



**USAID**  
FROM THE AMERICAN PEOPLE

**THE AAA ...**  
**CREATING**  
**A CULTURE**  
**OF PEACE**  
**[SUPER COOL]**  
**ADVOCACY**  
**CAMPAIGN**  
**TOOLKIT**

**COMMUNITY, FAMILY AND YOUTH RESILIENCE (CFYR) PROGRAM**

*This Toolkit was produced for review by the United States Agency for International Development and prepared by Creative Associates International Inc. Contract Number: AID-OAA-I-15-00011/Task Order No. AID-538-TO-16-00001*

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**DEVELOPED BY THE USAID**

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# ACKNOWLEDGEMENTS

CFYR is grateful for the broad participation of young people in developing this Toolkit, as well as the Caribbean Youth Advocacy & Action Agenda on Violence Prevention (the AAA), which these tools are intended to support. We are also thankful for so many of CFYR's partners and stakeholders who participated in reviewing these resources; and with their continued engagement, we fully expect that the Toolkit will continue to evolve to meet the needs of communities across the Caribbean.

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*The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development (USAID) or the United States Government.*

*This initiative is a part of USAID's Community, Family and Youth Resilience (CFYR) Program, which seeks to reduce youth involvement in crime and violence in Guyana, St. Kitts and Nevis and Saint Lucia and fosters knowledge exchanges across the Eastern Caribbean Region to broaden the impact of its work.*



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# USING THIS TOOLKIT

## 1. THE CARIBBEAN YOUTH ADVOCACY & ACTION AGENDA (AAA)

### 1.1 Introduction to the Caribbean Youth Advocacy & Action Agenda (AAA)

#### Background

The AAA represents an innovative contribution to conversations about tackling crime and violence in the Caribbean by providing a guide (roadmap) to actively engage young people in the fight against violence and crime in their communities and in other youth spaces.

This Toolkit is designed to give young leaders the resources and training essential to stepping into their power as advocates for change, leaders in their communities, and trainers of youth who are not yet meaningfully connected and engaged.

The AAA framework builds upon three pillars outlined in CARICOM's Social Development and Crime Prevention Action Plan (SDCP): 1) Prevent and Reduce Crime and Violence; 2) Foster Social Inclusion; and 3) Promote Reintegration.

This Toolkit will help young people identify opportunities in their communities to prevent crime and violence, reduce current criminal/violent activities, and reduce youth involvement in criminal justice systems. Its dynamic activities and planning tools are designed to help young leaders create critical advancements in youth education, engagement, employment, and re-entry programs. From generating ideas to running a group, from planning a campaign to persuading lawmakers, this Toolkit covers the ground essential to mounting strong, sustainable advocacy projects and campaigns.

Young people have always cut the path to social innovation and equity in the Caribbean. This Toolkit offers concrete planning, organizing, and advocacy tools as sustenance for that journey.

## Highlights

Youth crime and violence are symptoms of societal disintegration, not the sole cause; and they represent a cascading set of forces that push youth into and onto the path of violence.

These forces include: a lack of education; unemployment; despair over a lack of opportunity; trauma and neglect in social, educational and familial contexts; social exclusion based on race/culture, ethnicity, color, gender, sexuality, socioeconomic status, and dis/ability; experiences of random and interpersonal violence; and involvement in crime and the criminal justice system.

It is worth noting that where there are high levels of crime and violence, there is a distinct negative effect on social cohesion, positive social capital and overall investment in community development.

The AAA has identified key areas for intervention for preventing and addressing crime and violence in the Caribbean, including:

- **Confronting toxic masculinities that harm boys' development and lead to violence;**
- **Supporting early childhood development and new tools and systems of support for young parents;**
- **Fostering social inclusion by supporting extracurricular, educational, economic and employment opportunities while fighting biases that stigmatize and exclude;**
- **Promoting reintegration through restorative rather than punitive processes and programs; and**
- **Drawing on substantial research and evidence to argue for and establish the strongest solutions.**

This Toolkit is an expression of faith in young leaders and a demonstration of the continued investment we must all make in the promise and power of young voices.

## Unpacking the 3 Pillars of the AAA

The Caribbean Youth Advocacy & Action Agenda On Violence Prevention (We call it the “AAA”) represents a tremendous amount of hard work on the part of young people and their advocates across the Caribbean. When implemented, the priorities outlined within it will make a significant contribution to the reduction of crime and violence. They will engage communities to promote pro-social values and relationships; and they will help ensure that young people who have gotten into trouble can find positive ways to rebuild their lives and contribute to society.

The framework of the AAA builds upon three of the pillars outlined in CARICOM’s Social Development and Crime Prevention Action Plan (SDCP), which was approved by Heads of Government as the overarching regional framework to guide prevention and the reduction in levels of violence and crime in member states.

We believe that the recommendations in the AAA offer a new level of insight as it relates to those three pillars and that those insights will spark powerful, authentic engagement by more young people and the policymakers and donors who represent young people.

**PILLAR 1 - Prevent and Reduce Crime and Violence:** Whether it means waking up in communities riddled with gangs, or having to worry about being bullied at school, attacked on the street, or assaulted at home—day-to-day crime and violence is a reality for many Caribbean youth. Fortunately, for some, the threat is less acute. Imagine if we can bridge youth experience and passion with the power of those who control access and resources!

**PILLAR 2 - Foster Social Inclusion:** Youth are certainly a part of the epidemic of crime and violence facing Caribbean countries, but other entities play a role, too. Parents need more support. Schools are not equipped to respond to the needs of higher-risk students. And jobs are so few (with limited options) that it is easy for a young person to find themselves broke, alone, and on a dangerous path. Too many people feel disempowered and excluded. Blaming young people is too easy and fixing these problems feels daunting, but not if stakeholders work together.

**PILLAR 3 - Promote Reintegration:** Too often, when a young person gets in trouble, our societies are quick to categorize them as bad. And, if that young person is also male, well, that reinforces a story we hear all the time. It gives us permission to write them off for good. But that is our failure, not theirs. The evidence is clear that when youth have access to the resources, help, and services they need, change is possible and change is likely.



## 1.2 Defining a “Culture of Peace” & Preventing Caribbean Youth Violence

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### Toolkit Elements:

- Toward Building A Culture of Peace (#04)

In developing The Caribbean Youth Advocacy & Action Agenda on Violence Prevention, it was our intention to create an all-inclusive, culturally-appropriate, youth-centered, and forward-looking plan—a plan that highlights the amazing work that Caribbean youth are already doing and provides a strong case for promoting and supporting the scaling-up of innovative, evidence-informed, best and promising programs and practices. Programs that are anchored in a framework of positive youth development.

From USAID YouthPower’s “Intro to PYD:”

- Youth are victims of and participants in violence, but not by their nature;
- Youth whose physical and socio-emotional needs are not met, or who grow up in violence, may turn to violence as a consequence;
- Youth may seek belonging, purpose and engagement in gangs or with extremist groups; and
- Youth may yield to abusive relationships as a substitute for adult figures, peer approval, or belonging.

At the 2019 Caribbean Summit on Youth Violence Prevention in Guyana, the AAA was broadly endorsed by youth from across the Caribbean. *Now, it’s time to act.*

### 1.3 Overview of This AAA Toolkit

This toolkit is designed to help those who care about preventing youth crime and violence develop the skills they need to design effective advocacy activities. It’s packed with hands-on activities, resources, and suggestions for designing high-impact advocacy campaigns focused on the crime and violence affecting Caribbean communities, families, and young people.

## Defining “Advocacy” for the AAA

Several tools in this toolkit will help you define advocacy in the context of the youth crime and violence issues you care about most:

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### Toolkit Elements:

What Is Advocacy (#05)

Advocacy ABCs (#07)

Advocacy ABCs Exercise (#08)

## Unpacking Advocacy for Youth Violence Prevention

The AAA provides a thoughtful outline of each of these key priorities from CARICOM’s SDCP:

- Disrupting and Dismantling Toxic Masculinity (*Pillar 1*)
- Managing for Equity and Diversity (*Pillar 2*)
- Restorative Justice (*Pillar 3*)

*Please take some time to review the AAA before moving on with this Toolkit.*

# “DOING” ADVOCACY

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## 2. STEPS TO DEVELOPING AN ADVOCACY STRATEGY

### 2.1 Advocacy, Democracy, and Social Justice

Advocacy is key to a vibrant democracy. When community members are free to speak out, share their experience, and shape policies that structure our lives, people have hope. They have ways of supporting their families and creating community. When democracy is functioning well, advocacy is a connecting web among people who all understand that their lives matter.

Social justice advocacy is driven by the idea that each and all of our lives matter equally. This means that as advocates, we must look around at our communities and be awake to suffering and inequality. Who is unable to be a part of our advocacy campaign because the conditions of their lives and our organizing structure make it impossible?

We need to look at issues like where our meetings are held. Is the gathering place wheelchair accessible? What time will they take place? Can people who are working in low-wage jobs working long hours make our meetings? Can parents with small children attend? Is there childcare? Can we do better to make our projects accessible to the people who really need this change?

When we create flexible, attentive social justice structures in our campaigns, more people join us, and we are able to grow collective power to communicate our message, influence elected officials and other gatekeepers, and energize our communities.

We will also be able to feel the energy and vibrancy of social justice in our work. There is a special electricity and joy that comes from living our values as we grow our dreams. Social justice advocacy gives us hope and helps us dream bigger.

## **2.2 Elements of a Strong Advocacy Campaign (Including 2.3 Evidence-Based Advocacy Using Data & Evidence)**

When it comes to advocacy—particularly designing an advocacy campaign—there is no “right way.” But, when passion and inspiration are combined with careful planning, you will be amazed by what you can achieve.

In order to help you organize your thinking, we’ve designed a step-by-step roadmap to help you design an effective advocacy campaign—one that will help reduce and prevent youth crime and violence.

We hope that you will use the ideas and strategies in this toolkit to design your own unique path toward growing as a leader and creating winning advocacy campaigns focused on reducing and preventing youth crime and violence across the Caribbean.

## STEP 1: Reflect

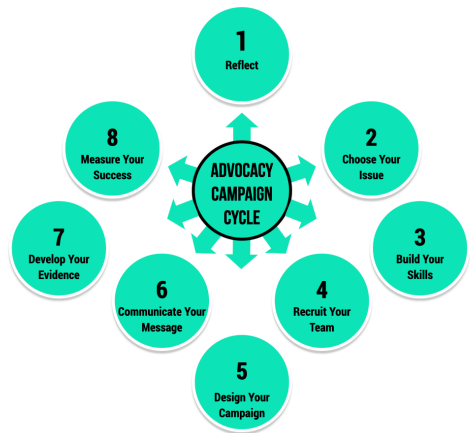
Who am I? What do I care about? What are my strengths?

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### Toolkit Elements:

- Journaling to Find My Voice (#17)
- Empathy is a Leadership Superpower (#20)
- Finding the Leader in Each of Us Group Exercise (#06)
- Disrupting Toxic Masculinity (#28)
- Restorative Justice Processes (#29)

After careful reflection while journaling, you might find that your greatest passion (for example) is outreach to gang-involved youth, perhaps because of losing a family member to a gang, or to gang violence. Or maybe you want to eliminate corporal punishment in schools. Journaling is a powerful tool that can help you make sense of your feelings and the issues you care about. Reflecting upon your own experiences can be a powerful, important piece of your advocacy work.



By completing the *Empathy is a Leadership Superpower* inventory, you might find that you have issues surrounding traumatic events that have shut down your ability to empathize. Or you might find that you empathize so strongly that you need to take breaks to restore balance and protect yourself. The inventory is helpful in identifying roadblocks or warning signs in our leadership that may need to be addressed.

We've also included two important "think pieces" focused on two issues that are critical in our youth violence prevention (YVP) activities— *Disrupting Toxic Masculinity* and *Restorative Justice Processes*. These pieces may help direct you to the next part of your personal or interpersonal work. They can help you to restore, nurture, or grow empathy as a leader and as a community member.

Finally, the *Finding the Leader in Each and All of Us* exercises are built upon the belief that each of us has the passion and potential to be a leader. By tuning into what matters most to us, we can expand our leadership journey and start to learn how to build meetings, projects, and campaigns that expand everyone's potential.

By fully engaging in STEP 1, you will begin to use the tools in the toolkit to draw upon your personal, family, and community experiences as essential elements of your advocacy work.

## **STEP 2: Choose Your Issue**

What change will make a lasting impact? What cries out for action?

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### **Toolkit Elements:**

- Choose Issues Wisely (#11)
- 11 Questions to Change the World (#10)

These two tools will help you focus on the issues that matter to you the most. Use these tools carefully, and your path as an advocate and a leader will become much clearer to you. STEP 2 activities are about helping point you in the right direction as an advocate who is able to channel your passion for creating change.

## **STEP 3: Build Your Skills**

What do I need to learn? What training must I get?

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### **Toolkit Elements:**

- What is Advocacy? (#05)
- Advocacy ABCs & Advocacy ABC's Training Exercise (#7 and #8)
- Making A Big Decision (#09)
- The Art of Storytelling (#18)
- Preparing for an Advocacy Meeting (#19)
- Disrupting Toxic Masculinity (#28)

- Restorative Justice Process (#29)
- Managing for Diversity and Inclusion (#30)
- Youth Advocates Lead the Way (#31)

None of us begin our leadership journey knowing what will come next or understanding how we will resolve tough challenges. The tools in STEP 3 are designed to help you expand your skills so you can create vibrant teams, appreciate your story, push through disagreements, and communicate effectively with your teammates and with people you are trying to persuade to join your cause. They are designed to help you build your skills as a leader.

For example, the *What is Advocacy* tool helps us see that there are many ways to think about advocacy, and many different activities you can pursue to make change.

The *ABCs Training Exercise* is a tool to use when thinking about how to build effective teams. Every advocacy project has a culture and a way of being. Some are stressed out and fraught with arguments while others are driven by passion and concern (and most are a little bit of both!). The ABCs tool will help you develop your style and culture as a builder of advocacy projects.

The *Art of Storytelling* tool provides helpful tips that have worked in thousands of advocacy situations. We all have stories to tell to make change—how can you tell your story with maximum impact?

#### **STEP 4: Recruit Your Team**

How do I find people who have been impacted by these issues and want to help? How can I engage people in powerful positions who are passionate about my issue?

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#### **Toolkit Elements:**

- Leadership Taxonomy (#15)
- Leadership Taxonomy Exercise (#16)
- Characteristics of Effective Advocates (#21)
- Stakeholder Mapping (#13)

What are the key elements of the strongest advocacy teams? How do I find them? What is my role? All of these questions are explored in STEP 4.

After focusing on your team, we want to help you turn your attention to the people in power who can make big moves on your issues—political appointees and elected officials; heads of government agencies; leaders of large political and social organizations. How do we find allies? Who is “convincible” and thus a good investment for our time and energy?

## **STEP 5: Design Your Campaign**

Now that we have a team, how do we develop the campaign?

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### **Toolkit Elements:**

- What is Advocacy? (#05)
- 11 Questions to Change the World (#10)
- Characteristics of Effective Advocacy Campaigns (#21)
- Campaign Planning Grid (#24)
- Low-Medium-High Touch Actions (#23)
- Stakeholder Mapping (#13)
- Preparing for an Advocacy Meeting (#19)
- Staying on Message (#25)
- Using Data and Evidence (#26)

STEP 5 tools provide you with the nuts and bolts of your advocacy planning process. The answers to *Ten Questions to Change the World* can be transcribed directly into your *Campaign Planning Grid*.

The high-impact policy makers and gatekeepers identified in your *Stakeholder Map* also move into your *Planning Grid*. The *Low-Medium-High Touch Actions* tool will help you identify and refine the best strategies for attaining your goals.

And the last few tools in STEP 5 will help you practice your persuasive techniques and arguments. Everything you need to plan and implement a strong campaign can be found in these nine tools.

## **STEP 6: Communicate Your Message**

How do we develop the right messaging and maintain our focus?

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## Toolkit Elements:

- Getting Mainstream Media (#27)
- Staying on Message (#25)

STEP SIX is a recap and a reminder: Media matters. Traditional, mainstream media as well as social media. *Go get it!*

## STEP 7: Develop Your Evidence

Don't forget! Data and research are what drive change. Do you have all the research you need? If not, find strong research partners and conduct your own!

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## Toolkit Elements:

- Research Drives Change (New) (#35)
- Using Data and Evidence (#26)

STEP 7 is also a recap: Research and evidence is an important element of your storytelling technique. Always move from personal stories to data and statistics in building an argument for your issue.

## STEP 8: Measure Your Success

How Will I Know If I'm Succeeding?

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## Toolkit Element:

- Evaluation Benchmarks (New) (#34)

The STEP 8 *Evaluation Benchmarks* tool is a simple grid for you to create at the start of your advocacy campaign. What does success look like for your advocacy project? What will change in your community if you win?

Setting these benchmarks at the beginning helps you stay on track.



# PARTNERSHIP

## 3. STRATEGIC PARTNERSHIPS FOR INCLUSIVE ADVOCACY

### 3.1 Who Makes A Good Partner? Identifying Allies

### 3.2 Stakeholder Mapping / Preparing a Stakeholder Map

### 3.4 Working Inclusively with Grassroots and Community-Based Stakeholders Applying local solutions and empowering community assets

Good allies in an advocacy campaign may not always be the people you think of at first. Sometimes our best allies are entirely unknown to us at the start of a campaign. Sometimes we find unlikely partners.

Take the case of Mothers Against Drunk Driving (MADD). This advocacy organization grew out of the tremendous grief of mothers whose children were killed by people driving drunk. As MADD was trying to pass stricter state laws against drinking and driving, and to put some of the responsibility on restaurants which sold alcohol to people who were clearly intoxicated, an unexpected ally emerged.

Large insurance companies—who were often in battles with individual mothers fighting for compensation in their child’s death—joined the campaign for stricter regulation because they were losing money! This is a great example of a situation where your ally might not be someone you love, or even someone who shares your values.

But since many large insurance companies have significant influence with policy makers, the members of MADD asked them to join forces and MADD and the insurers teamed up to fight for laws that reduced deaths due to drunk driving.

It’s important to remember that in a campaign, you are seeking allies who can best influence the people whose minds you are trying to change.

Building an effective advocacy team requires a wide diversity of skills and experiences and we've pulled together some practical resources to help you think about how best to assemble your team.

Keep in mind, one very important advocacy strategy involves **young people and adults working together**.

