

ADVOCACY

Building Skills for NGO Leaders

THE CEDPA TRAINING MANUAL SERIES
VOLUME IX



THE CENTRE FOR DEVELOPMENT AND POPULATION ACTIVITIES

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INTRODUCTION

Advocacy: Building Skills for NGO Leaders is the ninth volume in the CEDPA Training Manual Series. The manual is based on CEDPA's experience in building the skills of nongovernmental organization (NGO) leaders to advocate for change in the reproductive health arena. It was produced by CEDPA's Capacity Building Team with support from the United Nations Population Fund (UNFPA). Based on a participatory training approach, this manual introduces the basic principles of advocacy in the format of a three-day workshop design.

RATIONALE

Training has acquired an important role in public and private sector development organizations seeking to meet the need for effective agents of change. The participation of civil society and women's leadership in the international policy process has expanded through the United Nations conferences on population issues, social development, and women. Leaders of NGOs offer a pragmatic view of international policy and respond to the needs of individuals and families—especially women and the poor—who are frequently underrepresented in international fora.

At the International Conference on Population and Development (ICPD) in Cairo in September 1994, women's NGOs were a catalyst in creating a new consensus that women's empowerment is central to social and economic development and population stabilization. Within the following year, women advocates had again focused world attention on their priority issues at the Fourth World Conference on Women (FWCW) in Beijing.

CEDPA and its international NGO partners played an active and influential role in the planning processes of both Cairo and Beijing, helping to develop the agendas and official agreements. These events not only helped CEDPA spread its mission goals to promote women's empowerment and reproductive health and rights, the NGO participation at the conferences also benefited the global community by alerting it to the crucial importance of making women's issues and reproductive health major global priorities. CEDPA played a key role in involving grassroots women in the planning of ICPD and in the NGO Forum of the FWCW. While this trend of greater NGO participation is a boon to issues important to women-centered NGOs, it simultaneously challenges women leaders to develop sophisticated advocacy skills. In greater numbers than ever before, women have joined the international arena as advocates of a broad range of policies that promote gender equity. This manual intends to expand and enhance the advocacy skills of women leaders.

AUDIENCE

The manual was written for trainers around the world who seek to improve the advocacy skills of NGO leaders. While much of the background information and role play scenarios deal directly with reproductive health issues, a trainer could adapt the sessions for other contexts. The manual is directed toward trainers with substantial experience and a commitment to participatory methodologies. Less experienced trainers are urged to review *Training Trainers for Development: Conducting a Workshop on Participatory Training Techniques* (CEDPA, 1995).

CEDPA's experience conducting advocacy training around the world indicates that effective advocates need basic technical skills in issue identification, communications, planning, and networking. This manual attempts to provide a systematic approach that incorporates those elements. But perhaps more important to recognize is that the best advocates bring passion and commitment to their work. In this manual, the trainer's role involves solid preparation and facilitation of a learning process. But beyond this, the real challenge to the trainer, however, is to motivate and support NGO leaders as they confront unfavorable reproductive health policies.

ACKNOWLEDGEMENTS

Advocacy: Building Skills for NGO Leaders has been made possible by a grant from the United Nations Population Fund (UNFPA). CEDPA is grateful for UNFPA's generous support for this manual as well as many training activities and publications over the years.

Many CEDPA staff members contributed to the development of this curriculum. Frances Houck designed and tested the training sessions. A draft version was reviewed by Ralph Stone, Seema Chauhan, Phyllis Craun-Selka, Stacey Lissit, Julia Masterson, Sarah Craven, Nicole Levesque, Marjorie Signer, Taly Valenzuela, and Imelda Feranil. Portions of the manual were field-tested in Mexico, India, Mozambique, Russia, Egypt, South Africa, and Nepal by staff listed above as well as in-country staff and alumni including Helena Zefanias (Mozambique), Amal Gamal (Egypt), and Abrar Khan (India).

The publication of the final version was managed by Cecilia Snyder and Nicole Spencer with input from Sarah Ford.

CEDPA especially appreciates the valuable experience and input of alumni. Their insights have helped us at CEDPA refine our understanding of advocacy and improve our capacity to share the concept with others. Again and again, CEDPA alumni take a participatory training tool and complement it with their action and commitment. The result is a world in which the contributions of women are recognized more each day.

HOW TO USE THIS MANUAL

Each session includes the following components:

Title—identifies the main topic of the session.

Learner Objectives—describes what participants will be able to do by the end of the session in order to demonstrate increased knowledge, improved skills, or changed attitudes. The trainer should write the learner objectives on a flipchart prior to each session. S/he should open each session by reviewing the learner objectives.

Time—indicates the approximate duration of the session, assuming 20 participants.

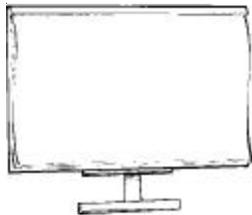
Session Overview—provides a breakdown of the session into sub-activities, including approximate times.

Materials—lists the materials required for the session.

Handouts—lists the handouts required for the session. The handouts can be found at the end of each session.

Steps—are the facilitation instructions for conducting the session. Most sessions are built upon the four components of the experiential learning cycle: **experience, reflection, generalization, and application**. The **experience** is an exercise or participatory presentation in which information is presented for discussion and learning. **Reflection** helps participants think about and analyze new information and develop their own ideas about a topic. **Generalization** allows participants to draw broad conclusions and lessons learned about the new information. **Application** enables them to visualize how they may apply their new skills in the future.

Flipchart—the symbol below denotes information that is most effective when presented or captured on a flipchart.



Trainer's Notes—are highlighted by a star (★) symbol in the margin. They may include background notes or alternative ways to manage a particular activity.

Preparation—indicates any arrangements the trainer needs to make prior to the session.

ADVOCACY WORKSHOP OVERVIEW

Workshop Objective: To build the capacity of NGO leaders to advocate effectively for reproductive health issues

DAY	SESSIONS	OBJECTIVES	TIME
1	Overview of Advocacy	To introduce the advocacy process and how it contributes to policy change	2 hours, 30 minutes
	Advocacy Issues, Objectives, and Power Dynamics	To select advocacy issues, set policy-focused objectives, and identify sources of support and opposition	3 hours, 15 minutes
2	Strategic Communication—Audience Analysis	To identify policy audiences and analyze their interests in a particular advocacy issue	2 hours, 30 minutes
	Message Development and Delivery	To develop compelling advocacy messages and practice delivering them to policy makers	3 hours
3	Building Networks and Coalitions	To explore networking and coalition-building as a tool for effective advocacy	1 hour, 45 minutes
	Advocacy Implementation Plan	To develop an advocacy plan of action as a follow-up to the workshop	2 hours

SESSION ONE: OVERVIEW OF ADVOCACY

LEARNER OBJECTIVES

By the end of the session, participants will be able to:

1. Define advocacy
2. Identify the steps in the advocacy process
3. Distinguish advocacy from related concepts [such as information, education, communication (IEC), social marketing, etc.]

TIME

2 hours, 30 minutes

SESSION OVERVIEW

- A. What is Advocacy? (45 minutes)
- B. Steps in the Advocacy Process (1 hour)
- C. Advocacy and Related Concepts (45 minutes)

MATERIALS

- Flipchart and paper, markers, tape
- Workshop agenda on flipchart or as a handout
- Learner objectives for Session One on a flipchart
- Sample advocacy definitions on a flipchart
- Three sets of pre-printed cards containing steps in the advocacy process

HANDOUTS

- 1A—Sample Definitions of Advocacy
- 1B—Steps in the Advocacy Process
- 1C—Advocacy and Related Concepts
- 1D—Trainer's Resource: Template for Preparing Advocacy Cards

PREPARATION

Before the training session, transfer the sample advocacy definitions (see Handout 1A) onto a flipchart using one sheet for each definition. Post the definitions around the room so they are clearly visible. Fold up the bottom half of each sheet and tape it to the top so that the participants cannot read the sheets as they enter the room.

★ NOTE TO THE TRAINER:

The definitions on Handout 1A are samples to assist the trainer. The trainer is encouraged to research and include definition(s) of advocacy developed by local organizations.

The trainer should also prepare three sets of advocacy process cards using the template provided as Handout 1D. Since participants will be working in three teams, it is useful to use index cards or stiff paper of three different colors. The text on each set of cards will be identical, however the sets will vary in color.

A. What is Advocacy? (45 minutes)

STEP 1

Welcome the participants to the advocacy workshop. Explain that over the course of the three-day workshop, participants will learn how to use advocacy as a tool for influencing decision-makers in order to bring about more favorable reproductive health policies and programs.

Review the agenda for the three-day workshop, printed on a flipchart or as a handout. Check for questions and comments about the workshop agenda and purpose.

★ NOTE TO THE TRAINER:

As an opening activity, the trainer is encouraged to invite an experienced advocate or reproductive health specialist to provide some opening comments. Ask the speaker to consider topics such as:

- the ability of non-governmental organizations (NGOs) and community-based organizations (CBOs) to represent populations who have traditionally been without a voice in decision-making processes
- the expanding role of NGOs in international fora such as Cairo, Cairo +5, and Beijing
- a personal account or local success story illustrating how advocacy has led to policy change

STEP 2

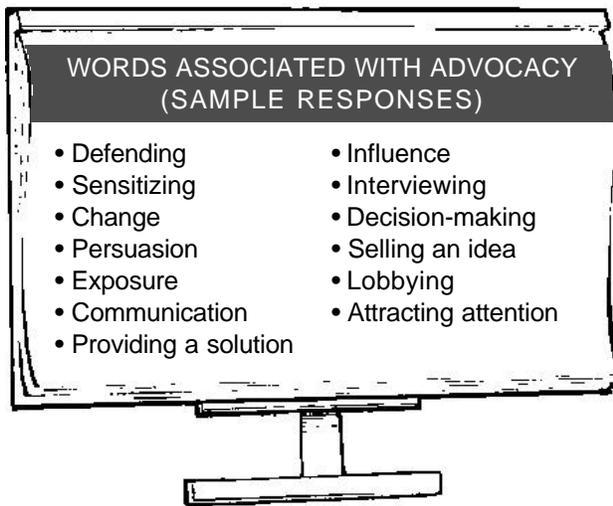
Review the learner objectives for Session One: Overview of Advocacy.

STEP 3

As a first step, the group will agree on a working definition of advocacy. Many participants will come to the workshop with a solid understanding of advocacy. As a starting point, lead the participants in a brainstorm of words they associate with **advocacy**. In order to relax the group, the trainer can simply go around the room and ask each person to say one word that comes to her/his mind when s/he thinks of advocacy.

Record these words on a flipchart, being careful to include all contributions. Repetition is not a problem; simply add a tick mark (✓) next to the phrases that are repeated.

The flipchart that follows shows the responses generated through this brainstorm at a recent workshop in Mozambique.



STEP 5

Add two or three other definitions from Handout 1A or local sources.

Once you have unfolded and reviewed all of the definitions, ask participants to look at the posted definitions and identify the terms that appear on the initial brainstorm list. You can use a bright marker to circle the concepts that the participants came up with on their own.

What are the key differences and similarities among all the definitions?

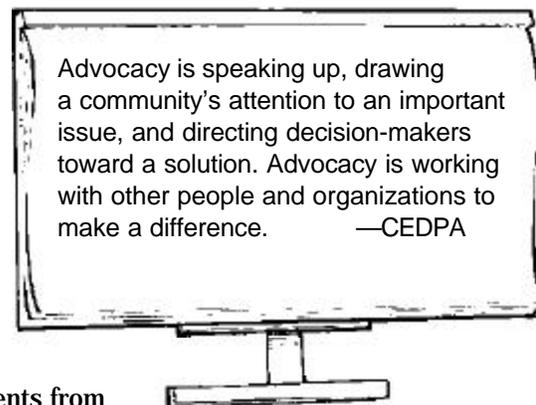
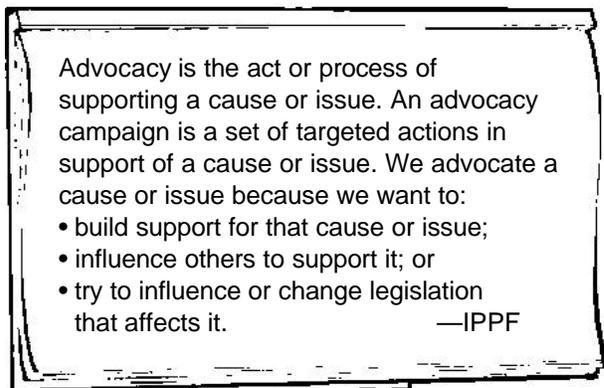
STEP 6

Next the group should agree on a working definition of advocacy to be used throughout the remainder of the workshop. If the time is available, you can lead the group in choosing the most important elements from

STEP 4

Once the group has generated a long list of terms associated with advocacy, share with them some definitions developed by different organizations and networks. Walk around the room and uncover the definitions you copied from Handout 1A (or from your own research). Read each sample definition aloud.

Sample definitions of advocacy on flipchart:



their brainstormed list and complement those with concepts from existing definitions. If time is more limited, the group can begin with their preferred definition among those posted, and modify it until their additions are well-reflected. The definition they agree upon is simply a reference point; it can be perfected over time.

