Advocacy Strategies and Approaches

A Training of Trainers Manual

Second Edition

ICIMOD

ICCO
Grenzeloos betrokken

About ICIMOD

International Centre for Integrated Mountain Development

The International Centre for Integrated Mountain Development (ICIMOD) is an independent regional knowledge, learning and enabling centre serving the eight regional member countries of the Hindu Kush-Himalayas – Afghanistan, Bangladesh, Bhutan, China, India, Myanmar, Nepal, and Pakistan – and the global mountain community. Founded in 1983, ICIMOD is based in Kathmandu, Nepal, and brings together a partnership of regional member countries, partner institutions, and donors with a commitment for development action to secure a better future for the people and environment of the Hindu Kush-Himalayas. ICIMOD's activities are supported by its core programme donors: the Governments of Austria, Denmark, Germany, Netherlands, Norway, Switzerland, and its regional member countries, along with programme co-financing donors. The primary objective of the Centre is to promote the development of an economically and environmentally sound mountain ecosystem and to improve the living standards of mountain populations.

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ICCO's mission is to work towards a world where poverty and injustice are no longer present. The work of ICCO, Interchurch Organisation for Development Co-operation, consists of financing activities which stimulate and enable people to organise dignified housing and living conditions in their own way. ICCO is active in countries in Africa and the Middle East, Asia and the Pacific, Latin America and the Caribbean, and Central and Eastern Europe.

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Second Edition

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Contents

Note

The complete book is included as a pdf file together with a pdf file of the Resource Manual on a CD-ROM in a pocket at the back

Foreword

Participation of civil society organisations in development processes is recognised to be a critical factor for the promotion of sustainable mountain development. There is also evidence that mountain people tend to be marginalised from mainstream policy-making processes in most countries of the Hindu Kush-Himalayas. One of the participatory ways to change this situation is to enhance the capacity of community-based organisations (CBOs) to bring the specific opinions and needs of mountain people to the attention of policy makers and development organisations. With this in view, ICIMOD started a 'Regional Programme for Capacity Building of Community-based Organisations in Advocacy Strategies in the Hindu Kush-Himalayas' in 2003 supported by the Interchurch Organisation for Development Cooperation (ICCO), The Netherlands.

The main objective of the programme is to enhance the capacities of CBOs to perform better by developing enhanced skills in advocacy. To achieve this, the programme is implemented in collaboration with over 40 selected civil society organisations and networks mainly from Bangladesh, India, Nepal, and Pakistan. In response to the needs identified by the collaborating partners, ICIMOD focused on enlarging the human resource pool in advocacy skills by organising Training of Trainers (ToT) programmes in advocacy strategies with the support of resource persons from various institutions. A resource book and training manual were developed to provide materials for trainees to replicate the training, and were published in 2005 after being tested in ongoing courses. The manuals proved very popular in the region. To increase their reach and usefulness, ICIMOD supported interested partners to translate and publish the books; the training manual has been brought out in Bengali, Nepali, Hindi, and Urdu.

Based on the lessons learned from subsequent training programmes, issue-based advocacy activities, and feedback from partners and participants, we are glad to present second fully revised editions of both the manual and the resource book. With the support of our partners, we have been able to improve, revise, and add new tools, techniques, and resource materials. We hope that these volumes will again attract a wide audience and contribute to improving the lives of many people in the mountains of the Hindu Kush-Himalayas and beyond!

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Much of the inspiration for this manual was provided by the insights emerging from discussions at the Regional Planning Workshop on Capacity Building of CBOs in Advocacy Strategies in the Hindu Kush-Himalayas held in Chittagong in November 2003, which concluded that there was an urgent need for skill development of potential trainers in advocacy. I would like to thank all the participants of that workshop for their valuable insights and instigation of the preparation of the manual.

The manual itself was originally prepared and published in 2005 and tested at several Training of Trainers workshops for the capacity building of CBOs in advocacy strategies. The manual has now been revised using the participants' comments and suggestions. I would like to thank all the participants of various workshops for their enthusiastic response and valuable suggestions which helped us to prepare the manual in its current form.

A number of different materials from different sources were consulted and used when preparing the manual. These materials were collected and adapted to the mountain perspective to provide mountain-friendly learning tools. In particular, I would like to acknowledge the resource manual 'Advocacy Tools and Guidelines: Promoting Policy Change' by CARE International* and the training manual 'Advocacy for Good Governance' from the Centre for Population and Development Activities (CEDPA) and Care Nepal.# I would also like to thank the National Centre for Advocacy Studies (NCAS), Pune, India, whose general resources on advocacy were a great help when preparing this manual.

Josantony Joseph, (josantonyjoseph@gmail.com), an experienced advocacy trainer who has worked in many countries, supported ICIMOD as a resource person in ToT workshops in Kathmandu. He also reviewed the manual extensively, inserting additional ideas, tools, and techniques for this version. I very much appreciate the significant contribution that he made. Many other people contributed comments and time during the preparation of the manual. I would like to thank them all, in particular Uddhav Bhattarai, Dilli Ram Adhikari, and Santosh Sharma for their ideas, input and support.

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* Sprechmann, S.; Pelton, E. *Advocacy Tools and Guidelines: Promoting Policy Change*. Copyright © 2001 Cooperative for Assistance and Relief Everywhere, Inc. (CARE). Used by permission. CARE International, Atlanta USA

\# CEDPA; CARE Nepal (2003) *Advocacy for Good Governance*. Kathmandu: Centre for Population and Development Activities (CEDPA) and CARE Nepal (in Nepali)

Acronyms and Abbreviations

CBO	community-based organisations
CHT	Chittagong Hill Tracts
FECOFUN	Federation of Community Forestry Users, Nepal
HKH	Hindu Kush-Himalayas
ICIMOD	International Centre for Integrated Mountain Development
MD	managing director
M&E	monitoring and evaluation
NCAS	National Centre for Advocacy Studies
NGO	non-government organisation
OHP	overhead projector
RM	resource material
SEWA	Self Employed Women's Association
SMART	specific, measurable, attainable, realistic and time bound
TOT	training of trainers
VIP	very important person

About This Manual

This Training of Trainers (ToT) Manual on Advocacy Strategies has been developed for use in training workshops for potential trainers of community-based organisations (CBOs) in the Hindu Kush-Himalayan region. Efforts have been made to keep the manual short, simple, and interesting to enable participants to learn many aspects of advocacy in a short time.

It is hoped that this ToT Manual will enable trainers to train their own participants in

- understanding the concept of advocacy and its different strategies;
- sharing experiences in advocacy strategies and initiatives from around the HKH;
- analysing different advocacy tools and techniques;
- contributing to a common pool of advocacy resources in the HKH through networking and alliance building; and
- developing ways of implementing capacity building programmes in advocacy concepts and tools for CBOs and non-government organisations (NGOs) in the region.

Depending upon the needs and level of training, various training sessions from this manual can also be adapted or used directly for local-level training in advocacy strategies.

All training sessions in the ToT Manual have been designed based on the principles of participant-centred learning. It is intended that participants should be active in each training session. Facilitators will run the discussions through participatory methods such as brainstorming, small group discussion, role-play, case studies, and question-and-answer sessions. There are twenty learning sessions in five days in addition to daily reviews. Each session lasts between one and two hours. In some places, reference is made to the organisation holding, organising, or promoting the workshop. The name here appears as {workshop context} and should be replaced as appropriate. The format and design of each session are largely the same; each includes the following.

Title: Each session has the session title on top, explaining its main content.

Time: The minimum time allocated for the session is given in the right-hand corner of the front page.

Overall Objective of Session: This explains the broad goal of the session.

Specific Objectives of Session: This indicates the focus area and the skills to be achieved by the end of the discussion.

Activities: The broader title of the session is unlocked here through different activities, each with a specific time allocation. The time given in brackets is the cumulative time taken for the activities as the session progresses.

Advance Preparation: This explains the special requirements for pre-session preparation by the facilitators.

Materials: The same basic set of materials should always be available in the training hall. These are listed in Session 1 and are applicable for all sessions.

Suggestions for Facilitators: This discusses describes the activities to be included in the session. The facilitator can run the session according to these processes. Any specific suggestions for the facilitators are given in boxes in the text.

Resource Materials for Session
These are outlines, handouts and presentations that can be used in the sessions. They are numbered in the order of presentation, i.e., RM 8.3 is the third material for Session 8.

A Resource Manual has also been developed in tandem with this ToT Manual to enable potential trainers to read about the conceptual directives in detail. These manuals overlap for completeness. The ToT Manual gives the learning tips in bullets so that trainers can copy them and use them directly in their training sessions, while the Resource Manual gives details of all of the bullets included in the ToT Manual to allow trainers to gain in-depth knowledge of the concepts presented.

The complete framework timetable for the Training of Trainers Workshop is provided on the following pages.

Finally, it is important to remember that those who use advocacy tools to promote a particular issue or action also have an important responsibility – to ensure that the issue being promoted is genuine, that the information is based on a proper factual foundation and adequate scientific research, that promotion will help the people that the advocates profess to support, and that any potential harm to any group of people or the environment has been clearly identified in an objective manner.

Day One

- Registration, Introduction, and Opening
- Context of Capacity Building in Advocacy
- Review of Paradigm Shift in Development
- Social Structure and Balance of Power

Session 1
Registration, Opening, and Introduction

Time: 2 hours

Overall Objective of Session

To introduce participants to the workshop programme

Specific Objectives of Session

- Registration of participants and resource persons
- Mutual introduction of all participants and resource persons
- Documenting participants' expectations
- Correlating workshop objectives with participants' expectations
- Setting norms (if required) and clarifying logistical and other matters

	Activities	Time (minutes)	
Activity 1.1	Registration	10	(10)[1]
Activity 1.2	Opening ceremony/activity	10	(20)[2]
Activity 1.3	Mutual introductions	30	(50)
Activity 1.4	Collection of participants' expectations	15	(65)
Activity 1.5	Sharing of training objectives, contents, matching with expectations and creation of a 'parking lot'	25	(90)
Activity 1.6	Briefing about logistical matters, setting norms, formation of committees (if required)	30	(120)

Advance Preparation

- **Setting up the training hall and testing equipment (LCD projector, overhead projector (OHP), laptop, putting white board and soft board in place, etc.). This must be completed before participants come into the training hall.**
- **Facilitators must be fully prepared for the methods used in the introductory session. For example, some icebreakers require that materials be prepared in advance. The 'balloon' method has been selected for the session given in this manual. This exercise requires some balloons, thread, and small pieces of paper. These must be prepared beforehand.**
- **Materials for display, materials for presentations, and materials for distribution (handouts) should be fully prepared and kept in the right place and in the right order.**

[1] The figure in brackets is the cumulative time for the session's activities.

[2] The 'opening ceremony' depends upon the place, the availability of a chief guest, and the interest of the organisers. It is possible to make it longer, but we suggest it be no longer than 30 minutes. If very important persons (VIPs) are coming for the opening, you should arrange a short break right after the opening so that they can meet and talk to participants in an informal setting.

Materials

- Writing pad, pen, paper, training bag (if required), and any other standard material to distribute to participants
- If you want to distribute a file or training bag, it should be given out at the beginning of the training session. Pens, paper, and similar can be put into this bag.
- Markers, newsprint paper, meta cards (i.e., 6 x 8 pieces of coloured card), masking tape, ruler, banner, and so on
- Prepared format or register for registration
- If you need a video screen, VCR, monitor, or other equipment, it should be set up beforehand.
- If you intend to take some video clips to show to the participants in the evening, arrange for the necessary movie camera and a responsible person to do this.
- If you want to take instant photographs and distribute them, or to make copies of documents instantly, you need to plan for the appropriate camera/photographer and photocopying equipment.

The above materials should be made available every day in the training hall. It is the responsibility of the facilitators to verify that all materials are in place. The materials listed above are needed every day so the list is not duplicated in the next sessions. There is space left for you to note down your own requirements.

Methodology to be Used in the Workshop

This manual assumes that the workshop (intended as a Training of Trainers {ToT} workshop) is being held for participants who are generally familiar with the general skills for presentation, and facilitation using different training methods. Therefore the different methodologies to be used during the workshop need not be listed or explained. However, it might be important to note that the workshop will be conducted following participatory methods. In this context, it would be helpful to present the 'cycle of adult learning principles' (using an overhead or LCD projector, or some other display system) and explain the cycle contents.

