the process of implementation and they are being followed up by the secretariat of the organization and the team members of the study session.

## **VII. CONCLUSION**

Considering the mission of Scouting and having in mind the issues related to youth rights in South Eastern Europe, Central Europe and Eastern Europe and Caucasus, scouting has a specific opportunity to reflect and possibly improve approach of young people to youth rights with very specific focus on advocacy.

Young people in National Scout Organizations are now in a position of being able to effectively address issues related to youth rights, by using the full capacity of the Scouting networks that are already in place.

To be successful in addressing youth rights can be achieved only through carefully planned and implemented advocacy strategy that will take into consideration social context as well as existing capacities and limits of the Scout organizations. If all the elements of the strategy are carefully analyzed and taken into consideration, success in its implementation, and improvement of the youth rights will be a reality.



## APPENDICES

- I. Programme of the Study session
- II. Case studies
- III. List of participants
- IV. Evaluation by participants
- V. Evaluation by team

**Appendix I - Programme**

**Shape the Change: Advocacy for Youth Rights  
20-26 February 2012 - Budapest**

	20 February	21 February	22 February	23 February	24 February	25 February	26 February	
9.00	Arrival of participants	Intro of the day	Introduction to Founder 's Day	Intro of the day	Intro of the day	Intro of the day	Departure of participants	
9.30		Introduction and team building	Knowing more to get more engaged: youth rights	Scouts' say on youth policy and youth rights	Advocacy in practice	Advocacy on stage		
		BREAK						
11.30		What is it all about	Advocacy: How to build your strategy?	Scouts for youth policy and youth rights	Advocacy in practice	Taking the lead on advocacy		
13.00		LUNCH						
14.30		Exploring AdvocacyLand	Advocacy planning	Enjoying Budapest	Resources café	What's next?		
16.00		BREAK			BREAK			
16.30		Exploring AdvocacyLand	Advocacy planning (continued)		Advocacy in practice	Evaluation		
18.00		Reflection groups	Reflection groups		Reflection groups	Free time		
18.30		Free time	Free time		Free time			
19.00	Dinner	International Evening	Dinner	Dinner	Dinner			
20.00	Welcome evening	Hungarian Evening	Dinner in Town	Advocacy in practice	Let's Party			

## **Appendix II – Case studies**

### **CASE STUDY 1 - HEAVY METALS POLLUTION FOR A GOOD LIVING**

#### Introduction

The City of V is a small city with about 50.000 inhabitants, situated in the centre of the country M, a small post-socialist country with total population of 2,4 M. The city of V used to be the most industrialized city in the country (number of people working in industry comparing to total number of inhabitants). Among many factories, the biggest industrial capacity was the Smelter plant for lead and zinc “T”.

#### Economic benefits

This was by far, the biggest exporting company in the country (according the values of goods exported), with more than 90% of its production exported. More than 4000 workers were working directly or indirectly for this company – it means that at least 16000 people in the city (one third of total population) were getting their incomes from the work of the company. The smelter plant T used to work very successfully for more than 30 years, with salaries for its workers several times higher than the country’s average. Transition period resulted in closure of most of other industrial facilities, so the smelter plant T was the only solid pillar for the city for about the decade. The hope of whole city was relying on it.

#### The other side of the coin

The other side of the coin – this smelter plant was the greatest environmental polluter in the country. The State Institute for Health Protection reported that, when the factory still operated, the city of V was absorbing 62,000 tonnes of zinc, 47,300 tonnes of lead and 120,000 tonnes of sulphur dioxide annually. And this was going in all environmental media – air, water, soil. Leakage of sulphuric acid in the local river (the biggest in the country) was a usual “environmental incident” that was leading to death of thousands of tons of fish, and announcing the river “not good for any use”. Most of the babies that were born in the city of V after 20 years of functioning of the Smelter plant T, were born with some complication: either pre-mature, either later, with some disabilities, or some illness etc.

