

MANUAL FOR GLOBAL ADVOCACY PRACTITIONERS

Advocacy concepts, and development of advocacy strategies



SCIAF

The Scottish Catholic International Aid Fund (SCIAF) is the official overseas aid and development charity of the Catholic Church in Scotland. SCIAF runs projects in 15 countries in Africa, Asia and Latin America, helping thousands of people of all faiths and none to overcome hunger, poverty, war and natural disasters every year.

Inspired by the Gospel, our mission is to help the poorest free themselves from poverty by equipping them with the tools they need to survive and thrive. Working with the Scottish public, we put pressure on governments and big business to change the political and social systems that keep people in poverty.

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“ACTION IS THE ANTIDOTE TO DISPAIR”

Joan Baez – Social Justice
and Activist singer



1. Introduction & background

1.1 Integral human development and advocacy

SCIAF is rooted in its identity as a development agency of the Catholic Church in Scotland, a member of the global Caritas network. The organisation seeks to embody the teachings and values of the Catholic Church and the concept of integral human development (IHD), a holistic approach which not only focuses on financial wellbeing, but also on physical, social, psychological, spiritual, environmental and emotional needs. The approach recognises individuals, as members of families, as members of communities and societies and as global citizens.

The IHD approach is guided by five principles of Catholic social teaching: (i) Everyone is born with dignity: At the very centre of the IHD framework is the human person, and it is the human person who is fundamental and crucial in all development interventions, (ii) Everyone is social in nature: Each individual is part of one human family and needs relationships with others in order to live and flourish, (iii) The common good: Which consists in having a social infrastructure that benefits all people, (iv) Solidarity: We all belong to one human family, and this common humanity brings with it responsibility for others, (v) Subsidiarity: All people have the right to participate in decisions that may affect their lives.

A key strategic decision for SCIAF (emerging from the process of developing a new Advocacy Strategy) is the need to increase support for partner advocacy. Advocacy is an essential element to enable SCIAF to deliver its strategic plan (2016 – 2020) and implement the integral human development approach.

This manual is developed following a strategic decision to enhance advocacy work as part of the IHD approach, as well as a response to partner's request for further advocacy capacity and guidance to effect change in their own countries.

1.2 Why this manual: advocacy mapping and main requests of support

In February 2017 SCIAF commissioned an advocacy mapping with 24 partners from three regions and eleven countries, to better understand the advocacy capacity, needs, experience and priorities of those partners which already engage in – and/or have the potential to engage in – further advocacy work. The mapping had three main aims: (i) To better understand partner needs and priorities for their advocacy work, (ii) To identify potential opportunities for linking to networks, sister agencies or other Caritas agencies which partners may benefit from and (iii) To identify and recommend partners which could benefit from additional advocacy support.

The main requests for support from partners consulted in the mapping are clustered in three areas: (i) Advocacy training (to increase skills and advocacy capacity within the organisations), (ii) Development of advocacy strategies (to define clear objectives and a road map on how to achieve them) and (iii) Financial resources (mainly to implement advocacy plans and support advocacy activities). The advocacy manual aims at supporting partners with increased knowledge and understanding of key advocacy concepts as well as familiarity with the steps needed to develop advocacy strategies. Using the manual, organisations will be able to develop specific, focused and clear advocacy strategies.

2. Content & navigation of the manual

2.1 What is the manual & who is it for

This manual is a resource for organisations and individuals keen to learn basic advocacy concepts and definitions as well as to familiarise themselves with the different steps needed to develop advocacy strategies. The manual draws on an extensive advocacy literature review (see Bibliography), as well as experience from partners, SCIAF staff and advocacy practitioners, but focuses only on selected practical concepts and definitions, useful tools and examples from partners.

The manual is mainly written for SCIAF partners and is therefore adapted to their work and needs:

Partners with no/less experience and knowledge of advocacy can use the manual as an introduction to key advocacy concepts and definitions. Partners with good or very good advocacy capacity should be able to use this resource as a tool to develop advocacy strategies as well as to monitor and evaluate their implementation. Depending on current level of expertise, partners may be able to do this internally, or may need external support (which can be mentored by SCIAF staff).

As well as partners, the manual is useful for:

SCIAF staff: Staff will mentor partners through their advocacy learning and as they move on to develop and implement advocacy strategies. SCIAF staff will also direct partners towards external support/facilitation when needed.

Local trainers: Trainers will use the resource to train/accompany less experienced partners who still have to grasp the basics of advocacy (including partners not surveyed in the advocacy mapping).

Other organisations/individuals: Keen to learn more about advocacy processes.

2.2 How to use and navigate the manual

The users of this manual are classified as **Beginners**, **Experienced** or **Experts** according to their position on the following criteria:

- 1. Knowledge and understanding of advocacy:** This refers to how partners define advocacy and their understanding of advocacy initiatives. It also refers to the place that advocacy takes within organisations and how partners perceive the roles and responsibilities of different staff members when engaging in advocacy interventions.
- 2. Experience engaging in advocacy initiatives:** This refers to past and present levels (and roles) of partner involvement in advocacy initiatives.
- 3. Capacity to carry out advocacy:** This refers to advocacy skills and abilities developed within partner organisations. This criterion looks at training, advocacy strategies and capacity gaps.

The manual is mainly written for Beginners and Experienced users, but some resources are included for Expert organisations, which can also use the manual to refresh some concepts.

Annex I presents a simple tool that can support partners to position themselves on the above criteria through a self-analysis.

BEGINNERS ☆

Organisations with no or little knowledge and understanding of advocacy; less advocacy experience; and lower capacity. The manual is useful to introduce beginners to some key terminology and concepts. Beginners will be able to move to Experienced level by themselves (self-learners) or with mentoring support from SCIAF staff/local trainers. Information useful for Beginners is highlighted through tabs in this colour.

EXPERIENCED ☆☆☆

Organisations with good or very good knowledge and understanding of advocacy; good advocacy experience; and good capacity. The manual is useful to refresh key advocacy concepts and to guide experienced users through the development of advocacy strategies. Experienced users will be able to move to Expert levels by themselves (self-learners) or with mentoring support from SCIAF staff/local trainers. Information useful for Experienced partners is highlighted through tabs in this colour.

EXPERTS ☆☆☆

Organisations with extensive knowledge and understanding of advocacy, extensive experience; and extensive capacity. The manual will be useful for Experts to refresh some ideas, explore new concepts and documents, and become familiar with new thinking. Information for Expert users is highlighted through tabs in this colour.

The following symbols are used in the manual:



Theory: Concepts, definitions and ideas to be read and understood by the user.



Tools: Games and participatory tools used to illustrate theory that can be used by facilitators.



Exercises: That could be done by organisations without external facilitation (for self-analysis or reflection).



Case Studies: Examples of real scenarios experienced by partners or other groups of people.



Gender & marginalised groups: Tips to include the most marginalised people, with special focus on women and girls and people living with disabilities or HIV/AIDS, in every step of the advocacy strategy development.¹



Resources: Further suggested literature and resources to deepen knowledge and understanding of certain sections.

How to use the manual: Organisations will position themselves as Beginners, Experienced or Experts, following the information above and using (when needed) the guidance provided in Annex I. Each group can then use the manual following the colour coded information. Users will be able to move from Beginners to Experienced and from Experienced to Experts based on self-learning or following guidance from SCIAF staff. Self-learners will focus on theory and case studies while facilitators will also use the Tools sections. Relevant tools and case studies will be included in each section, and when needed, others will be presented in the Annexes.

¹ These groups are included following guidance from the IHD approach. Partners will include relevant gender and marginalised groups in this section according to their work (migrants, children, GBV victims...).

2.3 Sections and content of the manual

The manual is divided into three main sections:

Section 1: Some key advocacy concepts and principles

This section presents a menu of useful definitions to better understand what advocacy is and what it is about. The section also includes the main approaches to advocacy, good practices on advocacy, the different levels where advocacy can happen and the roles of various advocates.

Section 2: Doing advocacy – the process of developing advocacy strategies

This section describes the ten steps needed to develop an advocacy strategy, including:

- Step 1** – Issue Identification;
- Step 2** – Gathering information and evidence;
- Step 3** – Risk analysis and mitigation;
- Step 4** – Defining the overall goal and objectives;
- Step 5** – Stakeholder analysis, partners & alliances;
- Step 6** – Defining targets;
- Step 7** – Messaging;
- Step 8** – Lobbying and campaigning;
- Step 9** – Activities and timeline & budget and resources;
- Step 10** – M&E and learning.

Section 2 finishes with a 'Putting it all together' sub-section which presents one possible layout/outline for an advocacy strategy.

Section 3: Other processes and resources

This section presents practical resources for processes included (depending on different organisations) as part of advocacy interventions or advocacy strategies.

Resources are included for: *Capacity Analysis* (how to analyse the capacity of organisations to carry out advocacy and simple tools that could be used), *Budget Analysis* (information on how to carry out budget analysis), *Policy Analysis* (Resources to understand and analyse policies) and *Advocacy in Conflict scenarios* (information on how to carry out advocacy in conflict and sensitive scenarios).

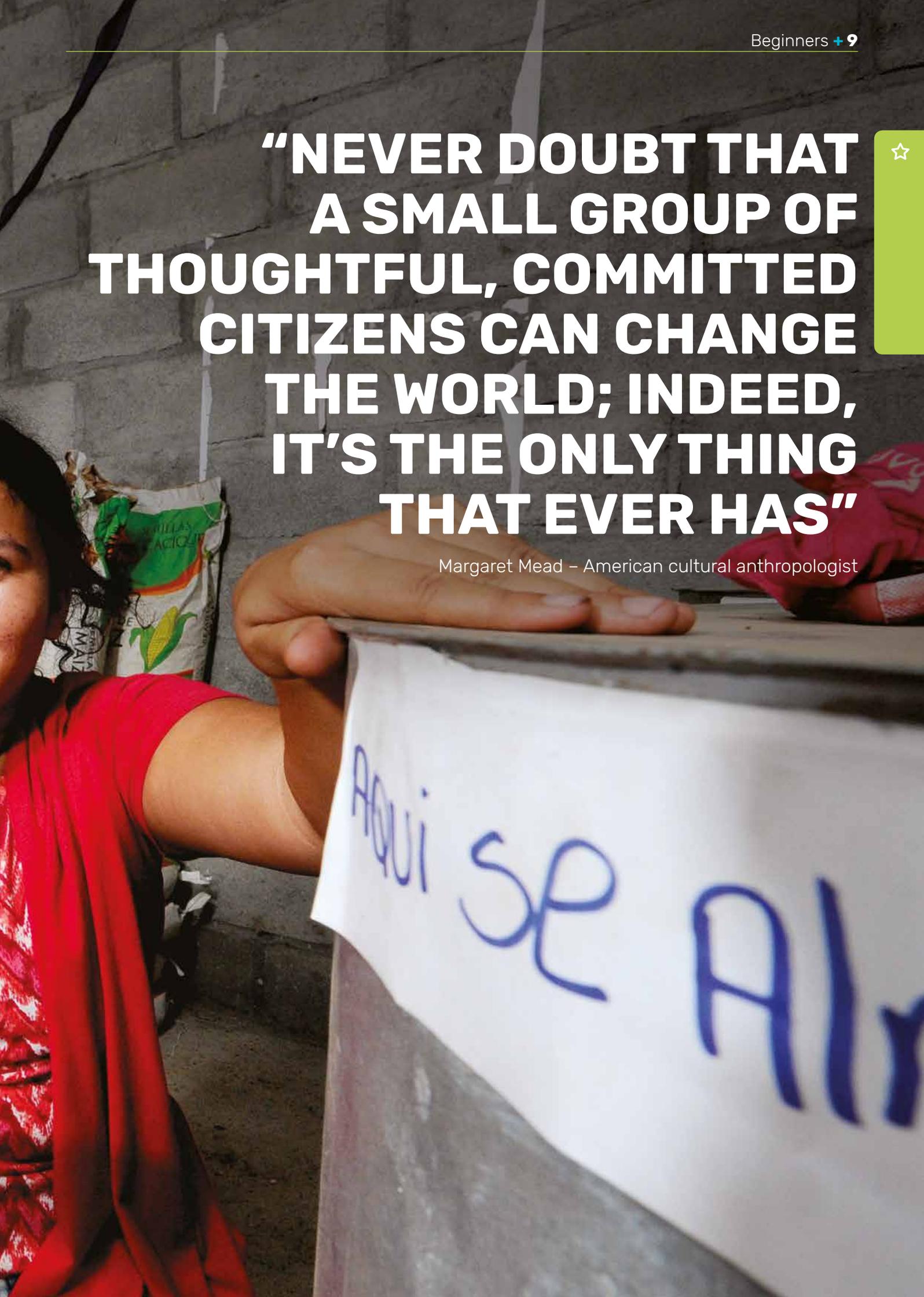
The **Annexes** include specific facilitation or self-reflection exercises referred to throughout the text.





**“NEVER DOUBT THAT
A SMALL GROUP OF
THOUGHTFUL, COMMITTED
CITIZENS CAN CHANGE
THE WORLD; INDEED,
IT’S THE ONLY THING
THAT EVER HAS”**

Margaret Mead – American cultural anthropologist





3. Section 1: Understanding advocacy – some key advocacy concepts and principles

3.1 What, where and who of advocacy



WHAT is advocacy

The word 'advocacy' has different meanings for different people in different contexts. People understand 'advocacy' in accordance with their experiences, their worldview, their language and their culture. Some people will see advocacy as beneficial, but other people may have had bad experiences and see advocacy as something to avoid. In some contexts, it is risky to talk about 'advocacy' and in some languages, there is no equivalent word. In these situations, it may be appropriate to find an alternative phrase, which has the same meaning in that context. For example: inspiring change, constructive engagement, persuasive dialogue (...). When working with others on advocacy it is important to clarify a common understanding.

Advocacy work could be targeted at changing national, or even international, policy and practice. But it can also take place in a very local context too; it can entail empowering and enabling individuals and local communities to take action for themselves to achieve change. There is no single correct interpretation of the word 'advocacy', however, there is agreement amongst advocacy practitioners that advocacy involves taking action to bring about the change you are seeking. For SCIAF, advocacy is about influencing the social, economic and political environments that impact disadvantaged people. The organisation defines advocacy as 'a process of influencing the attitudes and behaviours of individuals and/or the policies and practices of governments, public bodies, private sector companies or civil society organisations. It can happen in the global North and South; locally, nationally and internationally; and can involve a range of activities including undertaking and publishing research, lobbying, media work, public campaigning and mobilising project participants'.

The content of this manual is targeted mainly at organisations carrying out advocacy at the local and national level.

Advocates are those who get involved in advocacy interventions.

Below are advocacy definitions used by different organisations, including SCIAF partners:

Oxfam GB: *'The promotion of a specific message and/or course of action in order to influence or contribute to the development and implementation of public policies which will alleviate the causes and consequences of poverty.'*

Caritas Colombia: *'Advocacy is the process of influencing those in decision making positions, so that public policies are more focused on the rights of victims and those who suffer from injustices.'*

CAP Haiti: *'A set of activities carried out to influence public decisions and general opinion.'*

Comboni Missionaries South Sudan: *'It is an action on behalf of a group or community to motivate and mobilise them, using methods such as awareness, civil education and public campaigns about a given issue affecting the community with the aim to influence decision makers.'*

JCTR Zambia: *'Activities aimed at influencing economic, social and political institutions, policies and systems.'*

Action Aid: *'The process of influencing key decision-makers and opinion -formers (individuals or organisations) for changes to policies and practices that will work in poor people's favour.'*



TOOL 1: FACILITATION EXERCISE



Objective:

To come to an understanding of advocacy and its basic components

Materials needed:

Sticky notes or blank cards

Steps:

1. Give all participants sticky notes or blank cards
2. Ask participants to write words that come to mind when thinking about advocacy
3. Stick the notes on the wall or place them on the floor
4. Invite participants to group the words in themes
5. Lead a plenary discussion around key themes and draw out a common understanding of 'advocacy'

What is advocacy ABOUT



GIVING PEOPLE A VOICE about the issues that affect them



BUILDING EVIDENCE on what needs to change and how that change can happen



POSITIVE CHANGE IN SOCIETY towards greater social justice and equality



INFLUENCING PEOPLE WITH POWER and changing how they think and act



Main APPROACHES to advocacy

There are three main approaches when working on advocacy:

Advocacy FOR people: Advocate on behalf of a group or a community affected by a situation. This approach happens when:

- There is no respect for the rule of law, democracy or human rights in the context of affected communities
- Decision makers are far removed, in time or distance, from affected communities, and legitimacy has been conferred on the advocates by the affected communities.