YouthPower defines adult-youth partnerships this way:

*“As in any collaboration, an adult-youth partnership requires that both parties be on an equal footing. Input from each partner should be accorded the same value and integrated in decision-making processes. Adults and youth who partner should commit to mutual respect and open communication. The expertise and perspective that each bring to the table may vary, but both provide valuable contributions toward informing policy and program development or change.”*

Several tools in this toolkit can help you identify potential allies and changemakers, build effective partnerships, and define the influence strategies you need to win.

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### Toolkit Elements:

- Leadership Taxonomy (#15)
- Leadership Taxonomy Exercise (#16)
- Characteristics of Effective Advocates (#21)
- Ten Questions to Change the World (#10)
- Stakeholder Mapping (#13)
- Tips For Working With Youth (#36)
- Tips For Working With Adults (#37)
- Youth Adult Partnerships Spectrum Activity (#38)

## 3.3 Mobilizing Youth in Support of Advocacy

### Diversity, Equity, and Inclusion – 3 Key Principles

Diversity, equity, and inclusion are core social justice principles. People use these words all the time, but what do they look like in practice? How can we demonstrate them as we build our campaign?

In the AAA, we talk about it this way:

*“Everywhere in the world, there are groups of people who must learn to navigate systems and structures that prevent them from fully participating in the life of a country. These groups are excluded because of stereotypes, stigma, and fear. In the Caribbean, people are often excluded because of age, gender or gender identity, ethnicity, race, language, literacy, class, sexual orientation, disability status, and even conflict with the law.*

*These feelings of exclusion often have very real consequences—preventing members of these groups from enjoying a sense of dignity, security, and the opportunity to lead a better life. This means we must talk about issues of diversity, equity, and social justice. It is up to us to ensure that everyone is treated fairly under the law and in our communities.*

*In the context of crime and violence, this means dismantling systems that benefit some while excluding others—particularly those who suffer from harmful stereotypes or the lasting impacts of prior poor decision-making.”*

The following tools will help you think about the types of advocacy you could do, if you are passionate about diversity, equity, and inclusion issues.

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### Toolkit Elements:

- Advocacy ABCs & Advocacy ABC’s Training Exercise (#07 and #08)
- Making A Big Decision (#09)
- Empathy is a Leadership Superpower (#20)
- Disrupting Toxic Masculinity (#28)
- Restorative Justice Process (#29)
- Managing for Diversity and Inclusion (#30)

### Applying Positive Youth Development (PYD) Techniques for Effective Advocacy

Earlier in this Toolkit, you read about some specific tips for working with adults and with young people. These tips align well with a theory of change known as “Positive Youth Development (PYD).”

Positive Youth Development is both a philosophy and an approach to adolescent development; and while there are several definitions of PYD, USAID’s YouthPower Learning has defined it as follows:

*“Positive youth development engages youth along with their families, communities and/or governments so that youth are empowered to reach their full potential. PYD approaches build skills, assets and competencies; foster healthy relationships; strengthen the environment; and transform systems.”*

In the context of our advocacy work, we believe that utilizing some of the key elements of PYD will help ensure that your efforts have a positive impact on youth, even if your advocacy efforts don’t achieve all that you hope they will.

### **Key Features of a Positive Youth Development Approach to Advocacy (Adapted from YouthPower):**

- Build skills, assets, competencies;
- Emphasize healthy relationships and role models;
- Create opportunities for youth to feel connected—a sense of belonging/ membership;
- Ensure meaningful ways for youth to be engaged and contribute; and
- Establish positive social norms, expectations and perceptions

Several tools in this toolkit can help you identify potential allies and changemakers, build effective partnerships, and define the influence strategies you need to win.

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### **Toolkit Elements:**

- Tips For Working With Youth (#36)
- Tips For Working With Adults (#37)
- Youth Adult Partnerships Spectrum Activity (#38)
- Simple Dos and Don’ts of Engaging With Youth Advocates (#39)

### **Unleashing Leadership Potential**

We have all heard people in power dismiss young people’s critiques of their cultures and societies. It can be very disheartening and even enraging to suffer this kind of casual disrespect.

But when we look at the history of social justice advocacy, it is young people who have often been the spark for important movements for change, including the South African movement to end apartheid (Hector Pieterse, 13); the U.S. Civil Rights Movement (John Lewis, 20); and Greta Thunberg, who at 16, is

working tirelessly to save the planet from destructive climate change and was named Time Magazine's 2019 Person of the Year.

Young people are every community's greatest asset, not a problem to be solved. Even if they have stumbled, or harmed themselves or someone else, every young person in our community has value and can be a part of our solutions.

We profiled several of those young people in the AAA and have included some terrific resources in this Toolkit that support youth voice, youth leadership, positive youth development, and even restorative justice.

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### Toolkit Elements:

- Journaling to Find My Voice (#17)
- Empathy is a Leadership Superpower (#20)
- Finding the Leader in Each of Us Group Exercise (#06)
- Disrupting Toxic Masculinity (#28)
- Restorative Justice Processes (#29)

### Building a Core Team

When you start to build your team, a few important considerations are primary. First and foremost, any social justice architecture for a campaign must emphasize and promote leaders who have been deeply impacted by the issue.

If we look again at the Mothers Against Drunk Driving example, these advocates were intensely powerful when confronting law makers and others who were ignoring the problem of so many teen deaths due to drunk driving because of their profound loss. The grief of these mothers moved people to act.

At the same time, when hard compromises had to be made, such as teaming up with the big insurance companies, mothers in leadership short-circuited potential controversy by claiming these companies as allies in their struggle. Since some had personally suffered at the hands of these same insurers, their buy-in to the strategy was powerful.

Along with centering those most impacted by your issue, you will need a lot of different kinds of skills and experiences on your team. These tools will help you identify key members.

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## Toolkit Elements:

- Leadership Taxonomy (#15)
- Leadership Taxonomy Exercise (#16)
- Characteristics of Effective Advocates (#21)

### **Sustaining Essential Support**

An important value in advocacy work is understanding the difference between transactional and sustainable relationships. In some cases, we connect with an ally or supporter in a one-time-only situation (transactional), because we see a very brief intersection between our interests and needs.

But if we are going to be strong advocates, and make lasting change, it is best for us to approach our allies, stakeholders, and community members as if we are entering into long-term relationships. We have to think about both sustaining ourselves and sustaining their interest.

The best way to do this is to create a culture of support and appreciation for our teams and for our work with others. Several tools in the toolkit work on building sustainable cultures of gratitude and connection.

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## Toolkit Elements:

- Advocacy ABCs & Advocacy ABC's Training Exercise (#07 and #08)
- Making A Big Decision (#09)
- Journaling to Find My Voice (#17)
- Empathy is a Leadership Superpower (#20)
- Finding the Leader in Each of Us Group Exercise (#06)
- Disrupting Toxic Masculinity (#28)
- Restorative Justice Processes (#29)

### **3.5 Funding Your Advocacy Work**

There is no avoiding the fact that effective advocacy almost always requires resources—time, talent, and treasure. Understanding how to cultivate these resources is a critical skill that is valuable when it comes to recruiting volunteers, seeking partners, and raising money.

When it comes to advocacy, it's very often about building strong connections with individuals who can help you. And while we believe that seeking support (especially financial support) from individuals is always the best approach, even if you choose to approach foundations, businesses, or governments for support, you will still always be interacting with actual human beings.

We have included two tools in this toolkit that are focused specifically on fundraising for your advocacy efforts.

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### Toolkit Elements:

- Developing a Positive Fundraising Mindset (#40)
- Funded for Life (#41)

# COMMUNICATIONS

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## 4. COMMUNICATING FOR CHANGE

### 4.1 Identify Target Audiences (Primary and Secondary)

### 4.2 Developing Messages

There are several aspects to an effective communications strategy: First, you should start with your own creativity! Use your passion and your experience as a person impacted by this issue (or those on your team) to create effective campaign names, slogans, hooks, and messages.

Second, think about your audience. Who are you trying to influence? How can you best reach the people you are trying to reach—in a face to face meeting because they are a likely ally and the personal touch will bring them into the fold? Via social media because they are very sensitive to public opinion and any kind of public attention is likely to move them? Or is social media likely to shut them down and create an immovable enemy?

Third, if you are going to get to a win in your advocacy campaign, you need to be thoughtful about both your messages and your methods. Great messaging can create life-long allies, or dedicated, intractable opponents.

Included herein are some great tools to help you think about who you are looking to influence, how to influence them, and how to stay on message even when a hostile reporter is trying to get you to say the wrong thing!

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### Toolkit Elements:

- 11 Questions to Change the World (#10)
- Characteristics of Effective Advocacy Campaigns (#21)
- Campaign Planning Grid (#24)
- Low-Medium-High Touch actions (#23)
- Stakeholder Mapping (#13)
- Preparing for an Advocacy Meeting (#19)
- Getting Mainstream Media (#27)
- Staying on Message (#25)

## 4.3 Selecting Communications Channels

**Interpersonal**

**Mainstream Media**

**Social Media**

## 4.4 Innovations in Advocacy

**Storytelling**

**Music**

**Digital Arts**

**Caribbean Cultures**



# #4 BUILDING A CULTURE OF PEACE

As defined by the United Nations, the **Culture of Peace** is a set of values, attitudes, modes of behavior and ways of life that reject violence and prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation among individuals, groups and nations. For peace and nonviolence to prevail, we need to:

1. Foster a culture of peace through education by revising the educational curricula to promote qualitative values, attitudes and behaviours of a culture of peace, including peaceful conflict-resolution, dialogue, consensus-building and active non-violence.
2. Promote sustainable economic and social development by reducing economic and social inequalities, by eradicating poverty and by assuring sustainable food security, social justice, durable solutions to debt problems, empowerment of women, special measures for groups with special needs, environmental sustainability...
3. Promote respect for all human rights. Human rights and a culture of peace are complementary: whenever war and violence dominate, there is no possibility to ensure human rights; and without human rights, in all their dimensions, there can be no culture of peace.
4. Ensure equality between women and men through full participation of women in economic, social and political decision-making, elimination of all forms of violence and violence against women, and support and provide assistance to women in need.
5. Foster democratic participation. Indispensable foundations for the achievement and maintenance of peace and security are democratic principles, practices, and participation in all sectors of society; transparent and accountable governance and administrative systems; and the combatting of terrorism, organized crime, corruption, illicit drugs, and money laundering.
6. Advance understanding, tolerance, and solidarity to abolish war and violent conflicts. We need to transcend and overcome enemy images with understanding, tolerance, and solidarity among all peoples and cultures. We need to learn from our differences, through dialogue and the exchange of information.
7. Support participatory communication and the free flow of information and knowledge. Freedom of information and communication and the sharing of information and knowledge are indispensable for a culture of peace.
8. Promote international peace and security. The gains in human security and disarmament in recent years, including nuclear weapons treaties and the treaty banning land mines, should encourage us to increase our efforts in negotiation of peaceful settlements, elimination of production and trafficking of arms and weapons, humanitarian solutions in conflict situations, and post-conflict initiatives.

Source: <http://www.peacedayphilly.org/wp-content/uploads/2012/11/Culture-of-Peace-Action-Areas.pdf>

# #5 WHAT IS ADVOCACY

**Advocacy is about changing the way the world works. It means standing up, speaking out, and doing anything (and everything) you can to make a difference.**

Advocacy demands passion! It benefits from hands-on skills and diverse ideas, and it requires strategy to effectively press for change.

Identifying priorities, crafting a strategy, stepping forward, taking action, and achieving results are critical steps to finding your voice, making yourself heard, and shaping your future.

**Advocacy:** A set of targeted actions directed at decision makers in support of a specific policy issue.

**Advocacy:** Any action intended to influence the mind and action of another person to better our communities.

**Advocacy:** Speech or action aimed at policy makers and policy implementers toward making a more just and equal society.

**Advocacy:** A persuasive activity by an individual/group aimed at a person/group whose actions impact our well-being.

**Advocacy is the power of community in motion!**

Advocacy may include any of these actions (and others!):

*Award Presentation*  
*Block Party*  
*Blog*  
*Conversation*  
*Debate*  
*Educational Program*  
*Email*  
*Event*  
*Film-Making*

*Flyering*  
*Game*  
*Letter to the Editor*  
*Lobby day*  
*March*  
*Op-Ed*  
*Podcasting*  
*Posters*  
*Private Chat*

*Protest*  
*Public Art Project*  
*Public Contest*  
*Public Debate*  
*Radio or TV Interviews*  
*Sticker Campaign*  
*Storytelling*  
*Twitter Storm*  
*Vigil*

# #6 TRAINING: FIND YOUR INNER LEADER

## Self-Discovery

### 1.5 Hour Exercise with 2 Trainers

**Primary Values:** These should be posted at the front of the room

- There is a leader in every person.
- Your story matters; find it; tell it.
- Great leaders grow other leaders.

### Min 0-5

Come in, get a name tag, on the name tag write three things about your identity that matter to you.

**Trainers:** On the Wall, have extensive lists of identities that young people care about: a Talent List (writer, dancer, artist, singer, athlete, etc.), a race and ethnicity list, a neighborhood list, a religion list (atheist, agnostic, Baptist, Christian, Jewish, spiritual, evangelical, Rastafarian, Hindu, Catholic, Muslim, Bahá'í, Presbyterian, etc.), a gender and sexual self-identity list (lesbian, gay, bisexual, transgender, genderqueer, non-binary, agender, asexual, etc.), a political identity list (not political parties—radical, conservative, common-ground-breaker, revolutionary), a hobby list (baking, surfing, knitting, reading, rock climbing, hiking, singing, cooking, music, art exhibitions, plays, sporting events), favorite subject in school list, a fan list (sports teams that people love), an injustice survivor list (family has lost a member to violence; sexual violence survivor; interpersonal violence survivor; survivor of violence in my family; lost family to preventable health crisis; survived criminal attack; lost family to incarceration; survived homelessness; survived police violence; family is living with unemployment or poverty) and any other identity that you think is important to your group.

Be super inclusive about generating the list. Make sure you are thinking about the most likely “outsider” identity in each category (such as atheists or sexual violence survivor or the sports team everyone hates). Few people may choose these, but the important thing is that you have put them into the room as something that is discussable and belongs here.

Tell people they can choose from the list or pick anything that matters to them that is not there.

First, co-trainers introduce themselves by their first name and their three identities. As trainers, pick something risky and personal so that you are modeling that this is a space where people can share and value things that are often not seen as 'shareable' or valuable.

### **Minute 5-10**

Go Over Community Agreements: Don't rush. Critically important that you establish these so that people feel free(r) to share. It's best if these are on a handout that each person is holding.

- Speak for yourself, only. (In my experience, I...)
- Do not speak for a group, especially if you are not a part of that group.
- One person at a time; don't speak over someone or have side conversation.
- Focus on each speaker rather than be thinking about what you might share next.
- Share the space: don't take over the conversation. Step back if you have shared a lot.
- Think well of each other; each group member is trying their best.
- Don't give personal advice based on another's share.
- Don't speak in anger, if you are angry, wait until you are calm to address an issue.
- Come on time, come back from breaks on time.
- Make space for laughter. Laughter generates joy in our work together.
- Make space for tears. Tears raise the spiritual level of any conversation.
- Phones off or away during the conversation; be present.
- When someone has said something brilliant or meaningful, appreciate them.
- Add your own community agreement.

Have everyone raise their hand and say "I agree." This creates an actively engaged set of community agreements.

## Minute 10-25

Next, ask each person to turn to the person next to them and introduce themselves by their name and the three things. Take 3 minutes each to explain why these three things matter to them.

After that is done, ask them to turn to someone else. And do the same. During this period, you and your co-facilitator should do a bit of this together.

## Minute 25-40 / Debrief

- How was that for you? What was it like picking your identities? And telling someone else about them? Were you surprised by anything? What feelings came up?
- Sometimes it takes a while for people to start sharing. Don't rush it. Let the silence fill the room. Then repeat your questions or ask new ones.
- Let's just breathe for a second. Deep breath, let it out slowly. Would anyone like to share something interesting that happened for them in choosing your name tag identifiers? Or when sharing them?
- If you find the room is just dead silent, you and your co-facilitator can start by sharing something that came up for each of you picking your identities, or something meaningful that you learned about each other.

As facilitators, make space for the sharing. Look your participants in the eye. Thank them when they take risks. Encourage the group to take a breath together after meaningful or vulnerable shares. Don't rush past painful revelations. Let the sharing fill the room. Acknowledge. Appreciate.

**Key Lesson:** Working from our stories, our identities and what matters to us is our strongest place to work from as advocates. These are not “weaknesses”—they are strengths.

## Min 40-50 / Create a List

If you could change one thing to improve the health, well-being, and lives of people in your family and your community, what would it be?

One facilitator calls on people. One writes the list down.

Facilitator: This is an impressive list. I want you to look at it and know—the best advocates on any of these issues, those who will be able to make the strongest case and come up with the most creative solutions—are going to be the people who have been most closely, most intimately impacted by these issues.

Our society often pushes us into silence about the issues that have harmed us and our families the most. People who are holding onto power know that isolation and the shame that comes with it are the best ways to rob us of our brilliance and our strength.

When we do advocacy together, we take the power of our individual stories and line them up with other community members who have been surviving the same things; we break that silence and we connect and it builds a wave of change.

Great advocacy work finds and celebrates those individual points of strength and builds that wave.

### **Min 50-60**

To pull out those individual points of power, we are going to have a short meditation and free write on this list (voluntary, if anyone does not want to do this, they can just observe).

First, I want you to look at the list and think about these issues in light of your personal story. Pick one issue that has harmed you personally, hurt your friends, fractured your family, your school, your community. Look at that list and pick something you have a personal, emotional connection to, and hold that in your mind.

### **Meditation**

So everyone just get comfortable, close your eyes, settle yourself, notice your breathing, and just start to pull your attention inward, to yourself, to your heart, your spirit and your desire.

Let yourself find yourself deep inside that problem or issue you just identified as really important to you. Breathe. Appreciate your passion for righting this wrong.

Why is this such an important or defining issue for you? Who are you? What is operating in this moment in terms of your personal story, your family story, your community? Let yourself remember the moments, the incidents, the injustices that birthed this passion in you. Feel yourself there. Hold yourself there.

Do you love the self you see here? Do you hate yourself? What might life be like if you grew this part of you. If you claimed and nurtured this part of yourself?

Now imagine yourself standing up. Imagine yourself speaking out. Feel your body upright, powerful, pushing out pain, anger, dismissal, shame. Feel the leader in yourself coming alive in your heart, your body, your voice.

What parts of you are hidden as you stand up for what's right? What parts of you are exposed and alive? How is this issue shaping every other moment of your life—or how have you denied that it is shaping you?