Apart from this, the facilitators can decide what needs to be shared at the beginning of the workshop. This could include such topics as the adult learning cycle, and slides about participant-centred methods and facilitator-centred methods. If you think it is necessary to present these concepts, you must prepare the necessary materials.

Suggestions for Facilitators Session 1

Activity 1.1 Registration

Time: 10 minutes

This session is not very formal. In an international group, registration can be carried out in the evening before the start of the workshop. This session is meant to record the arrival of the participants, and to give them some materials (notebook, pen, urgent logistical information such as telecommunications and travel reimbursement forms) so they will be prepared for the start of the workshop.

Several formats can be developed to ensure smooth registration. These include the following: (a) room allocation chart, (b) attendance form, and (c) personal details form including travel details and food restrictions. For workshops in which there are only local participants, a simple format can be developed in a register or on a loose sheet of paper. If everything is prepared well, this does not need any separate time allocation. Each participant can complete his or her registration during one of the initial workshop sessions.

If daily attendance must be recorded, prepare the appropriate register. If you want to circulate participants' details (address, contact email, etc.) include space in the register. The following information can be collected during the registration process:

- Name of the participant
- Name of the organisation the participant is coming from
- Participant's position in the organisation
- Area of special interest/competence
- Postal address
- Telephone, fax
- Email address
- Travel details (departure date, time, whether tickets need to be re-confirmed)
- Special requests (e.g., food restrictions)
- Languages (this is necessary only in a multi-lingual workshop)

Activity 1.2 Opening

Time: 10 minutes

This will be a formal programme, preferably conducted in an informal setting. Depending upon their availability and interest, some senior persons from the host organisation can be invited to share a few thoughts and offer good wishes for the success of the training. To conduct this session properly, one of the facilitators or the organiser must function as host during this session. If the registration session was completed the previous evening, the workshop can be started with this session.

The host plays a vital role in this session and must be fully prepared with regard to the following:

- protocol of speakers;
- use of suitable words/phrases/titles to be used as per the protocol;

- providing information to the speakers as to the design of the opening ceremony so they know their roles;
- prior briefing to the VIP(s) with regard to the training programme, its main objectives and the participants, as well as any points that the organiser(s) wish to be included in the speech – if necessary, the organiser should be able to write a speech for the speakers; and
- tentative time allocated for each of the speakers, which should be shared before the programme begins.

Activity 1.3 Introduction

Time: 30 minutes

An introduction enhanced by an appropriate icebreaker is recommended for this session. As this is a ToT workshop, from a technical point of view the entire workshop must function as a model for the participants. There are many icebreakers that can be used for the introduction session. Facilitators can choose any one of them. However, all the processes followed in this training must be appropriate and use a 'best practices' approach. Content, or workshop theme-related icebreakers are the most suitable, as they help move the participants naturally into the theme of the workshop. However, the creation or identification of such a focused icebreaker is not an easy task, and many use this session purely as a 'fun' exercise. Even so it would be good for the organisers to keep this double agenda ('fun' and 'theme-related introduction') in mind while selecting the icebreakers.

The 'balloon game' icebreaker could be used for both the above-mentioned purposes, both 'fun' and 'theme related'.

- Divide participants into two groups randomly as they are seated, using the one-two, one-two way of assigning numbers. This will ensure that those who naturally sat together (because they already know each other) will be forced to mix with others. In this group division, there is no need to try and make balanced groups as all the 'ones' come together and so do the 'twos'.
- Distribute a small piece of paper (just enough for the participant's name) and an empty balloon to each person.
- Ask each participant to write his or her name on the paper, and to fold it so that it can be placed inside the empty balloon. Participants are asked to blow up the balloon. Finally, they have to tie it up and put it in an assigned place. Participants can use thread to tie the balloons if necessary.

After all the participants have finished this task, each one is asked to select a balloon. While selecting a balloon from the basket, they should try not to choose their own balloon if they can recognise it. Then, coming forward one by one from each of the two groups, each participant has to break the balloon selected by putting it on a chair and sitting on it.

- Rules could be created for breaking the balloons to make it a competitive game. These could include rules like:
  - breaking the balloon in one try,
  - breaking the balloon with a sound.
- People who cannot break the balloon in one try or with a sound will lose a point for their team, while the one who succeeds will gain two points for the team.
- The facilitator will record the scores and announce the winning group at the end.

- Since the game is being played on a competitive basis between two groups, the group members can coach, lobby, or do anything to help their own team to win. It may be noted how many use ‘ethical’ and how many use ‘unethical’ means to gain their ends. This can be used later in a discussion on means and ends in advocacy.
- When the balloon is broken, the person must look for the piece of paper inside and keep it.
- After this balloon bursting activity, the facilitator asks all participants to find the person whose name is written on the paper from the balloon, and spend five minutes learning their name, address, position, and area of special interest.
- After giving a few minutes for these individual conversations, the participants once again sit in a circle (in plenary), and start introducing one another. One by one participants stand up and call out the name of their newly discovered friend, and introduce that friend to the other participants. The one who is introduced then introduces whoever’s name they picked. Thus it goes on in a chain. If the chain is broken, any new person can start another chain.
- The session can be wrapped up by pointing out the following elements that could come up in advocacy work:
  a) the need to ‘win’ in order to keep enthusiasm going;
  b) the importance of means and ends in one’s advocacy work if one is not to lose one’s integrity;
  c) the fact that people often choose the easiest way to win: for example, as far as possible, people do not choose a balloon smaller than the others as it is harder to burst;
  d) the idea that the physical symbolism of blowing up the balloon can be used to express how advocacy helps to bring the sufferings of the small and the marginalised to the notice of the general public and decision makers by ‘blowing it up’ so that it becomes an issue.
- These are only some examples of what could be discussed to connect the opening icebreaker to the workshop theme. In each particular workshop the facilitator will have to be creative enough to make these connections and to choose an icebreaker that lends itself to such connections.
- It is not necessary that the facilitator of the session should be the one to bring up all the above points in this discussion. Rather, facilitators should be able to encourage participants to express such connections. However, as this is the starting session of the workshop, it is natural that many participants will not speak out.

Activity 1.4 Participants’ Expectations

Time: 15 minutes

Before starting this part of the session, meta cards (i.e., 6 x 8 pieces of coloured card) and enough markers have to be made available on a central table. The facilitator then asks everyone to write out their priority expectation from the workshop. All cards should be displayed in some easily seen place (a pin board, on the walls) and participants are requested to go around to read each one. If necessary, the facilitator can ask some of the participants to come over to the board and group the cards according to theme.

Another way of displaying cards would be to display all the cards on the ground. Participants are requested to come around and jointly divide them into thematic clusters. For this kind of display, there must be enough space in the training hall.

Activity 1.5 Objective, Contents, and ‘Parking Lot’

Time: 25 minutes

Immediately following the ‘display’ of expectations, the planned objectives of the training should be presented to the participants. This could be done through a transparency (overhead) or a PowerPoint presentation.

What is crucially important, however, is that the facilitator makes the effort to match the expectations of the participants with the workshop objectives and to show the similarities.

If some of the expectations do not match with objectives, the facilitator can create a ‘parking lot’ where these expectations are ‘parked’. The facilitator can then see if these parked expectations can be covered in appropriate sessions. In adition, many innovative ideas may come up during the workshop that are not directly related to the training contents. These ideas can also be parked and some time can be made available towards the end of the workshop to discuss them. If a parking lot is created, the facilitator must give a short briefing about its use to the workshop participants.

Briefing on training programme and contents

- The facilitator should distribute the timetable of the training workshop and explain all the main topics briefly. As far as possible, the facilitator must relate the contents to the objectives and expectations of the participants.
- In some groups, participants raise issues already in the training contents, resulting in unnecessary debate. In such situations, the facilitator of this session should tell them politely that the contents are tentative and broad, and that special concerns can be dealt with during the discussions.

Activity 1.6 Logistics and Norms

Time: 30 minutes

- This will be the last activity of the session. During this session, the facilitator needs to ‘negotiate’ with the participants on matters such as the duration of the sessions, the time to start and end each day, meal times, etc. for the entire workshop. If certain elements are non-negotiable, the facilitator must indicate this very frankly. If there is room for negotiation in any area, it should be done in this session.
- Sometimes special norms need to be set in particular workshops. If such norms are necessary, one of the facilitators should initiate the discussion and the necessary norms can be established.
- Another way of doing this could be to have a set of norms already prepared (on paper or through a presentation), so the facilitator can guide the participants through them, discussing the rationale behind each one and negotiating its acceptance or modification.
- In some workshops it has been useful to set up committees. The number of committees to be formed depends upon the jobs that the organisers may wish participants to take during the workshop. The possible jobs could include: managing each day’s review managing resource materials, dealing with logistics, or organising recreational or cultural activities in the evening.
- If necessary, the facilitator may need to explain once again to the group the implications of the ‘participant-centred method’ and the ‘trainer-centred method’ of training, and the amount of responsibility the former places on the participants themselves.

- In a sensitive area, some briefings may be needed about local culture, the security situation, customs of dress, food and drink, and which costs incurred during training are official and which are personal (for example, telephone calls).

Please insert here notes on the specific cultural norms of the country you are organising the training in.

Resource person in advocacy ToT from Coady International Institute, Canada

Resource Materials for Session 1

RM 1.1 Information

During the introductory icebreaker session, participants have to be clearly informed that they must gather the following information to introduce the participant they selected by the balloon method. This can be done by displaying the following either on a white board or on some newsprint paper:

- full name
- organisation and address
- position in organisation
- previous experiences in this field (briefly)
- special contribution during the workshop, e.g., ability to dance, sing, crack jokes etc.

RM 1.2 Overall Objectives of the Workshop

Goal

This ToT workshop aims to provide trainers with the means to train their own participants in advocacy strategies, tools, and techniques to enable them ultimately to undertake lawful advocacy initiatives.

Objectives

In particular, the objectives of the Training of Trainers (TOT) workshop are to

a) establish a common understanding on the conceptual framework of advocacy and its strategising processes;
b) share contextual experiences in advocacy strategies and initiatives from different parts of the Hindu Kush-Himalayas;
c) analyse different tools and techniques used by various organisations for advocating on behalf of the marginalised to claim their basic human rights;
d) contribute to establishing a common pool of resources through networking and alliance building to undertake advocacy initiatives for contextual issues; and
e) develop future strategies to implement capacity building programmes in advocacy concepts and tools for community-based organisations in the region.

In other workshops/training programmes, a different set of goal and objectives may have to be set. This manual models how to articulate such a goal and objectives but facilitators should be clear that the goal and objectives written here may not be appropriate for all workshops/training programmes. Preparing a goal and objectives is essential for the smooth running of any workshop, as it brings clarity to the planning and conduct of the sessions. In this workshop more time is spent on creating understanding than on skill building.

RM 1.3 Training of Trainers Workshop in Advocacy (Timetable)

Day 1

Time	Contents	Person Responsible
08:30-10:30	**1. Registration, Opening, and Introduction**	
10.30-10:45	Tea Break	
10:45-12:45	**2. Context of Training**	
12:45-13:45	Lunch Break	
13:45-15:15	**3. The Paradigm Shift in Development**	
15:15-15:30	Tea Break	
15:30-17:00	**4. Social Structure and Balance of Power**	
Day 2		
08:30-10:30	**Day Review** **5. Advocacy – Meaning and Purpose**	
10.30-10:45	Tea Break	
10:45-12:45	**6. Relationship between Advocacy and Good Governance**	
12:45-13:45	Lunch Break	
13:45-15:15	**7. Steps in Advocacy – Identification and Analysis of Issues**	
15:15-16:0	Tea Break	
16:00-17:00	**8. Open Session**	
Day 3		
08:30-10:30	**Day Review** **9. Selection of Policy Issue, Vision, and Goal**	
10:30-10:45	Tea Break	
10:45-12:15	**10. Selection of Target Audiences, Allies, and Opponents**	
12:15-13:15	Lunch Break	
13:15-14:45	**11. Alliance Building and Networking**	
14:45-15:00	Tea Break	
15:00-16:00	**12. Media Advocacy**	
Day 4		
08:30-10:00	**Day Review** **13. Finalising Advocacy Strategies**	
10:00-10:15	Tea Break	
10:15-11:45	**14. Activities, Timeframe, and Budget**	
11:45-12:45	Lunch Break	
12:45-14:15	**15. Monitoring and Evaluation**	
14:15-14:30	Tea Break	
14:30-16:00	**16. Negotiation Strategies**	
Day 5		
08:30-10:30	**Day Review** **17. Contemporary Tools for Advocacy Initiatives**	
10:30-10:45	Tea Break	
10:45-12:15	**18. Some Techniques for Advocacy Initiatives**	
12:15-13:15	Lunch Break	
13:15-16:15	**19. Back Home Plan – Action Plan**	
16:15-16:30	Tea Break	
16:30 +	**20. Evaluation and Closing**	

Note:

This is a tentative time-table for a five-day TOT. The time required for a session depends upon the number of participants and the methods that facilitators use for different sessions. Therefore, it is recommended that in each training course a separate timetable should be prepared based on this example.

