

TACAIDS LOGO

TANZANIA COMMISSION FOR AIDS (TACAIDS)

ADVOCACY TRAINING MANUAL FOR TANZANIAN CSOs



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1. BACKGROUND

This advocacy tool kit is aimed at NGO/CSO to have a clear understanding of advocacy and how it can support them into achieving their vision and mission. It also provides practical skills in developing advocacy plan and assisting participants to practice advocacy skills.

This skills advocacy-training manual is an out put of the skills building workshop conducted by Human development Trust in Tanzania mainland and lessons from Zanzibar advocacy. The manual is drawing heavily from the International HIV/AIDS alliance “ Advocacy in Action”. It is also underpinned by the input from the workshop conducted in Iringa, Dar es Salaam and Zanzibar between 2004 and May 2005.

SIPAA Tanzania and TACAIDS recognizes that advocacy work should be an integral part of an organizational broader work. This advocacy manual is therefore not only intended to help CSOs to understand how advocacy fits in their overall mission and goals but also to engage them on practicing advocacy skills. It is set to build advocacy-planning skills among participants in a practical manner and enlighten organizations what they can achieve through advocacy work.

The modules are arranged in a successive manner and they are inter-linked to each other. If the modules are followed in the manner that is anticipated, participants will have practiced the advocacy planning skills and developed advocacy plans. It also leads into formation of core advocacy group that will advance the work plans so developed. The module on international Declaration of commitments on HIV and AIDS serves as important information that CSO can use to work with the government in monitoring and evaluating the achievements.

The annexes comprises of the handouts and proposed timetable, which was used in Swaziland skills building workshop.

1.2 FOREWORD

Dear partners in the society CSO,

It is my pleasure on behalf of Human Development Trust to present to you this training manual on advocacy. Peter Piot in his foreword to the 4th global epidemic report he says “ We must not only rise more resources, but make sure that they are spent wisely to help countries to mount sustainable and effective AIDS strategies...” As civil society organizations we are challenged with many issues among others are those related to governance, transparency and accountability. The question of using resources judiciously is of key concerns. These can be achieved through advocacy

When I joined the world of civil Society Organizations, I wanted to make a difference and I am sure you too. We should ask ourselves whether there are favorable policies and if they are well implemented. If they are not we have a duty to make effective advocacy. Advocacy should be part of our daily work in achieving our mission

This manual is dedicated to all partners and staff of HDT in particular TACAIDS, DFID, Action AID and the SIPAA Tanzania team. Recognition is extended in particular to Julie Tumbo for her constructive criticism during the development of the manual.

The annexes of this manual contains the hand out for participants, it should be noted that this is not exhaustive and that where additional materials are required, we should not hesitate to include them. We also expect the user to use relevant examples in the context where the examples may not be relevant to the context of their situation. When policies become rational and their implementation favors the vulnerable groups then we will be creating the world where all people counts and that is what we strive to.

Please enjoy your reading and facilitation,

Dr.P.S. Bujari

Program Advisor Human Development trust

1.3 INTRODUCTION

This training manual has been designed and developed by Human Development Trust under the consultancy service provided SIPAA/TACIDS in February to May 2005. It is drawing on experience, information and materials gathered in the process of building capacity of Civil Society Organizations (CSOs) in Tanzania . The curriculum consists of 3 main sections namely: The background; Training modules and; Annexes containing the training materials.

There are a total of 11 modules contained in this curriculum namely: Climate setting, Over view of HIV and AIDS situation and basic understanding of International Commitment of declaration on HIV/IDS, Understanding advocacy, Power dynamics, Identifying the advocacy issue and problem, Analysis of the advocacy issue, Setting the advocacy aim and specific objectives, Identifying leaders to be targeted, Naming potential allies, The advocacy resources, Formulating the advocacy action plan, implementation monitoring and evaluation and the last being including advocacy in your organization. Each of the 11 modules is structured in the following standardized manner:

- i. Module title
- ii. Purpose of module
- iii. Specific objectives
- iv. Facilitators instructions
- v. Activities

The facilitator may need to read the handouts before facilitating the session. Much of the facilitator's role will be supporting participants to generate ideas on the core issue and help participants to fine-tune the ideas into formal way.

Module 1: Climate setting

Purpose:

- This module is to set relax participants in a friendly mood for the workshop and introduce participants and workshop organizers.

Specific objectives

At the end of this module, the participants are expected to:

- Be familiar with all participants' names, parent institution and their expectations.
- Be aware of the workshop purpose, content, processes, and expected output, administrative and logistical arrangements.
- Undertake self assessment on their level of understanding in advocacy

Methodology (Training/Learning Activities)

- Participants introduce themselves by buzzing with each other in pairs.
- Participants report to plenary about their buzzing session.
- Group brainstorms and agrees on norms, values, rules and regulations in plenary.
- Facilitators brief the plenary on workshop purpose, contents, programme, logistics and administrative arrangements.
- Circulate the pre workshop capacity assessment and ask them to be as honest as possible to their level of understanding.

Facilitator's notes and instructions on activities

- Activity A: Word of welcome to all participants by workshop organizers and facilitators during an official workshop opening ceremony.
- Activity B: Introductions:
 - Ask participants to pair up and they introduce each other by Name, Institution, core business of institution, and Expectations from the workshop.
 - Each participant introduces his or her partner to the plenary in the stipulated format.
 - Document participants' workshop expectation and document them on a flip chat.

- Note the core business of organizations and cluster them under the thematic groups. Example Prevention, Care and support, Impact mitigation and Cross cutting issues.
- Activity C: Ground rules: Lead the participants in a plenary to brainstorming and agree on the workshop values, rules and regulations. Agree on the methods of recap each day. There are various methods that can be used to do this. They may include identifying ear and eye who reports each day. During this workshop we adopted an individual reflection on lessons. In this way, participants were asked each day to mention one new thing that they had learnt. This method serves to remind participants, but also participatory and live.
- Lead participants on the program and agree if there is no major omission. Then reflect on their expectations if the program will meet them. Note expectations, which are beyond the scope of the program and indicate that should time allow, facilitators will make an attempt to honor the expectations, but they are not core to the mission.
- Ask organizers to make logistical announcements if there are there.
- Activity D: Rapid capacity assessment: Use the form annexed as Annex IA to rapidly assess the level of understanding of participants on various concepts and steps of advocacy. Use the analysis from this to inform yourself on areas where you must spend more time to clarify issues. Note that Annex IB will be used at the end of the workshop. The Annex IB contains evaluation points for the facilitator.
- After the forms are filled, analyze them and categorize them as those who have average and above understanding and those who are below average. This assessment will be repeated at the end of the workshop to see the impact of the training.

Module 2: Over view of HIV/AIDS and the International declaration of commitments on HIV/AIDS

i) Purpose of the module:

This module aims to equip participants with the general understanding of HIV/AIDS situation and provide a synopsis of the declarations on HIV that the governments have committed to.

ii) Specific objectives:

At the end of this module, participants are expected to:

- Have understood the general situation of HIV and AIDS
- Understand the aims and objectives of International Declaration of commitments on

HIV such as Abuja Declaration, UNGASS and Maseru declaration

Instructions and notice to facilitator:

The facilitator should make a presentation of HIV/AIDS in the country in terms of current statistics in very simple language. Such presentation should categories the age breakdown and gender. Link the presentation to the factors that fuel epidemic in that area ranging from social cultural, economic, political etc. Then link this to the national response on issues such as policies, strategy and coordination. The national response should be underpinned by the continuum of interventions such as preventions, care and support, impact mitigation and cross cutting issues.

Now make a presentation on the Abuja declaration, followed by United Nations Special Session on HIV/AIDS (UNGASS) and complete with Maseru declaration. Find out from the participants if their country has ratified the declarations. Then explain that all nations, which signed, are bound to deliver on these. Highlight that as a CSO they occupy a space left by state and private sector and because they were formed to serve society they should work with the government in implementation, monitoring and evaluation.

Lead the discussion on the rationale of this information on advocacy. Through brainstorming, help them to acknowledge that this information will inform them and will serve as resource to inform those they need to influence.

