Sport for Development and Peace Youth Advocacy Toolkit

Commonwealth Youth Sport for Development and Peace Working Group

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The Commonwealth

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Sport for Development and Peace Youth Advocacy Toolkit

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Message from Katherine Ellis, Director, Youth Division, Commonwealth Secretariat

With 1.2 billion people or 60 per cent of the entire population of the Commonwealth under the age of 30, the potential of our young people is immeasurable. The Commonwealth Secretariat is committed to unleashing this potential so that you can become agents of change within your communities and beyond.

We recognise and support the exceptional work that young people are doing in sustainable development today. Our Commonwealth youth networks provide young people with platforms to design and drive initiatives that address global development themes such as education, entrepreneurship, peace building, climate change and Sport for Development and Peace.

Sport is a key aspect of the Commonwealth's shared identity and is being increasingly used in imaginative and innovative ways to contribute to education, employment, health, gender equality, social inclusion and peace building. Not only does sport provide a basis for healthy living, it also captures the interest of young people, and provides many with a point of entry into society. It is this unique ability to engage and bring young people together that makes sport an effective catalyst for development projects. We recognise that these projects are often designed, delivered and led by young people as well.

The Commonwealth Youth Sport for Development and Peace (CYSDP) Working Group is committed to being the leading Commonwealth youth voice on promoting best practices for Sport for Development and Peace. It is a great example of young people leading in their field and helping to drive change individually and collectively. I applaud their continuing contribution.

This CYSDP-produced SDP Advocacy Toolkit will provide you with the necessary skills to make the case for the use of sport to drive meaningful and sustainable change in your community. I hope you will use it to amplify your voice as you champion the power of young people and the power of sport.

Katherine Ellis
Director, Youth Division, Commonwealth Secretariat

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LIST OF ACRONYMS AND ABBREVIATIONS

BILD	Beckwith International Leadership Development
CABOS	Commonwealth Advisory Body on Sport
CYSDP	Commonwealth Youth Sport for Development and Peace
EYES	European Year of Education through Sport
IOC	International Olympic Committee
MDGs	Millennium Development Goals
M&E	monitoring and evaluation
MYSA	Mathare Youth Sports Association
NCDs	non-communicable diseases
SDP	Sport for Development and Peace
SDP IWG	Sport for Development and Peace International Working Group
UNESCO	UN Educational, Scientific and Cultural Organization
UNOSDP	UN Office on Sport for Development and Peace

CHAPTER 1: INTRODUCTION

1.1 INTRODUCTION

The Commonwealth Youth Sport for Development and Peace (CYSDP) Working Group is a network of youth leaders from around the Commonwealth with an interest in and passion for using sport as a tool for development and peace. This group of young leaders was identified by the Commonwealth Secretariat and selected to work towards advancing youth development in the Commonwealth through sport. CYSDP is an integral part of the Commonwealth youth space. It carries out its work by accessing the voices of young people and targeting decision-makers; educating both youth practitioners and Sport for Development and Peace (SDP) experts on how best to advocate for youth and sport issues; and providing research to contribute to existing bodies of knowledge which bring to the fore youth issues in the SDP sector.

The CYSDP mission is: 'to be the leading and driving voice for youth in the Commonwealth towards promoting best practices for sport, development and peace in their respective societies'.

CYSDP has identified three main strategic pathways that will be used to work towards the group's mission and aims, which are to 'Advocate, Educate and Demonstrate' to their peers within the Commonwealth what the benefits are of using sport as a tool for development (see Figure 1.1).

This toolkit has been developed by the CYSDP as a resource for young people who are promoting Sport for Development and Peace in the Commonwealth.

The purpose of this toolkit is to provide young people with the skills and tools to become advocates of SDP, and enhance their ability to create awareness and influence decision-making.

By highlighting different approaches, case studies and examples of best practice, this toolkit will help young people identify challenges in their own communities, and use the information and resources provided to develop advocacy strategies that exemplify how SDP can address these challenges.

The advice and resources provided in this toolkit have been developed through the experience and expertise of the CYSDP and are only recommendations on advocating for SDP. There is no 'one size fits all' approach.

We understand that this toolkit alone may not be sufficient in delivering an advocacy strategy, but it will provide the young person with the ability to:

- understand and explain advocacy;
- outline examples of different types of advocacy;
- understand and explain Sport for Development and Peace;

- identify issues related to their communities;
- identify and develop advocacy objectives;
- understand and apply different advocacy activities; and
- develop a basic action plan and communication strategy to advocate for Sport and Development and Peace

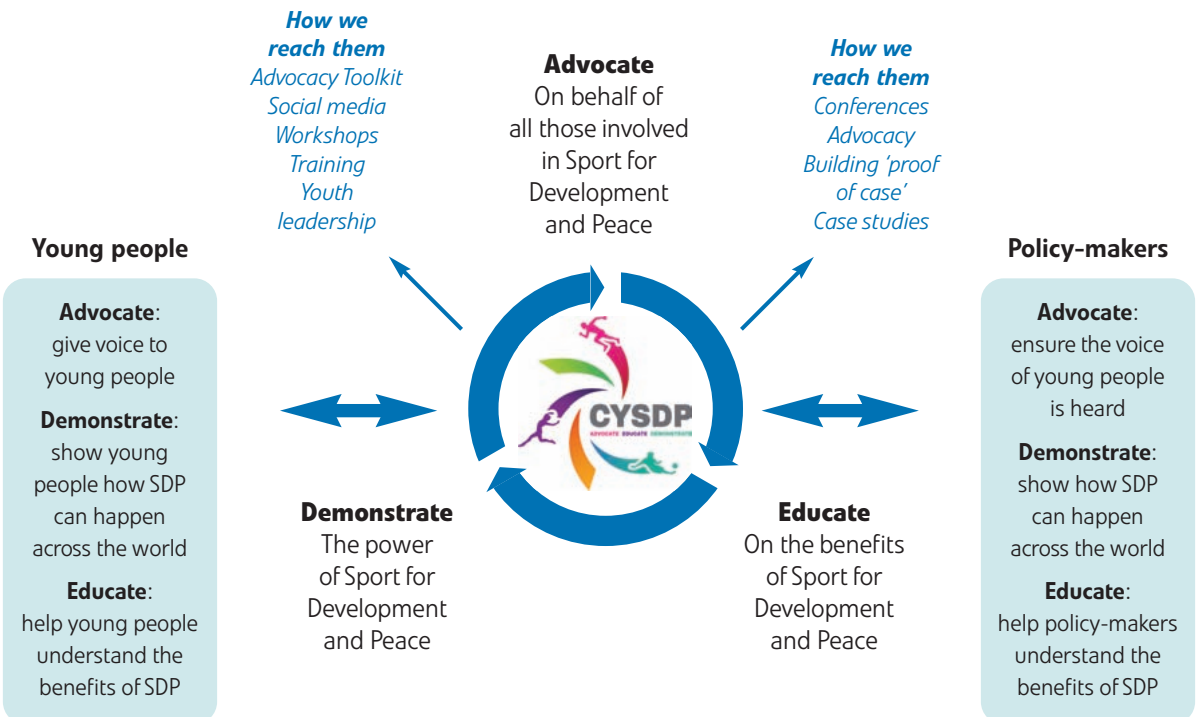
Chapter 2 gives a background to SDP and the policy areas of development to which sport can contribute.

Chapter 3 highlights skills and techniques in advocacy, and describes the steps in planning an advocacy campaign.

Chapter 4 provides case studies of youth advocacy for sport campaigns undertaken by members of CYSDP.

Chapter 5 provides a checklist and blank tool templates to use whilst planning an advocacy campaign.

Figure 1.1 Strategic pathways to demonstrate benefits of SDP



1.2 KEY TERMS AND CONCEPTS

- **Advocacy:** Is a process of trying to effect change in policies, practices, attitudes, beliefs or actions through influencing people and/or organisations who are in positions of power (Youth Employment Network 2011, 19). It is important to note, however, that there is no one definition of advocacy, and different people and organisations highlight different aspects of this term in their definitions depending on how it relates to their particular goals and priorities.
  - **Direct advocacy:** First-hand engagement of a decision-maker with the goal of influencing a specific issue.
  - **Indirect advocacy:** The spread of targeted policy messages through outreach and engagement of various people and audiences who will, in turn, influence a decision-maker on a specific issue.
  - **Policy advocacy:** The deliberate process of influencing those who make policy decisions.

- **Policy:** Deliberate course of action developed by government officials and political decision-makers that is designed to address a specific issue or a set of inter-related issues. It can further be described as a definite course or method of action to guide and determine present and future decisions and/or a high-level overall plan embracing the general goals and acceptable procedures of a governmental body (Right To Play 2010, 81).

- **Sport:** All forms of physical activity that contributes to physical fitness, mental well-being and social interaction. These include play; recreation; organised, casual or competitive sport; and sports or games (UN Inter-Agency Task Force on Sport for Development and Peace 2005, 5).

- **Sport for Development and Peace (SDP):** Refers to the intentional use of sport, physical activity and play to attain specific development and peace objectives (Right To Play [SDP IWG Secretariat] 2008, 3).

- **Stakeholder:** A person or group with an interest in, or influence over, a project or initiative. (Note that the term 'stakeholder' can also refer to people who will be affected by a project, but who are not directly involved in doing the work) (WHO 2007, 9).
  - **Primary stakeholder:** Stakeholders with direct influence over policy change (e.g., international organisations, governments).
  - **Secondary stakeholder:** Stakeholders with indirect influence over policy change through their relationships with decision-makers (e.g., civil society, businesses).

- **Youth development:** 'Enhancing the status of young people, empowering them to build on their competencies and capabilities for life. It will enable them to contribute and benefit from a politically stable, economically viable and legally supportive environment, ensuring their full participation as active citizens in their countries' (Commonwealth Youth Development Index).

CHAPTER 2: SPORT FOR DEVELOPMENT AND PEACE

2.1 SPORT FOR DEVELOPMENT AND PEACE

Sport is a common language for many people in the Commonwealth. The Commonwealth Games and Commonwealth Youth Games bring together a plethora of individuals and stakeholders from all 71 Commonwealth nations and territories. As a result, sport is one of the highest-profile characteristics of the Commonwealth, with netball, cricket and rugby often dominated by Commonwealth countries.

If you are to advocate for Sport for Development and Peace (SDP) effectively it is important to understand what SDP means. SDP can be described as the intentional use of sport to achieve development objectives such as increasing access to education, tackling youth unemployment issues, or raising awareness around HIV and AIDS, among many others.

The use of sport as a tool for development and peace is not a new phenomenon. Different development actors have used sport to contribute to development issues for a long time. Over the last two decades, the recognition of sport as a tool for development has increased rapidly, with an improved public profile and greater credibility. With the United Nations and many of the world's other leading international organisations formally recognising sport as a tool for development, there has been a rise in the number of development projects with sport as a catalyst and an appreciation for the contribution sport can make. See Figure 2.3 for a timeline of SDP.

