MOVEMENT BUILDING GUIDE

Mobilising ordinary people
as agents for widespread change

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Families and their environment can flourish together when ordinary people are organised and inspired to take action. The current model of economic growth driven by an excessive strain on the finite natural environment can be restrained. Mobilised, active and inspired people are a great force that can restrain poverty and catalyse economic growth in an environmentally sustainable manner. This approach where ordinary people, like Christians, spearhead the change is known as movement building.

Such movements can inhibit environmental damage, rampant inequality and unjust economic systems that threaten to push many people back into poverty in our world today.

We believe that God is at work, raising up a generation of Christians to be part of this movement. Believers who want to live out the call of Micah to 'act justly and to love mercy and to walk humbly' with our God (Micah 6:8) in all areas of their lives. Christians and ordinary people who know that 'doing justice' is much larger than simply joining a campaign, signing a petition or giving financially. People who are called to 'not simply do justice, but to live justly'. Our prayer is to see grassroots social movements rise up throughout the world. Movements that pray and live out values through personal action, inspiring change in existing social norms and articulating concrete demands to their neighbours and leaders.

We pray this resource will be helpful to those seeking to play their part by mobilising their spheres of influence to join the movements.

Front cover photo: Edgar Jone/Tearfund

Tearfund is a Christian relief and development agency working with partners and local churches to bring whole-life transformation to the poorest communities.

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INTRODUCTION

There has been great success in the alleviation of global poverty over the last 25 years. However, due to the current model of economic growth, these successes in economic development have been at a grave cost to the environment. As more and more people have been lifted out of poverty, so the strain placed on finite resources and the environmental systems that are essential for sustaining life has increased. And the environmental damage, rampant inequality and unjust economic systems in our world today threaten to push many people back into poverty.

We need to continue – and step up – the fight against poverty, but to do so in a different way. A way that is both economically and environmentally sustainable. A way that protects and restores God's creation, brings an end to unjust inequality and builds just and sustainable economic systems.

We have a vision of a just and sustainable global economy. An economy that results in wholeness and completeness, where people and communities flourish, both physically and spiritually. This economy is one that works for everyone and one that operates within the planet's natural limits. We call this vision the 'restorative economy', and we believe that significant progress towards it can be achieved if the world's economy moves closer to the biblical principles of jubilee: environmental restoration, freedom from poverty, and fair allocation of wealth.

However, we believe that this vision will only be realised if a widespread movement of people are inspired and mobilised as agents of change to pray, live differently and speak out to call on the powerful for change. We believe that God is at work, raising up a generation of Christians to be part of this movement. Believers who want to live out the call of Micah to 'act justly and to love mercy and to walk humbly' with our God (Micah 6:8) in all areas of their lives. Christians who know that 'doing justice' is much larger than simply joining a campaign, signing a petition or giving financially. People who are called to 'not simply do justice, but to live justly'.[1] Our prayer is to see grassroots social movements rise up throughout the world. Movements that pray and live out values through personal action, inspiring change in existing social norms and articulating concrete demands to governments.

Is this resource for you?

Are you passionate about bringing an end to poverty and environmental degradation? Do you want to inspire and mobilise others to join you? Are you called to play a role in building a movement of people who will pray, speak out and act to bring this vision closer? If so, this resource is for you. It fully explains both the 'why' and 'how' of movement building, and points to other resources and information sources where you may want to dig deeper and find out more. We hope and pray that it will inspire and equip readers with the knowledge, skills and techniques to build grassroots social movements that will lead to change.

This resource is divided into two parts. Part 1 looks at the 'why' questions: *why advocate on economic and environmental sustainability? And why movement building?* Part 2 addresses the 'how' questions: *how do we build a successful movement? What steps do we take? What methods, tools and processes can be utilised?*

An outline for a three-day movement-building training workshop – which you can find on page 33 of this resource – will help you to share the information and ideas in this document with others.

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[1] Tearfund and Micah Challenge USA (2017) *Live Justly* – a series of ten in-depth scriptural and practical group studies on the biblical response to poverty, injustice and environmental destruction

PART 1: **UNDERSTANDING THE RESTORATIVE ECONOMY AND THE MOVEMENT-BUILDING APPROACH**

1.1 Why advocate on economic and environmental sustainability? The biblical basis

Our inspiration and mandate to advocate for economic and environmental sustainability comes from scripture.[2] The Bible can be read as a great narrative, the story of God's creation of the world, and his relationship with the world. A story that revolves around God's purposes for creation and humanity's freedom to obey or resist him. Understanding this story, and our response to it, is key to understanding why we must advocate on economic and environmental justice.

The Bible starts and finishes with God **creating**. We read of the creation of the universe in the book of Genesis and we read of God's forthcoming new creation in Revelation 21. And between this first and last book of the Bible, the theme of concern for God's creation recurs throughout.

In Genesis we read of God creating a perfect world in love, for his pleasure, and ensuring that every part of it was good. We read of creation, humanity and God living together in harmony – a vision encapsulated by the Hebrew word *shalom*.

We also read of the Fall. We read of this perfect world being broken when people turned away from God. Suffering, poverty, pain, injustice and death entered the world, and relationships that had been created perfect – between people and God, between people and the environment, and between one another – were broken. *Shalom* was broken.

After the Fall, the narrative of the Bible is a story of salvation. It's a story of God reaching out to his creation in order to redeem it and restore relationships that have been broken: a mission, and *shalom*, fulfilled – although not yet fully realised – through Jesus' death and resurrection. Jesus has made the way possible for people to be reconciled with God, with each other and with the earth – for relationships to be restored. Jesus inaugurated the new kingdom, which is here in part, and will come in full when he returns and brings a new creation into being.

As God continues to work out his rescue mission, to bring people back into relationship with him, with the earth and with each other, he invites his people to play a role in this, to work with him. The earth belongs to God (Psalm 24:1) but he has given humanity responsibility for the ongoing nurture and care of creation (Genesis 1:28), working with God to preserve and restore *shalom*.

Human beings also have a strong mandate to care for each other. The Bible is clear that God hates poverty and injustice; he shows special concern for people who are disadvantaged and excluded. For example, Isaiah 1:17 commands us to 'Seek justice, encourage the oppressed. Defend the cause of the fatherless, plead the case of the widow'. In Jesus' ministry, he often prioritised and focused on those who were the most marginalised and excluded. Jesus identified with those who are poor in his mission statement (Luke 4:16–21) and illustrated this in the Parable of the Good Samaritan (Luke 10:25–37).

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[2] Much of this section is adapted from Swithinbank H, Gower R, and Foxwood N (forthcoming) *Sustained by faith: The role of Christian belief and practice in living sustainably*

There is a strong link between damage to creation and poverty. Climate change and environmental degradation are leading to increased poverty, illness and suffering in poor communities around the world. This is a huge injustice.

Thus there is a biblical command to both care for the environment and to work to bring an end to poverty, and we believe that the way to bring these things about in practice is for the world's economy to get closer to the biblical principles of jubilee.[3]

Understanding jubilee

The biblical principles of jubilee include **environmental restoration**. Each jubilee year was also a sabbath year – a time of 'solemn rest for the land' (Leviticus 25:4 ESV). Jubilees were about sufficiency, recognition of limits, the need for God's creation to rest. The land, and by extension the rest of natural creation, belongs to all of us and ultimately to God (Leviticus 25:23; Psalm 24:1).

Secondly, the idea of jubilee also emphasised rest for **those living in poverty**. Sabbath years meant cancellation of debt and the release of slaves and indentured labourers (Deuteronomy 15:12). Liberty was proclaimed throughout the land. No one was to lend money at interest to those in need (Leviticus 25:35–37), or to profit when selling food to poor people (Exodus 22:25).

Thirdly, the principles of jubilee include that wealth **should be allocated fairly**. God told Moses, 'The land must not be sold permanently, because the land is mine and you reside in my land as foreigners and strangers' (Leviticus 25:23–24). Indeed, when jubilee principles are applied, 'there should be no poor among you' (Deuteronomy 15:4).

The idea of jubilee continues into the New Testament. At the start of Jesus' ministry, he stood up in the synagogue in Nazareth to read from Isaiah 61, which in turn refers to Leviticus 25 and the jubilee laws.[4] In this moment, Jesus announced that his mission was God's mission: the redemption of God's creation and the restoration of its relationship with God.

As Christians, we are part of God's continuing story. We are called to take part in the mission of bringing about God's kingdom here on earth. We bear witness to the coming kingdom in our relationships, in the way we care for creation, in who we are, what we say and do, and the way we do it. In the gospels Jesus reminds his disciples to, 'love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind, and love your neighbour as yourself' (Luke 10:27). To love other people is not just about verbally sharing the gospel, but about caring for their needs and considering the effects our actions have upon them.

We believe there is a biblical mandate to work towards a restorative economy whereby:

■ we will live within environmental limits – conserving our environment and working actively to repair what has been damaged or degraded;

■ everyone on earth will be able to meet their basic needs and to flourish as they and creation realise their full potential; and

■ inequality will be kept within reasonable limits.

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[3] These themes are explored in much more detail in Tearfund (2015) *The Restorative Economy – Completing our unfinished millennium jubilee* and in Swithinbank H, Gower R, and Foxwood N (forthcoming) *Sustained by faith: The role of Christian belief and practice in living sustainably*

[4] Luke 4:16–20

1.2 Why advocate on economic and environmental sustainability? The facts

1.2.1 Understanding the problems

'**Environmental degradation**' is a broad term that describes detrimental human impacts on the natural environment – land, water, oceans, the climate, plants and animals. Natural resources are being used faster than they can be replenished. Many rivers and lakes are drying up because too much water is being taken from them. Some of the world's great rivers – including the Yellow River and the Indus – now often run dry before they reach the sea, while the Aral Sea, once one of the four largest lakes in the world, has ceased to exist.[5] Over the last 60 years, the size of Lake Chad in West Africa has decreased by 90 per cent as a result of overuse of the water, extended drought and the impacts of climate change.[6] And forests are being destroyed at an alarming rate. We're losing 18.7 million acres of forests annually, equivalent to 27 soccer fields every minute.[7]

Some methods of agriculture cause significant damage to the land if farmers use land in such a way that it does not have a chance to recover between harvests, or if certain fertilizers or pesticides are used that pollute soil, air and water. Some industrial methods also cause pollution. Pollution can damage people's health, causing sickness and in some cases even death, and it harms plants, trees and animals.

Environmental degradation has a huge impact on poor people. Many poor communities, particularly in rural areas, depend on their natural environment for survival, often relying directly on farming or fishing for food, using water from local sources, and collecting firewood and wild plants close to where they live.

Soil degradation affects crop yields, impacting both food security and livelihoods of poor communities. Over-extraction of water, and pollution of water sources, means that women and children often have to work harder and walk further to find clean water. In some places, lack of productive land, food, water and other resources can lead to increased conflict within and between communities and groups. It can also lead to people migrating to other places in search of these necessities.

Resource use, and the consequent **waste** that is created, is a growing cause of environmental degradation. At present many products, and their packaging, are made to be used for only a short time and then discarded. New

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[5] Tearfund (2015) *The Restorative Economy – Completing our unfinished millennium jubilee*, p12

[6] UNEP (2018) *The tale of a disappearing lake*, ReliefWeb – https://reliefweb.int/report/chad/tale-disappearing-lake

[7] WWF website – www.worldwildlife.org/threats/deforestation

products are often made from new materials. This uses more energy, which if from fossil fuels, produces more greenhouse gases (see section below on climate change). When they are thrown away they waste valuable resources, throwing away, in effect, all the materials and resources used to create them.

A lack of, or inappropriate, waste disposal methods are a key source of pollution. Globally, 2 billion people lack access to formal solid waste collection and 3 billion lack access to controlled waste disposal facilities.[8] Waste that is burned in the open or left uncollected produces greenhouse gases that contribute to climate change, as does waste in landfill and dump sites. Large amounts of plastic waste enters the sea, where it is broken down into small pieces, absorbed by fish and microscopic animals and enters the food chain. Once in the food chain, it is consumed by human beings, the impact of which is not yet fully known.

The problem of waste is harming some of the most vulnerable communities in both low-income and middle-income countries. Unmanaged waste poses a serious risk to public health, causing respiratory illnesses, contaminating soil and groundwater, causing flooding and increasing the spread of infectious diseases.

Informal settlements in developing countries are frequently choked with waste, and often grow up around dump sites due to a lack of alternatives. Every year around 9 million people die of diseases linked to badly managed waste and pollutants; that's 20 times more than die of malaria.[9] Currently, recycling activities in developing countries are mainly carried out by the informal sector. Waste pickers are one of the most marginalised social groups who work under extremely hazardous conditions.

