ACT! 2015

Advocacy strategy toolkit

A practical toolkit for young people who are passionate about advancing HIV and sexual and reproductive health and rights through national advocacy in the post-2015 agenda.

CONTENTS

GLOSSARY

Before planning your advocacy strategy, you should be familiar with the following terms and common definitions.

Acquired immunodeficiency syndrome (AIDS): caused by advanced human immunodeficiency virus (HIV) infection. The immune system cannot fight infection and disease, leaving the body vulnerable to life-threatening opportunistic infections, such as tuberculosis, meningitis, fungal infections and various cancers.

Advocacy or policy advocacy: a strategy to influence policy-makers to make a policy change (e.g. create supportive policies, reform or remove harmful policies, or ensure the funding and implementation of supportive policies).

Antiretroviral therapy (ART) and antiretrovirals (ARV): standard antiretroviral therapy (ART) consists of the combination of (ARV) drugs to maximally suppress the HIV virus and stop the progression of HIV disease. Huge reductions have been seen in rates of death and suffering when use is made of a potent ARV regimen, particularly in early stages of the disease.

Children: the Convention on the Rights of the Child is an international treaty that recognizes the human rights of children, defined as persons up to the age of 18 years.

Civil society: made up of citizens and organizations outside of government and business. NGOs (nongovernmental organizations) are part of civil society and are sometimes referred to also as the "third sector." Also considered to be part of civil society are civil society organizations (CSOs) and international non-governmental organizations (INOs).

Epidemic: an epidemic is an unusual increase in the number of new cases of a disease in a human population.

Gender: the social attributes and opportunities associated with being male and female, and the relationships between women and men and girls and boys; it also refers to the relations between women and those between men. While the term "sex" refers to biologically determined differences, gender refers to differences in social roles and relations.

Harm reduction: refers to policies, programmes and approaches that seek to reduce the harmful health, social and economic consequences associated with the use of psychoactive substances.

HIV prevention: a combination prevention approach that seeks to achieve maximum impact on HIV prevention by combining behavioural, biomedical and structural strategies that are human rights-based and evidence-informed, in the context of a well-researched and understood local epidemic.

High Level Panel of Eminent Persons on Post 2015 (HLP): this was announced by Secretary-General Ban Ki-moon in 2012 to guide the process of establishing a new framework for development beyond 2015.

High-Level Political Forum (HLPF): acronym for The High-Level Political Forum, which was created at Rio+20 in 2012. The HLPF is the main UN platform dealing with sustainable development, and it is the future home of the post-2015 development framework.

Human immunodeficiency virus (HIV): a retrovirus that infects cells of the immune system, destroying or impairing their function. As the infection progresses, the immune system becomes weaker, and the person becomes more susceptible to opportunistic infections. Eventually high viral turnover leads to destruction of the immune system, sometimes referred to as advanced HIV infection, which leads to the manifestation of AIDS.

International Conference on Population and Development (ICPD): began in 1994 when 179 governments adopted a 20-year programme of action covering issues related to gender inequality and poverty, health, educational attainment and sustainable economic development. Much like the Millennium Development Goals (MDGs), this programme is about to expire in 2014, and it is closely linked to the post-2015 discussion. This discussion is often referred to as "post-2015"

Intergovernmental negotiations: official Member State decision-making process used by the UN to reach a consensus on global decisions, for example: the Rio+20) Summit. The intergovernmental negotiations begins in September 2014 and lasts until September 2015 in order to decide on the new development agenda.

Key populations (in the context of HIV): those most likely to be exposed to HIV or to transmit it—they are key to the epidemic and the response. In all countries, key populations include people living with HIV. In

most settings, men who have sex with men (MSM), transgender persons, sex workers and their clients, people who inject drugs, and those in relationships with HIV-positive people are at higher risk of exposure to HIV than other people.

Lobbying: the act of influencing specific policies or legislation. Lobbying may form part of an advocacy strategy.

Millennium Development Goals (MDGs): a set of eight goals with specific targets and indicators that were agreed upon to help advance global development issues from 2000 to 2015.

Major Group for Children & Youth (MGCY): the official UN participation constituency for people under the age of 30.

Open Working Group on Sustainable Development Goals (OWG): created at Rio+20 in 2012. The OWG is a group of 70+ Member States that have been tasked with preparing a proposal on sustainable development goals (SDGs) that will be ready in mid-2014.

President of the UN General Assembly (PGA): this role oversees the activities of the UN General Assembly; it rotates on a regular basis. The current president is John W. Ashe of Antigua and Barbuda, who was elected in June 2013.

Policy: a course or principle of action adopted or proposed by an organization or individual. This can include a plan, strategy, agenda, programme, human rights instrument, budget decision, piece of legislation, or set of regulations and/or protocols issued by a government, multinational entity or institution.

Policy-makers: typically government officials or people with formal political power (e.g. parliamentarians, ministers and their staff, etc.).

Post-2015/new global development framework: the potential set of goals and indicators that will replace the Millennium Development Goals (MDGs) in late 2015/early 2016.

Prezi: online cloud-based presentation software that is used to present complementary online training modules to this tool.

SDGs: acronym for sustainable development goals. This generally refers to the intergovernmental process that is exploring how sustainable development fits into the next global development framework.

Sexuality: a broad term that encompasses sex and gender identities or roles, as well as sexual orientation, eroticism, pleasure, intimacy and reproduction.

Sexual and reproductive health and rights (SRHR).

Sexually transmitted infection (STI).

Stigma: can be described as a dynamic process of devaluation that significantly discredits an individual in the eyes of others. Within particular cultures or settings, certain attributes are seized upon and defined by others as discreditable or unworthy. When stigma is acted upon, the result is discrimination that may take the form of actions or omissions. Discrimination is a human rights violation.

Sustainable development: an approach to development that attempts to meet the needs of the present without compromising the ability of future generations to meet their own needs. It strives to find a balance between the environment, society and the economy.

Transgender person: a person who has a gender identity that is different from his or her sex at birth. Transgender people can be both male and female.

Transmission: the process by which a virus is passed from one individual to another. HIV is transmitted through unprotected sexual intercourse (anal and vaginal), the use of contaminated injecting equipment, vertical transmission during pregnancy, childbirth or breastfeeding, and blood transfusions or blood products that are contaminated with HIV.

United Nations (UN): the UN has 193 Member States, and it is overseen by the Secretary-General, who is currently Ban Ki-moon.

United Nations General Assembly (UNGA): the UNGA is held once a year, normally in September. In 2014, the General Assembly will hold a special event on the post-2015 framework.

UNAIDS: the Joint United Nations Programme on HIV and AIDS for accelerated, comprehensive and coordinated global action on the HIV and AIDS epidemics.

The PACT: a collaboration of over 25 youth-led and youth-serving organizations that creates solidarity to work strategically in the HIV response towards ensuring the health, well-being and human rights of all young people.

Young people/youth: there are many different definitions of young people and youth, and the ages by which someone is considered to be a youth varies enormously. ACT!2015 is focused on those between the ages of 15 and 29.

INTRODUCTION

A practical toolkit for young people who are passionate about advancing HIV and sexual and reproductive health and rights in the post-2015 agenda through national advocacy.

WHY THIS TOOLKIT?

The post-2015 development discussion is one of the most important debates of our time: any global framework agreed upon by world leaders in 2015 will guide future government policies and spending on social and economic development, not only in developing countries, but also globally.

The world currently holds the largest generation of young people in history, with 1.8 billion adolescents and youth making up one quarter of the world's population. There is no sense in discussing future development goals without recognizing the role that young people can and must play as key players and problem solvers.

Young people all over the world have come together over the past 18 months to share their personal stories, discuss key issues, find solutions and inspire action together through youth consultations in local communities, at high-level meetings with our decision-makers and in the recent community dialogues of ACT!2015.

These consultations have generated a powerful and unified youth voice at the grass-roots level within our communities. However, to ensure that our voices continue to be heard in the process of designing a new development framework, we now need to get more specific with our asks and more active in the decision-making spaces!

This toolkit is intended to provide you with some practical resources to make sure that all the valuable ideas that have emerged in the youth discussions on post-2015 can be translated into social action.

It does not matter if you have never done anything like this before—what matters is your willingness to bring together youth from your community to work together to truly influence the post-2015 global development agenda!

WHAT IS THE TIMEFRAME TO TAKE ACTION WITH THIS TOOLKIT ?

This toolkit is designed for advocates planning to take action in the post-2015 development process, with a particular focus on the window of opportunity between April and October 2014. After this time (as you'll discover in the section entitled "The story so far," found on page XX), the negotiation process will change quite substantially.

The advocacy strategy that you will develop throughout this toolkit will take you up to October 2014. After October, we recommend that you run a review workshop (described in Module 7) and redesign your strategy for the following year.

In theory, you could continue to revisit this toolkit several times over the next couple of years to adjust your post-2015 approach, and you might even choose to use it for other advocacy processes in years to come—we hope it is that useful!

This toolkit was designed for a range of youth advocates, including:

WHO IS THIS TOOLKIT FOR ?

This toolkit was designed for a range of youth advocates, including:
- young people who are involved in community dialogues, youth consultations on post-2015, etc.;
- young people who are passionate about ensuring that sexual and reproductive health and rights (SRHR) issues are strong in the post-2015 agenda; and
- young people from key populations, because they have a critical role to play in shaping the debate.

We've deliberately designed this toolkit so that it's easy to pick up and approach from a lot of different perspectives, passions and thematic angles, meaning that it is also suitable for:

- young people who are looking for practical guidance to build their own advocacy strategy (on any issue, whether it's SRHR or something else!); and
- adult allies looking to support youth advocates by assisting in the strategy process.

KEY WORDS AND PHRASES

We've tried to capture the most important words and phrases in the Glossary at the front of this toolkit. However, one of the most important words—and one that needs to be clearly defined from the beginning—is advocacy. There are many different definitions of the word, and it is often used as an umbrella term for tactics like lobbying and media work, so let's make sure we all start on the same page.

Our definition of advocacy: "policy-advocacy," or work that seeks to change public policies and practices in ways that will have a positive impact on people's lives.

POLICY ADVOCACY

CAMPAIGNING

MEDIA

LOBBYING

ACTIVISM

HOW TO USE THIS TOOLKIT

This toolkit is structured in a series of step-by-step modules to help you and your community build an effective strategy to influence your decision-makers. We've included navigational icons to flag key information and important tips (see the navigation box on page 9). There is also an Appendix packed with the most crucial activity templates (Appendix 1, pages 78–86). You'll also find lots of practical exercises, activities and space throughout the toolkit for noting down your thoughts.

BUILD YOUR STRATEGY: we think the most valuable thing about this toolkit is the fact that you can simply print off Appendix 1 (pages 78–86) and complete the templates as you progress through the toolkit—the result will be your advocacy strategy! Keep your eyes open for the advocacy strategy icon (which you can find in the navigation key below).

WORK TOGETHER: the best way to use this toolkit is in a small group. You could even run some of the modules in a workshop setting.

PLAN YOUR TIME: some users may find that they speed through the first half of the workbook because they already have done a lot of this thinking in their communities. Others will need to take some time to do research, seek support from partners and deliberate over the key decisions. Still others may choose to dip in and out of different modules at random. What matters is that you don't have to do this all in one go, so take your time.

We hope this process of designing your strategy will help you, but don't feel that you have to stick rigidly to the proposed plan and activities in this toolkit if they don't work in your context.

Advocacy strategies are rarely ever straightforward or linear in their design and implementation—what works as a message today may need to be reworked tomorrow, and what seems like an effective partnership with a decision-maker one day could be very different the next.

Be flexible in your approach, and don't be afraid to revisit certain modules over time.

MODULE 1: SET YOUR PRIORITIES

Which issues do you feel most resonate with your passion and community context?

MODULE 8: DEVELOP YOUR ROADMAP

What are you going to do,
when are you going to do it,
how are you going to do it and at
what cost??

MODULE 2: MAP YOUR NETWORK

Who can
support you?,
capacity, influence and impact?
Who shares your priority concerns?

MODULE 7: TAKE STOCK AND REVIEW PROGRESS

How can you monitor progress, capturing learning, and adapting your roadmap along the way?

MODULE 3: BUILD YOUR TIMELINE

What moments are key for you and all levels of your network, and when will they occur?

MODULE 6: CHOOSE YOUR ACTIVITIES

What kind of activities might you use to send your messages? Which are most effective in your context?

MODULE 4: PICK YOUR TARGETS

Who are the key influencers in your extended network? Who can help you reach them?

MODULE 5: MAKE YOUR CASE

How can you develop more in-depth and tailored messages for your targets, in a language that is appropriate and effective?

WHAT THIS ALL ADDS UP TO!

APPENDIX 1: YOUR ADVOCACY STRATEGY

TEMPLATE 1	**ADVOCACY ISSUE**
TEMPLATE 2	**ADVOCACY GOAL FRAMEWORK**
TEMPLATE 3	**PARTNER TRACKER**
TEMPLATE 4	**TARGETS**
TEMPLATE 5	**MESSAGES**
TEMPLATE 6	**ACTIVITY PLAN**
TEMPLATE 7	**ACTIVITY BUDGET**
TEMPLATE 8	**ADVOCACY ROADMAP**
TEMPLATE 9	**KEY POINTS**

THE KEY TO YOUR TOOLKIT

WRITE — complete this activity using the space provided.

ADVOCACY STRATEGY — turn to Appendix 1 and complete the corresponding activity.

ALERT! — be careful to consider or remember important information.

TIPS & TRICKS — handy hints, further information or ideas to help you on your way.

VISIT THE PREZI — find out more by visiting this online resource: http://prezi.com/huhylgalfyid/act2015-advocacy-support.

PRINT — print these pages to keep a hard copy of your advocacy strategy.

THE STORY SO FAR

We'll begin by looking at a condensed history of the post-2015 process, which is the focus of ACT!2015. The story begins with the birth of the Millennium Development Goals (MDGs) before jumping forward to the present, highlighting key next steps in the process from 2014 to the completion of a post 2015 development.

> **TIPS & TRICKS:** if you get stuck on any of the acronyms or processes, be sure to check out the Glossary on pages 5–6 and the Timeline on pages 18–19.

THE BIRTH OF THE GLOBAL DEVELOPMENT GOALS

Our story begins way back in Rio de Janeiro in 1992 at a global conference that is now referred to as the "Earth Summit."

At this meeting, decision-makers from around the world came together for the first time to discuss solutions for global problems such as poverty, war and the growing gap between industrialized and developing countries. At the centre of this discussion was the question of how to relieve pressures on the global environment through sustainable development.

This meeting was the beginning of the global development agenda.

In 2000, at the United Nations Millennium Summit, the world came together once more to solidify its commitment to global development.

The Millennium Declaration that was agreed upon at the Summit led to the MDGs. The eight MDGs, were agreed upon by all Member States and leading development institutions from 2000–2015.

Here's an overview of the eight goals:
www.healthpovertyaction.org/policy-and-resources/millennium-development-goals.

The 8 Millennium Development Goals

1. ERADICATE EXTREME POVERTY AND HUNGER
2. ACHIEVE UNIVERSAL PRIMARY EDUCATION
3. PROMOTE GENDER EQUALITY AND EMPOWER WOMEN
4. REDUCE CHILD MORTALITY
5. IMPROVE MATERNAL HEALTH
6. COMBAT HIV/AIDS, MALARIA AND OTHER DISEASES
7. ENSURE ENVIRONMENTAL SUSTAINABILITY
8. GLOBAL PARTNERSHIP FOR DEVELOPMENT

Source: www.healthpovertyaction.org/policy-and-resources/millennium-development-goals

The MDGs ensured that national development plans were aligned with a global development agenda, and they did an incredible job of focusing attention, resources and money on the issues that they covered. As a result, a huge amount of progress has been made in areas like poverty reduction and primary education, but this progress varies widely from country to country.

However, this focus also meant that the issues not covered by the MDGs (issues like finance, climate change and sexual health) were left off the agenda, and they have struggled to get sufficient attention over the entire life of the MDGs.

Progress towards the MDGs also is uneven across the different goals, and it varies between countries and communities, meaning that some goals are much closer to being reached than others.

Finally, over the past few years—as efforts have accelerated to ensure that meaningful progress is made—the world has begun the crucial and daunting business of setting a new development agenda to build on the MDGs. This is the post-2015 development agenda, which we'll now go on to explore.

First, here's a quick summary of the early stages of the global development discussion.

1992–2012

The Earth Summit, officially titled "The UN Conference on Environment and Development" (UNCED), took place in 1992 in Rio de Janeiro, Brazil. The summit focused on three broad concepts: an "Earth Charter" covering a number of principles aimed at development and the protection of the environment; "Agenda 21," a global action plan for sustainable development; and a substantial increase in new funding for sustainable development in the Global South. The foundations for ongoing civil society participation in UN development processes also were established at The Earth Summit. For more on the original Earth Summit, visit **www.un.org/geninfo/bp/enviro.html**.

Rio+20—or "The UN Conference on Sustainable Development"—took place in Rio in June 2012, and it looked back on 20 years of sustainable development efforts that had taken place since the Earth Summit. Rio+20 also tried to lay the groundwork for the development of a new set of global sustainable development goals (SDGs). The Summit resulted in The future we want, an outcome document signed by participants at Rio+20 that expresses their continued commitment (and that of their government or organization) to sustainable development.
To read about Rio+20, check out www.uncsd2012.org and **http://rioplustwenties.org**.

1994–2014

The International Conference on Population and Development (ICPD) began in 1994, when 179 governments adopted a 20-year Programme of Action that covers issues of gender inequality and poverty, health, educational attainment and sustainable economic development. Much like the MDGs, the Programme of Action is about to expire in 2014, and governments are considering ways in which the post-2015 agenda might incorporate the next steps of the ICPD for SRHR, gender and HIV.

Find out more at **http://icpdbeyond2014.org, and read the ICPD Bali Global Youth Forum Declaration at http://icpdbeyond2014.org/uploads/browser/files/bali_global_youth_forum_declaration.pdf**.

2000–2015

The **Millennium Declaration** was agreed upon by UN Member States at the UN headquarters in New York in 2000; this led to the creation of the eight MDGs. Then, in 2010, the MDG Summit adopted a global action plan that announced new funding, resources and initiatives against poverty, hunger and disease. In the final countdown to the 2015 expiration date of the MDGs, efforts are accelerating to ensure that targets are attained.
To find out more about the history of the MDGs, the progress they have enabled and the next steps for completing them, visit **www.un.org/millenniumgoals and www.odi.org.uk/programmes/development-progress**.

Since 2010, momentum has been building in the international community towards creating not only a new set of goals, but a new global development agenda. At the 2010 MDG Summit, UN Member States decided to kick off the discussion on what would replace the MDGs.

Then, at Rio+20 in 2012, Member States also launched the negotiation process for a set of SDGs that would succeed the MDGs.

Simultaneously, governments also have been exploring issues of population, health and equality through the ICPD process (see the table on the previous page).

It is hoped that the new development agenda will find a way to encompass all of these tracks, and perhaps even more (e.g. climate change negotiations or world trade issues)!

Alongside all of these governmental efforts, the UN and civil society have been working to build a common vision for post-2015 through multiple consultations—a vision that is shared by both rich and poor, north and south, government, civil society and the private sector. We think you'll agree that it is no easy task!

This has been very different to the way in which the Millennium Development Goals were created. They have often been criticized as being the result of a top-down process, with limited participation from governments (let alone from citizens, nongovernmental organizations (NGOs) and other stakeholders).