Module 3: Understanding Advocacy

i. Purpose of module:

The purpose of this module is to discuss and develop and shared harmonized understanding of the term ‘Advocacy’ amongst all the participants.

ii. Specific objectives

At the end of this module, the participants are expected to:

- Have developed an agreed and standardized working definition of advocacy.

- Have shared their personal experiences and stories of doing advocacy work.
- Have identified levels of, reasons why and benefits of undertaking advocacy work.
- Have discussed and understood the commonly used advocacy techniques.

iii. Facilitators notes and instructions on activities

- Activity A: In the plenary, write the word advocacy and ask the participants the words in their own language would describe advocacy. List all of them and then ask them to explain what the words in English. Identify the key words emerging from their answers. These words could be: *Influence, people with authority, on going activities, a series of interventions, changes in policies or laws etc.* Lead the discussion that advocacy is about influencing policies, laws or practices by targeting those in power.
- Activity B: Divide participants randomly into four groups. Each group should not have more than seven people. Distribute case studies 1-4 to each group (See hand 3B).
- Group task: Ask the group to study the case careful and answer the following questions:
 - What was being influenced ? Existing policy or formulation of a new policy/law
 - What methods used in the advocacy
 - Identify the steps used in that particular advocacy

Lead the plenary presentations on what they understood advocacy was. Build in the concept of proactive and reactive advocacy. Note the methods and steps used in advocacy. Lead the group to discuss on which do they think is the most critical step in planning advocacy work. Make sure the sheet indicating methods and steps are displayed for further reference. Using their understanding on advocacy at the moment, describe the context of advocacy and key words. Ask three members to volunteer and assemble three definitions that can be used as working definition for advocacy.

After the assembling of the definition, lead the group to agreeing on the acceptable definition of advocacy. In CSO advocacy skills workshop in Swaziland, the working definition of advocacy was:

“ A systematic succession of actions designed to persuade those in power to bring a change to a specified issue of public concern”

Distribute hand outs 1A, 1B and 1C.

Module 4: Understanding power and power dynamics

Purpose of the module:

The purpose of this module is to enable participants to understand the spheres of the society, power and power dynamics and the relationship between power and advocacy.

Specific objectives:

- Understanding the three spheres of the society
- Understand the context of power and power relational
- Understand the sources of power
- Understand the relationship between power and advocacy
- Appreciate the power that citizen has to influence

Facilitators notes and instructions on activities

- Write the word power and ask participants to explain what they know could mean power. Identify the key words from the brainstorming that relates to power. These words could be control or authority over human resource, financial, materials, intellectual etc.
- Divide a flip chart in two equal sections. Ask participants to mention those who they aspire to have power. As they mention, ask them what are the sources of power. On the left side, write POWERFUL and POWERLESS on right side. As they mention write the sources of power on the left side column. After that ask them why would people be powerless. Document all reasons on the right side. Now we know sources of power and what makes feel powerful and powerless. Among the source of power could be money, health, food, status or position, being able to achieve our objective, political superiority, knowledge etc.
- Now ask participants to go back to their groups for assignment. Distribute handout 4C. Ask the group to answer the following questions:
 1. What are the main sources of power as a citizen
 2. Study the pictures carefully and answer the questions follows:
 - 2.1. Identify and describe the power depicted in the four pictures
 - 2.2. What is the impact of each kind of the power to the participation of citizen?

After the group discussion, lead the discussion into showing that as citizens they have power. Highlight

human stories showing that they are powerful including power of organizing, working together, power of mobilization, constitutional rights etc. Emphasize that successful advocacy will depend on their understanding of power. Remind participants that they are trying to influence those in power and therefore it is important they recognize the power they are dealing with.

Explain that power is relational and dynamic, and that its un equally distributed. State that there is a continuous struggle between those in power against those powerless. Different degree of power are perpetuated and sustained by social division such as gender, age, class, ethnicity, race etc

Module 5: Planning and implementing advocacy work

Purpose of module:

The purpose of this module is to empower participants with skills and knowledge that will enable them to plan and implementing their advocacy work systematically.

Specific objectives

At the end of this module, the participants are expected to:

- Fully understand the main eight stages of the advocacy framework
- Confidently articulate the benefits of planning and implementing their advocacy work systematically

Facilitator's notes and instructions on activities

Ask participants to divide them selves into four groups identified as aggregate during the climate setting. These groups are prevention, care and support, impact mitigation and cross cutting issues. Inform them that the previous groups have reached an end and that these groups will be sustained until the end of workshop.

- Activity A: Lead participants in a discussion of the steps identified during module three (when discussion case studies). Lead brainstorming session to develop and agree on eight steps. Then distribute hand out 5A. Inform participants that they will follow the steps as they lean practical steps in advocacy planning. Lead the discussion on which is critical step amount the eight.

Many will say all. Clarify that step two is critical and that if you don't have enough information no matter how good the next steps may be the advocacy is likely to fail.

Module 6: Identifying advocacy issues and analysis

Purpose:

At the end of this module, participants are expected to have articulated advocacy problems, priorities one and make an analysis.

Specific objectives:

- Identify five advocacy issues
- Priorities one advocacy issue
- Analyze the advocacy issue identified

Instruction to facilitator:

- Activity B1: Ask participants to go into their group. Ask them to identify five advocacy issues. The ask them to make priority and agree on one issue. Indicate to participants that advocacy issue should be of public concern. While this principle should hold, the community concerned may not perceive the problem in the same way as you do. In such a case it is important that advocate educate the affected group so that they can be supportive if not to advocate for them selves.
- Activity B2: Once they agree on that issue, ask them to take a new flip chat and write their advocacy problem in the middle of the sheet. They should write causes at the bottom of the sheet and effects at the top of the sheet. Instruct them to think of the causes for that problem and write them, then ask them to think in more deep on the causes of the cause they have identified. Do the same for the effects that is to identify the effects and later the effects of the effects.
- Activity B3. Once they have identified the causes, ask them to look at the causes and identify those, which can be solved by advocacy. They should identify two and circle them using a pen with different color. This is the cause effect model.

Note: This assignment is a long one; ensure you go around the groups to ensure they are doing the right work. Now distribute advocacy in action cad No.1

Module 7: Develop objectives and activities

Purpose:

By the end of this session, participants will have developed the objectives and activities for the advocacy issue.

Specific objectives:

- Understand the difference between objectives and aims
- Understand the difference between objectives and activities
- Develop objectives and activities for advocacy problem

Instructions to the facilitator:

Lead the discussion on the meaning of goals, objectives and activities. Note that some times it can be difficult to differentiate the goals and objectives. To better understand goal, ask them to think the opposite of the problem they have identified. This will be a long-term achievement anticipated and this is the goal. Lead them to acknowledge that objectives are the short-term achievements that aggregate into the goal. It is important to acknowledge the source of confusion to participants when discussion this. They can confuse between activities and advocacy. For instance, awareness raising to affected group so that they can advocate or be supportive is not advocacy on its own but leads to effective advocacy. Spend time to get these terms clear. Lead the participants to discuss the SMART objectives. Write on objective and ask volunteers to make it SMART.

Use the case studies results (in module 3) and discuss the methods for advocacy. Let the participants know that you will discuss these in more details when you are doing skill-building sessions.

Activity A: Ask participants to go into the group again and think about the opposite of their advocacy problem. This is the goal. Ask them the short-term achievements that will lead into achieving their goal. These are objectives. Let the group discuss the activities that are going to be undertaken to accomplish the objectives.

Do not worry on group presentation at this stage. They will present after the next session. If time allows allow galley walk/ shopping as groups stick their work on the walls. Instruct that each participant should be familiar with the work of another groups and take note of issues requiring comments or clarification.

Module 8: Identify targets, allies and opponents

Purpose:

At the end of this session participants will have identified their advocacy target, their allies and opponents.