Climate change – a major part of environmental degradation – refers to the climatic changes caused by the rise in the earth's global temperature due to human activities, primarily the burning of coal, oil and gas (fossil fuels). Carbon dioxide and other 'greenhouse gases' (such as methane and nitrous oxide) are released through burning fossil fuels to generate energy, make products and fuel vehicles. Greenhouse gases are also released through changes to land use such as deforestation and certain methods of agriculture.

Climate change is one of the biggest challenges facing the world today, and its impacts are already hitting the poorest and most vulnerable communities hardest. The need to act is extremely urgent. Some of the current and future impacts of climate change include:

- **Unpredictable rainfall and rising temperatures.** Many regions are experiencing huge variations in rainfall, leading to droughts, floods and crop failures. This is resulting in food insecurity and water scarcity, often in places that are already vulnerable.

- **Extreme weather events.** As weather patterns change, extreme weather events are becoming more common. Heatwaves, cyclones, floods and droughts are likely to increase in intensity and frequency, leading to an increased number of disasters. Storms and sea surges are likely to become more intense.

- **Sea-level rise.** Rising temperatures are causing the oceans to heat up and expand, leading to rises in the sea level. There is also the threat of polar ice caps melting, leading to an even more dramatic sea-level rise. This threatens low-lying islands and coastal zones.

The poorest people often have the least resources to adapt and build resilience to climate change, and are impacted the most. These impacts outlined above are likely to lead to conflicts over food and water, increases in health problems as well as increased migration to urban areas. Climate change will cause a huge loss of many

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[8] UNEP (2016) *Global waste management outlook* 'Controlled waste disposal facilities' refers to rubbish bins/containers for household waste disposal; 'solid waste collection' refers to waste collection services offered by municipalities or companies

[9] UNEP (2015) Pollution is the largest cause of death in the world, UNEP SDG fact sheet, available at http://www.cep.unep.org/meetings/documents/811d63da2f3ac96c08eb670f64db4310/%40%40download/en_file/PollutionSDGSummary-en.pdf; malaria mortality figures from World Health Organisation. Number of malaria deaths www.who.int/gho/malaria/epidemic/deaths/en – cited in Tearfund (2017) *Why advocate on waste and a circular economy?*

plant and animal species, which will in turn further affect human health and food security. Climate change has the potential to push more than 100 million people back into poverty by 2030.[10]

1.2.2 Understanding the solutions

In a **restorative economy**, environmental degradation would be halted, and the damage already done would be restored. For example, sustainable agriculture methods and sustainable water and forest management methods would protect and restore land and water sources. A transition to a circular economy, where resources are kept in use for as long as possible, would be a major step towards economic and environmental sustainability. In a **circular economy**, products are designed to last longer and, at the end of their life, to be repaired or safely taken apart so the resources can be reused. The large quantities of waste currently generated day after day around the world could instead be re-used or eliminated. This would improve poor people's health, create jobs and be better for the environment, and could lead to less conflict over precious resources.

Urgent action is needed to tackle climate change – both in mitigation and adaptation. **Mitigation** is about reducing emissions of greenhouse gases, especially in higher-income countries. It involves helping poorer countries to access renewable energy, and making sure they have funding for this. Off-grid local renewable energy sources would mean communities access electricity without contributing to climate change. These energy sources would be used for lighting, cooking, powering irrigation pumps, etc. This could bring benefits such as school children being able to study in the evening, and doctors being able to store medicines in fridges. It would also enable electricity-based job opportunities.

Mitigation also includes helping countries to protect their forests. The Paris Agreement (see box below) commits all countries to limiting warming to well below 2°C and pursuing efforts to limit to 1.5°C. However, based on policies presently in place around the world, we are on track for warming of around 3.4°C above pre-industrial levels with disastrous consequences for millions of people.[11] Governments must set – and meet – targets to reduce greenhouse gas emissions fast enough to limit global warming to the safe level of 1.5°C. This means achieving net zero carbon emissions. Significant shifts in investments from fossil fuels to renewable sources will be key to achieving this.

Adaptation is about taking action to cope with the current and future impacts of climate change that are already inevitable. For successful adaptation, countries and communities need financial resources and the right technologies and expertise. Adaptation should be properly integrated into national development planning, rather than taking place as a separate, stand-alone activity.

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[10] World Bank Group (2016) *Shock Waves: Managing the Impacts of Climate Change on Poverty*
[11] https://climateactiontracker.org/global/temperatures/

Understanding the UNFCCC

Governments are working together through the United Nations Framework Convention on Climate Change (UNFCCC) and its Kyoto Protocol to try to tackle both mitigation and adaptation. The annual talks (called the COP or Conference of the Parties) continue to try to find a global solution to climate change. The landmark 'Paris Agreement' was negotiated at COP21 in 2015. It entered into force in November 2016, and so far, 178 Parties have ratified it. Countries agreed to limit the warming of our planet to well below 2°C (35.6°F), and to aim for 1.5°C (34.7°F). The long-term goals of the Paris Agreement are to peak emissions as soon as possible and achieve net zero emissions in the second half of the century. Countries submit national plans known as Nationally Determined Contributions (NDCs) to the UNFCCC. Countries have to either update or communicate a new NDC by 2020. The content of these NDCs will be of fundamental importance.

Find out more

For a simple explanation of the causes and impacts of climate change, see:

- [Revealing climate change](#) from Tearfund's resource *Reveal: tools to support community transformation*

- Tearfund (2011) *Why advocate on climate change?*

To understand more about waste and the circular economy, see:

- Tearfund (2017) *Why advocate on waste and a circular economy?*

To look at your country's current NDC, see:

- The UNFCCC NDC registry – www4.unfccc.int/ndcregistry/Pages/All.aspx

To research climate data and projections for your country, see:

- World Bank Climate Change Knowledge Portal – http://sdwebx.worldbank.org/climateportal/countryprofile/home.cfm

- Climate Policy Observer – http://climateobserver.org/country-profiles/

To research waste management in your country, see:

- What a Waste 2.0: A Global Snapshot of Solid Waste Management to 2050 – http://datatopics.worldbank.org/what-a-waste/

- The Global Waste Management Outlook – http://web.unep.org/ourplanet/september-2015/unep-publications/global-waste-management-outlook

1.3 Why movement building?

To bring about a real transformation towards a restorative economy, two types of change are needed. First we need to mobilise a groundswell of ordinary people who through their own example can rally their neighbours and leaders to bring about a dramatic shift in the values and social norms that underpin and govern our society's behaviour. And second, dramatic changes are needed in public policy at both national and global level. **Movement building is the advocacy approach most likely to bring about these changes, and without it, we are highly unlikely to see change – in social norms and government policy – on the scale that is so urgently needed.**

As Tearfund's Restorative Economy report says, 'When extraordinary things are achieved against apparently impossible odds, it's often because of a shift in values and a civil society movement that pushes for change.'[12] There are many times in history where the truth of this statement can be seen, for example:

■ the anti-slavery campaigners of the 18th and 19th centuries, whose movement brought an end to transatlantic slavery;

■ the US civil rights movement in the 1950s and 1960s, which helped transform public attitudes on racial discrimination;

■ the anti-apartheid movement in the 20th century, which challenged and brought an end to formal apartheid in South Africa, and resulted in South Africa achieving equal rights rule in 1994 through free and fair elections, in which all races could vote;

■ Jubilee 2000, a movement which helped force the issue of developing-world debt relief onto the political agenda, and bring about debt relief for some of the world's poorest nations.

Movement building is an approach to 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.'*

Advocacy is firmly rooted in the Bible, and is based on God's commitment to justice: 'Speak up for those who cannot speak for themselves, for the rights of all who are destitute. Speak up and judge fairly; defend the rights of the poor and needy.' (Proverbs 31:8–9)

Advocacy 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.

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[12] Tearfund (2015) *The Restorative Economy – Completing our unfinished millennium jubilee*, p19

- **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.[13]

Movements are different to organisations and networks in several respects. An organisation such as an NGO has an Executive Director (or 'CEO' – Chief Executive Officer) – a person 'in charge' who holds the responsibility for the work of the organisation. Rules and procedures are centralised and often formal. Decision-making power rests ultimately with the CEO, although this may be delegated. A network or coalition is less centralised, but there is usually a central Secretariat who will coordinate activities and messages. A movement, on the other hand, is *facilitated*, rather than coordinated or controlled. There is a *unifying, shared vision, shared ownership and emphasis on co-creation and collaboration*. Movements focus on *empowering, energising and inspiring people*, and *connecting participants* to each other. Movements multiply leaders rather than keeping all of the power in one person or institution.

The diagram below helps to show this difference. The blue dots indicate the decision-making points and central leaders. The green dots indicate secondary decision-makers and players while the white dots indicate mainly implementers.

Differences between organisations, networks and movements

Organisation   Network   Movement
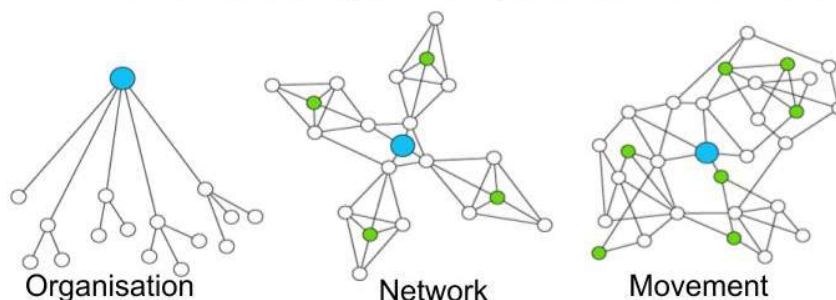
This graph is based on a presentation that Dr Kn Moy gave at a Lausanne Movement Leaders meeting in June 2011.

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[13] Tearfund (2015) *Advocacy toolkit*

Case study: Movement building for economic and environmental sustainability in Brazil

In Recife, Brazil, an informal settlement has no sanitation or waste collection system. All waste is disposed of in the Tejipió River, which – because of the waste – floods after heavy rain, destroying homes, causing outbreaks of diseases and, in the worst cases, washing people away. A local pastor mobilised 15 local churches to develop the 'Clean River, Healthy City' campaign. The group engaged with students from the local university who created publicity materials on the environment and waste, to be used in local schools and churches. Churches and community-based institutions were mobilised to advocate for the preservation of the Tejipió River and the right to housing. Street protests, public meetings and awareness campaigns took place, calling for the river to be cleaned up and for better waste management. People were also trained in and equipped for good environmental practices, and prepared to prevent and respond to disasters. Local communities are now keen to establish a network of entrepreneurs who can make an income from collecting the waste and turning it into products they can sell.[14]

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[14] Tearfund blog entry, 2018, Churches and communities join forces to clean up polluted waters in Brazil

PART 2: **TECHNIQUES AND TOOLS TO ORGANISE AND MOBILISE**

We turn now to look at the 'how' of movement building. How do we motivate, mobilise and organise people? How do we plan so that our work is strategic and focused?

There isn't one set formula for how to build a movement for change, and it will look different in different contexts, but below we outline some ideas, principles and techniques that may prove useful to you.

It is also important to note that the planning and the mobilising may well happen simultaneously. As you recruit and mobilise more people to join your movement, they will be able to help with, and take part in, the research, planning and strategising.

Tearfund's experience of studying and working with movements over recent years has led us to identify a number of key factors that help a movement to succeed:[15]

- **Reflection and discussion of theology and values.** Engaging participants with biblical study and reflection, and in so doing, speaking to theological belief and spiritual values, is a key first step in the process of mobilising and sustaining action among Christian believers.

- **Practical equipping.** Biblical input needs to be followed by technical capacity building on advocacy, justice, politics and environmental issues so that people feel empowered, are able to organise, and are confident to act in a way that makes change sustainable.

- **Developing a hope-filled narrative, building agency.** Reflection and practical equipping need to be accompanied by the creation of a hope-filled narrative. In practice this involves telling a story of a sustainable future, flourishing communities and nations, alongside a call for Christians to be engaged in building this future. A hope-filled narrative naturally gives rise to a sense of agency, and movements need a clear call to action. Small actions can help create momentum and small early successes provide motivation.

- **Building relationships and redistributing power.** Movements are sustained by the development of relationships and the redistribution of power. The deepening of individual relationships between Christians engaged in sustainability work, and of collective relationships between churches and the communities they are in, is key. This helps movement members to feel part of something bigger than themselves and feel a sense of mutuality and solidarity with others fighting the same fight. Relationships with others who are grappling with the same issues are vital to sustaining commitment and energy. In addition, a lack of hierarchy and the feeling that all members of the movement are leaders, empowered to make changes, are key to sustaining action.