#### Different opinions about the work of the Smelter plant T

During the communist period, the government was very successful in keeping the secret about the environmental consequences of the functioning of the company. However, the democratization of the country increased the capacity of ordinary people to start talking and spreading the news about the devastation produced by the Smelter plant. A lot of environmental organizations from the city and national ones raised their voice about the work of the company, asking either to respect the environmental standards (to invest huge amounts of money in environmental protection) or to be closed. The other side of the front, as opposition of the environmental organization was represented by the people working in the factory and their families. Their main defence was “The Smelter plant might be polluting the environment, but it gives us bread. If we continue to work, the city might be dead in 30 years, but if we stop, the city will be dead in 30 days”. A lot of people were (more than half of population) were supporting this idea. Politicians were mainly advocating that the smelter plant should invest in environmental protection, but it should not be closed, as it is one of the rare economical capacities of the country. They were all promising that they will impose strong environmental standards to the company and the company will have to respect them. However, there was no politician powerful enough to impose any big investment in environmental protection to the management of the company.

### Closure

As the smelter plant was managed by management from the old regime, the real ownership issues were not really solved. As a result of that, the smelter plant was closed 10 years ago. With the closure, the city of V, lost the last hope for better life in the following years. It becomes one of the poorest cities in the country. The only benefit for the city was improvement of the environmental situation in the city. At least the air and river become cleaner, while for the soil, it needs still a lot of time and money for the situation to be improved.

### Re-opening

After 10 years, the ownership issues for the Smelter plant T are solved and the State sold the smelter plant to a private company consisted of former managers of the Smelter plant. As there are new, modern laws for environmental protection, the “new owners” of the company are promising that they will respect all the standards for environmental protection and that the Smelter plant is the new beginning for the life in the city of V.

### Different opinions related re-opening

The government’s main priority is economic development and attracting investments. So, it will welcome the investment, if respects the laws of the country.

Environmental NGOs are strongly opposing the idea of re-opening at all. Their statement is that the Smelter plant can be re-opened only if it is dislocated out of the city (minimum 10 km from city limits).

Association of parents of ill children are also supporting the Environmental NGOs.

There is a local Scout group that has its opinion about the Smelter plant T.

**Task: You are the member of the leadership of the Local Scout group. How are you going to organize yourself?**

## **CASE STUDY 2 - I AM STILL THE SAME PERSON**

A few months ago something terrible happened in Megalopolis; something that would change young Napoleon’s life forever. He was returning from a rock-climbing activity organised by his Rover Unit and was riding his bike back home, whistling and smiling - when a car violated a traffic light, causing a horrible accident. An ambulance came to take Napoleon to the hospital, where he was treated for his serious injuries. His parents, friends, and Scout Leaders stood by his side all the 14 days he had to spend in the hospital’s Intensive Care. Those days were to mark the beginning of the difficult path he would then onwards have to follow.

Doctors first informed his parents and then Napoleon himself, that although his condition had been stabilised, he would remain *paralyzed* from the waist down, for the rest of his life. Everyone was shocked, Napoleon felt devastated. Doctors suggested physiotherapy but they advised Napoleon not to get his hopes up; it would be better to start restructuring and reorganizing his life according to these new life-conditions.

Scouting used to be Napoleon’s favorite activity; need this be over now? Will he be welcomed to participate in his Rover Unit activities even on a wheelchair? The Scout house does not have an access ramp. Very few public buildings in Megalopolis have facilities for people with any disabilities whatsoever. No one in this community seems to have noticed that some people are excluded – from very many social activities,

simply because they cannot physically approach... the fitness center or the cinema for instance.

Napoleon feels he is still the same person/ only now he has been excluded of some of his rights, as a human and as a young citizen...

### **CASE STUDY 3 - WE DESERVE TO BE INVOLVED!**

Yesterday's edition of Loveit City Press, the biggest newspaper in Loveitstan, had a main headline which read as follows:

*"The World Bank is finally opening up space for consultation and cooperation with civil society, recognising NGOs expertise in non-formal education".*

From those who bought the newspaper, 80% actually read the specific article. From these, only 50% cared enough to read the rest of the article in page 3.

Those who did so however, could also read a list of the different NGOs which were invited in a 3-months period consultation, side by side with officials from the World Bank, along with high-profile people from the national, regional and local government structures. Overall, the list included 25 NGOs; some of which were very well established and globally known, while others looked quite unfamiliar.