Specific objectives:

- Understand the difference between target and allies
- Identify strategic targets
- Identify opponents and strategies to deal with opponents

Instructions to facilitators:

- Lead participants to think who are likely to support their advocacy initiatives. They should be thinking on the reasons why they should be supported. Emphasize that it is important to select strategic target for better success. Targets are those in power who can bring change; they can be ministers, prime minister, members of parliaments, Senators, respected members who are respected, chairpersons of permanent committee of the cabinet etc. The allies are those individuals or institutions, which is interested with the business and can be supportive.
- Lead the discussion around understanding the system of the government and legislative procedures. In some countries like Swaziland, Lesotho etc for instance there is a strong traditional system and government and the two are running parallel. Emphasize on the need for them to know and acknowledge the traditional system power and how they can influence decisions at national level.
- In plenary lead the brainstorming session on the legislative procedure. Then explain that them as citizen can propose a bill. Explain the concept of draft bill and proposed bill. (Proposed bill will originate from citizen while draft bill will be originating from the government.)

- Now emphasize again on the types of advocacy (reactive Vs proactive). The former refers to advocacy reacting to an existing policy, law or practice while the later refers to the type of advocacy that reacting to the situation on the ground and proposes legislation or policy that is not in place.
- Activity A: Ask participants to go into groups and identify their target for each activity. Emphasize that activities can include gathering facts to inform them selves. Emphasize also that they should various advocacy methods as activities.
- Activity B: Ask participants to also brainstorm also on the individuals and institutions who may oppose their work and why they should. The ask them to think of ways how they can cope with that.

Module 9: Identify your resources

Purpose of module:

This module aims at identifying the resources required to undertake the advocacy work.

Specific objectives

- Identify human resource and skills required to undertake the resources
- Identify the financial resources

Facilitator's notes and instructions

Lead the participants that to brainstorming what resources mean. They can include human resources, financial, time, knowledge and skills etc.

Activity A: Ask participants to go into their groups and identify resources. Insist they include human resources, information, and financial resources. Ask them to mark the resources that already exist and those they need to source. This is a short assignment, and it could take no more than 30 minutes. Depending on the facilitators convenience, you can combine the module 9 and 10.

Module 10: Formulating the advocacy action plan

Purpose of module

The purpose of this module is to assist participants to chart out an action plan of how they will achieve the objectives and aim of the advocacy activities

Specific objectives

At the end of this module, the participants are expected to:

- Have clearly documented and internalized their advocacy aim and objectives
- Have clearly identified activities which they will undertake to realize these objectives
- Have discussed and documented the advocacy objectives, targets, activities, resources required, persons/organizations responsible, time frame and expected outcomes.

Facilitator's notes and instructions on activities

- Activity A: Facilitator leads participants to what are components of a work plan. Identify all of them and agree what is to be included in the template. These components could be objectives, activities, inputs, target, responsible person, time frame, output indicators etc
- Activity B: Spend time with participants looking at different methods of advocacy that can be core to their work plan. Insist that the plan should be realistic.
- Activity C: Let participants go into the groups and develop their work plan. After the group work, allow them to present their work plan in the plenary and get constructive feedback. Insist that group take note of the points and key issues raised. They should know that they will use the feedback to refine the work.
- Distribute handout six: advocacy in action cards N0. 2-9

Module 11: Strategic communication

Purpose:

At the end of this module, participants should understand the principles of effective communication and active listening.

Specific objectives:

- Understanding of effective communication
- Understanding of active listening

Instructions to facilitator:

Write on the flip chat:

COMMUNICATING + UNDERSTANDING = ABILITY TO
EFFECTIVELY POWER PERSUADE

Remind participants on the definition of the advocacy in the workshop. Emphasize that they aim to persuade those in power to accept their proposal. Explain that to be able to persuade, they need to communicate effectively and understand the power dynamics. Use the equation above to discuss with participants that if they need to persuade they will need to understand power and communicate effectively. Ask them if they now understand power. The answer will be yes.

Now lead the discussion on basic communication. Ask them what communication is and what are the methods of communication. Use the flip chat to indicate the sender of the message and recipient of the message.

Activity A: Ask two people to volunteer and come forward. Ask them to communicate to each other on any thing of their choice. In the case of Swaziland, one lady and gentleman came out. The man asked the lady “How is your organization doing?” The lady using non-verbal communication indicated she did not know. Draw from there to discuss verbal and non-verbal communication.

Then ask participants what could effective communication mean. Lead brainstorming session on this. Some of the responses will be:

- Speaking loud, in understandable language
- Being able to check if the message was understood
- Acknowledging that you are listening by gesture, paraphrasing, or asking questions

Distribute handout 7: on effective communication

Module 12: Implementation, monitoring and evaluation of plan

Purpose of module

This module will assist the participants to practice advocacy skills and decide how to monitor and evaluate their advocacy work.

Specific objectives

At the end of this module, the participants are expected to:

- Understand the difference between monitoring and evaluation
- Practice advocacy skills

Facilitator's notes and instructions on activities

Lead brainstorming session on what monitoring and evaluation is. In the discussion, you will note that monitoring has to do with tracking if what was planned is being done and evaluation is checking if what we want to achieve has been achieved.

Activity A: Using the groups formed, inform participants that they are now going to practice their advocacy skills. Divide the assignment as indicated below. (Note that this example is the assignment undertaken in Swaziland).

Prevention: Resource allocation for HIV and AIDS: Ask them to prepare a position paper and present to the members of parliament in face-to-face meeting.

Care and support: Nutritional supplement for AIDS patients on ARV: Ask them to prepare a position paper to present to the Minister for Health, Agriculture and WFP country rep in a face-to-face meeting

Impact mitigation: Stigma at the work place: Ask them to prepare a forum theatre on the stigmatization at the work place. Ask them to perform at May day when workers, business coalition, managers and minister for work is on the occasion.

Cross cutting: Women shouldering the burden of care of AIDS patients: Ask the group to make a forum theatre forum and perform at the community forum where leaders have been invited and the guest of honor who is the prime minister.

During the presentation, each person should make independent criticism and present them after performance. If time allows ask each group to work on the comments and present again. If time does not allow, then ask the groups to work on the comments for future use.

Module 13: Including advocacy in your organization

Purpose:

This module is designed to help participants to explore how advocacy can contribute to their mission.

Specific objectives:

- Understand the contribution of advocacy into achieving organizational mission
- Identifying advantage and disadvantage of undertaking advocacy work
- Identify key steps to ensure advocacy is included in organizational work
- Form advocacy working group

Instruction for facilitator:

This exercise will suit better if colleagues from the same organizations are working together. If there are more than one from the same organization, ask them to sit and work together. Ask them to follow the following question as a reflection process:

- Write down the mission of your organization. Some participants may not recall the mission, then ask them to write three main activities undertaken by their organizations.
- Ask them to identify any advocacy work they may have been doing even if they are not calling advocacy
- Ask them if there is any policy in place or absence of policy or law or implementation of the same that frustrates their work. In case there is such a policy or law or it is absent, ask them if there is any thing they would like to do to change the situation. Lead participants to acknowledge how advocacy can contribute to the achievement of organizational mission
- Ask them to identify advantages and disadvantage of doing advocacy work to their

organization. Some disadvantage may relate to budget, human resources etc.

- Ask them who have to decide so that advocacy can be included in organizational business. There can be three responses to this.
 1. Self: Ask the participant what he/she is going to do to make sure other staff supports advocacy
 2. Self and others: Ask the participant what is she/he going to do to convince others support advocacy work
 3. Others: Ask participants what she/he is going to do to convince the board of management to agree that advocacy becomes co business in the organization

In case advocacy is part of organization work, the participant should be outlining strategies to make sure other colleagues supports advocacy work. By the end of this exercise, participants will be motivated to undertake advocacy.

Now lead the formation of core advocacy group to advance further the work plan a developed and work with the NGO consortium to have the advocacy work done in the areas selected.