The process has been a complex one so far. A wide range of voices has contributed over the past few years, with young perspectives at the heart of the process. Ideas have been shared on both the broad principles of a new development framework and the more technical challenges of how to address specific issues within it (issues such as health, the environment, distribution of resources, etc.).

2012–2014

A series of **global, regional and national consultations** were initiated in early 2012 by the UN and civil society organizations (such as Beyond 2015) to seek people's views on the new development agenda. UN country consultations have taken place in at least 80 countries, while nine thematic consultations have taken place online, hosted on the World We Want website: http://www.worldwewant2015.org/.
Civil society organizations, especially NGOs, also have led consultations with many different stakeholders. Consultations led by (and for) young people have featured prominently. These include:
- **National youth consultations** on post-2015 have happened in over 12 countries globally, with governance, human rights, employment, the environment and others emerging as top priorities. See the report at www.youthpost2015.org.
- The **World We Want** website hosted an online consultation on youth and inequality. You can read the results at www.worldwewant2015.org/node/290113.
- Over 1.4million people—half of whom have been young people—have voted in the **MyWorld survey**. Participate now at www.myworld2015.org.

Learn more about World We Want at **www.worldwewant2015.org and www.beyond2015.org**.

2012–2013

The UN High-Level Panel on Post-2015 (HLP) was announced by UN Secretary-General Ban Ki-moon in 2012 to guide the process of establishing a new framework for post-2015 development. The three co-chairs of the HLP were the Prime Minister of the United Kingdom of Great Britain and Northern Ireland, the President of Liberia and the President of Indonesia. The HLP carried out three outreach meetings to source input from civil society: in London (Nov 2012), Monrovia (Feb 2013) and Bali (March 2014). This research resulted in their report, A New global partnership: eradicate poverty and transform economies through sustainable development, which sets minimum standards for the next steps of the post-2015 process.
Young people were highly active in the HLP process from start to finish, and in May 2013, they wrote an open letter to summarize their top priorities. The letter was co-signed by some 60+ youth organizations around the world, and it succeeded in securing youth priorities throughout the HLP report, which was celebrated for its praise of youth-led development.
Find out more about the HLP and read the report at **www.post2015hlp.org and http://restlessdevelopment. org/file/youth-letter-to-high-level-panel-pdf**.

The **UN General Assembly (UNGA)** began to debate and discuss the format and contents of the post-2015 development agenda. In September 2013, the UNGA produced an outcome document on post-2015 that committed Member State governments to creating a universal post-2015 framework that would combine SDGs with poverty eradication MDGs and be applicable to all countries. Young people attended the meeting, influenced governments and strategized on next steps.

Read more about the UNGA and youth involvement at **www.youthpolicy.org/development/2013/09/17/whats-happening-in-new-york-understanding-the-un-general-assembly** and **http://restlessdevelopment.org/news/2013/09/30/restless-at-the-un-general-assembly**.

The UN Open Working Group on Sustainable Development Goals (OWG) was created at Rio+20, and it is a group of 70+ Member States who have been tasked with preparing a proposal on SDGs, which will be ready in mid-2014. The OWG is co-chaired by Ambassador Kőrösi of Hungary and Ambassador Kamau of Kenya. Their first phase of work (which concluded in February 2014) gathered input on over 17 thematic issues (including transport, oceans and health) through keynote addresses, briefing papers by the UN Technical Support Team, interactive panel discussions with civil society and national statements.

The Major Group for Children & Youth (MGCY), which is the UN constituency of children and young people engaged in post-2015, has been supporting youth participation in the OWG. Together, they've drafted interventions, run youth training sessions and developed a unified voice on priorities for next steps.

Learn about the sustainable development track at **http://sustainabledevelopment.un.org**, and read about youth participation in the process by visiting **http://childrenyouth.org**.

The consultation process is coming to an end, and soon the intergovernmental negotiations will begin.

At the UNGA in September 2014, governments from across the world will come together to debate their priorities for the new set of goals, targets and indicators. It has been agreed that the new set of goals will cover areas of social, economic and environmental development. This is quite different from the MDGs, which were mainly focused on poverty reduction. It is not yet known how exactly the ICPD agenda will be integrated into the new set of goals.

Governments will aim to reach a final agreement by the end of 2015, just before the MDGs run out. Between now and 2015, though, we still have plenty of time to advocate and lobby decision-makers.

Here is a quick snapshot of your opportunities to influence your national decision makers.[1]

2012–2014

The **OWG** continues the work that they have carried out so far. There are several final steps in their work to prepare recommendations for the new development framework:
- A zero draft of the OWG Report has already been released. It includes 19 thematic issues, and it was put together by the Co-Chairs.
- OWG members will meet in New York five times between March and June 2014 with the aim of creating a recommended set of post-2015 goals and targets. They may use the The future we want outcome document from Rio+20 as the narrative section of the report. Many people believe that anything that is excluded from this recommended set of goals and targets will be difficult to include in negotiations at a later date.
- The OWG will submit their final report to the Secretary-General ahead of the UNGA in September 2014 (at the latest).

Find out more at **http://sustainabledevelopment.un.org/index.php?menu=1549**, and get involved by joining the youth constituency at **http://childrenyouth.org**.

2013–2014

The **President of the General Assembly's (PGA)** events are a range of high-level sessions and thematic debates run by the PGA office between February and June 2014. These are intended to set the scene for the intergovernmental negotiations, and they included an event entitled "The contributions of women, the young and civil society to the post-2015 development agenda".

For dates and more information, visit **www.un.org/en/ga/president/68/settingthestage**. To read young people's priorities for the March meeting, visit **http://childrenyouth.org/2014/03/06/mgcy-priorities-for-the-pga-dialogues-march-2014**.

2013–2014

Ways of addressing HIV and AIDS post-2015 are being explored through platforms like the UNAIDS and Lancet Commission: Defeating AIDS—Advancing Global Health Global Commission on HIV and the Law (which includes a youth online review) and at the International AIDS Conference in Melbourne, Australia, in July 2014.

To find out more, visit **www.unaids.org/en/resources/campaigns/post2015 and www.aids2014.org**. For more about youth engagement, visit **www.crowdoutaids.org**.

2012 onwards

The **High-Level Political Forum (HLPF)** was created at the Rio+20 Conference held in Rio de Janeiro, Brazil, in 2012, and it is the main UN platform dealing with sustainable development. It is also the future home of the next development framework. The next HLPF meeting is in July 2014, and it will be a key global moment for the youth to influence.

Learn more at **http://sustainabledevelopment.un.org/index.php?menu=1556**.

Secretary-General (SG) reports have been—and will continue to be—released throughout the post-2015 process, usually on an annual basis. These reports aim to synthesize the key information that has been generated through consultations, meetings and negotiations so far. It is quite likely that we can expect the next SG report—which is due midway through 2014—to cover the OWG report, the report of the Intergovernmental Committee of Experts on Sustainable Development Financing, the UN Sustainable Solutions Network report, the latest consultation reports, and more!
Check out the latest report at **www.un.org/millenniumgoals/pdf/SG_Report_MDG_EN.pdf**.

UN country consultations also continue to build on the consultation process to date. The UN Development Group (UNDG) are organizing a second round of country consultations in 2014, focusing on "implementation of the post-2015 agenda." To support this process, UN Volunteers is currently fielding 15 volunteers with the aim of leveraging the voices of young people, youth organizations and volunteer-involving organizations in Algeria, Bangladesh, Cambodia, Cameroon, Guatemala, Haiti, India, Indonesia, Jordan, Kenya, Kyrgyzstan, Peru, Sri Lanka, Uganda and possibly Brazil.
Information has yet to be properly circulated, but you can learn out more at **www.un-ngls.org/spip.php?article4390**.

Intergovernmental negotiations are the official member state decision-making process used by the UN to reach consensus on global decisions (for example, Rio+20). From September 2014 through September 2015, the UNGA will engage in an intergovernmental process under the Ugandan Presidency to agree on the post-2015 framework, and it will be encouraged to build on the priorities covered in the reports of the OWG and the SG. It is expected that negotiations will reach full speed in May, June and July 2015. The negotiations then will conclude at the Post-2015 Summit in September 2015, which will be co-chaired by Denmark and Papua New Guinea.
For a detailed guide on how the negotiations work, check out **www.un-ngls.org/orf/d_making.htm**. The youth guide to negotiations at Rio+20, which paints a picture of the UN in action; the guide can be found at **http://rioplustwenties.org/documents/Participation_Guide_Rio+20_web.pdf.**
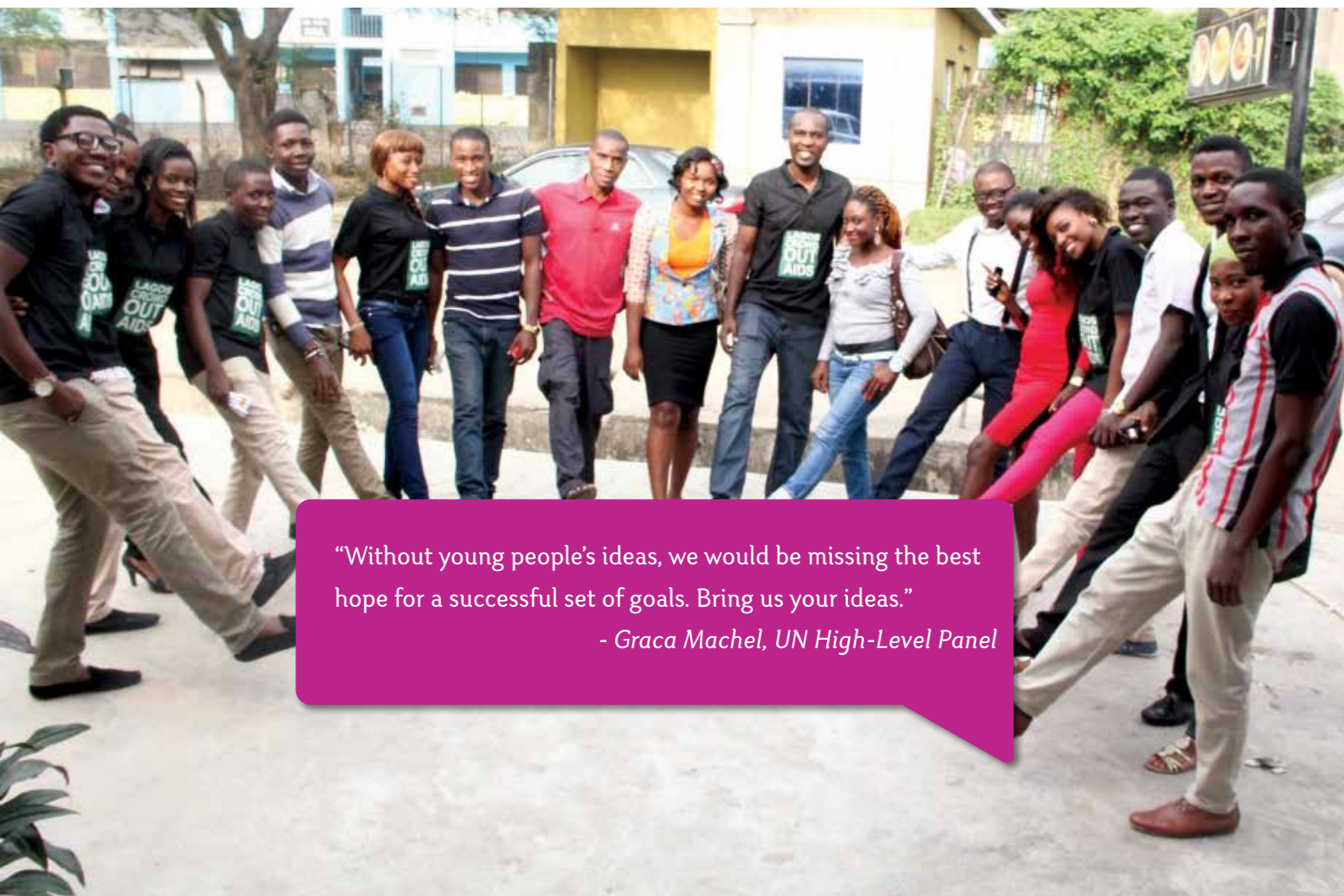
"Without young people's ideas, we would be missing the best hope for a successful set of goals. Bring us your ideas."
- Graca Machel, UN High-Level Panel

NEXT STEPS FOR YOUTH PARTICIPATION

Half the world is under the age of 25, and young people are often disproportionately affected by development issues, including HIV. Therefore, young people must continue to be involved in the planning and implementation of the post-2015 development agenda if it is to be successful.

Young people have worked tirelessly over the past few years to ensure that their voices are heard throughout the post-2015 process. Youth participation has been vibrant, ambitious and incredibly valuable.

There is great momentum building within the youth sector, along with increasing engagement with key influencers in high-level political processes.

The next step is to work out how to maintain that as the post-2015 process shifts from global consultations to intergovernmental negotiations in September 2014—that is where the real decisions will be made by our national governments.

Below is a snapshot of key upcoming global networks that will support youth to influence the next steps of the post-2015 agenda at the global level.

Ongoing

The MGCY and the Beyond 2015 Children & Youth Working Group are both actively supporting children and young people to engage in the next steps of the post-2015 process. From the OWG to the HLPF, these groups will help youth navigate the process, build youth capacity and influence decision-makers over the next year.
Find out more and get involved by joining the MGCY at **http://childrenyouth.org**. Also be sure to sign up for email updates from the Beyond 2015 Children & Youth Working Group by contacting **hannahs@restlessdevelopment.org**.

2014–2015

The Global Partnership for Youth in the Post-2015 Agenda is facilitated by the Secretary-General's Envoy on Youth, who has launched an online crowdsourcing platform to seek youth priorities for post-2015 targets and indicators. This aims to bring together a wide spectrum of stakeholders and unify the voice for youth priorities in the post-2015 development agenda. Young people and youth-focused organizations are encouraged to contribute on five key themes that were identified as priorities by young voters in the MyWorld surveys: education, employment and entrepreneurship, health, good governance, and peace and stability. Visit the website for more information at **https://crowdsourcing.itu.int.**

May 2014

Under the theme of "Mainstreaming youth in the post-2015 development agenda," the **World Conference on Youth 2014** (which will be held in Sri Lanka) aims to produce a joint outcome document that is agreed upon by UN Member States and youth. Find out more about the plans for WCY 2014 at **www.wcy2014.com**.
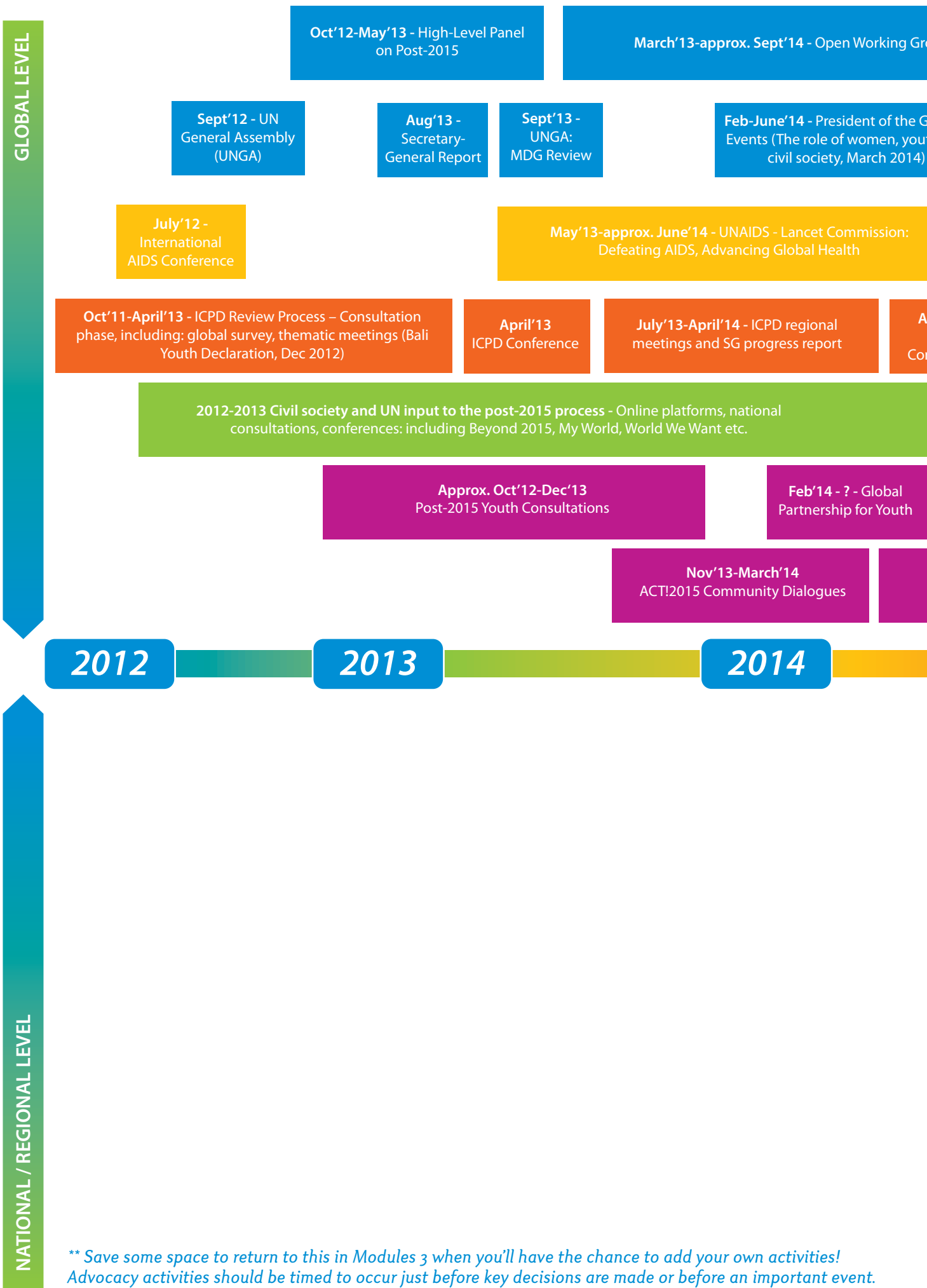
We've tried to capture all of the main events from this section in a visual timeline to help you strategize. Turn the page to explore this handy infographic!
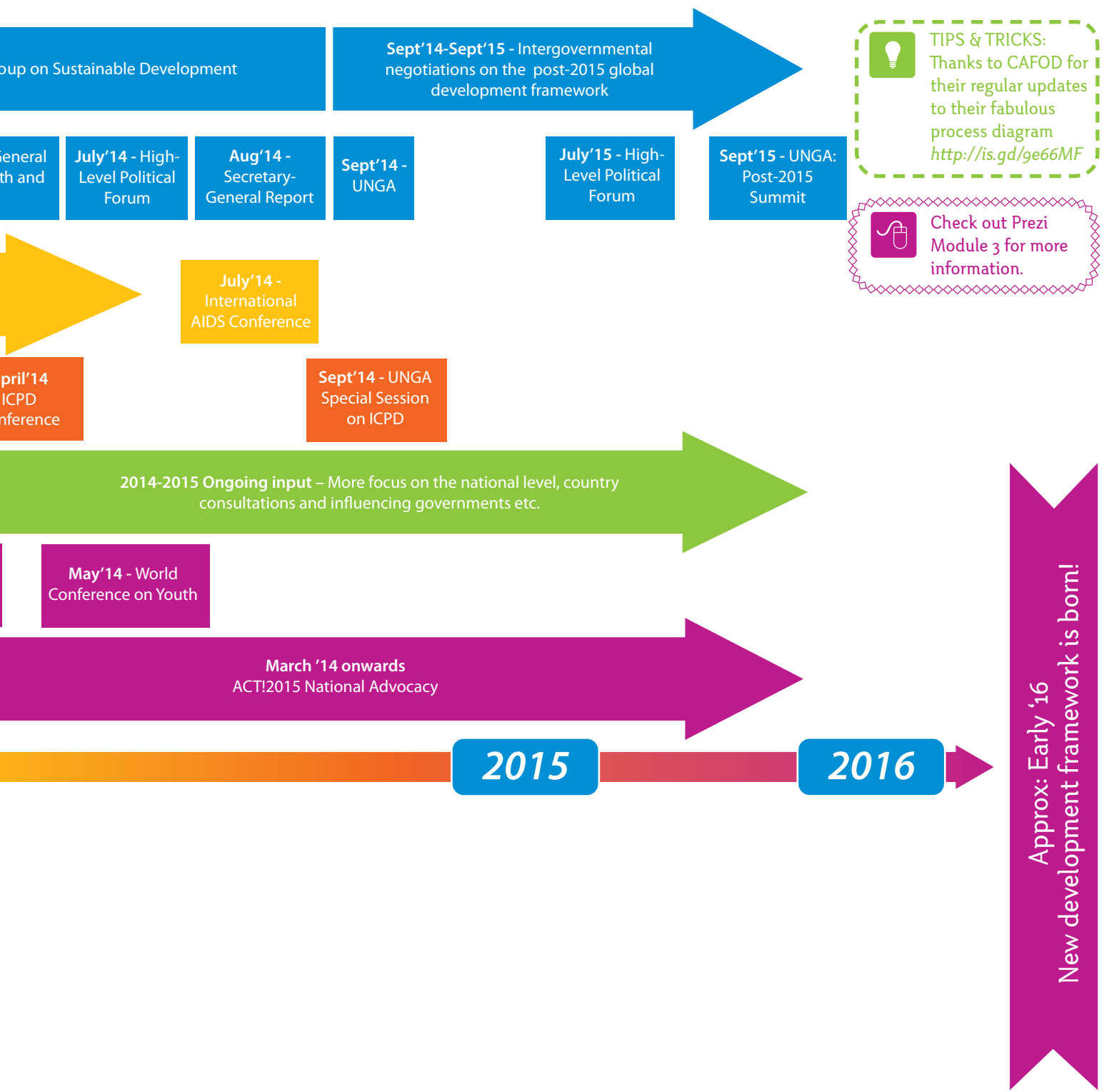
MY POST-2015 TIMELINE

