ROOTS 1+2

ROOTS

# Advocacy toolkit

SECOND EDITION

ROOTS: Resourcing Organisations with Opportunities for Transformation and Sharing

tearfund

ROOTS 1 AND 2

# Advocacy toolkit

SECOND EDITION

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Thanks to the following for their contributions: Tom Baker, Stephen Brown, Graham Gordon and all the Tearfund staff and partners who shared their case studies and took part in field-testing the second edition (turn to the inside back cover for a full list).

The first edition, by Graham Gordon, was published in 2002 as two books: *Understanding advocacy* and *Practical action in advocacy*.

Other titles in the ROOTS series are:

- ROOTS 3 – *Capacity self-assessment*. An organisational assessment tool to enable organisations to identify their capacity-building needs.
- ROOTS 4 – *Peace-building within our communities*. Learning points taken from case studies of Tearfund partners who have been involved in encouraging peace and reconciliation in communities.
- ROOTS 5 – *Project cycle management*. Looks at the process of planning and managing projects using the project cycle. Describes planning tools such as needs and capacity assessments and stakeholder analysis and shows clearly how to develop a logical framework.
- ROOTS 6 – *Fundraising.* Shows how to develop a fundraising strategy and contains ideas to help organisations diversify their funding base.
- ROOTS 7 – *Child participation.* Looks at the importance of including children in community life and in project planning, implementation and evaluation.
- ROOTS 9 – *Reducing risk of disaster in our communities.* Looks at a process called 'Participatory Assessment of Disaster Risk', which enables communities to consider the hazards they face, their vulnerabilities, their capacities, and how they can take action to reduce disaster risk.
- ROOTS 10 – *Organisational governance.* Looks at governance principles and issues so that organisations can improve their governance structure or set up a governing body if they do not already have one.
- ROOTS 11 – *Partnering with the local church.* Looks at how Christian organisations can work more closely with local churches.
- ROOTS 12 – *Human resource management.* Looks at policy and practice relating to people who work for an organisation, including information about recruitment, contracts and managing and developing staff.
- ROOTS 13 – *Environmental sustainability*. Shows development organisations how to become more environmentally sustainable and how to respond effectively to environmental issues such as climate change and environmental degradation.

All are available in English, French, Portuguese and Spanish, and can be downloaded from: www.tearfund.org/tilz



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ISBN 978-1-904364-12-2

A CIP record for this book is available from the British Library.

Published by Tearfund. A company limited by guarantee.
Registered Charity No 265464 (England and Wales)
Registered Charity No SC037624 (Scotland)

Tearfund is a Christian relief and development agency building a global network of local churches to help eradicate poverty.

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Further resources on advocacy are available at:
http://tilz.tearfund.org/themes/advocacy

Supplementary material, such as PowerPoint slides for use in workshops and a guide for advocacy using the internet and mobile phones, can be found online at:
www.tearfund.org/advocacy_toolkit

# Advocacy toolkit

SECOND EDITION

by Joanna Watson

> ***Never be afraid to raise your voice for honesty and truth and compassion against injustice and lying and greed. If people all over the world would do this, it would change the earth.***
>
> **William Faulkner**

# Contents

# Handouts

## PART ONE Laying the foundations for advocacy



## PART TWO Practical action in advocacy

# About this book

## Why an update?

Tearfund's Advocacy toolkit is used by staff, partners and other organisations. It is one of the most popular in the ROOTS series (Resourcing Organisations with Opportunities for Transformation and Sharing). Given its popularity, why this new edition?

When the Advocacy toolkit was written in 2002, it was pioneering in the sector – the first of its kind. Since then advocacy practice has changed, adapted and developed across the sector. Tearfund's staff and partners have grown in their expertise and experience, lessons have been learned, thinking has moved on, and there has been an exponential rise in the use of social and digital media.

It remains Tearfund's aim for this toolkit to be easy to understand and easy to use: an introductory and comprehensive guide to the theory and practice of advocacy. Tearfund still wants to enable staff, partners and other organisations to understand the relevance of advocacy, and it wants to equip them with the skills and confidence to do it.

## What has changed?

The structure of the toolkit has been made more user-friendly. This was based on feedback from staff, partners and other organisations about the need for more detailed instructive material and a clearer separation between tools and exercises. Each section therefore now includes:

**Facilitator's notes** covering the most important points in question-and-answer format;

**Tools** that are designed to be freestanding, but also to double up as handouts in a training workshop;

**Training exercises** intended for applying the teaching and using the tools in a training workshop, with clear instructions about how to facilitate them.

The content of the toolkit has been reformatted. Redundant and infrequently used materials have been removed, new materials have been included, and weaker materials (such as the sections on planning, monitoring and evaluation) have been strengthened. Popular, well-loved and unique materials have been kept, including the section on the biblical basis for advocacy, which is covered by very few other resources. Case studies are now interspersed throughout, showing how theory has been put into practice by Tearfund partners.

The toolkit is set out in a logical order, providing a clear overview and guidance about advocacy, based on the key questions: *What? Where? Who? Why?* and *How?* The two books comprising the first edition have been combined to make one book with two parts:

- **Part One** covers the theory – Laying the foundations for advocacy.
- **Part Two** covers the practice – Practical action in advocacy.

## Who is it for?

The toolkit is for Tearfund staff, partners and other organisations, including faith-based organisations, civil society organisations, local churches, local communities, and local and national NGOs working with churches and communities. It is relevant to them if they are considering an advocacy project or programme, looking to integrate advocacy into a wider relief and development project or programme, or wanting to become more systematic, strategic and effective in their existing advocacy projects and programmes.

- People who are new to advocacy, or who have only limited advocacy experience, will benefit from the toolkit's back-to-basics approach.
- People who have some experience or interest in advocacy will want to use the toolkit to refresh their skills and confidence.
- Organisations and networks with a remit for building capacity for advocacy will find a wealth of resources in the toolkit to help them strengthen and empower others.
- Anyone who is a facilitator, trainer, adviser, knowledge manager, strategist or planner for advocacy in their organisation or network will be able to use the toolkit to run workshops and other learning sessions.

## And finally…

Tearfund remains grateful to all the staff and partners, past and present, who have provided feedback, shared lessons learned and helped develop good advocacy practice. Without them, this new version of the toolkit would not have been possible.

We want to see powerful decision-makers held to account, underlying causes of poverty addressed and justice upheld for people who are poor, vulnerable and marginalised. So it is our hope that this toolkit will give its users a fresh understanding of the relevance of advocacy to their work, and equip them with the skills and confidence to get on, speak out and just do it!

**NOTE:** The toolkit offers Tearfund's perspective on issues such as power, politics, theology, planning and evaluation. Although this has been carefully thought through and is based on experience, it is vital for Tearfund partners and other organisations to come to their own understanding of these issues within their particular context.

# How to use this book

## Why a toolkit?

A toolkit is designed to be flexible and provide the user with options. It is not an academic textbook, a technical guide or an instruction manual.

Imagine a real toolkit. It may contain a hammer, a spanner, a screwdriver, pliers and other useful tools. Different ones are required for different building projects and programmes; some get used a lot and others are seldom picked up. It is the same for this advocacy toolkit. It is full of useful materials, tools and exercises. Different ones will be relevant to different advocacy projects and programmes. The user has to start by opening it up to discover what is there, and then be selective, using the tools that are appropriate to the context or setting, rather than trying to use all of them at once.

## Different learning methods

Each section is self-contained, so users can select whichever sections are most appropriate to their organisation's needs. However, it would be wise to cover **Part One** before tackling **Part Two**. A section could take anything from one hour to one day, depending on the detail required.

The toolkit can be used:

- as a five-day intensive training workshop, with the aim of achieving a skeleton advocacy strategy at the end
- as a two- or three-day intensive training workshop, covering less detail and requiring more follow-up afterwards
- over a period of time, in shorter training sessions at key intervals, with time in between to apply the learning and report back on progress
- in study group learning sessions, once a week or month, studying one section at a time
- by individuals who want to understand the basics of advocacy for their own benefit.

## Always contextualise

When used as the basis for a training workshop, this toolkit is only as good as the facilitator's understanding of it and ability to contextualise it. A facilitator needs to take the time to read the relevant sections of the toolkit, understand the theory and be confident with the practical application of the tools and exercises. The exercises often require a facilitator to 'draw out' participants' knowledge and experience by asking questions. Interactive exercises such as role plays and games are popular and effective and should be included wherever possible. A facilitator also needs to understand the context(s) participants are working in and choose activities and examples that will be particularly relevant. Finding or creating appropriate case studies to supplement the ones in this book can bring the most important issues to life in a fresh way.

The sample timetables in **Appendix 3** are designed to help facilitators plan training workshops, but they are only a starting point. The whole process of learning the theory and putting it into practice could take anything from three months to two years, depending on a whole variety of factors, such as the advocacy issue being addressed, the political context, the type of people in the group and previous advocacy experience.

# Abbreviations

| | |
|---|---|
| AIDS | Acquired Immune Deficiency Syndrome |
| ARVs | Antiretrovirals |
| DFID | Department for International Development (UK) |
| DRC | The Democratic Republic of the Congo |
| HIV | Human Immunodeficiency Virus |
| INGO | International Non-Governmental Organisation |
| MP | Member of Parliament |
| NGO | Non-Governmental Organisation |
| PRSP | Poverty Reduction Strategy Paper |
| ToR | Terms of Reference |
| UDHR | Universal Declaration of Human Rights |
| UN | United Nations |
| UNHCR | United Nations High Commissioner for Refugees (the UN refugee agency) |

PART

# ONE

## Laying the foundations for advocacy

**Part One** lays the foundations for advocacy work. It is a theoretical section, that introduces some important concepts and principles about advocacy. It covers the *what*, *where*, *who* and *why* of advocacy, leaving **Part Two** to explain the *how*.

> ***Overcoming poverty is not a task of charity, it is an act of justice.***
>
> **Nelson Mandela**

# A The *what*, *where* and *who* of advocacy

Section A provides an understanding of what advocacy is and what it involves. It considers the different approaches to advocacy that can be taken, the various situations in which advocacy can occur and some of the roles of an advocate.

**Facilitator's notes**

This section explores a series of questions and answers. A training workshop facilitator must be familiar with this material.



**Tools**

This section introduces tools that can help us apply our learning in a practical way. In a training workshop, they can be used as handouts.



**Training exercises**

This section outlines interactive training exercises that can be used with groups, in order to deepen understanding of the issues that have been raised and to practise application of the tools that have been introduced. They are ideal for use in a training workshop.

# SECTION A Facilitator's notes

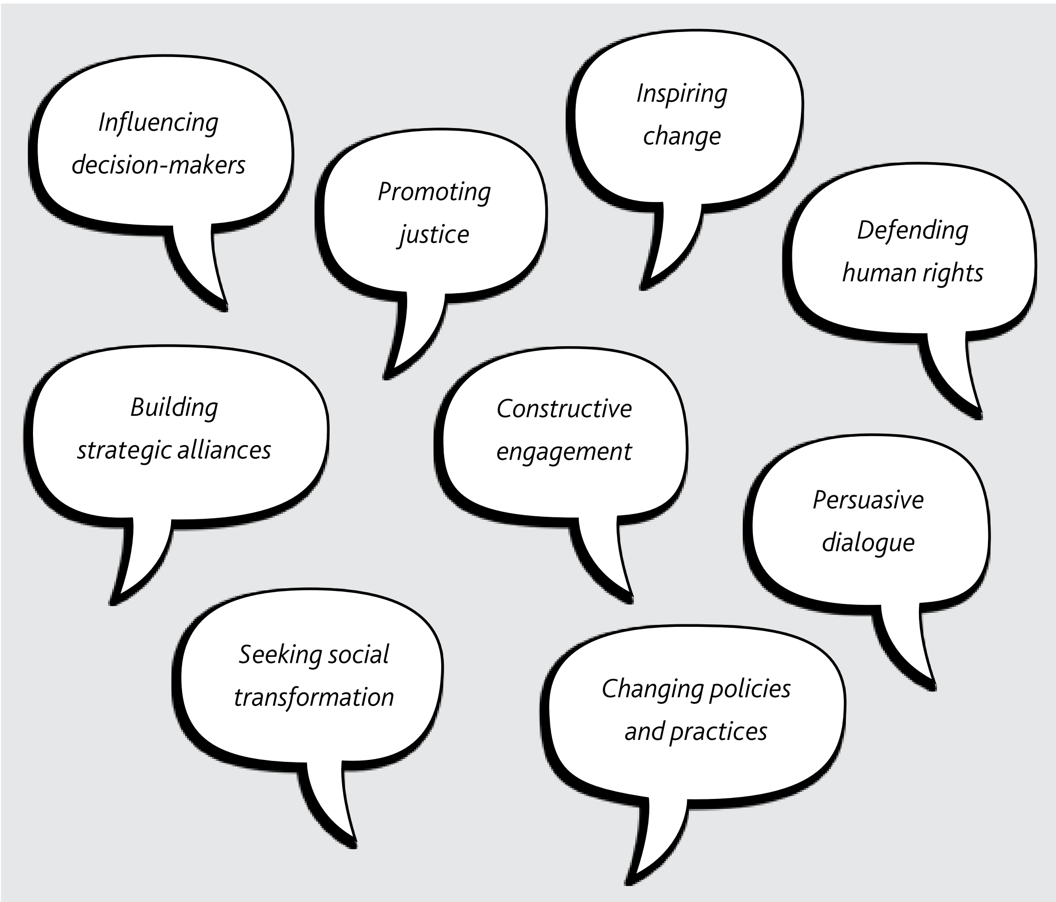
## What is advocacy?

The word 'advocacy' has different meanings for different people in different contexts. People understand 'advocacy' in accordance with their experiences, their worldview, their language and their culture. Some people will see advocacy as beneficial, but other people may have had bad experiences and see advocacy as something to avoid. Assuming that another person understands 'advocacy' in the same way as we do can sometimes lead to miscommunication, so it is important to clarify a common understanding.

There is no single correct interpretation of the word 'advocacy'. Tearfund defines 'advocacy' as:

*'Influencing the decisions, policies and practices of powerful decision-makers, to address underlying causes of poverty, bring justice and support good development.'*

In some contexts it is risky to talk about 'advocacy' and in some languages there is no equivalent word. In these situations, it may be appropriate to find an alternative phrase, which has the same meaning in that particular context. For example:




For more information, see TOOL 1: Advocacy definitions.

## What is the purpose of advocacy?

Advocacy is never just about raising awareness of an issue, a problem or a situation. It is always about trying to seek change in the policies, practices, systems, structures, decisions and attitudes that cause poverty and injustice, so that they work in favour of people living in poverty.

- Sometimes, there is no law or policy in place, and one needs to be developed. Advocacy here involves asking for a new law or policy.

CASE STUDY

**LIBERIA**

The Association of Evangelicals of Liberia (AEL), a Tearfund partner, is well known for water and sanitation work. Together with other non-governmental organisations (NGOs), development partners, civil society, United Nations (UN) agencies, the private sector and government ministries, they drafted a national policy framework to ensure that citizens would have access to safe, clean water and improved sanitation facilities, provided for by law. The policy sought for all stakeholders to do the following:

- to establish and strengthen the institutional capacity of the water and sanitation sector
- to ensure equity and prioritised service provision; to develop a monitoring system
- to improve financing mechanisms.

There followed several months of lobbying and asking for the policy framework to be approved but finally the president signed it. This endorsement gave AEL and other actors in the sector a clear action plan, which, with the coordinated response of other actors, resulted in increased efforts to improve water and sanitation facilities for the citizens of Liberia.

- Sometimes, there is a law or policy already in place, but it may be unjust or not work properly, and it needs to be changed. Advocacy here involves asking for the law or policy to be amended and revised.

CASE STUDY

**THAILAND**

Siam Care, a Tearfund partner, was concerned about the stigma associated with the disclosure of children's HIV status on vaccination records. The words 'HIV positive' were stamped on the front page and the children's mothers wanted their privacy respected. However, if the books were destroyed, important vaccination, child development and health records would be lost. Siam Care, together with other NGOs, designed a new format for the vaccination books that did not disclose the children's HIV status. They also organised a seminar for the Ministry of Public Health and presented the problem and the new format they were proposing. The ministry formed a committee (which included NGOs) to look at the issue and the new format was approved.

- Sometimes, there may be a good law or policy in place but it needs to be enforced. Advocacy here involves asking for the law or policy to be implemented.

CASE STUDY

**CAMBODIA**

Trafficking children between Cambodia and Thailand is big business, even though there are laws in place to protect them. One Tearfund partner, determined to see the laws enforced, took some Cambodian government officials across the border into Thailand to witness the conditions in which trafficked children were living. They worked with communities and churches to raise awareness of the laws against trafficking. They also encouraged the government officials, the border authorities and others to fulfil their responsibilities for upholding the law. Now, when children are at risk of being trafficked, many people know how to enforce the laws. Children themselves know how to get help. Trust has been built between the various officials who are meant to uphold the law. Breaches of the law are occurring less and less frequently.

- Sometimes, there is a good law or policy in place but it is implemented in a way that is unfair or discriminatory. Advocacy here involves asking for better implementation.

CASE STUDY

**RWANDA**

African Evangelistic Enterprise (Alliance des Eglises Evangéliques – AEE) is a Tearfund partner that works with orphans whose parents have died of AIDS-related illnesses and with child-headed households in Rwanda. AEE's members run various initiatives, including a sewing workshop and a carpentry shop where children are trained and sell their goods. The Rwandan Revenue Authority ordered that these initiatives pay their taxes (which they could not afford to do) or close down. AEE, as a partner in these initiatives, used its size and contacts to arrange a meeting with the Ministry of Social Affairs. At the meeting they explained that those working in the initiatives were either orphans or members of child-headed households and should therefore be exempted from paying taxes, and the ministry agreed.

- Sometimes, there is no law or practice in place, and it is simply an issue of changing attitudes. Advocacy here involves asking for attitudes or practices to be changed.

CASE STUDY

**INDIA**

The local authorities in Delhi were unwilling to provide services to the city's slum communities for a variety of reasons. Asha, a Tearfund partner, was carrying out community health and development work in the slums. At the time, the slum landlords made all the decisions about what happened in the slums. Often, the needs of the poorest people were ignored. So Asha built relationships with the landlords and showed them that slum development and service provision should be encouraged. They also mobilised women's groups to share their concerns with the local authorities. As a result, many of the groups gained access to water points, sanitation and health services.

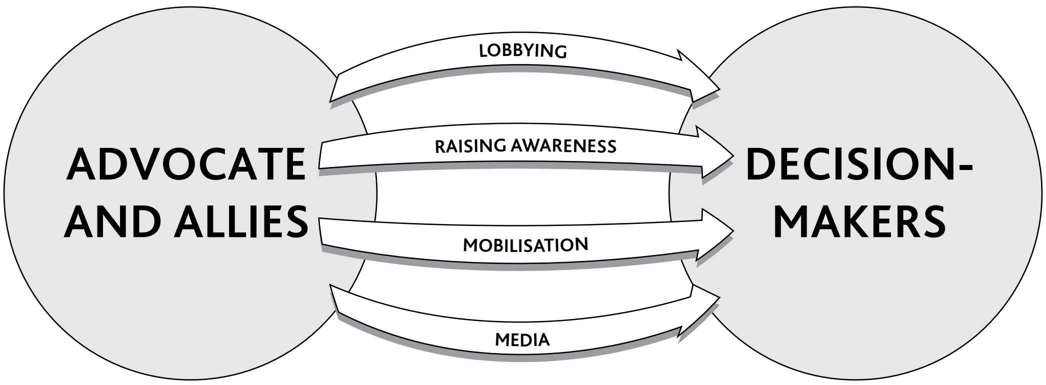
- Sometimes, there is a law or policy in place that is adequate, but the government is threatening to change it. Advocacy here is about blocking the threatened changes and maintaining the current law or policy.

### What does advocacy involve?

However we define 'advocacy', it usually involves:

- **INFLUENCING THE POWERFUL** and educating decision-makers about their responsibilities to uphold the rights of poor, vulnerable and oppressed people. It encourages accountability and can adjust power relationships.
- **SPEAKING OUT AND COMMUNICATING** by presenting a clear message, based on good evidence, directed at those who can bring about change.
- **EMPOWERING THOSE WITHOUT POWER** to become their own agents of change. It helps those who feel powerless to see what power they already have. It can strengthen civil society.
- **SEEKING JUSTICE** for those who are poor, vulnerable, oppressed or treated unfairly.
- **AN ORGANISED PROCESS** that is planned and strategic, rather than based on one-off events. It aims towards a desired outcome, but it is also flexible and sometimes unpredictable.
- **ASKING 'WHY?'** until we find the underlying causes of poverty and injustice.
- **BEING INTENTIONAL**, identifying the changes we want to see and the people who can deliver them.
- **A CLEAR PURPOSE** that seeks to alleviate poverty and challenge injustice by changing the systems, structures, policies, decisions, practices and attitudes that cause poverty and injustice.

Advocacy can be about *individual* cases of poverty and injustice – for example, campaigning to release people who have been wrongly imprisoned. It can also be about *structural* issues of poverty and injustice – for example, campaigning to cancel debt or improve the rules of global trade.




The overall objective is to change the particular policies or practices of the decision-makers for the benefit of people who are poor, vulnerable and oppressed.

### What are the main approaches to advocacy?

There are three main approaches to advocacy: advocacy *for*, *with* and *by* people who are poor, vulnerable and oppressed. Many advocacy initiatives will use all three approaches at different times.

- **Advocacy for people**

  Advocacy can be done on behalf of communities affected by a situation, by people and organisations not directly affected, including staff and supporters of organisations in developed countries.

  This option works in consultation and engagement with the affected communities. It works in situations where affected communities are unable to speak out, perhaps because of fear or danger. It also works when advocates are advocating to decision-makers who are far removed from the affected communities, perhaps by time or distance, for example when an international non-governmental organisation (INGO) engages with the UN about climate change.

- **Advocacy with people**
  Advocacy can be done in a collaborative way, between communities affected by a situation and those who are not directly affected, including staff and supporters of organisations in developed countries.

  This option works when they are both advocating on the same or similar issues, and when there is effective engagement with the affected communities. Otherwise, the danger is that those from outside the affected communities may dominate the advocacy process, particularly if they have more power, money, status or knowledge.

- **Advocacy by people**
  Advocacy can be done by communities directly affected by a situation. If appropriate, those who are not directly affected, including staff and supporters of organisations in developed countries, can provide a role in building capacity and supporting the affected communities to be their own advocates.

  This option works when the affected communities are best placed to speak out about a situation. It is generally an empowering and more sustainable approach. If there is any involvement from those outside the affected communities, they have to be careful not to control the process or shape the outcome.

For more information, see TOOL 2: For, with or by?

It might be appropriate to use a mixture of the three approaches to advocacy at different times during the advocacy process. Development organisations that support the principles of participation and empowerment should aim to see people living in poverty undertake advocacy themselves and become agents of change in their local area. However, due to risk or lack of skills and knowledge, advocacy for people living in poverty may be the only option at the start.

## Where does advocacy take place?

Advocacy can take place at all levels of decision-making: international, regional, national, provincial, district and community. In most cases, it is needed at all levels because decisions made at one level affect people at another level. Decisions at top levels affect those at lower levels, while actions at lower levels can determine policies at higher levels.

**FOR EXAMPLE:** Climate change is an issue that impacts poor communities at the local level. However, negotiations about climate change take place at the international level. Decisions resulting from those negotiations determine government policies at the national level. Implementation of those policies takes place at the provincial and district level. So, for this issue, advocacy can be undertaken at every level to ensure that the impacts of climate change are addressed. It is important to recognise the interconnections between the levels, even if a community or organisation only undertakes advocacy at one of the levels.

In many places in the world, the church is present at all levels and therefore has a key role to play in speaking out for justice and seeking to bring about change. It has the strategic advantage of local knowledge and relationships, as well as links to regional and national structures.

For more information, see TOOL 3: Advocacy pyramid.

## Who can do advocacy?

Some people see advocacy as a professional activity, which can only be undertaken by a few people on behalf of the rest of the population. Sometimes, it is associated with lawyers or politicians. It is seen as something that is confrontational, rather than collaborative. But this is an incorrect understanding of advocacy.

Anyone affected by or interested in an issue, a problem or a situation can be an advocate. There is no requirement to have special qualifications.

Advocates take on different roles depending on the context. Some of the roles include representing, accompanying, empowering, mediating, modelling, negotiating, networking, lobbying, mobilising, petitioning and bargaining.

For more information, see TOOL 4: Roles of an advocate.

## What is good practice in advocacy?

We have already learned that advocacy can be done *for* those affected by a situation, *with* those affected and *by* those affected. Each approach may be valid in certain situations. Whichever approach is taken, there are certain principles of good practice that need to be applied.

- **Accountability**
  Accountability in advocacy is about acknowledging and assuming responsibility for advocacy messages, decisions and actions. We are accountable to all those who are interested in and affected by the situation.
- **Legitimacy**
  Legitimacy in advocacy is about ensuring that the advocate has authority to advocate. A legitimate advocate is involved in, interested in or affected by the issue, or has a genuine reason for advocating on behalf of someone else.
- **Participation**
  Participation in advocacy is about involving all the people interested in, and/or affected by, the issue. It is about consultation and cooperation to make sure that everyone who wants to participate is given opportunities to be included throughout the advocacy process.
- **Representation**
  Representation in advocacy is about ensuring that, when advocacy is done on behalf of other people, the views of those people are accurately and fairly taken into account at all stages of the advocacy process. It is about communicating with those affected to ensure that they are happy with advocacy messages, decisions, and actions undertaken on their behalf.

Following these principles helps advocates to avoid the temptation of rushing in and doing advocacy work on behalf of others when they could do it in collaboration with them, or, where possible, enable them to do it themselves.

For more information, please see TOOL 5: Good practice principles checklist.

TOOL 1

## Advocacy definitions

There are numerous definitions of advocacy. Official definitions are not the only correct ones. Here is Tearfund's definition, along with some other ones:

*Influencing the decisions, policies and practices of powerful decision-makers, to address underlying causes of poverty, bring justice and support good development.*

Tearfund

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

Oxfam GB

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

ActionAid

*The defence and promotion of justice. It involves strategically and publicly confronting the causes of any injustice against the poor; peacefully influencing people with the power to make decisions; and creating, changing or implementing laws, policies, procedures or practices that address certain social injustices. For Peace and Hope, advocacy is based on the biblical mandate for justice.*

Peace and Hope, Peru

*The organised influence of decision-makers.*

Viva

*Advocacy is the biblical mandate to speak on behalf of the oppressed in society.*

Evangelical Fellowship of Zambia

*A project, programme or programmatic approach which seeks to address the structural and systematic causes of poverty by changing policies, systems, practices and attitudes that perpetuate inequality and deny human rights.*

World Vision International

*Speaking out in order to influence policy, decisions, attitudes and the behaviour of those in power on behalf of, and with, poor and marginalised people, in order to achieve positive and lasting social, political and economic change.*

United Mission to Nepal

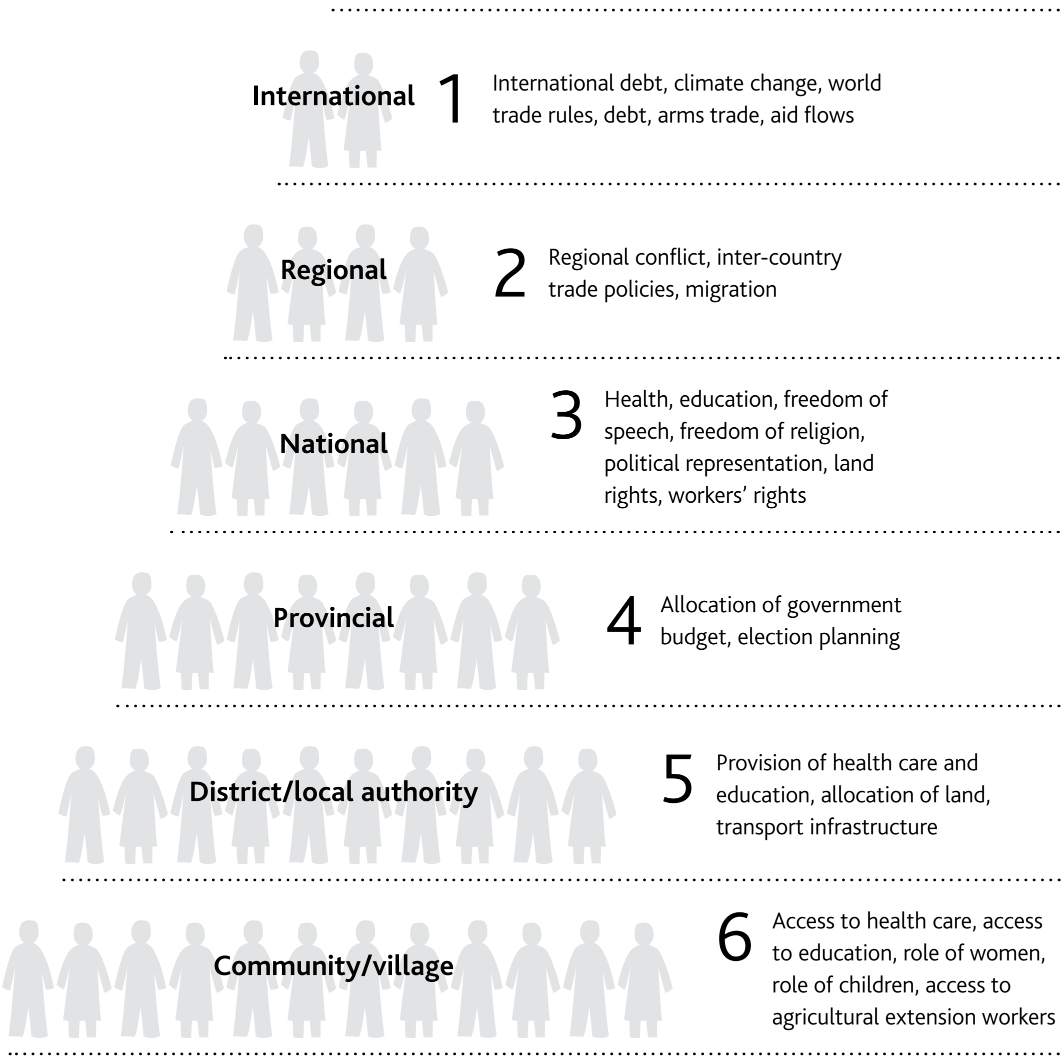
## TOOL 2 For, with or by?

| | When to choose this option | Advantages | Disadvantages |
|---|---|---|---|
| Advocacy **FOR** those affected by a situation | ✔ Where there is no respect for the rule of law, democracy and/or human rights, in the context of affected communities.<br>✔ Where decision-makers are far removed, in time or distance, from affected communities, and legitimacy has been conferred on the advocates by the affected communities. | + Advocates may have faster access to, and greater potential to influence, decision-makers and other powerful people.<br>+ Advocates are likely to be less at risk because they are removed from situations of fear or danger that affected communities may be experiencing.<br>+ Advocates have good access to information about the wider context. | - Issues are often identified by outsiders.<br>- Affected communities may not be properly consulted during the advocacy process.<br>- A wide range of views may not be sought, and any differences in views may be ignored or not acknowledged.<br>- Advocacy tends to be targeted only at official decision-makers.<br>- Advocates may not increase the capacity of local groups to act. |
| Advocacy **WITH** those affected by a situation | ✔ Where those who are directly affected and those who are not affected are advocating on the same or similar issues.<br>✔ Where it is beneficial to all parties for there to be collaboration between them.<br>✔ When there is a desire to build advocacy capacity and/or increase access to decision-makers for the communities directly affected by the situation. | + Issues are identified by affected communities.<br>+ Shared planning, resources and action.<br>+ The advocates not directly affected can organise and mobilise others outside the situation to advocate.<br>+ Builds advocacy capacity, abilities and skills of those affected by a situation.<br>+ Increases access to decision-makers for people in poor and affected communities.<br>+ Encourages collaboration and creates a powerful joint voice to impact the situation. | - Advocates not directly affected may seek to be in control, dominate the agenda, and abuse power dynamics (including money, status, and knowledge).<br>- Advocates directly affected may end up taking part in frontline activities determined and organised by advocates not directly affected.<br>- Can be slower due to need for agreement between all parties. |
| Advocacy **BY** those affected by a situation | ✔ When there is a desire to build advocacy capacity and/or increase access to decision-makers for the advocates directly affected by the situation. | + Issues are identified by affected communities.<br>+ Empowering because people in poor and affected communities are their own agents of change.<br>+ Advocates are best placed to judge any compromise positions that may be required.<br>+ Advocates may be able to correct the imbalance of existing unjust power structures.<br>+ Builds advocacy capacity of those affected by a situation.<br>+ Increases awareness of possibilities to do advocacy. | - Access to resources and information is more limited.<br>- Advocates may lack skills and knowledge at the outset.<br>- May need to have significant outside input at the outset.<br>- Outsiders may try to control the process and/or shape the outcome.<br>- Changes in laws, policies or practices may take longer to achieve.<br>- Potentially greater risks involved for the advocates (particularly in difficult political contexts). |

TOOL 3

## Advocacy pyramid

The different levels of advocacy




Advocacy takes place at many levels. It varies according to the problem and the types of groups involved. Decisions made at one level affect people at another level. Therefore, advocacy is necessary at all levels for lasting change.

For example, a national government may be spending money on international debt repayments. This means it cannot allocate budget to the provincial government to spend on education. Therefore, the local authority cannot fulfil its role in delivering education for every primary school-age child. In this scenario, advocacy work needs to be aimed at the local authority, provincial, national and international levels. This is because of the links between the issue of primary education for all and the issue of international debt.

People living in poverty suffer the effects of decisions made at higher levels. However, they and their advocates (if not they themselves) can change these decisions by influencing decision-makers at higher levels.

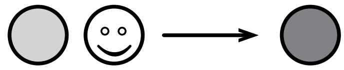
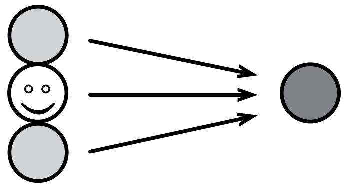
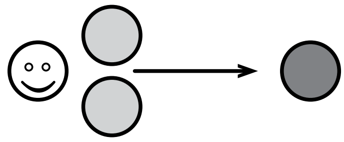
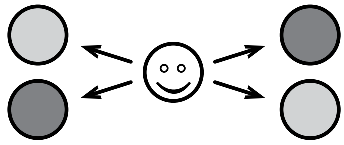
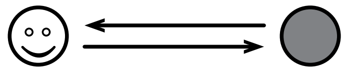
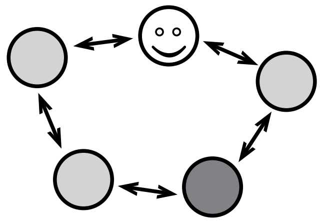
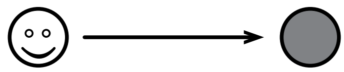
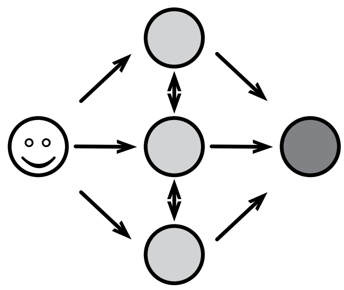
In many countries, the church is present at all levels and is therefore in a strategic position to bring about change. For example, it can connect people living in poverty with people in power.

TOOL 4

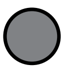
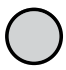
# Roles of an advocate

An advocate will take different roles depending on the objectives. Some possible roles are shown below:

Possible advocate roles

| ROLE | CHARACTERISTIC | |
|---|---|---|
| Represent | Speak on behalf of people |  |
| Accompany | Speak with people |  |
| Empower | Enable people to speak for themselves |  |
| Mediate | Facilitate communication between people and decision-makers |  |
| Model | Demonstrate a policy or practice to people or decision-makers |  |
| Negotiate | Confer with a decision-maker to settle something |  |
| Network | Bring people together to speak jointly |  |
| Lobby | Persuade a decision-maker to do something |  |
| Mobilise | Encourage people to take action to influence a decision-maker |  |
| Bargain | Negotiate the settlement of something |  |

**KEY**

 Advocate  Targets / decision-makers / those in power  Those affected by a situation

TOOL 5

# Good practice principles checklist

## Accountability

- ✓ Have the advocates acknowledged and assumed responsibility for the advocacy messages and actions?
- ✓ Do the advocates and the affected communities (if different) 'own' the advocacy initiative?
- ✓ Are the advocates accountable to the affected communities for their advocacy messages and actions?
- ✓ Have the advocates ensured that nobody has been marginalised in decision-making during the advocacy process?

## Legitimacy

- ✓ Do the advocates have authority to advocate?
- ✓ Are the advocates involved in, interested in or affected by the issue, or do the advocates have a genuine reason for advocating on behalf of someone else?
- ✓ Are the advocates clear about the basis upon which they are entitled to advocate?
- ✓ Are the advocates committed to the issue, and the people involved, for the long term?

## Participation

- ✓ Has everyone interested in and affected by the issue been given opportunities to be consulted, included and have their views considered throughout the advocacy process?
- ✓ Are those affected adequately aware of the risks involved?
- ✓ Are the proposed advocacy messages and actions acceptable to those affected?
- ✓ Are those affected being kept informed of progress?
- ✓ Is capacity being built for people interested in and affected by the issue to advocate for themselves?

## Representation

When advocacy is done on behalf of other people:

- ✓ Have the advocates been asked by the affected communities (directly or indirectly) to advocate on their behalf?
- ✓ Have the views of the affected communities been accurately and fairly taken into account in the development of advocacy messages and actions?
- ✓ Do the people interested in and affected by the issue have ongoing input into the advocacy process?
- ✓ Are the affected communities happy with the advocacy messages, decisions and actions being undertaken on their behalf?

# SECTION A Training exercises

## EXERCISE 1 Understanding advocacy

**Aim** **To come to an understanding of advocacy and its basic components**

TYPE Group exercise

METHODS Individual reflection, small group discussion and plenary discussion

MATERIAL Sticky notes or blank cards

HANDOUTS TOOL 1: Advocacy definitions
TOOL 2: For, with or by?

STEPS (VERSION 1)

1. Give all participants some sticky notes or blank cards.
2. Using one word or phrase per sticky note or blank card, ask participants to write or draw words or phrases that come to mind when they hear the word 'advocacy'.
3. Stick the sticky notes or cards on the wall or place them on the floor.
4. Invite participants to group the ideas in themes.
5. Lead a plenary discussion around the key themes and draw out a common understanding of 'advocacy' and the main approaches to advocacy.

STEPS (VERSION 2)

1. Present participants with TOOL 1: Advocacy definitions and TOOL 2: For, with or by? as handouts.
2. Ask participants to draw out the key words, phrases, themes, issues or statements. They can do this individually or in small groups.
3. Invite participants to feed back their findings in plenary.
4. Lead a plenary discussion around the key themes and draw out a common understanding of 'advocacy'.

## EXERCISE 2 Advocacy levels

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

TYPE Group exercise

METHODS Brainstorm, plenary discussion, case studies and small group discussion

HANDOUT TOOL 3: Advocacy pyramid

STEPS

1. Make one end of the room 'international level' and the other end of the room 'local level'.
2. Ask participants to stand in a line between the ends of the room, according to where they think advocacy happens.
3. Select people at key points along the line to explain why they chose to stand there.
4. Encourage people to share different examples of advocacy they have seen or done at the different levels.
5. Give out TOOL 3: Advocacy pyramid as a handout. Dispel any misconceptions and explain that advocacy can happen at any and every level.

## EXERCISE 3 Understanding what advocates do

**Aim** **To show that those involved in advocacy can take on many different roles at different times**

TYPE Group exercise

METHODS Brainstorm, plenary discussion, case studies, small group discussion, drawing, role play

MATERIAL Large piece of paper, pens (flipchart stand optional)

HANDOUT TOOL 4: Roles of an advocate

STEPS

1. Draw each of the 'roles of an advocate' diagrams from TOOL 4: Roles of an advocate onto a large piece of flipchart paper. (Alternatively, select case studies that demonstrate different roles played by advocates.)
2. Ask participants to describe what is happening in each picture (or case study, if applicable) and to relate it to examples from their own experience.
3. Next to each picture (or case study, if applicable), write the characteristics of the role which it represents and also the levels at which this type of advocacy might take place.
4. Invite participants to add any roles that they think are missing.
5. Lead a plenary discussion around how the roles operate in practice and give out copies of TOOL 4: Roles of an advocate.
6. If there is time, invite participants to work in pairs to act out role plays illustrating each role, and encourage any observers to provide feedback.

## EXERCISE 4 Recognising good practice

**Aim** **To understand why good practice principles are necessary in advocacy**

TYPE Group exercise

METHODS Role play, observation, plenary discussion

HANDOUT TOOL 5: Good practice principles checklist

STEPS

1. Divide people into two groups with five to eight people in each group. Ask any remaining participants to act as observers.
2. Identify a leader in each group.
3. Set each group a fun task that will involve influencing the leader to provide something of benefit to the group, eg asking for cake for everyone every day for the rest of the year, or negotiating an increase in pay or leave, or other benefits.
4. Take the two leaders aside and explain the following to them:
   - Leader one is to play the role of a controlling leader who must only allow his or her own decisions to be implemented. Leader one does not tolerate others in the group who try to take over or ignore the leader. Even if the leader is unsure of the way forward, he or she needs to be firm and confident.

- Leader two is much more democratic. Leader two asks people for their opinions and encourages all group members to participate. Leader two does not impose his or her own answer and does not mind if people do not reach a solution.

5. Get each group to act out their role play, one at a time.
6. Encourage group discussion after each role play:
   - What did the observers notice?
   - How did the participants in each group feel?
   - How did the leaders in each group feel?
   - What are the results of each type of leadership?
   - How would this apply in advocacy work?
7. Draw out what is good practice and what is bad practice, and encourage discussion about how to apply the key principles of good practice.
8. Distribute TOOL 5: Good practice principles checklist.

## EXERCISE 5 Good practice in action

**Aim** **To identify when good practice principles should be applied**

TYPE Group exercise or individual reflection

METHODS Case studies, small group work, plenary discussion

HANDOUT TOOL 5: Good practice principles checklist

STEPS
1. Divide participants into small groups or ask them to work alone.
2. Give out copies of TOOL 5: Good practice principles checklist.
3. Give each group or individual a case study selected from the various case studies scattered throughout the toolkit, or ask them to choose a case study based on their experience. If using case studies from the toolkit, be sure to choose ones that clearly demonstrate one of the following: accountability, legitimacy, participation or representation.
4. Ask participants to consider their case study, using TOOL 5: Good practice principles checklist to identify which good practice principles have been applied. If a good practice principle should have been applied, and has not been, ask them to think about why this happened and what could have been done differently.
5. Invite feedback from each individual or small group, facilitating a plenary discussion. Draw out the importance of thinking through all the good practice principles and applying them wherever possible. Use TOOL 5: Good practice principles checklist as a guide.

# The *why* of advocacy

## Poverty reduction and other motivations

**Section B1** explains what poverty is and how advocacy fits in the context of poverty reduction. It considers some of the advantages and disadvantages of using advocacy as an approach to development work, by exploring how it contributes to poverty reduction. It also looks at motivations for doing advocacy and explains why Tearfund is involved in advocacy work.

**Facilitator's notes**

This section explores a series of questions and answers. A training workshop facilitator must be familiar with this material.



**Tools**

This section introduces tools that can help us apply our learning in a practical way. In a training workshop, they can be used as handouts.



**Training exercises**

This section outlines interactive training exercises that can be used with groups, in order to deepen understanding of the issues that have been raised and to practise application of the tools that have been introduced. They are ideal for use in a training workshop.

# SECTION B1 Facilitator's notes

## What is poverty?

In 2000 the World Bank published findings of interviews with more than 60,000 men and women from 60 countries, attempting to understand poverty from the perspective of people living in poverty. It concluded:

*'Poverty is hunger. Poverty is lack of shelter. Poverty is being sick and not being able to see a doctor. Poverty is not having access to school and not knowing how to read. Poverty is not having a job, is fear for the future, living one day at a time. Poverty is losing a child to illness brought about by unclean water. Poverty is powerlessness, lack of representation and freedom.'*[1]

Poverty is about the whole person and that person in community. It is about deprivation: a lack of the things needed to live a complete life. It is complex, multi-dimensional and dynamic, and it changes over time. It looks and feels different in different contexts, and it is experienced in multiple ways. It threatens life and undermines human dignity. Its scale is enormous.

It is helpful to consider various components of poverty:

- **Symptoms of poverty**
  Symptoms include different expressions of deprivation, such as hunger, malnutrition, ill-health and isolation, and also other 'higher-level' indications, such as illiteracy and low self-esteem.
- **Causes of poverty**
  Causes include factors that lead to poverty occurring:
  - Primary causes, such as a lack of access to health care services, clean water, food, sanitation, education or land, and also greed and a desire for power.
  - Structural (social, cultural, political, environmental) causes, such as economic inequality, abuse of power, unjust trade rules, corruption, conflict, weak governance or discrimination against particular groups (for example, based on gender, ethnicity or race).
- **Vulnerability to poverty**
  Vulnerability impacts people's ability to withstand changing or unforeseen circumstances (such as crop failure, accident, sickness, funerals or flooding) and sustain an adequate quality of life over time. Poor communities are particularly vulnerable to social, economic and environmental changes in the world around them.

Poverty is both *absolute* and *relative*. *Absolute poverty* is about not having enough to live well, and means a common minimum standard, often related to income – which does not change over time – has not been reached. *Relative poverty* is about having less than those around you, and refers to a minimum standard that is defined according to the society in which a person lives, and therefore varies between different contexts and changes over time.

The most enduring framework of international agreement on people's entitlements is the United Nations Universal Declaration of Human Rights (UDHR). See Section G4 on human rights.

For more information, please see TOOL 6: Poverty definitions.

1 Narayan D et al (2000) *Voices of the poor. Can anyone hear us?* World Bank. For more information, see: http://go.worldbank.org/H1N8746X10

## How does advocacy contribute to poverty reduction?

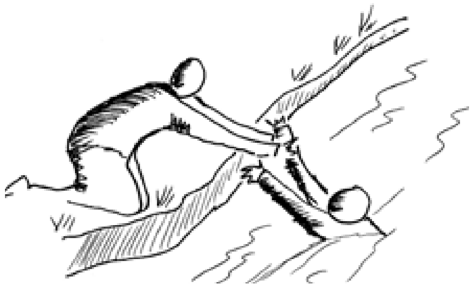
Tackling the *causes* of poverty, as well as its *effects*, is central to tackling poverty itself. Advocacy work often addresses the underlying *causes* of poverty, while programmatic work often addresses its *effects*. The aim of both is the same: to reduce poverty.

Much development work focuses on provision of essential services, such as water, sanitation and health care. It is principally the responsibility of governments to deliver these services for their citizens. When citizens hold governments to account for fulfilling their mandate to provide service delivery, this is at the heart of advocacy, and when governments provide these services, this is a fundamental part of poverty reduction. Advocacy therefore has an important role to play in addressing poverty and in challenging the injustices that lead to and are caused by poverty.

Here is an analogy that illustrates the point:

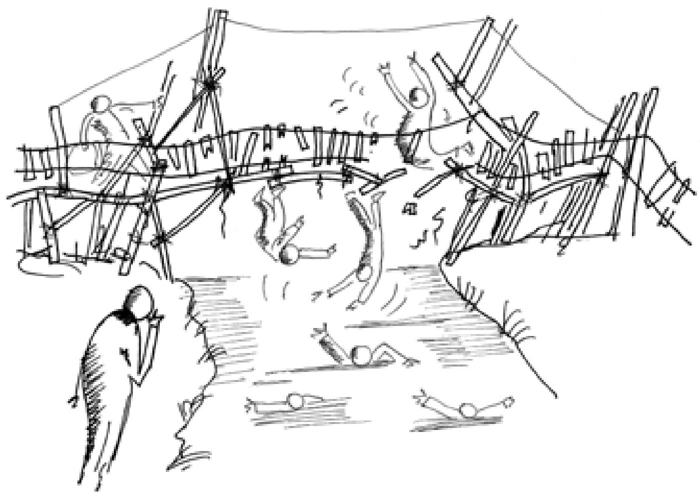
### THE UPSTREAM STORY

Imagine that you are standing by a river and someone in front of you has floated downstream and is drowning. What would you do?



- Most people would be motivated by compassion and would probably help to pull that person out of the river.
- But what if it happens again? What if someone else floats downstream and starts drowning in front of you? What if it keeps happening – again and again and again? How many times can you keep pulling people out of the water?
- You may call other people to come and help you. Together, you can keep pulling people out of the water. But how long do you keep doing this for?
- If you are able, you might start teaching people how to swim, so they can stay afloat and get themselves out of the water.

- But someone, somewhere, somehow, needs to head upstream and find out why people are falling into the river. (Perhaps a bridge has broken and people cannot cross the river?) Something needs to be done to try to prevent people falling into the river in the first place.



Each time someone falls into the river and starts to drown, it is as if a disaster is occurring. Rescuing these drowning people is similar to humanitarian relief work, in that we are responding to an immediate need in the face of a crisis.

Teaching people to swim is like our longer-term development work, in that we are empowering them to cope with the situation they are facing.

Heading upstream to make investigations, and to try to prevent people from falling into the river in the first place, is where our advocacy work fits in. It is calling on those responsible for the bridge (such as the land owner or the local authority) to fix it, to try to prevent people falling into the river.

## What motivates us to do advocacy?

There are many reasons why people do advocacy work. It is a good idea to understand our own personal reasons for doing advocacy and, if applicable, our organisation's reasons.

Some of the most common motivations for doing advocacy include:

- **Involvement**
  - Being directly affected by a situation that needs an advocacy response
  - Working with those directly affected by the advocacy issue.
- **Values**
  - Personal beliefs and values
  - The vision, mission and values of the organisation for which a person works
  - The values of the community to which a person belongs
  - Biblical values, such as compassion, love and active responsibility for others, wise stewardship of resources, reconciliation and peace-building, equality and social and economic justice.
- **Desires**
  - To achieve sustainable change by addressing the causes of poverty, as well as its effects
  - To use limited resources strategically to have a greater impact than is possible with direct service-delivery and development interventions alone
  - To establish legitimacy, credibility and cooperation between civil society and policymakers
  - To encourage citizen participation and consultation in decision-making processes, and maintain and expand democratic space
  - To hold governments to account for delivery of service provision.

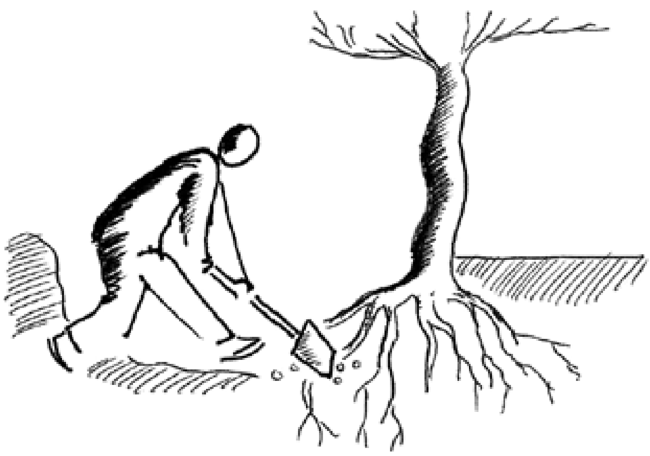
For more information, please see TOOL 7: Weighing it up. See also Section B3 and/or TOOL 13: Study notes: Biblical motivations for advocacy about the biblical basis for advocacy.

## Why does Tearfund do advocacy?

These are the main reasons for Tearfund's involvement in advocacy work:

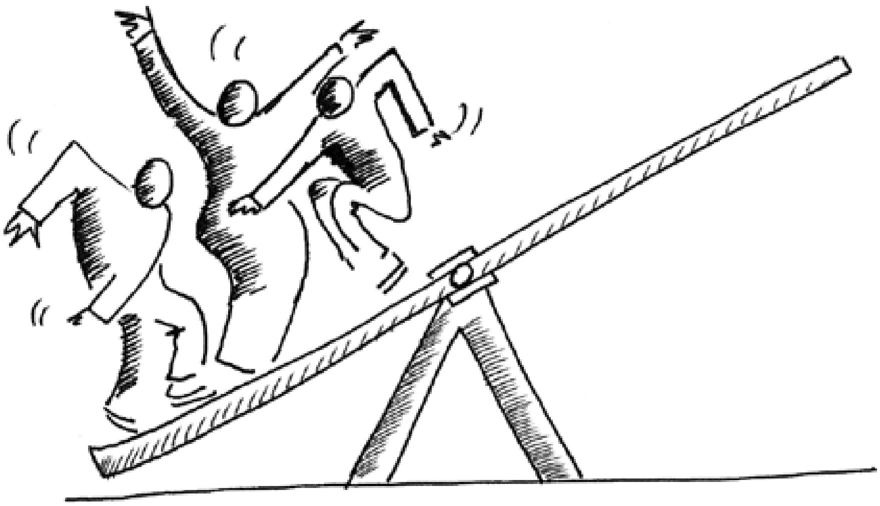
- **Being motivated by the compassion of Christ**
  Christ is our motivation and our strength in all that we do. He has compassion for those in need, including those suffering injustice, oppression or poverty. Our compassion is based on the love and the mercy that Christ has shown us.

- **Fulfilling the mission of the church to bring good news**
  God uses the church to help extend his kingdom. This includes preaching, prayer, caring for those in need, defending the cause of others, speaking out against injustice, working for change and looking after God's creation. Advocacy is therefore part of the overall mission of the church. We are motivated to do this out of obedience to God and compassion, and in order to point people towards Jesus.
- **Viewing people living in poverty as agents of change**
  Part of the development process is helping people living in poverty to see themselves as agents of change. Advocacy work can help to achieve this, so that people living in poverty are more in control of their lives and better able to participate in decision-making that affects the future of their community and wider area.
- **Addressing root causes of poverty and injustice and providing long-term solutions**
  Development work should deal with the root causes of poverty, as well as tackling the consequences and effects of poverty, so that it is sustainable. Advocacy tackles the root



causes by asking what policies, practices or other factors are leading to poverty and injustice and by challenging these.

- **Sharing good development practice**
  A key part of advocacy work is showing what works in practice and persuading others to do the same. For Christians, this is part of what it means to be a light to the world, demonstrating God's kingdom. Building on good development practice and promoting positive change is central to advocacy work. Advocacy work is not only about preventing negative change.
- **Leveraging greater change**
  Advocacy work can generate or attract resources and actions that would not be available in individual development projects. As a result, advocacy work can have a significant multiplier effect on development work that is already happening.



## TOOL 6 **Poverty definitions**

*Poverty is one of humanity's biggest problems. It is often a result of social corruption, war, physical or economic disaster, or personal irresponsibility. Its underlying cause is sin, usually committed against those affected by it, and not by poor people themselves. It is a painful, fearful, hopeless and vulnerable way of life due to exploitation, isolation, lack of choice and powerlessness.*

Saúl Cruz-Ramos
– Armonía, Mexico

*Poverty is powerlessness. It is about people being unable to meet their basic human needs. Most often this is due to lack of opportunity in a society marked by oppression and injustice which has led to disempowerment. The poor and the non-poor are people created in the image of God, who are designed to grow into mature human beings able to meet their own socio-economic, personal, social, cultural and spiritual needs. Poverty is powerlessness to fulfil that God-given role.*

René Padilla
– Kairos, Argentina

*Poverty is experienced by people who are limited in choice. Economic poverty is limited ability to meet basic needs. Spiritual poverty is limited knowledge of God, and of his Son Jesus Christ as the Redeemer of the world. Poverty dehumanises people, so that they believe that the problems that they face need to be solved by somebody else.*

Francis Njoroge – Co-author of *Umoja*
and independent consultant, Kenya

*The poor don't really need us unless, of course, they are utterly destitute, severely sick or disabled, or the victims of war and natural disasters. What they need is not our charity but a recognition by us of their rights. They want us to remove the barriers that we (the rich) have erected, locally and globally, that prevent them from participating in their own sustainable development.*

Vinoth Ramachandra
– Sri Lanka

TOOL 7

# Weighing it up

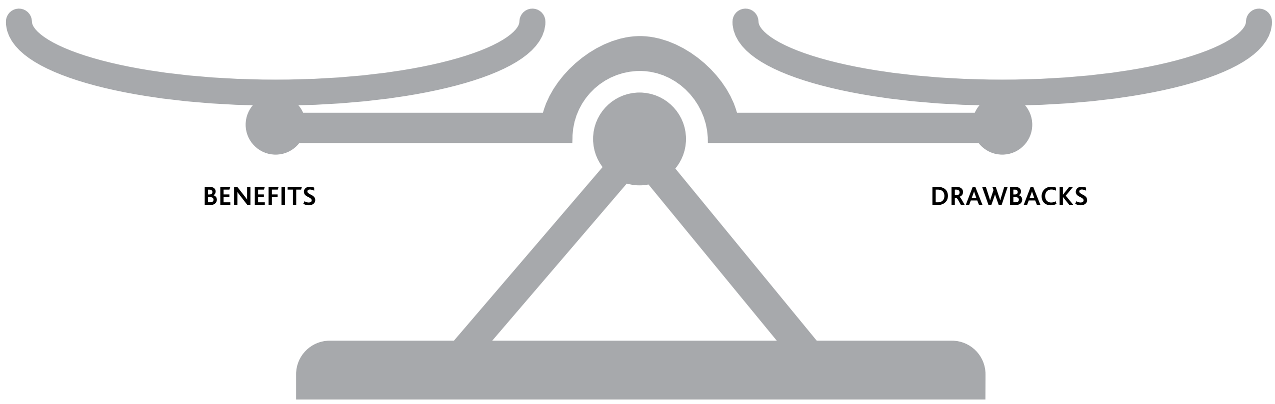
Advocacy work might not always be appropriate. This tool weighs up the benefits and drawbacks ahead of making a decision about whether to proceed with advocacy work. (This is not a comprehensive list, and some of the benefits and drawbacks listed apply to all development projects and programmes, not just advocacy.)

**BENEFITS**

- Helps people to see themselves as agents of change
- Tackles root causes of poverty and injustice
- Encourages people to look at all dimensions of a problem
- Focuses on long-term solutions
- Uses money efficiently
- Mobilises groups and builds collective strength
- Forces groups to address wider organisational issues (legitimacy, accountability, representation)
- Can build on democratic process
- Discourages dependency on external funding
- Can mobilise greater resources for change
- Addresses individual cases of poverty and injustice
- Supports good development work
- Can model good development work to others

**DRAWBACKS**

- Outputs can be less measurable than those of other development projects and programmes
- Can be complicated and difficult
- May take a long time to see change
- May require a significant amount of resources
- Can divert resources, skills or time from other work
- Prone to power being focused on a few people to bring about change
- Can result in an emphasis on the structures that underpin society (such as class, caste or tribe), reducing the importance of working with people
- Can reinforce stronger position of decision-makers
- Higher stakes involved so risk of failure may be higher
- Possible threats to those involved
- Engaging with people in power can lead to corruption and compromise the organisation or people involved
- Those doing advocacy can be marginalised from their existing allies and networks



# SECTION B1 Training exercises

## EXERCISE 6 Understanding poverty

**Aim** **To come to an understanding of poverty and how advocacy contributes to poverty reduction**

TYPE Group exercise

METHODS Individual reflection, small group discussion, plenary discussion

MATERIAL Sticky notes or blank cards

HANDOUT TOOL 6: Poverty definitions

STEPS (VERSION 1)

1. Give all participants some sticky notes or blank cards.
2. Using one word or phrase per sticky note or blank card, ask participants to write or draw words or phrases that come to mind when they hear the word 'poverty'.
3. Stick the sticky notes or cards on the wall or place them on the floor.
4. Invite participants to group the ideas in themes.
5. Lead a plenary discussion around the key themes and draw out a common understanding of poverty and how advocacy contributes to poverty reduction.

STEPS (VERSION 2)

1. Present participants with TOOL 6: Poverty definitions as a handout.
2. Ask participants to draw out the key words, phrases, themes, issues or statements. They can do this individually or in small groups.
3. Invite participants to feed back their findings in plenary.
4. Lead a plenary discussion around the key themes and draw out a common understanding of poverty.

## EXERCISE 7 Benefits and drawbacks of advocacy

**Aim** **To identify the benefits and drawbacks of doing advocacy work**

TYPE This exercise works well with a group but can be used by individuals

METHODS Individual reflection, buzz groups, small group discussion, ranking, plenary discussion, interactive agree/disagree line

MATERIAL Sticky notes or blank cards

HANDOUT TOOL 7: Weighing it up

STEPS (VERSION 1)

1. Draw a set of weighing scales at the bottom of a piece of flipchart paper. Label one side 'benefits' and the other side 'drawbacks'.
2. Split participants into two groups.
3. Give each group a set of sticky notes or blank cards and pens.
4. Ask one group to brainstorm the benefits and the other group to brainstorm the drawbacks of advocacy work.

5. Ask each group to write the benefits and drawbacks on separate sticky notes or blank cards.
6. Ask each group to place their sticky notes or cards on the appropriate side of the drawing of the weighing scales on the flipchart paper. As they do so, ask them to order the cards, from the most positive aspect to the most negative.
7. Draw everyone back together. Facilitate a plenary discussion about why each group came to their conclusions. Allow for each group to challenge the other group. Discuss whether the benefits or the drawbacks weigh more and why.
8. Distribute TOOL 7: Weighing it up.
9. Refer to TOOL 35: Advocacy risk analysis (see Section F2).

STEPS (VERSION 2)

1. Get participants to stand up.
2. Assign one end of the room 'benefits' and the other end of the room 'drawbacks'.
3. Using TOOL 7: Weighing it up, call out the statements, one at a time, making sure to read out a mix of the list on the left of the tool and the list on the right of the tool. Do not read them out in the order they appear. For each one called out, ask participants to stand along an imaginary line between 'benefits' and 'drawbacks', according to what they think about the statement that has been read out. Before moving on to read out the next statement, ask different participants to explain why they are standing where they are.
4. Encourage plenary discussion and draw out the fact that there are always benefits and drawbacks in advocacy work, and we need to recognise them and assess them.