ANNEX 1: PRE AND POST TRAINING ASSESSMENT FORMS

Pre workshop capacity assessment tool

Please rank the questions below in relation to your knowledge and skills on advocacy as indicated:

- 0 - No Knowledge and Skills
- 1 - Low Knowledge and Skills
- 2 - Average Knowledge and Skills
- 3 - Above average knowledge and Skills
- 4 - Excellent Knowledge and Skills

Area of knowledge and skills	Ranking
▪ The concept of advocacy	
▪ Importance of advocacy	
▪ Requirements for advocacy	

▪ Differentiating advocacy, IEC, awareness creation, and community mobilization	
▪ Advocacy techniques / methods	
▪ Setting mission, vision, aims, objectives and indicators	
▪ Formulating appropriate advocacy strategies	
▪ Identifying roles and responsibilities	
▪ Creating activity action plans	

Post workshop capacity assessment (tool)

Please rank the questions below in relation to your knowledge and skills on advocacy as indicated:

- 0 - No Knowledge and Skills
- 1 - Low Knowledge and Skills
- 2 - Average Knowledge and Skills
- 3 - Above average knowledge and Skills
- 4 - Excellent Knowledge and Skills

Area of knowledge and skills	Ranking
▪ The concept of advocacy	
▪ Importance of advocacy	
▪ Requirements for advocacy	
▪ Differentiating advocacy, IEC, awareness creation, and community mobilization	
▪ Advocacy techniques / methods	
▪ Setting mission, vision, aims, objectives and indicators	
▪ Formulating appropriate advocacy strategies	
▪ Identifying roles and responsibilities	
▪ Creating activity action plans	

Facilitation, program and logistical assessment: Please tick in the box that represents your appropriate judgment on the issue to be evaluated

NO	Item	Score			
		Poor	Good	Very Good	Excellent
1	Presentation skills and competence				
2	Program content				
3	Relevancy of the program to your work				
4	Logistical arrangements				

ANNEX 11: TRAINING MATERIALS FOR THE ADVOCACY TRAINING MODULES

Handout 1: Understanding advocacy and related concepts.

Handouts 1A

There are many ways in which different people and organizations define advocacy as listed below :

- “ A systematic succession of actions designed to persuade those in power to bring a change to a specified issue of public concern” (CSO skills building workshop in Swaziland)
- ‘Efforts and actions which successfully influence decision makers to act on interest to stakeholders by effecting meaningful and acceptable policy change.’ ZAPHA+
- "Advocacy is a process to bring about change in the policies, laws and practices of influential individuals, groups and institutions." International HIV/AIDS Alliance, Zimbabwe
- "Advocacy is an ongoing process aiming at change of attitudes, actions, policies and laws by influencing people and organisations with power, systems and structures at different levels for the betterment of people affected by the issue." International HIV/AIDS Alliance, India
- "Advocacy is an action directed at changing the policies, positions and programmes of any type of institution." SARA Project
- ‘A means of persuading influential people to change something’
- ‘A process to bring about change in the policies, laws and practices of influential individuals, groups and institutions’
- ‘An ongoing process aiming at changing of attitudes, actions, policies and laws by influencing people and organizations with power, systems and structures at different levels for the

betterment of people affected by the issue’

- ‘An action directed at changing the policies, positions and programmes of any type of institution’
- ‘Pleading for, defending or recommending an idea before other people’

Hand out 1B:

Case Study 1: Persuading police to stop harassing commercial sex workers in Mongolia

What was the problem?

Under the Debauchery Law, police officers can arrest sex workers (SWs), detain them and submit them to forcible medical examinations. Sometimes they put SWs in an isolation ward at a clinic, then called a doctor to carry out examinations and do blood tests. They would read the law to them and warn them of penalties if arrested again. They detained them for 72 hours, and sometimes took the women’s money because it was ‘illegal earnings’.

Who decided to advocate to address the problem?

Darkhan Uul Railway Women’s Council has been operating for almost two years and has a team of 10 trained peer educators, some of whom have been with the project since the beginning. Peer educators do outreach work and training. At the Darkhan railway station there is a small room used as a support center. They supply condoms, shelter, tea, health and safety advice and referrals for legal advice and training and other opportunities for other work and income generation.

What was the advocacy objective?

To reduce arrests and harassment of SWs by police.

Who did you advocate to?

The city mayor and 15 police patrol officers.

What methods did you use?

The project gathered data on the impact of police arrest/harassment on the women, and found no change in the availability of commercial sex as a result of police action. Project workers gave detailed information about their activities to the police officers, and held an education workshop for police officers. This was very important psychological preparation for activities that followed. The project has also held seminars for specialist STI doctors and has kept the city mayor fully informed, through meetings and copies of project reports.

What difficulties did you face?

The position of city mayor is regularly reappointed (there have been four since the project began), and police officers are transferred in and out of the area.

How did you overcome any difficulties?

Advocacy meetings with every new mayor.

What were the results of your advocacy?

Arrests, violence and extortion by police have declined. Police officers have a better understanding of

the lives of SWs. The city mayor has provided a room for counseling and consultation (a few meters away from the police post!), plus some equipment. There have been some legislative changes, giving more emphasis to the social aspects of sex work. STI doctors now offer voluntary medical investigations and examinations to SWs free of charge. The incidence of STIs among service users has declined over the year of the project.

What did you learn from doing this advocacy?

Project activities should be very visible so that the authorities can see you are making an impact with your work.

Handout 1B

Case Study 2: Advocacy and lobbying for counseling services in India

What was the problem?

Lack of integration of quality counseling services in the national HIV/AIDS policy.

Who decided to advocate addressing the problem?

South India AIDS Action Programme (SIAAP), an NGO.

What was the advocacy objective?

- Strengthen NGO-government collaboration for increased sustainability.
- Maximize effectiveness of existing health services.
- Increase recognition of counseling as an important element of HIV intervention.
- Increase acceptance of counseling by doctors and nurses.
- Improve and help set minimum standards for counseling interventions – for example, attempting to persuade the associations of sexually transmitted infection (STI) doctors in the state to obtain their patients' permission before testing and to provide more privacy and sensitivity.
- Strengthen bridging between institutions and communities.

Who did you advocate to?

- The government and associations of STI specialists.

What methods did you use?

- SIAAP's advocacy strategy was based essentially on building partnerships at all levels.
- SIAAP held discussions with the government in 1995. The discussions focused on the possibility of the local government becoming the first state in the country to have trained counselors in all of its hospitals.
- SIAAP stressed that the government was not being asked to make huge investments, other than granting permission for SIAAP-trained counselors to be placed in all of its hospitals.
- SIAAP invited representatives from the government's AIDS Control Societies and other professionals to participate in the evaluation of its counselors training programme.

What difficulties did you face? How did you overcome any difficulties?

- Equally essential was a consistent presence in communities. Continuous engagement with communities
- Doctors felt completely overshadowed and undervalued in the decision-making process for HIV-prevention programmes. SIAAP invited some doctors to join in SIAAP

What were the results of your advocacy?

- Significant increases in people accessing and completing treatment especially women.
- Marked improvements in privacy, confidentiality, non-judgmental and sensitive treatment of patients.
- Widespread recognition and acknowledgement of counseling as a critical intervention for HIV/AIDS.
- Endorsement of SIAAP training programmes by state governments.
- SIAAP director chosen by the National AIDS Control Organization, (NACO) and UNAIDS to review the national counseling policy.
- Doctors' requests for counselor placement in hospitals where the service is unavailable.

What did you learn from doing this advocacy?

- It was important to build upon the strengths and not concentrate on the weaknesses of existing services.
- SIAAP's past achievements gave credibility to what it said.
- Advocacy strategies are often not recognized until they have been successful, because they are not integral to the planning process. Planning must include an advocacy component in all projects.

Handout 1B**Case Study 3: Introduction of the female condom in Zimbabwe****What was the problem?**

In the early 1990s, there were a lot of activities on HIV/AIDS prevention and we would talk about using condoms. But these condoms were male condoms. Yet we were speaking to women. So we were giving male condoms to women for them to bring home and ask their partners or husbands to use. And we found out that women were unable to negotiate the use of condoms in their bedrooms. So women had to think of how to approach their partners. We think that HIV/AIDS is a population issue. And we asked ourselves: why is it that we only have one device?

Who decided to advocate addressing the problem?

Women AIDS Support Network (WASN), an NGO.

What was the advocacy objective?

To ensure the availability of a woman-controlled HIV/AIDS/STI-prevention device, the female condom.

Who did you advocate to?

Directly to parliamentarians, NGOs and women's organizations, and indirectly to the government.

What methods did you use?

