An Introduction to Advocacy

TRAINING GUIDE

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I What is Advocacy?

Africa is a changing continent with much promise for the future. New systems of government and new organizations are evolving. People have more opportunities than ever before to become involved in the decision-making processes which affect their lives. Although it may not be possible to practice every aspect of advocacy discussed in this guide, the act of advocating itself can open new spaces for participation in the development process.

This training guide aims to present advocacy in a broad sense. Although there are many different ways to conceptualize advocacy, this guide will focus on **advocacy directed at changing the policies, positions or programs of any type of institution**—a small NGO, a council of elders, a ministry of health, a national parliament, an international agency or any other kind of organization.

Policy advocacy is not limited to decisions that are made through open, organized and formal systems of governance. The tools presented in this guide can be applied to situations in which decision-making is informal, adaptive, opaque or even secluded.

Wherever change needs to occur, advocacy has a role to play. Whether you want more funding for a family planning clinic, new programs to address child malnutrition, laws to make primary schooling accessible or increased attention to a health program within your organization, advocacy can help you accomplish your goals.

6 Understanding the Decision-Making Process

As an advocate, you must become extremely familiar with the decision-making process that you are attempting to influence. The more you know about the process, the more power you will have to influence it.

It is important to know the formal rules and procedures of the decision-making process. Using the formal process has several important benefits. The policy or program change is official, "on record" and more permanent. The decision-making process will also likely be more participatory and open to your ideas and proposals in the future, thanks to your efforts.

But, what if you cannot achieve your advocacy objective through the institution's formal decision-making process? It is important to know that change can be achieved at many different levels. If the formal process fails, you may be able to succeed through more informal "behind-the-scenes" practices or even by seeking an alternative process. These three decision-making processes are defined and explained in this module.

Objectives

In this module, we will:

A. identify and analyze the formal and informal steps in the **decision-making process**;

B. explore **mapping the policy process**;

C. examine **alternatives to the formal process**.

A. The Decision-Making Process

Definition

Formal Process

The formal decision-making process is the official procedure as stated by law or by documented organizational policy. For example, within an organization or institution regulations for instituting policy changes may have to be voted on by the board of directors, or officially approved by the president.

Definition

Informal Process

Activities and procedures in the decision-making process that occur concurrently with the formal process, but are not required by law or organizational policy. For example, an organization's president may informally discuss the proposed policy change with each board member before the board meets to vote on it.

Definition

Alternative Process

A process to influence decision-making that exists wholly outside the official process. For example, if the president of an organization feels that a decision by her board of directors is not warranted for a minor policy change, she can discuss the change with key staff, make a decision and implement the change without "official" action.

Stages of Decision-Making

Before we begin to analyze the specific decision process you are working with, it is beneficial to examine the five basic stages of decision-making. Although the exact methods, procedures and techniques vary widely among institutions, these five stages are present in some form in all decision-making processes.

Stage 1:

Generate ideas/proposals within the decision-making body. An issue is added to the action agenda of an institution. The institution develops a policy proposal. Proposal ideas may come from outside or inside the organization.

Stage 2:

Formally introduce the proposal into the decision-making process. The formal decision-process for the proposal begins. For example, an act is introduced into parliament, a proposal is sent to a board of directors for consideration, or an item is added to the agenda of a ministry meeting.

Stage 3:

Deliberate. The proposal is discussed, debated, and perhaps altered. For example, a group of decision makers has a discussion or the proposal is debated on the floor of parliament.

Stage 4:

Approve or reject. The proposal is formally approved or rejected. For example, a vote is taken or decision makers reach consensus or one or several decision makers reach a decision.

Stage 5:

Advance to the next level, implement, or return to a previous stage. If the proposal is approved, it may move to the next higher level of decision-making. For example, it may move from a council or committee to the full national assembly. If the proposal is accepted at the highest level of decision-making, it will move to implementation. If rejected, it may return to a previous stage for alteration or reconsideration.

Sharing experiences with the group

- For your advocacy objective, which decision-making institution are you trying to influence?
- Describe the first stage in the decision-making process at that institution.
- Is the official decision-making process you are trying to influence more formal or informal? Why?

B. Policy Process Mapping

Although every decision-making process will contain elements of the stages outlined above, each process will vary in its rules and procedures. In the next box are key questions to ask in order to understand fully the process you are trying to influence. These are the elements in creating a Policy Process Map.

Policy Process Map

- ✦ What organization or policy-making body will make the decision you are trying to influence?
- ✦ What is the formal decision-making process for this institution? What are the steps in the formal process? When will each step take place?
- ✦ What are the informal workings or "behind the scenes" actions for the decision-making process?
- ✦ Who is/are the key decision makers at each stage? (See Module 4 for more information on identifying decision makers).
- ✦ Which steps are open to outside input? Which stages in the process can you influence? How can you influence these stages?

Case Study

The case study on the following pages is based on the child nutrition example from Module 3. Our advocacy objective will be to start a national salt fortification program in the next two years. The key institutions are the Ministry of Health, the Ministry of Finance and the Prime Minister's Office. This case study will illustrate the stages of the policy process within the **Ministry of Health**.

Policy Process Map: Stage One

Generate Proposal	
Institution/Organization: Ministry of Health	
Formal Process	Proposal for a national salt fortification program is generated by the Nutrition and Child Health Offices in the Ministry of Health. One or two people from these offices is assigned with the task to develop the proposal fully.
Informal Process	Informal discussions among the Child Health Office, Nutrition Office, Ministry of Food and Agriculture, salt producers, children's organizations and health organizations take place. Elements of the policy are proposed and discussed.
Decision Makers Involved	Directors of the Child Health and Nutrition Offices at the Ministry of Health.
Approximate Date of Action	January and February. Offices at the Ministry of Health are most open to new ideas at the start of the fiscal year.
How we can influence the process at this stage	✦ Meet with child health and nutrition officials to introduce our proposal and to gain their interest, support and enthusiasm. ✦ Be helpful to these offices with other issues they are working on, when appropriate. Become knowledgeable about the issues in which the key decision makers in these offices are interested. ✦ Meet with groups that might support the program, such as salt producers, children's health organizations and health organizations to enlist their support. ✦ Work closely with the person or people tasked with developing the proposal. Offer assistance, ask to see drafts of the program and give comments.

Policy Process Map: Stage Two

Introduce Proposal	
Institution/Organization: Ministry of Health	
Formal Process	The proposal is finalized within the offices of Child Health and Nutrition and submitted to the Minister of Health for consideration.
Informal Process	The directors of the offices of Child Health and Nutrition informally indicate their level of support for the proposal. Their full support is important or the Minister of Health will probably not consider the proposal.
Decision Makers Involved	Director of the office of Child Health, director of the office of Nutrition, Minister of Health
Approximate Date of Action	February-March
How we can influence the process at this stage	✦ Urge the directors of Child Health and Nutrition Offices to pursue the support of the Minister of Health. ✦ Ask the salt producers, children's groups and health organizations to communicate their support for the program to the office directors and the Minister of Health.

Policy Process Map: Stage Three

Deliberate	
Institution/Organization: Ministry of Health	
Formal Process	The Minister of Health's office considers the proposal and offers changes.
Informal Process	The Minister of Health and her advisors informally talk to key groups and officials, both inside and outside the Ministry, to find out what people think of the proposal. Advisors make a recommendation to the Minister about whether to accept the proposal, accept the proposal with changes, or reject the proposal.
Decision Makers Involved	Minister of Health and her advisors
Approximate Date of Action	March-April
How we can influence the process at this stage	✦ Continue to communicate support for the program to the Minister of Health. ✦ Meet with the Minister's advisors about the proposal. Invite business leaders, donors, and others who can influence the Minister to the meeting(s). ✦ Hold an event on the benefits of salt fortification that the Minister will attend (perhaps as a speaker). ✦ Interest journalists in the proposal and try to get positive media coverage.

Policy Process Map: Stage Four

Approve or Reject Proposal	
Institution/Organization: Ministry of Health	
Formal Process	The salt fortification proposal is added to the agenda for the officers meeting with the Minister. The Minister will announce at this meeting whether she accepts or rejects this proposal.
Informal Process	Pressure is needed from the offices of child health and nutrition, as well as outside groups, to encourage the Minister to make a positive decision and add the subject to her agenda for the officer's meeting.
Decision Makers Involved	Directors of the Child Health and Nutrition Offices, Minister of Health
Approximate Date of Action	April-May
How we can influence the process at this stage	✦ Continue to express support for the program to the Minister's office. Be persistent. ✦ Continue to have people that the Minister knows and respects meet with her or write to her in support of the program.

Policy Process Map: Stage Five

Advance to the Next Level	
Institution/Organization: Ministry of Health	
Formal Process	If the proposal is approved, the Minister of Health submits the proposal to the Ministers of Food and Agriculture and Finance and the Prime Minister for consideration. If the proposal is rejected by the Minister of Health, the offices of Child Health and Nutrition should work to modify the proposal so that it is acceptable and will be approved.
Informal Process	If the proposal is approved, the Minister of Health also informally indicates her level of support for the program to the Prime Minister and Ministers of Food and Ariculture and Finance. (The Minister of Health may have multiple proposals before the Prime Minister for approval. She might have to choose among them.)
Decision Makers Involved	Minister of Health, Minister of Finance, Prime Minister
Approximate Date of Action	May-June
How we can influence the process at this stage	✦ Increase media outreach to get more coverage on child health and the proposed salt fortification program. ✦ Write letters to the Prime Minister and Minister of Finance expressing support for the program and explaining its benefits. ✦ Meet with the Prime Minister or his staff about the program. ✦ Meet with the Finance Minister or his staff about the program.

C. Alternatives to the Formal Process

What if the formal process simply will not respond to your thoughtful and persistent advocacy? Do not give up on the formal process, even if you are going to try some alternative methods. Policy and programmatic changes made within formal structures have the benefit of being more permanent and providing a precedent for future actions. On the other hand, in an alternative process *people are the policy,* since there is no official record of changes. As people leave or retire, your advocacy gains may not continue. Therefore, keep working on the formal structure even as you expand into the alternative arena.

The key question to ask if you want to try working outside the official process is: Does your advocacy objective require an ***official*** policy or programmatic change to be successful? If not, you might try the alternative process.

Case Study

Let's examine which of the advocacy objectives from Module 3 might be amenable to an alternative process.

Objective 1:

Start a national program to fortify salt with iodine in the next two years.

This objective is not amenable to using an alternative process because it requires an official, coordinated effort on the part of both government and salt producers

Objective 2:

Start a community-based nutrition education program to improve young child feeding practices in the next year.

This objective might be achievable through an alternative process. Community-based organizations could offer free and simple nutrition education to community members. Clinic workers might also be encouraged to include some nutrition education with their health interventions without any "official" policy or programmatic change.

Once you have ascertained whether your objective can be achieved through alternative means, the next questions to ask are:

1. Who can effectively implement the policy/program change without an official decision or action?
2. How can you reach these people and help them to make the change?
3. Would these people later join your advocacy effort to change the official policy/program?

The Alternative Advocacy Process	
Who can effectively implement the policy/program change without official action?	Community organizations and clinic health workers, if they include nutrition education in their interactions with the community.
How can you reach these people and help them to make the change?	Invite them to attend a nutrition education seminar. Help them develop strategies for including simple nutrition education interventions.
Would these people join your advocacy effort to change the official policy/program?	The clinic health workers, if they feel that nutrition education has had an impact on other community members in the past.

Exercises

In small groups or in pairs, complete the blank Policy Process Maps on the following pages by listing the formal and informal processes, decision makers involved at each stage, when each step will take place and how you can influence the process at each stage. Use one of your own advocacy objectives that you have selected.

(To save time, you can subdivide your group and have each sub-group do one stage.) When you are finished share one of your Policy Process Maps with the whole group.

Could you achieve your advocacy objective through an alternative process? If so, identify:

1. Who can effectively implement the policy/program change without an official decision or action?
2. How can you reach these people and help them to make the change?
3. Would these people later join your advocacy effort to change the official policy/program?

Policy Process Map: Stage One

Generate Proposal	
Institution/Organization:	
Formal Process	
Informal Process	
Decision Makers Involved	
Approximate Date of Action	
How we can influence the process at this stage	

Policy Process Map: Stage Two

Introduce Proposal	
Institution/Organization:	
Formal Process	
Informal Process	
Decision Makers Involved	
Approximate Date of Action	
How we can influence the process at this stage	

Policy Process Map: Stage Three

Deliberate	
Institution/Organization:	
Formal Process	
Informal Process	
Decision Makers Involved	
Approximate Date of Action	
How we can influence the process at this stage	

Policy Process Map: Stage Four

Approve or Reject	
Institution/Organization:	
Formal Process	
Informal Process	
Decision Makers Involved	
Approximate Date of Action	
How we can influence the process at this stage	

Policy Process Map: Stage Five

Advance to the Next Level	
Institution/Organization:	
Formal Process	
Informal Process	
Decision Makers Involved	
Approximate Date of Action	
How we can influence the process at this stage	

7 Building Alliances

Advocates constantly build networks among people and sometimes coalitions among organizations in order to bring about change. Often you can do together what no one can do alone.

Networks and coalitions take time and energy to develop and maintain because they involve building relationships of trust with other people. Many advocates find this aspect of their work to be both the most difficult as well as the most rewarding professionally and personally.

Objectives

In this module, we will:

A. explore how to **create** and maintain **networks**;

B. examine the advantages and disadvantages of **building coalitions**;

C. review methods for effective **coalition participation**.

A. Creating Networks

We all have networks of friends, relatives, colleagues and acquaintances that we call on for support from time to time. An advocacy network is similar, except that it is built consciously and deliberately to assist in reaching your advocacy objective. As an advocate, networking both within and outside your organization is essential to meeting your goal. Networks, because they are informal and fluid, are quite easy to create and maintain.

Definition

What is a network?

A network consists of individuals or organizations willing to assist one another or collaborate.

Sharing experiences with the group

? *How would you benefit from being part of a network ? How would it help your advocacy efforts?*

There are no rules for building networks because your style will be as unique as your personality and tailored to the relationship you have with each person in your network. With this in mind, four general steps are explained on the following pages to help you start your advocacy network.

Building Your Advocacy Network

Step 1:

Who should be in your network?

You will want to get to know people and organizations that are working toward the same objective as you are. You will also want to include people who can influence decision makers in your network, and, if possible, the decision makers themselves. (See Module 4 for more information on identifying decision makers and "influentials.") Finally, keep your eyes, ears and mind open for anyone else who could help you.

Step 2:

How do you meet potential network members?

It is important to build an open and trusting relationship from the beginning. Here are just a few ways to start building trust with people:

- collaborate on projects of mutual interest;
- help bring attention to their work;
- assist them with special projects;
- share information with them;
- attend their meetings and invite them to yours.

Step 3:

How do you get them interested in your advocacy objective?

As you get to know them, discuss your idea/objective with them. Be open to their suggestions and ideas; it is helpful when others feel that they have some ownership of the idea. When they support the objective, they will be much more interested in helping you.

Step 4:

How can they help you?

When you are ready, ask them to do something *specific* to help you reach your objective. Start small, e.g., "Could you mention to the director that you heard about this idea and think it has merit?" As your relationship is strengthened, you can ask them to do more, e.g., "Could you arrange for us to meet with the director and present the proposal together?" But remember that it is a two-way street and the more they do for you, the more you should do for them.

Sharing experiences with the group

List some of the people in your current network who could help you with advocacy:

1.

2.

3.

Who else should you network with?

Case Study

A Networking Success[1]

Dr. Deneen Onyango works for the National Institute for Education (NIE), an NGO dedicated to improving the primary education system of Monega. NIE conducts both research and programs on education and has close ties to the government of Monega. It also receives a large share of its budget from the government and international donors.

[1]This case study is entirely fictional.