★ NOTE TO THE TRAINER:

CEDPA has facilitated advocacy workshops in many non-English speaking countries. Workshops have been conducted in Arabic, Spanish, Russian, French, Portuguese, and Hindi, to name a few. CEDPA trainers consult with local **advocacy** groups to determine the most appropriate term to express advocacy in the indigenous language. Trainers then check with the participants to confirm or validate the selected term.

The preferred term for advocacy may vary from one country to another, even if the two countries share a common language. For example, one hears the term **defensa pública** in Mexico while neighboring Guatemala uses the term **incidencia**. In some Romance languages, there is concern about the phrase **abogacía** (Spanish), and **advocacia** (Portuguese). Colleagues in Romance language-speaking countries point out that the term that sounds like **advocacy** in English is too closely connected with lawyers and legal defense.

It is often helpful for the trainer to point out that these words share the common root of **voc-** or **voz**, meaning voice. In that context, ad-**voc**-acy means **giving voice** to a group or population that has traditionally been voiceless. This point further illustrates the role of NGO advocacy networks as intermediaries between marginalized populations and policy makers. Advocacy networks give a voice to their constituents and clients.

STEP 7

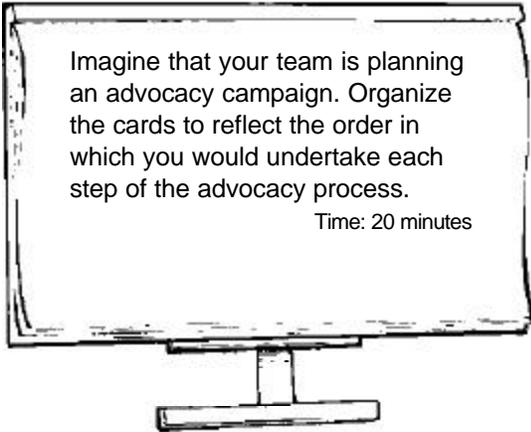
Distribute Handout 1A as a reference for defining advocacy.

B. Steps in the Advocacy Process
(1 hour)

STEP 1

Now that the group has reached consensus about a working definition, they will look at the various steps that make up the advocacy process. Experience shows that advocacy is very rarely an ordered, linear process. Some of the most successful advocacy networks operate opportunistically amidst a chaotic environment. The ability to seize opportunities, however, does not reduce the importance of a sound process and careful planning. The following exercise will demonstrate that looking at advocacy in a systematic way will help the participants to plan effective advocacy activities.

First, organize the participants into three teams with each team seated around a working table. You can ask the participants to count off by three or to count off by color according to the color of your advocacy card sets.

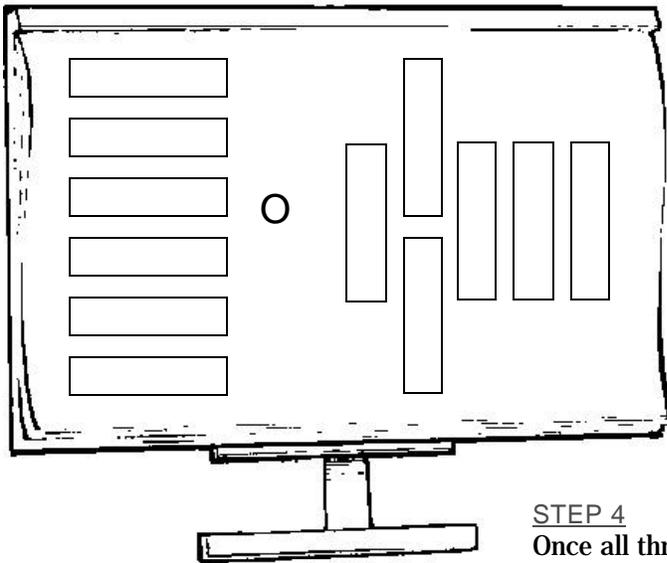


STEP 2

When you have the participants organized into three groups, distribute one set of advocacy cards to each group. (Note: the model for making these cards appears as Handout 1D at the end of the section.) Point out that each card has one step in the advocacy process written on one side, and a definition of that step or term on the other side. Present the following task on a flipchart (see left):

Each group can order its cards on a table top, on the floor, or posted on a wall.

For the trainer's information, groups generally order their cards to look something like this. Creativity is encouraged, of course!



STEP 3

After 20 minutes of work, circulate to see if each group has completed the task. Make sure that each team has organized their cards in a location (i.e., wall, floor, table top) that can be viewed by the whole group.

When the groups have finished, turn everyone's attention to the first group and ask them to present their work. Ask the presenters if there was any debate or discussion over certain cards. Check to see if the others have any questions or need clarification. Proceed to the next group for their presentation.

STEP 4

Once all three groups have presented, lead a discussion about the similarities and differences in the way the various groups ordered their steps.

- Did the groups have the same or different starting points? Same or different ending points?
- Were there any steps that were ordered together as a "package" by more than one group? (Often, the groups will link audience + message + channels or implementation + evaluation)
- Are there any important steps that were left out of the process?

STEP 5

In order to synthesize the activity, present Handout 1B—Steps in the Advocacy Process. You may wish to present this on an overhead transparency or flipchart. This handout shows the way that CEDPA generally orders the advocacy process.

1. The advocates generally begin with the **issue** around which they want to promote a policy change. The issue is focused, clear, and widely felt by the constituents of the advocacy group.

-
2. Then the advocates articulate an advocacy **goal** (medium- or long-term, like a vision) and an **objective** (short-term, specific, measurable) based on the advocacy issue.
 3. Next, the advocates identify the key policy **audience**—the decision-makers who have the power to bring about a policy change.
 4. Then the advocates develop a compelling advocacy **message** and tailor it to the interests of the policy audience.
 5. The appropriate **communication channels** are selected to deliver the advocacy message to the policy audience. This may include a press conference, an executive briefing packet, a public debate, a conference for policy makers, etc.
 6. As a next step, the advocacy group seeks to broaden its **support** base among civil society members and other allies.
 7. The advocacy group **raises funds** and mobilizes other resources to support the advocacy campaign.
 8. Finally, the advocates **implement** their advocacy strategy according to a plan of action.
 9. **Data collection** runs up the side of the model because it supports many of the other steps. In order to select an important advocacy issue, the organizers often need to gather information. They often need to research the position of a policy audience vis-à-vis the advocacy issue. Data collection is an on-going step.
 10. Likewise, **monitoring and evaluation** take place throughout the advocacy process. Before undertaking the advocacy campaign, it is important for the advocates to determine how they will monitor their implementation plan. In addition, the group should decide how they will evaluate or measure results. Can they realistically expect to bring about a change in policy, programs, or funding as a result of their efforts? In specific terms, what will be different after the completion of the advocacy campaign? How will the group know that the situation has changed?

STEP 6

Remind the group that we often carry out advocacy activities in a very turbulent environment. We are not always afforded the opportunity to follow each step in the advocacy process according to a model on paper. Nevertheless, a systematic understanding of the advocacy process will help us plan well, use resources efficiently, and stay focused on our ultimate advocacy objective.

C. Advocacy and Related Concepts (45 minutes)

STEP 1

Now the participants have reviewed various definitions of advocacy and familiarized themselves with the steps in the advocacy process. Reproductive health NGOs have been using advocacy skills and techniques for years. Nevertheless, advocacy is often confused with other concepts that share common elements. These concepts include information, education, communication (IEC); social marketing; public relations; and

others. In order to achieve a clearer understanding of what advocacy **is**, it is helpful to clarify what advocacy **is not**. The following is a short exercise to compare and contrast advocacy with related concepts.

Draw the following on a flipchart:

ADVOCACY AND RELATED CONCEPTS			
Concept/Approach	Target Audience	Objective	How Do You Measure Success?
IEC			
Public Relations			
Advocacy			

STEP 2

As you lead participants through the completion of this chart, there will be many opportunities to draw on their experience with IEC and other approaches to social change. Ask if anyone in the group has experience managing an IEC campaign and use those participants to help complete the IEC row of the chart.

Ask: *Who is the “target” audience of an IEC campaign?*

Possible responses include: women, men, youth, the members of a predetermined geographical area.

The answers will vary from one IEC strategy to another, but most often the target is a particular population as defined by sex, age, geography, etc. Write the participants’ responses in

the appropriate box on the chart.

Ask: *What is the objective of an IEC campaign?*

Possible responses include: raise awareness, change behavior. Write behavior change in the appropriate box.

Ask: *How do you measure the success of an IEC campaign?*

In other words, what objective indicators of change will tell the IEC campaign organizers that their campaign has been successful? Responses will vary according to the campaign’s objective but write up several examples provided by participants such as *% of youth using condoms* or *% of adults who know how to access family planning services*.

STEP 3

Most people are familiar with the public relations (PR) or advertising campaigns that large, private companies use to sell their products. Ask participants to identify a local company that is widely known by the general public. Apply the questions above to the case of a PR campaign.

As background for the trainer, the following is an example from Mexico of how the row was completed. The company was Aeroméxico, a large Mexican airline.

Target audience: the Mexican consumer

Objective: promote company image and boost sales

Measure of success: increased ticket sales; % increase of new passengers

Using the local example, complete the PR row in the chart.

STEP 4

Finally, help the group consider an advocacy campaign. Repeat the same questions and fill in the answers on the chart. Common answers for the advocacy questions are:

Target audience: policy makers (those decision-makers with the authority to affect the advocacy objective)

Objective: change policies, programs, or the allocation of public resources

Measure of success: adoption of a new or more favorable policy/program; % shift in resource allocation; new line item in a public sector budget, etc.

STEP 5

In order to summarize the exercise, ask the participants to consider:

What elements do these approaches have in common?

Possible responses:

- They are all strategies for promoting change
- They are all most effective when planned systematically
- They all involve identifying an audience and tailoring messages accordingly

Reinforce how advocacy stands apart from the other approaches because advocacy always seeks to change a policy or program. Like IEC, advocacy requires the intermediate step of raising the awareness of key audiences. However, advocacy does not stop at awareness-raising. The advocacy process is complete when a decision-maker takes a prescribed policy action. Participants often point out that the general public can be the target of an advocacy campaign. In most cases, however, public awareness is raised in order to pressure a particular policy maker.

Remind participants that they will be able to distinguish an advocacy strategy from an IEC or PR strategy by focusing on the objective.

STEP 6

Distribute Handout 1C—Advocacy and Related Concepts and review it with the participants.

HANDOUT 1A

SAMPLE DEFINITIONS OF ADVOCACY

The definitions below reflect how several organizations understand and operationalize advocacy:

“Advocacy is the act or process of supporting a cause or issue. An advocacy campaign is a set of targeted actions in support of a cause or issue. We advocate a cause or issue because we want to:

- build support for that cause or issue;
- influence others to support it; or
- try to influence or change legislation that affects it.”

—International Planned Parenthood Federation: IPPF Advocacy Guide 1995

“Advocacy is a process that involves a series of political actions conducted by organized citizens in order to transform power relationships. The purpose of advocacy is to achieve specific policy changes that benefit the population involved in this process. These changes can take place in the public or private sector. Effective advocacy is conducted according to a strategic plan and within a reasonable time frame.”

—The Arias Foundation (Costa Rica)

“Advocacy is speaking up, drawing a community's attention to an important issue, and directing decision-makers toward a solution. Advocacy is working with other people and organizations to make a difference.”

—CEDPA: Cairo, Beijing and Beyond: A Handbook on Advocacy for Women Leaders

“Advocacy is defined as the promotion of a cause or the influencing of policy, funding streams or other politically determined activity.”

—Advocates for Youth: Advocacy 101

“Colleagues in India describe advocacy as an organized, systematic, intentional process of influencing matters of public interest and changing power relations to improve the lives of the disenfranchised. Other colleagues in Latin America define it as a process of social transformation aimed at shaping the direction of public participation, policies, and programs to benefit the marginalized, uphold human rights, and safeguard the environment. African colleagues describe their advocacy as being pro-poor, reflecting core values such as equity, justice, and mutual respect, and focusing on empowering the poor and being accountable to them.”

—Institute for Development Research: Advocacy sourcebook

“Advocacy consists of different strategies aimed at influencing decision-making at the local, provincial, national, and international levels, specifically:

Who decides—elections, appointments and selection of policy-makers, judges, ministers, boards of advisors, managing directors, administrators, etc.

What is decided—policies, laws, national priorities, services, programmes, institutions, budgets.

How it is decided—accessibility of citizens to information and the process, extent of consultation, accountability and responsiveness of decision-makers to citizens and other stakeholders.

Policies and decisions are solutions to concrete problems. Effective advocacy requires sharp understanding and analysis of a concrete problem, and a coherent proposal for a solution.”

—InterAction: Women's Advocacy Workshop materials

MONITORING & EVALUATION

- Issue
- Goal and Objectives
- Target Audience
- Message Development
- Channel of Communication
- Building support
- Fundraising
- Implementation

DATA COLLECTION

HANDOUT 1C

ADVOCACY AND RELATED CONCEPTS

The following chart illustrates the difference between advocacy and several related concepts. Advocacy can usually be distinguished from other approaches by its objective—advocacy.