Since the turn of the millennium, an SDP sector has emerged and the Commonwealth makes a significant contribution to this sector. The *Commonwealth Guide to Advancing Development through Sport* (Kay and Dudfield 2013) explains that SDP has the opportunity to:

- convey core principles that are important in a democracy, such as tolerance, solidarity, co-operation and respect;
- foster inclusion for individuals and populations otherwise marginalised by social, ethnic, cultural or religious barriers; and
- allow individuals to experience equality, freedom and empowerment.

More than one billion people in the Commonwealth (over 60 per cent of the population) are under the age of 30 and are classified as 'young people'. Sport's inherent appeal to many young people makes it a valuable tool in engaging youth in a broad range of development objectives.

The Sport for Development and Peace International Working Group (SDP IWG 2008) has highlighted some of sport's unique attributes, which enable it to contribute to development and peace processes. Examples are illustrated in Figure 2.1.

Figure 2.1 Unique attributes of sport

Universal popularity	People around the world are attracted to sport, and this popularity can transcend national, cultural, socio-economic, political and even linguistic boundaries.
Ability to connect people and communities	Sport is an inherently social process that can bring people together and unite them through a common interest.
Communications tool	Due to its universal popularity, sport is a form of global mass entertainment and has become one of the most far-reaching communications platforms in the world. Global sporting events and high-performance athletes are effective platforms for educating the public and mobilising the masses.
Cross-cutting nature	Sport can be used to address a broad range of social and economic challenges. As more SDP programmes are put into practice, sport is increasingly used to promote health and prevent disease, strengthen child and youth development, enhance education, foster social inclusion, prevent conflict and build peace, foster gender equality, enhance inclusion of persons living with disabilities, and promote employment and economic development.
Potential to empower, motivate and inspire	Sport draws on, develops and showcases peoples' strengths and capacities. By putting emphasis on what people can do rather than on what they cannot do, sport has the ability to empower, motivate and inspire individuals and their communities in a way that promotes hope and a positive outlook for the future.

Barriers and challenges related to participation and delivery of sport in the Commonwealth

Only a minority of the world's children and youth enjoy access to good opportunities to learn and enjoy sport and physical activity in the way envisioned by the various international charters and conventions; the best opportunities are skewed in favour of children and youth from more privileged backgrounds.

Participation in sport is influenced by several factors/barriers within schools and communities. Some of these may include socio-cultural, resource and access barriers (see Figure 2.2).

As an example, women and girls from culturally and linguistically diverse backgrounds in Australia face the following barriers:

- *Socio-cultural barriers such as a lack of understanding of the importance of sport among families*: Sport is seen as dangerous and inappropriate for girls, resulting in gender inequality where girls' participation rates are lower than boys'.
- *Access barriers relating to language, facilities and transport:* Lack of availability and accessibility of sport and recreation equipment, including facilities and programmes accessible for people living with disabilities, and also lack of parks and accessible sport facilities, act as barriers.
- Resource barriers related to poverty and time due to family and work commitments and finances, such as the high registration and membership fees of clubs and facilities.
  (Cortis et al. 2008)

Additionally, in the Pacific women aged 16–40 face barriers such as:

- Gender roles – patriarchal systems don't allow women to free themselves from household obligations such as cleaning, cooking and looking after children.
- Community/traditional expectations – women are not allowed to wear shorts and at times are generally not allowed to participate in physical activity.
- Being occupied by community responsibilities – at the village level, women play a major role in organising and hosting community and church events. These obligations can limit the amount of time they have available to participate in physical activity and sport.

(Laqeretabua 2014; Fiji Volleyball Federation)

Figure 2.2 Socio-cultural, resource and access barriers to sport

2.2 THE SPORT FOR DEVELOPMENT AND PEACE TIMELINE

In order to advocate for SDP it is important to understand its history. The field of SDP has emerged over the past few decades, and it continues to develop as a result of advocacy. Below is a chronological timeline of some of the key milestones that have occurred, placing sport as a tool for development on the international agenda.

Figure 2.3 Sport for Development and Peace timeline

1978
- UNESCO General Conference adopts the International Charter for Physical Education and Sport. Sport and physical education are now recognised as fundamental human rights.

1979
- The right of women and girls to participate in sport is affirmed.

1991
- The unique role of sport in eliminating poverty and promoting development is acknowledged by the Commonwealth Heads of Government.

1993
- UN General Assembly Resolution 48/11 adopted, 'Building a peaceful and better world through sport and the Olympic ideal', reviving the ancient Greek tradition of Olympic Truce. Similar resolutions have been adopted since then every two years, prior to each Summer and Winter Olympic Games.

2001
- UN Secretary-General Kofi Annan appoints Mr Adolf Ogi (former President of the Swiss Confederation) as the first Special Adviser on Sport for Development and Peace, to enhance the network of relations between UN organisations and the sports sector.
- Subsequent appointment of the second Special Adviser Mr W Lemke in 2008.

2002
- The UN Secretary-General convenes the UN Inter-Agency Task Force on Sport for Development and Peace, to review activities that involve sport within the UN system.

2003
- The UN Inter-Agency Task Force on Sport for Development and Peace confirms sport as a tool for development. Publication of landmark report of the UN Inter-Agency Task Force on Sport for Development and Peace, *Sport for Development and Peace: Towards Achieving the Millennium Development Goals.*
- First UN General Assembly resolution, 'Sport as a means to promote education, health, development and peace' is adopted (58/5).

2004

- Roundtable forum: ' Harnessing the Power of Sport for Development and Peace', Athens, Greece. The roundtable forum was hosted during the 2004 Olympic Games in Athens and brought together political leaders and experts in development to discuss the potential of sport in achieving development goals. The roundtable forum laid the cornerstones for establishing the Sport for Development and Peace International Working Group (SDP IWG), creating a new policy framework for the use of Sport for Development and Peace.
- European Commission launches European Year of Education through Sport (EYES).
- Commonwealth Advisory Body on Sport (CABOS) is established.

2008

- International Olympic Committee and the UN agree on an expanded framework for action to use sport to reach the goals of the UN.
- UN Secretary-General Ban Ki-Moon establishes a trust fund on Sport for Development and Peace.
- Convention on the Rights of Persons with Disabilities enters into force, reinforcing the right of people with disabilities to participate on an equal basis with others in recreation, leisure and sporting activities.

2009

- First UN-International Olympic Committee (IOC) Forum on Sport for Development and Peace held in Lausanne, Switzerland.
- Subsequent forum held in 2011 (Geneva, Switzerland).
- Forum on ' Productive Youth Development through Sport in Africa' is held at the UN office in Nairobi, Kenya. Joint initiative of the UN Office on Sport for Development and Peace (UNOSDP)) and the Jacobs Foundation, in collaboration with the Swiss Academy for Development (SAD) and Mathare Youth Sports Association (MYSA).

2012

- Meeting of experts in SDP held at the Commonwealth Secretariat to develop guidelines on SDP to be used throughout the Commonwealth.

2013

- CYSDP took part in developing the Charter at the Commonwealth Sports for Development Conference.
- CYSDP released position statement to increase functional decision-making mechanisms for youth.

2.3 How can sport promote development objectives?

'Sport is not a panacea for global social and economic challenges, but used appropriately it is a valuable cross-cutting tool that significantly strengthens established development approaches' (Kay and Dudfield 2013, 6).

While some are now looking back to evaluate how effectively the Millennium Development Goals (MDGs) have actually been met, decision-makers are beginning to discuss and debate the new objectives.

It is evident that sport has contributed to reaching the MDGs and also looks beyond. Sport will contribute to tackling the development objectives set within the post-2015 development agenda. Sport is a catalyst to development, a tool for reaching many of the set objectives and a global language comprehensible to all (sportanddev.org 2013). If used correctly, sport and play can contribute to improving quality of education, overcoming inequalities, building bridges in fragile situations and raising awareness of the consequences of expected global population growth.

Specific to health and development issues arising in the Commonwealth, sport can contribute to reducing non-communicable diseases (NCDs), promoting maternal and child health and educating on, and reducing risk of, HIV and AIDS (Kay and Dudfield 2013).

It is important to note that when advocating for SDP, you should work closely with leaders in non-sport fields, to persuade them that sport can help them realise their goals. Additionally it is important to align the benefits with policy objectives. This will be discussed further in Section 3.8 on 'The message'.

Box 2.1 Prevalence of health issues in the Commonwealth:

- Non-communicable diseases (NCDs) include diabetes, cardiovascular diseases, cancers and chronic respiratory diseases and account for an estimated **60 per cent of global deaths.** Most (80 per cent) of these occur in low- and middle-income countries, making NCDs a critical global health priority that is not confined to 'rich' nations. NCDs are addressed by action to prevent or modify four key risk factors: obesity, physical inactivity, excess alcohol intake and tobacco.
- Maternal and child health: **60 per cent of all maternal deaths and 40 per cent of infant deaths** take place in Commonwealth countries. Reducing child mortality and improving maternal health as specified in the Millennium Development Goals are key focuses for the Commonwealth.
- HIV and AIDS: Commonwealth countries represent approximately **30 per cent of the world's population, but carry 60 per cent of the world's HIV/AIDS burden**. Enabling universal access to prevention programmes, treatment, care and support is a Commonwealth priority.

Source: Kay and Dudfield 2013, 25.

The Commonwealth Guide to Advancing Development through Sport (Kay and Dudfield 2013) outlines the potential impacts of sport on development goals, and identifies some of the policy areas to which sport can contribute (see Box 2.2).

Box 2.2 The potential impacts of sport on development goals

Direct and indirect contributions to physical and mental health and well-being:

- regular physical activity;
- health education and messaging;
- potential to empower and improve the health of the elderly.

Direct and indirect contributions of sport as an engagement and mobilisation tool to:

- engage participants, particularly young people, in wider development programmes, such as those related to developing life skills, education, health and gender empowerment;
- build social relations in contexts where these are important forms of social support, such as teacher–student and other adult–youth relationships for young people with limited parental/family networks, and connectivity across some socio-cultural divides (Long et al. 2002; Crabbe 2009).

Direct and indirect contributions of sport to personal and community development and inclusion, including:

- developing 'life' skills that can transfer to non-sport contexts, for instance when decision-making and communication developed in team sports transfer to classroom behaviour (Kay et al. 2008);
- delivering beneficial impacts that extend beyond the individuals who actively participate in sport programmes – for example, young people discuss with their peers what they learn from HIV/AIDS education delivered through sport and girls relay to their parents and extended family the health, hygiene and fertility lessons delivered through girls' gender empowerment programmes (Kay and Spaaij 2011);
- working with excluded and vulnerable groups who do not engage with other institutions – e.g. those who do not attend school (Jeanes 2010) – including addressing gender inequalities and improving the lives of girls and young women through physical empowerment, which increases their confidence, physical fitness, skill development, leadership capabilities, social networks and education levels (Hayhurst et al. 2009);
- providing a safe social space that can be used in conflict situations as a neutral platform for dialogue and interaction.

Source: Kay and Dudfield 2013, 9.