Five years ago, NIE began a large scale project to build primary schools and train teachers. It is funded jointly by the Government of Monega and the United World Education Programme. The goal of the program is to provide one primary school per 1000 children in the country and to increase primary school enrollment by 50 percent over ten years.

Dr. Onyango, as a mid-level researcher at NIE on girls' and women's education, found through recent investigations that 90 percent of the students attending newly built NIE schools were boys. When she traveled to several diverse regions of the country to conduct routine evaluations, she interviewed parents and teachers about the gender disparity in school attendance. The findings surprised her: many parents wanted to send their girls to the new schools, but they thought that the new schools were only for boys. Numerous parents stated that they had this impression because the new teachers were men and because the brochures and posters announcing the opening of the new schools showed boys in the classrooms.

With these new findings in hand, Dr. Onyango returned to NIE and reported to her supervisor, the director of research. She urged the director to meet with NIE's president immediately with a proposal to increase the number of women teachers and redesign the information about the new schools. She was disappointed when her supervisor rejected her request because he had more important issues to discuss with the president.

Slowed, but not defeated, Dr. Onyango began to discuss her findings informally with her colleagues in the research division, friends in the program department of NIE, and several people from women's organizations that she had met at a conference. They were all surprised by the parents' perceptions and agreed with Dr. Onyango that the solutions were both obvious and critical.

During the same period that she was discussing the issue with colleagues, Dr. Onyango was also spending many extra hours in the office assisting her supervisor with the issues he had pending before the NIE president. She made sure that he had the most recent statistics and charts, and useful talking points for his meetings. After several weeks of doing extra work for her supervisor, she brought up the girls' enrollment issue again. He agreed to mention it in his next meeting with the president. Several days later, he called Dr. Onyango into his office and informed her that the NIE president was extremely interested in the findings, especially as he had received letters from several women's organizations on the same subject. The NIE president wanted to be briefed fully on the situation at the next senior staff meeting.

The meeting went extremely well until the director of the New Schools Project expressed concern that the government would stop funding the project if it became a "girls' education" project. Because of his concern, the NIE president decided to delay any actions until he could meet with Ministry officials.

Dr. Onyango got busy. She discreetly talked with the women's organizations who then went to their friends at the Ministry of Education. One week later, a letter came from the Ministry asking NIE to review the enrollment rates of boys and girls in the new schools and to make recommendations to the Ministry based on the findings.

Dr. Onyango then met with the director of the New Schools Project and convinced him that the Ministry supported the idea of educating girls, and in the long term, more girls in school meant more new schools. And more new schools meant extending his tenure at NIE.

It did not take Dr. Onyango long to submit her report and recommendations to NIE's president.

He discussed the report with the research director and director of the New Schools Project, who gave their support. The NIE president approved the recommendations and they were sent to the Ministry. Six months after Dr. Onyango's initial findings, NIE began a pilot program to train more women teachers and has redesigned its outreach materials for the new schools.

Sharing experiences with the group

- Did Dr. Onyango's network assist her in reaching her goal? If so, how?
- How could her strategy have been improved?
- What kinds of networks do you have through your work? List other types of networks to which you have access.

B. Building Coalitions

Definition

What is a coalition?

A coalition is a group of organizations working together in a coordinated fashion toward a common goal.

The organized coalition is another option for your advocacy effort. Coalitions require far more work than networks, but the results can also be much greater. Coalition-building should augment, not replace your existing networks. Before you decide to join or start a coalition, consider the following advantages and disadvantages:

Advantages and Disadvantages of Working in Coalitions[2]

Advantages

- Enlarges your base of support; you can win together what you cannot win alone.
- Provides safety for advocacy efforts and protection for members who may not be able to take action alone.
- Magnifies existing resources by pooling them together and by delegating work to others in the coalition.
- Increases financial and programmatic resources for an advocacy campaign.
- Enhances the credibility and influence of an advocacy campaign, as well as that of individual coalition members.
- Helps develop new leadership.
- Assists in individual and organizational networking.
- Broadens the scope of your work.

Disadvantages

- Distracts you from other work; can take too much time away from regular organizational tasks.
- May require you to compromise your position on issues or tactics.
- May require you to give in to more powerful organizations. Power is not always distributed equally among coalition members; larger or richer organizations can have more say in decisions.
- You may not always get credit for your work. Sometimes the coalition as a whole gets recognition rather than individual members. Well-run coalitions should strive to highlight their members as often as possible.
- If the coalition process breaks down it can harm everyone's advocacy by damaging members' credibility.

[2] Adapted from the Midwest Academy, *Organizing for Social Change*.

Types of Coalitions

Like advocates, coalitions come in all shapes and sizes; each type serves a purpose. These categories are not mutually exclusive; for example, a coalition can be a permanent, formal, single-issue coalition, or an informal, geographic, multi-issue coalition. Coalitions range from being very fluid to highly structured. Different types of coalitions will attract different organizations.

Definition

Permanent:

Permanent coalitions are incorporated organizations with a staff and board of directors. Decision-making is structured and systematic. Members often pay yearly dues. Many coalitions start as temporary and informal groups and can take years to mature into a permanent coalition such as an association, trade union, or federation.

Temporary:

Temporary coalitions come together for a specific purpose or goal. When the goal is achieved, the coalition disbands. Sometimes the coalition can remain intact if it takes on another goal.

Definition

Formal:

Members formally join the coalition, pay dues, and are identified as coalition members on letterhead, coalition statements, etc.

Informal:

There is no official membership in these coalitions, therefore members constantly change. With membership turnover, the issues and tactics of the coalition may also shift.

Geographic:

The coalition is based on a geographic area such as a school district or a region of the continent.

Multi-Issue:

The coalition works on a number of issues or advocacy objectives during the course of its existence. However, for strategic and organizational purposes, the coalition may choose to work on only one objective/issue at a time.

Single Issue:

The coalition works on one issue or objective. Sometimes strange alliances can evolve between organizations which usually oppose one another, but can agree to work together on a single issue.

C. Participating in Coalitions

Joining Coalitions

The following hints will help you benefit from any coalition you join.

- ✦ Understand clearly who is running the coalition, who the members are and what the goals and positions are *before* you join.
- ✦ Be sure you understand clearly the financial, programmatic and staff support you and your organization will be expected to contribute.
- ✦ Make sure you and your organization have the time and resources to participate.
- ✦ Find out exactly how your organization will benefit by being involved. Learn what the coalition will offer you; e.g., will your organization have opportunities to present its work through the coalition? Will you gain access to decision makers or the media?
- ✦ Do not miss meetings. A coalition will not be responsive to your needs and requests unless you are committed to participating. In addition, you cannot have a voice in decisions unless you are at the meeting to speak up.

Sharing experiences with the group

? *Do you know any coalitions in your country or locality in which you could participate?*

? *Which ones would you join? Why?*

Forming Coalitions

You may decide to take on the responsibility and effort of organizing a coalition to help reach your advocacy objective. Consider two different ways to form coalitions:

- ✦ **Have an open meeting**

  This is one of the most common ways to organize a coalition quickly; it is usually used for informal coalition building. Only use this technique for coalition formation if your advocacy issue and objective are flexible. Usually diverse coalitions form first; the specific agenda is set later depending on who has joined and what interests are represented.

  You can issue an invitation to a broad array of organizations or publish an announcement of the meeting in specific newsletters. Tailor your invitation to reach as broad or narrow a group as required.

- **Assemble the coalition by invitation only**

  This method is used to create more solid, long-term coalitions. Creating a coalition by invitation means the issue and agenda are more likely to stay focused on your objective and you can select the groups that will bring prestige, power, resources and energy to your effort. The disadvantage of this technique is that the coalition will not be as broad or its members as numerous.

  You will want to meet with each group individually to introduce the coalition idea and discuss their possible participation. Once you have met with all the potential members, you can hold the first meeting to officially kick-off the new coalition.

Running an Effective Coalition

At the first meeting of a new coalition you should clearly state the purpose for forming the new coalition, the goals, what is expected of each member, and the benefits of membership. There should be plenty of time on the agenda for groups to introduce themselves and for initial discussion about the issues, objectives, strategies and tactics of the coalition. At this point groups will decide whether to join the coalition.

Once you have formed a coalition, the work begins. Below are some hints to strengthen your coalition and keep it running smoothly and effectively.

- Keep in personal contact with key coalition members and make sure that all members are informed regularly of developments on your issue, actions taken by the coalition, or other items of interest. Most organizations join coalitions to have access to information on a timely basis, so continual information flow is essential.
- Get to know all the coalition members well so as to be properly informed about their positions and opinions. These might be quite different from yours.
- Achieve consensus among coalition members on short- and long-term goals. Do not set goals and objectives that are too ambitious. Choose an objective which the coalition can achieve in a timely manner. An early success will help build confidence, credibility, and support for your group. Your coalition can use Module 3 to help select a good advocacy objective.

- Involve powerful coalition members in all decision-making. If a key organization or individual is left out of a decision, you may have to revisit the decision and, in extreme cases, you risk losing that group.
- Keep coalition meetings brief and on a regular schedule. Lengthy meetings will discourage people from attending; meeting too often can cause "meeting fatigue." Have a time limit and clear agenda for all meetings. In addition, facilitate discussion to make sure that all are heard. Always circulate a sign-in sheet.
- Develop subgroups strategically to take on specific tasks. Do not let the number of subgroups grow uncontrolled—your members will be spread across too many groups or will burn out.
- Do not avoid troublesome issues. Difficult issues *must* be discussed openly at meetings or they will split apart your coalition. If the issues are too contentious, you can talk individually to the parties that disagree and try to develop a solution. Or, you can involve an outside mediator or facilitator.

Case Study

A Coalition Catastrophe[2]

The Association for the Advancement of Education (AAE), a formal, multi-issue coalition consisting of the top ten children's, teachers' and education organizations in the country, began its campaign to increase education funding for secondary school development last January.

AAE had previously succeeded in increasing the number and quality of primary schools and felt it should now turn its attention to secondary education. In October, the group had debated the relative benefits of two advocacy objectives: increased funding for new secondary schools, or increased funding for teacher training, curriculum development and supplies/infrastructure for existing schools.

The consensus of the members present (several of the teachers' organizations could not attend the October coalition meeting) was to pursue increased funding for new secondary schools and to work on improving quality later. At the next coalition meeting in November, the teachers' associations objected to the decision and felt left out of the

[2]This case study is entirely fictional.

process. They were particularly upset that the coalition leaders had neglected to ask them for their opinions before a decision was made, and that they were not informed of the results of the discussion held in October. After several apologies and explanations the teachers' groups were quieted and reluctantly accepted the chosen advocacy objective.

The campaign progressed nicely during the following months in which AAE released an outstanding report on the need for more secondary schools, held several well-attended press conferences and met with key officials in the government. The coalition management also paid special attention to the needs of the teachers' associations which improved relations.

In February, as the funding increase gained substantial government support, the coalition learned that the government's plan was to raise a portion of the funds for the increase by decreasing teachers' pensions. Knowing that the teachers' associations would not accept this trade-off, the director of AAE held a private meeting with the associations to see whether some alternate source of funding could be found. They explored options such as drawing from military or higher education budgets and agreed that these ideas should be conveyed to key government staff on the committee working on the education funding increase.

When the AAE director met with the committee staff to propose paying for the increase with funds from other budgets, he learned that AAE's proposal came too late; the committee had already decided to present the original proposal to parliament.

The powerful teachers' associations then began a massive campaign to defeat the funding increase for secondary schools. The education and children's groups steadfastly supported the increase despite the cut in teachers' pensions, arguing that only 10 percent of the increase was coming from pensions and that government was going to cut pensions anyway. AAE itself could no longer play an advocacy role because its membership was now split on the issue.

In March, the increase for secondary school development was defeated in parliament by a narrow margin.

The coalition survived this episode, but relations between the teachers' associations, other coalition members, and AAE are strained, at best. In addition, the credibility of AAE is diminished as officials in the government are uncertain whether AAE speaks clearly for its membership.

Sharing experiences with the group

What went wrong? How could AAE have avoided these problems?

What could coalition leaders do to fix the situation now?

Exercises

Allies and Opponents: This exercise will help you identify possible allies and opponents. Your allies could be included in your network or in a coalition should you decide to create one. Answer the following questions:

Allies

Who will gain if your objective is achieved? What will be gained?

Who will benefit from your efforts?

Who supports the issue/objective already?

Will somebody benefit financially if the objective is achieved? Who?

Which agencies, ministries or departments in government institutions will gain if the objective is reached?

Could any religious groups support the objective?

Would any government officials gain politically or financially from the objective?

Do any officials philosophically support the issue/objective?

Who could be your ally from the private/business sector? NGO sector? Entertainment sector?

Opponents

Are any organizations or individuals opposed to your objective? Who? Why?

Which groups will lose if your objective is achieved?

Will anybody lose financially if the objective is achieved? Who?

Why might religious groups oppose the objective?

Which government agencies, ministries or departments will lose if the objective is reached?

Would any government officials lose politically or financially if the objective is reached?

Do any officials philosophically oppose the issue/objective?

Who might be your opposition from the private/business sector? NGO sector? Entertainment sector?

Creative Coalition Building

This exercise works backwards to help you identify key groups which, when they join your effort, can almost guarantee its success.

First, imagine that you have just succeeded in reaching your advocacy objective with the help of a large, diverse and powerful coalition. In a newspaper interview, the journalist asks you: "Your coalition was so successful in bringing together powerful interests from the business, NGO, development and social sectors. Who were the key members of your coalition and how did you get them involved?"

Your answer: "I knew our success would be guaranteed if we had these groups involved. Our key coalition members are..............."

"We got them involved by building a bridge between their interests and our goals. For example..."

Meeting Agenda

Create an agenda for your first coalition meeting:

(Name of Coalition)

(DATE)

(Meeting time: From — To)

I.

II.

III.

IV.

V.

VI.

8 Making Effective Presentations

Meeting with decision makers or other important audiences is where preparation meets opportunity. Often, these opportunities are brief and you may have only one chance to make your case, so making a presentation that will persuade and inspire your audience requires solid preparation.

Objectives

In this module, we will:

A. examine **the importance of relationships**;

B. explore **persuasive presentation techniques**.

A. The Importance of Relationships

"It's not what you know, it's who you know."

A large part of effective advocacy depends on the relationships advocates develop with decision makers, influentials and other key audiences. The stronger the ties of trust, mutual support, and credibility between advocate and audience, the more effective that advocate will be.

How do you build good relationships with key individuals? Although no set formulas for human relationships exist, you can examine the following list for some hints on developing good ties with decision makers.

- Offer to help with causes or issues about which they care (and which do not conflict with your interests);
- find out how you can help them accomplish their job;
- be a trustworthy, credible and reliable source of information;
- be sociable. Develop personal friendships if you are able;
- keep in regular contact and be patient. It takes time to create lasting relationships.

B. Persuasive Presentation Techniques

✔ Establish "Points of Entry"

First, think creatively about how you can get a meeting with the audience you need to reach. Is there something you have in common which would help you connect? For example, a friend of yours attends the same church as the decision maker. Maybe your friend could arrange for you to make a presentation at the church.

✔ Schedule a meeting

Getting a meeting with a decision maker or key audience is in itself the first successful step in reaching your advocacy goal.

✔ Send a letter of invitation

The most common way to set up a meeting is to send a letter explaining what your advocacy goal is and why you would like a meeting. (A sample letter to a decision maker is located in Module 5). After sending the letter, follow-up with a phone call. Often you will not get a meeting with the official but with a staff person. Always meet with the staff, and treat them in the same way you would treat the decision maker.

✔ Invite them to visit your project

Another way to meet with and persuade people is to invite them to view your facility or project. This way you can show them what is working and why they should support it. If the decision maker cannot visit your project, try taking your project to them. Bring several project beneficiaries with you to your meeting, show a short video tape of your project or take a few photos with you.