If you are organising a training of less than five days, you need to prepare the timetable accordingly. The selection of topics and the time allocated depend upon your needs.

Participants in the Training of Trainers in Advocacy organised at Abbottabad, Pakistan

Session 2
Context of Training

Time: 2 hours

Overall Objective of Session

To become familiar with the context of this workshop

Specific Objectives of Session

- Explain the context of capacity building in advocacy
- Explain the goal, objectives, and implementation modality of the {Workshop Context} activity
- The need for such training of trainers (ToT) workshops in the HKH area
- {Workshop Context's} expectations from this training
- Analyse the participants' working contexts

Activities		Time (minutes)	
Activity 2.1	Presentation of the training context	15	(15)
Activity 2.2	Explain goal, objectives, and modality	20	(35)
Activity 2.3	Discussion the need for capacity building in advocacy	15	(50)
Activity 2.4	Inform participants about and discussion of {Workshop Context's} expectations	10	(60)
Activity 2.5	Context analysis	60	(120)

Advance Preparation

- **Participants must know the context in which the training is being organised. The contexts of the different users of this manual may not all be the same. Therefore, a full briefing on the context of the particular workshop being conducted is necessary.**
- **As a facilitator you should put aside a few minutes in the break following the previous session to look at the participants' expectations. In this session it is the organisers' turn to share their expectations. Ideally, the expectations of all parties should match as this will foster a productive training environment. The case facilitator must be able to make connections between the previous session and the next one.**
- **Generally, the main organiser of the training workshop should take the responsibility for leading this session. If you are facilitating on behalf of the organising group, be clear about their expectations.**

Every workshop is the outcome of a history that explains why the workshop was organised in the first place. It is good to use this session to brief the participants about this history as it will help them situate themselves within an ongoing effort.

The quality of the training depends upon preparation. Everything must be prepared in a systematic way before the session. Preparation includes slides on LCD; checking the colour and font size of slides and clarity of slide contents; use of pictures, graphics, and other symbols; and so on. Facilitators should prepare at least one back-up method of getting the message across as well as supporting materials. For example, if your LCD does not work and you do not have another back-up prepared, you will have a problem. There is no use in blaming the machine. This will be your inefficiency. If you are planning to present most of the contents on LCD, you also need to prepare the same things on OHP slides or newsprint paper. A back-up prepared on a flip chart is always safe and workable in all situations.

Suggestions for Facilitators Session 2

Activity 2.1 Presentation of the Context

Time: 15 minutes

Start the session by helping the participants see the importance of 'knowing the context'. This can be done using a riddle (see first example below), or a poem (see second example below), a simple drawing on the board (see the third example below), or in other ways that must be chosen depending on their being understood by the workshop participants.

- **Example 1:** Ask participants whether ten minutes is a lot of time. It is, if you come ten minutes late to catch a train/plane. Then ask whether one second is a lot of time. It is, for someone running the 100 metres race in the Olympics. In both these examples, the context makes the difference.
- **Example 2:** Alternatively use the famous English poem stating, "for the sake of a nail, the kingdom was lost". Without knowing the context it is inconceivable that a kingdom could be lost for one nail.
- **Example 3:** Draw a star on the whiteboard. What is it? Just a star. Now draw a crescent moon just below it, and then put both in a rectangle. Now the star, when seen in the context of the two new items you have drawn, is more than a star, it represents the nation of Pakistan as that country's flag. Thus the importance of context.

Next, start the presentation of the context of this particular workshop. As an example the context for the regional, national, or local training organised by ICIMOD is shown in the box below.

> **This workshop is being organised based on the vision conceived by the Action Initiative (AI) formulated by ICIMOD. The name of the project is 'Capacity Building of Community-based Organisations in Advocacy Strategies in the Hindu Kush-Himalayas'. Presentation (2.1, i.e., Resource Materials 2.1) can be shared using any means of presentation (i.e., transparency or PowerPoint).**
>
> REPLACE THIS WITH TEXT APPROPRIATE FOR THE TRAINING ORGANISATION

After completing this initial presentation, spend some time asking the participants if they have any questions for clarification. Handle the questions quickly without getting into a lengthy discussion/argument, and promise to take up later any questions left at the end of the session.

Activity 2.2 Clarification of Workshop Context

Time: 20 minutes

This activity presents the goals and objectives of the relevant project in your particular context. While a PowerPoint presentation, an OHP, or a flip chart can be used, remember that merely 'reading out' what is written on these visual aids will not be very helpful from a training point of view, since the learning material tends to remain at the 'head' level and will not be really grasped or internalised by the participants. Therefore, the facilitator must always make sure to intersperse any reading with comments, discussion points, anecdotes, etc. to make it come alive. However, make sure that this presentation is made continuously and finished expeditiously in order to fit within the time allocated.

If there is no time pressure, time can be given to raising questions for clarification. However, there is no real reason to get into a debate.

Activity 2.3 Need for Capacity Building in Advocacy

Time: 15 minutes

- This part of the session could start with questions like,

  "Is capacity building in advocacy really needed in the present context of what is happening to marginalised people in the mountain areas?"

  "Are the contexts identified by ICIMOD valid in the real-life situations of the mountain people with whom they work?"

Relate all discussions to the previous presentations. Some participants may suggest that advocacy is not a priority need of the people in mountain areas. Explore the reasoning behind such views rather than trying to be defensive. The discussion will inevitably lead to the question, 'What is advocacy, after all?' This should be the focal point of your discussion, as it will prepare the ground for the future session on clarifying the concepts of advocacy. You have to remember that the main intention of this session is to heighten the participants' curiosity about advocacy. You can conclude this part by indicating that more clarity will be offered in subsequent sessions.

You could of course end this part of the discussion by leading the participants to realise that community needs are connected with policy issues, and to ask themselves whether any sustainable social transformation is possible if development interventions do not touch the policy issues.

Activity 2.4 Workshop Context Expectations

Time: 10 minutes

You can start this part of the session with a PowerPoint presentation as mentioned in RM 2.2 in the case of this training. For other training in different contexts, see the suggestion given in the box below.

- After the presentation of listed expectations, you can generate discussion by asking, for example, "Are these expectations realistic or not? What do you think?"

> **The expectations of your organisation from this training may be different. You can adapt some tips from this manual but you have to prepare your own list of expectations to present in this session.**

- Some of the participants may make various remarks. You should not answer any remarks made in this session. Just listen carefully and appreciate them all. If someone wants your views, ask them to listen to their friend first. Let the discussion continue to the time limit.

- Conclude this part of the session by showing that the expectations of the organiser, the expectations of participants, and the objectives of the training programme correlate. You can give some examples from past presentations. Invite the participants to see how these expectations match in the coming sessions.

Additional Suggestion

In all training sessions, participants become excited at the beginning and ask different questions. They like to relate everything to their own context. This is quite natural. However, it is the facilitators' role to guide participants onto the right track as visualised in the training package. You may have some difficult participants in each group. Such people often think that their opinions are absolutely right. These are challenging situations for facilitators. Be prepared and equipped with the necessary tools to deal with these situations. There are different ideas about how to deal with difficult participants. You will find tips in literature on training. This is important not only for advocacy training but also for all training sessions and workshops. It is recommended that such advice be discovered and that trainers become familiar with how to use such tips in the appropriate situations.

Activity 2.5 Context Analysis

Time: 1 hour

Indicate that the above activities have set the overall context of the training. Now the working contexts of the participants need to be reviewed. This can be done in country- or region-specific groups, as shown below.

- Divide participants into several small groups of 5/6 persons. This group division should be made based on the country/state or geographical locations from where the participants have come.
- Ask them to identify the inputs that have been provided for social transformation so far. It is not necessary to review the inputs of only their own organisation. They can take a broader approach and review all inputs given by various stakeholders in their area.
- Identify the achievements made so far, asking, "What achievements have we had from these inputs?"
- Participants can be encouraged to see the inputs as the roots of a tree and the achievements as the fruit. For example, if we have water and manure as inputs, we will get good fruit later on. This principle can be applied to development as well.
- Ask them to prepare a presentation in a 'tree format' showing inputs as the roots and achievements as the fruit on the tree.
- Give 40 minutes for small group work, including preparation for presentations.
- This amount of briefing may not be enough for some participants. Facilitators should go to the small groups and help them present their findings in the tree format.
- After all the presentations, open the floor for plenary discussion for as long as possible. The discussion should be for sharing individual views but not for debate. If you allow too many questions and answers, you will be trapped in a never-ending debate.
- Finally, close this session with remarks like, "Many development agencies, including governments, have been providing innumerable inputs for a long time. However, poverty, deprivation, and marginalisation still exist. Therefore, the development approach must be viewed critically in the coming days/ generations."

Resource Materials for Session 2

RM 2.1 Workshop Context

- Explain {Workshop Context's} role in the last few years in having conceptualised, nurtured, and assisted in the creation of CBO and NGO alliances in the Hindu Kush-Himalayas {or other appropriate activities}.
- Discuss the emergence of CBOs and their networks in the mountain areas as potentially powerful institutional mechanisms for mountain development and for advocating the rights of mountain communities.
- Review the tremendous response from individuals who have demonstrated their commitment to build and strengthen CBO alliances and networks in the region to articulate the concerns of mountain farmers and women at the grass roots and to empower them to work against the injustices they face.
- Point out that a relative absence of understanding and clarity in advocacy concepts and tools persists among all actors (NGOs, CBOs, and GOs) in the region.
- Endorse the belief that effective advocacy can make a contribution to assisting disadvantaged groups gain more control over their own lives.
- Finally, emphasise that this workshop was the outcome of an independent needs assessment, which endorsed the need and demand for capacity building in advocacy strategies for these actors, and constitutes the thrust of this Action Initiative.

RM 2.2 Expectations from this Workshop

{Workshop Context} expects that the following conditions would be achieved as a result of this workshop. The following example relates to ICIMOD, replace as appropriate:

- conceptual sharing on various aspects of advocacy taking place at the regional level;
- practices/techniques, case studies, and experiences of advocacy in different countries being shared at the regional level;
- a feeling of commonality and alliance building for advocacy efforts and exchange of expertise;
- a resource pool on advocacy matters emerging in these mountain areas;
- sharing of reference materials, examples, and experiences from different countries to further equip potential trainers of the region; and
- inter-linked strategic thinking about advocacy for mountain people spreading through the participating CBOs to all the four countries involved.

Session 3
The Paradigm Shift in Development

Time: 1 hr 30 minutes

Overall Objective of Session

To review the paradigm shifts in development approaches

Specific Objectives of Session

- Review the advantages and weaknesses of the welfare approach
- Assess the achievements of the reform approach and its limitations
- Explain the needs of a rights-based approach and its connection to advocacy
- Give some reasons for the emergence of the concept of social inclusion.

