



Advocacy Matters:

Helping children change their world

An International Save the Children Alliance guide to advocacy

Facilitator's manual



Save the Children

The International Save the Children Alliance is the world's leading independent children's rights organisation, with members in 27 countries and operational programmes in more than 100. We fight for children's rights and deliver lasting improvements to children's lives worldwide.

Vision

Save the Children works for a world:

- that respects and values each child
- that listens to children and learns
- where all children have hope and opportunity

Mission

Save the Children fights for children's rights.

We deliver immediate and lasting improvements to children's lives worldwide.

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Helping children change their world

An International Save the Children Alliance guide to advocacy

This guide has been designed to help Save the Children staff and colleagues from other organisations to run training workshops that will enable them to carry out advocacy. It consists of a Participant's Manual and a Facilitator's Manual that complement each other and are designed to be used together.

Contents

Part I

How to use this manual to plan and run your workshop

1	Overview of the guide	8
2	Planning your workshop	
	A. Find out what the participants need from the workshop	9
	B. Develop and send the pre-workshop assignment	9
	C. Select the right sessions	12
	D. Tailor the sessions to your needs	13
	E. Draw up a workshop agenda	14
	F. Gather additional material	15
	G. Specific language preparation	15
	H. Context-specific preparation	16
	I. Advocacy in emergencies	16
	J. Sample workshop agenda	17
3	Running your workshop	
	A. Role of the facilitator	20
	B. Some participatory methodologies	23
4	Closing your workshop	27

Part 2

Session plans

Opening Session	29
1 Welcome to advocacy	
1.1 You can do it	32
1.2 Advocacy in Save the Children	35
2 Child participation in advocacy	40
3 Being strategic in your advocacy	
3.1 Stages in the advocacy cycle	46
3.2 Selecting an advocacy issue	53
3.3 What makes good evidence for advocacy	57
3.4 Setting advocacy goals and objectives	61
3.5 Assessing your advocacy capacity	64
3.6 Assessing the risks of advocacy	68
4 Understanding the policy environment	
4.1 Analysing policy and power	72
4.2 Identifying opportunities for advocacy	77
5 Advocacy targets	
5.1 Identifying key targets and influentials	81
5.2 Influencing your targets	85
6 Making the case	
6.1 Developing messages for advocacy	89
6.2. Lobbying	96
6.3. Working with the media	100
7 Building added strength	
7.1. Working with alliances	104
7.2. Mobilising the public	108
7.3. Engaging with the private sector	111
8 Action planning	
8.1. Drawing up an action plan	116
9 Monitoring and evaluating advocacy	
9.1. Practical ways of monitoring advocacy	121
9.2. Evaluating the outcomes of advocacy	126
10 Mobilising resources	132
Closing Session	136
Evaluation form	139
Feedback form for the International Save the Children guide to advocacy	142

Part I

How to use this manual to plan and run your workshop

- 1 Overview of the facilitator's guide
- 2 Planning your workshop
- 3 Running your workshop
- 4 Closing your workshop



I. Overview of the International Save the Children Alliance guide to advocacy

What is this guide?

This guide is for Save the Children staff and partners who are involved in advocacy. You can use it to help you run an advocacy workshop, or as a general advocacy resource. The training material consists of a mixture of practical exercises and theory so that participants learn about advocacy in a way that is relevant to their specific needs and context, and they will come out of the workshop with a draft of an advocacy strategy.

The guide consists of two complementary manuals: the Facilitator's Manual and the Participant's Manual that are designed to be used together:

- **The Facilitator's Manual** is aimed at anyone who is designing or facilitating an advocacy workshop, including people who do not necessarily have much experience either as trainers or as advocates. Part One contains information on how to design, plan and run a workshop, with some tips on methodologies. Part Two contains individual session plans with detailed instructions on how to conduct each session.
- **The Participant's Manual** contains background material on each topic, case stories, and references to further resources. It is intended to be a resource guide for both facilitators and participants. The Participant's Manual can also be used on its own as a general advocacy resource.

Objectives:

Participants in this training will:

- gain a deeper understanding, and develop a working definition, of experience and evidence-based advocacy as it applies to children's needs and rights.
- understand the basic elements of advocacy, its role in Save the Children, and how it is integrated into programme work to achieve real and lasting results for children.
- learn a set of steps to plan for strategic advocacy and begin to develop an advocacy plan related to your work.
- strengthen personal relationships with fellow advocates, learning from each other's experience, and working towards building a community of advocacy practitioners.
- develop a plan to share this workshop's learning with colleagues, allies and constituents.

Who is it for?

The guide is designed as a resource for Save the Children staff and their colleagues from other organisations. The main target audiences are:

- programme staff members who include advocacy in their work,
- programme staff members who will provide advocacy training to colleagues and partners as part of their work,
- senior staff members who will demonstrate sufficient familiarity with advocacy to model for others in the organisation,
- staff members who are learning about advocacy as part of staff development,
- people in critical functional areas such as advocacy, communications, fundraising, research.

2. Planning your workshop

A. Find out what participants need from the workshop

What do they know about advocacy already?

Find out how much experience the participants already have in advocacy. How confident are they about doing advocacy? How comfortable are they with advocacy in the context of Save the Children's work?

*What are their expectations in terms of increasing their knowledge and understanding?
What practical skills do they want to develop?*

Where are they in the advocacy planning process?

What have they already done, what do they want to focus on now?

What outputs – plans and analysis – do participants need from the workshop? What level of detail is required, and what is achievable?

Who will be responsible for taking the plan forward, and what is their capacity?



SOURCES OF INFORMATION: You can get the answers to some of these questions through the pre-workshop questionnaire and assignment (see below) but you should cross-check this by liaising with the person who has requested the workshop. Self-assessment can be unreliable as people may think they know more (or less) about advocacy than they really do.

B. Develop and send pre-workshop assignment

The pre-workshop questionnaire and assignment should be sent to participants at least one month before the workshop. Information from the assignment can help you design and fine tune your workshop plan. You may need to adapt the pre-workshop questionnaire and assignment to your particular needs.

Part 1 is to gather information about participants' experience, and their current advocacy focus. The questions also serve to encourage participants to gather material they will need during the workshop about the context of their advocacy issue. This will ensure that they have the relevant information about policy processes and advocacy targets, and will have started thinking about their advocacy plan before they come.

Part 2 encourages people to gather stories from their previous experience to share with other participants during the workshop to help inspire and learn from each other.

Pre-workshop questionnaire and assignment

Part I: Please tell us about your expectations, experience, and current advocacy work

1. Name and job title

2. Advocacy experience

- Current and future role in advocacy in Save the Children
- On a scale of 1 (not at all) to 5 (a lot), please rate the amount of experience that you have with advocacy. Please highlight one number.

1 2 3 4 5

- What practical experience of advocacy do you have?

3. Workshop expectations

- What would you like to learn from this workshop?
- (If you send a draft agenda) Which sessions do you think will be the most important for you?
- Are any sessions missing?

4. The advocacy focus of this workshop

- Please list 1-2 advocacy goals and objectives that you are currently working on or would like to work on during the workshop. These should be the policy issues that are the biggest challenges to your work.
- What will be the main obstacles to getting this change implemented?
- What information do you need to gather about your advocacy objective(s) before you come to the workshop?
- ~ Why is this important to advocate for? How will this policy change improve children's lives? What evidence do you have for this?
- ~ What is the process and potential timeline for getting the relevant decisions made?
- ~ Has any work been conducted already on this issue? If so, by whom, and what is the status of that work?

PART 2: Write up a story about your advocacy experience to share with other participants at the workshop

Use the following format, and keep your description very brief – no more than two pages, preferably less. Or prepare it as a poster or PowerPoint presentation.

1. Brief description of advocacy:

- **objectives** – what were you trying to achieve?
- **process** – how was it done, what were the main challenges, how did you overcome them?
- **results** – what happened as a result?
e.g. what was achieved in terms of policy change, in terms of changed awareness, or changed relationships with decision-makers or others, or an increased capacity to carry out advocacy in the future?

2. What can we learn from this experience?

- What went well, what could have gone better, and what would you do differently next time?
- How can this experience help others?
as inspiration
as an example of a particular approach
as an example of advocacy in a particular context
as an example of involving children in advocacy



C. Select the right sessions

You will always need an opening and closing session, but the rest of the workshop agenda should reflect the participants' needs.

Which modules and sessions to focus on will depend on the participants' levels of understanding of advocacy and the extent to which they have already developed their advocacy strategies, and how much time you have for a workshop. You may need to work through each module, or you may need to skip some and concentrate on others, spending enough time on the practical exercises to really come out with useable plans and analysis.



For example:

If participants do not feel confident about advocacy work, after the opening, you may need to spend more time on the module introducing advocacy (1), involving children in advocacy (2), being strategic in advocacy (3) and policy and power analysis (4), finishing with next steps and follow-up.

If your participants have already spent time analysing the policy environment, after the opening, you may want to start with an overview of the stages of advocacy planning (3.1) and then go straight to setting advocacy goals and objectives (3.4), identifying targets (5), developing messages (6), and working with others (7). You may need to draw up a detailed action plan, including monitoring and evaluation and discussing how to resource your advocacy strategy (8, 9, and 10), finishing with next steps and commitments.*

However, most groups have participants with varying levels of experience, and will therefore need a comprehensive overview. You will have to decide how much time to spend on the different modules.

It may be best to carry out the training in several short workshops over a longer period of time, giving participants time to collect additional information and analysis between the different modules.



For example:

Do modules 1, 2 and 4 then let people spend some time finding out more about policy and power mechanisms before coming back to do modules 3, 4, 6, and 7 and sketch out the action plan in 8.

Then give participants more time to find out about targets they have identified and advocacy opportunities, before coming back for a third workshop to review and refine your previous analysis, consolidate their action plan, draw up a monitoring and evaluation plan (9) learn how to mobilise resources (10), and finish next steps and commitments.

* See sample workshop agenda on page 24.

D. Tailor the sessions to your needs

Read through all the materials first to decide what you will use and what you need to amend depending on the participants' needs. This training package includes the following material for each session:

Detailed session plan

- The sessions are based on the *Kolb learning cycle*,¹ which has been found to help adults learn by combining an example from experience, reflecting on that experience, developing and creating theory, and an opportunity to put what you have learned into practice by experimenting and planning.
- Each session begins with an overview to introduce the objectives, outputs, supporting materials, session overview and time that you will need for that session.
- Following the overview, a detailed session plan describes each of the four phases you need to take participants through (experience, observation/reflection, theory/principles, experimenting/planning), providing detailed instructions of how to do this.

Powerpoint presentation

- The presentation will take you through the theory section of the session. You can use it as a Powerpoint presentation, or you can use a printout of the slides as prompts for verbal presentation, or to help you develop flip charts.
- Run through the presentation beforehand, and adapt the points to your participants if necessary.
- Use relevant materials from the Participant's Manual to help prepare your presentation.
- A presentation is much more effective if it is illustrated with examples or stories. You can use your own experience or the case stories in the Participant's Manual.

Background material in Participant's Manual

- Background material is included in the accompanying Participant's Manual. As you prepare for the workshop, the Participant's Manual will provide you with an introduction to and more in-depth explanations of each topic, and case stories to illustrate different points in practice. This material will also be a good resource for participants both during and after the workshop.

Worksheets

- These can be completed during the session, to summarise your discussions. When completed they will form the basis of the participant's advocacy strategy.

Notes on adapting the sessions and materials

- You can use the detailed session plans and PowerPoint slides as they are, or you can adapt them.
- For example, if participants are already quite comfortable with the theory of a session you could give a brief introduction, and then encourage them to discuss and complete the worksheet, using the relevant parts of the Participant's Manual as reference material.
- Most of the session plans start with the experience phase of the Kolb learning cycle. You can start at different points of the cycle if you prefer, but will then have to amend the content accordingly.
- If you don't want to go into a topic in depth you could just use the case story and discussion to raise the main issues, using the PowerPoint slides as an aide memoire.
- You can add PowerPoint slides, stories and pictures from your own context as required. Or you can leave out slides that are not relevant to the context or level of your participants.

E. Draw up a workshop agenda

Once you have selected the sessions you need, you will have to prioritise which ones to spend the most time on. Draw up a workshop plan (see example on pages 25 and 26) with rough timings. Make sure you leave some time to discuss issues that arise during the workshop.

You need to allow enough time for group work, and for group feedback. The more groups you have, the longer this will take and you may need a quicker way to feed back group work to the plenary (see participatory methodologies, page 17). You should also remember to allow time for energisers, especially after meals, to wake people up (see participatory methodologies for some examples).

If you are working with translators you will also need to allow roughly 1/3 extra time.

F. Gather additional material

1. Make sure you have any background information about specific targets, policy processes and power structures.
2. Have information on relevant international instruments.
3. Bring in external resource people to advise on specific technical issues where relevant.
4. Use the pre-workshop assignment to ensure participants bring relevant experience with them.
5. Gather materials you need, flip charts, cards, PowerPoint projector.
6. Look for any good photographs or film clips that you could use to illustrate your sessions.

G. Specific language preparation

If you are working in different languages, part of your preparation should be to consult with people who know about advocacy and how to translate advocacy-specific words into participants' language(s). Language is critical and we cannot assume that there is a direct translation of every word with exactly the same meaning. The word "advocacy", for instance, can be translated in different ways in different languages, with different implications.

One way to prepare is to agree on translations of key words before the workshop, and make sure these are given to translators and to those providing verbal translation during the workshop.

It can take some time to agree on how to translate different words. For example, when Save the Children held an advocacy workshop in the Latin American region they discovered that different countries use different terms. After considerable discussion they all agreed to use the following Spanish translations:

Advocacy: abogacia

Empowerment: empoderamiento

Target audience: Audiencia meta o objetivo

Enabling Environment: Entorno favorable

Result: Resultado

Achievement: Logro

SMART: Especifico, Medible, Preciso, Razonable y que Lleva a la Accion

Stakeholders: Actores

Remember to add time to the agenda if you are working through interpreters.

H. Context-specific preparation

These training materials provide a general guidance to advocacy. They may need to be adapted to different contexts in relation to the political environment, or where there are specific risks associated with advocacy.

I. Advocacy in emergencies

In an emergency context, use the material on advocacy in emergencies in Module 3 to amend the relevant sessions.





J. Sample workshop agenda

Ethiopia workshop on health and HIV, January 2007

Workshop objective:

Develop a plan to implement the advocacy objectives of the Health and HIV and AIDS Programme Plan (2007-2012) building on the draft advocacy plan already prepared.

Specific focus

- Evidence base required for advocacy
- Advocacy partners (especially civil society groups and networks)
- Targets at woreda, regional and federal level
- Key message for each advocacy objective
- Detailed plan of action for first two years of advocacy plan

Before the workshop participants will have:

- **Selected priority advocacy objectives** for 2007/8 from the draft advocacy strategy so that these can be focused on during the planning workshop.
- **Identified gaps** in our knowledge of targets, allies and policy processes so this information can be gathered prior to the advocacy planning workshop.
- **Clarified the evidence base** to find out what evidence there is that the policy change is required, and what work has already been conducted by Save the Children and others on this issue.
- **Clarified the policy process** to find out who has the power to make the change in policy or practice, and what is the process and potential timeline in the relevant ministry to achieve the policy change.
- **Considered the likelihood of achieving change and the main obstacles** to getting this change in policy or practice implemented, including what the possible entry points are to engage in advocacy, and our value added.
- **Considered** (based on the above answers) **if this an issue we are likely to be able to influence in 2007/8.**

Example



Workshop Agenda

	Objectives	Specific outcomes	Materials required
Day one			
Opening	Participants clear about how the workshop will help in their work.	<p>Introductions</p> <p>Clear expectations</p> <p>Agreed methods to ensure workshop will respond to needs of participants.</p>	Opening session
1 Introduction You can do it	Participants feel empowered to do advocacy.		Session 1.1 Pre-workshop assignment information.
2 Outcomes from preparatory work	<p>All participants up to date with:</p> <ul style="list-style-type: none"> • latest objectives • power analysis • policy map 		Presentation on outcomes.
3 The advocacy cycle in relation to your issue	Participants share an understanding of the different stages of planning advocacy, and where they are in that process.	An agreed diagram of the advocacy planning process, highlighting which steps have already been covered, which still need to be addressed, and which need to be revisited.	<p>Session 3.1</p> <p>Cards to build up diagram of advocacy cycle.</p> <p>Handouts</p>
4 Identifying targets and influentials	<p>Identify key targets and their influentials in relation to change objectives.</p> <p>Understand different ways of approaching them.</p>	<p>Table of targets and influentials in relation to objectives.</p> <p>Tactics for approaching them.</p>	<p>Session 5.1 and 5.2 handouts.</p> <p>Outcome from stakeholder analysis and preparation on power analysis.</p>
Day two			
5 Evidence for advocacy	Understand the role of evidence in advocacy and what evidence is needed to achieve change objectives.	Table of what evidence there is, where are the gaps what sort of evidence is still required, how it will be obtained, by whom and when.	<p>Session 3.3 and handouts.</p> <p>Preparatory analysis of what evidence is available and what is still required.</p> <p>Examples of successful evidence-based advocacy in Ethiopia, e.g. using the Household Economy Approach.</p>
6 Key message for each advocacy objective	Frame advocacy messages based on the evidence in a way that is most persuasive to their audience.	<p>Core message</p> <p>Table of different messages for different audiences.</p>	<p>Session 6.1 and handouts.</p> <p>Examples of similar health/HIV messages.</p>
7 Advocacy partners	Understand who are the main allies and how to work with them.	<p>Table of allies and types of alliance, with notes included on possible risks and compromises.</p> <p>Outline ground rules for engagement.</p>	<p>Session 7.1 and handouts.</p> <p>Existing stakeholder analysis from preparatory work.</p> <p>Examples from previous experience of work with alliances, networks, etc.</p>

Workshop Agenda cont.

	Objectives	Specific outcomes	Materials required
Day three			
8 Detailed plan of action for first two years of advocacy plan	Identify opportunities for advocacy and draw up advocacy plan.	Calendar of opportunities for advocacy. Phased plan of activities including with who to lead, and resources needed.	Session 8 and handouts. Information about relevant national and international policy processes.
9 Monitoring and evaluation	Incorporate practical monitoring into action plan to ensure learning. Identify indicators for intermediate and long-term impact.	Monitoring framework for regular feedback and co-ordination. Long-term and intermediate milestones and indicators.	Session 9 and handouts.
10 Conclude the workshop	Participants know what to do next, when to do it and who will lead. Facilitators know how to improve workshop structure for next time.	Plan of work required to set the next steps to advance the advocacy strategy. Completed evaluation of workshop.	Closing session. Evaluation form.

This agenda provided the general framework for the workshop.

Following this, a more detailed timetable was drawn up, which also allowed time for discussion of issues that arose during the workshop, especially about the risks of advocacy in the Ethiopian context.

3. Running your workshop

A. Role of the facilitator²

It is the responsibility of the facilitator to present each session's background material and activities as clearly as possible. The facilitator is also responsible for maintaining a comfortable learning environment for participants and for facilitating group dynamics and sharing. The facilitator needs to constantly assess the progress of the work and make adjustments to the workshop as needed. Some of the skills needed for good facilitation include the following:

Non-verbal communication

- Maintain eye contact with everyone in the group when speaking. Try not to favour certain participants.
- Move around the room without distracting the group. Avoid pacing or addressing the group from a place where you cannot be easily seen.
- React to what people say by nodding, smiling, or engaging in other actions that show you are listening.
- Stand in front of the group, particularly at the beginning of the session. It is important to appear relaxed and at the same time be direct and confident.

Verbal communication

- Ask open-ended questions that encourage responses. If a participant responds with a simple yes or no, ask: "What makes you say that?"
- Ask other participants if they agree with a statement someone makes.
- Be aware of your tone of voice. Speak slowly and clearly.
- Avoid using slang, jargon or other 'special' language.
- Be sure that participants talk more than you do.
- Let participants answer each other's questions. Say: "Does anyone have an answer to that question?"
- Encourage participants to speak and provide them with positive reinforcement.
- Paraphrase participants' statements in your own words. You can check your understanding of what they are saying and reinforce statements.
- Keep the discussion moving forward and in the direction you want. Watch for disagreements and draw conclusions.
- Reinforce statements by sharing a relevant personal experience. You might say: "That reminds me of something that happened last year..."
- Summarise the discussion. Be sure that everyone understands the main points.