APPROACH	ACTORS/ ORGANIZERS	TARGET AUDIENCE	OBJECTIVE	STRATEGIES	MEASURING SUCCESS
Information, Education, Communication (IEC)	<ul style="list-style-type: none"> • Service providers 	<ul style="list-style-type: none"> • Individuals • Segments of a community (women, men, youth) 	<ul style="list-style-type: none"> • Raise awareness and change behavior 	<ul style="list-style-type: none"> • Sort by audience • Mass media campaigns • Community outreach • Traditional media 	<ul style="list-style-type: none"> • Measuring knowledge/skills acquired and behavior change • Process indicators • Focus groups • Service Delivery statistics
Public Relations	<ul style="list-style-type: none"> • Commercial institutions 	<ul style="list-style-type: none"> • Consumers 	<ul style="list-style-type: none"> • Improve the company's image and increase sales 	<ul style="list-style-type: none"> • Large-scale advertising (radio, TV, print media) • Public events 	<ul style="list-style-type: none"> • Improved public perception • Increased sales • Increased market share
Community Mobilization	<ul style="list-style-type: none"> • Community members and organizations 	<ul style="list-style-type: none"> • Community members and leaders 	<ul style="list-style-type: none"> • Build a community's capacity to prioritize needs and take action 	<ul style="list-style-type: none"> • Door-to-door visits • Village meetings • Participatory Rural Appraisal (PRA) 	<ul style="list-style-type: none"> • Issue-specific process and outcome indicators • Quality of participation
Advocacy	<ul style="list-style-type: none"> • NGOs • Research institutions • Universities 	<ul style="list-style-type: none"> • Public institutions and policy makers 	<ul style="list-style-type: none"> • Change policies, programs, and resource allocation 	<ul style="list-style-type: none"> • Focus on policy makers with the power to affect advocacy objective • High-level meetings • Public events (debates, protests, etc.) 	<ul style="list-style-type: none"> • Process indicators • Media scans • Key informant interviews • Focus groups • Opinion surveys

<h1>Issue</h1>	<p>The problem that requires a policy action.</p>
<h1>Goal</h1> <h1>Objective</h1>	<p>Goal: A statement of the general result you want to achieve</p> <p>Objective: Incremental steps toward achieving your goal that are:</p> <ul style="list-style-type: none">• specific• measurable• realistic• time-bound

Target Audience

The policy makers you are trying to influence to support your issue, e.g., parliamentarians, local officials, ministry officials.

Message Development

Statements tailored to different audiences that define the issue, state solutions, and describe the actions that need to be taken.

Channels of Communication

The means by which a message is delivered to the various target audiences, e.g., radio, television, flyers, press conferences, meetings.

Building Support

Building alliances with other groups, organizations, or individuals who are committed to supporting your issue.

Fundraising

Identifying and attracting resources (money, equipment, volunteers, supplies, space) to implement your advocacy campaign.

Implementation

Carrying out a set of planned activities to achieve your advocacy objectives (action plan).

Data Collection

Gathering, analyzing, and using appropriate quantitative and qualitative information to support each step of your campaign.

Monitoring Evaluation

Monitoring: A process of gathering information to measure progress toward your advocacy objectives.

Evaluation: A process of gathering and analyzing information to determine if the advocacy objectives have been achieved.

SESSION TWO: ADVOCACY ISSUES, OBJECTIVES, AND POWER DYNAMICS

LEARNER OBJECTIVES

By the end of the session, participants will be able to:

1. Select several issues as the focus of an advocacy campaign
2. Set an advocacy objective for each issue
3. Use a power map as a tool for exploring power dynamics around an advocacy issue

TIME

3 hours, 15 minutes

SESSION OVERVIEW

- A. Key Issues in Reproductive Health (45 minutes)
- B. Setting an Advocacy Objective (1 hour)
- C. Power Map (1 hour, 30 minutes)

MATERIALS

- Flipchart and paper, markers, tape
- 3-4 pairs of scissors, colored paper or magazines for power map
- Definition of reproductive health on overhead transparency or flipchart
- Blank power map on transparency or flipchart
- Camera for photographing the workshop

HANDOUTS

- 2A—Definition of Reproductive Health
2B—Checklist for Selecting an Advocacy Objective
2C—Power Map

PREPARATION

Prior to the session, transfer the power map instructions to the flipchart (see Activity C, Step 3).

A. Key Issues in Reproductive Health (45 minutes)

NOTE TO THE TRAINER:

If this advocacy training component is being incorporated into a larger reproductive health workshop, it is likely that Activity A will already have been completed. If you have already discussed and identified priority RH issues, then you can simply return to that list and skip the exercise that follows.

STEP 1

Review the learner objectives for the session and explain that participants will identify priority issues in reproductive health. They will then practice setting clear, relevant advocacy objectives according to the RH issues selected. Finally, they will apply a tool called “power mapping” in order to analyze power dynamics around their advocacy issue.

STEP 2

Present the definition of reproductive health (Handout 2A) on a flipchart or overhead transparency. Read the definition aloud or ask a participant to do so. Note that this definition emerged from the 1994 International Conference on Population and Development (ICPD) held in Cairo, Egypt. A total of 180 governments reached consensus on this definition of reproductive health.

Confirm with participants that this definition is applicable within their environment. You may wish to ask if there are any surprises about the definition.

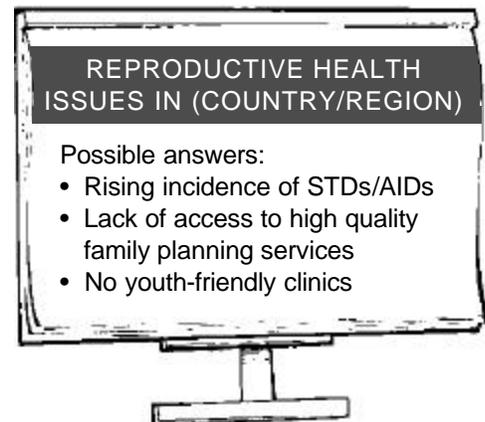
STEP 3

Next, lead participants in a brainstorming exercise to identify the RH issues in their country or region. Ask participants to reflect on the definition of RH and to think about the issues they face in their daily work.

What are the concerns and problems of the clients and communities they serve?

Record all responses on the flipchart.

STEP 4



By the end of the brainstorm, you will have an exhaustive list of RH issues, challenges, and problems. The next step will be to help participants prioritize those issues as they begin to identify an advocacy direction.

As the participants consider the RH issues, they should try to define a **policy solution** for each issue. Take the case of domestic violence, for example. In many societies, domestic violence is a widespread problem with multiple causes. One strategy to reduce the incidence of domestic violence may be for NGOs to launch a public awareness (or IEC) campaign. At the same time, the incidence may be lowered by persuading the Ministry of Justice to enforce existing domestic violence laws. Or perhaps it is necessary for the Chief of Police to initiate and fund a domestic violence training program for police officers. The second two examples are advocacy strategies since they involve a policy response. If there is any confusion about advocacy versus other approaches, refer to the chart on Advocacy and Related Concepts that you prepared in Session One.

STEP 5

In order to prioritize the RH issues, ask each participant to tick (✓) three issues on the flipchart that are most urgent and relevant to his/her work. It may be necessary to eliminate any redundancy in the list before the participants begin.

Give the group several minutes to approach the board and tick off their issues.

STEP 6

At the end of the voting process, some RH issues should emerge as being especially important for the group. Tally up the responses and note the total next to each issue. Identify the three issues that received the most interest. If there is a tie for third place, the group can either negotiate to choose one above the other or work on a total of four advocacy issues for the remainder of the workshop. The workshop sessions are timed based on only three issues. Adding a fourth issue will require extra time for most sessions.

Note that the process is not intended to determine scientifically which are the most important RH issues in the region. The purpose is to determine which issues are most critical to the work and lives of the participants. Advocates are most successful when they feel a deep concern or passion for their advocacy issue.

STEP 7

Before moving forward, the participants will need to organize themselves into three working groups according to the RH issues identified. They should select an area that interests them and, preferably, in which they have expertise. An easy way to facilitate this process is to ask each participant to write their name on a slip of paper and rank the three issues as their first, second, and third choice. For example:

<p>Your Name</p> <ol style="list-style-type: none">1. Lack of youth-friendly services2. Scarcity of condoms3. Lack of insurance coverage for family planning services

Collect the slips of paper and, if possible, schedule a tea break so that you have time to

arrange the groups. In addition to trying to give everyone their first or second choice, it is important to seek a balance in terms of gender, regions, and organizations represented in each group.

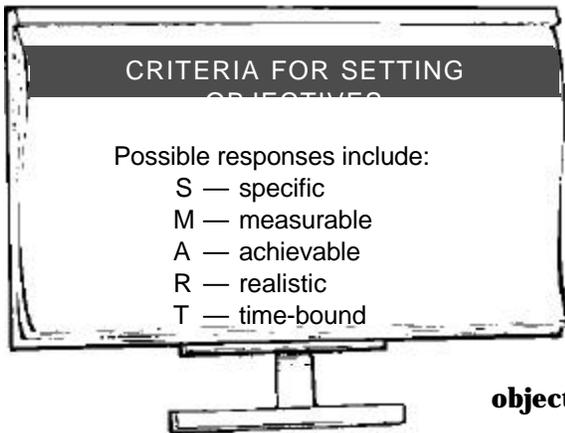
STEP 8

Once you have the issue teams organized, list them on a flipchart and let the participants know they will be working in these groups until the end of Session Two.

B. Setting an Advocacy Objective
(1 hour)

STEP 1

Many participants will have wide experience in establishing programmatic objectives. This experience will be very helpful as they work on setting advocacy objectives. Begin by pointing out the importance of a sound objective to the planning process—whether one is planning a reproductive health program or an advocacy campaign. Depending upon its quality, the objective can bring either clarity or confusion to the rest of the planning process.

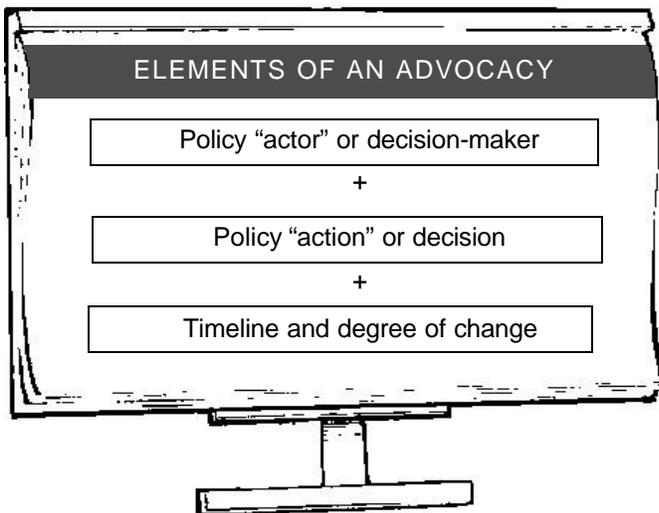


Ask participants to list the criteria they use when developing programmatic objectives. Note their responses on a flipchart. Many groups mention the SMART objectives (see left).

Participants may have other criteria to add to the list.

STEP 2

Ask participants how they would modify the list to include criteria for setting **advocacy** objectives. Refer back to the Session One activity where participants sorted the advocacy cards. An advocacy **goal** is a long-term (5-10 year) vision for change. An advocacy **objective** is a specific, short-term, action-oriented target.



Participants may add criteria such as the following to the brainstorm list:

Is the objective likely to generate public support?
Will other NGOs rally around the objective?

STEP 3

A good advocacy objective contains several other elements. Present the following on a flipchart (see left):

As the participants prepare to write

advocacy objectives, they should address these three elements:¹

1. Identify the policy **actor** or decision-maker who has the power to convert the advocacy objective into a reality (i.e., Minister of Health, Chair of a Parliamentary Subcommittee, etc.).
2. Identify the specific policy **action** or response required to fulfill the objective (i.e., adopt a certain policy or allocate funds to support an initiative).
3. Stipulate the time-frame and degree of change desired. Advocacy objectives usually focus on a 1-2 year period. Can the policy be formulated and adopted in a 1-2 year period? Also, some advocacy objectives—but not all—indicate a quantitative measure of change. For example:
 - *Redirect 25% of the regional family planning budget to target adolescents by the end of the next fiscal year; or*
 - *Within six months initiate and fund a community-based distribution program to serve 40% of women and men of reproductive age in Region X.*

Participants should be as specific as possible as they articulate advocacy objectives.

STEP 4

Ask participants to work in their teams to develop two distinct advocacy objectives that outline a policy response to their issue. Allow 15 minutes for the groups to draft two objectives.

STEP 5

Next, review and distribute Handout 2B—Checklist for Selecting an Advocacy Objective. The groups should take their first objective and analyze it according to the nine criteria provided. They should then repeat the process with their second objective. After comparing the two objectives, the groups should prepare a brief explanation of the objective they elect to pursue and why.

Allow 20 minutes for the issue teams to analyze their objectives using the checklist.

STEP 6

Invite each group to present the results of its analysis. As you are observing, be sure that the policy **actor** and policy **action** are clearly identified in each objective.

C. Power Map (1 hour, 30 minutes)

STEP 1

Preparation: collect the scissors, tape, colored paper or magazines and place them on a centrally located table.