Breathe. Visit yourself here. Connect with your experience. Here you are. Here's your power, your pain, your glory, your wonder, your Self. Claim yourself here. Breathe some more. What might life be like to be more connected to your truth?

Take another few moments to wrap up your visit, and start to remember yourself here in this room, among your peers, your fellow travelers on this road to making change in ourselves and our communities.

Start journeying back here, to this room, to each other, to our connection to each other.

Breathe and feel all of the other breaths coming in and going out, here in your community. And when you can start to feel that connectedness, when you can feel the thread between yourself and everyone here, you can open your eyes, and come back to us.

Great, great. Now, I want everyone to take out a piece of paper and write for 3-5 minutes about your time with yourself. Anything and everything. Don't think. Just write. No editing. You never have to share this. Just write for 3-5 minutes about anything you like.

### **Min 60-70**

Now choose two people in the room to have a conversation with about what you wrote. Remember to share only what feels comfortable to share. Remember to take care of and appreciate each other. Go over your ground rules together when you start your conversation.

### **Min 70-80 / Debrief**

Facilitators: What was that like? What did you learn? Remember to speak for yourself and no one else in the group.

**Lessons:** We are powerful. Our stories are powerful. We have what we need: our stories, our passion and our connections to each other. We can get lots of

skills-training to learn how to best use our stories and our passion to create change.

**Min 80-85**

Circle up. Breathe. Let take a slow breath. Breathe. Let go of that slow breath.

Look around the circle; look at all the beauty, and truth, and power in this room. You are a part of it. You can choose to be a part of each other. We are going to finish with each person saying one word that describes how they feel or what they are leaving with. Starting with my co-facilitator and going around the room. When you get to the last person, all clap and appreciate each other.

If there is a sign up for further training, or an action to be a part of—note it here. If there is an evaluation to take, note it here. Make yourself available for conversation in case people need it. Have therapeutic and healing resources available, including self-harm prevention.



# #7 THE ADVOCACY ABCs

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**A**lways connect, always respond, always answer your emails, always follow-up.

**B**e open. Be present. Be. Trust yourself. Advocacy isn't fancy, it's simple. Show up. Be.

**C**onnect. Personal connection fuels change. Your capacity to connect is your superpower.

**D**o. Don't criticize, do. Don't grandstand, do. Set up the chairs, help organize the meeting. Do. Do. Do.

**E**ncourage, energize, esteem. Encourage, energize, esteem. Encourage, energize, esteem.

**F**acts. Do your research. Prepare. Always move from your story to numbers and back. Facts.

**G**ratitude. Show it. Live it. Mistakes will be made, often. Be grateful for your team. Show them.

**H**onesty, honesty, honesty. You are on the right side of a social justice campaign when you don't have to lie to win.

**I**nterviews: learn how to do them. Get your message out, regardless of the questions posed.

**J**ustice means that everyone's life is of equal value. Are we living this? Are we valuing each other?

**K**inetics matter. Move people, physically and emotionally. Create actions that literally move us.

**L**ove is a process and an outcome. Love in process looks like taking time, listening, caring, hoping.

**M**edia coverage is important. What are you doing that connects to today's front page? Call your media contacts; connect the dots. Get media.

**N**aming is powerful. Name the injustice everyone is denying. Name your experience.

**O**ver prepare your talk, speech, training. Over prepare so you can be flexible when things change.

**P**lan. A campaign, an action, a work schedule. Good planning helps us pivot toward opportunities.

**Q**uestion. Everything. How did we get into this mess? Why are we doing it this way? Question.

**R**espect, revise. Respect great past work, revise worn-out strategies, redo from a place of strength.

**S**trategize together. Great strategies win: how do we get the people in power to change, to open?

**T**weet storms are a phenomenal educational tool. Learn how to organize them. Try them out.

**U**se every muscle, every talent, every volunteer. Find free printers, business allies, parents. Utilize.

**V**ision. Have one. Envision the changed world you are trying to create. Let it be your guiding star.

**W**ait. You are going to have to learn to wait. Everything takes longer than you think. Don't give up.

**eX**it bad situations or projects that can't value your gifts. eXit friendships that drag you down. eXit.

**Y**es. Say yes much more than no. Listen to ideas, bring people in, affirm good tries that fail. Say yes.

**Z**est! Maintain your zest for life! Put zest into actions! We are fighting for each other! Get Zesty!

# #8 TRAINING: ADVOCACY ABCs

## 1.5 Hour Exercise with 2 Trainers

### Min 0-10

Facilitators welcome the group by providing their name, advocacy experience, and issue or issues they are most passionate about. Go around the room.

Everyone shares the same for 15-20 seconds, keeping to time. Smaller group, more room for longer intros. Larger group, keep tight to time or you will wear everyone out before you even get started.

### Min 10-15

Develop community agreements:

- Speak for yourself, only (In my experience, I ...).
- Do not speak for a group, *especially* if you are not a part of that group.
- One person at a time; don't speak over someone or have side conversations.
- Focus on each speaker rather than thinking about what you will share next.
- Share the space: don't take over the conversation.
- Step back if you have shared a lot.
- Think well of each other; each group member is trying their best.
- Don't give personal advice based on another's share.
- Don't speak in anger.
- If you are angry, wait until you are calm to address an issue.
- Come on time, come back from breaks on time.
- Make space for laughter. Laughter generates joy in our work together.
- Make space for tears. Tears raise the spiritual level of any conversation.
- Phones off or away during the conversation; be present.
- When someone has said something brilliant or meaningful, appreciate them.
- Add your own community agreements.

### Min 15-25

Let's get out the Advocacy ABCs sheet.

In groups of 3, spend 10 minutes sharing with each other:

- *Which 2-3 of these feel most important to your personal growth?*
- *Which 2-3 identified areas would you like to work on, and why?*

### **Min 25-30 / Debrief**

Who would like to share what they identified as key areas of growth for them as advocates?

Next: Encourage each person in the room to make a self-development plan that focuses on the 2-3 areas that they have identified to work on to grow their advocacy expertise. And then name one “letter” that you are going to take on today, perhaps based on what issue came up the most or a topic you’ve chosen ahead of time.

Over weeks to a year, present many 1.5 hour modules on advocacy skills-building to your team. Build larger training modules based on the basic structure described below.

### **Min 30-90**

1. Read your Advocacy ABCs.

2. Spend 15 minutes story brainstorming as a group around an advocacy “letter” you choose: a great Tweet storm, an excellent strategic decision, a terrific planning process, a terrible time when you didn’t connect, a difficulty you have had with getting the media to pay attention to your work, a meeting that went perfectly, a horrible meeting when everything went wrong, a new relationship that is building with a stakeholder.... Share stories that relate to the letter.

3. It will help if the facilitators offer up a ‘failure’ early in the sharing, modeling that failure is a part of learning and everyone ‘fails’ in advocacy work. If the workshop leaders show vulnerability, the group is more likely to share honestly.

4. Spend 40 minutes skill-building.

a. Use the 10 Questions to Change the World or the Advocacy Planning Grid in this tool kit and plan (in small groups) advocacy actions on a real issue that is coming up soon. Leave 10 minutes for report backs.

b. Go over the storytelling tip sheet and direct everyone to take 20 minutes to write up story scripts for influencing a policymaker. People can work in pairs if it helps them. Leave 10 minutes to share story scripts and strategies with the full group.

c. Role play a difficult situation together in the full group and help each other learn from it.

For example, how can we use the Toxic Masculinity tool with people we care about? Or, how do we move a policymaker who cares about our issue but doesn't act?

d. Practice phone calls with stakeholders and people you are trying to influence.

e. Collectively plan an action together in the full group using planning documents herein.

f. Generate lists and ideas in small groups on process values and practices like Love, Gratitude, Encouragement, Honesty, and Zest, and then bring the lists and ideas back to the full group and make plans to increase the use of these practices and values. Be sure you leave 10 minutes for report backs.

g. Do media interviews with each other. Teach each other how to stay on message.

h. In small groups, take a report or a front-page newspaper article and work together to use the data to make an argument for an op-ed or 1-1 meeting. Leave 10 minutes for report backs.

5. Write up a next steps list for 5 minutes.

a. Has this training module identified collective next steps for the group?

b. What are my next steps in building key skills? What is my to-do list?

6. Close by circling up and saying one thing that you learned, or one thing you are grateful for.

7. You can create longer learning modules using the same basic scheme for issues if individuals or the team need more significant support and workshopping of tools. Using the 10 Questions and Advocacy Planning Grid together for a two-hour training, for example, is a great idea.

# #9 MAKING A BIG DECISION

## Create Community Agreements for Your Conversation (*See #8 Above*)

### Agree Upfront HOW You Will Decide.

- Choose a length of time for discussion.
- Choose a method for letting everyone contribute—go around the table? Choose a facilitator? Make a list of everyone who wants to speak?
- Will we require everyone to agree on this issue to move forward?
- Will we vote—a simple majority decides?
- Will we agree to a simple majority, but a teammate can veto the vote one time to create more conversation about the issue?
- Will we vote—but at least 2/3 of the group has to agree or there needs to be more conversation?
- What other decision-making method might we use? Consensus?

### Pay Attention to Inequalities

Are people with the most social power doing all the talking? Consider:

- Gender; Race or Ethnicity; LGBTQI;
- Income;
- Education;
- Ability or Disability;
- Community a person comes from;
- Can we rotate facilitators to make sure every voice is heard?
- Are we leaving enough space for silence in the group so that introverts or people who process more slowly have time to think and speak?
- Are there other things we are not thinking about that need to be considered so that everyone can fully participate?
- The Room; Timing of Meetings; Location, or Child Care.

### Appreciate Yourselves: Always Celebrate A Big Decision

- Review what worked and what was difficult.
- Appreciate members' contributions to the process.
- Show care and appreciation for all community members.

# #10 ELEVEN ?s TO CHANGE THE WORLD\*

## \* Or Our School, Relationships, Neighborhood, or Community

1. As we know, change starts from within. Please take a few minutes to identify any personal fears, concerns, or biases that you have that may get in the way of your advocacy work:

2. What are the top 3 changes that need to happen in your community to end crime and violence and grow peace? (1 or 2 MAIN GOALS )

- a.
- b.
- c.

From these, circle the one most important goal to work on to prevent crime and violence:

If you need help as a group to choose the one most important goal, use the *Making a Big Decision* Tool.

3. Why? What gets better if this changes? (IMPACT ON MY LIFE/COMMUNITY)

4. Who has the power to help us make this change? (LIST FRIENDS and FOES)

- a.
- b.
- c.

From your list, name the one friend or foe who can make the biggest difference:

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5. How can we make them realize this is the best idea in the world?

a. What do they care about? (Things like: What is their primary job? What do they fight for? How do they talk about their values? What is their big passion?)

b. What are they worried about or afraid of (Things like: losing their job, being embarrassed by a public issue, losing the faith of the community, taking too strong a stand on something controversial.)

6. Who do they admire? Who is the best person to convince them to make this change? Pick someone you can possibly convince to help. (MESSENGERS)

7. What is the best way to talk to your friend/foe about your issue? (DELIVERY)

a. The best possible influencer is a person who cares about your friend or foe, is respected by them, and believes in your issue. Who is this?

b. The next best influencers are young people who are impacted by the issue, who can speak directly with this person about the problem and why change must happen. Who wants to do this?

c. If your friend or foe refuses a face-to-face meeting, what can you do to change their mind? (Social media campaign, writing a letter to the local paper, protesting outside their office, asking someone you know that the friend or foe cares about to convince them to change their mind?)

8. What help do we need to accomplish this? (RESOURCES)

a. Our skills and talents (writing, public speaking, 1-1 conversation, organizing, emotional support of the team, artistic skills, social media skills, time, supportive family, access to technology, friends who can help us).

b. Our relationships with people who care about us:

c. People in the community who we know care about this issue:

9. What do we need to develop? What don't we know yet? (GAPS)



- a. Are there studies or articles about the issue that we need to read?
- b. Do we need help learning how to organize a protest or presenting ourselves at a meeting?
- c. What other skills or information do we need?

10. How do we begin? **(FIRST STEPS)**

- a. What is the first, simplest step we can take to get to what we want?
- b. What step can each of us take based on our individual strengths?

11. How do we tell if what we are doing is working? Make a list of small wins on the way to our big win. **(EVALUATION)**

- a.
- b.
- c.
- d.
- e.

# #11 CHOOSE ISSUES WISELY

## CHOOSE AN ISSUE THAT MATTERS TO YOU AND TO OTHERS

- **What has sparked your interest in this issue? Has it harmed you or harmed the people you care about? Or your community?**

If you are going to spend time and energy advocating for change, choose something that means something to you, your family, or your community, or a specific vulnerable group.

- **Is no one doing anything about this? Or are they doing the wrong thing?**

Do people feel hopeless when it comes to this issue? Is no agency or leader standing up on this issue? Are people going down the wrong path? Do you have a different, interesting solution?

## CHOOSE SOMETHING THAT IS WINNABLE

- **Pick a larger goal that has small wins built in.**

For example, ending youth unemployment will take time. But can you start by building a jobs program for youth re-entering the community from prison? Will there be enough support for an employment scheme for former inmates? What will it take to influence community members, policy makers? Can you create small building blocks toward a bigger win? How might you involve former inmates themselves (what would they need? how could they be involved?); how about their families or the community or policy makers?

- **Is it easy to understand?**

If you have to spend a lot of time explaining what the issue is all about and why anyone should care, you probably need to reconsider if it's the right issue. *Go back to step one.*

- **Do you have clear goals and a timeframe?**

Small wins lead to big wins. Start with a small win, a campaign directed at one or two individuals, agencies, or institutions. Sometimes legislative calendars will

create your time frame. Or important events that highlight your issue. Create a timeline for your campaign and look for “hotspots” on the calendar.

## **CHOOSE AN ISSUE THAT WILL ATTRACT SUPPORTERS**

- **Is it widely and deeply felt?**

Have many people been impacted by this issue? Are there many stories of pain, loss, and outrage? Does the harm create other harms that have had lasting impacts in your community?

- **Can you get media involved?**

Can you grab the attention of mainstream media on this issue? Do you have ideas about how to tell the story of your issue in ways that might go “viral?” Think about whether you can help the public “catch fire” around your issue.

- **Does this issue bring different kinds of people together?**

Think about how you are “framing” your issue. Addressing “toxic masculinity” is unlikely to draw men to a project on teen dating violence. But talking about “teen safety and freedom from violence” is more likely to draw adults, teenagers, survivors of violence, boys, girls, men, women, LGBTQ people, and young people who have experienced physical or mental health challenges.

- **Funding.**

Can you make a case to people in the community for funding your cause? Businesses? Individuals? Government? How is your project going to improve lives?

## **CHOOSE AN ISSUE THAT WILL MAKE LASTING CHANGE**

- **Will this project make people believe in themselves?**

Will winning help individuals impacted by this injustice feel powerful and valued? Will all members of the community be proud and feel safer and more connected?

- **Will our work build power among people who have not had it?**

Deciding between a good project and a great one can often come down to this: after we are done, will people who have been dismissed and stigmatized have more voice and more leadership skills than when we started?

- **Will our project build leaders?**

A great “win” in any advocacy campaign is that new leaders emerge. If we structure our work well, there are many opportunities all along the way for people to grow and step into their authentic voice and claim space. If this project lifts up only one or two “leaders,” we are likely losing out. Great leaders “grow” more leaders.

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### **CHOOSE WISELY: USING THE SMART TOOL**

A quick, handy tool that many groups have used is called the **SMART Tool**. When you look at your issue, you can decide whether you have created a good frame and a good goal to go after if it is:

**Strategic:** This project addresses something significant that really matters.

**Measurable:** When we are done, we will see real improvement in people’s lives.

**Achievable:** On the way to our big win, we can rack up small wins that keep us going.

**Realistic:** I can see us making this happen. We are passionate and committed.

**Timely:** Shifts in culture or the public conversation mean the time for change is now.

# #12 THREE DIMENSIONS OF POWER

Power operates in a variety of ways. It is important in designing advocacy campaigns that we are striving to challenge ourselves to use power in ways that are open and accessible—advocacy **BY** the people.

<p><b>INVISIBLE</b> Power structures use secrecy, information control, and fear to prevent conflict.</p>	<p>Advocacy <b>FOR</b> the People</p> <p>Advocacy <b>WITH</b> the People</p> <p>Advocacy <b>BY</b> the People</p>	<p>Increase political awareness, confidence, and understanding of the affected group by strengthening community and private-sector organizations and working behind the scenes to promote policy change.</p>
<p><b>VISIBLE</b> Power structures allow only certain issues and groups to be recognized. They are narrow and exclusive.</p>		<p>Coordinated efforts to build broader and more inclusive leadership among stakeholders to help raise awareness and mobilize change efforts.</p>
<p><b>OPEN</b> Relatively accessible political system in which all issues can be recognized.</p>		<p>Stakeholders mobilize the public, engage with decision makers, and use the media to successfully promote policy change and regulatory reform.</p>

# #13 MAPPING STAKEHOLDERS

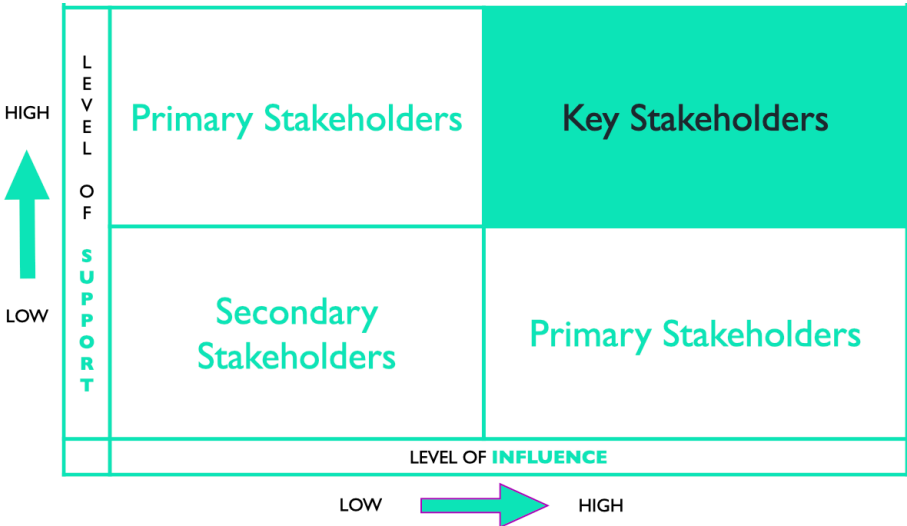
## DEFINING STAKEHOLDERS

*Individuals, communities, or groups that have something to gain or lose from the outcomes of your advocacy efforts.*

Your **Most Important** Stakeholders have the power and ability to significantly influence your advocacy efforts.