Advocacy WITH people: Collaborative advocacy between communities/groups affected by a situation and those who are not directly affected but want to collaborate in changing it. This approach happens when:

- Those who are directly affected and those who are not, are working on the same/similar issues
- It is beneficial for all parties for there to be collaboration between them
- There is a desire to build advocacy capacity or increase access to decision-makers for the affected community.

Advocacy BY people: Advocacy is done by communities/groups affected by a situation. This option happens when:

- There is a desire to build advocacy capacity or increase access to decision-makers by the advocates directly affected by a situation.

This approach is very much in line with the IHD approach and hence the one SCIAF would like to promote (except in cases of emergencies and conflict scenarios).



TOOL 2: FACILITATION EXERCISE



Objective:

To share examples (they do not need to be real examples) of cases where the different advocacy approaches were used.

Steps:

1. Ask the group to divide in pairs and ask them to think about one example from each form of advocacy
2. Groups can share their discussions in plenary



GOOD PRACTICE on advocacy

ACCOUNTABILITY: is about acknowledging and assuming responsibility for advocacy messages, decisions and actions. We are accountable to all those who are interested in and affected by a situation.

LEGITIMACY: is about ensuring that the advocate has authority to advocate. A legitimate advocate is involved in, interested in or affected by the issue, or has a genuine reason for advocating on behalf of someone.

PARTICIPATION: is about involving all the people interested in, and/or affected by the issue. It is about consultation and cooperation to make sure that everyone who wants to participate is given opportunities to be included throughout the process.

REPRESENTATION: is ensuring that the views of those for whom we are advocating are fairly and accurately taken into account at all stages of the process.

TOOL 3: FACILITATION EXERCISE



Objective:

To better understand the importance of the good principles for advocacy

Steps:

1. Divide the main group into four sub-groups, and divide the space into four stations (Accountability, Legitimacy, Participation and Representation)
2. Ask each sub-group to select a station and discuss the station's good practice (Accountability, Legitimacy, Participation or Representation) using examples
3. Ask each station to present their discussions in turn, and ask the group to rotate from one station to the next



WHERE does advocacy happen

Advocacy happens at many different levels. Depending on the issue advocated for and the groups advocating for it, advocacy may be targeted at various political levels. Effective advocacy work in the development sector requires good communication between actors operating at these different levels. In any advocacy intervention it is important to analyse what can be achieved at every level and what collaborators, allies and networks that can be identified at each one.

This process of coordination and interrelationship between advocacy networks at different levels is important. Not only does it increase the legitimacy and relevance of advocacy work, but it enables vital support between levels and networks. Advocacy workers of national level organisations rely on detailed information from the grassroots to support their advocacy work; while they in turn can provide training, analysis, information and advocacy support to local organisations.

Below there is a list with different levels of advocacy. This list is not exhaustive as both advocacy levels and topics vary according to different countries. When developing a strategy, it is important to analyse 'country specific' levels and topics of advocacy:

Community/village: Access to health services, access to education, access to water, role of women, (S) GBV and other forms of exploitation, role of community groups, local conflict resolution, role of children, child labour, child marriage, access to agricultural extension workers and services.

District/local authority: Provision of health care and education, allocation of land, transport infrastructure. Provincial: Allocation of government budget, election planning.

National: Health, education, political representation, land rights, worker's rights, health and safety, minimum wage, freedom of speech, signature of international agreements.

Regional: Regional conflict, trade, migration.

International: Aid flows, International laws, treaties and agreements, Debt, International campaigns (e.g. Climate Change, 16 Days of Activism, Migration).



An example of how advocacy is linked at different levels: Episcopal Conference of Malawi (ECM) was a key Civil Society organisation mobilising for inclusion of climate change considerations in the agricultural policy. 'The ECM presented stories of change of farmers who still produced good harvest in the midst of negative effects of climate change. This was due to climate change adaptation strategies followed by farmers. This was shared to influence the Government to include climate change in the policy by showing them that it is possible to mitigate climate

change and to show that its inclusion on the agricultural policy would be beneficial'. Policy makers at different levels were exposed to real life stories during agricultural policy discussions and negotiations.

TOOL 4: FACILITATION EXERCISE



Objective:

To show that some advocacy issues can be addressed at multiple levels

Steps:

1. Prepare a bag/hat with some advocacy issues: Child Marriage at village level, Budget allocated to education in a given district, Climate Change, National gender policy (...)
2. Make one end of the room 'international level' and the other end of the room 'local level'
3. Ask participants to stand in a line between the ends of the room, according to where they think the most effective advocacy can happen
4. Select people at key points along the line to explain why they choose to stand there
5. Encourage people to share different examples of advocacy they have seen or done at the different levels



WHO can advocate

Anyone who is interested in changing a specific situation and takes action on it becomes an advocate.

An advocate can:

Represent: Speak on behalf of people

Accompany: Speak with people

Empower: Enable people to speak for themselves

Mediate: Facilitate communication between people and decision-makers

Model: Demonstrate a policy or practice to people or decision-makers

Negotiate: Confer with a decision-maker to settle something

Network: Bring people together to speak jointly

Lobby: Persuade a decision-maker to do something

Mobilise: Encourage people to take action to influence a decision-maker

Bargain: Negotiate the settlement of something



GOVERNMENTS and GOVERNANCE

Advocacy aims to change policy, so it is necessarily targeted at those bodies, institutions or individuals that are responsible for making, deciding and implementing policy. Government is the act or process of governing, particularly it is the process of making, deciding, implementing, controlling and administering public policy in a political unit, i.e. the nation state or part of it, e.g. a municipality.

Governance, according to UNDP, is 'the exercise of economic, political and administrative authority to manage a country's affairs at all levels. Governance comprises the complex mechanisms, processes and institutions through which citizens and their groups articulate their interest, exercise their legal rights, meet their obligations and mitigate their differences'.

Governments exercise governance specifically through:

The executive: The part of the government charged with running the day-to-day affairs of the body/state/municipality being governed, which also implements laws.

The legislative: The part of the government that decides on what laws and policies the executive should implement.

The judiciary: The part of the government which is responsible for interpretation and enforcement of the law.

This separation is useful for organisations to determine where their advocacy should be targeted.

Governance transcends government and includes civil society and the private sector. 'Good Governance' has attributes of accountability and transparency, is effective, equitable and promotes the rule of law.

When working on advocacy and developing advocacy strategies, civil society organisations are contributing to participatory, transparent and accountable governance.





3.2 Why organisations do advocacy



Advocacy is a powerful and complementary tool to other strategies, including service delivery, capacity building, and technical assistance. Some reasons to include advocacy as part of our programme planning include:

- Advocacy can help to achieve more sustainable outcomes for organisations tackling the underlying causes of poverty (e.g. improving education laws, working on land reform, promoting participatory budget monitoring, etc.)
- Advocacy can help to respond to development threats and opportunities (e.g. including gender analysis as part of policy making)
- Advocacy with multilateral organisations (such as the UN or EU) can help set standards or targets which could be used to hold governments to account (through policies such as the UN Guiding principles on Business and Human Rights and UN Framework Convention on Climate Change)
- Advocacy can amplify the voices of poor, marginalised or minority groups (e.g. by including real scenarios lived by people in policy making processes).

Organisations are motivated by different reasons to carry out advocacy work:

Involvement:

- Being directly affected by a situation that needs an advocacy response
- Working with those directly affected by an advocacy issue.

Values:

- Personal beliefs and values
- The vision, mission, and values of an organisation
- The values of a community to which a person belongs.

Desires:

- To achieve sustainable change by addressing the causes of poverty
- To hold governments to account for delivery of service provision
- To establish legitimacy, credibility and cooperation between civil society and policy-makers
- To encourage citizen consultation and participation in decision-making processes.

Organisations might also decide to hold advocacy initiatives to challenge power. For advocacy to be effective it is necessary to understand who holds the power in the advocacy context, both formally (who officially has the power) and informally (who actually has the power).

Below are the different types of power:

- **POWER TO:** The ability to make a decision and take action. It involves bringing about changes in people's lives
- **POWER WITHIN:** Self-confidence and self-awareness which encourage empowered individuals to make changes in their own lives
- **POWER WITH:** Collective power which involves collaboration, organisation and solidarity
- **POWER OVER:** The power of the strong over the weak. It includes the power to exclude others.

Abusive power should be avoided within any advocacy intervention. It can take the following forms:

Empty promises: Which might lead to lack of trust and loss of future respect.

Abuse of privilege: Looking for ways around democratic and official processes.

Use of force, violence or coercion: This would copy the abuses of oppressors.

False claims of legitimacy and representation:

Groups should be represented fairly and must be involved in decision-making.

Poor research and misinterpretation of data:

Facts should be presented accurately to maintain integrity and obtain good solutions.

Bribery: It goes against accountability, openness and transparency.

TOOL 5: FACILITATION EXERCISE



Objective:

To understand power and the different forms it takes

Materials:

Copies of scenarios presented in **Annex II**

Steps:

1. In pairs distribute copies of the scenarios shown in **Annex II**
2. Ask each pair to work on the different scenarios as explained in the exercises and share them with the group
3. Open a brief plenary session after each scenario is presented to discuss it and propose ideas on how to deal with those situations

Please note that when developing an advocacy strategy, it is useful to carry out a power analysis during Step 5 (Stakeholder analysis) and Step 6 (Defining targets).



Does advocacy work?

- Below are some concrete results shared by SCIAF partners achieved through advocacy work

Development and Partnership in Action (DPA) in Cambodia:

'Through our lobby work, an Extractive Industry Governance Forum was established and launched by the Ministry of Mines and Energy (MME). This forum allows the actors from MME, NGOs and the private sector to have a dialogue on issues related to Extractive Industry on a regular basis.'

Caritas Colombia: Through advocacy work we contributed to approval of the Law 1448 (land resettlement and compensation of victims).

CESTA – Amigos de la Tierra in El Salvador: 'Lobbying and advocacy work from CESTA has contributed to establishing municipal laws on Environmental Protection, to the inclusion of environmental issues in the education curricula and the inclusion law for people with disabilities'.

Indo Global Service Society (IGSSS) in India: 'We lobbied the Supreme Court of India to issue an order directing all States in India to set up one shelter with a capacity of accommodating at least 100 people for every 100,000 people'.

ECM in Malawi: 'We engaged with others on advocacy efforts that led to the approval of the Climate Change Policy and the Disaster Risk Reduction Policy'.

Federación para el desarrollo integral de campesinos y campesinas (FEDICAMP) in Nicaragua:

Partner highlights two main advocacy successes - (i) The approval of a water management proposal at local level and (ii) The approval of a water and land project at municipal level.

Sudan Evangelical Mission (SEM): 'We contributed to advocacy efforts that resulted in South Sudan's Parliament approving the Disability and Inclusion Policy in 2013'.

Caritas Lugazdi (Uganda): 'We lobbied local authorities for the construction of a bridge to connect communities to the market'.

Tierra Digna and Dioceses of Quibdó (Colombia):

In May 2017, following targeted work by Tierra Digna and the Diocese of Quibdo, Colombia's Constitutional Court awarded rights to the Atrato River. Its "bio-cultural" rights now include the river's "protection, conservation, maintenance and restoration." This places a significant burden on the Colombian state to ensure the rights are enforced - and it demands that local people are empowered to manage their river properly.

Jesuit Centre for Theological Reflection (JCTR) in Zambia:

The partner has contributed to many changes through advocacy work including (i) Minimum Wage revised in 2012, (ii) Successive increments of the PAYE threshold in 2013 and 2017 national budgets and (iii) Improved access to the right to clean water and sanitation for communities in Livingstone, Mongu and Kasama'.

OTHER RESOURCES TO FURTHER EXPLORE POWER AND SOCIAL CHANGE



Just Associates Publications
www.justassociates.org

Making Change Happen, Advocacy and Citizen Participation

<https://justassociates.org/sites/justassociates.org/files/mch1-advocacy-and-participation.pdf>

Making Change Happen, Citizen Engagement and Global Economic Power

<https://justassociates.org/sites/justassociates.org/files/mch2-engagement-and-power.pdf>

Concepts for Revisioning Power for Justice, Equality and Peace

https://justassociates.org/sites/justassociates.org/files/mch3_2011_final_0.pdf

The Power Cube website

<http://www.powercube.net/analyse-power/what-is-the-powercube/>

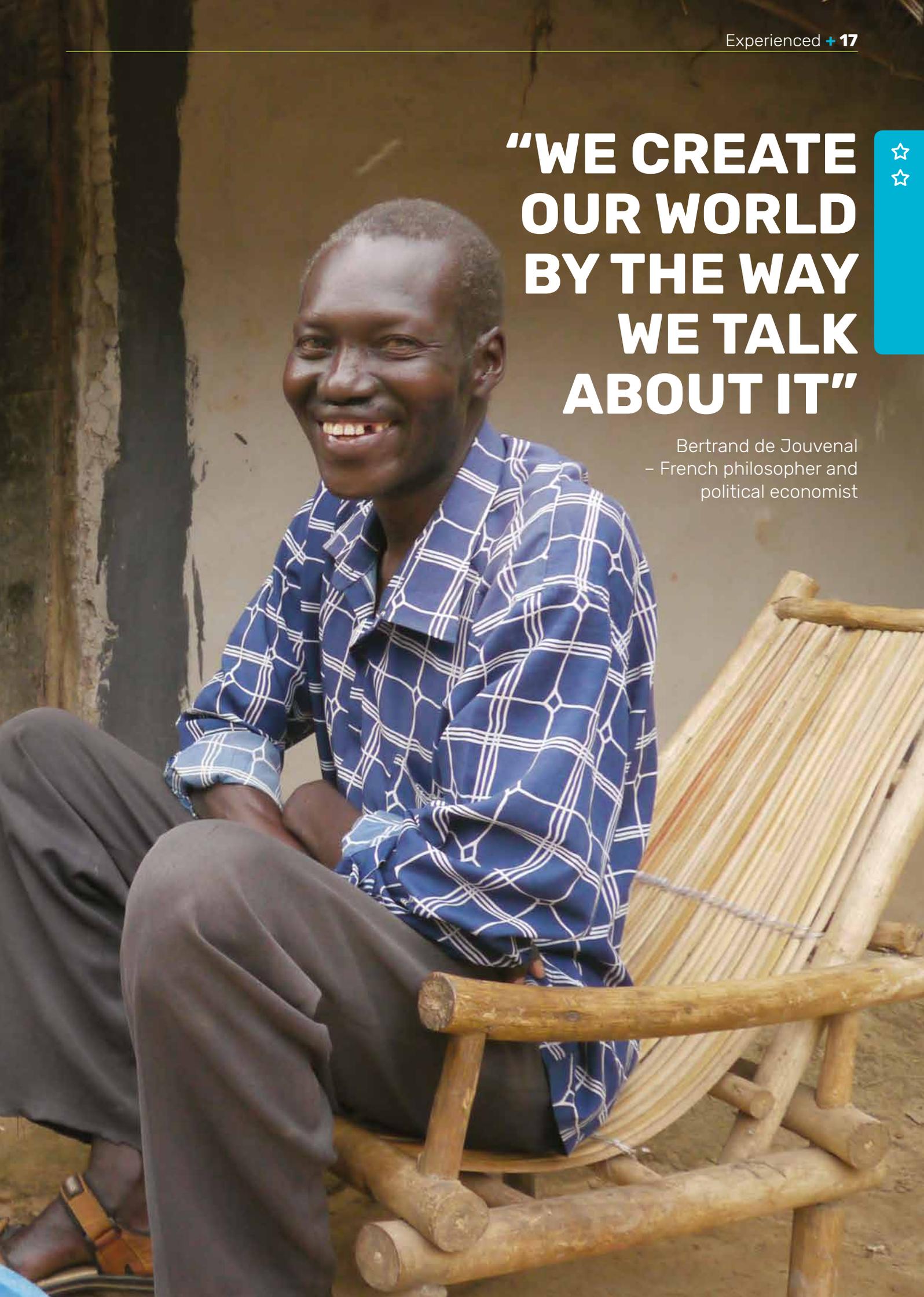




“WE CREATE OUR WORLD BY THE WAY WE TALK ABOUT IT”



Bertrand de Jouvenal
– French philosopher and
political economist





4. Section 2:

Doing advocacy

– the process of developing advocacy strategies



An advocacy strategy is a combination of approaches, techniques and messages which supports a group/organisation in achieving advocacy objectives and goals. A systematic and analytical approach to advocacy work, which properly researches the issues, identifies objectives and targets, and which is clear about key messages it wishes to get across, is most likely to result in advocacy success.