- **A compelling and resonant vision, and clear and actionable demands.** The advocacy demands of a movement need to be specific enough for there to be a clear yes/no answer to the question of whether a government, politician or other actor supports them or not.

- **Patience in speaking truth to power.** This means being prepared that bringing about the political and social changes we want to see may take a long time.

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[15] See Swithinbank H, Gower R, and Foxwood N (forthcoming) *Sustained by faith: The role of Christian belief and practice in living sustainably* and Tearfund (2015) *The Restorative Economy – Completing our unfinished millennium jubilee*, p20-22

It is helpful to have these requirements in mind as we think about the different methods and tools we could use to build a movement.

Before starting: is movement building the right approach for you in your context?

This is an important question to ask at the beginning of the process. Movement building may not always be the most appropriate advocacy method. Consider the following questions:

- Is there any existing movement focusing on issues of economic and environmental sustainability in your country/region? If so, could your role be to bring more people into the movement, rather than start something new? See Tearfund's *Advocacy toolkit*, Section E2, for guidance on working with others.

- Do you live in a place where movement building is dangerous and needs to be approached carefully? 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 action needs to be considered much more carefully in light of all the potential risks. Tearfund's *Advocacy toolkit*, Section F2, will help you to think through whether this applies in your context.

Find out more

Tearfund's step-by-step guide to movement building

Tearfund (2015) *Advocacy toolkit*, Section G2, Taking action – Mobilising people

2.1 Identifying and defining the issue

While the broad vision of the movement will be the restorative economy, in reality, the problems of poverty, environmental degradation and inequality are too large for one movement to tackle all at once, and so some prioritisation of which particular issues to focus on will be necessary. There are many different areas within the broad theme of economic and environmental sustainability that a movement could focus on. An important step therefore is to identify the different areas relevant to your context and select the one(s) that can be best addressed through a grassroots social movement.

You may already have clarity and a sense of calling to mobilise people around a particular issue, or you may need to research which issues are the most pertinent in your country. This section includes suggestions for how you might identify and define the issue, if you aren't yet sure what the focus should be.

Ground your exploration and research in prayer. Ask God to show you the issues that he is calling you to advocate on. Ask for a clear sense of calling and passion towards these particular issues. What do you feel God is calling you to? Of all the problems you see, what are you drawn to? What do you see as your role in God's story?

It may be important to consult with local communities in your country to find out the biggest economic and environmental sustainability issues facing them. In a community or group context, care needs to be taken to seek views from a wide range of people - men and women, and people of different ages, ethnicity and with different household situations. Tearfund's *CEDRA* resource, p32-39 describes participatory tools that can be used to gather local knowledge to understand the climate and environmental impacts that communities have suffered, and to explore with them how they have responded or adapted to these impacts. The list of tools includes:

- focus groups

- community mapping

- historical maps / pictures

- seasonal calendars

- transect walks

- use of ranking / matrices

- power mapping

You may also want to talk with other people such as government officials, NGOs or academics to find out their views on what the most important issues are. Initially, there may be more than one main issue identified. 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.

Find out more

Tearfund (2015) *Advocacy toolkit*, Section D

Tearfund (2012) *CEDRA: Climate change and environmental degradation risk and adaptation assessment*, Step 1

Tearfund (2012) *CEDRA: Climate change and environmental degradation risk and adaptation assessment*, Step 3

A **problem and solution tree** can be very helpful in exploring the causes and impacts of different economic and environmental sustainability issues.

- A problem tree helps to analyse a core situation and all the related issues, including the causes of a problem and the factors that are making it worse. It also analyses the effects of a problem and how they are impacting poor and vulnerable communities.

- A solution tree builds on the problem tree by suggesting potential solutions to the identified problems. 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 helps us to visualise the change we want to see happen.

You may need to carry out research in order to develop the problem and solution tree. As well as speaking with communities (see above), our research can also be secondary or 'desk based' – whereby we use authoritative primary research that others have already done – from websites, books, reports or consultations. There may be

reports by government departments, UN agencies, academics in universities or NGOs. These sources need to be credible, trustworthy, up-to-date and easy to use.

Use your knowledge, the information you have gathered from initial research and the problem and solution tree to help identify and define the broad area/issue around which to build your movement. Pray, asking God to guide you and speak to you as you make this decision.

Find out more

Tearfund (2015) *Advocacy toolkit*, Tool 18: Problem tree / Solution tree, p76-77

Tearfund (2012) *CEDRA: Climate change and environmental degradation risk and adaptation assessment*. See Figure 1 for an example of a problem tree focusing on environmental degradation and climate change.

Case study: Movement building for economic and environmental sustainability in Honduras

The government of Honduras proposed a reform of forestry law that would have allowed large sections of national forest to be sold to logging companies. These companies could then 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, and it would have been very harmful to the environment. Tearfund's partner, Asociación para una Sociedad más Justa, formed an alliance with representatives from various groups, including indigenous groups, cooperatives, churches, ecologists and farmers' groups. This alliance urged the government to make changes to the legislation it was planning. They hired consultants to analyse the proposal and present reasonable alternative proposals to the government. The alliance also began a media campaign to educate people about the problem and to pressure the government into negotiating. The government agreed that they would not bring the reform of the forestry laws to the Honduran congress until the reform had been approved by a committee, made up of representatives from the alliance, the government and logging companies. Most of the alliance's proposals were accepted. 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.[16]

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[16] Tearfund (2016) *Footsteps 99 – Climate change*

2.2 Understanding your context

'Movements need to think politically and have a deep understanding of the incentives, pressures and constraints that influence how politicians see the world, position themselves and make decisions.'[17]

Once we have identified the broad issue(s) we will work on, we need to ensure that we understand our context. This includes understanding the social norms and values that exist, and the public policies and laws in place that are related to our issue. We need to understand both the political and the socio-economic context. The demands or 'asks' we develop for our campaign need to be based on accurate, reliable and sufficient information, including the causes, effects and potential solutions within the wider context. The problem / solution tree above will be important, but further research and analysis is also needed. Ideally, this stage should be undertaken with a group of people you have already begun to mobilise.

A **contextual analysis** can help us understand the wider situation in the country, in terms of socio-economic, cultural, economic, religious and environmental factors. It is important that we have a good understanding of the social norms and values in particular. Answering the following questions may help to identify and articulate these:

VALUES:

■   How do the general public feel about the issue in question?

■   Are there some groups who feel different to the majority? Why is this?

■   What do people consider to be important?

■   What do people consider to be unimportant?

SOCIAL NORMS:

■   How do most people currently act with regard to the issue in question?

■   What behaviour is expected by society?

■   What is considered acceptable?

■   What is considered unacceptable?

It is also important to understand the role of the government in regard to the particular area of focus, and what laws, policies and practices relate to the problem. 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. See Tearfund's *Advocacy toolkit*, p91 for advice on how to approach research in a country where the government does not operate in this way.

Find out more

Tearfund (2015) *Advocacy toolkit*, Tool 21: Contextual Analysis, p93

Tearfund (2015) *Advocacy toolkit*, Tool 23: Policy and practice framework, p96

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[17] Tearfund (2015) *The Restorative Economy – Completing our unfinished millennium jubilee*, p20

2.3 Identifying relevant stakeholders

Once you have gained a good understanding of the broad context within which you will be movement building, and of the role of government with regard to the specific issue you are working on, the next stage is to analyse the **stakeholders**. This is an important stage to go through. Stakeholders can be individuals, groups, organisations, institutions, departments or ministries that have interests (actual or potential) in the issue we are advocating on. They are affected by, interested in or able to influence the identified advocacy issue. A **stakeholder mapping matrix** helps us identify all the relevant stakeholders for the identified advocacy issue. An **allies and opponents matrix** can be used after stakeholder mapping to help us see who is supporting our views (our allies) and who is opposing our views (our opponents). Allies and opponents are not fixed positions; people change! Our aim is that all stakeholders will come to share our vision and views.

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'. It can be helpful to explore the routes of influence and undertake power mapping and target identification. There are tools available to help us do this.

Find out more
Bootcamp tool: Stakeholder mapping, allies and opponents matrix and target identification (Fig 8) Tearfund (2015) *Advocacy toolkit*, Tool 25: Stakeholder mapping matrix, p109 Tearfund (2015) *Advocacy toolkit*, Tool 26: Allies and opponents matrix, p111 Tearfund (2015) *Advocacy toolkit*, Exercise 31: Routes of influence, p116 Tearfund (2015) *Advocacy toolkit*, Exercise 32: Power mapping and target identification, p116

2.4 Developing an inspiring vision and clear demands

As we explained in Part 1, movements should inspire changes both in the way people think and act (social norms and values), and in government policy and practice. The two are connected:

> 'Movements can also ensure that new values are reflected in government policy. If large enough sections of the public demonstrate that they believe dramatic action on a given area of policy is warranted because they believe that it's the right thing to do, then this has the power to overcome politicians' fears and drive legislation.'[18]

Developing a vision of long-term change can help generate commitment, unity, solidarity and a sense of purpose. A vision for change focuses on solutions, not problems and it enables people to envisage what their community and the world could be like if things were to change for the better. What is your vision of long-term change? Try to write this down in a way that is easy to communicate.

A movement needs an inspiring long-term vision as well as concrete public policy demands for the shorter term. The specific changes that your movement calls for will be dependent on the issue you have identified, and the

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[18] Tearfund (2015) *The Restorative Economy – Completing our unfinished millennium jubilee*, p19

particular context you are in. The changes will be focused on values and actions individuals, households and communities can take, and also on the concrete things we are asking governments to do.

Here are some examples of changes that individuals, households and communities can make, that your movement could inspire. These are all explained in more detail in the resources in the 'Find out more' section below the list.

- Following the '5 Rs': reduce, reuse, recycle, rot, recover

- Community-based recycling

- Household and/or community investment in solar power

- Community investment in hydro-power

- Using sustainable agriculture methods such as conservation agriculture

- Switching to drought- or flood-resistant crops

- Supporting farmers by buying locally and sustainably grown produce

- Biogas production using agricultural or food waste (anaerobic digestion)

- Production of briquettes

- Developing a sharing economy

- Household or community-level composting

- Community-based recycling centres

- Improved cooking stoves (sometimes called fuel efficient stoves)

- Tree planting / establishing tree nurseries

Case study: the benefits of solar power

Betty lives in a village in the East of Uganda, which, like many of the surrounding villages, is not connected to the electrical grid. Betty invested her self-help group loan in a solar panel and began to charge villagers a small amount to charge their mobile phones from the electricity provided by the solar panel. As a result, people no longer have to walk 17km to the nearest town to charge their phones. From the phone-charging business Betty was able to make enough money to pay off her loan within one year and has since been able to buy another solar panel. She now supplies enough power to her neighbours to power five light bulbs. Many of the families previously relied on paraffin, which was both expensive and potentially dangerous for their health. These families are now able to cook safely in their homes and their children are able to continue reading after school.

Find out more

Reveal: tools to support community transformation, see specifically:

- Managing household waste which outlines the '5 Rs'

- Composting

- Establishing a tree nursery

- Improved cooking stoves

- Conservation agriculture

Tearfund (2018) *Bending the curve: Best practice interventions for the circular economy in developing countries*

Tearfund blog post – Power to the people: how one woman brought light to her community

As well as inspiring changes in values, actions and lifestyles, movements also need to call on governments to enact public policy and practice changes. Here are some examples of things movements might ask governments to do:

- At the local level, advocacy around climate change adaptation might involve influencing local officials or agencies to help communities adapt – for example, by using alternative crops or sustainable farming methods, or protecting land from flooding. At the national level, advocacy work might involve calling on governments to fund adaptation work in their national development planning and programming, and ensuring that the funding reaches the poorest communities.

- At a local level, advocacy around climate change mitigation could involve ensuring local authorities create or enforce laws to protect forests. It could focus on small-scale renewable energy options for local communities. At a national level, advocacy could include encouraging governments to create national development plans involving mitigation, and to submit ambitious NDCs (Nationally Determined Contributions) to the UNFCCC in 2020.

- Advocacy around waste management and circular economy issues might involve holding governments to account for existing commitments on waste management and recycling, and looking at how policies are formed and implemented around the circular economy. It could involve advocating for public waste management policies to involve those already working in the waste picking and informal recycling sector. Or it could involve advocating for governments to work with representatives of micro and small/medium-sized enterprises in the remanufacturing and repair sectors to ensure that they have the necessary access to electricity and connectivity to create jobs and reduce waste.