**Primary Stakeholders** are directly affected (positively or negatively) by your advocacy issue.

**Secondary Stakeholders** have a stake, interest, or potential intermediary role in your issue.



# #15 WHAT IS AN ADVOCATE

In any project that leads to change, we need different kinds of leaders and advocates. Here's a list of who we need on our side to win, and the special skills each leader brings to the table.

- **Visionaries.** Visionaries challenge us to think beyond *what is* by painting a picture of *what could be*. They help us take risks and aim high for real change.
- **Strategists.** Strategists develop our road map to change by anticipating roadblocks. They have useful ideas about how to solve problems. They are clever and resourceful.
- **Statespersons.** Statespersons are often in positions of respect or power. When they say this change is necessary and important, people will listen.
- **Experts.** Experts are often researchers or teachers. They know the subject inside and out. They give us information we need.
- **Outside Sparkplugs.** Sparkplugs are often seen as angry or difficult. They shout and make people uncomfortable, which can help shift people's readiness for change.
- **Inside Advocates.** Inside Advocates often work for the agency we are trying to change and quietly agree with our position. They help us get critical, timely information.
- **Strategic Communicators.** Strategic communicators know how to turn project goals into powerful messages that people listen to. They also know how to get the message out—so that it grabs attention and changes thinking.
- **Story Tellers.** Story tellers are essential—visionaries, strategists, sparkplugs, communicators, movement-builders all might be Story Tellers. They take information, data, and our life experiences and turn all of it into stories that change people's minds.

- **Movement Builders.** Movement builders are bridge-builders. They are great at getting different people to cooperate; they draw people into a campaign or project.
- **Historians.** Historians are keepers of the history of change and resistance. They help us see how our projects fit into a larger picture of change.
- **Worker Bees.** Worker bees care deeply about the issue, but are not seeking the limelight and are willing to do just about any task necessary to achieve success.
- **Cultural Activists.** Cultural Activists draw on art, culture, music, and food to bring us together, to make our vision for change visible in beautiful, compelling ways.
- **Healers.** Healers take care of us in astonishing ways, by helping us understand our power and the importance of recovering from the harms we are fighting. Healers point out that HOW we are making change matters as much as WHAT we are fighting for.
- **Gatekeepers.** Understand a community's culture and environment. They will rally and provide support for the cause. Gatekeepers are critical when building and strengthening community.



# #16 TRAINING: WHAT IS AN ADVOCATE

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## **How Do I Lead**

**1 Hour Exercise with 1 Trainer**

### **Min 0-3**

Welcome everyone. Facilitator Introduces self.

### **Min 3-8**

Turn to the person next to you and tell them about an issue that matters to you, that you would like to work on.

### **Min 8-13**

Now turn to someone else and do the same.

### **Min 13-18**

Ground Rules: Let's Create A Set of Community Agreements.

Present a group that you've devised, ask them to edit/add.

### **Min 18-35**

Go Over: What is An Advocate? How Do I Lead?

As you read out the definitions, ask the group to think about someone they know in their community or a national or global leader that fits this description.

Or, think about a campaign or issue that is happening now and identify the various leaders' roles.

Take your time, make sure the definitions are coming across as the conversation about examples unfolds.

### **Min 35-40**

Ask people to circle two leadership types that describe them. Have them free write for 3-5 minutes about this: How do you know this is your role? What are you learning about yourself as a leader in this exercise? How does it feel to think about yourself this way?

### **Min 40-50**

Group discussion: Would anyone like to share something that they wrote?

What are you learning about leadership roles? About yourself?

### **Min 50-55**

Write down an idea you have about how you might use this tool in the future on a project, or in a campaign.

### **Min 55-58**

Would anyone like to share an idea they just wrote about?

Closing thoughts?

### **Min 58-60**

Have the group circle up: look around this room, there is a leader in every person here. Each of us has talents, specific gifts we have to bring to advocating for change in our communities. The people in this circle have gifts you don't have and may need. No one in this circle has your particular gifts. Valuing yourself and each other is the first step to making change.

# #17 JOURNALING TO FIND MY VOICE

Journaling and documentation can help us grow as leaders. When we put pen to paper, we take time with ourselves, reflect, figure things out, and vent our frustrations. Over time, reading our journals can help us find patterns—both good and bad—that either grow or create problems for us as leaders.

## TIPS FOR JOURNALING

- Find a quiet place. Our world can be noisy. Listening to ourselves means finding the space to listen and reflect.
- Get a journaling book, or staple together a bunch of pages. Make something that is just for you.
- Date every entry. Important. It helps you see what has happened, when, and you can chart changes and growth.
- DON'T EDIT YOURSELF. Just let the pen fly. No one is going to read this, ever. This is for you. You are finding yourself in this book. You are giving yourself the space you need to grow.
- Find a truly excellent place to keep your journal. No one else should be seeing these pages. Find a sacred spot for it.

## HOW TO USE YOUR JOURNAL TO GROW

**Reflect on Patterns.** Over time, sometimes over many years, you will see repeating patterns, frustrations, and difficulties in your story. Seeing what part *you* have played in these frustrations—*your choices, your actions*—is a big part of growing as a leader. It's not that other people are not annoying or difficult or even mean. It's that you are the only person you can control in these situations. Figuring out how to make better choices for yourself is a powerful skill.

**Appreciate Yourself.** Rather than going back over your journal with a critical eye, strong leaders develop compassion for the barriers and difficulties they have endured. You can read about a painful period in your life and marvel at your strength and flexibility. You made it! And you kept going. Journals record our strategic actions, grief, anger, compassion, mistakes, triumphs, and spirit.

**Stay Open.** Great leaders never stop growing. They are open to learning every day. Journaling documents our learning process and helps us stay open.

# #18 THE ART OF STORYTELLING

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One of the best ways to get someone excited about your issue is by telling your story and the stories of your community. Stories capture the essence of your powerful work and it is important that you learn to tap into your own authenticity and use your passion to get others involved.

As you are thinking about your youth crime and violence prevention work, what is the story you want people to hear? A story from where you sit. You don't have to have experienced it firsthand, but you need to have been close to it and it needs to have touched you, personally.

What have you experienced when it comes to crime and violence in your community that chokes you up, that makes you mad or hopeful, what is it that makes you feel an unstoppable desire to do more to make a difference? This is the story you should tell. This is the one that will cause people to stand in the gap with you, investing and involving themselves in the amazing, life-changing work you are doing.

There is no real formula for the activity of developing the story. Find an hour or two where you can sit alone without interruption. Get yourself into a space where you can be reflective. Light a candle. Play some music. Think about why you do what you do. Try to remember why you got involved in the first place. Think about those moments when the work is unbearably difficult—when you might be thinking about giving up—what keeps you there? What motivates you to tough it out?

Is there a person that comes to mind? A friend or member of your family whose life has been forever impacted by violence? A young person whose life was a mess before someone offered them help and now they are succeeding in ways unimaginable? Is it a mentor who pops into your head? Is there a volunteer whose life has been changed? Make a few notes. Draw a picture. Let yourself feel the emotion you want to cultivate in the people who will hear your story.

When the story becomes clear (and it will), write it down and practice telling it. First, practice in front of the mirror. Then in front of a friend or two, maybe with another young person or a youth service provider, practice in front of someone you love or who loves you.

Ask them for their feedback. You want this story to be powerful. It needs to be brief—just a couple of minutes at most! And you want to tell the story in a way that will move even you every time you tell it. It can't be phony. I don't want you to pretend to cry. This isn't about making people feel guilty or sorry for the people you're working to help. This is the real deal—heartfelt emotion turned into passionate commitment. You don't need to fake it. When it's real, you'll know it, and the people listening to you will know it, too.

## YOUR STORY TELLING CHECKLIST

- Thank the audience/person/group you are trying to influence for being there/meeting you.
- Start with yourself. I'm here because of my personal attachment to this issue, provide a brief intro/explanation.
- Talk about how your issue connects to a larger societal problem. One or two data points from a local or national study or article about this.
- **Describe the impacts of the injustice on you, your family, your community.** Tell a STORY, paint the PICTURE. Don't use political jargon.
- Present your idea about how to address this—if you can, give an example of how your solution has worked elsewhere.
- **Remind the person that real human beings are suffering because of this injustice.** Give another example that matters to this audience—the best examples impact someone or something close to them.
- Paint a picture of the better world you imagine if and when they do the right thing and vote, give money, pass a law, change a practice, or open up something that is closed or exclusive as a result of your talk.
- Thank them. Remind them that you are a part of them.
- Practice your story. Get your timing down to the time you've been given to speak. Don't go too long.
- Practice making eye contact in your 1-1 meetings and with your audience in larger settings. Your connection to your listener is the most important thing.
- Don't be afraid to include moments of lightness, love, joy, humor, or surprise into your story, just make sure they are honest. Twists that make an audience or listener laugh are wonderful. Just don't try too hard to be funny.
- Be authentic. Be real. Share your truth.

# #19 PLANNING AN ADVOCACY VISIT

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## GETTING THE MEETING

- Email the person you want to influence. Email is best to provide a very brief introduction to your issue, and also to create a record of the interaction for you to refer back to. Whatsapp, text and other social media can also be useful tools for reaching out when internet connections are not available.

In your introductory contact say who you are, define the issue you care about (and why it matters to you), and why you want to meet.

Use a local or national statistic or report, or a recent article in the newspaper to help make your case for meeting.

Thank them.

- If they write or text back and agree to a meeting, write or text back immediately and thank them again.
- Put the meeting in your calendar. You should know how long the meeting is and whether you should bring other youth leaders with you. If you don't know—write again and ask for clarification.
- If the person fails to respond to your email. Call them. Have a very short script for the phone call: who you are and the fact that you are calling to follow up on an email. You would like to meet to discuss this issue. Short, assertive, clear.
- If the person declines to meet with you, think about who can influence them to change their mind and meet with you. Then start with step 1. again, email that person.
- If you have an idea about an equally influential person to meet with, start with step 1 again here as well.

## PREPARING FOR THE MEETING

- After you get a commitment to the meeting, think about the best place for it. Is there some place meaningful in the community that would be best? Is

somewhere close to the person you want to meet best to ensure their ability to get there? Can you pick a meeting place that is meaningful and easy to access where it is easy to hear each other's stories, concerns or issues?

- When planning your visit think about all of the things that matter to this person: Their reputation, getting re-elected, that the agency is doing its job well, their business, anything that you can think about to move them to listen or change.
- Think about your strategies: will this person be impressed if I have data? Should I bring a report or a book of stories by youth that illustrate the problem? Is this person more likely to be moved by several of us telling personal stories than research points? Is this person impressed if I dress in business attire? Or will this person be moved by seeing me as I am in my day to day life? How can I connect? How can I help them really see and hear me?
- Now it's time to create your script. You won't read from this, but you will know it in your heart and mind so you can speak freely with the person you want to influence. Your script should include:
  - Your personal passion for this issue.
  - Data on the problem.
  - Your idea for change, with evidence that this is a good solution.
  - Stories or evidence about how this has actually worked .
  - Visioning stories about how different life could be with this change.
  - A specific request: what do we want this person to do, stop doing, take on?
- On meeting day: arrive 15 minutes early. Everyone who is coming should know their role and their part in the script. Pick one person to facilitate who will nod to each person in the group to share their piece of the advocacy strategy as the conversation unfolds.
- LISTEN to this person who has dedicated time to your meeting. Are they ...
  - A lost cause. They will never support us; we need to move on.
  - Saying no because of some barrier, but it's clear they want to help. This is an important person to work with over time. Stay in the conversation.
  - Saying no because it's clear that they do not know enough. This is also a great person to work with over time. Express faith in them

and let them know you can supply them with data and evidence to support your position.

- Saying yes to just get you out of their office? Get a commitment to act in some way before you leave.
- Saying yes and they really seem to get it? This person could become a champion. This meeting is step one, and you should listen closely to everything this person has to say.
- The important thing is to listen as well as speak. Try to assess who this person is and how they might become a supporter. What does that path look like?
- Make a request as you finish: what is the best next step for the people in categories a-e above? What can they commit to? How can you stay connected?
- Thank the person, no matter how the meeting has gone.

## **FOLLOWING THE MEETING**

- Assess your performance:
  - Lead with praise—what did I/we do well?
  - What were the highlights of the meeting? Where did we see openings?
  - What info did we lack that could have improved the meeting?
  - How can we get more training on this?
  - Where can we go to get more information or evidence?
  - What did we learn about this person and what has to happen to gain their support?
  - How can we remove barriers to grow this person’s support?
  - Are they worth it? Is this person a key gatekeeper or decision-maker on our issue?
  - What should we do next to influence this person?
- Create your to do list for ongoing work with this person. What’s next?
- Be sure to follow-up to thank them for their time and outline next steps.
- Celebrate this step with your teammates. We did it!



# #20 EMPATHY: A LEADERSHIP SUPERPOWER

Emotion researchers generally **define empathy** as the ability to sense other people's emotions, coupled with the ability to imagine what someone else might be thinking or feeling. ... "Cognitive **empathy**," sometimes called "perspective taking," refers to our ability to identify and understand other people's emotions.

Empathy is a vital skill when it comes to leadership and advocacy work. Men, especially, are taught from a very early age that empathy is not important, or worse, that it is a sign of weakness. Women can get caught up in this myth too, especially when showing support for others has caused them harm. But growing strong empathy also means taking great care of ourselves. It is a skill we can learn and strengthen.

Growing empathy improves relationships and spurs wins as a leader; great leaders are connected to their teammates.

## EMPATHY QUOTIENT QUESTIONNAIRE

1. I have been told by more than one person that I lack empathy or that I'm not caring.
2. I have been told by more than one person that I am empathetic or caring.
3. I feel good when I help or support another person.
4. I don't feel much and usually avoid helping others.
5. I feel obligated to support others or "do the right thing."
6. I enjoy giving my time and attention to others.
7. I am uncomfortable when people talk about feelings and emotions.
8. I am comfortable when people talk about feelings and emotions.
9. I don't know what it means to express empathy or caring.
10. I understand what it means to express empathy or caring.
11. I often feel that I can't read or understand people's emotions.

12. I pick up on others' feelings and emotions easily.
13. I have been told that I often need to be right.
14. I don't place much value on being right all the time.
15. I don't talk to my friends about things that bother me, or emotional things.
16. My friends and I talk about emotions and serious problems often.
17. I don't cry often, and not around others.
18. I cry freely, and I cry with my friends.
19. I tend to take more than I give.
20. I tend to give more than I take
21. I find it easier to show animals affection than people.
22. I can give both animals and people affection.
23. I have often been called stubborn.
24. I am often told that I am easy to get along with.
25. I prefer to talk more than listen.
26. I prefer to listen more than talk.
27. In most conversations, I talk more than listen.
28. In most conversations, I listen more than talk.
29. I am uncomfortable getting close to people.
30. I feel uncomfortable being close to people

**SCORING:** +1 point for: **2,3,6,8,10,12,14,16,18,20,22,24,26,28 and 30**

-1 point for: **1,4,5,7,9,11,13,15,17,19,21,23,25,27 and 29**

**RESULTS: 13-15 points:** High Empathy; very strong leadership potential.

**Remember: Empathy is a skill.** Anyone can grow their empathy. Many of us have been hurt or shamed for showing empathy, but all of us can re-learn our empathy skills and grow our leadership potential.

## LISTENING: Unlocking the Power of Empathy as a Leader

### How Do I Know If I Am A Good Listener?

- **Attention:** I notice both the *content* of what someone is saying and the *feeling* behind it. I am not thinking about what I want to say next.
- **No Judgement.** While I am listening, I am not thinking about what this person “should” or “must” do; or how I would have done it better. I am trying to listen deeply.
- **Openness.** I am facing the person. I am looking into their face, or if we are 1-1, their eyes. My own body language is open, not tight and closed. I am open in heart and mind.
- **Caring.** I am thinking about this person as someone of value, who deserves my attention. I am trying to put myself in their shoes. Feelings are coming up.

### Growing Your Skills As A Listener

**1.Listen to One Person:** Listen to someone for a long time without comment, questions, or opinions. Let them move freely from topic to topic. If they ask you what you think, say that you are “just listening right now.” Notice how you feel. Notice how differently this conversation grows from a conversation where you are commenting from the beginning.

**2.Listen to a Group:** In a group setting, listen for 20 minutes without commenting or speaking. Jot notes about things you would have said or commented on. Note all the times you wanted to interrupt. What was easiest to listen to? What was hard? What happened in this conversation that might not have happened because you stayed silent? What other voices were heard? What did you learn that you might not have?

**3. Observe a Group:** In a group situation, notice how often people interrupt or judge others:

- One person finishes another’s sentence.
- Someone abruptly changes the subject.
- Someone shares something emotional/meaningful and others ignore it.
- Someone offers advice when no one asked for advice.
- Someone says “you should” or “you must” or “they have to.”
- Two or more people talk at once.
- Voices start to raise because people are talking over each other.

# #21 TRAITS OF EFFECTIVE ADVOCATES

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## Effective Advocates ...

### **ENCOURAGE PARTICIPATION**

Involve as many people as possible in the decision-making during an advocacy campaign. Each participant will bring different skills, contacts, resources, and ideas. When we encourage participation, we give the affected group a sense of ownership over the process and ultimately increase the likelihood of success.

### **ENSURE LEGITIMACY**

To be legitimate, all advocacy campaigns must earn the trust of the people and communities they represent. This is done by respecting the variety of opinions and experiences of the individuals in the affected group and including those who are most affected as leaders.

### **ARE ACCOUNTABLE**

We are accountable when we openly and honestly discuss the campaign's progress (and problems) with the affected group. This process will also reduce the temptations we face when it comes to abusing power and will help us avoid corruption in an advocacy campaign.

### **ACT PEACEFULLY**

We do not use violence to achieve our advocacy goals. Violence is never a sustainable, long-term solution. Peaceful advocacy will earn the trust and respect of both supporters and opponents.

### **WORK TO REPRESENT**

Listen to the affected group, develop a strategy with them, inform them of any risks or challenges, and take action together. Whenever possible, build their capacity to advocate on their own behalf.

# #22 TRAITS OF EFFECTIVE CAMPAIGNS

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## Effective Advocacy Campaigns ...

### **ARE STRATEGIC**

We research and plan our campaign carefully. What are we trying to achieve?

### **INCLUDE A SERIES OF ACTIONS**

Advocacy is not simply one phone call, one petition, or one protest, but a set of coordinated activities.