Oct'12-May'13 - High-Level Panel on Post-2015

March'13-approx. Sept'14 - Open Working Gr

Sept'12 - UN General Assembly (UNGA)

Aug'13 - Secretary-General Report

Sept'13 - UNGA: MDG Review

Feb-June'14 - President of the G Events (The role of women, you civil society, March 2014)

July'12 - International AIDS Conference

May'13-approx. June'14 - UNAIDS - Lancet Commission: Defeating AIDS, Advancing Global Health

Oct'11-April'13 - ICPD Review Process – Consultation phase, including: global survey, thematic meetings (Bali Youth Declaration, Dec 2012)

April'13 ICPD Conference

July'13-April'14 - ICPD regional meetings and SG progress report

A Cor

2012-2013 Civil society and UN input to the post-2015 process - Online platforms, national consultations, conferences: including Beyond 2015, My World, World We Want etc.

Approx. Oct'12-Dec'13 Post-2015 Youth Consultations

Feb'14 - ? - Global Partnership for Youth

Nov'13-March'14 ACT!2015 Community Dialogues

2012   *2013*   *2014*

NATIONAL / REGIONAL LEVEL

*** Save some space to return to this in Modules 3 when you'll have the chance to add your own activities!
Advocacy activities should be timed to occur just before key decisions are made or before an important event.*

Timeline (continued)

...oup on Sustainable Development

Sept'14-Sept'15 - Intergovernmental negotiations on the post-2015 global development framework

...eneral ...th and

July'14 - High-Level Political Forum

Aug'14 - Secretary-General Report

Sept'14 - UNGA

July'15 - High-Level Political Forum

Sept'15 - UNGA: Post-2015 Summit

July'14 - International AIDS Conference

...pril'14 ...ICPD ...nference

Sept'14 - UNGA Special Session on ICPD

2014-2015 Ongoing input – More focus on the national level, country consultations and influencing governments etc.

May'14 - World Conference on Youth

March '14 onwards ACT!2015 National Advocacy

2015

2016

Approx: Early '16 New development framework is born!

TIP: when thinking about relevant processes and opportunities at the national level, it is very likely that your government's Ministry of Foreign Affairs will be leading the next steps for post-2015. Try to find out more about its activities, key decisions and opportunities for influencing the process.

Before we begin the proper business of planning your ACT!2015 advocacy strategy, let's walk through a quick exploration of the big players in the post-2015 process. As you read through this section, begin to think about who might be one of your advocacy targets—we'll then make key decisions about this in Module 4.

UNDERSTANDING INFLUENCE

In the post-2015 process, influential people and key decision-makers are located at the local, national, regional and global levels. Broadly speaking, these influencers work in a hierarchy: those at the local level (e.g. civil society representatives) encourage national decision-makers (e.g. staff at the Ministry of Foreign Affairs) to change their policies, positions or practices, and those national influencers then call on their regional or global representatives (e.g. UN negotiating teams) to take action (e.g. make a statement supporting access to SRHR education in the post-2015 negotiations).

You might find that this diagram helps to illustrate how this process of influencing works

Those at the top of the triangle (permanent missions in New York or heads of national delegations) will often have a direct say in how the agenda is shaped.

However, those at the top of the triangle are only at their most effective when they have a broad base of support from their community (or constituents). We call this "creating political space."

Therefore, although those at the base of the triangle (youth groups, the general public, grass roots NGOs and local decision-makers) might not have much direct influence on building the new development framework, they form a much larger proportion of society, and they can be useful for putting pressure on those with direct influence (such as government officials or civil society leaders).

NEW GLOBAL DEVELOPMENT FRAMEWORK

GLOBAL

REGIONAL

NATIONAL

LOCAL
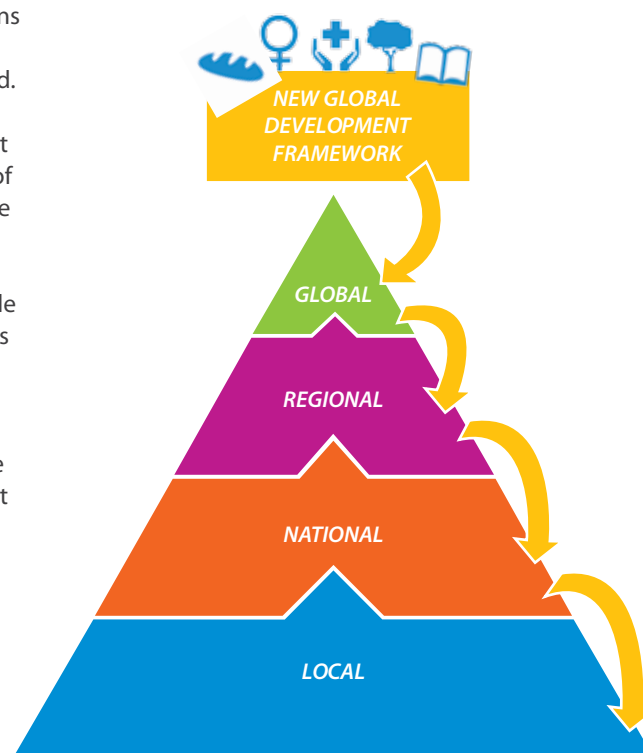
TIPS & TRICKS: thinking back to "The story so far" (pages 10–16), we now know that the post-2015 process is shifting away from consultations in favour of intergovernmental negotiations (as of September 2014). This is why it is very likely that the most influential players in the post-2015 process will be the UN Member State negotiating teams (or national delegations) that are coordinated at the national level in our respective countries.

IDENTIFYING THE KEY PLAYERS

Let's explore the specifics of who might sit at each level—local, national, regional and global—of the post-2015 process.

1. LOCAL INFLUENCERS

Local government decision-makers (such as district councillors): local decision-makers often are more accessible and more willing to be engaged than decision-makers at other levels. This is because they are closer to the experiences of those at the grass roots, and they often are very invested in helping local communities through life's daily challenges.

For many, local decision-makers provide a key bridge between the community and the national government, acting as spokesperson for issues—

this makes them a valuable secondary target to influence the decision makers!

Community leaders at the grass roots: Who are the opinion leaders in your community who have influence in areas of public debate? Are there any local religious leaders or business leaders who are well-connected to national government who you might select as a secondary target? Are there any civil society organizations that would be valuable secondary targets?

2. NATIONAL INFLUENCERS

National delegation: the team sent annually to the United Nations to negotiate at key meetings on behalf of your nation. They are quite likely to be one of your primary targets for influencing the post-2015 negotiations. These delegations usually are decided by the national Ministry of Foreign Affairs and may be made up of:

- Head of Delegation: often the Foreign Minister, but it also may be the Prime Minister or President.
- Delegates: may be parliamentarians, or a mixture of civil society representatives, ministers and experts on key issues.
- Official Youth Delegate: your national delegation might have an official Youth Delegate who also may be connected to the Ministry responsible for youth issues in your country. If this is the case, then this delegate could be a valuable target for you, both as a potential ally and as a direct route to global decision-making. Find out more about the youth delegate programme at **http://undesadspd.org/Youth/OurWork/ Youthdelegateprogramme.aspx.**

Permanent mission: your country's embassy to the United Nations; it is responsible for representing your national government's interests and policy priorities at UN meetings (like the UNGA or the OWG). The embassy is usually housed in a specific building in New York, and it is coupled with the National Delegation in your capital city. To find information about your Permanent Mission, visit **www.un.org/en/members/index.shtml**.

> ### OFFICIAL YOUTH DELEGATES
>
> Countries with Youth Delegates to the UNGA in September 2013
> - Austria
> - Belgium
> - Bulgaria
> - Dominican Republic
> - Finland
> - Georgia
> - Germany
> - Netherlands
> - Poland
> - Romania
> - Rwanda
> - Sri Lanka
> - Sweden
> - Switzerland
> - Thailand
> - United States of America

UN Resident Coordinator and civil society: both the UN system and many NGOs have been coordinating and driving progress on international development, and they are very active in the post-2015 process. You might want to consider identifying some key contacts within both the UN and NGOs as primary or secondary targets to influence (Beyond2015 can support you with influencing the organizations once you have identified them). To contact your Resident Coordinator, visit www. undg.org/unct.cfm?module=CountryTeams&page=Rc EmailReport. To connect with civil society efforts in your country, contact Beyond 2015 at **www.beyond2015.org/national-hubs**.

3. REGIONAL INFLUENCERS

There are 193 UN Member States in total, but not all countries have equal bargaining power during international negotiations. In order to increase their influence, these states group together, often in regional or thematic alliances to defend common interests. Within regions, certain countries also are more powerful than others, which influences the whole region's perspective.

When thinking about regional primary targets, you might want to consider which governments are the most influential in your region, and then identify who might be an effective secondary target in your country that you can engage with to reach the primary targets with your messages.

> **MEMBER STATE REGIONAL GROUPS**
>
> - African Group
> - Asia-Pacific Group
> - Eastern European Group
> - Latin American and Caribbean Group
> - Western European and Others Group

4. GLOBAL INFLUENCERS

The OWG: governments in the OWG (see page 13) are now working to consolidate their thematic discussions in a report, and there is still some opportunity to influence this critical report before June 2014. Visit the websites below to see which countries sit on the OWG, and to read statements that they have made at meetings. This will help you see what they think and which ones do (or don't) support your issue. Find out more at **http://sustainabledevelopment.un.org/index.php?menu=1661**

UN agencies: while the UN bodies do not negotiate directly, they will act as observers, make speeches and generally have a fair amount of influence over activities that occur over the next year or so. Furthermore, certain UN institutions are very active in areas closely related to youth development and our priorities. This includes United Nations Population Fund (UNFPA), United Nations Development Programme (UNDP), United Nations Department of Economic and Social Affairs (UNDESA), UNAIDS, United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Children's Fund (UNICEF) and International Labour Organization (ILO). These institutions work at a variety of levels—local through global—and they are actively working

to support the post-2015 process by running consultations, providing input at key meetings and supporting partnerships with young people on the ground. Are there any key UN Agency Offices in your country? For more, visit **www.un.org and http://social.un.org/index/Youth.aspx**.

The Major Group System: there are nine official outreach groups that the UN runs to enable civil society participation in their negotiations on global and sustainable development. The Major Groups include business and industry, farmers, indigenous people, local authorities, NGOs, scientific and technological community, women, workers and trade unions, and children and youth (MGCY).

The MGCY works with young people across the world to share knowledge, open opportunities for participation at high-level meetings and unify youth recommendations on Post 2015. Many of the active members are well-connected to UN agencies, permanent missions and international nongovernmental organizations (INGOs), making them valuable allies in your work to influence Member State targets! Find out more and sign up for emails at **http://childrenyouth.org**.

OTHER TARGETS!

The private sector plays a nuanced role in development, and many businesses have been active as delivery partners and brokers of financial assistance. The new global framework is likely to explore ways in which the private sector can engage in development practice, and many influential businesses are

participating in this discussion. Find out more—and consider whether there are any potential targets (allies or opponents!) in the private sector—by visiting **www.unglobalcompact.org ParticipantsAndStakeholders/business_associations.html.**

MODULE 1: Set your priorities

Now that you've had a chance to explore the global development process to date, the key events, processes and influencers, it's time to get started on putting together your advocacy strategy! Let's jump forward in time to the present, to explore the issues and priorities that have emerged from youth voices in the post-2015 process.

SUMMARY OF FINDINGS

It's 2014, and we live in a complex world. There are 3.5 billion people on the planet who are under the age of 25. We are the generation that is the most affected by poverty the world over—and we are the generation that will hold the responsibility for the implementation of any future goals. We are the 3.5 billion who have the greatest stake in seeing the world we want, and through youth consultations and ACT!2015's community dialogues, our generation has been engaging critically in discussions on how we get to that world. What we now see emerging from this process is a united youth voice that is visionary and inspiring, one that is tackling the root causes of poverty and inequality.

> "As a young person living with HIV, I can tell you it is very different now from what it was 15 or 20 years ago. We need to craft a compelling new narrative about AIDS—based on the realities of today—to engage people in reaching the end of the epidemic."
>
> *Pablo Aguilera,*
> *Executive Director, HIV Young Leaders Fund*

We—as young people from across the world—have articulated key principles that should underpin our vision: ensuring equality and freedom for all; respecting human rights and diversity; balancing the three pillars of sustainable development (social, economic and environmental); delivering access to decent services (such as health and education); and taking responsibility for effective governance, an equitable economy and meaningful civic participation.

However, in order to reach our vision, we know that there are many problems and issues that we first need to tackle. We have been identifying these problems throughout the post-2015 process to date: ineffective governance and corruption has come up time and time again, as have poverty, unemployment, inadequate education, climate change and poor infrastructure. SRHR has emerged as a particularly strong priority from the global conversation, with a particular emphasis on addressing HIV.

We have significant direct and indirect experience of the issues that we have raised, and we are well-placed to offer solutions to address these. From harnessing technology to reforming local or global systems, we are already pushing for a transformative development agenda. These solutions have roles for many stakeholders, not just governments. But we are not simply waiting for the older generations to change the world: from the Arab Spring to technology revolutions, we're already doing it.

PRIORITIZING OUR ISSUES AND BUILDING RECOMMENDATIONS

The challenge that we now face as young advocates—and indeed the challenge that this toolkit is aiming to address—is how we turn our broad overarching issues (e.g. SRHR and HIV) into more targeted recommendations for the post-2015 framework.

Governments have reached the stage in the post-2015 discussion where they are looking for suggestions about goals, targets and indicators for our most important issues that can be incorporated into the new framework. That is why, over the course of this toolkit (particularly in Modules 1 and 5), we'll be building our own case to ensure that SRHR and HIV are properly integrated into the new development goals.

As we said in the Introduction, if you are passionate about other issues in the post-2015 discussion (or indeed in any decision-making processes at the local, national or global level), you can also make use of this toolkit—it's designed to have a shelf life beyond 2015 and to support young advocates to be more strategic in their work, no matter the issues that inspire them.

So, before we launch into the steps in Module 1 (setting your specific priorities for your ACT!2015 advocacy work),here are a few common youth positions that you can draw upon to strengthen your case.

KEY POST-2015 YOUTH POSITIONS ON SRHR AND HIV

> 1. Open letter to High-Level Panellists from youth partners in development

This letter was developed by the Beyond 2015 Children and Youth Working Group and the MGCY on 9 May 2013 in response to the UN HLP meeting in London, November 2012.

"Measures to tackle discrimination and inequality: the Millennium Declaration committed to the values of equality and tolerance but these were not included anywhere in the final MDGs. Young people are found in all of the most excluded, vulnerable and marginalised groups in our world: including people with disabilities, young mothers, the unemployed, migrants, drug users, people living with HIV and LGBTQI groups."
Source: www.restlessdevelopment.org/file/youth-letter-to-high-level-panel-pdf

"Health: there is a clear call for universal access to affordable, quality healthcare and youth-friendly services that are particularly sensitive to young people's sexual and reproductive health and rights, especially those living with HIV and young women and girls. Young people want to be supported to make informed and consenting decisions about their health, bodies and sexuality."

2. Bali Global Youth Forum Declaration

The conference was held in Bali, Indonesia, from 4 to 6 December 2012 as part of a review and follow up to the implementation of the Programme of Action of the International Conference on Population and Development beyond 2014.

"Governments must fund and develop, in equal partnership with young people and health care providers, policies, laws, and programs that recognize, promote, and protect young peoples' sexual rights as human rights. This must be developed in accordance with the principles of human rights, non-discrimination, respect, equality and inclusivity, with a gendered, multicultural and secular approach.*

Governments, together with other stakeholders, should guarantee an environment free from all forms of harmful traditional practices and psychological, physical and sexual violence, including gender based violence; violence against women; bullying in the home, school, workplace and community; sexual coercion; and female genital mutilation, amongst others. Support must be provided for victims of violence including free counselling, services and legal redress."

* With reference to the WHO working definition of sexual rights, the Yogyakarta Principles, and Sexual Rights: an IPPF Declaration.

Source: www.icpdbeyond2014.org/uploads/ browser/files/bali_global_youth_forum_ declaration.pdf

3. International Federation of Medical Students Association (IFMSA) Hammamet Declaration

The IFMSA came together at the 63rd General Assembly of the IFMSA in Hammamet, Tunisia, for a one-week meeting based on the theme "Health Beyond 2015: Get Involved!" It was at this meeting that the IFMSA drafted the Hammamet Declaration.

"1.3 million medical students from 110 countries around the world agreed to:

- Promote human rights and address the needs of vulnerable and marginalized populations as a central theme across all development goals proposed …
- Call on governments to commit to finish the unfinished Millennium Development Goals, including setting new ambitious targets to get to the end of the AIDS epidemic …
- Engage with our governments and alongside partner youth organizations to ensure that young people and youth organizations play an important part of the policy making process in the new development framework to promote youth advocacy and inclusive health policy."