Developing an advocacy strategy is a useful method of organising materials, information and the work that needs to be done. It will take a group or an organisation, step by step, from identifying the core issues they need to work on, through drawing up a specific road map to implementing and monitoring advocacy work.

The development of the advocacy strategy is a cycle, because although there are some sequential steps, some steps run in parallel with others, or may change sequence according to progress. It is also a repetitive process, ongoing monitoring and review will lead to updating and adjusting the plan, as will different reactions to the advocacy amongst targets.

The steps needed for the development of an advocacy strategy are included and explained in the following section.

The steps needed to develop an advocacy strategy

- Step 1** - Issue identification
- Step 2** - Gathering information and evidence
- Step 3** - Risk analysis and mitigation
- Step 4** - Defining overall goal and objectives
- Step 5** - Stakeholder analysis, partners and alliances
- Step 6** - Defining targets
- Step 7** - Messaging
- Step 8** - Lobbying and campaigning
- Step 9** - Activities & timeline
- budget & resources
- Step 10** - M&E and learning

Step 1: Issue identification



An advocacy issue is a problem or need which will only be changed or met if there is a change in a law or policy, or a change in the implementation or practice of a law or policy.

Organisations might want to work on numerous advocacy issues, but it is important to be very selective. Advocacy issues should always be clearly linked to organisation's mission, programmatic priorities and strategic focus areas; if it's not, organisations will not have the authority to address them. It is recommended not to choose more than three advocacy issues, and organisations are more likely to succeed if they focus on one issue at a time. Also note that choosing issues does not mean choosing the broad topics organisations would like to address (e.g. climate change) but rather specific problems that will have concrete policy solutions.



To identify advocacy issues, organisations need to think about **specific problems, barriers and policy-related solutions**.

Example of a specific problem: (i) 600 families from district (...) are isolated from main services (health, education and markets) during the rainy season, (ii) 3,000 farmers from (...) are not able to plant and harvest following poor soil quality and (iii) 50 communities from (...) are experiencing lack of access to malaria medicines.

Next, think about what some of the barriers to solving the problem are. The barrier must be related to guidelines, policies or laws.

Example of a barrier: (i) There is no tarmac road for community members to use during the rainy season, (ii) Farmers do not have access to fertilisers to prepare the land, and (iii) Malaria medicines are only distributed at health facilities.

Then ask yourself what policy change would help remove the barrier. Ask yourself questions such as:

- Should a new policy be created?
- Are there budget allocations in the local/national budget to support our cause?
- Should a harmful policy be removed?
- Does an existing policy need to be removed?
- Does an existing policy need to be updated or amended?
- Does an existing policy need to be fully implemented?

Example of a policy related solution: (i) The inclusion of a budget allocation to upgrade the road to tarmac would allow 600 families access to main services during the rainy season, (ii) Subsidy fertiliser programme would allow 3,000 farmers to access fertilisers and improve the quality of the soil, and (iii) New local health guidelines allowing health workers to distribute medicines will increase access for community members living far away from health centres.

The answer to the policy change that will help remove the barrier to solve the problem is the Advocacy Issue:

Example of advocacy issues: (i) Budget allocation is approved to upgrade the road in district (...) to tarmac, (ii) Fertiliser subsidy programme is approved and implemented at national level, and (iii) Health workers are allowed to distribute malaria medicines in (...) communities.

Organisation exercise²

Organisations will normally want to address more than one advocacy issue at a time. The following checklist is designed to support organisations to carry out a self-analysis to choose the best advocacy issues. Organisations can select three advocacy issues, and run (for each of them) the following 13 criteria, classifying the issue on each criterion as High (best rating), Medium, or Low (worst rating). The list of criteria is not exhaustive, and partners might decide to include or eliminate criteria. This exercise is included to facilitate a debate around the different issues.

- 1. Policy change needed is clear:** For an initiative to succeed, organisations must know what kind of policy change is needed. If the advocacy issues are not very specific, it will be harder to design a strong strategy. Clear (High), Somewhat Clear (Medium), Unclear (Low).
- 2. Number of your programmes that will be affected by your issue:** If your organisation (and other actors in the area) have a lot of programmes that will be affected by the issue, it is probably a good issue. 4+ (High), 2-3 (Medium), 1 (Low).
- 3. Level of effort required:** How much of your time, energy and other resources will be needed? Very little (High), Moderate Effort (Medium), A lot (Low).
- 4. Potential for success:** How likely is it that you will succeed? Is your organisation committed to the issue even if likelihood of success is low? Very likely (High), Possible/Maybe (Medium), Unlikely (Low).

²Adapted from 'Straight to the Point: Setting Advocacy Priorities', Pathfinder International



- 5. Estimated time required to succeed:** How much time will your organisation need to achieve objectives. 2-3 Years (High), 3-5Years (Medium), More than 5 (Low).
- 6. Level of public support for your issue:** If the public is supportive, your chances of success are higher. Supportive (High), Neutral (Medium), Opposed (Low).
- 7. Level of policymakers support for your issue:** If policymakers are supportive, your chances for success are higher. Supportive (High), Neutral (Medium), Opposed (Low).
- 8. Potential for negative consequences for your organisation:** Will your activities hurt your reputation, decrease your potential for funding, put your staff in danger, etc. Unlikely (High), Possibly/Maybe (Medium), Unlikely (Low).
- 9. Potential for positive consequences for your organisation:** Will your activities improve your reputation or help you access new funding? Very likely (High), Possibly/Maybe (Medium), Unlikely (Low).

- 10. Financial, human and other resources to support this kind of advocacy work³:** It is essential to be realistic about resources. Without the necessary resources success is unlikely. Resources exist now (High), New resources likely (Medium), Resources unlikely (Low).
- 11. Partners to support you in this kind of advocacy work:** Having strong partnerships is usually essential to success, especially for larger initiatives. 3+ (High), 1-2 (Medium), 0 (Low).
- 12. Evidence that the issue is relevant:** Do you have concrete experience and/or other reliable information sources indicating that this is a good issue for advocacy? Strong (High), Some (Medium), None/Weak (Low).
- 13. Level of importance to your organisation as a matter of principle:** The issue you choose should be in line with your organisation's mission and values. Very Important (High), Somewhat

The discussions on the above criteria can be compiled in a matrix such as the one below for easy rating:

Nb.	Criteria	Issue 1	Issue 2	Issue 3
1	Policy change needed is clear	H M L	H M L	H M L
2	Nb of programmes affected by issue	H M L	H M L	H M L

 A quicker organisational analysis of potential advocacy issues could be to run the following checklist answering the question: Will working on the issue...

- ...result in real improvement in people's lives?
- ...give people a sense of their own power?
- ...build lasting organisations and alliances?
- ...provide opportunities for women and others to learn about and be involved in politics?
- ...develop new leaders?
- ...promote awareness of, and respect for, rights?
- ...link local concerns with larger-scale, even global issues?
- ...provide potential for raising funds?
- ...enable the organisation to further its vision and mission?
- ...be winnable? Does it have a clear target, timeframe and policy solution?

 **Tips to include gender and marginalised groups in issue identification**

- How does the advocacy issue affect members of gender and marginalised groups⁴? Can you provide clear examples?
- Is the policy related solution beneficial for members of gender and marginalised groups? How?
- Have members of gender and marginalised groups been involved in the advocacy issue identification? How?
- Can you capture quotes by members of gender and marginalised groups on the impact that advocating on the issue, and succeeding, will have on their lives?

³For a full list of resources to consider in the development of strategies, please refer to Step 9

⁴Marginalised groups refer to the most marginalised groups, with special focus on women and girls, and other groups relevant to partner's work (People living with disabilities, migrants, child workers, victims of GBV etc...)

TOOL 6: FACILITATION EXERCISE



Objective:

To support participants with the identification of advocacy issues

Steps:

1. If participants belong to the same organisation, divide them into groups of two or three members. If participants come from different organisations, group them per organisation
2. Ask each group to write the problem, barrier, political change and finally advocacy issue they would like to develop the advocacy strategy for
3. Select a few volunteers to share their work and discuss it in plenary

OTHER USEFUL RESOURCES



Other useful (but more complex) methodologies to select advocacy issues include the Problem Tree/Solution Tree, The Issue Analysis Star or the But Why methodology. These resources can be found on the following links:

Advocacy and Campaigning Course Toolkit, INTRAC (page 10 - 15): <https://www.scribd.com/document/158180621/INTRAC-Advocacy-and-Campaigning-Toolkit-pdf>

Advocacy Toolkit, TEARFUND (page 76): http://tilz.tearfund.org/-/media/files/tilz/publications/roots/english/advocacy_toolkit/second_edition/tearfundadvocacytoolkit.pdf?la=en

Step 2: Gathering information and evidence



Once the advocacy issue has been identified there is a need to gather accurate, reliable, timely and sufficient information on it. This is referred to as gathering evidence and information. Evidence refers to the facts and information that will support your advocacy message. One of the best ways to get other people to support a course of action is to show them the evidence of why it's in their interest or the interest of others to do so. The amount of evidence you need to gather depends on who you're trying to influence.

A government policy-maker may require a lot of national-level data before they're convinced, whereas a school principle could be influenced by a consultation involving just a few pupils and parents.

To make it more attractive, research should be:

- **Participatory:** This means supporting those who would benefit from the change to share their perspectives, develop strategies and undertake action
- **Evidence based:** Evidence refers to the facts and information which support your advocacy strategy
- **Consistent:** Include some of the same questions in every research activity to help build knowledge and evidence
- **Transparent:** Tell people what you'll do with the information and tell them how they can find out about the final results of the research
- **Confidential:** Find out if people want to remain anonymous – if it's a sensitive topic make it confidential. Identify how to store information to preserve confidentiality. Ensure data protection laws are followed.

There are some key stages in good research, which organisations should apply to gathering information and collecting evidence:

1. **What information do you need:** In other words, what questions need answering? Breaking down the information you need to research will help you to plan it.
2. **Where can you find the information:** Secondary research comes from sources that already exist and can be obtained using websites, books, reports, consultations, statistics, etc... In other cases, primary research methodologies will have to be carried out to obtain information.
3. **Who will contribute to your research:** For your research to be credible, you must ensure that you choose a representative sample considering gender, age, social status/class, roles within the group and other important characteristics.
4. **How will you collect the information:** This refers to the methodologies that you will use. Some are described in the following section.





Organisation exercise

Below are some methodologies that can support organisations to gather information. When gathering information and evidence on an advocacy issue, organisations must decide what type of data needs to be collected, and what methodologies they should use (based on staff, time, needs, availability, appropriateness, targets to address and resources available).⁵

Speak to people

What's their opinion? Listen for ideas. Talk with neighbours, children, grandparents, shop clerks, taxi drivers, business people, religious leaders, activists, teachers, those who would benefit if the advocacy were successful and those who are working to change it. If you don't agree, keep listening, you might learn something that could support your advocacy work. Nobody is interested in talking about the issue? ... Why? Is it the way you're asking? Does the problem not affect them? Or is it something else? It's all useful information. When talking to people it is very important to collect quotes as they will be very powerful when presenting the case to main targets.

Existing information

Look for research, reports, surveys, consultations, statistics, policies, testimonies, information online, etc. Talk to those who are already working on the issue to find out what's available. This is particularly important – other organisations may already be advocating on the same issue, and may have done an extensive amount of preparatory work. Not only can that work help inform your strategy, but there may also be the opportunity for collaboration. Most successful advocacy campaigns come from a number of stakeholders working together to put pressure on decision makers.

Surveys

A survey is a way of collecting information which represents the views of the group or community you're interested in.

Choose a sample group:

Surveying every member of a community would probably take a long time. Instead survey a smaller sample group that is broadly representative of the wider community. If you plan the sample well, the results should be similar to surveying the entire group. For the sample group to accurately represent the larger group, you must think carefully about the different identities of people in the community you want to survey and try to ensure they are proportionally represented.

Choose how to gather the information:

- Involve the local community in planning and carrying out the survey.
- Choose appropriate methods for the group you want to reach. Here are some ideas: speak to people in the street, post questionnaires, send mobile texts, do an online survey, place surveys along with a box in which to drop them in a popular location, or ask organisations to help you distribute the survey.

Interviews

- Use interviews to gather personal testimonies about the issue and its impact
- Prepare for your interview by doing some background research on the person you're interviewing as well as the kind of information you want to gather
- The role of the interviewer is to ask questions. You should avoid judging or giving advice
- You should also be mindful of body language
- Try to remain open but neutral. If the person you're interviewing does not feel comfortable answering, move on to another question or find another way to re-phrase the question
- During the interview, pause, prompt and probe. Pause to let people think and expand on the issue, prompt them if they are stuck and probe deeper to really understand what they are saying.

Meetings

- Use meetings to build collaboration with other organisations and decision-makers
- Decide who to invite – who's working on similar issues? Who has influence?
- Set a date and time – consult those attending
- Organise a venue – if you're inviting organisations they may be willing to host it
- Agree to the agenda – what are the key points that need to be discussed? Share your thoughts with those attending in advance and ask for feedback
- Facilitate – appoint one person (this could be yourself) to lightly co-ordinate the meeting, try to ensure the group stay on topic and address the key issues within the available time
- Take minutes – identify one person as a note-taker (not the facilitator) to capture what is discussed and decided. Circulate the notes amongst the group after the meeting.

⁵Adapted from 'An Advocacy Toolkit', Plan International, A World at School and YAG (Youth Advocacy Group)

Focus groups discussions

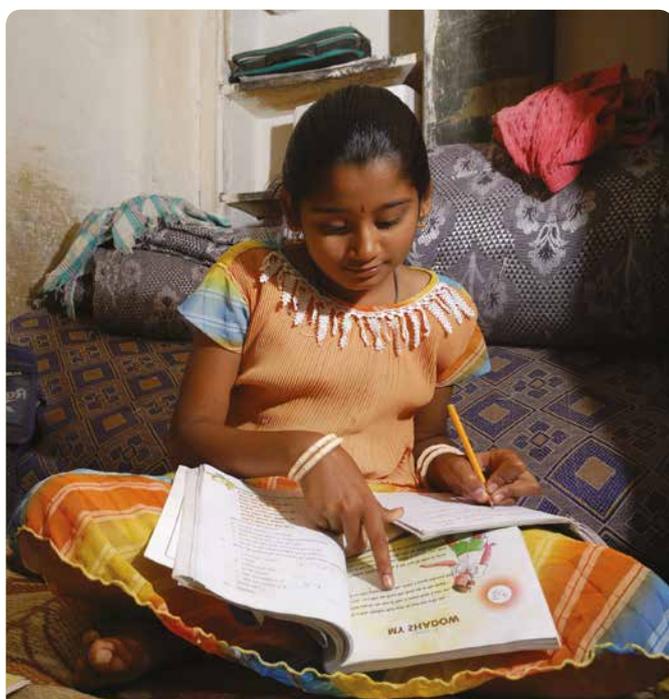
A focus group is a small but diverse group of people whose reactions are studied in guided or open discussions about a particular issue. Below are some advantages and disadvantages of using focus groups:

Advantages	Disadvantages
They are useful to obtain detailed information about personal and group feelings, perceptions and opinions	There can be disagreements and irrelevant discussion which distract from main focus
They can save time and money compared to individual interviews	They can be hard to control and manage
They can provide a broader range of information	They can be tricky to analyse
They offer the opportunity to seek clarification	Some participants may find a focus group situation intimidating or off-putting; participants may feel under pressure to agree with the dominant view

When organising focus groups, it is important to choose good and experienced facilitators and to consider how to enable different groups of people to participate e.g. children, women, girls. Sometimes it is necessary to organise separate groups to ensure people are comfortable enough to be honest and share their opinions.

Storytelling sessions

Sometimes, when we want to understand how an issue affects a community, storytelling sessions can be organised. They are similar to open interviews, but they offer participants ample space to elaborate their answers through stories. A good way to carry out a story telling session is to ask participants to describe what their lives would look like once the issue has been addressed and solved.



Facilitating workshops

What is facilitation?

Talk shows, book clubs, improvised dance classes, conflict mediation, facilitation skills are being used everywhere. Facilitating means making learning and sharing together as a group easy. Facilitation is a useful skill at every stage of planning and delivering your advocacy work. Workshops are less formal than meetings, with participants taking part in activities which help them to consider and discuss topics.

When to use this technique:

Through facilitation you'll be able to support groups to work together, share their perspectives and agree a way forward. Tips for facilitating a workshop:

- Identify clear objectives, agenda and timeline and share them with those attending
- Choose an accessible venue and make the space feel comfortable and friendly
- Start with activities that help people get to know each other, relax and feel comfortable
- Avoid being the expert. Remember your role is not to teach people, facilitation is about supporting people to share their perspectives and learn from others.