### **ARE DESIGNED TO PERSUADE**

We use ideas, emotions, and evidence-based arguments to convince people that the desired change is important and that they should support it.

### **ARE TARGETED**

We target our persuasive efforts at specific people who have the power to make our advocacy campaign successful.

### **BUILD ALLIANCES**

We work with many diverse stakeholders to increase the impact of our campaign.

### **RESULT IN CHANGE**

Our advocacy campaign must result in positive change in the lives of the people affected by the problem.

***For our advocacy to be effective, we must persuade the targets of our advocacy campaign that what we want, is what they want.***

# #23 LOW, MEDIUM, & HIGH-TOUCH ACTIVITIES

ARENA	LOW TOUCH	MEDIUM TOUCH	HIGH TOUCH
<b>POLICY ADVOCACY</b>	<p>Send a newsletter to a public official or gatekeeper of policy (director of a youth facility, head of a hospital, head of school)</p> <p>Send annual report to official or agency</p>	<p>Write a direct letter to elected official or gatekeeper asking for support or demanding action</p> <p>Organize an event and invite gatekeeper or honor the gatekeeper at an event</p>	<p>Call or schedule face-to-face meetings with public officials or gatekeepers</p> <p>Organize a lobby day and bring people impacted by an issue to gatekeepers or organize a protest at a gatekeeper's office</p>
<b>COMMUNITY ADVOCACY</b>	<p>Put up fliers that address your issue</p> <p>Do a public campaign on bus shelters or in local business windows</p>	<p>Create a public education event for the community, a celebration, or a helpful day like blood pressure screening to point out your issues</p>	<p>Create an event that <i>involves</i> the public—a contest, a debate, a poetry slam, a dance for your issue</p> <p>Organize an educational walk or a protest on your issue; involve many</p>
<b>DONOR ADVOCACY</b>	<p>Send a newsletter to a donor or foundation</p>	<p>Track donors on an email list</p> <p>Send invitation to events</p> <p>Send annual reports</p>	<p>Send <i>personal</i> emails and appeals to advocate for funding on your issues</p> <p>Write a grant proposal to fund your work</p> <p><b>Involve</b> donors in decision-making processes or program evaluations</p>
<b>SOCIAL MEDIA</b>  Is a strategy that can be used in any of these arenas	<p>Post wins, issue stands and invites to actions or celebrations on WhatsApp, Facebook, Instagram, and Twitter</p>	<p>Engage with key influencers via their social media accounts, question, comment, suggest, affirm</p>	<p>Start issue threads on your social media accounts or with influential people on their accounts to raise the profile of your issue and extend your expertise and reach</p>

# #24 CAMPAIGN PLANNING GRID



Goal	Activities	Minds to Change	Core Supporters	More Distant Allies	Small Wins Along the Way	Timeline

# #25 STAYING ON MESSAGE

A critical skill in advocacy work is learning to get your message out, even when a reporter, or a possible ally, or a person you are trying to influence is more interested in getting you into a messy conversation that will only further stigmatize or harm your community. Here are some important steps you can take to ensure that your message is heard:

## IN ADVANCE

With your team, decide on 1-3 key points about your topic for the person you are trying to influence. For example:

A youth facility shackles young people suffering from mental illnesses. You are attempting to change this practice.

- One talking point is based on a medical study about the trauma inflicted on youth with mental illnesses by punitive systems and the long-term impacts of this practice on individuals and communities.
- One talking point is taken from a poem or a song by a national hero about community, young people being the future, youth as cherished assets. The person you are trying to convince (whether the general public or the individual) is very, very attached to this poet/hero.
- One talking point is based on your experience of your brother being tortured in confinement and the impact it has had on your family and on him.
- Finally, have in mind your **call to action**—what do you want them to do around your issue?

Role play together ahead of time about your upcoming meeting with a lawmaker or interview with a newspaper reporter:

**Reporter/ Policymaker:** Isn't it true that personnel in these facilities are protecting themselves? Don't we need to restrain violent people?

**Our Side:** Well, sir, as the Poet \_\_\_\_\_ has said, youth ... (whatever the poet says). And we know that when we traumatize young people who are struggling with mental illness, that trauma impacts our whole community, our future.



**Reporter/Lawmaker:** But aren't we just doing our best in a bad situation?

**Our Side:** I think we can do better. A national study on youth violence and mental health shows ...

**Reporter/Policymaker:** Well, of course you would say that, you are young and you don't realize how difficult this issue is.

**Our Side:** I do understand how difficult this issue is. My brother was tortured in this very facility. My mother has never recovered from it. My brother has been unemployed since—his entire life—our whole community bears the burden of his torture.

**Reporter/Policymaker:** Might have a moment of surprise or pause. Might ask: Well, what do you suggest we do?

**Our Side:** Support Law #xyz, which is going through the legislature right now, which calls for a ban on shackling people with mental health issues. Or, call the National Director of Mental Health and demand policy change. One person can change this practice today. Or, we are having a demonstration in front of the Governor's office tomorrow, and if she signs the bill on her desk, we can all stay home and rest easier knowing our family members with mental illness are safe.

*Always prepare a specific ask (Call to Action).*

## **WHILE IN PROCESS**

Stay calm in the face of what could be terrible questions.

Redirect with your 3 talking points. Here are some ways to do this:

- Well Jason, I don't think that's the right question. The right question is ...
- I see your point there, Jason, but the more pressing issue is ...
- I think that question leads us down the wrong path, I think the real issue is ...
- I'm having a hard time understanding why more attention isn't get paid to ...
- Thanks for that question, Jason, but if I may, I just want to remind you or your readers ...

## **PRACTICE!**

We are all nervous talking with people in power.

You will get better at doing this over time.

Learning and growing with your team through practicing together helps everyone learn and grow.

# #26 USING DATA & EVIDENCE

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Policy makers love data. Until an issue can be described using concrete numbers and research, policy makers and other people in positions of power often treat our experiences of violence and injustice as though we are exaggerating. A policy maker or gatekeeper might imply that what we are advocating about is “our personal problem” and it is not their business or has no impact on the larger community. But once they can see from the data how your issue affects more of their constituents, they will start paying attention.

Reliable government reports, popular news articles (from reputable sources), charts and graphs, and academic research studies can all be used to strengthen your position and drive home your point. Be sure to double-check your source for reliability. Good data will be in use by mainstream agencies and respected journalists. Here are a few key things to think about when you find and use evidence to support your advocacy:

1. Read over a full report or article that supports your position, and then limit your presentation to 3 or 4 “dramatic numbers”—big points in the report that demonstrate the urgency of your cause —make your strongest case.
2. Create simple, dramatic, colorful graphs and charts that tell a story at a glance. This is your best chance of impacting policy makers who often have very limited time to consider your issues. When preparing a presentation, think about how you can associate consequences of the issue with concerns that people can identify—for example, government spending, implications on personal health, the likelihood of being attacked, etc.
3. Move from a personal story to a local or national study, from personal impact to a local, national or global study. Go back and forth in your advocacy conversation or interview, one reinforces the other.
4. Is there a researcher in your community who is on your side? Do you have a government or university-based researcher you can trust? Be careful to choose someone who does not have a personal or political agenda, and/or is not just trying to build their career, but who believes passionately in this issue. Someone whose family member has been impacted by your issue is ideal.

**Conduct or Commission Your Own Research:** This is big work. But young people often conduct their own research with their peers to make their voices heard. If you know about an issue in your community that is being ignored, start a planning process using the tools in this kit and consider doing your own research project. Research doesn't have to be complicated. Try starting with a simple survey of your friends and family. Then ask if you can talk to people coming out of a grocery store or ask a local church if you can survey their congregants.

Community based research that is powerful and creates change often does not entail following academic guidelines such as 'testing questions' or ensuring validity via various disciplinary conventions. Having experienced helpers is great, enlisting good partners is even better, AND, much powerful community based work has proceeded without this. The passion, perspectives and ingenuity of people impacted by the issue often leads to innovative research instruments.

# #27 GETTING MAINSTREAM MEDIA

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Even in an age of social media, mainstream press coverage still matters.

Young people often meet and learn in the world of social media, but many older people, policy makers, and gatekeepers still rely on more traditional forms of media—newspapers and television— as their main sources of information.

Getting the press to cover your issue or an action relies on two key strategies:

## **Develop a Relationship With a Reporter.**

At this point in the toolkit, the word “relationship” should stand out in your mind as critically important. Here’s how to grow a good relationship with a reporter:

- Call them, introduce yourself and your organization or your issue, let them know about your passion for this issue and share your organization’s mission or your personal reason for getting involved.
- Suggest that you can provide contacts for stories on this issue, that you yourself are willing to be interviewed, and that you have expertise they need when covering this issue.
- Call when issues hit the front page of the paper that connect to your issue. Leave messages reminding the reporter that you have people they can talk to about what’s going on, and/or that you have a good statistic or relevant bit of information no one else has.
- Get a meeting if you can, and bring your data and your stories.
- Don’t pester the reporter. Call when you have information that connects to something that is big in the news right now that relates to your issue.
- Always thank them.

## **Read the Front Page of the Paper or the First Few Minutes of Local News.**

- Most reporters will show very little interest in your approach around an issue if that issue is not already in the news.
- Then, one day, a youth tragedy may occur that is connected to the issue you have been speaking with them about. Call immediately, offer help and remind them that you are connected to the data and the people that explain this issue to the public.
- Or perhaps there is a big policy fight in the news, and everyone is missing the youth angle. You can call the reporter and say: no one is thinking about it this way, but here's what really matters, and present your data and your stories.

Be patient and consistent. If you can provide resources to a reporter over time, they will start to call you for quotes and connections and perspectives. Then you can celebrate!

# #28 DISRUPTING TOXIC MASCULINITY

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**TOXIC MASCULINITY** is a rigid and repressive construction of manhood, defined by violence, sexual exploitation, aggressive behavior, and power plays.

**TOXIC MASCULINITY** defines “manliness” as invulnerable to emotion and obsessed with power. Sex and brutality are championed, while supposedly “feminine” traits—which can range from sharing feelings to supporting women and girls—threaten your status as a “man.”

**TOXIC MASCULINITY** is upheld by a whole community, as men police other men and boys’ masculinity, ridiculing and shunning them for displays of empathy and connection to others. Women and girls can be recruited into this system, also policing and harming men and boys’ identity development and socialization, while also harming themselves.

## **ENFORCING TOXIC MASCULINITY IS CHILD ABUSE**

Failing to disrupt Toxic Masculinity endangers all teens—boys, girls, and gender non-binary youth, by forcing them to suppress feelings, their need for connection and friendship, and their inner voices and realities. Boys and masculine-identified teens are harmed by the repression and condemned to loneliness, isolation, depression and aggressive acting out; girls and feminine-identified teens are harmed as targets, socially and sexually, with life-long impacts on their self-esteem, ability to form trusting relationships, and their mental and physical health.

## **DISRUPTING TOXIC MASCULINITY—DAILY INTERVENTIONS**

- Stop creating boys-only and girls-only social spaces; create supportive social flows, educational projects, and leadership opportunities across gender.
- Support a wide variety of gender presentations, social expressions, and ways of being.
- Stop commenting on people’s gender presentation or expression.

- Stop commenting on clothing, make-up, accessories around “gender appropriateness.”
- Encourage and support boys’ expressions of feelings and emotions.
- Help boys name their emotions.
- Encourage healing modalities like therapy, support groups, and body/somatic work.
- Disrupt boys’ policing of each other’s gender presentations and expression.
- Disrupt toxic masculinities on sports teams especially, but in all boys’ social “groups.”
- Stop giving prized athletes a free pass to act in socially/sexually aggressive ways.
- Notice and intervene in situations of dating violence and sexual exploitation.
- Disrupt homophobic and transphobic language and aggression.
- Put ambitious women into lead positions; put emotional and empathetic men into lead positions; put LGBTQ people into lead positions.
- Disrupt girls’ policing of each other’s genders, sexualities, fashion, and sociality.
- Disrupt slut shaming; disrupt commentary on any girl’s sexual behavior.
- Disrupt social flows that require girls to over function emotionally and as “helpers.”
- Put an end to sexist dress codes.
- Note and reward displays of accountable, connected, emotive masculinities.
- Note and reward those who support and show solidarity for anyone displaying accountable, connected, emotive, masculinities.

# #29 RESTORATIVE JUSTICE

*“We live in a society based on disposability. If we want to build a different way together, we have to look closely at the feelings and behaviors that generate the desire to throw people away. Humility, compassion for ourselves and compassion for others are antidotes to disposability. We all make mistakes and have a great deal to learn from each other.”*

— Dean Spade

*“There’s a lot of messaging in society that suggests that you can’t heal unless you forgive, or that transformation and restoration is tied to forgiveness. This is victim-blaming and can cause additional harm.”*

— Kaba and Hassan, Fumbling Toward Repair

## Survivors of Harm Often Need

- Answers
- Recognition of Harms Done
- Safety
- Restitution/Repair
- To Find Meaning Through Restorative Process

## Facilitators of Restorative Processes Face a Core Challenge

*What can be done to meet these needs? Some opening words:*

- How do you feel?
- What do you need?
- What else is true?
- Would you be willing to accept?
- What would it look like if?
- Would this be doable?

Start with a list of needs, hopes and aspirations for the process on both sides and work toward common ground, common needs, and even small places of alignment.



## Keep These Frameworks In Mind

- **Punishment/Penalty:** Inflicting suffering, pain, or loss in the wake of wrongdoing.
- **Consequences:** The results or outcomes of an action.
- **Accountability:** Willingness to accept responsibility for the impact of one's actions.
- **Restoration:** Recognition of harm done; restitution; repair.

## Restoration Cannot Erase or Undo Harm

Repair brings shattered pieces back together to create something new, possibly something beautiful, hopefully something workable.

Great outcomes of a restorative justice process might include:

- Improved sleep
- Improved health
- Less resentment
- Better financial position
- Reduced guilt
- Letting go of despair
- Restored place in one's community
- Restored place in one's family
- Restoration of work
- Re-emergence/emergence of other priorities, goals, joys, and challenges
- Hope
- More emotional and social flexibility
- Connection to one's community
- A sense of belonging
- Recovery from depression, addiction, anxiety or other isolating impacts

Unlikely or uncommon outcomes of a restorative justice process:

- Forgiveness
- Friendship
- Ongoing contact
- Complete resolution

# #30 MANAGING FOR DIVERSITY, EQUITY & INCLUSION

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## DEFINING EQUITY

The simplest definition of equity in any project or process is this: if we believe in equity, we believe that **every life has inherent and equal value**. This seems simple but the reality is that many, many people do not believe this, and their lives and their projects show a hierarchy of value that harms and excludes many people.

If we truly believe that **every life has inherent and equal value**, then the people in the lead of our projects must reflect this value. All kinds of people will be in the room, *especially people who are often excluded and devalued in our world*. Many different voices from all parts of our community are vibrant contributors to the project. If this is not true, if our project does not represent those most often excluded, then our recruitment or organizing practices have fallen short of our values, and we need to regroup.

In any organization, deadlines, deliverables, structures of power that are bigger than who we are as a group intervene and disrupt the possibility for achieving a truly equitable and diverse environment and practice. But committing to equity work signals that we aspire to such a world, and the ways we operate together will reflect that aspiration, that yearning for a just community, school, workplace, and a just world.

## LEADERSHIP ARCHITECTURE

The most important diversity and equity practice in any organization or process relates to the structure of its leadership.

It's simple: **the people who are highly impacted by the inequity we are trying to address should be the architects of the solution and the leaders of the implementation process.**

So, if I'm doing a prison reform project, formerly incarcerated people need to be in the lead. If I am addressing gender violence, survivors of that violence need to propose the solution. If I am trying to end LGBTQ discrimination, LGBTQ people need to come up with the ideas and priorities of the project. If I am addressing youth violence and despair, youth who have harmed and youth who have been harmed need to come together to create solutions and implement them.

This is the simplest and most important equity practice for any project, anywhere. And it is the practice most often dismissed or forgotten or ignored. Starting here will create success. Ignoring this core principle limits the creativity, meaning, and success of any diversity, equity or advocacy project.'

### **JUST COMMUNICATION: EQUITY PRACTICES**

Often, advocacy projects break down over what people call "poor communication" or "personality problems." More often, the leadership architecture described above has been ignored, and the people being supervised are those who have been highly impacted by the inequities a project is attempting to address and those in leadership have not.

There is very little that can be done in this situation. The leadership structure is out of whack, and these are not communication problems, they are power problems. Inequities of structure create barriers to success that all the warmth, good intentions, and communication skills in the world will not fix.

Then there are projects where the leadership architecture of the project has been thoughtfully crafted, and we are left to ourselves and often the old ways of being that come from harm and inequitable situations that were forced on us.

In these cases, we have to work hard to throw out old ways of being that don't work and grow new equity practices and skills. Here are two great ones.

#### **1. Over the Shoulder Practice.**

When I am speaking to a team member about another team member, I speak as if the discussed person were sitting on my shoulder.

If I'd be uncomfortable speaking this way with the person on my shoulder, I rethink what I'm saying. I say it differently. Or maybe I don't say it at all. This practice helps me think about how I am coming through for my teammates, whether they are with me or not.

No one does ‘Over the Shoulder Practice’ perfectly—but creating awareness and making a commitment to it improves relationships. In instituting the practice across a project, we create a concrete, daily communication practice that leads to improved equity and better project outcomes.

When we start this practice and find ourselves drifting into old, judgmental, gossipy, or negative talk, we can have a buzzword that catches each other: OUCH! OOPS! are common ones. Any group can decide their word together.

**2. Email.** This is a “paper trail” tool—here, I send records of meetings and agreements. Email is a great form for logistics, paper trail, and institutional memory creation. Emotional communications DO NOT go here.

**a. Phone.** If you are not in the same space I am in and we have a glitch, a difficulty, a disappointment, or a hard truth, I pick up the phone to have a conversation about it.

**3. *This is a more emotional space than email.***

**c. Face to Face.** If you are not in the same space I am in, and we have had a breach of trust, a conflict, a break down in how we said we are going to work together, or in what actions we have taken on behalf of a project, I pick up the phone and plan a face-to-face meeting. I hold my anger and disappointment until we are face to face.

**4. *High emotional communication is face-to-face only.***

**d. Text.** This tool can be like email—records and logistics only. However, this form of communication is increasingly used and increasingly intimate and informal. Make sure you and your textees are clear about this being a *logistics tool*.

**e. Never Hit Send** on an email or a text when you are angry. *Never.* If you are angered by an exchange or an event, get help. Vent with a friend (use your over the shoulder tool)! Consider how to act rather than react. And when you are calmer, pick up the phone and plan a face-to-face meeting.