Source: www.issuu.com/ifmsa/docs/ hammamet_declaration

In Phase 1 of ACT!2015, young people from around the world registered 185 ACT!2015 community dialogues on CrowdOutAIDS.org with 121 community dialogues in Africa, 22 community dialogues in Latin America and the Caribbean, 19 community dialogues in Asia, 10 community dialogues in the Middle East and North Africa, and 1 community dialogues in North America.

Out of the 185 community dialogues, 44 reports were submitted as of March 2014. Based on these submissions, the reports were collected and analysed, with the following five top priorities identified. They were:

1. Ensure universal access sexual and reproductive health rights and SRHR services, including massive scale up of HIV testing, counselling and condoms. Young people living with HIV must have access to treatment.

2. Transform social norms around gender and sexuality so that young people can have access to youth-friendly SRHR information and education, including comprehensive sexuality education.

3. Secure political will to invest in information and services (including harm reduction) among young key populations with HIV, including young people living with HIV, young men who have sex with men (MSM), young people involved in selling sex (18 and older), and young transgender persons.

4. Create space for young people's realities, knowledge and needs to shape policy and programme through meaningful youth participation in the AIDS response. Ensure inclusion of young people most affected on decision-making bodies and processes related to HIV and SRHR.

5. Get real about addressing stigma and discrimination faced by young people living with HIV in the community, health care, education and the workplace.

ACT!2015 community dialogue priorities

The community dialogues were designed to create a platform for reflection on the status quo and to generate a commitment to take action. Without the political pressure from young people, the post-2015 development agenda will not reflect the priorities of youth constituencies in the AIDS and SRHR response. Now that we're in the second phase of ACT!2015, young people can translate the top priorities identified from their community dialogue to action using this workbook as a tool for developing national advocacy and lobbying strategies. Even if you haven't been involved in Phase 1, this workbook guides you to identify the priority issues in your community and to develop advocacy goals and objectives.

ACT!2015 links you to a movement and network of young people who are working tirelessly to secure a commitment to universal SRHR, including harm reduction and ending AIDS in the post-2015 framework.

WORKSHEET 1: Set your priorities

STEP 1: IDENTIFY YOUR ISSUES

Now that you've read about the key outcomes of youth consultations, community dialogues and youth advocacy in the post-2015 process to date, it's time to begin analysing the advocacy issues that you, your organization or your wider community are most interested in addressing in your national context.

It's important to note that choosing your issue does not just mean choosing the broad topic you want to address (e.g. family planning). You also will need to think about:

- specific **problems;**
- their **root causes;**

- **barriers** to solving them; and
- policy-related **solutions.**

We find the "problem tree" on the right-hand page can be a really helpful way of thinking all of this through, so why not try using the boxes to identify the issue around which you will design your advocacy strategy (in collaboration with your community and partners).

Now, to ensure that you've got lots to play with, try using the problem tree exercise again for up to three different problems that you are passionate about addressing. You can brainstorm on a separate sheet of paper, print page 29 out several times or use the space for provided for notes at the end of Module 1.

Once you're confident you've got two or three potential advocacy issues, list them in the table below.

ADVOCACY ISSUE OPTION 1

ADVOCACY ISSUE OPTION 2

ADVOCACY ISSUE OPTION 3

LEAVES: SOLUTIONS
Who, what, where, when and HOW?

Example solution: UN Member State governments must include access to essential medicines (including ART) for everyone in the post-2015 framework.

What would address the root causes and/or remove the barriers? Be as specific as possible. Should a new policy be created? Should a harmful policy be removed? Does an existing policy need to be better implemented?

TREE TRUNK: PROBLEM
Who, What, Where, When?

Example problem: access to essential medicines (such as ART for HIV treatment) is limited in my country, because the cost is far too high.

BRANCHES: BARRIERS
There could be several barriers—are they cultural, social, political or economic?

Example barrier: pharmaceutical companies influence government legislation on patenting, often winning patents that prevent essential medicines from being made into generic (and therefore affordable) drugs.

ROOTS: ROOT CAUSES
Ask yourself why ... why … and why again?

Example root cause: demand for profit from private health-care and pharmaceutical companies, who have a lot of resources they can use to influence the government.
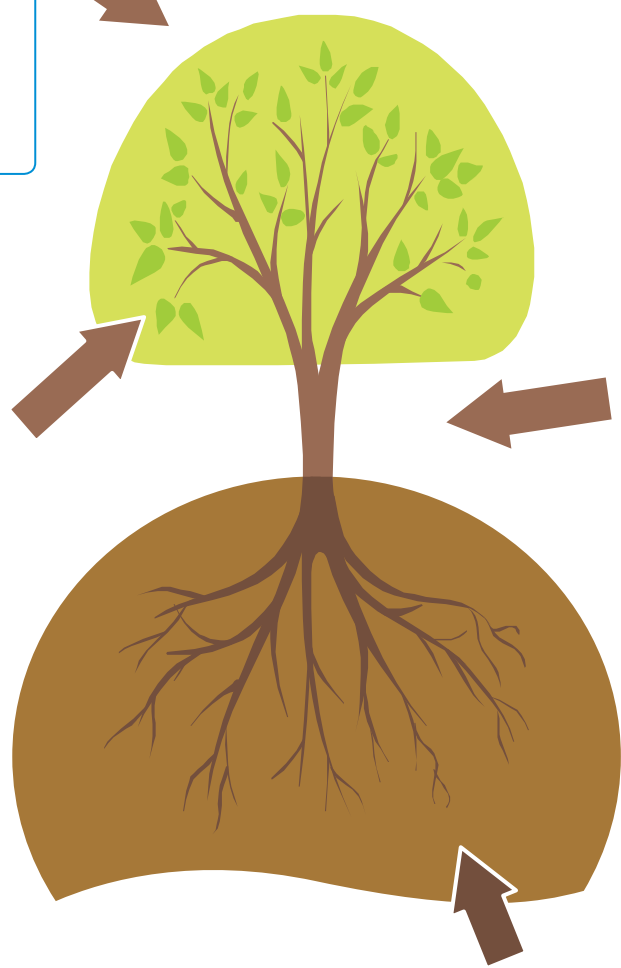
STEP 2: PRIORITIZE YOUR ISSUE

The next step is to prioritize the issues you identified in the previous section. The tool below lists important criteria that you should consider when deciding which advocacy issue to pursue. [2]

With your peers, discuss and debate the criteria in the table below as they apply to each of the advocacy issues you have identified. Circle either "high," "medium" or "low" for each advocacy issue (as appropriate).

Criteria			
1. The nature of the policy change that is needed is clear For an initiative to succeed, you must know what kind of policy change is needed. If your advocacy issue is not very specific, it will be harder to design a strong strategy.	High Medium Low	High Medium Low	High Medium Low
2. Number of people in my community/country that will be affected by the issue If a large proportion of people in your community will be affected, it is probably an important issue!	High Medium Low	High Medium Low	High Medium Low
3. Ability to base my work on lived experiences If you are able to learn from the experience of those who suffer as a result of the issue that you have identified, and you can work in partnership with them, your work will have more legitimacy.	High Medium Low	High Medium Low	High Medium Low
4. Level of effort required How much of your time, energy, and other resources will be needed? (very little = high; moderate effort = medium; a lot = low)	High Medium Low	High Medium Low	High Medium Low
5. Potential for success How likely is it that you will succeed? If success is unlikely (low), this is not a good issue!	High Medium Low	High Medium Low	High Medium Low
6. Estimated time required to succeed The shorter the amount of time needed, the better! (fewer than six months = high; 6–18 months = medium; two years or more = low)	High Medium Low	High Medium Low	High Medium Low
7. Level of public support for your issue If the public is supportive, your chances for success are higher! (supportive = high; neutral = medium; opposed = low)	High Medium Low	High Medium Low	High Medium Low
8. Level of decision-makers' support for your issue If policy-makers are supportive, your chances for success also are higher.	High Medium Low	High Medium Low	High Medium Low
9. Relevance to the post-2015 global development framework Can you imagine the problem that you are tackling is something faced by other young people around the world? Do you think significant global attention will help to address the issue across multiple countries and regions?	High Medium Low	High Medium Low	High Medium Low

Now, review the ratings (high, medium or low) that you gave each issue:

- If you gave an issue a lot of lows and mediums, it is probably not a good issue for advocacy at this point in time or for your particular attention.

- If you gave an issue a lot of highs and mediums, it is probably a better issue for advocacy.

1 Finally, be bold and take action on the issue that you feel you are ready and well-placed to tackle, and write down in Template 1 of your advocacy strategy (found in Appendix 1).

EXAMPLE ADVOCACY ISSUE

Priority advocacy issue

Example of a weak issue: access to HIV treatment (rationale: 'access to treatment' is too broad and difficult to advocate for policy change; target of which 'decision maker' is not specified; no time frame mentioned)

Example of a strong issue: UN Member State governments must include access to essential medicines for all (including ART) in the post-2015 framework.

This is the issue for which you will be developing an advocacy strategy as you work through the rest of the modules in this toolkit.

TAKING YOUR ADVOCACY ISSUE FORWARD

If you find that you do not know the answers to many of the questions asked in this toolkit as you go on (e.g. when you come to making your case in Module 5), you may need to ask yourself if the advocacy issue you have identified is really the right one for you.

You need to be realistic about your capacities and potential for success!

If you do not know the answers to the questions in the next few modules, you can either:

1.   Come back to Module 1 and identify a new issue.

2.   Search for the missing information.

Sometimes the information you want is easily available, but if your issue is complex or unfamiliar, you should consider getting help from someone more familiar with the policy-making process.

STEP 3: SET YOUR ADVOCACY GOAL FRAMEWORK

Every strong advocacy initiative needs to know its goals and how it will achieve them. Now that you've chosen your advocacy issue, let's explore how you enable the change you are seeking to actually come about, and how you will know that this has happened.

In order to do this, we're going to put together an advocacy goal framework, which will include the following elements:

1. **Goal:** your advocacy goal builds on your advocacy issue by adding who (e.g. person, institution or office) will make the policy change, how the policy change will be made (e.g. through a specific bill, guidance or regulation) and when it will be achieved.

2. **Objectives:** objectives are the smaller steps that must be completed in order to reach your overall goal— you will know that you are on target to achieve your goal if you are meeting your objectives! They should be clear and focused, and they should include the change you want to see, who will make the change and when it will be achieved. They should be limited in number (no more than three).

3. **Indicators:** a set of measures that you will use to judge whether or not you are on the way to meeting your advocacy goal. The more specific your indicator, the easier it will be to evaluate your achievements. Make sure you also identify potential sources of evidence to use for monitoring indicators.

2 Using Template 2 in your advocacy strategy (found in Appendix 1), try developing a goal with related objectives and indicators of progress for your advocacy issue.

EXAMPLE ADVOCACY GOAL FRAMEWORK

GOALS	**Example of a weak goal:** The government will call for more HIV treatment at high-level meetings. **Rationale:** 'more treatment' is not specific or measurable; 'high-level meetings' are not specific and clearly linked to post 2015; no time frame specified **Example of a strong goal:** in the post-2015 intergovernmental negotiations, my government negotiators will actively push for access to essential medicines for all (including ARV) to be included as a specific target with related indicators in the post-2015 framework.
OBJECTIVES	**Example of a weak objective:** build ministry support for affordable access to treatment for all. **Rationale:** 'affordable access to treatment' is not specific or measurable,; the 'ministry' as a target is not specific enough; no time frame mentioned **Example of a strong objective:** by August 2014, the Minister of Foreign Affairs will make a public statement in support of a post-2015 agenda that includes access to essential medicines (including ARVs).
INDICATORS AND EVIDENCE NEEDED	**Example indicators of success:** increased dialogue on my issue at the policy level. **Example of evidence needed to measure:** policy briefings and supporting documents from the Ministry of Foreign Affairs.

⚠ REMEMBER: be realistic! Make sure your goal is something that allows you to track your progress towards it. Don't spread yourself too thin by committing yourself to objectives that are not manageable (either by you or by your partners!).

STEP 4: EVALUATE YOUR DECISION

1. Am I comfortable and motivated to work on my advocacy issue in a deep and concerted way?

2. Is the advocacy issue that I want to address relevant to my country context?

3. Can I articulate the connection between my advocacy issue in my country context and the global context (e.g. the post-2015 debate) and how my efforts to address this issue might positively affect the wider world?

4. Am I confident that I have clearly mapped the change that I am seeking, as well as where that change is going to happen and when?

5. Am I confident that my advocacy goal framework is SMART (specific, measurable, agreed, realistic and time-bound)? If not, will I be able to address that at another stage in my planning process?

6. What would the people who will be most affected by this issue say about my efforts?

Use this space to make notes about anything you've learned or heard during this module that you think will be useful when it comes to your planning.

MODULE 2: Map your network

Objectives for this section:

- Understand the value of partnering with others and working in a coalition.
- Develop a partner map to identify skills currently lacking, connections to decision-makers, youth partners, experienced advocates, outreachers, etc.
- Reach out to peers and partners to build an effective and sustainable network.

Now that you have identified the change that you want to see in the world—and you have had a first attempt at putting together your goals and objectives for this advocacy project—it's time to bring peers, partners and allies into your planning!

WHY WORK IN PARTNERSHIP?

A network is a group of people and/or organizations that can share information, opportunities, skills and resources, all of which can help to build collective agency and power!

Networks can help you to:

- develop new ideas and ways of thinking about your issue;

- access knowledge and experience;

- gain support for your initiative, helping to build your power base; and

- work more directly with marginalized communities and those who are most affected by the challenges you are trying to address.

This, in turn, will help you to develop a deeper understanding of the issues for which you are advocating and build a more representative network—or even a movement.

In order to work effectively in a coalition, network or movement, we need to develop trust, collective leadership and sustainable ways of working that can win the solutions we want.

> **Working with those who are most affected.**
>
> Key populations (in the context of HIV) refers to those most likely to be exposed to HIV or to transmit it—they are key to the epidemic and key to the response, and they have a right to be involved in the key decisions that affect their lives.
>
> In all countries, key populations include people living with HIV. In most settings, key populations also include men who have sex with men (MSM), transgender persons, sex workers and their clients, and people who inject drugs.
>
> People in relationships with people living with HIV also are at higher risk of exposure to HIV than other people.

With this thinking in mind, we're now going to launch into the main activities of Module 2, helping you to build your network and work together in an effective and sustainable way.

WORKSHEET 2: Map your network

STEP 1: DEVELOP YOUR NETWORK MAP

You are now going to create a map of potential partners and allies for your ACT!2015 advocacy.

Below, you can find a few simple steps to follow, using one of two methods:
1.   the blank page opposite and some coloured pens; or
2.   flip chart paper, a clear table, Post-it notes, and some coloured pens and stickers.

A) BEGIN YOUR BRAINSTORM

Note down answers on Post-it notes for each of the statements below. Remember to think about who to involve at the different levels (when appropriate)—local, national, regional and global.

1.   Identify who in your local network—your friends, family, local businesses or volunteers—might be interested, passionate or already engaged on the issue you have prioritized. Note them all down in coloured ink or on Post-it notes.

2.   Next, try to identify other youth groups and young leaders in your country, and ensure that they are all noted down using a pen of a different colour or Post-it notes.

3.   Now identify NGOs who are—or who could become—sympathetic to your cause in your country. Write them down using yet another colour of ink or Post-it notes.

4.   Next, think about community resources (i.e. places such as libraries or donor organizations where you could access funding, materials, meeting space, technology, printing services or knowledge). Add them to the map, using a different colour of ink or Post-it notes.

5.   Finally, try to identify the key decision-makers and influencers in your country who would be interested to work with you or support you. Think about leaders in government, the private sector, leading INGOs and public figures/celebrities. Add them to your map, using one final coloured pen or Post-it notes.

B) DIG DEEPER

Add the following details to the different Post-it notes (where relevant).

•   What are their opinions about the issues that you prioritized in Module 1? What activities have they taken in relation to the issues?

•   What are their main skills and strengths?

•   Do they have a good record of working with young people?

•   Have they been involved in the post-2015 conversation so far?

•   Do they have existing relationships with key decision-makers?

•   Do you have an existing relationship with them? If not, how could you connect with them?

TIPS & TRICKS: to help you find this information, try using the Internet, visiting your nearest library and seeking out relevant marketing resources (like annual reports). If you are struggling, you can always contact us for support at **www.crowdoutaids.org/wordpress/contact.**

C) IDENTIFY CONNECTIONS

Next, group the coloured notes on flip chart paper so that you can draw linkages using your own system of colours or symbols.

For example, you could draw a star on all of the organizations, young people and decision-makers who are focused on the advocacy issue that you identified in Module 1. Or you could draw arrows and notes indicating the links; this will help you to build a map of your network.

For example, draw a connecting line between young people from a community dialogue in the northwest of your country » who are connected to a specific CSO in the capital city » which is connected to a post-2015 decision-maker.
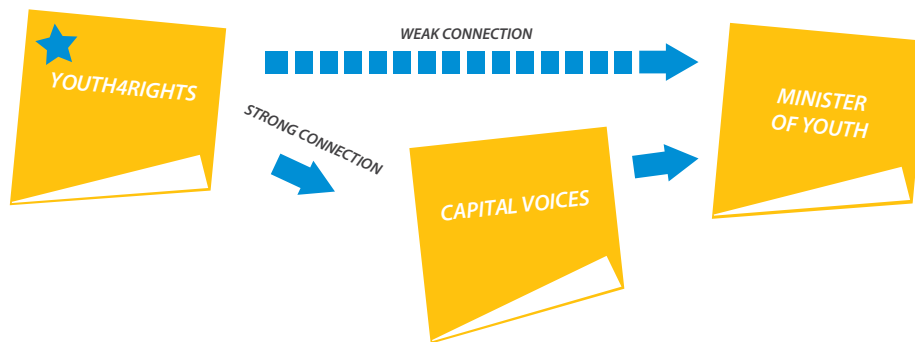
D) IDENTIFY POTENTIAL PARTNERS

In order to narrow down who might be best placed to support you in your advocacy, assign a check mark o individuals and groups on your map for each of the following criteria that they are able to meet:

   ✓   They are supportive of young people and the issues that matter to them.

   ✓   They have a specific focus on the issues that you identified as a priority in Module 1.

   ✓   They have a key strength that would really benefit you.

   ✓   They are engaged with a diverse range of young people (e.g. young people living in rural and urban areas, young people living with HIV, key populations, etc.).

Feel free to add any additional criteria that you think would help you to identify your potential partners!

Looking at all of your notes and the ticks that you have given them, who has the most ticks? Who has access to decision-makers? Who could work with you in a way that is beneficial for both parties?

Use as much of this blank space as you need to create your network map.

TIPS & TRICKS: as your project progresses over the next few months, you also will notice that you will have more people, resources and connections to add. Why not turn your network map into a wall poster so you can build it as your work grows?

STEP 2: BUILD YOUR PARTNER TRACKER

Now it is time to be decisive about choosing your partners for your advocacy project.

3 Using the outcomes of your Network Map, complete the following activity in Template 3 of your advocacy strategy (Appendix 1).