We lobbied women, networked with other AIDS service organizations and women's groups. We took female condoms to a small town called Gokwe for women to try and share their experiences. We started with 45 women at our first meeting, and we asked them to tell their partners that they were going to use female condoms. At our second meeting, the figure dropped to 38. Some of the partners

did not agree to be part of it. So we gave 10 female condoms and 10 male condoms to each couple. We would come back every two weeks to Gokwe to find out the views of the women. The experiment lasted six weeks in total. Whenever I went back all the female condoms were used. At the end of the process, 36 women participated. Some of the male condoms were used while all the female condoms were used. Both women and men liked the female condom. We wondered whether the men liked the female condoms because of a shift in responsibilities. Maybe, but it was positive for us because they have accepted the use of female condoms. WASN arranged meetings with parliamentarians, NGOs and women's organizations. Some were supportive but some were judgmental. WASN decided to organise a 'Celebrate Life' event for which 8,000 petitions for the availability of the female condom were signed by men and woman in all Zimbabwe's regions and gathered. We invited the Deputy Speaker of Parliament to come to the Celebration. We asked her to bring the issue and the information about the 8,000 signatures to Parliament.

What difficulties did you face?

Negative statements against the female condom on the radio and on TV.
Continued...

How did you overcome any difficulties?

Intensive lobbying.

What were the results of your advocacy?

Three months after the Deputy Speaker raised the issue in Parliament, the female condom was allowed in Zimbabwe.

What did you learn from doing this advocacy?

This was only a first step – the condoms are expensive, yet women are the poor of the poor. We have to do more.

Handout 1B

Case Study4: Advocating for school fees to be waived for orphans, Zambia

Who decided to advocate addressing the problem of the school fees?

Community care givers – people physically living with the children, particularly those who are not in formal employment, the grandparents, etc.

Who did we advocate to?

The education schools authorities, i.e., Parents Teachers Association (PTA), school boards and then finally the Provincial and District Education Offices.

What methods did you use?

Information packages on the number of children needing support in each particular school; i.e., we provided an up-to-date database on the scale of the problem and lobbied using this information.

What difficulties did you face?

- Trying to make it clear to the schools that we are NOT a funding agency but merely community-based organizations.
- The mobility of children from schools.
- Letting the school authorities know that a child without parental support/care and love needs an education as a means of improving his/her life in the long term.
- More children wanting to be put on the list of orphaned children so as to benefit from the project.

How did you overcome any difficulties?

- Making a contribution to the school as 'support cost'. This is the cost we give the school to help them out in general maintenance and office support.

- Only orphaned children are registered for non-payment of school fees.
- The involvement of the District Education Officials on the CINDI-Kitwe Steering Committee.

What has been the result of your advocacy?

- Children have been expected to pay ordinary school-user fees (although currently, the Zambian education authorities have abolished school fees – exam fees at primary level).
- We have more discussion forums with the education authorities on the system being applied and implemented focusing on Orphans and Vulnerable Children (OVCs).
- OVCs have access to school places at school.

What lessons did you learn from doing this advocacy?

- Let the community members/society have more information about what you want to do and achieve.
- Involve key players in the area to be part of the Steering Committee – for example, District Education Officer, local counselors, etc.
- Lobby for any government policies that have not yet been enacted concerning children’s rights to be implemented.
- Let the ‘voices of the children’ be heard at well-focused and organized fora.

Hand out 1C: Advocacy and related concepts

	Advocacy	IEC	Community mobilization	Networking and partnerships	Fundraising & resource mobilization	Overcoming stigma and discrimination
What can it change	Policies, implementation of policies, laws and practices	Awareness and behaviour	Capacity of communities to identify and address their problems	Isolation and duplication of programme activities / interventions	Level of resources available for HIV/AIDS work	Level of stigma and discrimination against PLWHAs
Target group	Decision makers, leaders, policy makers, people of influence	Particular age group, gender, residents of an areas etc	Members of a community	Individuals or groups who have a similar agenda	Communities, local councils, Government, Development partners	People who stigmatize and discriminate PLWHAs

Does it mainly target people with influence over others?	Yes	No	No	No	No	No
Typical indicators of success	Favourable policies implementation, laws or practices which enable improved HIV/AIDS prevention and care	Desired changes in knowledge, attitude, practices and behavior achieved	A community problem is solved; and more people participate in community meeting	Members of the network / partnership achieve more than they could have achieved if they worked alone	Targets provide more resources (e.g. funds, supplies) to development initiatives	Actions showing reduced stigma e.g. fewer workers dismissed because of the HIV status

Handout 2A: **Basic Concepts of Power**

“Power can be defined as the degree of control over material, human, intellectual and financial resources exercised by different sections of society. The control of these resources becomes a source of individual and social power. Power is dynamic and relational, rather than absolute — it is exercised in the social, economic and political relations between individuals and groups. It is also unequally distributed – some individuals and groups having greater control over the sources of power and others having little or no control. The extent of power of an individual or group is correlated to how many different kinds of resources they can access and control.

Different degrees of power are sustained and perpetuated through social divisions such as gender, age, caste, class, ethnicity, race, north-south; and through institutions such as the family, religion, education, media, the law, etc. Our understanding of power would be incomplete, unless we recognise its partner, ideology. Ideology is a complex structure of beliefs, values, attitudes, and ways of perceiving and analyzing social reality. Ideologies are widely disseminated and enforced through social, economic, political and religious institutions and structures such as the family, education system, religion, the media, the economy, and the state, with its administrative, legislative and military wings. The economic, political, legal and judicial institutions and structures set up and mediated by the state tend to reinforce the dominant ideology and the power of the dominant groups within it, even though their stated objectives and policies may be superficially egalitarian. While ideology does a far more effective job of sustaining an unequal power structure than crude, overt coercion and domination, we should not forget that it is always being reinforced by the threat of force, should anyone seek to rebel against the dominant system.

But neither power, ideology, nor the state are static or monolithic. There is a continuous process of resistance and challenge by the less powerful and marginalised sections of society, resulting in various degrees of change in the structure of power. When these challenges become strong and extensive enough, they can result in the total transformation of a power structure.”

Handout 4B: Expressions of Power

To get a handle on the diverse sources and expressions of power – both positive and negative – the following distinctions about power can be useful.

Power Over

The most commonly recognized form of power, power over, has many negative associations for people, such as repression, force, coercion, discrimination, corruption, and abuse.² Power is seen as a win-lose kind of relationship. Having power involves taking it from someone else, and then, using it to dominate and prevent others from gaining it. In politics, those who control resources and decision making have power over those without. When people are denied access to important resources like land, healthcare, and jobs power over perpetuates inequality, injustice and poverty. In the absence of alternative models and relationships, people repeat the power over pattern in their personal relationships, communities and institutions. This is also true of people who come from a marginalized or “powerless” group.

When they gain power in leadership positions, they sometimes “imitate the oppressor.” For this reason, advocates cannot expect that the experience of being excluded prepares people to become democratic leaders. New forms of leadership and decision making must be explicitly defined, taught, and rewarded in order to promote more democratic forms of power.

Practitioners and academics have searched for more collaborative ways of exercising and using power. Three alternatives – power with, power to and power within – offer positive ways of expressing power that create the possibility of forming more equitable relationships. By affirming people’s capacity to act creatively, they provide some basic principles for constructing empowering strategies.

Power With

Power with has to do with finding common ground among different interests and building collective strength. Based on mutual support, solidarity and collaboration, power with multiplies individual talents and knowledge. Power with can help build bridges across different interests to transform or reduce social conflict and promote equitable relations. Advocacy groups seek allies and build coalitions drawing on the notion of power with.