# #31 YOUTH ADVOCATES

**Hector Pieterse** was 13 years old when he was shot and killed by police while protesting against the teaching of Afrikaans in South African public schools. The 1976 Soweto Uprising, as it came to be known, was the beginning of the Movement to End Apartheid in South Africa. Following years of youth advocacy, Nelson Mandela was released from prison, ascended to the Presidency of the country, and a new constitution was written that champions equality.

**The Student Non-Violent Coordinating Committee (SNCC)** was a student-led movement to end segregation in public life and education in the US. Founded in 1960, its president, John Lewis, led a famous march across the Edmund Pettus Bridge that influenced the passage of the 1964 Civil Rights Act. John Lewis has represented Georgia's 5<sup>th</sup> District as a member of Congress since 1986.

**Greta Thunberg**, 16, recently sailed across the Atlantic to rouse the movement to end climate change and the destruction of the Earth. She spoke out at the UN and had many dialogues with world leaders, including the Prime Minister of Canada. In the wake of Greta's highly public advocacy, Extinction Rebellion actions are underway all over the world.

In 1849, at the age of 27, **Harriett Tubman** escaped enslavement and immediately returned to free her family. Over two decades, she freed more than 700 people.

From April-June in 1989, **college students** led a nation-wide protest against the Chinese Government's repression of free expression of the Chinese people. Over 400 hunger strikes occurred in May, then in June, students put themselves in the path of government tanks in Tiananmen Square to stand up for their freedom. The police and the government killed and jailed protesters.

In 1969, police raided the Stonewall Inn, a gathering place for Lesbian, Gay, Bisexual, Transgender and Queer young people in New York. As the police began their usual practice of harassing and arresting patrons, several young people refused. **Sylvia Rivera**, an 18-year-old Latinx transwoman was among the first to resist the police, spurring three nights of protest. The Stonewall Rebellion, as it came to be known, ignited the modern movement for LGBTQ rights and equality.

In April of 2013, **Emma Sulkowicz** (20) began carrying her mattress with her to classes at Columbia University. She had reported a sexual assault months earlier and the University failed to take action. Sulkowicz carried the mattress to class for the remainder of her senior year, highlighting the weight that survivors of sexual assault carry on college campuses around the world. Soon after, as a result of Emma's and many, many other young women's activism, the #MeToo movement caught fire.

**Joyce and Dorie Ladner** were in high school in Hattiesburg, Mississippi in 1959 when they joined the Civil Rights Movement. They became involved in the Freedom Rides, when busloads of students from Northern Cities went South to support voter registration drives. They joined the SNCC sit in actions in Mississippi. Joyce and Dorie have been life-long advocates and live in Washington, DC.

# #34 MONITOR & EVALUATE

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It's a great exercise at the beginning of a campaign to set out short and long-term goals, with perhaps a single ultimate goal identified as the pinnacle of success. Let's outline a simple evaluation grid based on a hypothetical campaign to end corporal punishment in one school district.

## **First, create a set of short-term actions and goals:**

1. Create a catch phrase and/or a "hook" for the campaign—something simple and irresistible to the eyes and ears.
2. Create a student- and ally-led demonstration in your school.
3. Get on the agenda at your school board meeting this year and speak out.

## **Outcomes to evaluate our short-term success:**

1. Many people are talking about the campaign and using our catch phrase.
2. We have gained media attention for our actions in front of the school.
3. Members of the school board have gone on record as considering this issue or agreeing with us.

## **We will also, at the outset of the campaign, create long-term goals:**

1. Each term, more individual schools in the district will ban corporal punishment.
2. The tide has turned publicly about corporal punishment; it is increasingly seen as abuse.

## **Outcomes to evaluate our success:**

1. The number of schools, leaders, and teachers on our side is growing and our supporters are increasingly vocal and visible.
2. Research and evidence on the harm this practice causes is becoming widely known and talked about.

3. There is increasing outcry concerning individual instances of corporal punishment.
4. Students are speaking out more forcefully against this abuse; more stories are coming to light.

**And finally, the ultimate goal:**

1. Corporal punishment is banned from all schools in my district or community.

**Outcomes to evaluate our success:**

1. The full community is on board with this change.
2. When teachers engage in this practice there is immediate rebuke and even dismissal.
3. Students who experience this have direct recourse and support.
4. The practice is being eliminated.

In any advocacy evaluation effort, it is helpful to map the actions you plan to take and goals you have set to outcomes—the impacts you hope these actions will make possible. In this way, you can set up a short and long term evaluation scheme that can help you see if you are staying on course and moving toward your goals.

Often, in the middle of a campaign, strategies shift and goals are changed. That is all part of being responsive to the environment. Just be sure to make those shifts, and record your new goals so that everyone on the team continues to be moving toward that same ultimate win.

## EVALUATION GRID

### Short-term actions and goals:

- 1.
- 2.
- 3.

### Outcomes to evaluate our short-term success:

- 1.
- 2.
- 3.

### Long-term actions and goals

- 1.
- 2.
- 3.

### Outcomes to evaluate our long-term success:

- 1.
- 2.

### And finally, the Ultimate goal:

- 1.

### Outcomes to evaluate our success:

- 1.
- 2.
- 3.

Often, when we reach our **ultimate goal** in an advocacy campaign, it reveals an even bigger ultimate goal—one we thought was impossible at the start of our campaign! Then we begin our advocacy planning process all over again; with the power of our team and the momentum of success behind us.



# #35 RESEARCH AND EVIDENCE DRIVE CHANGE

Research is an important part of our advocacy campaign. Careful, objective research will educate us and our supporters about the causes and effects of the problem. It will help us fight for the solution we propose. We must be fully informed about the problem if we expect to persuade people and institutions to change policies for the better. Remember, information is power!

Method	Definition	Advantages	Challenges
<b>Questionnaires and Surveys</b>	Questions are asked of a significant number of people—especially your community members—as a way of gathering valuable information	Easy to administer to many people	Impersonal
<b>Informal Interviews</b>	A conversation in which issues, facts or statements are discussed and noted; stories are collected	Flexible and intimate	Time intensive and complex to analyze
<b>Documentation Review</b>	Review literature and research about the problem and examine international best practices	Comprehensive	Time intensive and inflexible; might need an academic partner to help out
<b>Observation</b>	The process of gathering information about how a problem looks in a community	View operations as they occur, adaptable	Depends on the skills of the observer and takes time
<b>Focus Groups</b>	Assemble small groups of people to discuss the problem and explore potential solutions	In-depth examination of a problem	It can be difficult to draw conclusions

Given your issue, what kind of research do you need? What evidence do you need? What do your members or supporters or stakeholders think? How can data help you win?

# #36 TIPS FOR WORKING WITH YOUTH

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- Be open to and nonjudgmental when it comes to young people’s insights and suggestions. Let them know that their involvement is important.
- Take advantage of the expertise that youth offer. Young people know about, and should be encouraged to share the needs of their community. Affirm this input.
- Make sure youth will participate in meaningful ways. Young people should be involved in making decisions from the beginning of the project. Actively ask for their opinions.
- Be honest about expectations for the project, what you want the youth to contribute, and how you hope to benefit from youth participation. Don’t expect more from a young person than you would from an adult. Keep expectations realistic and hold young people to those expectations. Do not patronize youth by lowering expectations.
- Integrate young people into group and coalition efforts. Schedule meetings when youth can attend and in a location accessible to them. Like everyone else, keep young people informed about plans and meeting times.
- Treat youth as individuals. Don’t assume one young person represents the views of many youth. Assure the young person that you are interested in her/his individual opinion and don’t expect him/her to speak for an entire population.
- Be prepared ahead of time to offer help. Think about the kinds of support (financial, logistical, training, emotional, etc.) it will take to involve youth in the project, and who will be responsible for providing this support.
- Make the work interactive, fun, and valuable. Like adults, youth are more likely to get involved and remain active in projects that are interesting and fulfilling.
- Many young people feel intimidated by adults and are not used to participating in discussions with adults. Some may feel they have nothing to contribute. It will require time and commitment to get the input of these youth. Be aware of this factor and work to overcome it.

- Don't make assumptions about what individual young people are like.
- Don't move too fast. Remember that it takes time to develop trust and rapport with youth because some youth are unsure about adults' intentions. Take the time and make the effort to develop a good relationship with them before expecting much. Remember, too, that this work is often new to youth; take the time to explain why actions are being taken. Youth may interpret adults as being abrupt and hurried as a sign of disinterest in youth's participation; so go slow and explain what's going on.
- Remember that there are times when youth need to say "No." They have many competing interests and responsibilities in their lives. Their education is important. Their relationships, families and communities are important. Having fun is important. They need time and energy for these interests and responsibilities, too.

# #37 TIPS FOR WORKING WITH ADULTS

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- Most adults have very good intentions. Remember that they may simply not be used to working in partnership with young people.
- Criticism doesn't necessarily mean condescension or that an adult doesn't value your contribution. It may mean the adult is treating you the same way he/she would an adult colleague. Remember that adults are used to critiquing each other's work and offering constructive ideas to improve a project. Just because an adult doesn't agree with someone, it doesn't mean that he/she disrespects that person.
- Adults may not be aware of the capabilities of young people. They can be told a hundred times that young people are mature, but showing them is the best way to make that case.
- Adults often feel responsible for the success or failure of the project. This is what makes it hard for them to share power. They may need reassurance you are willing to share in both successes and failures.
- Adults are just as uncertain as you; they've just learned to hide it better.
- Sometimes adults use phrases and expressions, whether consciously or not, that annoy youth and are red flags that they aren't treating you as a partner. Like an annoying drip of water, these phrases and expressions can erode a relationship. Be prepared to call adults on their language.
- Don't be afraid to ask for clarification. Adults often use words, phrases, and acronyms that you might not understand. Adults new to the program may also not understand them either. The language of the non-profit sector is riddled with terms that may bewilder any newcomer.
- Don't be afraid to say "No" when you need to. Adults will understand that you have other important commitments, like your education, family, friends, hobbies and sports.

# #38 TRAINING: YOUTH-ADULT PARTNERSHIPS

It is important that young people are engaged in advocacy work as full partners, not as targets or simply beneficiaries of our campaigns. In order to help better understand this concept, check out this simple quiz (answers provided below as well).

Determine whether young people are involved ...

As **Objects (O)**? (Advocacy is Directed TO Young People)

As **Beneficiaries (B)**? (Advocacy is Done FOR Young People)

As **Resources (R)**? (Advocacy is Conducted FOR and WITH Young People); or

As **Partners (P)**? (Advocacy is Conducted Together WITH Young People).

- **(B)** \_\_\_ Youth participants take a test at the completion of the program to demonstrate that it is effective.
- **(P)** \_\_\_ Youth and adults jointly determine what evaluation methods will be used.
- **(B)** \_\_\_ To help youth develop communications skills, adults allow young people to conduct interviews with program participants using a script written by an adult.
- **(R)** \_\_\_ Young people participate in focus group interviews to help adults better understand how the program is functioning.
- **(P)** \_\_\_ Youth review a draft of a survey and make suggestions regarding how it could be written in youth-friendly language.
- **(O)** \_\_\_ To help youth improve their computer skills, adults have them enter survey data into a spreadsheet for analysis.
- **(P)** \_\_\_ Young people present evaluation findings to relevant stakeholder groups, with adults available to help, if needed.
- **(P)** \_\_\_ Young people provide adults with suggestions regarding the evaluation methods they feel would be appropriate.
- **(P)** \_\_\_ Young people help adults understand and interpret comments made by other youth.
- **(R)** \_\_\_ Adults allow young people to distribute and collect questionnaires in their classrooms.
- **(O)** \_\_\_ Youth are randomly assigned into control and experimental groups by adults conducting a study.
- **(P)** \_\_\_ Youth and adults participate in a brainstorming session to identify questions they want to see answered by the evaluation.

# #39 ENGAGING WITH YOUTH

## Simple Do's and Don'ts of Engaging With Youth Advocates

By Imali Ngusale, Youth Advocate, Kenya

Do... ✓	Don't... ✗
<ul style="list-style-type: none"> <li>■ Give credit to youth when it is due</li> </ul>	<ul style="list-style-type: none"> <li>■ Misrepresent youth's perspectives with your own opinions</li> </ul>
<ul style="list-style-type: none"> <li>■ Listen to young people's needs</li> </ul>	<ul style="list-style-type: none"> <li>■ Imagine that youth do not know how to voice their needs</li> </ul>
<ul style="list-style-type: none"> <li>■ Believe in the value of youth</li> </ul>	<ul style="list-style-type: none"> <li>■ Underestimate young people's capacity, skills, and knowledge; their dreams are valid</li> </ul>
<ul style="list-style-type: none"> <li>■ Have an open mind when engaging with young people</li> </ul>	<ul style="list-style-type: none"> <li>■ Overlook youth perspectives that differ from your expectations</li> </ul>
<ul style="list-style-type: none"> <li>■ Incorporate youth's feedback throughout the decision-making process</li> </ul>	<ul style="list-style-type: none"> <li>■ Use young people's ideas without engaging them in the decision-making process</li> </ul>
<ul style="list-style-type: none"> <li>■ Engage with youth who have a variety of perspectives</li> </ul>	<ul style="list-style-type: none"> <li>■ Expect one person to represent all young people</li> </ul>
<ul style="list-style-type: none"> <li>■ Acknowledge all responses while engaging with young people</li> </ul>	<ul style="list-style-type: none"> <li>■ Accept only the youth perspectives you were hoping to hear</li> </ul>
<ul style="list-style-type: none"> <li>■ Use modes of communication that young people prefer, such as social media</li> </ul>	<ul style="list-style-type: none"> <li>■ Give long explanations or speak in clichés while interacting with young people</li> </ul>
<ul style="list-style-type: none"> <li>■ Provide opportunity for critical thinking and dialogue during discussions with youth</li> </ul>	<ul style="list-style-type: none"> <li>■ Rush through discussions or presentations with young people just to complete a session</li> </ul>
<ul style="list-style-type: none"> <li>■ Give young people the time and background information they need to participate meaningfully</li> </ul>	<ul style="list-style-type: none"> <li>■ Ask youth to attend a meeting and then not give them time on the agenda to participate</li> </ul>
<ul style="list-style-type: none"> <li>■ Involve young people not just on "youth issues," but on <b>all issues</b> that affect their lives, communities, and futures</li> </ul>	<ul style="list-style-type: none"> <li>■ Forget that involving youth in policymaking, programs, or other activities will strengthen your outcomes</li> </ul>
<ul style="list-style-type: none"> <li>■ Recognize that engaging youth may mean covering their costs and compensating them for their time</li> </ul>	<ul style="list-style-type: none"> <li>■ Expect young people to volunteer their time</li> </ul>
<ul style="list-style-type: none"> <li>■ Approach work with youth as a partnership</li> </ul>	<ul style="list-style-type: none"> <li>■ Assume that your age automatically makes you a mentor to young people</li> </ul>

# #40 DEVELOP A POSITIVE FUNDRAISING MINDSET

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Let us begin by telling you up front that some folks love asking people for money. We know that sounds crazy, but some people really do enjoy it. Asking people to act on their convictions and to invest in making the world better creates powerful relationships and builds a broader base of support for the critical life-changing work being done through anti-crime and violence organizations. That's why they love it.

If youth violence prevention programs are serious about sustainability, then we need to be serious about asking people for the resources we need to do our work. We know that many of you are anxious about asking people for their time, talent, and treasure. But you can get over that fear and be successful and it isn't going to kill you!

In fact, we believe you already know most of what you need in order to achieve high-impact results. The problem is not what you know or don't know, it is how you think. You may need to change your basic orientation to fundraising—your mindset or paradigm. This is critical. Many programs never achieve their potential because they become paralyzed, afraid to act or reach out for support and help. Their doubts and fears about fundraising become a self-fulfilling prophecy.

## **It's Really About Passion-Raising**

We believe that raising money—especially money from individuals—involves two key elements. The more important of these elements is the heart (yours and theirs), which speaks to the passion, caring, and commitment that people bring when stepping up to get involved with issues and concerns they care about. The second element, the head, requires a commitment to creating the right system for managing your resource development program.

Let's start by talking about passion—the true heart side of this equation. Most of us get into YVP work because it connects us directly to things we care about. We often ask folks to talk to us about one thing about which they are passionate—personal or professional. What gets them up in the morning and is in their thoughts as they go to sleep at night. In fact, understanding passion has

become a part of the mission of our lives. We are on a quest to understand why and how passion influences and moves us.

*Take a moment and ask yourself, right now. What drives you to push yourself, to exceed expectations, to dream big dreams?*

If you reflected on the question, we'll bet you're sitting there right now with a big, juicy smile on your face. If you were feeling tired, we'll bet you have more energy all of a sudden. You're probably feeling warm, maybe a little anxious, perhaps even restless. You want to get up and get moving! That's what passion does. It wakes us up. It demands the best from us. It changes us and it changes the world. That's why our work to reduce crime and violence is about making the world a better place for the people who are hurting and suffering now, and those who will inhabit the world when we are gone.

Passion fuels our work. It sparks our dreams. It gives us hope. It fires our imaginations. Passion gives us the courage to do, to give, and to share. Forget the language of raising money, talk about raising passion! The money will come. The volunteers and their time and their wisdom will come. The resources you need will come when you are in the business of sparking the passions of the people connected to your work.

As for the second element—the head part of the equation—you need to be able to organize and capitalize on your passion. You need a system to track and coordinate your fundraising efforts. There are plenty of resources out there to help you get organized. Just make sure that your heart and your head are working together.

### **Take a Cue from the Best Passion-Raisers**

It is probably no surprise to you that religious institutions typically receive the majority of charitable contributions around the world. Why? They ask at every opportunity and they ask with a sense of purpose, with passion, and with an expectation that congregants will find meaning in their gifts.

Faith communities engender a sense of ownership among their congregants and this is a powerful tool for mobilizing resources. It is the members of a church that build the cathedrals and turn on the lights and decorate the altar and pay the staff and feed the hungry and clothe the poor.

Our spiritual leaders understand the necessary connection between resources and making the world a better place. They have gotten over the fear of asking by trusting their faith and believing that raising money from people is not “a necessary evil,” as many of us often think. They know that raising money is part



and parcel of the mission of their church. It is why they have missionaries. Giving control of one's self over to a higher power and giving of one's resources to the church has become a sacred part of the tradition and an integral component of the faith for millions around the world (regardless of the denomination).