## EXERCISE 8 Understanding motivations for advocacy

**Aim** **For participants to reflect on, and understand, their own (and their organisation's, if applicable) motivations for doing advocacy work**

TYPE This exercise works well with a group but can be used by individuals

METHODS Individual reflection, buzz groups, small group discussion, ranking, agree/disagree, plenary discussion

MATERIAL Sticky notes or blank cards

HANDOUTS TOOL 2: For, with or by?
TOOL 13: Study notes: Biblical motivations for advocacy (optional)

STEPS

1. Ask participants to divide into pairs.
2. Give each pair a set of sticky notes or blank cards.
3. Get each pair to write directly on to the sticky notes or blank cards, one per sticky note or card, their responses to the question, 'What motivates you to do advocacy?'
4. Collect all the sticky notes or cards together, without any discussion, and group similar cards together.
5. Read out, one at a time, the most common motivations. As you do so, for each one, ask participants to move to either end of the room, according to how strongly they agree or disagree with the motivation for themselves. Make one end of the room 'very strong agreement' and the other end 'very strong disagreement'.
6. Lead this into a plenary discussion about the different reasons why people do advocacy. If appropriate, refer to Section B3 about the biblical basis for advocacy.

B2

# The *why* of advocacy

## Power and politics

Section B2 provides an understanding of the context in which advocacy takes place including how, where and by whom decisions are made. It explains the concepts of power and politics, government and governance. It explores how power can be used and abused in all its different dimensions. It also considers why it is important to engage with power and politics.

**Facilitator's notes**

This section explores a series of questions and answers. A training workshop facilitator must be familiar with this material.



**Tools**

This section introduces tools that can help us apply our learning in a practical way. In a training workshop, they can be used as handouts.



**Training exercises**

This section outlines interactive training exercises that can be used with groups, in order to deepen understanding of the issues that have been raised and to practise application of the tools that have been introduced. They are ideal for use in a training workshop.

# SECTION B2 Facilitator's notes

## What is power and why does it matter?

Power is the ability to influence the behaviour of people and the circumstances they live in. It determines who makes decisions, what decisions are made, when they are made, and how. People inherit, take, use and share power in different ways.

Everyone understands power in light of their own culture, personal perspective, experiences and worldview. Some people see power as good, especially where it is used to bring about positive change. Other people view it as bad, particularly where it is used to control or manipulate people, or where force is used.

There are different types of power:[2]

- **'POWER TO'** do something: The ability to make a decision and take action. It involves bringing about changes in people's lives.
- **'POWER WITHIN'** a person: Self-confidence and self-awareness, which are often linked to faith and culture. Individuals who have 'power within' believe they are able to make positive changes in their own lives. We sometimes say such people are 'empowered'.
- **'POWER WITH'** others: Collective power, which comes about through acting and speaking out jointly. It involves collaboration, organisation and solidarity.
- **'POWER OVER'** others: The power of the strong over the weak. It is a form of control by one person, or a group of people, over others. It includes the power to exclude others.

Power takes different forms:

- **VISIBLE POWER** involves decision-making that can easily be seen and understood.
- **HIDDEN POWER** involves decision-making behind the scenes and may not be immediately obvious.
- **INVISIBLE POWER** involves decision-making based on influences that cannot easily be seen, such as worldview, cultural norms, beliefs, traditions and ideology.

Everyone has different types of power. For example, government officials may have formal authority to get things done, businesses may have economic power, and civil society groups may have power through having information, legitimacy and access to local communities. Advocacy is about understanding the power we have, making the most of it, and using it to influence and persuade decision-makers to do what we want them to do, even when they have greater formal power than we do. It is not about trying to take power from others but about ensuring that the power we have is used well.

Advocacy interacts with power because it involves:

- Holding decision-makers to account for their use of power
- Trying to change the way power is used
- Challenging the abuse of power
- Gaining access to power for those who are excluded
- Helping people to see and use the power they have in order to influence decision-makers

2 The rest of the notes on 'What is power and why does it matter?' have been adapted from Oxfam's 'Quick Guide to Power Analysis'.

- Overcoming a sense of powerlessness in situations where people cannot use their power, or where it is not recognised or acknowledged.

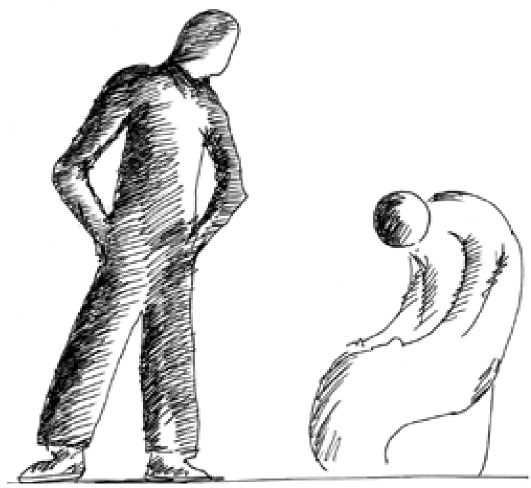
There are many different types of power. **TOOL 8**: Types of power provides an easy reference guide.

For advocacy to be effective, it is necessary to understand who holds the power in our country and context, both *formally* (who officially has the power) and *informally* (who actually has the power). This is because time may be wasted if our advocacy focuses on someone with official power when all the decisions are actually being made behind the scenes by someone else.

For more information about how to identify who holds power in a country or context, please see Exercises 29–32 in Section E2 (Stakeholder mapping and analysis, Allies and opponents analysis, Routes of influence, and Power mapping and target identification).

## How is power abused?

Decision-makers may use their power to abuse others. Many of the problems we try to address in advocacy work arise through abuse of power, such as bribery in local government, the use of force to remove people from their land or information being kept hidden.



If we want to undertake advocacy with integrity, it is vital that we do not abuse power ourselves. Bribery and force should never be considered options, and we should never use advocacy to seek positions of power or influence for their own sake. Instead, we need to seek to transform power relations, so that they are more just and fair, and meet people's needs.

To undertake advocacy with integrity, we need to avoid:

- **EMPTY PROMISES** If we promise to do something, we need to ensure that we do it and that we keep our word. If not, people will lose their trust in us, and we are less likely to be listened to in the future.
- **ABUSE OF PRIVILEGE** Looking for ways around democratic and official processes to get what we want may give us an immediate result, but risks reinforcing any imbalance of power. We should also avoid seeking special privileges for the church (eg being able to accumulate wealth without paying taxes), as that could lead to us and the church being accused of abusing power.
- **USE OF FORCE, VIOLENCE OR COERCION** We should never use force, violence or coercion to get what we want, as we are simply copying the abuses of the oppressors and going against Jesus' teaching.
- **FALSE CLAIMS OF LEGITIMACY AND REPRESENTATION** If we have access to decision-makers based on a claim that we represent a certain group of people, we should ensure that we are representing them fairly and involving them in our decision-making.
- **POOR RESEARCH AND MISINTERPRETATION OF DATA** We need to make sure we represent our own facts accurately (as well as those of any opposing views) so that we maintain integrity and have good solutions. Good research is the basis for all advocacy.

- **BRIBERY** It is never an option to offer or accept a bribe. It goes against all principles of good development, including accountability, openness and transparency. Bribery may lead to bad decisions being made because it excludes people who do not feel morally able to bribe from the decision-making process.

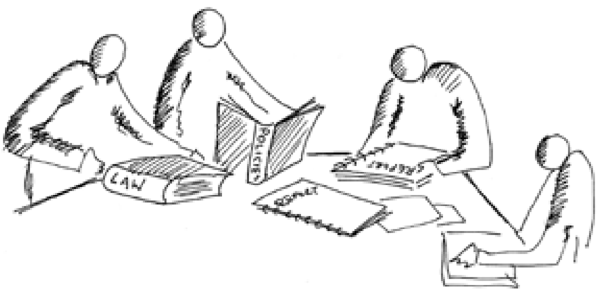
## What is government and governance?

The government is the group of people who have the responsibility and authority for leading and governing people who live in a region, country, state, county or district. It also describes the body which creates, drafts, controls, implements and administers laws and policies within the country or state. In some countries, these powers are devolved to the federal, regional or local level.

It is important to understand how government works because advocacy aims to change laws, policies and practices, which are determined and outworked by the individuals and institutions in government.

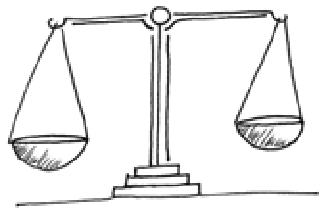
Most democratic governments have three parts:

**THE LEGISLATURE** This part of government decides which laws and policies need to be adopted, changed or implemented in the country or state. (It is likely to be a national or state parliament or a local council.)


**THE EXECUTIVE** This part of government runs the day-to-day affairs of the country or state and implements the laws and policies of the country or state.

**THE JUDICIARY** This part of government interprets and enforces the laws and policies of the country or state, usually through a justice system that involves the courts.



Governance is the exercise of authority to manage a country or state's affairs. It describes the procedures and mechanisms through which people are able to exercise their rights, meet their obligations, articulate their interests and mediate their differences. It is influenced by politics and power. It is the process by which decisions are made and implemented.

When governance works well, it is often referred to as 'good governance', because it is transparent, accountable, participative and equitable.

## What is politics and why does it matter?

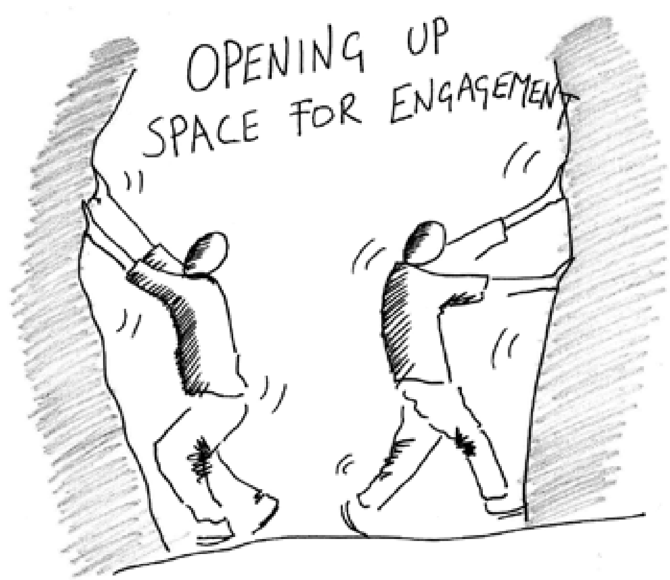
Politics is the exercise of power, and the interaction of people with power. When defined narrowly, it refers to the governing of a country or state and is limited to professional politicians. However, when defined broadly, it can refer to the interaction of all forms of power between people.

This means that *everyone* is political! It does not necessarily mean that we promote a particular political party or candidate, but it means that we need to be aware of the political space in which we are working, and try to influence change. *Everyone* has the potential to influence what happens in their lives, their communities and their countries or states. This includes Christians, who need to engage with politics to bring about change in society and to be faithful to God's calling.

In an ideal world, politics should be open and accountable so that everyone can participate in government decision-making processes. However, participation in politics is often dependent on the arena in which citizens can engage with their government, known as political space:

- A **CLOSED POLITICAL SPACE** is where decisions are made by exclusive groups of people that are not open to newcomers.
- An **INVITED POLITICAL SPACE** is where ordinary citizens are asked to participate in making decisions, but within set boundaries.
- A **CREATED POLITICAL SPACE** is where ordinary citizens are able to claim a space where they can set their own agenda, no matter who is in power.

Different contexts around the world have different power systems and therefore different political space. The amount of political space available impacts how advocacy engagement happens and it is important to understand how to engage in the political space we have available in our context. Where there is no political space, care and caution are needed in how we engage.




For more information, please see **TOOL 9**: Power analysis table, Section E2 on stakeholders and also Section G5 on advocacy in difficult political contexts.

TOOL 8

# Types of power

| Source of power | Relies on... | Examples |
|---|---|---|
| **Authority** | Authority being connected to having an official position to make decisions | A judge sentences a thief to pay a fine<br>A local politician decides whether a school will be built<br>A pastor appoints a person to oversee a small group |
| **Coercion** | Fear of force if you do not respond | The army threatens to burn down a village<br>Gangs intimidate and hurt people during elections |
| **Collective** | Being organised to play to strengths | Community is mobilised to advocate for change<br>Links with other organisations |
| **Culture** | Belief system and behaviour | Tradition against challenging authority<br>Belief in fate and that one deserves one's lot in life<br>Strong commitment to family and community |
| **Economic** | Money or assets | People buy or stop buying from a particular shop or company<br>Donor threatens to reduce a grant<br>Someone offers a bribe to get a favour |
| **Ethnic** | Race, people group or class | People only vote for leaders from their own tribe<br>People from higher classes are more respected in community meetings<br>An employer creates a policy to prevent discrimination against job applicants from minority people groups |
| **Expertise** | Understanding, information and experience | A trained professional, eg doctor, gives a diagnosis<br>A university professor produces a new research report which changes government policy |
| **God** | Relationship with God | Understanding of who you are before God<br>Guidance from God<br>Understanding of God's heart and desire for justice |
| **Institutional** | Respect or fear for the institution | Organisation is respected, eg church<br>Organisation is feared, eg government |
| **Moral** | Recognition by a community or group that a person is a valid voice to represent them | An elected representative of trade union negotiates a pay deal<br>A recognised elder of an indigenous community speaks to the government about land rights<br>Person is a popular public figure |
| **Privilege** | Connections and who you know | A local chief persuades the government to give cheap land to their family<br>Someone becomes a bishop because they know the archbishop |
| **Resource** | Having something that someone wants | Provide access to communities<br>Provide access to churches in a particular area |
| **Service** | Desire to help others | Motivated by interests of others not selfish gain<br>Commitment to empowering others to speak for themselves<br>Values that others respect, agree with or want |

## TOOL 9 Power analysis table[3]

This tool identifies and explores different types of power in order to understand how they interact to reinforce poverty and vulnerability. This is vital for planning and implementing advocacy. The phrase 'power relations' describes relationships between different types of power and relationships between different powerful people and organisations.

### WHO?

Consider the relevant people, groups, organisations and institutions involved in advocacy:

- Who has power?
- Who lacks power?
- Whose voices need to be heard?
- Who needs to hear the advocacy message?
- Who is, directly and indirectly, helping those whose voices need to be heard?

### WHERE?

Consider the culture, context, political space (closed, invited or created) and levels (international, regional, national, provincial, district, community) at which advocacy is taking place:

- Where does power exist?
- What is the culture in which the advocacy is taking place, and how does this affect power relations?
- Which levels are most powerful?
- At what levels do voices need to be heard?
- What type of political space is available, and where does it exist?

### WHAT?

Consider the types (power to, with, within or over) and forms (visible, hidden or invisible) of power that are applicable to advocacy:

- What power relations exist?
- If there is a power imbalance, what is it like?
- What types of power are there?
- What different forms of power are available, and who can use them?
- What could a change in the balance of power look like?

### HOW?

Consider how appropriate different advocacy approaches are:

- How does power operate?
- How clear is our understanding of power relations?
- What methods and approaches of advocacy are likely to work best to address any power imbalance?
- How could we overcome obstacles to better power relations?

3 This tool is adapted from material in Oxfam's 'Quick Guide to Power Analysis'.

## TOOL 10 Political space chart

This tool is designed to assess what political space is available to ordinary citizens for influencing decision-makers, and how to make the most of it in advocacy work. It makes it easy to see the level of citizen participation and the level of transparency available in government decision-making processes. The aim is to use it to open up as much political space as possible for advocacy work, by increasing both participation and transparency.

STEP 1 Brainstorm the names of all the people, organisations and departments who are, could be or should be involved in government decision-making. A particular emphasis should be placed on naming different civil society organisations and representatives.

STEP 2 Draw a chart like the one below, with an arrow from bottom to top to measure citizen participation and another arrow from left to right to measure government transparency. This can be done with pen on paper, a stick on the ground, or tape on carpet.

STEP 3 Consider the four different quadrants of the chart and discuss which one best describes the political context.

STEP 4 Agree what political space is available to the list of people, organisations and departments listed in Step 1 and the best approach to take with advocacy work to make the most of it.

Citizen participation in government decision-making processes

| | |
|---|---|
| **High participation but low transparency** Citizens are able to participate in decision-making, but a lack of transparency will limit their impact, so advocacy will need to be about maintaining what political space is available and pushing for greater transparency. | **High participation and high transparency** Citizens are able to participate in decision-making and there is good transparency, so advocacy is possible and will need to be about using the political space that is available and making the most of it. |
| **Low participation and low transparency** Citizens have limited involvement in decision-making, and a lack of transparency will limit their impact further, so advocacy will need to be about opening up political space by pushing for greater participation and greater transparency. | **Low participation and high transparency** Citizens have limited involvement in decision-making, but there is good transparency, so advocacy will need to be about increasing political space by pushing for greater participation. |

Transparency in government decision-making processes

# SECTION B2 Training exercises

## EXERCISE 9 Understanding our own power and influence

**Aim** **To understand our own sources of power and the opportunities available to us to influence**

TYPE This is designed for group work but it could be adapted for individual reflection

METHODS Interactive agree/disagree line, plenary discussion

ADVANCE PREPARATION Think of sample statements about power and influence

STEPS

1. Get participants to stand up.
2. Assign one end of the room 'Agree' and the other end of the room 'Disagree'.
3. One by one, call out statements about power and influence (which you have prepared in advance) and ask participants to stand along an imaginary line between 'Agree' and 'Disagree', depending on their answer. Before moving on to the next question, ask different participants to explain why they are standing where they are. You could do this for extreme responses, as well as for anyone standing in the middle. Some example statements could include:
   - Only politicians have real power in our country.
   - Voting is a waste of time.
   - Decisions about our country's development are made overseas by donors and we cannot influence them.
4. Encourage plenary discussion and draw out the fact that we all have sources of power and opportunities to influence, but we need to recognise and use them.

## EXERCISE 10 Understanding power

**Aim** **To understand power and the different forms it takes**

TYPE Group exercise

METHODS Role play, pairs work, observation, plenary discussion

MATERIAL Copies of role play scenarios (optional – see examples on the next page)

STEPS

1. Ask participants if they have ever experienced abuse of power while doing their job, when dealing with government or in another context-specific setting. Invite them to share their stories.
2. Explain or distribute copies of role play scenarios (see examples below).
3. Pairs of participants act out a brief role play to show different power dynamics at work in different relationships.
4. After each role play, invite participants to identify what types of power have been shown, and how that power has been used and/or abused.
5. Lead a plenary discussion around the different forms that power takes.

ROLE PLAYS

**COMMUNITY LEADER AND COMMUNITY:** A community leader goes to a meeting with an oil company and allows the company to enter the community in exchange for a new office. He/she then informs the community of the decision.

**MAYOR, LOCAL COUNCILLORS AND COMMUNITY:** Local councillors decide to allocate money for an irrigation project. Later, the mayor consults with the community's schools, teachers and parents, and they decide it would be better to use the money for a new classroom, rather than the irrigation project.

**CHURCH LEADER AND CONGREGATION:** A church leader announces that half the collection money will go to a new health clinic in the community. It later turns out that all the collection money has gone to the church leader's mother for the construction of her new home.

**LANDLORD AND TENANT:** The landlord writes to inform the tenant that the rent will be increased by 50 per cent with immediate effect. If the tenant doesn't pay, his or her family will have to leave their home but they have nowhere else to live at such short notice.

**TEACHER AND STUDENT:** Following an incident in a classroom the teacher punishes one student with a detention (keeping her after school) for a month. The student thinks this is very unfair, especially as it was a group of people causing the trouble in the classroom.

**BOSS AND EMPLOYEE:** Each month the boss has been increasing the workload and responsibilities of one employee with no additional salary. After six months, the employee has had enough and confronts the boss about his/her unfair work burden. The boss doesn't think there is an issue.

**VILLAGE CHIEF AND VILLAGER:** Someone wants to build a new home for his family on a spare bit of land within the village boundaries. When he asks the village chief, he is refused permission but no satisfactory reason is given.

**BUS DRIVER AND PASSENGER:** The passenger has been using the same route to get to work for more than a year. One day the bus driver says the fares have been doubled with no warning and with no improvements to the service.

**JUDGE AND DEFENDANT:** The defendant is innocent of charges of theft, but the judge asks for a bribe to let him go. The defendant is willing to pay it!

**DOCTOR AND PATIENT:** A patient needs to be referred to a hospital for treatment but the doctor says he/she needs to make a charge for the referral. The patient knows that this isn't the case and doesn't want to pay but has to be referred by this doctor.

**DONOR REPRESENTATIVE AND NGO WORKER:** A donor representative makes a visit to a community project funded by the donor. When speaking with the NGO worker, the donor representative says that the donor wants a new village added to the scope of the work. This wasn't agreed at the beginning or in the contract and the budget isn't sufficient. The donor says that if the NGO doesn't comply, it could affect future funding.

## EXERCISE 11 'Power line'

**Aim** **To understand who has power (both formal and informal) and how it is used and abused within the country or context of the training workshop**

CONTEXT This exercise only works with a group. Please note: It is advisable to be cautious about using this exercise in some contexts where criticism of politicians is risky. It works best if it can be completed and left on display for the duration of the training workshop. If this is unsafe, take photos of it when it is complete and put the photos on a slideshow presentation that can be projected from a computer onto the wall when you need to use it and switched off quickly if necessary.

METHODS Small group work, 'power line', presentation, plenary discussion

MATERIAL Photos of people in power, a ball of string, pegs or paper clips, pins or sticky tape to attach the string to the walls

HANDOUT TOOL 8: Types of power

ADVANCE PREPARATION

1. Ahead of the exercise, do an internet search to find 12 to 14 royalty-free photos of individuals or groups of people who have power or lack power in the country or context where the training workshop is taking place. If the group is larger than 15, it is a good idea to have the same number of photos as the number of participants. Alternatively, if you do not have a reliable internet connection, cut out photos from newspapers. (In the absence of newspapers, you could draw people and write their names on sheets of paper.) Either way, categories to consider might include politicians, business people, communities, tribal groups, police, military, teachers, health workers, trade unions, overseas governments, NGOs, church denominations, other faith groups, the media and students.
2. Print off one complete set, one photo per A4 sheet, single sided. Alternatively, photocopy photos from newspapers to create a complete set. (If you are going to use Version 2, copy enough complete sets for one set per small group, allowing for six to eight people per small group.)

STEPS (VERSION 1)

1. Pin up a long piece of string, with one end in one corner of the room and the other end in the opposite corner, like a washing line. Make sure it is set at a height that the participants will be able to reach.
2. Give out the complete set of photos, ensuring that every participant receives at least one photo. Ask them to look at their photos and discuss who is represented in them. (If the group differs in their opinions, this adds to the richness of the discussions afterwards!)
3. Hand out pegs or paper clips, and ask the participants to attach their photos to the string, with the most powerful at one end and the least powerful at the other end. They should decide themselves what makes a person, organisation or group of people powerful. (It is normal for there to be disagreement over who has more or less power.) If space does not allow you to pin up string, the photos can be stuck to the wall with sticky tape or poster tack.
4. It is likely that there will be a lot of discussion and the photos will be moved around several times. Observe the group dynamics to see who most influences the decisions made. (Later on, say what you noticed if it seems appropriate.)

5. Allow some time and then draw everyone together and invite them to look at the power line. Facilitate a plenary discussion about where different photos have been placed on the string. Identify and discuss the different types of power that people have in the country or context. Use TOOL 8: Types of power as a guide.

STEPS (VERSION 2)

1. Split the participants into no more than four groups, with six to eight people in each group. Allocate each group a wall in the room and ask each group to pin up a long piece of string along the wall they have been allocated.
2. Give each group an identical set of photos, and ask them to look at them. Ask the groups to discuss who is represented in them. (If the groups differ in their opinions, this adds to the richness of the discussions afterwards!)
3. Hand out pegs or paper clips, and ask each group to attach their photos to the string along their wall, with the most powerful at one end and the least powerful at the other end. They should decide between themselves what makes a person, organisation or group of people powerful. (It is normal for there to be disagreement over who has more or less power.) If you cannot pin up string, the photos can be stuck to the wall with sticky tape or poster tack.
4. It is likely that there will be a lot of discussion and the photos will be moved around several times. Allow some time and then stop the groups and take everyone round to see the different power lines. Ask each group to explain their reasons for placing the photos where they did.
5. Facilitate a plenary discussion about the different types of power that people have in the country or context. Use TOOL 8: Types of power as a guide.

## EXERCISE 12 Understanding politics

**Aim** **To come to a common understanding of politics and the variety of contexts in which it operates**

CONTEXT This is designed for work in a group but could be done as individual reflection. The facilitator needs to be aware that the issues raised in this exercise can be controversial, so it may be necessary to make sure that everyone's perspectives are heard, respected and understood before moving on.

METHODS Individual reflection, small group discussion, plenary discussion

MATERIAL Sticky notes or blank cards

STEPS

1. Give all participants some sticky notes or blank cards.
2. Using one word or phrase per sticky note or blank card, ask participants to work in pairs to write or draw pictures or write words or phrases that come to mind when they hear the word 'politics'.
3. Stick the sticky notes or cards on the wall or place them on the floor.
4. Invite participants to group the ideas in themes.
5. Lead a plenary discussion around the key themes, based on the answers given and draw out a common understanding of politics and the variety of contexts in which it operates.

## EXERCISE 13 Power analysis

**Aim** **To analyse and understand the different factors that influence power dynamics and power relations**

CONTEXT This exercise works well in a group, but could be done as an individual reflection. The facilitator needs to be clear about how he or she would answer the questions in TOOL 9: Power analysis table ahead of asking a group to use it.

METHODS Small group work, presentation, plenary discussion

HANDOUT TOOL 9: Power analysis table

STEPS

1. Divide participants into four groups.
2. Hand out TOOL 9: Power analysis table.
3. Allocate each group one quarter of the table, so that one group is considering 'Who?', another 'Where?', another 'What?' and another 'How?'
4. Ask all the small groups to work together on the questions listed in the quarter of the table that they have been allocated and make a note of their answers. Allow at least ten minutes for this. Use the Facilitator's notes to help them if they find it difficult to answer the questions.
5. Draw everyone together and ask each group to present the findings for their quarter of the table. Record their answers on flipchart paper. Where there are differences of opinion between the small groups, explore why each group reached their conclusion.
6. Facilitate a discussion about what the power analysis has shown. Explain that power often reveals itself in more than one way, requiring advocacy to take place at more than one level and address more than one dimension of power at the same time to bring about lasting change.

## EXERCISE 14 Assessing political space

**Aim** **To identify what political space is available and how this affects advocacy work**

TYPE Group exercise or individual reflection

METHODS Case studies, small group work, plenary discussion

HANDOUT TOOL 10: Political space chart

STEPS

1. Divide participants into small groups, or ask them to work alone.
2. Give each group or individual a case study, selected from the various case studies scattered throughout the toolkit, or ask them to choose a case study based on their own experience. If using case studies from the toolkit, be sure to choose ones that clearly demonstrate participation (or a lack of it) and transparency (or a lack of it).
3. Give out copies of TOOL 10: Political space chart and ask each group or individual to work through the steps. Allow plenty of time for this. (Please note: If there is disagreement in the groups as to which quadrant of the chart best describes the political context, you may need to intervene to ask questions to facilitate answers that will help them reach agreement.)

4. Invite feedback from each small group or individual about the political space they have identified and what they need to consider in their advocacy work to open, maintain, increase or use the political space available. If necessary, use the Facilitator's notes to help you.

B3

# The *why* of advocacy

## The biblical basis

**Section B3** considers why advocacy is important for Christians, and the role of the church in advocacy. It looks at how advocacy is part of the outworking of God's purpose for the world through 'integral mission', a phrase that Tearfund uses to describe the interconnection between prayer, proclamation and practical service. It explores what we can learn from characters in the Bible who engaged in advocacy, with a particular focus on Jesus' example.

### Facilitator's notes

This section explores a series of questions and answers. The format is different from all the other sections in two ways:

1. The facilitator's notes give the answers to the exercises, so if the toolkit is being used in a training workshop a facilitator needs to be careful not to give the answers before the exercises have been done.
2. The tools in this section are study notes, designed to be freestanding on individual pages.

Training facilitators must be familiar with the material. They do not need to have direct experience of integral mission but they must have a good understanding of it. If necessary, they could bring in people with more expertise when using this section in a training workshop.



### Tools

This section introduces tools that can help us apply our learning in a practical way. In a training workshop, they can be used as handouts.



### Training exercises

This section outlines interactive training exercises that can be used with groups, in order to deepen understanding of the issues that have been raised and to practise application of the tools that have been introduced. They are ideal for use in a training workshop.

# SECTION B3 Facilitator's notes

**Why should Christians be involved in advocacy?**

At the heart of the Bible is the story of salvation. Salvation is about 'putting things right' and restoring things to how God wants them to be – for us as individuals, for Christians as a community of believers, for the whole of society and for the environment. Salvation enables people to become citizens of the kingdom of God. It offers a hope in the present, even though the fullness of salvation will only occur in the future.

Christians should be involved in advocacy work as part of this picture of 'putting things right'. They will be motivated in different ways and prompted by the Holy Spirit to get passionately involved (see TOOL 13: Study notes: Biblical motivations for advocacy). Advocacy for Christians is an outworking of obedience to God, a desire for justice and compassion for others (particularly people who are poor, marginalised and vulnerable) and it is a way of pointing people towards Jesus Christ.

God has placed Christians in many different areas of work and levels of society, all of which need to be influenced and transformed if poverty is to be alleviated. Christians need to use their strategic influence by following the biblical example:

- Speaking out against injustice and idolatry
- Modelling an alternative society, showing how God intended it to be
- Confronting authority when it goes against what the Bible teaches
- Praying for God to intervene
- Bringing peace and reconciliation
- Seeking social and economic justice.

For more information, please see:

TOOL 11: Study notes: The fullness of salvation

TOOL 12: Study notes: God's justice and compassion

TOOL 13: Study notes: Biblical motivations for advocacy.

Please also see Section F2 about planning for risks, which covers common concerns for Christians involved in advocacy.

**What is the role of the church in advocacy?**

No local church is perfect. Local churches are made up of people on a path of growth and change, who are seeking to create the kind of communities that God wants on earth. There are always opportunities for churches to have a greater impact in the local community and wider society. Yet the worldwide church is the redeemed people of God, in whom his Spirit lives, and this makes the church the most powerful agent of change in the world.

One of the powerful roles of the church is to be a prophetic voice, speaking out for change in society, and for people who are poor, vulnerable and marginalised. In this sense, churches have a strategic role to play in advocacy for and with the local community. This role includes:

- **Local influence**
  The local church has the ability to exert real power and influence on local issues and local power-brokers. As part of the community, the local church sees and experiences local injustice first hand and can often be in a position to speak out and take action.


- **Empowering citizens**
  The local church is often well placed to empower citizens at a grassroots level because it represents large numbers of people. The local church is influential, sustainable and relevant to local people. It also has a recognised moral voice that carries weight and authority (although we need to recognise that in some contexts the church's moral voice has been undermined by scandal).
- **Gathering information locally**
  The local church is ideally placed to gather first-hand accounts and information about what is happening at a local level. They can then pass this on to others in their wider church structures and networks who can use it to inform and strengthen their advocacy work (although this role is not possible where the local church is isolated from or unconnected to the wider bodies of the church).
- **Sharing information at a local level**
  The local church provides a natural forum in which information can be shared with church members and community members, as people gather together on a regular basis. This information can then be used to address injustices and hold decision-makers to account.
- **Acting as a mediator and peacemaker**
  The local church can act as an important force for reconciliation in a community because it brings a strong values base and theology that promote reconciliation in every sphere of life. However, it is important to acknowledge that churches, in some places and at some times, have been guilty of going against an underlying ethos of peace.
- **Prayer**
  The local church can encourage prayer, which can help to shape and influence the hearts and minds of those in power.

There are also potential problems for the local church when involved in advocacy:

- Church leaders can be politically compromised (eg if they seek to influence political leaders with bribery).
- Churches can abuse their power.
- Churches do not always have a legitimate mandate to speak.
- Churches can lack specialist knowledge.
- Churches can fail to teach, and implement learning, on social justice.
- Churches can be vulnerable to state persecution.

Further information on the role of the church in advocacy can be found on the Tearfund International Learning Zone (TILZ) website, http://tilz.tearfund.org.

### What is integral mission and how is advocacy part of it?

The mission of the church is to restore relationships through reconciliation – with God, self, the environment, people close to us and people we do not know. The outworking of this is what Tearfund calls integral mission. It is based on the understanding that the mission of God is 'to bring about, through Jesus Christ, a transformed creation wholly governed by God, from which all evil and suffering will be banished'.

Integral mission is therefore a term that describes God's holistic care for a person in community with others and the rest of creation and the environment. It is a term used by theologians, activists, advocates, church leaders and others to describe the combined outworking of prayer, gospel proclamation and practical service.

From the perspective of human needs, God's concern is comprehensive because his mission is to redeem a new humanity to populate a new heaven and earth. He meets people whatever their material, emotional, spiritual, economic, environmental and social needs. Restoring our relationship with God cannot be divorced from the restoration of all other relationships. The restoration of relationships leads to a process of transformation for the better. This will not reach its final result until Jesus Christ returns and brings a life of wholeness.

The process of restoring human relationships and bringing about positive social transformation happens through the interaction of three main groups within society: governments, businesses and civil society, with the church playing a unique role within civil society. While God is working through all these groups, only the church can bring about transformation in full, as only the church can bring the love and knowledge of Jesus Christ.

For the relationships between these three main groups to be restored to function as they should, and for this to result in good transformation, it is critical that we understand and engage with their roles and the power and influence that they each have:

- **Governments** are an expression of God's purpose to provide order and stability, judge evil and provide public services.
- **Businesses** are an expression of God's purpose to create, produce and distribute goods and services that people need to live, as well as providing employment and contributing to society through taxation.
- **Civil society**, as the realm between household and government, has a role to play in holding governments and businesses to account.
- **The church** has a unique role within civil society, as it bears witness to the rule/kingdom of God in Christ to influence all three main groups to ensure justice and to overcome poverty.

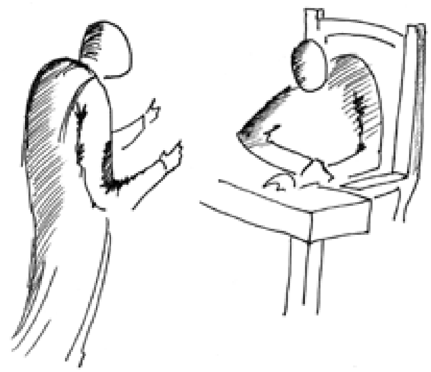
Advocacy, in the sense of influencing decision-makers and holding them to account to address the underlying causes of poverty, is therefore a fundamental part of integral mission.

### What can we learn from characters in the Bible who were advocates?

The Bible is full of stories about people who have engaged in advocacy – men and women, old and young, who loved God and his people, who spoke out against injustice, modelled an alternative society, challenged the misuse of power, confronted people in authority, influenced decision-makers, prayed for God to intervene and persuasively brought about change in society.

Apart from Jesus, three of the most obvious advocates in the Bible are:

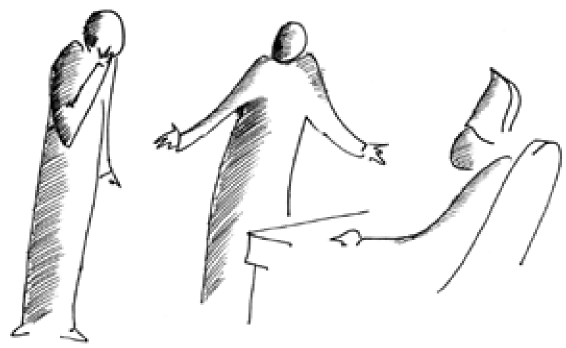
- **Nehemiah** (Nehemiah 1:2–4, 2:1–20, 5:1–13)
  The walls of Jerusalem, the city of God, were in ruins, so Nehemiah went to King Artaxerxes, and then to the king's officials, to seek permission to rebuild the walls. He also confronted the Jews who were lending money to poor people, demanding repayment with high interest and seizing land, property and even people as security for their loans if the loans were not repaid.



  From Nehemiah's example, we learn that advocacy involves:

  - *Godly motivations* – Nehemiah had a deep love for God and his people, and a longing to see God's honour restored and his people repent.
  - *Choosing and researching the right issue* – Nehemiah surveyed the broken walls in person and gathered first-hand evidence about the situation.
  - *Reflection and prayer* – Nehemiah took time to bring the situation before God. He did not jump in and act without thinking.
  - *Seizing opportunities* – Nehemiah was afraid when the king spoke to him, but he used his position of influence, requesting letters for the governors, which were granted.
  - *Respect for those in authority* – Nehemiah was polite and deferential to the king.
  - *Clear communication* – Nehemiah knew what message he had to give to the king. He was clear in what he asked.
  - *Working with others* – At every stage, Nehemiah involved the right people. He did not work on his own.
  - *Confronting opposition* – Sanballat and Tobiah did not want the welfare of the people to be promoted. They mocked and ridiculed Nehemiah, but he knew how to respond.
  - *Righteous anger* – Nehemiah was furious about the injustice of what was being experienced by his fellow Jews.
  - *Knowing the facts* – Nehemiah was able to challenge the interest payments being demanded by his fellow Jews from each other because he knew the law that was being broken.

- **Moses and Aaron** (Exodus chapters 5–12 but particularly 6:13, 6:26–7:24, 11:1–10, 12:29–36)
  During a time when God's people were living in Egypt, oppressed and enslaved, God called Moses and Aaron to go to Pharaoh, the leader of Egypt, and to ask him to let his people go.

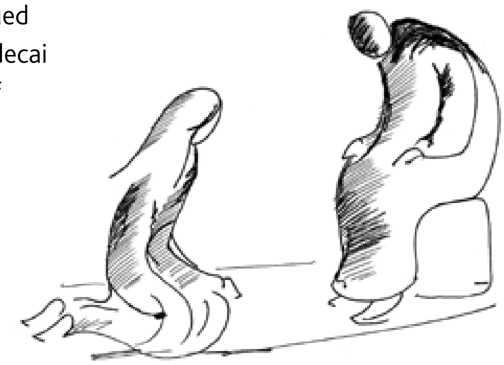


  From Moses' example, we learn that advocacy involves:

  - *Obedience to God's call* – Moses went to Pharaoh because God called him, having heard the cries of his oppressed people, and because God cares about those suffering injustice.
  - *Patience and perseverance* – Moses had to keep going back to Pharaoh and repeat the same message ten times.
  - *Courage and risk-taking* – Moses faced increasing hostility from Pharaoh in response to his requests.

- *Overcoming excuses* – Moses had a speech impediment so God gave him Aaron to work with him and help him communicate.
- *Working with others* – Moses had access to Pharaoh, but Aaron did the speaking. They were both advocates but played different roles.
- *Persevering* even when we don't see any progress and are confused by events – God warned Moses that Pharaoh's heart was hardened. However, eventually Pharaoh let them go.

■ **Esther and Mordecai** (Esther 3:8–4:17, 7:1–8:8, 8:11–13)
Just after Esther became Queen, a decree was issued demanding the annihilation of God's people. Mordecai told Esther and urged her to enter the presence of her husband, the king, to plead with him to save her people.



From Esther's example, we learn that advocacy involves:

- *Godly motivations* – Esther and Mordecai loved God and cared deeply about his people and this is what spurred them into action.
- *Awareness of the need* – The advocacy issue was determined by the need of the people and Mordecai was aware of the need – indeed, he was directly affected.
- *Using our position of influence* – Mordecai believed that Esther was in position in the royal palace for this specific time.
- *Courage and risk-taking* – Esther knew that if the king did not raise his sceptre she would die, but she had to overcome her fear to enter his presence.
- *The importance of timing* – Esther waited until exactly the right moment to make her request to the king.
- *Working with others* – Mordecai was the one who was aware of the need, Esther was the one who had access to the king, and the people were all able to pray and fast on her behalf.
- *Clear messages* – Esther knew exactly what she wanted the king to do and how she wanted the new decree to be worded.

This is not a comprehensive list, but some of the other advocates in the Bible worth studying include:

■ **Abraham** (Genesis 18:16–33) who pleaded with God to save Sodom.

■ **Samuel** (1 Samuel 13:1–15) who rebuked Saul when he broke the law.

■ **Joseph** (Genesis 41:1–57) who warned Pharaoh that there would be a famine and influenced him to plan ahead to reduce the risk of disaster.

■ **Paul** (Acts 22:22–23:35, 25:8–12, 26:24–32) who appealed to his rights and entitlements as a Roman citizen before the governor.

■ **Amos** (Amos 5:23–24), **Micah** (Micah 6:8) and **other Old Testament prophets** who spoke out against injustice and oppression.

## What can we learn from Jesus' example?

Throughout the gospels, we see the attitude and actions of Jesus towards those who are oppressed and towards those who have power. They also reveal how he uses his own power.

Jesus' approach to power had the following characteristics:

■ Service – Servant leadership

■ Respect – Responsible use of power without the use of force

- Empowering – Developing others to carry on the work
- Courage – Speaking out for what is true, and challenging injustice
- Integrity – Modelling what he was advocating
- Model citizen – Observing the law unless it goes against God's law
- Motivated by love – Love for enemies and for those who are hated.

**Passages to study**

- **Jesus washes his disciples' feet** (John 13:1–17)

  Jesus had arrived in Jerusalem just before the Passover, and he knew that he was about to be killed. His acts and teaching had threatened the power of the Pharisees and Sadducees and they wanted to get rid of him so that they would keep their dominant position in Jewish society. Jesus used the opportunity to wash his disciples' feet. We see that:
  - Unlike most of the Jewish leaders, Jesus was motivated by love, not power or position
  - He explained his actions and used them to teach and challenge others
  - He modelled a lesson in selfless service, showing his followers the path that they are called to take
  - He identified with those with a low position in society.

- **Jesus and the woman who is caught in adultery** (John 8:1–11)

  The teachers of the law brought a woman to Jesus who had been caught committing adultery. The accusers wanted to humiliate the woman and to trap Jesus. The man, who had also committed adultery, is not mentioned in the account. They brought the woman out in public, ready to be stoned. We see that:
  - Jesus did not act hastily, but remained calm and in control of himself
  - He did not approve of sin
  - Although he did not defend the woman's actions, he was willing to stand up to the powerful
  - He taught forgiveness, rather than condemnation
  - He was motivated by love and desire for reconciliation.

- **Jesus clears the temple** (Matthew 21:12–17)

  Just after Jesus entered Jerusalem, he went to the temple area and started to turn over the tables of the money-changers and those selling doves. He also healed the blind and lame, and the children shouted praises to him. However, he rebuked the crowd, including the chief priests and teachers of the law, for their lack of faith and for allowing the temple to be corrupted. We see that:
  - Jesus attacked exploitation of poor people
  - He had no formal authority in the temple, but people listened to him because of what he did
  - He knew the time to act
  - He explained his actions to those around him
  - He tackled the causes of poverty and suffering, through healing people and challenging the oppressors
  - He was willing to challenge cultural customs when they were against God's will.

For more information, please see TOOL 14: Study notes: Jesus the advocate.

TOOL 11

## Study notes: The fullness of salvation

Isaiah prophesies the coming of the Messiah to bring salvation. He is concerned about the salvation of nations (Israel first and then all nations) but knows that this salvation will come through one man. Isaiah chapter 1 shows that sin has social (v15–17), environmental (v19–20) and political (v23) consequences. The root of sin is a broken relationship with God (v2–4), which leads to broken relationships at all other levels. Salvation is 'putting things right' and reversing the effects of sin, bringing healing at all levels: individual, societal and political. Salvation is, therefore, the restoration of the earth and its people to the glory and joy that God intended from the beginning. The Bible contains a number of pictures of this glory that is to come (Isaiah 11:1–9, 25:1–8; Ezekiel 47:1–12; Revelation 21).

**The kingdom of God**

The fullness of salvation is expressed as the good news of the coming of the kingdom of God. This kingdom is to be found wherever God reigns – in people's hearts, relationships, systems and structures. It was prophesied in the Old Testament and brought about by Jesus.

- The kingdom has come but we wait for its fulfilment (Mark 1:15).
- The kingdom will put things right, bring redemption and reconciliation (Colossians 1:20, 2 Corinthians 5:19) and is good news to the poor (Luke 4:18–19).
- There will be opposition to the kingdom because it is in conflict with the current world.

**The good news of the kingdom**

In the Gospel of Luke, Jesus explains his mission by quoting from Isaiah 61: *'"The Spirit of the Lord is on me, because he has anointed me to proclaim good news to the poor. He has sent me to proclaim freedom for the prisoners and recovery of sight for the blind, to set the oppressed free, to proclaim the year of the Lord's favour"'* (Luke 4:18–19). This good news is the fullness of salvation and includes:

- Reconciliation with God – the call to repent and believe is for individuals to come back to God and live in peace with him and each other.
- Freedom from oppression – including political, as well as individual, liberation (as in the Exodus from Egypt), because Jesus has brought all powers under his control.
- Personal and collective blessing from God.
- Good news for the poor – salvation is particularly good news for people living in poverty because God values them as much as he values everyone else. This is different from the world's attitude towards them, which often makes them feel like second-class citizens. The kingdom of God turns the world's values the right way round.

This focus on God's kingdom as *'good news for the poor'* is at the heart of Tearfund's mission.

TOOL 12

# Study notes: God's justice and compassion

As human beings, we are made in God's image (Genesis 1:27). All human beings have equal value and should have equal respect. God loves all people and has a special concern for those living in poverty, the marginalised and the oppressed, because they often experience suffering and injustice. His concern for poor and oppressed people and his desire for justice are part of his character. This is shown throughout the Bible in his actions, laws and commands.

**Justice in the Old Testament**

The most significant example in the Old Testament of God working for justice is the liberation of his people from oppression in Egypt, as part of his plan to bring them to the promised land. This involved physical liberation from slavery, political liberation from an oppressive regime and spiritual liberation so that they could worship God freely. The Exodus shows us God's compassion and his desire for justice and freedom. Compassion and justice are often found together in God's actions and commands. In Exodus 3:7–8, we read *'The Lord said, "I have indeed seen the misery of my people in Egypt. I have heard them crying out because of their slave drivers, and I am concerned about their suffering. So I have come down to rescue them from the hand of the Egyptians and to bring them up out of that land into a good and spacious land."'* The Exodus can be seen to foreshadow the true liberty that Christ brings to his followers.

God's commands and laws are a reflection of his character and a guide to how he wants us to live. Throughout them, he shows a special concern for protecting those on the edge of society:

- In Deuteronomy, the Israelites are commanded to walk in the way of God. This includes recognising that God *'defends the cause of the fatherless and the widow, and loves the foreigner residing among you, giving them food and clothing'* (Deuteronomy 10:18).
- Isaiah speaks of true obedience to God: *'Is this not the kind of fasting I have chosen: to loose the chains of injustice and untie the cords of the yoke, to set the oppressed free and break every yoke? Is it not to share your food with the hungry and to provide the poor wanderer with shelter – when you see the naked, to clothe them, and not to turn away from your own flesh and blood?'* (Isaiah 58:6–7).
- Other key Old Testament passages which show God's desire for justice and mercy for his people are Leviticus 25, Amos 5:11–15 and Micah 6:8.

**Justice in the New Testament**

- Jesus shows this concern in his actions (see TOOL 14: Study notes: Jesus the advocate).
- Jesus teaches that the most important commandments are to love God and love your neighbour. Loving God with all our heart means being changed to become more like him and to have his heart. Jesus uses the parable of the Good Samaritan to show what this love looks like in practice (Luke 10:25–37).
- The Pharisees are told off for neglecting justice: *'Woe to you Pharisees, because you give God a tenth of your mint, rue and all other kinds of garden herbs, but you neglect justice and the love of God. You should have practised the latter without leaving the former undone'* (Luke 11:42).
- James teaches Christians to treat all people equally, in particular, not to insult poor people or ignore their needs (James 2:1–26).

## TOOL 13 Study notes: Biblical motivations for advocacy

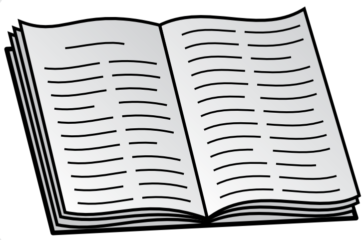
Our motivations for what we do are driven by our values. Biblical values are constant but they only become our values when we live by them. Because we each prioritise values differently, we should be careful to understand how and why others have prioritised values in their approach to advocacy. Below are some biblical values which link to advocacy work:

**Wise stewardship of resources**

We need to treat the environment with respect, taking proper care of all animals, fish and birds, and using the earth's natural resources to the benefit of all people, not just a few (Genesis 1–2).

**Compassion**

God has compassion for the vulnerable, marginalised and oppressed. The Israelites were told not to take advantage of a widow or an orphan (Exodus 22:22) and to look after poor people (Leviticus 23:22). The psalmist speaks of God as being *'gracious and compassionate'* and *'slow to anger and rich in love'* (Psalm 145:8).



**Love and active responsibility to others**

Jesus placed love at the heart of all commandments (Matthew 22:37–40).

**Equality of all human beings before God**

This includes equality regardless of age, gender, race or intelligence and recognises human beings as made in the image of God (Genesis 1–2; Galatians 3:28).

**Reconciliation and peace within communities**

God intends that all people should live at peace with each other and reconciliation is at the heart of his plan (Matthew 5:9). We need to promote peaceful and supportive relationships within communities, and to seek reconciliation in all situations.

**Social and economic justice**

Many of the laws in Leviticus were written to promote justice, such as using fair measurements for trade (19:36), not charging interest (25:36), fair distribution of land (25:8–54) and paying fair wages to labourers (see also Malachi 3:5).

See also **Section B1** on why Tearfund does advocacy.

TOOL 14

# Study notes: Jesus the advocate

In 1 John 2:1, we are told that Jesus advocates on our behalf when we sin: *'If anybody does sin, we have an advocate with the Father – Jesus Christ, the Righteous One.'* The examples below give some insight into Jesus' character as an advocate.

**Jesus modelled servant leadership and was prepared to suffer for others**

When James and John asked Jesus if one could sit on the right and the other on the left in his kingdom (Mark 10:37), Jesus replied: *'For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many'* (v45). He says that the path of his disciples is the same: *'Whoever wants to be great among you must be your servant, and whoever wants to be first must be slave of all'* (v43–44). He demonstrated his servant nature by washing his disciples' feet, and challenging them to do the same (John 13:14–15). He was also prepared to sacrifice himself for the sake of others (1 John 2:1–2), becoming an advocate for us by means of his death. His willingness to face danger and death drew attention to his message and was crucial to the effectiveness of his advocacy.

**Jesus modelled how he wanted society to be and encouraged others to fulfil their responsibility**

Jesus loved God above everything and was obedient to his will (Luke 22:42; Hebrews 5:7–10), spending time in prayer (Mark 1:35). He loved his neighbour, which was shown in the way he treated outsiders (eg healing the woman who had been bleeding in Luke 8:40–48). He associated with sinners (eg Zacchaeus in Luke 19:1–10), treated women with dignity and respect (eg Martha and Mary in Luke 10:38–42) and loved his enemies (Luke 23:34). He also taught others to follow his example (Matthew 5–7; Luke 10:25–37).

**Jesus gave back dignity and value to those who were despised and marginalised**

Jesus associated with those who were on the edge of society. He accepted the anointing by the 'sinful woman' (Luke 7:36–50) and rebuked his disciples when they stopped people bringing children to him (Luke 18:16). He also healed the blind, the sick, the demon-possessed and other outsiders such as the man who was chained among the tombs and the woman who had been bleeding for 12 years (Mark 5:1–20, 25–34).

**Jesus obeyed the law of the land**

Jesus obeyed the law of the land where this did not go against God's law. When questioned about taxes (Mark 12:13–17), he concluded by saying: *'Give back to Caesar what is Caesar's and to God what is God's.'* He encouraged Jews to obey the state. However, the main emphasis of this instruction was to *'give to God what is God's'*. This means that his followers must follow God's will, upholding justice and righteousness for God's glory.

**Jesus challenged corruption, hypocrisy and injustice in Jewish society**

When entering the temple in Jerusalem, he drove out the traders and money-changers (Mark 11:15–17). He warned against the hypocrisy of the ruling Jewish powers (Matthew 16:6). He criticised their ignorance of justice and mercy, their use of power for personal gain and the way they led people astray (Luke 11:37–53; Matthew 9:9-13, 12:1–14).

**Jesus taught love for enemies**

In Jesus' day, many Jewish people hated the Romans. Some of the Zealots killed Roman soldiers, and many people were expecting a Messiah to come and liberate them from their oppression by Rome and re-establish an earthly kingdom for the Jewish people. However, Jesus taught love for enemies instead of hate: *'Love your enemies and pray for those who persecute you'* (Matthew 5:44), and said, *'Blessed are the merciful, for they will be shown mercy'* (Matthew 5:7). Another example of love and forgiveness was on the cross when Jesus cried out: *'Father, forgive them, for they do not know what they are doing'* (Luke 23:34).

# SECTION B3 Training exercises

## EXERCISE 15 The role of the church in advocacy

**Aim** **To understand why Christians and churches should engage in advocacy and what roles they can undertake as advocates**

TYPE This exercise is in two parts. Both parts work well with a group, but the second part can also be used by individuals in private study.

TIPS Sufficient time needs to be allowed to do the Bible studies. It is important not to give away answers from the Facilitator's notes ahead of time.

METHODS Individual reflection, brainstorm, small group discussion, Bible study, presentation, plenary discussion

MATERIAL Sticky notes or blank cards

HANDOUTS TOOL 11: Study notes: The fullness of salvation
TOOL 12: Study notes: God's justice and compassion

STEPS

1. Give each participant three or four sticky notes or blank cards and ask them, working individually, to write on them words or phrases that come to mind when asked, 'What is God's purpose for his world?' Clarify that it should be just one word or phrase per sticky note or blank card.
2. As they complete this, invite them to come and place their sticky notes or cards at the front. Cluster the sticky notes or cards together in common themes.
3. Generate a discussion, identifying the main points, and invite clarification where needed.
4. Divide the participants into three groups, making sure that each group has at least one Bible.
5. Assign each group with one of the following Bible passages: Isaiah 61, Luke 4:18–19 and Revelation 21.
6. Ask each group to read their assigned passage and answer the following questions:
   - What does this passage say about God's purposes for his world? (Look out for these key words: 'salvation', 'kingdom of God' and 'good news'.)
   - What roles should Christians be playing to bring about God's purposes for his world?
   - Where does advocacy and/or working for justice come into these roles?
7. After sufficient time, invite each group to present back in plenary, and lead a discussion about the role of the church in God's plan to bring about his kingdom, and the place of advocacy within that. Refer to TOOL 11: Study notes: The fullness of salvation and TOOL 12: Study notes: God's justice and compassion for guidance. Refer also to the Facilitator's notes in this section.

## EXERCISE 16 Advocates in the Bible

**Aim** **To identify and learn from characters in the Bible who acted as advocates**

TYPE This exercise works well with a group but can also be used by individuals in private study

TIPS Sufficient time needs to be allowed to do the Bible studies. It is important not to give away answers from the Facilitator's notes ahead of time.

METHODS Brainstorm, small group discussion, Bible study, presentation, plenary discussion

MATERIAL Flipchart stand and paper, pens

HANDOUTS TOOL 13: Study notes: Biblical motivations for advocacy (and also, from Section A – TOOL 4: Roles of an advocate)

STEPS

1. Give out, or refer back to, Section A – TOOL 4: Roles of an advocate. Brainstorm which biblical characters took on any of the roles of an advocate. Write the names of these people on flipchart paper and make sure that everyone understands why each character has been identified. If appropriate, invite participants to explain the thinking behind their choice.
2. Depending on numbers, identify three to five main characters, and divide participants into small groups, enough for one per character. Assign each group a different character and make sure each group has at least one Bible.
3. Using the Facilitator's notes about the advocates in the Bible, along with TOOL 13: Study notes: Biblical motivations for advocacy, make sure each group knows which Bible passages to look up to find out more about the character they have been assigned.
4. Ask participants to read their Bible passages and identify what we can learn about advocacy from their assigned character. If it helps, ask them to draw a table or grid and fill in their answers to the following questions:
   - What issue did they advocate about?
   - Who did they advocate to?
   - How did they advocate and what roles did they undertake?
   - What characteristics did they show and what can we learn from them?

   **PLEASE NOTE:** Do not give them the answers from the Facilitator's notes!
5. After sufficient time, invite each small group to feed back in plenary and present their findings. It can be helpful if a volunteer writes up the responses on flipchart paper for everyone's benefit.
6. Lead a plenary discussion around the key things you can learn from the characters in the Bible who acted as advocates. You might want to refer to the Facilitator's note, 'What can we learn from characters in the Bible who were advocates?'

## EXERCISE 17 Jesus and power

**Aim** **To understand Jesus' approach to power**

TYPE This exercise works well with a group, but can also be used by individuals in private study

TIPS Sufficient time needs to be allowed to do the Bible studies. It is important not to give away answers from the Facilitator's notes ahead of time.

METHODS Small group discussion, Bible study, presentation, plenary discussion

HANDOUT TOOL 14: Study notes: Jesus the advocate

STEPS

1. Divide the participants into three groups, making sure that each group has at least one Bible.
2. Assign each group with one of the following Bible passages: John 13:1–17, John 8:1–11 and Matthew 21:12–17.
3. Ask each group to read their assigned passage and answer the following questions:
   - What were the characteristics of Jesus' approach to those who were oppressed, suffering or marginalised?
   - What were the characteristics of Jesus' approach to those who had power?
   - How did Jesus use his own power?
   - What can we learn from his approach?
4. After sufficient time, invite each group to present back in plenary, and lead a discussion about what we can learn from Jesus' example, applying the learning to real-life examples wherever possible. You might want to refer to the Facilitator's note, 'What can we learn from Jesus' example?'

# PART TWO

# Practical action in advocacy

Part Two of the Advocacy toolkit is different from Part One. Part Two is a practical guide. It assumes that the reader understands the *what*, *where*, *who* and *why* of advocacy that are outlined in Part One, and it builds on this by outlining the *how*.

Section C gives an overview of the process for developing an advocacy strategy, or an advocacy component within a broader project or programme strategy. Sections D to H unpack each of the main stages of the process. These stages lead from one to another, but it may be necessary to move between stages if circumstances require it.

The amount of time required for doing advocacy work will vary, depending on the urgency and complexity of a particular issue, the amount of information needed and the advocacy methods chosen. For an immediate and urgent response to an issue, Section C provides a framework with the main questions to address; for a longer-term strategic response to an issue, Sections D to H need to be worked through in more detail.

> ***“Never doubt that a small group of thoughtful, committed citizens can change the world.”***
>
> **Margaret Mead**

# Overview of the Advocacy Cycle

Section C provides an overview of the main stages that are required in every advocacy initiative, using the format of the Advocacy Cycle, and it explains why advocacy capacity building is an important part of any advocacy initiative.

Section C is a vital part of the toolkit and it is wise to include it in a training workshop. It explains how the different stages in the Advocacy Cycle relate to each other. Each stage is then expanded, one by one, in the rest of the toolkit, Sections D to H.

**Facilitator's notes**

This section explores a series of questions and answers. A training workshop facilitator must be familiar with this material.



**Tools**

This section introduces tools that can help us apply our learning in a practical way. In a training workshop, they can be used as handouts.



**Training exercises**

This section outlines interactive training exercises that can be used with groups, in order to deepen understanding of the issues that have been raised and to practise application of the tools that have been introduced. They are ideal for use in a training workshop.

# SECTION C Facilitator's notes

### What is the Advocacy Cycle?

The Advocacy Cycle is a useful way of visualising what needs to be done in our advocacy work. It takes us step by step through each stage of the process of developing an advocacy strategy, or an advocacy component within a broader project or programme strategy. If we are serious about doing advocacy, we either need to create a separate advocacy strategy or include it in the design of our projects and programmes from the outset.

Although it is referred to as the Advocacy Cycle, it is a version of the Project Cycle[4] that has been specially adapted for advocacy projects. It enables us to be systematic, strategic and analytical, so that we avoid getting side-tracked. The reason it is referred to as a *cycle* is because developing, planning, implementing and reviewing an advocacy strategy is a *repetitive* and *flexible* process. Sometimes, the stages need to be followed in order but sometimes the stages are best run in parallel with each other. It is important to adapt as circumstances change rather than seeing the cycle as fixed.

For more information, please see **TOOL 15**: The Advocacy Cycle.

### What is advocacy capacity building and why does it matter?

When we do advocacy, it is important that we try to build the capacity of communities who are poor, vulnerable, marginalised and disempowered, so that they learn how to speak for themselves about the issues that affect them. This process is known as advocacy capacity building. It is a way of enabling people affected by an advocacy issue to voice their needs and problems, their hopes and solutions, so that they have the confidence and capability to influence decision-makers for themselves and determine their own changes.

We also need to empower our organisations to advocate by developing the abilities of our staff, colleagues and partners, so that they learn how to speak with and on behalf of others. This, too, is advocacy capacity building.

In order to implement an effective advocacy strategy or an advocacy component within a broader project or programme strategy, the people and organisations involved need to have sufficient capacity in advocacy. Therefore, throughout an advocacy initiative, it can be a good idea to identify ways in which we can support those affected and those involved (particularly the church, in its unique role within civil society) to build their capacity to advocate. Capacity can be built through:

- Training workshops, using this toolkit
- Accompaniment, mentoring and coaching
- Participation in coalitions, alliances and networks to facilitate joint learning (see Section E2 on stakeholders)
- Accessing resources, tools, reports and other guidance materials
- Using in-country and/or in-region advocacy expertise
- Staff members dedicated to advocacy
- Peer learning
- Using **TOOL 16**: Advocacy capacity assessment questionnaire.