W.E.

HA.ND.S.

Leaven and Earth

Pizza My Heart

The Cheap Shot

From the people who actually read carefully the list of organisations taking part in this consultation, 5 individuals were left quite puzzled after noticing that their own organisation was left out from this whole procedure. They were members of the National Scout Organization of Loveitstan, an organisation proud to belong to a worldwide family of more than 30 million members, one of the most dynamic, youth-lead organisations in Loveitstan and an expert on NFE.

Or at least, these are some of the things that first came into the minds of the aforementioned (5) people, when they met in the afternoon, in the Scout House.

They decided to do something about it.

They knew they deserved a place in the consultations with the World Bank.

They needed a plan.

They needed allies.

They had to be convincing and proficient!

They had better act fast.

They were acting not only in favour of their Scout Organisation, but also in favour of all the young people of their country – because NFE is all about encouraging active participation.

### **CASE STUDY 4 – JOSEPHINE**

Josephine graduated few months ago and full of hope she started to look for a job. She was waiting for this moment for some time now. She felt quite comfortable about it. She was few years late with his studies as he took a student job for a year, then was a very active leader in his community and in the whole district. He was

responsible, last year, to organise a district scouts camp for 1000 young people. That led him to failing his exams 😊

After sending some dozen of CVs, Josephine was getting a bit worried as she hadn't had any feedback, emails or even phone calls to inform him about a possible interview. He started to inquire to the different companies he applied to, in order to understand what was not going well with his application. He was answered that he has an interesting academic background, that she seems to be an active young woman but that she has not enough experience, especially in project management and networking. She felt up for the jobs she was applying for, but it seems that the employers didn't saw it or didn't understood it... or may be, she was not good at explaining her experience.

At her next national meeting of local leaders, she realized, talking with her peers, than 40% were facing the same type of challenges.

They expressed the need to the organization will start, with their support and experience, to address the issue.

## **CASE STUDY 5 - HIGHER COSTS**

At the district meeting, that evening, a leader of each local group was attending. The district leader had insisted in that all will come as they had to discuss an urgent – and possibly – difficult issue.

the district received a letter from the local authorities informing them that from next month on, they will have to pay the costs of the use (electricity, water and local taxes) for the premises that they are using in that district. This will provoke a clear financial difficulty for each of the group. Either it will lead to the closing of some groups or the doubling of the membership fees – and therefore exclude a number of children and young people.