Our work to reduce violence and prevent crime is sacred, too. And we know that people want to be a part of something wonderful that is larger than themselves. They want to direct the extra resources they have in their life toward the things they care about most. They want their own lives to have purpose and meaning and they want to uncover and discover their own passions, hopes, and dreams. Some may already do this from within their faith tradition and that is wonderful. They probably love the way that makes them feel and they want to experience that feeling more often. They will step up when asked.

Others whose spiritual practices are more private may be longing for a public way to express their own desire to be a part of the solution, part of a community's response to the problems facing it. Your role with these folks is to take a powerful stand with your own life. Remember that who you are and how you live your life speaks more loudly than the words you say. Make your life an intense example. Let yourself feel the love you have in your heart for every young person who is experiencing violence; and demand of yourself every action that you can take to help your prospective donors experience that same love.

We promise you that when you bring your authentic self into those asking moments, you will always elevate the quality of the relationship. You may still hear your prospect say no, but they will have changed. You will have brought them closer to their own passion and that is powerful. That is your mission in action. That is you building a community of committed, passionate, concerned individuals who want the world to be better. If they don't ultimately invest in your work, they will find the right and perfect place to share their abundance. Your role in this powerful result will be rewarded.

### **Embrace Sufficiency, Forget Scarcity and Suffering**

There is a worldwide money supply of approximately \$90 trillion (US dollars).

Given that number, you would think that we could easily see the potential in asking our friends and family, colleagues, fellow congregants, neighbors, and new acquaintances to invest in our work. Yet for some reason, we let our fear that they may say no frighten us into never asking. Instead we suffer in the

misery brought on by not having enough to do our critical, life-changing, mission-driven work. And we surround ourselves with others who will commiserate with us. Enough!

The global philanthropist Lynne Twist, once said: “We don’t just think things are scarce, we think from a condition of scarcity. It’s not just that we believe there might not be enough; we actually have a mindset or a frame of reference that no matter what’s happening there is not enough. No matter who you talk to, you can get agreement on this, and you can get a whole conversation going about ‘There isn’t enough of this,’ and ‘we don’t have enough of that.’ It’s a frame of reference for the way we live and think. And money is the great lightning rod for this scarcity notion.”

When we are talking to people about how to excite passion and attract new supporters, we always met with concerns that are rooted in people’s fears about not having:

- Enough staff or time to talk to individuals;
- Any rich people we can ask for money;
- More people in the community who will help us;
- The ability to compete with other organizations; or
- The money to print nice materials or go to training, or hire a consultant, or host an event, or . . .

You get the idea.

Don’t get us wrong. we have been in that moment where it feels like nothing will ever change, that we just need a break, a bit of good luck, a little more money. In the end, though, we got through that moment when we focused on doing better with what we already had. Refocusing people’s time. Changing priorities. Giving people room to be creative.

One of our favorite authors, Richard Bach, writes in his book, *Illusions*, “Argue for your limitations, and sure enough, they’re yours.” Change your way of thinking. Your passion will get you started and people will notice the change. We want to be around people who are hopeful, who have faith in change, who see that the glass contains just the right amount—it’s not empty, it’s not full—it has in it just exactly what you need. You can do this.

## It's Not About Knowing Rich People

If we could choose to change just one misperception about raising money (especially from individuals) it would be the notion that not knowing people with wealth is a roadblock to being successful. Wealthy people do have money to give and you should ask them. Often. That's easy. We agree!

What frustrates us about this conversation, however, is that most of billions in annual charitable giving comes from middle-income, working-class, and poor people. This also happens to be most of the world's population! Your universe of prospective donors is huge. There are more than 43 million people living in the Caribbean and most of them have incomes like yours and mine.

You should focus on the people you already know: the people who care about you and your organization and the things you care about. It is likely that your passions will connect. This will make your asking easier and more successful. People just like you and us want to get involved. We all want to make a difference.

We think the thought of actually asking people for the things organizations need has probably created more anxiety than any other aspect of advocacy work. Somehow we have gotten it into our heads that asking for what we need is rude or impolite or not dignified. We don't know where this started, but it has to stop.

Your job is to ask. Their job is to decide.

We want you to accept the following:

- You will not define your success by the number of people who say yes and give, but rather by the number of people who say no!
- You will not be afraid to ask people for what your organization needs, and you will always ask for a little more than makes you comfortable.\*
- Your belief in your organization will always exceed your fear of asking.

\* "How do you know how much to ask for" is the question we get most often; and there is no right answer. My best advice is to do your homework, trust your instincts, and watch for the neon sign on their forehead!

## **Remember the Power of Gratitude**

If there is anything we have learned from raising money these many years, it is about the awesome power present in simple acts of gratitude: Taking someone's hand and looking them in the eye while you thank them for their investment. A hand-written thank-you note. A phone call for no other reason than letting someone know how important they are to your work or organization.

You would be surprised at how these simple acts can transform your constituency of donors. We promise that more than anything else you can do, learning how to thank people will make the most profound difference in your efforts.

Confucius said: "A journey of a thousand miles begins with a single step." The same is true when it comes to building a powerful constituency of committed and passionate individual donors. If you're still reading, our guess is that you probably have what it takes to be successful in raising money from real live people just like you and us. And, you probably have the passion to be successful no matter what funding strategies you pursue.

We want you to live outside the box, let go of old ways of thinking about money and fund raising. Shake it up and get out there and do it! Don't wait until the system is perfect—it will never be perfect. And don't let your fear about hearing no stop you from asking for what you need.

# #41 FUNDED FOR LIFE

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## Raising Money From People Just Like You And Me!

- **Change Your Paradigm.** When you approach fundraising with passion, joy, and excitement, you will always be successful.
- **Follow The Money!** Giving by individuals has always been the largest component of charitable contributions (more than 80%), followed by foundations and then corporations.
- **Fund Raising Is A Money Business That Supports Sacred Work.** Help your family and friends to uncover their own passions, hopes, and dreams and make a difference in the world through their powerful generosity.
- **There Is Enough Money.** With almost \$90 trillion (US) floating around the planet right now, there is more than enough to support all of our critical, life-changing work. Get out of your comfort zone and ask for what you need.
- **It's Not About Knowing Rich People.** In most places in the world, people who make the least give the highest percentage of their income to issues they care about.
- **Donors Are Investors.** Focus on building strong relationships that are based on integrity and which honor the donor's desire to make a difference in the world. It's your job to ask, their job to decide.
- **Believe.** Your belief in the power of your organization's mission, vision, and values must exceed your fear of asking for people's time, talent, and treasure.

# #42 GUYANA

## THE NEED FOR INTERVENTION IN GUYANA

CFYR aims to reduce youth crime and violence in Guyana. Available data for communities indicate serious concerns which are in urgent need of attention and intervention. Figure 1 shows the average annual murder rates for Caribbean countries for the period 2000 to 2010.<sup>1</sup> For this period, Guyana had an average rate of 17.8 murders per 100,000 persons.<sup>2</sup> This murder rate places Guyana in the middle range among other Caribbean countries in terms of the prevalence of murders. The average murder rate for Guyana is somewhat lower than the average rate for the Caribbean as a whole, where murder is concerned. When all countries are considered simultaneously, the average murder rate for the Caribbean region for the period 2000 to 2010 was 22 murders per 100,000 inhabitants. In comparison, the average murder rate for the US for the period 2000 to 2010 was 5.5 murders per 100,000 persons.<sup>3</sup>

Where the average annual number of murders is concerned, for the period 2000-2010, Jamaica had the highest average annual number of murders (1349) followed by Trinidad and Tobago (328), Guyana (133), Belize (86) and The Bahamas (64). While the murder rate for Guyana may not be considered excessive within the Caribbean context, the murder rate of the Caribbean as a whole is comparatively high compared to that of many other countries. As such, the murder rate in Guyana, as well as the number of murders which occur annually, is high by international standards, and points to the need for interventions to reduce same.

Figure 2 shows the average annual robbery rates for Caribbean countries for the period from 2000 to 2010. For this period, Guyana had an average rate of 258 robberies per 100,000 persons. This is the second highest in the Caribbean, with Trinidad and Tobago in the lead at 383 robberies per 100,000 persons per annum on average. The quantum of robberies in Guyana is also within the higher range where Caribbean countries are concerned. For the period 2000 to 2010, Guyana had an average of 1,850 robberies per year, compared to an average of 4,832 robberies per year for Trinidad and Tobago, 2,239 for Jamaica, 529 for Belize, 388 for Saint Lucia, 368 for Barbados, 235 for the Bahamas and 108 for Antigua and Barbuda.

Figure 3 shows the average burglary and breaking and entering rates for Caribbean countries for the period 2000 to 2010. Guyana has one of the lowest rates recorded, at an average annual rate of 307 burglaries and breaking and entering offences per 100,000 persons. In comparison, other countries such as Antigua and Barbuda (an average rate of 2,858 offences per 100,000 inhabitants), St. Kitts and Nevis (1,629), Dominica (1,619), St. Vincent and the Grenadines (1,416) and Saint Lucia (1,269) have much higher rates. Where the number of incidents is concerned, a number of countries stand out as locations with a comparatively large number of burglaries and breaking and entering. These include Trinidad and Tobago, which had an annual average of 5,085 incidents, the Bahamas (2,477), Guyana (2,305), Jamaica (2,203), Antigua and Barbuda (2,197), and Barbados (2,077).

Figure 4 shows the average annual rape rate for Caribbean countries. For the period 2000 to 2010, Guyana had an average of 15.2 rapes per 100,000 inhabitants per annum. This is the lowest rate recorded for the Caribbean countries shown in Figure 4. Other countries, in contrast, have much higher average annual rates. For example, the rate in St. Vincent and the Grenadines, the Bahamas, Saint Lucia and Jamaica all exceed 30 per 100,000 inhabitants. For the period 2000 to 2010, the highest average number of rapes occurred in Jamaica (an annual average of 806 rapes), Trinidad and Tobago (279), the Bahamas (117) and Guyana (114). The other countries in Figure 4 had an average of fewer than one hundred rapes occurring annually.

While the rate of burglary and rape in Guyana is comparatively lower than that in other Caribbean countries, other data suggest that there is the possibility of under-reporting of these and other crimes. For example, the 2006 Safe Neighbourhood Survey (SNS) found that 77.7% of respondents who were the victim of crimes did not report the incident to the police. Of those who reported, 55.6% were dissatisfied with the response of the police. The 2006 SNS asked respondents to rate the effectiveness of the police in controlling crime. While 39.6% of respondents felt that the police were doing a good job, another 41.2% felt that they were not doing a good job.

The 2011 SNS found that the Police Force received the second lowest rating for efficiency when compared to other institutions which serve communities in Guyana (for example the Courts, Prisons and Defence Force). When respondents were asked to indicate their level of trust for eight public institutions, the Police Force received the second lowest rating. Similarly, the 2013 SNS found that the Guyana Police Force received the lowest efficiency rating when compared to other institutions which serve communities. In addition, respondents in the SNS were asked to indicate their level of trust for

various public institutions. The Guyana Police Force received the lowest rating when compared to seven other institutions. These data indicate that the public is not fully satisfied with the Police Force, and when such dissatisfaction exists, under-reporting of crime tends to occur. In the case of rape, cultural norms may also work against reporting. This suggests that the incidence of burglary and rape, and indeed other crimes, may be higher than indicated in official crime statistics.

Crime data for Guyana for the period 2000 to 2013 are shown in Table 1. For this period, there was an average of 135 murders per annum, with an average increase of 6.2 murders per year. During this period, the average annual murder rate for Guyana was 18 murders per 100,000 inhabitants. For the period 2000 to 2010, there was an average of 149.6 woundings with intent with an annual average increase by 14.3 incidents per year. The average annual rate for woundings with intent for this period was 20 incidents per 100,000 inhabitants.

There was an average of 1,669 robberies per year for the period 2000 to 2013, with robberies decreasing slightly by an average of 8.3 robberies per year. The average annual robbery rate during this period was 222.6 robberies per 100,000 inhabitants. Where rape is concerned, there was an average of 144 occurrences per year of this offence. During the period 2000 to 2013, the number of rapes increased by an average of 11.2 offences per year, with an average annual rate of 19.1 rapes per 100,000 inhabitants. For the period under consideration, there was an annual average of 1,971 burglaries and house breakings, with the number of such offences decreasing by 155 per year. During this period, the average rate of such offences was 263 per 100,000 inhabitants. Data for domestic violence are available for the period 2005 to 2013. During this time there was an average of 4,055 incidents reported per year, with an average increase by 57 offences occurring per year. The average rate for such offences was 541 per 100,000 inhabitants.

The data in Figures 1 through 4 and Table 1 indicate that crime is an issue of concern in Guyana. While some Caribbean countries have higher crime rates than Guyana, and particularly for rapes and burglaries/breakings, the rates for other crimes in Guyana, for example robbery, exceed that of many countries. In the case of murder, Guyana is within the middle range in terms of average annual rates. In addition, the data provided indicate that a number of crimes are increasing with time. These include murder, rapes and domestic violence. While this is the case, there are noted decreases where a number of crimes are concerned, and particularly so for wounding with intent, robberies and burglaries and house breakings. As indicated previously, under-reporting of crimes in Guyana suggests that the actual number of offences occurring may be



much higher than indicated in official crime statistics. Reporting practices may also lead to apparent decreases in crime. That is, if fewer persons are reporting crimes each year, crimes may appear to decrease when in fact they are increasing or remaining stable. The crime data cited present a mixed picture. Where there are decreases, or comparatively low rates for some crimes, these must be maintained or even improved. In cases where there are increases in the number of crimes, or comparatively high rates, then there is need for advocacy interventions to prevent further increases in such crimes.

1 United Nations Development Programme (2012) *Caribbean Human Development Report: Human Development and the Shift to Better Citizen Security*. UNDP, New York.

2 Caribbean crime data were obtained from the following sources: Royal Antigua and Barbuda Police Force, Royal Barbados Police Force, Royal Bahamas Police Force, Belize Police Department, Royal Grenada Police Force, Guyana Police Force, Jamaica Constabulary Force, Royal St. Kitts and Nevis Police Force, Royal Saint Lucia Police Force, Royal St. Vincent and the Grenadines Police Force, Trinidad and Tobago Police Service.

3 All crime rates in Figures 1 to 4 are calculated using the following official population statistics: Census year 2000 (Bahamas 303611, Barbados 268792, Belize 240204, Dominica 69625, Jamaica 2607632, St. Kitts/Nevis 46325, Trinidad/Tobago 1262366); Census year 2001 (Antigua/Barbuda 76886, Grenada 103137, St. Lucia 156734, St. Vincent/Grenadines 109022); Census year 2002 (Guyana 751223).

Figure 1: Average murder rates for Caribbean countries (2000-2010)

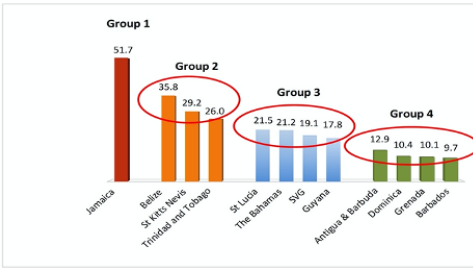


Figure 2: Average robbery rates for Caribbean countries (2000-2010)

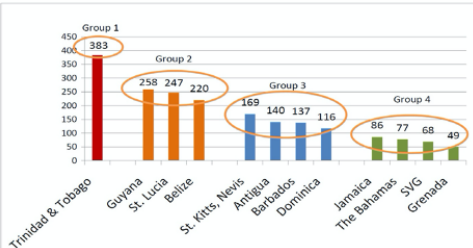


Figure 3: Average burglary and breaking and entering rates for Caribbean countries (2000-2010)

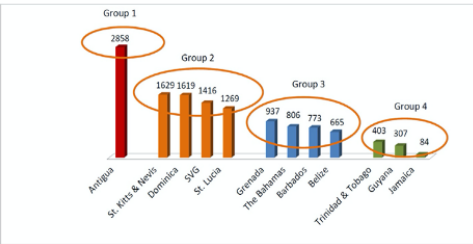
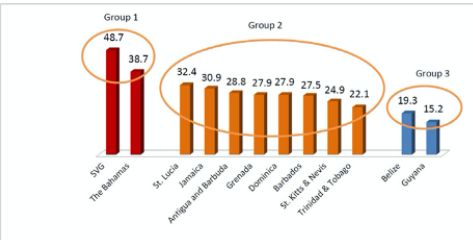


Figure 4: Average rape rates for Caribbean countries (2000-2010)



**Table 1: Crime in Guyana (2000-2013)**

	<b>Murder</b>	<b>Wounding with intent</b>	<b>Robberies<sup>8</sup></b>	<b>Rape</b>	<b>Burglary and House Breaking<sup>9</sup></b>	<b>Domestic Violence</b>
2000	74	154	1715	117	3083	-
2001	79	168	1832	117	2518	-
2002	142	156	2440	137	2589	-
2003	206	144	1596	122	2590	-
2004	131	123	1669	154	2588	-
2005	142	160	1982	169	2279	2769
2006	163	129	2060	124	1959	1708
2007	115	101	1685	82	1813	4773
2008	158	114	1833	58	1826	3126
2009	117	100	2582	62	1800	4706
2010	140	297	961	117	1400	7427
2011	130	-	717	240	1163	4979
2012	139	-	683	247	916	3786
2013	155	-	1607	263	1070	3225
<b>Average</b>	<b>135</b>	<b>149.6</b>	<b>1669</b>	<b>144</b>	<b>1971</b>	<b>4055</b>
<b>Average Increase<sup>10</sup></b>	<b>+6.2</b>	<b>+14.3</b>	<b>-8.3</b>	<b>+11.2</b>	<b>-154.9</b>	<b>+57</b>
<b>Average Rate<sup>11</sup></b>	<b>18.0</b>	<b>20.0</b>	<b>222.6</b>	<b>19.1</b>	<b>263.0</b>	<b>541.0</b>

# #43 SAINT LUCIA

## THE NEED FOR INTERVENTION IN SAINT LUCIA

The Caribbean region is known for some of the highest crime rates in the world (UNDP, 2012)<sup>1</sup>. Saint Lucia is among the countries with moderately high crime rates compared to other Caribbean countries. Data sourced from the respective police services/forces of twelve Caribbean countries<sup>2</sup> indicate that for the period 2000 to 2010, Saint Lucia had the fifth highest murder rate (21.5 murders per 100,000 inhabitants) compared to the other countries for which data were available. The country with the highest rate was Jamaica (51.7) followed by Belize (35.8), St. Kitts and Nevis (29.2) and Trinidad and Tobago (26) – see Figure 1<sup>3</sup>. For the period 2000 to 2010, the average murder rate of the twelve countries in Figure 1 was 22 per 100,000 inhabitants.