This is not a definitive list. It is wise to consider which approaches will work best in our own context.

4 ROOTS 5 – *Project cycle management* (2005) can be downloaded from the TILZ website, http://tilz.tearfund.org.

TOOL 15

# The Advocacy Cycle

An advocacy initiative can be divided into stages, although in practice these overlap. The time it takes to complete all the stages and the necessary detail will vary greatly, depending on the urgency and complexity of a particular issue, the amount of information needed to be able to act and the advocacy methods chosen.

The basic Advocacy Cycle is:

### 1 Issue identification

Identify possible problems that could be addressed through advocacy action. Visualise change and decide what needs to be done to achieve it. Select one issue to focus on.

### 2 Research and analysis

Find out as much as possible about the advocacy issue. Gather and analyse all the appropriate quantitative and qualitative information to support each step. Ensure that the causes and effects of the advocacy issue are understood. Explore possible solutions to the problem. Identify resources (money, equipment, volunteers, supplies, use of rooms and buildings, etc).

### 3 Planning

Develop an advocacy strategy or an advocacy component of a wider project or programme strategy. Decide, and agree, what we are going to do, when we are going to do it and who is going to do what. This includes deciding on the Impact (the end result we hope advocacy will contribute towards), the Outcome (the change that is possible within the lifetime of the plan), Outputs (what we need to deliver to bring the change we hope to make), objectives, success indicators, means of measurement, targets, allies, methods and Activities, risks and assumptions. Conduct a risk assessment. Attract resources.

### 4 Action

Develop the message. Write statements tailored to different target audiences, which define the issue, state proposed solutions and describe the actions that need to be taken. Communicate the message and influence the target audiences, in whatever way is most appropriate. Carry out the agreed methods and Activities, within the agreed timeframe. Work with others in alliances, coalitions and networks, as appropriate, and coordinate with all those involved.

### 5 Evaluation

Collect and analyse information at the end of the advocacy initiative, to determine whether or not the Outputs and Outcomes have been achieved, and whether this has brought about Impact. This is necessary for learning and accountability. It should be relatively easy to do if clear indicators and means of verification are set during planning, and if monitoring, reviewing and learning are undertaken during action.

### Monitoring, reviewing and learning (ongoing)

Undertake a continuous process of gathering data to measure progress towards achievement of the Activities. Assess whether Activities are leading to Outputs, and whether change is taking place in line with the Outcomes. Make appropriate adjustments to the advocacy strategy, and then continue. Share and apply learning from both successes and mistakes.

TOOL 16

# Advocacy capacity assessment questionnaire

STEP 1
Table of advocacy capacities

| Capacity | Score (1–5) |
|---|---|
| **A Vision, values, mission, strategy** | |
| 1 Clear mission and purpose of organisation or community group | |
| 2 Clear and agreed values underpinning organisation or community group | |
| 3 Understanding of how advocacy links with core values and mission and as an integral part of development | |
| 4 Strategy for action, linking to mission and values | |
| 5 Understanding the servant nature of advocacy and appropriate use of power | |
| 6 Commitment to building capacity of others to speak for themselves | |
| **B Internal systems and structures** | |
| 1 Clear and accountable process for decision-making | |
| 2 Theological reflection on issues | |
| 3 Commitment to advocacy at highest level | |
| 4 Clear idea of who you represent and how you represent them | |
| 5 Clear understanding of own legitimacy and what this is based on | |
| 6 Participation by all stakeholders in advocacy and other development work | |
| 7 Clear lines of communication within and outside the organisation or community group | |
| 8 System for ongoing monitoring and evaluation of work | |
| 9 Experience in conflict resolution | |
| **C Skills, experience and understanding** | |
| 1 Understanding of how local, national and international policies affect local problems | |
| 2 Understanding of policymaking and power relations | |
| 3 Understanding the views and influence of key stakeholders | |
| 4 Skills in research and access to good information | |
| 5 Skills in community mobilisation and awareness-raising | |
| 6 Skills in law or access to such skills | |
| 7 Skills in strategy development | |
| 8 Skills in lobbying | |
| 9 Experience of working with the media | |
| 10 Support from others, such as partners or networks | |
| 11 Understanding of risks and how to plan to reduce them | |
| **D Resources** | |
| 1 Human resources committed to advocacy | |
| 2 Financial resources committed to advocacy | |

**TOOL 16** continues on next page

| Capacity | Score (1–5) |
|---|---|
| **E External links** | |
| 1 Access to/relationship with grassroots groups | |
| 2 Access to/relationship with policymakers | |
| 3 Access to/relationship with other local NGOs and churches | |
| 4 Access to/relationship with international NGOs and churches | |
| 5 Access to established networks (eg coalitions, alliances, etc) | |
| 6 Relationship with journalists | |
| 7 Committed volunteers and supporters | |
| 8 Access to experts in your issue | |
| 9 Access to trainers and other advocacy resources in-region | |

### How to allocate score

1 **SEED** Just beginning to define itself in this area, has potential to develop

2 **EMERGING** Starting to become established

3 **GROWING** Beginning to gain momentum and confidence

4 **WELL-DEVELOPED** Good degree of competency and is seen to be very effective

5 **MATURE** Highly competent

STEP 2
Score sheet

| Indicator | Staff score | Facilitator score | Comments |
|---|---|---|---|
| Clear mission statement? | | | |
| Good research skills? | | | |
| Clear lines of accountability? | | | |
| Strong links with other groups? | | | |

STEP 3
SWOT/BEEM analysis

| Strengths | How to Build on them |
|---|---|
| | |
| **Weaknesses** | **How to Eliminate them** |
| | |
| **Opportunities** | **How to Exploit them** |
| | |
| **Threats** | **How to Minimise them** |
| | |

# SECTION C Training exercises

## EXERCISE 18 Stages in the Advocacy Cycle

**Aim** **To provide an overview of the main stages that are required in every advocacy initiative, using the format of the Advocacy Cycle**

TYPE Group exercise

TIPS Although the suggested order follows the model laid out in the table on the next page, other orders can be suggested as long as they can be justified by the group. The longer version is recommended but is reliant on preparation time, so an alternative is provided for when time is limited.

METHODS Small group discussion, drawing, feedback presentation, plenary discussion

MATERIAL For Version 1, flipchart paper, pens, poster tack or glue; for Version 2, sticky notes or blank cards

HANDOUT TOOL 15: The Advocacy Cycle

STEPS 1–4 (VERSION 1) – ADVANCE PREPARATION

1. Ahead of the exercise, print or copy the strips on the next page on single-sided paper.
2. Depending on the number of participants, print or copy enough for each small group to have one complete set.
3. For each complete set, cut along the horizontal dashed lines, leaving the vertical dividing lines in place, so that each piece is a paper strip, which has two parts, with the cycle stage on one part and the definition on the other part.
4. Cluster each complete set of paper strips together and shuffle each set like a pack of cards. Use elastic bands to keep each set intact.

STEPS 5–10 (VERSION 1) – AT THE TRAINING WORKSHOP

5. Divide participants into small groups of four to six people. Give each group a complete set of strips, together with a flipchart piece of paper, flipchart pens, and poster tack or glue.
6. Ask each group to look at the set of strips they have been given and to discuss, and agree, the order in which the strips should take place. Get them to stick them on the flipchart paper and use the pens to draw arrows between them.
7. Please note that some groups may do this as a cycle or circle. Others may create a ladder. Others may do a strange-looking shape! Emphasise that there is no right or wrong, as long as they can justify why they would do things in a given order.
8. After sufficient time, ask each group to present back in plenary, explaining why they have put things in the order they have, and which stages were most difficult to place and why. Then allow for questions from other groups.
9. Explain that there are generic tried-and-tested models that demonstrate that the Advocacy Cycle is a particularly good way of working. Link this to the stages that we use in the toolkit, but highlight the sub-categories that have been used in the exercise.
10. Keep the different versions up on the wall and refer back to them during the course of the training workshop, if appropriate, as each stage is gone through.

**Set of strips to print/photocopy, cut out and use in Version 1 of Exercise 18**

| | |
|---|---|
| **Identify the issue** | Identify possible problems that could require advocacy action and select which one to focus on. |
| **Research the issue** | Find out as much as possible about the advocacy issue. |
| **Collect and analyse information** | Gather and analyse all the appropriate quantitative and qualitative information to support each step of your advocacy. |
| **Identify solutions** | Explore possible solutions to the advocacy problem identified. |
| **Identify resources** | Identify and attract resources (money, equipment, volunteers, supplies, building space, etc) to carry out your advocacy. |
| **Visualise change** | Decide what you would like to see change in your community/society/context as a result of your advocacy. |
| **Identify decision-makers** | Establish who has power, authority and/or responsibility to bring about the change that you visualise, and who you will need to target and influence. |
| **Decide on desired advocacy Impact** | Decide the end result you hope your advocacy will contribute towards. |
| **Set advocacy Outcomes** | Decide what change is possible within the lifetime of your plan that will move you nearer to contributing towards the Impact. |
| **Set advocacy Outputs** | Decide what you need to deliver to bring the change you hope to make. |
| **Assess risks** | Consider the risks in undertaking advocacy, or not undertaking advocacy, and plan for how to mitigate and overcome them. |
| **Make a plan** | Decide, and agree, what you are going to do, when you are going to do it and who is going to do what. |
| **Implement a plan** | Carry out your agreed actions in the agreed time frame. |
| **Develop a message** | Write statements tailored to different audiences that define the issue, state your proposed solutions and describe the actions that need to be taken. |
| **Use channels of communication** | Deliver your message to various target audiences, eg radio, television, flyers, press conferences, meetings, etc. |
| **Influence decision-makers** | Target the decision-makers you are trying to persuade to support your advocacy issue. |
| **Work with allies** | Develop relationships with other groups, organisations and individuals who are committed to support your advocacy issue, and build or join coalitions, alliances and networks with them. |
| **Monitor** | Gather data to measure progress towards achievement of the Outputs and Outcomes. |
| **Review** | Assess progress in your advocacy, make appropriate adjustments to your plan and then continue. |
| **Evaluate** | Collect and analyse information to determine whether or not the Outputs and Outcomes have been achieved. |
| **Learning** | Identify lessons that have been learned along the way and capture stories of success and failure in order to make improvements. |

STEPS (VERSION 2) – MINIMUM PREPARATION TIME

1. Display a flipchart sheet of paper with a large circle drawn on it.
2. Give participants five to six sticky notes or blank cards each.
3. Ask participants to brainstorm the key stages or activities involved in an advocacy initiative, writing each separate stage on to separate sticky notes or blank cards.
4. Once this has been done, invite them to place their sticky notes or cards on the circle on the flipchart paper in a logical sequence, grouping cards together where they have written the same or similar words to other participants.
5. Draw round the key groups of cards that represent the main stages in the Advocacy Cycle. Distribute TOOL 15: The Advocacy Cycle to each participant once the exercise has been completed.

## EXERCISE 19 Can our organisation do advocacy?

**Aim** **To assess, build strengths and reduce weaknesses in advocacy capacity**

TYPE Group exercise

TIPS This exercise works best with people from the same group or organisation working together. It is designed for participative use, not individual work.

METHODS Small group work, presentation, plenary discussion

HANDOUT TOOL 16: Advocacy capacity assessment questionnaire

STEPS

1. Ask participants to work with others from their group or organisation, to list the key capacity constraints that they consider relevant in their (actual or anticipated) advocacy work.
2. Using TOOL 16: Advocacy capacity assessment questionnaire, invite participants to score their group or organisation on a scale of 1–5 for each indicator and add comments as appropriate.
3. When done, ask them to discuss the findings and implications. Do they agree with each score? What do the scores tell them? What are the main trends, themes and issues?
4. Ask participants to focus on the main strengths and weaknesses they have identified. Complete a SWOT/BEEM analysis if necessary.
5. For the strengths, invite them to work out how they will build on them and, for the weaknesses, ask them to identify how they will reduce them.
6. Invite people to share one main strength and one main weakness as part of a plenary discussion, together with related plans.
7. Facilitate plenary discussion.
8. Emphasise that it is possible to start advocacy work, even with just half of the capacity criteria in place.

D

# Advocacy Cycle Stage 1

## Issue identification

**Section D** considers Stage 1 of the Advocacy Cycle. It explores how to identify, and how to prioritise, the potential issues that could be addressed through advocacy interventions. It particularly focuses on envisioning change as a way of establishing which issue to focus on.

### Facilitator's notes

This section explores a series of questions and answers. A training workshop facilitator must be familiar with this material.



### Tools

This section introduces tools that can help us apply our learning in a practical way. In a training workshop, they can be used as handouts.



### Training exercises

This section outlines interactive training exercises that can be used with groups, in order to deepen understanding of the issues that have been raised and to practise application of the tools that have been introduced. They are ideal for use in a training workshop.

# SECTION D Facilitator's notes

### Why is issue identification necessary in advocacy?

Issue identification describes the process of identifying and prioritising needs and problems in a community. This can be done either by a community themselves or by an organisation or group serving in a community. It is usually done with the assistance of a facilitator.

It is the first step towards undertaking any relief, development or advocacy intervention. It lays the foundations that enable a community, group or organisation to develop and build appropriate projects and programmes, based on a carefully selected issue. If the issue is not well selected, the project or programme may face problems, particularly in advocacy, where everything depends on an appropriate issue being identified.

One person alone is not likely to know the needs and problems of everyone in the community, group or organisation. In a community or group context, care needs to be taken to seek views from a wide range of people, including men, women and children, and not just from the community leader. Poor, vulnerable and marginalised people need to be trusted to give insights into their needs and problems, and empowered to identify them. Generally, people from the outside, however well-meaning, will not provide lasting solutions or depth of understanding. In an organisational context, care needs to be taken to ensure that staff members with different roles are involved in the decision-making process, and not just the organisational leader.

CASE STUDY

**ZAMBIA**

A group of church leaders in Mapalo, Zambia, were passionate about seeing their community transformed. They worked with the community to identify the needs of the area and what contribution the community itself could make to addressing those needs. They did this by bringing together representatives from the children, youth, women's groups, churches, markets, businesses, residents' associations, community leaders and political parties, in community meetings and facilitated discussions. The issues they identified together were paving of roads, establishment of a high school, upgrading of the health clinic to a hospital and pipe work for the water supply.

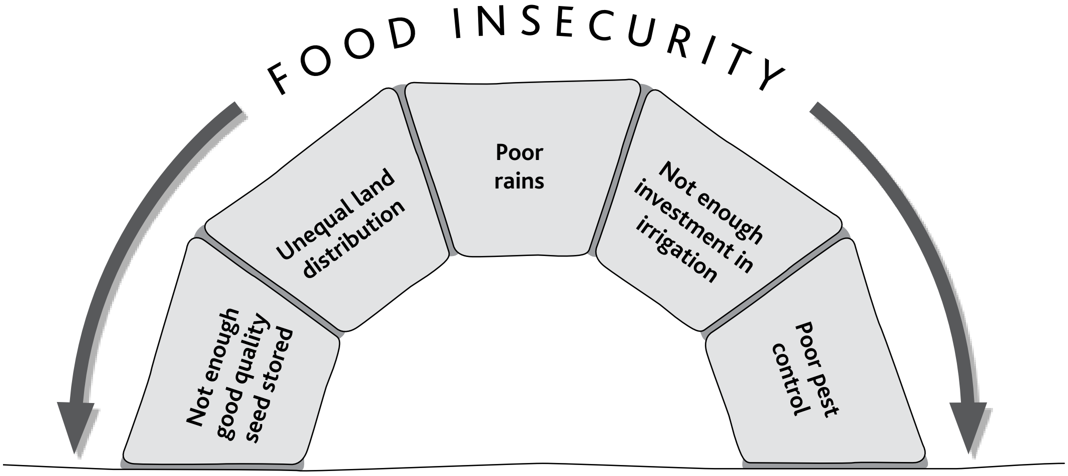
The church leaders then created a Memorandum of Understanding between the local candidates standing for election as Councillors and MPs and their community, outlining the community needs and calling on the candidates to commit to helping meet the stated needs within three years. Every candidate standing for election ended up signing the Memorandum of Understanding in the run-up to the elections. As a result, the community not only had a united vision of what their needs were, but they also had a powerful lobbying tool, which they used with their newly elected Councillors and MP to hold them to account for fulfilment of their election pledges.

### What is an advocacy issue?

An advocacy issue is a problem or need which will only be changed or met if there is a change in a law or policy, or a change in the implementation or practice of a law or policy. For example, an advocacy issue may be the lack of affordable education, where the problem will only be changed when the government policy of free education for all is implemented across the whole country.

The process of issue identification will highlight a variety of needs and problems facing a community, group or organisation. Not all the needs and problems will require an advocacy response.

The main issue is usually a problem that is too large to tackle all at once. Normally it is made up of very many smaller problems. For example, the main issue may be food insecurity, and the smaller problems may be unequal land distribution, poor rains, insufficient investment in irrigation, etc. An important part of the process is to identify the smaller problems and select the one that can be addressed through advocacy with most impact. Sometimes, this will only become obvious in Stage 2 of the Advocacy Cycle – Research and Analysis.




If just one of the contributing problems is addressed, the threat of food insecurity is weakened.

To use a medical analogy, an advocacy issue is an issue that will only be resolved if the underlying causes are addressed, and not just the manifesting symptoms. For example, what we may see is that the community is suffering from an outbreak of cholera, but what we may need to identify is that the underlying issue is contamination of the water supply.

### How do we identify potential advocacy issues?

Issue identification involves two steps. Firstly, we have to recognise and identify potential advocacy issues. Secondly, we have to select and prioritise a specific advocacy issue.

Many factors can contribute to issues being selected for consideration. These include:

- the views of communities and partners
- the views of staff, volunteers and supporters
- programme experience
- organisational priorities
- strategic or time-bound opportunities
- the priorities of funders and donors.

Sometimes, an issue will be obvious because it will be based on our current project or programme work and be widely accepted as an important issue to address. Such issues might include universal primary education or clean water. Occasionally, an issue will require thinking beyond the immediate context, particularly if it is deeply challenging to society's perceptions, norms and practices. The abolition of the slave trade is an example of 'prophetic vision' being needed to bring about change. Modern-day examples include climate change, gender equality or damaging cultural practices such as female genital mutilation.

Potential issues are identified in different ways, depending on whether the advocacy is being done by a community, by a community with an organisation, or by an organisation on a community's behalf.

- **A community** can identify its needs using one of the numerous tools available. It can then determine whether any of those needs requires a change in policy or practice. If it does, then addressing that need may be an advocacy issue.

  The tools to do this are contained in other community development manuals, particularly those on Participatory Rural Assessment and Participatory Learning and Action. Examples include: chatting and listening, semi-structured interviewing, focus groups, community mapping, transect walks, seasonal calendars, Venn or Chapatti diagrams, and wealth ranking. All these tools require open, rather than closed, questioning. They are all detailed in other manuals.

  Tearfund encourages local communities to identify their needs, in conjunction with the local churches, using a process called Church and Community Mobilisation. These needs may include advocacy issues.

CASE STUDY

**KENYA**

Tearfund partner Christian Community Services of Mount Kenya East (CCSMKE) trained the churches in a community in the district of Kerugoya to mobilise the community to identify their priority needs. They did this through the process known as Church and Community Mobilisation, by conducting a series of church meetings, Bible studies, facilitated discussions and community meetings, involving children, youth, women, men and leaders.

Initially, the community identified that a lack of single women for their marriageable men was a considerable problem for the community. However, CCSMKE encouraged them to identify what was underlying this problem. It turned out that the women in neighbouring communities were discouraging their daughters from marrying into the community, on the basis of how far they would have to walk each day to collect water.

With the help of CCSMKE, the community lobbied their MP for permission to repair a derelict government water system. When this failed, CCSMKE helped them access funding and permission from the local authority to build their own water system, which they then did.

- **An organisation** should identify the needs of the communities in which it is working using one or more of the tools listed above. It should also decide, with those communities, which of their needs it will address through its projects and programmes. These are usually set out in an organisational vision or mission statement.

  Where the issues highlighted in a vision or mission statement are ones that require a change in policy or practice, they may be identified as advocacy issues, and the organisation may plan an advocacy intervention around one or more of those issues.

  The important thing is that an organisation's advocacy work should be consistent with its other relief and development work. It should be based on a related issue, rather than one which does not fit with its existing work.

CASE STUDY

**RUSSIA**

All across Russia, life-enhancing medicines called antiretrovirals (ARVs) were being purchased by government agencies but not delivered to people living with HIV, who were the ones who most needed them. This frustrated one of Tearfund's partners whose work focuses on help and support for people living with HIV.

The partner discovered that a key issue was that people could only receive medical assistance, including ARVs, in their town of permanent residence. Unfortunately, official documentation showing the permanent residence could only be obtained if a person owned a property in the town, or if they were registered at the property with their family or friends. This severely limited access to ARVs for those who moved away from their home towns to find employment, those with rented or insecure housing, and groups such as recently released prisoners and migrants, all of which are groups with whom Tearfund's partner works.

This caused so much concern that the partner began a campaign, along with other like-minded organisations, to overturn the requirement to demonstrate permanent residency, by mobilising people to write letters and emails, sign petitions and even hold street marches. Their compassion and care for people living with HIV was evident, and the campaign complemented the core of their organisational ethos.

As a result of the campaign, the Minister for Health in Russia issued a decree, stating that because the AIDS epidemic was still on the rise, several measures needed to be taken, one of which was that ARVs would be available to all people who are eligible, regardless of where they live.

Now, Tearfund's partner seeks to ensure that the decree is implemented, so that people living with HIV are able to benefit from vital treatment because ARVs are available to everyone who needs them, without bureaucratic obstacles.

For a diagram showing how different factors combine to identify potential advocacy issues, see TOOL 17: Issue identification flowchart.

## How do we prioritise potential advocacy issues?

We all have limited capacity, limited time and limited resources to do our work, whether it is relief, development, advocacy or a mixture. Therefore, we have to be strategic in deciding what we will do and how we will do it.

There are various tools available to communities, groups and organisations to help agree priority needs. What is important to remember is that if the priority need requires a change in policy or practice, then it may be an advocacy issue.


Initially, there may be more than one main issue. If this is the case, decisions will have to be made about whether to tackle all the main issues simultaneously or whether to focus on one at a time.

CASE STUDY

### THAILAND

Two million migrants from Myanmar live and work in northern Thailand. Many arrive with dreams of overcoming poverty, while some are forced to migrate due to conflict. All of them are easy prey for exploitation and discrimination, and many lack legal papers and are not aware of Thai employment laws.

One of Tearfund's partners, MMF (Mekong Minority Foundation), integrated advocacy into its programmes to respond to the need, and decided to address all the main issues simultaneously.

They built relationships with the companies that employed migrant workers, to help them improve working conditions. They worked with the local government departments responsible for legal paperwork to help the migrant workers register officially so they could claim their rights to basic services while in Thailand. They trained church and community leaders to identify people who may be at risk of exploitation and discrimination. They raised awareness among the migrant communities about Thai employment laws, and the requirements expected of migrant workers. They also cared for migrant children, who were vulnerable to trafficking while their parents were working, by opening a day-care centre.

Sometimes, prioritisation can be difficult, even with tools to help us. For example, we may identify more than one priority issue, or the issue we identify may turn out not to be such a priority. If this happens, even if we have moved on to research and analysis, Stage 2 in the Advocacy Cycle, it can be helpful to return to the issue identification and prioritisation tools to help us clarify or change our direction.

The most strategic advocacy issues usually:

- Have significance and importance to people in the affected communities
- Link directly with an organisation's programmatic experience and are consistent with its vision and values
- Require a change in policy or practice to bring about change
- Will block progress towards change on other issues if left unaddressed
- Have potential to unlock possibilities for other changes if dealt with successfully
- Are issues people feel passionately about and which people agree need to change
- Have a problem and a solution, which are easy to communicate, in simple language, to diverse audiences
- Are winnable and/or achievable, at least in the long term, even if not in the short term
- Make full use of opportunities, such as landmark moments, to influence change.

For a checklist of criteria to consider, please see TOOL 19: Issue selection criteria checklist.

## What is the relevance of developing a 'vision for change'?

A vision for change focuses on solutions, not problems. It encourages people to dream dreams and provides them with something to aspire to. It enables them to envisage what their community and society could be like if things were to change for the better. It can be very motivational.

Developing a vision for change is important in the issue identification process because it helps communities, groups and organisations think about what changes they want and/or need to see.

Having a clear sense of the change you want to see is critical in determining the issue you will select, the plan you will create, the data you will collect, the progress you will monitor and the impact you will have. One way of visualising change is to imagine what the newspaper headlines will say if you are successful in your advocacy work. This can be helpful because it forces you to use concise and simple language, which is accessible to the public.

As part of the planning process (see Section F1) you should consider the steps that will lead to this change, and the markers of progress that will demonstrate that those steps have been achieved.

It can also help to have a vision for change during the other stages of the Advocacy Cycle because people react to change in different ways. Sometimes, people are resistant to change, particularly if power dynamics are threatened, or where there is a misunderstanding about the potential implications, or perhaps fear. When this happens, the people who understand the vision for change will play an important role in persuading and negotiating with those who are resistant.

CASE STUDY

**HAITI**

Haiti used to be one of many countries where accessibility and affordability were two of the biggest barriers to education. Many poor families did not have schools in their communities and those that did could not afford to send their children there. This caused concern to Tearfund partner Federation of Haitian Protestant Schools (Fédération des Ecoles Protestantes d'Haïti – FEPH). Its vision was for Haitian society to be transformed by every child having a good-quality basic education. So, as part of Haitian Foundation of Private Schools (Fondation Haïtienne de l'Enseignement Privé – FONHEP) and in coalition with others, they decided to advocate for change.

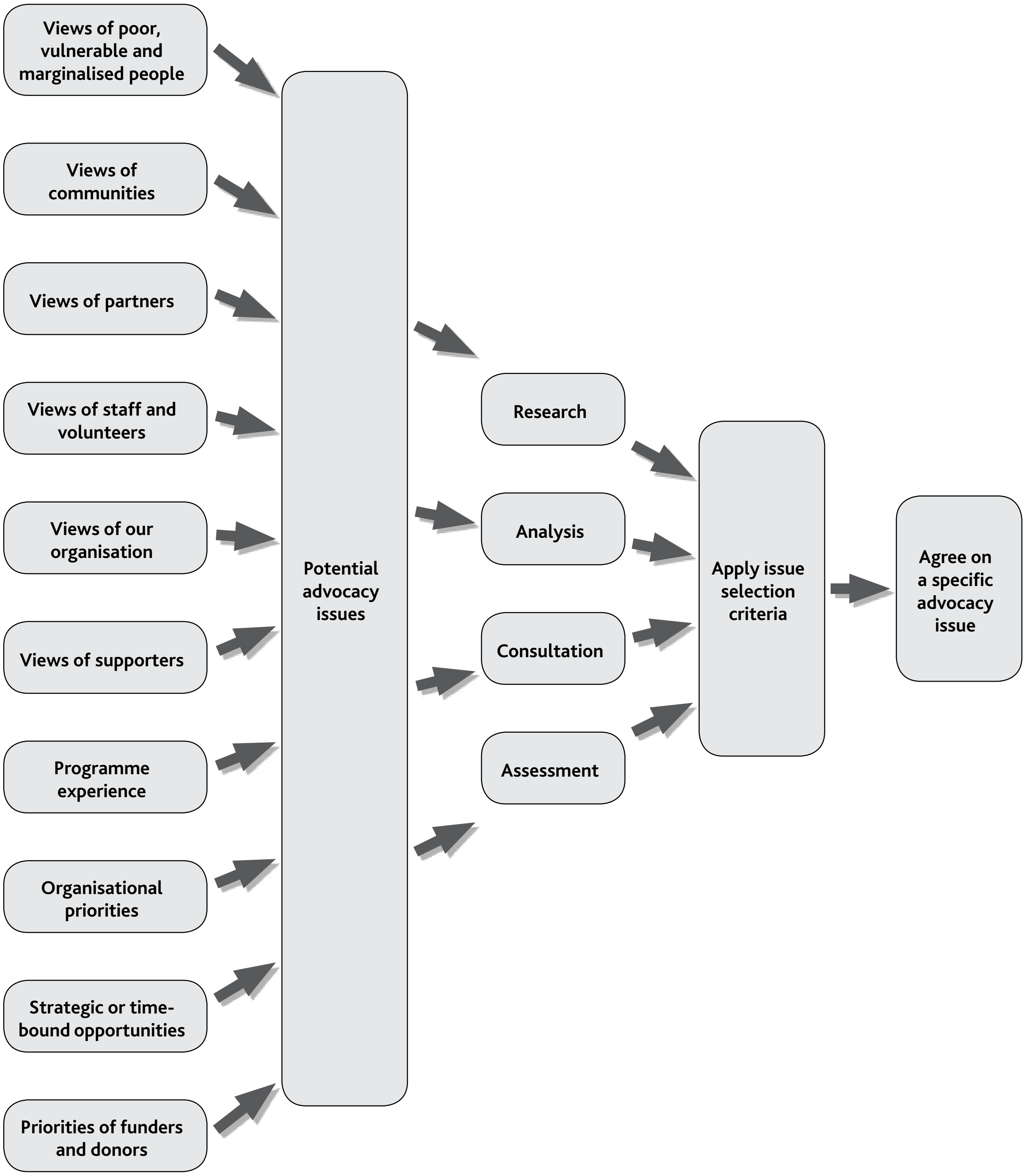
Alongside other civil society representatives, FEPH developed relationships through meetings and conversations with the Haitian Minister for Education and other key government officials, presenting them with the needs of Haiti's poorest children. Their request was simple – they wanted a national policy that would commit to: reduce the cost of private education for poor families in Haiti; improve the access to, and quality of, primary education across the country; and promote community-based schools.

The result of this sector-wide dialogue was the establishment of a National Organisation for Partnership in Education (Office National du Partenariat en Education – ONAPE) and the development of a national policy providing education for all in Haiti. ONAPE became the official institution managing the Haitian education system and established an operational partnership among all those concerned with improving education in the country. And FEPH, as part of FONHEP, is working to hold the Ministry for Education to account for implementing the national policy of education for all. This will continue until its vision for change is fulfilled, and all Haitian children can access an affordable, quality basic education.

TOOL 17

# Issue identification flowchart

Potential advocacy issues normally arise from a combination of factors. The flowchart below shows how some of the main factors combine to facilitate issue identification.



TOOL 18

# Problem tree / solution tree

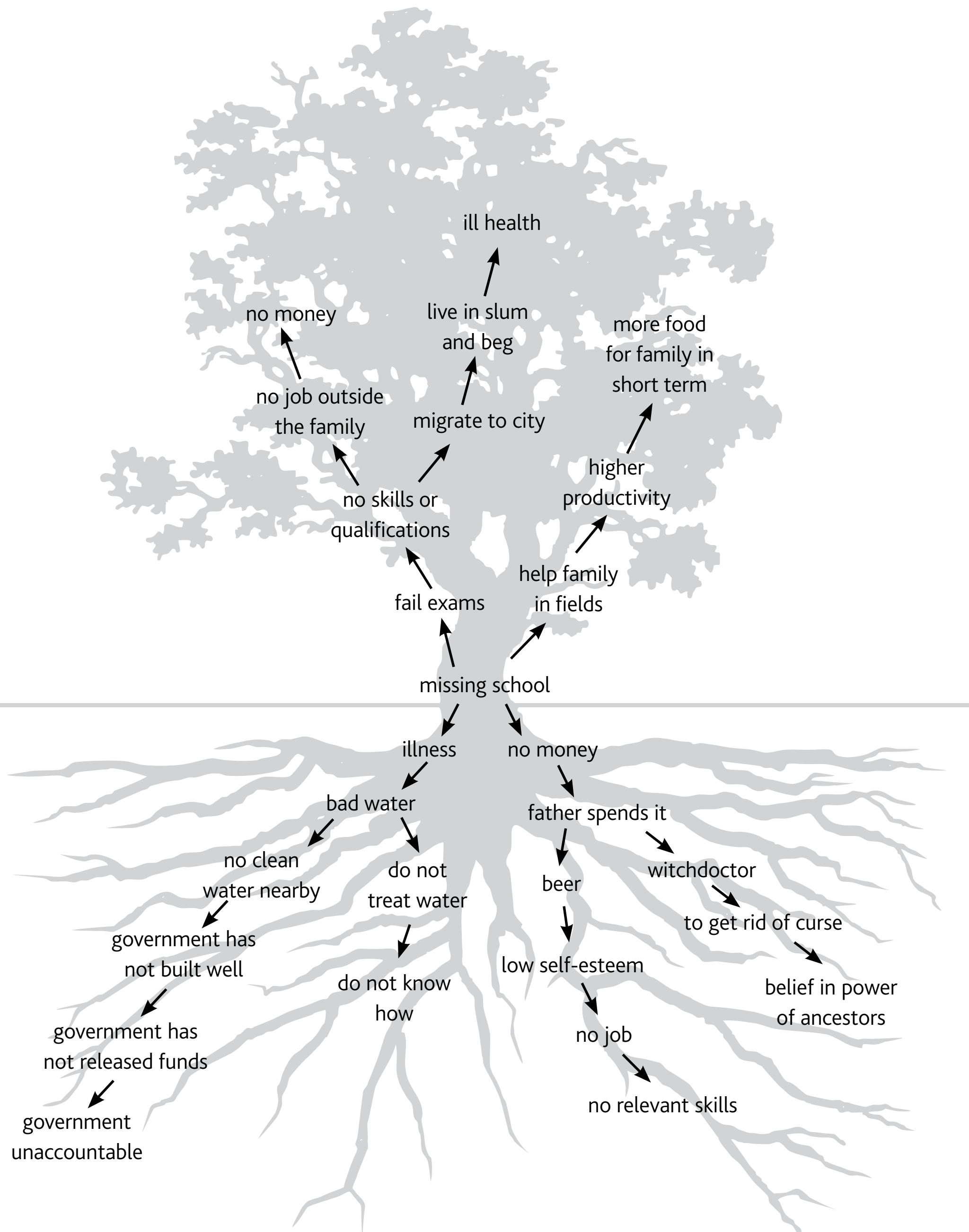
STEP 1

A **problem tree** is helpful for analysing a core situation and all the related issues, including the causes of a problem and the factors that are making it worse, as well as the effects of a problem and how they are impacting poor and vulnerable communities. It is a powerful and popular visual mapping tool.

The problem tree trunk represents the core problem. The roots represent the causes of the problem and are identified by asking the question, 'But why?' The branches represent the effects of the problem and are identified by asking, 'So what?'

Example of branch effects in a problem tree

Example of root causes in a problem tree




**TOOL 18** continues on next page

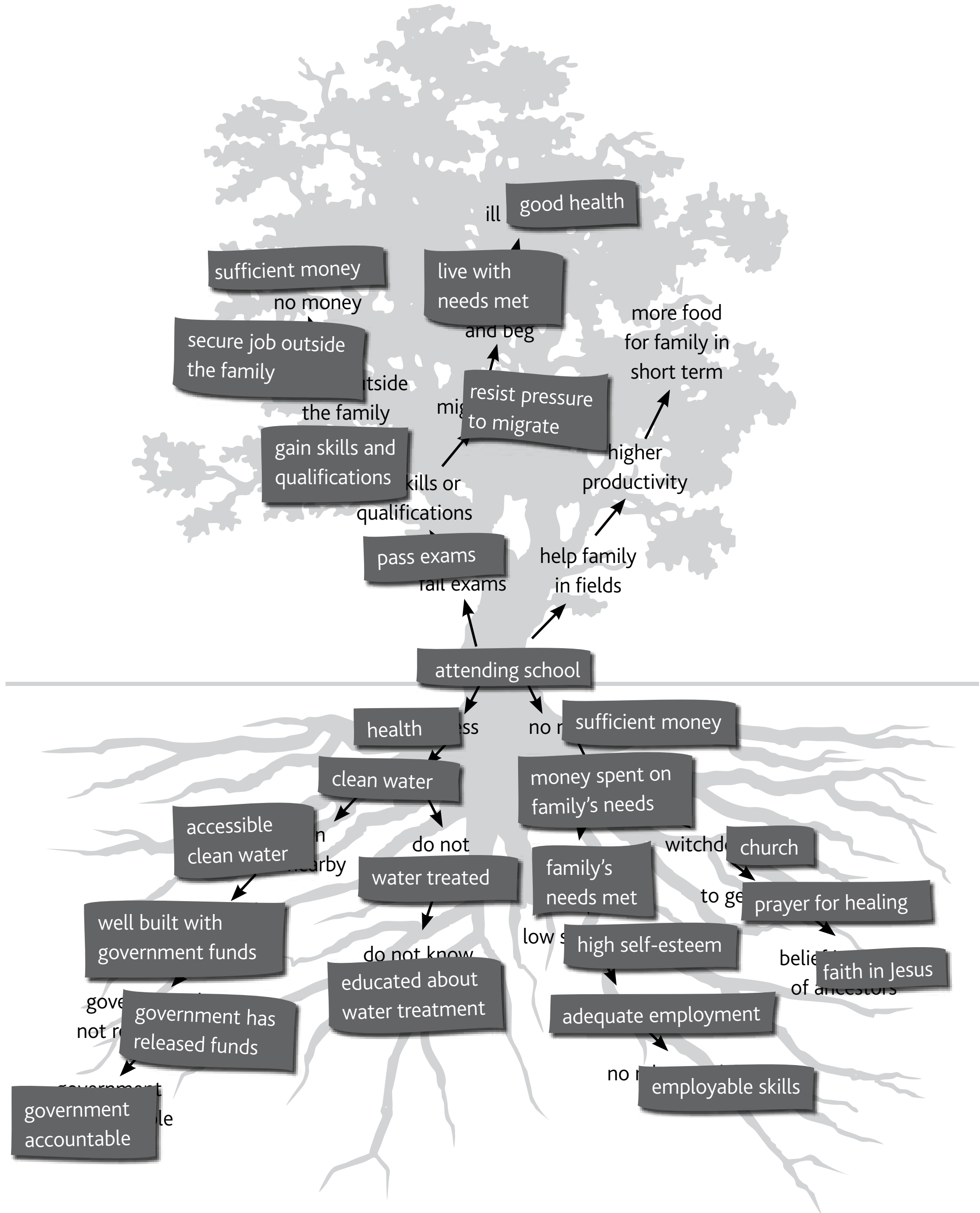
STEP 2 A **solution tree** builds on the problem tree by suggesting potential solutions to the identified problems, creating an additional layer. It is a valuable tool for working out what needs to be done, and what needs to be proposed, for a problem to be overcome. It is helpful for visualising the change we want to see happen.

The solution tree trunk states the vision for change anticipated if the core problem is addressed. The issues identified in the roots are where advocacy, and other preventative development measures, might be recommended. The issues identified in the branches are where programmatic relief and development measures might be appropriate.

As with a normal tree, there are roots that are hidden and branches that are visible. Trying to work out why the core problem exists is an essential part of finding the right solution, and helps to guarantee the right responses. It is often easier to respond to the effects of a problem because they are visible, like the branches. However, it is the causes of a problem that enable us to see where advocacy is needed.

Examples of branch solutions in a solution tree

Examples of root solutions in a solution tree



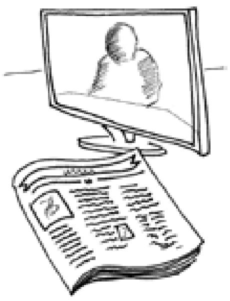
TOOL 19

# Issue selection criteria checklist

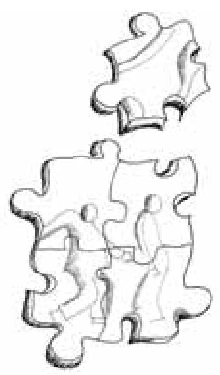
The following criteria can be used to assess the appropriateness of a potential advocacy issue. It is a suggested framework and a source of guidance, rather than a prescriptive checklist.

| Is it a priority? | Yes | No |
|---|---|---|
| Will addressing this issue help to improve the lives of people who are poor, vulnerable or marginalised? | | |
| Will advocacy contribute to change on this issue? | | |
| Is advocacy the best tool for addressing this issue? Is there momentum around this issue from other groups and organisations? | | |

| Is it achievable? | Yes | No |
|---|---|---|
| Does this issue have a specific and achievable goal (whether long-term or short-term)? | | |
| Do effective coalitions exist, or could they be started, to add value to achieving the goal related to this issue? | | |
| Do we have access to the decision-makers who can influence change on this issue, either in our own right or in coalition with others? | | |



| Is it sellable? | Yes | No |
|---|---|---|
| Is the issue new and fresh enough to engage diverse audiences? | | |
| Is the issue relevant to our organisational mandate and constituency? | | |
| Could this issue be interesting to the media? | | |
| Are supporters and donors interested in this issue? | | |
| Is the issue on the political agenda or potentially politically topical? | | |
| Are there sufficient stories and examples to engage the public? | | |
| Do a variety of targets exist in relation to the issue? | | |
| Can links be made to other issues to broaden the potential audiences who might engage with it? | | |



| Is it appropriate? | Yes | No |
|---|---|---|
| Does the issue fit with our organisational priorities? | | |
| Will advocacy on this issue allow us to meet our organisational aims? | | |
| Are we clear about our particular contribution (ie our 'value added') towards seeing change on the issue? | | |
| If other organisations are working on this issue, how important is it that we work on it too? | | |
| Could advocacy on this issue improve our organisational reputation? | | |

# SECTION D Training exercises

## EXERCISE 20 Identifying and prioritising advocacy issues

**Aim** **To practise how to identify and prioritise advocacy issues**

TYPE This exercise works well in small groups but could be done by individuals or an organisation doing internal training

METHODS Scenario analysis, small group discussion, brainstorming, prioritisation ranking, plenary feedback

MATERIAL Scenarios, pens and paper (Version 1), sticky notes or blank cards (Version 2)

HANDOUTS
TOOL 17: Issue identification flowchart
TOOL 19: Issue selection criteria checklist

ADVANCE PREPARATION

- Ahead of the exercise, develop a set of scenarios, written out on separate sheets of paper. These should be based on the realities of the context in which the training workshop is being conducted. They should also, ideally, reflect the issues that the participants' organisations and communities are facing in real life.
- Invite participants, in advance of the exercise, to read through the scenarios and select one to work on.

STEPS (VERSION 1)

1. Identify which participants want to work on which scenarios and divide them into small groups, with each group allocated one of the scenarios.
2. Ask the small groups to read through their scenarios together and identify the main needs and problems. One person should write these down in a list.
3. Ask participants to work individually to rank the issues on the list in order of priority. They may find helpful TOOL 19: Issue selection criteria checklist.
4. Participants should then present their individual rankings to the rest of their small group, and the group should then discuss and agree a collective ranking for the issues on the list.
5. Each small group should then present their findings to the wider group.
6. Allow time for feedback and reflection.

STEPS (VERSION 2)

1. Complete advance preparation and Steps 1–3 as for Version 1.
2. Write all the identified issues on to separate sticky notes or blank cards.
3. Ask participants to place the sticky notes or cards in order in a line, from most important to least important, discussing and negotiating as they do so. They should use TOOL 19: Issue selection criteria checklist if helpful.
4. Invite each small group to present their findings in plenary.
5. Allow time for feedback and reflection.

WHEN PARTICIPANTS CAN BE GROUPED BY ORGANISATION

1. Ask participants to work with others from their organisation.
2. Ask each organisation to brainstorm their organisational priorities.
3. Agree some common ranking criteria and give each participant five votes.
4. Invite them to use their votes to rank their organisational priorities in order of importance.
5. Encourage feedback, reflection and discussion.

## EXERCISE 21 'But why?' and 'So what?'

**Aim** **In stage 1 of this exercise, the aim is to find and analyse the root causes and effects of a problem, in order to address the problem in the most appropriate way. In stage 2, the aim is to turn a problem's causes and effects into solutions.**

TYPE Group exercise

TIPS It is ideal for use after a lunch break, as it is interactive and stimulating. Allow at least two to three hours for stage 1 and another one to two hours for stage 2. It is important to take time getting the correct issue in the tree trunk, as everything else stems from that. The ultimate challenge is deciding which of the many causes and effects to address, and what type of intervention to take.

METHODS Plenary discussion, small group work, drawing

MATERIAL Large pieces of paper (such as flipchart paper), pens, sticky notes or blank cards

HANDOUT TOOL 18: Problem tree / solution tree

STEPS (STAGE 1)

1. In plenary, ask the participants for consensus about the main advocacy issues that have been identified, and then divide them into small groups to discuss one issue per group. Give each group a large piece of flipchart paper, some sticky notes or blank cards, and a variety of pens.
2. Ask each small group to draw a tree trunk in the middle of the flipchart paper, and to write their identified advocacy issue in the centre of the trunk. It is vital that they get this right, as otherwise the whole exercise will fail. So allow enough time to agree the wording.
3. Get each group to keep asking 'Why?' in relation to the statement written on the tree trunk. As they identify answers, they should write them, individually, on sticky notes or blank cards, and insert these below the trunk, like the roots of the tree. They need to keep asking 'But why?' until they can go no further with their explanations of the causes behind the problem. By using sticky notes or cards, they can move them around if necessary. Use TOOL 18: Problem tree / solution tree to help. Each time they ask 'But why?', there will be a variety of answers that can be given, so they must repeat the exercise multiple times in order to identify as many roots of the problem as possible.
4. When the roots have been identified, invite the participants to work in their small groups to identify the effects of the problem, by asking 'So what?' in relation to the statement written on the tree trunk. As they identify answers, they should write them, individually, on sticky notes or blank cards, and insert these above the trunk, like the branches of the tree. They need to keep asking 'So what?' until they can go no further with their explanations of the effects resulting from the problem. By using sticky notes or cards, they can move them around if necessary. Again, use TOOL 18: Problem tree / solution tree to help. Each time they ask 'So what?', there will be various answers that can be given, so they must keep repeating the exercise until they have identified as many of the branches of the problem as possible.
5. Facilitate a plenary discussion about this first stage of the exercise, emphasising the importance of identifying as many contributory factors as possible, to gain a 'big picture' perspective.

STEPS (STAGE 2)

1. Ask the participants to remain in the same small groups as for stage 1, and give each small group a new set of sticky notes or blank cards, ideally in a different colour to those used in stage 1, and a variety of pens.
2. Ask each small group to consider the problem statement that is written on their tree trunk, and to place a sticky note or blank card over it, stating their vision for the ideal situation

that they would like to see replace the problem. (It is important to get this right, because it becomes relevant when it comes to planning!)

3. Explain that, generally speaking, the roots of the problem tree can be turned into solutions that will be addressed through advocacy work, while the branches of the problem tree can be turned into solutions that will be addressed through development work.
4. Taking one root at a time, ask the participants to turn the causes of the problem into vision statements, by identifying potential solutions, and then discussing how the solutions would improve the situation, and write the consequences on sticky notes or blank cards, to be placed over each cause identified. Use TOOL 18: Problem tree / solution tree to help.
5. For each vision statement, ask the participants to identify what solutions are needed, and where they require advocacy. (For example: an advocacy intervention might involve holding the government to account for spending finances allocated to building a well, and making sure that the well is built and paid for by the government. It might also involve seeking a change in the way that community groups are represented in the local political process, and asking for greater government accountability.)
6. If there is time, do the same for each of the branches of the tree, identifying solutions to the effects, and assessing the consequences of those solutions.
7. Facilitate a plenary discussion about the exercise. Explain that it is not possible to tackle everything at once, so it is important to choose a solution that will have the biggest impact, be the easiest to achieve or be a workable compromise. Consider how realistic the various solutions are and which areas could be prioritised for advocacy work.

## EXERCISE 22 Developing a 'vision for change'

**Aim** **To practise developing a vision for change**

TYPE This exercise works well in small groups but could be done by individuals or an organisation doing internal training

METHODS Individual reflection, small group discussion, plenary feedback, drawing, acting

MATERIAL Scenarios from EXERCISE 20: Identifying and prioritising advocacy issues (optional)

HANDOUTS TOOL 17: Issue identification flowchart
TOOL 19: Issue selection criteria checklist

STEPS

1. Ask the participants to work individually, either to consider the context in which they work or, if they are unfamiliar with thinking about their context in this way, to consider the context as set out in the scenarios used in EXERCISE 20: Identifying and prioritising advocacy issues. For their selected context, they need to consider the following questions:
   - 'Where do we want to be?' This means thinking about what a perfect world would look like for the community or society in the given context.
   - 'What do we want to achieve?' This means thinking about what we want to see changed for the better in the given context.
2. Where participants have been considering the same scenario as others, divide them into small groups and invite them to share their visions for change with each other. Where they have not been working on the same scenarios, encourage people to work in small groups with others who are concerned about the same or similar issues.

3. Working together in small groups, participants should create a collective vision for change. They need to decide how they will present it, and whether it will be in writing, drawn or acted out. They can use **TOOL 19**: Issue selection criteria checklist to help them.
4. Each small group presents their findings in plenary, using their selected method of presentation.
5. Allow time for feedback and reflection.

## EXERCISE 23 Imagine the newspaper headline

**Aim** **To understand advocacy issues from the perspective of the solution rather than the problem, and to visualise the change you want to see as a newspaper headline**

CONTEXT This exercise can help show the relationship between issue identification, research and analysis, and planning. It is useful because it forces a focus on change from the outset, and it ensures that simple and accessible language is used. It works well in small groups or pairs, but it could be done by individuals or an organisation doing internal training.

METHODS Individual reflection, pairings, small group discussion, presentation

HANDOUT **TOOL 19**: Issue selection criteria checklist

ADVANCE PREPARATION

1. Find a variety of articles with attention-grabbing news headlines, using newspapers and news websites. Ideally, these need to speak of change – short-term, medium-term or long-term.
2. Cut out or print out a selection that shows different types of change and different styles of language.

STEPS

1. Divide participants into pairs and give each pair at least one news headline.
2. Ask each pair to decide what change the headline is describing, what issue has been addressed, and whether the headline works well or not and why. Allow a few minutes for this.
3. Draw people back together and select some of the pairs to share their findings from their newspaper headlines.
4. Now invite the same pairs to think about either the context in which they work or the context as set out in the scenarios used in **EXERCISE 20**: Identifying and prioritising advocacy issues, and to consider the following questions:
   - If there is significant change for the better in this context (or scenario) over the next five or ten years, what will the newspaper headlines say?
   - If we advocate successfully for change in our context (or the scenario), what will the newspaper headlines say?

   Ask each pair to use only five to ten words, and emphasise the importance of making sure the headline summarises the change well. They can write a sub-headline too if they need to be more accurate or explain their outcome more fully.
5. Gather everyone together and invite them to present their headline (and sub-headline, if appropriate). Ask everyone else to comment on it and suggest improvements.
6. Explain the importance of focusing on solutions rather than problems when deciding on potential advocacy issues, and how this can help when it comes to research, analysis and planning. Use the facilitator's notes to help with this.
7. Stick the headlines in a group together on the wall.

# Advocacy Cycle Stage 2

## Research and analysis – Overview

Section E1 introduces Stage 2 of the Advocacy Cycle. It explains how successful advocacy depends on information that is accurate, reliable and sufficient. It considers the importance of gaining a deeper understanding of the advocacy issues identified in Stage 1 of the Advocacy Cycle, including the causes, effects and potential solutions, within the wider context. It also explores what types and sources of information need to be found and analysed, and how to assess them for their usefulness.

Section E1 presents tools that can be used in a training workshop setting or for desk-based research. For tools that are useful in field research, it is good to use a Participatory Rural Appraisal or Participatory Learning and Action manual.

**Facilitator's notes**

This section explores a series of questions and answers. A training workshop facilitator must be familiar with this material.



**Tools**

This section introduces tools that can help us apply our learning in a practical way. In a training workshop, they can be used as handouts.



**Training exercises**

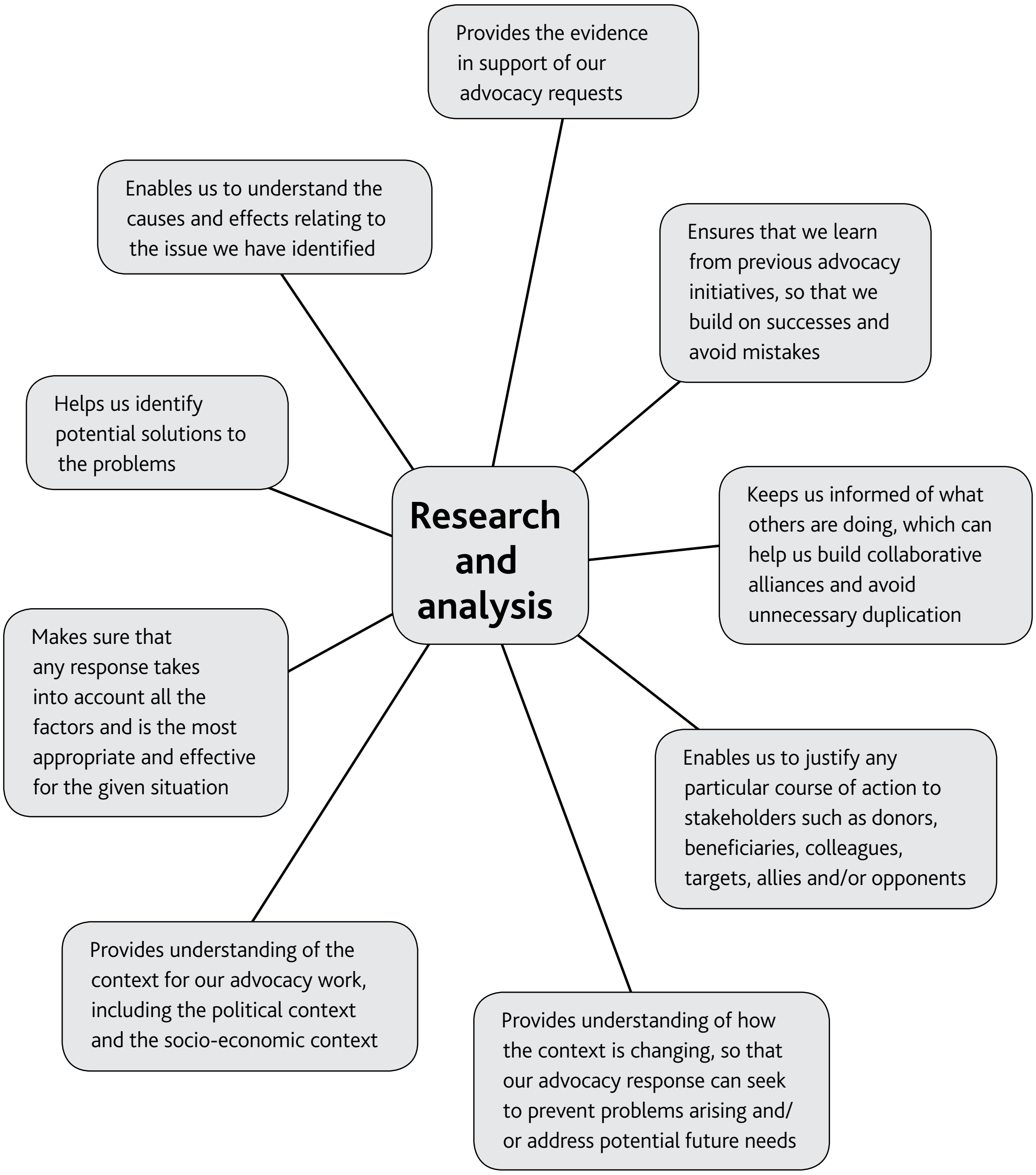
This section outlines interactive training exercises that can be used with groups, in order to deepen understanding of the issues that have been raised and to practise application of the tools that have been introduced. They are ideal for use in a training workshop.

# SECTION E1 Facilitator's notes

**Why is it necessary to do research and analysis in advocacy?**

All advocacy work needs to be based on accurate, reliable and sufficient information. In most instances, this information can only be obtained through research and analysis. This involves gathering, examining and scrutinising information. For successful advocacy, it needs to be timely, relevant and accessible to those we are trying to influence.

If we have good research and analysis, our advocacy will be based on a rational argument with evidence to back it up. If we have not done any research and analysis, or if our research and analysis has been inadequate, our advocacy will be at risk of failure. It is therefore vitally important to do research and analysis in advocacy.



## How do we do research and analysis?

Research involves the focused collection of information and data, while analysis tries to understand what the data shows and to draw conclusions.

Depending on the issue, we may need to do primary research and/or secondary research before we do our analysis. For many organisations, their role is not to do research themselves, but to use authoritative research produced by others (including the United Nations, universities, think tanks and other NGOs) and to bring the experience of grassroots communities into the discussions about the issue.

- **Primary research**

  Primary research comes from original sources. It is first-hand information obtained directly from those involved and affected.

  If we decide to do primary research, we have to identify who to interview or survey, what we are going to ask them, and how. For example, we may decide to interview or survey a cross-section of the population, or to approach everyone in one particular area.

  The combination of people we approach should be broad and representative of the whole population, taking into account gender, age, household situation and other key characteristics, so that accurate conclusions can be drawn. We should not rely on the viewpoint of a single person or an exclusive group of people.

CASE STUDY

**CENTRAL ASIA**

After receiving advocacy training from a Tearfund partner in Central Asia, one community leader decided to conduct some research with a cross-section of community members by consulting them about the community's priority needs, and the causes and effects of those needs. She also talked with them about possible solutions to their needs and then established connections with the local authority in the area, with and on behalf of the community.

As a result of the research findings, a joint advocacy campaign was launched, asking for provision of roads to two inaccessible locations where the poorest and most vulnerable people in the community were based. The campaign argued that the roads would open up the locations to trade and increase their standards of living because these were issues of concern that the research had highlighted.

Initially, the government officials were sceptical and threatening. They did not want to see the community empowered. However, the community leader mobilised people in the inaccessible locations to speak out, and they joined other community members at meetings asking for the roads to be built. The local authorities had no option but to listen, and passed the request up to the national ministry for roads and transport, which gave approval and budget to fund the work. The roads were then constructed.

- **Secondary research**

  Secondary research comes from sources that already exist. It is second-hand information that has been recorded. It is often called 'desk-based' research because it can be done using websites, books, reports, consultations, statistics or information collated by other researchers.

  If we decide to do secondary research, we have to find trustworthy sources that are easy to use. For example, we may decide to read some key websites or research reports that we know are correct, credible and up to date. It is often helpful to ask other people for advice and recommendations of good sources. Once we are familiar with the issue, and with our sources, it becomes easier to keep up to date with any subsequent changes in information.

CASE STUDY

**NIGER**

Tearfund partner JEMED (Jeunesse en Mission Entraide et Développement – Youth With A Mission Mutual Aid and Development) is committed to Niger's many pastoralist communities. When the Niger parliament announced its intention to create a law that would impact the livelihoods of nomadic herders, JEMED decided to take action.

They knew that they would have to do some research to understand the provisions of the law and what it would mean if the law was passed. So, with Tearfund's help, they accessed free legal advice to help them with their research. This led them to discover that the consequences of the new law would be to severely restrict the land rights of nomadic communities. It also enabled them to identify ways to improve the drafting of the law.

Once they had this information, which the research had revealed, JEMED held community meetings to raise awareness among pastoralists about their land rights and about the government's responsibilities towards them. They also met with local and national government officials to explain the problems with the proposed law, and to make recommendations on how it could be improved.

Initially, their recommendations were accepted. However, later, the government threatened to pass the law without the recommendations being adopted. Again, JEMED spoke out and engaged in crucial dialogue. This time, they highlighted the need for pastoralist communities to be consulted, so that their needs and rights could be considered first-hand. A consultation followed, facilitated in part by JEMED, which led to the government stopping the law proceeding.

- **Analysis**

  Analysis involves taking the research we have gathered, asking questions about it, identifying patterns, themes and gaps – including loopholes – and collating it together into key findings and recommendations that can be disseminated. Analysis provides an in-depth understanding of our research.

  Sometimes, it can be tempting to spend all our time collecting information, and researching and analysing it, without allowing any time to actually take action. So it is important that we get a balance between having enough information to enable us to act on it, and gathering so much information that we will never act on it!

CASE STUDY

**SUDAN**

A Tearfund report based on experience of working in Darfur, researched and analysed the environmental context there. Through systematically asking questions and identifying where there were common findings, they were able to work out the things that would most practically help the relief effort and reduce the chances of further environmental degradation there in the future.

The analysis recommended systematic environmental assessments, promotion of alternative energy and construction technologies, and improved resilience in the face of drought, in order to mitigate damage to the environment for future generations. As a result, the report's message was clear: more sustainable use of natural resources would help deal with poverty and also reduce the chances of further conflict in regions such as Darfur. The report received widespread coverage and had a substantial impact on the international community's response in Darfur, such that all agencies, whether UN or INGO, began competing to be seen as the most environmentally sustainable in their work.

Later, the UN work plan for Darfur went on to feature the environment as a key theme. The UN Under-Secretary-General – as a result of the in-country research – endorsed the call from humanitarian agencies for the Sudanese government and civil leaders to take action concerning the significant effect the conflict was having on the environment, particularly forest cover and water resources, through impacts such as massive displacement. Tearfund, as the author, was credited for promoting an integrated holistic approach, far broader than a traditional disaster response, as it addressed a range of complex issues including livelihoods, conflict, political instability and environmental sustainability.

## What do we need information about?

Information should only be gathered if it is accurate, reliable, relevant and sufficient. It should lead us to a greater depth of knowledge and understanding of the issue. Wherever possible, we should try to use the technique of triangulation, which means that we use at least two different types or sources of information to verify our data.