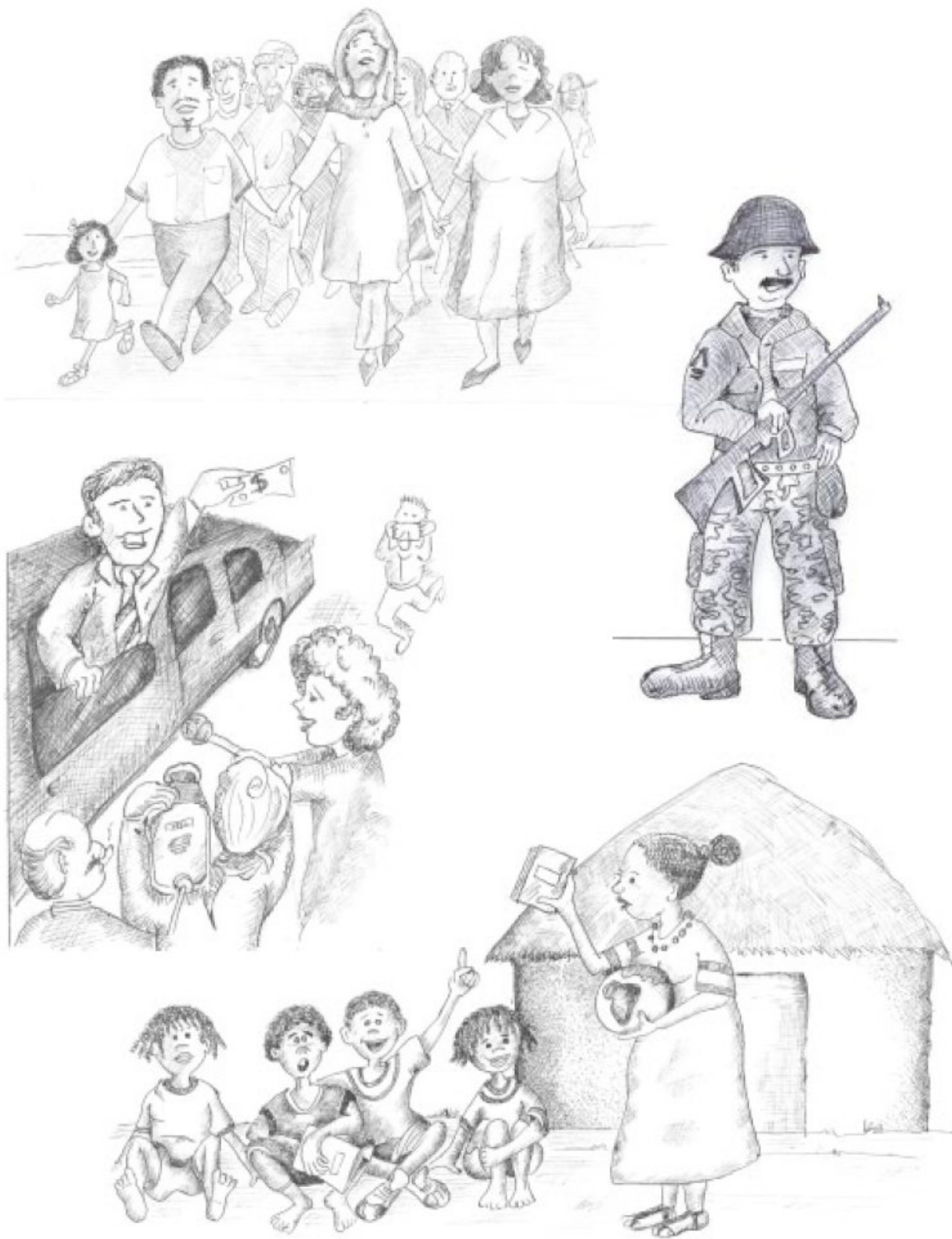
Power To

Power to refers to the unique potential of every person to shape his or her life and world. When based on mutual support, it opens up the possibilities of joint action, or power with. Citizen education and leadership development for advocacy are based on the belief that each individual has the power to make a difference.

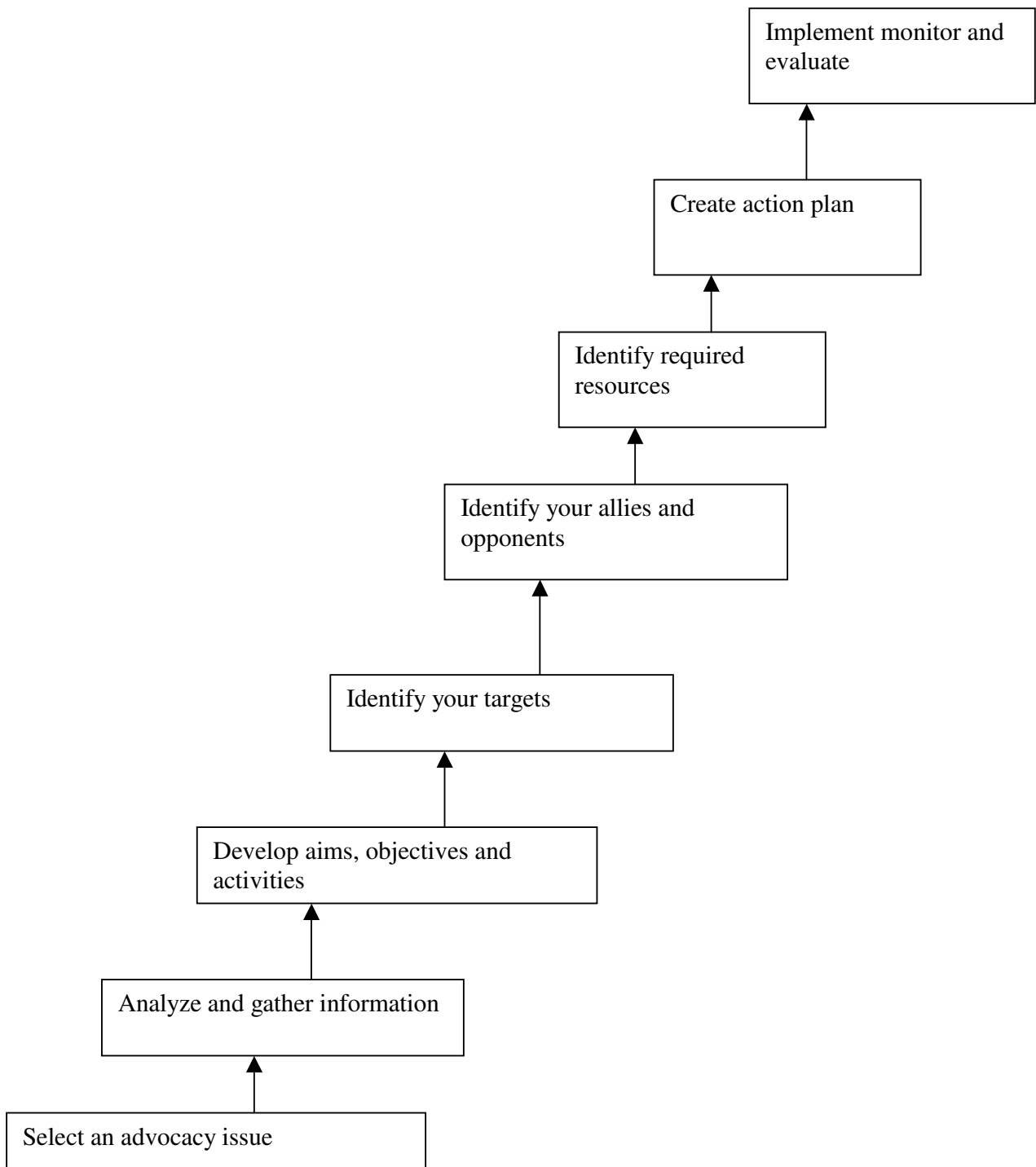
Power Within

Power within has to do with a person’s sense of self-worth and self-knowledge; it includes an ability to recognize individual differences while respecting others. Power within is the capacity to imagine and have hope; it affirms the common human search for dignity and fulfillment. Many grassroots efforts use individual story telling and reflection to help people affirm personal worth and recognize their power to and power with. Both these forms of power are referred to as agency – the ability to act and change the world – by scholars writing about development and social change.

Handout 4C: The sources of power



Hand out 5A: Advocacy framework



Handout 6: Advocacy in action:

Advocacy in Action Card 1: Analysing and influencing legislation or policy

Introduction

The skill of understanding the effects of a policy or law, or their implementation, is essential for advocacy work. This skill can be used by advocates working both inside the decision-making system (for example, members of committees) as well as outside. Analysis of legislation or policy that could affect you, your members or your beneficiaries is important so that you can advocate for its improvement or implementation.