Example of an advocacy research table

Advocacy Issue: Budget allocation is approved to upgrade the road to tarmac					
Research question	Primary sources of information ⁶	Secondary sources of information ⁷	Methodologies to gather information	Who is responsible	When: Date for the activity
How many families are affected by the lack of road?	Local Chief	–	Interviews, 'Speak to People'	Name	Date
How many men, women and children?	Local Chief	Local Government statistics	Interviews, Research, Surveys	Name	Date
What are the main problems faced by this community due to the lack of road?	Community group	–	Story telling	Name	Date
What budget is available at national/ local level for this road?	National Gov representatives, Local Gov representatives	Review of National and Local budget materials	Interviews, Research	Name	Date
What is in your opinion the solution to this problem?	Community members	–	Surveys, 'Talk to people'	Name	Date

Research on external context

When carrying out research, it is also important to analyse the contextual factors in which the advocacy strategy will be framed. There are many tools to support organisations to carry out contextual analysis. The PESTLE analysis offers a framework for examining the external environments and trends that might affect the issue.

Political: What are the relevant political factors and trends in the country: government structure, main bodies and key responsibilities; what is parliament talking about and who would oppose our advocacy on the issue; what are key ministers saying on recent speeches; and where does our issue fall within government (judiciary, executive, legislative). We also need to consider what level of government (local, regional, national) does our advocacy issue fall into.

Economic: What are the main economic factors and trends in the country: GDP; income; debt; loans; private business, etc.

Sociological: Demographic information; health and education statistics; employment rates, etc. Consider key factors contributing to poverty and inequality.

Technological: Information technology infrastructure, access to telecommunications and how social media affects our issue.

Legal: Legal factors and constraints relevant to the advocacy issue.

Environmental: How much do environmental conditions affect our advocacy issue (droughts, floods, deforestation, etc.).

⁶ Information that is obtained through talking to others or following some of the methodologies described above.

⁷ Information that already exists on the issue.

Analysis of information

After collecting information, this will have to be collated and analysed in a systematic way. Analysis involves taking the research we have gathered, asking questions about it, identifying patterns, themes and gaps and collating it together into **key findings**. There is no specific format to present the analysis, but the following thinking points might be useful:

- Disaggregate data by gender and age: How many men, women, girls and boys (approximately) are affected by the issue
- What are the main statements raised by affected people. Quotes
- What are the main policies/laws that we will need to work around?
- Are there local/national budget constraints to move ahead with our issue?
- Collating data from surveys: x% of surveyed participants agree with...; y% clicked Yes on...; z% think responsibilities lie on, etc.
- Main areas of concern around the issue (sub-issues)
- Main findings: Overall, what is the research telling us?
- What are the main contextual trends telling us?



Tips to include gender and marginalised groups in information gathering

- A representative sample of gender and marginalised groups should be included as participants in research methodologies (Surveys, 'Talk to People', Interviews, Story Telling...)
- Try to capture stories from representatives of gender and marginalised groups
- Think about best time for members of gender and marginalised groups to engage in your research activities (when will they be in the field, when will they be at home, when they will be at school, etc.)
- Are there any customary laws affecting your issue that could affect members of gender and marginalised groups differently?
- Are there any laws and policies on your issue that could affect gender and marginalised groups differently?
- Are there gender commitments in national poverty frameworks and budgets?

TOOL 7: FACILITATION EXERCISE



Objective:

To support participants in putting together a research plan

Steps:

1. If participants belong to the same organisation, divide them into groups of two or three members. If participants come from different organisations, group them per organisation
2. Each group spends 15 minutes discussing how would they organise/structure a research plan and write the headings and methodologies on a flip chart
3. Select a few volunteers to share their work and discuss it in plenary

OTHER USEFUL RESOURCES



Other useful materials to support organisations to gather information on the advocacy issue:

What is a Survey (online resource) by Fritz Scheuren, with good information on how to carry out a survey and focus groups:

https://www.whatisasurvey.info/downloads/pamphlet_current.pdf

4 tips on great survey design (online resource):

<https://www.digitalgov.gov/2014/11/10/4-tips-on-great-survey-design/>

The RAPID ODI analysis: A tool to carry out external context.

The Advocacy Sourcebook, Water Aid (page 40):
<http://www.advocacyaccelerator.org/wp-content/uploads/2017/06/Advocacy-sourcebook.WaterAid.pdf>

Different types of Policies and Practices that relate to Poverty

The Advocacy Toolkit, Tearfund (page 96):
http://tilz.tearfund.org/-/media/files/tilz/publications/roots/english/advocacy_toolkit/second_edition/tearfundadvocacytoolkit.pdf?la=en





Step 3: Risk analysis and mitigation

Given the sensitivity and complexity of many of the issues that organisations deal with, we need to ensure that advocacy work does not put staff or programming at risk. The following tool can support organisations to identify and deal with sensitive issues.

Steps to carry out a risk analysis⁸:

1st Step: Identify threats

The first step is to identify potential threats, making sure that none of them are overlooked. This can be done by:

- Working through a checklist, such as the one below, and noting the applicable threats
- Deliberately trying to spot areas of vulnerability within an advocacy plan, for example in relation to specific relationships, systems, structures, etc
- Consulting with different people (including stakeholders identified in Step 5) who might have different perspectives about the likely impact of threats.



Potential types of threats include:

Reputational	Loss of credibility, lack of legitimacy, compromising of messages, reliance on incorrect information, etc.
People	Illness, intimidation, harassment, violence, imprisonment, death, etc.
Property	Forcible closure of buildings, confiscation of paperwork, arson attacks, theft of key documents, etc.
Political	Changes in regimes, key decision-makers leaving office, public opinion, government policy, foreign influence, etc.
Operational	External disruption to plans, loss of access to finances, failure to secure access to decision-makers, revocation of legal status, etc.
Procedural	Lack of accountability, poor governance, inability to seize timely opportunities, etc.
Project	Cost over-runs, jobs taking too long, diversion of focus because of an emergency, etc.
Financial	Cost over-runs, jobs taking too long, diversion of focus because of an emergency, etc.
Technical	Inability to accommodate advances in technology, technical failure, etc.
Natural	Threats from weather, natural disaster, accident, disease, etc.
Potential negative effects of working on the issue	Any other negative effects that working on the issue could mean to the organisation.

⁸ Adapted from 'An Advocacy Toolkit', Tearfund

2nd Step: Estimate risks

The second step is to work out the likelihood of each threat being realised and to assess its impact. One approach to this is to estimate the probability of the event occurring, and to work out how much it would cost to set things right if it occurs, in terms of both finances and relationships. This provides estimated values for each risk.

An alternative approach is to consider both the likely impact of the risk and the likelihood of the risk occurring, grading them separately on a scale of 1 to 5, where 1 is very low and 5 is very high. Multiply the numbers together and the higher the score, the higher the estimated risk.

3rd Step: Manage risks

The third step is to work out ways of managing the risks while acknowledging that some will remain high despite your best efforts. This needs to be as cost-effective as possible, in light of their estimated value. Sometimes, it may be better to accept the risk than to use excessive resources to eliminate it. Risks can be managed in many ways:

By using existing resources: Improvements in existing methods and systems, changes in responsibilities, improvements to accountability and internal controls, etc.

By contingency planning: This involves deciding to accept a risk, but choosing to develop a plan to minimise its effects if it happens. The plan allows for immediate action in the event of the risk occurring and a crisis management situation.

By investing in new resources: This involves deciding whether to bring in additional resources to counter the risk, or even insuring against the risk.

4th Step: Regular reviews

The fourth step is to carry out regular reviews. This might involve formal reviews of the risk analysis, perhaps each time there are changes in circumstances and during every monitoring meeting. It might also involve adapting plans, allocating additional budget or alerting external contacts.

Step 4: Defining the overall goal and objectives

 A key step in the process of developing Advocacy Strategies is the definition of Goals and Objectives. There are many ways for organisations to approach such definitions. Some organisations describe the Goal as the impact that policy changes have in people's lives, and others define the Goal as the

key policy change to be achieved. If advocacy issues are defined as suggested in Step 1 above, then it is recommended to use the approach below to set up Goals and Objectives.

Suggested approach to define goals and objectives 'dance classes

Goal: In this approach, the advocacy goal builds on the advocacy issue by adding WHO (person, institution, office) will make the policy change, HOW the policy change will be made (through specific bill, guidance, regulation), and WHEN it will be achieved.

Objectives: Objectives are the smaller steps you must complete in order to reach the overall goal. Objectives should include THE CHANGE YOU WANT TO SEE, WHO (person, institution, office) will make the change, and WHEN it will be achieved. Objectives should be limited in number and it is recommended to include a number between three and five.

Examples:

Goal (i): The Minister of Transport approves a budget allocation to upgrade the road to tarmac in the year x budget by June x.

Objectives (i):

1. Three representatives of local government will make public statements in support for a budget allocation to upgrade the road to tarmac by Dec x.
2. Ministry of transport sends staff members to evaluate the state of the road by Jan x.
3. Government representatives (both at local and national level) mention the road in pre-budget consultations by March x.
4. All local chiefs along the road actively engage on road advocacy initiatives by February x.

Below are some ideas to think about specific objectives. They can relate to:

- Changes in laws and policies
- Implementation of laws and policies
- Reform of institutions
- Changes in attitudes and behaviours
- Increasing democratic space – legitimacy of civil groups, freedom of information and space to speak out
- Civil society gains – increased cooperation and solidarity
- South – North partnership gains – reduced dependence
- Getting the issue on the agenda for public debate
- Increasing support and active membership
- Fundraising
- Developing the profile and reputation of your organisation.





Some examples from partners setting advocacy goals and objectives

SEM (South Sudan):

Goal: The communities of Mundri West County to be free of further spread of HIV (no new infections, no discrimination, no HIV related deaths).

Specific objectives:

- Specific objective: Government to train eight voluntary testing counsellors and allocate them to four primary health care centres by Dec 2012
- The Ministry of Health, at county level, to put in place guidelines relating to people living with HIV and AIDS so they can live a full, healthy life, free of stigma/discrimination, by Dec 2012
- County government approves a soft loan to do small scale business activities by Dec 2012.

DPA (Cambodia):

Goal: Affected communities from mining activities in eight provinces have their rights respected by government and mining companies, and improve their livelihoods through participating, monitoring, and demanding effective responses on social and environmental impacts.

Specific objectives:

- Ministry of Environment (MoE) adopts and enforces Environment Impact Assessment (EIA) Guidelines following international standards and practices by 2019
- MoE produces Environment Code that integrates EIA in mining sector
- MoE, Ministry of Mine and Energy (MME) and Extractive Industry (EI) companies recognise role of DPA in EIA process of mining sector.



Tips to include gender and marginalised groups in setting goals and objectives

- Does your goal represent benefits for different members of gender and marginalised groups?
- Do the objectives (when reached) translate into positive changes for members of gender and marginalised groups?
- Have gender and marginalised groups been involved equally in the design of the goals and objectives of your strategy?
- Will members of gender and marginalised groups be able to contribute equally to the achievement of the Objectives?

TOOL 8: FACILITATION EXERCISE



Objective:

Participants get familiar with phrasing advocacy goals and objectives

Materials:

Copies of **Annex III** sheets for participants

Steps:

1. Divide the group into smaller groups of two or three members
2. Ask each group to discuss the four scenarios included in **Annex III**
3. Select a few volunteers to share their work and discuss it in plenary

OTHER USEFUL RESOURCES



To test the rationale of Goals and Objectives, organisations can develop a Theory of Change. Some useful resources to develop Theories of Change include:

The Advocacy Toolkit, Tearfund (page 121):
http://tilz.tearfund.org/~media/files/tilz/publications/roots/english/advocacy_toolkit/second_edition/tearfundadvocacytoolkit.pdf?la=en

The Theory of Change website (online resource):
<http://www.theoryofchange.org/what-is-theory-of-change/how-does-theory-of-change-work/>

Care Wikispaces:

<http://conflict.care2share.wikispaces.net/Theories+of+Change>



Step 5: Stakeholders analysis, partners and alliances

Organisations will not be able to achieve their advocacy goals and objectives on their own. Forming (or collaborating with) other organisations, partners and alliances already established will be key for the successful implementation of any advocacy strategy. There are many ways of working with others on advocacy including: networks, alliances, coalitions, associations, forums, partnerships, task forces and umbrella bodies. When developing a stakeholder analysis, it will also be important to analyse which organisations/ individuals could collaborate with us as partners, and which ones will be opposed to our advocacy work.

 A simple methodology to carry out a comprehensive stakeholder analysis is described below:

1st Step

– Carry out a brainstorming exercise of all possible actors that might have an influence on advocacy interventions, including allies and opponents. This brainstorming could be divided into civil society stakeholders (including church and faith organisations), public sector stakeholders and private sector stakeholders.

Civil society stakeholders	Public sector stakeholders	Private sector stakeholders
Affected communities	Ministers and ministerial advisers	Corporations and businesses
Media	Civil servants and government departments	Business associations
Churches	Elected parliamentary representatives	Professional bodies
Other religious/faith groups	Judges and courts	Individual business leaders
School, colleges and universities	Political parties	Chambers of commerce
Social movements	Local government councils	Social entrepreneurs
National and international NGOs	Military	Donors
Trade unions	UN	Financial institutions
Alliances, networks, coalitions	EU	Intellectuals and writers



2nd step

– Divide the above stakeholders into the following four groups:

Targets: Decision-makers, people who have the power to make the necessary changes, people with influence over decision-makers.

Constituents: The people you work with and for, those who are expected to benefit from your advocacy work.

Allies: Those who share your aims and can help to influence or put pressure on decision-makers.

Opponents: Those who are opposed to what you want to achieve and will try to block the changes you want to see.

3rd step

– Develop an Allies and Opponents Matrix

This matrix will make it easier to see who is supporting our views (allies) and who is opposing our views (opponents). The matrix is useful as it will help organisations decide which allies and opponents to engage with, for what purpose and how.

Annex IV explains how to develop an Allies and Opponents Matrix.

4th step

– Analyse which stakeholders to engage and how. Remember that whatever you decide to do, will have to be included in the activity plan (explained later in this section, step 9). Ask yourselves questions such as:

- Do we need to engage this stakeholder?
For what? How?
- Is there something we can do to try and change opponents' minds?
- Who from our organisation is best to engage with which stakeholder?
- Who are the stakeholders we do not need to engage with?
- Do we have the capacity to engage with all selected stakeholders?
- If we cannot engage with them all, who can we bring on board that can?
- What are the main engagement activities with allies?
- How will we approach opponents?
- Is it worth it trying to influence all opponents?
Which ones? How?

Remember: Organisations do not have to engage with all selected stakeholders. Only with those that are prioritised during the development of the advocacy strategy. Those that are key and those with whom organisations have the capacity to work with. Also, discussions held during Step 5 should be confidential as they might raise sensitive issues attached to specific organisations and/or individuals.



There are many different ways to approach the development of a stakeholder analysis. Below is an example from SCIAF's partner Jesuit Centre of Theological Reflection (JCTR):

JCTR, Zambia:

'To organise a stakeholder analysis, we carry out desk research, key informant interviews and focus group discussions. The key questions asked are: who is affected by the problem, who needs to act to effect change to solve the problem, and who are the others concerned e.g. those who may lobby against the change. A stakeholder table is then developed.

The table below indicates the type of stakeholder, the sector they represent or area of expertise, and the nature of relationship JCTR should build with them. The table further indicates the purpose of the relationship within the context of the project and how information from a stakeholder can be used for, for example "advocacy" purposes. The table then identifies an officer or department within JCTR that is best suited to interact with such a stakeholder.'



(The table is taken out from JCTR's advocacy strategy under their Public Resource Management project)

Institution	Definition	Area of engagement	Purpose	Officer responsible
ZIPAR ⁹	Think tank	Research and consultation	For evidence-based advocacy and lobby	Research/policy analyst
Parliament	Law-maker	Sensitisation, collaboration and buy-in	Legislative reforms	Social and Economic Programme (SED)
Office of the Auditor General	Public sector financial accountability	Consultation/research	For evidence-based advocacy and lobby	Researcher
Ministry of Finance	Public economic & finance management	Policy engagement	For lobbying and advocacy	SED/Policy analyst
CSPR ¹⁰	Civil society	Coalition-building	For lobbying and advocacy	SED
ActionAid Zambia	Civil society	Coalition-building	For lobbying and advocacy	SED
Oxfam	Civil society	Coalition-building	For lobbying and advocacy	SED
Artists, musicians	Influential figures	Coalition-building	For lobbying and advocacy	Media and Information
Traditional Church and faith leaders	Influential figures	Ministry of Finance	For lobbying and advocacy	-



Tips to include gender and marginalised groups in stakeholder analysis

- Have contributions from gender and marginalised groups from your organisation been included in the stakeholder analysis?
- Is there a good gender balance amongst key stakeholders? Same (or approximate) number of men and women?
- Is there a balanced number of members of gender and marginalised groups amongst key stakeholders?
- Have you thought about who (from your organisation) is best to approach which stakeholder?
- Are there any gender networks, women alliances that could be included as stakeholders?