✔ Make the invitation through an influential friend

If you have a friend or colleague who knows the decision maker or someone on his or her staff, have your friend send the letter or make the phone call. Decision makers will be more likely to meet with you and will likely give more credence and attention to your matter if the invitation comes from someone the decision maker already knows and trusts.

✔ Preparing for Meetings and Presentations

Step 1:

Know your audience

The first step is to find out as much as you can about the person or people with whom you will be meeting. Do they support your advocacy objective or not? What do they already know and believe about the issue? What issues do they care about? What are their expectations for the meeting, if any? *Most importantly, try to learn what kinds of arguments will persuade this audience.* (See Modules 4 and 5 for hints on audience research.)

Sharing experiences with the group

? *Choose one audience you would like to meet with and review your audience research for this person from Module 4. If you did not complete Module 4, answer the questions in Step 1 above.*

Step 2:

Focus on your message

Plan what you would like to say at the meeting. Choose your main objective and keep it in mind as you develop a simple message for the meeting.

First, you present the issue that has led to the meeting, then make two or three points about why the issue is worth addressing. Next, you may present your suggestions and tell the audience what you would like them to do to help. In general, do not ask your audience to do more than one thing at a time, unless he or she seems very eager to help you. A presentation may turn into a dialogue or a negotiation—that is fine. You want to learn as much as you can about what your audience thinks. Be willing to negotiate, but be clear about how far you will or will not compromise.

When deciding which arguments to use to persuade the decision maker, refer to your audience research. For example, link your objective to an issue the decision maker cares about or discuss how your objective will help people in the decision maker's home town.

If you use charts or graphs, keep them ***very simple and clear.*** More is ***not*** better. Prepare a script of your presentation if it will help you.

Sharing experiences with the group

Outline your presentation to an audience of your choice. Answer the following questions.

What is your objective?

Why is it important to act on the issue? (Make only three persuasive points.)

What action would you like the audience to take?

Step 3:

Delivery:
Messenger, Timing, Format

Often the messenger is as important as the message. Who can persuasively and effectively deliver your message in a meeting? If a friend invited the decision maker, that person is likely a good messenger as well. Perhaps the beneficiary of a program could personalize the issue and get the decision maker's attention. Always choose a messenger whom the decision maker will find credible and reliable.

Next, consider when would be the ideal time to deliver the message and what format would work best with the audience. See Module 5 for hints on message content and format.

Sharing experiences with the group

Who should deliver your message?

When?

Using which format?

Step 4:

Practice!

Rehearsing the presentation with friends and colleagues can help you get ready for your meeting. Have your colleagues play the role of the decision maker and ask questions. This will help you to polish your presentation and become comfortable with it.

Sharing experiences with the group

In small groups or in pairs, practice giving the presentation and taking questions; then switch roles. Answer the following questions:

Which arguments were persuasive?

Which were not?

What could be improved?

Hints on Conducting a Meeting

- Open the meeting by praising the decision maker for past support on your issue (if indeed he/she really has been supportive).
- If more than one person in your group attends the meeting, decide who will make which points. Have the highest ranking member of your group present first and run the meeting.
- Make your most important points first; you might get interrupted or not have as much time as you think.
- Give the decision maker time to talk. Do not dominate the discussion. It is important to find out the decision maker's thoughts about your issue and what he/she is willing to do.
- If the meeting gets off track, politely interrupt and bring the discussion back to your issue.
- If you know your audience will be hostile to your position, open the meeting by pointing out areas of common ground and mutual interest. Then proceed with your presentation.
- Approach the meeting with a clear idea of what the decision maker can do to help your effort, but be flexible. Perhaps the decision maker will suggest some other supportive action he or she would be more comfortable taking.
- If a question comes up that you can't answer, say that you will get back to the person with the information later. **Always** follow-up on a promise to do so.
- At the end of the meeting, restate what you understand the decision maker said he/she will do. For example, "Thank you very much for meeting with us and we're very glad that you'll be able to...."
- Follow-up with a thank-you letter to the decision maker, restating his/her position and what you understand he/she will do.

Exercise

Choose a second audience that you would like to meet with and design a meeting/presentation using the four steps outlined in this Module. Practice giving the presentation in pairs or small groups.

9 Fundraising for Advocacy

You have set your goals and developed your strategy. Only one element remains—the resources to put your plan into motion. In many ways, fundraising parallels the advocacy process itself; you must set realistic goals, target audiences, develop persuasive messages to reach those audiences, build alliances and trusting relationships, and leverage decision-making at donor institutions. Using the skills you developed in the previous eight modules, fundraising should come to you naturally.

Too often, fundraising is seen as the poor stepchild of advocacy—the last item on the agenda or last task of the day. But without resources your effort cannot survive. Therefore, seeking resources must be integrated into your strategy from the beginning. If you are working in a group, choose someone who is experienced and capable in fundraising to secure the resources.

In addition, you should work to expand and diversify your funding base. Do not become too dependent on foundation, international donor or government support. Dependency on one or a few sources can confuse your agenda, lead to conflicts of interest, and leave you without funding when donor priorities shift.

Always remember the golden rule of fundraising:

RAISE MORE MONEY THAN YOU SPEND.

"Unexpected" expenses should always be expected. You will also want your effort or organization to grow, so plan for that growth. Lastly, do not forget that you must spend money to raise money.

Objectives

In this module, we will:

A. examine the **fundraising process**;

B. develop a **budget, fundraising goals** and a **strategy** for your advocacy effort.

A. The Fundraising Process

✔ Fundraising Methods

There are an infinite number of ways to obtain resources for your work, so try different things. Whatever works, keep doing it. Be creative and have fun! Below are a some suggestions to help you begin:

- Request membership dues from individuals or organizations
- Solicit in-kind contributions
- Hold fundraising events such as dinners, concerts, film festivals, picnics, etc.
- Cultivate large individual contributions
- Look for corporate donations
- Sell merchandise such as crafts, artwork, promotional items, etc.
- Seek grants from foundations and international donor agencies
- Win national or local government grants and contracts
- Promote holiday giving (e.g., Christmas donations)
- Auction donated goods and services
- Raffle donated prizes
- Sell advertising space in newsletters or other publications

Sharing experiences with the group

What other fundraising ideas do you have? Describe them.

Which of these fundraising techniques might you use to raise resources for your advocacy?

Donations

Donations can be varied and creative. Individuals or organizations can give:

- Money
- Labor
- In-kind donations (equipment, office space, supplies, etc.)
- Expertise (technical and program assistance)
- Administrative support
- Space for meetings and events

Legal Issues

The laws which govern the giving and receiving of donations vary from country to country. Therefore, before you begin soliciting contributions, do some preliminary research. Some countries have NGO sector agencies or umbrella associations that can help you learn more about the laws that govern fundraising for advocacy.

The questions you need to answer before you begin include:

- What laws govern the giving and receiving of donations in your country?
- Are there restrictions related to the use of donations for advocacy or political action? (E.g., no private foundation money can be used to influence national legislation.)
- Are the amounts that individuals or organizations can contribute for advocacy limited?
- What are the requirements for reporting donated income? Are there specific rules for accounting? Are donations taxed?

✔ Potential Funders

As a fundraiser, you must research any funders who might be willing to contribute to your effort. Funders come from many different places ranging from:

- Individuals
- Private sector companies (including multinationals)
- Philanthropic/donor agencies and foundations
- Government-sponsored initiatives

Remember to explore all potential funders carefully. Sometimes companies wish to support initiatives in the communities in which they work, however, often funders have an agenda or certain conditions attached to their donations. Make sure that these agendas do not compromise your advocacy objectives. If their conditions might conflict with your goals, you may not wish to take their money or contribution because it will likely harm or weaken your advocacy effort.

✔ Funders as your Audience

Just like other audiences, certain kinds of information, language, and presentation style will elicit a positive response from funding sources. Research each of your funders individually to learn about their particular interests and preferences. Listed below are some hints on what funders generally like to see:

- A well-run and efficiently managed organization or effort.
- Financial stability. Funders may want to see budget information from past years as well as future projections.
- Examples of successful programs.
- A good strategy and a reasonable chance of reaching your goals.
- What it is that distinguishes your work from other organizations in the same field.
- Reasons why your work is important and necessary.
- What any previous contribution they made has accomplished.
- Information on your own and your group members' track records and successes at other organizations. If your effort is new, you must show a solid strategy for meeting realistic goals.

✔ General Fundraising Suggestions

- Find out what kinds of organizations the donor has funded in the past, how much they typically give, and what their current interests are. An annual report will contain much of this information.
- Be careful not to accept donations, grants or contracts for activities that do not match your objectives. You do not want to allow the donor to control your agenda or strategy.
- Remember that all funders, especially foundations, have their own programmatic and ideological agendas; approach organizations and foundations whose ideas match yours.
- Avoid dependency on a few sources; work to diversify your funding base.
- Appoint a qualified person involved in your effort to chair your fundraising efforts. This ensures that someone is paying attention to fundraising (in addition to you) and is accountable to the group.
- Just as in advocacy, relationships are key. Invest time and energy in getting to know individuals at funding agencies.
- Because many foundations give start-up or special project support, rather than ongoing general support, you may want to present proposals for specific projects rather than for general overhead.
- Ask your members for contributions. Membership fundraising reduces your dependence on large donors and can give members a sense of purpose and renewed enthusiasm when they see that their contributions are making a difference.
- When organizing fundraising events, such as a a dinner, charge participants more than the actual cost of the dinner. The difference between the ticket price and the actual cost of the dinner becomes your profit. When planning these types of fundraising events, be sure to keep the costs of the event low; don't be extravagant! Keep the ticket costs reasonable so people will attend and then set the cost at 20-50% less per person than the ticket price. (For example, if you think people would be willing to pay $25 per person for dinner, set the budget for the dinner at $12.50 per person).

B. Budgets and Goals for Fundraising

Step 1:

Develop a Budget

Your first task as a manager and fundraiser is to develop a realistic budget based on your strategy. Review the advocacy strategies you developed in the previous modules for developing and delivering messages, influencing the decision-making process and building alliances. How much money or other resources will you need to carry out each of your planned activities? In addition, calculate how much you will need to cover the general operations of an advocacy effort. If you are expecting to receive in-kind donations, these should be included in your budget with a monetary value. **(Don't forget to budget for fundraising!)**

✔ **A budget should include:**

- Overhead (office space, equipment, supplies, paper, telephones, fax, postage, etc.)
- Contingency fund (for "unexpected" expenses). These can be included in your overhead as "other" and usually represent a percentage of your budget
- Salaries and benefits for staff, if applicable
- Programs and events (conferences, briefings, lunches, etc.)
- Printing and distribution of specific documents (brochures, reports, press kits, etc.)
- Fundraising (events, promotional items, documents, etc.)
- Other specific items

Step 2:

Divide the budget into fundraising goals

Define who you will approach for funding, for what amount, and for what purpose. For example, are there organizations that would be willing to donate office space or supplies? Perhaps a foundation would be interested in sponsoring a conference or the publication of a report.

Remember the golden rule of fundraising (raise more money than you spend!) and set your fundraising goals higher than your budget.

Sample Budget

Salt Fortification Campaign
Fiscal Year 1998 Proposed Budget

Overhead	
Office space	4,000
Equipment rental	1,000
Supplies	1,000
Phone, fax, modem	1,000
Postage	750
Other (contingency 10%)	775
Subtotal	8,525
Salaries and Benefits	
1 assistant, part-time	5,000
Subtotal	5,000
Programs and Events	
1 coalition kick-off meeting	500
Participation in 3 conferences	600
2 briefings for ministry officials	200
2 press conferences	500
Subtotal	1,800

Document Printing and Distribution	
Report on child health	800
Fact sheets	400
Briefing materials	500
Brochure (describes the benefits of salt fortification)	150
Subtotal	1,850
Fundraising	
Child health fundraising banquet/auction	1,250
Donor thank-you gifts	250
Funders briefing materials	500
Subtotal	2,000
TOTAL BUDGET	**19,175**

Sample Fundraising Goals

Salt Fortification Campaign
FY98 Fundraising Goals

In-kind contributions from Child Health International, Alliance for Children and/or Fund for Children's Future for overhead expenses includingoffice space, not including contingency.	7,750
Grant from International Ford Foundation for start-up. Grant from Children's Foundation for programs and events. Will approach otherfoundations for support as well.	8,000
Membership dues from coalition members.	1,500
Fundraising banquet and auction in June.	3,000
Donation from salt production companies.	2,000
TOTAL	**22,250**

Step 3:

Develop a strategy to meet each goal

Now that you have set some goals, you need a strategy to meet them. Start by investigating each funder's agenda, perspectives on your issue, funding priorities, and decision-making process. An annual report from the funding organization can provide most of this information. Talk informally with others in your community to gather useful information. You should also consider :

- What is the best way to contact the funder (telephone, letter, meeting)?
- What format should proposals to the funder take?
- Which elements of your work will appeal to the funder? Which parts of your work fit with the funder's priorities?
- Does anyone you know have personal contacts with the funder? Could they make the telephone call or meet the funder?
- When is the best time of the year to approach funders? Is there a seasonal or yearly cycle for funding? (Foundations have distinct funding cycles and deadlines; individuals are generally more generous around holidays; organizations often feel more generous at the start of their fiscal year.)

Refer to Modules 5, 6, and 7 on messages, the decision-making process and effective presentations to help plan your fundraising strategy. Consider the following sample fundraising strategy.

Sample Fundraising Strategy

Salt Fortification Campaign Fundraising Strategy

Funder	Strategy	Who will complete the task?	When will it be completed?
Child health organizations	Since they are coalition members already, have an informal meeting with each separately to see what they can donate.	Executive Director	January 15
Foundations interested in child health issues	Send a short letter of introduction with a one-page proposal. If they express interest, meet with them and follow-up with a full proposal.	Fundraising chairperson and committee	Initial contact: Jan 15 Follow-up: March 1
Membership Dues	Send letter reminding coalition members of annual dues. Follow-up with phone calls.	Executive Dir. and assistant	Letter out: Jan 1 Calls: January 15
Banquet and auction	Solicit donations of goods and services for July auction from coalition members and a broader network. Send out invitations. Advertise event. Arrange logistics (food, space, etc).	Fundraising chairperson and committee	Donations: By May Invitation out: April Logistics: By April Advertise: Mar.-June
Donation from salt production companies	When meeting with salt producers to gain their support for the advocacy effort, ask them for donations (if they are supportive). Follow-up with letter and calls if necessary.	Executive Director	Meeting: By January Follow-up: By February

Step 4:

Follow-Up

- Be persistent!
- Find out more about the funder's decision-making process and what you can do to influence it. (Use Module 6 on decision-making).
- Invite the funder to come to see your group in action.
- If the funder rejects your proposal, find out why and see whether they would accept your proposal with some changes.
- Continue developing and investing in relationships with funders.
- Keep funders informed and up to date on your actions and progress. Tell them exactly how their money has helped your effort succeed.

Exercises

Review the sample budget on the next page. Imagine that this campaign is in support of your advocacy objective and that you are the Executive Director. First, divide the budget into fundraising goals and then plan a strategy for how you would raise the money in your country starting now. Blank goal and strategy forms are also provided.

Develop a preliminary budget for your effort based on the strategies you outlined in the previous modules.

Your Advocacy Campaign

Proposed Budget

Overhead			
Office space		1,000	
Equipment rental		500	
Supplies		200	
Telephone, Fax, Modem		300	
Postage		100	
Other (contingency 10%)		210	
	Subtotal		2,310
Salaries and Benefits			
All volunteers		N/A	
Programs and Events			
1 coalition kick-off meeting		500	
2 briefings for ministry officials		400	
	Subtotal		900
Document Printing and Distribution			
Report		800	
Fact sheets		200	
	Subtotal		1,000
Fundraising			
Sales of merchandise		100	
Other fundraising		500	
	Subtotal		600
TOTAL BUDGET			**4,810**

Fundraising goals

Possible Funder	Goal Amount
Total	

Your Advocacy Campaign
Fundraising Strategy

Funder	Strategy	Who will complete the task?	When will it be completed?