It is good practice to gather information about the following, using the most appropriate tools:

- **Context**
  What is the specific context for the identified problem? What is the wider situation in the country, in terms of socio-economic, cultural, economic, religious and environmental factors?
  Use TOOL 21: Contextual analysis
- **Causes**
  What are the causes of the problem? What factors are making it worse? Are they socio-economic, cultural, economic, religious, environmental or other factors?
  Use TOOL 18: Problem tree / solution tree
- **Effects**
  What are the effects of the problem? How is it affecting poor and vulnerable communities?
  Use TOOL 18: Problem tree / solution tree
- **Role of government**
  What is the role of government in the problem? What laws, policies and practices relate to the problem? What budget information is available in relation to the problem?
  Use TOOL 23: Policy and practice framework

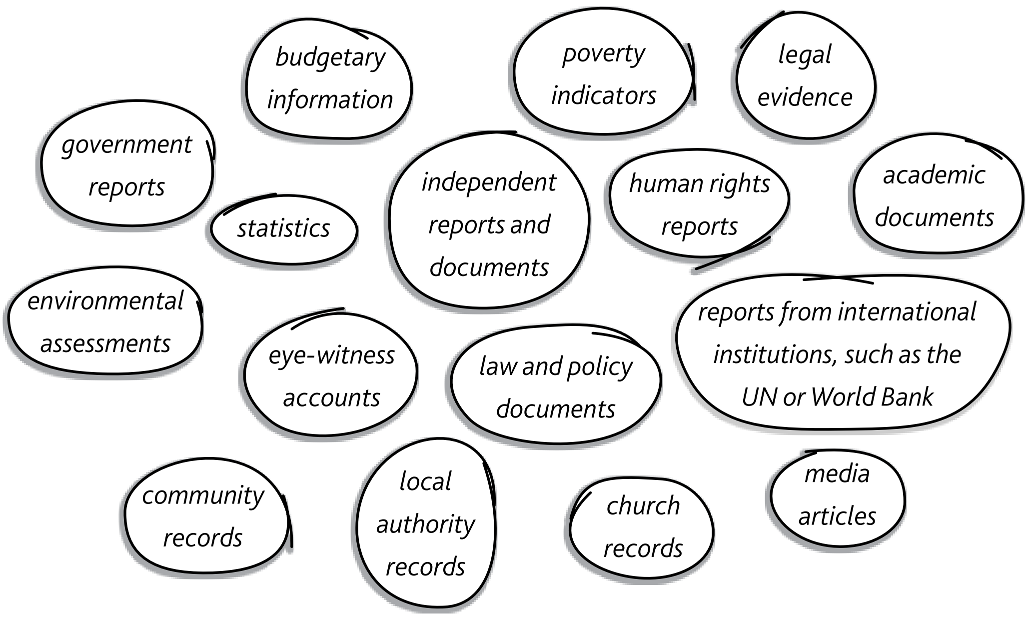
- **Targets**
  Who has the power and authority to bring about change? Are they willing and able to do something? How will we access them? Are they open to discussion? Do they agree they have responsibility for this area of policy?
  Use TOOL 25: Stakeholder mapping matrix and TOOL 26: Allies and opponents matrix from Section E2.
- **Solutions**
  What do we think needs to be done to resolve the problem? What are we going to propose? Are our proposals realistic? How will we defend our position? Do we have a clear vision for change, and a clear plan for how change will come about?
  Use TOOL 18: Problem tree / solution tree
- **Stakeholders**
  Who else is interested in the problem? If they are in favour of what we are asking, how can we work with them as allies? If they are undecided, how can we persuade them to help us? If they are opposed to what we are asking, how can we address their objections as opponents?
  Use TOOL 25: Stakeholder mapping matrix and TOOL 26: Allies and opponents matrix from Section E2.
- **Resources**
  What resources might be available (including money, equipment, volunteers, supplies, building space, etc) to help us do our advocacy?
  Use TOOL 24: Resource identification framework

## What *types* of information are required?

Information is needed that will provide facts, figures, data, stories and evidence that can be used to research and analyse the situation. It is important to collate a mixture of quantitative information and qualitative information.

Using a variety of types of information can help to provide a balanced picture, verify facts, understand the latest developments, identify possible targets and allies, and understand the arguments of any opponents.

Different types of information might include:



It is important to think about how to use the different types of information. Some information may be considered to be more trustworthy and/or legitimate than other information. This can influence how effective we are in our advocacy work.

**TOOL 20**: Information perceptions explains how different types of information may be viewed by different decision-makers.

What *sources* of information are available?

There are many places where we can look, and many people we can ask, to help us find useful information for our advocacy. Some information will be easy to obtain, while other information may require effort to find it.

It is a good idea to distinguish between primary and secondary information sources.

- **Primary information sources**
  A primary information source is an original, first-hand information source. It provides us with information directly from the people affected by, impacted by or interested in the issue. It is information that we collect ourselves, systematically and accurately, using data collection tools such as interviews, questionnaires, observation or statistical analysis.

CASE STUDY

### DEMOCRATIC REPUBLIC OF CONGO (DRC)

In Goma, DRC, there used to be no official waste management system and large piles of rubbish were commonplace throughout the town. Joel Tembo Vwira, a local resident supported by the Tearfund Inspired Individuals initiative, decided to research whether Goma's inhabitants would be willing and able to pay for an organised waste management system, and also what the local authorities' legal responsibility was for rubbish collection. Using local students to conduct the research, Joel found that the majority of households, businesses and NGOs would be prepared to pay for a professional service. He also discovered that the local authorities were responsible for the general cleanliness of the town.

With the results of the research, Joel lobbied Goma's council officials and the provincial environment minister. He provided evidence that waste management was a huge problem, he reminded them of their legal obligations, and he asked them to provide an organised waste management system. As a result, the city authorities provided a place, 15km outside Goma, where recycling could take place. Joel worked with the authorities, the landowners and a private business to provide Goma with a professional service that collects, sorts and recycles the rubbish from thousands of residents. Due to better management of waste at household level and reduced rubbish tips in the town, there have been positive health impacts and people who use the service have commented that there are fewer mosquitoes.

- **Secondary information sources**
  A secondary information source is a second-hand information source. It provides us with information that already exists or that has been collated by someone else. Potential sources of secondary research include:
  - **THE INTERNET** – a wealth of information if we know how to search, and where to look
  - **LIBRARIES** – a librarian may be able to help us locate what we need
  - **UNIVERSITIES** – we may be able to benefit from academic research, seminars and libraries connected to universities
  - **GOVERNMENT DEPARTMENTS** (local, national and statistical offices) – sources of information on policies and statistics

- **NGOS AND RESEARCH INSTITUTIONS** – often produce research documents and provide information
- **DONORS AND INTERNATIONAL INSTITUTIONS** – provide detailed analysis, often over many years
- **THE MEDIA** (newspapers, magazines, radio, television) – good for stories and quotes.

CASE STUDY

**NEPAL**

Nepal has a national planning law that is meant to be inclusive, allowing local communities to contribute to local and district plans and budgets. While central government is still able to develop its own priorities, the law provides a mechanism to empower local communities to assert their own priorities and have their concerns formally heard. Unfortunately, commitment to this process has been low. Many communities are not even aware of this opportunity and decisions are often made by a small self-selected group of politically influential men.

One Tearfund partner, United Mission to Nepal (UMN), heard about the law and realised that it related to the work they were doing with local communities around issues of good governance. As a result, they did some research about the law, using the internet, contacting government departments and asking other agencies what they knew about it. This helped them understand why commitment to the law was weak, and enabled them to think of ways to ensure its implementation.

They also decided to raise awareness about the law, in order to facilitate community input into the local planning process and to improve local government transparency and accountability. They did this through community meetings involving community members and leaders, representatives from political parties and the media, as well as through training workshops.

After learning about their right to participate in local planning, communities were supported to develop proposals which reflected community needs and priorities and to present them in accordance with the law. These participatory meetings ensured that all voices were heard and that the proposals selected truly represented the community's concerns. They also led to the community members, newly empowered, continuing the process themselves after the support had finished.

### How do we identify which policies and practices to research and analyse?

Research and analysis must always involve an assessment of the laws, policies and practices that relate to the issue identified. It should also consider the role played by the national government, overseas governments and international institutions (such as the International Monetary Fund, the World Bank and the United Nations) in addressing this issue.

In most countries, governments have policies on a variety of areas that impact the lives of people who are poor, vulnerable and marginalised, including commitments to:

- provide basic services, such as water, sanitation, education and health care
- establish commitments for collection of taxes and expenditure of public finances
- set out relief and development priorities
- oversee the regulation of medicines and combating disease
- protect the environment

- promote human rights and other principles of equality and equity
- regulate access to credit and controlling inflation.

CASE STUDY

**BOLIVIA**

In Bolivia, one Tearfund partner, SETESUR, works with the Quechua people, some of the most vulnerable and marginalised people in the country. SETESUR wanted to empower them and, when they did some research, found out that the national government had devolved powers to municipal authorities through a decentralisation policy. This transferred central funds to all the country's municipal authorities to spend on public services, with each municipal authority setting its own budget for allocating the spending. When SETESUR researched and analysed the decentralisation policy, they discovered that it encouraged communities to participate in the municipal authorities' budget-setting, so they mobilised members of the Quechua communities to get involved. When they did so, they were able to influence the municipal authorities to prioritise budget spending in favour of service provision for communities living in poverty.

Government policies may be formal strategies, official action plans, statements of intent or draft proposals. Only some of these will go on to become official legislation. It is generally only possible to access such policy documents if a government operates in an open and transparent way. If it does not, you may need to take one of the following approaches:

**Where we know that the policy documents exist:**

- Submit formal written requests to the government departments asking for access to the policy documents. Be sure to keep a record of all correspondence.
- Speak to other agencies and organisations to find out if they have copies of the policy documents or if they know of anyone who does.
- Approach the media and ask them to report about the difficulties faced in accessing policy documents.
- Talk to key people in the relevant government departments, or outside the government, to see if they have copies of the policy documents or if they know anyone who does, or if they could put pressure on someone else to release access to them.

**Where the policy documents are incomplete or unreliable:**

- Supplement the policy documents with information from other sources, such as universities, civil society organisations or international bodies.
- Interview officials in the relevant government departments to clarify what is incomplete or missing or does not match another reliable source.
- Ask an expert, such as a statistician, to assess which aspects of the data can or cannot be used.

**Where the policy documents do not exist:**

- Gather information about the issue directly.
- Use existing information sources to extract the information needed.
- Ask the government to begin recording the information needed.

For an overview of the different types of policies that relate to poverty issues, see TOOL 23: Policy and practice framework.

TOOL 20

# Information perceptions

Information is rarely without bias in what it says, and how it says it. It is important to understand who or what is behind different types of information, why it has been produced, and how and why it has reached its conclusions. It would be easy to accept every piece of information at face value, but it is important that we analyse each piece and decide whether it is reliable.

This tool sets out some of the most common perceptions, in favour of and against different *types* of information. (Similar findings apply to different sources of information.) It enables us to see what may not always be obvious.

SAMPLE

| Type of information | Factors in favour – as seen by others | Factors against – as seen by others |
|---|---|---|
| **Government reports** | Good research<br>Access to good information<br>Good to use if lobbying government | Biased towards ruling party or particular existing policy<br>Not very self-critical |
| **Eyewitness accounts** | Add legitimacy and new facts | Subjective and one-sided |
| **Media articles** | In public domain<br>Easily accessible<br>Widely read | Political bias<br>May report only one side of story |
| **Legal evidence** | Reliable and trusted information | Can be difficult to understand |
| **NGO reports** | Independent evidence<br>On the side of poor people | Pushing a particular line (anti-government/business)<br>Amateur |
| **Trade union materials** | Representative of members<br>Personal evidence, first-hand testimony | Political bias<br>Antagonistic |
| **Documents from international institutions** | Accurate, reliable and comprehensive information | Biased towards own institutional position, such as trade liberalisation |
| **Academic research papers** | Independent<br>Thorough | Can be difficult to understand and highly specialised |

TOOL 21

# Contextual analysis

This tool provides a method of analysing the environment, internal and external, in which an organisation or community is operating. It provides information that is an essential prerequisite for strategic planning. It is useful to advocates because it considers all the facts, positive and negative, which may impact an advocacy initiative.

**Economics** What is the level of poverty? What is the cost of basic commodities? Who is excluded from economic activity? What is the level of national debt? Who has economic power?

**Basic needs** What percentage of the population has access to basic services such as health care, water, sanitation, education and housing?

**Spiritual** Which different religions are practised? Is there conflict or cooperation between religious groups?

**Social** How common are single-parent or child-headed households? Who has power in the family? What is the rate of family breakdown? What is the status of women in society? Who are the most vulnerable in society? How are they treated?

**Ethnicity** What are the main ethnic groups? How do they relate to each other?

**Health** What is the prevalence of malaria, TB and other preventable diseases? What is the prevalence of HIV? What is the rate of infant/maternal mortality?

**Education** What percentage of people go to primary/secondary school? Why do people not go to school? What level of education do girls reach? What is the economic and social status of teachers?

**Employment** What are the main types of employment? What is the level of unemployment? Who provides most jobs, and what control does this give them? Do trade unions exist, and are they recognised by the government?

**Environment** What percentage of the population has access to good sanitation and clean water supplies? What are the main environmental threats? What protection has been ensured against these? How much land is suitable for agriculture? How many people live in a state of food insecurity? To what extent is climate change impacting lives and livelihoods?

**Politics** Who has power in society? Who makes the decisions? What type of political system is there? Are elections free and fair? Are any Christians involved in politics? What concern is there for people living in poverty? What participation in politics is there by those living in poverty?

**Security/peace** What mechanisms exist for peace? Who is involved? What is the role of the church? Can the police be trusted? If there has been a war, or if there is one going on at the moment, how has this affected the country?

**Urban/rural** What are the differing situations of rural and urban populations? What is the level of migration? Do slums exist, and what are their conditions like?

**Human rights** Is there an independent and unbiased legal system? Is there freedom of movement, religion and expression? Is there a free media, outside the control of the government?

## TOOL 22 Capability, accountability and responsiveness (CAR) framework[5]

This is an analytical tool that allows assessment of three specific dimensions of governance that lead towards state capability, accountability and responsiveness. It is useful when the issue that has been identified relates to government service provision in a specific sector, such as water, sanitation, road construction, shelter, education or health care. It is designed for use over time because it works by monitoring a government's performance, but it can also be used in a training workshop to provide a taster for longer-term use.

The component parts are:

- **CAPABILITY** – The ability and authority of leaders, governments and public organisations to get things done
- **ACCOUNTABILITY** – The ability of citizens to hold leaders, governments and public organisations to account
- **RESPONSIVENESS** – How leaders, governments and public organisations actually behave in responding to the needs and rights of citizens

| | The key questions to consider | Answers |
|---|---|---|
| CAPABILITY | What international commitments has the government made on the issue? | |
| | Does the government have a national policy and implementation strategy for the issue? | |
| | Is the issue included in other government strategy documents? | |
| | What targets has your government set for the issue, and what progress is it making in achieving them? | |
| | How adequate are the systems for recording and monitoring the issue, and to what extent is data accurate and publicly available? | |
| | Which government ministries, departments and businesses are involved in the issue at national and local levels, and how are responsibilities divided between them? Which is the lead ministry for the issue? | |
| | Is there a sector coordination mechanism for the issue? | |
| | What role do other sectors play in relation to the issue? | |
| | Does the government have adequate human resources available to address the issue? | |
| | Is a decentralisation agenda being pursued and, if so, how is it impacting the issue? | |
| | How much of the government's overall budget is allocated to the issue? How has this changed over time? | |
| | Where is most of this money channelled? Are projects targeted towards people living in poverty? | |
| | Who else is addressing the issue, in addition to the government? What is the relationship between them and the government as far as the issue is concerned? | |

**TOOL 22** continues on next page

| | The key questions to consider | Answers |
|---|---|---|
| ACCOUNTABILITY | Does civil society have freedom of information and association? | |
| | Is civil society able to participate in planning, budgeting, monitoring and evaluating government performance in relation to the issue? | |
| | How useful is the media in achieving government accountability? | |
| | Are there mechanisms for complaints and redress in relation to the issue? If so, are they effective? | |
| | Has the government discussed the issue within the past year? | |
| | What information is available on citizens' entitlements in relation to the issue? | |
| | What mechanisms are in place to track financial flows relating to the issue? | |
| | Which, if any, other actors are undertaking activities to stimulate accountability in connection with the issue? | |
| RESPONSIVENESS | Does the government promote pro-poor policies in relation to the issue? | |
| | Is the government using an approach that increases demand from poor people for adequate and affordable government services? | |
| | What laws or regulations are in place to safeguard and regulate government service delivery? | |
| | How willing is the government to learn from others? | |
| | Are government policies on the issue gender-sensitive and child-sensitive? | |
| | Do government officials attend NGO events that relate to the issue? | |
| | Are any processes in place to try to tackle misallocation and diversion of resources intended for government services? | |
| | Is the government prioritising an anti-corruption agenda? | |

5 The CAR analysis is a tool created by the UK Department for International Development (DFID) for use by its country offices, which Tearfund amended for use in the water, sanitation and hygiene (WASH) sector, in partnership with DFID. To see an example of the guide for carrying out a CAR analysis in the WASH sector, go to: http://tilz.tearfund.org/Research/Water+and+Sanitation+reports/Understanding+the+WASH+sector+2010.htm

## TOOL 23 Policy and practice framework[6]

Broadly speaking, there are six types of policies and practices that relate to poverty. It is important to research and analyse which ones are most applicable to any issue that is about poverty.

**Poverty**

**Poverty reduction policies**

These are policies that specify how a government plans to bring about development in its country over a specific time period, often five or ten years. They set out what changes are going to occur by when, and they usually contain a set of aspirational targets, as well as a set of guiding principles for reaching them. These types of policy may be known by a variety of names, including Poverty Reduction Strategy Paper (PRSP), National Development Plan, Social Accord, National Vision Document and National Anti-Poverty Policy.

**Regional and international policies**

These are policies that are agreed at the regional and/or international level and are adopted by national governments, who take responsibility for their implementation. They include trade agreements and human rights treaties. They are important in advocacy because, if poverty is not being reduced, it may be possible to demonstrate that this is because of differences between what has been agreed at regional or international level and what is being implemented at a national level.

**Sectoral policies**

These are policies that determine how a government will provide goods and services to the population on an everyday basis, including water, sanitation, housing, health, education, welfare, justice, policing, etc. Delivery of these types of goods and services is the responsibility of government. To manage this responsibility, a government divides the goods and services into different sectors, overseen by different government departments and governed by different policies.

**Macro-economic policies**

These are policies that regulate a government's activities relating to income and expenditure, although they are strongly influenced by other countries' economic activities. They are used to promote economic growth, curb inflation, stimulate job creation and enable people to earn fair incomes. They also set out what levels of funding a government will make available for spending on poverty reduction.

**Regulatory policies**

These are policies that outline what a government regards as the standards and norms for society in relation to issues such as building construction, water and sewer pipelines, medicine labels, pollution levels, food safety, etc. The extent to which these policies are followed is usually regulated by a formal government body – this is why they are known as regulatory policies. It can be useful in advocacy to know whether, and to what extent, these policies are being followed.

**Institutional policies**

These are policies that set out how a government will manage the way it works, through its institutions, processes and staff. For example, they may specify how public money is going to be managed, how civil society is going to participate in decision-making processes, how government staff are going to be equipped and financed, etc. They are important in advocacy because they reveal how government policies are going to be put into practice and implemented, and enable us to monitor progress and ensure accountability.

6 Adapted from 'Policies that may impact on poverty' on pages 16 and 17 of *Monitoring Government Policies*, a toolkit by CAFOD, Christian Aid and Trocaire: www.cafod.org.uk/Media/Files/Resources/Policy/Monitoring-government-policy

TOOL 24

# Resource identification framework

As with all relief and development work, it is important to consider what resources are available to us before commencing an advocacy initiative and also to keep assessing and allocating resources throughout its duration.

| | The key questions to consider | Answers |
|---|---|---|
| **Funding** | How much money will be needed to implement the advocacy initiative? | |
| | Is this a realistic budget, based on actual costs and quotes? | |
| | What sources of funding are available? Is there going to be enough to cover the budget? | |
| | Are there likely to be any cash flow problems or difficulties in getting authorisation? | |
| **People** | Who will be available to work on the advocacy initiative? | |
| | Do they have the required skills, experience and aptitude? | |
| | If not, can they be trained? | |
| | Do we need to bring on board any other people, for example people with specialist expertise relating to the issue? | |
| **Relationships** | What relationships do we have? | |
| | What contacts do our staff, volunteers, partners and supporters have that we might be able to use, for example with other peer agencies concerned about the issue? | |
| | What relationships do we have with decision-makers, and how can we build and develop them? | |
| | Do we know people who could help us practically, for example with media publicity? | |

**TOOL 24** continues on next page

| | The key questions to consider | Answers |
|---|---|---|
| **Knowledge** | What knowledge and information do we have between us? | |
| | What evidence do we need to support our advocacy work and, if we do not have enough, how will we acquire it? | |
| | What research and analysis have we been able to do, and is it sufficient and robust? | |
| **Reputation** | What reputation do we have with communities, partners, decision-makers, supporters, donors, the general public and the media? | |
| | Are we well known? | |
| | Do we need to work with other organisations that are better known? What tactics can we use to develop good will? | |
| **Time** | How much time will be needed to implement the advocacy initiative? | |
| | Do we have enough time? | |
| | Are there particular deadlines that we will have to meet? | |
| | Are there external opportunities and events that we can use, such as local elections, anniversaries, government planning cycles or international summits? | |

# SECTION E1 Training exercises

## EXERCISE 24 Assessing information for bias and usefulness

**Aim** **To understand the bias behind different sources and types of information, and to understand how this impacts the usefulness of the information**

TYPE This exercise works well in large or small groups, but could be done by individuals working on their own

METHODS Information analysis, individual reflection, small group discussion, plenary feedback

MATERIAL Pieces of information with a range of bias (Version 1), optical illusion (Version 2)

HANDOUT TOOL 20: Information perceptions

ADVANCE PREPARATION (VERSION 1)

1. Find a varied range of articles, reports and opinion pieces (pieces of information) from magazines, newspapers and the internet.
2. Cut out, or print out, those that show different types of bias.

STEPS (VERSION 1) – ON THE DAY

1. Give each participant at least one of the pieces of information. They do not all need to have the same selection.
2. Ask participants to work together to put the pieces of information in order of usefulness. (They may first have to define and agree what is or is not useful!)
3. Ask them why they have placed the information in this order.
4. Present the following list of questions, and ask the participants to consider whether they would like to change the order they have chosen in light of their responses to the questions:
   - *Values:* What values lie behind the source of each piece of information? Do you agree with them?
   - *Purpose:* Why has this piece of information been produced? How does this affect its bias? How do you view it? Do you trust the source?
   - *Accuracy:* What facts are used in this piece of information? Are they supported by evidence? Are they represented fairly? Is the information up to date? Has anything been left out?
   - *Conclusions:* How have the conclusions been reached in this article? Are they based on evidence? Have any assumptions been made, explicit or implicit? Do you agree with them? Would you have reached different conclusions and, if so, why?
   - *Perception:* How will others view this piece of information, and why?
   - *Usefulness:* In what ways could you use the information?
5. Facilitate plenary discussion about the importance of assessing all information to establish whether it is trustworthy, using TOOL 20: Information perceptions, before relying on it in an advocacy initiative.

ADVANCE PREPARATION (VERSION 2) – IF TIME IS SHORT

Select a famous image of an optical illusion, such as the young woman/old woman picture.

STEPS (VERSION 2)

1. Show the image to the group and ask them what they see.

2. Facilitate a plenary discussion about perception and bias, using TOOL 20: Information perceptions, about the importance of assessing all perspectives on information, before relying on it in advocacy work.

## EXERCISE 25 Information gathering

**Aim** **To understand the need to gather a wide variety of information for research and analysis, and to know where to find it and how to identify it**

TYPE This exercise will work for people working on their own, in pairs or in small groups

METHODS Reflection, pairs work, small groups, brainstorming

MATERIAL Paper and pens

HANDOUTS TOOL 20: Information perceptions
TOOL 21: Contextual analysis
TOOL 22: Capability, accountability and responsiveness (CAR) framework

STEPS
1. Divide people into pairs. Each pair needs to choose an advocacy issue, or work on one that has already been identified.
2. Give each pair some paper and pens, and ask them to draw a table with four columns, labelling each column as outlined below. Invite each pair to complete their table, using TOOL 21: Contextual analysis and/or TOOL 22: Capability, accountability and responsiveness (CAR) framework. (The choice will depend on time available, the issue chosen or identified, and any expressed participant preferences to try out one or both tools.)
3. Ask each pair to identify what they need to find out about, and to think through what type of information they need to gather and how to find it.
4. Facilitate a discussion with the whole group. Gather good suggestions in a central place where everyone can see them, for example writing them on flipchart paper on the wall.

SAMPLE

| Contextual issue | Type of information | Source of information | Findings |
|---|---|---|---|
| **Economics** | Statistics<br>Reports<br>PRSPs | Government statistics<br>Peer agencies | 80% of people live below the poverty line. National debt is 50% GDP. |
| **Basic needs** | Surveys<br>Census<br>Human rights reports | Government surveys<br>Internet | 1 in every 4 people does not have access to clean water. |
| **Social** | Poverty indicators<br>Academic reports | University libraries<br>Internet | Child-headed households are increasing year on year. Society is patriarchal. |
| **Politics** | Election results<br>Constitution | Human rights agencies<br>Government<br>Internet | Democracy is weak. Elections are not free and fair. Civil society participation is limited. |
| Etc … | | | |

## EXERCISE 26 Policy and practice analysis

**Aim** **To help identify which policies and practices relate to advocacy issues about poverty**

TYPE This exercise will work for people working on their own, in pairs, or in small groups

METHODS Reflection, pairs work, small groups, brainstorming

HANDOUT TOOL 23: Policy and practice framework

STEPS

1. Divide people into pairs and ask them to select an advocacy issue per pair.
2. Using TOOL 23: Policy and practice framework, ask each pair to identify which policies and practices relate to the issue that they are concerned about. Alternatively, if they do not know which policies and practices exist that relate to their advocacy work, ask them to identify how they would find out.
3. Ask them also to consider how they might be able to locate and obtain a copy of the policies and practices identified, and how they might be able to use it in advocacy around their chosen issue.
4. Ask them to consider how their identified policies and practices relate to the different levels where advocacy takes place. (Refer to TOOL 3: Advocacy pyramid, if helpful.) For example, if the issue is disability, the national government may have signed the UN Convention on the Rights of Persons with Disabilities, but the advocacy may be taking place at local level, so it would be a good idea to work out whether there is national legislation to implement the UN Convention in the country, and whether that national legislation includes provisions for outworking at the local level.
5. Facilitate a plenary discussion about how best to identify policies and practices, and identify key points.

## EXERCISE 27 Resource analysis

**Aim** **To recognise what resources you have available to support your advocacy initiative, and analyse what resources need to be mobilised**

TYPE Group or individual work

METHODS Individual reflection, small group discussion, plenary discussion.

HANDOUT TOOL 24: Resource identification framework

STEPS

1. Ask people to work in small groups of up to six, using an example from their own context(s) or experience, or a scenario given by the facilitator.
2. Hand out copies of TOOL 24: Resource identification framework to each participant, pointing out the six sections of the tool (Funding, People, Relationships, Knowledge, Reputation, Time).
3. Ask each group to divide up the sections of the tool, so that everyone has one section each. (If there are fewer than six people in a group, it is easiest to ask people to choose which section they want to work on and to leave out the extra ones.)

4. Individually, each person should reflect on the questions in the section of the tool that they have been allocated, and note their answers. If necessary, they can make assumptions about the information available to help them answer the questions. Encourage this work to be done in silence.
5. When everyone has had time to answer the questions for their allocated section, encourage the groups to come back together and to share their sections of the tool with each other.
6. If there is time, invite one or two of the groups to share reflections on using the tool. Which resources are going to be easy to identify and which ones are going to be difficult?
7. Explain the importance of resourcing advocacy, which means making sure we have enough funding, people, relationships, knowledge, reputation and time to go ahead with it. Use the Facilitator's notes to help.

# Advocacy Cycle Stage 2

## Research and analysis – Stakeholders

**Section E2** expands Stage 2 of the Advocacy Cycle. It explains how research and analysis need to be applied to the whole arena of stakeholders – people who have an interest or a 'stake' in our advocacy work. It considers those who are affected by the advocacy issue, the decision-makers who have power to change the advocacy issue, and those who may support us or oppose us in our advocacy work.

**Section E2** presents tools that can be used in a training workshop setting or desk-based research. For tools that are useful in field research, it is good to use a Participatory Rural Appraisal or Participatory Learning and Action manual.

### Facilitator's notes

This section explores a series of questions and answers. A training workshop facilitator must be familiar with this material.



### Tools

This section introduces tools that can help us apply our learning in a practical way. In a training workshop, they can be used as handouts.



### Training exercises

This section outlines interactive training exercises that can be used with groups, in order to deepen understanding of the issues that have been raised and to practise application of the tools that have been introduced. They are ideal for use in a training workshop.

# SECTION E2 Facilitator's notes

### What are 'stakeholders'?

Stakeholders can be individuals, groups, organisations, institutions, departments or ministries that have interests (actual or potential) in a project or programme. They are called stakeholders because they have a 'stake' in the project or programme, usually meaning that they have something to gain or lose through it.

In the context of advocacy, stakeholders are people who are affected by, interested in or able to influence the identified advocacy issue. They include the constituents who may be directly and ultimately affected, either positively or negatively, by the advocacy process, as well as those who are simply intermediaries.

All stakeholders must be identified in the development of an advocacy initiative. Their interests must be assessed, even if they are excluded from decision-making processes. Consideration must be given to the ways in which their interests affect the viability of our advocacy plans and relationships must be established.

CASE STUDY

**HONDURAS**

The government of Honduras presented a proposal for reform of forestry legislation that would have allowed large sections of national forest to be sold to logging companies who could choose whether or not to reforest the land. The importance of Honduras's national forests to poor farmers and indigenous groups living in these areas was ignored.

Seeing the potentially devastating consequences, Tearfund partner Asociación para una Sociedad más Justa (Association for a More Just Society) joined with representatives from various sectors (indigenous groups, cooperatives, an evangelical network, agricultural ecologists and farmers' groups) to form an alliance to push for amendments to the proposed legislation. They hired consultants to analyse the proposal and present reasonable counter-proposals to the government. They also initiated a media campaign to educate the public about the problem and to pressure the government into negotiating.

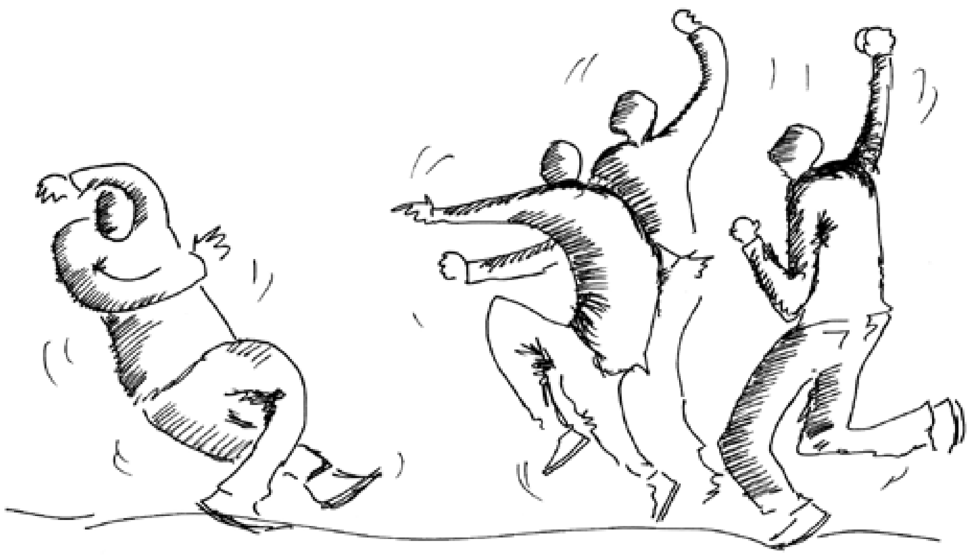
The government agreed that no reform of the forestry legislation would be brought to the Honduran congress until it had been approved by a committee consisting of representatives from the alliance, as well as the government and logging companies. The alliance was involved in negotiations within this committee and continued to educate the public, the media and committee members. Most of their proposals were accepted, and marginalised groups such as poor farmers, cooperatives and indigenous groups were able to participate for the first time in the making of a law that affected them directly, although indigenous people still felt that their rights needed to be taken into account more explicitly.

For more information, see TOOL 25: Stakeholder mapping matrix.

### What are 'allies' and 'opponents' and why do they matter?

Allies are people, groups, organisations or institutions that can help us achieve our advocacy aims and objectives. They support our cause and they agree with what we are advocating about. They are important because they often include those who can exert influence on decision-makers and, if organised, they may form the basis of an interest group or coalition that can call for change.

Opponents are individuals, groups, organisations or institutions that are opposed to what we want to achieve. They oppose our position and do not agree with our specific requests. Even if they are not directly responsible for decision-making, they may still exert considerable influence. They are important because they may pose a significant risk to our advocacy. They are not necessarily rigid in their opposition, so it is important that we seek to bring them round, rather than irritate them.



There are also a large number of people who are neutral; they may have no expressed interest in the issue, or they may not know about it. We need to persuade these people to become allies rather than opponents.

For more information, see **TOOL 26**: Allies and opponents matrix.

### Why is it important to work with others in advocacy?

Advocacy is often more effective when we work together with others who are concerned about the same advocacy issue as us and who can help us create and implement an advocacy plan.

There are both advantages and disadvantages to working with others, but the main reasons why it is important to do so are because it is strategic and practical, and builds capacity. See **TOOL 27**: For and against joint advocacy.

CASE STUDY

**DEMOCRATIC REPUBLIC OF CONGO (DRC)**

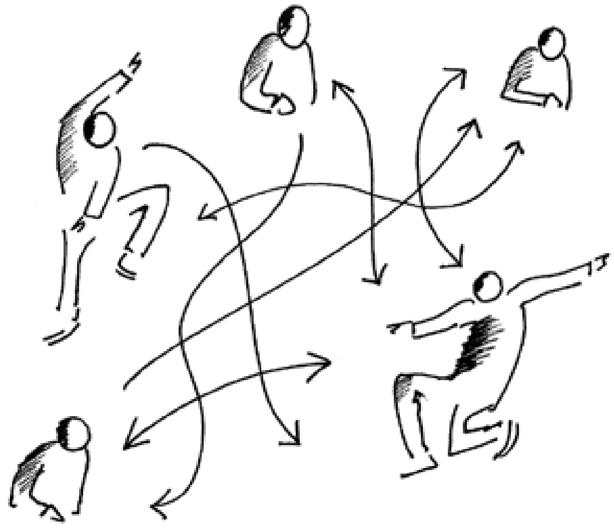
DRC's capital city, Kinshasa, has for years suffered from river flooding after heavy rains. This is problematic because rainfall tends to be above average at least eight months a year. With inadequate sewage systems and poor waste disposal units, many of Kinshasa's inhabitants have to endure dire unhealthy conditions every time there is severe flooding.

The problem was taken up by Tearfund partner ECC (Eglise du Christ au Congo – Church of Christ in Congo), which brought together a network of groups and organisations to lobby politicians for action. What they had in common was a passion to tackle the issue of Kinshasa's poor sanitation. Together, they met with the country's environment minister, health minister, energy minister and MPs, to gain their support for a new law to improve sanitation in Kinshasa. They also lobbied the provincial governor and the president of the board of trustees for the national company that provides water.

Over a period of several years, relationships were developed, which ultimately led to a concerted political will to address the unsanitary conditions in the capital. A provincial law was introduced to govern sanitation, waste disposal, storm water drainage and the general cleanliness of Kinshasa, and ECC and the others in the network have since been seeking to ensure it is implemented.

One of the most common reasons cited for *not* wanting to work with others in joint advocacy is differences in faith and/or politics. It is important to be clear: regardless of faith and/or politics, if there are people, groups and organisations who are concerned about the same advocacy issue as us, and who can help us create and implement an advocacy plan, then we should be trying to work with them! If we have doubts, fears or reservations, we need to identify ways of overcoming them.

For more information, see **TOOL 27: For and against joint advocacy** and **TOOL 28: Checklist for collaborative advocacy**.



What are the different ways of working with others?

Working with others involves identifying appropriate people, groups and organisations, and making contact and building strategic relationships with them. Whether it is done formally or informally, it is sensible to clarify the nature of the relationships involved.

CASE STUDY

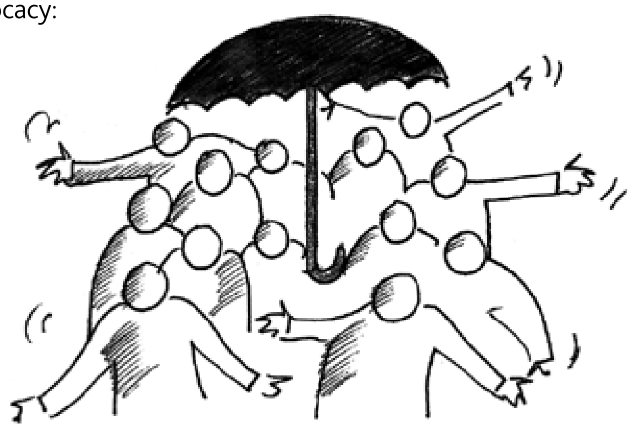
**COLOMBIA**

For many years, Colombia had no national policy for children, even though the government had signed the UN Convention on the Rights of the Child. As part of a network of NGOs, Red Viva (Viva Network), one of Tearfund's partners, built relationships with the government ministries responsible for children and helped them draft a national children's policy that was later adopted as law. They also shared information with the national church about the policy processes, and gathered contributions from the national church to put into the draft policy. After the policy became law, Red Viva and the alliance trained local government officials as they rolled out implementation of the policy into different regions of Colombia. They also mobilised the national church to work with children and to defend children's rights, through a series of training workshops in each region of Colombia.

There are many different ways of working with others in advocacy, and it is important to be aware of the different types of model available, so that an informed decision can be made about what is most appropriate. If necessary, we may need to create a written agreement that sets out the expectations of each person, group and organisation involved, and the ways in which they will cooperate with each other.

The following models are some of the most common ways of working together to do advocacy:

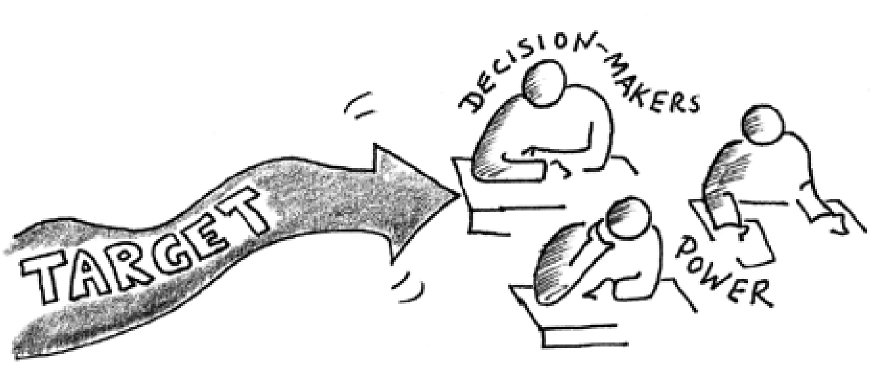
- Network
- Alliance
- Coalition
- Association
- Forum
- Partnership
- Task force
- Umbrella body.



For a description of each model, and information about their characteristics, see TOOL 28: Checklist for collaborative advocacy.

## What are advocacy 'targets' and why do they matter?

An advocacy target describes a person, group or organisation with whom we need to communicate. They are generally decision-makers in positions of power and may include government ministers, civil servants and local authority officials. They are referred to as 'targets' because they are the people at whom our advocacy is aimed, or 'targeted'.




Advocacy targets are important, because they have power and/or responsibility for creating the situation that has led to the identified advocacy issue, with power and/or responsibility for finding a solution.

CASE STUDY

### CAMBODIA

One of the biggest issues facing poor Cambodian families is that they lack access to adequate and affordable health care. However, research by one of Tearfund's Cambodian partners revealed that the Cambodian government had set up a special scheme to enable marginalised families to receive adequate and affordable health care. Unfortunately, the research also showed that awareness was very low. Many people who qualified for help did not know the scheme existed, and those who did know about it were confused about how it worked.

The partner approached the ministry for health, but a history of tension between government and NGOs meant that contact was initially refused. Nonetheless, they wrote a letter and asked for an appointment. By using all their possible government contacts, both direct and indirect, they eventually secured a meeting. This perseverance eventually paid off: the meeting went well and government officials agreed to visit some of the partner's own health care projects. After seeing the work first-hand, and witnessing the spirit of cooperation and mutual respect shown by partner staff, the officials realised the partner's way of working was a way to make the government scheme more effective and they agreed to work with the partner to roll it out.

As part of the new initiative, the partner raised awareness and ran training days to help churches and communities identify families who might qualify and to show them how to register. They also accompanied community groups during assessment visits. As a result, many poor people were able to get free government-funded health care provision, including medical checks, treatment, surgery and hospital stays, if they were sick.

TOOL 25

# Stakeholder mapping matrix

STEP 1 Brainstorm all the relevant people, groups, organisations and institutions for the identified advocacy issue.

This can be done using a categorising table such as this one:

SAMPLE

| Civil society stakeholders | Public sector stakeholders | Private sector stakeholders |
|---|---|---|
| Affected communities | Ministers and ministerial advisers | Corporations and businesses |
| Media | Civil servants and government departments | Business associations |
| Churches | Elected parliamentary representatives | Professional bodies |
| Other religious/faith groups | Judges and courts | Individual business leaders |
| Schools, colleges and universities | Political parties | Chambers of Commerce |
| Social movements | Local government / councils | Social entrepreneurs |
| Advocacy groups | Military | Donors |
| Trade unions | Organisations that have been given devolved government power and commissions | Financial institutions |
| National NGOs | United Nations | |
| International NGOs | World Bank | |
| | International Monetary Fund | |

STEP 2 Identify:

- Who is the relevant contact person within each group or organisation? (If there is more than one, eg if a minister has two advisers, one for and the other against, list both.)
- What is their specific interest or stake in the issue? Why does it matter to them?
- What is their position on the issue?
- What is their likely impact or influence on the issue? How much power do they actually have to change things?
- Are they in favour of your position [+] or against it [-]? (The example on page 110 suggests using a scale of 1 to 5 positive [+] or 1 to 5 negative [-].)

This can be done using a mapping table like the one below, which has been partially completed on the basis of an example issue about a proposed business development threatening to force a community from their land.

This table has been deliberately divided into four groups of stakeholders:

1. Stakeholders who are directly affected by the identified advocacy issue, such as local communities.
2. Stakeholders who are responsible for creating the situation or who have formal responsibility for finding a solution to it, such as government, civil service or local authority. These are usually the *targets* of our advocacy work, but they may also be *allies*.

**TOOL 25** continues on next page

3. Stakeholders who are concerned for the welfare of others, and other interested groups, such as NGOs, church groups, business, media. These are potential *allies*, and may also be *targets*.
4. International players, such as donors, UN bodies, NGOs. These can be *targets*, *allies* or *opponents*.

| Stakeholder type | Who? (individuals / organisations / institutions) | Key contact person | Why the issue matters to them | Position | Likely level of influence + to +++++ - to ----- |
|---|---|---|---|---|---|
| **Those directly affected** | | | | | |
| Civil society | 3,000 people in local community who may be affected | Fill in name of relevant person | Risk removal from land, loss of housing / subsistence | Claim they cannot do anything | +++ |
| Civil society | Neighbouring smallholders | Fill in name of relevant person | Land will become overcrowded | Do not want extra people on the land | + |
| Private sector | Business developers | Fill in name of relevant person | Land will become profitable for business | Want to force community from land | +++++ |
| **Government and state decision-makers** | | | | | |
| Public sector | Ministry of Agriculture | Fill in name of relevant person | Responsible: land policy | Claim they cannot do anything | -- |
| Public sector | Ministry of Trade | Fill in name of relevant person | Responsible: business development | Keen to develop land | ----- |
| Public sector | Local authority | Fill in name of relevant person | Responsible: welfare of communities | No power to influence | - |
| Public sector | National committee on land policy | Fill in name of relevant person | Responsible: impact assessment of business | Concerned, asking for impact assessment | --- |
| **Other major organisations** | | | | | |
| Civil society | Environment NGO | Fill in name of relevant person | Concerned about river pollution | Against development | +++ |
| Civil society | Human rights group | Fill in name of relevant person | Concerned about human rights abuses | Against forced removal from land | ++ |
| Civil society | Main independent newspaper | Fill in name of relevant person | Concerned that public know facts | Concerned about proposals | +++++ |
| Civil society | Anglican church local diocese | Fill in name of relevant person | Has members in affected community | Want full consultation | ++ |
| Private sector | Chambers of Commerce | Fill in name of relevant person | Want to see business development | Support the proposal for development | +++ |
| **International organisations** | | | | | |
| Private sector | European Union donor | Fill in name of relevant person | Funding community health unit | Concern that grant will be wasted | ++ |
| Civil society | UK NGOs | Fill in name of relevant person | Financially support affected communities | Concern over displacement | + |
| Public sector | International Monetary Fund | Fill in name of relevant person | Keen to earn foreign exchange | Supportive of business investment | ----- |

## TOOL 26 Allies and opponents matrix

An allies and opponents matrix is a tool designed for use after a stakeholder mapping and analysis has been completed. It represents all the stakeholders in a diagram. This makes it easy to see who is supporting our views (our allies) and who is opposing our views (our opponents). It is an important tool, because allies and opponents are not fixed positions; people are open to change. The aim is to use it to bring all stakeholders onto our side.

STEP 1 Draw a matrix, divided into four equal-sized squares. This can be done with pen on paper, a stick on the ground, or tape on carpet.

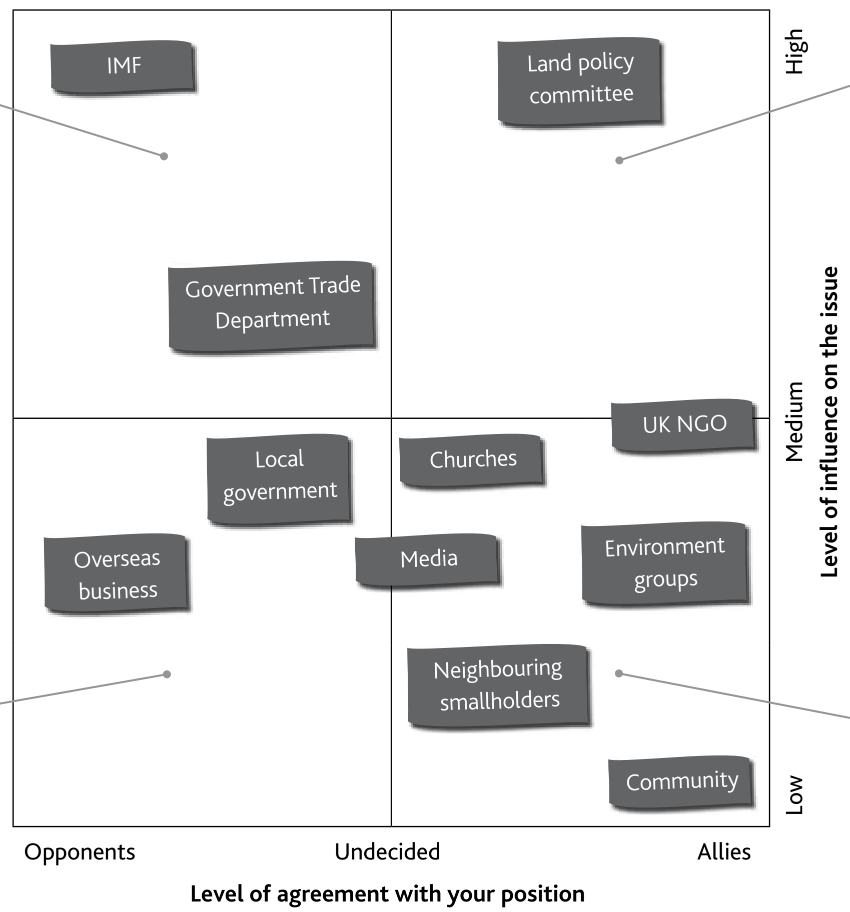
STEP 2 Write all the stakeholders on separate sticky notes, blank cards or pieces of paper (which should have been done as part of the stakeholder mapping and analysis).

STEP 3 Place the stakeholders on the matrix. Opponents will be to the left, and allies to the right, of the central line. Neutral people will be in the middle (either because they are unaware of or undecided about the issue). The more influence they have, the higher up the matrix they should be placed. Each piece of card and paper can be moved around, depending on the outcomes of the discussions about where to place them.

STEP 4 Analyse the approach to take with the stakeholders, depending on where they are in the matrix.

**High influence on the issue but opposed to our position**
These are powerful and risky people that may cause problems for a project and oppose the change we want to see. We need to find ways to reduce their influence, or to move them into the right-hand side of the chart by changing their views.

**High influence on the issue and agrees with our position**
Strong allies. Also potential targets. We must ensure we work with these people so that they do not become opponents. We need to maintain good relationships and work with them to influence change.

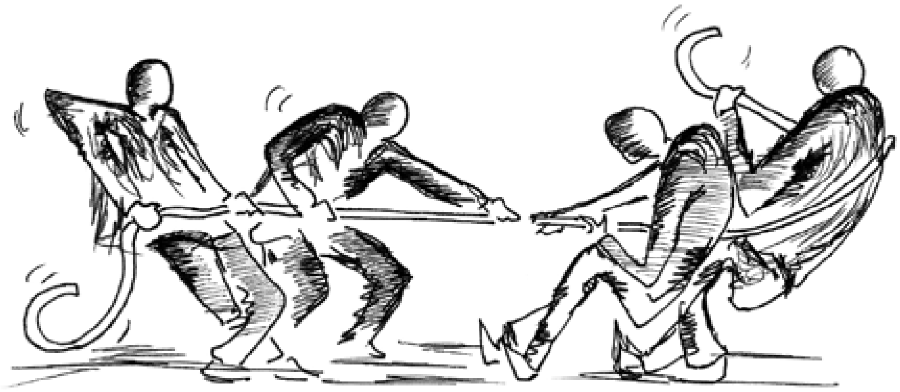



**Low influence on the issue but opposed to our position**
We need to keep monitoring this group for change. Sometimes, they are 'noisy nobodies' if their opposition is vocal. We need to be careful to avoid being distracted by them and only respond to them if they start to become more influential.

**Low influence on the issue and agrees with our position**
This might include the affected community and neighbouring communities. We may need special initiatives to increase the influence of these people, moving them upwards on the matrix.

TOOL 27

# For and against joint advocacy



| | Benefits | Drawbacks |
|---|---|---|
| Strategic | Creates a powerful united voice with which to influence decision-makers<br>Reduces vulnerability and risk, and increases protection against any potential backlash, through 'safety in numbers'<br>Different members bring together a variety of experience and expertise<br>Greater credibility, legitimacy and representation, because of the combination of communities with which the members work<br>Strength in diversity<br>Unity and solidarity around a common advocacy issue<br>Builds shared values and affinity | Raised expectations, which are not always met<br>Competing agendas<br>A tendency towards domination by large organisations, with small organisations left feeling sidelined<br>Lack of a common goal and/or strategic focus<br>Dependent on good leadership, which may not always be present<br>Poor coordination and/or lack of direction can lead to disillusionment and discontent among members<br>Loss of organisational identity, which can lead to compromising values, attitudes, methods, etc<br>Decision-making can be slow when a consensus is required<br>Potential for damage to reputation through public association with other members of a joint initiative |
| Practical | Sharing of information<br>Forges and develops relationships<br>Pooling of skills, abilities and contacts<br>Minimises duplication and competition<br>Increases financial efficiency from mobilising and pooling resources<br>Ensures coordinated logistics | Relationships require a strong commitment, and the right people have to be identified to establish, build and maintain them<br>Time-consuming, even when well managed<br>Can be expensive<br>May cause people and resources to be diverted from other work<br>Potential for too many meetings and not enough action<br>Requires capacity (financial and human) that small organisations may not have |
| Collaborative | Creates opportunities to observe and learn from others with more advocacy experience<br>Provides a safe space to try out advocacy skills<br>Helps members overcome fear and other factors that hold them back in advocacy<br>Encourages collaborative ways of working | Difficulties when people will not work with others who do not share their faith / religious beliefs and/or political viewpoints<br>Lack of time and/or inclination among experienced members to accompany and mentor those with less experience |

TOOL 28

# Checklist for collaborative advocacy

When considering whether to work with other people, groups, organisations and institutions, it can be useful to ask the following questions:

**Does a joint advocacy initiative already exist?**

## Yes. Should we join it?

| | Questions | Considerations |
|---|---|---|
| Purpose and mandate | What is the purpose and mandate of the joint advocacy initiative? | Understand the trade-offs between branding, leadership and consensus. Respond tactically to changing circumstances; plan strategically for the long term. |
| | Is it a priority for you? | |
| | How are decisions made? | |
| | How likely is it to successfully influence changes in policy and practice? | |
| | If you join, will you add anything and/or gain anything? | |
| Resources | What resources will you be expected to contribute to the joint advocacy initiative (ie time, money, participation in meetings, administrative support, etc)? | Recognise that different groups have different needs. Accommodate growth and diversity. |
| | What contributions can you realistically make? | |
| | What work may you have to stop doing to create capacity? Could you achieve more by investing your resources elsewhere? | |
| Learning and accountability | How will participation in the joint advocacy initiative help you learn and develop in your advocacy work? | Plan to take supporters on a journey from simply being interested in an issue to taking action on it. |
| | At what stage will your involvement in it be reviewed? | |
| | How will you assess its impact? | |
| Risks | What are the potential risks of joining (eg diverted resources, falsely raised expectations, damage to reputation through association with other groups in the joint advocacy initiative)? | Agree from the outset how to manage differences between people. |
| | What are the risks of not joining? | |
| | Does the advocacy initiative have a public profile and, if so, what are the possible risks of being associated with it? | |

## No. Should we create one?

| | Questions | Considerations |
|---|---|---|
| Vision and values | Who else has a similar vision to you? | Be proactive. Approach others first. Do not ignore those whose values are different from your own. Be open to working with those of different religious, faith and political persuasions. |
| | Who shares your values? | |
| | Would they be natural allies? | |
| | Even if not, would you be able to work with them? | |
| Advocacy issue | Who is already working on the same advocacy issue? | Keep a good relationship with those who support your position. Learn from those with more experience. |
| | Are they seeking to achieve the same end? | |
| | If not, could they be persuaded to join with you? | |
| Contributions | Who might be able to provide something that you need (eg information, experience, skills, research, expertise, access to the media, influence with decision-makers, contact with people who could be mobilised to campaign, etc)? | Decide what you can offer and what you need from others. |
| | Will these resources complement your own contributions? | |
| Capacity and cooperation | Who else has capacity to advocate? | Be clear about the nature of cooperation. Know who is contributing what. |
| | Who would cooperate with you? | |
| | If you do not work together, could the situation for those affected by the issue get worse? | |
| | What are the risks if others do not cooperate with you? | |
| | Is it possible to achieve the desired impact (in part or in full) without joint cooperation? | |

# SECTION E2 Training exercises

## EXERCISE 28 Seeing the full picture

**Aim** **To understand the importance of having a full and accurate picture of an advocacy issue, and the role that other people can have in bringing different perspectives**

TYPE Group exercise

METHODS Description, plenary discussion

STEPS

1. Ask for a volunteer to sit in a fixed position in the centre of the group. Invite three more volunteers to act as observers. Ask them to sit around the central volunteer, with one in front, one to the side and one behind him or her.
2. Ask the three observers to describe the person, one at a time, based only on what they can see, not on what they know already (eg 'She has black curly hair but no face', or 'She has a nose and only one eye').
3. Ask for another volunteer and get them to walk around the central person, describing all they can see about the person.
4. Draw everyone back together and facilitate a discussion:
   - What can we learn from this exercise?
   - How often do we only see part of the picture?
   - Do we sometimes make judgements based on limited information?
   - What are the risks involved in this approach?
   - How can we gain a more complete picture of a situation?
   - Why might this be important in advocacy work?

## EXERCISE 29 Stakeholder mapping and analysis

**Aim** **To identify the people who have an interest in an advocacy issue, and to understand their different views**

TYPE This exercise works well in large or small groups, but could be done individually

METHODS Brainstorm, plenary discussion

MATERIAL Sticky notes or blank cards

HANDOUT TOOL 25: Stakeholder mapping matrix

STEPS

1. Select an advocacy issue, either one that is new or one that has already been identified in earlier training exercises.
2. Ask participants to brainstorm all the people, groups, organisations and institutions that have an interest in the issue, putting their answers on sticky notes or blank cards. (Please note these answers should be kept if you plan to do Exercises 30, 32 or 34 in this section.)
3. Collate the answers using a table like the one shown in Step 1 of TOOL 25: Stakeholder mapping matrix.

4. Encourage a participatory discussion to ensure that every possible stakeholder has been included, and nobody significant has been excluded.
5. Draw a mapping table like the one shown in Step 2 of **TOOL 25: Stakeholder mapping matrix** (p110). Write the headlines at the top of the columns and the sub-headings that cut across the columns but leave the rest of the table blank.
6. Complete the table for all the stakeholders identified by the participants. Focus on analysing their positions and their level of influence on the issue.
7. Generate a discussion to identify:
   - Who is affected and how we will work with them in our advocacy
   - Who should be our main targets for our advocacy
   - How to target our time and resources towards the most important contacts
   - How to avoid putting all our efforts into working with those who are in strong agreement but have little or no influence.

## EXERCISE 30 Allies and opponents analysis

**Aim** **To analyse which stakeholders need to be influenced, and how best to influence them**

**TYPE** Best suited to a group setting. Please note: this exercise only works when a stakeholder mapping and analysis has already taken place.

**METHODS** Brainstorm, plenary discussion

**MATERIALS** Sticky notes or blank cards

**HANDOUT** **TOOL 26: Allies and opponents matrix**

**STEPS**

1. Take the results of the stakeholder mapping and analysis, and write each separate stakeholder on sticky notes or blank cards.
2. Draw a matrix with pen on paper, a stick on the ground, or tape on carpet. Use **TOOL 26: Allies and opponents matrix** as an example.
3. Facilitate a discussion about where to place each sticky note or card on the matrix. Place notes or cards representing opponents to the left of the central line and sticky notes or cards representing allies to the right. If they have high influence on the advocacy issue, they should be near the top; if it is only low, they should be near the bottom. Move the sticky notes or cards around, in line with the discussion. If necessary, place a stakeholder in two different places on the matrix.
4. Using **TOOL 26: Allies and opponents matrix** as a basis for discussion, work out what needs to be done:
   - To move as many stakeholders as possible towards the top right box
   - To maintain the position and influence of those in the top right box
   - To influence those who are not yet stakeholders to join
   - To utilise indirect access to decision-makers, eg influencing a bishop through a church leader.

## EXERCISE 31 Routes of influence

**Aim** **To understand the importance of routes of influence**

TYPE Best suited to a group setting. Please note: this exercise only works when an allies and opponents analysis has already taken place.

METHODS Small groups, brainstorm, plenary discussion

MATERIAL Large pieces of paper (such as flipchart paper), pens

STEPS
1. Make sure the results of the allies and opponents analysis can be seen by everyone.
2. Divide participants into small groups and give each one a piece of flipchart paper and some pens.
3. Ask each group to pick an ally or opponent, whether an individual or an organisation, put them in the middle of the paper, and then draw lines from them to the people (eg boss, spouse, relatives, priest, etc) and ideas (eg view of economics, newspaper headlines, etc) that influence them. Be as creative as necessary!
4. Get each group to use this information to identify how they can influence the person in the middle and how their opponents will be trying to influence them.
5. They should repeat this for as many allies and opponents as time allows.
6. Facilitate plenary discussion about the importance of identifying and understanding routes of influence, and who and what influences our allies and opponents. Also emphasise the importance of doing this to identify a specific individual or organisation as the target for our advocacy.

## EXERCISE 32 Power mapping and target identification

**Aim** **To understand who holds the power in relation to an advocacy issue (both formally and informally) and to use this information to identify who to target in their advocacy work**

TYPE Group exercise. Please note: it relies on Exercises 29 and 30 in this section having already been done.

METHODS Information analysis, small group discussion, plenary feedback

MATERIAL Paper, pens, scissors, poster tack or glue, large pieces of paper (such as flipchart paper)

HANDOUTS TOOL 25: Stakeholder mapping matrix
TOOL 26: Allies and opponents matrix

STEPS
1. Using the same small groups as for Exercises 29 and 30 in this section, ask participants to refer back to the sticky notes or cards and the table that show all the people, groups, organisations and institutions that have an interest in their selected advocacy issue.
2. Hand each group a selection of pieces of paper and pens, and ask the groups to cut out circles from the paper. Each circle should represent a stakeholder, with the size of the circle relating to their perceived level of influence.

3. When the circles have all been cut out, they should be put on flipchart paper and arranged according to their relationships with each other. Lines should be drawn between the circles to show how the stakeholders relate to each other.
4. Encourage participants to identify and discuss who has what level of power. Specifically, who sets the agenda for the advocacy issue, either directly or indirectly? Whose power dominates and influences the advocacy issue? How can we influence those people, either directly or indirectly?
5. Ask each group to use this information to determine who their main advocacy targets should be.
6. Draw everyone together to share their findings and recommendations.

See also Section B2 on power and politics, and Section G5 on difficult political contexts.

## EXERCISE 33 Joint advocacy – yes or no?

**Aim** **To understand the benefits and drawbacks of jointly working with others in advocacy**

TYPE This exercise works well with a group but can be used by individuals

METHODS Individual reflection, buzz groups, small group discussion, ranking, plenary discussion

MATERIAL Flipchart paper, flipchart (optional), sticky notes or blank cards, pens

HANDOUT TOOL 27: For and against joint advocacy

STEPS

1. Draw a line from top to bottom down the middle of a piece of flipchart paper. Label one side 'for' and the other side 'against'.
2. Split participants into two groups.
3. Give each group a set of sticky notes or blank cards and pens.
4. Ask one group to brainstorm the reasons for jointly working with others in advocacy and the other group to brainstorm the reasons against.
5. Ask each group to record the benefits/drawbacks onto sticky notes or blank cards, one per sticky note or blank card.
6. Ask each group to place their sticky notes or cards on the appropriate side of the line on the flipchart paper.
7. Draw everyone back together. Facilitate a plenary discussion about why each group came to their conclusions. Allow each group to challenge the other group. Discuss whether or not the benefits are greater than the drawbacks and why.
8. Emphasise the importance of relationships in advocacy – not just one-off contact but ongoing engagement with people. Draw out the fact that advocacy is most successful and effective when people strategically combine diverse skills, expertise, contacts and resources.
9. Distribute TOOL 27: For and against joint advocacy.