TOOL 9: FACILITATION EXERCISE



Objective:

To support participants in developing a stakeholder analysis.

Materials:

Flip charts

Steps:

1. If participants belong to the same organisation, divide them into groups of two or three members. If participants come from different organisations, group them per organisation
2. Ask each group to discuss a potential advocacy intervention (advocating Ministry of Education to increase the 'students with difficulties' budget; advocating local government to increase transparency in the use of municipal budgets etc...)
3. Each group spends 20 minutes going through the steps described in this section (including Annex IV) to develop a brief (not detailed) stakeholder analysis
4. Select a few volunteers to share their work and discuss it in plenary

OTHER USEFUL RESOURCES



Other useful materials to support organisations carrying out a stakeholder analysis:

Tips for engagement with international bodies such as EU, UN and African Union:

[The Care International Advocacy Handbook \(page 19\): http://insights.careinternational.org.uk/media/k2/attachments/CI_Global_Advocacy_Manual_Web.pdf](http://insights.careinternational.org.uk/media/k2/attachments/CI_Global_Advocacy_Manual_Web.pdf)

Checklist for collaborative advocacy:

The Advocacy Toolkit, Tearfund (page 113): http://tilz.tearfund.org/-/media/files/tilz/publications/roots/english/advocacy_toolkit/second_edition/tearfundadvocacytoolkit.pdf?la=en

Step 6: Defining targets

Primary targets: Primary targets are the people who have the power to make the changes you are advocating for. They are often known as decision-makers.

Where objectives relate to formal policy processes, politicians and officials are likely to be the target. If they relate to social norms or customary law, then informal leaders such as religious figures or community leaders may be targets. Targets could also include private sector or commercial companies.

The main targets of an advocacy strategy are placed in the top-right cell of Annex IV (though they do not necessarily have to be the only ones, as other stakeholders could also become targets through influencing them).

Secondary targets (influencers): These are groups or people you can influence, who in turn can influence the primary targets.

Both primary and secondary targets must be very specific (a person, a newspaper, a department, a committee...). 'The public' or 'The Government' are too general and therefore are not good targets.

When developing an advocacy strategy, it is useful to think about three to five primary targets per objective and try to answer the following questions:

- What do they know about the issue
- What is their attitude towards it
- Who has influence over them
- What influence or power do they have over the issue.

The tables below are useful to structure information and action around primary and secondary targets.

Primary targets: The identified targets should be placed in column 1. Column 2 should be answered with a summary to the questions asked above. Column 3 is to be filled with organisations/individuals who can influence the target. Table should be filled for each objective.

Objective 1 (i): e.g. from examples used in Step 4 - *Three representatives of local government will make public statements in support for a budget allocation to upgrade the road to tarmac by Dec x.*

Primary target name	Position on your issue	Person/organisation with connections to influence the target
Rep 1 (Name)	In agreement. Has already visited affected communities in more than two occasions and is well respected amongst affected communities	PO (Name) - Has met Rep 1 in various meetings before
Rep 2 (Name)	Neutral. Has never made a public statement on the road and has not visited the affected area	Advocacy PO
Rep 3 (Name)	In Agreement. Has participated in most meetings organised around the road issue (has family members that are affected by the lack of road)	Advocacy PO

Objective 4 (i): e.g. *All local chiefs along the road actively engage in road advocacy initiatives by February x.*

Primary target name	Position on your issue	Person/organisation with connections to influence the target
Head chief from Area Development Committee (ADC) X	In Agreement. Has been very active on the issue and can bring on board other chiefs	PO (Name) - Has been working closely in ADC X
Chief from Village Z	She is the only female chief in the ADC and has been very vocal on the road issue	Advocacy PO

Secondary targets:

Objective 2 (i): e.g. *Ministry of transport sends staff members to evaluate the state of the road by Jan x.*

Objective No.	Name	Primary target it can influence	Position on your issue	Partner/person with connections to influence target
Objective 2	Name	PS to Ministry of Transport	We do not know	Programme Manager and Advocacy Officer on our first approach/meeting. Advocacy Officer afterwards

We will come back to these tables during the development of the action plan to be more specific about the advocacy activities that will need to be planned to engage targets.





Tips to include gender and marginalised groups in target identification

- Is there a balanced number of members from gender and marginalised groups across your Primary and Secondary targets? if not why not?
- Have you thought about who (from your organisation) is best to approach which target? Why?
- Could you target any gender networks or women's alliances in your advocacy strategy?
- Are the targets aware of how the issue affects gender and marginalised groups differently?
- Are there any targets known for being gender 'insensitive' and have you thought about how to approach them?



Step 7: Messaging



An advocacy message is a summary of the change you want to bring about, based on the findings from the research you have carried out, the main policy asks and the key targets. Below are some tips to develop good influential messages:

TIP 1: A clear message SHOULD...

- ...summarise the change you want to bring about
- ...be short and punchy, two or three sentences
- ...be understandable to someone that is not familiar with the issue, and be jargon free
- ...include the reasons why the change is important
- ...include the actions you want the audience to take in response
- ...be memorable.

TIP 2: BRILLIANT messages are:

1. Simple
2. Solution focused
3. Practical and reasonable in their requests
4. Evidence based (including real life stories, statistics and facts)
5. Appropriate for the audience (language and context)
6. Personal (they should show why you care).

TIP 3: When preparing your message, it is good to follow this order:



First – Appeal to the **HEART**: Why should they care? Communicate the need and what needs to change.



Second – Appeal to the **HEAD**: What can change? Use inspiring examples and strong ideas on what is possible.



Third – Appeal to the **HANDS**: What can they do? What are you asking from your target audience?

TIP 4: Killer facts

Consider using killer facts in supporter communications. Oxfam's Duncan Green describes killer facts as: "Those punchy, memorable, headline-grabbing statistics that cut through the technicalities to fire people up about changing the world". They are called Killer Facts because if they are really effective, they kill the opposition's argument. Some 'killer facts' can have more influence than – extensively researched reports.

Type of killer fact	Example
BIG NUMBER: The single statistic showing the size of the problem	<ul style="list-style-type: none"> Armed conflict cost Africa 18 billion USD a year Remittances from overseas workers to developing countries are worth 372 billion USD a year, three times the global aid budget
JUXTAPOSITION to highlight injustice and double standards	<ul style="list-style-type: none"> It would cost 66 billion USD to get everyone on the planet out of extreme poverty – 4% of global military spending A woman's risk of dying from pregnancy-related causes ranges from 1 in 18 in Nigeria to 1 in 8,700 in Canada
ABSURDITY	<ul style="list-style-type: none"> It is easier to trade in guns than bananas. Bananas are subject to more regulations under EU rules than sales of AK47s Every cow receives over 2 USD per day in subsidies, more than the income of half of the world's people
SURPRISING STATISTICS	<ul style="list-style-type: none"> More people die of road traffic accidents in developing countries than die of malaria Mexico is the second most obese country after the US
HUMANISING abstract issues	<ul style="list-style-type: none"> 12 million children will go hungry in 2015 because of Climate Change
HUMAN SCALE Rescale statistics to a size we can relate to	<ul style="list-style-type: none"> A child dies every four seconds from preventable causes There are two bullets for every person on the planet

A table from Duncan Green's blog on Killer Facts.

TIP 5: Framing your messages

Once the key messages are established, they will have to be framed according to the different audiences you are seeking to reach. Think about who you need to develop messages for.

A full brief is useful for you and your team, and can be used for those who are really interested and involved. It should include:

- What the problem is and how it can be changed
- Evidence
- Why change is important
- What is being done and can be done to make the change happen?
- What specific actions need to be taken?

A quick-fire message ('elevator pitch') to communicate your advocacy message within the time it takes to travel in an elevator from the ground floor to the fifth floor (in less than one minute). Include:

- What the problem is and how it can be changed
- What you want from the person you're speaking to. It could just be a chance to meet and discuss in more detail.

Adapted messages for your specific audiences. Find ways to link the interests of the people you want to influence with your advocacy issue. Your analysis of the issue, and stakeholders will determine how you present your message to a particular audience.



Tips to include gender and marginalised groups in message development

- Members of gender and marginalised groups with whom we work need to be included in message development
- Does your message talk to all gender and marginalised group members?
- Could you include a couple of Killer Facts that specifically relate to how your issue affects members of gender and marginalised groups?
- Does your message contain any confusing, misleading or 'gender insensitive' wording?





TOOL 10: FACILITATION EXERCISE



Objective:

To support participants in developing strong advocacy messages

Materials:

Flip charts

Steps:

1. Divide participants in groups of three or four members
2. Using 1 of the 3 Issues presented in Step 1 above: (i) Budget allocation is approved to upgrade the road in district (...) to tarmac; (ii) Fertiliser Subsidy programme is approved and implemented at national level; (iii) Health workers are allowed to distribute malaria medicines in (...) communities, ask participants to take 20 minutes to develop the following advocacy messages:

- a) Advocacy Message for relevant Minister
- b) Quick- fire message

Ask some groups to develop strong advocacy messages and some groups to develop weak advocacy messages.

Please note that figures and facts can be made up in this case (as we do not include here examples emerging from research on the issue)

3. Select a few volunteers to share their work and discuss it in plenary

OTHER USEFUL RESOURCES



Water Aid has a great example of how to frame the same advocacy message for different audiences, including finance ministers, parliamentarians, health professionals, media and the press and the general public:

The Advocacy Sourcebook, Water Aid (page 50):
<http://www.advocacyaccelerator.org/wp-content/uploads/2017/06/Advocacy-sourcebook.WaterAid.pdf>

Step 8: Lobbying and campaigning



Lobbying

Lobbying is the process of trying to directly influence decision-makers, such as politicians, civil servants, or corporate chief executives.

What changes should we lobby for?

Influencing laws:

This focuses on the legislative branch of government, which deals with passing and amending legislation. This may happen in the national parliament or assembly, or a regional or local decision-making body. Lobbying to influence changes in laws includes:

- Suggesting specific amendments to existing laws
- Making suggestions of ideas and content for new laws
- Arguing to maintain laws that others are seeking to abolish.

Advantages are that changes in laws can be more permanent and can influence a wide range of policies and practices. Disadvantages are that it can be very time-consuming, there is often significant ideological resistance from political parties, and there is no guarantee of changes in law being translated into policies and programmes that make a difference on the ground.

Some examples from partners influencing laws include:

FEDICAMP in Nicaragua mentions lobbying work around (i) Approval of the indigenous seeds law, (ii) Approval of the Food Security and Sovereignty law and (iii) Approval of the Committees for Water and Sanitation law.

CARITAS COLOMBIA: *"Through lobbying work we contributed to approval of the Law 1448 (land resettlement and compensation of victims)".*

Influencing policies and budgets:

Often, adequate laws exist but the problem is that they are not being implemented. Sometimes this is because there is no framework policy in place to implement the law, or the policy in place is inadequate. It can also happen because there is no proper budget allocation to make things work. Lobbying to influence changes in policies is mainly aimed at the executive branch of government (i.e. ministers and their departments), and or parliament. It can also be aimed at businesses that would benefit from a framework policy.

Some examples from partners influencing policies include:

Caritas India led the 'submission of several clauses on the inclusion of DRR in the National Policy on Children, accepted by the Ministry of Women & Child Development'.

Through advocacy work **KATC in Zambia** 'managed the postponement of Zambia's signature for the ARIPPO (seed harmonisation law), which allowed for further stakeholder consultation'.

CANTERA in Nicaragua describes lobbying interventions that 'resulted in the increase of the municipal budget from 90,000 C to 125,000 C (2,500 Stg to 3,300 Stg) for agroecology work'.

Influencing practices:

The executive branch of government, at both national and local level, may have good policies that are clear and well written but are not being implemented. In these situations, lobbying involves trying to gain concrete commitments for those responsible for implementing the policies in terms of programmes, projects, funding, personnel and timing. It may also involve working with politicians or business leaders to stop harmful practices.

Some examples from partners influencing practices include:

KATC in Zambia is involved in 'lobbying activities with Ministry of Agriculture to promote farmers' rights including seed rights and food sovereignty, and the No to Genetically Modified Organisms'.

Tierra Digna in Colombia set up a round table on Business and Human Rights (in which they took a leading role).

The COMBONI SAMARITANS in UGANDA led lobbying actions which resulted in the reduction of hospital fees for patients with HIV and AIDS.

Using the courts:

A further option is using the judicial branch of government to try to show that a particular law, policy or practice is illegal and therefore needs to be changed, or to try to force its implementation if the government is refusing. It can also be a process to bring justice through taking perpetrators to court.

Activities that could be part of lobbying:

- Writing a letter
- Sending a position paper
- Making a phone call
- Arranging a visit or meeting
- Conducting a visit or meeting
- Enabling a decision-maker to go and meet with a community affected by an issue.





¹¹The following table presents helpful and unhelpful lobbying skills:

Helpful	Unhelpful
Focus: Stick to your main points and don't get side-tracked. Limit the points you raise at any given meeting	Presenting Wish Lists: Focus on the most pressing concerns and address them as elaborated issues (not lists)
Win-Win: Seek solutions that will benefit both parties. Be prepared to give in but explain the points you will not negotiate	Emotive Approach: Ensure you do not use such an approach, as this might accuse the other side from being unfair or insensitive
Ask Questions: Clarify any pending misunderstandings, and encourage the other side to do the same	Inflexibility: Try not to defend your own position all the time, as this can frustrate any chance of progress
Step into their shoes: Listen to their arguments and try to understand their point of view. Focus on how your proposal can benefit the decision-makers	Making it personal: Maintain an objective tone. Making it personal might offend or insult people
Listen and Engage: Let them speak first if necessary and respond to their concerns	Caricaturing: Ensure you don't distort their image or arguments, as this shows a lack of respect and can lead to relationship breakdown
Seek Permission: Use expressions such as 'Could I ask...?' and 'I would like to suggest that...'. They help to put you in control without battling to speak	Counter-Proposals: Do not match every suggestion from the other side with one from yours
Test and Summarise: Ensure everyone has understood key points and action points	Anger: Try not to act/appear irritated. Shouting can suggest that you have weak arguments
Explain your reasons: Do not open space to let them think about hidden agendas. Be very open about your ideas and course of action	Ridicule: Do not disrespect the other side. This can lead to relationship breakdown
Be sensitive: Be aware of a change in mood caused by lack of interest, defensive responses or reactions	Interruptions: Try to listen to their points without disrupting them. Otherwise they might think you are not listening and get annoyed
Know when to stop: Be aware of how far you can push at any given meeting	Do not go unprepared: Have your information, arguments, messages and facts at hand

¹¹ Adapted from 'Advocacy Toolkit', Tearfund

Top tips for successful lobbying

Prepare

- Be clear about what you want
- Know the views of the people to be lobbied
- What's in it for them – why should they change their views?

Develop your messages

- Be simple and explicit
- What is the issue?
- What do you want them to do about it?
- Use examples that will engage their interest
- Prepare a short brief.

Plan and rehearse

- Consider the best time and place for a meeting
- Be sure you know the venue
- Arrive on time; be prepared to leave before time
- Dress appropriately
- Be polite, acknowledge status
- Give name cards.

Use negotiation techniques

- Be conscious of your body language
- Relax, keep your voice calm
- Listen actively – don't interrupt, demonstrate empathy.
- Ask questions
- Keep to time – brief is best; don't get distracted, stick to your plan.

Build relationships: the messenger can be as important as the message

- Consistency of personnel builds trust and transparency
- Being a credible and reliable source of information makes people listen
- Consider involving someone who is directly affected by the issue
- Be friendly, use social skills
- Keep in regular contact
- Always finish a meeting by suggesting another one would be useful.