10 Improving your Advocacy

Nothing succeeds like success. Constant evaluation and adaptation of your advocacy effort is the best way to ensure success. The idea behind self-assessment is not to attach a numerical score to your effort, but to get useful feedback and alter your strategies and/or goals if necessary. Adaptability, creativity and persistence are characteristics of seasoned and successful advocates; if one strategy does not work, they try another, and another, until they reach their goal.

To revisit the big picture of your advocacy campaign, it might be useful to evaluate your advocacy effort each year or at the end of your prescribed decision-making cycle (e.g., end of parliamentary session or fiscal year). In addition, you might wish to have the entire advocacy effort evaluated by an outsider who is not so closely involved with your effort. An outsider would assess the work you and your organization are doing as well as examine the coalitions which are involved, the messages that have been created, the audiences that have been reached, the policy efforts that you have undertaken, and changes in the decision-making process that have occurred as a result of your advocacy.

Remember, change happens slowly and achieving any policy change through advocacy will most likely be a gradual process that will take time, energy, persistance and tenacity. In fact, the process is never really finished. Once you achieve your first advocacy goal, another one is waiting around the corner.

The self-assessment questionnaire is divided into six areas: advocacy objective, message delivery/communications, use of data and research, coalition building, impact on the decision-making process, and overall management/organizational issues. Use this questionnaire every 6-12 months to chart your progress and improve your activities.

Objectives

In this module, we will:

A. learn how to **maintain motivation**;

B. review the **Advocacy Assessment Questionnaire,** a self-evaluation to assess your advocacy effort after 6-12 months.

A. Maintaining Motivation

✔ Celebrate Small (and Large) Victories!

Celebrating small victories will keep you, your staff, and partners energized and motivated to move forward. Publicizing your victories, however modest, will also build support for your efforts as people begin to recognize you and your advocacy campaign as a positive and effective agent of change.

There are many, many ways to celebrate:

- Have a party
- Take a day off
- Buy lunch for the group
- Announce your advocacy success

Whatever you do to celebrate, it is very important to take the time out to congratulate yourself for a job well done. Advocacy is a long process and seeing real results can take time, so celebrating each step forward will keep you moving in the right direction.

Sharing Experiences with the Group

Describe some other strategies to keep people motivated

B. Advocacy Assessment Questionnaire

1. Advocacy Objective

- ✔ Is your advocacy objective moving smoothly through the process or have you encountered some obstacles? What are the obstacles and how can they be overcome?

- ✔ 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?

- ✔ If your objective does not seem achievable, should you alter it? What would be achievable? Could you achieve part of your objective by negotiating or compromising?

1. **Advocacy Objective** (Continued)

- ☑ How much does the policy/program change reflect your objective? Did you win your objective entirely, partly, or not at all?

- ☑ Can you/should you try to achieve the rest of your objective during the next decision-making cycle? Or should you move on to an entirely new advocacy objective? What are the pros and cons for each decision?

- ☑ Did the policy/program change make a difference to the problem you were addressing? If you achieved your objective in whole or in part, has it had the impact you intended?

2. Message Delivery/Communications

- ✔ Did your message(s) reach the key audiences? If not, how can you better reach these audiences?

- ✔ Did your audiences respond positively to your message(s)? Which messages worked? Why? Which did not work and why? How can you alter the messages which were not effective?

- ✔ Which formats for delivery worked well? Which were not effective and why? How can these formats be changed or improved?

- ✔ Did you receive any media/press coverage? Was it helpful to your effort? How could your media relations be improved?

3. Use of Research and Data

- ✔ How did using data and research enhance your effort?

- ✔ Were data presented clearly and persuasively? How could your presentation be improved?

- ✔ Did your advocacy effort raise new research questions? Are more data needed to support your advocacy objective? If so, are the data available elsewhere or do you need to conduct the research?

4. Decision-Making Process

- ✔ How is the decision-making process more open because of your efforts?

- ✔ Will it be easier to reach and persuade the decision makers next time? Why or why not?

- ✔ How many more people/organizations are involved in the decision-making process than before you began? How has this helped or hindered your efforts?

- ✔ How could you improve the way you move the decision-making process forward?

5. Coalition Building

- ☑ How was your coalition successful in gaining attention to the issue and building support for the advocacy objective?

- ☑ Was information distributed to coalition members in a timely fashion? How could information dissemination be improved?

- ☑ Are there any unresolved conflicts in the coalition? How can these be addressed and resolved?

5. **Coalition Building** (continued)

- ✔ Is there a high level of cooperation and information exchange among coalition members? How could internal coalition relations be enhanced?

- ✔ Did the coalition gain or lose any members? How can you enlist new members and/or prevent members from leaving?

- ✔ Does the coalition provide opportunities for leadership development among members?

- ✔ How was your network helpful to your advocacy? How can you expand your network?

6. Overall Management/Organizational Issues

- ✔ Is your advocacy effort financially viable? How could you raise additional resources?

- ✔ Is the accounting system adequate? Can you provide to funders an accurate accounting of how money was spent?

- ✔ How could your financial resources have been used more efficiently?

- ✔ Were all events produced successfully and meetings run smoothly? Which were not and why not? How could logistics be improved?

- ✔ Are you or your organization overwhelmed or discouraged? How could you get more assistance? Should you narrow your goal or extend your time frame to make your effort more manageable?

Glossary

Advocacy An action directed at changing the policies, positions or programs of any type of institution.

Alternative process A decision-making process to change policies that exists wholly outside the official procedures stated by law or documented organizational policy.

Auction A fundraising technique in which objects or services are donated to be sold and people bid against each other for a particular sale item. The person who bids the highest amount purchases that item. The money raised, less expenses for the event, is the sponsoring group's profit.

Audience A person or people to whom information is conveyed or messages are directed.

Briefing A short and clear summary of a situation or an event. A briefing can be a meeting or a set of written materials.

Coalition A group of organizations working together in a coordinated fashion toward a common goal.

Conceptual framework A descriptive structure that presents an idea or concept as a process.

Consensus Agreement among a diverse group of individuals or organizations.

Contingency A percentage of a budget that is unassigned and can be used for unexpected expenses or increases in costs that were not considered in the original budget.

Glossary

Criteria Questions or standards used to measure progress toward a goal or compare different objectives.

Decision maker A person who has the authority to create or change communal, organizational, or governmental policies, programs or laws.

Formal process The official decision-making procedure that must be followed to change a policy, as set out by law or documented organizational policy.

Goal The subject of your advocacy effort. What you hope to achieve over the next 10-20 years.

In-kind contribution A donation of time, expertise, space or goods. These might include office space or lunch for a meeting, office supplies, technical assistance, or occasional secretarial support.

Influentials People who have the opportunity to give their input, ideas and opinions to a decision maker, because they have a relationship with that decision maker.

Informal Process Activities and procedures to influence the decision-making process that occur simultaneously with the formal process, but are not required by law or organizational policy.

Issue A subject of interest for advocates or decision makers.

Jargon The specialized language of a particular profession, trade or industry.

Leverage To use personal or institutional influence or position to gain support and/or financial backing of other people and/or institutions in a mutualendeavor.

Glossary

Media An organized system to deliver information to people such as television, radio, newspapers, magazines, newsletters, etc.

Message A statement that aims to inform, persuade or motivate an audience.

Network Individuals or organizations willing to assist one another or collaborate around a common topic or goal.

News release A short description of an event, project or research study that is given to the media for broadcast or publication.

N G O Nongovernmental organization

Objective A defined, incremental step toward a goal. An advocacy objective aims to change the policies, programs or positions of governments, institutions or organizations relative to that goal or toward achieving that goal.

Open meeting A meeting that any individual or organization can attend.

Overhead The fixed operating expenses of an organization that are added to a budget to enable that organization to do business. Overhead costs may include rent, utilities, equipment, supplies, communication.

Policy A plan, course of action, or set of regulations adopted by a government, business, or and institution, designed to influence and determine decisions or procedures.

Policy action The steps taken to address a problem by changing or reinforcing a policy.

Policy mapping A tool used to identify and learn about key audiences.

Glossary

Point of entry The way to gain access to the audience you wish to reach. It might be a specific time, a particular place, or a person that can help you get the attention of your audience.

Press conference A meeting with the media to discuss a position, decision or action and to answer questions from journalists about that position, decision, or action.

Primary audience The decision makers with the authority to affect directly the change necessary for your objective to succeed.

Qualitative research Research methodology that collects experiences and opinions from a subset of people to draw conclusions about the larger population. Qualitative research techniques include observation, in-depth interviews and focus groups (organized, facilitated discussion on a research topic with groups of people with similar backgrounds, age, gender, geographic location, etc.).

Quantitative research Research methodology that takes or collects measurements and statistics from a small population to draw conclusions about the larger population. Surveys and polls like questionnaires are quantitative research techniques.

Secondary audience Individuals and groups that can influence the decision makers (or primary audience). The opinions and actions of these “influentials” are important in achieving the advocacy objective *in so far as* they affect the opinions and actions of the decision makers.

Self-assessment Reviewing the status or process of your own particular project or event, such as an advocacy effort, without outside assistance.

Glossary

Sit-in A form of protest in which people gather at a particular place (such as an office, court of law, etc.) and refuse to leave until their demands are heard and/or met.

Social marketing The systematic communication of ideas and information to people with the aim of altering individual human behavior for a social good.

Sound-bite A short, concise summary statement that journalists can use to characterize an issue or an event when they do not have enough time or space to use a longer description.

Stakeholders Individuals or groups that have a shared interest in or concern about the outcome of an issue.

Target A specific goal or group that should be reached. A target audience is a particular set of people with similar characteristics that should be reached. A target message presents information in a special manner to get the attention of a specific group of people.

UNICEF The United Nations Children's Fund.

USAID United Stated Agency for International Development.

World Bank The International Bank for Reconstruction and Development, frequently called the "World Bank" is a United Nations agency. The Bank promotes sustainable growth and investments in people to reduce poverty and improve living standards by providing loans, technical assistance and policy guidance to help its developing-country members.

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Center for the Study of Adolescence (CSA), 1995. For more information on CSA or Kenyan Association for the Promotion of Adolescent Health (KAPAH), contact KAPAH, P.O. Box 19329, Nairobi, Kenya, tel: 254-2-562901.

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VeneKlasen, Lisa. *Policy Players: A Power Map for Advocacy Planning*. Washington, DC: InterAction, 1995. For more information contact: InterAction, 1717 Massachusetts Ave., NW, Washington, DC 20036, USA, tel: 202-667-8227, fax: 202-667-8236.

Case Studies Needed

The SARA Project is looking for good case studies from different sectors to use in its advocacy work. If you have or know of an advocacy experience that would make a good case study and would like to share it with us, please fill out the information below, describe the advocacy effort and return this form to the SARA Project.

Your name:

Organization:

Address

Country

Telephone
Fax
E-mail

Return to:

SARA Project - Advocacy
Academy for Educational Development
1255 23rd Street, NW
Washington, DC 20037
USA
Tel: 202-884-8700
Fax: 202-884-8701
E-mail: sara@aed.org

Describe the advocacy experience in the space provided below. Use extra pages if necessary.

Objectives

In this module, we will:

A. explore the **concept of advocacy** as it applies to professionals working in Africa;

B. discuss which **basic elements of advocacy** we currently use;

C. consider a **conceptual framework for advocacy**.

A. Concept of Advocacy

The following case study is presented to help you answer the question, "What it Advocacy?"

Case Study

Kenyan Advocates Succeed in Promoting Adolescent Health[1]

One in four Kenyans is an adolescent and teens represent an ever-growing proportion of the population. Hospital treatment of teenagers for the consequences of unsafe abortion accounts for between 20 and 50 percent of all such cases.[2] Teens aged 15-19 years also constitute approximately 35 percent of all reported HIV/AIDS cases in Kenya.[3] Still, the government of Kenya prohibits the distribution of contraceptives to adolescents.

In early 1990, the Center for the Study of Adolescence (CSA) was established to conduct research on adolescent health issues and to advocate for policies that promote the well-being of young people.

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[1] Adapted from *After Cairo: A Handbook on Advocacy for Women Leaders, 1994.*
[2] The Center for the Study of Adolescence, 1995.
[3] The Center for the Study of Adolescence, 1995.

CSA encountered opposition to their advocacy efforts early on, but used this opposition to build a stronger and more creative force for adolsecent reproductive health. Religious organizations that had attended several conferences on adolsecent reproductive health in Kenya opposed CSA's work. They were so effective in their opposition to family life education in schools that the Ministry of Education threatened to eliminate the family life program from the curriculum.

Against this backdrop, youth-serving organizations including CSA decided to develop a coalition to support adolescent reproductive health. In 1994, they established the Kenyan Association for the Promotion of Adolescent Health (KAPAH), conducted advocacy trainings and developed an advocacy strategy. KAPAH developed and distributed fact sheets on adolescent reproductive health which helped to dispel myths and misinformation about adolescent reproductive health and programs such as family life education.

KAPAH also worked closely with the press to educate the public about the true content of family life education programs and the extent of reproductive health problems facing Kenya's youth. In fact, KAPAH paid the newspaper to print an overview of the family life education curriculum and explain the contentious issues. KAPAH's media advocacy was so successful that they now regularly contribute views, opinions and advice to a column on adolescent health in a Kenyan newspaper . The column is sponsored and paid for by the Kenya Youth Initiative and funded by USAID.

Bravely, KAPAH also reached out to the opposition and engaged them in consultations in order to understand their concerns and to find common ground.

In addition, KAPAH met with individual policy makers and found that while these leaders supported adolescent health privately, it was difficult for some of them to take a public position on the subject. The Association made an effort to support these decision makers both publicly and "behind the scenes." As a result, KAPAH developed better relationships with several ministries including the Ministry of Education. In fact, KAPAH successfully advocated for pregnant school girls to be allowed to stay in school while pregnant and to return to school after delivery.

KAPAH's success has more and more agencies requesting advocacy training and the debate over adolescent reproductive health in Kenya has intensified.

Sharing experiences with the group

(?) Now that you have read the case study, discuss how you would define advocacy.

Note: It is not essential to develop a precise and elegant definition of advocacy which encompasses all its aspects. But, it is important to define what advocacy means to you.

(?) Describe the advocacy strategies KAPAH used?

Definition

Advocacy is an action directed at changing the policies, positions or programs of any type of institution.

Advocacy is pleading for, defending or recommending an idea before other people.

Advocacy is speaking up, drawing a community's attention to an important issue, and directing decision makers toward a solution.

continued...

Definition
continued

Advocacy is working with other people and organizations to make a difference. (CEDPA, 1995).

Advocacy is putting a problem on the agenda, providing a solution to that problem and building support for acting on both the problem and solution.

Advocacy can aim to change an organization internally or to alter an entire system.

Advocacy can involve many specific, short-term activities to reach a long-term vision of change.

Advocacy consists of different strategies aimed at influencing decision-making at the organizational, local, provincial, national and international levels.

Advocacy strategies can include lobbying, social marketing, information, education and communication (IEC), community organizing, or many other "tactics."

Advocacy is the process of people participating in decision-making processes which affect their lives.

Effective **advocacy** may succeed in influencing policy decision-making and implementation, by:

- educating leaders, policy makers, or those who carry out policies;
- reforming existing policies, laws and budgets, developing new programs;
- creating more democratic, open and accountable decision-making structures and procedures (InterAction, 1995).