The messages that movements send to decision-makers need to be clear, targeted and simple. 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. The advocacy message planning framework (see Find out more section below) can help us develop our messages.

'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.'[19]

Find out more

Bootcamp tool: Advocacy message planning framework (Fig 9)

Tearfund (2011) *Why advocate on climate change?*

Tearfund (2017) *Why advocate on waste and a circular economy?*

Tearfund (2015) *Advocacy toolkit*, Exercise 32: Power mapping and target identification, p116

Case study: Movement building for economic and environmental sustainability in Asia

In an Asian country, a movement of marketers and farmers are using sustainable agriculture to create environmentally sustainable business opportunities for hard-to-reach farming communities. Farmers are being equipped with sustainable agriculture techniques and are being linked to Christian buyers, through social media and church messages, who purchase their produce for a fair price. So far, more than 400 business leaders have been mobilised to engage in this trading, attracting hundreds of churches who organise their members to farm; more than 10,000 consumers have benefited from eating organic food as a result of this growing movement.

2.5 Starting to mobilise and organise

You do not have to wait to have undertaken the activities in section 2.1–2.4 above before starting to invite people to join you in the work. The initial steps of recruiting co-leaders and mobilisers can start early on. However, we recommend that you have developed a vision and clear demands before growing the movement beyond your initial core group.

Start by identifying the first people to join the movement. Pray and ask God to show you who the right people are. How will you share your vision with them? You could meet with them individually, or you could invite these people to an event. At the event, you could share your vision for change and explain the specific issue you have identified. You could then discuss and explore as a group the need for a movement to change social norms and

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[19] Tearfund's *Advocacy toolkit*, p163

public policy on this issue. Explain that you want to create a small group of activists who together will inspire a movement for change. Invite them to join you.

Ensure from the start that the movement is an inclusive one. Are both men and women, young and old, those with disabilities, and people of different ethnicities able to engage? How can you create the best possible conditions for the participation and active involvement of all groups? Again, early on, think about how you will communicate with this group, and how they will communicate with each other. Communication is a key part of getting people involved, and keeping them involved.

The internet, mobile phones and social media play an important role in enabling communication if people have access to the internet. Can you set up a WhatsApp group or a Facebook group so that you can all communicate with each other? It may be helpful to consider very early on in your mobilising how you will manage the contact details of those in your movement as the movement grows – so that you are able to stay in contact with them. There is a resource on this in the 'Find out more' section below.

A movement operates with shared leadership. Who are the co-leaders in the group whom you want to mobilise and develop? How can you share and delegate different responsibilities with others?

Biblical study and reflection is a key first step in the process of mobilising and sustaining action among Christian believers. Once you have identified your first activists and co-leaders, you could invite them to a **Live Justly course**. *Live Justly* is a series of ten in-depth scriptural and practical group studies on the biblical response to poverty, injustice and environmental destruction. Each session includes an accessible exploration of the theology related to a certain issue, encouragement to pray and a suggestion for group and individual work in response. For example, one session looks at justice and consumption, examining Old Testament calls to treat workers fairly, and asking participants to think about how their consumption choices may have an impact on poor workers and on the environment. This kind of study and discussion provides a group with an authoritative source of shared (and co-created) identity, values and purpose. *Live Justly* works best if the sessions are run weekly, providing an opportunity for the group to have ten weeks in which they build their relationships alongside their understanding and passion.

Encourage the group to sign up to join the [Renew Our World](#) campaign – where they can learn more about issues related to economic and environmental sustainability, take campaigning actions and receive email updates. Renew Our World is currently focusing on the issue of climate change, and calling for all governments to:

1. Make a national plan to transition to zero greenhouse gas emissions.

2. Invest in clean renewable energy, run locally so it reaches everyone, especially those in poverty.

3. Support sustainable agriculture to steward natural resources and support the livelihoods of small farmers to provide enough food for all.

> ## Find out more
>
> Tearfund and Micah Challenge USA (2017) *Live Justly* – a series of ten in-depth scriptural and practical group studies on the biblical response to poverty, injustice and environmental destruction
>
> Tearfund – *How can the internet and mobile phones be used to mobilise people?*
>
> Tearfund – *Ideas for managing stakeholders' contact details*
>
> Renew Our World – *www.renewourworld.net*
>
> Centre for applied nonviolent action and strategies – *http://canvasopedia.org*

2.6 Developing a plan

As we saw above, movement building is a long-term process. As the Restorative Economy report puts it: 'Political and social change doesn't unfold in a steady, linear fashion: instead it is complex, unpredictable and takes time.' [20]

However, it is helpful to plan for the short- to medium-term, and for this, a written plan or strategy may be useful. A written plan can help ensure there is shared agreement between the co-leaders and fellow mobilisers and organisers in your movement. The process of writing it will help people get to know each other and will help build a joint sense of purpose and vision.

Such a document 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. It may be helpful to include:

- **A problem analysis** – an explanation of the problem(s) you feel called to mobilise around.

- **An analysis of solutions needed** – the changes needed in public policy and in social norms and values.

- **The goal of movement** – a summary of your vision for the transformation you hope to see. What changes do you want to see, and what is needed in order for them to come about?

- **The stakeholders** – including allies, opponents and targets.

- **The movement's objectives** – the specific changes you aim to bring about – both in public policy and social norms.

- **The outcomes** – the impact that you hope the specific changes will have.

- **The campaign messages** – the lifestyle and values changes you will inspire people to make, and the policy changes you are calling for (what you are asking for, why you are asking for it, who needs to deliver it and by when).

- **The campaign and movement-building activities** – steps that focus on changing both social values and public policy.

- **The inputs required** – for each activity, the human and financial resources needed.

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[20] Tearfund (2015) *The Restorative Economy – Completing our unfinished millennium jubilee*, p20

■ **Any risks and assumptions** – the factors or risks that could affect the progress or success of your movement and how these will be reduced and managed.

Find out more

See the Bootcamp tool: Movement-building campaign plan outline on page 33 of this resource

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2.7 Growing the movement

In our movement building, our mobilisation will involve both awareness-raising and advocacy. In our awareness-raising, we will be sharing our vision, hoping that others will catch hold of it and want to be part of bringing it about. We will be sharing both the problem (causes and effects) and the solutions. We will be challenging people's understanding, and inspiring them to (where necessary) change their values.

As with the core group, biblical study and reflection will be an important key first step in the process of mobilising and sustaining action among Christian believers. Can you encourage others to do the *Live Justly* course?

As you seek to grow the movement, it can be helpful to ask the following questions:

■ What values and beliefs would your movement members identify with? How would movement members recognise these in each other?

■ What experiences do movement members have in common? What drives them to join?

And as you seek to plan activity and actions, these questions are helpful:

■ What tangible opportunities will movement members have to share a meaningful experience of participating in the cause?

■ How will these things reinforce the movement's identity, and make its members feel they are part of something bigger than themselves?[21]

When considering the most appropriate and effective ways of awareness-raising, it can be helpful to understand how adults learn. In particular, it has been said that people generally remember:

■ 20 per cent of what they hear

■ 30 per cent of what they see

■ 50 per cent of what they hear and see

■ 80 per cent 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

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[21] Adapted from The Social Change Agency's 'Movement Building Canvas' –
https://thesocialchangeagency.org/movement-building/get-started/

are concrete and relevant to their lives and that their powers of observation and reasoning often grow stronger over time.[22]

Useful methods for awareness-raising include:

- public meetings, talks, discussions and rallies

- information flyers and newsletters

- radio broadcasts

- newspaper articles

- open-air films and slide shows

- community meetings – consider using drama, songs, poems, etc. to share the vision and actions

- posters

- social media

Social media is increasingly being used as a method of awareness-raising and mobilising. Could you use social networking sites such as Facebook to share your movement's message directly and to encourage online interaction between people? Could you create online groups or use groups on social networking sites, which people can join to find out more about the issue and receive regular updates?

Here are some helpful questions to consider when thinking about communication with your movement:

- What communication channels will you use to inform, grow, enable and organise your movement?

- How will you decide who gets what type of communication, and when?

- What will every communication have in common?[23]

Linking to the global level

In growing a movement, linking our local or even national movements into a global movement such as Renew Our World can be extremely beneficial. For example, it can create opportunities for local voices to be heard at a global level, we can share learning with others who are building movements elsewhere, and there may be opportunities to work together in areas such as fundraising and training.

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[22] Adapted from Hope A, Timmel S and Hodzi C (1996) *Training for Transformation* Book 1, pp.129–131. Mambo Press, Zimbabwe in Tearfund (2015) *Advocacy toolkit*, p167

[23] Adapted from The Social Change Agency's ['Movement Building Canvas'](#)

Case study: Movement building for economic and environmental sustainability in Nigeria

In Nigeria, a group of Christians have launched a Nigerian Universities Eco-Entrepreneurship project. The project will work with six universities through the Nigerian Federation of Evangelical Students (NIFES). Students will study the *Live Justly* course and be equipped with advocacy training, as well as developing projects in their universities around eco-entrepreneurship. Also in Nigeria, the Jos Green Centre have finalised plans for a Youth Driven Climate Innovation Hub – a youth-led group creating and promoting eco-innovations and eco-solutions that deliver environmental, socio-economic and public policy benefits to enable Nigeria to transition to a green economy.

Find out more

Renew Our World – www.renewourworld.net

Tearfund (2015) *Advocacy toolkit*, Section G2, Taking action – Mobilising people

Tearfund – *How can the internet and mobile phones be used to mobilise people?*

Tearfund – *Using the internet and mobile phones as part of the Advocacy Cycle*

2.8 Mobilising for advocacy

Awareness-raising is often the first step in mobilising people to act on a particular issue. But movement building is about more than just raising awareness of an issue. Our awareness-raising needs to be accompanied by clear and specific actions to bring about changes in social norms, and government policy and practice.

Campaigning is culture-specific. Methods that are appropriate in some countries, such as a street march, may not be appropriate in others, 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. There are many different ways of mobilising people for advocacy. Here is a list of some options:

- Public meetings
- Demonstrations, street marches, protests
- Vigils, outdoor church services
- Supporters meeting decision-makers
- Marches
- Stunts
- Postcards and petitions
- Internet campaigns

- Letters to decision-makers

- Boycotts

- Walkathons! (see case study below)

- Prayer sit-in

- Creative knitting action

This is not an exhaustive list! What other actions would be effective in your context? Be creative!

Please see Tearfund's *Advocacy toolkit*, p168, which outlines the benefits and drawbacks of some of these methods.

The internet and mobile phones can be extremely helpful in mobilising for advocacy. Here are some ideas:[24]

- Send out emails about your advocacy issue, making the emails as clear and concise as possible, and setting out instructions about what the recipient needs to do in response. Please consult relevant data protection legislation when sending emails to a supporters.

- Consider a free online mass-email service, such as www.mailchimp.com, which allows you to manage sending out emails to large numbers of people, free of charge.

- Mobilise people to send your advocacy message by email to local politicians based on some suggested text that you've shared with them.

- Develop an online petition and ask people to add their names to it. Remember to follow up with the recipients of the petition, and then share their response with those who have got involved.

- Use a free online service to develop a petition, mobilise people and win support for your issue, such as www.change.org.

Case study: Campaigning using text messaging

Tearfund partners in Africa were involved in a campaign organised by a pan-African coalition called Fairplay. Members of the public were invited to send a text message to government leaders in southern Africa, asking them to commit 15 per cent of their budget to spending on health. The campaign was promoted on the radio and through other channels. It was seen as an effective way of collecting support from across a large area.[25]

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[24] Taken from Tearfund – *How can the internet and mobile phones be used to mobilise people?*
[25] Source: *How can the internet and mobile phones be used to mobilise people?*

Key tips

- Plan strategically – activities to mobilise people for advocacy should be timely and strategic, linked to key moments coming up, such as a debate in parliament over legislation or an international conference.

- Make events fun! This builds solidarity and support. Encourage colour and creativity.

- Get people participating in small easy steps first that build success and confidence, before asking for more difficult or time-consuming contributions.

- Maintain momentum by planning several mobilisation activities together.

- Consider risk, and plan accordingly.

- Seek permission from the relevant authorities for any public meetings, marches or events.

- Work in networks, alliances and coalitions with other groups interested in the issue and with the media.

- 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.

- 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.

- 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).[26]

Case study: Friends of the environment walkathon in Zimbabwe

Two hundred and fifty people of all ages, genders and social and economic status took part in the annual four-day walkathon, supported by Tearfund's Green Anglican partners, the Green Church Movement. Walking 165km they planted trees and raised awareness all the way from Harare to Mhondoro-Ngezi. The walkathon has become an annual event in Zimbabwe, and aims to raise awareness of the dangers of deforestation, with a big goal to plant 500 million trees by 2026. To achieve this, they have established tree seedling nurseries in several rural schools, providing another line of income to support vulnerable children and schools.