TOOL 11: FACILITATION EXERCISE



Objective:

To support participants in preparing for lobbying actions and simulating negotiation skills

Steps:

1. Divide participants into groups of three or four members
2. Ask each group to select an Advocacy Action, Issue or Idea they would like to defend during a lobbying meeting
3. Ask the group to sub-divide between lobbyists and people 'being lobbied'. Please note that figures and facts can be made up in this case (as we do not include here examples emerging from research on the issue)
4. In each group there will be people using Helpful and people using Unhelpful lobbying skills. Each group to decide who will use what and select five Helpful skills and five Unhelpful skills
5. Ask the groups to prepare a five-minute role play between lobbyist and those being lobbied
6. Ask two groups to volunteer to present the play to others and discuss the skills used in plenary

OTHER USEFUL RESOURCES



Other useful materials to deepen knowledge and understanding on lobbying:

Making the most of a lobbying meeting

The Advocacy Toolkit, Tearfund (page 157): http://tilz.tearfund.org/~media/files/tilz/publications/roots/english/advocacy_toolkit/second_edition/tearfundadvocacytoolkit.pdf?la=en

Lobbying Ethics

Advocacy and Campaigning Toolkit, INTRAC (page 23): <https://www.scribd.com/document/158180621/INTRAC-Advocacy-and-Campaigning-Toolkit-pdf>

Influencing Policy and Decision-Makers

Advocacy Toolkit, Plan International, A World at School and Youth Advocacy Group (Pages 81 -92): http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1116/Youth_Advocacy_Toolkit_English.pdf





Campaigning and mobilising people

 Campaigning is the process of engaging the public, and getting them to take some action to demonstrate their support for your advocacy position.

The main objective of public campaigns is to demonstrate to your advocacy targets that there is significant public concern about the issue and wide support for your position. That can be particularly effective because, very often, the public are voters and always customers. As individuals they might not have much influence, but united behind a particular position they can exert considerable pressure.

There are two types of groups that can be mobilised for action:

- 1. People who are directly affected:**
For example, farmers in Cambodia feeling the effects of environmental mismanagement.
- 2. People who are concerned for those who are affected:** For example, DPA in Cambodia, concerned around the impact that extractive industries have on the environment, or SCIAF in Scotland, concerned around the effects that environmental mismanagement has on rural farmers in Cambodia and on climate change globally.

Mobilising people creates opportunities to:

- Increase pressure on decision-makers by showing there is public concern, a wide range of interested groups and a high level of awareness and understanding of the issue
- Add legitimacy to lobbying efforts by involving the people affected by the issue
- Open access to decision-makers if lobbying is not achieving much
- Bring media attention to the issue, and raise the profile of the issue
- Produce greater commitment to the issue by those involved
- Lobby directly where it has not been possible to lobby before.

Mobilising and campaigning are culture-specific. What works in one country, such a street march, might not work in another one, where an orderly public meeting might be more appropriate. In some countries, mobilising people publicly is not possible at all, but might still happen in a virtual way online (social media or online petitions).



Below there is a menu of methods for campaigning and mobilising. It is important for organisations to discuss the ones that are more country and culture appropriate¹²:

	Method	
Getting noticed, showing strength, easy for a big group to participate (including children), bringing groups together, motivating supporters	Rallies and marches Groups of people walking through the streets	Prone to be hijacked by more extreme groups
Raising awareness, building support locally	Public stalls and exhibitions Display of graphic and visual material on the cause you are advocating for	If it's not dynamic and engaging it could lack participation
Getting media coverage, raising awareness, having fun	High profile stunts Unusual actions which draw media attention to your cause, such as street drama	Can go wrong and look unprofessional, if very controversial public might be hostile
Outreach to new audiences, raising awareness, including the voiceless	Performances Concerts, theatre	Can go wrong and look unprofessional, if very controversial public might be hostile
Involving the wider community, getting views and ideas from the public, holding decision-makers accountable	Public meetings People brought together for a debate	Possibility of disruption
Giving a positive voice and outlet for despair, forcing conversation	Non-violent direct action Occupations, disruptions, street marches, protests	Could place targets or opponents against us if confrontational
Raising awareness and understanding, getting conversations started, hearing from different stakeholders	Talks and Presentations Organised informative sessions	Risk of getting boring and heavy if not made dynamic and fun
Putting pressure on decision-makers by showing support, give large numbers of supporters a way to contribute easily	Petitions People sign petitions or a post-card to be posted to decision-makers	If impersonal, could be ignored by decision-makers (there is a need to register names and IDs)
Changing the public debate, challenging people and groups who act against our cause	Culture jamming Creatively subverting and challenging mainstream media messages that go against what you are working for. For example: fake adverts and news stories, pranks, spreading disinformation	Provocative, challenging, could be misunderstood
Easy to set up, free (or cheap), flexible and responsive, can get many people involved	Social media campaigns Using social media websites to raise awareness, or sign petitions	Might be perceived as impersonal, excludes those without internet

¹² Adapted from 'An Advocacy Toolkit', Plan International, A World at School and YAG (Youth Advocacy Group)



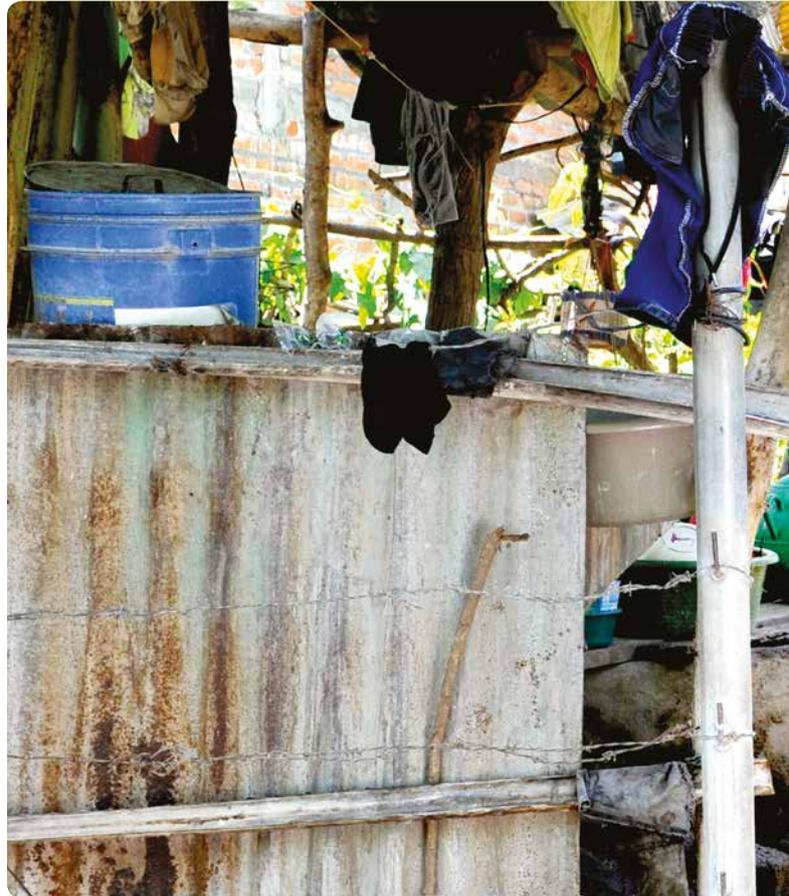


Mobilising people could also mean setting up coalitions or alliances

The first step in any coalition/alliance is to consider who the best partners might be. You will need to think broadly about possible allies. The Stakeholder exercise held in Step 5 is a great start. The analysis will assist you to identify which individuals or organisations are more likely to become effective partners in achieving your advocacy goals. Some good ingredients for a successful coalition include:

- Having a common goal or interest
- Having a choice of partners
- Creating clear governance structures:
Who will do what
- Open communication between partners
- Ability to develop action plans, with long and short-term outcomes.

Below are some positive and negative thinking points of forming coalitions:



- Strength in **numbers** – you can achieve more together than you can alone
- Provides safety for advocacy efforts and **protection** for members who may not be able to take action alone, particularly when operating in a hostile or difficult environment
- Makes the most of existing financial and human **resources** by pooling them together
- **Reduces duplication** of effort and resources
- **Enhances the credibility** and influence of an advocacy campaign, as well as that of individual coalition members.



- Can be **difficult** to agree common objectives
- May be **dominated** by one powerful organisation. Larger or richer organisations can have more say in decisions
- May require you to **compromise your position** on issues or tactics
- You usually get **less credit** for your work. Often the coalition as a whole gets recognition rather than individual members.



TOOL 12: FACILITATION EXERCISE



Objective:

To support participants in choosing campaigning and mobilising methods

Steps:

1. Divide participants into groups of three or four members
2. Ask each group to select an Advocacy Action (could be the same used in Tool 11)
3. Ask each group to select the most appropriate and culture-sensitive campaigning methods from the table above
4. Ask each group to select inappropriate campaigning methods
5. Ask two groups to volunteers to explain their work and discussions

OTHER USEFUL RESOURCES



Other useful materials to deepen knowledge and understanding on campaigning and mobilising:

Methods for mobilising people

The Advocacy Toolkit, Tearfund (page 168):
http://tilz.tearfund.org/~media/files/tilz/publications/roots/english/advocacy_toolkit/second_edition/tearfundadvocacytoolkit.pdf?la=en

Good practice in mobilising people

The Advocacy Toolkit, Tearfund (page 169):
http://tilz.tearfund.org/~media/files/tilz/publications/roots/english/advocacy_toolkit/second_edition/tearfundadvocacytoolkit.pdf?la=en

The Do-s and Don't-s of using social media to build your campaigns

Advocacy Toolkit, Plan International, A World at School and Youth Advocacy Group (Pages 104-106):
http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1116/Youth_Advocacy_Toolkit_English.pdf



Using the media

 The media can play a significant part in public advocacy work. Television, radio, press and social media offer the opportunity to both reach decision-makers and influence wider public opinion. Your advocacy work should, therefore, treat the media as both a tool for advocacy, but also an influential advocacy target. When choosing the right media, make sure you understand their role in your country: Which press is outspokenly critical of government? Which radio stations are government controlled? How many people have access to social media and in which environments? Which audiences are reached by which media and what's their style?



Examples of written media¹³

Press releases are summaries of your story and provides key messages to get journalists' attention and hopefully prompt them to follow up.

Letters to the editor of a local or national newspaper or magazine – the letters page is often one of the most-read sections of a newspaper and a carefully worded letter of a few paragraphs can be particularly effective in getting across the main advocacy messages and a call for action.

Feature-length articles for newspapers or magazines – these always have a strong appeal on a personal level. They are often linked to an individual's personal story, a single topic and particular advocacy moments, but they do not necessarily need to relate to a current news topic.

Blogs written from a personal viewpoint, or in the name of the leader of our organisation, for our organisation's website or a media website.

Background information for journalists on the issue (on the basis that they may not have time to do in-depth research themselves).

Examples of spoken and visual media

Radio interview

Television interview

Phoning in to a radio talk show

Radio or television programmes, including producing regular programmes in local languages, as well as storylines about the issue placed within soap operas or other popular programmes.

Film footage on social networking sites, illustrating how communities have been affected by an advocacy issue.

Examples of relational media

Putting on a **breakfast or lunch for journalists** and inviting them to come and find out about an advocacy initiative.

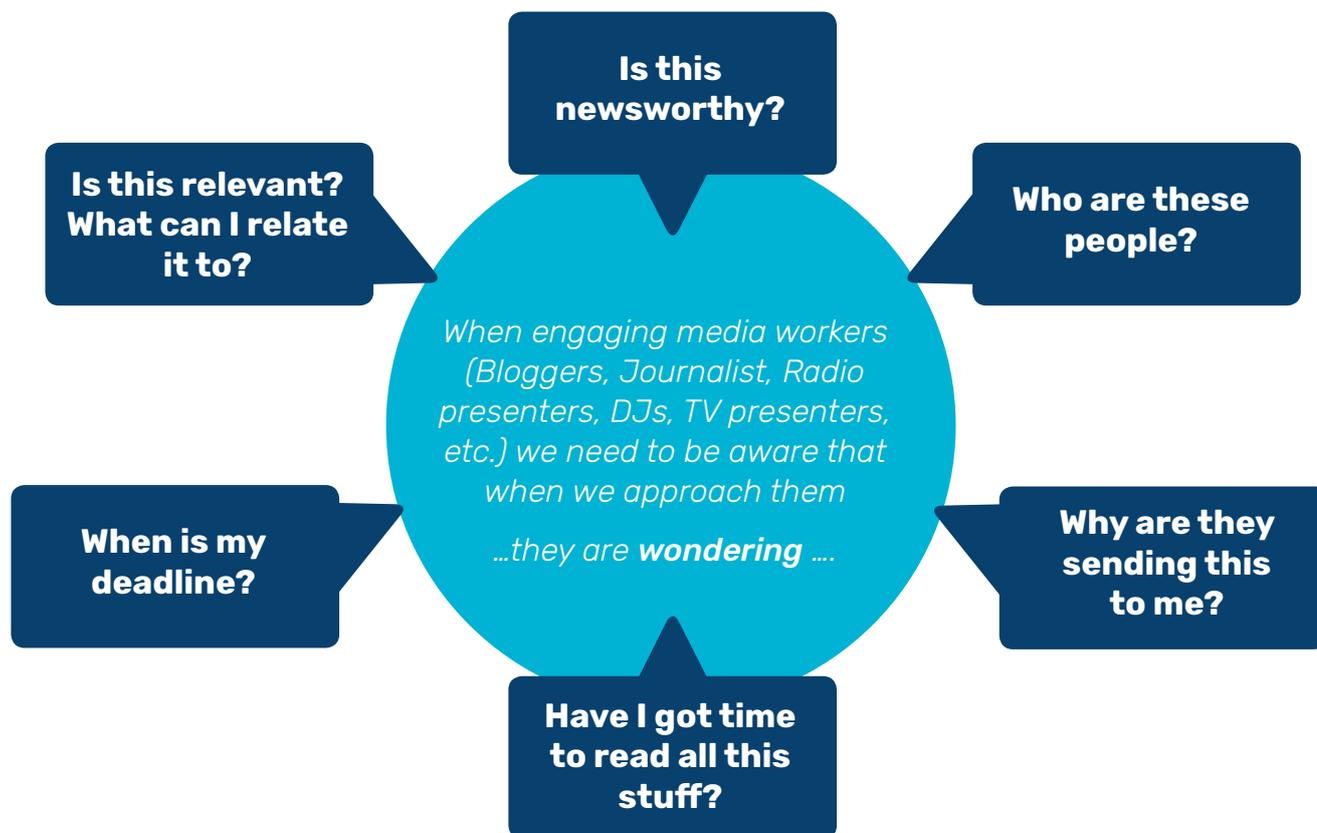
Inviting **a journalist to an event** or to see what is happening in one of the communities affected by an advocacy issue.

Organising **joint events** with the media.

Working through social media, alongside traditional media channels, to share stories and build relationships with key journalist.

¹³ All examples include national as well as local and traditional media

Something to consider when engaging the media



Why campaign using social media?

Easy – Technology is developing fast and there are more and more ways to get people involved in your campaign.

Quick – You can respond to news and events, send messages to supporters and share information at the click of a button.

Cheap – It's all there for you. Emails, social media and a whole lot of web-based tools are there for you to use for free.

Reach – It's where people are. People spend time on the internet and social media, so you can reach huge numbers online, your supporters can spread what you share with others in their networks, and so on...

Make connections – Social media helps connect your supporters to each other. This makes them feel part of a community and motivates them as part of something bigger.

Simple to act – Engaging supporters in action can start with something simple, like signing an online petition. There are simple entry points that can lead to greater involvement.

Data – You can easily store and build up information about your supporters, and help move them up the ladder of involvement.

OTHER USEFUL RESOURCES



Other useful materials to approach media in a more practical way:

Top -Tips for Working with Journalists (page 117), Model Press Release (page 118) and Talking to the Media – Interview Skills (page 119)

Advocacy Toolkit, Plan International, A World at School and Youth Advocacy Group (Pages 81 -92): http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1116/Youth_Advocacy_Toolkit_English.pdf



Tips to include gender and marginalised groups in lobbying and campaigning

- Consider who (from your team) is best to carry out which lobbying activity and make sure there is a good balance of members of gender and marginalised groups involved
- When carrying out lobbying meetings, always have some information to hand on how the issue affects gender and marginalised groups (specifically women and girls)
- Have members of gender and marginalised groups been involved in the design of any campaign you are launching?
- Are your campaign messages gender sensitive?
- Include a representative number of gender and marginalised groups in any campaign event (public meetings, performances etc...)
- Are there any campaign activities that would be more powerful if they are presented by women only? (e.g. theatre play)
- Consider who (from your team) is best to participate in radio, TV and newspaper interviews
- Are there any media workers engaged in your campaign (radio, newspaper, TV) known for being gender insensitive and have you thought about how to approach them?
- Do members of different gender and marginalised groups use different kinds of media in different ways?