## EXERCISE 34 Working with others

**Aim** **To identify best options for joint advocacy**

TYPE Group exercise

TIPS It works best if a stakeholder mapping and analysis has already been completed

METHODS Information analysis, small group discussion, plenary feedback

HANDOUT **TOOL 28**: Checklist for collaborative advocacy

STEPS

1. Using information previously collated in a stakeholder mapping and analysis, ask participants to identify stakeholders (both individual stakeholders and groups of stakeholders) who could be contacted about joint working.
2. Divide people into small groups and allocate the identified stakeholders between them.
3. Give out **TOOL 28**: Checklist for collaborative advocacy to each small group.
4. For half the small groups, ask them to brainstorm ideas of possible existing joint advocacy initiatives and to work through the questions in the left-hand half of the tool. Ask the other small groups to work through the right-hand half of the tool.
5. Bring people back together and discuss whether or not they want to go ahead with joint advocacy with their identified stakeholders. If yes, why? If not, why not?

# Advocacy Cycle Stage 3

## Planning – Putting it all together

**Section F1** introduces Stage 3 of the Advocacy Cycle. It explains how to use the information about the issue that has been researched and analysed in Stage 2 to plan an advocacy project or programme. It outlines why planning is so important in advocacy, and what we need to know before deciding whether advocacy is an appropriate response to an issue.

It is important to refer to **Section H** when planning, because many of the considerations that arise during the planning process also arise during monitoring, reviewing, evaluation and learning.

### Facilitator's notes

This section explores a series of questions and answers. A training workshop facilitator must be familiar with this material.



### Tools

This section introduces tools that can help us apply our learning in a practical way. In a training workshop, they can be used as handouts.



### Training exercises

This section outlines interactive training exercises that can be used with groups, in order to deepen understanding of the issues that have been raised and to practise application of the tools that have been introduced. They are ideal for use in a training workshop.

## SECTION F1 Facilitator's notes

### What is an advocacy plan and why is it necessary to have one?

A plan or strategy is a written document that sets out what will be achieved and by when, how we will know whether we have made progress or achieved success, and who will be responsible for what. A plan is like a road map. It helps us see where we have come from, how far we have come and where we are going. It is essential to know where we are so that we make wise decisions.

An advocacy plan is a framework that determines what policies and practices we want to see changed, how we want them to change, and the way we are going to do our advocacy work to achieve our desired changes. A full version is necessary for staff and volunteers who are involved in the advocacy work, while a summary version is useful for communities, allies and donors.

Planning is important because it:

- Clarifies what we are trying to achieve and how we are going to get there
- Allocates resources and responsibilities, including time, staff and funding
- Ensures accountability to, and participation by, allies, communities and donors
- Forces us to think ahead and prepare for future eventualities, including potential problems and opportunities
- Helps us understand any risks or assumptions
- Provides a benchmark against which performance and progress can be measured and assessed.

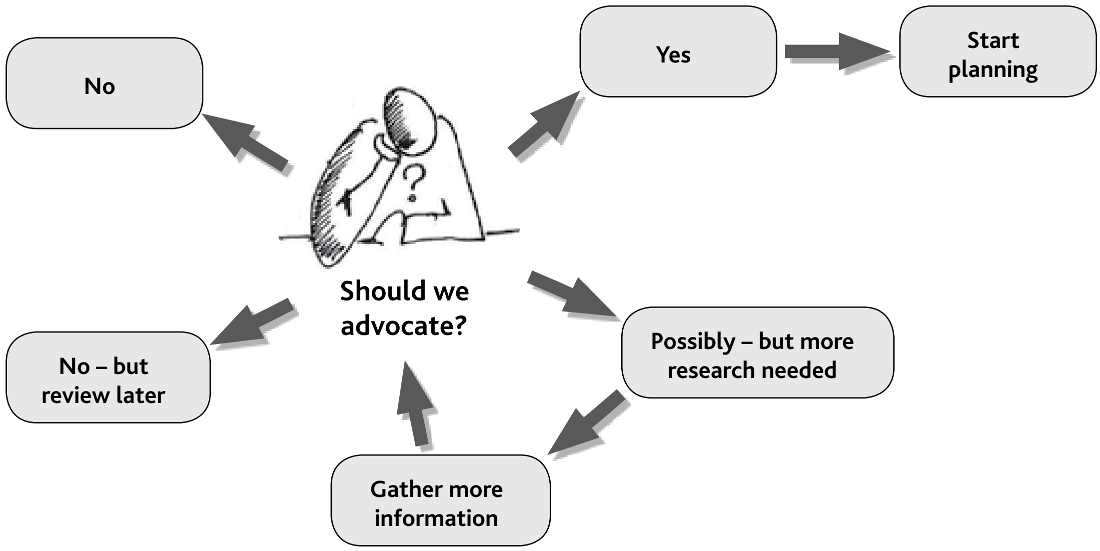
### What do we need to know *before* we make an advocacy plan?

Before planning an advocacy initiative, it is important to check that we have gathered enough information, that we have analysed it accurately and that we understand it. This should be possible if we have completed Stages 1 and 2 of the Advocacy Cycle (see Sections D and E). We then need to decide whether to advocate or not, by answering the following questions:

- **ISSUE** Does it really need to be addressed now? Is it a priority issue?
- **CAUSES** Do we have a good understanding of the causes of the problem and how they can be addressed?
- **EFFECTS** Can we identify the effects of the problem and back this up with reliable information?
- **ALTERNATIVES** What are the alternative ways of addressing this particular issue and is advocacy the best way available?

- **TARGETS** Are we clear about who is responsible for this problem and who has the power to bring about change? Do we have access to them and a chance of influencing them?
- **MILESTONES** What signs of change are we going to look for? How will we assess whether or not we are on track to achieve our end goal?
- **ALLIES** Are we clear about who will support us and what help they will give?
- **COMMUNITIES** Will the affected communities be mobilised and involved in the proposed advocacy?

For more information, please see **TOOL 29**: Advocacy planning checklist.




## How do we develop an advocacy plan using a Theory of Change?

In all advocacy work, it is important that we know what strategies are likely to be successful in influencing the decision-makers we want to target, as well as knowing whether or not we have been successful, and being able to adapt our tactics accordingly. This will enable us to make the best use of our resources and have the best chance of bringing about the change we desire. One way of doing this is to develop a Theory of Change.

A Theory of Change is a process that helps identify all the inter-connected things that need to be accomplished for a long-term goal to be achieved. It clearly expresses the relationships between our proposed actions and the results we hope to see. It is important because it changes the way we think about initiatives from 'what we are going to do' to 'what we want to achieve' and 'how we are going to get to there from here'.

Developing a Theory of Change benefits the way we do our planning because:

- It makes explicit our assumptions and preferred processes of change so that all our activities can be understood in terms of the overall long-term goal.
- It focuses on impact, rather than on activities.
- It compares our assumption and preferred processes of change with other possible processes of change, and allows them to be challenged in order to adopt the most appropriate ones.
- It ensures a clear process to adapt our work if the context changes.

CASE STUDY

**BRAZIL**

When the north-east region of Brazil suffered a severe drought, the worst for fifty years, the water level was affected, reservoirs collapsed, a major water distribution pipeline fell into disrepair, and water supplies became contaminated by faeces. This caused an outbreak of disease, particularly acute diarrhoea, and two people died. It was difficult for the public health system to cope.

Tearfund partner Diaconia worked with communities affected by the drought. As they did so, they discovered that there was insufficient water for people to drink and produce food, especially in rural areas. They also found out that the government had a responsibility to provide people with access to good quality water.

Diaconia gathered together women's groups, their legal representatives, trade unions, civil society organisations, youth groups, schools, churches and members of the communities affected. They all shared their experiences and together they made a plan. They decided to ask the government to treat the drought as an emergency, and force the water companies to decontaminate the affected water supplies. They also decided to request a series of public hearings with the State Prosecutor.

Council officials from the affected areas, representatives from the Ministry of Health and representatives from the water companies were all required to attend the public hearings. As a result, the National Department for Anti-Drought Projects was asked to act urgently to repair the damaged water pipeline, the State Secretary for Health decided to check the quality of the water in the affected areas regularly, and the water companies were obliged to provide tankers to communities that had no water. The Public Prosecutor's Office also agreed to mobilise the government to start an awareness-raising campaign about water conservation.

Diaconia insisted that all these agreements should be put in writing, in a document called 'Terms of Conduct'. Diaconia also continued to outwork their strategy of training community leaders and farmers to get involved in municipal councils and other decision-making forums. This led to more people influencing the setting and spending of local government budgets. It also led to Diaconia revising their planning so that all their future programmes included work to empower people to engage in municipal forums and monitor government actions.

## How is an advocacy plan like a regular programme or project plan?

A Theory of Change gives an advocacy plan its components. These components are the same as for other types of plans:

- **INPUTS** are the human and financial resources used in a project or programme: money, time, materials, equipment, existing research, information, expertise, experience, contacts, etc.

  Advocacy examples: amount of staff time, funding, relationships with allies

  - Which Inputs do we have already and which do we need to find so we can do our Activities?

- **ACTIVITIES** are step-by-step tasks. They are the actions undertaken in a project or programme, which use the Inputs to produce services, products, activities, etc.

  Advocacy examples: research, lobbying, mobilisation, using the media, monitoring

  - How will our Activities deliver the Outputs?

- **OUTPUTS** are the products, services or events that are produced as a result of the Inputs combined with the Activities. They are necessary for the expected Outcomes to be achieved. (For those who are familiar with log frames, Outputs are the same as objectives.)

Advocacy examples: levels of public awareness, number of lobbying meetings, numbers mobilised

• What Outputs can we deliver in our timeframe to achieve the Outcome?

- **OUTCOMES** are the specific changes resulting from the project or programme for those affected by the issue, such as changes in knowledge, skills, attitudes, behaviour, awareness, practices and policies. They answer the question, 'So what?' An Outcome describes the difference the work will make, ie the desired achievements of the project or programme. (For those who are familiar with log frames, Outcomes are the same as purpose.)

  Short-term advocacy examples: issue in debate in public arena, research recommendations prioritised by decision-makers

  Medium-term advocacy examples: new policy enacted, existing law amended

  • What Outcomes do we want to achieve, and how will they contribute towards the planned Impact?

- **IMPACT** is the longer-range, cumulative effect of programmes on what they ultimately aim to change. Impact is rarely, if ever, the result of a single programme. However, a programme may contribute to Impact. Impact is often felt countrywide. It is the long-term, hoped for, desired end result. (For those familiar with log frames, Impact is the same as goal.)

  Advocacy example: implementation of changes in a policy or practice

  • What long-term change do we ultimately want to see in society?

- **ASSUMPTIONS** are beliefs about factors or risks that could affect the progress or success of a project or programme.

  Advocacy examples: decision-makers will remain in power, allies will continue to want to work on joint advocacy initiatives

  • What are we taking for granted?

### How is an advocacy plan different from a regular programme or project plan?

Advocacy planning requires not just an understanding of what you should do, and when and how you will do it, but also an understanding of how change will happen and what role your organisation or community will play. It is possible to create an advocacy plan without this clarity, but it will be challenging to monitor and evaluate it, and the impact of the advocacy will probably be affected.

Advocacy plans need to keep changing in response to changes in the external environment, whether these are opportunities or obstacles. Opportunities might include unexpected invitations to meet with government officials, and an obstacle might be the government restricting civil society engagement in political processes.

Some components of an advocacy plan are unique to advocacy and these must be considered when we are developing our Theory of Change:

- **TARGETS** are the people, groups or organisations that need to be influenced through the project or programme in order to achieve the desired results.

  Advocacy examples: parliamentarians, government ministries, district officials

  • Who do we need to influence?

- **ALLIES AND OPPONENTS** are the individuals, groups and organisations that need to be persuaded to support the issue through the project or programme in order to achieve the desired results.

  Advocacy examples: journalists, churches, NGOs, trade unions

  • Who do we need to persuade?

- **MESSAGES** are a set of persuasive arguments that are crafted, framed and tailored to influence the targets depending on their stance on the issue and what they are ready to hear.

  Advocacy example: a government policy needs to be implemented in certain districts

  • What do the targets, allies and opponents need to hear?

- **MESSENGERS** are the advocates: people who communicate the messages with impact and credibility, either because of personal experience or their expertise.

  Advocacy examples: community members, NGO staff members

  • Who will deliver the messages?

### What frameworks can we use for our advocacy plan, once we have a Theory of Change?

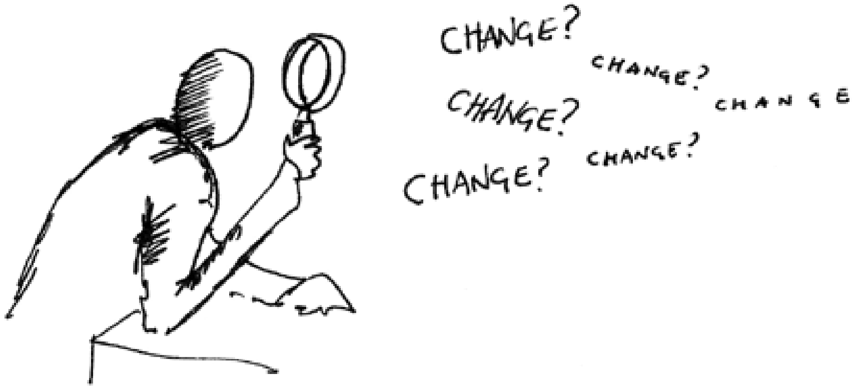
Once we have developed our Theory of Change, there are two main frameworks that we can use to develop an advocacy plan, and the same principles apply when we are developing an advocacy strategy or an advocacy component within a broader project or programme strategy. The important thing is that we use a method that helps us plan in a logical way, and that helps us measure progress, so that we can monitor, review and evaluate effectively (see Section H).

The most commonly used methods include:

- **Logic Model** (also known as Results Chain), which presents a project or programme pictorially or schematically. It uses a diagram to depict clearly and simply what is expected to be achieved through the project or programme, and how each step connects together to achieve the desired results. It shows the resources and investment required, the activities that the project or programme will undertake, at whom the activities will be directed and the changes it hopes to achieve in the short term and the long term. See TOOL 30: Advocacy Logic Model for an example.
- **Logical framework** (or logframe), which provides an established way of thinking through and presenting a plan or strategy. It helps us see our plan or strategy at a glance, but it should not replace writing out a full plan or strategy. See TOOL 31: Advocacy logframe for an example and the worked examples from Tearfund partners.

### What are advocacy indicators and why do they matter?

An **indicator** is a sign of change. It is evidence that a certain condition exists. An indicator tells us that a change we are interested in is happening, but it cannot explain why and how that change occurs. For example, if we want to know that the wind is blowing, bowing treetops is a good indicator. This might tell us that the season is soon going to change, or that it is a good day to fly a kite, or that the birds' nests may soon fall out of the tree. The bowing trees will never tell us *why* the wind is blowing, and whether it is because a storm is coming from far out at sea or because of complex changes in weather patterns.



An **advocacy indicator** is a sign that change is happening because of our advocacy work. We measure these changes through **evidence** or **means of verification**, ie information that we can use to show that our advocacy work has made a difference.

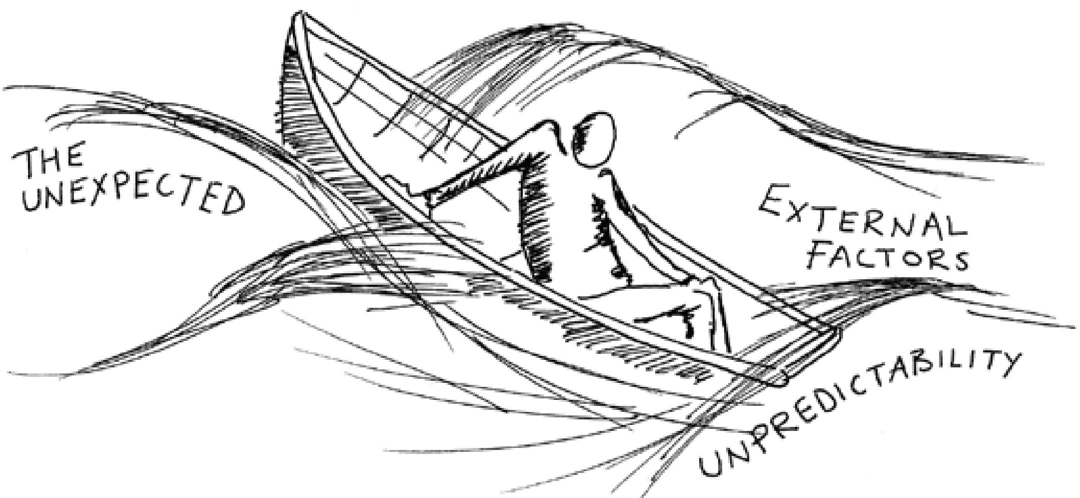
When we develop an advocacy plan, it is important to make wise decisions about what signs of change we will look for, and how we will measure the changes. This will help us monitor and review the implementation of our advocacy project or programme, and evaluate it when it is completed.

Indicators are not the same as **targets**. Indicators tell us what to measure, but targets assign a specific value to the measurement. Sometimes, targets are simply a guess, especially if we do not have experience or research to draw upon. For example, an indicator may be 'Increased knowledge of HIV prevention methods among young people', while a target may be 'Increased knowledge of HIV prevention methods among 80% of young people in area A'.

### What are the challenges in setting advocacy indicators?

It is generally recognised and accepted that it is difficult to plan, measure, assess and demonstrate the impact of advocacy work. However, it is good to be aware of the most commonly accepted challenges so that an advocacy plan can be adapted:

- **Advocacy is 'messy'**
  Change does not occur in a neat and ordered fashion. Change is often unexpected, difficult to attribute and not always easy to identify. If the emphasis is placed on achieving planned targets, there may be less flexibility to take opportunities that present themselves unexpectedly.
- **Advocacy timeframes are long**
  Traditional development projects often put too much emphasis on short-term aims but advocacy is a long-term process with potentially unpredictable timescales. Many of the objectives of an advocacy project may not be realised during the lifetime of the project.




- **External factors are unpredictable**
  Advocacy deals with complex social change. It is often difficult to determine exactly what caused a certain impact, or the full effect of an advocacy action, even after the event. Decision-making processes are often hidden and many different factors can bring about change, including complex interactions, decisions made by other actors and external events. It can feel like we are navigating in difficult water.

- **Advocacy relies on cooperation**
  It is widely accepted that there is power behind a joint voice when it comes to influencing people in power, so advocacy is often done in conjunction with others who are like-minded. However, this makes it difficult to attribute success to any individual organisation because each one relies on cooperation with all the others.
- **Poverty reduction is multi-dimensional**
  Poverty is multi-dimensional and poverty reduction is rarely brought about by any one type of intervention on its own. Advocacy usually takes place alongside other interventions designed to address poverty, and they all need to be factored in to any measurement of change.
- **Sometimes change is only partial**
  It is rare to obtain an outright or absolute victory in advocacy. Unfortunately, it is difficult to measure intermediate progress, incremental changes, negotiated compromises or partial achievements.
- **Traditional monitoring is inappropriate**
  Conventional tools for monitoring, reviewing and evaluating development work are inappropriate for advocacy work because they fail to capture the complexity of what has occurred in advocacy, particularly when the unexpected happens or when situations do not go as planned. They also fail to portray the different ways in which an organisation has learned and developed as a result of going through the process of undertaking advocacy. On some occasions, traditional reporting indicators actually limit the discussion and do not help an organisation think through strategically where they are in terms of their advocacy.
- **Data gathering is complicated**
  It can be difficult to know what baseline to use in assessing advocacy impact. There can be a lack of objective data available, and the data that is available can be costly to obtain and analyse.

One way to address these challenges is to make sure we have developed a robust Theory of Change, and to consider using the Logic Model or Outcome Mapping, rather than relying on the traditional logframe as the tool to support our Theory of Change.

## What makes a good advocacy indicator?

In order to overcome these challenges, indicators must be:

- **Clear, causally linked and not too ambitious**
  For example, in order to ensure that our advocacy is based on robust evidence, we need to ensure we are not overly ambitious about what we can achieve outside our evidence base.
- **A mix of quantitative and qualitative**
  Quantitative indicators measure the quantity of something. They are presented as numbers or percentages. For example, how much media coverage an issue has had, or how many people have been mobilised to campaign. Qualitative indicators are descriptive and they measure quality. They are written in words. For example, records of interactions with a decision-maker, assessment of a coalition's performance, quotations from people in a community affected by an issue.
- **Disaggregated**
  This takes into account gender, age, community, ethnicity, and so on. For example, the number of women and men involved in decision-making processes, the level of public engagement with the issue by the young, the middle-aged and the elderly.

- **Focused on the process of advocacy, as well as the end result**
  For example, if people are empowered by lobbying together on an issue, or by working together on a campaign, that can have its own value, whatever the outcome.
- **Useful, based on information that is available at the right time**
  For example, it is no good having an indicator that relies on national government statistics only published every ten years if we want change at the provincial level on an annual basis.
- **Cost-effective, inexpensive, straightforward and in proportion to the overall budget**
  Indicators should not be so difficult to measure that they take too long or too many people to measure, nor so complicated that affected communities cannot use them.

Indicators can and should be applied to every aspect of an advocacy plan. It can be tempting to focus only on indicators that measure Outcomes, but it is wise also to include indicators for Outputs and Activities. This is because a combination of indicators enables us to demonstrate the progress that our project or programme is making, and how it is contributing to Impact.

| | | |
|---|---|---|
| **Advocacy Activity Indicators** | Measure the extent to which planned tasks and actions have been implemented as planned, on time and within budget. | Examples: capacity building initiatives undertaken, research reports completed and disseminated, lobby meetings, letters / emails / postcards / petitions sent and received, news releases |
| **Advocacy Output Indicators** | Indicate the extent to which services, processes, products or events have been achieved or delivered as a result of Activities. | Examples: number of new relationships forged with allies, people mobilised, campaigning actions taken, public references to research reports, media articles and opinion pieces (eg blog articles) |
| **Advocacy Outcome Indicators** | Measure short-term and medium-term changes that have been achieved because of the Outputs. | Short-term examples: issue being debated in the public realm, decision-makers considering issue in policymaking forums, capacity of civil society strengthened for advocacy, civil society space opened or maintained for future advocacy work, relationships established with government officials, draft legislation out for consultation<br>Medium-term examples: creation of a new law, amendments of an existing policy, reformation of a framework or constitution |
| **Advocacy Impact Indicators** | Indicate what contribution has been made towards long-term change. | Examples: implementation of a changed policy or practice (eg access to health care for all, provision of water and sanitation for all, a significant reduction in gender-based violence, etc) |

Unfortunately, there is no correct number of indicators. Sometimes, we may need more than one indicator to measure an aspect of our plan. At other times, we may need to measure incremental changes, such as the degree of implementation of our Activities or the degree of delivery of Outputs. The best approach is to identify the main aspects of our plan that we want to measure and limit the number of indicators accordingly. This means asking:

- What do we really need to know?
- Who will use this information, and for what?

If there is no obvious reason for the indicator, delete it!

TOOL 29

# Advocacy planning checklist

This tool provides a quick and easy overview, which can be helpful for deciding whether or not to advocate. It is a reference guide only and should not be used as a substitute for working through all the stages in the Advocacy Cycle and developing a proper advocacy plan. (It can be useful as a reference guide for writing a research report and/or developing a position paper.)

**What is the problem?** Section D

Is it serious? Is it urgent?

**What are the effects of the problem?** Section E1

How does the problem affect people who are poor, vulnerable and marginalised? Does it impact certain groups more than others? If so, who and how? Do we have enough information to verify this?

**What are the causes of the problem?** Section E1

What is the role of the policies and practices of the national government? What is the role of churches and other groups? What contribution is made by cultural, environmental and socio-economic factors? Do we have enough information to verify this?

**What do we think needs to be done?** Section E1

What is our vision for change? What are our suggested solutions? What are their advantages and disadvantages? Can we defend our position? Are our proposals realistic? Do we have sufficient information in support of our suggestions?

**Who has power to bring about change?** Section E2

Who is responsible for the problem and the solutions? Do we have access to them? Are they open to discussion? Do they agree they have responsibility for change? Are they able to do something?

**Who else is working on the problem?** Section E2

Who can we work with to address the problem? Are they having any impact? Are there people who are not yet addressing the issue, but could be persuaded to help us? Who might oppose us, and how will we respond to their opposition?

**What risks might we face?** Section F2

What have we done to identify, assess and reduce the risks? Are the risks greater if we do nothing than if we go ahead with advocacy work? What assumptions have we made? Do we have adequate information for a risk analysis?

**Do we have an advocacy plan?** Section F1

Are we clear about our desired Impact, Outcomes, Outputs, Inputs and Activities? What changes are we seeking? How will we measure those changes? Have we got relevant and sufficient indicators in place? Are we confident about our proposed advocacy activities? Have they worked before? Are there alternatives? Do we have the skills and resources we need?

## TOOL 30 Advocacy Logic Model (also known as Results Chain)

Creating a Logic Model is best done by all key stakeholders. It should only be developed when a contextual or situational analysis has already been undertaken. Often, developing it can help us build understanding and consensus about:

- the processes we need to put in place
- the results we want to achieve
- the assumptions that we are making about how the desired Outcomes will be achieved and what the Impact will be.

| | | |
|---|---|---|
| **Project or programme investments** | **Inputs (resources)** | Staff, funds, equipment, facilities, supplies, relationships |
| | + | |
| | **Activities (services, interventions)** | Training, research, building alliances, awareness-raising for advocacy, lobbying, mobilisation, using media, monitoring, reviewing, evaluation |
| | = | |
| **Expected results** | **Outputs (products)** | Numbers trained, research reports published and disseminated, numbers of alliance meetings, levels of public awareness, number of national debates, number of lobby meetings, numbers mobilised, numbers campaigning, levels of media coverage |
| | ↓ | |
| | **Outcomes (short-term)** | Knowledge, skills, awareness, relationships built with stakeholders, research recommendations being prioritised, issue in debate in public realm, decision-makers considering and/or addressing issue |
| | ↓ | |
| | **Outcomes (medium-term)** | New law enacted, existing law or policy amended, new practice approved, existing practice amended, changes in laws / policies / practices communicated to implementing agencies |
| | ↓ | |
| | **Impact (long-term)** | Implementation of changes in policies and practices, quality of life, new social norms, greater well-being |

**Risks and assumptions**

A decision-maker will remain in power after the next election, speaking out will have no negative consequences, funding will continue

TOOL 31

# Advocacy logframe (or logical framework)

SAMPLE ADVOCACY PROGRAMME LOGFRAME

| Objectives | Indicators | Baseline | Targets | Evidence | Assumptions and risks |
|---|---|---|---|---|---|
| Impact<br>Improvements in the lives of people in the nation who are affected and impacted by child labour through the implementation and monitoring of the national child labour law(s) | ■ Percentage of the total population affected and impacted by child labour who have access to information about the child labour law(s)<br>■ Evidence of an increase in the implementation and monitoring of the child labour law(s) | ■ 5% of the total population affected and impacted by child labour have access to information about the child labour law(s) | ■ Increase of 10% year-on-year of the total population affected and impacted by child labour who have access to information about the child labour law(s) | ■ National statistics about access to information<br>■ Evidence of take-up of government services relating to child labour by the population affected and impacted by child labour | ■ That national statistics are freely available to the public and that they contain sufficient details<br>■ Funding will be available<br>■ Access to information will lead to take-up of government services relating to child labour |
| Outcome 1<br>National government officials have improved their commitment to addressing child labour and are taking action on child labour to promote change for people in the nation affected by child labour | ■ Improvement and increase in the number of government officials committed to promote change in relation to child labour<br>■ Number of government officials taking action to promote change in relation to child labour<br>■ Number of government officials demonstrating improved attitudes towards child labour | eg One government official committed to promote change in relation to child labour | eg At least ten government officials committed to promote change in relation to child labour | ■ National government records showing officials' parliamentary voting commitments to addressing child labour | ■ National government records are freely available to the public, contain information about officials' voting commitments and include details about child labour |

The longer range, cumulative effect of programmes on what they ultimately aim to change. Impact is rarely, if ever, the result of a single programme. However, a programme may, with other programmes, contribute to impact. Impact is often felt countrywide.

The ways you will know whether the Outcomes are contributing to achievement of the Impact.

The difference a project or programme will make, ie the changes resulting from the project or programme for those affected by the issue, such as changes in knowledge, skills, attitudes, behaviour, awareness, practices, and policies.

The ways you will know whether the Outputs are leading to the Outcomes.

Risks or assumptions that affect the whole project or programme.

The evidence you will use to measure the Impact Indicators.

Risks that affect Outcomes and their contribution to Impact. Assumptions that are relevant to Outcomes contributing to Impact.

The evidence you will use to measure the Outcomes level Indicators.

**TOOL 31** continues on next page

Information about what will be delivered in the timeframe of the project or programme, i.e. the products, services, or events that are produced as a result of the Inputs and Activities, which are necessary for the expected Outcomes to be achieved.

The ways you will know whether the Activities are leading to delivery of the Outputs.

The step-by-step tasks and actions that will be undertaken in a project or programme, which use the Inputs to produce services, products, etc.

Risks that affect Outputs and how they lead to Outcomes. Assumptions that are relevant to Outputs leading to Outcomes.

The evidence you will use to measure the Outputs Indicators.

Risks that affect Activities and how they deliver Outputs. Assumptions that are relevant to Activities delivering Outputs.

**SAMPLE ADVOCACY PROGRAMME LOGFRAME**

| Objectives | Indicators | Baseline | Targets | Evidence | Assumptions and risks |
|---|---|---|---|---|---|
| Output 1.1<br>The partner has developed relationships with, and is regularly influencing, the Members of Parliament (MPs) responsible for child labour to promote change in relation to child labour | ■ Number of relationships between the partner and MPs responsible for child labour<br>■ Increase in level of influence of MPs on issues of child labour<br>■ Increase in level of support for changes on child labour from MPs | eg One relationship between the partner and an MP responsible for child labour being influenced by the partner | eg At least five relationships between the partner and MPs responsible for child labour being influenced by the partner | ■ Number of meetings between the partner and MPs<br>■ Agendas for the meetings between the partner and MPs<br>■ Meeting minutes<br>■ Conversation records<br>■ Phone call records<br>■ Media coverage (TV, newspapers, etc) | ■ Changes in MPs may mean that their priorities change<br>■ Misunderstandings may occur between different MPs about child labour<br>■ There may be difficulties for the partner in gaining access to MPs |
| Output 1.2<br>The partner has formally requested the national religious council to influence the national government's commitment to address child labour issues | ■ Increase in commitment to changes in child labour from the national religious council<br>■ Increase in level of support for changes in child labour from the national government | eg One leader of the national religious council is on the record as committed to addressing child labour | eg At least five leaders of the national religious council are on the record as committed to addressing child labour | ■ Declarations of the national religious council<br>■ Agendas for the meetings of the national religious council<br>■ Meeting minutes<br>■ Conversation records<br>■ Phone call records<br>■ Media coverage (TV, newspapers, etc) | ■ The religious council may not want to prioritise child labour<br>■ Changes in religious council members may mean priorities change<br>■ Misunderstandings may occur between religious council members<br>■ It is assumed that the partner can gain access to the religious council |
| Activities<br>■ Awareness-raising<br>■ Development of learning materials about child labour<br>■ Training workshops on advocacy on child labour<br>■ Research to identify the MPs responsible for child labour | Inputs (resources)<br>■ Partner staff skills and time<br>■ Money<br>■ Learning materials<br>■ Workshop venue<br>■ Meeting venues<br>■ Access to research sources of information about MPs | Not applicable | Not applicable | ■ Activity reports<br>■ Workshop timetables<br>■ Cash payment receipts<br>■ Meeting minutes<br>■ Phone call records<br>■ Photographs<br>■ Media coverage (TV, newspapers, etc) | ■ Partner staff will have sufficient skills and time<br>■ Budget will not run out<br>■ Meeting requests will be granted to partner staff without any hindrance<br>■ It will be easy to access all required sources of information |

TOOL 32

# Advocacy message planning framework

For advocacy to be successful, it is important to plan and develop messages that are simple, clear and targeted. The people hearing the message must know what you are asking for, why you are asking for it, who needs to deliver it and by when. They must also easily understand what you want them to do.

It works best when your message is clear and concise. One test is 'the elevator pitch' – a test in which you need to be able to communicate your advocacy message within the time it takes to travel in an elevator from the ground floor to the fifth floor!

One way of planning and developing your advocacy message is to work through the framework below, which has been completed using an example:

| | |
|---|---|
| **The problem** | **Write a short statement outlining the problem you have identified.**<br>Example: Children with visual or hearing impairments are not allowed to be educated in the government school system. There are not enough special school places for the number of children with these disabilities. |
| **The effects of the problem** | **Briefly summarise the effects of the problem. If there are important statistics you have found from your research which support your case, include them here.**<br>Example: Visually or hearing impaired children are poorly educated and lack the opportunity to participate fully in community life and find employment in later life. There is a stigma created which leads to social exclusion. In most communities, poverty levels are higher among families with children with disabilities. |
| **The causes of the problem** | **Summarise the causes you have identified from the problem tree.**<br>Example: Government policy prevents inclusive education. The schools lack training to include children with disabilities in classes, and fear that they will be disruptive to other students. There is lack of funding for inclusive education. |
| **The key stakeholders** | **List the key stakeholders here. These groups have influence over or an interest in the issue.**<br>Examples: Children with disabilities and their families<br>Government Ministry of Education<br>Primary and secondary government schools<br>Special schools (run by NGOs)<br>Bilateral donors funding education system |
| **What we believe needs to change and why** | **This is your key message.**<br>Example: The government should allow the schools in area A to work with NGO 'B', which runs a special school for visually and hearing impaired children. This NGO will provide training and support for teachers and demonstrate how children living with disability can be included in mainstream education. The government and bilateral donors should be willing to evaluate this pilot programme after one year with a view to changing policy and expanding the programme nationally if it is successful. |
| **Who can solve the problem** | **Who are you asking to change their policy and/or practice as a result of understanding your message?**<br>The Ministry of Education plays a key role in giving permission for activities outside of current policy. With the support of NGOs and donors, we are requesting that this programme be allowed as a pilot, with a view to a change in policy and national implementation if proved successful. |

TOOL 33

# Activity planning worksheet

This tool can be useful for recording the details of all the different Activities that will be necessary as part of an advocacy plan, which may not be appropriate to record in the logframe summary. It has been completed on the basis of a worked example for one particular Output of a partner programme.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Impact (goal)** | People in the slums lead healthy lives | | | | | | |
| **Outcomes (purpose)** | To ensure provision of basic services in 30 slums | | | | | | |
| **Output 3** | Women empowered and able to tackle problems themselves | | | | | | |
| **Activities** | **Start / end dates** | **Staff involved** | **Hours of staff time** | **Materials / budget line item** | **Costs** | **Person responsible** | **Assumptions, risks or constraints** |
| 3.1 Initiate and mobilise women's action groups to address health issues and other problems in slums<br>Collect information on health issues to present to women<br>Initial meetings to promote idea<br>Find local activists or champions<br>Agree on meeting locations and dates/times etc | 6 Jan – 2 Mar | Project manager<br>Research assistant<br>Community mobilisers | | | | Project manager | Health data may not be specific enough<br>May not find suitable locations for meetings |
| 3.2 Train women in problem solving, advocacy activities and organisational skills<br>Find suitable location<br>Hire external trainer and train ten community mobilisers to train women's groups<br>Train 60 groups, one hour per week<br>Follow-up support after training etc | 4 Feb – 31 May | Community mobilisers<br>External trainer | | Fees for trainer<br>Training room rent<br>12 days' food for training | \$1200<br>\$200<br>\$300 | Project manager | Women have time to meet and are allowed to meet by their husbands and other influential men |
| 3.3 Empower women's groups to advocate to slumlords and local authorities by themselves<br>Accompany women to meetings for first few times<br>Debrief after meetings<br>Discuss alternative methods for advocacy<br>Network groups with allies etc | 6 May – 29 Jun | Community mobilisers | | Transportation | \$250 | Project manager | Slumlords willing to meet with third party present |
| 3.4 Speak to those in the slums who feel threatened by women organising themselves<br>Identify who feels threatened and analyse best approach<br>Take action on agreed approach etc | 21 Jan – 31 May or as necessary | Project manager | | | | Project manager | May be threat of violence and personal risk to project manager and women |

TOOL 34

# Advocacy indicators flowchart

This flowchart can be helpful in setting advocacy indicators for the first time. It requires clarity about the starting point (ie the baseline) for measuring changes. It also sets out how the indicators will be measured, who will be responsible for measuring them and the methods that will be used to analyse and report any changes.

| | |
|---|---|
| **Summary of project or programme** | This sets out your intended desired<br>Impact (goal), Outcomes (purpose) and Outputs.<br>If you are using a logframe, this is the same as the left-hand column. |
| **Performance questions** | These are the questions you will need to ask to assess whether your project or programme has been successful.<br>How will you know if you have achieved what you set out to achieve? |
| **Information needs** | This is the type of information that will give you the answers to your performance questions, together with details of where the information will be sourced.<br>What evidence or means of verification will you need to demonstrate that you have achieved what you set out to achieve? |
| **Achievement aims** | This sets out targets or milestones for each indicator.<br>What specifically do you hope to have achieved and by when? |
| **Baseline data** | This establishes the status of the situation as it is now, ie the baseline or starting point for measuring changes for each indicator.<br>If this data is not available for any indicator, you should think of a different one. |
| **Data gathering methods** | This sets out the methods you will use to measure each indicator, including the frequency (ie how often you will collect data) and who will be responsible for it.<br>If this is impractical or too expensive for any indicator, you should think of a different one. |
| **Required administrative support** | This space is for noting any forms, tables, training, data management, expertise or resources that are required for measuring each indicator.<br>This should be reasonable and not too costly in terms of time and money. |
| **Information analysis** | This space is for noting how the information from each indicator will be analysed and used, including reporting, feedback and any change process.<br>If you see that information from a particular indicator is not going to be used, you should think of a different indicator. |

# SECTION F1 Training exercises

## EXERCISE 35 Deciding whether to advocate

**Aim** **To recognise when advocacy is (or is not) an appropriate course of action in response to an identified issue**

TYPE This exercise can be done by individuals, not just as group work. Please note: it assumes that Stages 1 and 2 of the Advocacy Cycle have already been completed.

TIPS It works best when people from the same organisation work together, or when working with one organisation at a time

METHODS Individual reflection, small group work, plenary discussion

HANDOUT TOOL 29: Advocacy planning checklist

STEPS

1. Invite participants to work alone or in small groups, using TOOL 29: Advocacy planning checklist to identify answers to each of the questions listed. Ask them to flag up questions that are not yet possible to answer.
2. Facilitate plenary feedback and lead a discussion, asking 'When is advocacy appropriate as an approach to an identified issue? Which questions is it essential to answer before going ahead with planning, and which ones could be left out, and why?'

## EXERCISE 36 Planning for impact

**Aim** **To understand the importance of having the end in mind when planning, and learning how to plan for advocacy impact**

TYPE Group exercise. Please note: this exercise assumes that a problem tree / solution tree exercise has been done in Stage 1 of the Advocacy Cycle, and builds on that.

TIPS Sufficient time needs to be allowed if it is to be done properly

METHODS Small group work, presentation, plenary discussion

HANDOUTS TOOL 18: Problem tree / solution tree
TOOL 30: Advocacy Logic Model or TOOL 31: Advocacy logframe (or both, if appropriate)
TOOL 33: Activity planning worksheet

STEPS

1. Invite participants to reflect on the issue that has been identified and to look at the problem tree / solution tree that they have completed earlier.
2. Ask them to envision what the situation would be like if the problem at the centre of the problem tree no longer existed, and if the solution at the centre of the solution tree was realised. Encourage discussion. Allow time for people to ask questions. Explain the importance of knowing what we are trying to achieve before we start our advocacy work. The desired impact is the trunk of the solution tree (ie the trunk of the problem tree no longer existing).
3. If participants need help, share examples of Impact (goals), eg 'Children live healthy lives and are adequately served by health care facilities', 'Women are fairly represented in decision-making processes', 'Public life is free of corruption', etc.

4. Make a decision as to whether to use TOOL 30: Advocacy Logic Model or TOOL 31: Advocacy logframe or both. If using both, divide the group in half, and give one half TOOL 30 and the other half TOOL 31. If using just one of the tools, give out copies to the whole group.
5. Ask participants to try to reach a consensus about the agreed Impact (goal) and insert it in the appropriate place in either TOOL 30: Advocacy Logic Model or TOOL 31: Advocacy logframe.
6. In small groups, try to do the same for the Outcomes (purpose) and the Outputs, using the roots and branches of the problem tree and solution tree.
7. Then do the same using TOOL 33: Activity planning worksheet.
8. Draw everyone together in plenary and discuss what was easy and why, and what was difficult and why.

## EXERCISE 37 Preparing advocacy messages

**Aim** **To understand how to plan, develop and present clear advocacy messages**

TYPE This exercise works best in group settings, so that communication skills can be practised

TIPS Sufficient time needs to be allowed to use TOOL 32: Advocacy message planning framework properly

METHODS Small group work, presentation, plenary discussion

HANDOUT TOOL 32: Advocacy message planning framework

PREPARATION Find appropriate newspaper and other media articles and advertisements.

STEPS

1. Encourage participants to look at a selection of newspaper and other media articles and advertisements, and to discuss what makes them persuasive and influential.
2. Facilitate a discussion about what makes them change their minds and buy a product or service.
3. Now get them to apply these principles to the problem and solution that have been identified: how can these be communicated in a way that is persuasive? What will make people change their minds about the issue and agree with our suggestions? Emphasise the importance of planning and developing an advocacy message that is clear and simple.
4. Facilitate discussion about contextually appropriate ways of messaging.
5. Hand out TOOL 32: Advocacy message planning framework. Ask participants to work in pairs or groups of three to plan and develop advocacy messages, using TOOL 32 as their reference guide.
6. If there is time, ask people to practise presenting their advocacy messages to each other.
7. Draw everyone together and facilitate a discussion about the importance of planning when developing advocacy messages.

ALTERNATIVE STEPS

1. Instead of Steps 1–4 above, ask participants to answer three simple questions about the change they want to achieve:
   - What do you want people to know?
   - What do you want them to feel?
   - What do you want them to do?
2. Explain that messages based on *know-feel-do* can ensure we are not only educating people (know) but also motivating them (feel and do).
3. Complete Steps 5–7 as above.

## EXERCISE 38 Elevator pitch

**Aim** **To practise making advocacy messages clear and concise**

TYPE Group exercise. Please note: this exercise assumes that Sections E1 and E2 have already been covered.

TIPS Look again at the newspaper headlines created in EXERCISE 23: Imagine the newspaper headline

METHODS Individual reflection, buzz groups, role play, plenary discussion

HANDOUT TOOL 32: Advocacy message planning framework

STEPS

1. Ask participants to reflect on the issue that has been identified and on the research and analysis that they have done. If they have done this in small groups, they should remain in their small groups. Otherwise, it can be done individually.
2. Hand out TOOL 32: Advocacy message planning framework.
3. Ask participants to prepare an advocacy message that would pass the elevator pitch test – a test in which they need to be able to communicate their advocacy message within the time it takes to travel in an elevator from the ground floor to the fifth floor – based on the information they have available.
4. Allow time for them to do this, and then invite two people to be in a role play. One person should communicate his or her message and the other person should listen. They can stand at the front or in the middle of the room, pretending they are in an elevator. Assign a timekeeper to make sure that the person doing the elevator pitch has no more than 30 seconds to get his or her message across. Invite the other groups to observe. When one person has finished, swap the roles over so the other person has a chance to try an elevator pitch too.
5. At the end of the role play, invite feedback and facilitate a discussion.
6. Repeat with buzz groups if there is enough time. Ensure that each person has only 30 seconds to share his or her message.
7. Highlight the importance of making an advocacy message clear and concise.

## EXERCISE 39 Challenges in setting advocacy indicators

**Aim** **To understand some of the challenges in assessing advocacy impact, and how to overcome them**

TYPE Group exercise

TIPS The alternative version requires some advance preparation

METHODS Pairs work, ranking, plenary discussion

MATERIALS Sticky notes or blank cards

STEPS (VERSION 1)

1. Invite participants to work in pairs.
2. Each pair needs to think of three of the challenges that arise when assessing advocacy impact, with each challenge being written on a separate sticky note or blank card.

3. Invite the pairs to put their sticky notes or cards on the wall. Use the Facilitator's notes to highlight any that have been forgotten or overlooked.
4. Everyone needs to rank the sticky notes or cards, using a mark or a sticker, to indicate prioritisation of the challenges from most relevant to least relevant.
5. In plenary, discuss how the challenges could be overcome. Use the Facilitator's notes for guidance.

ADVANCE PREPARATION (VERSION 2)

Ahead of the exercise, use the Facilitator's notes to prepare some statements, for which the answer is either true or false. For example:
'Setting advocacy indicators is straightforward.' Answer: False
'It is difficult to attribute advocacy success from work done in a coalition.' Answer: True
'It is not important to assess the process of advocacy, only the end result.' Answer: False

STEPS (VERSION 2)

1. Divide the group into two, roughly down the middle. Ask the people in each half to think of a team name.
2. Read out the statements you have prepared one at a time, asking each half in turn to answer them.
3. Celebrate the winning side and then discuss, in plenary, how the challenges could be overcome, using the Facilitator's notes for guidance.

## EXERCISE 40 Developing advocacy indicators and means of measurement

**Aim** **To be able to create advocacy indicators and means of measurement, as part of an advocacy plan**

TYPE

Group exercise. Please note: this exercise only works as part of the wider development of an advocacy plan, in which the Impact (goal), Outcomes (purpose) and Outputs have already been determined.

METHODS

Small group work, presentation, plenary discussion

HANDOUTS

TOOL 31: Advocacy logframe
TOOL 34: Advocacy indicators flowchart

STEPS

1. Divide people into three groups.
2. Allocate one group to consider the advocacy plan's Impact (goal), the second group the Outcomes (purpose) and the third group the Outputs.
3. Hand out TOOL 34: Advocacy indicators flowchart to each group.
4. Invite each group to complete a pro forma version of TOOL 34: Advocacy indicators flowchart, answering the questions and developing appropriate indicators and means of measurement for each section, for the part of the plan that they have been allocated. Use TOOL 31: Advocacy logframe and TOOL 34: Advocacy indicators flowchart to help.
5. Invite each group to present their findings in plenary.
6. Facilitate a plenary discussion about areas of agreement and disagreement, and the things that were easy and difficult, and why.

# Advocacy Cycle Stage 3

## Planning – Risks, concerns and challenges

**Section F2** considers some of the most common threats, risks, concerns and challenges that we might face in our advocacy work, together with suggestions for how to mitigate and overcome them.

This section is included within Stage 3 of the Advocacy Cycle, as it is an integral part of planning and deciding whether or not to advocate. If appropriate, it should be considered in conjunction with **Section G5** about advocacy in difficult political contexts.

### Facilitator's notes

This section explores a series of questions and answers. A training workshop facilitator must be familiar with this material.



### Tools

This section introduces tools that can help us apply our learning in a practical way. In a training workshop, they can be used as handouts.



### Training exercises

This section outlines interactive training exercises that can be used with groups, in order to deepen understanding of the issues that have been raised and to practise application of the tools that have been introduced. They are ideal for use in a training workshop.

# SECTION F2 Facilitator's notes

## What are the risks involved in advocacy?

Everything we do involves risks. Whether we are aware of it or not, we constantly seek to avoid, reduce or mitigate risks. For example, we take a risk when we drive a car because we know that accidents happen. However, we can reduce the risk by wearing a seat belt, making sure we are not too tired and driving in the daylight.

It is the same with advocacy. We need to consider the main risks we face as an organisation before we undertake our advocacy work.

Some of the main risks of advocacy include:

- **Risks to reputation**
  Advocacy work can often be high profile. If an organisation makes any mistakes, these can happen in the public domain, creating potential for damage to the organisation's reputation. For example: if an organisation relies on incorrect information, compromises its message, claims to be speaking for people who have not been consulted, fails to represent them accurately or does not deliver on promises made.
- **Risks to people**
  When an organisation speaks out in a difficult operating environment and/or on controversial issues, it can be risky for the people involved in the advocacy work, and sometimes for friends and colleagues in others parts of the world. For example: violence, threats of violence, imprisonment and even death threats may be made against those doing the advocacy, their friends and family, and against people in the communities affected by the advocacy issues. There may also be psychological abuse against all those involved, including isolation in the community or in the church.
- **Risks to property**
  Sometimes, an organisation's advocacy messages may antagonise opponents. In extreme circumstances, this could lead to violence, threats of violence or damage against organisational property and personal property, particularly in countries where law enforcement is weak. For example: forcible closure of buildings, confiscation of paperwork, arson attacks on an office, theft of key documents, stealing livestock, burning crops or polluting a water supply.
- **Risks to relationships**
  Sometimes new advocacy work can damage existing relationships with our advocacy allies, supporters and decision-makers if they do not agree with the policy position or practice that an organisation has adopted on a particular issue.

CASE STUDY

**ZIMBABWE**

In Bulawayo, there was a season when water supplies dried up. The rains failed, the dams that supply the city fell into disrepair and the pipes into people's homes leaked. There were no chemicals to purify the water and no water pumps. The city's inhabitants found themselves without a water supply.

The pastors of Churches in Bulawayo (CIB), a Tearfund partner, decided to take action. They hired trucks, drove across the border and bought some water tanks. Upon their return, they met with local authority officials, community leaders and church leaders to identify the communities most in need of water. Then they located nearby boreholes and placed the tanks where everyone could access them.

At the same time, they lobbied the government ministry responsible for water to do something about the severe water shortages, starting with paying for repairs to the dams, on the basis that everyone in Bulawayo had a legal right to access clean water. Their advocacy efforts were publicised in the newspaper and on radio. Unfortunately, the government officials refused to cooperate. CIB conducted a risk assessment, concluded they should continue to advocate and carried on regardless.

- **Risks to finances**
  Advocacy work can sometimes divert resources away from other work, hindering the effectiveness of that work. There may sometimes be a trade-off between undertaking advocacy work and opportunities for funding. Occasionally, advocacy work can lead to the people involved losing their job, livelihood or trade, or an organisation losing its funding. There is also a trend, particularly among donors, towards increasing scrutiny about the amount of finances that organisations invest in advocacy, and the impact that this has on poverty reduction. Consistent monitoring, reviewing and evaluation are vital to ensure that funds are not wasted on initiatives that are ill-advised or badly planned.
- **Risks to expectations**
  Advocacy can be a long-term process and change is unlikely to be rapid. An organisation needs to create and manage realistic expectations among advocacy allies, supporters and people in the communities affected by the advocacy issue, to ensure that anger, frustration and disappointment are avoided.
- **Risks to legal status**
  Most organisations are regulated by laws and registered in such a way that they must not engage in politics. Any advocacy work must remain within the remit of the law, and any political engagement must be linked to the organisation's purpose and status. Otherwise, there is a risk that an organisation's legal status may be damaged or revoked.
- **Risks to timing**
  Advocacy work often involves seizing a moment of opportunity to influence decision-makers. There can be a risk if such a moment is missed, perhaps because of lack of awareness or a focus on other issues.

## What are common concerns for Christians involved in advocacy?

If Christians are not convinced that advocacy is biblical, or that it is important for the church, they are unlikely to become involved, even if they are given reasons that are theological and practical. It can be a good idea to anticipate some of these discussion points in advance, and to consider possible responses. See Section B3 for more context.

| REASON GIVEN | POSSIBLE RESPONSE |
|---|---|
| Romans 13 and 1 Peter 2:13–14 say that we are to obey the state, not challenge it. | These verses do say that we should obey the state, but only when it does not go against God's law. The assumption here is that those in power are God's servants. However, what happens if those in authority are not governing according to God's laws? Daniel 6:10 gives us an example of a godly man who intentionally disobeyed a state edict that went against God's laws. We cannot just sit back and watch a government abuse its power and role as a servant of God. It is our role, both as citizens and as Christians, to hold governments to account, so that the state fulfils its God-given role in upholding right, punishing those who do wrong and promoting human well-being. |
| Jesus says to love our enemies, turn the other cheek and that 'it is mine to avenge' (Matthew 5). | We are called to love our enemies. The focus of this teaching is not to seek revenge, but to leave that to God. |
| Jesus says that the 'poor will always be with you' (Mark 14:7). | He continues by saying 'and you can help them any time you want'. These words are a command rather than an option. The focus of the passage is the anointing with perfume just days before his death and resurrection, showing that the woman had recognised the meaning of what was about to happen. |
| What really matters is that people are saved, so we need to concentrate on that. Advocacy work does not bring salvation. | Christians are called to seek justice (Micah 6:8), plead the cause of poor people (Proverbs 31:8-9), and stand in the gap for those who are suffering (Ezekiel 22:30). |
| Jesus did not engage in political activity. | Jesus did not take part in an organised political movement but he challenged the authorities. For example, he spoke assertively regarding the authorities (Luke 13:32), he cleansed the temple (John 2:13–16), and he spoke out against injustice and oppression (Luke 11:42). We need to seek a godly response to issues, which might involve advocacy work. |
| Politics is a dirty game. You should not mix religion and politics. | It is true that power can corrupt but, by choosing not to be involved in politics, Christians leave it to others to make decisions that affect everyone's lives. We therefore fail to take seriously our responsibility for stewardship. A good example of godly political engagement is Joseph, when he governed Egypt and averted a famine (Genesis 41:41–57). (See Section B3 for more information on advocates in the Bible.) |
| Christians have become involved in advocacy work in the past and disgraced the church. | The church has been discredited in the past by its involvement with power, but it has been discredited because of the way it was done, not because it was involved in the first place. We need to learn from the past. |
| There are two kingdoms – the kingdom of God and the kingdom of this world. We live in one and not the other. | There are two kingdoms. Christians are citizens of heaven (Philippians 3:20) but we live in the world. We are called to be salt and light (Matthew 5:13) and to influence the world. We should not run away from our responsibility. |

The problem is that, if the church does not engage in advocacy work, it will be less effective in bringing good news to the poor, because it will have failed in God's calling to hold rulers to account in fulfilling their purpose, and it will have allowed injustice and poverty to continue unchallenged. *'For evil to prosper, all it takes is for good men to do nothing'* (Edmund Burke).

## How do we mitigate and manage risks and concerns?

If any risk is too high, it is wise to consider alternative options for our advocacy, such as asking an external spokesperson or overseas organisation to advocate on our behalf. However, there may be some situations where the risk is so high that we cannot do any advocacy at all.

It is good practice to ensure that everyone involved is aware of the risk, is still happy to proceed and is aware of what to do to minimise the risk. This will probably involve ensuring that they know who to go to for help. It is worth remembering that, sometimes, there may be a bigger risk in not doing advocacy than in going ahead with it.

CASE STUDY

**GUATEMALA**

As with many countries in Central America, Guatemala has seen a rapid growth in violence, both real and threatened. This had repercussions for one Tearfund partner there because an integral part of its community health development programme involved empowering poor and vulnerable rural communities. The partner encouraged the communities to develop a voice as a group, which they had not historically had, in order to claim their entitlements to access affordable health care when they needed it. This gave many people a sense of value and dignity, as the partner opened up opportunities and connections for them to access local authority decision-makers. However, it was also costly.

During the course of their advocacy, the partner exposed fraud and corruption on a large scale within the government. This was difficult for those involved because powerful people felt threatened. Social change made them uncomfortable, and they feared their privileges would be challenged and removed. Death threats and threats of violence and organisational closure followed, as the government tried to clamp down and stifle their voice.

As a result, the partner developed a strategic plan of action for mitigating the risks involved. For example, they agreed not to travel after dark, to install security lights at their office premises, to put only certain information into the public domain and nothing that could identify specific individuals, to always obtain receipts for expenditure, etc. They also decided to continue their advocacy, despite the ongoing risks.

The most common risks and concerns associated with doing advocacy work can easily be addressed and overcome if they are anticipated in advance. Below are some examples.

### “If we speak out, then we may be threatened or ostracised”

- If there is a potential risk, advocates and those affected by a situation should be aware of the risk before any action is taken.
- Use organisations outside the country if that is a safe option.
- Undertake advocacy with others, as part of a network, alliance or coalition, in order to keep a low profile and diffuse any potential backlash.
- Cultivate strong relationships with trusted people in power, so that they can act as bridges to others or help you if you get into difficulty.
- Show respect to decision-makers and give them clear explanations if they ask for them.

CASE STUDY

**SENSITIVE LOCATION IN AFRICA**

One Tearfund partner, working in a difficult political context, wanted to work with the local church to implement its project. However, it faced the difficulty that, according to government policy, 'partners' within this context were normally NGOs and the church was not registered. The partner built relationships with the local government officials, and then used those contacts to ask them to allow an exemption to this policy and for them to work temporarily with the church. This was on the basis that, from this working relationship, a community-based organisation would be set up by both, which could then be registered and could continue the work. The local government was persuaded by this argument and allowed the partner to have an exemption to the policy.

### "We do not know enough about the situation"

- Contact other organisations that are working on the same advocacy issue to see what information they have and collate it together with the evidence and research that we have done.
- Join networks, coalitions and alliances that are working on the same advocacy issue. We may find that collectively we have all the information and contacts we need.

### "Advocacy is confrontational"

- This is not always the case. Decision-makers in governments and other authorities are often aware that there is a problem and will welcome suggestions as to how it can be solved.
- Some of the best advocacy work is done collaboratively.
- Take time to build relationships with decision-makers before we need to influence them, and then it will be possible to be persuasive.
- Avoid advocacy activities and tactics that could be seen as condemning or negative, or publicly shaming government officials.

### "We are too small to make a difference"

- A well known quote says: *'If you think you are too small to make a difference, you have never been in bed with a mosquito!'* (Anita Roddick, founder of The Body Shop)
- Ensure there is sufficient staff time and, if possible, sufficient budget allocated, to ensure that advocacy is not forgotten or deprioritised.
- Ensure our organisation's example is consistent with our advocacy message, as this will hold much more weight and credibility in any advocacy work, because decision-makers will observe integrity rather than double standards.
- Talk to as many other organisations as possible to find out whether they are acting on the issue and whether they know of others who are.
- Use the information and contacts we have to form networks, alliances and coalitions, as there is power in joint advocacy with others.
- Use a variety of advocacy methods and approaches to maximise our impact.

CASE STUDY

**SRI LANKA**

A former Tearfund partner, Navajeevana, was working with people seeking freedom from drug addiction. They wanted to respond to a major cigarette advertising campaign that was targeting the ports of Galle and Colombo. An international tobacco company was using a yacht as its main promotional strategy as well as distributing branded promotional materials. Schools were invited to take their children on the yacht and Navajeevana felt this promoted a glamorous image of smoking. Navajeevana visited schools and encouraged them to cancel any proposed visits to the yacht in order to benefit and protect the children. Navajeevana decorated a bus to make it look like a yacht and drove it round the local area, performing street drama and mocking the cigarette company's advertising slogans. When the yacht eventually arrived, there was little interest in the advertising campaign. Local people also became more aware of the risks associated with smoking.

### "Advocacy can raise unrealistic expectations about how fast change can come"

- Ensure that the community participates in identifying the problems, proposing solutions and assessing what chance they have of influencing change.
- Establish a realistic advocacy strategy that takes account of the resources available, the skills of the community, the accessibility of the targets and the likelihood of change.
- Make sure that everyone has realistic expectations from the outset.
- Ensure that our advocacy work is integrated into other existing development work.

### "Advocacy might lead to compromise for the people involved and even for the organisation itself"

- Promote participatory processes to ensure that advocacy messages are developed by a group of people.
- Ensure that prayer underpins all actions, and there is clear understanding of any biblical mandate for action.
- Ensure that those affected by a situation represent themselves.
- Ensure that different people have contact with decision-makers so that all contacts and influence are not focused on one person.
- Have a clear internal system of accountability.

For more suggestions, see TOOL 35: Advocacy risk analysis and TOOL 36: Advocacy risks mitigation chart.

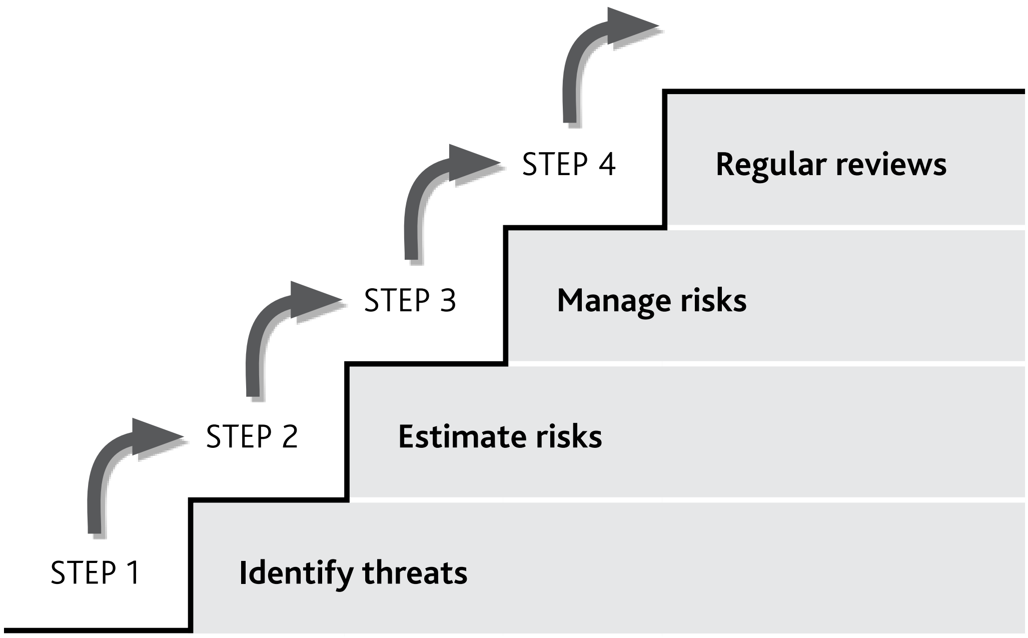
See also Section G5 on doing advocacy in difficult political contexts.