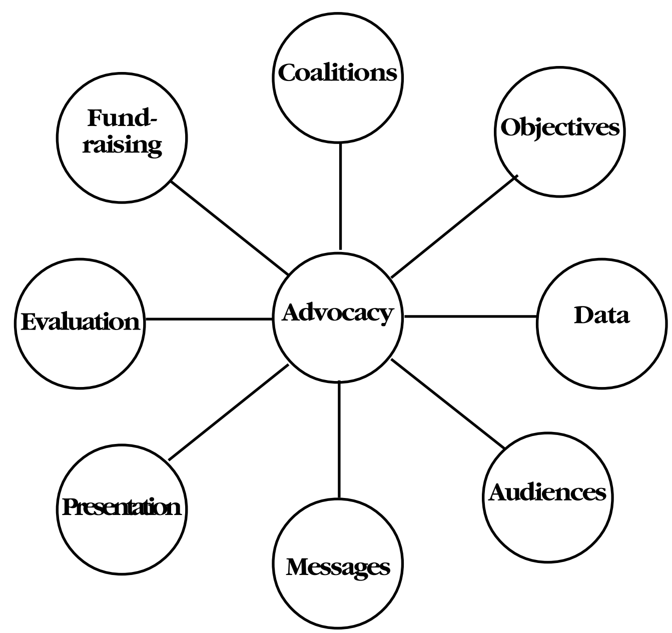
Sharing experiences with the group

? *Which of these definitions describe things that you or your organization does?*

B. Basic Elements of Advocacy

While specific advocacy techniques and strategies vary, the following elements form the basic building blocks for effective advocacy. Like building blocks, it is not necessary to use every single element to

The Basic Elements of Advocacy



create an advocacy strategy. In addition, these elements need not be used in the order presented. You can choose and combine the elements that are most useful to you.

As you examine the elements in the diagram, you may notice that some of these concepts are borrowed from such disciplines as political science, social marketing and behavioral analysis.

✔ Selecting an Advocacy Objective

Problems can be extremely complex. In order for an advocacy effort to succeed, the goal must be narrowed down to an advocacy objective based on answers to questions such as: Can the issue bring diverse groups together into a powerful coalition? Is the objective achievable? Will the objective really address the problem?

✔ Using Data and Research for Advocacy

Data and research are essential for making informed decisions when choosing a problem to work on, identifying solutions to the problem, and setting realistic goals. In addition, good data itself can be the most persuasive argument. Given the data, can you realistically reach the goal? What data can be used to best support your arguments?

✔ Identifying Advocacy Audiences

Once the issue and goals are selected, advocacy efforts must be directed to the people with decision-making power and, ideally, to the people who influence the decision makers such as staff, advisors, influential elders, the media and the public. What are the names of the decision makers who can make your goal a reality? Who and what influences these decision makers?

✔ Developing and Delivering Advocacy Messages

Different audiences respond to different messages. For example, a politician may become motivated when she knows how many people in her district care about the problem. A Minister of Health or Education may take action when he is presented with detailed data on the prevalence of the problem. What message will get the selected audience to act on your behalf?

✔ Building Coalitions

Often, the power of advocacy is found in the numbers of people who support your goal. Especially where democracy and advocacy are new phenomena, involving large numbers of people representing diverse interests can provide safety for advocacy as well as build political support. Even within an organization, internal coalition building, such as involving people from different departments in developing a new program, can help build consensus for action. Who else can you invite to join your cause? Who else could be an ally?

✔ Making Persuasive Presentations

Opportunities to influence key audiences are often limited. A politician may grant you one meeting to discuss your issue, or a minister may have only five minutes at a conference to speak with you. Careful and thorough preparation of convincing arguments and presentation style can turn these brief opportunities into successful advocacy. If you have one chance to reach the decision maker, what do you want to say and how will you say it?

✔ Fundraising for Advocacy

Most activities, including advocacy, require resources. Sustaining an effective advocacy effort over the long-term means investing time and energy in raising funds or other resources to support your work. How can you gather the needed resources to carry out your advocacy efforts?

✔ Evaluating Advocacy Efforts

How do you know if you have succeeded in reaching your advocacy objective? How can your advocacy strategies be improved? Being an effective advocate require continuous feedback and evaluations of your efforts.

Sharing experiences with the group

? *How could these elements strengthen your current work? Do you feel that any of these elements might be difficult to use in your context? Which ones and why?*

Case Study

Using Advocacy to Stop Violence Against Women in Senegal

In April 1996, a number of women's associations in Senegal were startled by the story of "D", a woman who was severely beaten by her husband, a high-ranking officer in the army. According to the medical reports, D suffered from bruises and torn skin on parts of her body; she risked losing an eye and her hearing.

D's story was that while married to this man for nearly 20 years she had been constantly beaten and humiliated. Sometimes at night her husband would tie her in the goat pen. He forbade her from going to her grandmother's and her father's funeral.

Even before hearing D's story, women's associations in Senegal were alarmed by the renewed outbreak of violence against women in their country. Every week news stories were published about women and girls who were raped, beaten, or killed. Angered by D's case and determined to stop violence against women, several Senegalese women's associations mobilized and formed a committee in D's defense.

First, they began a national and international awareness campaign. They drafted a letter presenting D's case and sent it to local and international women's groups. In the letter they included the fax and telephone numbers of the President of Senegal, the Ministry for Women, and the Justice Ministry asking that these authorities punish D's husband and uphold Senegal's international obligations to respect women's rights. Many national and international associations sent letters and faxes.

The committee also:

- organized marches, sit-ins, and demonstrations in Dakar, the capital, and in the surrounding region;
- mobilized the press on the subject;
- reached out to Muslim and Christian religious leaders;
- raised funds for advocacy through contributions from members and other sympathizers;
- formed a special research committee to conduct research on violence against women;
- contacted lawyers, including high ranking officials in the lawyer's association.

Their advocacy made an immediate impact. D's husband, the high-ranking officer, was arrested and is now in prison awaiting judgement. D's defense committee organized a forum on violence against women in the city where D and her husband lived. The regional governor, the religious authorities, and representatives from the Ministry of Women all participated in the forum.

D's defense committee has been transformed into a permanent committee on violence against women and continues to work toward the following objectives:

1) Women's associations should be able to represent victims of violence legally.
2) When faced with an obvious offence of violence against women, authorities should be diligent in punishing the offenders.
3) If the offender is a woman's spouse or parent, he should be punished according to the law .
4) Every neighborhood should establish a place to welcome and listen to women who have suffered from domestic violence.
5) Police, medical, and legal personnel should be trained to listen to and help female victims of violence.

Sharing experiences with the group

? *Which of the basic elements of advocacy did these women advocates use?*

? *Why do you think they were successful in defending D and raising awareness about violence against women?*

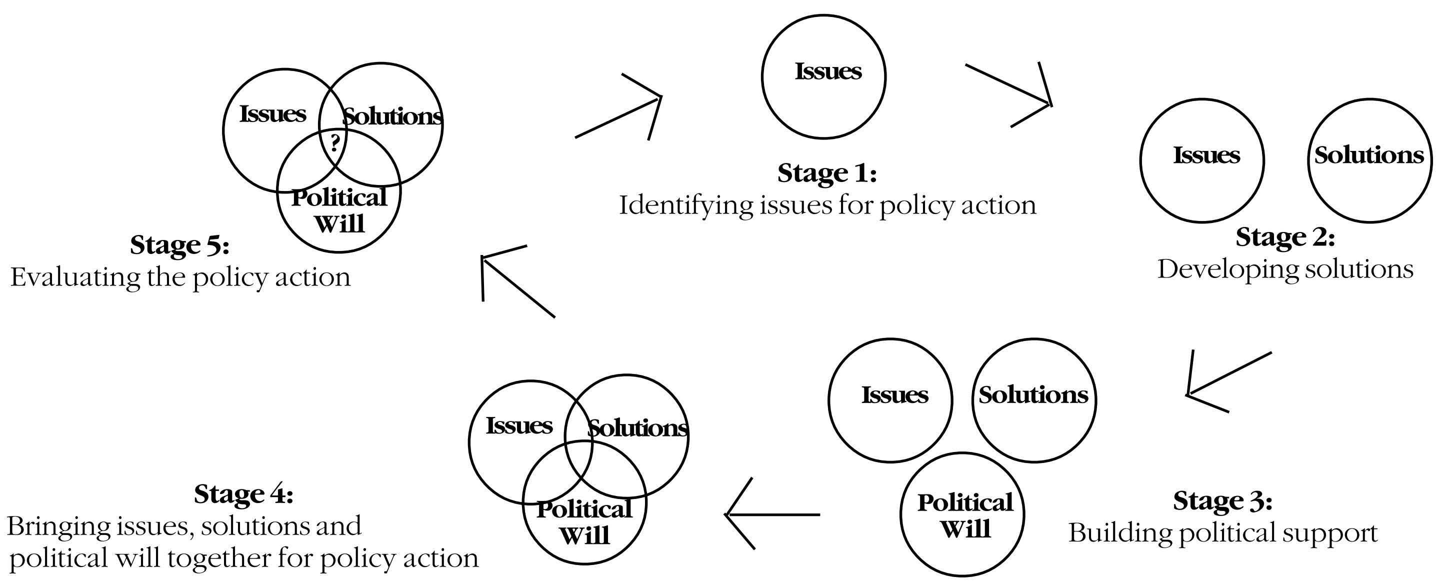
(For more information about this advocacy effort, contact:

Codou Bop
Coordinatrice du Programme Famille, Genre et Population
Population Council
Villa Nx4, Stele Mermoz
4, Route Pyrotechnie
B.P. 21027 Dakar-Ponty
Senegal

C. A Conceptual Framework for Advocacy[3]

Advocacy is a dynamic process involving an ever-changing set of actors, ideas, agendas, and politics. This multifaceted process, however, can be divided into five fluid stages: issue identification, solution formulation and selection, awareness building, policy action, and evaluation. (Note: This framework is **not** intended to correlate with the modules.) These stages must be viewed as fluid because they may occur simultaneously or progressively. In addition, the process may stall or reverse itself.

The Dynamic Advocacy Process



[3] Adapted from *Knowledge Utilization and the Process of Policy Formulation: Toward a Framework for Africa.*

The **first stage** is the identification of an issue for policy action. This stage is also referred to as agenda setting. There are an unlimited number of problems which need attention, but not all can get a place on the action agenda. Advocates decide which problem to address and attempt to get the target institution to recognize that the problem needs action.

Generally, the**second stage,** solution formulation, follows rapidly. Advocates and other key actors propose solutions to the problem and select one that is politically, economically, and socially feasible.

The **third stage**, building the political will to act on the problem and its solution, is the centerpiece of advocacy. Actions during this stage include coalition building, meeting with decision makers, awareness building and delivering effective messages.

The **fourth stage**, policy action, takes place when a problem is recognized, its solution is accepted and there is political will to act, **all at the same time.** This overlap is usually a short “window of opportunity” which advocates must seize. An understanding of the decision-making process and a solid advocacy strategy will increase the likelihood of creating windows of opportunity for action.

The **final stage**, evaluation, is often not reached, though it is important. Good advocates assess the effectiveness of their past efforts and set new goals based on their experience. Advocates and the institution that adopts the policy change should periodically evaluate the effectiveness of that change.

2 Identifying Policy Issues

It is often said that "the facts speak for themselves." If this is true, then why don't more decision makers base their actions on objective data and research? Why is it that so much good research and data is never used to influence policy? The policy process, that is, selecting one policy option from among several choices, is essentially a negotiation among various actors. In order to be included in the negotiation process, data and research must be translated into information and presented in formats that policy makers can understand and use.

In this way, the facts can be made to "speak" the language of policy makers, community leaders, advocates, the public and the media, and the influence of data and research will be amplified. Infusing the entire policy debate with solid research will undoubtedly improve the quality and effectiveness of policy actions. In this module, we will use data to identify policy issues and possible solutions.

Objectives

In this module, we will:

A. examine **data and the policy making process**;
B. use data to **identify issues** for policy action;
C. formulate **policy solutions** for the issues we identify.

A. Data and Policy Making

Definition

Data and Research:
Quantitative or qualitative information gathered through an objective process.

Policy Issue:
A problem or situation which an institution or organization could take action to solve.

Using Data and Research in Policy-Making

In this module, we will use data to:

- **identify** issues for policy action;
- **widen** the range of possible solutions to a problem.

We will see that data can also be used to:

- **affect** what is considered changeable or doable in a policy process;
- **choose** an advocacy goal;
- **directly influence** decision makers (the primary audience of an advocacy program);

- **inform** the media, public or others (the secondary audience) who indirectly influence decision makers;
- **support** an existing advocacy position;
- **counter** oppositional positions or arguments;
- **alter** the perceptions about an issue or problem;
- **challenge** myths and assumptions;
- **confirm** policy actions and programs that work;
- **reconsider** strategies that are not working.

Sharing experiences with the group

In pairs or small groups discuss the following questions then share your discussion with the full group.

? *How have you used data and research to successfully influence policy decisions?*

? *Do you know any organizations that have used data and research in any of the ways listed above? How have they used the data?*

B. Issue Identification

The process begins by identifying issues that require policy action, that is, problems that can be addressed by the actions of institutions and individuals representing these institutions.

A variety of policy actors identify issues for action using techniques ranging from the spontaneous generation of ideas to the cautious and deliberate study of issues. Refugee interest groups, for example, may highlight a crisis and call for urgent policy action, while economic research institutes might ponder a situation thoroughly before offering a policy proposal.

Research data can bring suspected or even unknown issues into focus and can provide a comparison among issues. Data may also uncover constraints that may signal potential difficulties in the advocacy process.

Let's use the Kenyan Demographic and Health Survey (KDHS) data from 1993 to see how data can be used to identify issues for policy action.

Sharing experiences with the group

- Take 10-15 minutes to review and examine the data from the KDHS Male Survey presented in the following tables.
- Try to draw just one idea from each chart about how Kenya's family planning program could be improved.

Table 1:

Knowledge of contraceptive methods and source for methods

Percentage of men who know specific contraceptive methods and who know a source (for information or services), by specific methods, Kenya, 1993.

Contraceptive method	Know a method	Know a source
Any method	98.9	94.9
Any modern method	97.8	93.3
Pill	93.3	81.1
Condom	94.2	84.8
Male sterilization	55.7	49.5
Any traditional method	88.7	65.1

Source: Kenya Demographic and Health Survey, 1993.

Table 2:

Current use of contraception

Percentage of men currently using a contraceptive method, Kenya, 1993.

Contraceptive method	Percent using method
Using any method	50.8
Any modern method	30.8
Pill	8.2
Condom	11.8
Male sterilization	N/A
Any traditional method	20.1
Not currently using any method	49.2

Source: Kenya Demographic and Health Survey, 1993.

Table 3:

Reasons for not using contraception

Percentage of men who are not currently using a contraceptive method and who do not intend to use in the future by main reason for not using, Kenya, 1993.

Reason for not using	Percentage
Wants children	25.7
Menopausal/wife had hysterectomy	25.4
Lack of knowledge	10.0
Opposed to family planning	9.8
Difficult to get pregnant	6.0
Partner opposed	4.4
Side effects	2.6
Other health concerns	2.5
Fatalistic	1.7
Hard to get methods	1.3
Infrequent sex	0.6
Inconvenient	0.6
Fears sterility	0.4
Don't know	1.5
Other	2.3

Source: Kenya Demographic and Health Survey, 1993.

The following example from the KDHS male survey data suggests possible issues that could be selected for policy action. These are all issues that institutional policies or resources could influence.

Example

The data suggest:

Issue 1: Overall knowledge of contraception among men is high, but lower for the specific method of male sterilization (Table 1).

Issue 2: Knowledge of contraception among men is very high, but current use among men is low. Knowledge of modern methods is 97.8% and 93.3% of men know a source for a modern method, but only 30.8% of men are using a modern method (Tables 1 and 2).

Issue 3: Desire for more children is the reason cited by 25.7% of men for non-use of a contraceptive method (Table 3).

Sharing experiences with the group

? *Look again at the KDHS data to see what other issues might you add.*

C. Policy Solutions

You have identified several problems or issues that require action. The next step is to develop policy solutions for these problems. What can an organization (such as a national family planning provider) or an institution (such as a government ministry of health) do to help solve the problem?