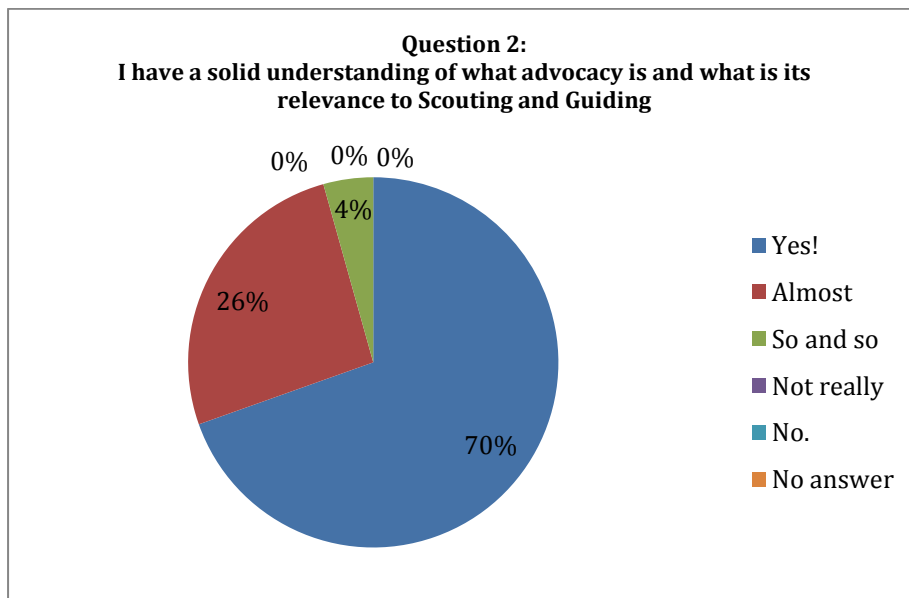
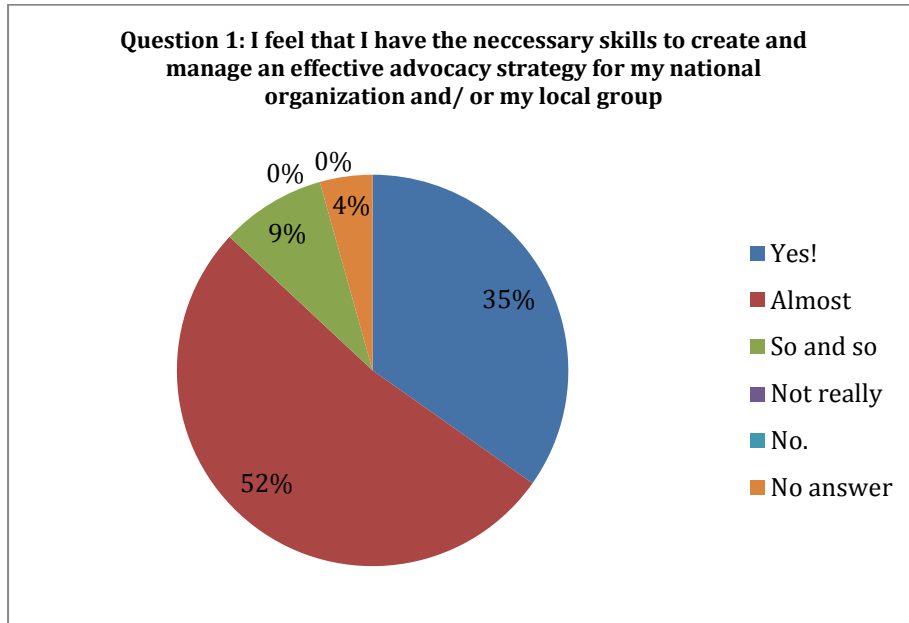
While experiencing the difficulties in their specific district, they realised that some other districts will be facing the same difficulties.