Legislation and policies might include:

- Draft or proposed policies
- New policies
- Long-established policies

Of course, not all policies and legislation are written – for example, there are traditional laws and customs, or decisions made and communicated without being written down. If, however, their design and implementation is influenced by powerful individuals or groups, then like written policies and legislation, they can be challenged through advocacy. These kinds of policies and practices also require analysis. However, it is harder to analyse unwritten policies or legislation because there may be disagreement about what the policy is. Advocates should try to:

- Agree on what the policy or law is, or on how it is implemented (necessary for unwritten policies and laws, and for analysis of implementation)
- Analyze the policy or legislation, or its implementation
- Suggest how it can be improved
- Suggest how it can be implemented better

Analysis usually involves obtaining and analyzing draft policies, new policies or long established policies, which can be long and boring documents! However, the skill of understanding such documents can be learned and improved with practice. It is essential to involve people affected by the policy or law or its implementation – they are the ‘experts’. Participatory methods such as drama or cause-and-effect flowcharts can assist in identifying negative impacts and suggesting solutions.

Advantages

- It uses the expertise of NGOs /CBOs in understanding how the lives of ordinary people are affected
- It can encourage decision-makers to work more closely with NGOs/CBOs in future
- Changes brought about by advocacy can affect many people – therefore changing them for the better may have a relatively large impact compared to working with people in a more direct way

Disadvantages

- Technical jargon and official documents can frighten many people away from participating in this method
- It can be difficult and time-consuming
- Even constructive criticism can offend policy-makers if policies have taken along time to develop or are politically sensitive; this can impact negatively on the organization

Advocacy in Action Card 2: Preparing a briefing note or position paper

Introduction

A briefing note and a position paper are both documents that clearly state the position or opinion of an organization (or a coalition of organizations) about a particular issue. The message of these documents is: ‘This is what we think about this topic, and this is what we recommend’. They are different from a press release, which is written specifically for a media audience. There are different definitions, but this toolkit makes the following distinction between the two, based on who the audience is: A position paper is written to be read by a target, not an ally. It is a formal written record of the position (opinion) of an organization or coalition, for an external audience. Position papers can:

- Be left with an individual decision-maker at the end of a face-to-face meeting, to
- summarize the main points of your message
- Be sent to local and national governments during consultation exercises
- Be sent to people in influence, in response to a policy or action, to explain an alternative or supporting position
- Summarize the resolutions of a conference or workshop
- Show that a coalition of many different allies supports your advocacy objective
- Be given to delegates or members of a committee at the beginning of a meeting or conference – whether or not you are allowed to speak at the meeting

A briefing note is written for an ally, not a target. It is similar to a speaker’s notes, to help someone who is speaking publicly in support of your advocacy objective. Often a briefing note is a position paper with additional advice to the speaker – for example, how to answer questions, or key points to emphasize.

A briefing note can:

- Be written by a program officer involved in advocacy work, to assist the executive director in supporting the advocacy objective at a high-level meeting
- Summarize the agreed advocacy objectives and messages of a coalition, to ensure that all members of the coalition give a consistent message

Advantages

- Briefing notes and position papers are a good way to provide clear documentation of our points for external audiences
- They reduce distortion or misinterpretation of our positions
- They are a way of contributing to decision-making processes – for example, as a way of delivering your analysis of policies or legislation to people in positions of influence
- They help to identify allies based on the reaction to your position paper/briefing note
- They can build consensus on policies inside the organization

Disadvantages

- Briefing notes and position papers commit the organization to a certain position; an organization can change its mind – but it cannot deny what its position was in the past
- They are only as up-to-date as the last time they were edited/written, but they may still be in use long after you have changed your position
- It is sometimes difficult and time consuming to involve beneficiaries in writing position paper but not doing so can make our work less representative
- They can be misinterpreted if you are not there to explain them
- They can be ignored

Advocacy in Action Card 3: Working from inside the system

Introduction

One of the most effective steps for influencing change is to work from ‘inside the system’ – by participating in decision-making bodies. This can be very useful, but it is not easy. There is a danger of being used as a ‘token’ representative. Decisions affecting your advocacy issue or problem are made in many different forums, i.e., local council committees, sub-committees and working groups, joint committees between different public services (for example, health and education, advisory committees to government ministries), trade associations, company boardrooms, trade unions, committees of religious leaders, school boards of governors, district health committees, employment tribunals, social welfare committees – and many more.

It is important to know how and where the decisions are made. The next step is to learn how people can take a seat at the table in these meetings and to influence their decisions. Are representatives elected, selected or co-opted? It is also important to take full advantage of any official positions already enjoyed by members of your organization or coalition. A representative needs to be well prepared, focused and supported by those who you represent and are accountable too.

Advantages

- You can influence decisions in a sustained, long-term way
- It is often easier to have an influence ‘inside the system’ than outside it
- You can gain access to more information, to see realistic ways to influence change
- It is a great opportunity to build relationships with decision-makers
- Your organization can gain more respect and credibility

Disadvantages

- Some decision-making bodies are not open to change
- You may feel isolated
- You will be associated with decisions with which you may disagree
- The decision-making body may have different values to the values of your organization
- You may be encouraged to identify more with the decision-makers than with the people you represent

Advocacy in Action Card 4: Lobbying or face-to-face meetings

Introduction

A face-to-face meeting with a targeted decision-maker (also known as ‘lobbying’) is one of the most frequently used advocacy methodologies and is often the starting point in a series of activities. Personal contact provides the opportunity to build relationships with decision-makers; this could prove very useful in future. Try to set up a channel for regular contacts. It is important to choose the right time for meeting decision-makers, when your issue or problem is already on their agenda or most likely to be taken up – for example, before an important vote – or when they are able to take action in support of your advocacy – for example, during the budget-setting process, or at the time of an annual meeting.

Try to imagine how the issue or problem looks from the decision-maker’s point of view. Why should they support your advocacy objective? How can they benefit from taking the action you are requesting? This can be answered more easily if you have fully researched the ‘target person’ you are meeting. Make realistic requests. Show the decision-maker that there is widespread support for your advocacy objective. Encourage allies to also lobby the same decision-maker, giving the same message (use briefing notes to ensure the message is the same – see Advocacy in Action Card 2). It is difficult for officials to ignore large numbers of advocates. Do not be satisfied with vague expressions of support. Return to two basic questions:

- Does the decision-maker agree that things need to change?

- What are they willing to do to make change happen?

Advantages

- It shows the human face of the issue or problem to decision-makers, especially if people directly affected by the issue are involved
- No need for literacy
- Good for involving people at community level
- It an opportunity to express emotions and share personal experiences

Disadvantages

- It allows you to discuss the issue rather than just present you position
- Creates a personal connection which is more likely to lead to things being done
- The message could fail to make an impact if the decision-maker takes a personal dislike to the Messenger(s)
- A decision-maker with greater negotiating skills could make the meeting a waste of time, or could persuade you to agree to actions you later regret

Advocacy in Action Card 5: Writing and delivering a presentation

Introduction

A presentation is a formal way of delivering a message face-to-face to an audience. It can vary from a brief talk to a small group, to a formal presentation to hundreds of people at an international conference. Giving a presentation can be a nerve-wracking ordeal, but this can be lessened by good preparation and practice. The stages in developing a presentation include planning, writing and delivering. For more information about delivering effective presentations see Documenting and Communicating HIV/AIDS Work – A Toolkit to Support NGOs and CBOs, International HIV/AIDS Alliance.