Step 9: Activities and timeline and budget and resources

Activities and timeline

This step involves developing the Action Plan for your advocacy strategy, in other words, developing the timeline of activities discussed and compiled in previous steps, together with M&E activities. Assuming your Issue has been identified (Step 1); your Information Gathering has taken place (Step 2); your Risks have been identified and a Mitigation plan has been drafted (Step 3); your Goal and Objectives have been clearly defined (Step 4); your Stakeholder Analysis is done (Step 5); your Targets have been identified (Step 6) and your Messages have been developed (Step 7); your activities will mainly be related to further Information gathering, Lobbying, Campaigning, engaging the Media, creating Alliances and M&E. Your action plan should also indicate the time when the activities will take place and the person/team in charge of making them happen.

Below is an example of what an Advocacy Strategy Action Plan might look like, including some ideas to phase activities (please note that the list of activities is not exhaustive and some of these activities will have to be broken down into further ones). Also note that the work you have done in previous steps will be useful as you implement most of the activities (i.e. you will have your key messages developed for when you meet policy-makers, you can use killer facts in your meetings, you can draw on pieces of your research to influence undecided stakeholders, etc.). The example below includes activities per area (alliance building, information gathering...) as well as specific activities per objective (using the example from Step 4).



Area & objectives	Ref	Activity	When	Who
1. Information gathering (From Step 2)	1.1	Identify community members to be sampled	Date	Person/Team
	1.2	Design surveys	Date	Person/Team
	1.3	Design interviews for key stakeholders	Date	Person/Team
	1.4	Organise story telling sessions with community members	Date	Person/Team
	1.5	Research on secondary sources of information	Date	Person/Team
2. Alliance building (From Step 5: Stakeholder analysis)	2.1	Organise meeting with stakeholder x (private company) to introduce the idea of an alliance	Date	Person/Team
	2.2	Organise meeting with stakeholder x (international donor) to introduce the idea of an alliance	Date	Person/Team
	2.3	Follow up on alliance meetings	Date	Person/Team
3. Lobbying (From Step 8: Lobbying and campaigning)	3.1	Hold face-to-face meeting with Governments reps to discuss budget allocation for the road	Date	Person/Team
	3.2	Invite policy makers x and y to an exposure trip to visit the affected area	Date	Person/Team
	3.3	Commission a report (from main research) for policy makers x, y and z	Date	Person/Team
4. Campaigning (From Step 8: Lobbying and campaigning)	4.1	Organise an online campaign to mobilise constituents and obtain their signature for our cause	Date	Person/Team
	4.2	Prepare and print informative leaflets on our issue to be distributed at (...)	Date	Person/Team
	4.3	Organise a social media campaign to mobilise constituents and capture their messages in favour of our cause	Date	Person/Team
	4.4	Organise a theatre play around our issue to be presented at (...)	Date	Person/Team
5. Engaging the media (From Step 8: Lobbying and campaigning)	5.1	Organise radio interview with radio x	Date	Person/Team
	5.2	Organise radio interview with radio y	Date	Person/Team
	5.3	Contact TV station x to participate at public debate on our issue	Date	Person/Team
	5.4	Prepare and print a media brief for paper x	Date	Person/Team
	5.5	Invite journalists from papers x, y and z to a sensitisation tour	Date	Person/Team
6. Monitoring, evaluation and learning	6.1	Organise team monitoring meetings	Date	Person/Team
	6.2	Organise final evaluation	Date	Person/Team
Further activities related to the advocacy strategy specific objectives				
0.1	0.1.1	Organise logistics for local government reps to make public statements	Date	Person/Team
	0.1.2	Invite media to attend event where public statements will be made	Date	Person/Team
0.2	0.2.1	Liaise with ministry of transport to organise evaluation	Date	Person/Team
	0.2.2	Organise logistics for the evaluation team	Date	Person/Team
0.3	0.3.1	Attend pre-budget consultations	Date	Person/Team
0.4	0.4.1	Organise logistics for meetings with local chiefs	Date	Person/Team
	0.4.2	Organise meetings between local chiefs and local Government representatives	Date	Person/Team





Tips to include gender and marginalised groups in action planning

- Make sure that members of gender and marginalised groups from your team are involved in the design of the action plan
- Think about who (from your organisation) is going to carry out which activity and make sure there is a good gender balance
- Think about what is the best time for members of gender and marginalised groups to carry out some activities.
- Think about times of the year (timeline) when it might be best to engage members of gender and marginalised groups.

Budget and resources

In this step you will prepare both an analysis of the resources you have available, as well as the full Advocacy Strategy budget.



Analysis of resources available¹⁴

The resources you have available for advocacy work will be a mixture of financial, human capacity and common or shared knowledge. Examining all elements will support you in identifying any gaps that need to be filled before you start the implementation of your strategy.

Money

- What money do you have available for this advocacy project?
- Where is money coming from: your organisation, partners, other funders?
- Are there likely to be cash flow problems or difficulties getting authorisation for spend?
- Roughly, how much do you think you will need to implement the activities you are considering?

People (human resources)

- Who will be available to work on different aspects of the project?
- Can you get their time and commitment to engage?
- Who can do what from your team?

Skills and experience

- Do the key people have the right skills and experience?
- If not, can you train them and get other people involved?
- Have you included an advocacy capacity building line in your activities or is this part of a broader organisational budget?

Other human resources

- Do you have access to other people who can help?
- Do you have volunteers to distribute leaflets, campaign supporters to write letters, community members to attend meetings?
- Do you need to recruit external help for particular pieces of work? Which ones?

Partners

- What could potential partners deliver?

Information and knowledge

- Have you been able to do enough research and analysis on the issue?
- Have you got enough information on your targets and key stakeholders?
- Which organisations are well known for having solid knowledge around the issue you are advocating for? Can you access their materials? Could they work with you?

Relationships

- What relationships do you, your staff, volunteers and partners have which you will be able to use?

Reputation

- Do you or your partners have a strong reputation among the target audiences, with the public or media?
- If not, have you developed strategies to get around this?
- Can you work with influential spokespeople or celebrities to speak on your behalf?

Time

- Do you have enough time to implement your project effectively?
- Are there particular deadlines that you have to meet?
- Are there external events that you wish to use, such as elections, national or local policy meetings, budget consultation calendars, international summits?

Developing the advocacy strategy budget

Below is a useful list with some budget categories to consider when developing the full Advocacy Strategy budget:

- Staff salaries and benefits
- Supplies e.g. stationery
- Activities and events (Including transport, cost of meetings etc...)
- Printing and distribution (Leaflets, policy reports, etc.)
- Communications (telephone calls, postage, internet)
- Office space
- Consulting services (policy research, legal services, etc.)
- Training
- Fees
- Contingencies.

Please note that if advocacy is being included as part of an ongoing programme, the advocacy budget could be calculated as a percentage of the programme cost (i.e. how much of the PO's time will be dedicated to advocacy, how much of the rent budget could be charged to the advocacy strategy, etc.).

¹⁴ Adapted from 'The Care International Advocacy Handbook', Care





Tips to include gender and marginalised groups in resource and budget analysis

- Make sure that members of gender and marginalised groups from your team are involved in the resource analysis and budget design
- When analysing resources make sure you include a balanced number of members of gender and marginalised groups from your team (Human Resources, who has the skills and experience, who has the knowledge, who can promote relationships).

OTHER USEFUL RESOURCES



Other useful materials to consider when developing your budget:

Example of how to integrate advocacy budget into wider programmes

Advocacy Matters, Save the Children (page 168):
https://www.unicef.org/adolescence/cypguide/files/Advocacy_Matters_Participants_Manual.pdf

Step 10: Monitoring, evaluating and learning

Monitoring and evaluating the results and impact of advocacy strategies can be a difficult task. The way we approach advocacy work is very different from the way we approach any other development intervention. Advocacy is more unpredictable, more uncertain and not linear. Also, advocacy is mainly about changing policy or policy rules, and hence it requires engaging with government representatives and policy makers that might be responding to different pressing demands.

There are many reasons that make advocacy M&E a challenging task:

- Advocacy is often a long-term activity and policy change might be incremental. Implementation may lag significantly behind legislative change. It is therefore often hard to say when a significant change has occurred
- The process of change is often unpredictable
- Multiple objectives – advocacy objectives may sometimes be process oriented and include policy changes, programme changes, networking, opening up democratic space for citizens and increased accountability from service providers
- Hidden pressures or decision-making processes might be used by bureaucratic systems and politicians
- Cause and effect are usually difficult to demonstrate, as we might be using different approaches to achieve the same objective (so we are not entirely sure which one made the difference)
- Advocacy results are normally achieved by alliances or coalitions and hence more difficult to attribute positive changes to any individual organisation
- Much advocacy work is unique with little repetition.

Monitoring and learning

Monitoring your advocacy actions will help you to ensure they are as effective as possible. It will also provide information needed for accountability (reporting to stakeholders including programme participants), improve your performance and your communication.

It is important to record quantitative information (i.e. number of lobbying meetings with each stakeholder) as well as qualitative (the tone of the meetings, agreements, quotes from participants action points, etc.). However, it is vital that the M&E system does not get too complex – keep it simple. Whatever system you decide to use to monitor information, it needs to be used and updated regularly (ideally after each action). There will be a need to monitor advocacy activities, as well as other advocacy aspects, including objectives, targets and relationships.

For monitoring (and evaluating) purposes, it is good to think about more creative and dynamic ways to compile and present information: e.g. short videos of the advocacy process, power point slide shows (including quotes from participants), or recorded testimonies from participants (that could be played in the background of a power point/video presentation).

Area	Activity held	Date	Person/team	Brief comment
Alliance building	Meeting with stakeholder x (international donor) to introduce the idea of an alliance	13/03/2017	Advocacy PO	Stakeholder x did not show an interest in joining an alliance due to time pressures and other demands
Overall number of alliance building activities: x				
Lobbying	Policy makers x and y participated in an exposure trip to visit the affected area	15/01/2017	Advocacy PO and PM	Exposure trip was a success. Policy makers x and y engaged with community members, listened to their demands and were sensitised on the main issues
Overall number of lobbying activities: x				
Campaigning	Organise a social media campaign to mobilise constituents and capture their messages in favour of our cause	01/03/2017	Advocacy PO and Communication team	Campaign launched. As of today (30/06/2017) 600 people have left messages on the website. Messages will be reviewed again in a month
Overall number of campaigning activities: x				
Engaging media	Radio interview with radio y	05/02/2017	Advocacy PO	Interview held. 23 listeners engaged in the question and answer phone session afterwards
Engaging media	Prepare media brief for paper x	15/03/2017	Advocacy PO and Communication team	Media brief was prepared
Engaging media	Print media brief for paper x	20/03/2017	Advocacy PO and Communication team	Media brief was printed and submitted. Published on 21/03/2017
Overall number of campaigning activities: x				

A suggested table to record activity information for ongoing monitoring purposes,

Monitoring your advocacy work can also be done through regular team meetings to review advocacy progress. Depending on the overall length of your strategy (e.g. 2-5 years), you can select the most appropriate frequency to meet and review progress. It is recommended for advocacy teams to meet up at least every three months for monitoring purposes.





Below is a useful set of questions to guide your discussions during those meetings, including a wide range of monitoring aspects: target, relationships, media and public opinion. Please note that it is not necessary to use all these questions and you might prefer to include other ones. They are presented here as a menu to choose from.¹⁵

Advocacy objective	Coalition/alliance-building
<p>Is your advocacy objective moving smoothly or have you encountered obstacles? What are the obstacles and how can they be overcome?</p> <p>What else can you do to move your objective forward? Would building new alliances or increasing your media outreach help move your objective through the decision-making process?</p> <p>If your objective does not seem achievable, should you alter it? What would be achievable?</p> <p>Could you achieve part of your objectives by negotiating or compromising?</p> <p>How much does the policy/programme change reflect your objective? Did you win your objective? Entirely, partly or not at all?</p> <p>Can/should you try to achieve the rest of your objective during the next decision-making cycle?</p> <p>Or should you move on to an entirely new advocacy objective? What are the pros and cons for each decision?</p> <p>Did the policy/programme change make a difference to the problem you were addressing?</p>	<p>How was your coalition successful in drawing attention to the issue and building support for the advocacy objective?</p> <p>Was information distributed to coalition members in a timely fashion? How could information dissemination be improved?</p> <p>Are there any unresolved conflicts in the coalition? How can these be addressed and resolved?</p> <p>Is there a high level of cooperation and information exchange among coalition members? How could internal coalition relations be enhanced?</p> <p>Did the coalition gain or lose any members? How can you enlist new members and/or prevent members from leaving?</p> <p>Does the coalition provide opportunities for leadership development among members?</p> <p>How was your network helpful to your advocacy? How can you expand your network?</p>

Use of research and data	Lobbying/campaigning and media
<p>How did using data and research enhance your effort?</p> <p>Was data presented clearly and persuasively? How could your presentation be improved?</p> <p>Did your advocacy effort raise new research questions? Is more data needed to support your advocacy objective? If so, is the data available elsewhere or do you need to conduct the research?</p>	<p>What is your overall impression of your lobbying activities?</p> <p>Are the right people from your organisation participating in lobbying activities?</p> <p>Are there any other activities that you should be doing?</p> <p>How is the public responding to your campaign?</p> <p>Are there any elements from your campaign that need to be changed? Which ones?</p> <p>Did you receive any media or press coverage? Was it helpful to your effort? How could your media relations be improved?</p> <p>Did you notice a change of tone in the media around your issue?</p>

¹⁵ Adapted from 'The Advocacy Sourcebook', Water Aid



Message delivery/communications	Overall management/organisational issues
<p>Did your message reach the key audiences? If not, how can you better reach those audiences?</p> <p>Did your audiences respond positively to your message? Which messages worked? Why?</p> <p>Which did not work and why? How can you alter the messages which were not effective?</p> <p>Which formats for delivery worked well? Which were not effective and why? How can these formats be changed or improved?</p>	<p>Is your advocacy effort financially viable? How could you raise additional resources?</p> <p>Is the accounting system adequate? Can you provide to funders an accurate account of how money was spent?</p> <p>How could your financial resources have been used more efficiently?</p>





Evaluating and learning

Good practice indicates that an internal mid-term review should be carried out half way through the implementation of your advocacy strategy, with a final evaluation to be held at the end of the cycle.



Below there is a set of useful evaluation questions¹⁶ to be used by the team during the mid-term evaluation. These questions can also be used during the final evaluation if the organisation decides not to conduct an external process (depending on the weight, budget and nature of the advocacy strategy). As before, these questions are included here as a resource and menu to choose from. Organisations might decide to use them all, or to include more relevant ones.

Questions on the achievement of the goal and objectives

Overall, have we been able to achieve our goal?

If yes, what tells us that we have achieved our goal? Provide clear examples.

If not, why not? Was the goal too ambitious? Was it poorly developed?

Overall, have we been able to achieve our objectives? (discuss one by one)

If yes, what tells us that we have achieved them? (discuss one by one). Provide clear examples.

If not, why not? Were the objectives too ambitious? Were they poorly developed?

Questions for our advocacy allies

How were you involved in the advocacy?

How good was the evidence on which the advocacy was based?

What additional information would you have liked to have had?

How clear were the organisation's advocacy goal and objectives?

To what extent were the right strategies used?

What evidence is there to show that there have been changes in laws, policies and/or practices, as a result of the advocacy work?

In what ways was the advocacy successful, and why?

In what ways did the advocacy not go well, and why?

What have you learned from the advocacy?

Questions for our advocacy targets

What was the nature of your relationship with the organisation?

How much information did you have about the issue and the advocacy messages before you were approached?

How effective was the information and evidence about the issue that you received from the organisation?

What did you do as a result of the advocacy?

What changes have you implemented in laws, policies and/or practices as a result of the advocacy?

Is there anything that the organisation could have done to be more effective? If so, what?

¹⁶ Adapted from 'An Advocacy Toolkit', Tearfund



Questions for the beneficiaries and communities affected by the issue

Have you observed any changes in laws, policies and/or practices?

If there have been changes, how have they affected you and your community?

Have there been any unexpected outcomes? If 'yes', what are they?

Are there any issues that remain unresolved? If 'yes', what are they?

Final questions to ask ourselves

Did we select the right issue to advocate about? If not, why not?

Was our evidence and analysis sufficient to support our advocacy? If not, why not?

Did we enable beneficiaries from communities affected by the issue to participate in our advocacy in selecting the issue to advocate about, in planning and in delivery? If not, why not?

Did we have sufficient resources for our advocacy? If not, why not?