2. Adapted from *The Policy Project Networking for Policy Change: An advocacy training manual*, 1999

Setting the learning climate

- Review all materials and activities before each training session so that you are fully comfortable with the content and process.
- Start on time and clearly establish yourself as the facilitator by calling the group together.
- Organise all the materials you need for the session and place them close at hand. Stay within the suggested time frames.
- Gain participants' attention and interest by creating a friendly and comfortable atmosphere between yourself and them.
- Prepare responses and examples to help move the discussion forward.

Starting each session

- Present the objectives as stated on the front of the session plan, and the session overview. Write these up on a flip chart.
- Provide a link between the previous session and the current one.

Leading the group exercises

- Introduce group exercises clearly and write instructions on a flip chart.
- Go round to each group to make sure they have understood the task and to stimulate discussion. Go round again five minutes before the end to remind them to finish on time, or check if they need more time.

Discussing lessons learned from group exercises

- Ask participants to identify key points that emerged from the experience and the discussion.
- Encourage participants to briefly report back group work to the plenary.
- Make sure they receive feedback on their work from each other and from you.
- Guide discussion of the experience. Write up key points from plenary on a flip chart.
- Help participants draw general conclusions from the experience. Allow time for reflection.

Applying lessons learned to real-life situations

- In the experimenting part of each session you should encourage participants to discuss how the information learned in the activity will be helpful in their own work.
- Discuss problems participants might experience in applying or adapting what they have learned to their own or different situations.
- Discuss what participants might do to help overcome difficulties they encounter when applying their new learning.

Providing closure

- Briefly summarise the activities at the end of each session
- Refer to the objective(s) and discuss whether and how they were achieved.
- Discuss what else is needed for better retention or further learning in the subject area, or for putting it into practice for the advocacy strategy.
- Provide linkages between the session and the rest of the workshop.
- Help participants leave with positive feelings about what they have learned.

Covering all the details

- Prepare all training materials (resources for research, reference materials, handouts, visual aids, and supplies) and deal with logistics (venue, tea breaks, and audio-visual equipment) in advance.
- Clarify everyone's roles and areas of responsibility if other facilitators are helping to conduct the training. Meet with the co-facilitators daily to monitor the progress of the workshop and to give each other feedback.
- Make sure you know which participants will have the main responsibility for taking their advocacy strategy forward after the workshop. Make sure they feel confident that they are getting what they need out of the workshop.

Managing a range of experience and personalities

- Use participatory methodologies. Work in small groups of three or four people.
- Make up groups according to the workshop objectives, for example, all those working on a particular advocacy objective, or theme.
- The groups' composition could be changed during the workshop to bring in fresh ideas, or provide a different mix of personalities.
- If there is a wide range of advocacy experience among participants, make sure each group has a mix of experienced and inexperienced people. Ask the more experienced people to share their experience, but also to act as facilitators, ensuring that others speak out. (See the opening exercise for a way to rank people by experience).
- Ask participants with more experience if they would like to prepare and contribute an experience as a case story to illustrate a session.

Staying responsive to needs

- Ask participants to evaluate the training both daily and at the end of the workshop. This can be done by setting up 'home' groups of participants who meet half an hour before the end of each day to discuss what went well and what didn't, and then feed back their findings to facilitators.
- Facilitators should also discuss each day and revise their plan for the next day according to feedback.

- Keep some sessions free in the workshop plan for groups to continue work on different parts of their advocacy strategy if they want, or to discuss specific issues that come up.
- Try and keep to the planned timetable, and don't let the sessions overrun ('home' groups may act as timekeepers). But also be flexible and sensitive to the specific needs of participants – for example, providing time to pray, or to spend longer on a particularly important or sensitive discussion.
- Be aware of participants' energy and concentration levels. If these are low you may need an energising activity. This could also possibly be a task for the 'home' groups.
- Invite one participant (or group of participants) to present a brief review of each day's learning at the beginning of the next day. Make sure they are warned in advance!
- Keep a record of key questions that are raised but do not fit into your planned sessions, (create a 'parking lot'). Make time to cover these before the workshop ends through discussion or presentation, as appropriate.
- Keep an eye on participants requiring translation. Check they are able to follow the discussions.

B. Some participatory methodologies

Participatory methodologies can hugely increase the learning of participants. Some have already been included in the session plans. Use this list to adapt the session plans, and add more participatory sessions. Check that everyone can take part in the exercises, particularly if they require mobility.

Techniques to enable people to participate fully and contribute ideas

- **Small groups:** Participants form groups of four to eight people to discuss topics and problems more deeply and enable everyone to participate. Groups can be pre-selected according to topic or work area, with names written on a flip chart in advance. Or they can be assembled randomly, for example, by counting round a circle 1,2,3, 1,2,3... in order to form three groups.
- **Triads** (sometimes referred to as buzz groups): Participants are in a threesome that interact with each other, discuss differences, ensure full participation, build relationships, share ways of dealing with specific questions and get to know each other better.
- **Diads:** Participants are in groups of two. This is very useful for introductions. It has the same benefits as Triads but does not offer the range of different viewpoints or outlooks.
- **'Home' groups:** Participants form teams to review the day's activities, plan future ones or design specific sessions.

Techniques to practise skills or share experience

- **Role-play:** Playing pre-assigned roles that illustrate the problem at hand.
- **Fish bowl:** Often used in role-play. People in the role-play are in the fishbowl. A few are assigned outside of the fishbowl to comment on what the participants are doing or saying.
- **Story:** Circles open people up to listening, sharing emotion, and creating empathy. The facilitator identifies a common theme around which each participant tells a story she or he has personally experienced. In small groups each participant has a chance to share a story in no more than three minutes. No questions are asked until all stories are complete. Confidentiality is a condition of participating in a group. The method often bonds the group emotionally.

Techniques to contribute ideas and encourage reflection

- **Brainstorm:** This is often used in a large group or plenary. Its importance is that all ideas or points are made and accepted before making any judgements. It is a safe space for addressing a question in all possible ways. It enables all thoughts and suggestions to be voiced. Analysis, evaluation, agreement, and disagreement will come later.
- **Index cards or Post-it notes:** A form of written brainstorm that is then posted for all to see. It enables the group to cluster answers and/or suggestions.
- **Quiz the experienced:** Participants pose questions to the whole group, for example: "What do I do if..." Some empty chairs are placed in the centre of the room and participants who have suggestions can go in and respond about how they would handle the problem. When they have answered they leave the chair. This draws out participants' expertise, widens participation, increases confidence, voices new ideas, and stimulates discussion.
- **Place yourself on a scale:** Create a space in the room, and draw an imaginary line, with 0 at one end and 10 at the other. Ask people to stand at the point on the scale they consider themselves to be, for example, in terms of their advocacy capacity. Ask people what made them choose a particular point, what support and experience has helped them to get to that level, and what would help them to move to the next stage on the scale. This helps people to feel more confident about where they are and how to move forward.
- **The walk of power:** Give each participant an identity: for example, government minister, Save the Children staff member, displaced boy or girl, woman infected with HIV. Ask them to stand together in a line. Then read through a series of 10-12 statements, for example: "I can access good education, I can choose when to meet friends, I can get enough food, I do not normally feel threatened by violence, I can get access to decision-makers, I can influence decisions about my future..." Tell participants to take a step forward each time the statement applies to them.

When you have finished reading the statements, walk around the room and ask people to consider where they are in relation to others ahead or behind them. What does this tell them about their power in relation to the power of others, and how does this affect their ability to influence decisions and action? This helps people think about power and what it enables them to do. It also helps people appreciate diversity, showing how gender, disability, or ethnic group can affect a person's power.

- **Counselling wheel:** Place chairs facing each other in two concentric circles. The people sitting on the inner circle are counsellors, while those outside are seeking advice. Each person in the outside circle asks one question of the person sitting opposite, who has two minutes to respond. The outside group then move one chair round the circle to ask the next counsellor the same question, and so on round the circle. The two groups then switch so the people asking questions become counsellors. This exercise shows that everyone can provide advice. It is very empowering for participants.
- **Pause and action:** While in the midst of planning, stop yourselves and pause to analyse the strategies, tactics and actions being suggested. This is a useful way to encourage people to pause and think rather than taking action in the emotion of the moment.

Techniques for organising and presenting information

- **Mobile plenary:** This presents on a flip chart the work of a small group through text, posters or collages. One or two members of each small group are present to explain and/or answer questions as the plenary looks at the group's work. This allows for movement by the plenary. It avoids listening, sometimes monotonously – to small group presentations. It can lead to informal discussions that are deeper.
- **Gallery:** Similar to the above, but people just read the material displayed and then come back to discuss in plenary. This is good if you have a lot of groups and limited time for reporting back.
- **Glossary building:** Recognises the importance of language and phrases to understand advocacy, power, social justice, oppression and much more. As the training goes on, participants build their own glossary that includes meanings they have discussed and good quotes that come out in the discussions. This can also be used when working in different languages to find suitable translations for difficult terms.

Techniques to energise groups when energy levels are low

- **Birthday line-up:** People line up according to the day and month of their birthday. It's a quick way to get people out of their chairs and stretch their legs. It can be used to help form groups.
- **Experience line-up:** People line up according to their length of service in the organisation, or advocacy experience. This is good as an icebreaker at the beginning of the workshop, and can help form groups of mixed experience.

- **Fruit salad:** The facilitator divides participants into an equal number of three to four fruits, such as oranges and bananas. Participants then sit on chairs in a circle. One person stands in the centre of the circle of chairs. The facilitator shouts out the name of one of the fruits, such as 'oranges', and all the oranges must change places with one another. The person who is standing in the middle tries to take one of their places as they move, leaving another person in the middle without a chair. The new person in the middle shouts another fruit and the game continues. A call of 'fruit salad' means that everyone has to change seats.
- **Match the cards:** The facilitator chooses a number of well-known phrases, and writes half of each phrase on a piece of paper or card. For example, they write 'Happy' on one piece of paper and 'Birthday' on another, or 'Save' and 'Children'. (The number of pieces of paper should match the number of participants in the group.) The folded pieces of paper are put into a hat. Each participant takes a piece of paper from the hat and tries to find the member of the group with the matching half of the phrase.
- **Names in the air:** Ask participants to write their name in the air first with their right hand, then their left hand. Finally, ask them to write their name in the air with both hands at the same time. Or they can use their elbow, nose, knee or any other part of the body. This exercise helps people to stretch.

For many more examples, see: *100 Ways to Energise Groups: Games to use in workshops, meetings and the community*, International HIV/AIDS Alliance

<http://www.aidsalliance.org/sw7452.asp>

Finally...

These are just a few examples of various training methodologies. You may know of others. Develop your own methodologies: share them with others in your community, country and around the world.



An advocacy workshop in Liberia, 2007

4. Closing your workshop

At the end of the workshop you need to provide an opportunity for participants to assess what they have learnt and to reflect on how they can put it into practice to improve their advocacy work.

Facilitators also need to find out what worked well in the workshop and how it can be improved in the future.

Finally, everyone involved in the training should make a commitment to support each other in developing future advocacy.

The detailed plan for the closing session includes an evaluation form to get feedback on the workshop, and a follow-up worksheet where participants can set out how they will advance their advocacy strategy after the workshop.

Part 2

Session Plans

Opening session

Module 1 Welcome to advocacy

Module 2 Child participation in advocacy

Module 3 Being strategic in your advocacy

Module 4 Understanding the policy environment

Module 5 Advocacy targets

Module 6 Making the case

Module 7 Building added strength

Module 8 Action planning

Module 9 Monitoring and evaluating advocacy

Module 10 Mobilising resources

Closing session



Opening session

Objectives:

- Participants are introduced to each other
- Participants' expectations are clearly articulated
- Participants understand the workshop agenda, ground rules, and how the workshop will be run
- Participants agree on a method for monitoring and adapting the workshop

Outputs:

- Clear expectations and concerns
- Established 'home' groups to monitor workshop
- Agreed ground rules

Time needed: 120 minutes

Supporting material:

1. Powerpoint presentation: Opening session
2. Prepared flip chart with expectations from pre-workshop assignment
3. Prepared flip chart with workshop agenda
4. Different colour sticky notes or cards
5. Flip chart paper and pens

Session overview:

1. Participants introduce themselves and their expectations and concerns for the workshop
2. Reflect on expectations and how they compare to the workshop objectives
3. Presentation: introduce agenda, workshop process, ground rules
4. Exercise: set up 'home' groups to monitor workshop and feedback to facilitators, agree on ground rules

Comment

Facilitator should have looked at the pre-workshop assignment, and can write up the answers to the question "what would you like to learn from this workshop" on a flip chart. This will remind participants of their early expectations and provide a starting point for discussions.

Write up the instructions for the first exercise on a flip chart.

The introductory session can be adapted to be more humorous, for example, by asking people to describe their relationship to advocacy, (could be as a new acquaintance, old friend, difficult aunt, frightening professor...).



1. Experience

1. Facilitator asks participants to work in pairs to interview each other – 5 minutes each, on the following questions, which can be written on a flip chart:

Name, how long have you been working in advocacy? *(see alternative question in comment above), and something about yourself that is not on your CV (for example, hobbies, family).

Each person briefly introduces their new friend to the plenary.

● 25 minutes

2. Each person writes one expectation from the workshop and one concern on different coloured sticky notes.

● 10 minutes

2. Observation/Reflection

Plenary: Participants stick their expectations and concerns on the wall.

The facilitator groups them into categories, in discussion with participants, and identifies which expectations can be met by the workshop as planned. Those that do not fit with the workshop objectives can be parked separately to be discussed.

The facilitator also groups the concerns into categories and discusses them briefly, addressing them where possible.

The facilitator emphasizes that we will leave the expectations somewhere in the workshop room and return to them periodically throughout the workshop to see if we are meeting them.

Facilitator hands out workshop timetable.

● 30 minutes

3. Theory/Principles

Facilitator presents *Opening Session* powerpoint, emphasising the following:

Introduce workshop agenda.

Introduce participatory approach, explain how the sessions are structured to maximise learning by combining experience with theory.

Introduce importance of monitoring and amending the workshop daily, and the use of 'home' groups.

Introduce worksheets and method for writing up the workshop outcomes.

Introduce ground rules to be set by participants.

● 15 minutes

4. Experimenting / Planning

1. Set up 'home' groups to monitor the workshop and feed back to facilitators on a daily basis.

Facilitator asks the participants to line up in order of advocacy experience (or length of service in the organisation). Participants count down the line: 1, 2, 3... to make groups. There should be one group for each day of the workshop, and all participants should be in a group.

Facilitator introduces the roles of "home" groups (as summarised on the powerpoint slide), and explains that each home group should meet every day to discuss what worked well and what didn't, and to feed this back to the facilitators.

Also, each 'home' group should take responsibility during one day for presenting a five-minute summary of the previous day at the start of the next day – if possible be creative (theatrical, humorous, interview technique...). 'Home' groups may also take responsibility for other items like timekeeping or icebreakers as decided by the group and facilitators.

● 20 minutes

2. Facilitator leads a plenary discussion of ground rules and writes these up on a flip chart. Make sure the rules address concerns expressed by participants in exercise 1.

● 20 minutes

opening session

Opening session



How the workshop works

Agenda:
Designed from your pre-workshop questionnaires, and what you wanted for the workshop

But we can be flexible – spend more time on some things, miss out others



How the workshop will be run



- We want you to learn... to
- Not see much lecturing
- Lots of thinking, discussing, working things out
- Based on the Kubler learning cycle – a theory for adult learning based on experience, reflection, theory, and putting things into practice
- Depends on participants – it's up to all of us to make sure this is relevant and useful to your work



Workshop materials

Participant's handbook

- introduction to each topic
- background material on each topic
- case stories
- worksheets
- glossary of key terms in advocacy

As we go, add to it:

- terms and definitions that come out of workshop
- translations into different languages
- your work!



Working groups for advocacy planning

Participants will divide into working groups to focus on a particular advocacy issue for the duration of the workshop. During sessions, we will learn skills and apply them directly to our advocacy issues.

As we go, we will summarize our work in:

- Workshops: summaries from sessions
- Flip charts: record of discussions
 - Keep them together so we have your plan in programming
 - Remember to label each flip chart with, session, group

The final outcome will be a draft advocacy plan for your advocacy issue!



Home groups

Monitoring and improving

Participants will divide into 'home' groups to review and give feedback on the workshop:

- Group of participants to review each day – what works and what can be improved – and provide feedback to facilitators
- Facilitators to amend workshop plan in the light of feedback
- One group can also recap at the beginning of each day – what happened the day before
- Home groups may have other roles too, for example mentoring to-breakers etc.



opening session

Module 1: Session 1.1

Welcome to advocacy: You can do it

Objectives:

- Participants feel empowered to do advocacy
- Participants feel comfortable sharing and learning from one another's advocacy experiences

Outputs:

- Analysis of Save the Children's power and legitimacy to make changes
- Statement of existing relevant experience and skills that participants already have to conduct advocacy
- Creation of workshop environment conducive to sharing and learning from one another's advocacy experiences

Time needed: 70 - 90 minutes

Supporting material:

1. Powerpoint presentation 1.1
2. Participant's Manual, Introduction and Module 1
3. Participants' case stories from pre-workshop assignment
4. Prepared flip charts: Session objectives and overview, questions for parts 1, 2 and 4
5. Flip chart paper and pens

Session overview:

1. Share participants' experience of advocacy in different contexts
2. Discuss why you did what you did, the challenges you faced, and how you got support from others
3. Presentation: Elements of advocacy
4. Exercise: Explore Save the Children's power and legitimacy to advocate for change, and explore your own power and motivation

Comment

Facilitator should encourage people to think about any example of any aspect of advocacy. If they have no experience of advocacy in their work, ask them to think of any situation in which they have tried to change someone else's behaviour.



1. Experience

In groups of three, each participant tells a story of their own experience of advocacy, either in a work or a personal context. Use the following questions (written by the facilitator on a flip chart) to guide the stories:

- What was this advocacy trying to achieve?
- How did you do it?
- What was the outcome?

Each presentation should be no longer than 5 minutes.

● 20 minutes

2. Observation/Reflection

Participants reflect on the examples and discuss in plenary:

- What was your motivation? Why did you do it?
- What was the biggest challenge? How did you overcome it?
- What was the role of others in supporting or sustaining you?
- What does it tell you about your power to change things?

The facilitator should write these questions up on a flip chart before the discussion, and summarise the main points raised during the discussion.

● 20 - 30 minutes

3. Theory/Principles

Facilitator presents *powerpoint 1.1* on elements of advocacy, emphasising the following:

Advocacy is straightforward, you have to know:

WHAT changes you want to happen, WHO can make those changes happen, and HOW you can convince them to make the changes you want.

Save the Children has a long history of fighting for the rights of children, against great odds.

We can all do it:

● 10 minutes

4. Experimenting / Planning

Participants discuss the following questions in plenary, in the context of their work:

- What power and legitimacy does Save the Children have to make changes?
- Why should decision-makers listen to Save the Children?

(For example, its history locally and internationally, its direct work with children, its focus on children and their rights).

- What experience do you already have/can you build on to become an advocate? (For example, experience in raising public awareness, in working on policy or legislation, in organising meetings or workshops).

The facilitator should write these questions on a flip chart before the discussion and summarise the main points raised during the discussion.

● 15 - 30 minutes

Session 1.1: You can do it!



SESSION 1.1

Elements of advocacy

Let's demystify it:

- What change do we want to bring about?
- Who can make the change?
- How can we make them change?



SESSION 1.1

What change do we want?

What is going wrong?

- Provide strong, unambiguous evidence

What must change?

- Be very clear about what must stop, what must change or what alternative solution should be adopted



SESSION 1.1

Who can make that change?

Who has the power to make the change?

- Be clear that they can actually make the change

Who are our allies and opponents?

- Be clear about who we work with and who we have to convince



SESSION 1.1

How can we make them change?

How are we going to win?

- Pick the most effective tactics for your target
- Produce a clear and effective plan of action

How will you know if the change has happened?