Figure 2.4 Commonwealth policy priority areas to which sport can contribute

Youth development	• Strengthening social support systems and collaboration between key stakeholders in youth engagement • Promote the participation of young people in decision-making • Promote positive role models and foster young people's self-esteem • Take action for equality between young women and men, and for youth in special circumstances • Promote peaceful and democratic environments in which human rights flourish • Provide quality education for all • Youth and the promotion of health, development and values through sport and culture
Health	• Combat non-communicable diseases (NCDs) • Improve maternal health • Combat HIV and AIDS, malaria and other diseases • Mental health
Education	• Improve education quality and inclusion • Achieve and sustain universal primary education • Eliminate gender disparity at all levels of education • Promote respect and understanding through education
Gender equality	• Promote gender equality and empower women • Gender, poverty eradication, economic empowerment and access to education • Gender, democracy and conflict • Gender, human rights and the law • Gender and HIV and AIDS
Equality and inclusion	• Empowerment and inclusion • Addressing stigma and discrimination
Peace and stability	• Promoting dialogue and interaction • Supporting the well-being, recovery and reintegration of children, youth and adults

See: Kay and Dudfield (2013) for a full analysis of how sport can contribute.

2.4 WHY IS IT IMPORTANT TO ADVOCATE FOR SPORT AS A TOOL FOR DEVELOPMENT AND PEACE?

Sport contributes to the healthy and holistic development of its participants, as well as entire communities. This is why sport should be available for all, and should be seen as an effective tool for achieving broader development and peace objectives. More specifically, it is important to advocate for sport as a tool for development and peace because:

It makes a difference: *Despite the increasing amount of evidence proving its benefits, people will often ask, 'Why sport?' It can be difficult for government decision-makers to understand the value of sport, especially when there is also a need for food, clean water, education or medical services. This lack of understanding is one of the key reasons why advocacy for access to sport is so essential. As SDP advocates, it is our job to help governments understand how sport and play can contribute to development goals, both locally and globally, and gain support for these efforts from individuals everywhere.*
(Right To Play 2010)

The CYSDP approach to advocating for SDP is: *to be the leading and driving voice for youth in the Commonwealth towards promoting best practices for Sport for Development and Peace in their respective societies.* The group of young leaders in SDP do this in three different ways:

- **Advocating** for the use of sport as a tool for development and peace at sport and non-sport platforms, such as the Commonwealth Youth Forum, the Pacific Youth and Sport Conference and other related forums;

- **Demonstrating** to young people around the Commonwealth the power of using sport as a tool for development and peace by highlighting case studies through the CYSDP newsletter, social media engagement and creating a network of stakeholders in the SDP sector; and

- **Educating** young people and policy-makers about what the benefits of using sport as a tool for development and peace are, through tools such as the *CYSDP Advocacy Toolkit* and the *Youth Engagement Advice Sheet*, available at: yourcommonwealth.org/cysdp

E
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Engage
Get your listener's attention with a dramatic fact or short statement. Keep this opening statement to one sentence if possible
• State the Problem
• Frame the problem in a positive way – e.g. more active youth = more engagement in school
• Inform on the solution
• Inform the listener about a solution to the problem you just presented
• Call to Action

CHAPTER 3: ADVOCACY

3.1 UNDERSTANDING ADVOCACY

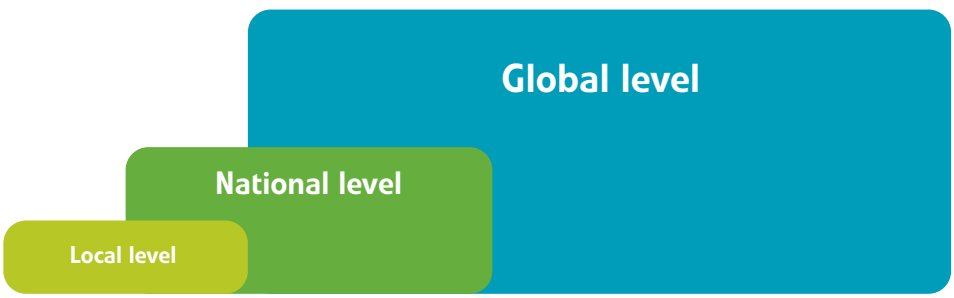
Why youth should advocate:

- Young people are often the targets of SDP programmes and also implement grassroots programmes at a local level, so it is important that there are functional decision-making mechanisms in place for them in the SDP field.
- To provide a youth perspective on issues that are relevant to young people in their societies.
- To ensure that the necessary financial resources are allocated for youth SDP programmes.
- To persuade policy decision-makers to prioritise particular programme approaches and to generate demand for the implementation of government policies.
- To stop a harmful policy affecting you and other young people.
- Being involved in advocacy strengthens community capacity and local democracy, provides a productive outlet for creativity, builds self-esteem and self-confidence, and helps develop essential skills and better links to the community.

The long-term benefits of advocacy:

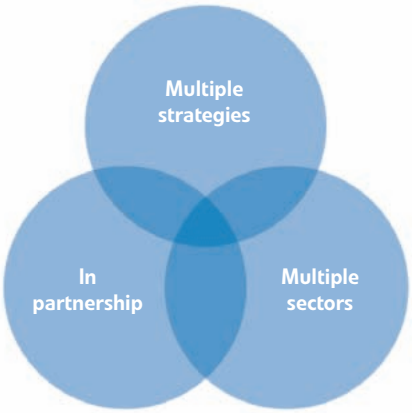
- advocacy often allows you to address the origin/cause of a problem;
- advocacy brings to the fore issues that may not otherwise receive publicity or notice;
- by educating through advocacy, you can change mindsets and influence policy;
- advocacy allows for accountability; and
- advocacy brings community cohesion as a result of positive social change.

It is important to note that there is no one definition of advocacy, and different people and organisations highlight different aspects of advocacy according to how it relates to their particular goals and priorities. There are many different advocacy tactics, and advocacy can occur at the local, national or global levels (International Planned Parenthood Federation 2011).



Deciding which tactics and levels to focus on depends on a variety of factors such as timing, capacity and potential for impact. An important point to remember is that to become a true agent of change, you cannot work alone. Involving a variety of stakeholders such as influential individuals, groups and networks, is an effective way to increase the awareness and credibility of your efforts (Right To Play 2012). Building connections strategically and planning your advocacy steps and activities thoughtfully will be essential to the success of your advocacy work.

While there are numerous strategies and approaches depending on the level of focus, it is important to work in partnership with all stakeholders. When advocating at a local level, it is most important to focus on people in their environments, the settings where they live, work, play and study. When advocating at all levels, the key is using multiple strategies, at multiple levels, involving multiple sectors and in partnership with all stakeholders.



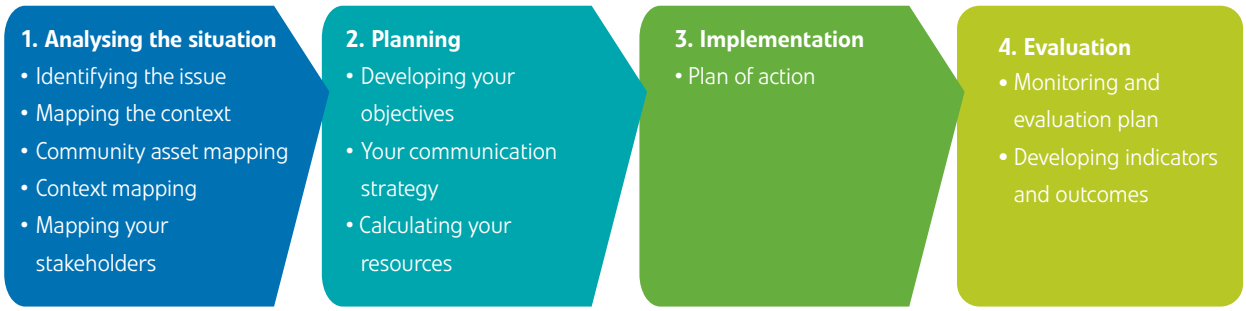
3.2 DEVELOPING YOUR ADVOCACY PLAN

There are several things to think about when developing your advocacy plan. It is important to devise a 'plan of attack' so that you can get your message across effectively, and ultimately influence change at a local and/or global level. An advocacy plan is when you plan to work in an organised way towards a specific advocacy goal. Preparing a project plan before you begin to advocate is important, as it can maximise the impact of your limited resources, minimise the risks you take, and increase your likelihood of success. Advocacy work can be challenging, complex and often occurs over a long period of time. A thorough plan will help you to clarify your goals, track your progress and keep you on target.

This chapter highlights skills and techniques in advocacy, and describes the steps in planning your advocacy campaign.

3.3 PLANNING YOUR ADVOCACY STRATEGY

Figure 3.1 Planning your advocacy strategy



3.4 IDENTIFYING THE ISSUE

A vital part of advocating – especially if you are representing or speaking on behalf of a group of people – is to consult with that group to hear directly what their experience has been, what their objectives are and what they think will solve the problems that they or their communities face.

Before you can start to solve the problem you want to address through advocacy work, you need to understand more about the different issues and challenges you are facing. This requires you to ask questions about how these issues came about, why they are still happening and what you can do to improve the situation. Asking these types of questions before we advocate allows us to develop solutions that will really make a difference for the future of communities, and to plan advocacy efforts accordingly.