### Appendix III – List of participants

<b>Name:</b>	<b>Country of residence</b>	<b>e-mail address</b>
Paweł Chmielewski	Poland	<a href="mailto:pawel.chmielewski@zhp.net.pl">pawel.chmielewski@zhp.net.pl</a>
Csongor Boroczky	Hungary	<a href="mailto:boroczkycs@gmail.com">boroczkycs@gmail.com</a>
Sander Lillemäe	Estonia	<a href="mailto:sanderlillemae@gmail.com">sanderlillemae@gmail.com</a>
Laura Õigus	Estonia	<a href="mailto:laura@skaut.ee">laura@skaut.ee</a>
Ilyas Ismayilli	Azerbaijan	<a href="mailto:ilyas89@hotmail.com">ilyas89@hotmail.com</a>
Kristýna Drápalová	Czech Republic	<a href="mailto:kristyna.drapalova@gmail.com">kristyna.drapalova@gmail.com</a>
Greta Iljazi	Albania	<a href="mailto:gretailjazi@yahoo.com">gretailjazi@yahoo.com</a>
Katarina Vucinic	Montenegro	<a href="mailto:kaca209@gmail.com">kaca209@gmail.com</a>
Alexander Timakin	Russian Federation	<a href="mailto:altimakin@gmail.com">altimakin@gmail.com</a>
Hayk Karapetyan	Armenian	<a href="mailto:scoutforscout@gmail.com">scoutforscout@gmail.com</a>
Aleksandar Draev	Bulgaria	<a href="mailto:sashosan@abv.bg">sashosan@abv.bg</a>
Adriana Popescu	Romania	<a href="mailto:popescu.adriana@gmail.com">popescu.adriana@gmail.com</a>
Satenik Davtyan	Armenia	<a href="mailto:satendavtyan@gmail.com">satendavtyan@gmail.com</a>
Jelena Drndić	Croatia	<a href="mailto:jdrndic@gmail.com">jdrndic@gmail.com</a>
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Karolis Žemaitis	Lithuania	<a href="mailto:zemaitis.karolis@gmail.com">zemaitis.karolis@gmail.com</a>
Djordje Milic	Serbia	<a href="mailto:nacelnik@izvidjaci.net">nacelnik@izvidjaci.net</a>
Mariana Blanaru	Moldova	<a href="mailto:m_arinutza@yahoo.com">m_arinutza@yahoo.com</a>
Andriy Kolobov	Ukraine	<a href="mailto:andrewkolobov@gmail.com">andrewkolobov@gmail.com</a>
Hana Pasic	Bosnia and Herzegovina	<a href="mailto:hana.pasic@gmail.com">hana.pasic@gmail.com</a>
Ketevan Phiranishvili	Georgia	<a href="mailto:ketiscout@yahoo.com">ketiscout@yahoo.com</a>
Goran Gjorgjiev	The former Yugoslav republic of Macedonia	<a href="mailto:goran@scout.org.mk">goran@scout.org.mk</a>
Natallia Yakubitskaya	Belarus	<a href="mailto:natash-07@mail.ru">natash-07@mail.ru</a>
Evgeny Ribalko	Kazakhstan	<a href="mailto:scout_sea@mail.ru">scout_sea@mail.ru</a>
<b>Preparatory team</b>		
Alix Masson	Belgium	<a href="mailto:amasson@scout.org">amasson@scout.org</a>
Jordan Bajraktarov	Macedonia	<a href="mailto:jbajraktarov@scout.org">jbajraktarov@scout.org</a>
Mariana Fragkou	Greece	<a href="mailto:mfragkou@scout.org">mfragkou@scout.org</a>
Irina Pruidze	Georgia	<a href="mailto:scouts@caucasus.net">scouts@caucasus.net</a>
Sabine Klocker	Austria, Educational advisor	<a href="mailto:s.klocker@gmail.com">s.klocker@gmail.com</a>
<b>Experts invited</b>		
Giuseppe Porcaro	Belgium	<a href="mailto:dgvineria@unicef.org">dgvineria@unicef.org</a>
David Gvineria	Georgia	<a href="mailto:giuseppe.porcaro@youthforum.org">giuseppe.porcaro@youthforum.org</a>

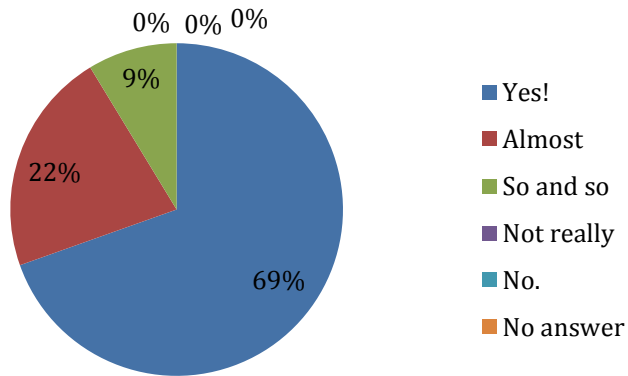
## Appendix IV – Evaluation by participants

23 participants out of 24 provided written evaluation.  
Results of evaluation are according the following:

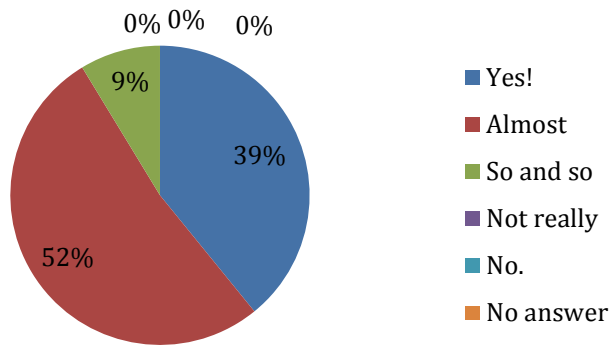




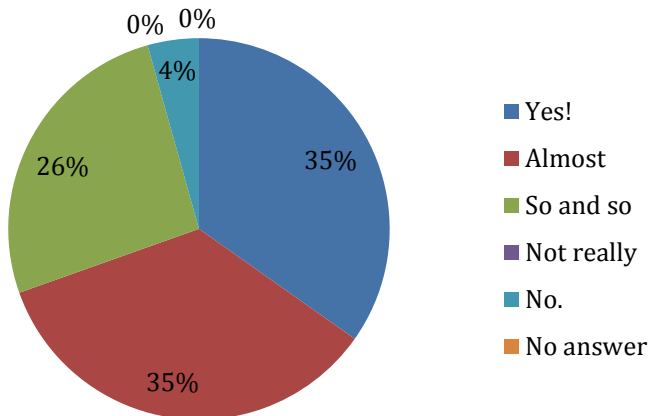
**Question 3: I have realised that different forms of advocacy exist**



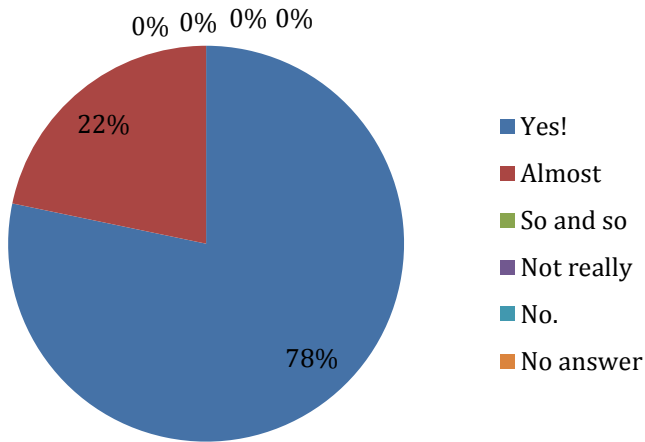
**Question 4: I have grasped the basic principles behind any advocacy strategy**



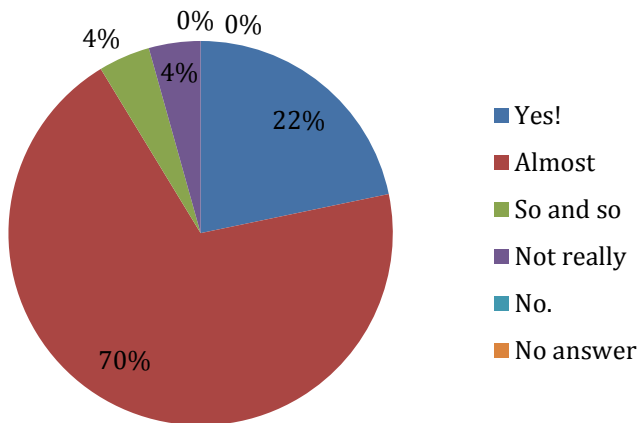
**Question 5: I am familiar with a number of different advocacy methodologies, pursued either by organizations or individuals**



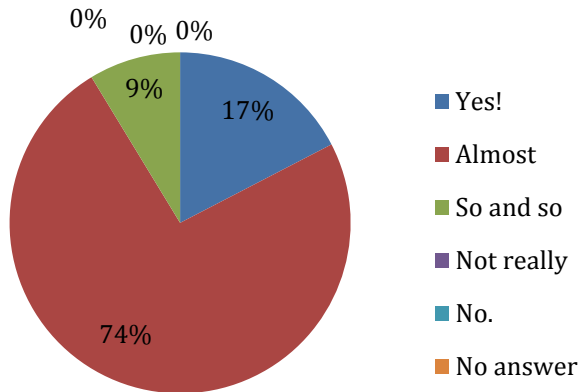
**Question 6: I can easily identify the benefits of advocacy for Scouting and my own reality**