EXAMPLE PARTNER TRACKER

PARTNER (name, organization, etc.)	AREA FOR COLLABORATION (e.g. political or media connections, technical expertise, resources or funding, connection to those affected by your issue)	CONTACT INFORMATION (phone, email, address, etc.)	TRACKING COMMUNICATION (notes on how our partnership is progressing, important things to take forward so that we can build the relationship, etc.)
Hannah, Restless Development	Hannah could share tips on government advocacy. In exchange, we will share tips on working with key populations.	hannah@ restlessdevelopment.org	31st April: I introduced myself to Hannah via email. We are going to share ideas on potential partners on Skype next Tuesday. Hannah works Monday–Thursday.

STEP 3: NURTURE YOUR NETWORK

Before embarking on the rest of this toolkit, make sure that you take the time to build your team spirit, set expectations and get everyone motivated! The next steps will ultimately help you to build a more effective advocacy plan.

1. Early on, make sure that you all share you expectations for the project, and be sure to share your hopes, fears and something that makes you proud. This is great for building trust and open communication, so it is one to repeat at regular meetings or at key milestones in your project.

2. Take the time to share your passions, skill areas and preferred ways of working.

3. Walk everyone through your final decision from Module 1, and explain the thought processes and research that lead you to that decision. Make sure you explain how your decision is rooted in lessons from youth consultations across the world, and how you have been careful to think through the relevance to your shared national context. Make lots of opportunity for people to ask questions or raise any concerns they may have.

4. Finally, rerun the questions from Step 4 of Worksheet 1 with the whole group. Ensure that everyone is on the same page, ready and excited to embark on the next steps of this strategy process!

Most importantly, be flexible! In order to work effectively in a network or coalition, we all must make sure that we are able to give and take, push and pull, speak and listen throughout a working process, and we must take care that we are respectful of differing opinions and diverse backgrounds.

SUPPORTING YOUR NETWORK THROUGHOUT THE PROJECT

There are a number of ways that you can support your network as you pursue your goals.

- Establish a steering group to guide and monitor implementation of the advocacy roadmap
- that you develop as a result of this toolkit.
- Establish a clear decision-making process that enables each network member to provide input.
- Rotate responsibilities as much as possible (rather than letting the weight fall all on one person).
- For specific tasks and activities, it might be a good idea to form subgroups that report back to the larger network.
- When conflicts arise, it is important to deal with them directly and openly (with a mediator).
- Establish a clear and regular system for communication. What method do people prefer: Skype, emails, face-to-face, newsletter-style updates, use of online office tools like a wiki page,
- intranet or Google docs?
- Identify opportunities for training, learning, sharing and celebrating to increase motivation.

Notes…

Objectives for this section:

- Understand the bigger picture of youth participation in post-2015 to date.
- Visualize key moments for youth and civil society in next two years.
- Identify national opportunities that connect to global processes (moments of importance to the global community and institutions).

Worksheet 3: Timeline

To influence the debate, it is important to know when key meetings and discussions will happen. This module will walk you through some of the key points (past, present and future) in the run-up to the formulation of a post-2015 framework.

In the introduction, we looked at a snapshot of the post-2015 process so far—what governments and the UN have been doing, and where young people have been involved. Moving forward in your post-2015 advocacy planning, it's now time to ask a few more questions.

WHERE DO I COME IN?

- It is crucial that we—as young people—make the most of the time leading up to the UNGA in 2014 to focus our priorities, build support for our advocacy issues and develop strong relationships with our national negotiating teams (see Module 4 for more on this). And of course we also have to let our decision-makers know that we will be ready to hold them to account as soon as the intergovernmental negotiations so-called horse-trading fully begins after September 2014.

- The only way that we are going to be able to do these things is by getting involved in key moments in our countries, influencing key national decision-making processes and preparing to react to new opportunities as they appear!

- These moments could take many different forms, and you and your networks will be the well placed to identify exactly what these moments are. But here are just a few ideas to get you started:

- national post-2015 consultations;

- national budget reviews;

- national development plan reviews and reporting;

- preparatory meetings of your national negotiating teams (skip to Module 4 for more information);

- regional post-2015 events that your country will be participating in;

- civil society events, conferences, campaigns and lobbying meetings;

- national AIDS commission reporting; and

- the list goes on!

Now it's time to turn the page and get started on identifying some of these key moments.

WORSHEET 3: Build your timeline

STEP 1: IDENTIFY RELEVANT NATIONAL MOMENTS

Using the bottom half of the timeline on pages 18–19, brainstorm and add any relevant dates and processes, using the following questions to guide your thinking.

Looking back

- What happened in your country that relates to your advocacy issue?
- In what main activities were the government and civil society engaged?
- Were there any big decisions or processes at the national level that relate to your
- issue or to post-2015?

Looking forward

- What are the upcoming events at the national level?
- Will your government be participating in any relevant regional decision-making meetings (e.g. African Union summits, HLPF regional meetings, etc.)?
- Are there any significant global events (e.g. World Youth Conference, International Youth Day, etc.) coming up where your country will be a participant?
- Will there be any government decisions that might be important for your issue?
- Are there any national or regional events taking place that relate to the post-2015 process?

TIPS & TRICKS: revisit "The story so far" on pages 10–16 for full information on the post-2015 process.

STEP 2: PRIORITIZE THE KEY MOMENTS, DECISIONS AND EVENTS

Now, much like you did with your advocacy issue and your partner mapping, it's time to focus on the moments, events and key decisions you think should be your focus when you design advocacy activities later in the toolkit.

As we discussed in the introduction, we recommend that you focus as much energy as you can on the period between now and October 2014, at which point the intergovernmental negotiations will begin and you'll need to revisit your plan.

Try to pick three or four national moments from your timeline that have the potential to influence events that are happening simultaneously at the global level. Circle them with a bold-coloured pen!

Use these questions to help you make a decision:

- Have you been involved in any processes so far? If so, where did you have the most influence?
- From your network's experience, where can you have most influence moving forward?
- Can you see any direct links between national moments and regional or global events?
- Is it clear to see how your network might be able to access or participate in this moment?

- As a network, decide to share opportunities and spread your collective energy.
- The post-2015 timeline is constantly shifting and changing, so you may need to revisit this timeline to update it with new information on a fortnightly or monthly basis.
- To enable you to respond to these emerging opportunities and moments, be sure to leave some space between the more obvious key moments so that you can react to opportunities as they arrive.
- Be realistic and don't overstretch your network by deciding to focus on too many moments.

TIPS & TRICKS: for more detailed information on all of the major processes that we've explored in this module and in "The story so far" (plus some handy links), check out the following resources:

- Post-2015 advocacy timeline
  (www.icaso.org/timeline);
- CAFOD process diagram
  (http://cafodpolicy.wordpress.com/2014/01/30/what-2014-might-bring-for-2015-and-beyond);
- Sustainable development knowledge platform (OWG, HLPF, etc.)
  (http://sustainabledevelopment.un.org);
- UN Non-Governmental Liaison Service (NGLS)
  (www.un-ngls.org);
- UNDG country consultations
  (www.un-ngls.org/spip.php?article4390);
- ICPD key events
  (http://icpdbeyond2014.org/key-events); and
- UNAIDS and Lancet Commission: Defeating AIDS—Advancing Global Health Global Commission on HIV and the Law

- Finally, be sure to do research that will help you navigate national processes. You might be able to find some information online—does your government have a website (for example: www.theyworkforyou.com)? Or you might have more success talking to partners and allies in government and civil society.

Use this space to make notes about anything you've learned or heard during this module that you think might be useful when it comes to your planning.

MODULE 4: Pick your targets

Objectives for this section:

- Identify who in your country will have influence in the post-2015 conversation (whether it's local and national government, private sector and civil society).
- Locate information on the Government's position and activities so far.
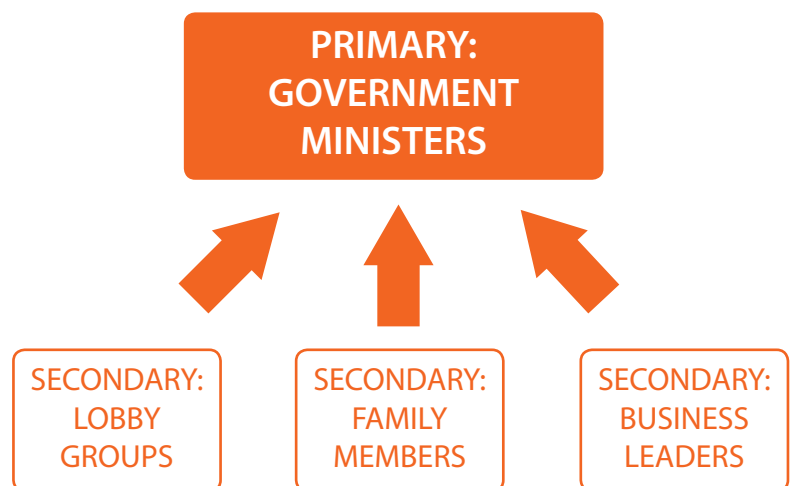- Prioritize key targets.

Worksheet 4: Pick your targets

Now that we've explored the key moments in the post-2015 process, we need to think about who the key people, organizations and initiatives might be within that process. In this section, we will look back at "The movers and shakers of post-2015" to explore the key influencers, and then we will identify who you can most influence—these will be your advocacy targets.

ADVOCACY TARGETS CAN BE DIVIDED INTO TWO GROUPS[3]

Primary targets: the policy-makers and influencers who have the power to make the change you are advocating for—they have direct influence on the post-2015 agenda.

Secondary targets: the person or group you can influence who—in turn—can influence your primary target; they have the opportunity to put pressure on those who do have direct influence.

PRIMARY:
GOVERNMENT
MINISTERS

SECONDARY:
LOBBY
GROUPS

SECONDARY:
FAMILY
MEMBERS

SECONDARY:
BUSINESS
LEADERS

With this distinction in mind, take a moment to reflect on any ideas or thoughts that you may have had when you read through the section on "The movers and shakers of post-2015" (pages 20–22). This will help inform the crucial decisions you will make over the following pages.

TIPS & TRICKS: talking to partners and allies in civil society, the government and the UN often can help you to find out the latest news and updates on influencers and potential targets (not to mention key events, decisions and developments that relate to your advocacy issue). This information isn't the kind of stuff you find on documents or websites—it's information that is shared between people. To help you build relationships with intel-holders, try connecting with the following:

- Beyond 2015 national hubs
  (www.beyond2015.org/national-hubs) and their regional hubs (www.beyond2015.org/regional-hubs);
- your UN Resident Coordinator
  (www.undg.org/unct.cfm?module=CountryTeams&page=RcEmailReport);
- any relevant UN Agency offices in your country (e.g. UNAIDS, UNDP, ILO, UNESCO)
  (www.un.org/en/aboutun/structure/index.shtml);
- your National AIDS Commission (www.unaids.org/en/regionscountries/countries); and
- any relevant government department websites (e.g. Ministry of Youth, Ministry of Foreign Affairs, Ministry of Health, etc.).

If in doubt, feel free to contact us for help at www.crowdoutaids.org/wordpress/contact.

WORKSHEET 4: Pick Your Targets

STEP 1: BRAINSTORM YOUR POTENTIAL TARGETS

Now it's time to start getting some names down on paper! In order to build a broad picture of these different groups, we think it can be really valuable to develop something called a "spectrum-of-allies."

Here's how a spectrum-of-allies analysis works. Take a look at the spectrum diagram on the opposite page—in each wedge, you can place different individuals, groups or institutions (be specific and name them). Moving from left to right, identify the following:

1. Your active allies: decision-makers and influencers who agree with you and are fighting alongside you.

2. Your passive allies: those who agree with you but aren't doing anything about it.

3. Neutrals: those who are neither for nor against your issue, and who are unengaged.

4. Passive opposition: those who disagree with you, but who aren't trying to stop you.

5. Your active opposition: those who work to oppose or undermine you.

Analysing your spectrum-of-allies can help you to deepen your understanding of the map that you built in Module 2 and identify key targets in your context that have the potential to shift the debate.

Let's begin by trying to map your potential targets on to this spectrum-of-allies. Use Post-it notes or coloured pens to mark them on the spectrum diagram on the right.

TIPS & TRICKS: remember that people influence people. We don't actually influence an institution— we influence people in that institution who are powerful and willing enough to change its policies. As you complete your spectrum, make sure you are being specific about your allies and your opposition! If you don't know their names, take some time to think about how you might find them.

As you fill in your spectrum-of-allies, it also might be helpful to distinguish between those who have a lot of power or authority, and those who only have a little power. Try using different coloured Post-it notes or coloured pens to mark this distinction.
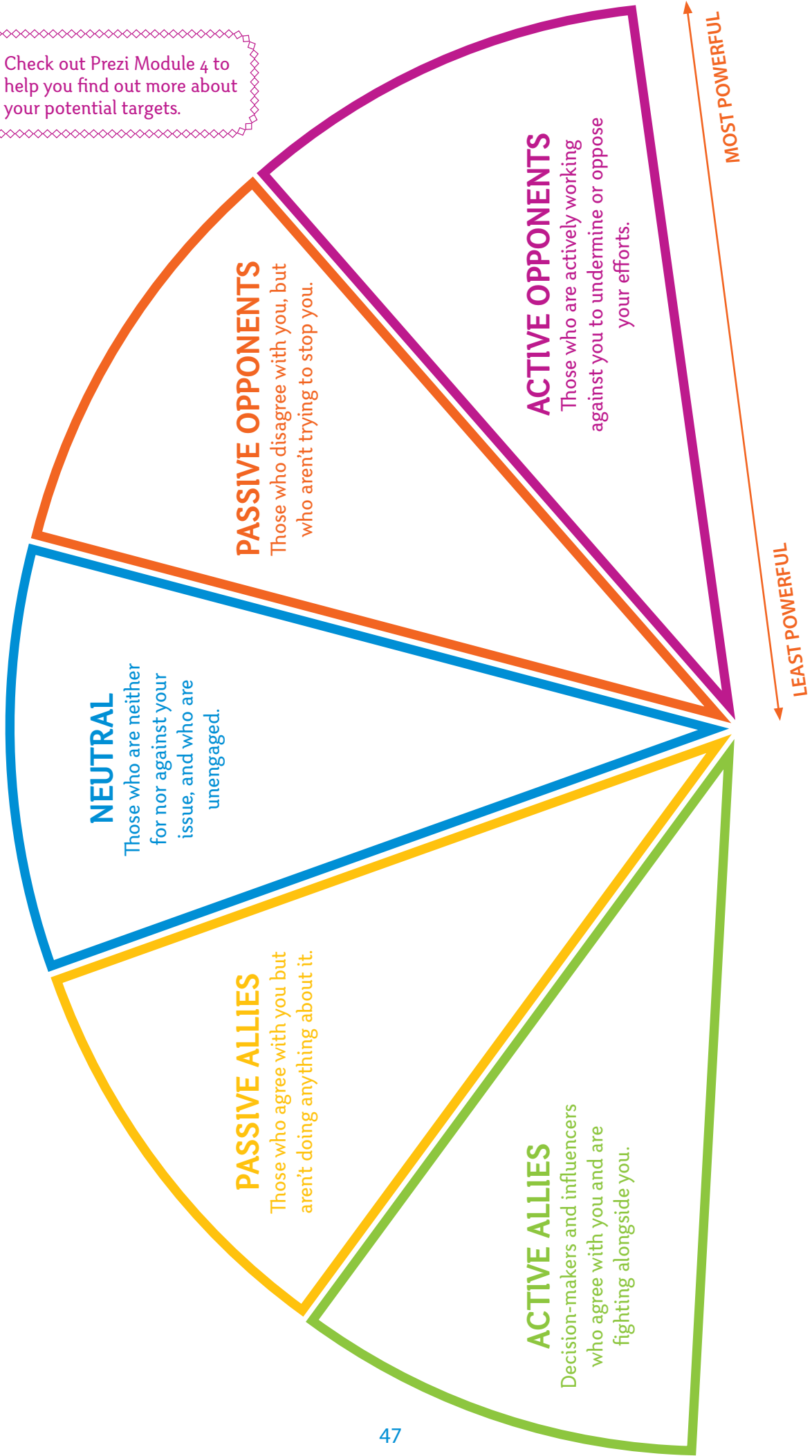
Consider the following to help you build your spectrum:

- Are there influential actors inside the government who actively support—or who are likely to support— your issue? If yes, add them to the spectrum!

- Are there influential actors inside the government who oppose your issue? If yes, add them, too.

- Are there influential actors outside the government who have public stances opposing your issue (e.g. community leaders/groups, health and legal professional associations, INGOs, businesses, etc.)? If there are, add them to the spectrum.

- Have you identified the influential policy-makers, agencies, committees, and/or institutions inside the government who can affect your issue? If yes, add them.

- Finally, are there any other major actors (individuals, groups, etc.) that have influence with policy-makers on your issue? If yes, add them.

TIPS & TRICKS: revisit "The movers and shakers of post-2015" section for ideas.

ACTIVE OPPONENTS
Those who are actively working against you to undermine or oppose your efforts.

PASSIVE OPPONENTS
Those who disagree with you, but who aren't trying to stop you.

NEUTRAL
Those who are neither for nor against your issue, and who are unengaged.

PASSIVE ALLIES
Those who agree with you but aren't doing anything about it.

ACTIVE ALLIES
Decision-makers and influencers who agree with you and are fighting alongside you.

MOST POWERFUL

LEAST POWERFUL

47

STEP 2: PRIORITISE YOUR TARGETS

Right—now it's decision time! This final exercise will help you to be decisive about who will be your focus for the next few months: your primary and secondary targets!

However, one quick word of warning before you get started: don't focus all your energy on your opponents. This drains energy, and it often can be much more strategic and effective to focus on turning neutral and passive allies into active ones. This is your key battleground!

Let's identify three primary targets for each objective, as well as any secondary targets that you could use to reach your primary targets (check out page 44 for a refresher on the difference between these two targets).

4 Turn to Template 4 in your advocacy strategy (found in Appendix 1), and write down the names of your chosen primary and secondary targets.

Next, add the following information to each box:

•   What is the target's affiliation (e.g. government, political party, civil servant, private sector, INGO)?

•   What is their opinion/position on my issue (e.g. supportive, neutral or opposed? Informed or uninformed? Influential or not? Use your spectrum-of-allies, public speeches, voting on government policy or published articles to help with this)?

•   How I will reach the target (e.g. through a secondary target, or by working with a partner who has direct access)?

> 💡 TIPS & TRICKS: Refer to your Spectrum-of-allies in Step 1 to ensure you've considered how influential your choice of primary targets might be. Also use to your Network Map in Module 2 to identify partners that can help you to reach and influence your targets.

⚠️ REMEMBER: the targets must be specific (e.g. a person, newspaper, department, committee, etc.). "The public" or "the Government" are too general and are not helpful secondary targets.

EXAMPLE TARGETS

EXAMPLE OF A PRIMARY TARGET:
the Minister of Foreign Affairs, who is the head of my National UN Delegation. Currently neutral, but may oppose. No direct contact yet.

EXAMPLE OF A SECONDARY TARGET:
influential editor of *The daily nation,* the Minister's preferred newspaper. Passive opponent, semi-informed. Our partner, YouthRights, is building this relationship.

EXAMPLE OF A SECONDARY TARGET:
the Chairs of the National Youth Council, who meet the Minister's team regularly. They are informed passive allies, who we contact monthly.

Add as many primary and secondary targets per objective as you think you might be able to influence. Use additional sheets of paper if necessary, but be realistic!