	Activities	Time (minutes)	
Activity 3.1	Brief review of development approaches	15	(15)
Activity 3.2	Development vision under different approaches	20	(35)
Activity 3.3	Comparative analysis of different approaches	15	(50)
Activity 3.4	Comparison between rights- and needs-based approaches	40	(90)

Advance Preparation

- **The diagram of the paradigm shift prepared for this session is a generic one. It does not represent the situation of any one country.**
- **Remember this is a conceptual session. Participants may raise different questions for clarification. You should be fully prepared to deal with those questions regarding the development paradigm.**
- **Do not think you must personally answer all questions. You can encourage participants to be a part of this exploratory session by asking for their perceptions and understanding. It is also not necessary that everyone agree on all issues/aspects in this session.**
- **All presentations, either in PowerPoint or using the OHP, must be prepared before the session. You should have back-up methods and materials also prepared in case one method fails for technical reasons. For example, if the electricity fails, you cannot make a PowerPoint or an OHP presentation.**

Suggestions for Facilitators Session 3

Activity 3.1 Brief Review of Development Approaches

Time: 15 minutes

It might be helpful to prepare the participants by indicating at the outset that the session is going to be a very conceptual one about development approaches. This is especially necessary if the participants are field-based personnel who are more interested in practical ways of doing things and who may get impatient with spending time on conceptual aspects.

- Introduce the concept of the evolution of development approaches using a parallel example from their own lives. Choose an example that is suitable for your group.
- For example, you might ask participants, “How have rural lifestyles changed over the last 20 years in terms of dress, food, and housing?” You can also ask this question differentiating between men’s and women’s clothes. Make three columns on the white board – 20 years ago, 10 years ago, and today, and fill in the responses as below. This is just one of the ways of generating discussion. Facilitators may find other interesting ways.

Parameters	20 years ago	10 years ago	Today (2004)
Dress of men			
Dress of women			
Food eaten at home			
Food eaten outside			
Differences in houses			

- After several points have been noted on the board, ask participants why such changes have occurred. Participants might have different reasons. Appreciate them all and say that all opinions are valid in their own context.
- More importantly, indicate that often these changes are necessary because the situation changes, or our own understanding changes, and that sometimes it is very hard to see why some of these changes have taken place. The same is true with regard to the changes in development approaches.
- Present a brief review of development approaches (RM 3.1). During your presentation, remember to illustrate your review with several practical examples from different countries and communities.
- Let participants express some of their experiences with different approaches, and be careful not to react negatively to their perceptions. At some point you will also need to point out that clarity will come as the session progresses.

Activity 3.2 Development Vision

Time: 20 minutes

- This part of the session continues the discussion initiated with Activity 3.1. The graphic 'Development Approaches from the 1950s to the Present Day' as given under Resource Materials 3.1 can be used as a PowerPoint slide or on an OHP. The graphic can be used as the scaffolding on which this part of the session is built. This involves focusing on different perceptions and activities that guide the different approaches. In all instances it is important to give practical and relevant examples. Clarify that this presentation is a continuation of the previous one.
- The idea of different development approaches can be brought home to participants through their own development work experiences. You could ask questions like, "Have you seen such differences in your own organisation over the years?" You can also give some examples from your own organisation for clarity. You can extend this discussion up to the time limit for this part of the session.

Activity 3.3 Comparative Analyses

Time: 15 minutes

- This section further highlights the need to include a rights-based approach in development work (compare RM 3.3). You need not spend much time on this presentation, but it is important to defuse any inner psychological resistance that might surface when the rights-based approach is introduced. Such resistance is based on the fact that those who are working in the field can sometimes feel that the rights-based approach is just some new jargon being pushed by donor agencies, or that stressing such an approach downgrades all that was done in the past. Tell them openly, this is not the intention of this session.

Activity 3.4 Comparison between 'Rights' and 'Needs'

Time: 40 minutes

- Start this part of the session by clarifying that welfare and reform programmes are carried out to fulfil the immediate needs of marginalised and poor people. In order to explain this, you can use the imaginary examples suggested in relation to natural resource management programmes that are given in 3.5 and 3.6 of the Resource Materials section of this chapter.
- After these presentations, circulate the case study (RM 3.7) in order to initiate a plenary discussion. Give participants 15 minutes to read the case study individually and ask them to assess the situation as indicated by the questions written at the end. After this individual review, initiate a discussion in plenary by considering the same questions given in the case study.
- Then go to the presentation that highlights the key thrusts of a rights-based approach as mentioned in RM 3.8. If time permits, you can open the floor for a short discussion after this presentation. If you are pressed for time, there is no need for a detailed discussion. Any areas of confusion may be cleared up in coming sessions.
- Finally, relate the rights-based approach to development with the concept of advocacy. The main points for your concluding remarks of this session could be as follows, below.

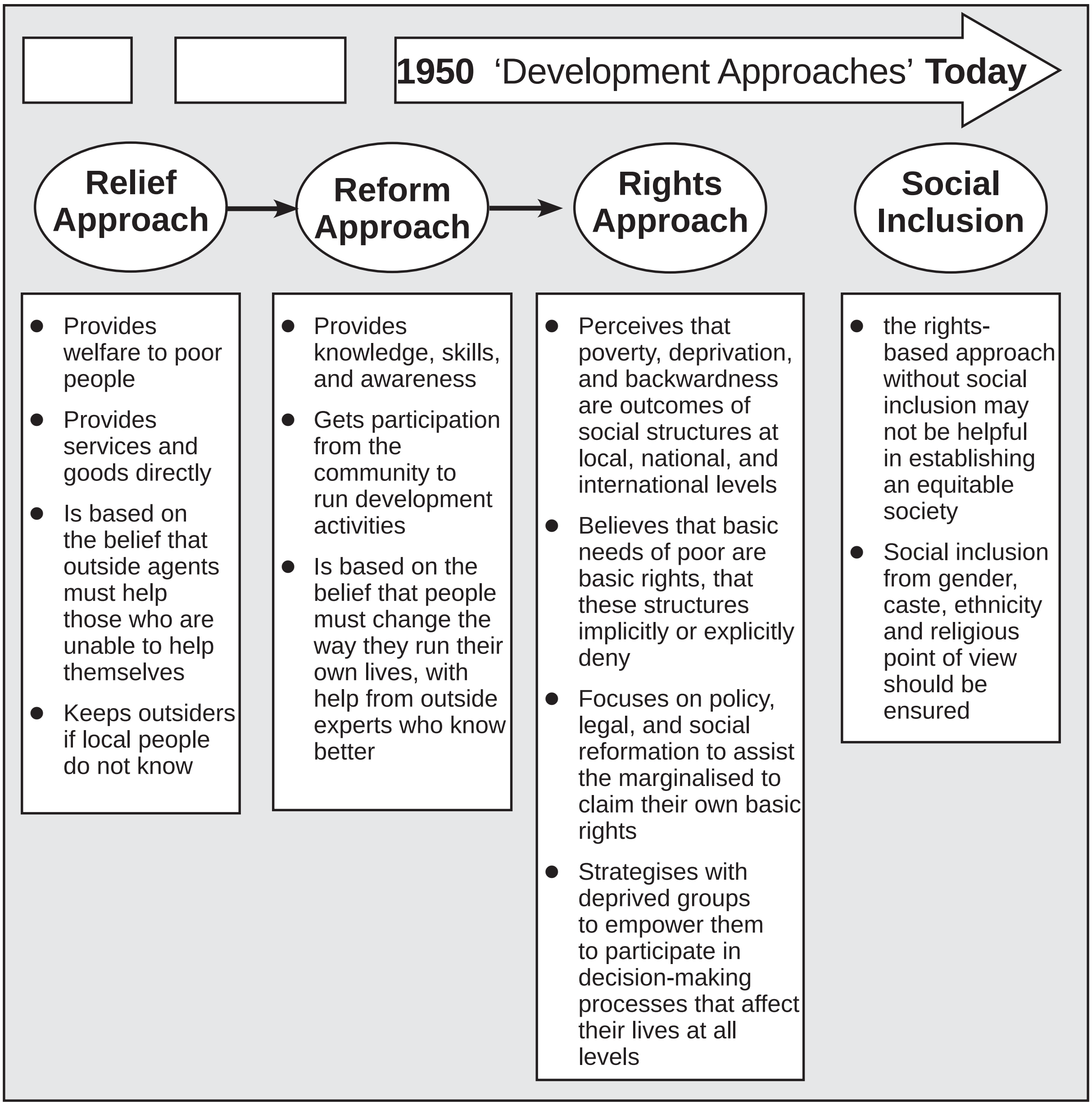
- The rights of many people are the source of power. Power is always related to benefits: more power = more benefits; less power = fewer benefits.
- The power holders of today are not going to give up their benefits easily.
- A strong collective voice and logical arguments are required to regain the people's power, which is all part of an advocacy initiative.

- Becoming familiar with the rights-based approach is one thing participants should do before the advocacy training. However, past experience indicates that people who are not familiar with the rights-based approach also come to advocacy training and get confused in this session. They demand more details about the rights-based approach which is not possible in one training session. So, you have two options: (i) ask those participants to read more about the rights-based approach; and (ii) add some extra presentations on the rights-based approach after this session.
- People in government agencies still get frightened by the term 'rights' in this session. You need to be extra careful if you are giving advocacy training to government staff.
- This training session begins with broad topics. It is natural that participants get confused until the contents go into specific detail about advocacy. So do not worry about confusion in this session. Things will become clearer for participants in the coming sessions.

Resource Materials for Session 3

RM 3.1 A Brief Review of Development Approaches

The following graphic shows the gradual changes in development paradigms over the past half-century. Some use the term 'evolution of development approaches'. The reality is that if development approaches are viewed in a broad sense from the Marshal Plan approach onwards, various changes can be noticed. The main message of this graphic is that we need to look back at the activities that have been carried out in the past in the name of development.



Development approaches from the 1950s to the present day

The above summary is presented here as one example of how to explain the paradigm shifts in development approaches. Other such diagrams can be made. However, the **rights-based approach** must always be included in any model or diagram used. Moreover, analysing a real-life situation or particular context that is familiar to the participants will help to explain the above model (or a similar model). The list of characteristics under each approach can be made more extensive. It can also be emphasised that there is no claim that the rights-based approach is the only valid approach for all situations, and that the other two approaches are worthless. Welfare and reform programmes are still valid and are required in various contexts.

RM 3.2 Comparative Analysis of Development Approaches

The following comparative diagram has been prepared only to clarify the same concept presented by the graphic in RM 3.1. A comparative analysis can be carried out in the same way using different parameters such as cost, area coverage, and population. If you like, you can enlarge this graph for your own use. However, an example of perception and activities will be enough for conceptual clarity.