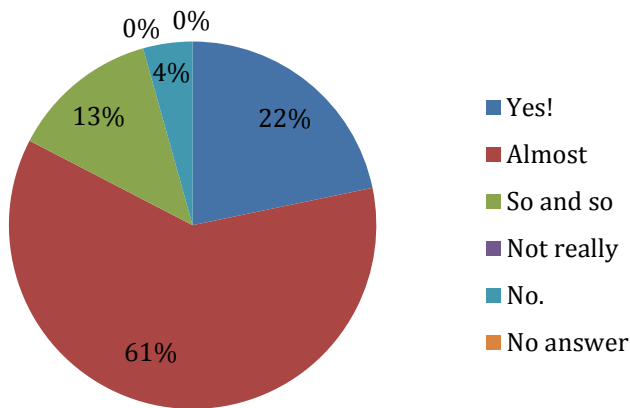
**Question 7: I feel comfortable in planning my own advocacy strategy strategy**



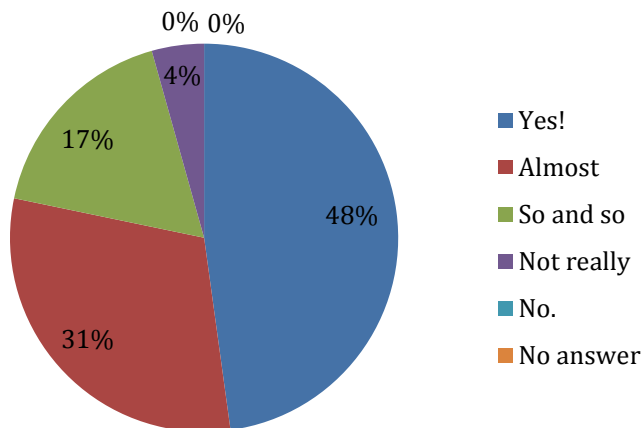
**Question 8: I know how an advocacy strategy needs to be managed, how to foresee the risks and tackle possible problems**

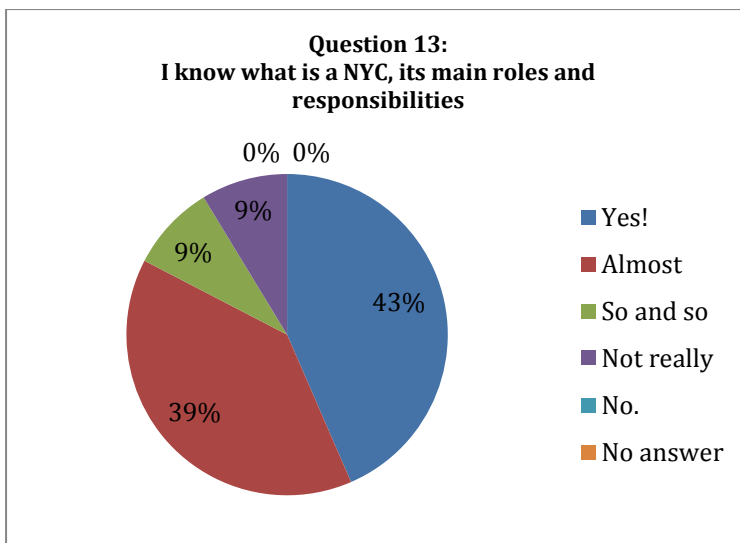
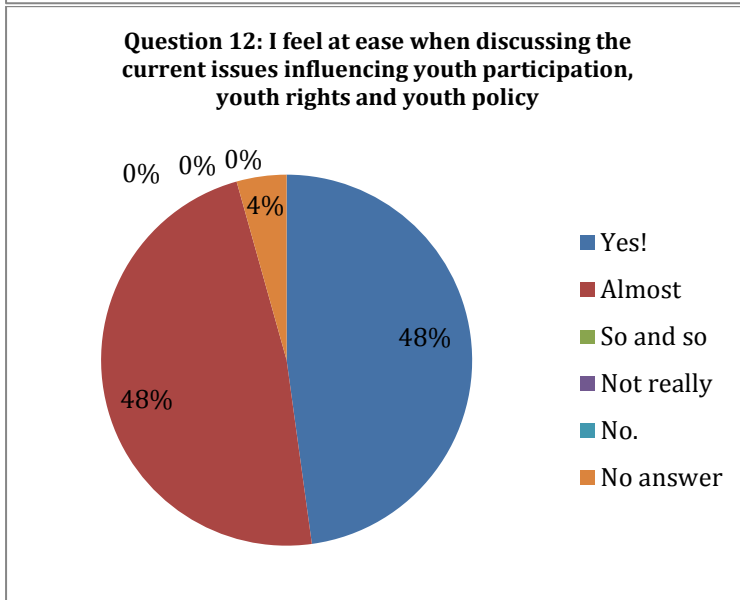
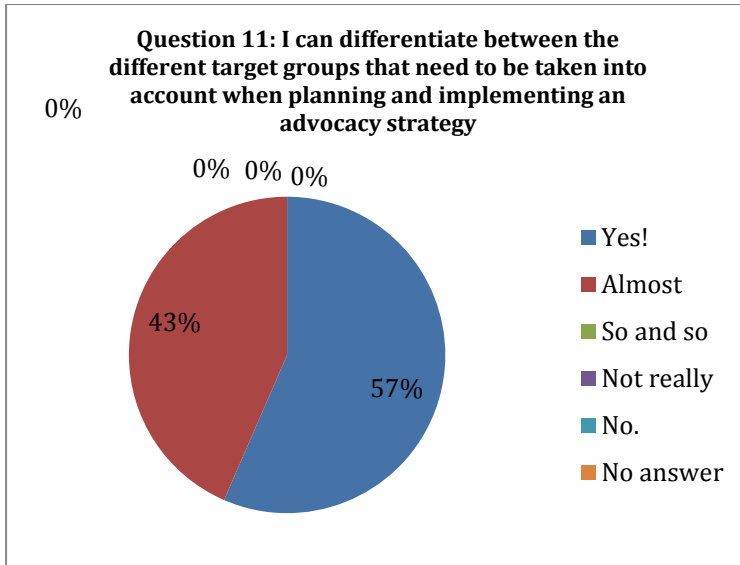