Use this space to make notes about anything you've learned or heard during this module that you think might be useful when it comes to your planning.

MODULE 5: Make your case

Objectives for this section:

- Understand how to get specific about priorities identified in Module 1.
- Identify useful research and evidence to back up your case.
- Choose a communication approach to ensure your messages have impact.
- Create messages for your different targets (selected in Module 4).

Worksheet 5: Make your case

Each country, region or community has a different context for your advocacy, and they have different causes or symptoms of that issue. Being aware of this context is essential for effective communication, and it will help you to make your case more relevant, legitimate and powerful. To help you do just that, this module will take you through the following key areas.

Connecting your reality to lived experience: when trying to demonstrate the urgency and lived reality of your issue to your audience and targets, a good story can really help get the message across and appeal to their emotional side. Each of us has a story that can move others—maybe it's what motivated you to care about the issue or how you have been personally affected by it.

Build your technical argument: facts and figures are also important—do you know any key national, regional and global statistics to back up your argument? Are government policies and opinions supported by existing evidence? Do you know
if different age groups are affected by your issue in different ways? If you do not know this information, don't panic! Now is the time to get the answers by examining key data and researching the recommendations made by young people and wider civil society.

Step into your target's shoes: research your government's position on your advocacy issue. Does the political party in power have an official stance on your issue that you can research? Is there existing legislation in place that your government has either created, praised or argued against?

Tailor your approach and your key messages: only when you've thought about this can you begin to try playing with potential messages for your targets. Experiment, using them in real-life situations and adapting as you learn.

TIPS & TRICKS: struggling to find the evidence to back-up your argument? You may find your government does not collect data on your advocacy issue. If that is the case, consider advocating for improved data as part of your agenda.

Youth recommendations for post-2015

- Young people and inequalities discussion summary (www.worldwewant2015.orgnode/307837);
- Youth voices on a post-2015 world consultations report (www.youthpost2015.org/wordpress/report/youthvoices.pdf);
- Youth letter and youth response to the HLP (www.restlessdevelopment.org/file/youth-letter-to-high-level-panel-pdf and www.restlessdevelopment.org/file/youth-response-to-hlp-report-final-pdf);
- MGCY response to OWG Co-Chairs priorities (http://bit.ly/1qWWsM0);
- ICPD review Bali Global Youth Forum declaration (www.ultravirgo.com/downloads/BaliDeclaration-FINAL.pdf);
- UNFPA youth goal proposal (www.unfpa.org/public/home/news/pid/15734); and
- Link Up post-2015 position paper on young people living with HIV (www.aidsalliance.org/includes/Document/Uploaded/Link%20Up/Linkup-post-2015%20position_for%20endorsement-1.pdf).

WORKSHEET 5: Make your case

STEP 1: BRING YOUR ISSUE TO LIFE

A) SHARE YOUR PERSONAL CONNECTION

Let's begin by reflecting (either individually or in pairs) in order to share your stories and connect to your advocacy issue on a personal level.

> What is it about this issue that you feel so passionately about, and why do you think it is particularly important for you? Have you been directly affected by your advocacy issues? Does a member of your family or community have a particularly important story to tell?

B) RESEARCH THE BACKGROUND STORY

> How has the issue changed or developed at the local, national and global levels over the past 5–10 years? Why do you think this is?

How is your issue talked about in both your national context and the global post-2015 discussion? Are there any popular myths, facts, opinions or stories that people refer to when they discuss your issue?

You might want to refer to opinions shared by national media, popular culture, the opinions of public figures (such as cultural figures, decision-makers, government post-2015 positions), as well as the differences between youth opinions and those of older members of your society.

A) NATIONAL

B) GLOBAL POST-2015

Looking at the data and information available to you, begin to list a few statistics that really surprise you about your issue. Consider how your targets would react to these statistics.

BACK UP YOUR CASE:

- Commonwealth youth development index (www.youthdevelopmentindex.org);
- youthpolicy.org country briefings (www.youthpolicy.org/blog/2014/02/2014-edition-200-fact-sheets-youth-policies-at-a-glance);
- 2012 Ibrahim forum data report on African youth (www.moibrahimfoundation.org/downloads/2013/2012-facts-and-figures.pdf);
- Demystifying data: a guide to using evidence to improve young people's sexual health and rights by Guttmacher Institute and International Planned Parenthood Federation (www.guttmacher.org/pubs/demystifying-data.pdf); and
- HIV and AIDS data and research (www.unaids.org/en/dataanalysis).

C) EXPLORE KEY POLICIES AND RECOMMENDATIONS:

Try to identify any existing legislation, emerging policy positions or future policy recommendations (e.g. the post-2015 position of your government) that could either be very helpful in advancing progress against your issue or very damaging/unhelpful when it comes to your issue. In each case, try to articulate why and what would you change and/or keep from their position.

WHAT	WHY
HELPFUL	
DAMAGING	

D) Learn to speak the language of your targets

Find your common ground—list aspects of your issue that you believe you and your targets might agree upon (policies, public opinions, etc.).

Anticipate and prepare for any of the arguments and for unexpected opposition. Prepare to respond to any opposition about your advocacy issue from your targets (even if they seem the most likely to support your issue). Will facts be persuasive, or are real-life stories more convincing? Note your ideas for each of your targets.

Prepare to meet in their environment. What are the formal and informal places and opportunities for the civil society to offer input on the policies of your targets, particularly position on post-2015? Where is the best place to meet your targets to ensure that you can effectively share your message?

Start to think about which communication approach will be most effective for making your case to your targets. Below, you can see a slightly more colourful version of the spectrum-of-allies activity that you completed in Module 4.

This diagram illustrates how we can use your spectrum-of-allies to build an advocacy communication strategy. In Module 4, you began this process by identifying which of your targets sit in the different wedges; the next step is to think about how you can use your advocacy to shift those in each wedge at least one space to the left (e.g. moving passive opponents to the neutral wedge, or moving passive allies to the active allies wedge).

As the diagram illustrates, each wedge has a tailored communication approach that you can use to frame your messages, and these approaches will help shift your targets towards being allies. Explore the diagram to find out more.

ENGAGE
active allies

PERSUADE
passive allies

CONVINCE
neutrals

MONITOR
passive opponents

NEUTRALIZE
active opponents
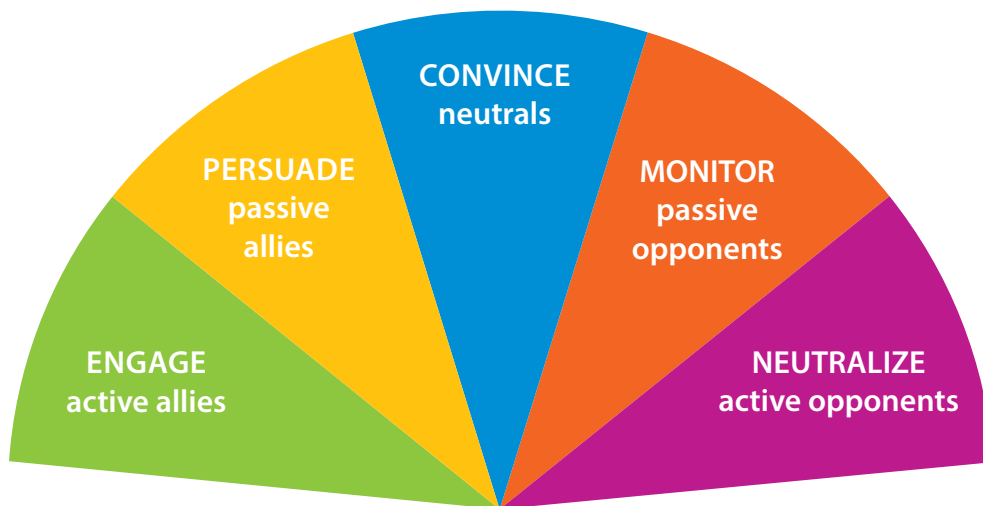
ENGAGE:
if your target is fully in favour of your position and has high interest in the issue, you should seek to include them in your advocacy-planning network! They may be able to open valuable doors for you.

PERSUADE:
if your target is interested and somewhat agrees with your advocacy goal, you should try to persuade them by increasing their knowledge and showing them that your advocacy objective is the appropriate solution.

CONVINCE:
if your target is on the fence in relation to your advocacy goal but only has medium-to-little interest in it, you should try to convince them by showing that your cause is supported by people or institutions that are relevant to them. This can include constituents, other decision-makers, power groups or public opinion leaders.

MONITOR:
if your target is against your position but has little interest in the issue, you might want to devote a bit of energy towards monitoring them, especially if they are powerful or influential. They may suddenly choose to move towards other sections of the spectrum, meaning you will need to rethink your approach.

NEUTRALIZE:
if your target is against your position, has a lot of power and is interested in your issue, you may need to neutralize their influence. This can be difficult— you must avoid unethical practices and putting yourself (or others) at risk. This does not deserve a lot of your energy, so be careful how much you focus on this in your activities.

STEP 3: IDENTIFY YOUR ISSUES

It's now time to create fully-formed messages for each of your targets.

To help you structure your messages, we find that the "CAR" model (challenge, action and result) can be quite helpful.

It's quite simple—you just choose three messages (following this structure) for each of your targets.

C	**CHALLENGE:**	package your advocacy issue and what you are doing to address it in a way that will appeal to your chosen target.
A	**ACTION:**	deliver your most important message to the target. What are you asking them to do in support of your advocacy goal?
R	**RESULT:**	share thoughts on why you think this specific action will lead to a positive result for those most affected by your advocacy issue.

You might have a different trick that works for you, so feel free to try out different structures as you create your messages.

Alright—let's take this CAR for a spin!

5 Using Template 5 in your advocacy strategy (found in Appendix 1), assign a communication approach (from the spectrum) and list three key messages that you would like to convey to each target (using the CAR model, if you find it helpful).

EXAMPLES OF TAILORED MESSAGES

TARGET	APPROACH	MESSAGES
Minister of Foreign Affairs	CONVINCE	CHALLENGE: AIDS-related deaths among adolescents living with HIV are estimated to have increased by 50% over the past seven years when deaths in all other age groups have fallen. Despite being a vulnerable population, there are no specific targets to increase access to prevention and treatment amongst young people. The new global development framework is suited to address this urgent issue if it receives support from national governments. ACTION: as the Minister of Foreign Affairs, I ask you to encourage our government to actively support a target in the post-2015 development agenda that increases access to HIV prevention and treatment for young people. RESULT: with this global target to guide our work, this country can build a stronger and more ambitious plan to reduce new HIV infections and AIDS-related deaths amongst young people, which will be a huge step towards ending the AIDS epidemic.

TIPS & TRICKS: make your messages effective!
- Content must be relevant and accurate.
- Language needs to be clear and appropriate for your audience.
- Positive and motivational messages often are more effective.
- Solutions-oriented approaches can help your messages overcome opposition.
- Make sure you feel comfortable and confident about delivering these messages in person.

Finally, road test your messages to see how they work in practice! Imagine that you are in the following real-life scenario with one of your targets (or invent a different situation that works for your issue).

SCENARIO

A young advocate is attending a national workshop on the post-2015 development agenda that is being hosted by the UN Resident Coordinator's office. At the workshop, the advocate bumps into a member of the post-2015 team at the Ministry of Foreign Affairs while on the way to lunch. The young advocate takes the opportunity to share some of their advocacy messages.…

Now try out this short exercise with a partner.

1. Have each partner take a role (Person 1 and Person 2).

2. Person 1 will be the young advocate; Person 2 will be the member of the Ministry of Foreign Affairs' post-2015 team.

3. Person 1 has three minutes to introduce themself and share a couple of key tailored messages.

4. When the three minutes are up, discuss how it went, what worked well, what could be improved upon and how it could be improved.

5. Try again, switching the roles and repeating steps 1 to 5 so that everyone can try out the messages.

5 Finally, once you've all had a try, revisit the messages that you created in Appendix 1. Based on what you have learned, make any changes that you think will strengthen the messages.

Use this space to make notes about anything you've learned or heard during this module that you think might be useful when it comes to your planning.

MODULE 6: Choose your activities

Objectives for this section:

- Navigate through the possibilities of activities, thinking through the strengths and weaknesses, opportunities and threats you might face if you were to start carrying out a series of targeted activities in your current political environment.
- Explore the benefits of using different kinds of activities (both public and private).
- Select activities that align with the communication approach that you chose in Module 5.
- Make sure that you can anticipate costs for these activities.

Worksheet 6: Choose your activities

A critical element of any successful advocacy initiative is a comprehensive understanding of not only the opportunities, tools and tactics that exist for influencing the policy process, but also the risks associated with them. This module will help you to determine what practical steps you can use to send your messages (from Module 5) to your targets (identified in Module 4).

Now we're really reaching the exciting part of the advocacy planning process! You may feel like you have spent a very long time answering some tough questions on your national context, researching key information and refining your communication, but now it's time to start thinking about what you'll be doing and how you'll be doing it.

As we launch into Module 6, it's important to note that there's no one-size-fits-all advocacy strategy. Advocacy, activism, campaigning or mobilization activities work very differently in different cultures, depending on your community values and social practices.

There are many ways to influence decision-making on your advocacy issue. In this section, we will discuss some basic activities and tactics that you can use to pressure your targets to move toward your advocacy objectives. Think of each tactic as a tool in your toolbox to make change. You can pick and choose, combining them and creating new ones depending on who your target is and what their interests may be.

The most effective advocacy activities/tactics are also dependent on your organizational capacity and experience, the legal restrictions that you will be working within, and the preferences of your targets. These factors have big implications for your decision-making, and in some instances, you may decide that the risk of carrying out something like a public street protest is just too great.

For example, it wouldn't necessarily make sense to chain yourself to your local health clinic if your goal is to secure a policy change from your government on SRHR in post-2015 and your target is your Foreign Affairs Minister! Unless he has some connection with that clinic, your tactic doesn't match your goal.

Finally, in order to pull off something big, recognizing the creativity within ourselves and our networks is just as critical as raising enough money. Effective actions are supposed to make people think outside the box, so they need to be out of the ordinary. Our world is changing at a breakneck pace, so we need to keep developing new, innovative tactics to share messages and flex our grass roots muscles!

Let's get going on these crucial next steps!

WORKSHEET 6: Choose your activities

STEP 1: BRING YOUR ISSUE TO LIFE

As mentioned in the introduction to this module, different contexts come with different risks. This has implications for the approach you will decide to take!
Let's explore the challenges you may face.

A) LEGAL SITUATION

Are there any legal limitations placed on the political and advocacy activities of NGOs, citizens, or the media? Are there any existing support groups or legal assistance available to advocates or activists?

B) PUBLIC OPINION AND THE MEDIA

Looking back at your answers to Module 5, how does the public generally react to your issue, and how informed do you think the public is about it? Do you know who are the most influential journalists and media sources? What press or media do your targets prefer?

Has news about your issue been featured in the media in the last two years?

C) ADVOCACY EFFORTS

Have successful advocacy efforts that relate to your chosen issue been conducted in recent years? If yes, why did they succeed?

Have unsuccessful advocacy efforts been conducted that relate to your issue? If yes, why did they fail?

Are other organizations, interest groups or coalitions (ones other than your current partners) conducting advocacy activities or organizing in support of your issue? If yes, who are they? What are they doing? What have been their most successful activities?

D) THE IMPLICATIONS OF YOUR ANSWERS

What will be the most important elements of your political environment (explored above) that you should consider as you start to refine your approach and activities?

Thinking back to Module 5, you made some important decisions about whether you are going to monitor, neutralize, persuade, convince or engage your targets in your communication plan. Now it's time for us to think about what kind of advocacy approach you might take in order to deliver your communication. The approach(es) you choose will inform the activities that you decide to use.

One way is a public method, which generally means mobilizing broad support from the government and/or the public through highly visible activities (such as publicity and media stunts, or online campaigning).

Compare this to a private method, which involves working quietly with a few key partners to make changes behind the scenes.

Now, imagine that the path towards change is a door: is the door to your targets wide open, half-open or closed?[4]

A) What kind of door leads to your different targets? List each of your targets under the corresponding door in the table below:

OPEN DOOR*	HALF-OPEN DOOR	CLOSED DOOR

*You might find that many of your targets—no matter how much they agree or disagree with you—generally have a closed-door policy.

You will need to be creative with how you reach targets that are behind closed doors. Can their door be opened in private by just one person, or will it require a team effort with help from the public?

B) Discuss with your group whether you want to use a public or private method with your different targets. List your choices next to each of your targets in the table above.

STEP 3: EXPLORE POTENTIAL TACTICS AND ACTIVITIES

Now it's time to start getting more specific about the kinds of activities or tactics that you could use to help you achieve your objectives, moving you toward your goal.

A) Explore your options: across this page and the next, you can find a snapshot of some key advocacy activities and tactics that you might choose to use in your advocacy project. Think about whether any of them could be impactful, effective or right for your next steps.

B) Add your own: this is not an exhaustive list, so be creative and add more to this resource!

Hold a public panel discussion
Invite young people and organizations with knowledge of post-2015, SRHR and HIV to a panel discussion. If possible, invite your targets and local decision-makers to participate, too.
Potential questions for the panel:
- What are youth priorities?
- What is the role of young people in ensuring HIV and SRHR remain priorities in post-2015?
- How can we work together to implement the new framework?

Put together a briefing paper for your targets and hold a launch event
Bring together your targets in a public space to share your messages and draw attention to your important recommendations. This could be used to rally civil society on post-2015, target decision-makers, and/or invite young people to strategize together on next steps.

For support with writing a briefing paper, please visit **www.foodsec.org/fileadmin/user_upload/eufao-fsi4dm/docs/1_policy_paper_guide.pdf.**

Arrange lobbying meetings
Meeting with decision-makers at the local, national and global levels means that you are directly lobbying those who have strong influence. It's important to have a clear request ahead of your meeting—what can this person do to help? You might want to take a small group or even the signatures from your petition.

You can also arrange for decision-makers to make exposure visits to a community that is deeply affected by your issue. For more on lobbying, visit **www.cpj.ca/content/how-meet-your-mp.**

Organize a phone bank
Sometimes it can take a while for decision-makers to get the message that the issue you are fighting for is urgent and strongly supported by the public.

A great way to send a strong message is to have all of your supporters phone your decision makers and share your top three messages. Campaigners have used this in the past to shut down the switchboard of parliamentary offices because there were simply too many phone calls!

Write letters and emails to decision-makers
You could write to your targets on the post-2015 agenda, using your key messages and thinking about the specific action that you'd like them to take. Is it a public meeting, or is it a statement? And remember: if a politician receives one letter, they are unlikely to take action, but if several hundred letters arrive on their desk, they are more likely to take action!

For guidance and an example letter, visit **https://wiki.openrightsgroup.org/wiki/Letter_writing.**

Mobilize others via petitioning
Use your key advocacy messages to create a petition. This petition should have a clear recipient (a specific decision-maker), and it must make a clear call to the public that explains why they should sign the petition. This could be done both online and offline. Remember that a petition should be short and to the point, with a clear action you are asking the recipient to take.

For guidance on how to put together an effective petition, visit **www.change.org.**

Distribute information
Put together a flier or a poster about ACT!2015 for your targets or the public. Be sure to include information about how to get involved. Remember to:

- use your local language;
- avoid jargon and technical terms;
- think about why this should matter to young people in your community; and
- make sure you have a clear call to action.