- Produce a clear plan for advocacy monitoring and evaluation



SESSION 1.1

Eglantyne Jebb, founder of Save the Children



"Save the Children Fund is often told that its aims are impossible... it is only impossible if we make it so by our refusal to attempt it."



Module 1: Session 1.2

Welcome to advocacy: Advocacy in Save the Children

Objectives:

- Participants know what Save the Children means by advocacy
- Participants understand how advocacy can build on and be integrated into planning for direct interventions to create a greater and wider impact on children
- Participants understand how children's rights provide a framework and a tool for advocacy

Outputs:

- Completed matrix of advocacy versus related concepts

Time needed: 90 –150 minutes

Supporting material:

1. Powerpoint presentation 1.2
2. Participant's Manual, Module 1
 - Case stories: Examples of different approaches to advocacy (facilitator selects from the Participant's Manual)
3. Worksheet 1.2: Advocacy related concepts
4. Prepared flip charts: Session objectives and overview, questions for discussion in parts 1 and 4
5. Flip chart paper and pens

Session overview:

1. Share participants' experience of advocacy in different contexts
2. Discuss different types of advocacy and different approaches
3. Presentation: What is advocacy for Save the Children?
4. Exercise: Explore the links between Save the Children programmes and advocacy; and/or do an exercise to explore how advocacy is related to and different from several related concepts (Information, Education and Communication; Behavior Change and Communication; Public Relations; and Community Mobilization)

Comment

The facilitator should encourage people to think about any example of any aspect of advocacy. If they have no experience of advocacy in their work, they can think of any situation in which they have tried to change someone else's behaviour.

If you need to shorten the session, shorten the powerpoint presentation by selecting the slides most appropriate for your participants.

In part 4, the facilitator should decide which exercise(s) would be most appropriate for the group based on their learning objectives and experience. If there is still some confusion around the concept of advocacy, the exercise comparing advocacy and related concepts could be helpful.



1. Experience

In small groups, participants discuss examples of their own experience of advocacy in a work context. These could be the examples written up as the pre-workshop exercise. Questions to guide the discussion (written by facilitator on a flip chart):

- What was this advocacy trying to achieve?
- How did you/they do it?

Or, each group reads and discusses one of the advocacy examples in Participant's Manual Module 1, using the same questions.

● 20 minutes

2. Observation/Reflection

Based on these examples, participants go into buzz groups to discuss "what is advocacy?" listing different activities they would classify as advocacy. The facilitator writes these up on a flip chart.

● 10 minutes

Participants discuss in plenary each type identified, and agree which ones are really advocacy and which ones are not (see the Participant's Manual Module 1, "what is advocacy?").

● 20 minutes

Optional, for more experienced participants, discuss:

- How do different cultural contexts affect advocacy?
- Why are some approaches better in certain cultural contexts than others?
- What makes us more successful in some situations than others?

● 30 minutes

3. Theory/Principles

Facilitator presents *powerpoint 1.2*, emphasising the following:

Different members have their own definitions of advocacy, but the Alliance has agreed on a definition for its advocacy work.

For Save the Children, advocacy aims to change policy and practice and create more political space for advocacy.

Programmes include both direct interventions and advocacy to make as big an impact as possible.

The UNCRC provides a framework and a tool for advocacy.

Advocacy in emergencies must focus on humanitarian principles

● 10 - 20 minutes

4. Experimenting / Planning

Either: In groups, participants discuss how advocacy can increase the impact of their existing or planned programme work.

- How can advocacy address the root causes of the problems your programme is responding to?
- How can your programme experience be used as evidence for advocacy?
- How can you use relationships that have been developed through programme work for advocacy?
- Does your programme experience provide legitimacy for advocacy?

● 30 minutes

To debrief, each group feeds back their main points about how advocacy can increase the impact of their programme work. The facilitator sums up the main points on a flip chart.

● 10 minutes

And/or: In a plenary, participants work together to fill out Worksheet 1.2. The facilitator should join several flipcharts together to create a large version of the worksheet to work on with the group. The group brainstorm and discusses answers for each box, while the facilitator records the groups' thoughts on the flipchart and uses the opportunity to clarify differences between advocacy and the related concepts.

● 40 minutes

Session 1.2: Advocacy in Save the Children



SESSION 1.2

What is advocacy?

- The key to understanding advocacy is that many of you do it every day
- Different types of advocacy are suited to different contexts
- Advocacy is about making changes to policy and practice that will improve the lives of children



SESSION 1.2

The International Save the Children Alliance definition

Advocacy is

- a set of organised activities designed to influence the policies and actions of others to achieve positive changes for children's lives based on the experience and knowledge of working directly with children, their families and communities.



SESSION 1.2

Characteristics of advocacy at Save the Children

Advocacy ...

- Should not be 'added on' to what you do, but should be built into your programs
- Offers credible positive alternatives
- Aims to change specific policies affecting children and create political space and is directed at those who have the power to influence children's lives – the goal is institutional change
- Requires clear goals and measurable objectives
- Is a long-term process rather than a one-off event
- It met an end in itself
- Is based on evidence from your programs and experience ("experience based advocacy")
- Aims to make decision-making a more inclusive and democratic process in which children's opinions are included



SESSION 1.2

Why do advocacy?

- We can ensure our efforts benefit many more children than those we help directly through our programmes – and apply lessons learned to policy change agendas
- Thus we can truly create real, lasting and positive change in the lives of children

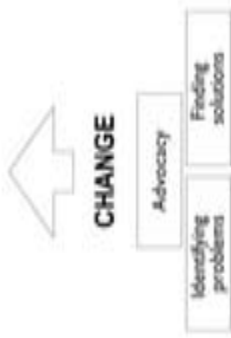

For example,

Providing immunisations gives you short-term results. Integrating immunisations into the Ministry of Health delivery system and securing the resources through policy change provides real and lasting change for children.



SESSION 1.2

Advocacy builds on experience of direct interventions

Linking advocacy to practical experience

Build an relationships and alliances

Evidence of problems and solutions

Apply lessons learned to policy change

Provides legitimacy for advocacy

Practical experience

Slow how advocacy increases sustainability

Save the Children
Advocacy in Action for Children

Levels of advocacy

International

- International conventions and treaties
- Donors' development policies

Regional

- Regional institutions' policies and strategies
- National policies common to a geographic region
- Promote good national practices within regions

National

- National policies and strategies
- Institutional structures
- Specific legislation on children
- Resource allocation to children

Local

- Local implementation of legislation
- Local debate on distribution of resources
- Access to services and resources
- Local policies and strategies

Save the Children
Advocacy in Action for Children

Eglantyne Jebb, founder of Save the Children

- Passionate about children's rights, based on experience working in relief and development
- Advocated for support for children in central Europe suffering effects of First World War
- Drafted the Geneva Declaration (adopted 1924)
- UN Convention on the Rights of the Child (UNCRC) adopted in 1989
- Now the most important advocacy tool for advocates of children's rights

Save the Children
Advocacy in Action for Children

Advocacy and children's rights programming (CRP)

Key CRP principles informing advocacy:

Non-discrimination and equity

- All children are entitled to the same rights
- We should seek rights for all rather than charity for a few

Accountability

- Duty-bearers should be accountable for fulfilling rights
- States have an obligation to respect, protect and fulfil children's rights
- NGOs and civil society invited to monitor UNCRC and hold duty-bearers to account through UNCRC reporting

Participation

- People, including children, are rights-holders, not passive beneficiaries
- They should be supported to play an active part in achieving their rights, including voicing their opinions

Save the Children
Advocacy in Action for Children

Advocacy in emergencies

We work to ensure emergency responses are appropriate to children's needs and rights, and that they respect humanitarian principles:

- Enough resources - accessible to children
- Education and child protection integral to emergency response
- Response to children's voices and expressed needs
- UNCRC to apply in emergencies along with other law

Consider possible consequences:

- Could advocacy cause more harm or affect our access to people?
- Could it affect our ability to act independently?
- Does it respect the principle of impartiality?

Save the Children
Advocacy in Action for Children

Related concepts

How is advocacy related to and different from:

- Information education and communication
- Behavior change and communication
- Public relations
- Community mobilization

Save the Children
Advocacy in Action for Children

WORKSHEET

I.2 Advocacy Related Concepts

Concept	Target audience	Objective	How do you measure success?
Behaviour Change and Communication (BCC); Information, Education, Communication (IEC)			
Public Relations			
Community Mobilisation			
Advocacy			

Module 2: Session 2

Child participation in advocacy

Objectives:

- Participants understand when and how children can be involved in an advocacy strategy, and why they should be involved
- Participants understand the ethics, principles and practical considerations of involving children, and know how to apply them in their own case

Outputs:

- A plan of the actions required to ensure meaningful child participation in advocacy and/or
- A plan of the level of child participation required for different stages of advocacy planning, implementation, monitoring and evaluation

Time needed: 90 minutes

Supporting material:

1. Powerpoint presentation 2
2. Participant's Manual, Module 2
 - Case stories of children's participation in advocacy
3. Worksheet 2A: Action required to ensure child participation.
Worksheet 2B: Planning how to involve children at different stages of the advocacy strategy
4. Prepared flip charts: Session objectives and overview, questions for discussion parts 1 and 2
5. Flip chart and pens

Session overview:

1. Share participants' experience of child-led and child-centered advocacy
2. Discuss pros and cons, challenges and practical considerations of child participation in advocacy
3. Presentation: key considerations in child participation
4. Exercise: plan when and how to involve children in your advocacy strategy

Comment

Facilitator should ask participants to read the case stories on child participation in advocacy before this session.

Facilitator should decide which of the exercises to use in step 4. Worksheet 3A is useful early in the advocacy planning process to ensure you plan for child participation. Worksheet 3B will be useful if participants have planned their advocacy and are ready to map out the level of children's participation at different stages.



1. Experience

In small groups participants discuss and draw images to illustrate the role of children in advocacy, and the value of their participation.

● 15 minutes

Group A: illustrate child-centred advocacy, where children are involved in adult-led advocacy on children's concerns

Group B: illustrate child-led advocacy, where children carry out advocacy on issues of concern for them, supported by adults

Groups briefly present their illustrations in plenary

● 5 minutes

2. Observation/Reflection

In plenary, participants reflect on the examples of child participation in advocacy and facilitator writes up on two flip charts:

- The benefits of planning and facilitating child participation in advocacy
- The challenges and key learning points of child participation

● 30 minutes

Issues that might arise from this discussion include: *tools and approaches for participation; power dynamics between children and adults; children and adults' capacities; cultural context and adult perceptions of children; ethics; risks; child protection; children's roles; access to decision-makers; quality and accessibility of information for children.*

3. Theory/Principles

Facilitator presents *powerpoint 2, emphasising the following:*

- Why is Save the Children committed to child participation in advocacy?
- What are the barriers to effective child participation?
- What are the key points to consider when planning/ facilitating child-centred advocacy / child-led advocacy?
- What principles ensure effective child participation in advocacy?
- How have we involved children in advocacy?

● 15 minutes

4. Experimenting / Planning

In groups, participants either:

- A. Use Worksheet 2A to consider the following in relation to their advocacy.
- How will children influence advocacy plans?
 - How can children be involved throughout the advocacy cycle?
 - How will you ensure that children's participation is safe, meaningful and ethical?
 - What capacity-building work needs to be done to ensure 'target groups' and other stakeholders value children's participation?
 - What resources are needed to provide creative ways for children to advocate their key messages – for example, media, and theatre for development?

● 30 minutes

or:

- B. Use Worksheet 2B and the children's participation table in the handouts to plan when and how children should be involved in advocacy.

● 30 minutes



Adult-child engagement pyramid



Why should children participate in advocacy?

- Children are actors in their own development, not passive recipients
- Children have the right to influence decisions that affect them
- Involving children helps deliver better solutions for children – more relevant, better solutions
- Children benefit from participation – skills, power, confidence, enjoyment
- Decision-makers often pay more attention to children
- It makes us more accountable – by recognizing and acting on children's contributions



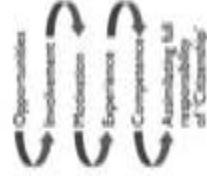
Children as advocates

- Child-centred advocacy:**
Children are involved in adult-led advocacy
- We ensure their interests are central and their voices are heard
- Child-led advocacy:**
Children carry out advocacy on issues they select
- Save the Children and adults provide support enabling children to advocate



Children as advocates

"Participation" a fundamental right of citizenship



Barriers to effective child participation

- From the children's perspective....**
- Children are not informed on issues that affect them
 - They are unaware of what advocacy is and how they can be involved
 - They can't access decision-making processes
 - They lack the capacity to engage



SESSION 2

Barriers to effective child participation

From adults' perspective....

- Lack of understanding of what we mean by participation
- Adults' attitudes towards children
- Children's roles and status in society
- Not seen as a priority

Save the Children

SESSION 2

How to start involving children

- Regard children as stakeholders
- Build on what you already have (children's clubs, etc)
- Create acceptance of child participation
- Work with adults in the community
- Create space for learning from experience and improving
- Focus on ethical practice – non-discrimination, accountability
- It's never too late to start!

Save the Children

SESSION 2

Principles to ensure effective child participation

- Ethical approach: transparency, honesty, non-discrimination, accountability
- Participation is relevant and voluntary
- Child-friendly environment
- Equality of opportunity
- Effective, confident staff
- Promote safety and protection of children
- Follow-up and evaluation

Save the Children

SESSION 2

How can we help children participate?

- Enable children's involvement in legal and policy reforms, budget monitoring, national strategies, and monitoring and reporting on government performance on international commitments
- Enable children to conduct research and collect evidence to hold governments to account
- Provide training on children's rights
- Build capacity of child-led civil society groups. Equip children with information and skills to carry out advocacy, and build capacity in a child-friendly way.

Save the Children

SESSION 2

How can we help children participate?

- Know when to intervene with support and when to encourage growth and development
- Recognize the stage of development and maturity of the children involved and which approaches will work best for them
- Make adult partners aware of child participation in advocacy, its importance and how to support it

Save the Children

SESSION 2

How can we help children participate?

- Know when to intervene with support and when to encourage growth and development
- Recognize the stage of development and maturity of the children involved and which approaches will work best for them
- Make adult partners aware of child participation in advocacy, its importance and how to support it

Save the Children

WORKSHEET

2A Action required to ensure child participation

Questions	Answer	Action to take, and who will lead on this
How will children influence your advocacy plans?		
How can children be involved throughout the advocacy cycle?		
How will you ensure children's participation in advocacy is safe, meaningful and ethical?		
What capacity-building work needs to be done to ensure that target groups and other stakeholders value children's participation?		
What resources are needed to provide creative ways for children to communicate their key messages; for example, using the media, or theatre for development?		

WORKSHEET

2B Planning how to involve children at different stages of the advocacy strategy

	Keep children informed	Consult children	Children provide inputs	Children as equal partners	Children play a leading role
Planning					
Implementation					
Monitoring					
Evaluation					

Module 3: Session 3.1

Being strategic in your advocacy: Stages in the advocacy cycle

Objectives:

- Participants understand the different stages of advocacy planning, and know where they are in that process
- Participants understand and appreciate the importance of up-front planning and being strategic in advocacy
- Participants understand the stages of the advocacy cycle as the overall framework for the rest of the workshop

Outputs:

- Chart showing what stages of the advocacy plan have been completed, and what still needs to be done

Time needed: 90 minutes

Supporting material:

1. Powerpoint 3.1
2. Participant's Manual, Session 3.1
 - Case stories: Bad planning: Advocating on HIV/AIDS without adequate planning; Good planning: Planning advocacy step by step in Norway
3. Worksheet 3.1A: Steps in planning advocacy
4. Prepared flip charts: Session objectives and overview, question for discussion in part 2
5. Set of cards with stages of advocacy cycle, 3.1B photocopied (1 set per group) and cut out
6. Flip chart paper and pens

Session overview:

1. Share examples of advocacy without planning, and/or advocacy with good planning
2. Exercise: what are the steps of advocacy planning?
3. Presentation: discuss the steps in more detail
4. Exercise: where are you in the advocacy planning process? What more do you need to do?

Comment

Facilitator should encourage people to think about any example of any aspect of advocacy that they did without really planning. If they do not have this experience they can use the case study. They should also think of an example of an aspect of advocacy that worked well because they had planned carefully and were able to make good use of opportunities.



1. Experience

Facilitator asks an experienced advocate to share a story of successful, well-planned advocacy, or a story of advocacy that did not work because of inadequate planning. *The example of good planning could be of an opportunity that was used to good effect, or how limited resources were targeted to produce a big effect. The example of inadequate planning may show how too much time and resources were spent influencing people with no real power, or being distracted by other issues (even if they are important), or trying to achieve something that was unrealistic.*

If no one has a suitable story, use the case stories in Participant's Manual, Session 3.1.

● 20 minutes

2. Observation/Reflection

1. Facilitator writes on a flip chart the question: "What are the different elements you need to think about in advance for planning effective advocacy?" Participants discuss in plenary.

● 10 minutes

2. Working in small groups, participants take a set of cards with the steps of advocacy planning (3.1B) and discuss and arrange them in the sequence that makes most sense to the group.

● 10 minutes

3. Each group briefly presents their sequence to the plenary. Facilitator and participants note and briefly discuss any similarities and differences between groups.

● 10 minutes

● 30 minutes in total

3. Theory/Principles

Facilitator presents *powerpoint 3.1*, emphasising the following points:

This is one model of an advocacy framework for planning purposes. Other models are possible.

The advocacy cycle and building blocks of advocacy help you analyse and plan your work.

Advocacy is different in different contexts.

You need to keep asking how are your efforts working? What is working well? What needs to be changed?

The four steps in the central circle have to be carried out throughout the advocacy cycle.

How can you still be opportunistic and flexible within a strategy?

● 20 minutes

4. Experimenting / Planning

Facilitator asks participants to consider the steps of advocacy planning in relation to their issue:

Participants arrange the cards as headings on two sheets of flip chart paper stuck together. They should leave space under each heading to fill in information as they go through the workshop.

- Which steps of advocacy planning have they already covered?

- Where are the gaps, or which steps do they need to revisit?

- When and how will they do it? Who will lead?

Participants should continue to update this chart as the workshop progresses. They can summarise the information for their records on Worksheet 3.1A.

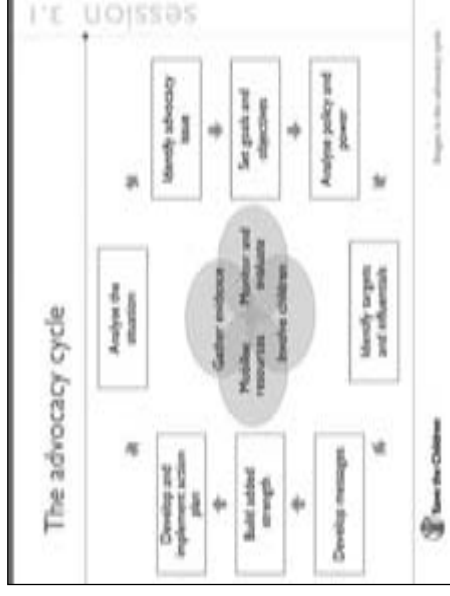
● 20 minutes

Session 3.1: Engage in the advocacy cycle



Advocacy is a planned process

- Advocacy is a systematic process with distinct steps and activities
- Each step and activity is critical to your advocacy efforts

Analyse the situation

A child rights situation analysis will show:

- what rights are not realised
- for which children
- why – root causes
- who bears responsibility
- what constraints and obstacles they face
- how you can change the situation to realise children's rights

Can advocacy help make a difference?



What is an advocacy issue?

Advocacy issue: when the content or implementation of a policy, or the way in which policy decisions are made, could be changed to help make a dramatic impact on children's lives

- Problems in the existing policy
- Lack of implementation of policy or lack of policy/protocols
- Problem where political/social leaders need to take action (e.g. Lack of resources etc.)
- Process for decision making



Set goals and objectives

- An **advocacy goal** is the long-term result of your advocacy work. It is your vision for change.
- An **advocacy objective** is the short-term achievement that contributes toward your goal. It is the specific change that you can bring about.



SESSION 3.1

Mapping policy and power

Think ahead:

- How are policy decisions made?
- Who really has the power to make things change?
- When are your opportunities to make the change?
- You need to be focused and long term!
- But short-term gains help build your strength

Save the Children
Begin in the advocacy cycle

SESSION 3.1

Identify targets and influencers

Stakeholders

- All those individuals and groups who may have an interest in the change you are advocating

Targets

- Key individuals who are in a position to bring about the change you want. You need to understand the policy process and who can make decisions in that process.