For example, in the previous tables we found that men are aware of family planning in general, but they do not know much about male sterilization. This is the problem or policy issue. In what ways could organizations or government institutions help solve this problem? Family planning providers who conduct education programs could decide to increase attention to male sterilization as a contraceptive option. This is a policy solution.

At this stage, it is enough to identify possible solutions; it is not critical to reach consensus on each solution.

Sharing experiences with the group

? *List other possible policy solutions you can think of for the following example.*

The following example identifies problems **and** solutions for the Kenyan example presented earlier.

Example

Problem 1:
Low knowledge of male sterilization.

Policy Solution:
Direct family planning education programs to increase attention to male sterilization.

Problem 2:
Contraceptive use among men is relatively low compared to high level of knowledge.

Policy Solution:
Increase donor funding for new programs which would aim to increase contraceptive use among men.

Problem 3:
Men desire large families.

Policy Solution:
Ministry of Social affairs should target men in a public education program on smaller families.

Sharing experiences with the group

What solution(s) would you propose for the issue(s) you identified from the KDHS data?

Exercises

Examine your own data or data provided by your facilitator, then:

1. Identify three issues which require policy action.
2. For each issue, list at least one policy-relevant solution (i.e., a solution that requires action from an institution or organization).

If you have an advocacy goal or objective, but lack data to support it, consider what kind of data you need to find or collect.

1. What research is needed to support your advocacy goal or objective?
2. Where can you find this information?

Annex

Factors which Promote or Hinder the Use of Data and Research for Advocacy and Policy-making

Factors which *promote* the use of data and research

The information needs of the policy maker are taken into account when designing the study.

Research is conducted by an organization that policy makers perceive as credible and reliable.

Research is focused on a few questions that can be answered.

Findings are presented in multiple formats, tailored to each audience.

Findings are disseminated to multiple audiences using a variety of channels. Audiences receive the same message from diverse sources.

Presentations of findings to policy makers emphasize the important lessons that were learned, rather than the need for more research.

Source: Adapted from *Utilization of Education Results for Policy Advocacy.*

Factors which *hinder* the use of data and research

Research questions (and findings) that are not relevant to policy decisions.

The timing is off: the research answered yesterday's questions or assessed yesterday's program.

The research is conducted or presented by an organization or individual that is not credible to policy makers.

Findings are inconclusive or subject to widely differing interpretations.

Findings are unwelcome because they are negative and/or not presented with policy relevant solutions.

Finding are not generalizable.

Findings are presented in lengthy, technical, or jargon-laden reports.

Findings are not widely disseminated.

3 Selecting an Advocacy Objective

In Module 2, you identified issues for policy/programmatic action and corresponding solutions. Selecting one of these solutions to work on as an advocacy objective is the next step in planning your advocacy effort.

Advocacy, in this Guide, means advocating for policy change. When choosing an advocacy objective consider the political climate, the probability of success, research and data on your issue, money available to support your advocacy efforts, your organization's capacities, and your own capabilities. This module will introduce how you can use some basic criteria to choose an advocacy objective.

If, however, you have already defined an advocacy objective, analyze it based on the criteria presented here to help uncover potential obstacles or possible allies. The same criteria can be used to analyze and/or choose an overall advocacy goal or issue.

Can you choose more than one objective to work on at a time? This depends on your organizational and personal resources for advocacy. It is generally advisable to focus your work on only as many objectives as you can realistically achieve. Advocates who attempt to fix everything run the risk of changing nothing in the process. The purpose of this module is to assist you in focusing on an objective that is realistic, achievable and worthwhile. Succeeding first with smaller objectives will give you and your organization more enthusiasm, experience *and credibility* to conquer more ambitious objectives.

Objectives

In this module, we will:

A. examine **advocacy for policy change**;

B. **illustrate criteria** to compare your advocacy objectives using an advocacy checklist.

The discussions and exercises will help you:

- ✦ develop your own **additional criteria**;
- ✦ **assess** your goal and potential advocacy objectives using the criteria, and **select** an objective.

A. Advocacy for Policy Change

What is an Advocacy Goal?

The **goal** is the subject of your advocacy effort. It is what you hope to achieve over the next 10-20 years.

The **advocacy goal** can be general. For example, "reduce childhood malnutrition to improve children's health" or "make safe and effective family planning available to all who wish to prevent pregnancies."

The **goal** can be your vision.

Sharing experiences with the group

? What is your advocacy goal?

? What is your vision for the future?

? Are they the same or different? Why?

What is an Advocacy Objective?

An advocacy objective aims to *change* the policies, programs or positions of governments, institutions or organizations.

Your **advocacy objective** is what you want to change, who will make the change, by how much and by when. Generally, the time frame for an **advocacy objective** will be 1-3 years.

An **objective** is an incremental and realistic step toward a larger goal or your vision; it is not a general goal (increase family planning use among couples). Rather, the policy advocacy objective must focus on a specific action that an institution can take. An **objective** should be specific and measureable.

How can you be certain that your advocacy objective is to change policy?

As you are defining your objective, be as specific as possible so that you can develop an effective strategy to reach your policy change goal. You must know the target institution and decision makers in order to create a persuasive communication plan and to discern how you can influence the institution's decision making process. The advocacy objective should be specific and measurable so that you will know whether or not you have attained your objective in the time frame you have specified.

Example

Advocacy Objectives

In the next two years, start a government-sponsored program to fortify salt with iodine in order to increase intellectual capacity and reduce neonatal mortality.

Increase national funding for family planning by 25% in the next two years.

Sharing experiences
with the group

? *First, how can you tell that the examples above are policy advocacy objectives? Next, read the example on the next page. For each statement, explain why one example is an advocacy objective and one is not?*

Example

Is an advocacy objective	**Is not an advocacy objective**
Start a national government program to build twelve schools in each district in the next two years.	Increase girls' attendence at district level primary schools.
* * * * *	* * * * *
In the next year, increase funding for family planning education programs for married couples through the Family Planning Council.	Increase the use of family planning among married couples.

Sharing experiences with the group

Read the following statements (A-E)and answer the questions in small groups.

? identify which are advocacy objectives for policy change. Explain why they are and the others are not.

? How can you change the non-advocacy objective statements into advocacy objectives?

? Choose one of the advocacy objectives and analyze how it could be made more precise and realistic.

A. Promote condom use among men to prevent the transmission of HIV and STDs.

B. Within the next year, the Ministry of Health will start a social marketing campaign to promote breast-feeding.

C. Increase primary school enrollments for girls.

D. Take actions to reduce the incidence of spousal physical abuse.

E. Over the next six months, at least four community and religious leaders will publicly support men's use of family planning methods.

? What do you want to change? Who will make the change? By how much and by when? Share one of your advocacy objectives.

B. Illustrative Criteria

Definition

What are criteria?

Criteria are questions or standards that are used to select a goal or compare different objectives.

Examples of criteria are: "Is the objective achievable?" or "Do the data show that achieving this objective will have a real impact on the problem?"

A Checklist for Selecting an Advocacy Objective[1]

The purpose of this checklist of criteria is to assist you in making an informed choice about what advocacy objective to pursue. If you have already identified an objective, this tool can help you recognize areas that need special attention or can be strengthened.

A feasible objective will meet many of these checklist criteria, but not necessarily all of them. Even if your objective only meets three or four of these criteria, it should not be dismissed. By testing your advocacy objective using these criteria, you will gain valuable information about what you can expect to encounter if you choose a particular objective and which areas might need improvement or special attention during the advocacy process.

A series of examples from a hypothetical case study on childhood malnutrition is presented, followed by illustrative criteria for selecting an advocacy objective.

Case Study

Example

ADVOCACY GOAL

Reduce under-five childhood malnutrition in order to reduce child mortality and morbidity and improve child development.

OBJECTIVE 1

The Ministry of Food and Agriculture in cooperation with the Ministry of Health will start a national program to fortify salt with iodine in the next two years.

OBJECTIVE 2

The Ministry of Health will start a community-based nutrition education program to improve young child feeding practices in the next year.

[1] The criteria are adapted from *Organizing for Social Change*.

☑ *Do qualitative or quantitative data exist to show that achieving the objective will improve the situation?*

Improving the lives of people in a tangible way is satisfying and builds a sense of efficacy for an advocacy effort as a whole. Good data about an issue is essential. Knowing the true extent of the problem will help you choose an advocacy objective that is not out of reach. If data are not available or are insufficient, collect your own or obtain research from other sources before you choose an advocacy objective. The effectiveness of an advocacy effort can be subsequently verified by collecting data on the change in incidence or prevalence of the problem after the objective has been achieved.

Example

For Objective 1	For Objective 2
Research shows that salt is produced and processed centrally. Our data indicate that iodine deficiency is widespread and associated with neonatal mortality and reduced intellectual capacity. Fortifying salt could reverse these negative outcomes.	Program evaluations show that nutrition education can enhance child survival in areas where food is available. Studies show that programs are more effective when educational messages are developed for specific audiences. The impact of educational programs might be difficult to measure.

☑ *Is the objective achievable? Even with opposition?*

The problem and its solution must not be so large or so remote that you and/or your organization will become overwhelmed. In addition, people or groups will be more likely to join your effort if they see from the start that a reasonable chance of succeeding exists. Also consider that opposition to your advocacy effort might arise. Ask yourself whether you can still achieve your objective in the face of this opposition.

Example

For Objective 1	For Objective 2
Opposition to the cost of salt fortification could slow the time frame for achieving the advocacy objective, but it is achievable. Producers may oppose the regulation and quality control of salt production.	This advocacy objective involves working with the Ministry of Health and community organizations. Community leaders may oppose it if they are not involved early in the process.

✔ *Will the goal/objective gain the support of many people? Do people care about the goal/objective deeply enough to take action?*

The more people who support a goal and an advocacy objective, the more likely that decision makers will be willing to act. People must be interested in and supportive of the goal or objective, and care enough about it to act. Actions may include, for example, writing a letter to the Prime Minister expressing support for salt fortification, participating in a meeting at a district health clinic to push for nutrition education programs, orpersuading an influential person to informally express support for your objective to key decision makers.

Example

For Objective 1	For Objective 2
The general public will likely support salt fortification if prices do not increase. Food producers may resist if they must share costs; otherwise they will support this objective. People may be motivated to act because the objective is concrete and will have a significant impact on child survival and development.	Women's organizations will be very supportive. Nutrition education is recognized by donors to be an important part of child survival programs. In many communities, however, the problems and consequences of malnutrition are not well recognized.

✔ *Will you be able to raise money or other resources to support your work on the goal/objective?*

Is your goal one that donors, private agencies or individuals would be interested in funding? If many people care about the goal, could you develop a self-financing mechanism to sustain your advocacy efforts, such as a membership organization? Would other organizations be willing to make in-kind contributions of staff time or resources to sustain the advocacy effort? (Fundraising techniques are discussed further in Module 10.)

Example

For Objective 1	For Objective 2
Several donors are currently supporting salt fortification.	Although donors recognize the need for nutrition education, funds are limited and most donors are supporting other child survival interventions. It will be difficult to raise funds for this objective so organizations may have to use their own funds.

☑ *Can you clearly identify the target decision makers? What are their names or positions?*

The "target" is the person or persons who have the decision-making authority to approve your objective. These decision makers are the primary audience for an advocacy effort. If you cannot clearly identify the decision makers who have the power to decide on your advocacy objective, you may need to narrow your objective so as to target your audience.

Example

For Objective 1	**For Objective 2**
To start a government-sponsored salt fortification program, the Prime Minister, Finance Minister, Minister of Agriculture and Minister of Health will all have to approve the program.	To start a community-based nutrition education program, the Minister of Health, district health officers and key community leaders will have to agree on and approve the program.

☑ *Is the goal/objective easy to understand?*

A good goal should not require a lengthy technical explanation. If you do need to explain, can you keep the explanation clear and short? For example: "One of six children in our country dies before the age of five because of under- or malnourishment. Research shows that fortifying salt with iodine will reduce infant deaths and improve children's development and will cost only 2 to 5 cents per person per year."

Example

For Objective 1	**For Objective 2**
The links between iodine deficiency and intellectual impairment and neonatal mortality have been widely publicized, so the general public will likely understand it. Some promotion will be required to create demand for this product.	The links between young child feeding practices and child survival are proven, but not as easy to under-stand. Careful quali-tative research will be required to develop appropriate educational messages.

☑ *Does the advocacy objective have a clear time frame that is realistic?*

Some time frames are internal, that is, they are set by the organization or people involved in the advocacy effort. Other time frames are external; they are set, for example, by the date the Parliament will discuss your goal or by the meeting schedules of organizational leaders. If you plan to have an impact on a decision that will be made on a certain date, can you get organized quickly enough? If there are no external time frames, set your own clear and realistic time frame to achieve your objective.

Example

For Objective 1	For Objective 2
The time frame to begin a salt fortification program is two years. It is realistic.	The time frame to begin the nutrition education program is one year. It is an opportune time to advocate for such a program because district health officers are developing their five-year plans at the moment.

☑ *Do you have the necessary alliances with key individuals or organizations to reach your advocacy objective? How will the objective help build new alliances with other NGOs, leaders, or stakeholders?*

Alliances with key organizations or individuals can greatly assist in achieving an advocacy objective. For example, to reach Objective 1 (start a salt fortification program) it would be extremely beneficial to gain the salt producers' support early. The salt producers, as businesses, may be able to get the support of the Minister of Finance most effectively. It is wise to choose advocacy objectives with the potential to unite people from various sectors or organizations.

Example

For Objective 1	For Objective 2
This objective will strengthen relationships with child survival NGOs, the private sector, key government leaders and the general public. Also, we should seek support from salt producers since they must implement the program and can assist us in our advocacy efforts.	This objective will strengthen ties between community organizations and the health system and improve the general public's perception of the health system.

☑ Will working on the advocacy objective provide people with opportunities to learn about and become involved with the decision-making process?

Advocacy can serve the important purpose of opening the decision-making process to input from stakeholders, such as researchers, service providers, beneficiaries, and the public itself. The process of advocacy opens new dialogues which can move decision makers toward better and more informed decisions. In addition, involving a wide array of stakeholders can greatly strengthen an advocacy effort.

Example

For Objective 1	**For Objective 2**
Advocating for a salt fortification program will open dialogue between researchers, the government, the private sector and the public to find ways to solve an important nutrition problem.	Advocating for a community-based nutrition education program will bring community members together with district health officers to find ways to improve young child feeding programs.

Sharing experiences with the group

(?) Based on your situation or context, do you need to add any other criteria to the checklist?

(?) Which of the two advocacy objectives presented in the case study would you choose? Why?

The following two pages present a table of the hypothetical case study goal we have just examined—*Reducing under-five childhood malnutrition in order to reduce child mortality and morbidity and improve child development*. This table illustrates how to use the checklist to compare the potential advocacy objectives you are considering.