TOOL 35

## Advocacy risk analysis

An advocacy risk analysis is a tool that allows us to examine the risks that we or our organisations might face when we do advocacy. It forms the basis for risk management and crisis prevention, and is based on a structured approach to thinking through threats, which is followed by an evaluation of the likelihood that those events will occur, and the creation of a contingency plan to mitigate and manage them.

There are several steps to take in a risk analysis:




STEP 1 **Identify threats**

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

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

Potential types of threats include:

- **REPUTATIONAL** Loss of credibility, lack of legitimacy, compromising of messages, reliance on incorrect information, etc
- **PEOPLE** Illness, intimidation, harassment, violence, imprisonment, death, etc
- **PROPERTY** Forcible closure of buildings, confiscation of paperwork, arson attacks, theft of key documents, etc
- **POLITICAL** Changes in regimes, key decision-makers leaving office, public opinion, government policy, foreign influence, etc

**TOOL 35** continues on next page

- **OPERATIONAL** External disruption to plans, loss of access to finances, failure to secure access to decision-makers, revocation of legal status, etc
- **PROCEDURAL** Lack of accountability, poor governance, inability to seize timely opportunities, etc
- **PROJECT** Cost over-runs, jobs taking too long, diversion of focus because of an emergency, etc
- **FINANCIAL** Fraud, bribery, diversion of funds, loss of jobs or livelihoods, etc
- **TECHNICAL** Inability to accommodate advances in technology, technical failure, etc
- **NATURAL** Threats from weather, natural disaster, accident, disease, etc

STEP 2 **Estimate risks**

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

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

STEP 3 **Manage risks**

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

Risks can be managed in a number of ways:

- **BY USING EXISTING RESOURCES** Improvements in existing methods and systems, changes in responsibilities, improvements to accountability and internal controls, etc.
- **BY CONTINGENCY PLANNING** This involves deciding to accept a risk, but choosing to develop a plan to minimise its effects if it happens. The plan allows for immediate action in the event of the risk occurring and a crisis management situation.
- **BY INVESTING IN NEW RESOURCES** This involves deciding whether to bring in additional resources to counter the risk, or even insuring against the risk.

STEP 4 **Regular reviews**

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

TOOL 36

# Advocacy risks mitigation chart

It is wise to plan for all possible risks and consider ways of reducing them ahead of time. Below is a chart that can be used as a tool for contingency planning to mitigate advocacy risks. It has been partially completed with some sample suggestions.

| Potential risks | Ways of reducing risks | Risk manager |
|---|---|---|
| Damaged organisational reputation because of reliance on incorrect information or a lack of evidence in support of advocacy messages | Verify and triangulate information (use at least three sources) before using it in discussions with decision-makers<br>Ensure all information has been sourced and accredited correctly<br>Ensure sufficient factually accurate evidence has been gathered before developing advocacy messages | Specify person with responsibility |
| Lack of legitimacy because of speaking on behalf of a group who have not been consulted | Consult with the group on whose behalf you are speaking<br>Establish clear lines of accountability<br>Clarify the process for deciding who will be stakeholders in the advocacy process | Specify person with responsibility |
| Disillusionment in the affected communities because of the length of time taken to achieve change | Be clear about what you will do and when, and what is likely to be achievable and by when<br>Manage expectations from the outset of the advocacy work<br>Provide people with clear information during the process to reduce disillusionment | Specify person with responsibility |
| Threats of violence, or actual violence, towards those who are advocating | Build relationships with those in power who could help you in difficult situations<br>Work in networks and alliances to give strength in numbers<br>Work with allies outside the context who are not under the same threat<br>Treat your opponents with respect so as not to cause them to be violent | Specify person with responsibility |
| Political change and instability, which could damage the impact and effectiveness of the advocacy | Be collaborative and avoid confrontation<br>Undertake contingency planning<br>Ensure advocacy actions are accountable and transferable across different political scenarios<br>Empower affected communities to advocate | Specify person with responsibility |
| A failure by Christians to engage with advocacy as an approach to the problem identified | Encourage engagement with materials outlining the biblical basis for advocacy<br>Work with established Christian leaders as much as possible<br>Demonstrate by example that advocacy works<br>Share examples of what other Christian organisations have done in advocacy | Specify person with responsibility |

# SECTION F2 Training exercises

## EXERCISE 41 Identifying and reducing risks in advocacy

**Aim** **To understand how to identify advocacy risks and how to plan ways to reduce them**

TYPE Group exercise

TIPS The first stage is light-hearted, only works in a group and could be used as an energiser. The second stage is more serious, works best in small groups but could be used by individuals for personal reflection.

METHODS Small group work, brainstorming, reflection, plenary feedback and discussion

MATERIAL Large pieces of paper (such as flipchart paper), pens

HANDOUTS TOOL 35: Advocacy risk analysis
TOOL 36: Advocacy risks mitigation chart

STEPS (STAGE 1)

1. Get everyone to stand in a circle with their right hands out to the side, palm flat and facing up, and their left hands out to the side, fist clenched and thumbs sticking up.
2. On the count of three, everyone has to try to grab the thumb of the person on their right, whilst avoiding their thumb being grabbed by the person on their left. They must not move beforehand.
3. Ask people to share their experiences in plenary, and use this to link into the importance of identifying and reducing risks in advocacy.

STEPS (STAGE 2)

1. Divide everyone into small groups of three or four and give each group an advocacy case study, preferably one that they have already considered.
2. Using TOOL 35: Advocacy risk analysis, ask each group to brainstorm the main threats that might apply to their advocacy case study, and ask them to estimate the risks involved.
3. Give each group a piece of flipchart paper and pens.
4. Ask each group to draw a table on their paper, divided into three columns.
5. Label each column at the top: the first should say, 'Potential risks'; the second, 'Ways of reducing risks'; and the third column, 'Risk manager'. Use TOOL 36: Advocacy risks mitigation chart to help.
6. Each group needs to transfer the risks they have identified into the first column. They then need to discuss and agree together the approaches that they think should be applied to reduce each risk. They also need to allocate an owner to take responsibility for each approach suggested. Use TOOL 36: Advocacy risks mitigation chart as a sample to help.
7. Ask each group to feed back in plenary and facilitate a discussion to draw out the key learning points.

## EXERCISE 42 Overcoming common concerns with advocacy work

**Aim** **To explore ways to overcome the most common concerns with advocacy work**

TYPE These exercises work well with a large group that can be sub-divided

METHODS Work in pairs, small groups, role play, plenary discussion

MATERIAL Sticky notes or blank cards

STEPS (VERSION 1)

1. In advance, write the most common concerns people have on separate blank cards or sticky notes.
2. Split the group into pairs.
3. Give each pair one or two of the cards or sticky notes.
4. Invite them to discuss how these concerns could be addressed and overcome.
5. Encourage feedback to the plenary for discussion.

STEPS (VERSION 2)

1. In advance, write the most common concerns people have on separate blank cards or sticky notes.
2. Divide participants into small groups.
3. Give each group an advocacy case study, preferably one that they are familiar with. Also, give each group one or two of the cards or sticky notes.
4. Invite participants to prepare a short drama based on the case studies, illustrating how the concerns on the sticky notes or cards might be overcome.
5. Encourage comments from the observers in plenary and draw out key learning points in discussion.

## EXERCISE 43 Addressing challenges facing Christians in advocacy

**Aim** **To understand and address the challenges facing Christians in advocacy work. This exercise emphasises the importance of church involvement in advocacy work in the specific contexts and experiences of participants and shows how it is part of integral mission.**

TYPE Group exercise

METHODS Small groups, presentations, case studies, plenary discussion

STEPS

1. Invite two or three participants to share their experiences of church involvement, or lack of involvement, in advocacy work.
2. Discuss some of the challenges that the churches faced, what they did well and what they might have done differently if similar challenges arose again.
3. Split participants into small groups and ask them to answer the following questions and then to present their answers to the plenary:
   - What might be appropriate issues for the church to advocate about?
   - What internal issues might the church need to address in order to become involved in advocacy work?
   - What are the likely consequences if the church does not engage in advocacy work?
4. If appropriate, have a time of prayer, during which participants can ask God for wisdom in their work in their own churches, communities and organisations.

# Advocacy Cycle Stage 4

## Taking action – Lobbying

**Sections G1–G5** introduce Stage 4 of the Advocacy Cycle, which is about implementing the advocacy plan on the identified advocacy issue and taking action. **Sections G1–G5** explore the main range of options available, including lobbying, mobilising and using the media. It also has a special section on advocacy in difficult political contexts.

**Section G1** focuses on lobbying. It explains what it is, why it is important and how to do it well.

**Facilitator's notes**

This section explores a series of questions and answers. A training workshop facilitator must be familiar with this material.



**Tools**

This section introduces tools that can help us apply our learning in a practical way. In a training workshop, they can be used as handouts.



**Training exercise**

This section outlines an interactive training exercise that can be used with groups, in order to deepen understanding of the issues that have been raised and to practise application of the tools that have been introduced. It is ideal for use in a training workshop.

# SECTION G1 Facilitator's notes

## What is lobbying?

Lobbying can be understood as 'direct contact with decision-makers'. It is about dialogue and ongoing conversation. Its origin comes from the name given to the meeting area (the lobby) in the UK Houses of Parliament, which is the place where members of the public can enter and seek an audience with their elected officials.

The main aim of lobbying is to influence decision-makers to bring about changes in laws, policies and practices. In different contexts, these decision-makers might include national or local government officials, civil servants, business leaders, Members of Parliament, international organisations and village elders or chiefs. The thing they have in common is that they are people who have power to bring about the changes we are seeking.

There are a number of different activities that can be part of lobbying, including:

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

CASE STUDY

**MALAWI**

Over several years, one of Tearfund's partners in Malawi, Evangelical Association of Malawi (EAM), established good relationships with the national government, and particularly with ministers in departments responsible for issues that directly impact poor communities.

As a result of its rapport with the government, EAM was invited to join a national consultation process set up by the government to help it set the national budget. EAM was consistently invited to these consultation meetings and invited to speak on behalf of poor communities and to represent their needs, which it was able to do because of its connections to churches across the whole of the country. EAM's role included significant work in bringing together national church leaders to mediate between the government and the opposition, and in ensuring that the voices of poor communities were heard.

As a result of EAM's involvement in the process, the Malawi government strengthened its policies to deal with issues of food security and poverty reduction and, when the national budget was passed, it was drafted in such a way as to support the implementation of programmes that favoured poor people.

## Why bother with lobby meetings?

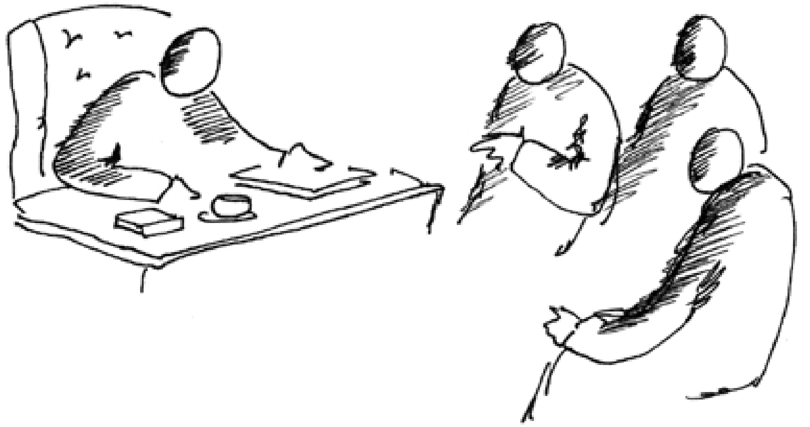
Much lobbying involves face-to-face meetings. Usually, these meetings are private meetings, behind closed doors, involving small numbers of people, in which detailed proposals for any changes in law, policy or practice can be presented and discussed.

Meetings are important as they allow us to:

- Build relationships of trust and confidence with decision-makers
- Listen and collect information, including about different policy processes and proposals

- Present our position clearly and answer any misunderstandings
- Persuade decision-makers to change policy or practice and gain specific commitments to action
- Plan further activities together.

While policy papers, phone calls and other actions are important in order to try to secure a meeting, or to follow up with additional information, there is much greater chance of change if we are able to build relationships with decision-makers over a period of time, and explain our proposals personally. Lobbying is relational.



Whatever the reasons for the meeting, we need to prepare well and be clear about what we hope to achieve from it, what we would like the decision-maker to do and what help we can offer them. We should also bear in mind that, even though the lobbyist may be the one to bring a suggestion to the table, he or she should be prepared to allow the decision-maker to take the credit and adopt the idea or initiative as his or her own. This can be a small price to pay for achieving our aims.

CASE STUDY

**PERU**

Tearfund partner Paz y Esperanza (Peace and Hope), in coalition with other NGOs and indigenous organisations, wanted the Peruvian congress to pass a law so that indigenous communities would be consulted before any mining activity was approved in their territories. This was important to them because of the potentially negative impact of mining activity on the land and environment.

Over a period of two years they met a variety of organisations, including members of the Congressional Committee on Indigenous Issues, who were responsible for drafting the law, government representatives responsible for amending and voting on the law, a quasi-governmental body responsible for overseeing the government's policies, the International Labour Organization that advises the government on implementing its international obligations, and the UN Special Rapporteur on the rights of indigenous peoples, who has a monitoring brief and can write reports and give recommendations.

Lobbying these organisations continued over several years, then a law was passed. Unfortunately, it did not contain all the provisions requested by Paz y Esperanza, so they had to continue their lobbying longer than originally envisaged.

We also need to consider who else may need to attend a lobby meeting with us (see **Section E2** on working with stakeholders). Usually, these people will be from organisations and groups that we know already. Occasionally, however, it can be helpful to get an unusual and broader combination of delegates to attend a meeting, depending on the advocacy issue. For example, NGOs, trade unions and faith groups could come together to attend a meeting, and bring different perspectives on the issue.

For more information, see TOOL 37: Making the most of a lobby meeting.

### Whom should we have lobby meetings with?

Much time can be wasted meeting with the wrong people or those who do not have decision-making power, such as those who agree with our requests but who have no power to change the situation. To avoid this, it is a good idea to find out as much as possible, before arranging the meeting, about the authority of the person or people with whom we want to meet.

We may want to meet with the person who is ultimately responsible but may never be available, such as the president, a government minister or the CEO of a business. However, it may be more effective to invest time in meeting civil servants or ministerial advisers because they will have more time to hear us, and we will have more time to explain our position, build alliances and even develop strategy together. Such influence may be *indirect* but it can still be strategic because these people have direct access to the person with ultimate responsibility. It may even be *direct* influence if they have sufficient decision-making powers delegated to them.

Whom we should meet with depends on various things, such as:

- Who has responsibility and power to change the law, policy, or practice
- What we are trying to achieve
- Who can influence the situation
- Who we have access to, including existing relationships.

It is likely that we will want to meet with different people in local and national government, as well as potentially with representatives of international organisations.

CASE STUDY

**INDIA**

The work of Tearfund partner Evangelical Fellowship of India Commission on Relief (EFICOR) focuses on disaster risk reduction across a number of Indian states. The state of Bihar is one of the most populous in India and prone to disasters, particularly large-scale flooding, which destroys land and livelihoods.

When flooding first occurred, EFICOR was involved in the emergency response in Madhubani district, part of which involved disaster risk reduction work. Later, when flooding happened again, the communities that EFICOR had worked with were prepared because mitigation structures were in place. As a result, the damage and loss were minimal, compared to other parts of Bihar.

In light of the floods in Bihar, the National Disaster Management Authority of India decided to prepare flood guidelines for humanitarian agencies, focusing on emergency responses, preparedness, mitigation and risk reduction. Because of its experience and expertise, EFICOR was invited to be part of the task force team responsible for drafting the guidelines, alongside other NGOs. As a result, they shared their learning and helped influence the way the guidelines were worded.

At the same time, EFICOR, along with Sphere India, worked with the Madhubani district officials and the Bihar State Disaster Management Authority to develop a plan for disaster management for the whole of Madhubani, which is now being outworked.

For more information, see **TOOL 38**: Lobbying skills

## What changes should we lobby for?

It can be useful to view lobbying as trying to influence the three broad areas of laws, policies and practices. It is important to consider which approach is most likely to produce the changes we want. Each one has advantages and disadvantages and will be more appropriate in different circumstances.

- **Influencing laws**
  This focuses on the legislative branch of government, which deals with passing and amending legislation. This may happen in the national parliament or assembly, or a regional or local decision-making body. Lobbying to influence changes in laws can involve:
  - suggesting specific amendments to existing laws
  - making suggestions of ideas and content for new laws, or
  - arguing to maintain laws that others are seeking to abolish.

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

CASE STUDY

### MOZAMBIQUE

Many people in Mozambique are living below the poverty line and do not have guaranteed food security. Natural hazards, such as widespread flooding, compound the problem, particularly among people living with HIV. This was an issue that concerned Rede Cristã, a network of Christian NGOs and churches in Mozambique and one of Tearfund's partners.

Over several years, members of Rede Cristã developed relationships with officials in all the departments of the Mozambique government that were concerned about HIV. Together, they lobbied and helped draft a law setting out the rights of people living with HIV to adequate food supplies and levels of nutrition. After the law was passed, they worked closely with their church members to ensure the law was implemented – by raising awareness of its existence with people living with HIV, by encouraging local churches to take more responsibility in caring for people affected by HIV, and by facilitating connections between local authority officials and members of churches and communities affected by HIV.

- **Influencing policies**
  Often adequate laws exist but the problem is that they are not being implemented. Sometimes, this is because there is no framework policy in place to outwork the law, or the policy in place is inadequate. Lobbying to influence changes in policies is mainly aimed at the executive branch of government (ie ministers and their departments). It seeks to change the strategic and day-to-day frameworks in which they work, and in which the laws are outworked and implemented. It can also be aimed at businesses that would benefit from a framework policy. An example of lobbying to influence a change in policy would be asking for a framework policy that outlawed discrimination, which could then be used by people living with disabilities to increase access to jobs and by companies to provide appropriate jobs.

CASE STUDY

**NEPAL**

Nepal used to have no comprehensive support policy concerning community home-based care for people living with HIV. Instead, government and NGOs implemented their own systems as they saw need. Tearfund partner United Mission to Nepal (UMN) took the initiative to form a technical working team to draft and approve a suitable policy, together with involvement of officials from the government, NGOs, UN bilateral agencies and groups representing people living with HIV.

UMN had responsibility for editing the draft policy to ensure relevant technical good practice components were included. At the same time, they developed relationships with the government ministries concerned about HIV and began to lobby officials in those ministries. They asked for the policy to be created and explained why it was needed and what benefits it would bring to people living with HIV.

After the new policy was approved by the government, the guidelines in it were then implemented by UMN and other NGOs who, together, ensured there was a comprehensive approach to prevention, care and support for people living with HIV. At the same time, the Nepali government committed to ensure the policy would be reflected in its National Strategic Plan on HIV.

- **Influencing practices**
  The executive branch of government, at both national and local level, may have good policies that are clear and well written but are not being implemented. In these situations, lobbying involves trying to gain concrete commitments from those responsible for implementing the policies in terms of programmes, projects, funding, personnel and timing. It may also involve persuading government representatives or business leaders to stop a particular practice that may be causing harm. For example, in the case of a framework policy on discrimination, it may involve producing guidelines, monitoring local businesses, helping with the implementation of access ramps and educating the public.
- **Using the courts**
  A further option is using the judicial branch of government to try to show that a particular law, policy or practice is illegal and therefore needs to be changed, or to try to force its implementation if the government is refusing. Again, this can be time-consuming and costly, is a long-term process and will usually rely on professional lawyers, but it can be effective in providing an accepted interpretation of a given law. For example, it can clarify what rights people have to their land and make it public knowledge.

## TOOL 37 Making the most of a lobby meeting

The following guidelines are for when we are arranging a meeting with a decision-maker and we know there will be specific time for lobbying and raising concerns.

BEFORE

**Background research**

- Who will you be meeting with and what is their role? What power do they have to make decisions? Make sure you are meeting with the right person.
- What previous contact have you had? Was anything promised and has it been delivered?
- What are other groups saying on the same issues, whether different government departments, international organisations or civil society groups?
- How do you think the policymakers view you? Why have they agreed to see you? What power, influence or expertise do they recognise that you have?
- What arguments do you think they will find persuasive?
- What questions do you anticipate might be asked? Make sure you have responses to possible questions.
- With whom will you be attending the meeting? Are the correct people going to represent each organisation, business, etc?

**Logistics**

- Allow plenty of time to get to the meeting so that you will not be late.
- Prepare materials to bring to the meeting (policy brief, reports, summary position statements, etc), making sure your main points are presented clearly.
- Check how much time you are likely to have.
- If there is more than one of you, agree who is going to say what (eg who will start, chair, share the main messages) and who will take notes.
- If more than one of you is going to be involved in the meeting, arrange for all involved to have a pre-meeting.

**Aim of the meeting**

- What do you hope to achieve from the meeting? What will you ask the policymakers to do (eg review the situation, pass on your proposals to others)?
- Consider what they may want to gain from the meeting and how you can provide it, such as information, commitment to work together to solve the problem, etc.
- Make sure your proposals are realistic and that you are not asking for something that is not in their power to deliver.
- Know which issues you are willing to compromise on and which you are not.
- If appropriate, view the meeting as one in a sequence of meetings, which you are undertaking to reach the person with whom you really want to meet.

**TOOL 37** continues on next page

DURING **Introductions**

- Make sure that everyone in the room is introduced. Summarise what happened in previous meetings if appropriate.
- Clarify why you are meeting and agree how to proceed.
- Agree for someone to take notes.

**Keeping on track**

- Have a clear achievable goal. Know your main points well and state your case precisely. Ask for clarity if necessary.
- Focus on your most important concerns first and leave smaller issues until the end.
- Summarise progress at various points and clarify what has been agreed at the end.
- Use approaches that will build confidence and trust, as opposed to those which accuse and polarise opinion (see **TOOL 38: Lobbying skills**).
- Always be respectful and truthful.

AFTER **Follow-up**

- Write a quick report of the meeting.
- Send a brief letter thanking the decision-maker for seeing you, summarising the main points and reminding them both of their promises and what you have promised.
- After a while, contact them again to see if they have done what they promised.
- If appropriate, amplify key messages through social media.

## TOOL 38 Lobbying skills

Good lobbying skills enable us to ensure that others understand the point we are making and help us to persuade others to take our suggested course of action. Bad habits in lobbying can quickly alienate those we are speaking to and undermine our message.

### Helpful

✓ **FOCUS**
Stick to your main points so that you do not get side-tracked with less important matters. Try to limit the points you want to raise in any particular meeting.

✓ **WIN-WIN**
Seek solutions that will be beneficial to both parties. Be willing to compromise on some areas, but be very clear about what you will not negotiate. Try to think of what you can offer so that the other party is satisfied.

✓ **ASK QUESTIONS**
Try to identify areas where you may both benefit and help clarify positions where there may be misunderstanding or lack of information. This is a way of opening up the conversation.

✓ **STEP INTO THEIR SHOES**
Think about how your proposals could benefit the decision-makers and explain this during your conversations.

✓ **LISTEN AND ENGAGE**
Listen to concerns and try to respond to them. Let them speak first if necessary.

✓ **SEEK PERMISSION**
This puts you in control without having to battle to speak. 'I would like to suggest that….' or 'Could I ask…?'

✓ **TEST AND SUMMARISE**
Ensure that everyone has understood and interpreted things in the same way and agrees on action points. This helps build trust and avoids confusion and relationship breakdown later on.

✓ **EXPLAIN YOUR REASONS**
Ensure the other parties are clear why you are proposing a particular course of action. Show evidence to back up your proposals. Do not leave them guessing about hidden agendas.

✓ **BE SENSITIVE**
Be aware of a change in mood, caused by eg unexpected revelations or reactions, defensive responses, boredom or lack of interest – and change your approach accordingly. Humour can be appropriate sometimes to get your point across.

✓ **KNOW WHEN TO STOP**
Be aware of how far you can push a particular line of questioning, and be prepared to meet again later on if necessary.

### Unhelpful

✗ **PRESENTING WISH LISTS**
Avoid a focus on demands or problems that could detract from the most pressing concerns.

✗ **EMOTIVE APPROACH**
Do not use subjective or emotive words that add nothing to your case but simply accuse the other side of being unfair or unreasonable.

✗ **INFLEXIBILITY**
If you do not listen to the other point of view and simply defend your own position, this may lead to entrenched positions and frustrate the chance of progress.

✗ **MAKING IT PERSONAL**
This can lead to people being offended and insulted and does not necessarily address the problem.

✗ **CARICATURING/DISTORTING**
This can show a lack of respect for the other person's position and lead to relationship breakdown.

✗ **COUNTER-PROPOSALS**
If you counter every suggestion by the other party with one of your own, it will become harder to persuade them.

✗ **ANGER**
Shouting at someone could discredit your message and suggest that you have weak arguments.

✗ **RIDICULE/DISRESPECT**
This will cause the other person to close up and they may even close the meeting early.

✗ **INTERRUPTIONS**
This can annoy the person speaking and others, who will think you are not listening, and they may do the same to you.

# SECTION G1 Training exercise

## EXERCISE 44 Lobby meeting role play

**Aim** **To practise preparing and participating in a lobbying meeting with decision-makers**

TYPE Group exercise

TIPS For Version 2, it can be wise to brief the role play volunteers before a break, so they can practise or talk it through before performing to everyone after the break

METHOD Role play

HANDOUTS TOOL 37: Making the most of a lobby meeting
TOOL 38: Lobbying skills

STEPS (VERSION 1)

1. Divide into small groups of about five to eight, and give each group a problem to address (see suggestion below) or ask them to think of a problem that they or their organisation is facing. Explain that they will be taking part in a role play.
2. Give the groups copies of TOOL 37: Making the most of a lobby meeting and TOOL 38: Lobbying skills.
3. Allow about 30–40 minutes for them to prepare.
4. Invite the groups to perform their role play (maximum ten minutes per group).
5. Lead a plenary discussion around best practice.

STEPS (VERSION 2)

1. Prepare a role play where two to three people are in a meeting lobbying a decision-maker (see example below).
2. Ask for two to three volunteers and give them the role play information to prepare. This should take them about five to ten minutes. The important point is that, in the role play, they should go against all good practice guidelines and make the meeting ineffective.
3. Lead a discussion where participants identify the bad practice and develop ideas for good practice (in preparation, participation and follow-up to meeting).
4. Give out TOOL 37: Making the most of a lobby meeting and TOOL 38: Lobbying skills.

EXAMPLE ROLE PLAY You are part of a community that is concerned about the operations of a chemical factory 1km upstream. This factory has been operating for four years and during the past three months the community has been experiencing problems. Large areas of land have been fenced off, blocking the main route to take cattle to other pastures further up the valley. When clothes are washed in the river, they get stained and there is more illness in the village, probably due to water pollution. You have discussed the issues as a community and decided that the situation needs to be addressed with the factory owners. This will be your first meeting with the factory owner, although you had minimal contact with factory staff five years previously when two members came to speak briefly to the village committee about the plans to build the factory. How do you approach the meeting? What are you trying to achieve?

See also TOOL 5: Good practice principles checklist in Section A.

# Advocacy Cycle Stage 4

## Taking action – Mobilising people

**Section G2** focuses on mobilising people. It explains what the term means, the benefits and risks involved in mobilising people and its relationship with awareness-raising.

### Facilitator's notes

This section explores a series of questions and answers. A training workshop facilitator must be familiar with this material.



### Tools

This section introduces tools that can help us apply our learning in a practical way. In a training workshop, they can be used as handouts.



### Training exercise

This section outlines an interactive training exercise that can be used with groups, in order to deepen understanding of the issues that have been raised and to practise application of the tools that have been introduced. It is ideal for use in a training workshop.

# SECTION G2 Facilitator’s notes

### What does ‘mobilising people’ mean?

‘Mobilising people’, also called ‘campaigning’, involves enabling people to participate in actions that increase pressure on decision-makers to bring about the changes we are seeking. The aim is to show that people are concerned about the issue and want to see change on the issue. It involves adopting different tactics, requiring different levels of knowledge and commitment according to our advocacy issue and context.

While detailed discussions with decision-makers may be taking place in lobbying meetings, most ways of mobilising people or campaign actions are open to anyone. If an action is simple and accessible, there is a greater opportunity for more people to get involved. However, while involving large numbers of people can be effective, it is not always necessary or achievable.

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

1. People who are **directly affected** by the issue, who can be empowered through taking part. (For example, poor people living in Cochabamba, Bolivia, took part in demonstrations to protest against water privatisation.)
2. People who are **concerned for those who are affected** by the issue, such as churches, activists and supporters of organisations working on the issue. (For example, in 1991 Tearfund asked supporters in the UK to write to the government of Honduras to support a Tearfund partner called MOPAWI in its campaign against a logging deal. The government had sold a million hectares of rainforest without consulting the indigenous Miskito people who lived there and whose livelihoods and way of life would have been destroyed. In 1992 the campaign succeeded and the government cancelled the deal.)

Mobilising or campaigning is culture-specific, perhaps more so than many of the other types of advocacy activities. What works in one country, such as a street march, may not work in another place, where an orderly public meeting might be more appropriate. In some countries, mobilising people publicly is not possible at all, although it can still happen in a virtual way online, through social media and campaign websites, such as through online petitions.

Mobilising can involve dozens of possible activities, ranging from prayer vigils to street marches and demonstrations, from postcards and petitions to internet campaigns, from mass lobbying of parliament to boycotts of companies.

Whatever activity we choose, mobilising people should aim to achieve or prevent a specific change relating to our advocacy issue. It should also aim to 'change the direction of the wind', by bringing an issue into the public domain and building pressure to tackle it.

CASE STUDY

**CAMBODIA**

In Cambodia, the government became very concerned about the rapid increase in the ease of access to pornography and explicit materials. This stance was supported by a Tearfund partner and a number of churches, youth groups, women's groups and others. As a result, the partner launched a campaign to urge the government to change the law, to make it more difficult to access pornography. They started with a street march through Phnom Penh, which received coverage in the local media. This raised awareness about the issue with the general public. It also helped the partner when they talked with the government, encouraging them to act in a stronger way to curb the issue, and when they spoke to churches, urging them to cooperate.

For more information, see **TOOL 39**: Methods for mobilising people.

### What are the benefits involved in mobilising people?

Mobilising people creates opportunities to:

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

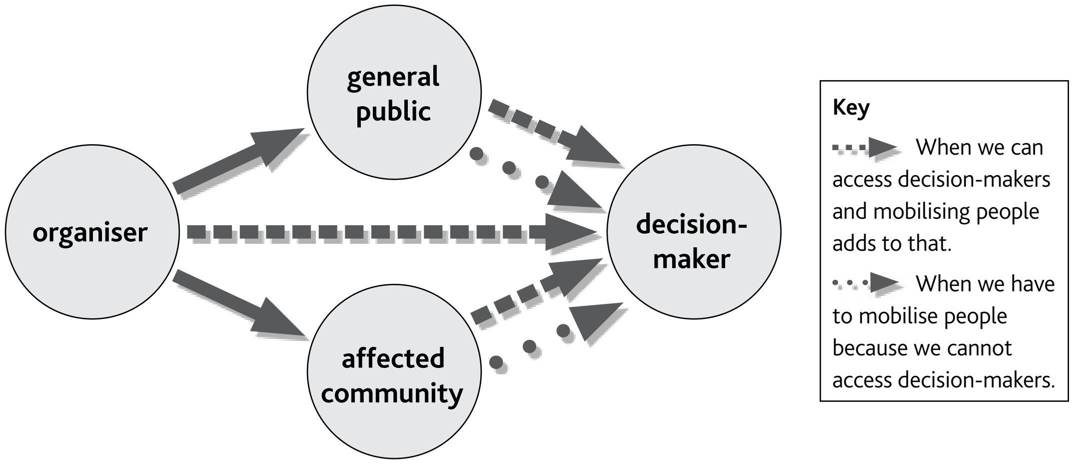
Sometimes, there is a temptation to organise a march or a protest just to feel like we are doing something, or out of a sense of frustration, even when it is likely to take up a lot of time and is unlikely to bring about significant benefits. At other times, we may be cautious about writing letters or postcards, or signing petitions, in case there are repercussions, yet they can have huge influence on the targets they are aimed at.

Engaging and clear messages are vital for encouraging people to take part in the campaign. They usually communicate both a vision of how things should be and a specific 'campaign ask' about what should be done to achieve that vision. Mobilising activity that seeks specific changes tends to be most effective. If any mobilising activity does not communicate clear messages, then it is significantly less likely to produce any meaningful change. The message must be striking and memorable, whether it is communicated through letters, postcards, placards, social media or any other method. It should also shape the way people think about the issue.

Mobilising people should also be linked to ongoing lobbying work and direct contact with decision-makers. It can also be used to open up opportunities for lobbying, in contexts where it seems impossible. (For example, mobilising people within, and beyond, South Africa led to the government agreeing to negotiate with Nelson Mandela in his prison cell.)

Therefore, mobilising people should always connect with wider aims and not just be a free-standing activity. It should be timely and strategic, linked to key moments coming up, such as a debate in parliament over legislation, the start of mining activities in a community, or an international conference. The planning of any mobilising activities should take into account key dates and decision-making processes. It should also be agile and able to provide a rapid response to an opportunity if the situation requires it.

Mass mobilisation flowchart




CASE STUDY

**BRAZIL**

ACEV (Ação Evangélica – Evangelical Action), a Tearfund partner in Brazil, drills wells for poor communities and campaigns for access to water for everyone.

For several years they campaigned for a pipeline to be run from a reservoir to three different regions. They arranged regular public meetings with parliamentary representatives, the State Secretary for Water Resources, the head of the state water board, the local mayor and local councillors. Unfortunately, their lobbying was having little success, so they decided to organise a march to demand that the government take responsibility for providing access to clean water and build the pipeline.

The politicians thought that few people would take part in the march. However, when they saw that crowds were gathering and television cameras had arrived, they quickly joined the march at the front! This ended in a public meeting, led by ACEV, who carefully controlled the party political balance of speakers. ACEV also organised a petition to the state governor, and paid for adverts on television in favour of the pipeline.

Soon after the march, the state governor announced on radio that he would support the start of work on the pipeline. Without the march, this might not have happened. Since then, ACEV has continued to put pressure on the authorities.

For more information, see **TOOL 40**: Good practice in mobilising people.

## What are the risks involved in mobilising people?

In most countries, there are limited dangers associated with mobilising people for mass campaigning actions. In these countries, most actions will be completely peaceful, and have a strong likelihood of gaining media coverage and widespread sympathy and support. However, there are some countries where the risks involved in mobilising people are very high, making it inadvisable as a method of advocacy.

Whatever the context, if we are considering mobilising people, it is important to be vigilant and to take any precautions that may be necessary:

Only start mobilising people if it is essential, as it can be more cumbersome and expensive than lobbying and therefore risks wasting time and money.

- Select an activity that is appropriate for the context in terms of risk. For example, street marches can be higher risk, while writing letters or sending photos can be lower risk.
- Work in networks, alliances and coalitions with other groups interested in the issue and with the media.
- Seek permission from the relevant authorities for any public meetings, marches or events.
- Find out and keep informed about the relevant laws that permit public activities, the restrictions in place and the rights that protect all citizens, such as the right to peaceful assembly. Seek guidance from lawyers if necessary.
- Keep a close eye on the media to see if there are any precedents, good or bad. For example, in some countries in Latin America, there have been arbitrary arrests and intimidation tactics towards trade union leaders and community leaders in recent years.
- Be realistic about what can be achieved. Otherwise, there is a risk that we will be perceived as weak by our targets and potential supporters.
- Invite public officials to join in activities, when appropriate (including ombudspersons who will have a monitoring role), but be aware of the possibility of being used by public officials for political reasons (co-option). If we let public officials take credit for our advocacy message and/or platform, this should be a tactical decision, not an issue of principle. Our job is to persuade them to do their job better, rather than to support or oppose them, so it can be sensible to ensure that they cannot take credit too easily and that they have to deliver something of value.

CASE STUDY

**ZIMBABWE**

Zimbabwe Orphans through Extended hands (ZOE) is a Tearfund partner that works with orphans and vulnerable children in one of Zimbabwe's main cities. Many of the children and their families are living with or affected by HIV. During the development of the country's constitution, ZOE belonged to a coalition of child-focused agencies that worked to ensure that children's issues were considered and integrated into the development of the constitution. As part of this, they and the other members of the coalition mobilised children and their families to gather in the city centre. While speeches were given by the city councillors and members of the coalition, a mainstream radio station broadcast the event live on air. Everyone then marched to the city hall with a police escort, which was required by law, and the children and their families were given an audience with the city councillors. This gave them the opportunity to ask for their rights to be integrated into the constitution. However, because of government restrictions, they were unable to assess whether or not their requests were taken into account in the constitution development process.

For more information, see **TOOL 40**: Good practice in mobilising people.

In countries governed by oppressive or authoritarian regimes, where there are limited rights for public assembly, restrictions on the press and so on, mobilising people for campaigning actions needs to be considered much more carefully in light of all the potential risks (see Sections F2 and G5). If necessary – for example if there is not enough democratic space for mobilising people to take action – other tactics need to be considered, such as encouraging pressure from outside the country through international contacts.

### How does awareness-raising link to mobilisation?

Awareness-raising is often the first step in mobilising people to act on a particular issue. Awareness-raising needs to be done with those who are directly affected by the issue, and with others who are concerned for those affected, for example, churches, activists and supporters of organisations working on the issue.

If people are not aware of the issue (for example, the fact that people living with HIV are entitled to access antiretroviral drugs, or the fact that a mining company is causing contamination of a river), then they are unlikely to act until such time as they are informed and aware. It is also unfair to expect people to act if they have insufficient information or do not understand the issue.

Awareness-raising is therefore essential in order to empower people to act. However, if a church or organisation has raised awareness of an issue, this does not necessarily mean that it has undertaken advocacy! For example, raising awareness in a community of the contamination of a factory and of the laws that exist is not the same as advocating by lobbying the factory and relevant government departments about the need to implement the relevant laws, reduce contamination and provide compensation for the damage caused.

In the same way, if we seek to change behaviour, attitudes or lifestyles, we have not necessarily done advocacy. For example, challenging stigma towards people living with HIV is not the same as advocating to the relevant government departments about the need to change the law relating to non-discrimination. Neither is encouraging hand washing the same as advocating for water, sanitation and hygiene for all.

Awareness-raising may not lead to advocacy if it simply raises awareness of the poverty and injustice, without helping the community to make the connection between their situation and the decisions and actions of those who have power to change the situation. Awareness-raising therefore needs to include an analysis of the power relations that exist and the ways in which change can come about. It is not advocacy in and of itself.

If this is a potential pitfall, it can be useful to talk about ‘awareness-raising for advocacy’.

CASE STUDY

**BRAZIL**

In Marabá state, in the northern Amazon region of Brazil, sanitation is poor and environmental degradation is high. There are constant floods and no regional refuse collections, and it is common for residents to be affected by diseases related to lack of sanitation. Tearfund partner FALE, a national network of students and young adults, was so concerned about the situation that it decided to launch a national campaign.

Together, their members and others engaged with the media to explain the situation, raising awareness among the general public about the extent of the issue, while also making it clear what needed to be done to resolve it. They encouraged people to sign postcards addressed to the relevant authorities, urging government investment in sewage systems and waste disposal management. Members of FALE met with the senator responsible for Marabá state and asked him to persuade the Brazilian National Congress to bring in a new national policy to govern environmental sanitation. At the same time, they put pressure on VALE, a Brazilian mining company, to take responsibility for the environmental damage it was causing in Marabá.

As a direct result of the campaign, the government committed to providing an improved water and sanitation network in Marabá, developed a sanitation and environmental plan, and allocated budget to implement it. FALE then continued to lobby the government to deliver its plan and ensure the budget was spent appropriately.

When considering the most appropriate and effective ways of awareness-raising for advocacy, it is important to understand how adults learn. In particular, it has been said that people generally remember:

- 20% of what they hear
- 30% of what they see
- 50% of what they hear and see
- 80% of what they discover for themselves.

Given this, awareness-raising activities should stress learning more than teaching, so that people are encouraged to share their own experiences and understanding with each other, and participate in the planning of any mobilising and campaigning actions. It is also important to recognise that adults learn quickly about things that are concrete and relevant to their lives and that their powers of observation and reasoning often grow stronger over time.[7]

One of the best ways that people learn about an issue is when we mobilise them to make lifestyle changes in order to understand and respond to the issue. Examples, depending on our context, include: recycling as much of our litter as possible to promote environmental sustainability; using public transport, cycling or walking, rather than driving private vehicles, in order to reduce our carbon footprint as part of the response to climate change; or buying fairly traded products in order to be part of the solution to global trade issues.

Within this dynamic, there is still a clear role for NGOs that have certain technical or political expertise, who can help community members to understand more about the causes, wider context and long-term consequences of the issue they are facing.

Useful methods for awareness-raising include:

- public meetings and rallies
- information flyers and newsletters
- radio broadcasts
- newspaper articles
- open-air films and presentations
- community meetings
- posters.

7 Adapted from Hope, A, Timmel, S and Hodzi, C (1996) *Training for Transformation* Book 1, pp.129–131. Mambo Press, Zimbabwe.

TOOL 39

# Methods for mobilising people

There are many ways to mobilise people for action. Choosing methods should depend on factors such as what people are interested in doing and what will have the greatest impact. The table below outlines a number of options, with some of their benefits and drawbacks.

| Ways of mobilising people | How it's done | Benefits | Drawbacks |
|---|---|---|---|
| **Public meetings** | People brought together for a debate<br>Decision-makers open to public questioning | Might get good publicity<br>Decision-makers hear views directly<br>Chance for discussion | Time-consuming and expensive to set up<br>Possibility of disruption |
| **Demonstrations, street marches, protests** | Group of people gathered at a symbolic place to make a visual protest to decision-makers | Can be very visual and powerful<br>Good media coverage<br>Chance for interviews | Possible violence<br>Might lose access to decision-makers if confrontational |
| **Vigils, outdoor church services** | Group of people gather to make a point about something through a public church activity | Peaceful<br>Engages churches through familiar activities | Difficult to get media engagement<br>Challenging to work with people from other faiths |
| **Supporters meeting decision-makers** | Groups of concerned people meet with decision-makers, often their local officials, to reinforce the message | Decision-makers hear directly from those affected<br>Builds local support for campaign | Often too many issues included and difficult to coordinate message |
| **Marches** | Group of people walking through the street, possibly with meeting at end and/or symbolic act | Visual and fun<br>Easy to participate in for a wide range of people, including children | A lot of effort to organise<br>Prone to being hijacked by more extreme groups |
| **Stunts** | Unusual actions which draw media attention to your cause, such as street drama | Good media attention<br>Powerful for getting message across to public and decision-makers | Can go wrong and look unprofessional<br>If very controversial, public may be hostile |
| **Postcards and petitions** | People sign a sheet of paper or sign or write a message on a postcard to decision-makers | Quick and easy to do<br>Many people likely to act<br>Can be a good starting point for mobilising the public | Impersonal, so possibly ignored by decision-makers |
| **Internet campaigns** | Using social networking websites to raise awareness, sending emails, photos or messages to decision-makers, signing e-petitions | Easy to set up<br>Free or cheap to do<br>Flexible and responsive<br>Can get many people involved | Excludes those without internet access<br>May be ignored because impersonal |
| **Letters to decision-makers** | People write personally to decision-makers | Letters to elected representatives often viewed by policymakers as measure of public concern | Harder to do, so may exclude some people |
| **Boycotts** | Refusal to buy products from a certain company | Can affect profits and bring pressure for change<br>Good media coverage | If few people participate, it will not be effective<br>Potential negative effects on workers |

## TOOL 40 Good practice in mobilising people

Some general considerations to bear in mind when mobilising groups of people:

- **Include those who are affected by the problem** so they take responsibility for advocating for their own issues. For example, if there is contamination by a factory in a village, work with the schools and community groups so that they coordinate and lead a march through the streets.
- **Choose your methods carefully**, both according to what will be effective and appropriate, and what people are likely to be willing to do. For example, people may be willing to sign a petition or attend an orderly public meeting, but not to protest outside the factory gates.
- **Have a clear message**, knowing what you are asking for, that can be used in a variety of ways eg in radio interviews, placards, posters, slogans. Make it punchy, striking and memorable. Put your issue in context. Link it with wider policy and lobbying work you are doing.
- **Make events fun** because this builds solidarity and support. For example, you could hold a carnival or a march. Encourage colour, creativity and variety.
- **Encourage easy actions** so that people will readily become involved and act. Many people doing a basic action such as signing a petition can be more powerful than a few people doing a more complicated action such as writing a complex letter.
- **Use novelty and surprise**, even in conventional settings such as public meetings, as this engages people with your actions and decision-makers with your demands for change.
- **Maintain momentum** by planning several mobilisation tactics or activities ahead of time, and thinking of them as scenarios for use in response to events, rather than as a set sequence.
- **Avoid violence** because this will discredit your message and is unlikely to bring about the change you are looking for. It is also against the values of dignity and respect.
- **Think about how the media will respond** and plan actions that will attract media attention so you can get your message to a wide audience – for example, visual stunts that provide photo opportunities.
- **Consider the potential effects on your relationship with decision-makers**. If you are in discussions with decision-makers about changes that they can make to their policies or practices, then you need to consider whether mobilising people will increase or decrease your chances of success.
- **Work with your allies** to reach the widest group of concerned people possible. This may include allies from other countries who could send letters and emails to government officials to show that there is international concern for the issue you are addressing.
- **Identify mobilisers** who will get your message out and persuade others to join in with your mobilising actions, such as circulating a petition, bringing friends to a march, etc. Think about who these people are, how you communicate with them and how they communicate with each other, making it as easy as possible for them to get involved.

# SECTION G2 Training exercise

## EXERCISE 45 Mobilising people: planning campaign actions

**Aim** **To gain experience in planning actions that will mobilise people for advocacy**

TYPE Group exercise

TIPS It works best when an advocacy issue has been identified, targets have been identified, and influence mapping has been done (see Sections D and E)

METHODS Small group discussion, plenary discussion

HANDOUTS TOOL 39: Methods for mobilising people
TOOL 40: Good practice in mobilising people

STEPS

1. Check that participants have a clear understanding of the advocacy issue they want to see changed, the targets they want to influence, and how those targets could be influenced.
2. Ask participants, based on what they know about the targets, to identify the most appropriate campaign actions for the context. Give out TOOL 39: Methods for mobilising people to help them do this.
3. Once they have selected their methods, ask them to develop a plan to mobilise people to action, using TOOL 40: Good practice in mobilising people.
4. Ask each group (or selected groups) to present their campaigns plan in plenary. The other groups should provide feedback.
5. Lead a plenary discussion around the things that need to be considered when mobilising people, and provide further guidance if required.

# Advocacy Cycle Stage 4

## Taking action – Using media

**Section G3** focuses on using media in advocacy. It explains what it is, why it is important and how to use it.

### Facilitator's notes

This section explores a series of questions and answers. A training workshop facilitator must be familiar with this material.



### Tools

This section introduces tools that can help us apply our learning in a practical way. In a training workshop, they can be used as handouts.



### Training exercises

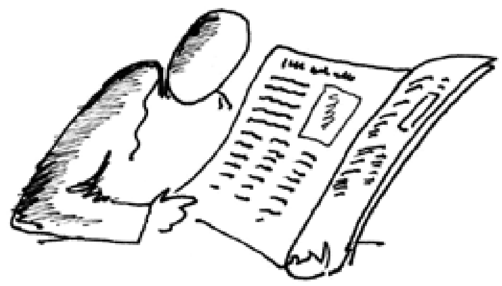
This section outlines interactive training exercises that can be used with groups, in order to deepen understanding of the issues that have been raised and to practise application of the tools that have been introduced. They are ideal for use in a training workshop.

# SECTION G3 Facilitator's notes

**What is the media and why does it matter in advocacy?**

The media includes traditional media platforms such as radio, television, newspapers and magazines, and electronic and online media such as email, the internet, social networking sites and blogs.

It is a powerful force that can build awareness, shape public opinion and influence decision-makers and their decisions, leading to changes in laws, policies and practices.



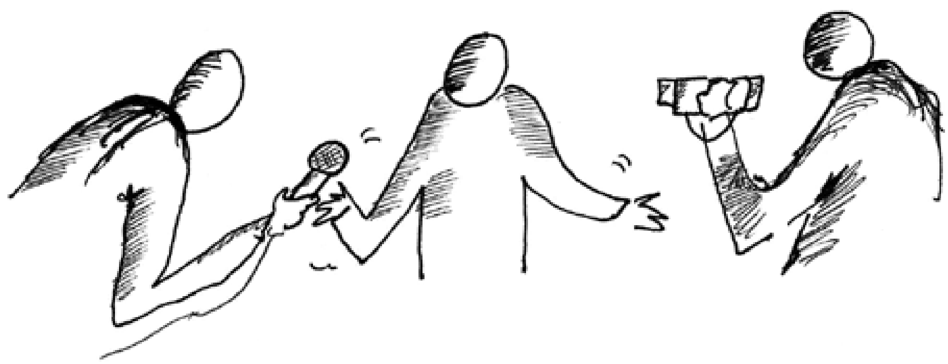
Using the media well, and integrating our media activities into our wider advocacy strategy, can greatly enhance our advocacy work and increase the chances of bringing about the changes we desire.

**What opportunities exist for working with the media in advocacy?**

There are an increasing number of options open for working with the media, including:

**Written**

- **PRESS RELEASES**
- **LETTERS TO THE EDITOR** of a local or national newspaper or magazine – the letters page is often one of the most-read sections of a newspaper and a carefully worded letter of a few paragraphs can be particularly effective in getting across the main advocacy messages and a call for action.
- **FEATURE-LENGTH ARTICLES** for newspapers or magazines – these always have a strong appeal on a personal level. They are often linked to an individual's personal story, a single topic and particular advocacy moments, but they do not necessarily need to relate to a current news topic.
- **BLOGS** written from a personal viewpoint, or in the name of the leader of our organisation, for our organisation's website or a media website.
- **BACKGROUND INFORMATION FOR JOURNALISTS** on the issue (on the basis that they may not have time to do in-depth research themselves).



**Spoken and visual**

- Radio interview
- Television interview
- Phoning in to a radio talk show
- Radio or television programmes, including producing regular programmes in local languages, as well as storylines about the issue placed within soap operas or other popular programmes.
- Film footage on social networking sites, illustrating how communities have been affected by an advocacy issue.

**Relational**

- Putting on a breakfast or lunch for journalists and inviting them to come and find out about an advocacy initiative
- Inviting a journalist to an event or to see what is happening in one of the communities affected by an advocacy issue
- Organising joint events with the media
- Working through social media, alongside traditional media channels, to share stories and build relationships with key journalists.

This list is not definitive. New ways of working with the media continue to be identified and developed, so it is important to keep an open mind and use different methods of engagement.

CASE STUDY

**AFGHANISTAN**

In Afghanistan, people suffering with mental health illnesses are largely left untreated as there are very few relevantly trained professionals within the stretched and limited health care system. Sufferers are mostly disregarded due to a lack of knowledge and resources. Families sometimes turn to traditional faith healers, who do not always provide appropriate help. The many Afghans with mental health problems are consequently one of the most vulnerable groups in society. One Tearfund partner, seeing the great need, decided to advocate for greater attention to the problem following years of treating patients and training local health professionals and workers in the western region of the country.

Working with the provincial health director, the public health directorates, education directorates, health care professionals and other NGOs concerned about the issue, the partner raised awareness about mental health through basic training courses and special events. This included engaging with the media. As a result of the partner's requests, the media broadcast television programmes at a national level to raise awareness about mental health.

The partner also worked collaboratively with the Ministry of Health in developing a national mental health training manual for medical professionals working in primary health care. They also worked with some key higher education institutions to develop a mental health curriculum for nurses.

It is important to develop relationships with national and international journalists in our context and country, even when we do not want anything from them. If we tell them about our organisation and the communities with which we work, we are opening the door so that we can ask them to tell our stories and share our messages when appropriate opportunities arise. We can also find out what they are interested in.

CASE STUDY

**EGYPT**

Following the Arab Spring in Egypt, when many citizens rose up against the government and overthrew the president, advocacy became more difficult. Despite this, one of Tearfund's Egyptian partners, who had already convened a network with other NGOs, decided to continue advocating on child rights, particularly concerning the use of corporal punishment in schools. The partner knew, through the network, that this was in breach of the UN Convention on the Rights of the Child, which the Egyptian government had signed and whose provisions still stood, despite the uprising. As a network, the members used television and radio to broadcast messages speaking out against corporal punishment, something that was possible because of the network's pre-existing relationship with the journalists involved. They also met with the National Council of Motherhood and Childhood, a semi-autonomous government body, to ask them to change national practice in schools.

## What are media messages and how are they created?

A media message is the most important point that we want the interviewer and the public to pick up from our media work. It is the key thing that gets emphasised, whatever media channel we choose to use. For example, our media message may be that we want the government to take a particular action (eg pass a law, provide water to a certain region), or it may be that we want to bring attention to a situation (eg an increase in child trafficking from poorer regions of the country), or it may be that we want to highlight a good news story about success (eg a women's cooperative work together to build a local school).

It is important to know what we want to share in a media message, and it must be consistent and in line with advocacy messages used in lobbying and mobilising people.

Most people cannot cope with more than three things to remember. So, to develop a good media message, think in 3s:

3

**Points** – We should have no more than three key points

**Characteristics** – Our message should be *clear*, *concise* and *colourful*, using vivid examples and painting a picture of the situation

**Letters** – Remember the ABC rule:

- **A**cknowledge the question ('Yes, that's an important point')
- **B**ridging phrase ('But really the fundamental problem is …')
- **C**ommunicate ('The real point is …')

Remember:

- Avoid jargon and abbreviations.
- Use images truthfully and respect the dignity of the subject.

It is good to be able to summarise our main message(s) in one or two sentences so that we are sure what we are trying to get across. We should always try to use accessible language. We can do this by asking, 'Will someone who knows nothing about this issue understand this message?'

The clearer the core message, the easier it will be to include it in media work and the more likely the media will be to cover the story in the way we want. For example: 'Indigenous people are excluded from decisions about the use of their territories for mining and often miss out on any potential benefits. The government needs to pass a law that requires any proposed mining activity to be discussed with communities, in order to gain their consent before it goes ahead and to reach agreement on benefit-sharing.'

A message is different from a 'sound bite'. A sound bite is a concise response in an oral interview, or a written quote, which incorporates our key messages in a short phrase that is easy to understand and catches people's attention.

Once we have developed our media message, it needs to be simplified into sound bites. The contents of a message and a sound bite are the same, but they are aimed at different audiences.

CASE STUDY

**EAST AFRICA**

A Tearfund partner in East Africa wanted to highlight the issue of HIV because it was concerned about prevention, care and access to services for people living with HIV.

They organised a street march and invited television, radio and newspapers to attend. En route, they visited the Association of HIV/AIDS Patients as an act of solidarity. They carried banners with their messages clearly visible. They ended the march at the prime minister's office, where they delivered a letter and prayed for the nation and people living with HIV. The letter said that they wanted more coordination between NGOs and government in HIV prevention and care, increased education about lifestyle choices in schools, more medicines to be imported for people living with HIV, free of tax, and new laws to stop job discrimination against people living with HIV.

The march was covered on television, radio and in various publications, which raised awareness in many parts of the country.

As a result, the government agreed to import medicines free of tax, and the Ministry of Education introduced a forum, of which the partner was a member, that led to changes in the educational curriculum.

## What is good practice for working with the media in advocacy?

Whether we are writing or speaking, and whether we are working live or recorded, the following principles have been tried and tested:

- **Understand the aim**
  Why do we want media coverage? Is it to reach decision-makers or a wider audience? Is it to raise awareness or to put pressure on decision-makers for changes in laws, policies and practices?
- **Use clear media messages**
  What particular messages do we want to share? Are we able to condense them into three key points? Are they clear, concise and colourful?
- **Target key media**
  If our advocacy message is aimed at government, then we will want to target media that has a wide reach and/or media that reaches government officials. Sometimes, these media channels are harder to gain access to, but it is worth pursuing contacts as this will increase the impact of our media work. Alternatively, if our advocacy message has a purely church focus, then gaining coverage in Christian media may be our main aim.

- **Target key people**
  To use the media well, we need to have good relationships with relevant people who are covering the issues of interest to us and, if possible, are in sympathy with what we are trying to do. As an organisation, it is a good idea to try to become known for expertise in relation to the issue and to build up relevant contacts in the media.

CASE STUDY

**BANGLADESH**

Lobbying local government to commit resources to disaster risk reduction initiatives can be challenging in Bangladesh. One village in North Bengal was keen that the embankments near their village were reinforced to protect them against annual river flooding. These embankments stretch many miles down the river but are rarely sufficiently strong to protect the villages they surround.

Staff from Tearfund partner Health, Education and Economic Development (HEED) accompanied the village Disaster Management Committee (DMC) in visiting the government water development board to support them in presenting their case. Each time they visited, they were told the board did not have the resources. As a result, HEED and the DMC, knowing that resources generally could be made available for embankment work, mobilised more village members and contacted a journalist from a national newspaper to accompany them to another meeting with the water development board.

The journalist wrote an article for the paper after this visit but the board, not wanting further bad publicity, decided to commit more time and resources to preparing plans for rebuilding the embankment. HEED then linked DMCs across many affected villages down the river and shared information about available funding. This led to more DMCs accessing funding and the government lending greater support to the strengthening of the embankments.

- **Try to view the issue from the perspective of the media**
  We need to ask ourselves: why is this newsworthy? What will catch people's attention? What is the likely reaction?
- **Remember that no news is unbiased**
  Most media have values behind them, whether they are political, religious, poverty-focused, etc. We must find out what this bias is before we approach them, so that we have a good understanding of how they may view our issue.
- **Use 'hooks'**
  It is worthwhile trying to hang applicable stories or relevant events in our advocacy work on to media stories. For example, you could use the International Day on the Rights of the Child as a hook for media about advocacy relating to child rights.

CASE STUDY

### DEMOCRATIC REPUBLIC OF CONGO (DRC)

In Kivu in DRC, where a Tearfund partner was working on provision of water and sanitation, it decided to mark Global Handwashing Day, an annual event designed to raise awareness of the importance of improving hygiene practices. The campaign was based on the fact that, although people wash their hands with water, very few wash their hands during critical moments, including after using the toilet, while cleaning a child and before handling food.

Throughout Global Handwashing Day, the partner conducted radio talks to sensitise local communities and mobilise them to wash their hands with soap. They also joined with community members, local authority leaders and others to march through the town, before a keynote address was delivered by the public health inspector for the areas, which was broadcast live on radio.

As a result, many eating places started providing hand washing facilities with soap and the local government administration announced that it would take steps to enforce this strategy, as it believed it was key to curbing diseases such as cholera. The radio stations also continued to make public announcements about the importance of washing hands at critical times.

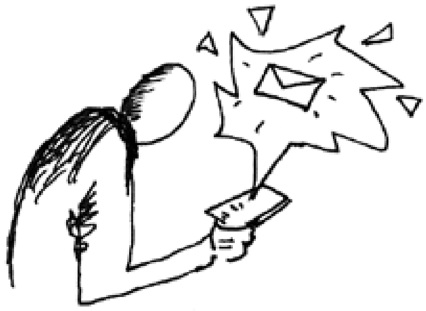
- **Use social and digital media**[8]
  Social media and websites that share film footage can both be useful for collecting and sharing stories, quotes, film clips and other materials. They can also be useful for building relationships with journalists and opinion-formers. Digital media can be used to record the data for sharing.

8 Please check www.tearfund.org/tilz for additional suggestions for using the internet and mobile phones.

TOOL 41

## Written media messages

One way to get a written media message out is to prepare a press release. These are sent to media contacts to try to get your issue on the radio and in print media, electronic media and television. It is one of the most common ways of sharing information with the media.



The media receive far more information and stories than they can cover, so press releases need to be interesting and relevant in order to catch the attention of the media, otherwise they will be ignored. They should also be shared through social media, websites, emails, texts and any other appropriate means.

Releases for different media will have different styles and emphasis, but they all have certain things in common.

Make sure you answer the following questions:

- **What** is happening / has happened? — **THE MEDIA STORY**
- **Who**, **where**, and **when**? — **THE FACTS**
- **Why** is it happening / has it happened? — **THE ANALYSIS**
- **How** is it affecting people and why is this important? — **THE RELEVANCE**
- **What** needs to happen now? — **THE ADVOCACY 'ASK'**

Include the basic information in the first paragraphs (what, who, where and when).

Include a direct quote from a spokesperson and an example or story. The quote will often be from the director of the organisation or someone who has been affected by the situation. It needs to be concise and get across the main advocacy message.

Apply the 'So what?' question to the press release. Why is this interesting or relevant to the general public? Why would people want to read what it says?

Include good photographs, if possible, as this can significantly improve the chance of coverage in a newspaper and on the internet.

Ensure that facts are correct and put contact details and any further information at the bottom of the press release, as well as any additional information and statistics.

Once the press release has been sent, contact the person who has received it, in order to find out whether they will cover the story or want more information.

TOOL 42

# Verbal media messages

Sometimes, opportunities arise for media messages to be shared verbally, through radio, television, the internet or other media. It can be an effective way of delivering an advocacy message clearly and quickly. However, if badly done, it can undermine your advocacy work.