Influentials

- Those people who have influence over your targets.

Save the Children
Begin in the advocacy cycle

SESSION 3.1

Develop messages

- Identify your core message
- Tailor it to the interests of specific targets and audiences
- Communicate it as effectively as possible. What is the best channel of communication? Who should be the messenger?

Save the Children
Begin in the advocacy cycle

SESSION 3.1

Build added strength

The larger your support base, the greater your chances of achieving your advocacy goal

- Identify allies and decide how best to work with them – e.g. through networks or coalitions
- Mobilise the public if necessary to raise awareness of the issue and influence decision-makers

Save the Children
Begin in the advocacy cycle

SESSION 3.1

Develop and implement action plan

- What opportunities are there?
- What activities need to be done?
- When?
- Who is responsible?
- What resources are required?

Remember to adapt and update your plan

Save the Children
Begin in the advocacy cycle

SESSION 3.1

Involve children

- Children can be involved at every stage – as planners, researchers, messengers
- Children can be powerful and effective advocates
- Involvement in advocacy empowers children
- Consider ethics and risks of children's participation
- Apply standards for children's participation

Save the Children
Begin in the advocacy cycle

SESSION 3.1

Mobilise resources

- Advocacy budget to identify costs and raise money
- Small budget needs sharp targeting!
- Risks and benefits of accepting money for advocacy
- Combine resources through alliances

 Save the Children Page 15 in the advocacy guide

SESSION 3.1

Gather evidence

Gathering data and evidence is an integral part of the advocacy process, administered throughout the advocacy cycle. The collection of accurate and verifiable data coupled with quality service provision enhances our credibility.

Data is collected to:

- identify and select the best evidence about the problem, likely impact of change, feasibility of possible solutions, and who is responsible to make change!
- develop messages
- expand the base of support
- influence policymakers
- monitor progress and evaluate impact

 Save the Children Page 16 in the advocacy guide

SESSION 3.1

Monitor and evaluate – and feed it back in

Keep asking how are your efforts working? What is working well, what needs to be changed!


- At the planning stage: identify objectives and indicators that will show whether you are making progress
- Monitoring: routinely gather information on all aspects of your advocacy and use the information to help improve your work
- Evaluation: systematically assess your impact and use the information to be more effective

 Save the Children Page 17 in the advocacy guide

SESSION 3.1

Advocacy in the real world

- Often it does not progress in this methodological fashion
- But if you understand the advocacy process it will help you to plan wisely, use resources efficiently and stay focused on your objectives and overall goal
- Be flexible and opportunistic!

 Save the Children Page 18 in the advocacy guide

SESSION 3.1

Advocacy in emergencies

- Advocacy planning principles are the same as in non-emergency situations
- Advocacy should make sure the emergency response focuses on children's rights and needs
- Advocacy must be based on humanitarian principles
- Make sure that doing advocacy will not harm people or prevent us providing humanitarian assistance

 Save the Children Page 19 in the advocacy guide

WORKSHEET

3.1A Steps in planning advocacy (the advocacy cycle)

Concept	Which parts of this have you already completed?	What is still left to do?	When will you do it?	Who is responsible?
Analyse the situation				
Identify advocacy issue				
Set goals and objectives				
Analyse policy and power				
Identify targets and influencers				
Develop messages				
Build added strength				
Develop and implement action plan				
Mobilise resources				
Gather evidence				
Monitor and evaluate				
Involve children				

3.1B Cards with stages of advocacy cycle

Analyse the situation	Set goal and objectives	Build added strength
Analyse policy and power	Identify targets and influencers	Mobilise resources
Identify advocacy issue	Develop messages	Develop and implement action plan
Gather evidence	Monitor and evaluate	Involve children



Module 3: Session 3.2

Being strategic in your advocacy: Selecting an advocacy issue

Objective:

- Participants can identify issues to be addressed through advocacy, based on situation analysis or programme experience

Outputs:

- Advocacy issues selected
- An overall advocacy goal identified

Time needed: 105 minutes

Supporting material:

1. Powerpoint presentation 3.2
2. Participant's Manual, Session 3.2
 - Exercise 3.2A: Checklist of questions to prioritise issues for advocacy
 - Exercise 3.2B: Problem tree analysis
3. Worksheet 3.2: Choosing an advocacy issue checklist
4. Prepared flip charts: Session objective and overview
5. Flip chart paper and pens

Session overview:

1. Example of situation analysis identifying range of issues for children
2. Exercise: what makes an issue suitable for advocacy?
3. Presentation: how to identify an advocacy issue
4. Exercise: analyse problem and select an issue for advocacy (or check whether an issue already selected meets the criteria for a good advocacy issue)



1. Experience

Facilitator or one of the participants tells a story to the group of a situation in which a range of different issues affecting children are identified, several of which could be addressed by advocacy.

If possible use an example from your own experience. If this is not possible use the Sample Problem Tree from Exercise 3.2B in the Participant's Manual.

● 5 minutes

2. Observation/Reflection

In small groups participants discuss the question: what makes a particular issue suitable for advocacy?

● 5 minutes

In plenary, participants contribute the points that have been raised in their groups. The facilitator writes them up on a flip chart, grouping similar points together.

● 15 minutes

3. Theory/Principles

Facilitator presents *powerpoint 3.2* emphasising the following:

A good situation analysis will help you understand the causes of problems affecting children and who is accountable, and identify which of these you can address through advocacy.

You need to assess the likelihood of achieving change by analysing the policy environment.

Use criteria to help select issues to focus on.

A good advocacy issue must be focused enough to be linked to a clear policy solution.

● 10 minutes

4. Experimenting / Planning

Participants work in groups to draw a problem tree for their advocacy issue, using the instructions and example in the Participant's Manual (3.2B):

1. Draw a problem tree on flip chart paper to show how different issues are related through cause and effect.

2. Use the criteria list (3.2A) to discuss and select issues from this analysis that can be addressed through advocacy.

3. Formulate this as a solution. This is the advocacy goal because it describes the situation when the problem is solved.

● 1 hour

Groups display their problem trees on the wall, and everyone walks around to look at the different trees. In plenary, participants discuss what they have learnt in this exercise.

● 10 minutes

Session 3.1: Selecting an advocacy issue



SESSION 3.2

Analyse the situation

A child rights situation analysis will show:

- what rights are not realised
- for which children
- why – root causes
- who bears responsibility
- what constraints and obstacles they face
- how you can change the situation to realise children's rights

Can advocacy help make a difference?



SESSION 3.2

What is an advocacy issue?

✓ Advocacy Issue:
when the content or implementation of a policy, or the way in which policy decisions are made, could be changed to help make a dramatic impact on children's lives

When the situation analysis shows:

- problems in the existing policy
- lack of implementation or enforcement of policy
- problem where political/social leaders need to take action (e.g. lack of resources)
- problem due to lack of civil society involvement in decision-making



SESSION 3.2

Analyse policy environment

To assess whether change is possible:

- What relevant policies exist / don't exist?
- What institutions are involved?
- What is needed?
 - A new policy!
 - Change to an existing policy!
 - Enforcement of an existing policy!
- Can people participate in decision-making?
- Where are key decisions made and who controls decisions?
- Are these issues widely discussed in public?
- Is it a priority for the government?



SESSION 3.2

Criteria to prioritise issues

- 1 Relevant to organization's priorities
- 2 Relevant to programme work?
- 3 Evidence available?
- 4 Clear problem, positive alternative?
- 5 Chance of success?
- 6 Impact on children – specific groups?
- 7 Sensitivity and risk of advocacy
- 8 Potential for strategic alliances
- 9 Opportunities
- 10 Adequate staff and resources
- 11 Potential for increasing role of children in civil society



SESSION 3.2

A good advocacy issue

Must be focused on a clear policy solution
Content, implementation, enforcement, process

Must be based on a good policy analysis



WORKSHEET

3.2 Choosing an advocacy issue checklist

Issue/Problem area	Comment	Does it meet the criteria? (yes/no)
How relevant is it to Save the Children's mission and strategies?		
How relevant is it to your programme work?		
Is documentation and research available? (Do you have evidence from your direct intervention work?)		
Do you have a clear position and a positive alternative?		
Is there a chance for success?		
How important is the solution to children?		
How many children will benefit from the solution?		
What groups of children will be affected?		
What are the risk factors to people and/or to your programme?		
Can you build strategic alliances, including with other members of the Save the Children Alliance?		
What strategic opportunities are there for influencing?		
Do you have adequate resources and staff?		
What potential is there for increasing the role of children in civil society?		

Module 3: Session 3.3

Being strategic in your advocacy: What makes good evidence for advocacy

Objectives:

- Participants understand the role of evidence in advocacy
- Participants identify what evidence they already have and where there are gaps

Outputs:

- A table of existing evidence to support the advocacy strategy, and what more has to be done to fill the gaps

Time needed: 90 minutes

Supporting material:

1. Powerpoint presentation 3.3
2. Participant's Manual, Session 3.3
 - Case stories of evidence for advocacy
 - Case story from module 9: Influencing the World Bank's nutrition policy, if needed, for part 1
3. Worksheet 3.3: Evidence base
4. Prepared flip charts: session objectives and overview, questions for discussion in parts 2 and 4

Session overview:

1. Examples from experience of using evidence to support advocacy
2. Discussion of what makes strong evidence for advocacy
3. Presentation on types of evidence and how to make it work for advocacy
4. Exercise to look at evidence available for your advocacy, where there are gaps, and how to get evidence to fill them

Comment

Facilitator should emphasise that gathering evidence is important at every stage of advocacy planning, and during implementation.



1. Experience

Either: Group exercise

In groups of three, participants share their own experience of using evidence for advocacy purposes, what sort of evidence they used, and to what extent the evidence helped to persuade their audience.

Or: Case story

Save the Children nutrition advocacy. Save the Children carried out their own research to show that the World Bank nutrition project in Bangladesh, which was about to be scaled up, was not effective and should be amended.

● 20 minutes

2. Observation/Reflection

In plenary, participants discuss

1. Different ways in which evidence is used for advocacy.

For example, how is evidence used:

- to persuade an ally?
 - to overcome opposition?
 - to convince a media person?
 - to persuade an elected official?
 - to persuade a bureaucrat?
2. What makes strong evidence for advocacy, and what makes weak evidence.

Facilitator writes up the points that are raised in discussion on a flip chart.

● 20 minutes

3. Theory/Principles

Facilitator presents *powerpoint 3.3*, emphasising the following:

Evidence must be reliable and relevant to the interest of the target.

There are different types of evidence: qualitative, quantitative, national and international.

Different types of evidence are most suited for different advocacy purposes.

Evidence of impact on children is crucial and can be provided by children.

Evidence can be organised differently for different audiences.

● 10 minutes

4. Experimenting / Planning

Participants discuss in groups:

For their situation, bearing in mind their advocacy issue and who they will want to influence:

- What evidence do they have/what more do they need?
- What more do they need to do to their existing evidence to validate it?
- How can they gather new evidence? Who else might be able to help gather evidence?
- Who will lead on it?

Fill in Worksheet 3.3: Evidence base

● 30 minutes

In plenary, participants discuss what they have learnt from this session.

● 10 minutes


Session 3.3: What makes good evidence for advocacy



Why collect data

Sound information and data ensures that your advocacy and policy demands:

- Are realistic and representative
- Provide evidence about the problem, likely impact of change, feasibility of possible solutions, and who is responsible to make change
- Accurately represent needs, priorities and interests of your constituents
- Enhance your credibility and professionalism



Evidence for advocacy

Evidence must be reliable and relevant – to the interest of the audience

For example, evidence of

- the problem in your community
- the problem's scale and severity
- the impact of the issue on children's lives
- possible solutions – examples of what works, or of innovations that can be tested
- support for change – from those affected (including children), and from those with power



Qualitative and quantitative evidence for different purposes

Scientific research – Hard facts, statistics, peer reviewed

The power of stories – To illustrate, inspire, provoke

Hearing from children – Their view of their world

Budget analysis – numbers and trends. How a government spends its money

Public opinion polls – What the electorate wants, what it will accept



Checklist for research to influence policy

- ✓ Agrees and of high quality (peer reviewed)
- ✓ Findings and conclusions agreed by key stakeholders (where carried out with persons)
- ✓ Offers a fresh perspective that will challenge current assumptions
- ✓ Leads to action
- ✓ Relevant to its audience
- ✓ Timely
- ✓ Clearly expressed and well-presented
- ✓ Play involve those researched in quality for themselves
- ✓ Interacts with policy-makers in the research process



Evidence for advocacy – Tips

- Evidence must be reliable and relevant to interests of decision-maker
- There are different types of evidence – qualitative and quantitative
- National and international
- Different types of evidence for different audiences
- Evidence of impact on children
- Design evaluation to provide evidence relevant to decisions
- Compare the evidence in different ways
- Remember, evidence as its own fourth persuasive
- **It's what you do with the evidence that matters!**



WORKSHEET

3.3 Evidence base

Map out what evidence you think you will need to build a robust case that will influence your targets for each of your objectives:

Objective	Evidence needed for whom	Evidence available	Gaps to address	Who is responsible for taking forward

Module 3: Session 3.4

Being strategic in your advocacy: Setting advocacy goals and objectives

Objective:

- Participants can formulate clear goals and objectives for advocacy

Outputs:

- A clear advocacy goal and objective

Time needed: 90 minutes

Supporting material:

1. Powerpoint presentation 3.4
2. Participant's Manual, Session 3.4
3. Prepared flip charts: Session objective and overview, instructions for part 2, discussion questions for part 4
4. Flip chart paper and pens

Session overview:

1. Presentation: goals, objectives, milestones
2. Exercise: set advocacy goals and objectives
3. Share experience of goals and objectives, and difficulties encountered
4. Exercise: revisit objectives to make them clearer, and agree a good process for setting objectives

Comment

Facilitator should encourage people. Setting advocacy objectives is often a difficult process but it can be done!

Setting objectives is an iterative process. You will need to draft your objectives and keep coming back to refine them as you find out more about the advocacy targets, the policy environment, and how the situation is changing.

Advocacy is the art of stretching what is possible. That's how we achieve ambitious objectives.

Advocacy goals and objectives should help you to focus your advocacy plan so that all your advocacy activities are working on pushing in the same direction.

Encourage people to look back at the problem tree used in session 3.2 to clarify the linkages between problems, causes and effects, and to use the solution tree to help identify the goal and objectives.



1. Theory/Principles

Facilitator presents *powerpoint 3.4*, emphasising the following:

Advocacy goals and objectives must contribute to your overall programme goal. A goal is what you are working towards. An objective is what you expect to achieve through your efforts, on the way to the goal.

A good advocacy objective should be SMART: specific, measurable, achievable, realistic and timebound, identifying who has to do what by when.

Advocacy is a long process. You need short-term and long-term objectives, and milestones as markers along the way.

● 10 minutes

2. Experimenting / Planning

Participants work in groups on the following: (The facilitator can write the instructions on a flip chart):

1. Define the goal of your advocacy strategy.
2. Now work on a flip chart. Draw a road leading from where you are now to the point where you have achieved your long-term goal.
3. Now mark on the road the major achievements you need to accomplish in order to achieve your goal. These will be your short- and long-term objectives.
4. Finally, select one objective and make it SMART.

● 45 minutes

3. Experience

Each group presents their goal and objective to the plenary. Others can ask questions to check that the objective is really SMART enough.

● 20 minutes

4. Observation/Reflection

Plenary discussion:

- What are the challenges in setting clear objectives?
- What is a good process for setting objectives?
- How can children be involved in setting objectives?

Facilitator's prompts:

Setting objectives is an iterative process – draft an objective and keep refining it as you find out more about targets, policy environment, and allies.

● 15 minutes

Session 3.4: Setting advocacy goal and objectives



Advocacy goal and objectives

- **Your advocacy goal** is the long-term result of your advocacy effort. It is your vision for change.
- **Your advocacy objective** is the specific change that you can bring about that contributes to reaching your goal.



SMART advocacy objectives

- Based on your long-term advocacy goal, develop a few objectives that are on the road to the goal.
- Objectives should be SMART
 - S**pecific
 - M**easurable
 - A**chievable
 - R**ealistic/Reasonable
 - T**ime-bound



Your advocacy objectives

Each advocacy objective should identify:

- the policy actor/decision-maker
- the policy action or decision
- the timeline for change/degree of change



Examples of advocacy objectives

Examples

- **Maliti:** The Ministère de l'Éducation Nationale et de la Formation Professionnelle (MENFP) develops and implements a code of conduct for teachers and schools by year 2020.
- **South Sudan:** The newly formed Government of South Sudan (GOS) commits 15% total public expenditure to education, with 50% spent on primary and alternative basic education by 2008.



Tips for advocacy objectives

- Who should be involved in setting objectives?
 - Stakeholders
 - Partners
 - Children
- Revise specific objectives as you find out more about targets, allies, evidence
- Be prepared to revise your objectives as you implement and monitor your advocacy work



Module 3: Session 3.5

Being strategic in your advocacy: Assessing your advocacy capacity

Objective:

- Participants understand what capacities are required for advocacy, and assess their own individual and organisational advocacy capacity

Outputs:

- Assessment of your current strengths and weaknesses
- List of ways to increase your capacity

Time needed: 120 minutes

Supporting material:

1. Powerpoint presentation 3.5
2. Participant's Manual, Session 3.5
 - Example of advocacy capacity assessment
3. Worksheet 3.5: Assessing your advocacy capacity
4. Prepared flip charts: Session objective and overview, instructions for part 4
5. Flip chart paper and pens

Session overview:

1. Exercise to assess advocacy capacity
2. Discuss ways of increasing capacity
3. Presentation: what individual and organisational capacities are needed for advocacy?
4. Exercise: map out your existing advocacy capacity and discuss how to increase it

Comment

If facilitators want a more detailed version of the capacity assessment exercise, one is available from the International Advocacy Adviser in the Save the Children UK Campaigns and Advocacy Team. However, the more detailed version is not necessary to carry out the exercise below.



1. Experience

Facilitator should create a space in the room, and draw an imaginary line, with 0 at one end and 10 at the other. Ask participants to stand at the point on the scale where they consider themselves to be in terms of their advocacy capacity. Select 3-4 people at different points on the scale and ask:

- What made them stand at a particular point on the scale, and what helped them to get from zero to that level?
 - What would help them to move to the next stage on the scale?
- 15 minutes

2. Observation/Reflection

In plenary, facilitator writes the points raised by the participants on a flip chart under two headings.

- What increases your advocacy capacity? (might include experience, enjoyment, working with others, training, mentoring, coaching, etc.)
 - What more could be done to increase personal and organisational capacity?
- Invite others to add their views and discuss.

● 20 minutes

3. Theory/Principles

Facilitator presents *powerpoint 3.5*, emphasising the following:

Advocacy needs individual and organisational capacity, and effective leadership that emphasises collaboration and co-operation.

Building capacity is a gradual process and can be carried out in different ways, through training, mentoring, coaching, experience, and work with others, for example.

● 5 minutes

4. Experimenting / Planning

Facilitator gives the following instructions for participants to work in groups: (these can be written on a flip chart)

- Use the list of individual and organisational capacities in Session 3.5 to rate your organisation's advocacy capacity. Draw a spider diagram (as shown in the handout) on a flip chart. Plot the ratings for your different capacities on the diagram.
- 30 minutes
- Look at the shape of the diagram. What does it tell you about your strengths and weaknesses?
- 15 minutes
- What next steps will you take as an individual and what will you suggest for your organisation to increase advocacy capacity? Each group should write these steps on a flip chart.
- 15 minutes

- Facilitator shows the powerpoint slide on advocacy leadership. In buzz groups participants discuss these points and come up with three concrete steps that will help to strengthen leadership for their advocacy issue. Add these to the flip chart produced in 1c.
- 10 minutes

Participants look at the different groups' outputs and discuss in plenary what they have learnt in this session.