Case Study Summary

CRITERIA	GOAL	OBJECTIVE 1	OBJECTIVE 2
	Reduce under-five childhood malnutrition to reduce child mortality and morbidity and improve child development.	**The Ministry of Food and Agriculture will start a national program to fortify salt with iodine in the next two years.**	**The Ministry of Health will start a community-based nutrition education program to improve young child feeding practices in the next year.**
Do qualitative or quantitative data exist to show that reaching the objective will improve the situation?	The links between childhood malnutrition and childhood morbidity and mortality and intellectual capacity are well proven.	Research shows that salt is produced and processed centrally. Data indicate that iodine deficiency is widespread, and associated with neonatal mortality and reduced intellectual capacity. Fortifying salt could reverse these negative outcomes.	Program evaluations show that nutrition education can enhance child survival in areas where adequate food is available. Studies show that programs are more effective when educational messages are developed for specific audiences. Impact might be difficult to measure.
Is the objective achievable? Even with opposition?	Not applicable.	Opposition to the cost of salt fortification could slow the time frame for achieving the objective, but it is achievable. Producers may oppose the regulation and quality control of salt production.	This advocacy objective involves working with the Ministry of Health and community organizations. Community leaders may oppose it if they are not involved early in the process.
Will the objective gain the support of many people? Do people care about the goal/ objective deeply enough to take action?	Most politicians, donors, and the general public support child survival goals. Several NGOs are working on child nutrition. Parents care about the goal and will take action if actions are concrete. The depth of caring among decision makers will need to be improved.	The general public will likely support salt fortification if prices do not increase. Food producers may resist if they must share costs; otherwise they will support this objective. People may take action because the objective is concrete and will have a significant impact on child survival and development.	Women's organizations will be supportive. Nutrition education is recognized by donors to be an important part of child survival programs. In many communities, however, the problems and consequences of malnutrition are not well recognized.
Will you be able to raise money or other resources to support your work on the goal/ objective?	Depends on the objective.	Several donors are currently supporting salt fortification.	Although donors recognize the need for nutrition education, funds are limited and most donors are supporting other child survival interventions. It will be difficult to raise funds so organizations may have to use their own.

Case Study Summary

CRITERIA	GOAL	OBJECTIVE 1	OBJECTIVE 2
	Reduce under-five childhood malnutrition to reduce child mortality and morbidity and improve child development.	**The Ministry of Agriculture will start a national program to fortify salt with iodine in the next two years.**	**The Ministry of Health will start a community-based nutrition education program to improve young child feeding practices in the next year.**
Can you clearly identify the target decision makers? What are their names or positions?	Not applicable	To start a government-sponsored salt fortification program, the Prime Minister, and Ministers of Finance, Agriculture and Health will all have to approve the program.	To start a community-based nutrition education program the Minister of Health, district health officers and key community leaders will have to agree and approve the program.
Is the goal/objective easy to understand?	Yes.	The links between iodine deficiency and intellectual impairment and neonatal mortality have been widely publicized, so the general public will likely understand it. Some promotion will be needed to create demand for this product.	The links between young child feeding practices and child survival are proven but not as easy to understand. Careful qualitative research will be required to develop appropriate educational messages.
Does the objective have a clear time frame that is realistic?	Not applicable	The time frame to begin a salt fortification program is the next two years. It is realistic.	The time frame to begin the nutrition education program is one year. It is an opportune time to advocate for such a program because district health officers are developing their five-year plans at the moment.
Do you have the necessary alliances with key individuals or organizations to reach your objective? How will the objective help build alliances with other NGOs, leaders or stakeholders?	A child survival goal will strengthen our organization's relationships with other NGOs, the private sector, key government leaders and the general public. We may not work with other sectors.	This objective will strengthen relationships with NGOs, the private sector, key government leaders and the general public. We should seek support from salt producers since they must implement the program and can assist with advocacy efforts.	This objective will strengthen ties between community organizations and the health system and improve the general public's perception of the health system.
Will working on the objective give people opportunities to learn about and become involved with the decision-making process?	Not applicable.	Advocating for a salt fortification program will open dialogue between reseachers, the government, the private sector, and the public to find ways to solve an important nutrition problem.	Advocating for a community-based nutrition education program will bring community members together with district health officers to find ways to improve young child feeding programs.

Exercises

Now that you have worked through some hypothetical examples, use the same process with a goal and objectives from your own experience. First, working in pairs or small groups, use the following checklist to examine your own selected goal. Share the results of your analysis and reasoning with the large group.

- First, clearly state your goal at the top of the chart. (Make sure it meets the definition of an advocacy goal as stated on p. 22.)
- Add any criteria you feel you should consider, based on your situation.
- Analyze your goal based on the criteria.

Checklist of Criteria for Analyzing a Goal

Criteria	Goal
✔ Will the goal attract the support of many people? Do people care about the goal deeply enough to take action?	
✔ Will you be able to raise money or other resources to support your work on the goal?	

Checklist of Criteria for Analyzing Goal

Criteria	Goal
✔ Is the goal easy to understand?	
✔ Will the goal help build alliances with other sectors, NGOs, leaders, or stakeholders? Which ones and why?	
✔	
✔	

Next, working with your partner or small group, use the following checklist to analyze two possible advocacy objectives.

- First, clearly state the two advocacy objectives you choose to analyze. Be sure that they are advocacy objectives; test them against the definition of an advocacy objective. (An advocacy objective aims to change the policies, positions, or programs of governments, institutions or organizations. See page 23.)

- Select the criteria you feel you should consider and add criteria that are important given your context.

- Evaluate each objective based on these criteria. Discuss the strengths and weaknesses of each objective.

- When you have completed the checklists for goal and objective analysis, compare the information in the checklists. From your analysis, choose the better advocacy objective for your situation and explain your choice to the large group.

Checklist of Criteria for Analyzing an Advocacy Objective

Criteria	Objective 1	Objective 2
✔ Do qualitative or quantitative data exist which show that reaching the objective will result in real improvements in the situation?		
✔ Is the objective achieveable? Even with opposition?		
✔ Will many people support the objective? Do people care about the objective deeply enough to take action?		
✔ Will you be able to raise money or other resources to support your work on the objective?		
✔ Can you clearly identify the target decision makers? What are their names or positions?		

Checklist of Criteria for Analyzing an Advocacy Objective

Criteria	Objective 1	Objective 2
✔ Does the objective have a clear time frame that is realistic?		
✔ Do you have the alliances with key individuals or organizations needed to reach your objective? Will the objective help build alliances with other sectors, NGOs, leaders, or stakeholders? Which ones?		
✔ Is the objective easy to understand?		
✔ Will working on the objective provide people with opportunities to learn more about and become involved with the decision-making process?		
✔		

4 Researching Policy Audiences

You have identified issues for action and chosen an advocacy objective. How can you build the support you need to make your objective a reality? Who needs to be convinced to take action? Who can help you reach your objective?

An audience-centered approach, based on social marketing techniques, offers the necessary tools to distinguish, analyze, reach and motivate key policy players. These techniques can help you target the institutions and people that are critical to your success, rather than attempting to reach all decision makers and all sectors of society.

To understand the knowledge, attitudes and beliefs of your audience, you must do some audience research. Begin your research with audience segmentation—a way of grouping decision makers, influential leaders, NGOs, or professional associations into sub-groups with similar characteristics. You can learn about—and target your messages to the particular concerns of—each sub-group.

In addition to being familiar with what any given audience knows and feels about your objective, it is also critical to learn about the internal norms, informal rules or "codes of conduct" that the group might have.

Objectives

In this module, we will:

A. identify primary and secondary **policy audiences**;

B. review and develop several **audience research techniques**;

C. chart your **audiences' beliefs**, knowledge, and attitudes regarding your objective.

A. Policy Audiences

One constructive way to separate audiences into groups is to identify **primary** and **secondary** audiences.

Definition

What is a primary audience?

The primary audience includes decision makers with the authority to affect the outcome for your objective directly. These are the individuals who must actively approve the policy change. These decision makers are the primary "targets" of an advocacy strategy.

Example

Advocacy objective:

To pass a law to mandate and fund the building of 100 community schools for girls.

Primary audience:

Minister of Education, Minister of Finance and the Prime Minister. Members of Parliament may also play a role.

Definition

What is a secondary audience?

The secondary audiences are individuals and groups that can influence the decision makers (or primary audience). The opinions and actions of these "influentials" are important in achieving the advocacy objective *in so far as* they affect the opinions and actions of the decision makers.

Some members of a primary audience can also be a secondary audience if they can influence other decision makers. For example, the Prime Minister and the Minister of Education might influence one another's opinions. Therefore, they are both a primary audience ("targets") and a secondary audience ("influentials").

In addition, your secondary audience may contain **oppositional forces** to your objective. If so, it is extremely important to include these groups on your list, learn about them, and address them as part of your strategy.

Example

Advocacy objective:

To pass a law to mandate and fund the building of 100 community schools for girls.

Secondary audience might include:

Key staff of Members of Parliament, advisors to the Minister of Education, Minister of Finance and Prime Minister, speech writers, key women's non-governmental organizations, parent organizations, teachers unions, newspapers that these decision makers read regularly, and foreign donors.

There are many kinds of policy audiences. Broad, loose groups such as "parents" can be targeted, or highly specified groups such as an individual parent organization located in the province of a key Parliamentarian. The key to effective advocacy is focusing on audiences that can have an impact on the decision-making process.

Below are some possibilities for both primary and secondary policy audiences:

Definition

What is a Policy Audience?

politicians (local, provincial, national)
businesses or business leaders
nongovernmental organizations
community groups
religious groups/churches
political parties
labor organizations
academics/universities
professionals
opposition leaders
speech writers
spouses of politicians
media
women's organizations
ministry officials
voters
United Nations' agencies
other governments
multinational corporations
direct service organizations
practitioners
opinion leaders
many, many more....

Identifying Target Audiences

Policy Map 1: Audience Identification Chart

"Policy Mapping" is a tool used to identify and learn about critical audiences. The first stage of policy mapping is to list key decision makers and the individuals and groups that can influence these decision makers. Ranking the decision makers by importance is also extremely helpful in planning your strategy. If you are unsure or don't know, you will need to do some research. Identifying the important decision makers and audiences is a constant task for advocates.

The following case study uses a policy map to identify audiences for an advocacy objective related to girls' education.

Sample Policy Map 1: Who Are Your Audiences?[1]

Advocacy Objective: Pass a law to mandate and fund the building of 100 community schools for girls.

Primary Audience Targets”	**Secondary Audience “Influentials”**
	Minister’s staff person for educational issues religious leaders with whom the PM consults regularly (could be opposition) Ministers of Education and Finance international donors national newspapers women’s groups/NGOs
Minister of Education	Prime Minister Minister of Finance speech writers national and local parent organizations (could be opposition) teachers union national newspapers
Minister of Finance	Prime Minister international donors more research needed
Chair of Parliamentary Council on Education	Minister of Education teachers union
All members of Parliament	Prime Minister Ministers of Education and Finance teachers union national newspapers and radio programs voters

[1] Adapted from *Policy Players: A Power Map for Advocacy Planning*.

Exercise

Policy Map 1: Who Are Your Audiences?[1]

Advocacy Objective:	
Primary Audience "Targets"	**Secondary Audience "Influentials**
1.	1. 2. 3. 4.
2.	1. 2. 3. 4.
3.	1. 2. 3. 4.
4.	1. 2. 3. 4.

Sharing experiences with the group

? In small groups, brainstorm about which key decision makers and other influential players are related to your advocacy objective.

? Who needs to take action? (Rank the decision makers in order of importance).

? Who can influence these action-takers (decision makers)?

(Use the blank chart on the preceding page to fill in your answers).

B. Policy Audience Research

Once you have identified your primary and secondary audiences, how can you learn what their opinions, attitudes and beliefs are about your advocacy issue and objective? A number of techniques follow that can be used for audience research.

Audience Research Methods

Observation

This is the most common way to gather information about audiences cheaply and quickly.

- ✦ Talk with people who are familiar with the group/individual;
- ✦ Gossip: talk with other advocates and colleagues. This is especially helpful in learning what audiences *really* think about issues; their true opinion may be different from their "official" position;
- ✦ Read speeches or other documents written by the key organizations or individuals;
- ✦ Review the results of recent polls, surveys or focus groups;
- ✦ Attend open meetings where the individual or group will be speaking or participating.

continued...

Audience Research Methods
(continued)

Surveys/Polls

Survey techniques are generally used to learn about large audiences such as "voters," "parents" or "youth."

- ✦ Ask about surveys or polls that might be planned by donor agency projects, the media or advertising firms to which you might add a few questions related to your issue.
- ✦ Polls or surveys should be conducted by organizations that the primary audience would find credible.

Focus Groups

Focus groups give an in-depth perspective on what people think and why. This method is particularly useful in testing policy messages.

- ✦ Limit discussion to a few, narrow topics;
- ✦ Participants should come from similar backgrounds and share similar characteristics such as age, gender, etc., so that they will feel comfortable stating their true feelings.

continued...

Audience Research Methods
(continued)

Interviews

Conduct individual interviews with a representative if you cannot afford to do a survey, poll, or focus group.

- ✦ Limit questions to a few topics and be sure that the people being interviewed are truly representative of your audience.

Sharing experiences with the group

? *Where can you get more information about what the audiences you identified in the exercises think and feel about your advocacy objective?*

? *Which of the above techniques would be useful?*

? *What other ways could you gather information?*

C. Audience Beliefs

Policy Map 2: Audience Knowledge and Attitudes Chart

The second phase of policy mapping is to chart what audiences know, believe and feel about an issue. In addition, knowing what other issues an audience cares deeply about can be useful. If you can link your goal to one of those issues, the audience is much more likely to support your effort. For example, if parents' primary concern is earning income, you could link girls' education to better economic prospects for the family. If you are unsure about how an audience feels or what they know, enter "research needed" in the appropriate box (see example in the chart).

Sample Policy Map 2: What Do Your Audiences Know and Think?

Advocacy Objective: Pass a law to mandate and fund the building of 100 community schools for girls.

Audience	Audience knowledge about issue/objective	Audience beliefs and attitudes about issue/objective	Issues that the audience cares about (may be unrelated to your issue)
Prime Minister	Knows little about girl's education.	Girls'and womens' issues not important to PM. Believes that women should be family caretakers and do not require education.	International trade/ business World Bank loans Re-election
Minister of Education	Knows a lot about girls' education and community schools. Understands the sociological and economic aspects of girls' education.	Is somewhat supportive of girls' education, but only as a lower priority.	New school reform plan Technology for schools and science education

Sample Policy Map 2: What Do Your Audiences Know and Think?
(continued)

Audience	Audience knowledge about issue/objective	Audience beliefs and attitudes about issue/objective	Issues that the audience cares about (may be unrelated to your issue)
Parent organizations	Know that girls generally lack access to education, but are not fully familiar with the benefits of girls' education. *More research needed on these groups.*	Parents feel that boys should have first access to education, then girls. *More research needed on parent attitudes (especially differences in mother/father attitudes).*	Quality of teaching School fees
National newspapers	*Research needed.*	*Research needed.*	Elections Political scandals

Exercises

Using what you already know about your audiences, describe the knowledge about and attitudes toward your objective for each audience. Indicate where more research is needed. Use the blank chart on the following page.

For areas in which more research is required, discuss with your group how you might get the infomation.

Exercise

Policy Map 2: What Do Your Audiences Know and Think?

Advocacy Objective:

Audience	Audience knowledge about issue/objective	Audience beliefs and attitudes about issue/objective	Issues that the audience cares about (may be unrelated to your issue)

5 Developing and Delivering Policy Messages

One of the most effective ways to build awareness about your issue and to generate backing for your goal is to divide your audience into groups and develop a "message" to which each group will respond. Module 4 introduced audience research and segmentation. This module will help you develop messages and explore options for message delivery.

Objectives

In this module, we will:

A. **develop messages** and choose an appropriate **delivery format** for these messages;

B. **identify specific audiences** and tailor message format and content for maximum impact.

A. Message Development and Delivery

Definition

What is a message?

A "message" is a concise and persuasive statement about your advocacy goal that captures what you want to achieve, why and how. Since the underlying purpose of a message is to create action, your message should also include the specific action you would like the audience to take.

Example

A message to parliamentarians might be: *"Involving men is the key to reaching Kenya's family planning goals. Investing in family planning education programs for men brings birth rates down. Pass the Men's Family Partnership Act now."* Sometimes policy messages are abbreviated into slogans such as *"Fathers Count: Support the Men's Family Planning Partnership."*

Five Key Elements of Messages

Content is only one part of a message. Other non-verbal factors such as who delivers the message, where a meeting takes place or the timing of the message can be as, or more, important than the content alone. In addition, sometimes what *is not* said delivers a louder message than what *is* said.