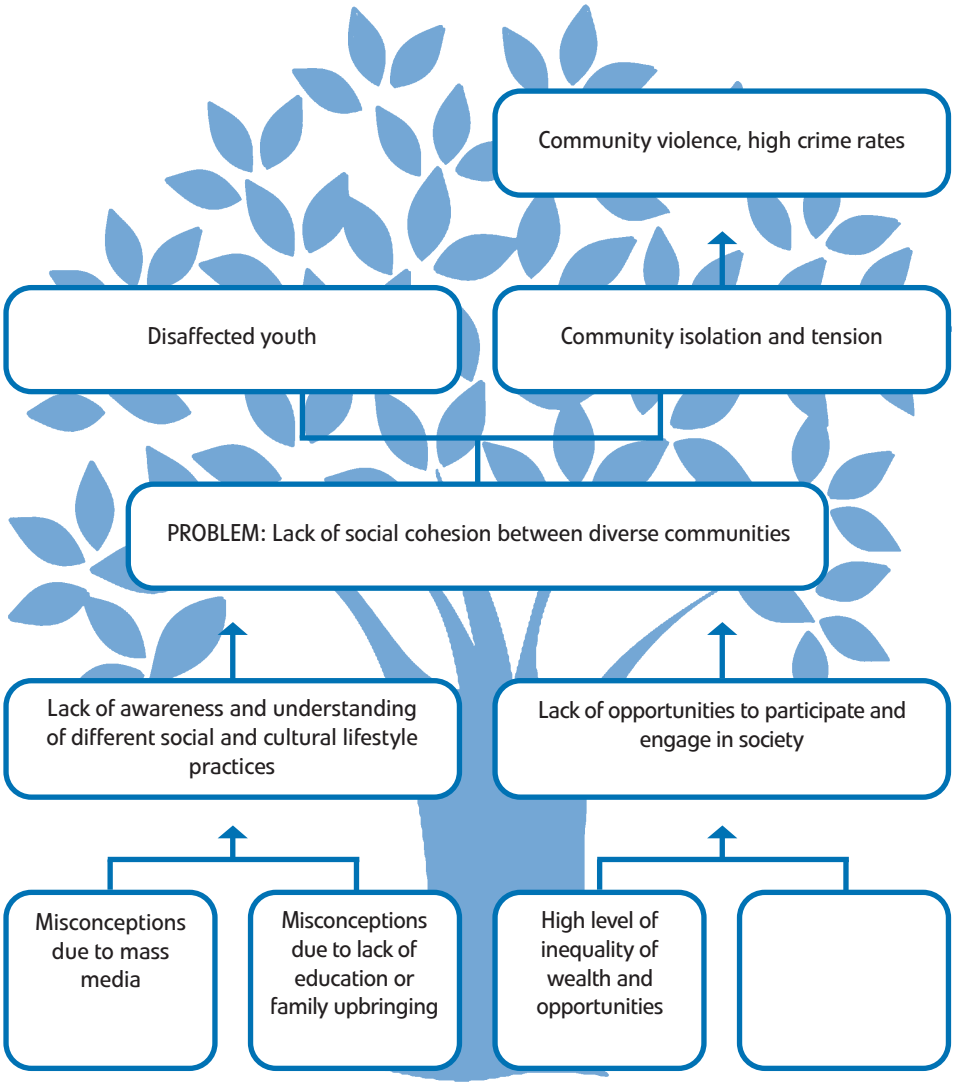
A 'problem tree' is a visual brainstorming tool that allows you to understand key information about a problem by organising it into causes and effects:

- A cause (located at the roots of the tree) could be any reason why a problem is occurring. There are many different types of causes, some of which will be clear, while others could take time and even additional research to uncover.
- An effect (located on the branches of the tree) describes what the future of a problem will be if it remains unsolved. A good way to brainstorm effects is to link them to individual causes.

Once you have completed your problem tree, you can begin to narrow the problem down to determine which cause would be the most effective to target for advocacy.

Inviting those affected to help build the problem tree is a great way to ensure that your problem tree accurately represents people's experiences.

Figure 3.2 Problem tree: Lack of social cohesion between diverse communities



Create your own problem tree

Tool 1 in Chapter 5 provides a blank problem tree. This can be photocopied – or draw your own tree with as many roots and branches as required.

Once you have completed your problem tree it is important to identify how sport (or your SDP organisation) can contribute to eliminating or reducing this issue.

3.5 Mapping Your Context

At all levels of advocacy, you will need to consider the approach that will have the greatest impact on your issue and which specific problems you have the capacity to influence or change. Some key questions to consider are (Right To Play 2012):

- Is it the right time to be advocating on this issue?
- Are there formal opportunities for you to effect change on this issue (e.g., to consult with government or other decision-makers)?
- Is there potential to work with other organisations?
- What is the likelihood of success in your advocacy efforts?
- How many people does this issue impact?
- Are there any major events or opportunities you can leverage off?

In order to help answer some of these questions, it will be essential to map out the opportunities and challenges to your advocacy work, such as the assets you have in your community, your country's political context and priorities (national context), and the stakeholders involved in the issues you are targeting.

Community asset mapping

Community asset mapping is a positive approach to community development and social change that maps out the resources available to community members – these resources are referred to as 'assets'. **A community asset is anything that can be used to improve the quality of community life, and can include physical structures or buildings, community services, sports agencies, facilities, sports clubs, businesses or people (stakeholder mapping is discussed in more detail below)**. Knowing your community's assets and how these assets can be used can help you better understand the opportunities that exist for your advocacy work.

There are many different ways to approach community asset mapping, but the best way to start is by listing all the assets you know about in your community. You can do this by yourself, but the more people you have working with you the more minds there are to contribute ideas, since everyone will have different knowledge of what is available in the community. Someone might mention something you are unaware of, or vice versa, which can provide a more comprehensive initial list of assets. Some other sources of information you can use to get a better idea of what assets exist in your community are:

- community websites;
- local phone books;
- town directories;
- local government offices;
- lists of businesses or organisations in your local newspaper; and
- bulletin boards.

Once you have collected an inventory of your community's assets, it is helpful to categorise them and then colour-code them by category (e.g., local businesses, government offices, health services etc.). The next step will be to place the assets on a map of your community – this is where the colour-coding will come in handy, as it will help you see the different types of assets more clearly. Drawing out the connections between these assets (i.e., how they do/don't work together) is another important step for creating your map. Try to find a blank street map of your community on which to place your assets (you can print a map from an online interactive mapping service). You can then mark the geographic location of your community's assets on the map with a dot, pin etc. – whatever works best for you. If you cannot find a good map of your community, you can make a 'non-literal map', which can be a diagram or series of photographs. Whatever form your community asset map takes on, the most important part will be plotting the community's assets in a way that makes it clear how they might interconnect or collaborate with one another, and how they can play a role in your advocacy efforts.
(Adapted from: Ontario Healthy Communities Coalition; Kentucky University)

Context mapping

The type of information you need will vary depending on if you are advocating at the local, national or international levels. **Sourcing this information can require a high level of experience in policy and community awareness, so it is important to seek advice from people such as youth leaders, youth workers, teachers, the local council, sports coaches and government services.** It is important to understand your community and national context, including the political climate and existing policies. You also need to assess any risks or challenges you may face when advocating for change. As governments change, it is important to update and re-assess your situation.
In order to gain, enhance or maintain your understanding of your context, ask yourself questions from the checklist below. Many of these questions can be answered by speaking to people at your local government offices, or by conducting research through reading newspapers, magazines or information on the internet.

Political context

- ✓ Do you understand the process through which leaders are chosen?
- ✓ Are you familiar with the current political groups and their agendas?
- ✓ Are you familiar with accepted forms of dialogue around policy change and protocol for approaching policy-makers and influential stakeholders in your community or country?
- ✓ Are you familiar with key political debates in your community or country and who represents each side of the debate?
- ✓ What are the current key policy concerns at the community or national levels?
- ✓ Are there any opportunities for public engagement with the government?

Government priorities

- ✓ What are the most pressing issues in your community and country?
- ✓ What are the national development priorities of your country?
- ✓ What international obligations and commitments has your government made?
- ✓ What are the priorities of the government ministries (Ministry of Sport, Ministry of Education, Ministry of Youth etc.)?

SDP landscape

- ✓ How does SDP align with your government's priorities?
- ✓ Is the concept of SDP well known in your country?
- ✓ Are there specific policies, ministries, offices or individuals who deal with SDP?
- ✓ Are any funds directed to SDP from any government office or ministry?
- ✓ Can your programme or message fit across different portfolios?
- ✓ Can you identify significant SDP organisations in your community?
- ✓ Is the link between your goal and SDP likely to be immediately evident to all?

Risk assessment and management

- ✓ Are there cultural norms or traditional practices that will change the way you advocate/ the focus of your advocacy efforts?
- ✓ Are there any issues that will invoke strong opposition or pose risks of violence?
- ✓ What are the greatest risks and challenges in conducting advocacy work in your country?
- ✓ Is it feasible to overcome these risk and challenges?
- ✓ Have you spoken to others who may be able to give guidance?

(Adapted from: Right To Play 2011)

3.6 Mapping your stakeholders

Stakeholder mapping

While there are different definitions for the term 'stakeholder', when it comes to mapping stakeholders for advocacy purposes, the term can be defined as **'a person or group with an interest in, or influence over, a project or initiative'**. Stakeholder mapping is helpful for thinking critically about stakeholders and their level of influence on your advocacy efforts. There are two types of stakeholders in the process of advocating for policy change – primary and secondary:

- primary stakeholders, such as international organisations or local and national government agencies, will have a direct influence over the policy changes you are trying to achieve; while
- secondary stakeholders, such as civil society or businesses, have an indirect influence on policy change through their relationships with decision-makers.

The most effective advocacy efforts target both primary and secondary stakeholders.

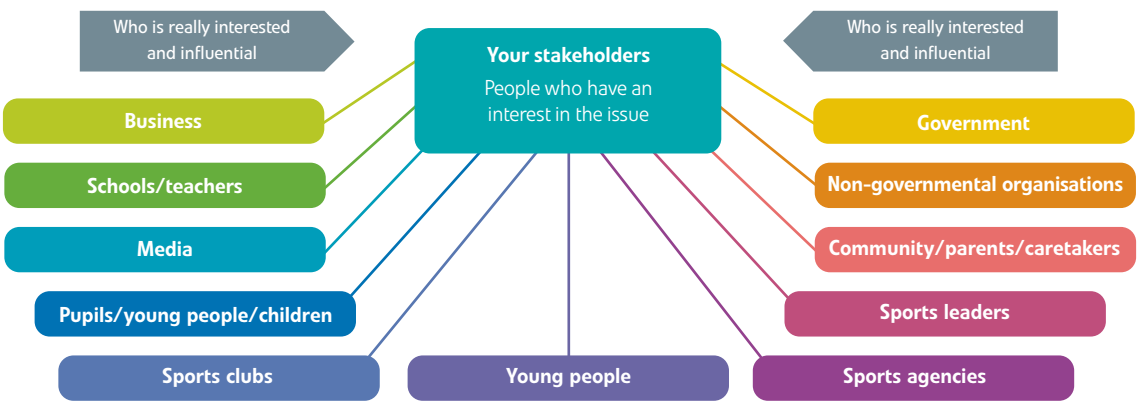
The basic steps for stakeholder mapping are as follows:

- Identify the stakeholders who can influence the issue on which you are advocating. These actors can be local government, national government, international or local organisations, the UN, the private sector (businesses), or civil society and local community stakeholders. Make sure to identify which stakeholders are primary and which ones are secondary.
- Research the stakeholders' roles, responsibilities and priorities in the work that they do.
- Understand the levels of influence of these stakeholders, as well as their connection to, and position on, your advocacy efforts.

(Adapted from: Right To Play 2012)

The information you collect is best summarised in a chart (see Table 3.1).

Figure 3.3 Examples of stakeholders



(Adapted from: PLAN International 2014)

Table 3.1 Stakeholder mapping chart

Name/ organisation	Contact information	Stakeholder type Primary or Secondary?	Roles/ responsibilities	Priorities (see Fig.3.4 Power grid)	Connection to your advocacy work	Position on your advocacy work	Level of influence (see Fig. 3.4 Power grid) Low, Moderate, or High?