● 20 minutes

Session 3.5: Assessing your advocacy capacity



Individual capacities

- 1 Analytical skills
- 2 Strategic thinking skills
- 3 Communication/influencing skills
- 4 Social/networking skills
- 5 Monitoring and evaluation skills



Organisational capacities

- 6 Ability to ensure sustainable advocacy work
- 7 Ability to plan and manage advocacy
- 8 Ability to respond to changing policy environment
- 9 Ability to involve stakeholders in all stages of advocacy
- 10 Ability to mobilize members of public



What makes an organisation effective at advocacy

- Advocacy must be embedded in the vision and mission of your organisation
- It requires top-level management support
- Must be integrated in your organisation, i.e. not just the responsibility of a few individuals
- Requires knowledge, human resources and financial resources
- Capacity to build personal and institutional relationships and work with networks and alliances
- There must be courage and risk awareness



Advocacy leadership

Good leaders promote: leadership - not charisma
teams - not individuals

- Challenge the status quo
- Encourage participation
- Bridge differences
- Convene and facilitate
- Generate ideas and learn
- Solve problems
- Inspire and persuade
- Give credit to others
- Build respect



Increasing capacity

- Experience – learning, sharing and reflection
- Alliances with other organisations
- Peer support
- Training, coaching and mentoring – specific aspects of advocacy
- Effective organisation
- Strengthening teamwork
- Prioritising and integrating advocacy
- Collaborative and co-operating leadership
- Employment and humour
- Other ideas!



WORKSHEET

3.5 Assessing your advocacy capacities

Capacity to:	Comment	Rating (1-4)
1. Carry out policy analysis and research		
2. Develop long-term strategic vision of change		
3. Communicate messages and influence policies		
4. Create and support networks and partnerships		
5. Carry out, monitor and evaluate advocacy		
6. Ensure sustainable advocacy work (human resources)		
7. Plan and manage advocacy		
8. Respond to changing policy environment		
9. Involve stakeholders in all stages of advocacy		
10. Mobilise members of public		

Module 3: Session 3.6

Being strategic in your advocacy: Assessing the risks of advocacy

Time needed: 110 minutes

Objectives:

- Participants understand the likelihood and severity of risks of their advocacy
- Participants know how to mitigate these risks

Outputs:

- List of possible advocacy risks associated with your advocacy
- Assessment of likelihood of risks and action to mitigate risks

Supporting material:

1. Powerpoint presentation 3.6
2. Participant's Manual, Session 3.6
 - Case story: Risks of gathering evidence for advocacy to protect children in Columbia
3. Worksheet 3.6: Risk assessment matrix
4. Prepared flip charts: Session objectives and overview, instructions for exercise in part 4
5. Flip chart paper and pens

Session overview:

1. Compare experiences of advocacy risks
2. Exercise to plan how to mitigate risks
3. Presentation on risks of advocacy
4. Exercise to identify likelihood and severity of risks

Comment

Participants may feel nervous about discussing the risks involved in advocacy, so the facilitator should ensure that they feel safe and comfortable. It may be best for people to sit in a circle for the first part of this session.



1. Experience

Work in plenary:

Participants discuss their own experiences of advocacy risks, or the experiences of other organisations involved in advocacy in their country.

● 15 minutes

2. Observation/Reflection

In plenary: participants discuss

1. What risks might be involved in carrying out advocacy in your country on the issues you are working on?
2. What factors make advocacy more or less risky in your country? (For example, the way it is carried out, who does it, and so on).

● 20 minutes

3. Theory/Principles

Facilitator presents *powerpoint 3.6* emphasising the following:

Some advocacy will involve risks according to the approach and context.

You need to weigh up the possible risks of advocacy against its likely benefits.

Identify the possible risks, assess the level of risk, and what you can do to mitigate the most serious risks.

Then decide whether the benefits outweigh the risks.

● 10 minutes

4. Experimenting / Planning

Participants work in groups: (the facilitator can write the following instructions on a flip chart)

1. Brainstorm all the possible risks of advocacy on your issue and write them on a flipchart. (Use the Risk assessment matrix in Participant's Manual, Session 3.6 as a prompt).
2. Select the highest risks – those which are most likely and which would have the most serious consequences.

3. Discuss what you can do to reduce them.

4. Complete Worksheet 3.6 to summarise the action you will take to minimise the risks you have identified.

5. Weigh the potential benefits of the remaining high-risk activities and discuss whether the benefits outweigh the risks.

● 45 minutes

In plenary: each group briefly presents and discusses its conclusions.

● 20 minutes

Session 3.6: Assessing the risks of advocacy



Weighing risks and benefits of advocacy

Depending on the type of your approach and the local context, there may be risks associated with your advocacy.

You need to determine:

- What is the risk of carrying out advocacy?
- What is the potential benefit of the advocacy? How will children benefit as a result of it?



Comparing risks of action or inaction

You also need to consider the risk of not advocating

What is the risk to children if you do not advocate on this issue? How badly will children be affected if there is no change?

What is the risk to your reputation if you do not advocate on this issue?



Assessing risks: what sort of risks?

- 1. Identify the possible risks of advocacy to:**
 - People, reputation, relationships
 - Quality of your work in the country
 - Ability to function in the country
- 2. Assess the impact / likelihood of the risk**
 - How serious is the possible impact and harm?
 - How likely is it to happen?



Assessing risks: what is the level of risk?

- 3. Think of how to mitigate the risk**
 - What can you do to mitigate the risk?
 - Can you take action to make the risk less likely?
 - Can you make it less harmful?
- 4. Decide on your course of action**
 - What level of risk remains after you have taken mitigating action?
 - Do the possible benefits outweigh the risk?
 - Should we proceed?



WORKSHEET

3.6 Risk assessment matrix

Risk:	Examples	Level of risk High/medium/low	Potential benefit High/medium/low	Mitigating measures	Remaining risk High/medium/low
Organisation					
Individuals					

Module 4: Session 4.1

Understanding the policy environment: Analysing policy and power

Objectives:

- Participants understand how to map and analyse a policy process in relation to a specific policy issue
- Participants understand power relations in the context of policy change and the role of civil society in influencing policy formulation and implementation

Outputs:

- A map of the policy process in relation to an advocacy issue, with main power relations identified at different stages of the process
- A list of the main challenges concerning power relations that advocates should be aware of

Time needed: 90 minutes

Supporting material:

1. Powerpoint presentation 4.1
2. Participant's Manual, Session 4.1
 - Exercise 4.1: Mapping the decision-making process in two steps
 - Case story: Save the Children and partners use a regional ministerial initiative in Myanmar (Session 4.2)
3. Worksheet 4.1: Mapping the policy process (optional)
4. Prepared flip charts: Session objectives and overview
5. Sticky labels, coloured pens, flip chart paper

Session overview:

1. Presentation on analysing policy and power
2. Group exercise to map policy process and power in relation to decision-making
3. Present maps to plenary and discuss examples of how civil society can influence decision-making
4. Reflect on main challenges in relation to power and policy change in the context of your advocacy

Comment

Facilitator should check with participants before the session to find out who has any experience of influencing policy change at different stages of the decision-making process, and ask them to think of stories that might help to illustrate.

Facilitator can encourage people to summarise the policy map they draw in stage 2 in Worksheet 4.1, if they wish.



1. Theory/Principles

Facilitator presents *powerpoint 4.1* emphasising the following:

Being strategic means thinking ahead about what needs to be changed, and how to influence those with power to make the change.

There are different stages of policy formulation and different people have power at different stages.

Be aware of the different sorts of power – open, hidden, invisible.

Understand the sources of Save the Children's power and recognise the role of civil society in advocating for policy change and implementation.

● 10 minutes

2. Experimenting / Planning

In groups, participants draw a map of the policy-making process based on their advocacy issue. They should use the instructions for mapping the decision-making process in Participant's Manual, Session 4.1

Facilitator writes the following on a flip chart:

- How does the policy process happen in relation to your advocacy issue?
- Who is involved at different stages?
- Who has explicit power to make changes at each stage?
- What other forms of power are in play?

Participants discuss these points as they draw the map.

Each group will need flip chart paper (2-3 sheets stuck together), post-it notes and coloured pens. The outcomes can be summarised in Worksheet 4.1.

● 45 minutes

3. Experience

Each group presents its map briefly to the plenary (5 minutes each), and other participants provide feedback on the maps.

At this point the facilitator should encourage participants to share their experiences of influencing policy change at different stages of decision-making, in different contexts, and in different ways. If participants have no experience, the facilitator can briefly present a case story of influencing policy and holding those with power to account. For example, Myanmar case story in Module 4.

● 15 minutes

4. Observation/Reflection

In plenary, participants discuss the following.

- In your context: what are the key obstacles to bringing about the changes that you seek?
- What are the main power relations around the advocacy issue?
- What are your own sources of power to change the outcome of this issue?

The facilitator should make a note of the main points raised during this discussion, to ensure that they are followed up in further sessions on targets and tactics.

● 20 minutes

Session 4.1: Analyzing policy and power



Understanding a country's policy process is critical

A critical element in the success of any advocacy effort is a thorough understanding of a country's policy process and key policy players

No two countries in the world formulate policy in exactly the same way

- This process may not be clear or transparent
- It could be informal



Mapping policy and power

Think ahead:

- How are policy decisions made?
- Who really has the power to make things change?
- When are your opportunities to make the change?
- You need to be focused and long term!
- But short-term gains help build your strength



Understanding the policy process

Knowing a country's policy process entails understanding:

- How the policy issues are identified
- How policies are formulated and implemented
- Both formal and informal processes
- The roles, responsibilities and balance of power of institutions and individuals
- How, when and where to act to achieve maximum impact with your advocacy effort



Stages of policy formulation and implementation

- 1 Agendas setting
- 2 Formulation and enactment
- 3 Implementation and enforcement
- 4 Monitoring and evaluation

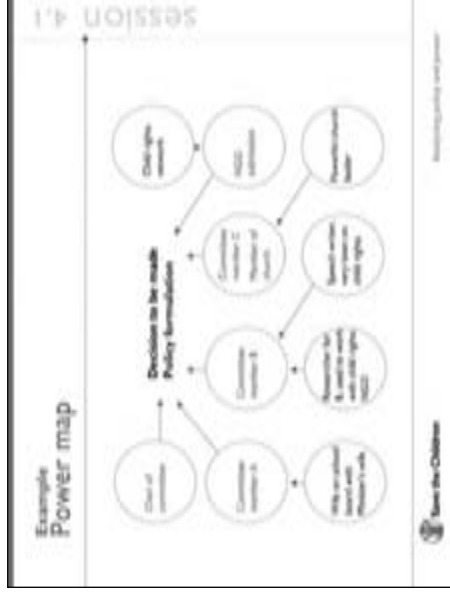
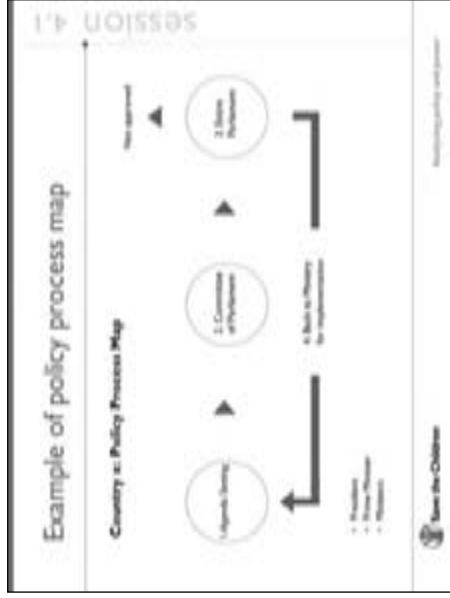
What are the opportunities to influence each stage?
Who has power at different stages?



Implementing policy

- Civil society can hold government to account for implementing policy
- Look at budgets and staffing
- Budget analysis can challenge corruption and imbalances in allocating resources
- Implementation is often at local level





What sort of power?

- Visible power – formal rules and structures
- Hidden power – who really controls agenda
- Invisible power – values, norms, beliefs, social hierarchy

How would you use Save the Children's power and influence?

What are your sources of power?

- Your commitment and motivation
- Your knowledge and expertise from working with children
- Your knowledge of the environment and systems
- Your relationships with critical actors
- Your ability to organise and mobilise
- Your ability to involve allies
- Your ability to involve children

Value added in policy knowledge

Knowledge of the policy environment allows you to:

- Identify and recognise advocacy opportunities
- Flag the possible entry point to the policy process
- Guide selection of the advocacy issues

module 4: understanding the policy environment 4.1

WORKSHEET

4.1 Mapping the policy process

Phases	Decision-makers and influentials involved	Formal decision-making process	Informal decision-making process	Approximate date of action	How can we influence the process at this stage
Agenda setting					
Formulation and enactment					
Implementation and enforcement					
Monitoring and evaluation					

Module 4: Session 4.2

Understanding the policy environment: Identifying opportunities for advocacy

Objective:

- Participants identify opportunities for advocacy and start to develop an advocacy timeline

Outputs:

- Timeline for advocacy to form the basis of your advocacy action plan

Time needed: 90 minutes

Supporting material:

1. Powerpoint presentation 4.2
2. Participant's Manual, Session 4.2
 - Exercise 4.2: Identifying advocacy opportunities
 - Case story: Mass mobilisation for Education for All in the DRC (Session 7.2)
3. Worksheet 4.2: Opportunities planner
4. Prepared flip charts: Session objective and overview
5. Flip chart paper and coloured pens

Session overview:

1. Presentation on what makes a good advocacy opportunity
2. Exercise: draw a timeline of possible advocacy opportunities for your issue
3. Discuss experience of taking advantage of opportunities
4. Exercise: start to draft a calendar of advocacy opportunities for your strategy

Comment

This session is the first stage of action planning, and links to Module 8: Action planning. You may prefer to cover this at the same time as drawing up the action plan.



1. Theory/Principles

Facilitator presents *powerpoint 4.2*, emphasising the following:

Advocacy opportunities are events that you can use to influence the decision-making process.

There are a number of relevant social and political events, including international instruments and reporting processes.

You need to be well prepared to take advantage of opportunities.

● 10 minutes

2. Experimenting / Planning

1. Participants work in groups. Each group joins two flip charts together. Using the instructions in Exercise 4.2 in the Participant's Manual, participants draw a timeline showing:

- Stages in the decision-making process, and opportunities to influence the decisions
- Which key decision-makers have most influence at different stages

2. Participants discuss and identify relevant social or political events over the decision-making period, including international events or reporting processes

● 20 minutes

3. Groups present their timelines to the plenary and briefly discuss

● 5 minutes each

3. Experience

In small groups, participants discuss from their own experience stories of advocacy events, and ways of taking advantage of opportunities.

Or (if participants do not have any relevant experience themselves) the facilitator presents the DRC case story (Education for All).

Participants identify what worked well, and what did not work well.

● 15 minutes

4. Observation/Reflection

Based on this experience, in plenary:

- Participants reflect on what makes an effective advocacy opportunity in the context of their issue. Facilitator writes up key points on a flip chart.
- On a flip chart, (or using worksheet 4.2), participants draw up an opportunities planner, based on the timeline. Participants prioritise which activities will be most important in terms of the decision-making process.
- Participants hang their planners on the wall. Participants will be able to return to it and amend it during further sessions on targets and tactics. It will form the basis of their advocacy action plan. (See module 8).

● 20 minutes

Session 4.2: Opportunities for advocacy



Advocacy opportunities

Plan strategically to build on key social or political events related to your advocacy issue during the decision-making period.

Starting in mind:

- Who has power at different stages of the process?
- How can you involve children in advocacy?



Examples of advocacy opportunities

Relevant social or political events might include:

- Conferences
- Workshops
- World AIDS day, International Children's day events
- Consultations on major policy reviews - eg. Poverty Reduction Strategy Process
- Celebrity visits
- Reporting on UN Convention on Children's Rights
- Other international instruments and reporting processes



What makes a good advocacy opportunity

Be selective: concentrate your efforts where:

- The timing is right in the decision-making process - and you can influence decisions
- Decision-makers have a vested interest in the outcome
- There are chances to network and meet influential people
- There are opportunities for media attention to alert the public
- There's an opportunity for children to present their views
- The agenda is not too crowded



To take advantage of an advocacy opportunity

- Know what you want to achieve
- Make sure you have adequate time to plan
- Make sure you have the necessary supporting materials



WORKSHEET

4.2 Opportunities planner

Date	Event/opportunity to influence	Target	Possible advocacy activity	Who will take it forward

Module 5: Session 5.1

Advocacy targets: Identifying key targets and influencers

Objective:

- Participants identify key targets and influencers in relation to their change objectives

Outputs:

- Summary of targets and their influencers, and their interest in the advocacy issue

Time needed: 90 - 120 minutes

Supporting material:

1. Powerpoint presentation 5.1
2. Participant's Manual, Session 5.1
 - Exercise 5.1: Stakeholder mapping exercise
3. Worksheet 5.1: Targets and influencers
4. Prepared flip charts: Objective and session overview, questions for discussion in parts 2 and 4

Session overview:

1. Presentation on stakeholders, targets and influencers
2. Exercise: identify the main advocacy stakeholders and map out their power and the level of their support
3. Discuss any experience of the targets and influencers identified
4. Consider your targets' and influencers' interests in relation to your advocacy issue

Comment

This is the first of two stages: in this session you identify the main stakeholders, in the second (Session 5.2) you think about how best to influence them.

If you are short of time, or participants have already identified their targets, this session can be combined with 5.2 as follows:

1. Start with presentation (combining Powerpoints 5.1 and 5.2)
2. Carry out stakeholder analysis (part 2 of 5.1)
3. Discuss experiences of influencing people (part 1 of 5.2)
4. Plan how to influence your targets (part 4 of 5.2)



1. Theory/Principles

Facilitator presents *powerpoint 5.1*, emphasising the following:

You need to know how decision-making really happens to identify key targets and influencers.

You need to know your targets and their interest in your advocacy issue.

● 5 minutes

2. Experimenting / Planning

Working in groups, participants pick one of their advocacy objectives, and base their work on the power analysis from session 4.1.

1. Working on a flip chart, use exercise 5.1 in the participant's manual. Brainstorm the different stakeholders for your advocacy objective and map out the level of their support for your advocacy objective and their power to make change. Identify the main advocacy targets (those with most power).

2. Now identify their influencers: those who have some influence (positive or negative) over them and who can affect their decision-making. You can use flip chart paper to draw a diagram. Select one key target, write their name in the centre of the paper and write the names of those with most influence closest to the target. Discuss the nature of their influence.

● 45 - 55 minutes

3. Experience

In plenary, the groups present their diagrams of targets and influencers and receive feedback.

Make sure that any participants who know the targets or influencers share their experiences of working with them.

● 20 - 30 minutes

4. Observation/Reflection

Participants work in small groups:

1. Consider the targets' interests in relation to your advocacy objective, and what you want them to do.
2. Summarise the information in Worksheet 5.1.

Note: you can keep updating this information as you implement your advocacy and find out more about your chosen targets and influencers.

● 20 - 30 minutes

Session 5.1: Identifying key targets and influencers



SESSION 5.1

The importance of understanding your target audience

Helps you to:

- target your advocacy activities
- develop persuasive messages
- select the most effective channels of communication

Building, nurturing and expanding relationships is essential for advocacy



SESSION 5.1

Targets and influencers

- **Targets** – People in a position to bring about the change you want
- **Influentials** – People in a position to influence your targets



SESSION 5.1

Targets and influencers

...vary in every setting and for every issue. They might include:

- Political leaders
- National and local government officials
- Private and public sector service providers
- Media
- Religious and traditional leaders
- NGOs
- Professional associations
- Business or civic groups
- Spokes, relatives or friend of a high-level decision-maker



SESSION 5.1

Assess real power of targets to affect decisions

Different types of political power

- **Visible power:** formal rules, structures, procedures, e.g. elections, laws and budgets
- **Hidden power:** certain powerful people control the agenda
- **Invisible power:** power that shapes values and norms, beliefs and attitudes



SESSION 5.1

Assess the target's interest in your issue

For each target and influential, assess

- What do they know about the advocacy issue?
- What is their attitude towards the issue? What do they believe?
- What do they care about? (even if it is not related to the issue)

What will influence them to change?



