**Learner’s workbook**

Session date:

Learner’s name:

Tutor’s name:

**Module 1 – What is Advocacy?**

This handbook is designed to complement the session and support you to record your learning to provide a point of reference for future use. You are encouraged to complete the handbook as fully as possible and use it in a way that you feel is most appropriate to your needs.

The handbook is for you to take away and will not be assessed or marked in any way.

**Learning outcomes for this module**

By the end of the session learners will be able to:

* Explain what is meant by the term ‘advocacy’
* Describe and compare current models of advocacy
* Recognise what an effective advocate does/does not do
* Describe the advocacy process and identify key considerations for the advocate   
  at each stage

**Exercise 1 – Empathy exercise**

**Overview:** In this exercise learners are asked to choose a card and think of a time in their life when they felt that way.

**The statement on the card was:**

|  |
| --- |
|  |

**The example I thought of from my experience was:**

|  |
| --- |
|  |

**Discussion points**

What ‘type’ of people access advocacy?

|  |
| --- |
|  |

From slides 6 and 7

**What is advocacy…?**

“Advocacy is…

…about speaking up for children and young people.

…about empowering children and young people to make sure that their rights are respected and their views and wishes are heard at all times.

…about representing the views, wishes and needs of children and young people to decision-makers, and helping them to navigate the system.”

*(National Standards for the Provision of Children’s Advocacy Services, Welsh Assembly Government, February 2003)*

“Advocacy supports and enables people who have difficulty representing their interests to exercise their rights, express their views, explore and make informed choices.”

*(Older People’s Advocacy Alliance – OPAAL National Forum, 2008)*

“Advocacy is taking action to help people say what they want, secure their rights, represent their interests and obtain services they need.”

*(Action for Advocacy, 2002)*

**Principles of advocacy**

* Person-led
* Independent
* Supporting the person to speak out
* Non-judgemental
* Empowering
* Confidential

**Exercise 2 – Is this advocacy?**

**Overview:** In this exercise a set of brief scenarios were read out and learners were asked to respond to the question ‘is this advocacy?’ by holding up a card displaying ‘yes’, ‘no’ or ‘maybe’.

**Discussion points**

Consider some of the issues relating to the ambiguity that can sometimes surround advocacy. What causes these issues? Can advocacy ever be clear-cut and distinct?

|  |
| --- |
|  |

From slide 10

**Types of advocacy**

2. Formal advocacy

*Some broader professional roles have an element of advocacy within them. The professional can support the individual to express their views and wishes while separately expressing their own professional views or judgements.*

3. Informal advocacy

*An individual may seek advocacy support from someone they know on an informal basis. This type of advocacy forms part of a broader emotional relationship where the advocate may have their own strong feelings about what’s best for the individual.*

4. Independent Professional Advocacy

*An individual may be able to access an advocate whose job is to provide them with independent support to get their voice heard regardless of their own views or opinions of the situation.*

1. Peer advocacy

*An individual might look for advocacy support from someone who understands their situation because they’ve been there or are in similar circumstances to themselves.*

**Exercise 3 – Types of advocacy**

**Overview:** In this exercise learners were asked to complete a table to note the similarities and differences between different types of advocacy.

**Discussion points**

What are some of the strengths and weaknesses of each type of advocacy?

Which type of advocacy would *you* be most likely to access? Why?

|  |
| --- |
|  |

**Exercise 4 – The advocacy process**

**Overview:** In this exercise learners were asked to put a set of cards in the order they best felt reflected ‘the advocacy process’.

**Discussion points:**

Why isn’t it possible to follow one standardised advocacy ‘process’?

|  |
| --- |
|  |

What did you learn from the ‘red herring’ cards?

|  |
| --- |
|  |

**Consolidation of learning**

Create your own definition of advocacy:

|  |
| --- |
|  |

How do you feel advocacy features in your life and the lives of those you support?

|  |
| --- |
|  |

Note any further learning needs you feel you have following on from today’s session.

How might you address these?

|  |
| --- |
|  |

Notes page