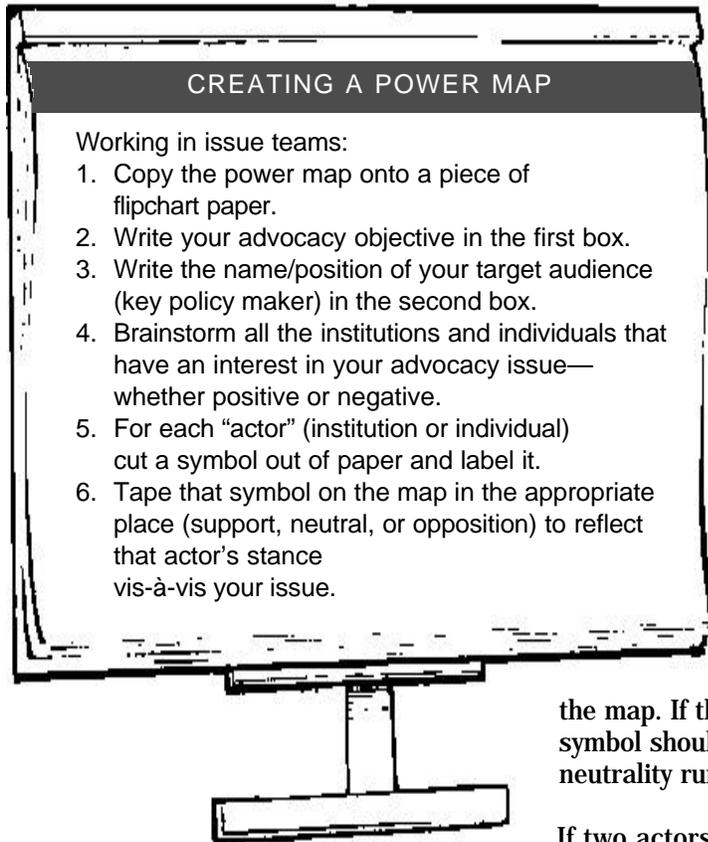
STEP 2

In the next activity, participants will build on their work with RH issues and advocacy objectives. They will create power maps to identify power relationships, sources of support, and opposition. The result of this exercise will be a dynamic, visual road map that will guide the teams in the development of their advocacy strategies.

STEP 3

¹ These elements taken from the SARA/AED Advocacy Training Guide.

Present the blank Power Map (Handout 2C) on a flipchart or an overhead transparency along with the following task:



STEP 4

As you review the task, several steps will require more elaboration.

Step # 4—participants should think of traditional as well as non-traditional “actors” in the policy process, including community leaders, celebrities, business leaders, etc.

Step # 5—the groups can be creative in selecting a symbol or magazine image to depict the different actors. If the actor has broad power or influence over the issue, they should create a large symbol. If the actor is interested in the issue but has little influence over the target audience or general public, they should use a small symbol.

Step # 6—if the actor is highly supportive of the issue/objective, its symbol should be placed to the far left of

the map. If the actor represents strong opposition, its symbol should be placed on the right side. The line of neutrality runs up the center of the map.

If two actors are closely linked (i.e., a school principal and the teachers’ union) the symbols can overlap or

touch each other to reflect the interconnection.

STEP 5

Take an example and go through several steps in the mapping process:

For example,

Objective: Within the next year, persuade the Chief of Police to institute a domestic violence training program for all current and in-coming officers.

Target audience: Chief of Police

Mention several allies such as women’s NGOs or lawyers’ associations, and show where they would be placed on the map. Mention several possible opponents (i.e., the middle managers on the police force who lose staff resources while officers are in extended training) and place them on the map.

STEP 6

Allow the issue teams 45 minutes to complete their power maps.

H NOTE TO THE TRAINER:

~~This is a good time to have your~~ camera on hand. The power maps are usually quite interesting visually. Following the presentations, take a quick photo of each issue team with their power maps—it's a good photo opportunity.

STEP 7

When they have finished working, ask each team to present its power map to the group.

Following each presentation, pose several questions to the whole group to maximize learning from the exercise.

- Are there any additional allies that belong on the map? Any additional opponents?
- Does the map capture the interconnections between different “actors?”
- Where on this map does most of the power and influence reside?
- Based on these power dynamics, how would you focus your advocacy effort? Would you build on the support, neutralize the opposition, or try to convince the “undecideds?”

STEP 8

As a learning point for this exercise, it is important to emphasize that many successful advocacy campaigns opt to build their support base and recruit the “undecideds” over to their viewpoint. Sometimes, direct engagement with the opposition turns into a heated conflict. Unless the advocacy group desires this level of conflict—to raise mass media attention, for example—it may be advisable to focus on supporters and neutrals. In all cases, however, it is essential to forecast and anticipate your opponent’s argument or message. Effective advocates are **pro-active** in framing an argument, rather than reactive to the opposition’s stance.

Point out that the completed power maps can serve as advocacy road maps on an on-going basis. For example, if a neutral actor joins the support base, its symbol can be moved to represent the new position.

This is the close of activities for Day One. Use a simple method to conduct a brief evaluation of the first day. For example:

- Nominate two participants to provide a synopsis of key Day One learning points as an opener the following morning.
- Place a flipchart at the exit door and ask each participant to write feedback on the board as they leave.

HANDOUT 2A DEFINITION OF REPRODUCTIVE HEALTH

“Reproductive Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity, in all matters related to the reproductive system and to its functions and processes. People are able to have a satisfying and safe sex life and they have the capability to reproduce and the freedom to decide if, when and how often to do so. Men and women have the right to be informed and have access to safe, effective, affordable and acceptable methods of their choice for the regulation of fertility, as well as access to health care for safe pregnancy and childbirth.”

—ICPD Programme of Action as documented in Action for
the 21st Century/Reproductive Health and Rights for All
Family Care International (FCI), 1994

HANDOUT 2B CHECKLIST FOR SELECTING AN ADVOCACY

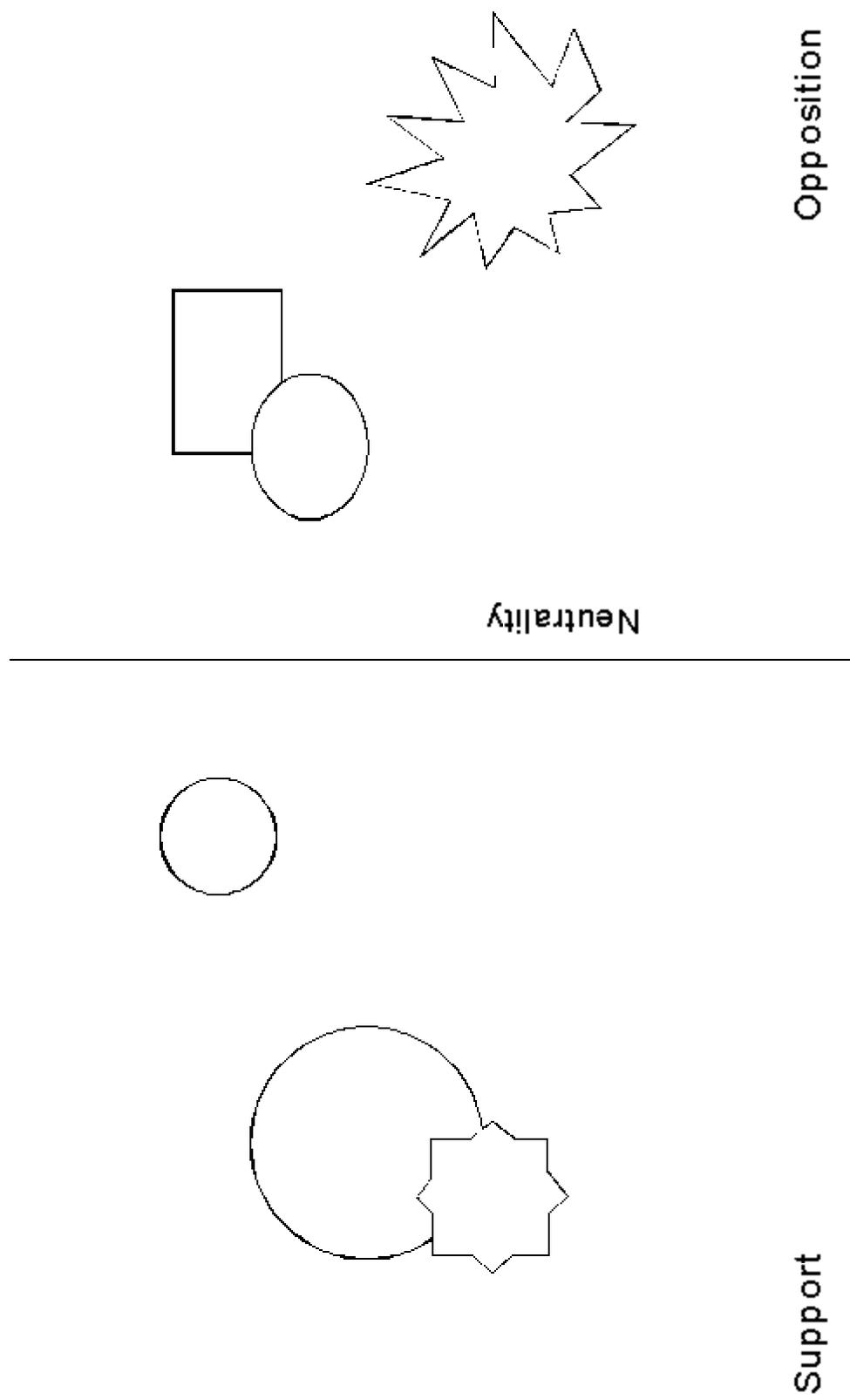
This checklist is taken from the SARA/AED Advocacy Training Guide and adapted from Midwest Academy's Organizing for Social Change. It is designed to help advocacy groups develop and choose sound objectives for policy change.

CRITERIA	OBJECTIVE 1	OBJECTIVE 2
Do qualitative or quantitative data exist to show that the objective will improve the situation?		
Is the objective achievable? Even with opposition?		
Will the objective gain the support of many people? Do people care about the objective deeply enough to take action?		
Will you be able to raise money or other resources to support your work on the objective?		
Can you clearly identify the target decision-makers? What are their names or positions?		
Is the objective easy to understand?		
Does the advocacy objective have a clear time frame that is realistic?		
Do you have the necessary alliances with key individuals or organizations to reach your advocacy objective? How will the objective help build alliances with other NGOs, leaders, or stakeholders?		
Will working on the advocacy objective provide people with opportunities to learn about and become involved with the decision-making process?		

HANDOUT 2C POWER MAP

Advocacy objective _____

Target audience _____



SESSION THREE: STRATEGIC COMMUNICATION—AUDIENCE ANALYSIS

LEARNER OBJECTIVES

By the end of the session, participants will be able to:

1. Identify a target audience and analyze their interest in an advocacy issue
2. Tailor a message according to the interests of a target audience

TIME

2 hours, 30 minutes

SESSION OVERVIEW

- A. Techniques of Persuasion (1 hour)
- B. Audience Analysis (1 hour, 30 minutes)

MATERIALS

- Flipchart and paper, markers, tape
- Learner objectives on a flipchart
- Strategic Communication definition on a flipchart
- Strategic Communication Model on a flipchart

HANDOUTS

- 3A—Audience Analysis Form
- 3B—Strategic Communication Model

PREPARATION

Prior to the session identify a long wall against which participants can form a line.

Write the following terms on three sheets of flipchart paper, one term per sheet:

- Strongly Agree
- Undecided
- Strongly Disagree

Post the first sheet (Strongly Agree) on the wall at one end of the room. Post the second (Undecided) in the middle of the room and the third (Strongly Disagree) at the far end of the room.

On a slip of paper, write two controversial statements. Participants will be asked to line up along a continuum according to how they feel about each statement. The statements, therefore, should be designed to elicit both positive and negative responses. The trainer will need to develop these statements according to the local environment. In past workshops, the following statements have been used successfully:

1. Sexuality education should be incorporated into the formal curriculum of primary school (grades 1-6).
2. You are the Director of Emergency (or Trauma) Services for a local hospital. You learn that one of your nurses is HIV-positive and, because of this, you dismiss her from her post.

A. Techniques of Persuasion (1 hour)

STEP 1

Review the session's learner objectives with participants.

STEP 2

As a warm-up to the topic of audience analysis, the group will participate in an exercise on public opinion and persuasive techniques. Indicate that there is a long wall that represents a continuum of public opinion, ranging from "Strongly Agree" to "Strongly Disagree." Participants can imagine that they are participating in a quick public opinion survey.

Tell the participants that—momentarily—you will read a statement aloud and they will express their opinion by standing physically at the point on the continuum that best reflects their viewpoint. Point out that they need not stand precisely under the sign that says "Strongly Agree" or "Strongly Disagree." Rather, they can stand anywhere along the continuum, including in between any two signs.

Check that the instructions are clear before you read the first statement. Let them know that they will react to the statement as read, and they will not be able to alter or question the statement.

STEP 3

Read the first statement slowly and clearly; it is important that everyone hear the same words. Then read the statement slowly a second time.