WORKSHEET

5.1 Targets and influentials

For each objective	Influentials Those who can influence the decision-makers and the likely form of their influence	Power of target to bring about change High/Medium/Low	Will of target to make change happen Strong/Medium/Weak	Interest of target in relation to advocacy and what you want them to do to bring about changes
Target Main decision-makers, should be individuals not organisations				

Module 5: Session 5.2

Advocacy targets: Influencing targets

Objectives:

- Participants understand their advocacy targets and select the best way to influence them

Outputs:

- Diagram of the best ways to approach advocacy targets

Time needed: 100 - 120 minutes

Supporting material:

1. Powerpoint presentation 5.2
2. Participant's Manual, Session 5.2
 - Exercise 5.2A: What do they know and care about?
 - Case story: Using different tactics for different targets in Nepal
3. Worksheet 5.2: What do they know and care about?
4. Prepared flip charts: Objectives and session overview; questions for discussion in exercises
5. Flip chart paper and pens

Session overview:

1. Exercise: discuss, from experience, different ways of influencing targets
2. Discuss the roles of your targets, and what will influence them
3. Presentation on selecting approaches and tactics for targets
4. Exercise to draw a diagram of the different tactics that could be used to influence your main target

Comment

If you are short of time this session can be combined with 5.1 as follows:

1. Start with presentation (combining PowerPoint 5.1 and 5.2)
2. Carry out stakeholder analysis (part 2 of 5.1)
3. Discuss experiences of influencing people (part 1 of 5.2)
4. Plan how to influence your targets (part 4 of 5.2)

Emphasise the importance of continuously gathering information about the people you are trying to influence, and what sort of tactics work best with different decision-makers. Remember, advocacy is a long-term process and your knowledge and relationships develop over time.



1. Experience

In plenary, the facilitator, (or a participant with relevant experience), describes some examples of tactics and approaches that have influenced different decision-makers in your country in the past.

If no-one has relevant experience, then use a case study from the Participant's Manual.

● 5 - 10 minutes

2. Observation/Reflection

Participants work in small groups to:

1. Consider the roles of the main targets they have identified: as elected officials, bureaucrats, community leaders, private sector workers and individuals.
2. Complete Worksheet 5.2: What they know and care about.
3. Discuss: what will make targets change and influence their decisions?

● 30 minutes

3. Theory/Principles

Facilitator presents *powerpoint 5.2*, emphasising the following:

- Constantly build, nurture and expand relationships.
- Know your targets and their interests – personal, political, background.
- Work in different ways and use different approaches: collaborating, confronting, persuading.

● 5 minutes

4. Experimenting / Planning

Participants work in groups: they should choose one advocacy objective to:

1. Select one of their main targets for that objective.
2. Discuss the best way to approach them, both directly and through their influentials.
3. On a flip chart draw a diagram of the pathways of influence to show how they plan to influence the target. If relevant they can summarise when the different tactics should be used, at which stages of the decision-making process and add to the timeline developed in module 4.

● 45 - 60 minutes

4. Participants display their diagrams and discuss in plenary.

● 15 minutes

Session 5.2: Influencing your targets



SESSION 5.2

What makes people change?

- INTEREST** Personal self-interest and/or moral or professional obligation to change
- EVIDENCE** Clear evidence that change is desirable is relevant to interests
- RELATIONSHIP** Persuaded by someone they respect
- SOLUTION** Know what change is desirable and how to do it.



SESSION 5.2

Decision making and relationships

Decisions are based on **political and technical** considerations. Don't underestimate the importance of politics!

Building, nurturing and expanding relationships is essential for advocacy:

- Work targets, with allies, with the public
- Build up respect
- Know your power



SESSION 5.2

Finding out about targets

Combine information from all sources

- Personal experience
- Experience of other people
- Websites and Google
- Follow newspapers and other media to find out:
 - who are relevant stakeholders?
 - what are their interests?
 - how are power relationships changing?



SESSION 5.2

Assess the target's interest in your issue

For each target and influential, assess:

- 'What do they know about the advocacy issue?'
- 'What is their attitude towards the issue? What do they believe?'
- 'What do they care about? (even if it is not related to the issue)'

What will influence them to change?



SESSION 5.2

Different approaches

From what you know about your targets, and from what has worked in the past, decide on style:

- Co-operative (as an insider)
- Confrontational (as an outsider)
- Persuasive work from inside and from outside (as a "critical insider")



WORKSHEET

5.2 What do they know and care about?

Audience, i.e., targets and influencers	What does the audience know about the issue?	What does the audience believe? What is their attitude?	What does the audience care about (even if it is unrelated to your issue)?

Module 6: Session 6.1

Making the case: Developing messages for advocacy

Objective:

- Participants can frame advocacy messages in a way that is most persuasive to their audience

Outputs:

- Core message and one-minute message for your advocacy issue
- A table showing how to tailor your message for different audiences

Time needed: 75 - 145 minutes

Supporting material:

1. Powerpoint presentation 6.1
2. Participant's Manual: Session 6.1
 - Case stories: Tailoring the message on physical and humiliating punishment in Afghanistan; Using the right language to get the message across in Colombia
3. Worksheet 6.1 A: Message development
Optional: Worksheet 6.1 B: Summary of main considerations for each of your advocacy audiences
4. Prepared flip charts: Session objective and overview
5. Flip chart paper and pens

Session overview:

1. Presentation on the purpose of advocacy communication and how to construct an advocacy message
2. Exercise to create a core message for your advocacy strategy
3. Present a one-minute message to a specific audience
4. Reflection on the role-play exercise to show how the messages could be improved

Comment

Facilitator should prepare for this session by thinking which different audiences would be suitable for the exercise in part 3. Part 3 may be done in poster format as suggested in the lesson plan, or it may also be adapted and done in a role-play format, with participants presenting their one-minute messages to their target audience in a fictitious scenario (e.g. a one-minute chance encounter in an elevator). This helps participants to practice delivering messages in realistic situations – on the spot, in short amounts of time, when targets are perhaps distracted.

If the lesson needs to be shorter, ask participants to create a one-minute message in part 2, and ask them to work on the core message outside the workshop. You could also skip the last activity in part 4, and suggest that participants develop Worksheet 6.2 later.



1. Theory/Principles

Facilitator presents *powerpoint 6.1*, emphasising the following:

The purpose of advocacy communication is to inform, to persuade, and to move to action.

To help communicate your message you can develop a position paper, a core message, and a one-minute message.

You then need to frame your messages for different audiences, choose messengers who are trusted by the audience, and use the most appropriate channel.

Work with children so they can develop their own messages.

● 10 minutes

2. Experimenting / Planning

Participants work in groups, for each advocacy objective:

1. Create a message using Worksheet 6.1 A. You may adapt this message for different audiences

● 20 - 30 minutes

2. Present the messages to plenary, with participants giving each other feedback.

● 5 - 10 minutes per group

3. Experience

Exercise: Facilitator assigns each group to a different audience (eg. a politician, technical experts, donors, student activists, group of children). The groups have 20 minutes to create a one-minute message for that audience. Draw a poster to illustrate the message.

● 20 - 30 minutes

Each group then presents their poster and reads out their one-minute message to the plenary, who should pretend to be the intended audience, and provide feedback accordingly.

● 5 minutes for each group

4. Observation/Reflection

Participants discuss in plenary how the message needs to change for different audiences (politicians, technical experts, donors etc.).

● 15 minutes

Optional: Group work: each group selects one audience and completes Worksheet 6.1 B to establish how to adapt the core message for the selected audience.

● 45 minutes

Session 6.1: Developing messages for advocacy



Advocacy communication

Any planned communication activity should seek to achieve the following communication goals:

- Inform
- Persuade
- Move to action



What messages do you need?

Position paper

- To set out agreed analysis of problem and solutions

Core message

- To summarise your problem and the change you want to bring about
- Then use this to develop...

Messages tailored for different audiences

- Issues can be framed in different ways: what works best for the audience?


One-minute message

- To use any opportunity to get your message across



Position papers

- Summary and critical facts of advocacy
- 1-2 pages if possible
- All relevant aspects of the issue based on your knowledge of the problem, the issue you have decided to focus on, your change objectives and the targets.
- Include background, statement of the problem, documentation, examples and the action you desire.
- Can be signed off by allies



Core message

The core message includes:

- Your analysis of the problem
- Evidence you have used for this analysis
- The cause of the problem
- Who is responsible for solving it
- Why change is important
- Your proposed solution
- Actions you are asking others to take to bring this change about.



The one-minute message

To take advantage of every opportunity

- Statement
- Evidence
- Example
- Call to action



Know your audience

- What do they know about the advocacy issue?
- What do they believe about the issue?
- What do they care about?
- What message will help convince them to act?

Save the Children
Empowering language for advocacy

Frame the message for different audiences

You need to know
What do they need to know?
Why should they listen?
Why should they take action?
What action do you want them to take?

Then tailor your core message
WHAT you say: ideas and arguments
HOW you say it: language, style, format
WHO says it: messengers
WHEN, WHERE and HOW you deliver it.

Save the Children
Empowering language for advocacy

Test for clarity

Accessible language
Have you chosen language your audience can understand, avoiding jargon, technical terminology?

Clear request for action
Will the audience know what to do if they agree with you? For example, make a decision, call someone, vote a certain way, change a corporate practice or convince others to support your proposal.

Save the Children
Empowering language for advocacy

Based on evidence

Evidence must be reliable and relevant – to the interest of the audience.

For example, evidence about:

- the problem in your community
- the problem's scale and severity
- the impact of the issue on children's lives
- possible solutions – what works, or what ideas can be tested
- public/ political support for change

Presented in a way that is compelling to the audience:

- case studies, scientific studies, pictures

Save the Children
Empowering language for advocacy

Choose your messenger, format and opportunity

- The messenger should be respected by or appeal to the audience
- So should the format – print, media, drama, meetings, visual aids
- When and where to deliver the message!

(Remember the essential combination: messenger-audience-channel)

Save the Children
Empowering language for advocacy

Work with children to produce advocacy messages

- Support children to produce their own advocacy messages
- Children's forums – a good way to make sure children's voices are heard
- Hold workshops, seminars
- Use video, photography, drama and audio

Save the Children
Empowering language for advocacy

SESSION 6.1

Possible channels of communication TO USE

- Newsletter
- Text message (mobile phones)
- Banners
- Newspapers
- Leaflets
- Radio
- Magazines
- TV
- Sermons
- Press conference
- Posters
- Internet/websites
- Billboards
- Public debates
- Town meetings
- Public transportation
- Fanzines

 Save the Children

Developing messages for advocacy

SESSION 6.1

Summary: messages

- 1 Get your core message right – supported by position paper
- 2 Adopt the message for different audiences
- 3 One-minute message an essential advocacy tool
- 4 Think about when, how and who to deliver message
- 5 Work with children to develop their messages
- 6 Remember advocacy is a call to action

 Save the Children

Developing messages for advocacy

WORKSHEET

6.1A Message development

Target audience	
Message content	
Statement (Central idea of the message; may contain a brief summary of the problem, your solution and why change is important)	
Evidence (To support the statement, may be facts and figures)	
Example (Often adds a human face that supports your statement)	
Action Desired (What you want your target audience to do)	
Message Delivery (Format(s) most likely to reach your target audience)	
Messengers (Who will the target audience respond to and find credible?)	
Time and Place for Delivery	

WORKSHEET

6.1B Summary of main considerations for each of your advocacy audiences

Audience	Audience concerns in relation to issue	Message content	Notes on language and protocol suitable for audience	Source/ messenger most trusted by audience	Format most likely to reach audience
Decision-makers National Regional District					
Donors Multilateral agencies Bilateral agencies					
Journalists Reporters Editors Economics reporters					
Civil society groups CSOs Trade unions Grassroots groups etc.					
Issue-relevant practitioners Individual professionals Trade associations etc.					
General public					
Opinion leaders Religious leaders Traditional local leaders					

Module 6: Session 6.2

Making the case: Lobbying

Objective:

- Participants understand what is involved in the direct lobbying of decision-makers

Outputs:

- List of who to lobby for your advocacy strategy
- Lessons from the experience of lobbying role-play

Time needed: 120 minutes

Supporting material:

1. Powerpoint presentation 6.2
2. Participant's Manual, Session 6.2
 - Exercise 6.2: Lobbying role-play
3. Prepared flip charts: Session objective and overview

Session overview:

1. Presentation: what is lobbying, tips for successful lobbying
2. Exercise: plan who to lobby, prepare for one of the lobbying visits
3. Role-play: in pairs, practice your lobbying visit
4. Reflect on the experience, discuss what you have learnt and refine your list of who to lobby

Comment

Facilitator should prepare for this session by thinking about the different possible politicians as examples for the lobbying exercise. Consider local customs and procedures for meeting with a policy-maker.

Prepare an area of the room for the role-play exercise. For example, you may arrange a table and chairs to be like a minister's office. Include any props that might make it more realistic.

Facilitators should visit the different groups during the role-play exercise, and share feedback comments in part 4.



1. Theory/Principles

Facilitator presents *powerpoint 6.2*, emphasising the following:

Lobbying decision-makers is an important tactic in your advocacy work.

Other activities help increase lobbying impact by making your issue a priority with public and political support.

Try lobbying first – you may be successful – no need for a public campaign.

You need to prepare for your visit, and follow simple tips for good lobbying conduct.

● 10 minutes

2. Experimenting / Planning

Participants work in groups, for their advocacy issues:

- Plan who, and when to lobby.

● 15 minutes

- Prepare one visit based on the lobbying tips in Module 6.2

- Using the message you developed in session 6.1, prepare what you will say during the lobbying visit.

- If you are doing this exercise but have not done session 6.1, use the sample message in the lobbying exercise in Session 6.2.

● 30 minutes

3. Experience

Role-play exercise: Each group of participants selects one person to be the politician, the rest of the group are the delegation of lobbyists.

Lobbyists decide who speaks first, and who makes which point, based on their prepared message

Politician thinks about his/her role and prepares a reaction based on the list of priorities and questions from experience or the lobbying exercise in the handout.

● 10 minutes

Carry out a role-play of the visit, with the lobbyists trying to get the message across, and the politician responding according to their position and priorities.

● 15 minutes

4. Observation/Reflection

Participants discuss the experience in plenary:

- How did it feel to be the politician?
- What worked well in the lobbying, what was effective?
- What did not work well, what did not come across clearly?
- How could it have been improved?
- What other lessons can participants share from their own lobbying experiences?

● 20 minutes

- Participants conclude by refining their list of who to lobby and the preparation required.

● 20 minutes

Session 6.2: Lobbying

Lobbying decision-makers

- Familiarise yourself with the corridors of power: systems, procedures, timelines, key players, leaders
- Classify the players – according to their support and power
- Inform and build relationships – visits and briefings
- Get attention, show your influence – public support
- Tailor your message for your audience

Lobbying decision-makers

- Lobbying involves communication with decision-makers and influential
- It is an opportunity to listen to them, develop a relationship
- It is aimed at educating and convincing them to support and advance your agenda
- The primary target of lobbying are the people with the power to influence a policy change on your issue
- In a sense all other advocacy activities are carried out to make lobbying successful – to build public and political support and make sure your issue is a priority to the decision-maker/leaves when you walk in the door

Before the meeting: lobbying preparation tips

- Set objectives for the meeting
- Anticipate weaknesses in your argument; rehearse difficult questions and responses
- Decide talking points in your conversation
 - What is the issue?
 - What are the social, political, economic costs?
 - Who or what is primarily responsible?
 - What are your concrete requests and proposals?
 - What can the decision-maker do to help?
 - How might it be worth his or her while to do so?
- Take a written summary of your position, no more than two pages, to give them after the meeting.

During the visit

- 1 Be prompt, polite, courteous, personal
- 2 Be clear about how you can help with information and support
- 3 Be prepared for a conversation, do not avoid controversial topics but remain calm
- 4 Try to get a commitment from the decision-maker
- 5 Keep assessing your position: where are we? Is it working? If not, why not?
- 6 Leave brief written information about what you want the office-holder to do. (1-2 pages)

After the visit

- 1 Make notes and evaluate the visit with colleagues
 - 2 Send a thank-you note and follow up
 - 3 Decide what your next steps are
- Remember – it's not a one-off event, preparation and persistent follow-up are crucial!**

SESSION 14

Successful lobbying...

- To persuade others:
 - be courteous and prompt,
 - patient when you are kept waiting,
 - keep the conversation focused and
 - be prepared for the unpredictable: (interruptions, waits, phone calls, including mobiles)

Persuasion is about building relationships, listening to officials and collecting their thoughts and perspectives and providing them with something they can use

Save the Children

SESSION 14

What makes people change?

- INTEREST** Personal self-interest and/or professional obligation to change
- EVIDENCE** Clear evidence that change is desirable to achieve an interest
- RELATIONSHIP** Persuaded by someone they respect
- SOLUTION** Know what change is desirable and how to do it

Save the Children

SESSION 14

If there is no sign of change

- Never give up
- Try other approaches
- Try through your other contacts
- Give them information to demonstrate your value/help improve their status

Save the Children

Module 6: Session 6.3

Making the case: Working with the media

Objective:

- Participants understand when and how to use the media to get their message across to the public

Outputs:

- Lessons from experience of conducting a media interview

Time needed: 70 - 90 minutes

Supporting material:

1. Powerpoint presentation 6.3
2. Participant's Manual, Session 6.3
 - Exercise 6.3: Media role play
 - Case story: Using media to raise awareness of children's rights in Colombia
3. Prepared flip charts: Session objective and overview
4. Flip chart paper and pens
5. (Optional) Filming equipment

Session overview:

1. Presentation: how to use the media for advocacy
2. Exercise: prepare for a media interview based on your messages and evidence
3. Role-play: in pairs, practice your media interview
4. Reflect on the experience, discuss what you have learnt and how to do better next time

Comment

Facilitator should prepare for this session by thinking about the different audiences for the exercise.

Facilitator should prepare a space in the room for a media interview. If possible, film it (which will require advance preparation for equipment). Ask someone to act as interviewer in advance, using the notes in the Participant's Manual to prepare.

If you need to shorten the session, just carry out steps 2, 3 and 4.



1. Theory/Principles

Facilitator presents *powerpoint 6.3*, emphasising the following:

You can use the media to get your advocacy message across to the public, and to raise the profile of your organisation. You may use the media for advocacy in a reactive way, when the media approach you for an interview, or in a proactive way to get your message across. Preparation is the key to success with the media. Be prepared to be misquoted.

● 10 minutes

2. Experimenting / Planning

In groups, participants use their own advocacy message, or the case story provided in the role-play exercise for lobbying:

Prepare for a TV interview. Use your core message to decide what points you want to get across and prepare some soundbites.

Gather (or make up) some key facts and statistics.

Prepare some stories about children to illustrate your points.

● 30 minutes

3. Experience

Facilitator organises role-play in groups. Participants select two people to do the role-play while others watch (if possible, repeat with additional pairs):

- Interviewer reads the suggested questions in media exercise in module 6.3 and conducts the interview.

- Interviewee responds to the questions while trying to get his/her message across.

Participants in the audience watch the interview and keep score of how many times the response was 'on message', and how many times the response was 'off message'.

Participants feed the scores back to interviewees after each interview.

● 10 - 20 minutes

4. Observation/Reflection

Participants discuss the experience in plenary:

- What was effective about the interviews?
- What did not come across clearly?
- How could it have been improved?

● 20 minutes



Reactive and proactive

Media work can be:

- Reactive**
- a journalist wants to interview you about something
- Proactive**
- you decide to use the media to get your message across



Why use the media?

To get your message across to a wider public if:

- you need public support for your issue – help influence the decision-maker, influence public attitudes
- you need to raise the profile of your advocacy or your organisation



Risks of working with the media

- All exposure can potentially go wrong and cause problems
- The person being interviewed could misrepresent the views of the organisation
- More risky if you are inexperienced at being interviewed and being asked difficult questions



Media interview. Be Prepared!

- Contact media people in your organisation to get feedback and support.
- Find out about the interviewer, when, where, how long?
- Is it live?
- Who is doing it, what is their audience?
- Why are they doing it? Is it linked to a story?
- Prepare your messages
- Prepare some soundbites
- Get some facts and figures ready
- Have some stories of children to illustrate your points



During the interview

- 1 Speak from the heart
- 2 Stay calm
- 3 Have your facts and figures
- 4 Be creative – use stories, conjure up images
- 5 Keep your answers clear and concise – no acronyms or jargon
- 6 If you need time to think, repeat the question
- 7 Repeat your message
- 8 Don't be sidetracked by difficult questions. If they try, you can say: "That's certainly something to consider but what we really need to focus on is..."