Use community radio
Community radio is a powerful platform to influence public opinion and potentially reach your advocacy targets. Arrange with your local radio for some of your group to talk about ACT!2015, why it is important and how other young people can get involved. You could host a phone-in segment to collect public opinion and answer questions.

WaterAid have some helpful hints online at **www.wateraid.org/~/media/Publications/community-radio-broadcasting-promote-accountability.pdf.**

C) Assign activities to the five communications approaches: use coloured pens or stickers to match different activities to the five communication approaches explored in Module 5. There is no wrong answer—this will be entirely dependent on what kind of activity you think is most appropriate and effective for sending your message!

GREEN: ENGAGE	YELLOW: PERSUADE	BLUE: CONVINCE	ORANGE: MONITOR	PURPLE: NEUTRALISE

Use social media
Social media is a great way of communicating to a large number of people about what you're trying to do, and it is really useful for reaching those who might not otherwise hear the voices of youth on post-2015. You could use Facebook and Twitter to speak about your key messages, making use of popular hashtags (#)! And what about organizing a so-called thunderclap on Twitter to get hundreds of users tweeting at your advocacy target simultaneously during a key moment in your timeline?

See the "Get involved" links on the back cover of the toolkit, and for guidance on maximising social media, visit **www.nptechforgood.com.**

Get creative
Photography and film are particularly good at sending messages in a quick and memorable way. And if you're feeling really creative, then why not devise a short performance to tell the story of SRHR, HIV and the obstacles for the future? Perhaps you could turn this into a song or a film for sharing online, or you could partner with an artist in your community and paint a mural to share the vision for the future that young people are working towards—there is no limit to the creativity that you can employ.

This inspiring online resource has been put together by experienced campaigners, and it is full of wonderful ideas: **http://beautifultrouble.org.** Enjoy!

Write a letter to the editor
To raise the profile of your issue and increase awareness about it in your community, why not write a press release for your local or national newspaper? This can help to nurture public debate, and it is particularly helpful if you write to the newspaper that your advocacy target reads.

For more ideas on using media, visit **http://is.gd/qgc5BJ**.

Write a blog post
Write a blog post on your issue within post-2015 from the perspective of your perspective and/or that of your country. You could use your own blog or get in touch with an organization that might be able to post it for you. Try to identify a blog in your country that is read by your secondary or primary target. For an example web story, see **http://restlessdevelopment.org/news/2013/03/21/youth-voices-results**.

How would you make this personal to you and your community? The ACT!2015 blog also might provide you with some ideas on using blogs to share your work. Visit it at **www.crowdoutaids.org/wordpress/blog.**

Organize a media stunt or public protest
Protesting or creative publicity stunts (like flash mobs and performance art) can do a fantastic job of winning media coverage and public attention. This in turn can be used to direct pressure towards your advocacy targets, so don't underestimate the power of even the smallest of ideas.

Remember to put safety first when organizing something like this. Not all countries allow citizens to carry out peaceful protests or run public actions, so make sure you are acting within the law and don't provoke a strong police response. For more ideas, read back through your answers to Step 1 and check out **www.civilresistance.info/bibliography/I**.

Write a press release
To raise the profile of youth involvement in post-2015 and increase awareness in your community, why not write a press release for your local or national newspaper about involving youth in the post-2015 discussions, or about the importance of your advocacy issue? This is usually most effective if you can connect your issue to something current, topical and relevant to the media audience. You could even stage a publicity stunt to create your own topical or current story!

Pact Tanzania has created a wonderful resource containing tips on working with the press—visit it at **http://is.gd/qgc5BJ**. Also, for more on publicity stunts, see the box below.

Check out Appendix 2 and Prezi Module 6 for a quick guide to lobbying and more ideas and advice for advocacy activities.

STEP 4: CHOOSE YOUR ACTIVITIES

You're now ready to decide which activities you will conduct to meet your objectives.

6 Using Template 6 in your advocacy strategy, assign a few key activities to each of the advocacy objectives that you selected in Module 1.

For each objective, make sure you think about the following when completing the table:

- **ACTIVITY:** be as specific as possible about who you are targeting, the method you're choosing, how the activity will work and your rationale for choosing it. For example, do not just write "public awareness campaign"—include the topic, who you will target, the types of media you will use, etc.

- **DATE(S):** think about what each of the main steps needed to carry out the chosen activity, and plan roughly when these steps will need to happen. Do not try to do everything at the same time! Determine the approximate timing by referring back to your timeline in Module 3. Timing will also depend on each activity's priority. Make sure that you leave some breathing space so that you can react to new opportunities that arise along the way.

- **RESOURCES:** what kind of resources (materials, equipment, food and drink, accommodation, transport, staff and volunteer time, etc.) do you think you'll need? Where might you find these (e.g. partner organizations, friends and family, etc.)?

EXAMPLE ACTIVITY PLAN

ACTIVITY/TACTIC	DATE(S)	RESOURCES
TARGET: Minister of Foreign Affairs, using my secondary target, the Minister of Youth. METHOD: private, half-open door ACTIVITY: arrange a brown-bag lunch meeting between the Minister for Youth, the National Delegation from the Foreign Office and youth partners. Bring a signed petition and a large cake with our key message written in icing! RATIONALE: by holding an informal lunch meeting with the help of our ally—the Minister for Youth—we are more likely to win the attention of the Minister of Foreign affairs and his negotiation team.	Lunch meeting to take place on the 1st of July.	Online petition: we could use www.change.org for no cost. Printing equipment to print the petition signatures: my cousin will print these at his business, free of charge. Food and drink for the lunch meeting: the Minister of Youth's team may be able to provide refreshments for us. Other supplies: ingredients to bake and ice a large cake. We will need to purchase those.

As you make your decisions, ask yourselves:

- What activities and tactics are most appropriate to reach our targets?
- Does this activity fit with our chosen communication approach (engage, persuade, convince, monitor or neutralize)?
- Does it fit with my advocacy method (public/private)?
- Are we acting safely in my current political environment and national context?
- Are we being realistic about the number of activities that we're undertaking?

⚠️ REMEMBER: don't get so carried away with the activity that you forget its purpose—these activities are a means to an end, not an end in themselves!

STEP 5: PUT A PRICE TAG ON IT

Now you know what you're hoping to do, let's make sure you've been realistic about financial implications. The final step in this module will help you to figure out costs using a tool called "activity-based budgeting."

Activity-based budgeting is an approach to budgeting where a project budget is built up from a detailed activity plan. You therefore might find it a useful approach to take when developing a budget for your advocacy planning.

When preparing a budget for your project proposal, it is important that you think about:

- the goals and objectives of your project;
- which activities contribute most to achieving your project's goals and objectives;
- what resources you need to implement your activities;
- what the resources will cost (including your human resources); and
- ensuring that you are allocating sufficient funds to support the resources you have identified.

7 Now turn to Template 7 in your advocacy strategy and begin to pencil in the expected activity budget for the activities that you chose in Step 4.

IDEAS ON WHAT TO INCLUDE

Some of the activities in your advocacy roadmap—and the resources you will need to implement them—might include:

- travel, accommodation and food allowances for project leads, partners and volunteers;
- the cost to rent a venue;
- resources (including stationery, technology, creative materials, campaign materials, etc.); and
- participation and event costs—do you need to pay any fees for attending conferences or workshops as part of your advocacy activities?

Don't forget to also consider:

- a contingency (a percentage of the budget to use for unexpected costs); and
- central costs (including staffing, office rent, electricity, etc.).

Lastly, make sure you are including detailed notes that clearly explain what costs you are expecting and how you have determined them.

For example, if a cost is an estimate based on actual expenses from a previous event, include that in your notes. Anyone should be able to pick up and use your budget.

⚠️ REMEMBER: UNAIDS and The PACT are unable to provide funding for your activities, so please be realistic about what activity costs you can afford, where you think you'll be able to find additional funding and if each cost you have identified is absolutely necessary.

MODULE 7: Take stock and review progress

Objectives for this section:

- Refine your indicators of success.
- Set up key steps for monitoring your progress.
- Learn how to carry out a mid-project and/or end-of-project review.

Take stock and review progress

Advocacy projects can be a lot of work, so it's important to stop and re-examine your goals as you carry out your roadmap. Monitor your progress, recognize risks and challenges that you encounter, and celebrate your successes along the way! Finally, when you reach the end, carry out a participatory evaluation together with your colleagues to learn from your experiences and share best practices.

WHY MONITOR AND EVALUATE?

- to determine whether your advocacy goes according to plan so you can make changes to the plan;
- to check whether your objectives can be reached;
- to learn from past experiences and be able to do a better job in the future; and
- to be accountable to donors for the use of funds.

EVALUATION ENTAILS:	MONITORING ENTAILS:
• periodical checking; • measuring the degree of success; • questioning the progress towards achieving the goals; • using internal and external people involved in the process of evaluation; and • possibly changing the strategy.	• permanent gathering of information; • measuring activities; • checking whether the project is executed according to plan; • using people working in the project; and • possibly changing the execution of the project.

HOW TO MONITOR AND EVALUATE YOUR ADVOCACY PROJECT

- ensure your objectives are SMART (see Module 1 to review the SMART objectives);
- make sure you've been rigorous with your plans to overcome risks;
- collect evidence along the way (evidence that helps you to judge progress against the indicators that you identified in Module 1, and be sure to see if they still feel right, or if any changes are needed);
- build time into your roadmap for a mid-project review, just in case the plan doesn't progress as you'd hoped;
- prepare to celebrate when you reach your milestones, and include people in your network who have helped you—let them share your success; and
- include time in your roadmap for an end-of-project review to evaluate your project from beginning to end.

THE KEY TO SUCCESS: know when to switch your focus! As you monitor your project, keep reassessing the situation in light of your overall goal and objectives. If you are not making much progress, be prepared to work with new partners and allies, and don't be afraid to switch either the decision-makers you are targeting or the tactics that you are using to reach them.

Now let's build these final pieces of the puzzle into your advocacy strategy!

WORKSHEET 7: Take stock and review progress

A) GATHER EVIDENCE TO MEASURE PROGRESS AGAINST YOUR GOAL FRAMEWORK

Looking back at the Indicators you selected in Module 1, do you think they still feel right? Is anything missing? Should you change any of them at this stage? For example, has a new objective been created that requires new indicators, or is new data available to help you measure an indicator that was previously impossible?

What information do you need to gather as evidence to measure progress against these indicators? Do you need to perform primary and/or secondary research? Do you need information relating to the local, national or global levels, or information on knowledge and attitudes of key targets?

What form should that evidence take? Does it need to be qualitative (e.g. videos, quotes, photos, case studies, etc.) or quantitative (statistics, figures from the project, number of youths, etc.)?

How will you gather this evidence? Who will do it, how will they do, where will it be done and when? What form will it take (e.g. before and after surveys, monthly focus groups, quote gathering at conferences, fortnightly media tracking, national data analyses, etc.)?

B) ASSESS WHETHER YOU NEED EVIDENCE FOR OTHER PURPOSES

Do you have to report to donors for this project? Are there any other 3rd parties that require evidence? If so, what are their requirements for that information (e.g. it is needed for use in presentations, annual accounts and reports, specific formatting, due date, focal point for both parties, etc.)?

You will want to capture what you have learned for the future of your organization or initiative, so think through what information is useful for you, your colleagues and/or your partners. How will it be used (e.g. as evidence base for research papers, presentations, annual reports, public speaking content, etc.) and what form should it take?

Is it primary or secondary research, and should it be qualitative, quantitative or both?

How will you gather this evidence? Who will gather it, how will it be gathered and when will it be gathered? What form will it take (e.g. before and after surveys, monthly focus groups, quote gathering at conferences, fortnightly media tracking, national data analyses, etc.)?

Collective learning requires teams to continuously assess their performance to identify and learn from successes and failures. Project reviews therefore can act as a simple but powerful way to help you do this.

A project review is simply an activity that you carry out (in-person or via Skype) by answering the following questions as a group:

1. The journey of our project

    A)   What did we expect to happen?

    B)   What actually happened?

    C)   Why were there differences between what we had planned and what actually happened?

2. The key lessons we learned

    A)   What didn't work well and could potentially be stopped in the future? Why didn't it work? Why should it be stopped?

    B)   What worked well and should be continued in the future?

    C)   What could we start doing to improve the process of organizing?

⚠️ REMEMBER: teams generally conduct a project review meeting shortly after a project ends. However, you might want to use the same activity with less formality midway through your project for the benefit of the team if your work isn't progressing as the group would like.

A) Preparation

Logistics

- Location: if you can, try to conduct the review meeting in person (rather than by phone or teleconference).
- Timing: give yourself plenty of time to explore your collective learning—one to two hours may be enough, but if you find that you have had to change your roadmap a lot along the way, then you may want to spend longer on your review in order to understand what caused all the changes and what you have learned from them.
- Resources: provide flip chart paper and pens, if possible!
- Cost: make sure you allocate any necessary costs to your budget in Template 7 (see Appendix 1).

Roles and responsibilities

- Participants and facilitators: ensure participation by all team members (including partners), and consider having an external facilitator run your review meeting, as they will be able to play an objective role and help the conversation move forward in an inclusive way. An outside facilitator should meet with the team leader to become familiar with the work before the meeting.
- Note taker: assign a team member to take notes on the flip charts. If the meeting is an hour or longer, consider having team members take turns at this job so everyone can participate fully.
- Timekeeper: assign times to the sections of the meeting in advance, and ask someone to play the role of timekeeper (this is important—it is easy for groups to get lost in conversation and not have time to cover all sections of the review).
- Report drafters: discuss in advance the process for writing up the end-of project report. Share this with the team, and ask for volunteers, if desired.

B) RUNNING YOUR MEETING

SESSION PLAN

1. SET THE SCENE

Start by reminding the team of the purpose and context of this meeting.

- The goal is to guide and improve the work of future project teams.
- The review does not grade success or failure.
- There always are weaknesses to improve and strengths to sustain.
- Participants should share honest observations about what actually happened without laying blame or giving praise.
- No one has all of the information or answers.
- Everybody has something important to contribute.
- Set an atmosphere of openness. If necessary, you can introduce ground rules or expectations for the session (see the list of ideas on the right).

2. TELL YOUR STORY

A) Ask the group to share the story of the project from beginning to end, noting key moments, obstacles, successes, any changes of plan, etc.

Refer back to the roadmap to help structure the story that you're about to develop in Module 8.

Flip chart paper and Post-it notes might be particularly useful for this exercise.

B) Discuss as a group: why were there differences between what you had planned and what actually happened?

9 Using Template 9 of your advocacy strategy (found in Appendix 1), run the activity below with the whole group to assess what worked, what didn't and what should be continued in future.

3. LEARN KEY LESSONS

STOP — What didn't work well and could potentially be stopped in the future? Why didn't it work? Why should it be stopped?

CONTINUE — What worked well and should be continued in the future?

START — What could we start doing to help achieve our results?

4. CLOSE THE MEETING

The session should end on a positive note, linking observations to recommendations for future improvements.

Close the review session by summarizing key points identified during the discussion and sharing out follow-up activities. Next, give the team space to think through how best to report and share the key findings with the wider network.

C) FOLLOWING UP

Sharing the results from your review meeting can help future teams learn from your successful strategies and avoid pitfalls that you have worked to overcome.

Make sure you take the following steps to share your end-of-project results.

1. Provide a clear summary (as follow-up to the review meeting) of concrete and actionable recommendations that will improve the second half of the project or strengthen a similar project in the future.

2. Identify tasks and topics that you would like to continue to work on in the second half of your roadmap, or in the next phase of ACT!2015 (see below).

3. Share the report with any project funders, key supporters or peers who might benefit from learning from your experiences.

STEP 3: MAKE SPACE IN YOUR PLANNING FOR MONITORING & EVALUATION (M&E)

- Make sure that you do not leave your evidence-gathering activities right to the end of the roadmap. Make regular time to gather evidence, and provide an easy process for teammates to share their quotes, stories, statistics and other useful evidence along the way.

- Prepare to celebrate when you reach your milestones. Include people in your network who have helped you—let them share your success!

- Build time into your roadmap for a mid-project review if the plan isn't progressing as hoped.

- Include time in your roadmap for an end-of-project review to evaluate your project from beginning to end.

- Consider whether you need to budget for M&E activities, and then revisit your activity budget from Module 6.

MODULE 8: Develop your roadmap

Objectives for this section:

- Put it all together! Revisit the advocacy roadmap template introduced at the beginning of the toolkit, and input all of the choices from Modules 1–7.
- Troubleshoot potential risks and prepare ways to overcome them.
- Look beyond October 2014!

Worksheet 7: Advocacy roadmap

Congratulations for making it this far! Hopefully, having worked through the previous seven modules, you will now have a clearer idea of the key elements of your strategy— the what, why, who, when, where and how!

Now, wouldn't it be great to see what that all adds up to make?! To be able to see if there are any gaps, inconsistencies or assumptions that you have made that you can rectify now? That way, you won't be halfway through your plan, only to realize that you've put your deadlines too close together!

Well, that is exactly what this module will help you to do. Good luck!

WORKSHEET 8: Develop your roadmap

STEP 1: ADD IT ALL TOGETHER TO CREATE YOUR ADVOCACY ROADMAP

Your advocacy roadmap will help you lay out your strategic path for the duration of your advocacy project, giving you a clearer picture of how this all adds up over time.

You have already done a lot of the work to put this together: you've chosen your goal, objectives, activities and tactics. The only addition here is the creation of smaller step-by-step actions that you and your partners will need to take to take in order to carry out your planned activities.

8 On Template 8 of your advocacy strategy (in Appendix 1), you will find plenty of space to develop your roadmap. There are many different ways that you might like to create your roadmap, but here is a suggestion of how you might like to put it together.

- Use your answers from Modules 1, 3, 6 and 7 to place your goal, objectives, activities, tactics and partner meetings (use different shapes to distinguish between each).
- Add a series of step-by-step actions that need to happen in order for you to run your activities and tactics.
- Use different colours for each of your objectives and their corresponding activities and steps.

⚠️ REMEMBER: if you're focusing on post-2015, then we suggest you try to focus on getting to October 2014, but by all means see how far you are able to go!

EXAMPLE OF AN ADVOCACY ROADMAP

31st July
Network meeting to debrief on Objective 2.

Mid-July
OBJECTIVE 2

END POINT
Advocacy goal reached!

30th June
Lucy will host a lobbying training session for youth participants.

1st July
LOBBYING LUNCH

10th July:
Mid-project Review Meeting for all partners

15–30th June
Raj will lead the drafting of a position paper and the creation of the "cake stunt"!

1–10th June
Pablo will organize logistics and participation needs of partners.

21st May
Lucy will contact the Foreign Office to pitch for our lunch meeting.

STARTING POINT

⭐ OBJECTIVES

● ADVOCACY ACTIVITIES/ TACTICS

■ STEP-BY-STEP ACTIONS

Wow! You've all come a long way through this toolkit—congratulations on all the thought that you and your community have put into getting this far!

Let's just take one final moment to check how you're feeling about your advocacy strategy, which should now be complete and ready to set in motion in Appendix 1.

1. Are you feeling comfortable with the timing of everything? Have you given yourselves enough time to prepare and debrief on actions properly?

2. How comfortable are you with the scope and frequency of the activities that you have planned?

3. Can you now see a clearer connection between how your day-to-day activities might add up to the change that you want to see in the world, through working towards your objectives and reaching your advocacy goal?

4. Have you thought carefully about potential risks or threats that your activities and roadmap might pose? Do you feel confident about how you might address those challenges if they arise?