Figure 2 shows robbery rates for twelve Caribbean countries. For the period from 2000 to 2010, Saint Lucia had the third highest robbery rate (an average of 247 robberies per 100,000 inhabitants per annum). The countries with the highest average annual rates were Trinidad and Tobago (383) and Guyana (258). The countries with the lowest rates were St. Vincent and the Grenadines (68) and Grenada (49).

Figure 3 shows the average annual rates for burglaries and break-ins in Caribbean countries for the period from 2000 to 2010. Saint Lucia had the fifth highest rate (1269 incidents per 100,000 inhabitants per annum) when compared to other countries. Countries with rates which exceeded that of Saint Lucia were Antigua (2858), St. Kitts and Nevis (1629), Dominica (1619), and St. Vincent and the Grenadines (1416). The countries with the lowest rates were Guyana (307) and Jamaica (84).

Figure 4 shows the annual average rape rates for Caribbean countries for the period from 2000 to 2010. During this time, Saint Lucia had the third highest rate (an average of 32.5 offences per 100,000 inhabitants per annum). Countries with rates which exceeded that of Saint Lucia included St. Vincent and the Grenadines (48.7) and The Bahamas (38.7). The countries with the lowest rates were Belize (19.3) and Guyana (15.2).

Figure 5 shows the number of murders in Saint Lucia for the period from 1990 to 2015. During this period there was an average of 26.7 murders per annum in Saint Lucia. Within the last five years of this period, the average rose to 37.6 murders per annum. The gradual increase in the number of murders is apparent in the trend line in Figure 5, though there is a noted decrease from 2011 to 2015. From 1990 to 2010 there was a 340% increase in murders. On average, the number of murders in Saint Lucia increased by 1.7 per annum from 1990 to 2010. In contrast, from 2011 to 2015 the number of murders decreased by an average of 5.8 per annum.

Figure 6 shows the number of robberies and break-in offences in Saint Lucia for the period from 1996 to 2010. During this period there was an average of 352 robberies per annum, with a consistent increase in the number of robberies from 1996 to 2009, and then a slight decline in 2010. On average, the number of robberies in Saint Lucia increased by 30 per year from 1996 to 2009. From 1996 to 2010 there was an average of 2066 break-ins per year in Saint Lucia. The number of such offences declined over the period for which data are available.

Victimization Survey data also allow for insight into the extent of crime in Saint Lucia. One of the most recent surveys to be carried out was conducted by the UNDP (2012)<sup>10</sup>. This survey was conducted in seven Caribbean countries using a random sample of 11,208 respondents, with 1,514 respondents coming from Saint Lucia.

Respondents were asked to indicate whether they had been a victim of several specified crimes within the past year (see Table 1). In the UNDP study, “past year” referred to 2009. The data indicated that the highest rates of attempted murder occurred in Antigua and Barbuda (0.5% of respondents indicated that they had been a victim of attempted murder within the past year) and Saint Lucia (0.5%). Saint Lucia also recorded the highest rates of assault with a weapon (2%) and the third highest rate of domestic violence (0.9%). Saint Lucia ranked second highest with respect to burglaries and break-ins (4.4%) and motor vehicle theft (0.6%). When compared to other Caribbean countries, Saint Lucia recorded comparatively lower rates of robbery at gunpoint, robbery with other weapons, rape, extortion and kidnapping.

Victimization survey data also allow for a comparison of official crime rates to self-reported victimization rates. It is often argued that official crime data represent an under estimation of the true victimization rate since official data

reflect only crimes known to the police. Residents may fail to report crimes to the police for a wide range of reasons, and once such crimes are not reported, they are not reflected in official crime statistics. Victimization survey data can be used to estimate the proportion of crimes which are not reported to the police. The UNDP (2012)<sup>4</sup> survey allows for a comparison of official crime rates with victimization survey rates in Saint Lucia (Table 2). Official crime data indicate that in 2009, there were 383 robberies per 100,000 inhabitants in Saint Lucia. Victimization survey data, in contrast, indicated that in the same year there were 991 robberies per 100,000 inhabitants. These findings indicate that the actual robbery rate is 2.6 times higher than indicated in official crime data. A comparison of rape/sexual assault rates indicated that the rate of such offences is 4.5 times higher than indicated in official crime statistics, while the rate of burglaries and break-ins is 3.3 times higher. The UNDP (2012) survey data indicate that there are similar disparities in other Caribbean countries.

The data cited in this section indicate that crime is a serious concern in Saint Lucia. As such, advocacy interventions are both timely and necessary. The success of this initiative depends on targeting suitable communities for intervention. Communities with high crime rates as well as other vulnerabilities (for example, a high proportion of youths, high levels of unemployment, a disproportionate number of single parent families, etc.) are those most in need of intervention. The present report utilizes a number of selection criteria to rank the communities in Saint Lucia such that suitable target communities can be identified.

*1 United Nations Development Programme (2012) Caribbean Human Development Report: Human Development and the Shift to Better Citizen Security. UNDP, New York.*

*2 Caribbean crime data were obtained from the following sources: Royal Antigua and Barbuda Police Force, Royal Barbados Police Force, Royal Bahamas Police Force, Belize Police Department, Royal Grenada Police Force, Guyana Police Force, Jamaica Constabulary Force, Royal St. Kitts and Nevis Police Force, Royal Saint Lucia Police Force, Royal St. Vincent and the Grenadines Police Force, Trinidad and Tobago Police Service.*

*3 All crime rates in Figures 1 to 4 are calculated using the following official population statistics: Census year 2000 (Bahamas 303611, Barbados 268792, Belize 240204, Dominica 69625, Jamaica 2607632, St. Kitts/Nevis 46325, Trinidad/Tobago 1262366); Census year 2001 (Antigua/Barbuda 76886, Grenada 103137, Saint Lucia 156734, St. Vincent/Grenadines 109022); Census year 2002 (Guyana 751223).*

Figure 1: Average murder rates for Caribbean countries (2000-2010)

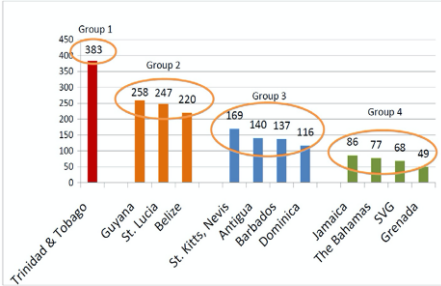
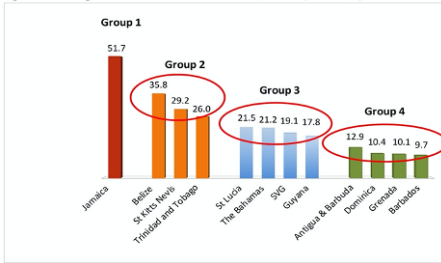


Figure 3: Average burglary and breaking and entering rates for Caribbean countries (2000-2010)

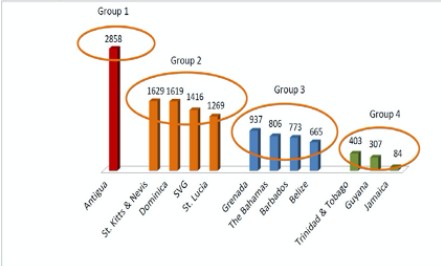


Figure 4: Average rape rates for Caribbean countries (2000-2010)

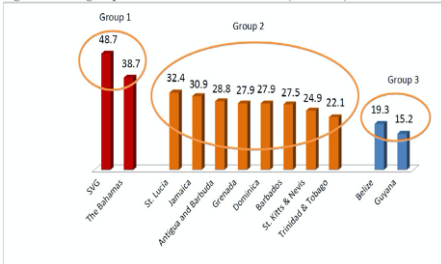


Figure 5

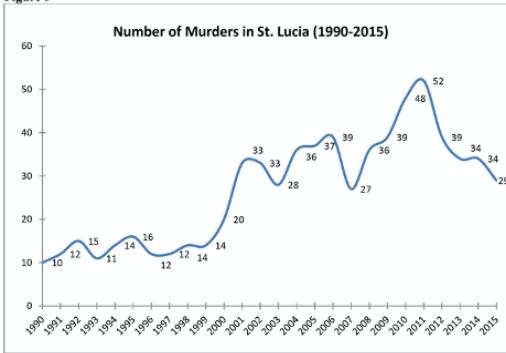


Figure 6

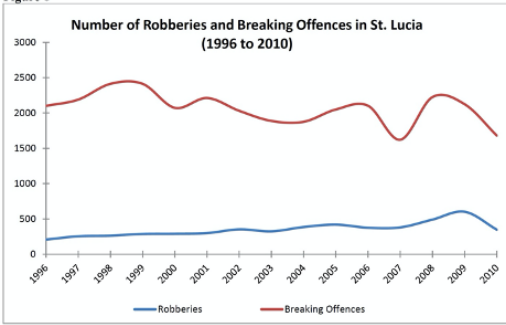


Table 1: Percent of Persons Self-reporting Victimization within the Past Year

	Antigua & Barbuda	Barbados	St. Lucia	Guyana	Trinidad & Tobago	Suriname	Jamaica
Attempted murder	.5	.4	.5	.3	.3	.3	.2
Assault with a weapon	1.6	1.9	2.0	1.3	1.1	1.4	.8
Robbery at gunpoint	1.3	.4	.5	.5	1.0	1.1	.4
Robbery other weapons	.5	.5	.5	1.1	1.1	1.7	.5
Rape	.7	.7	.3	.4	.4	.4	.3
Extortion	.1	0	.1	.1	.2	0	0
Domestic violence	1.1	1.0	.9	.5	.6	.6	.5
Burglary / Break-in	4.3	2.3	4.4	2.4	2.8	6.4	1.5
Motor vehicle theft	.4	.2	.6	.3	.3	.7	.2
Kidnapping /Abduction	.2	.2	0	0	.1	0	0
Sample size	1512	1506	1514	1569	1595	1512	2000

Source: UNDP (2012)

Table 2: Comparison of Official Crime Rates and Self-Reported Victimization Rates for St. Lucia

	Official Rates		Victimization Rates	Ratio <sup>12</sup>
	2009	2000-2010	2009	
Robbery	383	247	991	2.6
Rape/Sexual assault	73	75	330	4.5
Burglary/Break-in	1355	1269	4425	3.3



# #44 ST. KITTS AND NEVIS

## THE NEED FOR INTERVENTION IN ST. KITTS AND NEVIS

The Caribbean region is known for some of the highest crime rates in the world (UNDP, 2012)<sup>1</sup>. St. Kitts and Nevis is among the countries with moderately high crime rates compared to other Caribbean countries. Data sourced from the respective police services/forces of twelve Caribbean countries<sup>2</sup> indicate that for the period 2000 to 2010, St. Kitts and Nevis had the third highest murder rate (29.2 murders per 100,000 inhabitants) compared to the other countries for which data were available. Other countries with notably high rates were Jamaica (51.7), Belize (35.8), and Trinidad and Tobago (26) – see Figure 1<sup>3</sup>. For the period 2000 to 2010, the average murder rate of the twelve countries in Figure 1 was 22 per 100,000 inhabitants.

Figure 2 shows robbery rates for twelve Caribbean countries. For the period from 2000 to 2010, St. Kitts and Nevis had the fifth highest robbery rate (an average of 169 robberies per 100,000 inhabitants per annum). The countries with the highest average annual rates were Trinidad and Tobago (383) and Guyana (258). The countries with the lowest rates were St. Vincent and the Grenadines (68) and Grenada (49).

Figure 3 shows the average annual rates for burglaries and break-ins in Caribbean countries for the period from 2000 to 2010. St. Kitts and Nevis had the second highest rate (1629 incidents per 100,000 inhabitants per annum) when compared to other countries. Other countries with notably high rates were Antigua (2858), Dominica (1619), and St. Vincent and the Grenadines (1416). The countries with the lowest rates were Guyana (307) and Jamaica (84).

Figure 4 shows the annual average rape rates for Caribbean countries for the period from 2000 to 2010. During this time, St. Kitts and Nevis had the fourth lowest rate (an average of 24.9 offences per 100,000 inhabitants per annum). Countries with the highest rates were St. Vincent and the Grenadines (48.7) and

The Bahamas (38.7). The countries with the lowest rates were Belize (19.3) and Guyana (15.2).

Official crime data for St. Kitts and Nevis for the period from 1990 to 2015 are shown in Table 1. During this period there was an average of 12.4 murders per year, with the average increasing to 24.8 per year within the last five years of this period. On average, the number of murders increased by 1 per year from 1990 to 2015. During this time period there was an average of 131.2 drug offences per year, with the average increasing to 275.6 per year within the last five years of this period. On average, the number of drug offences increased by 6.8 per year from 1990 to 2015. During this time period there was an average of 33.6 rapes and indecent assaults per year, with the average decreasing slightly to 32 per year within the last five years of this period. Over the period for which data were available, therefore, the number of rapes remained relatively stable, increasing by only 0.2 per year on average.

From 1990 to 2015 there was an average of 60.6 robberies per year, with the average increasing to 62.8 per year within the last five years of this period. On average, the number of robberies increased by 2.4 per year from 1990 to 2015. During this time period there was an average of 620.7 house breakings per year, with the average decreasing to 413.4 per year within the last five years of this period.

On average, the number of house break-ins decreased by 8 per year from 1990 to 2015. During this time period there was an average of 389.4 larcenies per year, with the average decreasing to 351.8 per year within the last five years of this period. Despite the decreases within the last five years, when the entire time span is considered, the number of larcenies increased by an average of 7.1 per year from 1990 to 2015. Overall, the data in Table 1 show an increase in murders, drug offences, robberies and larcenies. In contrast, the number of rapes and indecent assaults remained relatively stable, while there was a decline in house breaking from 1990 to 2015.

The data cited in this section indicate that crime is a serious concern in St. Kitts and Nevis. As such, advocacy interventions are both timely and necessary. The success of those potential interventions depend on targeting suitable communities for intervention. Communities with high crime rates as well as other vulnerabilities (for example, a high proportion of youth, high levels of unemployment, a disproportionate number of single parent families, etc.) are those most in need of intervention.

1 United Nations Development Programme (2012) *Caribbean Human Development Report: Human Development and the Shift to Better Citizen Security*. UNDP, New York.

2 Caribbean crime data were obtained from the following sources: Royal Antigua and Barbuda Police Force, Royal Barbados Police Force, Royal Bahamas Police Force, Belize Police Department, Royal Grenada Police Force, Guyana Police Force, Jamaica Constabulary Force, Royal St. Kitts and Nevis Police Force, Royal Saint Lucia Police Force, Royal St. Vincent and the Grenadines Police Force, Trinidad and Tobago Police Service.

3 All crime rates in Figures 1 to 4 are calculated using the following official population statistics: Census year 2000 (Bahamas 303611, Barbados 268792, Belize 240204, Dominica 69625, Jamaica 2607632, St. Kitts/Nevis 46325, Trinidad/Tobago 1262366); Census year 2001 (Antigua/Barbuda 76886, Grenada 103137, Saint Lucia 156734, St. Vincent/Grenadines 109022); Census year 2002 (Guyana 751223).

Figure 1: Average murder rates for Caribbean countries (2000-2010)

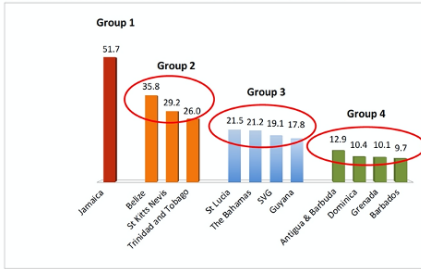


Figure 2: Average robbery rates for Caribbean countries (2000-2010)

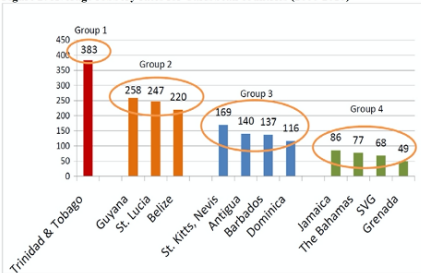


Figure 3: Average burglary and breaking and entering rates for Caribbean countries (2000-2010)

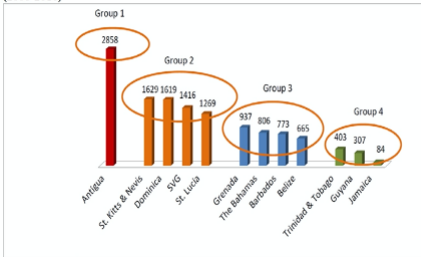
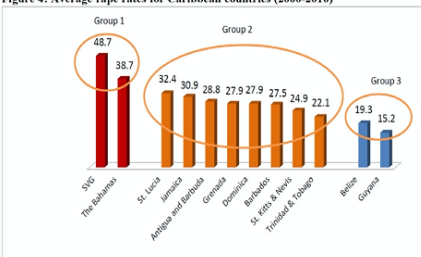


Figure 4: Average rape rates for Caribbean countries (2000-2010)



**Table 1: St Kitts and Nevis Crime Statistics**

Year	Murder	Drug offences	Rape and Indecent Assault	Robbery	House-breakings	Larceny
1990	2	34	19	4	442	37
1991	5	24	18	5	348	18
1992	3	54	33	19	436	90
1993	4	60	24	32	545	145
1994	7	33	29	36	635	259
1995	4	47	49	52	950	253
1996	4	39	55	56	654	517
1997	6	66	41	70	1,001	503
1998	8	85	26	56	845	553
1999	6	84	36	59	884	541
2000	6	93	35	69	800	618
2001	6	117	46	43	629	421
2002	5	89	30	63	797	559
2003	10	100	24	54	591	516
2004	11	80	40	52	508	451
2005	8	122	35	90	613	451
2006	17	171	30	75	644	500
2007	16	92	31	119	665	407
2008	23	172	41	102	636	458
2009	27	249	33	107	638	535
2010	20	223	39	99	809	533
2011	34	305	46	72	573	482
2012	18	341	27	67	534	456
2013	21	298	32	56	436	360
2014	24	230	32	54	282	246
2015	27	204	23	65	242	215
<b>Average</b>	<b>12.4</b>	<b>131.2</b>	<b>33.6</b>	<b>60.6</b>	<b>620.7</b>	<b>389.4</b>
<b>Average (last 5 years)</b>	<b>24.8</b>	<b>275.6</b>	<b>32.0</b>	<b>62.8</b>	<b>413.4</b>	<b>351.8</b>
<b>Average Increase</b>	<b>1</b>	<b>6.8</b>	<b>0.2</b>	<b>2.4</b>	<b>-8</b>	<b>7.1</b>

Source: Royal St. Christopher and Nevis Police Force



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