SESSION 6

After the interview

Read, watch or listen to it

- Evaluate it with colleagues
- Learn from your mistakes so you can do it better next time!

Save the Children
Working with the media

SESSION 6

Proactively use the media

- Identify the best outlets for your message – mass media or targeted audience?
- Prepare messages for public dissemination (press release, and questions and answers)
- Identify a media-friendly spokesperson
- Be creative – how will you get the media to cover your issue?

Save the Children
Working with the media

SESSION 6

Make it newsworthy

- Take a journalist to visit your programme
- Release new compelling statistics
- Hold an event that fits your objective. Be creative – serious or humorous
- Prepare an editorial
- Hold a debate or seminar
- Arrange a celebrity visit

Save the Children
Working with the media

Module 7: Session 7.1

Building added strength: Working with alliances

Objectives:

- Participants understand the different types of alliances and when they are useful
- Participants understand the main issues to consider in joining or forming coalitions and managing the process

Outputs:

- Table of potential alliances to support your advocacy issue
- List of key action points to build a good working alliance

Time needed: 105 - 120 minutes

Supporting material:

1. Powerpoint presentation 7.1
2. Participant's Manual, Session 7.1
 - Case stories: Working with partners to develop a legal framework for microfinance in Vietnam; International Save the Children Alliance working together to influence the UN Regional Consultation on Violence against Children
3. Worksheet 7.1: Allies and partners
4. Prepared flip charts: Session objectives and overview
5. Flip chart paper and pens

Session overview:

1. Discuss experiences of working with different alliances
2. Discuss lessons learnt and agree how to ensure proposed alliances are successful
3. Presentation on theory of working with allies
4. Exercise to identify potential allies and type of relationship with each one

Comment

If you need to shorten the session, leave out the second part of the exercise in step 4.



1. Experience

Work in plenary: participants discuss their experiences of working with alliances in the past.

- What went well, and did working with others make you more effective?
- What difficulties did you encounter working with others? Did it detract from your efforts?
- Why?

● 20 minutes

2. Observation/Reflection

1. Based on part 1, discussion of experiences, participants discuss lessons learnt in terms of working with specific groups or types of alliances.

Facilitator writes up main points raised on a flip chart

● 15 minutes

3. Theory/Principles

Facilitator presents *powerpoint 7.1*, emphasising the following:

Alliances are essential to add strength to your advocacy.

Different types of alliances are suited for different purposes.

Building local capacity for advocacy is essential for added strength and sustainability.

Use the International Save the Children Alliance for advocacy.

● 5 minutes

4. Experimenting / Planning

Participants work in groups. The facilitator gives instructions (and can write them up on a flip chart):

Brainstorm potential allies for each advocacy issue. Think widely and beyond the ones you already work with. You can always narrow them down later. Use the criteria in Module 7 to help identify allies and opponents, if required.

● 10 minutes

Create a table of potential allies and types of alliances (use Worksheet 7.1). Include notes on possible risks and compromises of working with the allies.

● 30 minutes

Optional: for one of the alliances list key action points to lay the foundation for good alliance work.

● 20 minutes

Debrief to the plenary (or write on flip charts and create a picture gallery to save time).

● 10 - 15 minutes



Challenges of working with others

- Co-operation is time-consuming
- May be hard to agree objectives
- May have to compromise
- Can lose distinctive identities
- Conflicting agendas
- Opponents can exploit differences
- Some organisations may dominate



Working with others

Builds added strength – an essential element of advocacy

- Networks:** Emphasis on exchange of information, more informal.
- Coalitions:** Clear more formalised structure and involved joint work, sometimes around a single event, task or campaign.
- Alliances:** Long-term agreement on common goals among trusted partners. Strategies and plans may be jointly developed and implemented.
- Partnerships:** Individuals or organisations work together on a specific task.



Key principles for co-operation

- Decide what you want to do
- Secure good leadership
- Identify partners
- Agree on core principles
- Formalize the relationship
- Set objectives
- Build and nurture relationships



Benefits of working with coalitions

- Link work on different levels
- Common voice – powerful
- Wider base, wider audience
- More resources
- More skills and expertise
- Strengthens civil society
- Build capacity of others
- Unity, solidarity
- Avoid competition



WORKSHEET

7.1 Allies and partners

ALLY/PARTNER Identify the key (the top 1-3) individuals, organisations or coalitions you can work with to be more effective in achieving your goal	Value of co-operation What is the value of working with them?	Position on issue What is their position in relation to the advocacy issue (is it the same as yours? Is it different, and if so, how)?	Tactics for collaboration How can we successfully collaborate with each ally/partner?
1.			
2.			
3.			

Module 7: Session 7.2

Building added strength: Mobilising the public

Objective:

- To know when it is useful to mobilise the public and what is required

Outputs:

- List of risks and benefits of public campaigning
- List of which sectors of the public you want to mobilise
- Draft of a campaign plan: list of relevant campaigning activities, and outline of resources required

Time needed: 90 - 120 minutes

Supporting material:

1. Powerpoint presentation 7.2
2. Participant's Manual, Session 7.2
 - Case stories: Caps and notes taken to the nation's capital; Mass mobilisation for Education for All in the DRC; Building public support for educational reform in Mongolia
3. Prepared flip charts: Session objectives and overview, discussion questions for part 2, instructions for part 4
4. Flip chart paper and pens

Session overview:

1. Examples of campaigns to mobilise the public, what they achieved and how it was done
2. Discuss benefits and risks of mobilising the public to put pressure on decision-makers
3. Presentation on what is involved in mobilising the public
4. Exercise to consider whether to mobilise the public for your issue, outline potential risks and draft campaign plan outline



1. Experience

In plenary, facilitator and/or participants present 2-3 short inspiring examples of campaigns to mobilise the public. If possible use participants' own experience (not just Save the Children but any other relevant experience). Ask them in advance to prepare a three-minute presentation. If not, use the case stories in Participant's Manual. The presentation should simply outline what was achieved and how it was done.

● 15 minutes

2. Observation/Reflection

Participants discuss in plenary:

- How does mobilising the public help put pressure on a decision-maker?
- What were the risks?
- What resources were required?

● 20 minutes

3. Theory/Principles

Facilitator presents *powerpoint 7.3*, emphasising the following:

Mobilising the public can help advocacy, but not in all cases.

There are benefits and risks involved.

Who are 'the public'? Define specific groups or constituencies.

A good campaign requires co-ordination and resources.

● 10 minutes

4. Experimenting / Planning

Participants work in groups. Facilitator gives them the following instructions:

1. Outline the benefits and risks of mobilising the public for your advocacy issue.

● 5 - 10 minutes

2. Which members of the public are you trying to reach? How can you reach them?

● 10 - 20 minutes

3. Discuss possible campaign activities (refer to the list of Tools for getting public support in Session 7.2 for ideas). Select activities that are appropriate for your context, and outline the resources needed. Write these up on a flip chart.

● 30 - 45 minutes

Display the flip charts, and participants walk around the room looking at the different plans. Participants return to plenary to discuss and give feedback to the different groups.

● 15 minutes

Session 7.2: Mobilising the public



Mobilising the public

When is public mobilisation necessary for advocacy?

- To influence decision makers through public pressure
- To influence public attitudes, norms and practices and build up support for change (so ensure policy is implemented)

It depends on the context



Mobilising the public

How does it help?

- ✓ Builds support - supporters play an active role and are empowered
- ✓ Raises awareness and mobilises political will on children's rights
- ✓ Raises awareness of issue - to change attitudes and norms
- ✓ Helps persuade decision-maker by showing strength of public opinion
- ✓ Makes children's voices heard - they are empowered
- ✓ Gives the organisation higher profile - makes it stronger



Who are "the public"?

- 1 Who are you trying to influence?
- 2 Who are their main constituencies?
- 3 Which groups do you need to reach?
- 4 How can you reach them?
 - Use or create platforms - conferences
 - Symbolic actions - demonstrations
 - Mass communications - posters, TV, Live 8
 - Letter-writing



Mobilising the public

Different ways to mobilise the public:

- Individual meetings
- Workshops
- Media
- Large-scale campaigns

Campaigning is the process of creating and mobilising public pressure for the desired change in policy, practice or behaviour through bringing together lobbying, networking, media and involvement of people



Campaign risks

Risks depend on the approach chosen and can involve:

- Risk to reputation if some people do not agree with your tactics
- Prosecution risks for children campaigning
- Possible political risks
- Can decrease joint activities



Module 7: Session 7.3

Building added strength: Engaging with the private sector

Objective:

- Participants understand the risks and potential benefits of engaging with the private sector to achieve advocacy objectives

Outputs:

- List of possible private sector allies and targets
- Lists of benefits and risks of working with them
- Possible points of influence for selected private sector allies and targets

Time needed: 90 - 120 minutes

Supporting material:

1. Powerpoint presentation 7.3
2. Participant's Manual, Session 7.3
 - Case story: Advocating to eliminate the worst forms of child labour in the chocolate industry
3. Worksheet 7.3: Private sector players
4. Prepared flip charts: session objective and overview, discussion questions in part 2 and part 4

Session overview:

1. Presentation on benefits and risks of engaging with the private sector in advocacy
2. Exercise: identify possible private sector targets or partners in relation to your advocacy issue
3. Share experiences of different ways of working to influence private sector practice
4. Discuss what would be the best approach in your context

Comment

If you need to shorten the session, just carry out steps 2 and 4, using the powerpoint presentation and handouts as background to inform the discussion.



1. Theory/Principles

Facilitator presents *powerpoint 7.3*, emphasising the following:

The private sector can have a significant influence on achieving change for children. Save the Children can work in partnership with the private sector or influence them from the outside.

The private sector has an interest in instituting good practice – corporate social responsibility.

When working with the private sector, carefully assess any risks. There are guidelines for this.

● 15 minutes

2. Experimenting / Planning

In groups, participants discuss:

1. Which private sector players are potential allies or targets?
2. What is their interest in relation to this issue?

● 10 minutes

Groups select one key private sector player and discuss the following:

- What strengths would a particular company bring to a potential alliance?
- What would be the risks of an alliance with this company?

Use Worksheet 7.3 to summarise your findings.

● 20 minutes

If you have time, also discuss

- What are the points of influence to change corporate practice (customers, shareholders, employees, policy-makers, etc.)?
- What leverage might you have on each of these influence points?

● 30 minutes

3. Experience

Either: in small groups, discuss any participants' experiences of working to improve the practice of the private sector, especially any experience with the companies you have identified in the previous exercise.

Or: the facilitator presents the cocoa case study in Participant's Manual session 7.3 to show what has been achieved and how it was done.

● 20 minutes

4. Observation/Reflection

In plenary, participants discuss the following in relation to their advocacy:

- How can we best work with the private sector to achieve better outcomes for children? Should we work in partnership or put pressure on them from outside?
- What are the risks of different approaches?
- What resources are required?
- Next steps: what we do now to engage with the private sector?

● 25 minutes

Session 7.3: Engaging with the private sector



The private sector in advocacy

- Because of its economic power, the private sector has huge political and social influence, which gives it a major role in creating sustainable change for children
- As a child rights organisation, we recognise the responsibility of companies alongside government, private individuals, donors and NGOs to ensure the realisation of children's rights

What is the private sector?


- Large, trans-national corporations
- Domestic organisations
 - small and medium-sized enterprises
 - local entrepreneurs and traders
 - cooperatives



Engaging with the private sector

Two main approaches to engage with the private sector to realise our advocacy objectives

1. Private sector as **advocacy target**: use advocacy to influence private sector practice
2. Private sector as **ally**: work with the private sector as a partner



Private sector as advocacy target

- Persuade the private sector to improve **operational practices**
- You need to identify **points of influence**:
 - Could be customers, shareholders, employees, policy-makers
 - What leverage might you have on each of these influence points?



Engaging with private sector as partner

For example:

- They support our projects and initiatives to increase the well-being of children
- They collaborate with us to produce joint advocacy messages
- They lend their expertise and resources to get advocacy messages across effectively to the right targets
- We help them introduce or enforce effective corporate social responsibility policies and practices



Risks of partnership with the private sector

Possible risks include:

- Potential loss of credibility if we are not perceived as impartial and authentic advocates for children's rights and needs
- If the partner only wants to use our relationship as a public relations exercise and does not intend to create real change for children



SESSION 7.1

Assess risks and manage them

- 1 Assess risks by carrying out “due diligence” test on potential partners to examine their practices and reputation in relation to child rights
- 2 Engage in dialogues with partner to determine whether a trusting partnership can be established to work towards change objectives
- 3 Follow your organization’s guidelines for work with the private sector

Save the Children
Engaging with the private sector

SESSION 7.1

Due diligence – what you need to find out

- 1 Impact for children: what can we achieve for children by working with this company?
- 2 Brand fit: how will working with the company enhance or damage our reputation?
- 3 Resources: what will be the practical demands on us?
- 4 Conflicts: what are possible conflicts of programme priorities, or child rights?
- 5 Opportunity costs: will working with the company stop us from doing something more valuable?

Save the Children
Engaging with the private sector

SESSION 7.1

What is corporate social responsibility (CSR)?

An opportunity to influence private companies to bring about positive change for children.

- Duties and responsibilities of a company to protect and uphold children’s rights in the society in which it operates
- In particular to ensure and promote socially responsible approaches towards the workforce, stakeholders, and employees living or affected by that company’s operations
- Minimum requirements companies must ensure that the impact of their operations does not harm the company’s ‘stakeholders’ – including workers, consumers, local communities and children, and the environment

Save the Children
Engaging with the private sector

SESSION 7.1

What is corporate social responsibility (CSR)?

Why are companies interested in CSR?

- as a **defensive strategy** to minimise the risk of negative publicity, consumer boycotts, criminal prosecution or lawsuits
- as an **offensive strategy** to distinguish themselves from their competitors, win new customers, enhance their brand reputation, and contribute to a more stable economy

There is always a risk that CSR is just public relations

- To improve a company’s reputation without achieving real change
- You need to judge each case carefully – and learn from experience

Save the Children
Engaging with the private sector

SESSION 7.1

How can Save the Children get involved in CSR?

For example

- Show where a company has a negative impact on children
- Highlight where a company has a positive impact on children
- Help governments regulate companies to have positive impact on children
- Ensure existing laws and guidelines to protect children are used properly
- Help company provide high-quality services for affected children

Save the Children
Engaging with the private sector

SESSION 7.1

What is corporate social responsibility (CSR)?

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- In particular to ensure and promote socially responsible approaches towards the workforce, stakeholders, and employees living or affected by that company’s operations
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Save the Children
Engaging with the private sector

WORKSHEET

7.3 Private sector players

Potential allies or opponents in the private sector	Company A	Company B	Company C
What is their interest in relation to your advocacy issue?			
What strengths would they bring to a potential advocacy alliance?			
What would be the risks of an alliance with this company?			
What are the points of influence when seeking to change corporate practice (customers, shareholders, employees, policy-makers, etc.)?			
What leverage might you have on each of these influence points?			

Module 8: Session 8.1

Action planning

Objective:

- Participants develop an action plan for advocacy and understand next steps for implementing it

Outputs:

- An advocacy action plan

Time needed: 120 - 155 minutes

Supporting material:

1. Powerpoint presentation 8
2. Participant's Manual, Session 8.1
3. Timeline produced in session 4.2 (if participants have done session 4.2), or instructions for exercise 4.2 if they have not done it yet
4. Worksheet 8.1: Action plan
5. Prepared flip charts: Session objective and overview, discussion questions for part 4
6. Flip chart paper and pens

Session overview:

1. Presentation on planning advocacy activities
2. Exercise: draw up a timeline of advocacy activities and draft an action plan of who will do what, and when. Discuss what planning is required
3. Present action plan and receive feedback
4. Discuss planning pitfalls and refine plan

Comment

If you have done session 4.2, participants will have already drafted a timeline for their advocacy plan based on decision-making processes, and

identified advocacy opportunities within that timeline. You can continue to work on this timeline during this session and you should encourage participants to recall the advocacy opportunities they identified in session 4.2 as the basis of their action plan. If you have not covered session 4.2, you may wish to draw up a timeline (based on session 4.2) before moving on to the action plan.

This is often the time when participants bring all the elements they have worked on during the workshop into one coherent plan. Therefore, part 2 especially, may take more time than allotted for here, depending on how far participants have got in all of the other sessions. Before this session, assess how much time you think participants will need and plan accordingly.

You might also decide to conduct this session at the very end of the workshop, after Modules 9 and 10, so that you can account for monitoring and evaluation and mobilising resources in your action plan. If you do the action plan before Modules 9 and 10, make sure to come back to your action plan later to add the additional components from Modules 9 and 10.



1. Theory/Principles

Facilitator presents *Powerpoint 8.1*, emphasising the following:

Your action plan should be based on the analysis carried out in previous sessions.

Make a timeline of the decision-making process with advocacy opportunities, and note which the key targets are at different stages.

Plan advocacy activities in phases, to make sure you are ready to make the most of the opportunities.

Stay flexible and opportunistic within your plan!

● 10 minutes

2. Experimenting / Planning

1. In groups, participants review the advocacy timeline they drew up in session 4.2. If they have not already done it, participants should draw one now using instructions for exercise 4.2. Show:

- stages in the decision-making process
- relevant social or political events over the decision- making period, international events or reporting processes
- what activities would be most suitable, and when

● 10 minutes to review existing timeline
or

● 30 minutes to develop a new one

2. Develop an action plan based on the timeline, showing what outputs are needed and when, what activities are needed to produce those outputs, and who should lead. (1 hour). Use Worksheet 8.1, and check against the “questions to consider” from the presentation.

● 70 - 100 minutes

3. Experience

Groups present their plans to the plenary and receive feedback.

● 10 - 15 minutes

4. Observation/Reflection

Participants discuss in plenary:

1. Do the plans bring together different strands of advocacy? (For example, research, creating alliances, mobilising the public, media work, lobbying)
2. What are the specific pitfalls of planning? (For example, setting unrealistic timeframe, resources, people’s time, insufficient detail in the plan)

● 15 minutes

Go back into groups to make any changes to the action plans as a result of these discussions.

● 15 minutes

Session 8: Action planning



Implementation: Developing an Action Plan

- Up to this point, we have focused on building technical skills in the various stages of the advocacy process
- Now we will pull together all the pieces of work you have completed thus far and put them into one implementation plan
- The action plan should be developed with everyone's input



Back to the timeline

Go back to your timeline showing decision-making processes and advocacy opportunities:

- What do you need to do to influence decisions, and when?
- Work out how to phrase your activities – what do you have to do first to make sure you are ready for a specific opportunity?



Plan of action

What do we need to do, and by when?

- What output is required? (e.g. report of evidence, presentation by group of children, photo exhibition)
- What activities are required to produce the output? (e.g. carry out and write up research, organise children, take and prepare photos)
- By when?
- What resources are required?



Resources for advocacy actions

Feasible budget items

- co-ordination of activities and work with others
- planning
- speaking, design, writing, work with media
- film, photography
- editing, publishing, printing
- work with children
- travel, transport, communications
- staff time



Advocacy milestones

Advocacy milestones are markers on the way to achieving your objective. For example:

- "produce and distribute report on violence against children at high level meeting on ..."
- "introduce agenda item on ... in ... meeting"

Outcomes from specific events can be your milestones.



Implementation: developing an action plan

Advocacy action plan

Output required	Activities to produce output	Time frame	Responsible person	Needed resources

Save the Children | Action planning

Questions to consider

- 1 Are the activities complete? Realistic? Should any be added or modified?
- 2 Look at the "responsible person". Does the group agree with the task distribution? Is the workload shared among different people?
- 3 Are the required resources accurate? Is it practical to think that you can access these resources?
- 4 How about the time frame? Is it achievable given the schedules and responsibilities of the people involved?