Questions to help you decide who to network with

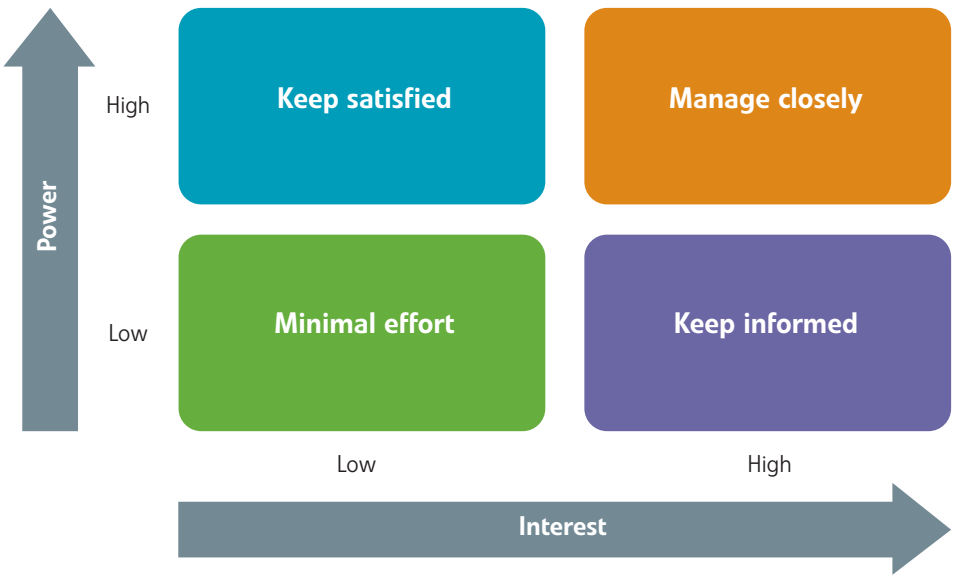
When planning to network with other people or groups to help you in your advocacy work, it is useful to ask the following questions:

- **Who shares your values?** Your natural allies may be those who have a similar vision and values. It is a good idea to approach them first. You will need to work with many different groups. Ensure that you are clear about the nature of this co-operation.
- **Who is already working on this issue?** Learn from those with more experience and see whether you are trying to achieve the same results and if they are willing to co-operate. If they support your position, keep a good relationship. This will help reduce duplication of effort, and will strengthen your advocacy work by approaching an issue as a united force rather than a single voice.
- **Who can provide useful resources?** For example, information, experience in media relations or influence with decision-makers. Decide what you need from them and be clear what you are asking them for. Your mapping exercises will be helpful in deciding who to approach and for what.

Power grid

Using the power grid tool (Figure 3.4) will help determine and identify the communication method or the priority stakeholders you should have for your advocacy work.

Figure 3.4 Power grid



3.7 YOUR ADVOCACY OBJECTIVES

It is important to note that advocacy can be a long process. **Planning small, defined objectives helps you keep on track, see progress and stay motivated**.

You must identify your short-term advocacy objectives using the '**SMART'** principle, which will lay the foundation for developing your action plan (see Table 3.2).

The objectives should *always* be linked to available resources. This is part of determining the achievability of the objective. It could be that a short-term objective is to advocate for access to more resources to enable you to achieve your goal.

Table 3.2 SMART principle

Specific	• Specific plan of action. • Address a specific target or accomplishment that has an observable action, behaviour or achievement. • This target is typically linked to an identifiable change in rate, number, percentage or frequency. • Who: Who is involved? • What: What do I want to achieve? • Where: Identify a location. • Why: Specific reasons, purpose or benefits of accomplishing the goal.
Measurable	• Estimate who you are helping, how many people are being helped, what they will be able to do as a result, and the geographical range of your effort. • Use a measurement for tracking and recording of the change in behaviour or action upon which the objective is directed. • *Outcomes that refer to a state of mind and use words like 'empower' are hard to measure because their definitions are vague. When using words that refer to a state of mind, ask yourself, what does it mean to be empowered? What does an empowered person do? Use the answers to formulate your outcomes more clearly* (UNICEF 2010, 59).
Achievable	Identify requirements and constraints. Look at your resources and timeframe to make sure you can actually reach your goal; if not, reassess your goal given the limitations.
Realistic	Make sure that your goal is not based on unrealistic assumptions about available capacity to tackle the issue. Look hard at whether decision-makers can be influenced. Be realistic when you decide how many people you plan to change or influence. *For example, take into account the political reality – if the government has a budget surplus, it might be a good time to push for funding for a new programme. However, if the government is facing budget deficits, then it would be more realistic to aim for a smaller project or a pilot programme.*
Time-bound	Establish clear timeframes within which change should be achieved.

Putting it all together: How to write SMART objectives

Write intended RESULT	To increase the number of children engaged in school
Then add QUANTITY	To increase the number of children engaged in school by **15%**
Then add TIME	To increase the number of children engaged in school by **15% by 2018**
Then add TARGET group/population	To increase the number of children engaged in school by **15% by 2018, through using sport as a motivational tool for attendance**
Finally add PLACE	To increase the number of children engaged in school by **15% by 2018, through using sport as a motivational tool for attendance in India**

(Football United 2013)

Example: Advocacy objective

Targeting 750 schools in seven districts of the country, the initiative aims, through integrating sport into the curriculum and offering after-school sport programmes, to increase the percentage of children engaged in school by including physical education in the curriculum, building teachers' capacity to deliver quality physical education, and linking sport organisations and education institutions for partnership and after-school activities. The aim is to increase the number of children engaged in school by 15% by 2018.

3.8 THE MESSAGE

A message is the overall driving force behind how you are perceived by an audience (UNDP 2004). The following section will explore the importance of developing the primary message in your advocacy strategy, and help to identify what you need to do in order to get this across in the best possible way.

The most effective messages build on the information your audience already has on a certain issue. Understanding your audience is essential for knowing what information they already have and what new information you need to bring to their attention. This can be interpreted through the stakeholder analysis.

A good message is simple and direct. It is important to communicate what you do in a clear, concise and convincing manner in less than one minute, otherwise you may lose the person's attention, interest or support.

The message is the overarching theme that holds the entire strategy together and it is your opportunity to gain attention for your cause. Once you get attention, you will have plenty of opportunities to explain your cause in more detail.

Some tips for developing your messages (UNDP 2004, 11):

1. Define your goal (already identified in the previous chapter)
2. Identify and understand your audience based on your stakeholder analysis
3. Back up the importance of the issue you are advocating for, using research and evidence – use facts and figures
4. Avoid jargon and acronyms – speak to people in a language that they understand and be clear and concise
5. Use success stories and case studies
6. Include the people you are advocating for in the process of designing the message
7. Make a personal connection – people will be more inclined to get involved with your problem if they can connect to it on a personal level
8. Develop an action plan and communication strategy to get your message out (this is further explained in Section 3.9 'The delivery')

An important thing to remember is that any message that you are trying to get across will be hugely assisted with the addition of **evidence** to back up your case. That evidence can consist of many things such as a survey among your peers, a great case study, photographs, or examples and even government statistics. Having this in place to support your message will give a great boost to its credibility and its chances of being taken on board.

Developing a strong message isn't easy and the opportunity to present it to whomever you are trying to target is sometimes hard to get. However, if you can build a strong enough message and target the right audience, the more success you are likely to have.

Developing your one-minute EPIC message

Your one-minute message should be EPIC and organised in the format shown in Box 3.1, to ensure that you capture essential information.

Box 3.1 Format for one-minute EPIC message

(Results UK)

ENGAGE YOUR AUDIENCE (Get your listener's attention with a dramatic fact or short statement. Keep this opening statement to one sentence if possible.)

Social isolation is a major issue in schools in western Sydney, Australia. This is particularly evident in intensive English centres, where there is a divide and racial tension between mainstream and recently arrived youth still developing their English skills.

STATE THE **P**ROBLEM (Present causes of the problem you introduced in the first section. How widespread or serious is the problem?)

Many young migrants in Sydney's west feel socially excluded, especially youth from Middle-Eastern backgrounds who have felt isolated and discriminated against since the Sydney siege earlier this year (2015). Some youth feel targeted because of the way they look and how they speak, particularly girls who wear the hijab (headscarf). Many feel alienated and they need a voice; they need to be heard, they need to feel they belong.

This feeling of social exclusion can have negative implications in the school and the community, and may result to increased crime rates and violence.

INFORM ON THE SOLUTION (Inform the listener about a solution to the problem you just presented.)

Promoting social inclusion through sport can reduce racial tension and bullying within schools, as well as promote cross-cultural understanding. Programmes such as Football United prove that a solution can be achieved. The launch of a Football United campaign within schools in Sydney can enhance the lives of young people and promote positivity within the school and the wider community.

Football United's research indicates that regular football for social change activities, camps and fair play tournaments contribute to significantly lower peer-related problems among youth, an increase in positive orientation toward ethnic groups other than their own, and to positive youth development.

CALL TO ACTION (Once you've engaged your listener, presented the problem and told them about a solution, be specific about what you want them to do. This enables you to follow up to learn if they've taken this action. Present this action in the form of a 'yes or no' question.)

We want the government to consider funding our campaign to introduce Football United football for social change activities within all schools in Sydney's west, and to develop policy that will enable all schools to include sport for social development programmes that drive broad community, educational and social outcomes. Will you support this campaign and help promote racial harmony in Australia?

(Football United youth leader 2015)

3.9 THE DELIVERY

Now that you have identified your target audience, mapped your stakeholders' level of influence and power, and developed your objectives and your key messages, you need to 'get it out there'. To do this, you need to plan your communication strategy and choose the best method of delivery for the appropriate audience.

It is important to note that your advocacy strategy needs to have a multilevel approach, with regular exposure, and needs to be strategically placed and timed.

TIMING IS IMPORTANT. Delivering your message around major international sporting and non-sporting events and campaigns can be helpful, i.e. The FIFA World Cup, The Commonwealth Games, International Women's Day etc.

Example:

The AFC Asian Cup – In January 2015 the local organising committee was due to use the event to kick start the One Goal campaign in Australia. The 'Fuelling Asia's Footballers for the Future' report estimates that approximately 200 million children across Asia are affected by chronic malnutrition. One Goal also aims to improve the health of the 19 million children affected by increasing over-nutrition (obesity). Both malnutrition and obesity are results of poor nutrition and prevent children participating in a healthy, active life.

With the support of the Asian Football Confederation (AFC) and the AFC Asian Cup Australia 2015 local organising committee and regional partners Royal DSM, Global Alliance for Improved Nutrition (GAIN) and the Asian Football Development Project (AFCP), the One Goal campaign seeks to leverage the power and reach of the world game to improve the lives of malnourished children living in the 47 countries where the AFC is present.