Find out more

Tearfund – *How can the internet and mobile phones be used to mobilise people?*

Tearfund (2015) *Advocacy toolkit*, Section G2, Taking action – Mobilising people

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[26] Adapted from Tearfund (2015) *Advocacy toolkit*

2.9 Using the media

The media can be an important tool in our movement's advocacy work, as it has the potential to help our messages reach a wide audience of both advocacy targets and the people we want to mobilise. We can work with the local or national media to help get the message out about a particular situation and its potential solutions. Government officials generally read, watch and listen to the media, so it can be an effective way of highlighting a problem to them. Some examples of media work include:

- telling stories relating to the issue in a regular radio show

- writing an article or letter for a newspaper or magazine

- talking on the radio or TV

- writing a press release

- telling a journalist about the situation.

Questions you could ask to help in planning your work:

- Who are the reporters/journalists who cover the issues you are advancing?

- How do they write about the issues?

- Are they likely to portray your issues in a way that is favourable or disadvantageous for you?

- What can you contribute to the debate that is new or different, that will draw the media to your work?

- What special celebrations (national or global) provide an opportunity to work with the media to bring focus on the issue your movement is advocating on?

- How can you plan activities so that they will attract media attention? For example, consider visual stunts that could provide photo opportunities.

Find out more

Tearfund (2015) *Advocacy toolkit*, Section G2, Taking action – Mobilising people

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2.10 Prayer

Prayer is key in all aspects of movement building, from our initial steps in identifying and inviting co-leaders, to planning and carrying out activities. Ensure you meet regularly with your co-leaders to pray, and mobilise the movement to pray through the communication methods outlined above.

Case study: The importance of prayer

In Nigeria, a group of young people, inspired after following the *Live Justly* course to do more to care for their environment, decided to create recycled shopping bags from used plastic banners found on the streets of their city. To move forward with this initiative, called 'Go Green Nigeria bags', permission was needed from a state agency. The young people submitted a request for permission, but it was denied. The officials were suspicious of the young people's intentions and were not sure of the benefits of supporting the initiative. Though frustrated and disappointed, the young people didn't give up. Instead, they turned to prayer, asking God to change the hearts of the state officials and grant them the permission needed. After several weeks of prayer, a second meeting was scheduled with the state officials. Permission was granted! God had answered prayers and touched the hearts of the state officials. 'Go Green Nigeria bags' could begin.[27]

Find out more

See the Renew Our World website for a number of helpful prayer resources – http://renewourworld.net/resources/

2.11 Building effective partnerships

As your movement grows, you can also look to other networks, coalitions, NGOs, churches, community groups or similar organisations that might be interested in joining with you in mobilising people to address the issues you are working on. Make connections and build relationships with these groups. Be intentionally inclusive.

Connect with movements in other countries through the Renew Our World campaign. As explained in section 2.7 above, linking local and national movements to the global Renew Our World movement can bring many benefits.

Find out more

Renew Our World – www.renewourworld.net

Tearfund's step-by-step guide to movement building

Tearfund and Micah Challenge USA (2017) *Live Justly* – a series of ten in-depth scriptural and practical group studies on the biblical response to poverty, injustice and environmental destruction

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[27] *Live Justly*, Session 4

2.12 Resourcing a movement

There are many ways that people, companies, organisations and even governments can help to resource a movement. Resourcing can come through finances, but also the provision of time, as well as other things such the use of the internet, office space, a computer, etc.

Try to identify early on what resources you will need, and then identify how you will find them.

- Is it appropriate to ask movement members to give financially or otherwise to the movement to make it sustainable and help it grow?

- Are there NGOs working on the same issues as you who might be able to give the movement a grant?

- Are there individuals or companies who agree with your cause who may be able to provide internet access, office space, use of equipment or financing?

- Is there government funding available to help finance the movement?

2.13 Potential challenges and how to overcome them

As the movement grows, there are several challenges that might arise. Here we consider some of these and provide suggestions for how to avoid or overcome these challenges:

Potential challenges	Ways to avoid or overcome them
People within the movement wish to adopt tactics and methods that we disagree with (such as using violence)	It may be helpful to agree the values of the movement with your co-leaders and to put them in writing. If there are members within the movement who are not acting in line with the movement's values, then you may need to talk to them (if possible) and explain that they cannot act in this way 'in the name of' or 'under the banner of' the movement. If this doesn't change things, you may need to publicly state that your movement is against the behaviour in question – such as through social media channels or mainstream media channels, and disassociate yourselves from these actions.
The movement loses focus	A plan or strategy is important to help us keep our focus on the important issues. For every activity that is planned it can be helpful to ask how it is contributing to the vision of the movement, and whether there is a different method or activity that could be more effective.
The government closes the 'space' within which movements can operate. For example, by making public meetings or some advocacy activities illegal.	This can be very challenging, and wisdom is needed for how to respond. It may be that your movement can continue, but using other methods to communicate and advocate. Or, in some extreme cases, the political environment may change so much that movement building is no longer an appropriate response. See Tearfund's *Advocacy toolkit*, Section F2, for guidance.
Members become disillusioned or lose interest	Communication with members is key. Members need to feel informed, that they are part of something bigger, and that their contribution is vital. How the movement communicates will play a big part in this. Having continuous actions and activities to take part in will also help add momentum and keep members interested.

2.14 Caring for yourself and those close to you

We end this resource with a small but important section, possibly the most important for a passionate activist to read! As we pursue our vision of a truly restorative economy, and work to mobilise others to share our vision and work towards its realisation, we need to have a lifestyle that is consistent with our values. And this involves resting and prioritising relationships. Here are a few simple reminders for how we might do this:

- Give yourself time to rest. Sabbath is key to the idea of jubilee. What does sabbath look like for you personally? Ensure you have these times regularly. You may need to schedule this time into your diary. Protect it!

- Ensure you invest in your own close relationships, and do not neglect these in the pursuit of justice. To quote a powerful essay from *Live Justly*: 'So often when we think of relationships and justice we think of how those in positions of power must be in genuine, dignified, authentic relationships with those in oppression. This is an important conversation, but we must also consider our personal relationships with those God has called us to walk through life with; our families and loved ones. **Don't get me wrong, justice will always cost us something, but the currency of our families and loved ones is far too precious to be sacrificed on the altar of justice.**'[28]

- If you feel you have taken too much on, delegate to others. Ask for help. Movement building is not about one person doing everything, it's about working with others, sharing leadership, decision-making and workload.

- Spend regular time in prayer and studying the Bible, hearing and receiving from God, and allowing him to fill you with his Spirit to equip you for what he has called you to.

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[28] Tearfund and Micah Challenge USA (2017) *Live Justly* – a series of ten in-depth scriptural and practical group studies on the biblical response to poverty, injustice and environmental destruction, *Session 8*

BOOTCAMP OUTLINE

Three-day Bootcamp on building a movement for change focusing on economic and environmental justice issues

In order for the Bootcamp to be as useful as possible, we ask that participants come having already identified the broad economic and environmental justice issue(s) they wish to build a movement around, and having carried out a problem and solution analysis on their chosen issue. This is so that during the workshop, participants can develop an action plan that they will then be able to take forward and implement after returning home. It is important that the chosen issue comes within the broad sphere of 'economic and environmental justice' (see the Movement building guide on page 4 for explanation of this term). The workshop leader needs to have been in contact with participants before the workshop to ensure that appropriate issues are selected.

Section 2.1 of this guide (p14) provides guidance on identifying and defining the issues. There are three key steps:

1. Ground your exploration and research in prayer. Ask God to show you the issues that he is calling you to advocate on. Ask for a clear sense of calling and increased passion towards these particular issues.

2. Consult local communities, ensuring that vulnerable and excluded voices within the community are heard.

3. Carry out desk-based research and/or speak with experts. Use authoritative primary research that others such as government departments, UN agencies, academics in universities or NGOs have already done, from websites, books, reports or consultations.

Once people have identified the issue around which they want to build a movement for change, they should carry out a [problem and solution tree](#) (Fig 1) on their issue (*Advocacy toolkit,* exercise 21 on p80–81 and the handouts on p76–77). There are internet sources listed in the 'Find out more' box in Section 1.2 on page 6 of this guide that may be helpful.

Day 1

Suggested time	Session title	Activity and resources needed	Session objectives
9–9.30am	**Introductions and icebreakers**	Introduce the purpose of the workshop and what will be covered over the coming days. Allow the participants to introduce themselves to the group. Choose a number of icebreakers to help people begin to get to know each other. For some ideas, see Footsteps 60, Useful energisers (Fig 2) and the *Advocacy toolkit*'s Energiser suggestions (Fig 3). Pray for the workshop – that it will be a useful time and that people will be motivated and equipped during it.	*Participants get to know each other.* *The workshop is opened in prayer.* *A relaxed atmosphere is established where people feel free and confident to discuss and share.*
9.30–11am	**The biblical basis for advocacy on economic and environmental sustainability – a vision for a restorative economy**	Spend 10–15 minutes explaining the biblical vision of a restorative economy. Use section 1.1 of this guide. Divide the group into smaller groups with 4–6 people in each group. Ask each group to carry out a Bible study (Fig 4) on economic and environmental justice. Allow time at the end of the session for one member of each group to feed back a short summary of what was discussed. End the session by showing this short film.	*To introduce the vision of a restorative economy, and help people understand the biblical basis for advocacy on economic and environmental sustainability.*
11–11.30am	*Coffee break*		
11.30am–1pm	**Why advocate on economic and environmental sustainability? Understanding the problems.**	Divide the participants into groups of 3–5 people. Play the game 'How is our environment changing?' (Fig 5). Allow an hour for this. If people finish playing the game before the hour is up, bring the groups together and ask people to share with the wider group some of the key ways in which the environment has changed or is changing. With the larger group spend 15 minutes explaining the content of Section 1.2 of this guide. As in the guide, structure it in three sections – environmental degradation, waste and climate change, explaining that while the three areas are linked, it can be helpful to discuss them separately. Allow 15 minutes for questions and discussion.	*To help people think about environmental changes taking place in their context.* *To help people understand the problems of environmental degradation, waste and climate change on a larger scale.*
1–2pm	*Lunch*		
2–3pm	**Why advocate on economic and environmental sustainability? Understanding the solutions.**	You may want to start the afternoon with an energiser. For some ideas, see Footsteps 60, Useful energisers (Fig 2) or the Advocacy toolkit's Energiser suggestions (Fig 3). Explain that to bring about transformation towards a restorative economy, two areas of change are needed: • A change in the values and social norms that underpin and govern our society's behaviour • A change in government policy and practice Divide participants into three groups. Ask each group to discuss the solutions to one of the three problems of environmental degradation, waste and climate	*To help participants understand the practical changes necessary to bring about a restorative economy.*

		change (ie one group discusses environmental degradation, one group discusses waste and the third group discusses climate change).	
		Encourage them to think about changes in both social norms and values, and government policy and practice. After 15 minutes, bring the groups together to share with the plenary. As each group feeds back on the issue they have been discussing (environmental degradation, waste or climate change) encourage discussion on how the three issues relate to each other. End the session by explaining the content of Section 1.2.2 of this guide – particularly focusing on any solutions that weren't raised in the small group discussions.	
3–3.30pm	**Coffee break**		
3.30–4.30pm	**Why movement building?**	Start this session by explaining to the participants what a movement for change is, and what the purpose of movement building is. Use Section 1.3 of this guide to help you.	*To understand what movement building is, and the benefits of it as an approach to advocacy.*
		Make it clear that movement building is an approach to advocacy, and the approach most likely to bring about the changes needed to achieve real progress towards a restorative economy.	
		You may wish to share a definition of advocacy: *'Influencing the decisions, policies and practices of powerful decision-makers, to address underlying causes of poverty, bring justice and support good development.'*	
		Keep the participants in one big group, and facilitate a discussion around the following questions:	
		• Are there any social movements that have inspired you – current or historical?	
		• What do you find inspirational about them?	
		• Why were they successful?	
		• What can we learn from them?	
		As people talk about social movements, take the opportunity to draw out themes of changes in social norms and values, of church involvement in the movement, of the use of persuasive narratives, etc.	
4.30–5pm	**Wrap up**	End by recapping the activities undertaken, and what everyone has learnt. Invite participants to consider, and possibly write down, what they perceive their unique role to be in building a movement for change in their context. You could also allow time for people to think about how God has been preparing them for these tasks.	*Participants are reminded of what they have learnt during the day, and also given the opportunity to reflect upon both their calling and how God has been preparing them for it.*
		Close in prayer.	