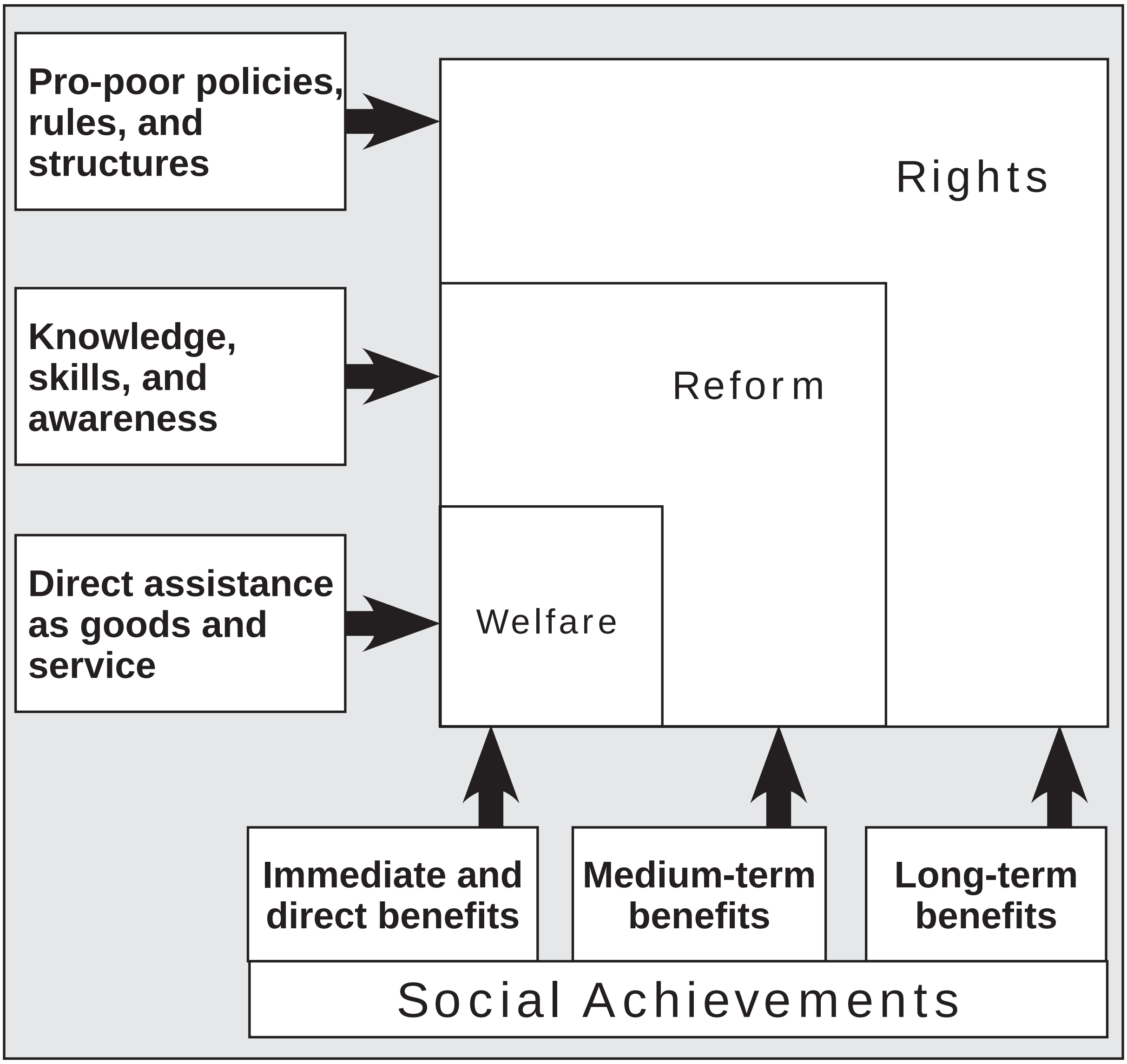
Welfare Approach	Reform Approach	Rights-based Inclusion
Perception: • Poor people! • Human beings, but not as advanced as we are! • Could be due to fate, religion or God	**Perception:** • Poor people do not have awareness or skills - hence they are poor • If opportunities are provided, the poor can bring about improvements	**Perception:** • The poor are poor because others gain by keeping them poor • They can learn to claim their rights and change the social structures that keep them poor
Activities: • Provide physical comforts • Hungry people need food today • Let us help them, support them with material resources, now!	**Activities:** • Welfare distribution is not sustainable • Let us give them skills • Let us work with groups rather than with individuals	**Activities:** • Identify those who have a stake in keeping them poor • Identify the root causes of deprivation • Let us empower them to change those structures

Development approaches from the 1950s to the present day

The main message of the above diagram is to point out how different development agencies perceive the problems and root causes, and the activities that flow from these analyses. We know that people are poor, deprived, and marginalised, but analysis helps us see why. We need to do this analysis continuously in order to make sure we are dealing with the actual root causes rather than the superficial, symptomatic causes. Whatever terms we use, until and unless we dig out the root causes of the problems, we will keep on completing development activities but the dependency status of the poor will not be changed significantly and in a sustainable manner. So, a programmatic shift is the demand of the present development trend, particularly in South Asia.

RM 3.3 The Value of the Rights-based Approach to Development

The same concept as presented in diagram RM 3.1 can be further developed and visualised differently. The following figure highlights an added dimension. The main focus here is that the goals of various development interventions can be enlarged or strengthened if the policy connections of problems are identified and included in the overall planning of all interventions.



Points for further consideration

- The figure displayed above explains the gains and achievements from development interventions based on different approaches.
- Development approaches can be compared to a ladder. When the upper step of the ladder is constructed, there is no question of removing the lower ones. All steps of the same ladder are important, but it helps to reach the distant goal if one climbs up to the top-most step. Therefore stressing the rights-based approach does not imply that welfare and reform programmes are not needed. There should still be interventions based on the welfare and reform approaches, but these interventions must be able to mobilise the community to establish and/or claim their own basic human rights.
- To establish basic human rights, welfare- and reform-oriented development programmes must be linked with structural reform and social transformation in favour of poor and vulnerable groups.
- The ultimate destination of present-day development work has to be related to policy considerations because the root causes of poverty and deprivation are intimately connected with policy issues.

Note

What needs to be stressed is that welfare as well as reform programmes have to be **connected** with the process of attaining basic human rights. This is the important insight we have today in development work. Unless development agencies connect their programmes with policy issues that impact on the human rights of a large section of the population, the type of development they support will not be sustainable from a people-centred point of view, and will always be dependent not only materially, but more importantly, psychologically, on outside agents.

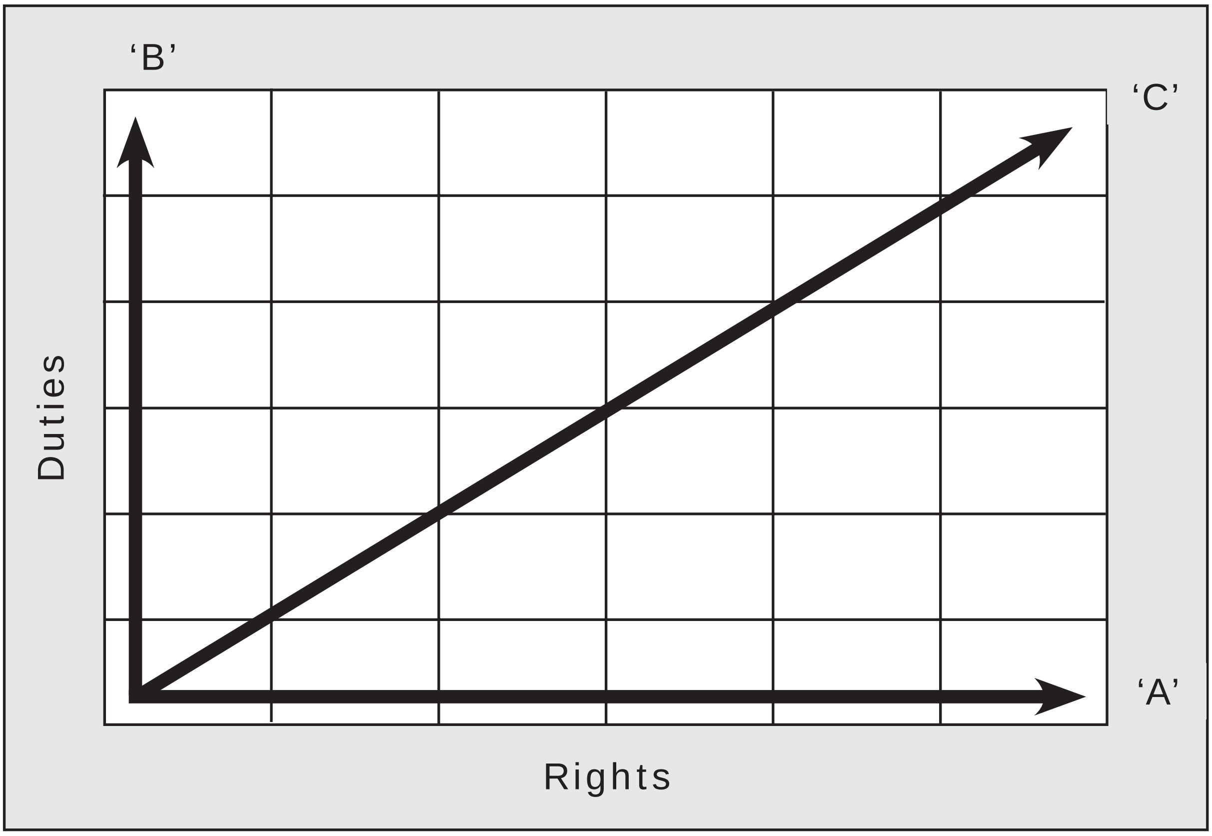
It is also imperative for those of us involved in development work today to discover the connectivity of activities carried out based on different approaches. For example, some agencies are very professional in providing welfare programmes for needy people, and it may not be necessary or suitable for them to eliminate such programmes and follow the rights-based approach, especially if they lack the human resources and competence to carry out such an approach. A similar reality applies to those who are very strong in the reform type of development programmes.

However, whatever the preferred approach, all agencies should create a linkage between their programmes and the basic human rights of the poor and marginalised people living in the mountains. If we cannot establish this kind of connection, we might disregard the root causes of poverty and deprivation, and our support to the poor and marginalised would quite likely end up being instrumental only in minimising the effects of the root causes. Therefore, the intention of this analysis is to bring to the minds of the workshop participants the awareness required to maintain the connection between development activities and human rights issues.

The rights-based approach is not a new programme. No one should be afraid of this approach. The only difference is one of perception. If we look at a photograph of a poor village, we can perceive it differently. If we see the village from a 'needs' perspective, there are many needs. We could spend ten years trying to fulfil all of those needs. If we perceive the same village from a rights-based perspective, we see the same thing differently. We may be talking about changing some policies in addition to fulfilling the village's immediate needs.

RM 3.4 Rights and Duties

The idea behind this graph is to emphasise that rights and duties should come together if the situation of the poor and marginalised is to truly improve. While advocacy can be used to claim rights, the overall desired change will not come about if the same people do not take responsibility for fulfilling their own duties. When the claiming of rights and the fulfilling of duties are balanced, communities will experience progress, as depicted by 'C' in the graph below.



In the case of this graph

A = Condition that rights are fully claimed

B = Condition that duties are fully fulfilled

C = This is a condition of balance between rights and duties that gives optimum benefits to the people affected

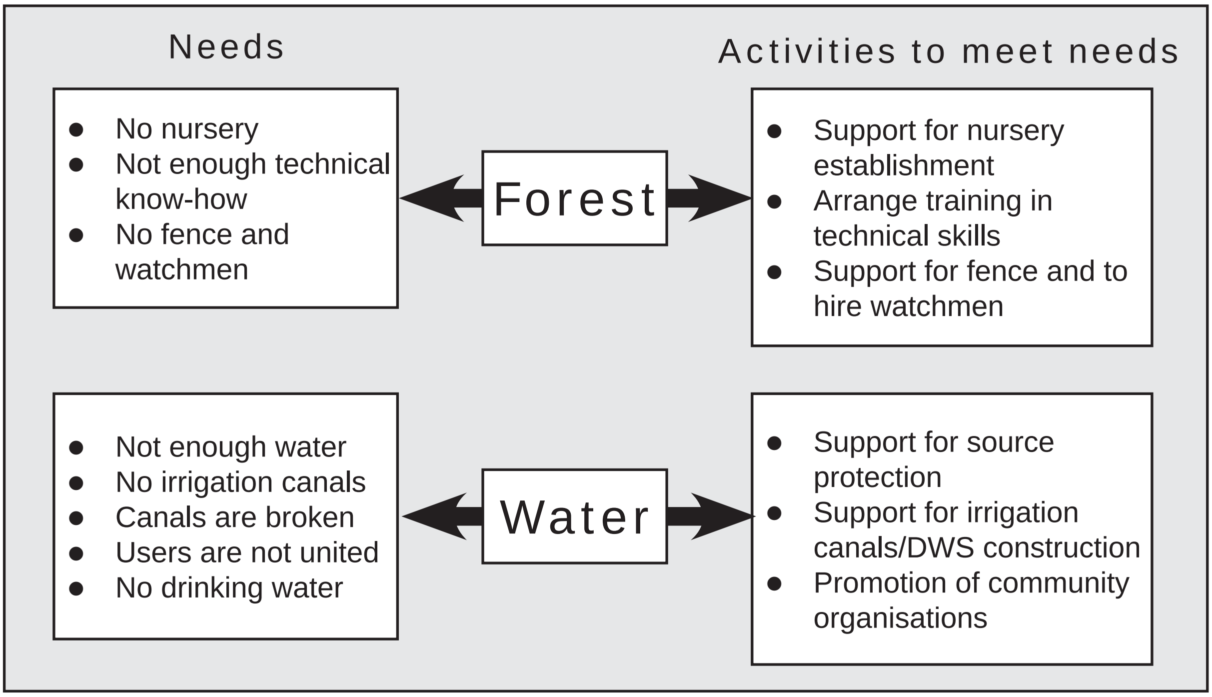
People are generally very happy to claim their rights but ignore their duties very easily. The easiest excuse is, "We are poor, we are uneducated, and therefore we do not know." This will not lead to the attaining of rights in a sustainable manner. If someone wants to claim his or her rights, the person has to be fully aware of the corresponding duties that must be fulfilled individually and collectively as a community.