Content/Ideas: What ideas do you want to convey? What arguments will you use to persuade your audience?

Language: What words will you choose to get your message across clearly and effectively? Are there words you should or should not use?

Source/Messenger: Who will the audience respond to and find credible?

Format: Which way(s) will you deliver your message for maximum impact? e.g., a meeting, letter, brochure, or radio ad?

Time and Place: When is the best time to deliver the message? Is there a place to deliver your message that will enhance its credibility or give it more political impact?

Elements of Message Content

- ✦ **What** you want to achieve;
- ✦ **Why** to want to achieve it (the positive result of taking action and/or the negative consequence of inaction);
- ✦ **How** you propose to achieve it;
- ✦ **What action** you want the audience to take.

Successful messages often incorporate words, phrases or ideas that have positive connotations or that have particular significance to a target group. Words such as "family," "independence," "well-being," "community" or "national security" are some examples.

Sharing experiences with the group

? What are some words, phrases or ideas that are important to your audience(s)?

(Refer to the audience research you completed in Module 4.)

Three Tips for Message Development and Delivery

1. **Deliver a consistent message to an audience through a variety of channels over an extended period of time.** Messages will not be absorbed by audiences and influence their opinions overnight—repetition is vital. Consistency is also crucial so do not change your message until it has been absorbed by your audience. Deliver the same message in different ways, using different words, so it does not become boring.

2. **Make sure that your message is being delivered by a source that the audience finds credible.** The messenger is often as important (or sometimes more important) than the message itself. For example, if you are trying to reach the public through the press, use a newspaper that is widely read and well respected. If you are targeting parents, try to reach them through parent organizations or other parents.

3. **Create a message that the audience will understand.** Use the "language" of the target group. Avoid technical terms or jargon. If your message presentation uses charts, keep them clear, simple and easy to understand. Use words or phrases that have positive images, rather than terms that may have negative connotations. For example, it is sometimes better to say "child spacing" rather than "birth control" or "family planning."

B. Identifying Specific Audiences

You may want to use technical information or research data in your message. Messages to a variety of groups such as decision makers, the media, the public, and advocacy organizations, often contain simplified information from technical research and data. Let's explore how research can be tailored to the major policy-related audiences. We will build upon the Kenya family planning example from Module 2 as a case study for this section. For each constituency, we will examine the message content and format which will be most effective.

Audience 1: Decision Makers and "Influentials"

A significant share, if not all, of your advocacy will likely focus on reaching decision makers and the people who influence them. This audience might include government officials, ministry leaders or organizational executives depending on the program or policy you are attempting to introduce or change.

Decision Makers and "Influentials"
(continued)

Suggested Message Content

Messages to decision makers should be short, concise, and persuasive. Even if the decision maker is not a politician, it can be beneficial to communicate (sometimes subtly) how your proposal enhances his or her political or social standing. Economic arguments such as the potential budgetary savings or benefits are always good to include when possible. Policy makers will also want to know what action you would like them to take and who else supports your proposal.

Suggested Message Formats

- formal or informal face-to-face meetings
- informal conversations at social, religious, political, or business gatherings
- letters: personal, organizational, or coalition
- briefing meetings
- program site visits
- fact sheets
- pamphlets or brochures
- graphics or illustrations

continued...

Suggested Message Formats
(continued)

- short video presentations
- computer presentations
- interactive computer modeling programs
- overhead or slide presentations
- newspaper articles or advertisements
- broadcast commentary or coverage

Example

Message to Decision Makers

Kenya's family planning program has reached a plateau. More money invested in the current program will not noticeably reduce growth rates as long as the demand for family planning among men remains low. The key to increasing the demand for family planning is to decrease the number of children that men want their wives to have through persuasive family education programs. **A small investment in education programs for men, will yield a large return.** We would like to request a meeting with you to further discuss this issue.

Sharing experiences with the group

Which of the elements of message content does the above example contain?

(Refer to Elements of Message Content on page 53).

Sample letter to a decision maker

March 28, 1996

Mr. Decision Maker
National Assembly
100 National Square, Room 1111
Capital City

Dear Mr. Maker:

We are writing to you today to express our deep concern and interest in the future of Kenya's family planning program. We would also like to convey our strong support for the Kenya Family Planning Partnership Act currently being considered in the National Assembly.

Kenya's family planning program has reached a plateau. Our extensive research has shown that the current family planning program as it is now will yield few reductions in growth rates because demand for family planning among men remains low. The key to increasing the use of family planning is to decrease the number of children men desire through education programs. **A small investment in these family education programs, will yield a large return for Kenya's future.**

We would like to meet with you, or your representative, at your earliest convenience to further discuss this issue.

Thank you for your consideration.

Sincerely,

Dr. Family Planning
President
National Family Planning
Association of Kenya

Audience 2:
Advocacy Organizations

While often it is not possible to start new advocacy efforts based on research findings, it is possible to feed new research findings into existing advocacy efforts. Many advocacy organizations have neither the resources nor staff time to do the research necessary to support their propositions and arguments. If advocacy organizations in your area have goals similar to your own, work with these organizations by offering your data and research findings for their use.

Suggested Message Content

Advocacy organizations need specific information that supports their arguments. Research and data are used when facts and figures are presented clearly. Because advocates often insert such facts directly into their materials targeted to decision makers, design the content for a policy audience.

Suggested Message Formats

- meetings with organization's leaders and staff
- ready-to-use fact sheets
- graphics or illustrations
- short computer-modeling presentations
- briefing meetings for advocacy organizations

Information and materials that are presented in ready-to-use formats are likely to be used by advocates.

Example

Data/Research for Advocacy

- Kenyan men's knowledge of contraception.
  98% know a modern method
  95% know a source to get a modern method
- Kenyan men's fertility preferences.
  26% of Kenyan men want more children
  10% are opposed to family planning
- Kenyan men's use of a contraceptive method.
  51% use a contraceptive method
  31% use a modern method
- Gaps in family planning services men use.
  xx% prefer "male only" clinics

Source: Kenya Demographic and Health Survey

Sharing experiences with the group

? *Based on your advocacy objective, what data or research could you share with an advocacy organization that is promoting a goal similar to yours? Why?*

Audience 3:
Broadcast Media and The Press

The media can be effective conveyors of information to all sectors of society. Therefore, the information that the press and broadcast media report and how they treat issues can influence both broad public opinion and the thinking of individual decision makers. Media can include radio, television, newspapers, magazines, trade journals or community newsletters; "media" is any organized system that delivers information to large numbers of people.

Even if your short-term advocacy strategy or country situation prevents your reaching out to the media, you should consider incorporating media outreach into your long term advocacy plans. The media can be a powerful tool for building wide support for your advocacy goals over the long term.

Suggested Message Content

The press generally likes to know how a situation affects individuals and often reports "human interest stories." That is, they use someone's experience as an example. The media are also usually interested in new, ground-breaking information or how an issue relates to a current happening.

Suggested Message Formats

- news release
- press conference or media event
- issue briefing for journalists
- graphics or illustrations
- fact sheet or back ground sheet
- media packet/press kit
- letter to the editor

Example

Human Interest Story*

Nester, a Kenyan farmer in his 30's, has four children and would like to have another child. His wife, Wangari is happy with four children and after having a very difficult last pregnancy she would like to avoid another, but will ultimately respect her husband's wishes. Nester and Wangari have not discussed the subject with one another.

The Kenya Men's Family Education Project recently distributed booklets and ran a series of radio programs on the economic benefits of smaller families. Nester heard the program. "I have always wanted a large family, but I would like to provide adequately for the children I have now." He is now more interested in discussing the issue with his wife.

*This is a hypothetical account.

Sharing experiences with the group

What formats would be effective in reaching the media in your country?

Hints on Media Relations[1]

- Find out which reporters cover your issues. Develop a good relationship with these reporters by contacting them and sending them information regularly. For example, contact a reporter whenever you are launching a new initiative, issuing a new study, or hosting an important official at your program site. Be sure to know and follow the heirarchy of a media organization.
- Become familiar with your local and national media offices before you contact them. Know the kind of stories they follow and the type of spokesperson you should send to capture their attention.
- Always respect journalists' deadlines and time constraints. Show interest in their work.
- If a reporter or editor is subject to government censorship, respect their limitations and work with them to find a way to tell your story.

[1] Adapted from *After Cairo: A Handbook on Advocacy for Women Leaders.*

- Prepare several catchy sentences which summarize your message ("sound-bites") that you can use in interviews with reporters.
- Do not try to answer a question if you do not know the answer. Never bluff. Tell reporters that you will get back to them with the information right away. Always keep your promise to call back with the information.
- When talking to a reporter be sure to give your key points first, then the background. The interview may not last as long as you expect.

Sample News Release

The Kenya Men's Family Education Project

NEWS RELEASE	March 28, 1996
CONTACT:	Media Officer
For Immediate Release	Tel:1-234-55-67

New Family Planning Project Reaches Kenyan Men

Nairobi,Kenya — The Kenya Men's Family Education Project issued its first report, titled "Fathers Count: Men's Role in Kenya's Family Planning Progress." The Family Education Project has reached almost half of Kenyan men in the last two years with information about family planning and the benefits of smaller families. The program is working; men are increasing their demand for contraceptives.

The Family Education project aims to reach Kenyans such as Nester, a Kenyan farmer in his 30's, with four children. Nester would like to have another child, though his wife, Wangari is happy with four children. After having a very difficult last pregnancy Wangari would like to avoid another, but will ultimately respect her husband's wishes. Nester and Wangari have not discussed the subject with one another.

The Kenya Men's Family Education Project recently distributed booklets and ran a series of radio programs on the benefits of smaller families. Nester was one of those who heard the program. "I have always wanted a large family, but I would also like to be able to provide adewuately for the children I have now." He is now more interested in discussing the issue with his wife.

"Slowing Kenya's growth is an enormous task, but programs like the Kenya Men's Family Education Project are making a difference," said Mr. Family Planning, President of the Kenya Family Planning Association.

The Kenya Men's Family Education Project is a not-for-profit organization dedicated to raising awareness about family planning.

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Audience 4:
General Public

The general public is an increasingly relevant and forceful constituency for policy change. Ultimately, the public is the end-user of programs, therefore, it is useful to direct advocacy messages to citizens. Long-term public education will build a larger constituency for your cause, so try to include public outreach in your long-term advocacy planning.

Suggested Message Content

Messages to the general public should be simple, clear, concise and persuasive, and action-oriented. People often want to know how a program will directly affect or benefit them.

Suggested Message Formats

- promotional items, e.g., buttons, fans, pens
- banners
- presentations at community meetings
- pamphlets, brochures, fliers
- newspaper ads or articles
- fact sheets
- radio shows
- television shows or news
- "community" summary of report

Example

Fathers Count: Men's partnership is the key to slowing Kenya's population growth and ensuring a quality future for our country. The Kenya Men's Partnership Program will give you information you need to make the right decisions for your family. For information, contact the Kenya Men's Partnership Foundation at 1.234.55.67.

Sharing experiences with the group

- How important is the general public in relation to the decision-making process you are targeting?
- If the public is important, what kinds of actions can they take as individuals?
- How can your message inform and motivate the public to take these actions?

Exercises

What messages would you like to communicate? Choose two of the audiences you identified in Module 4. Then decide:

A. what action the audience should take;
B. what your message content will be;
C. what format(s) you will use to deliver the message;
D. who or what the message carrier should be;
E. when and where you might deliver your message.

Use the blank chart on the next page to fill in your answers.

Policy Message: Audience 1

Audience	
Action you want the audience to take	
Message content	
Format(s)	
Messengers	
Time and place for delivery	

Policy Message: Audience 2

Audience	
Action you want the audience to take	
Message content	
Format(s)	
Messengers	
Time and place for delivery	

Review the examples below and complete the final set. Then, present key facts from your research in a persuasive manner.

Persuasive Data Presentation

Non-persuasive	Persuasive
Non-utilization of family planning among males is 49 percent.	Almost half of all Kenyan men do not currently use family planning.
Of men who are not using family planning and do not intend to use family planning in the future, 25.7 percent report that they want more children, 10 percent report that they lack knowledge about family planning and 9.8 percent disapprove of family planning.	Almost half of those men who are not using family planning do not because they want more children, don't know about family planning, or don't approve of family planning.
Only 65.1 percent of men with no education know a source for a modern family planning method and 99.3 percent of men with a secondary education or more know a source for a modern method.	

An Introduction to Advocacy

Training Guide

By Ritu R. Sharma

Support for Analysis and Research in Africa (SARA)
Health and Human Resources Analysis for Africa (HHRAA)
U.S. Agency for International Development, Africa Bureau, Office of Sustainable Development

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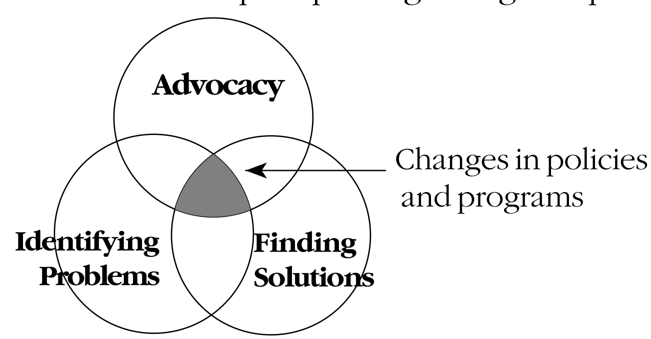
Foreword

Why an Advocacy Training Guide?

Over the past few years, the SARA Project has worked with several African institutions and partners to generate research findings and present information to decision makers in appropriate forms. Recognizing that this has not been enough to change policies and programs, aSARA study,***Knowledge Utilization and the Process of Policy Formation***, reviewed the process of policy change, and identified the three activities that converge to produce changes in policies and programs: identifying problems, finding solutions, and advocacy. While defining problems and exploring alternative solutions have long been used to promote change, the need for systematic and iterative advocacy in this process has been less well understood. The diagram shows that the advocacy process is critical in precipitating changes in policies and programs.



Recently, researchers, managers, NGO personnel, and other concerned groups and individuals have found it necessary to become advocates, but they often have little knowledge of or training in the subject. As we and our collegues in Africa recognized more fully the need for advocacy, we looked for introductory materials that could be easily adapted and used at low cost in different local settings, but found few.

This ***Introduction to Advocacy Training Guide*** provides the tools for people to start engaging in the advocacy process, and is thus designed to:

- inform a diverse audience of potential advocates about advocacy and its methods;
- build some basic skills in advocacy;
- increase the use of available data to inform the advocacy process;
- give confidence to those who are embarking on advocacy efforts;
- encourage the democratic process by providing people with the skills to make their voices heard.

Who will find the *Guide* useful?

The ***Guide*** should be useful to people in all sectors who wish to improve policies and programs through advocacy. Potential users may be:

- professional institutions, associations and networks;
- researchers interested in promoting their findings;
- program managers who wish to influence their agencies and/or the public;
- NGOs or community organizations;
- ad hoc groups that may form to address particular issues;
- training institutions or groups that work with potential advocates.

How can the *Guide* be used and adapted?

Although the ***Guide*** is written primarily for use in training sessions, it can also be used by potential advocates as a tool to help them start their own advocacy work.

- Selected chapters can be used for one or two-day sessions that can be added to meetings or conferences to give a general orientation on advocacy.
- Institutions, networks, or associations can use it with their staff and members as a guide to help plan particular advocacy campaigns.
- Researchers can use it to plan the dissemination of findings on particular issues.
- It can be used for pre-service training, using simulated issues for advocacy.
- Any or all examples in the Guide can be replaced by examples from other sectors.

We hope that this ***Introduction to Advocacy Training Guide*** will enable diverse groups in Africa and elsewhere to participate more effectively in the challenge of making policies and programs more responsive to the changing needs of individuals, families and communities.

Suzanne Prysor-Jones
SARA Project Director

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