Day 2

Suggested time	Session title	Activity and resources needed	Session objectives
9–9.30	**Welcome and devotions**	Lead a short time of prayer and devotion, or you could ask one of the participants (beforehand) to do so. Ensure that the prayer includes asking God to continue to speak to individuals about their specific roles and how they are going to move forward. Ask God for wisdom and guidance in the day's activities, and for him to reveal to participants the next steps they should be taking.	*Start the day with biblical reflection and prayer.*
9.30– 10.45am	**Understanding your context**	Explain that today we will be starting to plan our movement building and advocacy around the issues participants identified before attending the workshop. If there are participants from the same geographical area and with the same areas of interest/expertise, encourage these people to work together. The first activity is to spend time identifying which social norms and values are at work with regard to the issues identified. Ask each small group to consider the following questions: • **Values:** How do the general public feel about the issue in question? Are there some groups who feel different to the majority? Why is this? What do people consider to be important? What do people consider to be unimportant? • **Social norms:** How do most people currently act with regard to the issue in question? What behaviour is expected by society? What is considered acceptable? What is considered unacceptable? This handout (Fig 6) includes these questions and space for participants to record their answers. The next task is to identify the particular laws or policies (be they supportive or unsupportive) that are most applicable to the issue they have identified. This includes local, municipal and provincial government as well as national. The policy and practice framework (p96) (Fig 7), may be helpful here. You could print this one page out (one copy per small group) and hand it out to participants. If there is internet access in your workshop location, and people have laptops with them, encourage participants to use the internet to help with this activity. Ask the groups to write down their findings.	*Participants learn to carry out a contextual analysis that includes social norms and public policies and laws.*
10.45– 11.30am	**Identifying relevant stakeholders and targets**	Explain that once participants have gained a good understanding of the social norms and values, and the role of public policies and laws, with regard to the specific issue they are working on, the next stage is to analyse the stakeholders.	*Participants carry out a stakeholder mapping matrix and an allies and opponents matrix for their identified advocacy issues. They use these to identify*

		In the same small groups, ask participants to carry out a stakeholder mapping matrix and an allies and opponents matrix (Fig 8). It is important to consider a wide range of stakeholders – from civil society, the public sector and the private sector. Within this exercise ensure participants also identify their advocacy targets.	*their advocacy targets.*
11.30– 11.45am	*Coffee break*		
11.45–12.30 pm	**Developing an inspiring vision and clear demands – lifestyle asks**	This session focuses on what needs to change with regard to the social norms and values identified in the earlier session. This session can be done in plenary or in small groups. Participants brainstorm ideas for what individual/ household/ community actions their movement might call for and demonstrate. See section 2.4 of this guide for more information. Ask the groups to write their ideas down. Note, this activity is focusing on lifestyle actions rather than campaigning, which is the focus of the next activity. Both sessions are equally important, as both lifestyle asks and advocacy demands are important for movement building.	*Participants identify changes in social values and norms that are needed. This includes the lifestyle actions that individuals/ households/ communities can take to bring about change towards the area of economic and environmental justice the groups are focusing on.*
12.30–1.15pm	**Developing an inspiring vision and clear demands – advocacy demands**	This session focuses on what needs to change with regard to the public policies and laws identified in the earlier session. Facilitate a brainstorm around the changes in government policy and practice that are needed. Think about how the local or national changes relate (or not) to what's happening globally. If there are many changes needed, the most important will need to be prioritised. Use the Advocacy message planning framework (Exercise 37 on p136 and the handout from p132)(Fig 9) to help define clear and targeted messages. Use the blank advocacy message planning framework (Fig 10) as a handout during the Bootcamp. If people are working on laptops, share an electronic version.	*Participants identify the most important actions that government (local and/or national) needs to take, and define clear and targeted advocacy messages.*
1.15–2pm	*Lunch*		
2–3.30pm	**Developing a plan**	You may want to start the afternoon with an energiser. For some ideas, see *Footsteps 60*, Useful energisers (Fig 2) or the *Advocacy toolkit*'s Energiser suggestions (Fig 3). Explain that all of the research and analysis that participants undertook before the Bootcamp, and the work done during the Bootcamp so far, needs to be put into a plan. Distribute this outline movement building plan (Fig 11) to the group. You could print copies and hand them out, or distribute electronic copies. In groups, ask the participants to complete sections 1–7 of the plan, using the research done before the Bootcamp, and	*Participants begin to put together their movement-building plan.*

		their analysis done during the Bootcamp sessions yesterday and this morning.	
3.30–4pm	*Coffee break*		
4–4.45pm	**Starting to mobilise and organise**	Explain that we will finish the day beginning to think about how to mobilise people. Present the information in Section 2.5 of this guide to the group. Facilitate discussion around the following questions. This can be done as a large group, or divided into smaller groups: • How do we ensure from the start that our movement is inclusive of both men and women, people of different ethnicities, people with disabilities, people of different ages, etc? • How will members of our movement communicate with each other? • What values and beliefs will our movement members identify with? How would movement members recognise these in each other? • What experiences will movement members have in common? What will drive them to join? Encourage the groups to take notes as they discuss. These will be useful for when they continue to work on their plans tomorrow.	*Participants learn some principles and techniques in mobilising people.*
4.45– 5.30pm	**Growing the movement – awareness-raising**	Facilitate a discussion around useful methods for awareness-raising. Ask the following questions: • What methods can we use to grow our movement? What awareness-raising methods work in our context? • How could we use social media in our movement-building work? • What communication channels could we use to inform, grow, enable and organise our movement? • How will we decide who gets what type of communication, and when? • What will every communication have in common? • As the movement grows, how can we build effective partnerships with others? Use Section 2.7 and Section 2.11 of this guide to ensure all key points are covered. Encourage the groups to take notes as they discuss. These will be useful for when they continue to work on their plans tomorrow.	*Participants consider the variety of awareness-raising methods available in their context.*

Day 3

Suggested time	Session title	Activity and resources needed	Session objectives
9–9.30am	**Devotions**	Lead a short time of prayer and devotion, or you could ask one of the participants (beforehand) to do so. Ensure that the prayer includes asking God to guide the day's activities and for him to show participants what he is calling them to do.	*Start the day with biblical reflection and prayer.*
9.30–10.30am	**Mobilising for advocacy**	Facilitate a discussion around mobilising for advocacy. Ask the question: • What methods/tactics can we use to mobilise for advocacy? • How can we use the internet and mobile phones to help us? • What are the benefits and drawbacks of each of these methods? Use Section 2.8 of this guide to ensure all key points are covered. Present to the group the 'Key tips' in Section 2.8.	*Participants to consider the variety of techniques for mobilising for advocacy available in their context.*
10.30–11am	*Coffee break*		
11–11.30am	**Risk assessments, potential challenges and how to overcome them (including resourcing)**	Facilitate a discussion around potential risks and challenges. Ask the question: • What risks does our advocacy and movement building face? • What challenges might we face in movement building? • How might these risks and challenges be avoided or overcome? Use section 2.13 of this guide to help you facilitate. Ensure that resourcing is discussed (Section 2.12).	*To explore the potential challenges in movement building and how these might be avoided or overcome.*
11.30–1pm	**Finalising of plans**	Ask the groups to continue working on their plans, and to complete Sections 8–10.	*The small groups finalise their planning documents.*
1–2pm	*Lunch*		
2–4pm	**Presentation of plans to the whole group**	You may want to start the afternoon with an energiser. For some ideas, see Footsteps 60, Useful energisers (Fig 2) or the Advocacy toolkit's Energiser suggestions (Fig 3). How this session is run is up to you as the facilitator. Perhaps you could use role-play, encouraging the groups to act out their plans. Or you could ask the groups to present in a way that they choose. Encourage participants to (gently) critique each others' plans. Ask one another questions, and make suggestions, to refine and improve the plans.	*Groups present their plans to one another, and they are improved and refined through input from others.*
4–4.15pm	**Staying connected!**	The aim of this session is to agree how everyone will stay connected after the workshop. For example, this could be a Facebook group, or a WhatsApp group. Ask	*A means for Bootcamp participants to stay*

		for 2 or 3 volunteers to administer the group. If possible, ensure the means of communication is set up, with all participants added, before people leave the Bootcamp. This conversation may have already happened at some point during the workshop, at which point you can just the confirm arrangements now.	*connected is agreed and set up.*
4.15–5pm	**Caring for yourself and those close to you**	Talk through Section 2.14 of this guide. Split into small groups of 2–3 people. Share particular requests for prayer and spend time praying for one another. Spend time praying for all the participants as they return to their 'everyday lives' and contexts and seek to build movements for change! Ensure everyone leaves with a copy of this guide..	*Participants leave with encouragement to rest and prioritise relationships as they build their movement. Everyone is prayed for before being 'sent out' to do what God has called them to.*

APPENDIX

Figure 1

SECTION D – ADVOCACY CYCLE STAGE 1: 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
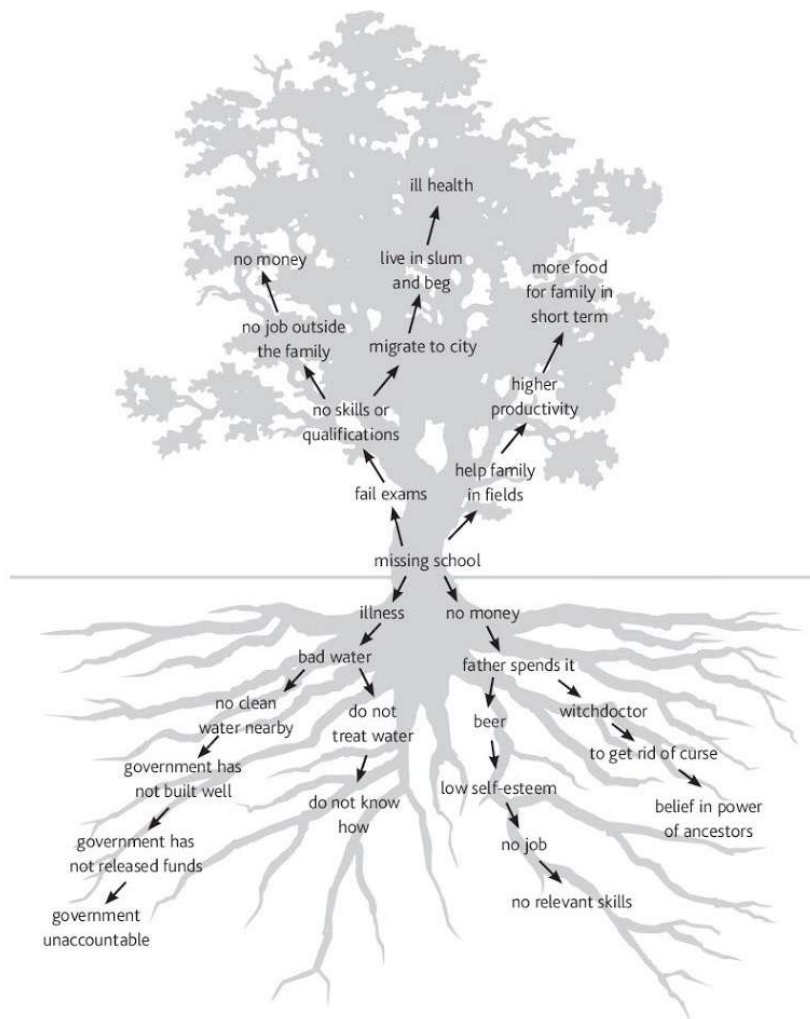
TOOL 18 continues on next page

HANDOUT   **SECTION D** – ADVOCACY CYCLE STAGE 1: ISSUE IDENTIFICATION

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

Figure 2

Figure 3

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.

Figure 4

Study 1: Caring for God's creation

By Rev Tim Oakley, Taita, Kenya

Read Genesis 1:1-28

In the first chapter of Genesis, God teaches us something about the purpose of creation. In particular we learn about the purpose of man within creation. Everything created is good – after all God himself made it! But how can it be kept good?

God's answer comes in Day Six. He makes man and woman, who are given the job of "filling the earth", "subduing the earth" and "ruling over all the living creatures".

Now, the people of today read this and say: "God wants me to have as many children as possible, so that I can conquer the world completely. I have God's full permission to use all plants and animals exactly as I want."

But is that what the Bible really said? Discuss these questions in a group:

■ Has man now "filled the earth" – or has he over-filled it? (Are there too many people for your land?)

■ Has man "subdued the earth"- or has he started to do more than subdue and is he now destroying it? (Are you, as a community, caring for the place you live in or are you damaging it permanently?)