Advantages

- You can offer *your* selection of facts and opinions
- You can speak directly to an audience
- You can show visuals to illustrate your message
- A presentation is easy and cheap to organize and can have a powerful impact if planned well
- You can give out copies of your presentation as a written record (unless you need to change the focus during the event)

Disadvantages

- It is not easy to make an interesting, lively presentation
- A bad environment could spoil your presentation – noise, distractions, bad lighting, etc
- You could be open to difficult questions from an unpredictable audience
- Some people are not good at giving presentations (but it is a skill that can be learnt)

Advocacy in Action Card 6: Persuading through drama

Introduction

Drama is usually associated with information, education and communication (IEC) more than advocacy. It becomes an advocacy method when:

- The general public has been identified as an ‘indirect target’ that will go on to influence a direct target – for example, subjects of a chief who will influence the chief
- Influential people are in the audience for example, ministers watching a young people’s performance

Drama can also be used in planning advocacy work, especially to involve beneficiaries (the people affected by the advocacy issue). Drama is useful in identifying and analyzing issues, developing solutions and identifying targets and allies. Drama is an effective advocacy method because it can bring a theoretical issue to life, making it emotionally powerful, more interesting, easy to understand and relevant to people’s lives. In some situations, a play is more likely to be noticed and memorable than a written report. It can be a useful way to involve a wide range of people with very different levels of analytical skills and experience at local, national and international level. Drama by itself can be a powerful way to convey messages and persuade people of our points of view. Its impact can be increased by adding activities that involve the audience. For example, discussions can be held after the performance, or ‘forum theatre’ can be used, in which the audience is invited to explore possible courses of action for the characters. Drama can address sensitive issues that are difficult to talk about. It can also be used as evidence to support an issue. Performances can be video-taped to share with people in positions of influence who cannot attend a live performance. *Note:* All of the above can also apply to other art forms – for example, songs and story telling.

Advantages

- Drama is an easily understood and commonly used means of communication.
- No need for literacy.
- Good for involving people at community level.

- Can be more powerful than written advocacy at any level.
- It captures emotions, personal experiences and other people's points of view which are difficult to convey by using other advocacy methods.
- It creates an environment where controversial issues can be discussed.
- Drama often attracts media coverage which increases its impact.

Disadvantages

- It may be difficult to put new messages calling for change into traditional drama which often supports the status quo.
- It can be dominated by people who enjoy performing.
- Issues can be lost in the entertainment especially when professional actors are involved.
- It is more commonly used for IEC, and therefore the targets may miss the advocacy messages or not take them seriously.

Advocacy in Action Card 7: Writing and using a press release

Introduction

NOTE: In some countries a 'press release' is a paid advertisement. This Advocacy in Action Card refers to press releases that are not paid for and that are sent to journalists on newspapers, magazines, radio and TV, to assist them in producing stories. A press release (or news release) is the standard method of distributing a story to the media (it is also possible to telephone a journalist to suggest a story, if you are sure that it is an interesting story and that it cannot easily be distorted). Using the mass media is also an information, education and communication (IEC) method. It only becomes an advocacy method when:

- The general public has been identified as an 'indirect target' that will go on to influence a direct target – for example, voters who will influence a minister
- Influential people are the targets of the article or broadcast item – for example ministers reading a newspaper.

The aim of a press release is usually to do one or more of the following:

- Outline an organization's response to an event/action.
- Draw attention to an issue.
- Provide background information on an issue/event or action.
- Give advance notice of an event.
- Announce new campaigns and provide progress reports.
- Provide a report of a meeting.
- Report decisions taken by organizations/groups.
- Circulate speeches in advance.

Media organizations receive hundreds of press releases each day, most of which are never used. In order to get the attention of the media, a press release needs to be well written and interesting.

Advantages

- It is a very public form of advocacy which can increase pressure on decision-makers to take action.
 - You can offer your selection of facts and opinions.
 - You can decide when to give the information.
 - A press release is more permanent than an interview – you have a record of what you said.
 - You have time to think before giving your message to a journalist.
-
- It makes the job of the journalist easier; therefore your views are more likely to be covered by the media.

Disadvantages

- Journalists receive too many press releases, so yours will be thrown away if it is not interesting or if a big news story ‘breaks’.
- Journalists can still distort your story, even if it is clear in a press release.
- A good press release requires a good level of literacy, and some understanding of how journalists work.
- It is difficult to involve many people in writing a press release.

Advocacy in Action Card 8: Carrying out a media interview

Introduction

A media interview is a conversation between a reporter and a person who has an interesting story that can be used as the basis for publication or broadcast. Although interviews are usually used by NGOs/CBOs for education and awareness-raising work, media interviews can be used for advocacy work too.

Media interviews are an advocacy method when:

- The general public has been identified as an ‘indirect target’ who will go on to influence a direct target – for example, voters who will influence a minister
- Influential people are the targets of the article or broadcast item – for example, ministers reading a newspaper. In this way, the journalists are merely a means to an end. They will usually ask the question that they think their audience might want them to ask. Interviews may be reactive or proactive. A reactive interview is when a reporter approaches a person for an interview, particularly if there is large public interest in an issue they are involved with. This kind of interview often takes place when an issue arises which is related to your work or the work of your organization. A proactive interview is one in which a person or organization approaches a journalist directly about an issue that they think is

important and would be of interest to the media. A proactive interview requires greater preparation. However, it is an important method for doing advocacy work. The key to giving a good interview is to know your subject well and preparing carefully for the questions that you may be asked.

Advantages

- It can help you get your information to the public, which will help you address the issue.
- It can provide profile for yourself and/or your organization.
- You can reach a wide audience with relatively little effort with your key messages.

Disadvantages

- All exposure can potentially go wrong and expose the person or organization to problems.
- It is important that the person being interviewed knows and uses the organization's point of view as the basis of their answers – otherwise the organization may be discredited.
- Being asked difficult or unrelated questions can catch those inexperienced at being interviewed or badly prepared out; this can lose support for our organizations and our advocacy work.

Advocacy in Action Card 9: Preparing a press conference

Introduction

The aim of a press conference is to gain media coverage for an issue. It is a meeting held by an organization, or group of organizations, when journalists listen to speakers and ask questions. It usually includes statements by up to three speakers followed by questions from the journalists. So the format is similar to a panel discussion, although the purpose is not to discuss, but to gain publicity for the advocacy issue. A press conference demands careful organization. Press conferences are expensive and time consuming to organize; therefore they should only be used if it is the best option. It is also necessary to think carefully about confidentiality, especially when discussing or involving people living with HIV/AIDS, as they may not wish their HIV status to be made public.

Advantages

- It brings many journalists together in one place at one time.
- It encourages all media to publicize a similar message.
- It is a chance to meet journalists face-to-face and learn about their opinions and attitudes to the issue.
- It makes the job of journalists easier therefore the issue is more likely to be covered by the media.
- It allows the journalists to ask questions from a panel of speakers.
- It provides an opportunity to correct misunderstanding before journalists write their articles.

- It can save the time of key people in the organization who would otherwise have to talk to each journalist in turn.
- It can make the issue more important.

Disadvantages

- It requires a lot of logistical organization.
- There is always the risk that a bigger story ‘may break’, so the journalists do not attend.
- Journalists may turn against your campaign if the press conference is badly focused or unconvincing.
- Time is needed to prepare speakers for a press conference to make sure that everyone agrees and reinforces the key messages and yet everyone contributes something different.
- You cannot predict the questions that the journalists will ask or how your issue will be presented positively by the media.

Handout 7: strategic communication

Effective communication. “is defined as: Method of transferring the message or ideas from one person to another.” Emphasize that communicating effectively is the foundation of advocacy campaign. It is one of the tools that makes advocacy possible. Through effective communication we can mobilize our supporters to persuade people in power to change or implement the policy.

Discuss with participants that to be a good communicator, you have to be a good listener.

Note:

All successful advocacy campaigns begin with actively listening to people affected by the problem in order to understand their problem. Active listening is a process of truly hearing someone else’s ideas and opinions. Active listening gives respect to the person we are communicating with by showing that we are genuinely trying to understand their ideas and opinions. When we respect others ideas and opinions, we can expect them to actively listen to us. Active listening also:

- Affirms our understanding of what has been said
- Shows us what part of our message is not clear and understood
- Assist in building a good working relationship. Every one wants to know that their ideas

and opinions are being heard and respected:

To actively listen we need to:

- Ask question if we don't understand
- Restate what other speaker has said, then ask if we restated correctly are listening careful
- Use body language such as nodding to show we
- Be patient so that speakers have a chance to express them selves.