Certain duties are also applicable at the organisational level. For example, being transparent, maintaining justice within the organisation involved, etc. are some of the duties that an organisation must fulfil. If organisations ignore their duties and claim only their rights, their credibility will suffer and their effectiveness will decrease.

RM 3.5 Examples of Needs-based Development

The following are imaginary examples based on a general paradigm of needs-based development, the first for a reforestation project and the second for a water supply. These examples may not be true and relevant in all contexts, however, they are useful for conceptual clarity.

A needs-based approach would see the following kind of activities.



This is the conventional style of community development. Many development agencies still follow this approach. This approach is not wrong. It is still important and necessary for those who are poor and marginalised. But is it enough? We need to ask this question of ourselves.

We can support communities to create capital at the local level through income generation projects, but how many people can we help in this way? How much more powerful or effective would our intervention be if we could somehow convince or pressure the government and/ or social structure to see employment as a right of all the people, and then work towards making sure that this right is implemented and claimed? If we have clearly thought about issues in this way, we are moving in the right direction. However, if we lack clarity on the necessary linkage with rights, our efforts may be problematic from the point of view of sustainability.

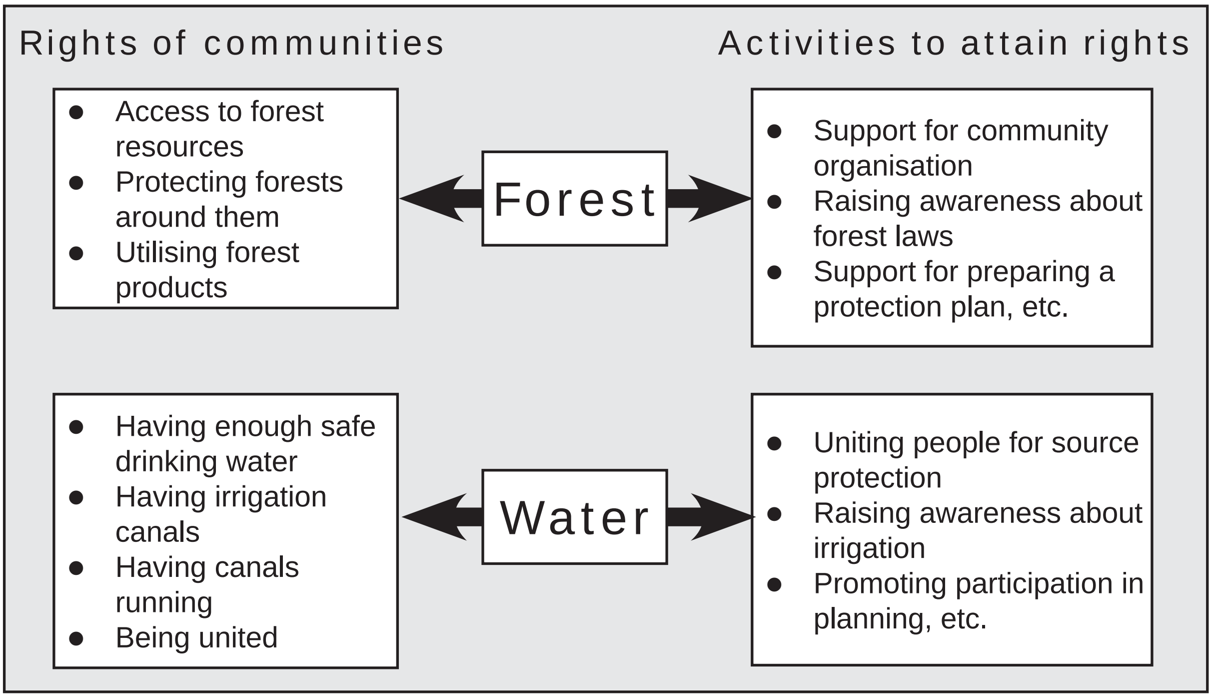
RM 3.6 Examples of Rights-based Development

The three earlier issues are now examined from the perspective of a rights-based approach to development. These examples will be useful in showing the differences in perception and activities inherent to these two approaches.

While looking at this set of activities, it is apparent that this approach does not give immediate relief to the people. This is the limitation of the rights-based approach. However it does attack the root causes of poverty and deprivation. As a result, when activities carried out under this approach are successful, the benefits to the community will be long-lasting.

For example, if we can increase awareness about how to raise community capital, the community can continue raising capital at the local level. As a result, their dependence on outside support will decrease dramatically until they are fully independent. In addition, formulating rules and structures in favour of local capital formation could be even more sustainable.

The following figure shows a rights-based approach to the previous imaginary examples.



RM 3.7 A Case Study from Darjeeling, India

It is not always the case that people living close to an economically strong town or city receive physical, economic, and social support that improves their lives dramatically. Many villages near such towns or cities experience an acute level of poverty, deprivation, and social exclusion. This case study refers to one such village located near Darjeeling in India.

A reputed national NGO worked in this village for approximately nine months (July 2003 to February 2004). The village is located in the valley of the Darjeeling hills and is surrounded by thick forest. One side of the forest is part of a national reserve forest and another side is

a national forest protected by the Department of Forests, West Bengal.
The village includes around 80 households, all of whom had relocated there about 20 years ago. When they were relocated to this place, the forest department gave each household a piece of land for cultivation and some support for the construction of a wooden house. However, it was one-time support, and the land was not registered in the people's names as their private property. Therefore these people are legally landless. The main occupation of most of the villagers was the collection of firewood (legally or illegally) from the forest, for sale in the nearby market.

When the NGO started its work, it found it very difficult to get people to come together even for small activities. The village youth were almost out of control. At the beginning of their intervention, the NGO used participatory rural appraisal methods to try to understand the villagers' real problems. The villagers came up with a long 'shopping list' of problems: lack of alternative income sources, lack of awareness, lack of opportunities, etc. After this initial assessment, the NGO supported the establishment of a poultry farm (on a small scale). The farm is now under the common ownership of five households. Similarly the NGO supported the establishment of a pig farm – again jointly owned by a couple of households. Furthermore, the NGO provided some funding for farm construction, 5/6 piglets, and training to some village youths in pig farming. Apart from these activities, the NGO has involved a number of villagers in different skill development and awareness building sessions. Today, a full-time field worker is based in this village so the villagers can get advice on a day-to-day basis.

Questions for discussion

- What are the rights issues that you can identify in this village?
- What is the kind of development approach that the NGO is following in this village?
- Explore whether these interventions are geared to supporting the villagers in claiming any of their basic human rights. Explain your reasoning.
- What suggestions would you like to give to this NGO to further promote the rights of these poor people?
- Do you see any issue in this village that could lend itself to advocacy initiatives?

RM 3.8 Thrust of a Rights-based Approach

A rights-based approach to development is a conceptual framework for the process of human development based on an international standard. The main elements of this approach are linkages to rights, accountability, empowerment, participation, and non-discrimination (see <www.unhchr.ch> for details). Based on these elements, many points can be drawn out for conceptual clarity.

A rights-based approach holds the following beliefs

- People are made poor and marginalised by societal factors. These could be on the surface or could be invisibly rooted below the ground.
- The basic needs of communities have to be established as their basic human rights. This is the primary job of community-based organisations.
- Ordinary people who are suffering from different problems are the prime source of power to change their destiny. Collective action is the most important instrument to help them claim their own inherent power.

- Communities themselves can find better ways of organising their lives. Outside support should be used to evoke their suppressed capacity.
- If something is good for their livelihood, the community will do it regardless of outside support. For example, if there are oranges in the garden, people will not wait to learn how to eat. They will start eating anyway.
- Development must be geared towards the marginalised claiming their rights, but it does not mean that there is no need to work towards immediate help to fulfil basic needs.
- "Human beings are the centre of concern for sustainable development. They are entitled to a healthy and productive life in harmony with nature" (Principle 1 of the Rio Declaration).
- The Human Rights Council of Australia has given extensive thought to the relationship between human rights and development, and particularly to the work of inter-governmental aid agencies. The main idea is that, "...human rights and development are not distinct or separate spheres and, therefore, the question is not how to identify points of actual or potential intersection but to accept that development should be seen as a subset of human rights. The realisation of the importance of economic and social rights in the development process, and the tendency of governments to ignore steps to their full realisation, have led us to look closely at the precise actions needed to realise these rights. An essential aspect of the Right to Development is its emphasis on the centrality of the human person as a subject of the development process."

RM 3.9 Basis on Which to Claim Rights

"You are being considered for a job at a particular company. After a number of interviews you have now been selected and you have been invited to a meeting with the Managing Director (MD) to finalise your remuneration package. While discussing this matter the MD informs you that there are two systems of remuneration possible in this organisation. The systems are (a) either you could choose to have a fixed salary every month of _______ (choose an amount that is not excessive and yet not too low for a mid-level staff member), or (b) you could choose to leave the amount of remuneration every month to your MD's discretion.[3]

"In the latter case you would (on the last day of the month) submit a statement of your requirements for the next month, and after studying the requirements of all those who have chosen this method, the MD will divide the total fixed amount kept aside for salaries according to the MD's judgement of the requirements of the different people who have joined this scheme of remuneration. This means that in one month you could get a huge amount (say 50,000) and yet in the next month you could get 1000 – all this based on your own stated requirements balanced against the requirements of others, since the total amount allocated to salary would remain constant."

Having shared this scenario with the participants, you as the facilitator will now ask each participant to choose which scheme of remuneration they would prefer to accept. In most cases there will be a division among the participants, with some opting for the first scheme, and some for the second. As facilitator you then ask some of those who have chosen the first scheme to explain **why** they opted for that scheme. Do the same with some of those who opted for the second scheme. After listening to their answers and letting the two groups challenge or question each other, you could point out (if none of the participants have already done so), the following.

[3] Josantony Joseph contributed to the preparation of Sections 3.9 to 3.11.

a) Irrespective of which scheme was better and which was worse, the basic difference between the two kinds of remuneration packages is that in the former, you get your salary **as a right** which can be enforced (as it is part of the contract), while in the second scheme one's remuneration is allocated based on what 'somebody up there' decides are your legitimate needs **in the context of others' needs**. There will be some who will point out that even in the first scheme the salary is being decided by the MD. However, you could point out that even if that is the case in the beginning, once it has been decided then the MD has no right to change it unilaterally; if the MD does not give that salary then the employee can claim it as a right which is enforceable in court.

b) Secondly, and this is a crucial difference, the basic difference in the two schemes is also in the power relationship between the MD and the employees.

The above two points can be discussed further in the group for a brief time, to lead to a point that clarifies that in this example one sees the difference between a **rights-based approach** and a **needs-based approach**.

RM 3.10 Contrast between the Rights-based Approach and the Needs-based Approach

You, as the resource person, can use the plenary discussion to explore with the participants the differences they can identify or name between these two approaches. You could have a slide with the following points already prepared and use it to summarise at the end, remembering to add any further points that the participants may contribute.

Needs-based Approach	Rights-based Approach
Non-justiciable (cannot be claimed legally)	Justiciable (can be claimed legally)
Gives more immediate help/support to immediately felt needs	Requires 'staying power' as the benefits take time to be realised
Eventually non-sustainable	Eventually sustainable
Fulfilled based on the goodness of various 'outsiders' (e.g. state, NGOs, philanthropic groups etc.)	Responsibility of state and civil society to ensure
Allows the 'outsider' to select the beneficiaries	Non-discriminatory, except positive discrimination
The beneficiaries remain dependent on the outsiders	The marginalised are empowered to claim their own rights
Attacks the outward effects, and is a symptomatic approach	Attacks the root causes
Can more easily get funding for such activities from donors	Getting funds is more difficult, as the donor may get into trouble with licensing/state authorities
State is willing to look more kindly at such efforts as it is a supplement to what the state ought to be taking responsibility for	State is unlikely to support such efforts as it could create 'problems' (law and order issues, upheavals in society)
Less risk for the implementers, and generally non-confrontational	Extremely risky, and often could (though not always) lead to confrontation and violence

Once these two approaches are clarified in this way (or through some other such interactive way) one could then revert back to the other slides (data) prepared and presented in the Resource Materials for the third session. In addition, the next section RM 3.11 could be taken up at the end of the session if time permits or depending on the needs of the participants.