Save the Children | Action planning

Stay Flexible

- You need a plan, but you also need to remain flexible and opportunistic
- Keep some resources free
- Keep monitoring and be prepared to modify your plan

Save the Children | Action planning

WORKSHEET

8.1 Action plan

What do we need to do?	By when?	Who will do it?	What resources are needed?
Output	Activities		

Module 9: Session 9.1

Monitoring and evaluating advocacy: Practical ways of monitoring advocacy

Objective:

- Participants understand how to incorporate practical monitoring into the advocacy plan

Outputs:

- Monitoring framework showing who will monitor the advocacy process, how and when

Time needed: 60 minutes

Supporting material:

1. PowerPoint presentation 9.1
2. Participant's Manual, Session 9.1
 - Case story: Influencing the World Bank's nutrition policy
 - Worksheet 9.1: Monitoring the advocacy process
3. Prepared flip chart on session objective and overview
4. Flip chart paper and pens

Session overview:

1. Example of monitoring advocacy
2. Exercise: discuss who needs to know what from monitoring advocacy
3. Presentation: monitoring the advocacy process
4. Exercise: adapt and customise the monitoring framework for your advocacy strategy

Comment

Facilitator should encourage participants to take a common sense approach to monitoring, to focus on keeping track of what they will find useful.



1. Experience

Facilitator presents an example of monitoring advocacy activities, emphasising why it was done, and what methods were used.

If any participants have experience of monitoring their advocacy they can make a short presentation. Otherwise present the case study in session 9.1 on monitoring advocacy on the World Bank nutrition policy.

● 10 minutes

2. Observation/Reflection

Participants discuss in small groups, and then share in plenary:

- Who needs to monitor what on a regular basis in advocacy?

Facilitator writes up the main points on a flip chart. Group them under two headings:

1. The advocacy process – keeping track of your activities.

2. The results of the advocacy work – signs that you are making progress towards achieving your objectives.

● 20 minutes

3. Theory/Principles

Facilitator presents *powerpoint 9.1*, emphasising the following:

Monitoring is essential to respond to unpredictable changes – take advantage of opportunities.

Monitoring should be simple, timely, accessible, based on a simple monitoring framework.

You need to respond to what you learn.

You need to monitor both the advocacy process and its results – progress towards achieving longer-term change.

● 10 minutes

4. Experimenting / Planning

Participants work in groups to adapt and customise the monitoring framework (Worksheet 9.1) to provide regular feedback and co-ordination in the advocacy action plan.

- Participants discuss which monitoring tools they will use.

● 20 minutes

Session 9.1: Practical ways of monitoring advocacy



Why monitor advocacy?

- To determine if your strategy is successful – and improve it
- To make sure you respond to unpredictable events
- To provide regular opportunities to communicate, work together and share experience – build relationships
- To document the process so you can learn from experience to improve the impact of your future advocacy work
- To demonstrate the results to donors, supporters, policy-makers, and other stakeholders



Monitoring

Monitoring

- Track progress of your advocacy
- Identify and deal with problems as they arise.
- Respond quickly to changes in the advocacy environment.
- Help decision-making
- Look at advocacy progress – track your activities.
- Look at advocacy progress – towards your objectives.



Monitoring advocacy

- Advocates are always monitoring informally – finding out what is happening, networking, assessing progress
- More formal, systematic and documented monitoring is also useful – you need a framework for this

Monitoring is helpful where:

- the information generated by the process is both **useful** and **used**
- it is not too time consuming



Mapping progress towards impact

A very simple example:

- Start point
- ↓
- Increased dialogue
- ↓
- Changed opinions
- ↓
- Changed policy
- ↓
- Change in people's lives



Monitoring advocacy progress towards your objectives

- Develop framework showing your expected short-term, intermediate and long-term outcomes
- Use milestones and indicators to show progress on the way
- Regularly review progress – find evidence to suggest that you are (or are not) making progress
- Record expected and unexpected outcomes



SESSION 9

Advocacy milestones show progress

- Advocacy milestones are markers on the way to achieving your objectives.
- Eg, "produce and distribute report on violence against children at high-level meeting on..."
- "Introduce agenda item on... in... meeting"
- Outcomes from specific events can be your milestones.

Save the Children
Practical steps of monitoring advocacy

SESSION 9

Monitoring the advocacy process – activities and outputs

Monitor what?	Who, how, what?
Internal working activities	Monthly meetings, led by co-ordinator to identify opportunities
External activities	Shared log of activities and events, everyone documents their external meetings
Work with others	Minutes of coalition meetings

Save the Children
Practical steps of monitoring advocacy

SESSION 9

Documenting with simple monitoring tools

Document your advocacy process:

- to keep track of what happens
- to communicate with other stakeholders
- to use for evaluation later

Simple measuring tools:

- Maintain a log of events
- Documentation of meetings, with focus on objectives and outcomes
- Regular updates for all concerned
- Use this information to regularly and critically assess progress towards achieving your advocacy objectives.

Save the Children
Practical steps of monitoring advocacy

SESSION 9

Feed back the findings

- Monitoring is only useful if it helps improve your future advocacy work: feed back into decision-making
- Make sure the relevant people – those who need to act on the findings – are involved in monitoring
- Keep it quick, simple, timely and accessible

Save the Children
Practical steps of monitoring advocacy

WORKSHEET

9.1 Monitoring the advocacy process

What are you monitoring?	How will it be done?	When will it be done?	Who will make it happen? Who will record it?
Internal			
External			
Work with others			
Progress towards achieving objectives			

Module 9: Session 9.2

Monitoring and evaluating advocacy: Evaluating the outcomes of advocacy

Objectives:

- Participants understand the different types of impact that can be achieved by advocacy, including unintentional impact
- Participants understand different types of evaluation for different purposes

Outputs:

- Intermediate milestones and indicators to help assess progress towards achieving objectives
- Methods to measure indicators

Time needed: 90 - 120 minutes

Supporting material:

1. Powerpoint presentation 9.2
2. Participant's Manual, session 9.2
 - Case Story: Influencing the World's nutrition policy (session 9.1)
 - Example: Using the 5 dimensions of change to evaluate the impact of advocacy to introduce minority basic education in the Yunnan Province of China
3. Worksheet 9.2.A: Monitoring and evaluating advocacy and 9.2.B: Assessing advocacy impact in dimensions of change
4. Prepared flip charts: Session objectives and overview, discussion questions for part 2
5. Flip chart paper and pens

Session overview:

1. Example of evaluating advocacy
2. Exercise: discuss how you could assess the impact of your advocacy
3. Presentation: evaluating advocacy
4. Exercise: develop milestones and indicators to help evaluate your advocacy strategy

Comment

If you need to shorten this session only do steps 3 and 4.



1. Experience

In plenary, present an example of an advocacy evaluation. If no participants have relevant experience, present the case study of the evaluation of the Save the Children advocacy on the World Bank nutrition policy.

● 10 minutes

2. Observation/Reflection

In plenary, participants discuss the following questions:

- How would you know if your advocacy strategy has been effective? What changes (or outcomes) would you expect to see?
- What long-term changes or outcomes would you expect to see?
- How could you assess the long-term impact of advocacy?

Facilitator to write main points raised on a flip chart.

● 20 minutes

3. Theory/Principles

Facilitator presents *powerpoint 9.2*, emphasising the following:

You need to keep track of long-term and short-term outcomes.

Use milestones and indicators to assess progress, and use frameworks for looking at impact in different dimensions.

Evaluation should also look for unintended impacts.

There are different types of evaluation, depending on what it is for – external or self-assessment.

● 15 minutes

4. Experimenting / Planning

Participants work in groups. Facilitator gives the following instructions:

1. Develop some intermediate milestones and indicators to help you assess your progress towards achieving your advocacy objectives. Use Worksheet 9.2.A.

Discuss what methods you would use to collect information about the indicators you have chosen.

● 45 minutes

and/ or (optional activity)

2. In groups: discuss which *dimensions of change* would be relevant for your advocacy strategy. Identify early and intermediate outcomes and long-term impact in the different dimensions. Amend and use Worksheets 9.2B.

● 30 minutes

3. Briefly present work to the plenary, and discuss.

You can present the work on flip charts and participants can walk around to look at the charts before coming together to discuss in plenary.

● 15 minutes

Session 9.2: Evaluating the impact of advocacy

 Save the Children

SESSION 9.2

Why evaluate?

- To determine if your strategy is successful – improve it
- To draw lessons from experience in order to improve the quality of your future advocacy work
- To demonstrate innovative and effective strategies
- To demonstrate the results and impact to donors, supporters, policy-makers and other stakeholders
- To generate financial and political support for your advocacy activities

 Save the Children

SESSION 9.2

Evaluation

Evaluation

Systematic objective analysis of an organization's performance, efficiency, and impact in relation to its objectives

Also to analyse other effects and impacts – capacity building, changed relationships, raising the profile of an issue

 Save the Children

SESSION 9.2

Challenges of monitoring and evaluating advocacy impact and policy change

- Complexity
- Unpredictability
- Role of external forces
- Time frame
- Shifting strategies and milestones
- Attribution

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SESSION 9.2

Evaluating advocacy progress towards objectives

- Use the framework showing your expected short-term, intermediate and long-term outcomes
- Examine evidence to assess whether you are (or are not) making progress.
- Analyse expected and unexpected **outcomes**

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SESSION 9.2

Evaluate other advocacy outcomes

Design your evaluation to include questions that will help improve your future advocacy work.

For example:

- How has your advocacy work affected your relationship with major target?
- How has it affected the strengths and weaknesses of specific coalitions?
- How has it affected your reputation with different audiences?
- How has it affected broader perception of the issue?

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Evaluation methods

- Different approaches to evaluation: internal, external, quantitative, qualitative
- Depends on who needs to know what
- Depends on what it is possible to measure
- Eg. use baseline study to compare before and after
- Or use qualitative methods to assess change and cause of change

Save the Children
Evaluating the Impact of Advocacy

Sources of information

- From initial situation analysis – what was the situation of children, and policy environment like, at first?
- Advocacy plan: aims and objectives, original milestones
- Documentation of advocacy process from monitoring
- Key informants: meet people targeted by advocacy, allies
- Other data: surveys, budget analysis, opinion polls

Save the Children
Evaluating the Impact of Advocacy

Example of framework for looking at advocacy impact

Advocacy Activities	Short-term and intermediate outcomes	Long-term policy change outcomes and impact
Meeting with key policymakers and officials on target issue	<ul style="list-style-type: none"> • # of the operators on a list who believe our message about target issue (survey) 	<ul style="list-style-type: none"> • Change policy on legislation • Policy/legislation implemented • Increased governmental funding designated for work on issue
Testimony at a hearing	<ul style="list-style-type: none"> • Organizational testimonial in a formal meeting summary 	<ul style="list-style-type: none"> • Lead to the way long-term change in policy/legislation change
Increased # of people on a community council list	<ul style="list-style-type: none"> • Increased # of people using council services as stated officials 	<ul style="list-style-type: none"> • Change in the way long-term policy/legislation change
Advocacy training workshop	<ul style="list-style-type: none"> • Change in individual members' skills, capacity, knowledge and effectiveness 	

Save the Children
Evaluating the Impact of Advocacy

WORKSHEET

9.2A Monitoring and evaluating advocacy

Advocacy activities	Outputs	Indicators of short-term and intermediate outcomes	Indicators of long-term outcomes and impact

WORKSHEET

9.2B Assessing advocacy impact in dimensions of change

Dimensions of change	Early outcomes	Intermediate impact	Long-term impact

Module 10: Session 10

Mobilising resources

Objective:

- Participants understand what resources are required for advocacy, and how to access them

Outputs:

- Estimate of resources required for plan
- Identify sources of money and resources

Time needed: 90 minutes

Supporting material:

1. Powerpoint presentation 10
2. Participant's Manual, Module 10
 - Example: Sample budget for advocacy
3. Prepared flip charts: Session objective and overview
4. Flip chart paper and pens

Session overview:

1. Exercise: identify resources required for your advocacy plan
2. Exercise: discuss advantages and disadvantages of different sources
3. Presentation: advocacy budgets, funding proposals, combining resources through alliances
4. Exercise: how will you obtain time and money for your advocacy work? Is your plan realistic?

Comment

If participants have started their action plan in Session 8, they will have already started thinking about what resources will be needed for different parts of their action plan. They should draw on and expand upon this work here.



1. Experience

In groups: participants use the activities identified in the advocacy action plans, compile a list of resources required for the advocacy strategy. Include staff time, money and specific skills.

● 30 minutes

2. Observation/Reflection

In plenary:

- Participants discuss where they might get the resources required for the advocacy work.
- Participants discuss the advantages and disadvantages of different sources.

● 10 minutes

3. Theory/Principles

Facilitator presents powerpoint 10, emphasising the following:

- Advocacy needs to be focused to make effective use of resources.
- You need resources for the core advocacy team and your specific advocacy plan; these must be co-ordinated with the programme budget.

There are some fundraising issues specific to advocacy, relating to the legal framework, donors, individual supporters and the private sector.

Combine resources through alliances.

● 10 minutes

4. Experimenting / Planning

Exercise: In groups, participants discuss the question: “is your action plan realistic?”

- How will you change staffing and work plans to provide capacity for advocacy?
- How will you obtain funding for your advocacy work?
- How will you obtain the other resources you need?

● 20 minutes

Groups present their conclusions to the plenary for feedback. These could be presented on flip charts and participants walk around to look at them before coming to discuss them in plenary.

● 20 minutes

Session 10: Mobilising resources



Advocacy requires resources

- Skills
- Time
- Materials



Resources

Core costs of advocacy team

Action plan budget

Core costs of advocacy team could include:

- Team function costs, including staff development
- Advocacy/campaigning core costs
- Engaging with government policy process
- Generic coalition costs
- Staffing costs



Resources

Action plan budget will depend on your planned activities. It could include, for example:

- Co-ordination
- Activities lobbying public, media
- Research and writing
- Work with children
- Work with volunteers
- Work with coalitions and platform-building
- Travel and communication
- Material development and production



Small budget – sharp focus

- Advocacy can be costly in time and resources
- Volunteers may contribute time and skills
- You need a clear focus to make it cost effective – specific change objectives, identified targets, messages, allies, networks, events



Flexibility

- Advocacy may start small and then rise off in a bigger way
- Build flexibility into your budget so that more resources are available to build on success



SESSION 10

Fundraising for advocacy: legal context

- 1 What laws govern the taking and receiving of funds in your country?
- 2 Are there any legal/ethical or technical restrictions to use of money for advocacy and policy change goals?
- 3 Is there a maximum amount that individuals and organisations can contribute for advocacy and policy change?
- 4 What are the reporting requirements?

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SESSION 10

Fundraising for advocacy: from donors

- Some donors don't like to fund advocacy alone
- Integrate advocacy with other programme activities
- Use clear objectives and milestones to report on progress

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SESSION 10

Persuading supporters that advocacy matters

- Explain what advocacy is and what it can achieve
- Case studies are essential
- Explain impact on children

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SESSION 10

Accepting money from the private sector

- 1 Assess risk that companies only want to fund you for good PR. They damage your reputation.
- 2 Research company reputation in relation to child rights (e.g. Google company name with "child rights violations", "exploitation")
- 3 Decide whether to accept money:
 - Ethical company - with no conditions
 - Improving company - on condition of evidence of improved practice
 - Unethical company - refuse money

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SESSION 10

Combine resources for advocacy through coalitions and alliances

- Draw up a Memorandum of Understanding to agree who will provide what resources
- Keep some flexibility as the situation changes
- Set up a working group to monitor advocacy and make decisions about resource needs

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Closing session

Follow-up and commitments

Objectives:

- Participants know how they will take their advocacy work forward
- Participants clarify future support needs for advocacy and where to find it
- Facilitators know how to improve the next training session
- Participants are accountable to the group through reporting and follow-up

Outputs:

- Completed workshop evaluation form
- Plan for next steps in advocacy strategy
- Plan to monitor progress as group of participants

Time needed: 65 - 90 minutes

Supporting material:

1. Powerpoint presentation: Follow-up
2. Workshop evaluation form
3. Follow-up Worksheet

Session overview:

1. Identify what you have learnt from this workshop and how to use it
2. Exercise: discuss strengths and weaknesses of the workshop
3. Presentation: what are the next steps and where can you get support?
4. Exercise: plan next steps in developing and implementing advocacy strategy.
Evaluate workshop, agree to report on progress as a result of the workshop



1. Experience

Participants discuss the workshop in small groups. Facilitator asks each participant to write on cards the answer to the following questions (use more than one each if necessary):

1. How well did the workshop meet your expectations?
 2. What steps will you now take to advance your advocacy work?
- 10 minutes

2. Observation/Reflection

In plenary, facilitator invites participants to put all the cards on a flip chart, grouping similar points together. Discuss:

1. What were the strengths and weaknesses of the workshop?
How could it be improved?
2. What commitments have you made to strengthen your group's advocacy?
3. Identify further support you will need to take your advocacy strategy forward.

Facilitator writes up main points raised in the discussion on a flip chart.

● 20 minutes

3. Theory/Principles

Facilitator presents *powerpoint 11*, emphasising the following:

The workshop has been a beginning. You now need to plan the next steps in your advocacy strategy

There are different options for ongoing support: networks, head office, other national advocacy groups
Evaluate the workshop to improve further workshops

● 5 minutes

4. Experimenting / Planning

1. (Optional) In groups or as one large group, participants plan for the next steps – further research, meetings or workshops. Participants list action points, time frame and who should lead. (Use Follow-up Worksheet)

● 20 minutes

2. Participants individually complete the Workshop evaluation form

● 15 minutes

3. As individuals write down

- Up to three things they will do differently as a result of the workshop
- Up to three things they will do as follow-up from the workshop

Agree a process for reporting back to the group on progress in three months' time.

● 15 minutes

Closing session



Closing session

Taking your advocacy strategy forward

- What do you need to do next?**
 - More research and analysis
 - More planning
 - Start advocating
- When will you do it?**
- Who will lead?**



Closing session

Building advocacy capacity

- What steps will you take to build a group of child advocacy practitioners with your colleagues?
- How will you share your learning from this training?
- How will you keep in touch to continue learning?



Closing session

Support for taking your advocacy strategy forward

- What support?**
 - Training
 - Experience and reflection
 - Peer support
- From where?**
 - Head office/Alliance
 - Regional
 - Local



Closing session

Evaluate the workshop

- Has it helped you do better advocacy?
- How could it be improved?
- How was the content of workshop?
- How was the style of workshop – mix of theory and exercises, participation?
- How was the timing of workshop – at the right stage of advocacy planning?
- How were the logistics, workshop environment?



closing session

Workshop evaluation form Name (optional).....

NB: Adjust the questions on this evaluation to reflect the focus and main objectives of your workshop, and the sessions you covered.

1. Now that the training is complete, will you use the tools introduced here to plan for advocacy initiatives?

1	2	3	4
no	sometimes	often	definitely

2. Do you think you have enough knowledge to formulate goals and objectives for your key advocacy issues?

1	2	3	4
no			definitely

3. Do you feel confident in your ability to develop effective messages and choose appropriate means of communicating with policy-makers and their influentials?

1	2	3	4
no			definitely

4. Do you think you have been given sufficient training to develop an advocacy strategy and a monitoring and evaluation plan?

1	2	3	4
no			definitely

5. What are the three things you learned that you will use in your advocacy work?

6. I would have preferred more:

7. I would have preferred less:

8. Specific advice to facilitators for future training efforts:

Follow-up Worksheet: Next steps in developing your advocacy strategy

Action points	Time frame	Who to lead

Feedback form for the International Save the Children guide to advocacy

We hope that you will use and adapt this guide and also share your feedback with us so we can continue to evolve and strengthen these materials. As you use this guide- both the Participant's Manual and the Facilitator's Manual – please share with us what you have found useful, what you would like to improve and any other comments.

1. Name: _____

2. What office do you work in? _____

3. In what context/how did you use the Advocacy Guide?

4. How useful did you find it overall?
Please circle your chosen rating and explain below:

1	2	3	4	5
not at all useful				very useful

5. What suggestions for improvement do you have for the Advocacy Guide?

6. Has anything important been left out and should be added to future editions?

7. Is anything in the Guide unnecessary and should be cut from future editions?

8. Can you recommend other advocacy publications or resources you have found useful and that should be referenced in the Advocacy Guide?

9. How clear did you find the Advocacy Guide format?

1	2	3	4	5
not at all clear				very clear

10. Other comments?

Thank you for your feedback.

Please return this form to:

The coordinator, campaigns and advocacy team,
Save the children UK
campaigns@savethechildren.org.uk