Ask all participants to stand up and position themselves along the continuum according to their opinion.

STEP 4

Once each participant has taken a position, tell the participants they will exercise their skills in persuasion by trying to convince the "undecideds" to move over and adopt their position.

Inform the participants that they are encouraged to move to a new point on the continuum if their opinion changes during the exercise.

Turn first to those who are standing at the extreme end of “Strongly Agree.” Invite one or two participants to explain their position **briefly** in an effort to persuade the “undecideds.” Check to see if any “undecideds” feel persuaded to move.

Next, invite one or two of the “Strongly Disagree” members to articulate their position in an effort to persuade others. Try to manage the group in such a way that a heated argument does not develop. If the discussion gets too intense, simply remind the group that the objective is not to debate an issue, but rather to convince an undecided audience.

Finally, ask the “undecideds” why they are undecided and whether they feel inclined to change their minds. Try to pinpoint the specific argument or communication technique that led them to change their opinion.

STEP 5

After 5-10 minutes have elapsed over the first statement, stop the discussion and read the second statement. Again, read the words slowly and clearly. Repeat facilitation Steps 3 and 4.

STEP 6

Once you have completed the exercise with the second statement, ask everyone to return to their seats. Facilitate a discussion about what the participants learned from the exercise. The following are sample discussion questions and responses:

As you stood along the continuum as an audience, which persuasive techniques influenced you to change your position?

- Use of facts and figures
- Use of real-life, human examples
- Appealing to me on a personal level
- Listening to my viewpoint

Did the speakers use any techniques that “turned you off” or alienated you?

- Raising his/her voice
- Exaggeration of the facts

When the objective is to build support for your cause or issue, which is more effective—to debate with your adversaries or to persuade neutral parties?

- This may vary from one advocacy campaign to another. In many cases, however, an attack on the opposition simply aggravates the debate. One example of this is the abortion debate in many countries—the two sides often use strong language and shocking images in order to attack their opponent’s position. At times, this approach alienates a neutral public.

To reinforce these points, you can return to the completed power maps (Session Two) and review any previous comments or decisions the issue teams made about positioning their advocacy efforts.

B. Audience Analysis (1 hour, 30 minutes)

STEP 1

Begin this activity by highlighting the importance of strategic communication in advocacy. Effective advocacy depends on a leader's ability to persuade a policy maker and/or compel him/her to take action.

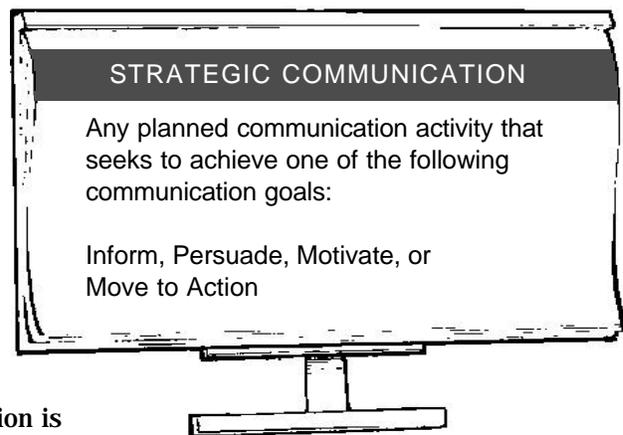
Review the following definition of strategic communication on a flipchart:

STEP 2

Ask participants to think of a time when they were persuaded by someone else to change their opinion. What did it take to make this happen? Elicit some responses.

Possible responses:

- *A credible source*
- *Convincing data*
- *A story of someone's personal experience*



STEP 3

Explain that a key element of strategic communication is understanding your audience well and seeing an issue from their perspective. The advocate must think about what will motivate a target audience to support a cause. This is, perhaps, the greatest challenge of strategic communication—the ability to put yourself in your audience's shoes and see how they will benefit from supporting your cause. Try to think of the potential risks and rewards your target audience will face by joining forces with you.

STEP 4

Take an example such as a community-based organization (CBO) that is concerned about the deterioration of a vacant lot into a garbage dump. Imagine that the organization has secured a meeting with the local mayor to draw his/her attention to the problem. The CBO hopes to convince the mayor to designate funds to clean up the dump site and maintain it in the future. Ask participants to look at the situation from the mayor's perspective and define several personal benefits s/he will derive from supporting the advocacy objective. Record these on a flipchart.

Possible responses:

- *Positive publicity*
- *Increase in voter support*
- *Short-term job creation*

STEP 5

Point out that effective advocates anticipate the factors that will motivate their audience by conducting a systematic analysis. Based on the findings of this analysis, the audience's interests are incorporated into the advocacy strategy.

STEP 6

Distribute Handout 3A—Audience Analysis Form¹ and review it with participants.

Before implementing an advocacy campaign, the advocacy group can use the Audience Analysis Form as a planning tool. The advocates begin by defining the target policy audience, or who they intend to persuade. In this case, participants can simply return to their power maps and transfer their target audience and advocacy issue to the Audience Analysis Form.

Next, the form is used to assess the target audience based on the following factors:

Level of familiarity with your network or organization—

Have they interacted with your group in the past? What was the nature of that interaction?

Level of knowledge about the advocacy issue—

Is the audience well-informed or lacking accurate information?

Level of agreement with your position on the issue—

On the power map, would you identify the target audience as supportive, opposed, or neutral?

Level of previous, demonstrated support—

Has the audience actively supported your position on the issue? Describe that support.

Finally, list the benefits or interests related to the issue from your audience's perspective. Remember the example of the mayor who wants to expand his/her voting base. Also, identify any secondary audiences or "influentials" who can affect your target audience. Think beyond professional circles and include personal relationships. Sometimes the relative or spouse of a high-level decision-maker can be a great intermediary.

STEP 7

Have the participants work in their issue teams to complete the Audience Analysis Form. Again, they should refer to their power maps and transfer the target audience and issue/objective to the Audience Analysis Form. Allow 30 minutes for the group work.

STEP 8

When they have completed the Audience Analysis Forms, invite each group to summarize its work in five minutes. Take questions and comments from the larger group.

Discussion questions:

- *If you gave any of the target audience factors a low evaluation, how will you counteract that problem?*
- *Based on the analysis, how will you formulate an advocacy message that appeals to your audience?*

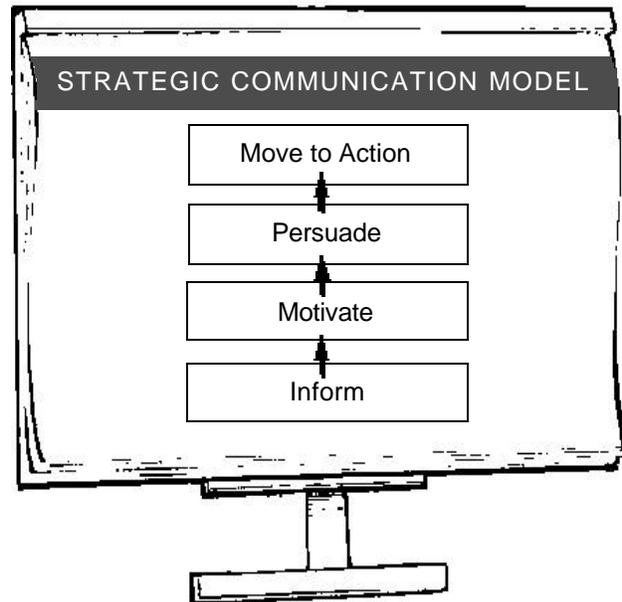
STEP 9

Before moving on to message development, review the Strategic Communication Model² (also Handout 3B) on a flipchart:

Many advocacy efforts (as well as IEC campaigns) focus primarily on the first level of this model—Inform. As the model illustrates, there are higher objectives in a communication strategy that will achieve a greater impact. An effective communication strategy will seek to **motivate** the audience to feel something about the issue. Ask the participants to think of a poster or message that moved them to care about a particular cause. At the third level, an advocacy message should seek to **persuade** the audience to adopt a desired position on the issue. Finally, the message should **move the audience to take action**.

Refer back to the chart comparing advocacy with IEC and other related concepts (Session One). Although each level of the Strategic Communication Model should be achieved, a successful advocacy campaign is one that reaches the highest level—Move to Action. Did the policy maker make a favorable decision in regard to the advocacy issue? Did s/he adopt a new policy or reform an outdated one?

Every strategic communication effort should seek to reach the highest possible level on the model. As the participants prepare to develop advocacy messages, they should consider how they will move their audiences to act on the advocacy issues.



HANDOUT 3A

AUDIENCE ANALYSIS FORM³

Target audience _____

Advocacy issue _____

Evaluate the target audience's:

(1 = low; 5 = high)

Level of familiarity with your network/organization 1 2 3 4 5

Level of knowledge about your advocacy issue 1 2 3 4 5

Level of agreement with your position on the issue 1 2 3 4 5

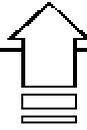
Level of previous, demonstrated support for your issue 1 2 3 4 5

Identify your target audience's:

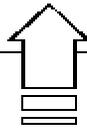
Potential interests/benefits related to the issue:

Influentials:
(Secondary audiences who can exert influence over your target audience)

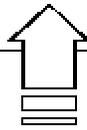
MOVE TO ACTION



PERSUADE



MOTIVATE



INFORM

SESSION FOUR: MESSAGE DEVELOPMENT AND DELIVERY

LEARNER OBJECTIVES

By the end of the session, participants will be able to:

1. Identify the elements of an effective advocacy message
2. Develop and deliver an advocacy message in a variety of scenarios

TIME

3 hours

SESSION OVERVIEW

- A. Message Development (1 hour, 30 minutes)
- B. Message Delivery: Role Plays (1 hour, 30 minutes)

MATERIALS

- Flipchart and paper, markers, tape
- 3 role play scenarios written on cards or sheets of paper
- 4-5 advertising messages from local magazines
- Learner objectives on a flipchart
- One-Minute Message on a flipchart
- Role play task on a flipchart

HANDOUTS

- 4A—Message Development Worksheet
- 4B—Role Play Scenarios (for adaptation)

PREPARATION

Prior to the session, find four or five advertising messages from local magazines. Each message should have a simple, promotional phrase such as, “Tropical Airways gets you where you need to go, on time, in style...” as well as visual images and supplemental text. For this exercise commercial messages work better than a social marketing campaign, such as a family planning slogan. If the participants are too familiar with the subject matter, their objectivity can be clouded. Cut out the 4-5 messages and paste each one to a single piece of flipchart paper. Post each message on a different wall in the training room so that the participants can see them.

Prepare one role play scenario for each issue team. The scenario should reflect the advocacy objective and target audience that each team has identified. Handout 4B—Role Play Scenarios will provide additional ideas. It is ideal for each scenario to depict a different message delivery setting (i.e., face-to-face meeting, press conference, public debate or forum, etc.). It can also be useful to video the advocacy role plays and then re-play them for group feedback.

A. Message Development (1 hour, 30 minutes)

STEP 1

Review the learner objectives for the session.

Inform the participants that this session will focus on developing persuasive advocacy messages. Their work on audience analysis will provide a foundation for the message development.

As a warm-up exercise, refer to the four or five advertising messages you posted on flipchart paper around the room. Tell the participants that after you read each message aloud, they should be prepared to get up and physically stand next to the message that appeals to them.

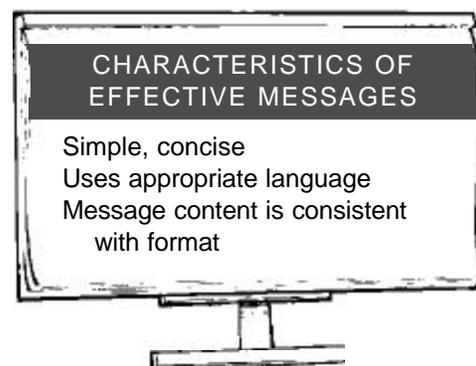
STEP 2

Moving around the room from one message to the next, read the promotional statement for each message aloud. When you have read each message clearly, ask participants to get up and stand by a message they like. They may want to wander for a minute or two to look at the graphics. You should end up with small groups of participants around each message.

STEP 3

When all of the participants are standing by a message, ask them to work with their colleagues who selected the same message to identify the characteristics of their message that make it appealing to an audience. Ask them to write the appealing characteristics (or why they like the message) around the message on the flipchart paper.

Have each group read aloud its list of appealing characteristics. While the groups are reading their lists, capture their points on the flipchart as shown below.



STEP 4

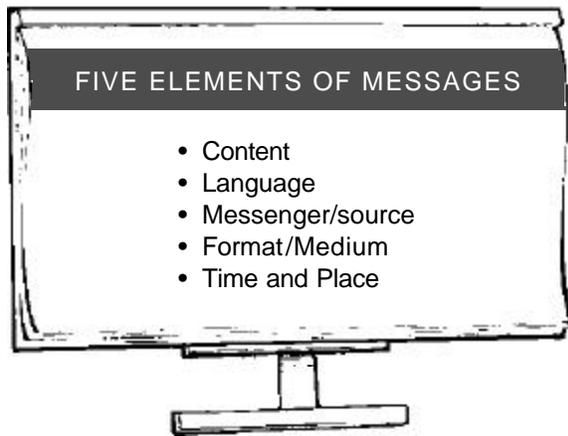
After the participants have read their comments about the messages, have them return to their seats. Refer to the list you have made on the flipchart and check if anyone has characteristics to add to it.