RM 3.11 Some Concerns about the Rights-based Approach

It may be fruitful to have a discussion on some of the ways in which the the rights-based approach can be subtly undermined. The following points could help to initiate this discussion.

Co-opting the jargon: Oppressive agencies often co-opt the language used by rights-based activists, so that the meaning is changed (as in George Orwell's book, '1984'). Thus 'good governance' is a term adopted from rights-based vocabulary which is gradually being given the meaning of a governance system in which everything runs well (i.e., an efficient governance system, which of course implies that it is run by the 'elite' who know better) rather than its rights-based meaning, which is people governing/choosing for themselves the use of their own common resources etc. (which of course is more messy, but gives power to the people).

Deflecting the focus (by focusing on language rather than on the reality behind the language): Sometimes rights activists are sucked into discussing the rights language of documents so that a huge amount of energy is spent on negotiating the right terminology of drafts/documents, while the change in the mind-set that is necessary to actually create a rights-based administrative/bureaucratic/political system is ignored or sidelined. While documents are necessary, they ought not to be focused upon at the expense of simultaneously working on the reality that needs to inform them.

Formal but not real acceptance: This involves committing to a rights-based approach, but quietly refusing to work out the practical steps to implement such a commitment. Thus a country like India will sign almost all the different **rights** conventions, but will not sign many of the optional protocols that specify **how** these conventions can and must be implemented.

Progressive realisation: Another way in which the rights-based approach is undermined is by the 'reasonable' argument that since all rights cannot be attained in one attempt, the progressive realisation of these rights is necessary. Inevitably this means that the first rights that are to be attained are those that are most beneficial to those in power, and hopefully, progressively the rights of those who do not have power in the current system will be achieved. Thus there will be a stress on initially working for the right to choice/freedom, the right to private property and profit, and the rights of consumers to get value for money. All these rights, while important, are precisely the rights which suit those who have money and power to choose, who have private property and are able to make profits, and finally those who have the money and resources to be consumers. On the other hand, basic human rights like the right to food, education, health, shelter, and employment are considered as rights which can only be progressively realised… later.

Another argument which is used in this progressive realisation is that the nation's budgetary constraints do not allow for the latter kinds of rights. This argument has been shown to be false by those who are working on the budget analysis of the governments, because a budget is always adapted to the real (not rhetorical) priorities of a government. It isn't that there is no money for basic priorities such as primary education, but that the government decides to spend more on subsidising the education of those who go for higher education, or on defence, etc. So the issue is not lack of money, but that the government has decided that the money should be spent on things other than the basic rights of ordinary people.

Stressing the outside but not the inside: Another way in which a rights-based approach is undermined is when those working for this approach undermine it themselves. This happens when the activist or organisation or group working for such a rights-based approach works towards this goal only with reference to the situation 'out there' and does not apply the same principles to the situation 'in here'. Thus, many international NGOs use rights-based language in their work outside the organisation, but do not apply the same principles within the organisation (for example, paying expatriates huge salaries compared to local people who are equally or even more competent and responsible). Similarly we have people (usually males) pushing for gender rights outside their own homes, but who do not apply the same principles to their own family situations.

So the application of the rights-based approach in practical life is necessary rather than making it just one more piece of jargon.

Interaction with women groups at Pipaldanda, Palpa – users of the Women and Energy project

Session 4
Social Structure and Balance of Power

Time: 1 hr 30 minutes

Overall Objective of Session

To review the existing social structure and analyse it from the viewpoint of the power balance among different institutions in local areas where participants work.

Specific Objectives of Session

- Understand the importance of power analysis in development work
- Identify the influential institutions that exist in the mountain areas of the HKH countries
- Examine the power balance in mountain societies
- Identify the weaker sections of these societies that need strengthening

Activities		Time (minutes)	
Activity 4.1	Understanding the importance of power analysis	20	(20)
Activity 4.2	Identifying the main power bases in societal structures	25	(45)
Activity 4.3	Context analysis – small group work	45	(90)

Advance Preparation

- **All presentation materials are given in the section under Resource Materials for this session. A thorough knowledge of the materials given here, plus further supplementary reading is crucial if the facilitator/resource person is to handle the various questions likely to arise from the participants during this session.**
- **The facilitators need to have some real examples of the field in relation to different institutions and their achievements in the name of development. Some field-based concrete data/statistics are even more important.**
- **It is likely that discussions in this session will become hot and controversial. The facilitators should be prepared to deal with this and be competent enough to guide the discussion in a constructive, rather than a destructive direction, so that participants come out more reflective rather than remaining further entrenched in their own individual viewpoints.**
- **However, it is not necessary that the facilitator must have the answers to all the participants' queries. You can share your views without insisting that they be acceptable to all. The main goal is to start a reflective process in all the members of the workshop – and even to show that you too are open to further reflection. This will enable participants to be more open themselves.**

Suggestions for Facilitators Session 4

Activity 4.1 Importance of Power Analysis

Time: 20 minutes

Since the previous session introduced the concept of rights and briefly indicated the role of empowerment to claim rights, rather than just satisfying the needs of the marginalised and poor, it is clear that analysing the power held by various societal institutions is crucial in the rights-based approach to development. Inevitably then, in approaching development from a rights-based angle, one needs to carry out a power analysis. However, despite accepting this in theory, in actual fact most development workers who enter a deprived area or who are working with deprived or marginalised people tend to focus on how best to fulfil the needs of the people urgently, and do not spend the time and resources to actually carry out a power analysis of the situation. Such development workers would say that once the people have their needs fulfilled, they are empowered to claim their rights. This is nothing else than a disguised form of a needs-based approach. As the earlier session tried to point out, people could have their needs fulfilled because of the help of benevolent outsiders, and yet not feel empowered to claim the fulfilment of their needs as rights – rights that they can legally claim from the state and civil society. Hence this activity is meant to bring home to the participants the importance of such a power analysis, and the importance of not becoming fixated only on people's needs.[4]

- Participants are divided into four groups. Each group is given two large sheets of paper (A4 size or bigger), one of which has a very large letter 'X' written on it with a dark marker pen. On the other paper the letter 'Y' is written. You may choose to select any other two symbols that suit your participants. Thus each group has two sheets of paper, one with an X and one with a Y written on it (or two other appropriate symbols).
- The participants are told that the aim of the game is to improve their economic situation, and the way to earn money is to selectively put up an X or a Y when the signal is given by the facilitator. The rules for earning money are explained below.
  - Any group that puts up an X or a Y after seeing what the other groups have put up will be penalised 100 currency points (whichever currency is suitable for that particular group of participants).
  - Any group that puts up both X and Y will be penalised 200 currency points. The facilitator may also penalise any group 100 currency points for any other behaviour that the facilitator considers to be a violation of the spirit/rules of the game. However, only in this case if such a ruling is seen to be too arbitrary, the penalised group may appeal to the other three groups, and their joint decision is final on whether this particular penalty is to be levied or not.
  - Since there are four groups, there are five different permutations/combinations possible (see table below). In other words, for example, three groups may put up a Y, and one group may put up an X. Or two groups may put up Ys and two groups may put up Xs. These options are given below and the score that each group will win or lose depending on what the other groups have put up is indicated below.

[4] This activity is an adaptation by Josantony Joseph of a well-known game. The original intention of the game was purely to show the importance of teamwork. However, Joseph has adapted it to show the importance of power analysis in any development intervention.

Possible combinations	Each group putting up an X wins / loses	Each group putting up Y wins / loses
IF all four groups put up Xs	–100	
IF three groups put up Xs and one group puts up a Y	+100	–300
IF two groups put up X and two groups put up Y	+100	–100
IF one group puts up an X and three groups put up Y	+ 300	–100
IF all four groups put up Y		+100

- After the rules have been properly explained, the game begins. Sometimes participants want a trial round. This can be allowed. Once the real game starts, however, the facilitator must be very strict and ensure that penalties for late display of the group's X or Y, or groups putting up both X and Y, and other such behaviour is immediately marked on the group's score chart. The score or money gained or lost by each group is continuously updated on the white/black board where everybody can see it.
- After a few rounds have been played (a round consists of the facilitator counting to 3 and asking the groups at the count of 3 to put up an X or a Y), and the scores displayed on the board, choose one participant from each group and ask the four of them to see whether they can come to any common strategy. When these four leave the room, the facilitator tells the other participants that they need not follow the advice of their representative who has left the room as their aim is to make as much money as possible.
- Have just two rounds after the representatives come back. Make sure to stop the game before all the groups begin to cooperate with each other by all of them putting up Ys.
- Total the scores for each group. Congratulate those who have won. Now lead the group in a reflection on the game.
- Draw out the following lessons from the game.
  - You will notice that while one group may have gained and another lost, the winning or losing is always at the expense of each other, never at the expense of the one who is running the game. If, however the groups had got together, then the one who was running the game would have lost money to make good gains made by all groups. Furthermore the rules of the game which penalised people for putting up their X or Y late or putting up both X and Y were also in favour of the one running the game, because any loss on these counts would be gains for the one running the game.
  - Thus the rules of the game, though apparently very just (who could fault them?) were subtly biased to make sure that the one who has the most power, i.e., the one running the game, would almost always win. Connect this with societal and international rules (e.g. the WTO) where the rules seem just, but always are in favour of those who have power.
  - Furthermore, although all were free to join each other and defeat the one who was running the game, the one who had power made sure that the 'poor' competed with each other. As a result if they did gain, it was always at the expense of each other, never at the expense of the one running the game. This was fostered by encouraging the participants to believe that it was a game of competition, rather than cooperation, and where making the most money (i.e., improving their economic situation, fulfilling their basic human needs) was the primary and most important target, and healthy competition was the best and most just way for this to be done. Again compare this

situation with the current 'market competition' ethos that is being pushed vigorously by the economically powerful countries.

– Other comparisons with the real world can be drawn. However, end with the insight that if each of the participants only focused (as they did) on improving their economic situation (fulfilling their basic needs), as most development workers do, **without** analysing the **power** relationships that run the entire game (entire societal structure), there is no hope of significantly changing the situation of the marginalised, although of course some groups will do better than others. Therefore, such an analysis of who holds the power, and how they have made the rules/structures to safeguard their own power is crucial if one must work from a rights-based approach – for in such an approach we need to tackle the root causes of why people are poor, not just the symptoms of their poverty.

Activity 4.2 Analysis of Societal Structures

Time: 25 minutes

Having driven home the importance of power analysis in the rights-based development approach, it is important to help participants to understand the three basic institutions/structures in society amongst whom this relationship of power/powerlessness exists. These are the state, the market, and civil society. This section is intended to explain these three concepts.

- Start this part of the session by asking the question, "What is the state?" Participants are requested to answer in one word. The responses are displayed on the board/newsprint. Carry out this discussion in the same way for the other two terms: 'market' and 'civil society'. Do not spend much time on this. Just leave the noted points displayed, and go on to present a definition of these three terms, making sure to connect when possible with the responses that have been gathered from the participants. Section 4.1 of the Resource Materials section of this manual will help.
- At various appropriate moments it may be important to give examples of the institutions in these three categories. In some groups this may not be important, as the participants may be able to understand the terms from the definitions themselves. However, if you want to present an example of a country, have a look at the display sheets in the Resource Material (RM 4.2, 4.3, and 4.4).
- Next present the figures that indicate what would happen when there is an imbalance of power in favour of one or other of these three entities (RM 4.5, 4.6, and 4.7). During your presentation, make sure you explain the points written at the end of each sheet. Prepare for this session by identifying practical examples from different countries but remember that you should not cite controversial ones, as they will confuse the participants when trying to understand the concept itself.

After these presentations, open the floor for a plenary discussion. You can extend your discussion up to the time limit that you have set. In this discussion, you can highlight the following points.