If you have been asked to do an interview, you should find out as much as you can about the programme or publication beforehand. Ask the journalist how they intend to present the issue (ie what angle they intend to take) and why they have chosen this particular topic. Ask what the target audience for the publication or programme is if you don't know already. This will give you a sense of what is required of you. Media outlets are not obligated to let you know what questions they are going to ask but, if you ask these questions, you will be better prepared.

Do not be worried about stating the limitations on what you are prepared and/or able to talk about. If you can only talk about a particular locality, incident or technical area of work, be clear about this with the journalist, so that you do not get drawn into wider discussion beyond the field of your expertise.

Interview styles can range from simple enquiry to hostile questioning. Remember that when communicating verbal media messages, we are the ones with the information. We are the experts and we are there to inform, educate and entertain. Good interviews require good preparation and experience. Good preparation can be learned, but experience only comes with practice.

**Ten tips for a media interview**

1. Be clear about your core message or messages. Write down the three main points you want make and stick to them.
2. Develop some stories or examples to illustrate your points.
3. Check the latest information and have the necessary facts written down in front of you to back up your arguments and answer any counter arguments.
4. Think of difficult questions you might be asked or arguments against your position and develop answers.
5. Find out about the media channel/station and interviewer. Are they likely to be sympathetic or antagonistic towards you? What is their interview style? Who are the listeners or viewers? What particularly interests them about the story?
6. Check whether it will be live or recorded and whether you will be the only person interviewed or whether it will be a debate.
7. If you are inexperienced or lacking confidence, practise what you want to say with a friend or colleague. Look straight at the camera and talk clearly. Keep the message short.
8. Develop a conversational style. Do not be too complicated or technical.
9. Never ignore questions, but steer your answers towards what you want to say. Use the subject of the questions to make the points you want to make. Remember the ABC rule:
   - Acknowledge the question ('Yes, that's an important point')
   - Bridging phrase ('But really the fundamental problem is …')
   - Communicate ('The real point is …').
10. Be confident in your knowledge and experience. Remember that you are likely to know more about the issue than the interviewer.

# SECTION G3 Training exercises

## EXERCISE 46 Press release

**Aim** **To gain experience and confidence in writing a press release**

TYPE Small group or individual exercise

METHODS Small group discussion, individual reflection, writing, plenary discussion

HANDOUT TOOL 41: Written media messages

STEPS

1. Provide participants with a story for which they want to gain media coverage or ask them to think of one themselves.
2. Give out TOOL 41: Written media messages.
3. Ask them to write a short press release (five to six paragraphs) based on their story and using the guidance in TOOL 41: Written media messages. They do not have to write correct prose; key bullet points would be sufficient.
4. Each group (or selected individuals) should present their press release.
5. Lead a plenary discussion and give feedback and any further guidance on writing news releases.

## EXERCISE 47 Radio interview

**Aim** **To gain experience and confidence in giving radio interviews**

TIPS It can be a good idea to record the interview, in which case a video recorder or audio recorder needs to be found and set up in advance

TYPE Small group exercise (two to four people)

METHODS Interview, feedback, plenary discussion

HANDOUT TOOL 42: Verbal media messages

STEPS (VERSION 1)

1. Provide participants with a story for which they want to gain media coverage or ask them to think of one themselves.
2. Give out TOOL 42: Verbal media messages.
3. Give them 15 minutes to prepare for a radio interview that will be no longer than two to three minutes.
4. Facilitate a pretend interview, in which you are the radio presenter, conducting the interview. Record it, if possible, using a video camera or audio recorder. Make sure that you ask a variety of questions (with some more aggressive and some easier, for example).
5. If possible, play back the recording, and ask the interviewee (or group) to share how they found the process and what they learned from it.
6. Give feedback, as the interviewer, to the interviewee (or group) from your perspective.
7. Facilitate a plenary discussion about what worked and what did not and why.

STEPS (VERSION 2) – INSTEAD OF STEPS 4–7 ABOVE

4. Ask them to interview each other and provide feedback.
5. Generate a plenary discussion to share learning.

# G4 Advocacy Cycle Stage 4

## Taking action – Using human rights

**Section G4** focuses on using human rights in advocacy. It is a method of action that can be considered as part of Stage 4 of the Advocacy Cycle.

### Facilitator's notes

This section explores a series of questions and answers. A training workshop facilitator must be familiar with this material.



### Tools

This section introduces tools that can help us apply our learning in a practical way. In a training workshop, they can be used as handouts.



### Training exercises

This section outlines interactive training exercises that can be used with groups, in order to deepen understanding of the issues that have been raised and to practise application of the tools that have been introduced. They are ideal for use in a training workshop.

# SECTION G4 Facilitator's notes

**What are human rights?**

There are three principal approaches we can use to describe what is meant by 'human rights':

- **A philosophical or moral approach** says that rights are inherent to all human beings and are based on their common humanity. Article 1 of the 1948 Universal Declaration of Human Rights (UDHR) says that *'all human beings are born free and equal in dignity and rights'*. From this understanding human rights are moral rights and are universal. They come before, and are beyond, the law.
- **A legal approach** says that human rights are the rights that each human being is entitled to because they are outlined in various national and international laws. Examples include the right to housing or the right to life. Human beings are therefore 'rights holders' because 'duty bearers' (usually 'States'[9]) have corresponding legal and political responsibilities to guarantee these rights. They can be held accountable. Human rights are therefore legal rights.
- **A sociological approach** says that human rights come into being depending on the historical and political context. For example, the UDHR was a response to the horrors of the Second World War. Human rights are therefore dynamic and can change over time, so new rights can be created as new issues arise, such as the right to development, which was agreed in 1986, and the right to a clean environment, which is gradually being accepted. According to this approach, some rights may be culturally specific and not universal.

Any or all of these approaches may be used in advocacy. A philosophical approach helps us to see that human rights exist before and above the law. A legal approach helps us to know which rights can be demanded through political and legal processes. A sociological approach helps us to consider which new rights need to be addressed and included in formally executed, written documents known as *legal instruments*.

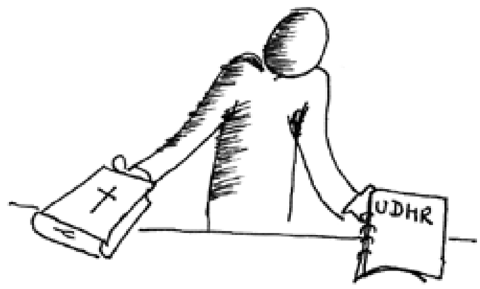

A rights-based approach to development calls for existing resources to be shared more equally, and helps people living in poverty to assert their rights to those resources. A needs-based approach, meanwhile, focuses on securing additional resources for delivery of services to people living in poverty. A rights-based approach is explicitly political and based on legal/ethical obligations, whereas a needs-based approach is motivated by charitable intentions. Our

9 The term 'States' in human rights instruments is used to refer to the national-level administration under the jurisdiction of the national parliament.

organisations may have a needs-based approach to project work, but we could still do rights-based advocacy. In some instances, we may be doing it without realising it or calling it that.

Why should Christians engage with human rights and why do some not?

Some Christians have problems with the idea of human rights, saying that they are a secular idea and not in the Bible, or that we are saved by grace and do not have any rights. Others do not like the individual focus of most human rights and the lack of emphasis on corresponding responsibilities.




Here are some responses to those concerns:

- Defending human rights is one way of undertaking advocacy. It involves using the various formal written documents, prepared by a state or states, which set out basic human rights, known as *human rights instruments*. These protect people's rights through courts and legal systems, as well as through the political system.
- Human rights instruments are based on the idea of equality and the inherent dignity of every human being. Christians believe that all humans are made in the image of God and are therefore of equal worth with equal rights.
- Many of those who were involved in the initial drafting of the UDHR were Christians, motivated by their faith. The fact that the instruments are written in a secular language was to try to make them acceptable to all.
- The UDHR enshrines entitlements that most Christians would regard as basic human needs, including the right to life (Article 3). These are entitlements that most Christians would advocate for on someone else's behalf, even if not on their own behalf.
- Rights only make sense if someone has the responsibility to ensure they are respected. The Bible talks of authorities having the responsibility to do good (Romans 13), and of the requirement for Christians to defend the rights of the widows and orphans (James 1:27). Although the language of human rights is not found in the Bible, the idea of people having rights because others are responsible for them is found in numerous places (1 John 3:17; Exodus 22:22; Proverbs 31:8–9).
- A human rights framework does not need to replace a Christian understanding of the values of God's kingdom, but can be a useful legal and political instrument to improve the lives of many of the most vulnerable people.

CASE STUDY

**BOLIVIA**

Mosoj Yan is a Tearfund partner in Bolivia, dedicated to helping working girls and street girls. Part of the work involves developing awareness of the rights of children. For instance, every day, some of the girls travel by bus to the market in the nearby city. It used to be common for the girls to be touched inappropriately by men on the bus, but they were often too afraid to protest. That changed as the staff team at Mosoj Yan told the girls about the UN Convention on the Rights of the Child and explained to them that they had a right not to be abused. They taught them to take responsibility for upholding each other's rights. Now, when a man on the bus touches a girl from Mosoj Yan inappropriately, she shrieks. Not only is the man publicly shamed but also everyone on the bus makes sure the girl is protected. This is a demonstration of the UN Convention on the Rights of the Child being implemented at the grassroots.

Using human rights is not without its challenges for Christians and some of the main challenges are:

- Christians will want to guard against an approach to human rights that emphasises an individual's rights over collective rights and that does not address our responsibilities to our neighbours.
- There are some rights that Christians may not feel comfortable promoting, so a rights-based approach should not be adopted uncritically.
- Due to economic pressures, states can have difficulties in fully enforcing the full range of human rights that they have signed up to in international instruments, such as the right to adequate housing for all. Their commitment is to work towards their fulfilment but this may take some time.

**What types of human rights are there and how do we find out about them?**

There are two main types of human rights, based on two 1966 United Nations Covenants:

1. Civil and political rights, which tend to demand immediate implementation and require the state to respect individual choice and freedom, eg the right to vote, freedom from arbitrary arrest and torture.
2. Social, economic and cultural rights, which tend to demand longer-term implementation and a more active or positive contribution from the state, eg the right to education, health, work, participation in cultural life.

Human rights are found in a number of international frameworks, known as 'soft law' and 'hard law':

- '**Soft law**' refers to commitments made by negotiating parties that are not legally binding, but which carry some authority, represent moral commitments and are expected to be met as far as is reasonably possible. It includes most international resolutions and declarations. Examples include the Declaration on the Right to Development and the Declaration on the Rights of Indigenous Peoples.
- '**Hard law**' refers to binding laws, rules, instruments or decisions that are legally enforceable. It includes international treaties (also known as conventions or international agreements) and resolutions. Examples include the Convention Against Torture, the Optional Protocol on Children in Armed Conflict, or the conventions that eliminate all forms of discrimination.

The UDHR (which is soft law) is the founding document on human rights. This includes basic rights such as:

- Life, liberty and security of person
- Protection against slavery
- Protection against torture, cruel, inhuman or degrading treatment
- Equality before the law, fair trial and effective remedy
- Protection against arbitrary arrest and detention
- Freedom of movement
- Freedom of thought and opinion
- Peaceful assembly and political participation
- Adequate standard of living, including service provision such as food, clothing, housing, water and sanitation
- Work and equal pay, and employment protection
- Education.

Some human rights are collective and some are individual. Collective rights protect groups of people, while individual rights protect individual people. The concept of collective rights emerged because individual rights do not always guarantee adequate protection for indigenous people and other groups that share collective characteristics (such as women, children or people with disabilities). The survival of these groups of people may depend on recognition and protection of their collective rights. For example, indigenous territory that passes between generations should be protected by land rights specifically related to indigenous people groups.

When advocating on poverty issues, we are almost always arguing for collective rights in order to bring greater equality. This particularly applies where a group of people needs special protection if its members are to enjoy living conditions on terms that are equal to the majority of the population, and where government action is needed for that equality to be realised. For example, where children living in poor communities are not receiving education, advocacy is needed to ensure access to education is made available to all.

Advocacy using individual human rights is often appropriate for issues that are primarily to do with justice rather than poverty, such as persecution, wrongful imprisonment and torture.

Some civil and political rights, such as those that protect against genocide, slavery, torture or racial discrimination, apply to all countries, regardless of whether they have signed any treaties, and there is no opt out.

Other civil and political rights, such as the right to protection against arbitrary arrest and detention, or the right to freedom of movement, can be modified or temporarily suspended under certain circumstances, usually in times of emergency. These circumstances are outlined in the relevant treaties or legislation.

For practical purposes, we need to know what commitments our governments have made, and whether they are 'soft law' or 'hard law'. Many countries have adopted human rights into their national laws, which means that these specific rights can be defended and enforced through the national courts. Some countries also have a list of rights for all citizens written into their constitutions.

It is usually possible to find out this information from government public records, which can be viewed in government offices or libraries.

CASE STUDY

**PERU**

Agape, a Tearfund partner in Peru, witnessed such an escalation in sexual abuse of vulnerable children, and resultant media publicity surrounding these cases, that it decided to lobby the Congress of the Peruvian Republic to amend the national code on children and adolescents. They asked for the code to include a new provision protecting the identity of children, their families and their locations in sexual abuse cases. They argued their case on the basis that Peru had signed the UN Convention on the Rights of the Child, and that this treaty should be enshrined in national legislation. They stated that children in these cases were 'double victims', firstly because of the abuse and secondly because of the media publicity. They also said that the media needed to take responsibility for its past actions, and act responsibly towards the individuals involved when reporting sexual abuse cases in the future. Agape was supported by many organisations that promote the rights of children and adolescents and, after several years of lobbying, the bill was passed for immediate implementation.

For more information, see **TOOL 45**: Checklist of international human rights treaties.

In an increasing number of countries, governments are introducing legislation that gives citizens and communities the right to access government information about their rights and entitlements. Often this information includes details about the commitments that governments have adopted under international frameworks.

CASE STUDY

**INDIA**

India has a national law that gives its citizens the right to access government information about their legal entitlements freely. Under the provisions of the law, any citizen may request information from a public authority or government body and expect a response within thirty days.

One of Tearfund's partners, Emmanuel Hospital Association (EHA), runs a project called 'Sayhog' (meaning 'cooperation' in Hindi), which raises awareness about the law among people living in informal settlements. This is important because many poor and vulnerable communities are not aware that the law exists and do not know how to use it. Through community meetings and training, EHA helps people to understand that they have a right to information, and teaches them the procedures to follow to access it.

In one slum in Delhi, EHA helped the community to exercise their right to information. They showed them how to complete the paperwork, where to send it and how to follow it up. As a result, the community discovered that they were entitled to a bus service, a tarmac road, an electricity connection, water, sanitation, a health clinic and a school. They also found out that each person had a right to an identity card, which would enable them to access health care and education.

At the community's request, EHA showed community members how to use this information to write to the relevant local government officials in Delhi and ask for provision of these services. This led to the community having several meetings with the officials. It was not always easy because the slum had developed on government land and the officials were fearful about losing ownership of the land. However, the community persevered because they knew their rights under the law. Eventually the local government paid for the services requested. At the same time, the empowered community members continued to use the law on an ongoing basis and to tell others about it.

**How can human rights be used in advocacy?**

- In collective actions
- For individual cases of human rights abuses
- As the basis for any advocacy project or programme.

**At national level**

Some states automatically incorporate international treaties into their domestic laws, while others have processes that require parliamentary approval or even specific legislation. Such rights or treaties are binding and are often considered to have the same importance as constitutional rights.

Once a treaty or the rights of a treaty are adopted into domestic legislation, there are various possibilities for members of civil society to exert pressure for these rights to be enjoyed by all people in their country. Politically, pressure can be placed on the executive and legislative branches of the government to develop and implement policies and programmes to respect the rights in question. Legally, when rights are violated, cases can be brought before the judiciary in order to seek redress.

CASE STUDY

**EGYPT**

Joint Relief Ministry (JRM), a ministry of the Episcopal Church, was a Tearfund partner in Egypt that worked with displaced people from the Horn of Africa. Many of the displaced people wanted to be allowed to remain in Egypt or settle permanently in another country, so JRM helped them apply and appeal to the UNHCR (the UN refugee agency), which has responsibility for determining refugee status. JRM, together with other supporting organisations, trained and guided members of the displaced community on how to advocate to UNHCR. With particularly difficult cases, legal advice was obtained. This was only possible because JRM had, and maintained, ongoing good relationships with the UNHCR to ensure that the help given was useful and procedurally up to date.

### At inter-governmental or regional level

Each convention has many similar rights and is based on the universality of human rights, but there are also some differences, such as the emphasis on peoples' rights in the African Charter. Each commission or court permits state complaints and individual complaints and gives advisory opinions to the states in question. To present a complaint, certain criteria need to be met that depend on the body in question.

For more information, see **TOOL 44**: Inter-governmental or regional human rights systems.

### At international level

When a government signs an international human rights treaty, it commits to implement these rights and to be accountable to the treaty body that is monitoring their implementation. Some rights can be implemented more easily with immediate effect (eg protection against torture), and others will require more progressive measures towards their full realisation (eg access to quality health care or employment for all). Even those that may take more time have certain minimum standards that must be met immediately. One advantage of the international treaties is that they give specific details for what many rights mean in practice.

The different treaties have different mechanisms to monitor state implementation. Civil society bodies can participate in or activate most of these procedures, depending on the treaty body. The treaty body cannot enforce compliance with the relevant treaty but findings can have significant political clout and can be used to raise awareness of human rights abuses and bring the desired change.

CASE STUDY

**LATIN AMERICA**

A Tearfund partner in Latin America that uses a rights-based approach co-convened three International Tribunals of Opinion as part of a coalition of NGOs and faith-based organisations. The tribunals focused on the role of the paramilitary groups and the police in forced military recruitment and forced displacement. Public hearings took place before each formal session, and the evidence given exposed mass breaches of human rights, such that the tribunals found the government guilty. This was later upheld by the European Parliament.

For more information, see **TOOL 45**: Checklist of international human rights treaties.

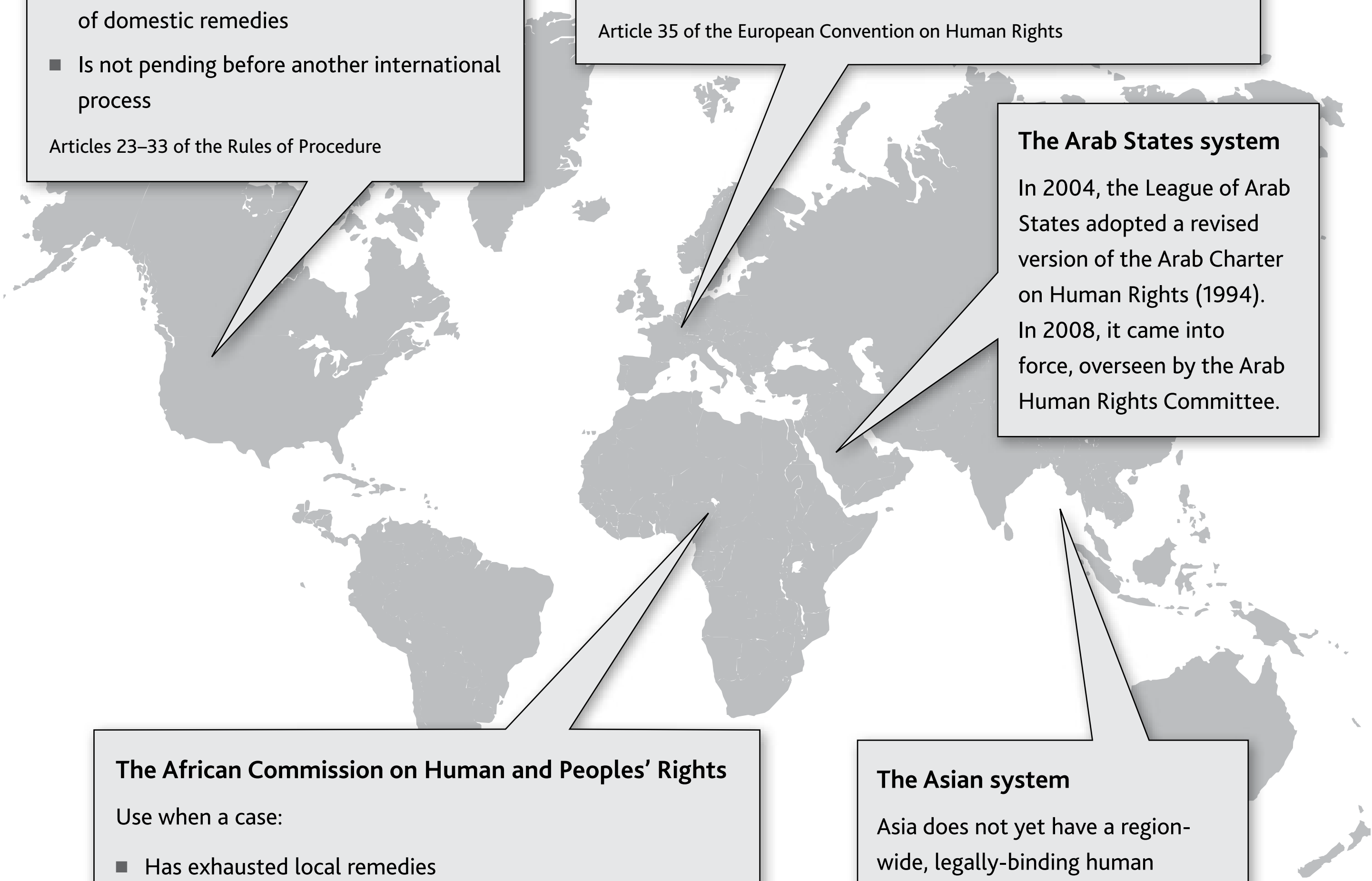
## TOOL 43 Questions to address when dealing with a human rights case

If you are considering bringing a case of human rights violations to the national, regional or international system, you will need to think about some of the following issues:

- What are you trying to achieve (raise awareness, gain a favourable judgment, persuade the government to address the issue)?
- What are the chances of success?
- Does the organisation or network have enough legal expertise or are additional allies needed?
- Do you have enough resources? Is this the best use of our time and resources (bearing in mind that some cases can take years to complete)?
- If you are representing people whose rights have been violated, do you have their permission? What implications may this have for them?
- Do you have enough evidence to show that there has been a violation of human rights?
- What specific domestic law, policy or practice contravenes the international or regional agreement, or is being violated?
- In the case that you have exhausted domestic procedures, is it best to address the issue at an international or regional level?
- Does the case fulfil the criteria put down by the relevant body? (For example, have domestic remedies been exhausted? Is it presented on time?)
- Is a human rights approach the best approach to take, or would it be better to focus efforts on raising awareness and changing laws, policies and practices at the domestic level?

## TOOL 44 Inter-governmental or regional human rights systems

The African, Inter-American and European systems all have complaints procedures. If you want to submit a case, it must fulfil certain criteria, which are shown here:



**The Inter-American Commission on Human Rights**

Use when a case:

- Is compatible with rights under the Conventions of the Inter-American System
- Contains the necessary information
- Has exhausted domestic remedies
- Is lodged within six months of exhaustion of domestic remedies
- Is not pending before another international process

Articles 23–33 of the Rules of Procedure

**The European Court of Human Rights**

Use when:

- A case is compatible with the European Convention on Human Rights
- All domestic remedies have been exhausted
- The application is not anonymous nor substantially the same as a matter already examined by the Court
- The applicant has suffered significant disadvantage

Article 35 of the European Convention on Human Rights

**The Arab States system**

In 2004, the League of Arab States adopted a revised version of the Arab Charter on Human Rights (1994). In 2008, it came into force, overseen by the Arab Human Rights Committee.

**The African Commission on Human and Peoples' Rights**

Use when a case:

- Has exhausted local remedies
- Is submitted within a reasonable period of time after local remedies have been exhausted
- Is compatible with the Charter of the Organisation of African Unity or the African Charter on Human and Peoples' Rights
- Is not based exclusively on news disseminated through mass media

Article 56 of the African Charter

**The Asian system**

Asia does not yet have a region-wide, legally-binding human rights charter. However, the ten Association of Southeast Asian Nations (ASEAN) member states signed the ASEAN Charter in 2007, which is effectively legally binding and which includes the promotion and protection of human rights.

TOOL 45

# Checklist of international human rights treaties

**To find the treaties, and discover which countries have ratified them, visit treaties.un.org**

International treaties

Within the UN system, there are nine international treaties (with optional protocols) with treaty bodies that oversee their implementation:

- International Convention on the Elimination of all forms of Racial Discrimination (1965)
- International Covenant on Civil and Political Rights (1966)
  - First Optional Protocol (1966)
  - Second Optional Protocol on the Abolition of The Death Penalty (1990)
- International Covenant on Economic, Social and Cultural Rights (1966)
  - Optional Protocol (2008)
- Convention on the Elimination of all forms of Discrimination Against Women – CEDAW (1979)
- Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment – CAT (1984)
- Convention on the Rights of the Child – CRC (1989)
  - Optional Protocol on the Involvement of Children in Armed Conflicts (2000)
  - Option Protocol on the Sale of Children, Child Prostitution and Child Pornography (2000)
- Convention on Protection of the Rights of All Migrant Workers and Members of Their Families (1990)
- Convention on the Rights of Persons with Disabilities (2006)
- Convention for the Protection of All Persons from Enforced Disappearances (2006)

There is also the Convention on the Prevention and Punishment of the Crime of Genocide (1948), which does not have a separate treaty body.

Treaty bodies

Each international treaty is overseen by a treaty body or committees made up of 10 to 25 independent experts that have been nominated by state parties.[10] They seek treaty compliance by states through:

- State reporting on each treaty, usually every two to five years. The committee evaluates state reports and adopts concluding observations of actions that need to be taken
- Formal complaints procedures from individuals who believe their rights have been violated eg under the Convention Against Torture
- Inquiry procedures where the committee considers there is a gross or systematic violation of human rights eg under the Convention on the Elimination of all forms of Discrimination Against Women
- Visits to a country that has ratified a treaty eg to inspect conditions in prisons.

Declarations

Important international human rights declarations (without mechanisms or bodies to monitor their implementation) include:

- Universal Declaration of Human Rights (1948)
- Declaration on the Right to Development (1986)
- Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities (1992)
- Declaration on the Rights of Indigenous Peoples (2007).

10 The Optional Protocol of the Convention on Economic, Social and Cultural Rights came into force in 2013.

# SECTION G4 Training exercises

## EXERCISE 48 Understanding human rights

**Aim** **To understand different types of human rights**

TYPE This exercise works well in groups but could be done by individuals working on their own

METHODS Buzz groups, brainstorm, plenary discussion

HANDOUT TOOL 45: Checklist of international human rights treaties

STEPS

1. Ask participants to work in small groups to brainstorm as many different human rights as possible. (For example, freedom of speech, right to privacy, right to education, protection against arbitrary arrest and so on.) Each group should nominate someone to write their suggestions down in a list. Allow at least five minutes for this.
2. Ask the groups, one at a time, to suggest one human right from their list. Record each answer on flipchart paper as it is shared. Keep going until there are no new suggestions and all the items on each group's list have been shared.
3. Hand out TOOL 45: Checklist of international human rights treaties to see if there are any treaties containing rights that have not been identified. Add these to the list on the flipchart paper, if applicable.
4. Ask participants to consider the list and invite them to suggest which rights might be collective rights and which might be individual rights, and why.
5. Lead a plenary discussion around the differences between collective and individual rights and why this matters for advocacy. Use the Facilitator's notes to help. The discussion should also cover the differences between civil and political rights, and social, economic and cultural rights. Include the different roles that the state should normally play in ensuring each type of right is upheld.
6. Discuss how the participants would find out what their government's stance on different rights is and how they could use that information in advocacy. If appropriate, refer to Section E1 on Research and analysis.

## EXERCISE 49 Recognising human rights violations

**Aim** **To consider whether to file a case of human rights abuse**

TYPE This exercise works well in a group but could be done by individuals working on their own

METHODS Sticky notes or blank cards, brainstorm, plenary discussion

HANDOUT TOOL 43: Questions to address when dealing with a human rights case

STEPS

1. Give all participants some sticky notes or blank cards.
2. Explain to participants that human rights advocacy will often involve presenting a case of a human rights abuse or a situation where a human right has not been fulfilled. Give examples of abuses, using the Facilitator's notes to help with ideas.
3. Ask participants to consider presenting a case for alleged human rights violations at the national level and to write a key question to ask (eg 'Why is the government not providing

water and sanitation for everyone in the country?'), or an action to undertake (eg 'We need to educate children about their right to be protected from abuse and exploitation'), with just one question or action on each sticky note or card. If appropriate, they should consider a real situation that they or their organisation is dealing with.

4. Stick the sticky notes or cards on the wall or place them on the floor.
5. Invite participants to group the ideas in themes.
6. Lead a plenary discussion around the key questions and themes, and consider what first steps participants and their organisations would take to address the abuses.
7. Distribute TOOL 43: Questions to address when dealing with a human rights case.

## EXERCISE 50 Drafting a human rights complaint

**Aim** **To understand what is needed to draft a complaint of a potential human rights abuse**

CONTEXT This exercise may require access to the internet or advance preparation by participants. Otherwise, the facilitator will need to provide relevant human rights documents and forms to file complaints. If the facilitator does not have much experience, it may be useful to bring in a human rights lawyer for this session. Please be aware that the exercise is only designed to provide a taster; in real life, it can take a long time to draft a full complaint.

METHODS Advance internet preparation, research, document writing, small group discussions, individual work, plenary discussion

HANDOUTS TOOL 44: Inter-governmental or regional human rights systems
TOOL 45: Checklist of international human rights treaties

STEPS

1. Give participants a brief description (and written details) of a potential human rights abuse, or ask them to think of one themselves.
2. Explain that they need to draft a complaint before the appropriate human rights body. Use the Facilitator's notes to help with guidance for this.
3. Here, the facilitator will need to gauge the level of the group to determine whether he or she will ask them to draft a complaint at a national, regional or international level. Whatever the decision, the facilitator will need to be armed with the relevant information about the processes to go through. This includes details of regional and international procedures, which are provided in the TOOL 44: Inter-governmental or regional human rights systems and TOOL 45: Checklist of international human rights treaties, but consideration must be given to the fact that each national context will be different.
4. Distribute copies of TOOL 44: Inter-governmental or regional human rights systems and TOOL 45: Checklist of international human rights treaties and highlight the internet links to the relevant treaty body, treaty and application procedure. Alternatively, provide printed material with all of this information on it, prepared in advance.
5. Ask participants to work individually or in small groups to draft the complaint.
6. Invite each group (or selected individuals) to present their findings in plenary.
7. Facilitate a plenary discussion that encourages participants to highlight issues, concerns, difficulties and things that went well.
8. Lead a plenary discussion on methods of presenting cases.

# Advocacy Cycle Stage 4

## Taking action – Difficult political contexts

Section G5 focuses on how to take action in difficult political contexts. It explains what a difficult political context is, why advocacy is important in such a context, and how advocacy can be prepared for and undertaken in such a context.

To get the most out of this section, it is important that it is not used in isolation. The other parts of the toolkit, and the other stages of the Advocacy Cycle, should have already been worked through.

It is part of Stage 4 of the Advocacy Cycle on taking action.

### Facilitator's notes

This section explores a series of questions and answers. A training workshop facilitator must be familiar with this material.



### Tools

This section introduces tools that can help us apply our learning in a practical way. In a training workshop, they can be used as handouts.



### Training exercises

This section outlines interactive training exercises that can be used with groups, in order to deepen understanding of the issues that have been raised and to practise application of the tools that have been introduced. They are ideal for use in a training workshop.

# SECTION G5 Facilitator's notes

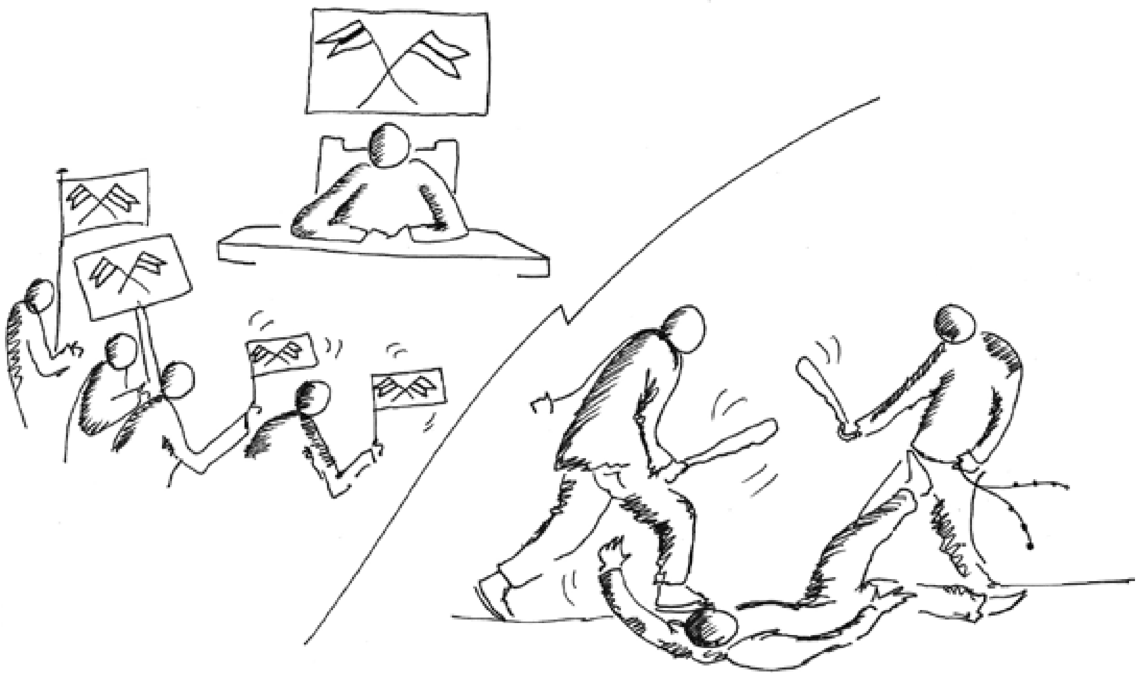
**What is a 'difficult political context'?**

The phrase 'political context' describes the setting or circumstances in which a government exercises power to govern a nation and administer its affairs, and in which citizens engage with decision-makers.

One example of a political context is democracy. In a democracy, citizens are able to have a say in the decisions that affect their lives and there is civil society space that makes engagement with government possible. Civil society space is a way of describing where the state, the market and the ordinary household interact. It is where dialogue and action take place between a government and its people and is generally regarded as an essential feature of a free society. A 'difficult political context' describes a setting in which a government abuses its power to govern a nation and administer its affairs. Sometimes, these governments claim that they are democratic, but their actions indicate otherwise!

In difficult political contexts, governments may be corrupt and abuse their power, citizens may be prevented from engaging in political activity and advocacy work, and electoral opposition may be treated with hostility. Below are some of the most common examples of difficult political contexts. More than one of these can apply to a country at any one time.

- **Fragile state:** an economically poor country whose government has weak state capacity and weak state legitimacy, meaning its citizens are vulnerable to adverse situations, both manmade and natural, known as 'shocks'
- **Failed state:** a country whose government has lost control of its territory, and is unable to ensure security to its citizens. It lacks legitimate authority to make decisions, cannot provide the basic public services, and is unable to fulfil its responsibilities as a member of the international community
- **Failing state:** a country whose government is so weak or ineffective that it has little practical control over its territory, and fails to provide public services. There is often widespread corruption and criminality, sharp economic decline and a rise in refugees and internally displaced people



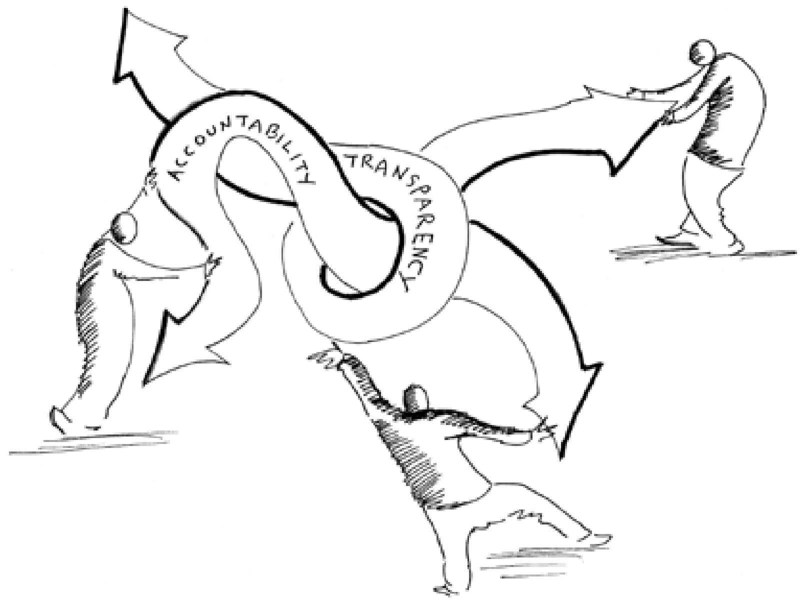
- **Conflict-affected state:** a country where repeated cycles of political and civil violence disrupt political processes, including elections and the administration of government
- **Oppressive regime:** a political context in which a government exercises authority and power in an unjust or cruel manner, imposing obligations on citizens and preventing them from engaging with decision-making and political processes
- **Single party dominant regime:** a political context in which a government is characterised by one political party successively winning election victories, without any foreseeable likelihood of future electoral defeat. Other political parties are tolerated and operate without impediment, but have no realistic chance of winning
- **Authoritarian regime:** a political context in which a government conflates its political party with the state, and appoints party officials to senior positions, irrespective of whether or not they have the required abilities and qualities. Other political parties are either banned altogether, or they are allowed but they are too weak or ineffective to seriously challenge power.

### Why bother with advocacy in a difficult political context?

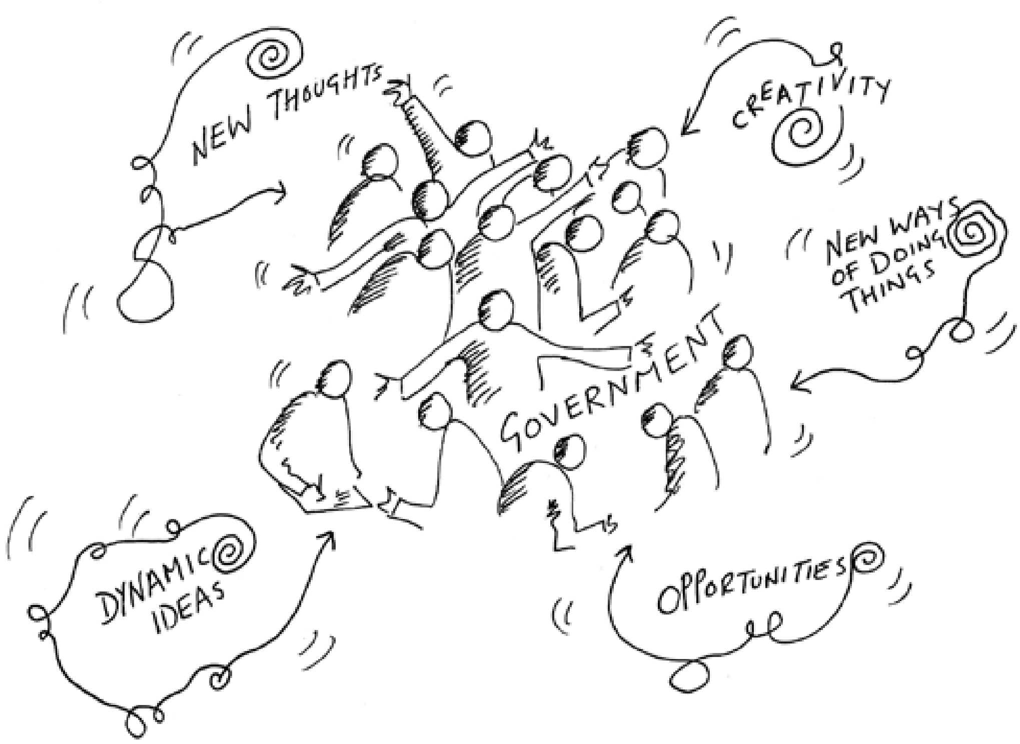
Advocacy is required in a difficult political context for the same reasons that advocacy is required in other contexts: it contributes to poverty alleviation, by addressing the underlying causes of poverty, and is complementary to programmatic work that addresses the effects of poverty. It holds governments to account for provision of and access to basic services, such as health care, education, shelter, water and sanitation. It asks decision-makers to uphold laws, policies and practices that benefit people who are poor, vulnerable and marginalised. It helps people to communicate with decision-makers, empowering them to make suggestions and seek justice. It can be done even when the difficult political context makes it inadvisable to use the word 'advocacy' or the phrase 'seeking justice'.

In many difficult political contexts, citizens live in poverty, churches may be in a minority, and anyone who is perceived to be against the government in any way is potentially at risk of persecution. In these circumstances, advocacy is important because it can:

- Open up civil society space, enabling civil society to engage with government on an ongoing basis
- Encourage changes in the accountability and transparency of government and other public institutions



- Strengthen civil society and empower citizens, so that more communities are aware of their basic entitlements to development, and know who has responsibility for upholding those entitlements and how to go about claiming them
- Build the capacity of governments and open them up to ideas and opportunities.




See also **Section F2** on threats, risks, concerns and challenges in advocacy, and Section B2 on political space, and power and politics.

How can we *prepare* for advocacy in a difficult political context?

There is no 'one-size-fits-all' approach to advocacy in difficult political contexts because each situation is unique. Many of the principles and tools in this toolkit apply in all contexts, regardless of whether they are difficult politically. In addition to a thorough risk analysis (see **Section F2**), there is some specific preparation we can do to minimise the challenges:

- **Build intentional and strategic relationships ahead of time**
  Identify officials at all levels of government who are trustworthy and sympathetic to our advocacy issue. Build intentional and strategic relationships with them, without an agenda and even when nothing is required of them. Meet together, talk, listen, pay attention and develop an interest in them as people, not just as officials, in order to understand what motivates them. This way, when we need to make requests, they will know who we are and will be more likely to listen to us. Be aware, however, that it can be frustrating having to rebuild relationships when elections happen and people leave or change posts.
- **Seize opportunities when they arise**
  In advocacy, it is important that we recognise when timing allows for unique opportunities and seize those opportunities. For example, when a disaster happens, it can present a unique opportunity to advocate because governments are often unable to respond in the immediate aftermath, particularly if the government is isolated from the rest of the international community.

CASE STUDY

**MYANMAR**

One Tearfund partner in Myanmar works with people living with disability, who are one of the most poor, vulnerable and marginalised groups in the country. When Cyclone Nargis hit Myanmar, it soon became clear that people living with disability were a low priority in the government response.

However, the partner saw the potential opportunity presented by the disaster. Almost immediately after the cyclone, the partner approached the government and talked with them about the needs of people living with disability who were suffering after the cyclone. This was possible because they had previously developed a relationship with the officials concerned for disability issues, so it was not difficult to knock on their door with this request.

As a result of the talks, the government agreed to work with the partner, with inputs from organisations for people living with disability and others, to develop a national plan of action for people with disabilities who were affected by the cyclone, which the partner then implemented.

They did such a good job of drafting the plan that the government later asked the partner to develop longer-term policy and guidelines concerning the needs of people living with disability in the event of a disaster. The government also funded a nationwide survey of the needs of people living with disability, in order to provide the evidence base for the plan. The cyclone had triggered their advocacy, but the work then went national.

- **Link to existing activities**
  This is particularly relevant if we are involved in responding to a disaster in a difficult political context, where we may already be active in attending cluster, coordination and donor meetings. At these meetings we can often discuss our advocacy issues in a safe environment, agree our advocacy strategies, identify government contacts and engage in dialogue with instrumental decision-makers involved in the disaster response.
- **Be aware of cultural norms and worldviews**
  Cultural norms and worldviews vary widely between different difficult political contexts. It can be helpful to be aware of them and to work around them. It is vital to ensure we widen our horizons concerning different cultural norms, rather than ignoring or criticising them. For example, in China, the prevailing worldview is that the government is always correct, so any advocacy needs to be presented to the government in a way that does not undermine this perspective.

CASE STUDY

**CHINA**

In China, engagement with government is all about relationship. Chinese culture prizes relationships for the long term. Organisations there spent many years building relationships with government officials, through all the layers of government, intentionally investing time and energy and expenditure. One organisation, concerned for people living with HIV, focused on the Health Bureau and the Centre for Disease Control. This was required because the different ministries and departments do not often work together. As they engaged with the government, they led by example, showcasing models of good practice and demonstrating what the outworking of government policy looks like for people living with HIV. They also established trust and respect, so that the officials listened to what they said during meetings.

- **Acknowledge and confront fear**
  Many people are fearful about advocating in a difficult political context. Many governments thrive on fear, and sometimes fear keeps them in power, so it is important to acknowledge and confront it. Christians are called to be bold and courageous, and to take risks in speaking the truth. This is not always easy, especially in contexts where churches are victimised, but we may need to take risks, despite our fear. It may involve strategic choices, such as being selective about who speaks out in advocacy, working undercover, following the example of peer agencies that have had success in advocacy, or working anonymously in a group if we feel fearful.

CASE STUDY

**AFGHANISTAN**

One of Tearfund's partners in Afghanistan operates in a very difficult cultural and political environment with ongoing security concerns. They often have to demonstrate enormous courage and overcome significant risk just to be able to operate, let alone speak out in advocacy.

In one particular district, community members worked together to make a plan for their incomplete electric project. Community representatives negotiated with government officials to gain the permission required to connect their area with the city power grid. It was not easy, as the officials were reluctant to engage. However, they persevered and permission was granted, so that the district is now connected to the city power grid.

As a result, a group that previously did not agree with the partner's work in the area had a change of heart after witnessing for themselves what happened through the negotiations with the government. The group approached the partner for assistance in preparing to meet with the government to negotiate a drainage line to their community. Group representatives had to overcome fear to approach the relevant government officials, but their meetings were successful, and they ended up working together on constructing the drainage line.

- **Choose an advocacy issue with wisdom**
  When we select an advocacy issue, we need to make sure that it is in line with our organisation's main aims. Otherwise, there is a risk that our advocacy work will be disconnected from the rest of our programmes. When we advocate about something that directly links to our organisation's existing work, this gives legitimacy to what we are asking for when we speak with the government officials. It can also help to choose an issue that we know is on the government's agenda, as long as it is about real problems in the affected communities. We may prefer to work on a politically neutral or non-controversial issue, but if this is not possible, we must be aware of the risks.

CASE STUDY

**MYANMAR**

One of Tearfund's partners in Myanmar focuses on responding to health issues. In recent years, food security has emerged as an important issue within this remit of health.

The partner collaborated with several NGOs interested in their work on food security, and formed a working group, one of whose activities was advocacy for changes in policy and practice relating to food security.

Because there are so many inter-connected food security issues in Myanmar, they could not decide what to talk with the government about, so they decided to conduct a needs assessment into the extent of food insecurity across the country. This helped them to identify the critical issues and provided the evidence in support of their subsequent advocacy work.

- **Prepare and communicate a clear message**
  It is essential that we know what we want to say and how we want to say it before we start. Most officials in a difficult political context want us to give our message clearly and concisely, and with due respect and honour, even when we disagree. Sometimes, we need to be creative, using phrases and vocabulary that officials will understand, and linking it to matters that will attract government attention.
- **Understand how government works**
  It is important to understand how the government makes decisions. It can be complicated, so a detailed working knowledge is not necessary, rather just enough to have an overview. For example, it can be helpful to know:
  - How much authority is retained centrally by the government?
  - What powers are delegated to decentralised bodies?
  - Where does responsibility lie for making laws, policies, regulations, procedures and so on?
  - Who is responsible for their implementation?

CASE STUDY

**CENTRAL ASIA**

In Central Asia, prisoners' passports and other identity documents are taken away when they enter prison. This practice dates from the time of the Soviet Union and, although the region has changed since independence, the law has not changed. Upon release, prisoners need a reference in order to reapply for the documents. Without them, they have little chance of rebuilding their lives. They have no income, no registered address and no means of getting a job. They cannot open a bank account or go to a doctor. They have no rights in the eyes of the law and no way of proving their identity.

One of Tearfund's partners in Central Asia developed relationships with the local authorities, the police and the Ministry of Justice in order to help prisoners leaving prison to obtain a reference, recover their documents and make a new start in life. They had to understand how the system worked, what the law said and how to use it to support their cause. They had to gain the trust and respect of the local authorities, who were responsible for authenticating the prisoners' documents and providing them with new ones. It was not easy to challenge this unjust practice, and the law did not change, but prisoners leaving prison were able to rebuild their lives.

### How can we *do* advocacy in a difficult political context?

There are also some specific actions that we can take to alleviate the challenges that might arise while we are doing advocacy work:

- **Use contextually appropriate terminology**
  The word 'advocacy' can be unhelpful in a difficult political context, because it can appear subversive and/or aggressive. It is the same for references to 'human rights', 'justice', 'democracy', 'politics' and other such words that we associate with advocacy. Using contextually appropriate alternative words and phrases is good practice and reduces vulnerabilities that may be caused by miscommunication or misunderstanding of the intention behind the words. See Section A Facilitator's notes for suggestions.

CASE STUDY

**EAST AFRICA**

In one country in East Africa, a law places restrictions on NGOs funded by foreign donors. One Tearfund partner learned to negotiate a way around the law in order to engage with government about key issues in a diplomatic and collaborative way. In particular, they were careful not to refer to 'advocacy' or any associated terminology, preferring instead to use more contextually appropriate language, such as 'strategic communication'. They also chose to advocate on issues because these were important to their members, but not perceived to be too political or controversial (eg children's rights). This was a huge help to them, not only in finding others to work with, but also in persuading key decision-makers to change their attitudes and practices concerning their advocacy issues.

- **Be collaborative, not confrontational**
  It is important to have the right attitude towards government officials. Be collaborative, rather than confrontational. Find common ground with them, rather than focusing on differences. Identify where there are mutual concerns and opportunities to work together. Avoid being confrontational or threatening, by choosing contextually appropriate methods and avoiding marches, slogans, publicity and negative comments. Build trust and confidence, and use positive language. Show respect, honour and integrity.

CASE STUDY

**ETHIOPIA**

One Tearfund partner, the Ethiopian Kale Heywet Church Development Programme, which was passionate about water, sanitation and hygiene issues, joined with other like-minded groups and organisations in a multi-stakeholder forum. Together, they committed to hold the government to account for fulfilling its commitment to provide universal access to water, sanitation and hygiene.

Unfortunately, the government's universal access plan was ambitious and unachievable, which made it difficult to monitor progress. Rather than being confrontational about it, the forum acted in a collaborative and low-key way, by meeting with government ministers, and persuading them on an ongoing basis about the importance of the issue. They also urged the government to review the progress of the universal access plan, in order to avoid complications in the way it would be implemented.

As a result, the government asked key members of the forum to help them redraft the plan and to change the practical outworking of it. Consequently, relationships between the forum and the government are good, and there is ongoing dialogue, as well as joint technical review sessions and annual sector reviews about how to improve water, sanitation and hygiene across the country.

- **Keep praying**
  If we are Christians involved in advocacy, it is fundamental that we remember to pray, and to ask God for authority and protection when we advocate in difficult political contexts.
- **Avoid bribery and corruption**
  Government relationships can be unpredictable, but bribery should be avoided. Be transparent. We want to achieve long-term incremental changes, rather than short-term gains that have been secured because of bribes.

CASE STUDY

**CENTRAL ASIA**

Advocacy is risky in Central Asia, and potential repercussions include harassment, intimidation, violence, death threats, imprisonment and operational restrictions. When a provincial authority laid claim to a children's play centre, owned by one of Tearfund's partners, the partner found that important land registration paperwork had gone missing. It was suggested that, if they paid bribes, the documents would be returned. The partner refused to pay bribes. Fortunately they had kept official copies. They also knew that the law was on their side. So they gathered sufficient, accurate and reliable evidence in support of their case, and then convened a series of meetings with the provincial governor and other officials in order to enforce their right to retain ownership of the centre and to uphold the law. They were collaborative and respectful and they stood their ground. As a result, the unjust claim for ownership of the centre was dropped.

- **Use indirect routes to access advocacy targets**
  Sometimes, it is important to engage with government departments that do not seem the most obvious ones, and with stakeholders that may have access to the right government departments. For example, if we cannot gain access to the officials whom we would like to build a relationship with, then we should approach others. It is wise to find out who influences the advocacy targets, make friends with them and influence them. If necessary, we should use our network of contacts to gain access to specific individuals, such as someone more senior, or junior, to the person we need to influence. (See Section E2 for further information on routes of influence.)
- **Be willing to share good practice**
  In a difficult political context, actions can sometimes speak louder than words. We may need to lead by example and gain respect for our programmatic work if we want our advocacy work to be taken seriously. We may also have to invite government officials to visit our projects to see for themselves the scale of the problem and the solutions we have identified.

CASE STUDY

**MYANMAR**

One Tearfund partner in Myanmar has a vision for people living with disability to live and work as others can. For example, they want to see people with a physical disability live in a barrier-free world, with easy access for wheelchairs into buildings and along pathways.

They realised that they needed to think about how they could communicate this vision to other people, including government at different levels, other organisations, business people, media, community leaders, people with disabilities and their carers. So, they decided to create models, such as wheelchair ramps, to demonstrate how a barrier-free world could be created, and then showed them to government officials and other interested groups. For example, they looked at places where people living with disability cannot go, such as hospitals and schools, and then they built ramps or similar access points into those buildings. They also mobilised communities to pave village roads and pathways, previously muddy and prone to flooding, so that people living with disability could use them.

They used these barrier-free examples to show what is meant by 'barrier-free access', which inspired the government officials and others to imagine how Myanmar could be improved for people living with disability. As a result, the government agreed to provide more funding to replicate barrier-free models elsewhere, and to put a policy in place to achieve barrier-free access for all people living with disability in Myanmar, which the partner worked with the government to draft.

- **Create a vision for change**
  It is important that we clearly define what we want to see changed. We need to envision how things could be improved for the affected communities and what role the government needs to play to make that happen, and then communicate our vision for change in such a way that the officials think it is their idea! We do this by giving them knowledge about what is already working well, what change would look like and why it is important, and then making suggestions that help them see what they can do to bring it about. We use our imagination to envision them. Sometimes, we may need to create a prototype or a model, so that the government officials can see it and understand what our idea might look like in reality, which makes it easier for them to approve it.

CASE STUDY

**CENTRAL ASIA**

After the former Soviet Union collapsed, family breakdown led to large numbers of orphans and vulnerable children in Central Asia. One of Tearfund's partners there runs a crisis centre for such children, pending either a return home or a foster family placement. Over many years, the partner developed relationships with the local government to ensure children were placed in suitable foster families. At the time they were doing this, fostering was a new concept in Central Asia and many people questioned what they were doing. But the partner had a clear vision for change, and longed for the day when every child, if unable to live with their natural family, could find a new place in a foster family rather than ending up in residential care. They also knew that their government had signed the UN Convention on the Rights of the Child, which gave them reason to believe that there would be backing for a new national law.

The breakthrough came when a local authority social worker put the partner in contact with the national government's ministry responsible for children and families. The partner then formed a network, together with other organisations interested in fostering, which lobbied the ministry until a national law was passed, governing everything to do with fostering. Now they work to implement the law by ensuring that children are always found a suitable home, with formal agreements made between all involved, setting out when and how the child is going to be integrated back home or moved into a foster family. Without their clear vision for change, it might not have been so straightforward.

- **Mark international days that highlight the issue**
Sometimes, an opportunity arises around a specific date or event that we can find out about far in advance. For example, the United Nations often facilitates annual days to remember poverty issues and we can use these days to organise events, raise awareness and reinforce our message, both with the government officials we are trying to influence and with affected communities, whose interest in the issue can provoke more attention by the government.

CASE STUDY

**SOUTH SUDAN**

In South Sudan, the environment has suffered as a result of conflict, as well as soil erosion, desertification, deforestation and droughts. As part of an initiative to raise awareness about these environmental issues, and to encourage communities and the relevant government departments to adopt good environmental policies and practices, one of Tearfund's partners there decided to mark World Environment Day. Ahead of the day, the partner conducted a survey to assess the scale of environmental degradation in the areas of the country where they worked. Using this information, ahead of the day they engaged in discussions with the government departments; mobilised communities, community groups, churches, and other NGOs; notified the media; and sought all the required permissions. It was a celebration of the natural resources in their areas as well as a march with a serious message. Tree seedlings were distributed and planted and rubbish was officially cleaned up and disposed of before keynote speeches were delivered by the county commissioner and other officials, who promised a countrywide environmental sustainability policy, something the partner requested. The partner then followed this up, because the commitments and promises were not automatically followed through.

- **Use contacts outside the country**
  If advocacy is risky, sometimes it can be appropriate to ask our contacts outside the country to speak out on our behalf. For example, they may be able to put pressure on donor governments to impose sanctions and increase demands on recipient governments. In the country we live in, we might want to invite foreigners to attend government meetings with us if their presence will assist our advocacy. However, there can be risks associated with passing information to people outside the country because it can get into the public forum, particularly through the internet.
- **Non-violent resistance** (or civil resistance)
  Occasionally, it might be appropriate to advocate for social or political change using civil resistance and non-violent methods such as symbolic protests, picketing, civil disobedience, economic or political non-cooperation and prayer vigils. This applies particularly if we do not want either to accept oppression passively, or invoke an armed struggle to fight it. However, it is usually risky, and there are only a few contexts where it works, so it needs thorough and careful consideration (see Section F2 on doing a risk analysis).

CASE STUDY

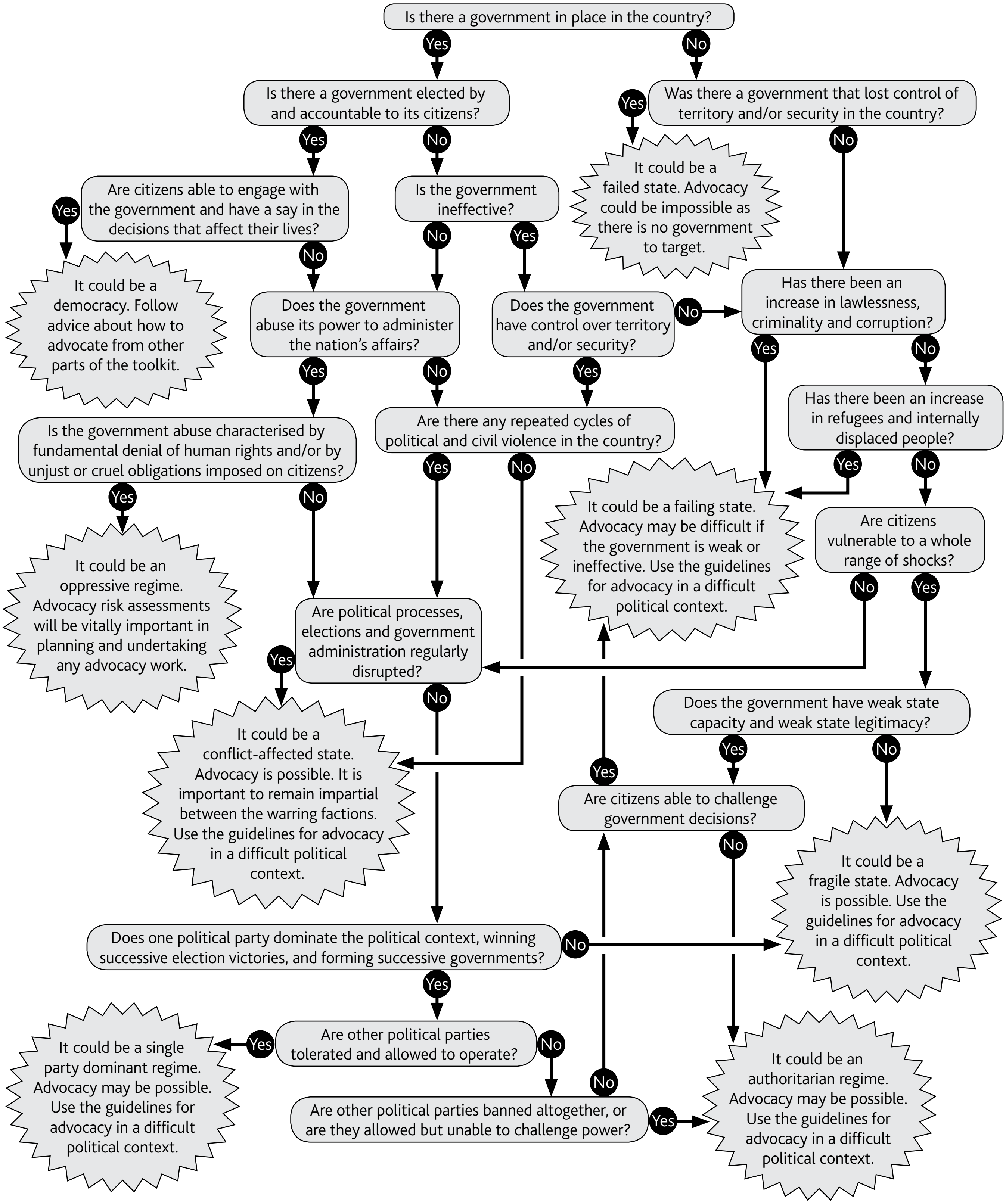
**ZIMBABWE**

The crisis in Zimbabwe has been well documented. Despite the risks involved in advocacy, Tearfund partner Zimbabwe Christian Alliance (ZCA) spoke out repeatedly about the government's oppression of fundamental human rights. They hosted prayer rallies on church premises as mass awareness-raising events about government clearance operations, even though the secret police infiltrated them. They facilitated a 'religious' street march to make their case, which was peaceful until the government sent in the army to break it up. They mobilised people to whistle, clap their hands, stamp their feet, hoot horns, hit pots and make a noise, every lunch time for a week, to draw attention to the situation. They launched a campaign called *Save Zimbabwe*, which the government tried to close down, until there was an outcry from the international community. This prompted the Southern Africa Development Community to initiate dialogue with the government, which eventually led to elections and a government of national unity, following which ZCA continued to advocate, with an emphasis on non-violent actions.