How efficiently did we use our resources to implement our strategy?

Did we target the right people and influence them in the most effective ways possible? If not, why not?

Did we use the right activities to persuade the targets of our advocacy messages?

What evidence is there that we influenced decision-makers to change their opinions, attitudes and/or behaviour towards the advocacy issue?

What evidence is there that laws, policies and/or practices have changed as a result of our advocacy?

How much change has been experienced by the beneficiaries in the communities affected by the issue?

What unexpected external factors had an impact on our advocacy? To what extent could these have been predicted?

Have there been any additional unintended outcomes? If 'yes', what are they?

In what ways was the advocacy successful, and why?

In what ways did the advocacy not go well, and why?

What did we learn that will help us to improve next time?



Further questions to include gender and marginalised groups in M&E

Monitoring

- Are members of gender and marginalised groups from our team participating equally in the advocacy strategy: design, implementation and monitoring?
- How many men and women overall from our team are engaged in the advocacy strategy?
- What are participant members of gender and marginalised groups saying about our intervention?
- Have we captured quotes from members of gender and marginalised groups on their perceptions around the advocacy process?
- Does our goal still represent benefits for members of gender and marginalised groups?
- Are the objectives translating into positive changes for members of gender and marginalised groups?
- Are members of gender and marginalised groups contributing equally to the achievement of the objectives?
- Have different members of gender and marginalised groups participated in lobbying and campaigning activities?
- Are we using voices from members of gender and marginalised groups in our media and campaign work?

Evaluation

- Have members of gender and marginalised groups participated equally in the advocacy strategy: design, implementation and monitoring?
- How many men and women overall from our team engaged in the advocacy strategy?
- Did our advocacy work benefit members of gender and marginalised groups equally? How do we know?
- Have we captured quotes from members of gender and marginalised groups about the effects that changing the advocacy issue has had in their lives?
- Have the objectives translated into positive changes for members of gender and marginalised groups?
- Have there been any unintended negative outcomes for members of gender and marginalised groups?
- Have members of gender and marginalised groups contributed equally to the achievement of the objectives?
- Have members of gender and marginalised groups (and how many) participated in lobbying and campaigning?
- Have we used voices from different members of gender and marginalised groups in our media and campaign work?

TOOL 13: FACILITATION EXERCISE



Objective:

To support participants in coming up with the most appropriate questions for monitoring, evaluation and learning

Steps:

1. Divide participants into groups of three or four members
2. Give half of the groups the monitoring questions and the other half the evaluation questions
3. Ask each group to spend about 20 minutes discussing the questions. Selecting which ones are most appropriate and writing important ones that are missing
4. Ask two groups to volunteer to explain their work and open a plenary



Putting it all together: possible outline for an advocacy strategy

Below is a suggested outline for your Advocacy Strategy including main headings:

- 1. Table of contents**
- 2. Background of strategy development: why this strategy**
Brief description of the discussions, events or decisions that led your organisation to develop this strategy.
- 3. The advocacy Issue**
Description of the main problems, barriers and policy related solutions discussed (as suggested in Step 1) and presentation of the selected advocacy issue.
- 4. Information and evidence on the issue**
Research table (could use the example presented in Step 2), brief description of methodologies used and highlights of the PESTLE analysis.
- 5. Risk analysis and mitigation**
Identifying potential threats and mitigation strategies.
- 6. Advocacy goal and objectives**
Description of the selected goals and objectives.
- 7. Stakeholder analysis**
Allies and opponents' matrix (as explained in Annex IV), brief analysis of stakeholder engagement strategy (could use the prompt questions suggested in Step 5).
- 8. Defining targets**
Primary and secondary targets tables as included in Step 6.
- 9. Advocacy messages**
Agreed messages to be shared with key stakeholders (Ministers, parliament, media, etc.),
Summary of killer facts to be used in lobbying and campaigning.
- 10. Lobbying, campaigning and media engagement**
Summary of main strategies agreed for lobbying, campaigning and media engagement and reasoning behind that selection.
- 11. Activities and timeline and budget and resources**
Description of main activities to be carried out, planned date and responsible person/team (as suggested in Step 9).
- 12. Advocacy Strategy M&E plan**



“NO FUNDAMENTAL SOCIAL CHANGE OCCURS MERELY BECAUSE GOVERNMENT ACTS. IT’S BECAUSE CIVIL SOCIETY, THE CONSCIENCE OF A COUNTRY, BEGINS TO RISE UP AND DEMAND DEMAND, DEMAND... CHANGE”

Joe Biden – American politician







5. Section 3: Other useful processes and resources

Capacity analysis:

Organisations might want to evaluate their capacity to carry out advocacy interventions before developing or embarking on an advocacy strategy. Some useful tools are included below:

Advocacy Capacity Assessment Tool, The Dutch Consortium for Rehabilitation:
http://www.dcr-africa.org/Uploaded_files/Zelf/advocacy-capacity-assessment-tool-acat-english.965a03.pdf

Advocacy Capacity Tool, ACT!
An initiative from Alliance for Justice:
https://afj.co1.qualtrics.com/jfe/form/SV_3vH0txmQhtE1a0B

Budget and policy analysis and monitoring:

As advocacy is mainly about influencing and changing policies, budget and policy analysis are in many cases, activities included as a part of advocacy action plans. Having accurate budget and policy information and 'asks' will help organisations to do more efficient and focused lobbying. Resources to support organisations on budget and policy analysis and monitoring are included below:

Budget analysis and monitoring

Toolbox for Budget Analysis Guide, Oxfam IBIS:
http://oxfamibis.dk/sites/default/files/media/promm/toolbox_for_budget_analysis_guide.pdf

A Guide to Budget work for NGOs, The International Budget Partnership (IBP):
<https://www.internationalbudget.org/wp-content/uploads/guide-to-budget-work1.pdf>

Civil Society, Budget monitoring and policy influence (watch), ODI:
<https://www.odi.org/events/442-civil-society-budget-monitoring-and-policy-influence>

Policy analysis and monitoring

Monitoring Government Policies, Christian Aid, CAFOD and Trocaire:
<https://www.trocaire.org/sites/default/files/resources/policy/monitoring-government-policies-toolkit.pdf.pdf>

A tool kit for policy impact, ODI:
<https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/194.pdf>

Advocacy in conflict scenarios:

Some organisations decide to carry out advocacy in conflict or sensitive situations. Below are some resources providing guidelines and thinking points.

Advocating in and on conflict situations, CAFOD:
<https://cafod.org.uk/content/download/14827/117581/version/3/file/conflict%20advocacy%20media%20guide.pdf>

The Advocacy Toolkit, Tearfund (page 193):
http://tilz.tearfund.org/-/media/files/tilz/publications/roots/english/advocacy_toolkit/second_edition/tearfundadvocacytoolkit.pdf?la=en



6. ANNEXES

Annex I: Partner position on advocacy knowledge, experience and capacity

Criterion 1	Knowledge and understanding of advocacy
Description	This refers to how partners define advocacy and their understanding of advocacy initiatives. It also refers to the place that advocacy takes within organisations and how partners perceive the roles and responsibilities of different staff members when engaging on advocacy interventions
Partner position on criterion 1	
Very good/ extensive knowledge and understanding	<ul style="list-style-type: none"> • Advocacy is defined as a set of initiatives/activities targeted at an individual or a group (normally in decision making positions) aimed at changing a specific situation • Partner can understand the difference between advocacy initiatives and advocacy activities • Partner can describe the targets of advocacy interventions • There is an understanding of advocacy as an organisational commitment which requires participation from different staff members • Partner can describe who is 'responsible' in an advocacy intervention and who should 'participate' in it
Good knowledge and understanding	<ul style="list-style-type: none"> • Advocacy is defined as a set of activities aimed at changing a specific situation. • Partner can describe the roles that different staff members take when engaging on advocacy initiatives
No/little knowledge and understanding	<ul style="list-style-type: none"> • Advocacy is described as a single activity • Advocacy is not understood as an organisational commitment • Project activities are the only ones referred to as advocacy activities

Criterion 2	Experience from partners engaging on advocacy initiatives
Description	This refers to past and present levels (and roles) of partner's involvement in advocacy initiatives
Partner position on criterion 2	
Very good/ extensive experience	<ul style="list-style-type: none"> • Partner can clearly articulate advocacy activities and interventions they engage (or have engaged) with • There is a link between activities/initiatives and clear advocacy objectives • Partner provides specific and clear examples of successes achieved through their advocacy work (2/3) • Partner can articulate the role taken by the organisation on advocacy work
Good experience	<ul style="list-style-type: none"> • Partner has some good examples of activities/initiatives they engage (or have engaged with) on advocacy • Partner can articulate 1 or 2 examples of successes achieved through their advocacy work • Partner can explain the role taken by the organisation on advocacy initiatives
Less experience	<ul style="list-style-type: none"> • Partner does not explain advocacy activities or initiatives they engage (have engaged) with • There are no examples of successes achieved through their advocacy work • Partner does not explain the role taken by the organisation on advocacy initiatives

Criterion 3	Capacity of partners to carry out advocacy
Description	This refers to advocacy skills and abilities developed within partner organisations. This criterion looks at training, advocacy strategies and capacity gaps
Partner position on criterion 3	
Very good/ extensive capacity	<ul style="list-style-type: none"> • Partner has developed an advocacy strategy and is using it to achieve advocacy objectives • Partner has received advocacy training • Partner has very good resources (both human and financial) to implement advocacy activities. • Capacity gaps are not a blockage to the advocacy work of the partner
Good capacity	<ul style="list-style-type: none"> • Partner has received advocacy training • Partner has solid resources to implement advocacy initiatives (both financial and human) • Partner does not have an advocacy strategy but understands the benefits of having one • There are some identified capacity gaps that can be improved through specific support
Lower capacity	<ul style="list-style-type: none"> • Partner does not have an advocacy strategy • Partner has not received any advocacy training • There are very limited resources (both financial and human) to implement advocacy initiatives • Capacity gaps are too many and represent a blockage to advocacy work

Annex II: Scenarios for power analysis discussions

Scenario 1:

The Government of Country X has approved the distribution of fertiliser coupons to support poor rural families affected by droughts in their efforts to plant and harvest maize. Government has set up a set of 5 criteria for families to be selected but has delegated coupon distribution responsibilities to local chiefs. Please describe a situation where the chief acts using Power Over and another situation to use Power To.

Scenario 2:

An international extractive company has decided to open copper operations in Country X. One of their decisions will be to reallocate and financially compensate over 600 families located close to a copper mine. Describe a scenario where the families use their Power With and another scenario where the international company uses their Power Over.

Scenario 3:

A local leader is concerned about GBV cases in her community. She has organised a community meeting to share her concerns with community members and raise awareness on the need to stop GBV cases. Please describe a situation where she uses her Power To do something and a couple of lines that she might share with the group showing her Power Within.

Scenario 4:

Country X is developing a national policy around Climate Change and has allocated a group of Government workers to compile case studies on real scenarios lived by communities to be included in the policy proposal. Government workers will be working closely with community leaders and community members setting up research groups. Please describe a scenario where these groups exercise abusive power.

Scenario 5:

NGO X is developing an 'access to water' proposal which will be implemented in 5 communities from local district Y. Funding has already been granted and NGO X is in charge of selecting participant communities and elaborating the proposal. Please describe a couple of scenarios where NGO X exercises abusive power.

Annex III: Defining goals and objectives

Discuss the following goal and objectives. What is strong and weak about them?

Scenario 1:

Goal: Ministry of Infrastructure approves a budget allocation to reform schools in District x by Sept 2018.

Objective 1: Three representatives of Ministry of Infrastructure visit District x by March 2018 to evaluate the works that need to be done.

Objective 2: At least three members of local government (District X) make public statements about the need to reform schools by Oct 2018.

Scenario 2:

Goal: There is a higher percentage of farmers using sustainable agricultural practices by Dec 2019

Objective 1: Ministry of Agriculture makes at least three public statements on the need to raise awareness on sustainable agricultural practices.

Objective 2: Ministry of Agriculture trains x number of extension workers on sustainable agricultural practices by Dec 2018.

Scenario 3:

Goal: Number of malaria cases decrease by x% in district y by Dec 2018.

Objective 1: Build ministry support to increase access to malaria medicines by June 2018.

Objective 2: Five high-level champions in the Ministry of Health will make public statements in favour of local distribution of medicines by June 2018.

Individual exercise:

Think about your own organisation and one area where you would like to do advocacy work. Phrase one goal and three objectives for your potential advocacy strategy.

Annex IV: Allies and opponents matrix

Step 1:

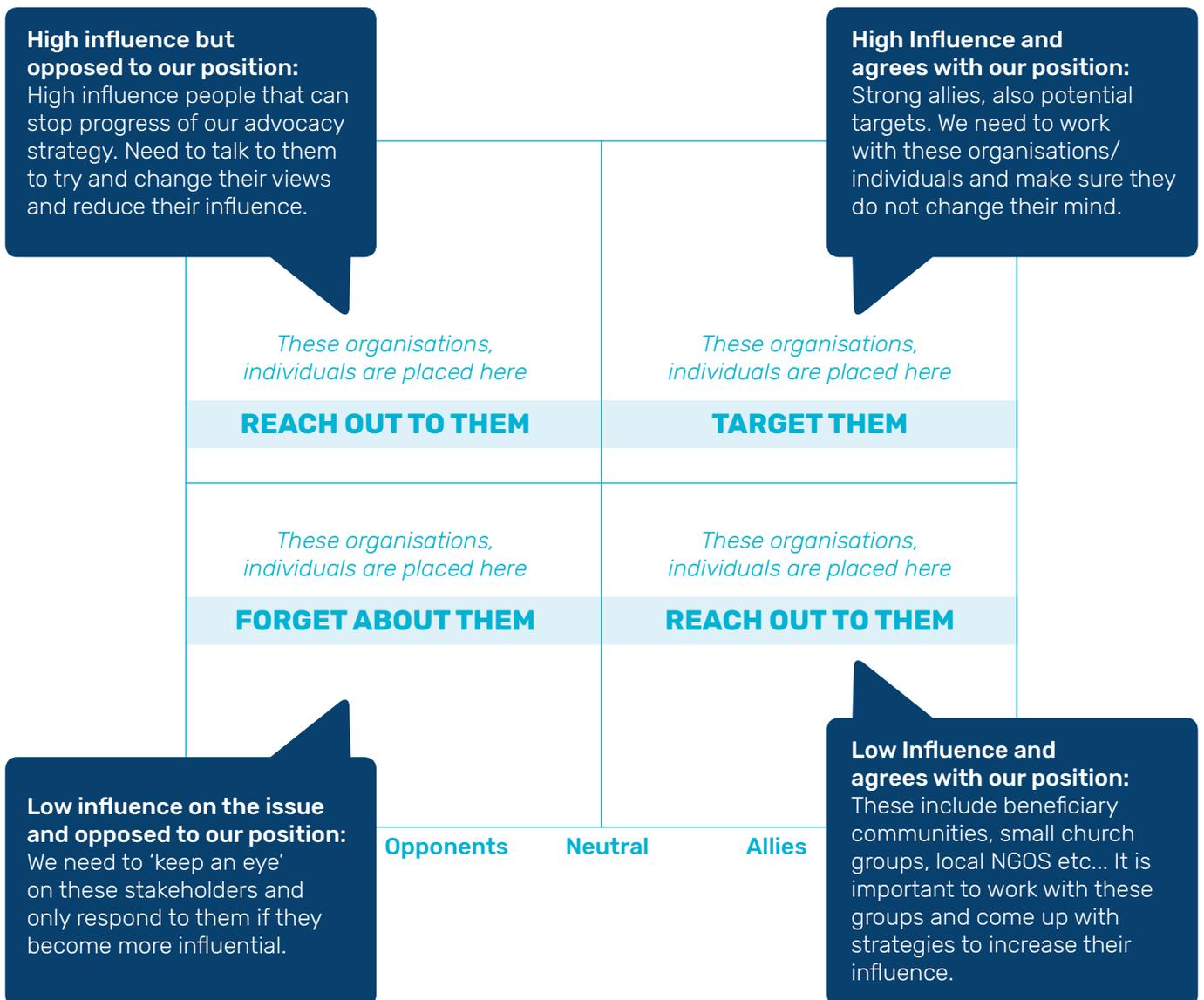
Draw a matrix divided into four equal sized squares

Step 2:

Write all the stakeholders discussed in previous exercise on sticky notes or cards

Step 3:

Place stakeholders on the matrix. Opponents will be to the left, Allies to the right. Neutral individuals/ organisations will be in the middle. The more influence the stakeholders have the higher they should be placed on the matrix





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