A few characteristics that can be included:

- A credible messenger
- Tone and language are consistent with the message (i.e., serious, humorous, etc.)

STEP 5

On a flipchart, write the Five Elements of Messages as shown below. These elements are taken from the AED/SARA *Advocacy Training Guide*.



STEP 6

Review the Five Elements and elaborate on each point:

1. Content—

The content is the central idea of the message. What is the main point you want to communicate to your audience? What single idea do you hope the audience will take away from your message?

2. Language—

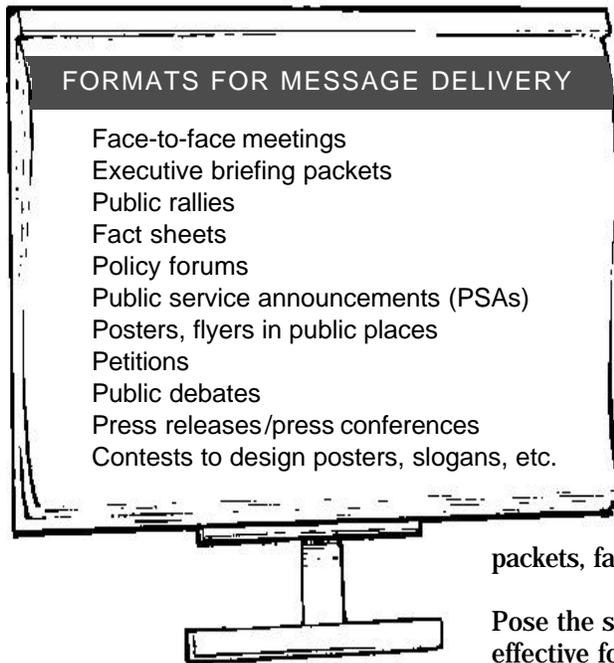
Language refers to the words you choose to communicate your message. Is the word choice clear or could it be interpreted differently by various audiences? Is the language appropriate for your target audience? Obviously you would use different language when appealing to university researchers than you would when communicating to a youth group.

3. Messenger/Source—

The messenger or source is the person who will deliver the message. Is the messenger credible to your target audience? Is it possible to involve representatives of the community affected by the policy change as messengers? For example, can you invite a community leader to join you for a high-level meeting with a policy maker? Sometimes NGOs can be effective intermediaries for the affected population at the policy making table.

4. Format/Medium—

The format or medium is the communication channel you use for message delivery. What is the most compelling format to reach your target audience—a signed petition, a face-to-face meeting, a TV or radio advertisement?



Facilitate a quick brainstorm on the different ways to deliver advocacy messages. Common tactics vary from country to country, however, it is useful to have an exhaustive list to spark new ideas and foster creativity. Ask participants to name the common formats or tactics that they are familiar with and record the responses on a flipchart (see left):

After the group has brainstormed all the ways to deliver a message, ask them to identify which tactics are most appropriate for specific target audiences.

For example, consider high-level policy makers. Which tactics are most likely to have an impact on a policy maker? Given that policy makers often have little disposable time, answers may include briefing packets, fact sheets, face-to-face meetings, policy forums, etc.

Pose the same question in terms of which formats are most effective for mobilizing public support in favor of policy change.

Ask participants to identify several factors that they would use to select an appropriate format or tactic. What criteria will they use to choose one tactic over another?

Possible responses include:

Cost—

Mass media such as radio or television can be very costly. An advocacy group should seek out free or reduced-cost opportunities to use mass media.

Risk—

Risk is an element that separates advocacy from IEC or public relations work. When an NGO or a network goes public with an advocacy issue—especially a controversial one—there is always the chance that its reputation will be tarnished. Certain advocacy tactics entail more risk than others. Public debates and live forums that highlight both sides of an issue can turn into heated events. Nevertheless, risk can be minimized by careful planning, selection of speakers, rehearsals, etc.

Visibility—

An NGO or network may choose one tactic over another when it can use a contact or connection to raise the visibility of an event. Perhaps a celebrity or high-ranking public official is willing to visit a project site. This may provide an excellent opportunity to recruit other decision-makers to visit the site and promote a particular advocacy objective.

5. Time and Place—

When and where will you deliver your advocacy message? Is there an electoral campaign underway that might make policy makers more receptive than normal to your message? Are there other political events that you can link up with to draw more attention to your issue? Some advocacy groups connect their communication strategies to events like International Women's Day or World AIDS Day.

STEP 7

Now that the participants have identified characteristics of effective messages, they should develop advocacy messages that respond to their target audience's interests and position. Distribute Handout 4A—Message Development Worksheet, which incorporates the Five Elements of Messages, and give each issue team 30 minutes to work on developing an advocacy message. At the end of the 30 minutes, each group should briefly present its worksheet.

As each group works on the **content** of their message, they should develop the central idea. If they think of a slogan that captures the message for a poster or a brochure, they should present that as well.

STEP 8

After the three teams have completed their work, ask each team to summarize the contents of their worksheet. Following each team's presentation, ask the others for their reactions or additions.

- *Is the central idea clear?*
- *Do they agree with the choice of messenger, format, time, and place?*

B. Message Delivery: Role Plays (1 hour, 30 minutes)

STEP 1

As the final step in the strategic communication unit, participants will practice delivering advocacy messages to decision-makers. If possible, provide each team with a role play scenario that reflects the advocacy objective and audience they have been working on for the past two days. Handout 4B provides several role play ideas that can be adapted as needed.

STEP 2

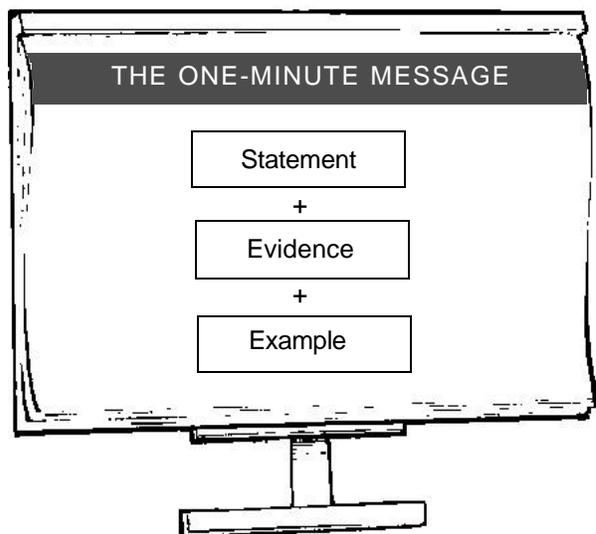
Before distributing the role play scenarios, reinforce the need to present a clear and concise message in a limited time frame. Advocacy groups often invite journalists to be present when messages are delivered to policy makers. If there will be a mass media presence at the advocacy event, it is all the more important to present the message in a tight "package."

In order to maintain the attention of a policy maker or of the viewing public, an advocate should be able to communicate his/her main idea in 30 seconds to a minute. Using the flipchart, present the following approach for delivering a One-Minute Message:

STEP 3

When constructing or tailoring a message for a TV appearance or a newspaper interview, this simple model will help focus the speaker.

Statement—



This is the central idea of the message (as defined on the Message Development Worksheet). In several strong sentences, the advocate should present the “essence” of his/her message.

Evidence—

Support the statement or central idea with some facts. The speaker should use data that the audience can relate to such as:

Only 2 out of 5 adults of reproductive age have access to FP services

rather than

4,253,800 adults of reproductive age have access to FP services

Example—

After providing facts, the speaker should add a human face to the story. Using an anecdote based on one’s own experience personalizes the facts and figures.

STEP 4

Read aloud the following example from a US-based advocacy group working on domestic violence:

Statement—

Domestic violence against women must be stopped. Violence against women has long been tolerated and women have suffered in silence. The seriousness and scope of the problem has been ignored.

Evidence—

In the United States, one woman is physically abused every eight seconds and one is raped every six minutes. According to a 1992 U.S. Senate Judiciary Committee report, spousal abuse is more common in the U.S. than automobile accidents, muggings, and cancer deaths combined.

Example—

Our NGO has been supporting a woman named Maria. One year ago Maria was successfully balancing motherhood and a career. However, she became involved with an abusive partner and her life has never been the same. Maria recently lost her job for tardiness and her children have been disciplined at school for aggression and misbehavior. Maria is just one illustration of the widespread effects of domestic violence.

STEP 5

Ask participants to critique the sample one-minute message. Is anything missing?

One area that needs improvement is **moving the policy maker to act**. At the end of the message, the speaker should clearly indicate what the audience can do to change the situation. For example, the speaker may ask the policy maker to support the establishment of a domestic violence hotline. Whatever the advocacy objective, it should be clearly presented to the target audience as an **invitation for action!**

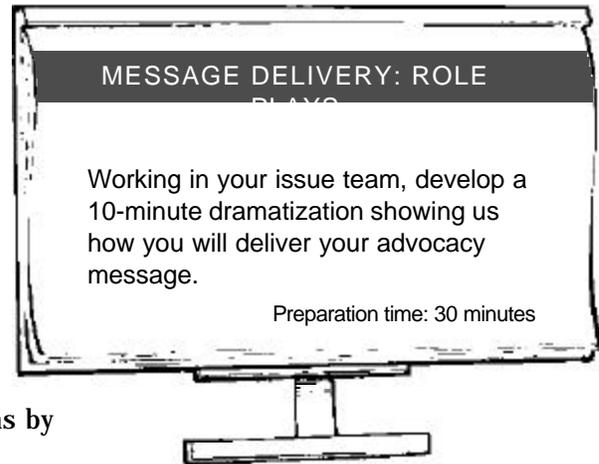
As they prepare their role play dramatizations, participants should refer back to the One-

Minute Message approach. It will help them use their time efficiently, especially if the mass media are involved.

STEP 6

Distribute one role play scenario to each issue team. Make sure each team understands its scenario. Review the following task on a flipchart:

Encourage participants to use any materials or props they need. In addition to preparing the actual dramatization, each group should introduce its role play by explaining the scene to the audience. At the end of the dramatization, the actors should describe the follow-up steps they would take. What will they do to ensure commitment from their audience? Examples include follow-up letters or briefing packets, distribution of results to the media, etc.



STEP 7

When the groups are ready to present their ten-minute role plays, arrange the chairs theatre style. Remind the groups to start their presentations by summarizing their role play assignments.

STEP 8

Following each presentation, get feedback from the audience. Possible discussion questions:

- *Was the central advocacy message clear? What was it?*
- *Put yourselves in the place of the target audience. Were you informed, motivated, persuaded, and moved to act? Which communication techniques pushed the audience up the strategic communication scale?*
- *What was most effective about this advocacy approach?*
- *Is there anything you would add or do differently?*

STEP 9

The participants have now completed the strategic communication unit and will resume the next day with coalition-building and action planning.

HANDOUT 4A MESSAGE DEVELOPMENT WORKSHEET¹

Target audience _____

Action you want the audience to take _____

Message content _____

Format(s) _____

Messengers _____

Time and place of delivery _____

HANDOUT 4B

ROLE PLAY SCENARIOS

The following role play situations can be assigned to working groups to practice delivering advocacy messages. Following each role play, the audience will offer feedback to presenters about their use of different communication techniques.

The trainer is encouraged to adapt these scenarios to fit the workshop setting.

SCENARIO 1

You represent a non-governmental organization that seeks to protect the human rights of girls and young women. Through on-going monitoring of the parliamentary record, your organization learns that the Child Welfare Committee is considering a draft piece of legislation. After previewing the legislation, you determine that the content is consistent with your vision and advocacy goal. You are able to secure a meeting with the chair and vice chair of the Child Welfare Committee. Prepare a 10-minute role play depicting your meeting with the Committee members where you try to persuade them to support the legislation.

SCENARIO 2

Your organization works to promote gender equity in rural communities. It has come to your attention that an international agency has planned a water and sanitation project in one of the communities where your organization works. Through conversations with the international agency, you learn that no plans have been made to incorporate a gender focus into the project design. While you see the project's potential value, you feel that its sustainability would be increased if an analysis of gender relations were integrated into the design, monitoring, and evaluation phases. The village council in the participating community has agreed to call a community hearing on the proposed project. Your organization has been invited to present its perspective. Prepare a 10-minute scenario depicting the community meeting and your efforts to convince the community of the value of gender analysis. You can ask the audience to play the role of the community, however you may want to plant several supporters and critics to make the role play more interesting.

SCENARIO 3

Your organization works to provide reproductive health care and education to adolescents. In the past year, the Ministry of Education initiated a small-scale, pilot project that introduces a sexuality/reproductive health module into the secondary school curriculum. Your initial inquiries suggest that the Ministry does not intend to mainstream the education program due to perceived opposition of religious groups. In order to build public support and persuade the Ministry of Education to expand the program, your organization has organized a public debate on the advantages and disadvantages of providing RH education to youth. Prepare a 10-minute role play depicting the debate. Include how you manage the participation of TV journalists.