■ Is man ruling properly over the animals? Does not "ruling" also mean "caring for"? So do we use our power to care for creation, as well as to control and use it? (How much do we care for the living things around us? Without that, perhaps they will not care for us?)

If you look at Genesis 2:15 you will see that this verse has the same idea: man is both to work in the garden and also to care for it. Both man and the garden will then benefit.

So this part of Genesis is **not** teaching us to spoil the creation, which God made good. Rather, we are to remember that we have been made by the same God, who made everything very good. We must respect, as well as subdue; we must love, as well as rule. In conclusion, we must continue in a caring relationship with God's creation, as well as with God himself.

Study 2: Caring for our environment

by Revd Tim Oakley

When God created Adam and Eve, he put them into a garden, with the responsibility of looking after it. We may not all have gardens, but as the descendants of Adam and Eve, we all have a responsibility for the 'big garden' around us – the environment. Unfortunately, because of our sin, we are not very effective at caring for it. Only when God completely remakes the universe, will we and our environment be in perfect harmony. Meanwhile, the Bible gives us a few guidelines about living here today.

1. Read Leviticus 25:1–7

Is this a rule we must obey today (most of us are not Jewish), or does this simply give us good guidance to follow? Why did God tell them not to cultivate during every seventh year? I would suggest the following reasons…

Firstly, it was in honour of God, to remind people that it was God who provided them with land and crops. It was not just their own effort.

Secondly, perhaps because the people themselves benefited from a break in the annual cycle of hard work. Thirdly, and also important (verse 7), it was for the good of the environment – for the plants, the soil, and the animals (and even insects)! Even today, land is often left fallow for a year, and benefits from this.

- How do we show that God has given us the land, rain, and crops?

- Do we enjoy a break from work, during which we can relax and thank God?

- Is it possible to overwork the land?

2. Read Leviticus 26:33–35

The people actually forgot the Sabbath rules. Because of this and other reasons, they were taken away from the land. See how God almost rejoices, not because the people have disobeyed him, but because at last, the land can enjoy the 'rest' from cultivation which it had deserved in God's honour.

We do not keep the same rules, but once we have worked out what is 'best' for the land, we must try to follow what what we have decided. Try not to be put off by difficulties!

3. Read Deuteronomy 20:19–20

In war, the rules of life change. People can forget to love in the same way. The environment suffers too. In those days, trees were cut down to use in attacking enemy cities. God could not stop that, as wars sometimes become unavoidable. Instead, he put a limit to the damage caused by war. So fruit trees were not to be cut down. Why? Because it was not in their future interests. No fruit trees means no fruit, less food and hungry people.

- Can we think of mistakes made in our local area, which have later meant less food (or worse health)?

- Do we plan what we plant or what we do to the environment, just for tomorrow; or for next year; or for twenty years time (when our children will be grown up)?

4. Read Matthew 10:29–31

Are small birds important to God? Yes! He feeds them, and he even 'clothes' the plants with beautiful flowers. (Matthew 6:25–30) But even more, he cares for people. We were created in his image. He can even check if one of our hairs has gone missing! So, while we should care for the environment (and birds and plants) because God cares, even more, we should care for people.

- Are there any changes in our local area which should be made, because they will clearly help the people who live there?

- If changes are made, will some people oppose it because the environment (trees, animals, rivers, etc) is more 'special' to them, than the humans who would benefit? How can we solve this problem, for the good of the community?

In the Bible, the whole creation is important, as well as the people. We are meant to work in harmony with the world God has made to support us. Take courage when you seek to protect the environment, and the people who live there! This difficult project is also on God's agenda. You can pray about its success.

Study 3: Our stewardship of natural resources

by Martin Hodson

As a couple, we are experienced in environmental science and church leadership. We are enthusiastic about the many references to nature in the Bible and God's call to us to work with creation in a way that protects and cares for what God has made.

Opening discussion

Describe how you look after nature. This might be a garden, a small vegetable plot, an animal, or even a houseplant.

- What are the important factors in helping your part of nature flourish?

Read Genesis 2:1-15

- How did God ask Adam to care for the garden?

- What does this mean for how we care for the natural world and our use of natural resources?

Read Genesis 1:26-2:3

The term 'dominion' (Genesis 1:28 in some Bible translations) has sometimes been misunderstood to mean we can do whatever we like with nature. It actually means 'to rule over' and gives humans the responsibility of leadership.

- What does biblical dominion involve?

- The word 'stewardship' is sometimes used to explain biblical dominion. How does this help?

Read Leviticus 19:1, 9-15, 23-24

- How does biblical stewardship focus on God while balancing the needs of humans and the natural world?

Discussion

- How could you apply the principles of biblical stewardship to your local surroundings?

- Who would you need to involve?

- How could you develop a plan and see it through to completion?

- If the environment you live in is under stress, how can you improve it?

- If there is serious human need as well as environmental stress, how can you help the environment and people at the same time?

Practical action

Find out whether organisations in your area look at environmental management and human care together. How can Christians work with others in the community to help do this?

Martin Hodson is an environmental scientist. Margot Hodson is a church pastor. They are husband and wife, and co-authors of Cherishing the Earth, how to care for God's creation.

Study 4: Responsibility to God and to our neighbours

Read Deuteronomy 6:4-5, Genesis 1:26 and 2:15

These verses all teach us something about our responsibility and duty towards the land and other things created by God. Discuss the part that God expects us to play. What does this mean in practical terms in our own lives?

When we work in our farms and gardens, look after our animals and care for the sick, on whose behalf are we really working? See Psalm 24:1-2.

When we, or our children or neighbours are sick, or unhealthy because they are not properly fed, who is most concerned?

In which ways is it possible for us to spoil things that belong to God? How can we learn to be faithful stewards?

Read Proverbs 30:7-10

What should be our attitude to:

- What we get from the land?

- The way we treat other people, especially those less fortunate than ourselves?

- Money?

Our reasons for wanting to improve our health and farming are not just in order to raise our standards of living - it is so that we can glorify God in everything that we do.

Peter Batchelor is a consultant with RURCON.

Figure 5

REVEAL Tools to support community transformation

A2 ACTIVITIES TO REVEAL HIDDEN ISSUES

How is our environment changing?

? Why use this activity?

To encourage people to think about how the environment is changing, why it is changing, and whether there is anything we can do to help protect it.

A brief description

A game using pieces of paper or card with pictures on them. There are 32 cards divided into eight sets. There are four cards in each set. Players aim to collect sets of the same type of card. One player asks another player whether they have a card from a particular set. If that player does have a card of that type, he or she thinks about the picture on the card. They then talk about the picture and whether that particular issue has changed since they were a child. If children are playing, and are not able to say how something has changed, they could think about something they are thankful for in relation to that issue.

You will need

- 32 picture cards. These are included at the end of this tool. You will need to cut them out or copy them so you have 32 separate small pieces of paper or card.
- Eight blank cards are included. If you feel that some of the cards aren't relevant for the community you are working with, you could think of some other pictures instead. You could also include whole new sets of pictures. Perhaps if you are working in a coastal region, you would want to make some cards showing the particular problems caused by rising sea-levels. You just need to ensure that there are four cards in each set.

Timeline

30 minutes to prepare the cards (longer if you are drawing your own cards).
1–2 hours to play the game.

Awareness raising

Children & youth

Climate & environment

Conflict & peace-building

Corruption & governance

Disaster risk management

Discrimination & inclusion

Food & livelihoods

Gender & sexual violence

Health & HIV

Influencing decision-makers

Migration & trafficking

Water, sanitation & hygiene

TEARFUND Find more tools like this at tilz.tearfund.org/Reveal

1

A2: Climate & environment-5

A2 HOW IS OUR ENVIRONMENT CHANGING?

What to do

- Mix the cards up and hand them out as equally as possible. People mustn't let other players see which cards they have.

- The youngest player starts by looking at the cards she or he has and deciding which set of cards they would like to collect first. So, for example, if they already have two or three 'water' cards they could start by trying to collect a set of four water cards.

- They ask another player whether they have the card they are looking for. For example: 'Do you have a water card?'

- If that person has the card, they must look at the picture on it and think about how that particular thing has changed since they were a child. For example, if the person has a water card with a picture of a river on it, they think about how the river has changed since they were a child. They might say: 'There is now more water in the river,' or, 'There is now less water in the river,' or, 'The river is now dirtier than before.' If they cannot think of any changes, they tell everyone why they are thankful for the river. They then give that card to the player who asked for it.

- If the person being asked has two or more cards from the set that the person is asking for, they choose just one card to talk about and give to the other player. You could then ask the group if they know why that change has taken place and have a short discussion about the causes. And, if the change that has taken place is not good, you could ask them what they could do about the problem.

- The same player keeps asking for cards from different people until someone they ask doesn't have the card they want. Then the person on their left has a go. Once their turn has finished, the person on their left has a go. And so on.

- As players form sets of four cards, they place them face down in front of them and the winner is the first player to group all their cards into sets.

Awareness raising

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Climate & environment

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Corruption & governance

Disaster risk management

Discrimination & inclusion

Food & livelihoods

Gender & sexual violence

Health & HIV

Influencing decision-makers

Migration & trafficking

Water, sanitation & hygiene

A2: Climate & environment-5

A2 HOW IS OUR ENVIRONMENT CHANGING?

Finding out more

- Tearfund (2009) Roots 13 – *Environmental sustainability: responding to changes in the environment and climate*
  http://tilz.tearfund.org/en/resources/publications/roots/13_environmental_sustainability/
- Tearfund (2010) Footsteps 82 – *Natural resources*
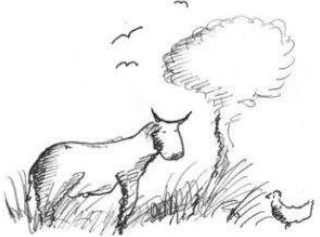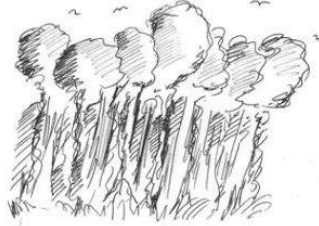 http://tilz.tearfund.org/en/resources/publications/footsteps/footsteps_81-90/footsteps_82/
- Tearfund (1994) Footsteps 20 – *Our environment*
  http://tilz.tearfund.org/en/resources/publications/footsteps/footsteps_11-20/footsteps_20/
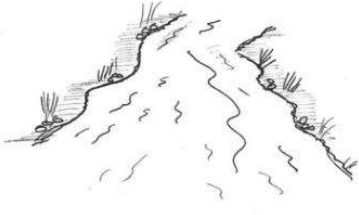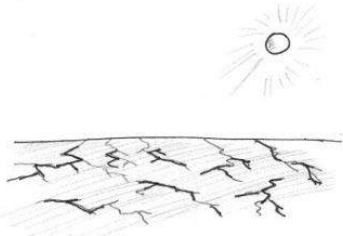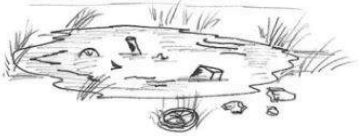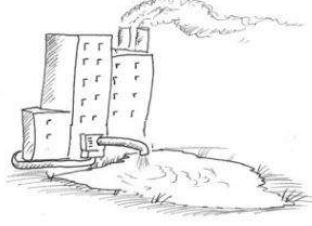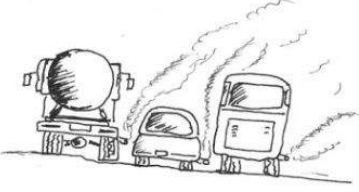
Related tools:
- A1 – Revealing climate change: information for facilitators *[A1: Climate & environment-1]*
- A1 – Revealing environmental degradation: information for facilitators *[A1: Climate & environment-2]*
- A2 – Different ways of adapting to climate change *[A2: Climate & environment-1]*
- A2 – Raising awareness of environmental change *[A2: Climate & environment-2]*
- A2 – Slides and ladders – helping or harming the environment? *[A2: Climate & environment-3]*
- A2 – Linking climate change, environmental degradation, food, water and disasters *[A2: Climate & environment-4]*
- A2 – Mapping our past, present and future environments *[A2: Climate & environment-6]*
- B Biodiversity (Bible study) *[B: Climate & environment-1]*
- B – Caring for God's world (Bible study) *[B: Climate & environment-2]*
- B – Caring for our environment (Bible study) *[B: Climate & environment-3]*
- B – Stewardship of the land (Bible study) *[B: Climate & environment-4]*

Awareness raising

Children & youth

Climate & environ-ment

Conflict & peace-building

Corruption & governance

Disaster risk manage-ment

Discrim-ination & inclusion

Food & livelihoods

Gender & sexual violence

Health & HIV

Influencing decision-makers

Migration & trafficking

Water, sanitation & hygiene

A2: Climate & environment-5

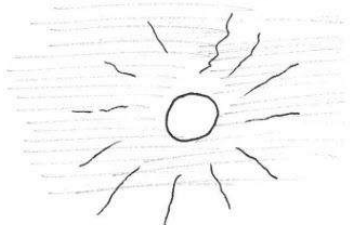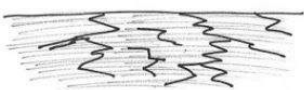**A2** HOW IS OUR ENVIRONMENT CHANGING?