**Question 9: I feel confident that I can be successful in advocating an issue of importance to me and/ or my organization and/ or group, and influence policy-making in a positive direction**

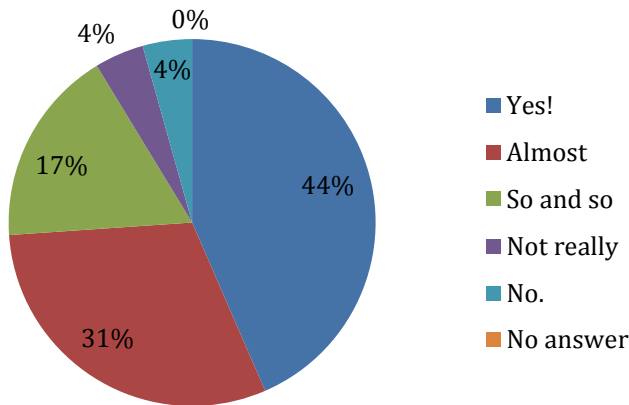


**Question 10: I can name all the possible stakeholders involved, in any advocacy campaign**

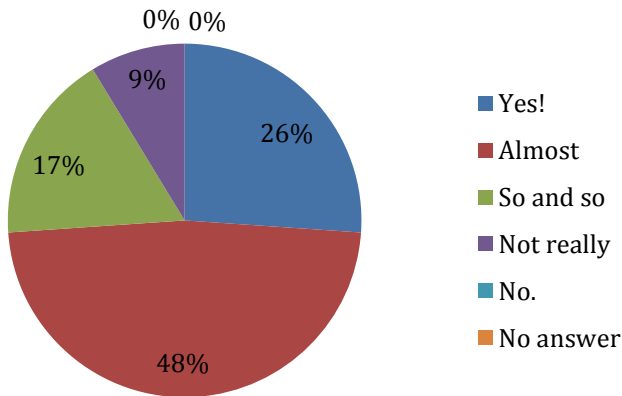




**Question 14: I know what the European Youth Forum (YFJ) is**



**Question 15: I have become acquainted with Council's of Europe Youth Department**



**Question 16: I am satisfied with the services and facilities of the European Youth Center in Budapest**