SCENARIO 4

Your organization promotes the sustainable use of natural resources. For the past several years your organization has been working with communities that border on a large, forested area that was recently purchased by a multinational paper company. One day, several of your staff members are at the airport preparing to depart for a conference. In the international departure area they recognize the general manager of the paper company who is preparing to depart on a different flight. It occurs to your staff to approach the paper company executive and urge him/her to visit some of these rural communities to learn more about their interests in the forest. Prepare a 10-minute role play in which you try to convince the general manager to visit the people who will be affected by the company's development plan.

SESSION FIVE: BUILDING NETWORKS AND COALITIONS

LEARNER OBJECTIVES

By the end of the session, participants will be able to:

1. Describe the elements of an effective network
2. Identify the risks and rewards of working in advocacy networks and coalitions

TIME

1 hour, 45 minutes

SESSION OVERVIEW

- A. Weaving a Network (45 minutes)
- B. Risks and Rewards of Working in a Network (1 hour)

MATERIALS

- Flipchart and paper, markers, tape
- 1 ball of yarn for each participant
- Small group discussion questions on a flipchart

HANDOUTS

- 5A—Elements for Forming and Maintaining Networks
- 5B—Organizational Structures for Advocacy Networks
- 5C—Skills/Resources Inventory

PREPARATION

Prior to the session, collect 4 skeins of yarn in different colors. Take the yarn and roll it into balls of approximately 2 inches (or 5 cm) in diameter. You will need one ball of yarn per participant.

A. Weaving a Network (45 minutes)

STEP 1

Review the learner objectives for the session.

STEP 2

Tell participants that this session will focus on the role of networks in the advocacy process. Ask if they are currently members of any networks (or less formal alliances) that conduct advocacy activities. Elicit examples from the participants. Point out that in recent years, non-governmental and community-based organizations have begun to join together around mutual interests to increase their influence on formal decision-makers. Ask participants for examples they know of (i.e., the NGO Forums at the Cairo and Beijing Conferences).

STEP 3

In this exercise you will look at the dynamics of working together as a network. Ask the participants to stand up and form a circle with everyone facing the middle. If the training room is small, this exercise can be done outside.

Give each participant one ball of yarn. Ask them to tie or loop the loose end of yarn around one of their fingers. They should hold onto the loose end throughout the exercise.

STEP 4

Now that participants have spent several days together and have gotten to know each other, they are going to weave a network symbolic of their group. Ask them to look around the circle and think about the resources their colleagues have to offer. Have they discussed any future collaboration with other workshop participants?

STEP 5

After participants have had a moment to reflect, ask them to move toward persons with whom they have made plans to collaborate after the workshop. As they approach these colleagues, they should state the nature of the collaboration. For example, they might say:

- *We discussed sharing resources on girls' education*
- *I'd like to learn more about your service delivery model*
- *Let's exchange information about funding sources*

The proposal for working together need not be formal. The point is for participants to see how many “connections” they have made during a short period.

STEP 6

The participants should pinch and hold onto the yarn of each person they approach and vice versa. After naming the area of collaboration, both are free to move on to someone else while maintaining hold of the string of those they have spoken with already.

STEP 7

Encourage participants to continue weaving their web for 10 minutes or so. When everyone is well connected, ask them to return to the circle formation. If the exercise has gone well, there will be a complex spider web that interconnects the participants. The web symbolizes the networking that has taken place during the workshop.

STEP 8

Ask the group to describe some of the areas of collaboration they identified. What were the connections (i.e., information exchange, joint programming, sharing resources, planned advocacy activities)?

STEP 9

Have the group imagine that they are going to take on an advocacy issue together and function as a network. What are some of the benefits of working as a network rather than as individual NGOs?

Possible responses:

- *More credibility and visibility due to numbers*
- *Sharing resources allows for greater cost-effectiveness*
- *A network represents a larger constituency*

STEP 10

Ask the group to list some challenges or risks involved with networks.

Possible responses:

- *The agenda of one NGO may dominate the others*
- *Extra time involved with meetings, communications, etc.*

STEP 11

While all participants hold their yarn connections tight, ask one participant to drop all of his/her strands. Ask the group to imagine that this member has dropped out of the network because he/she no longer saw a benefit for his/her NGO. Ask the participants what happens to the network when a member drops out.

The yarn let go by that member should sag and you can show how his/her departure leaves many weak links in the network. Perhaps the network also loses resources and continuity in activities that person was working on.

STEP 12

After discussing the departure of a member, ask another member to pull tightly on his/her strands and take several steps backward, away from the center of the circle. Ask the group what happens when one member’s interests become dominant over the others? Perhaps

s/he wants to influence the network to move in a new direction and this distracts the network from its common focus.

As s/he pulls away from the center, the circle loses its shape. This can have a negative effect on shared leadership, group decision-making, etc. How would the group resolve this situation?

STEP 13

Finally, ask the participants if they have any other observations about the dynamics of working in networks. Did they learn anything new about building networks as a result of this exercise?

When the discussion has ended, everyone can return to their seats or tables.

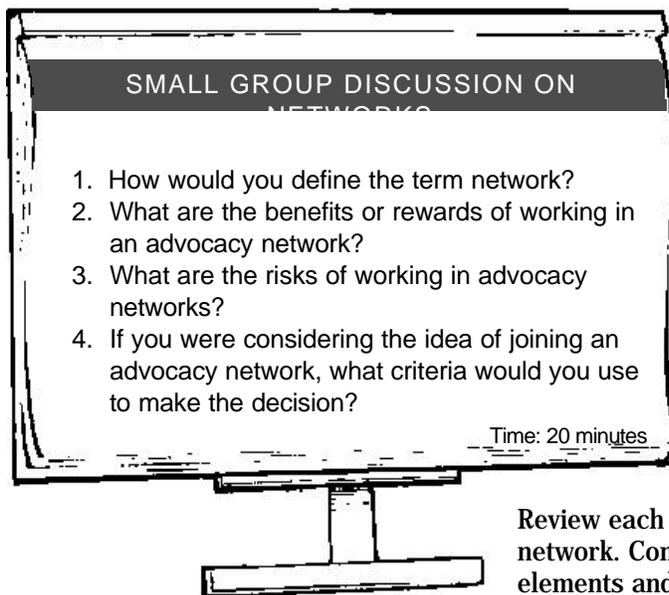
B. Risks and Rewards of Working in a Network (1 hour)

STEP 1

At this point it will be helpful to document and expand on the lessons learned from the yarn exercise. Ask the participants to count off by three and organize into three discussion groups. (As an alternative, you can keep them in their issue teams, especially if they are already seated in that formation.)

STEP 2

Ask each working group to respond to the following questions (see flipchart):



STEP 3

While the groups are working, post four pieces of flipchart paper on the wall around the room. Write the following terms across the top of the paper, one term per sheet:

- Definition of Network
- Benefits/Rewards
- Risks
- Criteria for Joining Networks

STEP 4

After the groups have completed their work, have them write their responses on the flipchart paper using a marker.

Review each set of responses beginning with how to define network. Compare the various definitions looking at common elements and differences.

Ask the group to adapt their definitions to fit the advocacy context; how would they define the term advocacy network?

If the group struggles with defining *advocacy network*, you can use the following sample definition:

Advocacy Network: A group of individuals and/or organizations working together with a common goal of achieving changes in policies, laws, or programs for a particular advocacy issue.

STEP 5

Continue by reviewing the benefits and risks of working in a network and how people decide whether to join a network.

Criteria for joining a network often include:

- A clear match between the network's mission and my NGO's focus
- Good leadership and a diverse membership
- An opportunity to have a voice in the decision-making
- Reasonable expectations of members (i.e., work load, frequency of meetings, etc.)

STEP 6

Distribute and review Handout 5A—Elements for Forming and Maintaining Networks.

★ NOTE TO THE TRAINER:

You have reached the end of the skills-building units of the advocacy curriculum. The session that follows is focused on action planning and future steps. If the participants are considering forming an actual advocacy network with the workshop participants as members, it works well to divide them into three groups to discuss different aspects of network functioning. You can refer back to Handout 5A and assign discussion topics as follows:

Group A: Organizational Issues

Group B: Leadership

Group C: Meetings/Documentation

Then ask each group to review Handout 5A and generate a list of recommendations for the advocacy network. It will be impossible to make decisions about all of these issues during the workshop. Nevertheless, the group can keep a list of items to be decided at upcoming meetings. For example, the development of a network mission statement or a skills inventory can be covered at future meetings.

Several handouts are attached in case the group wants to move forward with launching a new network or consolidating an existing network. These resources include:

Handout 5B—Organizational Structures for Advocacy Networks

Handout 5C—Skills/Resources Inventory

The first handout can be used to compare several organizational structures taken from existing advocacy networks. The second handout can be used to inventory the individual members' skills as well as the institutional resources of each member/NGO. The trainer can then tally the results and circulate the skills/resources inventory as a matrix.

HANDOUT 5A

ELEMENTS FOR FORMING AND MAINTAINING NETWORKS

A. FORMATION STAGE

- Establish a clear purpose or mission
- Involve individuals and organizations that share the mission
- Build a commitment to participatory process and collaboration

B. MAINTENANCE/GROWTH STAGE

Organization

- Define clear, specialized roles
- Establish a loose or fluid organizational structure; vertical, hierarchical structures don't build stronger networks
- Compile a skills inventory including the skills/expertise of individual members and institutional resources (fax, internet, meeting space, etc.)
- Prepare to fill expertise gaps by recruiting new members
- Establish a communication system (i.e., telephone tree)
- Create an NGO member database (name, address, organization's mission, type and focus of organization, etc.)

Leadership

- Share leadership functions (i.e., rotating coordinating committee)
- Set realistic goals and objectives
- Divide into sub-groups/task forces to take on specific tasks according to expertise
- Spread responsibilities across all members to avoid burnout
- Promote participatory planning and decision-making
- Foster trust and collaboration among members
- Keep members motivated by acknowledging their contributions

Meetings/Documentation

- Meet only when necessary
- Set a specific agenda and circulate it ahead of time; follow the agenda and keep meetings brief; finish meetings on time; rotate meeting facilitation role
- Keep attendance list and record meeting minutes to disseminate afterwards
- Use members' facilitation skills to help the network reach consensus and resolve conflict
- Discuss difficult issues openly during meetings
- Maintain a network notebook to document network activities, decisions, etc.

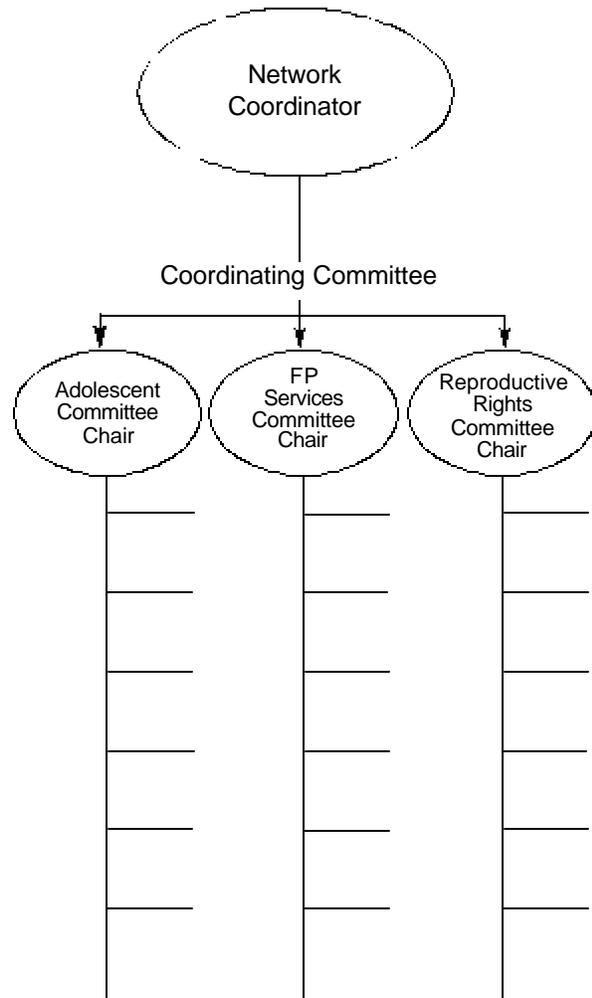
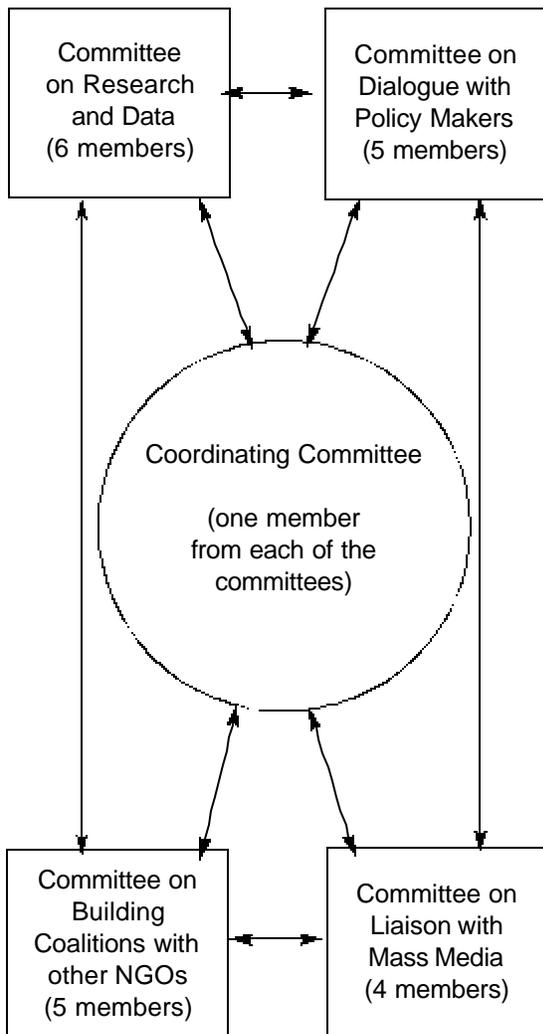
HANDOUT 5B

SAMPLE NETWORK MODELS

The members of this network divided themselves into four committees or teams, according to individual expertise or interest. The committees are organized according to audience or function. The network developed a vision, a mission, and an action plan, and each committee implements the action plan among its stakeholder group. The coordinating committee consists of four members, one leader from each sub-committee. The members of the coordinating committee rotate on a yearly basis. In the case of this network, members organized themselves into thematic teams according to

the network's key areas of advocacy. Each "issue team" is responsible for doing its own data gathering, communications plan, and action plan.