How is our environment changing cards – please cut these out or copy them

Water	Water
Water	**Water**
Pollution	**Pollution**
Pollution	**Pollution**
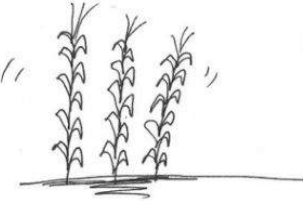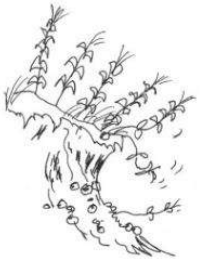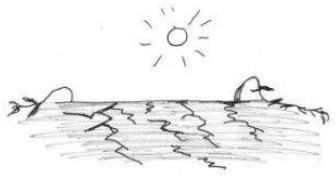
A2: Climate & environment-5

A2 HOW IS OUR ENVIRONMENT CHANGING?

Plants, trees and animals	Plants, trees and animals
Plants, trees and animals	Plants, trees and animals
Temperature	Temperature
Temperature	Temperature

A2: Climate & environment-5
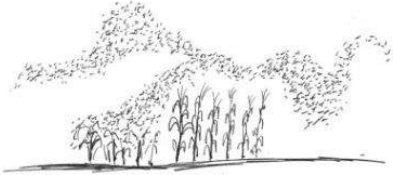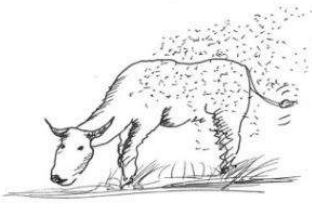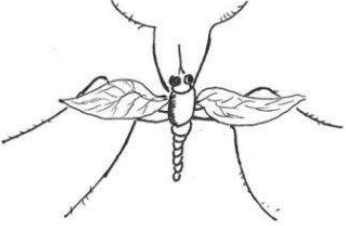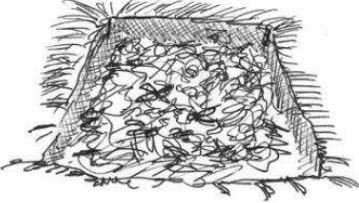
A2 HOW IS OUR ENVIRONMENT CHANGING?

Food	Food

Food	Food

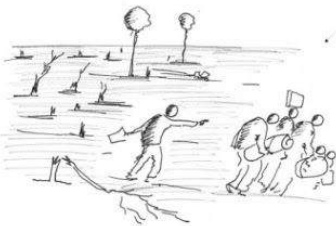| Land	Land

Land	Land

A2: Climate & environment-5

A2 HOW IS OUR ENVIRONMENT CHANGING?

Pests	Pests
Pests	**Pests**
Litter	**Litter**
Litter	**Litter**

A2: Climate & environment-5

A2 HOW IS OUR ENVIRONMENT CHANGING?

Figure 6

Identifying relevant social norms and values

Values

How do the general public feel about the issue in question? Are there some groups who feel different to the majority? Why is this? What do people consider to be important? What do people consider to be unimportant?

Social norms

How do people currently act with regards to the issue in question? What behaviour is expected by society? What is considered acceptable? What is considered unacceptable?

Figure 7

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 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.
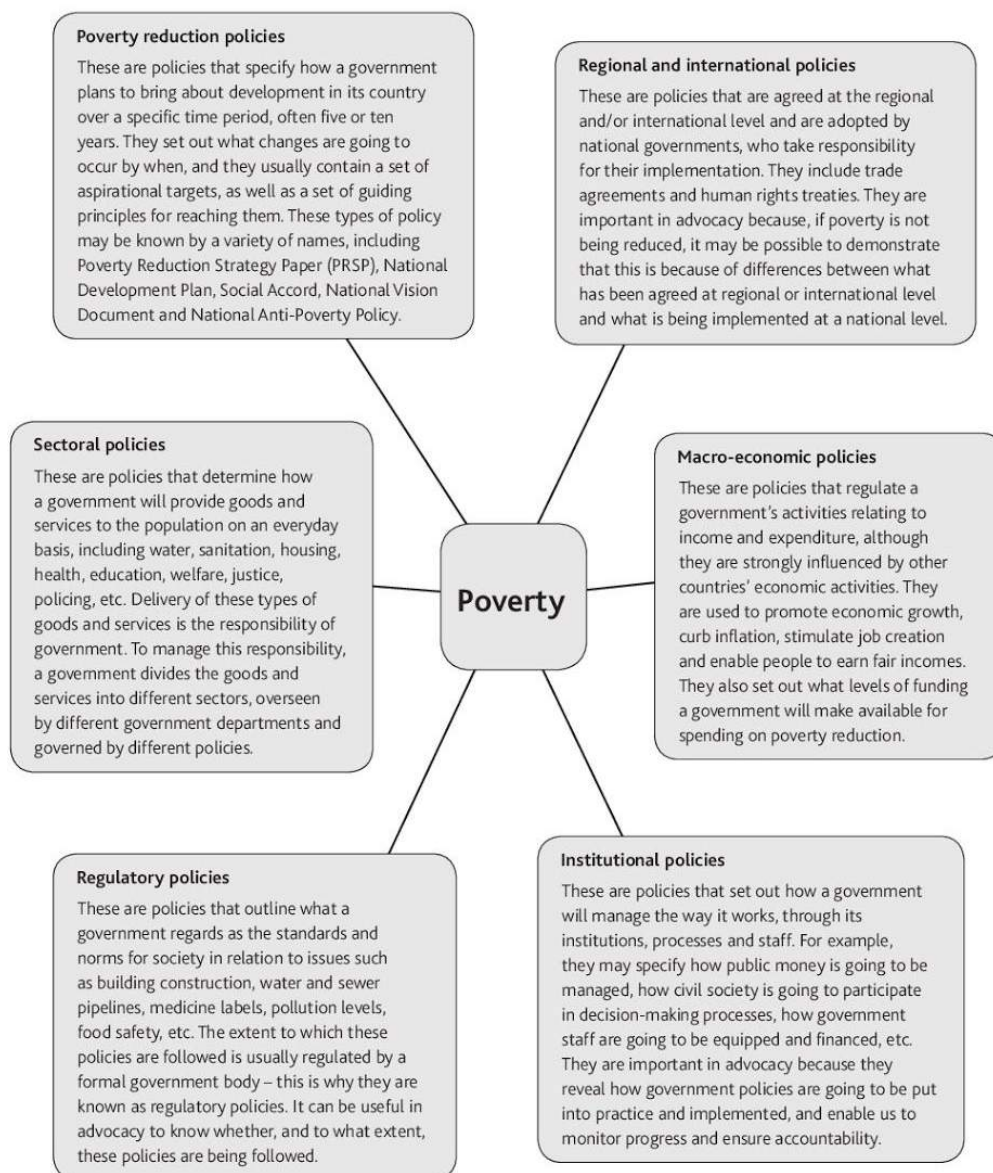
Sectoral policies

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.

Poverty

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

Figure 8

# Stakeholder mapping, allies and opponents matrix and target identification[29]

Resources needed: sticky notes or blank cards, large pieces of paper (such as flipchart paper)

Brainstorm all the relevant people, groups, organisations and institutions for your identified issue. Write them onto a large piece of paper.

Here are some examples of stakeholders. Try to be as specific as you can in naming particular individuals where you have this information.

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

Draw the following diagram onto a sheet of flipchart paper.

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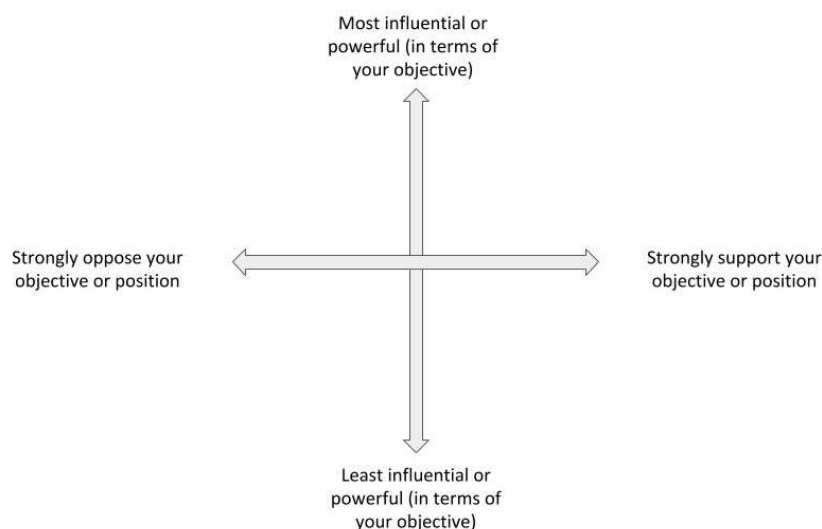
[29] The contents of this document are adapted from Tearfund (2015) *Advocacy toolkit*

Write all the stakeholders on separate sticky notes, blank cards or pieces of paper.

Place the cards on the flip chart paper, according to their influence and to what extent they support your position. Each piece of card and paper can be moved around, depending on the outcomes of the discussions about where to place them.

Notes or cards representing allies should be placed to the right of the vertical line. If they have high influence on the issue, they should be near the top, above the horizontal line; 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.

Discuss the following questions:

■ Who is affected, and how will we work with them?

■ Who sets the agenda for the issue, either directly or indirectly? Whose power dominates and influences the issue? Who should be the main targets of our movement's advocacy? How can we influence those people, either directly or indirectly?

■ How can we ensure our resources and time are focussed towards the most important stakeholders?

■ How can we avoid putting all our efforts into working with those who are in strong agreement but have little or no influence?

■ How can we move as many people as possible to the top, right hand segment?

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.

Figure 9

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.** 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.** 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.** 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.** Examples: Children with disabilities and their families Government Ministry of Education Primary and secondary government schools Special schools (run by NGOs) Bilateral donors funding education system
What we believe needs to change and why	**This is your key message.** 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?** 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.

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.

Figure 10

Advocacy message planning framework[30]

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.

The problem	*Write a short statement outlining the problem you have identified.*
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.*
The causes of the problem	*Summarise the causes you have identified.*
The key stakeholders	*List the key stakeholders here. These groups have influence over or an interest in the issue.*
What you believe needs to change and why	*This is your key message.*
Who can solve the problem	*Who are you asking to change their policy and/or practice as a result of understanding your message?*

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[30] Tearfund (2015) *Advocacy toolkit*

Figure 11

Movement building campaign plan outline

1. Problem analysis	*Explain the problem(s) you feel called to mobilise around.*
2. Analysis of solutions needed/ Theory of change	*Explain what solutions are needed. Include both changes in public policy and in social norms. Explain how your advocacy and movement building will aim to contribute towards achieving these solutions.*
3. Goal of movement	*Summarise the goal of your movement in one or two sentences. What is your hopeful vision for transformation? What changes do you want to see, and what is needed in order for them to come about?*
4. Stakeholders: allies, opponents and targets	*List the key stakeholders.*
5. Movement's objectives	*What are the specific changes you aim to bring about - both in public policy and social norms? These objectives can be both focused on mobilisation, and on the changes you want to see as a result of your movement.*
6. Outcomes	*What will these specific changes lead to? For example, a campaign objective may be to lead to a change in public policy. The outcome will be the impact that this policy change has on people or the environment.*

7. Campaign messages	*What lifestyle and values changes will you inspire people to make?* *What policy changes are you calling for? (what you are asking for, why you are asking for it, who needs to deliver it and by when)*
8. Campaign and movement-building activities	*List the step-by-step tasks, such as research, mobilisation events, using the media. Ensure that activities focus on both changing social values and public policy change.*
9. Inputs	*For each activity, list the inputs (the human and financial resources) needed.*
10. Risks and assumptions	*The factors or risks that could affect the progress or success of your movement and how these will be reduced and managed.*

Potential risk	Impact of risk	Likelihood of risk	How will we reduce and manage the risk?

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