TOOL 46

# Difficult political contexts flowchart

This tool is designed to help identify what kind of political context might be present in a country, by highlighting some of the potential challenges for citizens wanting to engage with their governments.



TOOL 47

# Difficult political contexts assessment criteria

This tool enables advocates to rank a government's performance against criteria that should be displayed by a functioning government. The results can be used to shape the development of an advocacy strategy in a difficult political context by highlighting areas where caution is needed because of governmental shortcomings.

Each question needs to be ranked 1–5 on the following basis:

1. No, not at all
2. To a limited extent
3. Some activity but plenty of room for improvement
4. Yes, but with some limitations in capacities and resources
5. Yes, with satisfactory, sustainable and effective measures in place

| | Questions | Rank |
|---|---|---|
| Capability | Does the government regularly review laws, policies and procedures? | |
| | Does the government have designated ministries and/or people with delegated responsibilities and authority to support the development, implementation and upholding of laws, policies and procedures? | |
| | Does the government have enough skill and ability to govern the nation's affairs? | |
| | Does the government have enough money from appropriate budgets to implement and uphold laws, policies and procedures? | |
| Inclusivity | Does the government uphold and respect human rights for all people? | |
| | Are government laws, polices and procedures responsive to the needs of all citizens, particularly targeting vulnerable people (eg children, elderly people and people living with disability)? | |
| | Is the government responsive to the specific needs and capacities of women, and does it encourage their participation in decision-making and planning processes? | |
| | Do vulnerable people actively participate in government decision-making and planning processes? | |
| Accountability | Is the government accountable to its citizens for the laws, policies and procedures it creates? | |
| | Does the government set targets and regularly monitor and report on progress towards achieving its targets? | |
| | Does the government involve civil society and local communities in forming laws, policies and procedures? | |
| | Do citizens have the means to register complaints and seek a corresponding response from the government for failure to meet obligations and commitments created by laws, policies and procedures? | |
| Transparency | Does the government regularly collect, review and map information to inform action planning and policy development? | |
| | Does the government provide access to regularly updated, easily understood information on laws, policies and procedures? | |
| Coherence | Does the government coordinate its work among different government ministries and departments? | |
| | Does the government support collaborative actions among different state and non-state stakeholders? | |

TOOL 48

# Difficult political contexts preparation and action checklist

This tool draws on practical suggestions and lessons learned by Tearfund staff and partners. It is a checklist only, so some suggestions will work better than others in different difficult political contexts.

**Preparing for advocacy in a difficult political context**

- ✓ Are you building intentional and strategic relationships with appropriate government officials, ahead of time, without any pre-conceived agenda?
- ✓ What potential advocacy opportunities do you need to recognise and seize, if timing allows? Is it possible to link advocacy into your existing activities?
- ✓ Are you aware of the cultural norms and worldviews that are common in your context? If so, what are they, and how will they impact your ability to do advocacy?
- ✓ To what extent are you fearful about advocacy? How will you acknowledge, confront and mitigate your fear?
- ✓ Have you been wise and selective in your choice of advocacy issue? Does it align with your organisation's vision? Do you have legitimacy to speak about it? Is it of interest to the government? How controversial is it?
- ✓ Do you know what you want to say and how you want to say it? Are you going to be able to communicate it clearly and concisely?
- ✓ Do you understand how the government makes decisions and how to influence the decision-making process?

**Doing advocacy in a difficult political context**

- ✓ Have you decided what words and phrases are the most contextually appropriate for describing 'advocacy' and other related words, and are you using them?
- ✓ Are you being collaborative, rather than confrontational, and finding common ground, rather than differences, in your advocacy work?
- ✓ Are you being transparent and doing everything possible to avoid bribery?
- ✓ Have you used all possible routes and contacts, both direct and indirect, in order to access your advocacy targets?
- ✓ Is there widespread respect for your programmatic work on the issue, so as to give credibility to your advocacy work? Are you willing and able to invite government officials to see for themselves the extent of the problem?
- ✓ Are you clear about what you want to see changed and are you communicating it in such a way that the government officials think it is their idea?
- ✓ Are you marking international days that highlight the advocacy issue?
- ✓ If you are a faith-based organisation, are you praying?
- ✓ Is it appropriate to ask your contacts outside the country to speak out on your behalf?
- ✓ Is it appropriate to seek change using civil resistance and non-violent actions?

# SECTION G5 Training exercises

## EXERCISE 51 Identifying a difficult political context

**Aim** **To understand what makes a context politically difficult, and the impact this has on advocacy work**

TYPE Group exercise. Please note that it is essential for a facilitator to prepare in advance for this exercise.

TIPS Both versions are intended to be a light-hearted way of addressing a serious topic. The exercise works best with people who have a good understanding of the political context in which they are working. It is essential that the facilitator has worked out in advance how to answer the questions in the flowchart in **TOOL 46** before trying to use it in this exercise.

METHODS Information-sharing, small group work, presentation, plenary discussion, ranking line

MATERIALS Sets of articles prepared in advance

HANDOUT **TOOL 46**: Difficult political contexts flowchart

ADVANCE PREPARATION

- Ahead of the exercise, using the internet if possible, or other information sources, do some searches to find media articles, opinion pieces, blog posts and similar material about the country in which the participants are based. Try to get as wide a variety and balance as possible.
- Print off a complete set of all the information sources. Copy enough complete sets for one per small group, depending on numbers.
- Work through the flowchart in **TOOL 46** and make sure that you know how you would answer the questions, using the Facilitator's notes to help identify the type(s) of political context(s) in which the workshop is taking place.

STEPS (VERSION 1) This works well when participants are from the same or similar political contexts:

1. Split the participants into groups of six to eight people.
2. Give each group an identical set of information, and ask them to read it through. As they do so, they should highlight any information that might be relevant to identifying the political context in which they are based.
3. Ask each group to identify some of the characteristics of the political context they are operating in. (For example, freedom of speech is limited, there is lawlessness, one political party dominates national politics, and so on.)
4. Hand out **TOOL 46: Difficult political contexts flowchart** and work through the flowchart, answering the questions together, to identify what type of political context participants are working in. Steer the conversation if there is disagreement, based on your preparation, using the Facilitator's notes to help.
5. Discuss how this type of political context might affect potential advocacy work.

STEPS (VERSION 2)
This works particularly well when participants are from different political contexts. If in some cases there is only one person per context, adapt so that each person does Steps 1–2 individually

1. Ask participants to work in pairs and give out TOOL 46: Difficult political contexts flowchart to each pair.
2. Invite participants to work through the TOOL 46: Difficult political contexts flowchart in their pairs, as discreetly as possible, based on their own understanding and experience of their context. They should not share their answers with the other pairs.
3. Encourage everyone to stand up. Create an imaginary ranking line along the length of the room. Assign one end of the room as democracy and the other end as the most difficult type of political context.
4. Ask each pair to place themselves where they think their government is on the line, based on their findings from the flowchart.
5. While they are standing, ask everyone to discuss why they selected where they are standing, and the implications for advocacy work in their context.

## EXERCISE 52 Adapting advocacy plans in a difficult political context

**Aim** **To understand how to adapt plans for advocacy in a difficult political context**

TYPE Best suited to a group setting

TIPS This exercise works well if Exercise 51 has already been done and/or if it is clear why the political context is difficult. It is best done when looking at a specific advocacy strategy that is already developed, or is in the process of being developed, rather than considering an advocacy strategy in the abstract.

METHODS Brainstorm, small group work, plenary discussion

HANDOUT TOOL 47: Difficult political contexts assessment criteria

STEPS

1. Brainstorm ideas about why the participants' political context is considered difficult.
2. Split the participants into groups of four to six people. Hand out a copy of TOOL 47: Difficult political contexts assessment criteria to each group.
3. Ask each group to rank and assess the criteria in TOOL 47: Difficult political contexts assessment criteria, adding up the score for their context.
4. Draw everyone together in plenary, and discuss their assessments, comparing scores if it is helpful. Ask how the results might influence the development of an advocacy strategy.

## EXERCISE 53 Preparing for and doing advocacy in a difficult political context

**Aim** **To identify ways of preparing and undertaking advocacy that work in a difficult political context**

TYPE Best suited to a group setting

TIPS It is preferable, although not essential, if Exercises 51 and 52 have been completed beforehand

METHODS Small group work, plenary discussion

MATERIAL Large pieces of paper (such as flipchart paper)

HANDOUT TOOL 48: Difficult political contexts preparation and action checklist

STEPS

1. Split the participants into two groups. Hand out a copy of **TOOL 48**: Difficult political contexts preparation and action checklist to each group.
2. Ask the first group to brainstorm or work through the first set of questions relating to preparation, in **TOOL 48**: Difficult political contexts preparation and action checklist, deciding which ones apply to their context and to what extent. Ask the second group to do the same in relation to the second set of questions on action. Both groups need to record their answers on flipchart sheets.
3. Ask each group to swap their flipchart sheets, and discuss and add to the other group's work.
4. Draw everyone together in plenary, and discuss their answers to the questions and how these will shape the way they plan and undertake advocacy in their context.

H

# Advocacy Cycle Stage 5

## Monitoring, reviewing, evaluation and learning

**Section H** covers Stage 5 of the Advocacy Cycle, which is about monitoring, reviewing and evaluating an advocacy project or programme, or an advocacy component within a broader project or programme strategy. It explains the differences between monitoring, reviewing and evaluation, how they interlink and why they are important, with a particular emphasis on learning. It also gives guidance on when and how to undertake them.

It is important to consider **Section H** in conjunction with **Sections F1** and **F2**, because many of the considerations that arise during monitoring, reviewing, evaluation and learning also arise during the planning process.

Facilitator's notes

This section explores a series of questions and answers. A training workshop facilitator must be familiar with this material.



Tools

This section introduces tools that can help us apply our learning in a practical way. In a training workshop, they can be used as handouts.



Training exercises

This section outlines interactive training exercises that can be used with groups, in order to deepen understanding of the issues that have been raised and to practise application of the tools that have been introduced. They are ideal for use in a training workshop.

# SECTION H Facilitator's notes

What are the differences between monitoring, reviewing and evaluation?

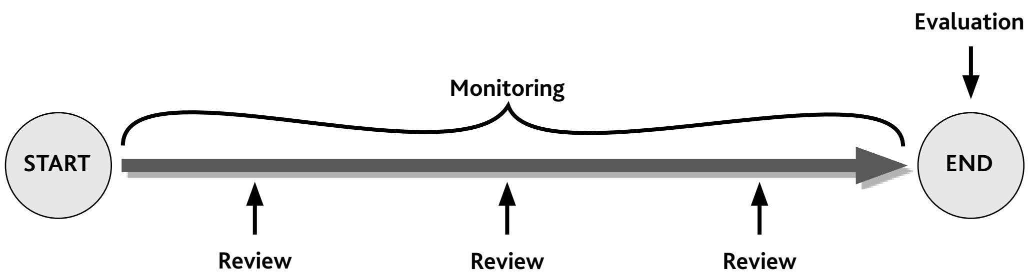
Monitoring, reviewing and evaluation are processes that combine together to enable us to assess the impact of our work. In advocacy, they help us find out whether we have influenced, or made progress towards influencing, decision-makers to bring about changes in laws, policies and practices that favour poor, vulnerable and marginalised people.

If we have undertaken **an advocacy project** of definite duration, which was designed to achieve specific impact and changes, then our success will be determined by whether the project has delivered the right Outputs at the right time and to the right cost.

If we have undertaken **an advocacy programme**, a group of related projects managed in a coordinated manner to get benefits and value not available from each project individually, then our success will be determined by whether the programme has coordinated and prioritised resources across the projects, to cause the broader, strategic, desired Outcomes to be achieved.

- **Monitoring** describes the process of systematically gathering data throughout the duration of a project or programme. It is conducted on an ongoing basis as a way of tracking progress and checking that we are doing what we said we would do, when we said we would do it. It identifies successes and failures, and helps determine whether or not the project or programme is on track. It allows us to identify issues early on, providing us with an opportunity to take corrective action or make proactive improvements as required.
- **Reviewing** is done regularly throughout the duration of a project or programme, but occasionally rather than continuously. It provides periodic assessments of a project to check whether it is on track, on budget, on time and making progress towards achieving the desired changes. It ensures that we are learning from the project or programme and that we capture important lessons, which can be used to shape the project or programme, or the future design and implementation of other projects and programmes.
- **Evaluation** is conducted at the end of a project or programme, but sometimes also mid-term, to analyse what has been done and determine whether it has been effective. It assesses the wider benefit and change created by a project or programme. It should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making processes of advocates, allies, communities and donors. It is considered good practice to commit time and resources to evaluation. Many types of evaluation can be used, including real-time, participatory, and impact evaluations. The type undertaken depends on the context of the project or programme, the desired Outputs and Outcomes, and the resources available to undertake it.

Assessing Impact throughout the Advocacy Cycle



| | Monitoring | Reviewing | Evaluation |
|---|---|---|---|
| **When is it done?** | continuously | regularly | at the end of the project or programme, and sometimes mid-term |
| **What is it assessing?** | efficiency | effectiveness, relevance, immediate impact | longer-term impact, sustainability |
| **Who does it involve?** | communities, staff, allies | communities, staff, allies | communities, staff, allies, opponents, targets |
| **Who is responsible for doing it?** | staff | staff or external consultant | staff or external consultant |
| **What evidence is it assessing?** | internal | internal and external | internal and external |
| **Who is it for?** | communities, staff | communities, staff, allies, donors | communities, staff, allies, donors, other organisations |
| **Why is it necessary?** | to confirm design of project or programme and make minor changes in design | to confirm design of project or programme and make minor changes in plan or strategy | to inform major changes in plan or strategy and apply learning to future similar projects or programmes |

## Why bother with monitoring, reviewing and evaluating advocacy?

*'Advocacy requires an approach and a way of thinking about success, failure, progress, and best practices that is very different from the way we approach traditional philanthropic projects such as delivering services or modelling social innovations. It is more subtle and uncertain, less linear, and because it is fundamentally about politics, it depends on the outcomes of fights in which good ideas and sound evidence don't always prevail.'* [11]

There are several reasons why we need to monitor, review and evaluate advocacy work:

- **Accountability**
  It enables us to be accountable to all our stakeholders, including:
  - people in the communities affected by the advocacy issue, and those who have benefited from the Activities of the project or programme. This is particularly important if we have been advocating on their behalf
  - allies and other organisations with whom we may have undertaken advocacy as part of a network, coalition, alliance or other joint initiative
  - targets, such as the decision-makers whom we have been seeking to influence
  - donors who have funded our advocacy work and those who have supported it with resources.
- **Learning**
  Learning from success means we can reward it and build on what we have done well, and learning from failure means we can correct it and make sure we do things differently to avoid it happening again. We can capture lessons learned as we reflect on progress, assess our impact, celebrate achievements, recognise issues and address problems, and adapt our plans, strategies and ways of working.

11 This is the central premise of 'The Elusive Craft of Evaluating Advocacy', a paper by two American academics, Steven Teles and Mark Schmitt.

- **Demonstration of impact**
  It helps us to assess the progress we have (or have not) made and why, and it enables us to demonstrate the changes and impact that our work has brought about. This helps us win support for our work.
- **Participation**
  Monitoring and reviewing our advocacy work enables our stakeholders to provide feedback and shape the way the work is taken forward. Evaluating our advocacy work allows key stakeholders to assess the impact of the work and participate in how things are taken forward.

## Why is learning so important?

During the lifetime of an advocacy project or programme, many lessons will be learned. Some of these lessons will be based on success, which can help others improve. Others will be learned from failure, which can help others avoid similar mistakes.

To understand lessons learned, we need to understand what worked or did not work – when, where, with whom, under what circumstances and why – and this means being able to analyse what work was done, the context in which it was done and what the outcomes of that work were. Capturing this may depend on how well we did our planning. For example, how did we handle disagreements when we worked with others in coalitions, alliances or networks? Did we make an assumption that turned out to be incorrect? Were there risks that we did not identify correctly, or that could have been managed better?

Learning only happens when there is sufficient time to reflect on practice, identify lessons and share them with others, and when they have the chance to absorb and apply the lessons. This may require us to schedule regular monitoring meetings, in order to reflect on progress and improve our practice. It may also require us to be open-minded in reviewing, so that difficulties can be acknowledged, rather than disguised.

A learning review (which can include a peer review) is a formal planned activity, which can be done virtually or with key stakeholders physically present. It can be undertaken at any stage of an advocacy project or programme, to review progress, learn from what is going well and not so well, check the scope of the plan or strategy, and make any necessary adjustments where required. It may look at process and/or technical issues to check that the project is seeking to achieve what it said it would. It normally involves key stakeholders who are directly or indirectly involved in implementing the work, in order to gain their insights and observations. You should expect some negative findings as well as positive ones. Specific recommendations should be proposed for applying the learning in the project as it progresses and/or for other future initiatives.

CASE STUDY

**BRAZIL**

In north-east Brazil, Tearfund partner Diaconia worked with women's groups in rural communities near to the city of Caraúbas. They focused on educating women about their rights and empowering them to engage with the Municipal Forum on Public Policy. With the support of trade unions and rural community associations, these women sought to defend the interests of family farmers in their region.

Caraúbas and the surrounding area are semi-arid and rainfall is erratic. This means it is common practice to hoard food, water and animal fodder. This can be important during dry seasons, when communities rely on rainwater harvested during the rainy seasons in order to survive. However, it is not always reliable, and water sometimes runs out.

There is legislation in Brazil that commits the government to provide universal access to water. Unfortunately, the federal government has traditionally outworked this law by ordering the Ministry of National Integration to purchase polyethylene (PVC) tanks for water storage and ordering the National Health Foundation to distribute them in the semi-arid areas.

Diaconia was concerned about this practice because it undermined local knowledge of good practice in water storage. It also disempowered people and took away their dignity. As a result, they formed a coalition with other organisations to launch a campaign with a simple slogan: 'Say no to PVC tanks!' Many people were mobilised, including women's groups, family farmers and local churches. Public meetings were held, where they expressed their dissatisfaction about the PVC tanks and asked the federal government to allow them to build cisterns using their own local knowledge.

It was not easy and it took time. However, eventually the federal government agreed to change its practice. Diaconia learned that they needed to persevere and be patient. They learned that it was important to encourage participation from all affected groups. They also learned that it was wise to suggest constructive alternatives to the federal government, rather than just criticising the way it outworked the law.

## How can advocacy be monitored and reviewed?

Monitoring and reviewing both involve gathering data. The data gathered must be useful. If data is not analysed and used, then there is no point recording and collating it. Sometimes, we collect data that is irrelevant, which can be a waste of time, effort and resources.

Someone once famously said, *'Not everything that counts can be counted. And not everything that can be counted, counts.'* In other words, we must ensure that we gather data that is both quantitative and qualitative:

- **Quantitative** data is about numbers, amounts, averages and statistics. It can be objective, so it often needs to be contextualised. It can be used to prove that something has improved or changed.
- **Qualitative** data is about description, explanation, context and comparisons. It can be subjective, so it is important not to estimate or conclude anything beyond the original observations. It can be used to demonstrate that something has improved or changed.

In gathering data, it is important to ensure that different people are consulted and different perspectives considered. It is also important to ensure that the data is not just collected, but also recorded, analysed and acted upon. There are many tools that can be used to do this, eg questionnaires, direct observation, semi-structured interviews, surveys, logs, etc[12] (see **TOOL 49**:

12 Details are set out in *ROOTS 5 – Project cycle management.*

Log for data monitoring and reviewing and TOOL 50: Questionnaire for advocacy evaluation). Whichever tool we use, we need to determine:

- Have we done what we said we would do, when we said we would do it?
- How well have we done what we said we would do?
- Where have we done well? What can we improve further?
- Where have we not done well, why is this and what can we learn?
- What needs to be changed in order to get our strategy back on track?

The important thing is to learn lessons every time we monitor or review our advocacy. These lessons will help us decide whether we are going to make changes to keep on track, continue with things as they are, or even stop what we are doing (perhaps because the factors justifying our advocacy are no longer relevant or perhaps because the risks involved have become too high). Learning is fundamental to good monitoring and reviewing.

Here is a worked example, based on a review of an advocacy activity that mobilised people for a street march:

SAMPLE

| What happened… | To learn for next time… |
|---|---|
| The street march was peaceful | Seek permission from the authorities well in advance of a march, and stress the peaceful nature of the march in all literature and announcements |
| Many groups were involved | Start building relationships with key allies far in advance of the march, and make sure everyone is kept informed of plans |
| Key decision-makers attended | Inform decision-makers early |
| Changes in policies resulted | Give decision-makers a platform to announce planned changes, for example through the media |
| Disorganised on the day | Ensure one person is in charge of organisation and that he / she has phone numbers of all involved to ensure coordination |
| Some church representatives did not come | Speak to all churches in advance of the day and explain the exact nature of the event |

### How can advocacy be evaluated?

Evaluations are considered good practice. There are several ways they can be done. The option we choose will depend on the nature of our advocacy project or programme, and factors such as time, money, resources, staff capacity, the indicators set when we made our advocacy plan or strategy, the levels of accountability required by donors and beneficiaries, the extent of stakeholder participation expected and the lessons learned.

Some of the most common methods include:

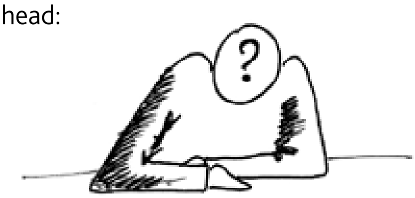
- **Knowledge Attitude Practice Surveys**: an educational diagnosis of the community, revealing increases in knowledge about the issue, attitudes towards the issue and change in practice.
- **Community-led video diaries**: community members use cameras to record changes that have occurred using film.
- **Outcome Mapping**: a measurement process that focuses on behavioural change exhibited by beneficiaries, comprising a lengthy design phase followed by a cyclic record-keeping phase.
- **Most Significant Change**: the collection and interpretation of stories of change, in order to facilitate improvement.
- **Cost–Benefit Analysis**: a systematic process for comparing the total expected cost of each option against the total expected benefits, to see whether the benefits outweigh the costs, and by how much, and for determining if a sound investment decision was made with the project or programme.
- **Social Return on Investment**: a principles-based method for measuring social and other non-financial value relative to resources invested, in order to evaluate impact on stakeholders, identify ways to improve performance and enhance investments.

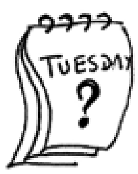
Evaluations must:

- **Be participatory**: people-centred and involving stakeholders of an advocacy project or programme such as affected communities, allies and targets.
- **Assess impact**: analysing the changes that can be attributed to an advocacy project or programme, both intended and unintended, by asking how things would have changed if the work had not been undertaken.
- **Be objective**: conducted by a person or people who have not been involved in the advocacy project or programme, and who are able to be neutral in their views about the work.

The following decisions need to be made before going ahead:

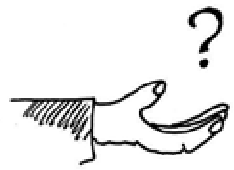
- **Who?**
  Who should do the evaluation? It could be done by a small internal team or by an external person or team.






- **When?**
  When should the evaluation be done? It is normally done as soon as possible after the end of a project or programme. If it is left too long, the key people involved are likely to begin forgetting important information.

- **What?**
  What should be evaluated? It is important that the evaluation identifies both planned and unplanned change. It also needs to assess efficiency (ie whether resources were used appropriately and strategically) and effectiveness (ie whether the advocacy has had an impact that is sustainable and transformational).



The starting point for an evaluation is the drafting of Terms of Reference (ToR) for the person or team conducting the evaluation. The main sections usually include:

- **Background**: information about the project or programme, and why an evaluation is needed.
- **Purpose**: what our organisation wants the evaluation to achieve.
- **Questions to ask**: central questions that the evaluation must address.
- **Specifics to consider**: what specific areas (internal and/or external) we want the evaluation to address.
- **Methodology**: broad parameters of the approach and techniques we would prefer the evaluators to use.
- **Logistics**: timings, costs, etc.

For practical guidance and suggestions of questions to consider, see TOOL 50: Questionnaire for advocacy evaluation.

It is good practice for any evaluation to be written into a report.

Evaluation report outline

- Introduction and background
- Summary of situation before the advocacy was undertaken
- Details about the advocacy issue:
  - How was it identified?
  - Who was involved in selecting the issue?
  - Was there enough research and analysis of the issue?
  - What were the underlying causes and effects of the problem?
  - What were the proposed solutions?
- Details of advocacy strategies used:
  - Were the right people targeted?
  - Were they influenced in the most effective ways possible?
  - What methods and Activities were used?
- Summary of Inputs and analysis of Inputs leading to Outputs
- Summary of Outputs and analysis of Outputs leading to Outcomes
- Information about circumstances outside the control of the organisation
- Details of Outcomes and Impact:
  - To what extent were the goal and objectives achieved?
  - What unintentional consequences resulted and why?
- Conclusions and recommendations

The important thing is that our evaluation leads us to learn lessons. There are lots of reasons why a project succeeds or fails. Here are some examples:

| LESSONS ABOUT SUCCESS | LESSONS ABOUT FAILURE |
|---|---|
| We had good contacts with decision-makers because we built on previous good relationships. | We overlooked some risks that were not obvious when we did our risk analysis. |
| We had reliable, accurate and detailed evidence, based on thorough research, which supported our advocacy messages. | We should have anticipated that some decision-makers would not listen and/or that we would not be able to get access to them. |
| We made good use of existing contacts, networks, coalitions and alliances. | We did not always have enough information to answer questions. |
| We used all the information available, so that our funding applications were successful. | Initially, we chose the wrong issue to advocate about. |
| Our objectives were realistic, which meant that they could be reached within the given time frame. | We did not have enough people or time and therefore could not implement our planned strategy. |
| The local community were mobilised to represent themselves to decision-makers. | We should have allowed for the possibility of funding cuts and the impact this would have on our advocacy activities. |
| The issue is one that was of real concern to local people. | We could not find enough allies for the type of advocacy we chose to do and there were not enough allies for the advocacy issue we were concerned about. |
| We had clear lines of responsibility and authority. | We should have allowed more time to build relationships and develop trust with potential allies. |
| | The process was much slower than we had anticipated. |
| | Some people were allocated tasks within the planning phase, but they did not always do the activities they promised. |
| | We failed to invest adequately in getting enough technical and/or legal understanding. |

TOOL 49

# Log for data monitoring and reviewing

It is good practice to establish a monitoring and reviewing process before beginning advocacy work because it helps with planning and delivery. This tool provides suggestions of what information to collect and where to find it.

| Type of monitoring data | Questions to ask | Information to collect |
|---|---|---|
| **Inputs** | What resources do we have for our advocacy?<br>Are they sufficient?<br>Do we need any more investment of people, time, money, etc? | For example:<br>Finances – funding applications, budgets<br>Staff time and expertise – timesheets, technical logs<br>Materials – income and expenditure accounts, receipts |
| **Activities** | What Activities does our advocacy involve?<br>Are we doing the right Activities?<br>Are the right people involved? | For example:<br>Meetings – minutes, notes of meetings<br>Postcards and petitions – numbers of signatures<br>Letters and emails – copies of those sent and received<br>Mobilisation actions – campaigning action plan<br>Media – press cuttings, radio recordings |
| **Outputs** | What is being generated by our advocacy activities?<br>Are we producing the right Outputs? Do we need to change our Activities to achieve better Outputs? (This is usually quantitative data.) | For example:<br>Numbers of campaign actions taken<br>Numbers of meetings and details of who attended<br>Numbers of letters, emails, postcards, petitions signed and sent |
| **Outcomes (purpose)** | Has our advocacy resulted in any discernible influence?<br>Have any decision-makers taken up our advocacy messages?<br>Have there been any changes in laws, policies or practices? (This is often qualitative data.) | For example:<br>Interviews with advocacy targets and advocacy allies<br>Opinion articles in the media<br>Communications from decision-makers issued privately<br>Statements from decision-makers in the public domain<br>Draft legislation<br>Policy consultation documents |
| **Impact (goal)** | How has our advocacy affected the lives of people who are poor, vulnerable and marginalised?<br>Are the changes in laws, policies and practices leading to change in people's lives? (This is usually qualitative data.) | For example:<br>Interviews with advocacy beneficiaries<br>Case studies<br>Stories of change<br>Research about changes in practice and behaviour<br>Statistics about implementation of laws and policies |

# TOOL 50 Questionnaire for advocacy evaluation

**Questions for our advocacy allies:**

- How were you involved in the advocacy?
- How good was the evidence on which the advocacy was based?
- What additional information would you have liked to have had?
- How clear were the organisation's advocacy goal and objectives?
- To what extent were the right strategies used?
- What evidence is there to show that there have been changes in laws, policies and/or practices, as a result of the advocacy work?
- In what ways was the advocacy successful, and why?
- In what ways did the advocacy not go well, and why?
- What have you learned from the advocacy?

**Questions for our advocacy targets:**

- What was the nature of your relationship with the organisation?
- How much information did you have about the issue and the advocacy messages before you were approached?
- How effective was the information and evidence about the issue that you received from the organisation?
- What did you do as a result of the advocacy?
- What changes have you implemented in laws, policies and/or practices as a result of the advocacy?
- Is there anything that the organisation could have done to be more effective? If so, what?

**Questions for the beneficiaries and communities affected by the issue:**

- Have you observed any changes in laws, policies and/or practices?
- If there have been changes, how have they affected you and your community?
- Have there been any unexpected outcomes? If 'yes', what are they?
- Are there any issues that remain unresolved? If 'yes', what are they?

**Questions for us to ask ourselves:**

- Did we select the right issue to advocate about? If not, why not?
- Was our evidence and analysis sufficient to support our advocacy? If not, why not?
- Did we identify the right potential solutions and demonstrate links with the root problems? If not, why not?
- Did we enable beneficiaries from communities affected by the issue to participate in our advocacy in selecting the issue to advocate about, in planning and in delivery? If not, why not?
- Were our advocacy goal and objectives appropriate? If not, why not?

- Did we have sufficient resources for our advocacy? If not, why not?
- How efficiently did we use our Inputs to achieve our Outputs?
- Did we target the right people and influence them in the most effective ways possible? If not, why not?
- Did we use the right Activities to persuade the targets of our advocacy messages?
- To what extent did our Outputs achieve the desired Outcomes and were there any unexpected outcomes?
- What evidence is there that we influenced decision-makers to change their opinions, attitudes and/or behaviour towards the advocacy issue?
- What evidence is there that laws, policies and/or practices have changed as a result of our advocacy?
- How much change has been experienced by the beneficiaries in the communities affected by the issue?
- What unexpected external factors had an impact on our advocacy? To what extent could these have been predicted?
- Have there been any additional unintended outcomes? If 'yes', what are they?
- In what ways was the advocacy successful, and why?
- In what ways did the advocacy not go well, and why?
- What did we learn that will help us to improve next time?

# SECTION H Training exercises

## EXERCISE 54 The basics of monitoring, reviewing and evaluating advocacy

**Aim** **To understand the basic terms that are important in advocacy monitoring, reviewing and evaluation, and the connections with planning**

TYPE Group exercise

METHODS Matching pairs game, plenary discussion

ADVANCE PREPARATION

1. Using the teaching notes from pages 122–123 in Section F1 (planning) and pages 212–214 in Section H (monitoring, reviewing and evaluation), write out or type all the key words on A4 sheets of paper, one word per A4 sheet. Depending on the number of participants, these could include Monitoring, Reviewing, Evaluation, Input, Activity, Output, Outcome, Impact, Risk, Assumption, Accountability, Learning and Participation.
2. Using the same teaching notes, write out or type all the definitions of the key words on other A4 sheets of paper, one definition per A4 sheet, making sure that all the words selected have matching definitions.
3. If the A4 sheets have been typed, remember to print them out.
4. It is important to create enough words and definitions for each person in the room to have just one piece of paper. If necessary limit your list or repeat some of the word/definition combinations. If you have an odd number of participants then a facilitator should join in to make up a full set of pairs.

STEPS

1. Mix up the A4 sheets of words and definitions.
2. Give out one A4 sheet to each participant, with the writing face down.
3. Indicate when it is time to start, and ask all the participants to find their other half. This means that if they have a word, they need to find the matching definition, and if they have a definition, they need to find the matching word.
4. When the participants have found their partner, invite the pairs to discuss between themselves whether or not they agree with the definition and why. Allow time for this.
5. Gather everyone together and invite pairs to share their thoughts about their word and definition. After each pair has spoken, pin or tape their word and definition next to each other on the wall.

## EXERCISE 55 Monitoring advocacy

**Aim** **To understand what data to monitor in an advocacy project and where to source such data**

CONTEXT Group exercise. Please note: this exercise only works if participants have either brought a Logic Model, logframe or planning worksheet with them to the workshop, or if they have completed a Logic Model (TOOL 30: Advocacy Logic Model) or logframe (TOOL 31: Advocacy logframe) or an advocacy plan (TOOL 33: Activity planning worksheet) during the workshop (these three tools can be found in Section F1).

METHODS Small group discussion, creative feedback, plenary discussion

HANDOUT **TOOL 49**: Log for data monitoring and reviewing

STEPS

1. Refer participants to what they covered in planning, and ask them to look again at their Logic Models or logframes, and their Activity planning worksheets.
2. Divide them into small groups of three or four, ideally with the same people as they worked with for planning.
3. Assign half the groups to identify what quantitative data needs collecting to monitor and review the indicators they set, and the other half to do the same for qualitative data.
4. Invite the participants to be specific about how they would obtain the required data, what documents they would consider, who they would ask, etc. Encourage them to use **TOOL 49**: Log for data monitoring and reviewing to help.
5. Allow for feedback in plenary and lead a discussion around the key themes and approaches that emerge. Encourage sharing of real-life experiences where possible.

## EXERCISE 56 Evaluating advocacy

**Aim** **To identify good practice in advocacy evaluations**

TYPE This exercise will work best with a group of at least eight people, ideally more. However, it can also be done if there are fewer people.

METHODS Work in pairs, small group discussion, role play, plenary discussion

HANDOUT **TOOL 50**: Questionnaire for advocacy evaluation

STEPS

1. Select an advocacy issue. This may be a real issue that participants are working on outside the training workshop, or a worked example that they are using in the workshop, or a case study (real or made up, but provided by the workshop facilitator).
2. If possible, divide participants into four groups of two. Assign each pair an identity as
   - the organisation
   - the advocacy allies
   - the advocacy targets
   - the affected community.

If the group is smaller than eight, double up the identities per pair.

3. Each pair has now to plan and prepare. They are going to be interviewed, using their pair's identity, for the evaluation. They are also going to be interviewing another pair that has been paired with them. In both cases, they need to work out how they will respond to questions and how they are going to ask questions, using **TOOL 50**: Questionnaire for advocacy evaluation to help.
4. Invite each pair, in turn, to use role play with the other pair, to both interview and be interviewed. Those not taking part need to act as observers.
5. After each role play, obtain plenary feedback about what did and did not work. Draw out common themes of learning and good practice in conducting an advocacy evaluation.

# Explanation of exercise methods

Below is an explanation of the methods that are commonly used for the training exercises in this toolkit:

**Agree / Disagree** A statement is read out and participants have to move to a place along a line to indicate how strongly they agree or disagree with it.

**Bible studies** People read sections and/or examples from the Bible and then discuss them. These are used to draw out key learning points.

**Brainstorm** Participants state whatever immediately comes to mind about an issue. They think intensively and collectively about it and share their thoughts about the issue. Everyone's responses are usually written down by a member of the group.

**Buzz groups** Participants turn to the people next to them and discuss an issue quickly and immediately. A few participants then usually give a summary of their discussion to the whole group.

**Case studies** Experiences of participants or written stories of Tearfund's partners are discussed and used to draw out key learning points.

**Drawing** Participants draw a picture or diagram to help them to express what they are thinking and then to explain it to others.

**Internet search** The facilitator or participants use an internet-enabled device (eg computer, mobile phone, tablet) to type words or phrases into a search engine such as Google, Bing or Yahoo!. The search engine then produces a list of websites with information related to the search. It is important to choose words and phrases carefully in order to find the best information.

**Matching pairs game** Participants are given a word or phrase on a sticky note or piece of paper and asked to find their 'pair' – the person with the corresponding word or phrase. The game works well with pairs made up of a word and a definition of that word.

**Plenary discussion** A discussion of the issues by the whole group.

**Power line** Participants are given some pictures of people to lay out in a line with the most powerful person at one end and the least powerful person at the other.

**Prioritisation or grading** Participants have to place a selection of objects, statements, or documents in order according to certain criteria, such as usefulness or feasibility.

**Reflection** Participants think about an issue, usually individually and quietly. They may be asked to share their thoughts afterwards.

**Role play** Participants are given an exercise to do, in which they act out a role. After the role play it is important to discuss properly what was seen, both with the audience and those who took part in the role play. This helps participants to root theory in practice.

**Scenario analysis** Using a fictional series of events (a scenario) to explore ideas. Scenarios should be based on the realities of the context in which the workshop is being conducted and should reflect the issues that the workshop participants' organisations and communities are facing in real life.

**Small group discussion** Groups of between four and eight participants spend time in a structured discussion. They may have to present back to the whole group (plenary) in a formal way, or give feedback in a plenary discussion (see above).

**Sticky notes or blank cards** Participants use them to write down words or phrases quickly. They are usually then stuck on the wall, a piece of paper or a flipchart, or placed on the floor for further discussion. This method ensures that everyone participates and helps people express their own reactions to issues.

The following methods are not specified in the exercises, but may be used in addition:

**Dots** Small sticky dots are used by participants to vote for their preferred option. For example, pieces of paper with different definitions written on them are placed on the wall. Participants stick the dots on the cards that they agree with or prefer. This method ensures that everyone participates and makes decisions themselves.

**Gallery walk** Pieces of work are placed on the wall for all participants to see. Participants ask questions to those who wrote or drew them.

# Equipment

A checklist of suggested materials needed for the Exercises in this toolkit:

- Biros
- Blank cards (useful when sticky notes are not available)
- Flipchart stand with flipchart paper
- Flipchart pens in different colours
- Glue
- Paper
- Pins
- Poster tack (such as Blu-Tack)
- Sticky notes
- Sticky tape
- String and pegs

# 2 Energiser suggestions

These are games and exercises that can be used as energisers during a training workshop. They are ideal for use at the beginning of a day, and immediately after a refreshment break or lunch break. Also included are some suggestions for use at the beginning and end of a training workshop.

## Energisers

- **Counting game**
  As a group, participants have to try to count up to 20, one by one, without someone speaking at the same time. Each person calls out a number and if two people speak at the same time they have to start again.
- **Signature**
  Get participants to stand up and 'write' their signature in the air with their right hand, then their left hand, right foot, left foot and then their bottom!
- **Pass the ball**
  Get participants to stand in a circle and pass a ball round as quickly as they can. Time them and keep pushing them to reduce the time they do it in. It is good for team work and it is amazing how quickly they can do it when they discuss tactics. The only rule is that each person has to touch the ball.
- **Shark-infested water**
  Place paper on the floor to represent safe land, which participants need to stand on when the music stops and you shout 'sharks'. Play short bursts of music. Each time the music stops, take more paper away, so there's not enough for everyone and they have to rush to the land when you shout 'sharks'. You can keep removing paper until there is only enough for one person to stand on, in order to get a 'winner'.
- **Groupings**
  The group gets into a line by order of the first letter of their first name, or the month of their birthday, or where they are from (eg ordered from east to west or north to south, or by the first letter of the name of the place where they live). You could get them to do this without talking or only with certain gestures. You can also use this to mix the group up and then split them into smaller working groups.
- **Fruit cocktail**
  Get participants to sit on chairs in a circle and assign each person the name of a fruit – choose between four and five different fruits depending on the size of your group. When you call out the name of a fruit, eg 'Orange!', the people who have been assigned that fruit have to run round the outside of the circle of chairs and back to their seat as quickly as they can. You could call more than one fruit at time and also 'fruit cocktail', which is all the fruits together.
- **Ball under the chin**
  Get participants to stand in two lines. The first person in each line has to hold a ball under his or her chin and pass it to the next person so that person has it under his or her chin. No one can use their hands! If the ball is dropped, then it has to go back to the beginning of the line. The winning line is the one that gets the ball to the last person first.

## Introduction games

- **Interviews**
  In pairs, participants interview each other for a few minutes before reporting back to the group what they have learned about each other. You could give them three different things they need to find out or ask them to try and find five (or more!) things they have in common.
- **Quick fire introductions**
  Give participants a set period of time to meet as many different people as possible and write down their names and their answers to one question (use the same question for each person). This works well for big groups. For smaller groups, just reduce the time allowed.
- **Get knotty/spiders**
  Stand in a small circle. Everyone puts their hands in the middle and takes hold of two hands (the hands should belong to different people!). They then have to untie themselves as a group, without breaking the circle. This is good as an icebreaker and in reflecting on how we all need to work together and get to know each other.
- **Throwing a ball**
  Everyone stands in a circle. Participants throw the ball to each other in no particular order. When participants catch the ball, they have to share one thing about themselves (this could be from a set list of things that you choose and change periodically).
- **Throwing a ball alternative version**
  Everyone in the circle introduces themselves with their names and where they are from or what they do. Then the first person (person A) throws the ball to person B and says 'Hello B, I'm A'. Person B will then throw the ball to a different person and say 'Hello C, I'm B'. Let this continue for a short while, and then get each person to repeat the names of everyone in the circle.
- **Toilet paper**
  Everyone stands in a circle. Give participants different lengths of toilet paper to hold (eg one sheet, three sheets, four sheets). The number of sheets they have shows how many things about themselves they need to share. This way of sharing information can be used for getting feedback and raising ideas and questions, as well as for introductions.

## Evaluation games

- **Letter to self at the beginning**
  This would be done at the beginning of the training course. Participants write a postcard to themselves, recording what they would like to get out of or learn from the course. You collect these in and give them back out at the end so they can see if the course has met their expectations. You can discuss and address issues during the last session.
- **Letter to self at the end**
  Get the participants to write a letter or postcard to themselves during the last session with information about something they have learned, something they want to put into practice back at work, something they will do differently, or one bit of learning they will pass on to someone else.
- **Thermometer**
  Use a picture of a thermometer with a question written at the top about how participants view the session. Get them to place stickers or sticky notes to reflect their views. For example, they place a sticker by a high temperature to indicate they loved the session or by a low temperature if they hated it. You can also use this method as a kind of voting system to show how keen participants are about a particular idea, or what their views are on something. For example, you could use the question 'Should my organisation be doing joint advocacy?'

and participants could place a sticker by a high temperature to show they think this is very important, or by a low temperature to show that it is unimportant or inadvisable.

- **Target board**
  This is similar to the thermometer idea. People can place stickers on a target board in answer to a question being asked about a session or issue.
- **Throw the ball**
  Everyone stands in a circle, and a ball is thrown round in no particular order. When they have the ball, participants have to say one thing they have learned.
- **String**
  Everyone stands in a circle. Take a ball of string and pass it to one person who has to say one thing they have learned that they will put into practice. They then keep hold of the string and throw it to someone else. This second person also says one thing they learned, keeps hold of the string and throws the ball to a third person and so on. At the end, walk around and cut all the string from the middle – each person should be left with a piece of string in their hand. This can serve as a reminder of the training when they go back to the office.
- **Alphabet review**
  Go around the group, asking each person to think of a word related to the course – going through the letters of the alphabet in turn.
- **Game show quiz**
  Prepare six to eight questions related to what has been discussed on the course, including a fun question. Split the group into two teams (depending on numbers) and ask each team to think of a team name and a buzzer sound they can make. Run the quiz. The teams have to make their buzzer sound to answer a question.
- **Quiz**
  Split into two teams and get each team to think of questions for the other team to answer. Each team takes a turn at running the quiz and answering the other team's questions. If both teams get an equal number of questions correct, ask a final question and the teams need to shout out the answer to win.
- **Creative review**
  In groups, get participants to create a five-minute song, dance or drama that covers the things they have learned. They then perform to the rest of the group.

Analysis game

- **Hot air balloon**
  This image can be used as a kind of analysis exercise for a particular project or issue. Ask participants what makes the balloon fly, what keeps it held to the ground and what could be a threat to steering its course (eg clouds). Then use the image to relate to the project or issue. For example, the people in the basket could be the stakeholders, so you could ask the group who they need to be accountable to, or who can help them with their project.

Grand finale game

- **Circle of excellence**
  At the end of the training, all the participants stand in a circle. Walk around the group encouraging and praising each person and reflecting on all that the group has learned. Now they are standing in a circle of excellence! To celebrate, you can start clapping or making other sounds and movements that participants have to copy as you walk around the circle. As they join in one by one, the sound gets louder and louder.

# Sample timetable for a one-day workshop

| | |
|---|---|
| 09.00 | **Session 1**<br>• Introductions<br>• What is advocacy?<br>• Where does advocacy take place?<br>• Potential roles of an advocate |
| 10.30 | Refreshments |
| 11.00 | **Session 2**<br>• Reasons for becoming involved in advocacy<br>• Why advocacy?<br>• The biblical basis for advocacy |
| 12.30 | Lunch |
| 13.30 | **Session 3**<br>• The Advocacy Cycle<br>• Assess which stages of the Advocacy Cycle participants want to explore<br>• Practice using an advocacy TOOL from Section D, E, F, G or H depending on which stage participants want to explore |
| 15.00 | Refreshments |
| 15.30 | **Session 4**<br>• Practice using an advocacy TOOL continued<br>• Sharing of learning from use of tools<br>• Sharing of case studies<br>• Role plays (if time) |
| 16.45–17.00 | **Round up of the day and conclusions** |

# Sample timetable for a two-day workshop with a special focus on advocacy using the media

| | Day 1 | Day 2 |
|---|---|---|
| 09.00 | **Session 1**<br>• Introductions<br>• What is advocacy?<br>• Where does advocacy take place?<br>• Potential roles of an advocate | **Session 5**<br>• Recap previous day<br>• Advocacy Cycle Stage 3: Planning<br>• Developing a Theory of Change<br>• Practice using a TOOL from Section F1 |
| 10.30 | Refreshments | |
| 11.00 | **Session 2**<br>• Why advocacy?<br>• The biblical basis for advocacy<br>• Understanding politics and power<br>• Developing a vision for change | **Session 6**<br>• Discuss risks<br>• Discuss working with others (Section F2)<br>• Advocacy Cycle Stage 4: Action<br>• Deciding and writing a position<br>• Discuss choosing and using different advocacy methods |
| 12.30 | Lunch | |
| 13.30 | **Session 3**<br>• The Advocacy Cycle<br>• Advocacy Cycle Stage 1: Issue identification<br>• Practice using a TOOL from Section D | **Session 7**<br>• Practice using a TOOL from Section G1, Section G2 or Section G3<br>• Role plays (using prepared media messages) |
| 15.00 | Refreshments | |
| 15.30 | **Session 4**<br>• Advocacy Cycle Stage 2: Research and analysis<br>• Practice using a TOOL from Section E1 or Section E2 | **Session 8**<br>• Advocacy Cycle Stage 5: Monitoring, reviewing, evaluating and learning<br>• Challenges with monitoring, reviewing and evaluating advocacy<br>• Practice using a TOOL from Section H |
| 16.45–17.00 | **Round up of the day** | **Round up of the day**<br>• Follow up plans<br>• Evaluation forms |

# Sample timetable for a three-day workshop, suitable only for those working in a difficult political context

| | Day 1 | Day 2 | Day 3 |
|---|---|---|---|
| **09.00** | **Session 1**<br>• Introductions<br>• Workshop objectives<br>• What is advocacy?<br>• Where does advocacy take place?<br>• Potential roles of an advocate | **Session 5**<br>• Recap previous day<br>• Advocacy Cycle Stage 2: Research and analysis<br>• Gathering and prioritising information<br>• Understanding the root causes of a problem<br>• Practice using a TOOL from Section E1 | **Session 9**<br>• Recap previous day<br>• Advocacy Cycle Stage 4: Action<br>• Practice using TOOLS from Section G5 |
| **10.30** | Refreshments | | |
| **11.00** | **Session 2**<br>• Reasons for becoming involved in advocacy<br>• Why advocacy?<br>• The biblical basis for advocacy<br>• Practice using a TOOL from Section B1 or Section B3 | **Session 6**<br>• Understanding the wider context<br>• Practice using another TOOL from Section E1 | **Session 10**<br>• Deciding and writing a position<br>• Choosing and using different advocacy methods<br>• Assess which methods participants want to consider and practise using applicable TOOLS from Section G1, Section G2 or Section G3 |
| **12.30** | Lunch | | |
| **13.30** | **Session 3**<br>• Developing a vision for change (using case studies)<br>• Understanding power and politics<br>• Practice using a TOOL from Section B2 | **Session 7**<br>• Advocacy Cycle Stage 3: Planning<br>• Developing a Theory of Change<br>• Practice using TOOLS from Section E2 | **Session 11**<br>• Advocacy Cycle Stage 5: Monitoring, reviewing, evaluating and learning<br>• Challenges with monitoring, reviewing and evaluating advocacy<br>• Practice using a TOOL from Section H |
| **15.00** | Refreshments | | |
| **15.30** | **Session 4**<br>• The Advocacy Cycle<br>• Advocacy Cycle Stage 1: Issue identification<br>• Practice using a TOOL from Section D | **Session 8**<br>• Practice using Power analysis<br>• Working with others<br>• Practice using a TOOL from Section F1 or Section F2 | **Session 12**<br>• Role plays (using case studies)<br>• Sharing of learning<br>• Development of follow up plans and next steps |
| **16.45–17.00** | **Round up of the day** | **Round up of the day** | **Round up of the day**<br>• Evaluation forms |

# Sample timetable for a five-day workshop

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|---|---|---|---|---|
| 09.00 | **Session 1**<br>• Introductions<br>• Hopes and fears<br>• Practicalities<br>• Workshop objectives<br>• Understanding the Advocacy toolkit | **Session 5**<br>• Recap previous day<br>• The Advocacy Cycle | **Session 9**<br>• Recap previous day<br>• Advocacy Cycle Stage 3: Planning<br>• Developing a Theory of Change<br>• Advocacy indicators<br>• Practice using a TOOL from Section F1 | **Session 13**<br>• Recap previous day<br>• Advocacy Cycle Stage 4: Action<br>• Deciding and writing a position | **Session 17**<br>• Advocacy Cycle Stage 5: Monitoring, reviewing, evaluating and learning<br>• Identifying and overcoming challenges when monitoring, reviewing and evaluating advocacy |
| 10.30 | Refreshments | | | | |
| 11.00 | **Session 2**<br>• What is advocacy?<br>• Where does advocacy take place?<br>• Potential roles of an advocate | **Session 6**<br>• Advocacy Cycle Stage 1: Issue identification<br>• Practice using a TOOL from Section D | **Session 10**<br>• Understanding power and politics<br>• Practice using a TOOL from Section B2 | **Session 14**<br>• Choosing and using different advocacy methods<br>• Practice using a TOOL from Section G1 or Section G2 | **Session 18**<br>• Practice using a TOOL from Section H |
| 12.30 | Lunch | | | | |
| 13.30 | **Session 3**<br>• Reasons for becoming involved in advocacy<br>• Why advocacy?<br>• What drives you in advocacy work?<br>• Developing a vision for change (using case studies) | **Session 7**<br>• Advocacy Cycle Stage 2: Research and analysis<br>• Gathering and prioritising information<br>• Understanding the root causes of a problem<br>• Practice using a TOOL from Section E1 | **Session 11**<br>• Practice using a TOOL from Section E2 | **Session 15**<br>• Practice using a TOOL from Section G3<br>• Discuss Section G4 or Section G5 if applicable | **Session 19**<br>• Sharing of learning<br>• Development of follow up plans and next steps<br>• Evaluation forms. |
| 15.00 | Refreshments | | | | |
| 15.30 | **Session 4**<br>• The biblical basis for advocacy<br>• What advocacy options are open to Christians? | **Session 8**<br>• Understanding the wider context<br>• Practice using another TOOL from Section E1 | **Session 12**<br>• Deciding whether to advocate<br>• Overcoming concerns, objections and risks<br>• Practice using a TOOL from Section F2 | **Session 16**<br>• Role plays (using case studies) with observation and feedback | |
| 16.45–17.00 | **Round up of the day** | | | | |

# Further reading

More Tearfund advocacy resources can be found in Tearfund's International Learning Zone (TILZ): http://tilz.tearfund.org/themes/advocacy, including the following issue-specific booklets:

- *Why advocate on climate change?*
- *Why advocate for Disaster Risk Reduction (DRR)?*
- *Why advocate on governance and corruption?*
- *Why advocate on HIV?*
- *Why advocate for Water, Sanitation and Hygiene (WASH)?*

Tearfund's advocacy resources for churches can be found in the Churches section of TILZ: http://tilz.tearfund.org/themes/church/church_and_advocacy

**Other guides**

- BOND Guidance Note, *The How and Why of Advocacy*, 2005: www.innonet.org/resources/files/The_how_and_why_of_advocacy.pdf
- CARE, *Advocacy Tools and Guidelines*, 2001: www.careclimatechange.org/files/toolkit/CARE_Advocacy_Guidelines.pdf
- Oxfam America and the Advocacy Institute, *Advocacy for Social Justice: A Global Action and Reflection Guide*, Kumarian Press, USA, 2001
- VeneKlasen, Lisa with Miller, Valerie, *A New Weave of Power, People and Politics: The Action Guide for Advocacy and Citizen Participation*, World Neighbors, USA, 2002: www.justassociates.org/ActionGuide.htm
- VSO, *Participatory Advocacy Toolkit*, 2012: www.vsointernational.org/what-we-do/advocacy
- Wateraid, *Advocacy Sourcebook*, 2007: www.wateraid.org/~/media/Publications/advocacy-sourcebook.ashx
- World Vision International, *Citizen Voice and Action Field Guide*, 2010: www.wvi.org/local-advocacy/publication/citizen-voice-and-action-field-guide

**Influence, persuasion and inspiring change**

- Atkinson, Max, *Lend Me Your Ears*, Vermilion, London, 2004
- Program for Environmental and Regional Equity, University of Southern California, *Making Change – How Social Movements Work and How to Support Them*, 2009: http://dornsife.usc.edu/pere/making-change
- The Change Agency, *Training Resources for Activists*: www.thechangeagency.org (click on training resources)
- Cialdini, Robert B. *Influence – The Psychology of Persuasion*, Revised edition, HarperBusiness, USA, 2006.
- Gladwell, Malcolm, *The Tipping Point*, Abacus, London, 2000
- Rose, Chris, *How to Win Campaigns – Communications for Change*, 2nd edition, Earthscan, London, 2010
- Straker, David, *Changing Minds*: www.changingminds.org

**Power and politics**

- Chapman, Jennifer, *Rights-Based Development: The Challenge of Change and Power*, Global Poverty Research Group, 2005: www.gprg.org/pubs/workingpapers/pdfs/gprg-wps-027.pdf
- ODI, *Mapping Political Context*, 2006: www.odi.org.uk/resources/download/152.pdf
- Weston, Drew, *The Political Brain*, Public Affairs, USA, 2007

**Issue identification and research**

- ODI, *Tools for Policy Impact*, 2004: www.odi.org.uk/resources/download/156.pdf
- VSO, *Simple Toolkit for Advocacy Research Techniques*, 2nd edition, 2012: www.vsointernational.org/what-we-do/advocacy (click on PDF link)

**Advocacy planning**

- ActionAid, *Critical Webs of Power and Change*, 2005: www.alnap.org/resource/8096

**Citizen engagement**

- International Institute for Environment and Development, *PLA Notes 43: Advocacy and Citizen Participation*, 2002: http://pubs.iied.org/pdfs/9133IIED.pdf
- Just Associates, *Making Change Happen – Advocacy and Citizen Participation*, 2002: www.justassociates.org/MakingChangeReport.pdf

**Working with others**

- The POLICY Project, *Networking for Policy Change: An Advocacy Training Manual*, 1999: www.policyproject.com/pubs/AdvocacyManual.pdf
- Prevention Institute, *Developing Effective Coalitions: An Eight Step Guide*, 2002: www.preventioninstitute.org/component/jlibrary/article/id-104/288.html
- Starkey, Paul, *Networking for Development*, International Forum for Rural Transport and Development, London, 1998

**Communication**

- Atkinson, Max, *Speechmaking and Presentation Made Easy*, Vermilion, London, 2008
- ODI, *Successful Communication*, 2005: www.odi.org.uk/resources/download/155.pdf

**Social and digital media for advocacy**

- The Info-Activism How-To Guide: Strategies and tools for digital campaigning: http://howto.informationactivism.org (see also Tactical Tech: www.tacticaltech.org)
- For mobile phone technology in advocacy: Frontline SMS, www.frontlinesms.com, and Our Mobile World, www.ourmobileworld.org

**Lobbying**

- ODI, *Policy Engagement*, 2006: www.odi.org.uk/resources/download/160.pdf

**Mobilisation and campaigning**

- Coe, Jim and Mayne, Ruth, *Is Your Campaign Making a Difference?*, NCVO Publications, London, 2008
- Kingham, Tess and Coe, Jim, *The Good Campaigns Guide – Campaigning for Impact*, 2nd edition, NCVO Publications, London, 2005
- Lamb, Brian, *The Good Guide to Campaigning and Influencing*, 3rd edition, NCVO Publications, London, 2011
- Lattimer, Mark, *The Campaigning Handbook*, 2nd edition, Directory of Social Change, London, 2000

**Human rights**

- For details of United Nations summits, conferences and events: www.un.org/events/index.html
- For United Nations organisations: www.unsystem.org
- For information and data on different countries and topics, see: www.worldbank.org, www.imf.org, www.unicef.org, www.undp.org
- Amnesty International: www.amnesty.org
- Human Rights Watch: www.hrw.org

**Monitoring policies and budgets**

- CAFOD, Christian Aid and Trocaire, *Monitoring Government Policies: a Toolkit for Civil Society Organisations in Africa*: www.trocaire.org/sites/trocaire/files/resources/policy/monitoring-government-policies-toolkit.pdf.pdf
- Fundar, International Human Rights Internship Program and International Budget Project, *Dignity Counts – A Guide to Using Budget Analysis to Advance Human Rights*, 2004: www.iie.org/en/Programs/IHRIP/Publications (click on PDF link)
- International Budget Partnership, *Guide to Budget Work for NGOs*, Revised edition, 2001: www.internationalbudget.org/resources/guide/guide1.pdf
- The Transparency and Accountability Initiative, *Open Government Guide*, 2013: www.opengovguide.com

**Monitoring, evaluation and learning**

- BOND Impact Builder (online hub of outcomes, indicators and data collection tools): http://my.bond.org.uk/impact-builder
- The California Endowment, *The Challenge of Assessing Policy and Advocacy Activities*, 2005: www.calendow.org/uploadedFiles/Publications/Evaluation/challenge_assessing_policy_advocacy.pdf
- Chapman, Jennifer and Wameyo, Amboka, ActionAid, *Monitoring and Evaluating Advocacy: A Scoping Study*, 2001: www.eldis.org/vfile/upload/1/document/0708/DOC21800.pdf
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## Acknowledgements

We are grateful to all Tearfund staff and partners who took part in field-testing the second edition:

- Argentina and Peru: Paz y Esperanza
- Bangladesh, under the leadership of Patrick Palma: Koinonia, The Salvation Army, Garo Baptist Convention, LAMB, Baptist Aid, World Concern Bangladesh and Bangladesh Nazarene Mission
- India: CANA (Christian AIDS/HIV National Alliance), Discipleship Centre, Evangelical Fellowship of India, EFICOR (Evangelical Fellowship of India Commission on Relief), Emmanuel Hospital Association (EHA)
- Nepal: United Mission to Nepal and International Nepal Fellowship
- Nigeria: RURCON (Rural Development Counsellors for Christian Churches in Africa) and CRUDAN (Christian Rural and Urban Development Association of Nigeria)
- Pakistan, under the leadership of Saima Williams: Partner Aid, International Civil Society Action Network (ICAN) and the Open Theological Seminary (OTS)
- Zambia: Jesus Cares Ministries
- Zimbabwe: Evangelical Fellowship of Zimbabwe (EFZ)

Thanks to the following Tearfund staff members for their comments: Catriona Dejean, Helen Heather, Dewi Hughes, Jo Khinmaung, Melissa Lawson, Sarah Newnham, Ben Niblett, Sarah Pickwick, Laura Taylor, Richard Weaver, Ben Webster, Esther Williams, Sue Yardley.

We acknowledge the important contributions made by the following partners, past and present, who shared their learning through case studies:

- Ação Evangélica, Brazil
- Agape
- Alliance des Eglises Evangéliques, Rwanda
- Asha
- Asociación para una Sociedad más Justa
- Association of Evangelicals of Liberia
- Christian Community Services of Mount Kenya East
- Churches in Bulawayo
- Diaconia
- EFICOR
- Emmanuel Hospital Association
- Evangelical Association of Malawi
- FALE
- Fédération Des Ecoles Protestantes D’Haïti
- Fondation Haïtienne de L’Enseignement Privé
- HEED (Health, Education and Economic Development)
- JEMED (Jeunesse en Mission Entraide et Développement)
- Joint Relief Ministry
- Kale Heywet Church Development Programme
- Mekong Minority Foundation
- Mosoj Yan
- Navajeevana
- Paz y Esperanza
- Rede Cristã, Mozambique
- SETESUR
- Siam Care
- United Mission to Nepal
- Zimbabwe Christian Alliance
- Zimbabwe Orphans through Extended hands

And all partners that chose to remain anonymous for security reasons.

This publication has been produced with the assistance of the European Union. The contents of this publication are the sole responsibility of Tearfund and can in no way be taken to reflect the views of the European Union.

**Advocacy toolkit**
By Joanna Watson

ISBN 978-1-904364-12-2

Published by Tearfund
100 Church Road, Teddington, TW11 8QE, UK
www.tearfund.org/tilz

20597 – (0315)

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