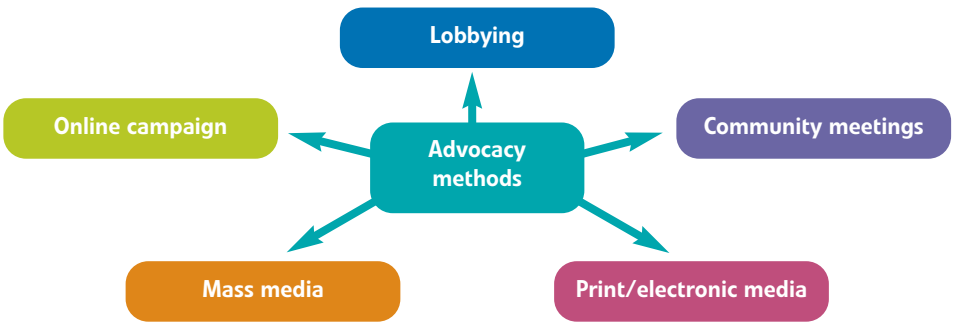
(Footballaustralia.com.au)

Choosing the best method of communication

Think about the following to guide your selection:

- What are the audience's primary sources of information? Who or what do they listen to? What do they read? What do they watch? What appeals to them?
- What are the audience's characteristics (age, gender, class, employment, race etc.)?
- Where do they live? Work? What languages do they speak? Do they read? Do they have access to television and the internet? Do they listen to the radio?
- What are the internal skills, capacities and resources required to work with the selected medium? If they are not available internally, how can they be resourced? (UNDP 2004, 64)

Figure 3.5 Advocacy methods



Tactics for mobilising and developing action

These are some examples of tactics you can use to engage the following:

- The general public and the local community
- The media
- The political sector
- The private sector

General public/local community	Media	Political sector: State government/ Federal government	Private sector: Corporate/businesses
• Videos • Case study/personal stories • Awareness campaigns • Newsletters • Local events	• Choose right communication tool: – media releases, op-ed, press conferences, letters • Make sure information is timely • Localise the issue	• Meetings with elected officials – follow-up • Letter writing campaigns, then follow-up in person • Distribute background documentation proving your case • Timing: Upcoming elections?	• How do your objectives align with their social responsibility? • Research on your impact • Social return on investment • Case studies

For more information on tactics see: http://www.ourcommunity.com.au/advocacy/advocacy_article.jsp?articleId=828

Communication method tips

Below are some tips on developing three of these methods of advocacy. They are relatively straightforward, low-cost and effective, but might appear daunting:

- Tips for writing an op-ed
- How to lobby politicians
- Tips for writing a media release

3.10 TIPS FOR WRITING AN OP–ED

Op-eds are articles which often appear opposite the editorial page of local, state and national newspapers, providing an opinion independent of the newspaper. They are written by local citizens, organisation leaders, experts or others who are knowledgeable about an issue. While letters to the editor usually respond to something written in the paper, the topic of an op-ed is the writer's choice; of course, more relevant and timely op-eds are more likely to be published. By submitting an op-ed you can call attention to your issue (see: http://www.advocatesforyouth.org/).

Tips for writing an op-ed:

- Make it timely/relevant to what is going on currently in the news
- Keep your main point clear, consistent and focussed
- Keep it short – 700–900 words max.
- Present a solution or suggestions for ways to move forward on your issue
- Make it personal – emphasise your insight and unique experience by explaining why this issue is important to you (rather than representing the voice of your group or organisation)
- Enhance your argument by including both statistics and stories
- Make it clear why people should care about your issue
- Know your audience – sometimes local news sources will be more interested in your story than larger news sources
- Ensure that your piece is linked back to the key message and signpost readers to the wider strategy

Example:

Op-ed on Football United in the *Sydney Morning Herald*. GPS (Great Public Schools) is an association of mostly private boys' schools in New South Wales:

Government school students the ones who really suffer

The debate this week about what is fair in private school sporting competitions and funding (for example, 'I was cheated by sporting imports, says angry Scots student', September 26, 'Private School competition an aggressive arms race, says World Cup hero') has moved me to draw attention to the situation in government-funded schools.

In western and south-western Sydney, organised sports programmes are sporadic at best, with significant equity gaps in participation. Some government-funded schools though are fortunate to benefit from programmes like Football United (www.football united.org.au), an organisation I support and with which I volunteer.

Football United is a not-for-profit organisation that offers regular, long-term access to football and life skills to 22 schools nationally. Despite weekly requests to expand its programmes, Football United struggles for recurrent government funding, missing out recently on a number of state and federal grants. It relies mostly on donations, a few dedicated staff, and volunteers.

Yet an Australian Research Council study shows that Football United's national development programme, Playing for Change, improves social inclusion, promotes health and wellbeing, and enhances school and community engagement for refugee, migrant, non-English speaking background, and indigenous children and youth.

Let's broaden the debate from fairness in private school competition to tangibly support more equitable funding for wider participation.

Volunteer, Football United Camperdown

Source: Sydney Morning Herald *newspaper, available at: http://www.smh.com.au/comment/smh-letters/ discipline-and-fewer-tax-lurks-the-key-20130927-2uk1z.html*

3.11 HOW TO GET POLITICIANS TO ACT ON YOUR ISSUE

- There are often restrictions around lobbying/advocacy work directed at governments within organisations – make sure you look into this if you are lobbying on behalf of your organisation.
- Do your research: By completing your stakeholder mapping and analysis, as discussed in Section 3.5 'Mapping your context', you will have identified appropriate politicians who are able to make the decisions you want. Generally you should start with your local representative, the relevant minister, the relevant shadow minister, plus others whose opinion you are trying to sway.
- You want to build relationships and trust with your Members of Parliament (MPs) – create a space to have frank conversations and present solutions! Shaming and criticising might not get you as far. Instead, discuss why the current situation is problematic and then present options for how to move forward.
- Cost-effectiveness is very important to most governments – show how addressing your issue will benefit society and also the economy in the long run.
- Make sure that what you are asking is something the politician can actually do.
  - Things you can ask of them:
    - raise the issue in parliament,
    - write to the person responsible for making the decision,
    - respond to you with their views on the issue and/or what action they have taken in response to your proposal.
- Never assume your politician's or decision-maker's views on something are based on their political affiliation – approach them with an open mind.
- Two fruitful techniques for engaging your politicians:
  - Proximity – you have to challenge your politician in a personal way, so meeting with them face-to-face is often more effective than sending letters.
  - Numbers – when there's a large quantity of mail on a specific issue, that issue gets more attention. Collaborate with others who are passionate about your issue and send many letters. However, if all the letters are the same (a copied and pasted template) then they will get ignored or will get a copied and pasted response. You can share points you want to get across in your letters so they're consistent, but make sure to have each one written individually. If you get no response, try sending another letter in a few weeks.
- Possible process:
  1. Send a letter or an email outlining your purpose and your message. Suggest an appointment to meet.
  2. Confirm appointment.
  3. Meeting.
  4. Follow up and summarise the outcomes and action points of the meeting.
- Building relationships with your politicians takes more than just one meeting – don't be afraid to request meeting with them more than once.

- Polishing your pitch for politicians:
  - Stories don't have to only be our own – we can share each other's stories as well.
  - Be prepared with both facts and stories. Some people connect better with the stories, whereas other people want the bigger picture, facts/figures – be prepared to share both.
  - Make sure your message is EPIC.

3.12 TIPS FOR WRITING A MEDIA RELEASE

Ways of communicating your messages to the media include personal approaches, news releases, news conferences, background briefings and radio or television interviews.

For media releases (Australian Government 2011):

- Use quotes from a spokesperson
- Put the most important points at the start of the media release
- Make sure that every important detail is included – try to answer Who, What, Why, Where, When and How
- Keep the release to one page if possible
- Keep the style simple
- Use short paragraphs
- Don't raise false expectations or make claims that can't be substantiated
- Include your strongest/most important points in the introductory paragraph
- Make each successive paragraph self-contained, so that regardless of how many paragraphs a sub-editor deletes, the story still makes sense
- Attribute all statements to a particular person or the organisation – the media can't use newsworthy assertions unless sourced
- End the release with contact details in case further information is required
- Date the release
- If sending the text of the media release by email, include it in the body of the message

Example:

Benefits beyond football

UNSW and Australian Research Council first-of-its-kind research outlines social benefits of Football United for refugee youth

19 October 2012, Sydney – Mr David Gonski, AC Chancellor of the University of New South Wales (UNSW), today launched a world's first-of-its-kind research report outlining the benefits of the Football United programme – an innovative soccer programme for refugee youth to build opportunities for belonging, racial harmony and social inclusion to support their transition into Australian society.

David Gonski said the benefits of Football United beyond the physical are clear and the study outlines key policy recommendations to improve social cohesion among migrant and refugee youth.

'The Football United programme is a tangible example of the university's multicultural focus and support for research on social change which helps build the fabric of Australian society', Mr Gonski said.

Football United Foundation Director, Anne Bunde-Birouste, from UNSW Medicine's School of Public Health and Community Medicine, said the research found 84 per cent of refugee youth reported they felt better after participating in the Football United programme.

'They also showed a significantly stronger appreciation of their new country and feelings of belonging to Australian society, and boys in the study had significantly higher scores on pro-social behaviour – compared with those in schools where the programme is not available', Ms Bunde-Birouste said.

The report outlines key policy recommendations for government and communities, based on the research, to develop tailored sports-based and related programmes which run weekly for at least two terms and offer multiple opportunities to participate at different levels.

Ms Bunde-Birouste added that the research report, led by Football United Research Director Sally Nathan, is the first of its kind to measure and evaluate programmes using sport to foster social development and engagement backed up by robust research.

Since the inception in 2006, Football United has delivered positive outcomes for more than 4,000 participants in three states.

Mr Gonski and Ms Bunde-Birouste were joined at the launch by Australia's political, business and community leaders, including New South Wales Minister for Citizenship and Communities and the President of the Human Rights Commission, demonstrating the strong support for the programme and its achievements.

-Ends-

For media enquiries please contact: *[Name, telephone number, e-mail]*

Source: UNSW Medicine, Football United – Benefits Beyond Football, available at: https://med.unsw.edu.au/prognosis/football-united-benefits-beyond-football#.VOBOMvmUf5M

3.13 TAKING ACTION

At this point in the planning, you would have conducted all the necessary research and analysis to support your strategy. Now it is time to put it all together into an action plan. An advocacy action plan 'frames' the advocacy work into clear and results-oriented activities for implementation, specifically when you are targeting a wide range of audiences.

Develop your action plan

The plan should include the following:

1. The activities that will be carried out. Activities are actions that lead to the specific outputs which contribute to the short-term goals and might include events, conferences, press releases, publications, meetings etc.
2. Set timelines for each activity to be completed.
3. It should outline and allocate appropriate stakeholders for specific roles and responsibilities corresponding to the activity.
4. It should specify the inputs or resources required to complete the activity.

It is important to note that involving the stakeholders, especially youth, in the planning is essential for the success of the plan to help create shared goals and commitment to its implementation. The voice of the young person and their contribution to all aspects of the plan will ensure credibility and impact.

5. Additionally it is crucial to set out your **budget** from the outset when developing your action plan, in order to create realistic plans. Some of the core costs in budget line items can include some of the following:
   a. staff and co-ordination costs (including travel, staff recruitment, team development, capacity building, event co-ordination);
   b. strategy development costs (including bringing relevant staff together, facilitation costs);
   c. research and communication costs (generating credible evidence, and translating findings into communication and outreach materials); and
   d. costs of networking with government at the national and regional levels (including costs of attending conferences and meetings).