An elected chairperson represents each issue team on the coordinating committee. A single network coordinator was elected by the network to coordinate activities, facilitate communication flow, and organize monthly network meetings.



HANDOUT 5C

ORGANIZATIONAL/MEMBER RESOURCES INVENTORY

	COMPUTER	PRINTER	SCANNER	INTERNET	WEB PAGE	EMAIL	FAX	COPIER	OFFICE SPACE	MEETING ROOM	VEHICLE	MEMBERSHIP LIST
ORGANIZATION/MEMBER												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												

HANDOUT 5C

MEMBER SKILLS INVENTORY

	WORD PROCESSING	DATABASE MANAGEMENT	TRAINING	RESEARCH	FINANCIAL MANAGEMENT	LEGAL/REGULATORY ISSUES	POLICY ANALYSIS	FUNDRAISING	MEDIA	PUBLIC SPEAKING	GRAPHICS AND DESIGN	LANGUAGE:	LANGUAGE:
MEMBER NAME													
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													

SESSION SIX: ADVOCACY IMPLEMENTATION PLAN

LEARNER OBJECTIVES

By the end of the session, participants will be able to:

1. Develop an implementation plan for the advocacy campaign

TIME

2 hours

SESSION OVERVIEW

- A. Reviewing the Advocacy Process (20 minutes)
- B. Developing an Advocacy Implementation Plan (1 hour, 40 minutes)

MATERIALS

- Flipchart and paper, markers, tape
- Handout 1B (from Session One)—Steps in the Advocacy Process on overhead transparency or flipchart

HANDOUTS

6A—Advocacy Implementation Plan

A. Reviewing the Advocacy Process (20 minutes)

STEP 1

Review the learner objective for this session.

In this session, participants will convert everything they have learned about advocacy into an implementation plan. Before developing the plan, however, the group will review the steps in the advocacy process to synthesize key learning points.

STEP 2

Present Handout 1B (from Session One)—Steps in the Advocacy Process on a transparency or on flipchart paper.

STEP 3

At this stage of the workshop it is important to review what the participants have learned about the advocacy process thus far. Take this opportunity to reinforce once again the most essential points about each step in the advocacy process.

For each step, ask the participants:

- *What are the most important considerations for this step?*
- *What did you learn about this part of the advocacy process that you didn't know before?*

Record the participants' responses on the flipchart.

STEP 4

Some possible responses are listed below:

Issue

- A problem that is felt widely by the constituents/clients of an advocacy group
- The advocates must identify the policy solution to the issue

Advocacy Goal/Objective

- A goal is a long-term vision for change while an objective is short-term and measurable
- A good objective includes the policy actor and the desired policy action as well as a timeline and degree of change if appropriate

Target Audience

- The target audience is the policy maker or institution with the direct power to affect your advocacy objective

-
- The target audience is influenced by a series of secondary audiences (influentials)
 - It is essential to assess your audience's knowledge, values, and beliefs about the advocacy issue

Message Development

- Effective messages are clear, concise, and tailored to the target audience's position
- It is important to deliver a consistent message using multiple channels over time

Channels of Communication

- There are numerous options for message delivery. An advocacy group should consider the audience, timing, cost, and other factors when selecting the message format

Building Support

- Many advocates increase their visibility by forming or joining networks and coalitions
- Networks are most effective when there is a common goal and clear roles/norms within the group
- Beyond the network's membership, it is important to build support with other stakeholders such as community members, universities, religious leaders, research institutes, etc.

Fundraising

- Advocacy requires resources, though many networks share the cost of an advocacy campaign across the membership
- The implementation of an advocacy campaign requires a fundraising strategy; possible donors include local and international foundations, private companies, and international agencies

Implementation

- An advocacy campaign will be most effective if it is planned systematically

Data Collection

- Gathering and utilizing accurate, timely information supports all phases of the advocacy process

Monitoring/Evaluation

- Before beginning an advocacy campaign, the organizers should determine how they will monitor activities and evaluate results

STEP 5

Ask the participants if they have any other key lessons about advocacy that they would like to raise before moving on to the implementation plan.

B. Developing an Advocacy Implementation Plan (1 hour, 40 minutes)

STEP 1

At this point in the advocacy planning the participants will have to reach a consensus about one advocacy objective that they want to pursue.

Review with the participants the process they have gone through up to this point:

-
1. Participants identified one advocacy **issue** for action
 2. They set one advocacy **goal**—a midterm or long-term change that they hoped to bring about
 3. They set three specific advocacy **objectives** that would contribute toward the advocacy goal
 4. For each advocacy objective, they identified a target **audience**; through an audience analysis, they assessed the audience’s level of knowledge and interests in the issue; in addition, they identified secondary audiences or influentials
 5. They developed and practiced delivering advocacy **messages** to those three audiences

This process was designed to reflect the elements of an advocacy campaign while sharpening the participants’ technical skills in important areas.

STEP 2

Now the group is at a key juncture. In order to proceed with the planning, they should select one of the three advocacy objectives as the focus of their first advocacy campaign.

Facilitate a group discussion about which advocacy objective they want to take on first.

- *Which of the three objectives does the group feel most prepared to undertake?*
- *Which objective will make the greatest contribution toward achieving the broader advocacy goal?*

STEP 3

Once the participants have reached consensus about the objective to pursue, they are ready to develop an implementation plan.

Distribute Handout 6A—Advocacy Implementation Plan (two pages).

STEP 4

As you review the handout with participants, highlight the following points:

- The advocacy implementation plan is intended to help the network identify specific next steps.
- Participants should begin by writing out the selected advocacy objective across the top of the worksheet.
- They should then identify the discrete activities necessary to achieve the advocacy objective. They should include information about message development and delivery to target audiences, among other activities.
- For each activity, the group should identify the resources needed to support that activity. Resources may be material, financial, human (i.e., technical expertise), or technological.
- For each activity, the participants should indicate who is responsible for making it happen.
- They should assign an appropriate time frame or due date for each activity.

STEP 5

You can review the partially completed worksheet as an example.

STEP 6

Divide the participants into three working groups and assign each the same task (see flipchart):

STEP 7

After the three working groups have completed the assignment, ask one representative from each group to briefly present their plan.

STEP 8

Post all three implementation plans on the wall. Identify any activities that were mentioned by more than one group. Using these common activities as a starting point, help the group combine the three plans into one implementation plan. If the groups approached the objective differently (which they often do), the final product will represent everyone's input.

STEP 9

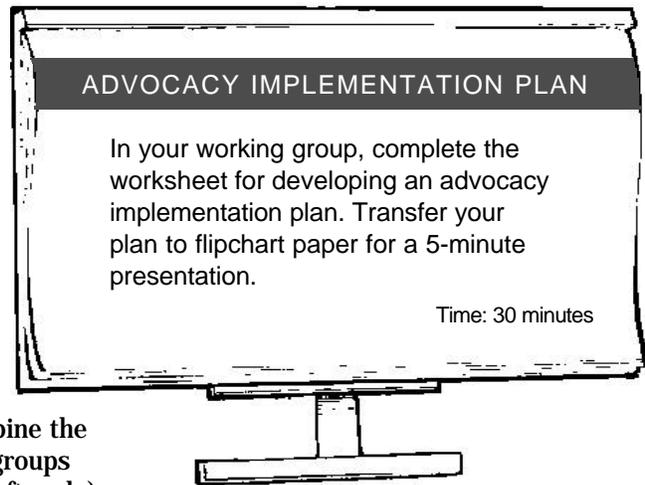
Special attention should be paid to the “**person(s) responsible**” column. Does the group agree with the task distribution? Is the workload shared among many people?

STEP 10

Another key point is the monitoring and evaluation of the implementation plan. Did the group designate a time to meet at the end of the campaign to document lessons learned?

STEP 11

Check for any final questions or comments about the implementation plan. If the group is satisfied with the plan, they are ready for action!



HANDOUT 6A ADVOCACY IMPLEMENTATION PLAN

Advocacy Objective:

ACTIVITY	RESOURCES NEEDED	PERSON(S) RESPONSIBLE	TIME FRAME

HANDOUT 6A ADVOCACY IMPLEMENTATION PLAN/PARTIALLY

Advocacy Objective: To persuade the school Board in District X to implement a pilot family life education (FLE) curriculum in secondary grades 7 through 9, beginning in the next academic year.

ACTIVITY	RESOURCES NEEDED	PERSON(S) RESPONSIBLE	TIME FRAME
Request to attend the monthly school board meeting to present the idea	Contact with a school board member	Advocacy network chairperson	1 week (June 15)
Develop fact sheet for decision-makers with data on: <ul style="list-style-type: none"> • model programs in neighboring countries • link between FLE and reduction in early pregnancy, school attrition, STDs/AIDS 	<ul style="list-style-type: none"> • Data • Format for fact sheet • Paper • Printing capacity 	Network's research/ data team and communication team	3 weeks (July 7)
Attend school board meeting to present the argument and secure support for pilot program	<ul style="list-style-type: none"> • Strong communicators • Fact sheet • Brochure/contact information for the network 	Advocacy network chairperson and coordinator of communication team Network chair	1 month (July 15)
Reconvene the network to monitor the activities listed above and evaluate results	Implementation plan		5 weeks (July 22)

APPENDIX A ADDITIONAL RESOURCES FOR ADVOCACY TRAINING

- Academy for Educational Development (AED). 1995. *A Skill-Building Guide for Making Focus Groups Work*. Washington, DC: AED.
- Academy for Educational Development (AED). 1995. *A Tool Box for Building Health Communication Capacity*. Washington, DC: AED.
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APPENDIX B WORKSHOP EVALUATION QUESTIONNAIRE

The overall objective of this workshop was:

To build the capacity of NGO leaders to advocate effectively for reproductive health issues

Now that you have completed the advocacy workshop, to what extent was that objective achieved? Please rank your response from 1 to 5 (1 = not at all; and 5 = fully achieved).

To what degree did each session contribute to the overall workshop objective? Please rank each session's contribution on a scale of 1 to 5 (1 = did not contribute; 5 = contributed greatly).

SESSION	RANKING
Overview of Advocacy	
Issues, Objectives, and Power Dynamics	
Strategic Communication—Audience Analysis	
Message Development and Delivery	
Building Networks and Coalitions	
Advocacy Implementation Plan	

1. Please comment on the usefulness of any particular sessions.

2. Please suggest how specific sessions could be improved.

3. How will you apply what you learned in this workshop?

4. Please provide feedback about the materials or facilitation/training styles used.

5. Please comment on the logistical aspects of the workshop (food, lodging, conference room, etc.).

6. Additional comments:

APPENDIX C

TRAINING MANUAL USER FEEDBACK FORM

CEDPA appreciates your cooperation in completing a brief questionnaire about your use of this manual. Your responses will help us revise the manual to reflect the needs of the users and improve the quality of training activities in this area.

Your Name _____

Current Professional Status (Trainer, Program Manager, etc.) _____

Organization _____

Mailing Address _____

Telephone _____ Fax _____

Email _____

Please rank your answers to the following questions on a scale of 1 to 5 as follows:

1 = Strongly Agree 2 = Agree 3 = Disagree 4 = Strongly Disagree 5 = No opinion

Please circle the number that best reflects your opinion of this manual.

1. It is well-presented and organized.

1 2 3 4 5

2. The tasks are clearly presented and easy to follow.

1 2 3 4 5

3. The handouts are appropriate and clear.

1 2 3 4 5

4. The learning objectives are clearly stated.

1 2 3 4 5

5. The content of the sessions corresponds well with the learning objectives.

1 2 3 4 5

6. I feel more confident in my ability to train in the area of advocacy.

1 2 3 4 5

7. Which sections did you find most/least useful?

8. Do you have any suggestions for revisions?

Please return to:

CEDPA/Capacity Building
1400 16th Street N.W., Suite 100
Washington, D.C. 20036 USA
Fax (202) 332 4496

Thank you for completing this questionnaire.