5. Are you and your peers, partners, allies and networks still feeling excited about taking action on this issue?

Use this space to make notes about anything you've learned or heard during this module that you think might be useful when it comes to continuing your planning.

WRAP UP AND NEXT STEPS

And that's all there is to it. Simple, right?! By now, you should be able to answer the following questions. If any of them are unclear, then take a moment to revisit the issue and try to answer it.

- **Why?** A clear advocacy goal with objectives that relate to the context you are working in, and some robust Indicators to measure the progress of your advocacy.

- **Who?** A partner-tracker full of inspiring supporters from your network and a list of the key decision-
- makers that will be your focus (a list that may grow over time as you engage further).

- **When?** A timeline of key influencing moments, to be developed as you come across new opportunities.

- **What?** An outline of the key messages tailored to your targets, and a strong idea of the different approaches you could take to communicate them.

- **How?** A idea of the activities you are going to use to deliver those messages through advocacy tactics, campaigning, media work and/or public mobilization, as well as the cost of those activities.

- **So what?!** A clear idea of how you can share and build on your key findings, celebrate your successes and overcome challenges in the future.

You're ready to begin implementing your advocacy strategy. Congratulations!

OCTOBER 2014: WHAT'S NEXT?

As we discussed at the beginning of the toolkit and in Modules 3, 6 and 7, this toolkit has been designed to support you to develop a roadmap up until October 2014 and the end of the UNGA 2014 high-level meeting.

But this is by no means the end of the post-2015 process (the clue is in the name)!

Now it's time to put the pieces together and rebuild your roadmap

You've carried out your end-of-report review (see Module 7) and captured your key findings from your project to date—what do you want to do next? Are you ready to plough ahead with your roadmap as it stands (because you've been able to add to it on a monthly basis), or would now be a good time to restart this toolkit to think about whether you need to refocus your issue and your wider advocacy strategy?

Discuss this with your network, and ensure that you all have the opportunity to consider your personal contribution to the next steps. Good luck!

WELL DONE!

This is a truly long process that you have all been through, and we hope it has been helpful, challenging, interesting and enjoyable! For ongoing support on ACT!2015, join the leaders group on **Facebook at www.facebook.com/groups/357277221082801.**

ACT!2015 would love to hear from you, so please share any stories, challenges and successes that you face along the way, and keep sharing your actions on Twitter, Instagram and Facebook using the #ACT2015 hashtag.

If you have any questions, contact **YouthACT2015@gmail.com**

In solidarity,
ACT!2015, THE PACT and UNAIDS

JOIN THE GLOBAL CONVERSATION

As we move ever-closer to defining the next global development framework, young people from around the world are working to consolidate their ideas and strengthen their voice in the post-2015 process. To help shape that direction—and to receive updates on key moments and opportunities—here are a few places to start!

FIND OUT MORE
Website: **www.crowdoutaids.org**
Prezi: **http://prezi.com/huhylgalfyid**

GET INVOLVED
Twitter: search **#ACT2015** and follow **@CrowdOutAIDS**
Facebook: **www.facebook.com/groups/357277221082801**

MAILING LISTS
Join the MGCY at **http://childrenyouth.org**.

Sign up for updates from the Beyond 2015 Children and Youth Working Group by emailing the coordinator: **hannahs@restlessdevelopment.org**

APPENDIX 1: Our Advocacy Strategy

Print this Appendix out to complete as you work through the toolkit – good luck!

1 **OUR PRIORITY ADVOCACY ISSUE**

PRIORITY ADVOCACY ISSUE

2 **OUR ADVOCACY GOAL FRAMEWORK**

GOAL

OBJECTIVES

OBJECTIVE 1:

OBJECTIVE 2:

OBJECTIVE 3:

INDICATORS & EVIDENCE NEEDED

*** Re-visit this throughout your project to add updates ***
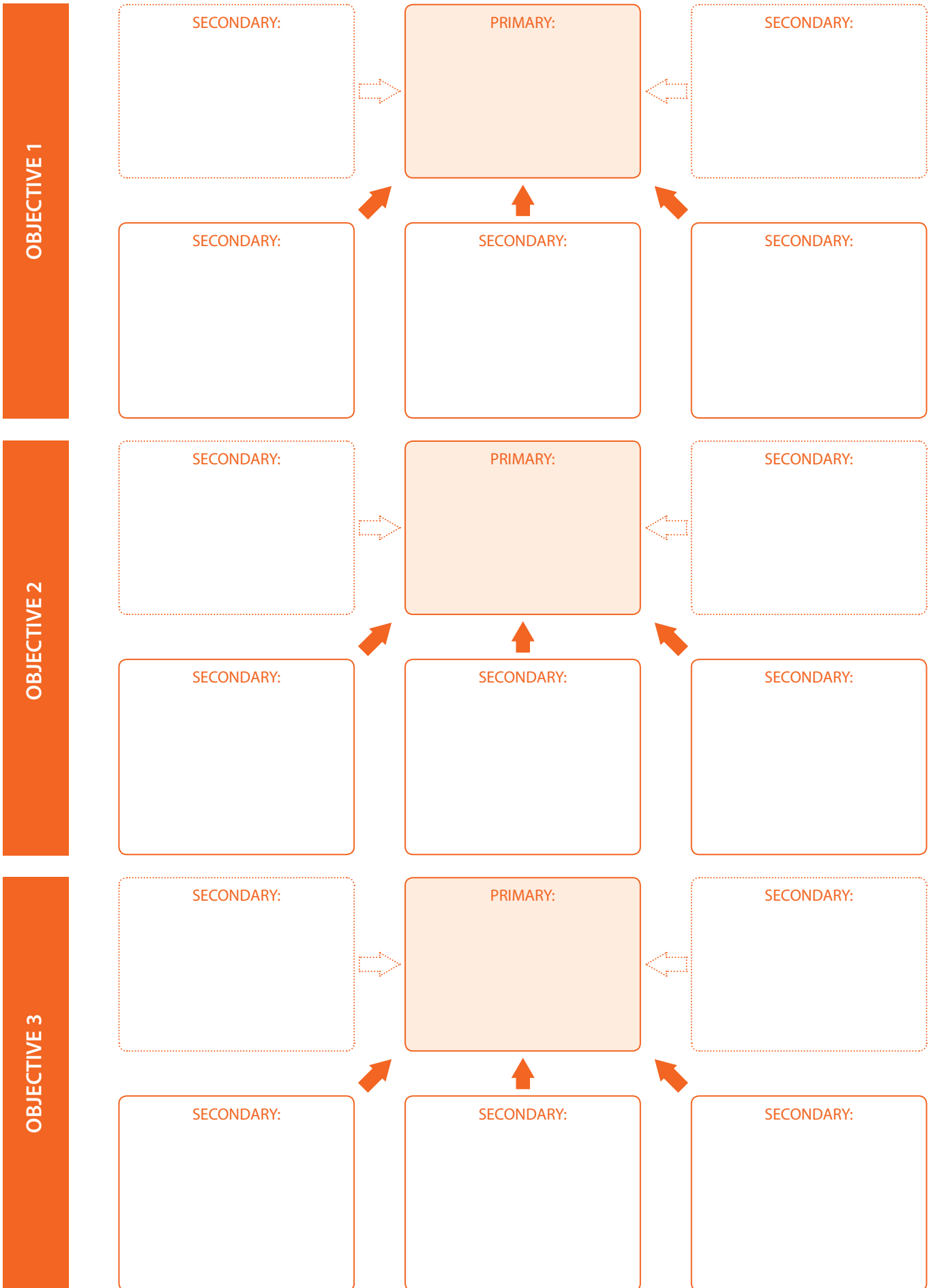
3   OUR PARTNER TRACKER

PARTNER	AREA FOR COLLABORATION	CONTACT INFORMATION	TRACKING COMMUNICATION
Name, organisation, etc.	e.g. political or media connections, technical expertise, resources or funding, connection to those affected by your issue	Phone, email, address, etc.	Notes on how our partnership is progressing, important things to take forward so that we can build the relationship, etc.

Feel free to continue this table on another sheet of paper if you have identified more partners that you'd like to build a network with...

4 OUR TARGETS

OBJECTIVE 1

SECONDARY:	PRIMARY:	SECONDARY:
SECONDARY:	SECONDARY:	SECONDARY:

OBJECTIVE 2

SECONDARY:	PRIMARY:	SECONDARY:
SECONDARY:	SECONDARY:	SECONDARY:

OBJECTIVE 3

SECONDARY:	PRIMARY:	SECONDARY:
SECONDARY:	SECONDARY:	SECONDARY:

5   **OUR MESSAGES**

TAILORED MESSAGES					

APPROACH					

TARGET					

Feel free to continue this table on another sheet of paper if you have identified more targets to create messages for...

6 **OUR ACTIVITY PLAN**

	TARGET	DATE	RESOURCES
OBJECTIVE 1			
OBJECTIVE 1			
OBJECTIVE 1			

7 OUR ACTIVITY BUDGET

BUDGET AREA (e.g. Activity, Media, Staff)	ITEM DESCRIPTION (e.g. Accommodation)	UNIT TYPE	UNITS	UNIT TYPE	UNITS	UNIT COST	ITEM COST	COMMENTS / ASSUMPTIONS
e.g. ACTIVITY (Lobbying meeting with my Minister of Foreign Affairs)	Travel to/from the meeting	People	3	Return bus journeys	1	5.00	15.00	n/a
	Printed hand-outs to distribute	n/a	n/a	Publications	10	2.00	20.00	* Unit price dependent on number of pages in publication

TOTAL =

Feel free to continue this table on another sheet of paper if you have identified more costs that you need to budget for...

8 OUR ADVOCACY ROADMAP

OBJECTIVES
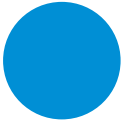
ADVOCACY
ACTIVITIES /
TACTICS

STEP-BY-STEP
ACTIONS
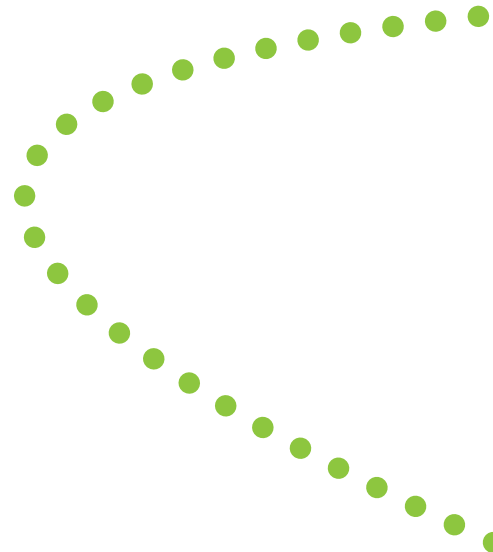
START POINT

**END POINT:
ADVOCACY
GOAL
REACHED!**
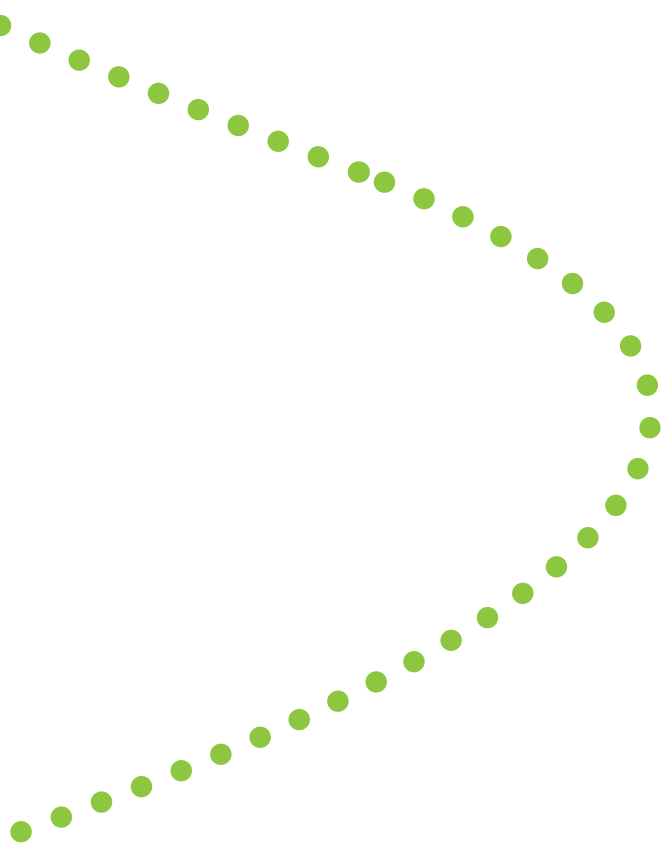
To download an excel spreadsheet version of this Roadmap with additional features, visit website

9 LEARNING AND IMPROVING

STOP

What didn't work so well that we should consider stopping in the future, and why?

CONTINUE

What worked well that we could continue to do in future?

START

What could we start doing to improve?

NOTES

APPENDIX 2: ADVOCACY HOT TIPS

USING MEMORABLE COMMUNICATION:

Did you know that when it comes to remembering information, people recall 7% of verbal information (what is said), 38% of vocal information (how it is said) and 55% of visual information (what you look like and how you behaved)?

In order to communicate effectively:

- say only the minimum—less is more (verbal);

- say it well, with passion and enthusiasm (vocal);

- try to help people to see what you want them to understand (use visual props and handouts); and

- smile!

WORKING WITH THE PRESS:

- Build a list of relevant media contacts and relationships. You could adapt the partner tracker on page 79 to stay up-to-date.

- Prepare press releases about your planned activities and events in advance.

- Think about a news angle or a media hook, like International Youth Day.

- Find opportunities to write newspaper articles, comment pieces or letters to the editor. It is very likely that your decision-makers will read the mainstream newspaper regularly, so this is a good place to target!

- Community radio is a great way to build public support and send messages to decision-makers. Why not start a regular show?

- Create your own media using posters, street art, photography, street theatre, social media or self-published magazines!

FACILITATING AN EFFECTIVE MEETING:

- Give participants a couple of minutes to prepare ideas before anyone speaks.

- To get maximum participation from the group, try going around the room to give everyone a chance to speak, or ask quieter members for ideas first.

- Ask participants to be specific in their statements and avoid generalizations.

- Summarize or repeat ideas and points frequently.

- Focus on the facts. Feelings need to be acknowledged, but future recommendations have to be based on agreed-upon facts.

- When trying to identify the root cause for a problem, ask "why?" several times.

- Make sure discussions of stumbling blocks don't become witch-hunts or finger-pointing exercises.

- It is okay to let people have their say, but you may have to keep pulling them back from the problems of the past to ask "so what would you do differently next time?"

- During this segment, good and bad points will be raised. Try not to pass judgment—it will stifle participation. Let everyone be heard and move on to the next participant or topic.

LOBBYING YOUR DECISION-MAKERS:

- Establish a rapport /communicate regularly;

- Be friendly;

- Find out what they want;

- Present solid evidence and get it right;

- Speak clearly and concisely—avoid jargon;

- Always leave a handout to help them remember your key points;

- Present a solution for every problem; and

- Thank them for their time.

SUSTAINING YOUR WORK:

- Have a clear timeline.

- Collaborate with other organizations: by spreading responsibility for your project across several different groups, you're building a stronger support structure for the future. If one group discontinues their support, at least there are others who can take on more responsibility.

- Build strong alliances with adults and mentors: adults and mentors can be a vital source of wisdom, financial resources and technical expertise that is often required to take a one-time project to a more long-term venture.

- Plan for leadership transition: you may not always be the person in charge of your project! Leaving the right information so that a new leader can take over is essential. Put together a package of useful information for the next project leader.

- Keep good records and manage knowledge: keeping good records of your contacts, how you do things and your achievements will help you to sustain the effect of your project in the future. This includes documenting what you have learned through the process of evaluation.

APPENDIX 3: UNAIDS AND THE PACT

UNAIDS

UNAIDS provides valuable research, progress reporting, guidance and advocacy. Visit the UNAIDS website at **www.unaids.org.**

The PACT for social transformation is a collaboration framework agreed to by 25 youth-led and youth serving organizations within the AIDS movement.

Affirmative Action
http://www.affirmative-action.info/

African Young Positives Network (AY+)
www.facebook.com/aynetwork

dance4life
www.dance4life.co.uk

Espolea
www.espolea.org

Girls-Awake Foundation
www.girlsawake.org

Global Youth Coalition on HIV/AIDS (GYCA)
www.gyca.org

Haus of Khameleon
www.facebook.com/HausOfKhameleonFiji

HIV Young Leaders Fund
www.hivyoungleadersfund.org

International Community of Women living with HIV/AIDS (ICW)—Chapter for Young Women, Adolescents and Girls
www.icwglobal.org/en/under30.php

International Lesbian, Gay, Bisexual, Transgender, Queer Youth and Student Organisation (IGLYO)
www.iglyo.com

International Federation of Medical Students' Associations (IFMSA)
www.ifmsa.org

International Planned Parenthood Federation (IPPF)
www.ippf.org

International Treatment Preparedness Association (ITPC)
www.itpcglobal.org

Jamaican Youth Advocacy Network (JYAN)
http://amplifyyourvoice.org/jamaica

MSM Global Forum (youth group)
www.msmgf.org

Next Step
www.nextstepnet.org

Namibian Women's Health Network (NWHN)
http://nwhn.wordpress.com

J+ LAC / Red LAC J+
www.jovenespositivos.org

Uganda Network of Young People Living with HIV/AIDS (UNYPA)
www.unypa.org

YouthRise
www.youthrise.org

Youth LEAD
www.youth-lead.org

Youth Voices Count
www.youthvoicescount.org

Y+
www.yplusleadership.org

Youth Coalition for Sexual and Reproductive Rights (YC)
www.youthcoalition.org

Y-PEER
www.facebook.com/YPEER.Network

Youth Voices Count
www.facebook.com/youthvoicescount

To contact UNAIDS and the PACT, visit www.crowdoutaids.org/wordpress/contact

REFERENCES

1 What 2014 might bring for 2015 and beyond. In: Serpents and Doves, the Catholic Agency for Overseas Development (CAFOD) blog [website].2014 (**http://cafodpolicy.wordpress.com/2014/01/30/what-2014-might-bring-for-2015-and-beyond, accessed 4 May 2014**).

2 Straight to the point: setting advocacy priorities. Pathfinder International; 2011 (**www.pathfinder.org/publications-tools/Straight-to-the-Point-Setting-Advocacy-Priorities.html, accessed 4 May 2014**).

3 Participatory advocacy: a toolkit for VSO staff, volunteers and partners. London: VSO; 2009 (**www.vsointernational.org/Images/advocacy-toolkit_tcm76-25498.pdf, accessed 4 May 2014).**

4 Want to change the world? Here's how ... London: IPPF; 2011 (**www.ippf.org/sites/default/files/web_young_people_as_advocates.pdf, accessed 4 May 2014).**

"First they ignore you, then they laugh at you, then they fight you, then you win"

- Mahatma Gandhi

ACT!2015: one goal, many voices is a movement-building initiative that aims to secure a post-2015 development framework that advances sexual and reproductive health and rights (SRHR) and HIV response for young people. ACT 2015 also aims to inspire action on the priorities of the youth constituency within national AIDS responses.

Running from September 2013 to September 2015, *ACT!2015* is a collaboration between **The PACT** and **UNAIDS**, and it is implemented with the guidance of the UNAIDS Youth Advisory Forum.

March 2014