What can you do with your resources?

Some of the most effective advocacy and initiatives can be arranged at relatively low cost, including:

- arranging speeches and public appearances by prominent spokespersons;
- placing targeted articles, letters to the editor and op-ed pieces in the local media;
- working with schools, community and sporting groups to highlight issues/impact/programme;
- arranging seminars or lectures on a particular issue or about the work that you do in SDP, or a series of seminars around a central theme which reflects objectives;

- identifying suitable experts to speak at existing conferences and events; and
- delivering workshops in existing high-profile festivals, conferences or events, rather than trying to organise your own.

6. Develop key indicators and outcomes (further explained in Section 3.14 'Measuring your outcomes').

Tips to develop activities and outputs

Activities generally start with a verb and describe an activity or action. Activities could include:

- *provide* expert advice in the area of best practice in youth sport;
- *develop* and deliver training and professional development programmes for PE staff in secondary high schools;
- *organise* workshops and seminars on SDP and advocacy;
- *publish* newsletters and a pamphlet on the impact sport has in enhancing community capacity and social cohesion;
- *obtain* equipment and supplies for a fundraising activity to promote girls' empowerment through sport; and
- *engage* various stakeholders to deliver the advocacy strategy.

Outputs related to the outcome can include:

- **an advocacy plan** aimed at raising awareness on the impact of sport's contribution to peace building *developed and implemented*;
- **a training programme** on developing PE lessons and engaging sports sessions *designed* and *implemented* for secondary teachers;
- **a conference** to bring together various sports stakeholders to discuss and exchange best practice sports solutions *planned*; and
- **a newsletter** informing stakeholders on the impact of your programme *published*.

Table 3.3 Action plan chart

Objectives	Activities	Targets	Supporters	Opponents	Resources required	Expected outcome	Persons or organisations responsible	Time frame

3.14 Measuring your outcomes

Measuring the outcomes of your advocacy strategy is essential to evaluating your successes and understanding the areas in which you can improve. It should be one of the first things you consider when planning your advocacy activities.

Measuring your outcomes should always refer back to your action plan to ensure that you are measuring the direct results of your own activities. This allows you to highlight specific areas of success, learn from weaknesses and ultimately prove the effectiveness of your strategy.

Monitoring is the collection of information about a project over time. It seeks to understand what is happening.

Evaluation is an assessment of the project at one point in time, including the successes and failures. It seeks to understand why what happened, happened

Figure 3.6 Why monitor and evaluate your advocacy work on Sport for Development and Peace?

At the **sector** level	At the **programme** level
To prove that you contributing to the wider agenda of promoting Sport for Development and Peace.	To produce credible reports. You need to show that you used the inputs well to achieve certain outputs.
To raise your profile within the sector.	You may be able to count the number of messages you've put out, but how do you know whether your messages are being correctly understood?
To increase your credibility with related donors and align alongside others in SDP.	To demonstrate to managers, colleagues and partners that advocacy works! The best and most cost-effective way of attempting this is to produce a case study that draws on the experiences of a range of different stakehoders.
To prove that you are changing attitudes among stakeholders and policy-makers within your immediate environment. We generally all believe in the same thing – that sport is an effective tool for social change – and we all realise that we have to work to change ingrained attitudes towards sport and development and pave the way for more young people to benefit from SDP activities.	Learn from experience. Deciding what succeeded or failed is often a case of looking at which mix of strategies worked in a given situation and the timing of it, or comparing how different strategies influenced a particular target audience in a range of projects.
	Monitor the external situation so you can recognise and record the other factors that may have influenced your target audience

So what should you monitor and evaluate?

To build learning, reflection and flexibility into your action plan, it is useful to add two further columns:

Outcomes	Indicators
The impact you expect to achieve from each of your outputs.	The evidence you will collect to show the output AND outcome have been achieved.

What kind of monitoring indicators are there?

There is a vast array of indicators that you could use to measure your advocacy work around using sport as a tool for development and peace – the ones you choose will invariably depend on the advocacy methods you use, your environment and even the sport you are advocating on. Try at least a couple of techniques and aim to monitor the change across a range of your stakeholders. Remember each stakeholder will have different motivations that may affect the information you collect. Indicators can either be quantitative or qualitative.

Quantitative indicators are statistical measures that measure results in terms of:

- Number
- Percentage
- Rate (example: number of responses to letters per month)
- Ratio (example: gender ratio – number of males per number of females)
- Increase in the number of people reached
- Increases in service usage

Quantitative indicators help demonstrate, describe or measure that something has happened and can include:

- Changes in awareness, knowledge , skills
- Policy changes
- Changes in behaviour
- Changes in community capacity
- Changes in organisational capacity (skills, structures, resources)
- Improved continuity of care

Example:

Activity	Output	Outcome
Conduct teacher presentations on the role of sport in improving education and social inclusion in remote communities	Conduct two presentations for teachers about the impact of sport to improve education and social inclusion in remote communities **Indicator**: 100 teachers attended each presentation	Increased knowledge on the effects of sport used as a tool for social inclusion and education **Indicator**: 70 per cent of presentation attendees who were given a pre-test (to test their knowledge before the presentation) improve their result when the test was repeated after the presentation (to test what they had learned during the presentation)

Who can you monitor and what should you keep in mind?

Monitoring your target

- Record and observe changes in the rhetoric of your target audience. Keep a file of their statement over time.
- What are they saying about you and your message?
- Are they moving closer to your position, adapting to or adopting any of your language or philosophy?
- This monitoring can be done by:
  - interviewing or surveying attendees at an event, workshop, or conference you have organised;
  - online polls/surveys via social media or website;
  - setting a twitter hashtag '#' where people can share their opinions on a particular topic or events.

Monitoring your relationships

- Record the frequency and content of conversations with external sources and target audiences.
- Are you discussing new ideas? Are you becoming a source of information or advice? Are you becoming more prominent within related sectors?

Monitoring the media

- Count column inches on your issue and the balance of 'pro' and 'anti' comment. Count the number of mentions for your organisation or project. Analyse whether the media is adopting your language.

Monitoring your reputation

- Record the source and numbers of inquiries that you receive as a result of your work.
- Are you getting to the people you wanted to get to? How and where have they heard of your work? How accurate are their pre-conceptions about you and your work?

Some basic tips for general monitoring and evaluation

Record what you do in varied ways

Ensure that your monitoring and evaluation (M&E) strategy reflects your holistic project. In addition to surveys and checklists it can include vox pops, interviews, film and photography, art, social media and so on.

Tell a story

- Use M&E information to add depth to external relationships.
- Also think of M&E information as being about evolution, accountability and inspiration externally. Report more than statistics to funders and partners by telling stories and communicating successes.

Plan it

Think about the information you need to measure your effectiveness and how you are going to obtain that information. What sort of data will you collect? How often? What will you use to collect it? How will you report on it and present it?

COMMONWEALTH YOUTH SPORT
FOR DEVELOPMENT AND PEACE
SPORT FOR DEVELOPMENT AND PEACE
YOUTH ADVOCACY TOOLKIT
CYSDP

CHAPTER 4: CASE STUDIES

The following are examples of advocacy work by members of the CYSDP.

CASE STUDY 4.1

Beatrice Owusu
Organisation: BILD Ghana

The Beckwith International Leadership Development (BILD) programme was established in 2008 to provide resources and build relationships that enable countries to develop sustainable national centres for leadership development (NCLD), which use sport to touch the lives of young people and adults.

The absence of a constitution for the BILD programme at the University of Ghana meant there was a communication gap between leading sports student bodies and hall sports secretaries. The 2013/2014 cohort of student sports executives decided that this was a problem and took it upon themselves to advocate to the sports leaders to bridge the gap between the sports executives and secretaries. By bridging this gap they would be able to achieve more effective and efficient work.

To advocate, the sports executives used methods such as face-to-face meetings and consultations with the leaders. One of the challenges faced was a lack of co-operation from the sports leaders. This challenge was overcome through further dialogue to get a selected few of the student sports leaders to believe in the concept and later influence the others. Some of the sources of support used were the student sports alumni, as well as professional advice from a lawyer.

The advocacy resulted in the majority of the student leaders and sports directorate staff having a working platform that included sports leaders and sports executives collaborating and working together effectively. A working constitution was also developed to guide the role and actions of student sports leaders. This constitution did not exist before, but now binds all sports leaders in the University of Ghana.

For further information see: https://www.facebook.com/pages/Beckwith-International-Leadership-Development-BILD-Ghana-Programme/170495916328778

CASE STUDY 4.2

Samuel Musembi
Organisation: MYSA

MYSA uses sport combined with community outreach and development activities to give young people the skills and confidence they need to aim higher, achieve more and improve their lives. MYSA is run by and for young people who take part in its activities, and gives them an opportunity to dream of a brighter future.

In the community of Mathare there was minimal community involvement in an environmental clean-up. As a result the MYSA environment project – in collaboration with local government, the UN Environment Programme (UNEP) and local clean-up groups – decided to promote active volunteerism towards creation of community environmental responsibility. They did this by advocating to local government staff, community groups, MYSA volunteers and school environment clubs. The methods used included environment management trainings to MYSA volunteers and the community service council, football/ environment-linked leagues and tournaments, meeting with local government staff, creating an active volunteer award system from a community leadership database, and provision of clean-up equipment and logistics support.

Some of the challenges faced were the long bureaucratic procedures involved with local government authorities, the loss of equipment during the training sessions, and finally being questioned on the benefits and end results of this programme. In order to overcome these challenges, the advocates had to recognise the support of local government in the process; the ownership of the project by local volunteers and community members also made them more accountable to the programme. Finally, linking the project to a leadership award system and the local community league made it more attractive and therefore increased participation.

This advocacy resulted in the establishment of an ongoing community schedule clean-up, with an average turnout of 500 community stakeholders across the 16 different Mathare zones that MYSA operates in.

For further information see: http://www.mysakenya.org/

CASE STUDY 4.3

Clare Barrell
Organisation: Commonwealth Youth Sport for Development and Peace Working Group (CYSDP)

The CYSDP has a vision to be the leading and driving voice for youth in the Commonwealth in terms of promoting best practices in Sport for Development and Peace. As part of its role in the Commonwealth youth space, the CYSDP has committed to 'Advocate, Educate and Demonstrate' to young people and policy-makers the benefits in using sport as a tool for development and peace.

Sport for Development and Peace (SDP) is a rapidly growing field that actively contributes to a broad range of development objectives, including international peace processes and human and social development worldwide. The CYSDP recognised that although broader development fields have international mechanisms to ensure input from youth, such mechanisms were non-existent in SDP, even though the majority of SDP programmes target youth engagement and are most often implemented by young leaders at the local level.

To tackle this, the CYSDP developed a position statement that called on governments, intergovernmental organisations, NGOs and other stakeholders in the SDP field to commit to making sure there are functioning mechanisms to involve youth in decision-making processes (e.g. youth committees, a youth position on boards of directors, feedback mechanisms for participants to organisational and national decision-makers). The group also co-ordinated the #sportgaveme twitter campaign, in which they called on young people from around the Commonwealth to highlight and discuss how sport has had an impact on their lives.

On 22 June 2014, the CYSDP presented its work to the 7th Commonwealth Sports Ministers Meeting (7CSMM) held in Glasgow, Scotland. This advocacy resulted in the group and its work being endorsed by sports ministers, and the CYSDP was encouraged to continue its work in the area of using sport as a tool for youth development across the Commonwealth.

For further information see: http://www.yourcommonwealth.org/cysdp/

CASE STUDY 4.4

Dinesh Gajendran
Organisation: Audacious Dreams Foundation (ADF)

The Audacious Dreams Foundation (ADF) is an Indian youth-led and youth-focussed social organisation that uses a sport for development module named 'Challenge India' to engage adolescent rural youth in Tamil Nadu, South India.

In Chennai in India it was identified that there were no structured sport for development forums available and also a lack of a development-based programme that included girls. As a result, the Audacious Dreams Foundation advocated to engage young people in their training modules to learn life skills, adolescent health, civic citizenship and global understanding for sustainable development. In order to inspire and engage the adolescent youth, the foundation advocated to rural youth, heads of institutions, community volunteers, adolescent girls, people with local influence and parents.

The advocacy took place through a series of pilot projects and demonstrations, showcasing existing case studies and success stories, as well as face-to-face interactions. Along the way some of the challenges identified included a lack of financial support and a lack of buy-in from parents, especially those of the female participants. It was also difficult to convince local institutions to introduce the curriculum.

These challenges were difficult to overcome, but through showcasing the existing success stories the advocacy won over some of the parents and was able to attract some financial support. The foundation identified local people of influence and invited them along to some pilot demonstrations of the project; this helped in giving them a better idea of the programme.

The final result of the advocacy was the introduction of the Challenge India–Sport for Development programme among 250 adolescent girls aged 11 to 17 and 100 successful female volunteers (aged 18 to 23) created in the community.

For further information see: https://www.facebook.com/audaciousdreams

GROUP 3
Organising a football game bringing together communities in conflict as part of a larger reconciliation effort
Donating sport equipment to those in need
Engaging youth in coaching to promote the development of life
Organising sport opportunities for girls
Building a football field for a local school
Organising a sport competition for local volleyball

CHAPTER 4: ADVOCACY CHECKLIST

5.1 ADVOCACY CHECKLIST

Analysing the situation

- ☐ Have you identified the issue you want to advocate?
- ☐ Have you done your mapping exercises and researched the context?
- ☐ Who are your stakeholders?
- ☐ Who will support your strategy and be influential in advocating your message?

Your advocacy objectives

- ☐ Identify 3-4 key SMART objectives

Developing the message

- ☐ Be concise
- ☐ Tell a compelling story – you have something of value to contribute!
- ☐ Know your facts
- ☐ Be positive
- ☐ Develop a thoughtful, well-researched message
- ☐ Align your message with your target audience's interests and policies

Delivering the message

- ☐ Decide which method of communication suits you and your purpose
- ☐ Decide when you will deliver this message, how often and to whom
- ☐ Who will deliver this message?
- ☐ Be prepared to answer questions about opposing arguments

Taking action

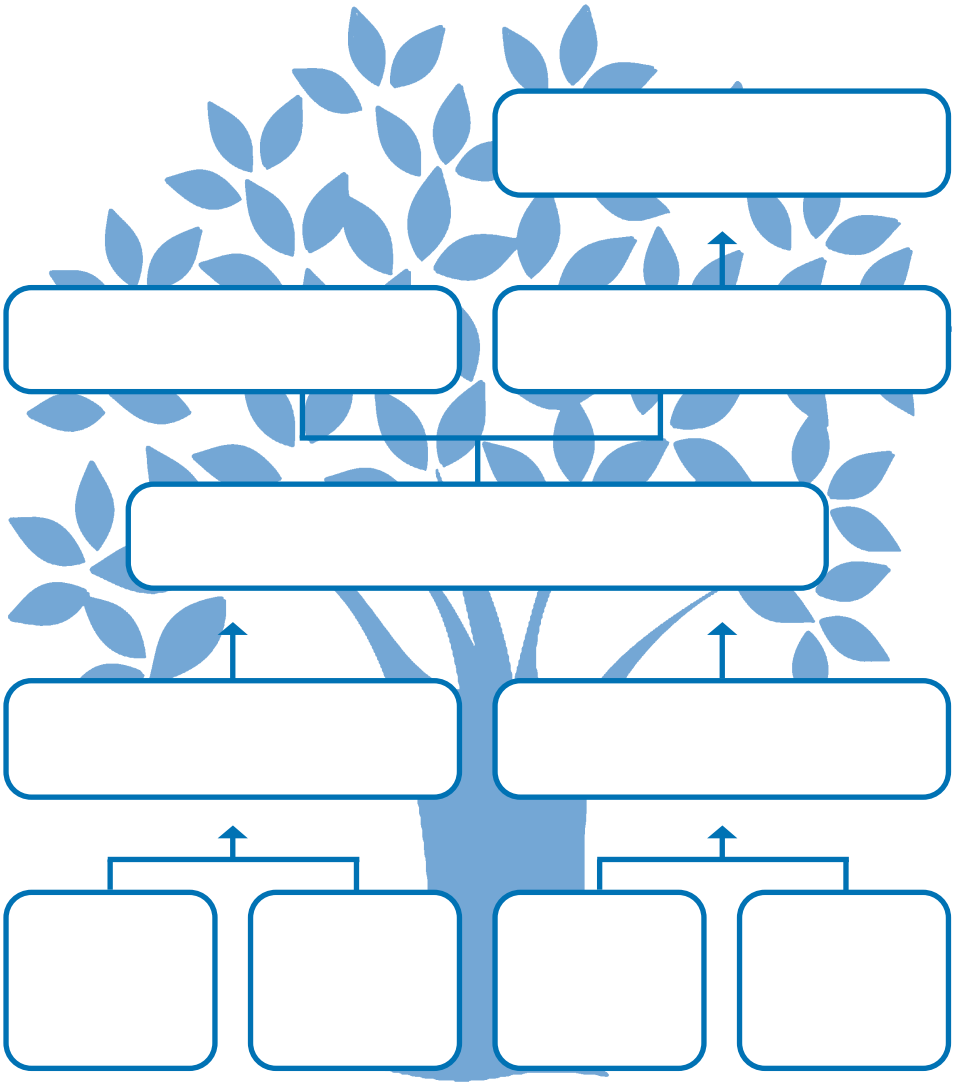
- ☐ Develop a timeline of descriptive activities and assign responsibilities for each task
- ☐ Identify the outcomes for each activity and key indicators
- ☐ Develop a realistic budget

Measuring your outcomes: Monitoring and evaluation

- ☐ Determine your data-collection methods – how will you obtain the information?
- ☐ What sort of data will you collect?
- ☐ How often will you collect it?
- ☐ What will you use to collect the data (forms, internet, video)?
- ☐ How will you report on and present the data (report, case studies, video)?
- ☐ How will you track progress and how will people respond to your message and actions?

5.2 ADVOCACY CHECKLIST TOOLS

Tool 1 Problem tree



Tool 2 Your stakeholders

Tool 3 Stakeholder table

Name/ organisation	Contact information	Stakeholder type Primary or Secondary?	Roles/ responsibilities	Priorities (see Fig.3.4 Power grid)	Connection to your advocacy work	Position on your advocacy work	Level of influence (see Fig. 3.4 Power grid) Low, Moderate, or High?

Tool 4 Developing your one-minute EPIC message

ENGAGE YOUR AUDIENCE (Get your listener's attention with a dramatic fact or short statement. Keep this opening statement to one sentence if possible.)

STATE THE **P**ROBLEM (Present causes of the problem you introduced in the first section. How widespread or serious is the problem?)

INFORM ON THE SOLUTION (Inform the listener about a solution to the problem you just presented.)

CALL TO ACTION (Once you've engaged your listener, presented the problem and told them about a solution, be specific about what you want them to do. This enables you to follow up to learn if they've taken this action. Present this action in the form of a 'yes or no' question.)

Tool 5 Action plan chart

Objectives	Activities	Targets	Supporters	Opponents	Resources required	Expected outcome	Persons or organisations responsible	Time frame

FURTHER INFORMATION

Sport for Development and Peace timeline – information available from:

Right To Play (SDP IWG Secretariat) (2008), *Harnessing the Power of Sport for Development and Peace*, available at: http://www.righttoplay.com/moreinfo/aboutus/Documents/Sport%20For%20Dev% 20-%20ENG.pdf

sportanddeve.org at:
http://www.sportanddev.org/en/learnmore/history_of_sport_and_development/timeline/

United Nations at: http://www.un.org/wcm/webdav/site/sport/shared/sport/pdfs/SDP%20IWG/Final%20SDP%20IWG%20Report.pdf

Commonwealth Youth Sport for Development and Peace Working Group (CYSDP) web page, available at: http://www.yourcommonwealth.org/CYSDP/

CYSDP article series on why sport is an effective tool in tackling youth development issues: http://www.sportanddev.org/en/newsnviews/news/?7698/1/Support-the-Commonwealth-Youth-Sport-for-Development-and-Peace-working-groups-position

For further information on the policy areas where sport can contribute, see the *Commonwealth Guide to Advancing Development through Sport*: http://assets.thecommonwealth.org/assetbank-commonwealth/action/viewAsset?id=23162& index=0&total=45&view=viewSearchItem

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Kentucky University (undated), *Community Toolbox*, Chapter 3 'Assessing Community Needs and Resources', Section 8, available at: http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/identify-community-assets/main

Laqeretabua, A (2014), *Burebasaga village-Waivou village-Rewa*, Formative Research Findings.

Ontario Healthy Communities Coalition (undated), 'Tool: Mapping Your Community Assets', available at: http://www.ohcc-ccso.ca/en/courses/community-development-for-health-promoters/module-two-process-strategies-and-roles/tool-mapp

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Right To Play (Sport for Development and Peace International Working Group Secretariat) (SDP IWG) (2008), *Harnessing the Power of Sport for Development and Peace: Recommendations to Governments*, available at: http://www.righttoplay.com/moreinfo/aboutus/Documents/Sport%20For%20Dev%20-%20ENG.pdf

Results UK (undated), Create and deliver an EPIC talk about an issue, available at: http://results.org.uk/sites/default/files/Create%20and%20deliver%20and%20EPIC%20talk.pdf

The Commonwealth is a leading body in the rapidly growing field of Sport for Development and Peace (SDP), and it's member countries have consistently endorsed the use of sport as a tool to contribute to development issues.

The Commonwealth Youth Sport for Development and Peace (CYSDP) working group aims to be the leading voice for youth in the Commonwealth towards promoting best practices for SDP in their respective societies. The purpose of this toolkit is to advance youth development through sport across the Commonwealth by assisting young people to improve their ability to create awareness or influence decisions as advocates of SDP.