– Civil society is relatively weak in the HKH region. Therefore, this training is specifically focused on strengthening the weaker parts of social structures.

– Every one of us has to be very careful in our work, projects, dealings, and interventions in our respective areas to reflect on who exactly we are supporting. We have to be able to ask questions of ourselves, such as, "Are we supporting those who are already strong, who already have power? Or are we supporting those who are weak?" For example, running a parallel health centre because the government health centre is corrupt could mean that we are fostering that corruption and hence the power of those who are already making money out of the people. If we explore the situation from this perspective, we can find more effective ways and means to work towards social justice rather than just towards the welfare of the needy.

  – Similarly, a power analysis might show us that the government machinery is very strong in the communities among which we work, but not in a way that empowers the poor, rather it disempowers them. Consequently, we may find out that government officers control everything so that formally or informally, a situation is created where people cannot speak out. In such a situation it may be easier to work with the government officers who might listen to us because we are of the same 'class' as they are, but it may not be justifiable. This kind of association or collaboration may not promote the rights (livelihood, food, health rights, etc.) of the poor.

- Finally, conclude the session by remembering to highlight the fact that advocacy is all about raising a voice on behalf of the voiceless sections of communities. Therefore, understanding who is voiceless is a prerequisite of an advocacy initiative on any issue. For some groups this amount of discussion may not be enough to understand the concepts properly. In such groups a more contextual analysis may be necessary based on the local context, rather than a general kind of discussion as has been put forward so far in this manual. However, we do hope that the analysis of power balances will help to enhance participants' understanding of the process. The following activity is designed to help participants apply this learning to their own contexts.

Activity 4.3 Context Analysis – Group Work

Time: 45 minutes

Start this session with an energiser. This icebreaker is similar to the 'fruit salad' game, and is called the 'career game'.

For this game, you should give three career options. For example, you can give
(a) banking, (b) administration, and (c) teaching.

- Ask participants to select one of the careers silently and keep it confidential.
- When you announce one career like 'banking' all participants who had selected this career have to change their seats.
- When they are changing their seats, you can remove one of the chairs so that one person fails to get seated. Then, ask that person to announce another career and then while people again change seats, that participant too can try to get a seat. It goes on in this way for as long as you like.

Group Work

As background to this exercise, you can say to the participants, "In the previous sessions today we have talked more about development approaches in a broad sense. In this session, we are going to reflect on the stakeholders on the ground who are crucial in bringing about change."

- Then divide participants into 3 or 4 groups based on the geographical locations from which they come. Assign different places for group work. The time allocation for this group work will be as follows:
  – introduction, group division, clarification of group task, and small group work = 25 minutes
  – display and observation of maps by different groups = 10 minutes
  – plenary discussion = 10 minutes

As this is the last session of the day, it could go over the time allotted, if the participants are willing. In this case there will be more time for the plenary discussion.

- Explain the task that each group must complete, as follows.
  - The group must choose a geographical area that many in the group, or at least one of the group members, is very familiar with and where the NGO to which that participant belongs is doing some development intervention.
  - Then the group must prepare a **'power map'** of the area of work on a large display sheet (e.g., newsprint paper, chart paper). On this map, they should show (a) **position** (closer to the centre is 'more powerful') and (b) **size** (the larger the circle the greater the ability to influence or bring about change in the lives of the marginalised for whom the NGO/organisation is working).
- Each group must show the power relationship between the different organisations by suggesting arrows.
  - First of all identify where the STATE exists. Give symbols and write the names of major organisations that you would consider as part of the state.
  - Where does the MARKET exist? Give separate symbols and write the names of major organisations that you would consider to be part of the market.
  - Where does CIVIL SOCIETY exist? Give separate symbols and write the names of major groups that you would consider to be part of civil society.
  - Where are the most vulnerable people living in this area situated? Show these areas using a different colour and write their approximate population.
- In drawing the above on this power map, remember to use position and size to indicate the relative power of the different units/organisations identified under the different categories above.
- Finally, indicate with arrows the units/entities/organisations that your NGO can influence a lot, to a certain degree, or very little. Where your influence is very strong, draw a **thick arrow** (➔), from your NGO to the concerned entity/units of the state/market/civil society already drawn on the power map. Where influence is very small, draw a **thin arrow** (⟶), and so forth. For medium influence draw a **medium-thick arrow** (→). Where there is no influence do not draw any arrows. Alternatively, the groups can be asked to draw these different kinds of arrows from the marginalised group they are working with to indicate their ability to influence others.
- While the different groups are working in different locations, the facilitators must spread out and support them in the small groups, particularly from the point of view of clarity in understanding how to prepare a power map. After the group work, ask each group to display their maps in different corners of the training hall. Participants from all groups are then requested to go to the different corners and see the maps prepared by different groups. At each map, there must be one person from that group who can answer any questions that the 'visitors' may have.
- Now bring all the participants together in a plenary session. Participants may be asked to comment on the maps put up by the other groups, or on their own maps. Allow some time for discussion. Finally conclude the session by pointing out that when we intervene in any area, it is important that after we get a picture of the area, of the various organisations and deprived groups, we analyse these social structures from a power point of view. Different structures and their power are responsible for bringing good governance at the local level. The arrows help us reflect on whether we are actually working to change power relationships, whether we are trying to influence or change or pressurise those who have the real power, or whether we are only satisfying the needs of the people on an immediate basis. This can help us clarify for ourselves whether our organisation is working from a rights-based perspective or a needs-based one.


ICIMOD
A REGIONAL TRAINING OF TRAINERS (TOT) WORKSHOP
FOR CAPACITY BUILDING OF
COMMUNITY BASED ORGANISATIONS IN ADVOCACY STRATEGIES
IN THE HINDU KUSH HIMALAYAS
from 29 June 2004 to 4 July 2004
KATHMANDU NEPAL

Resource Materials for Session 4

RM 4.1 Definitions of State, Market, and Civil Society

Defining the state, the market, and civil society in simple words is not very easy. Various definitions can be borrowed from the literature on the subject. Regardless of the intellectual definitions, the general understanding of state, market, and civil society in the context of a rights-based approach to development is given below.

State: The 'state' refers to those institutions whose ultimate goal is to serve citizens, to ensure their basic rights, to make the populace feel secure, and to maintain law and order in society. The state has the ultimate authority for maintaining the geographical area of the nation. To perform this basic job properly, the state formulates and establishes the necessary structures throughout the area. The government of the day (whether democratically elected or otherwise appointed) is the entity that organises or takes responsibility for all the state institutions fulfilling these roles as it sees best. In this sense the government is part of the state and functions as its brain. This government may of course change over time.

In the context of the rural areas of the Hindu Kush-Himalayan region, all government institutions located in the rural areas – including municipalities or village development committees (Nepal); village panchyats (Uttaranchal, Himanchal, Arunachal, and Assam in India); village councils (Nagaland, India); village 'darwars' (Meghalaya, India); and so on are part of the state. Similarly, constitutional bodies and government-owned institutions – like government schools and hospitals – are also considered to be institutions of the state. Political parties strive to become part of the government.

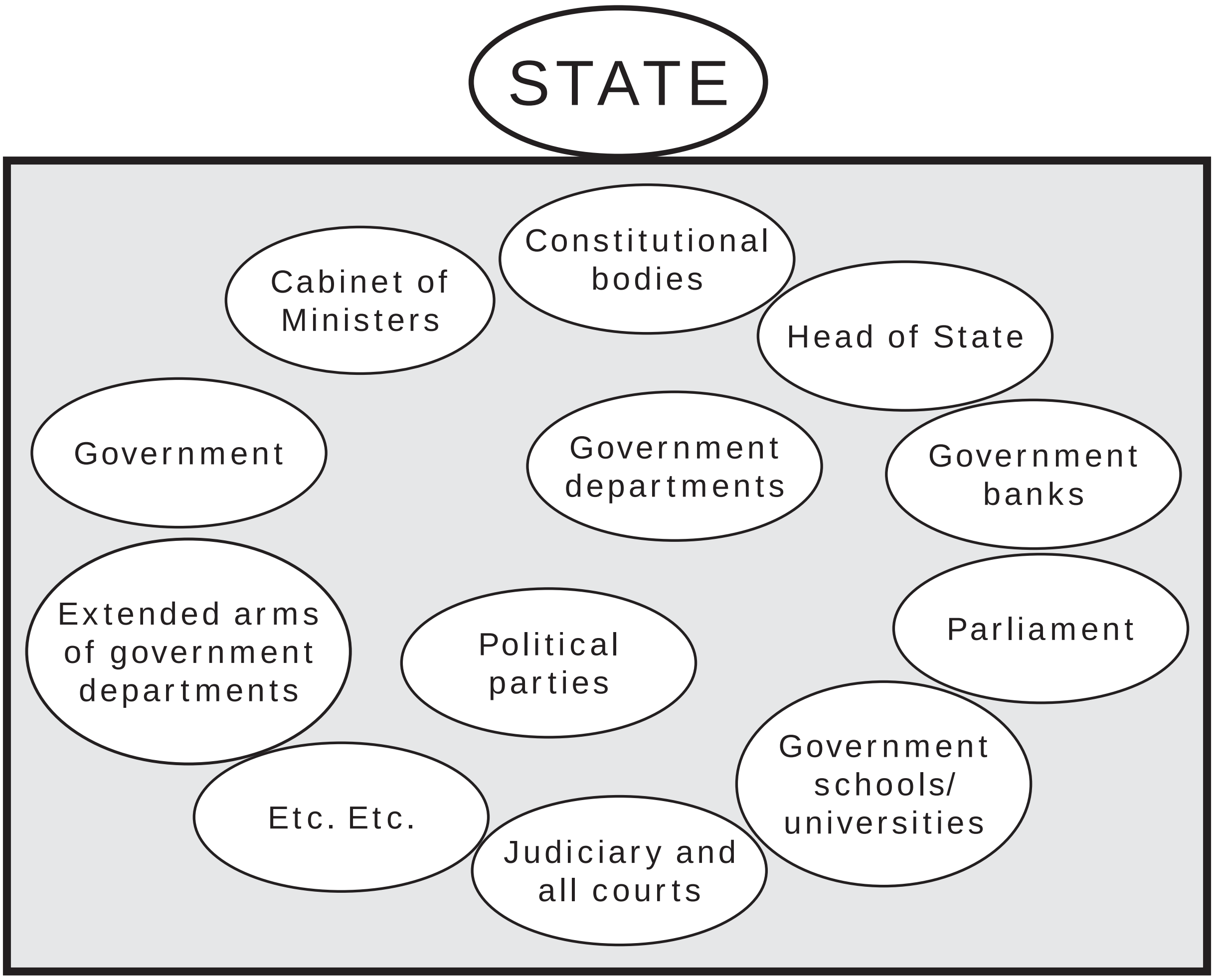
Market: The 'market' refers to those institutions whose main goal is to produce and/or sell goods and services for the purpose of making a profit. Industries, banks, financial institutions, as well as service-oriented institutions can all be part of the market. Some people feel more comfortable with the term 'private sector' rather than market. This term is also acceptable. In today's world of privatisation some government institutions (such as government banks) are also established to make a profit like other players in the market. Such entities straddle the divide between the **state** and the market. They belong to the state as they are meant to further the policies/aims of the government, while they also belong to the **market** in that they have to make sure they make a profit.

Civil Society: 'Civil society' indicates formal or informal institutions that are set up by people primarily to promote the common well-being of members of society, usually with a non-profit making motive. The ultimate aim of these organisations is to undertake services of a social nature, and to protect the rights of the communities they represent. All NGOs, CBOs, user groups, associations, networks, and self-help groups come under this category. Since self-help for the common benefit is often a motive for these organisations, a self-help group (such as the Self Employed Women's Association [SEWA] in India) can also become a profit-making enterprise, therefore straddling the divide between **civil society** and the **market**. These three terms are thus both distinct and overlapping in some cases.

RM 4.2 The State (Example from Nepal)

The following example is given as a learning aid to explain the concept of the **state**. This is also a very broad example, as it looks at the state from a national scenario, and not from a regional or local viewpoint. In a real-life analysis of one's situation, one would have to be even more specific. For example, under 'government departments', or 'judiciary', one can carry out a far more detailed listing of each department and each level of judiciary and so on.

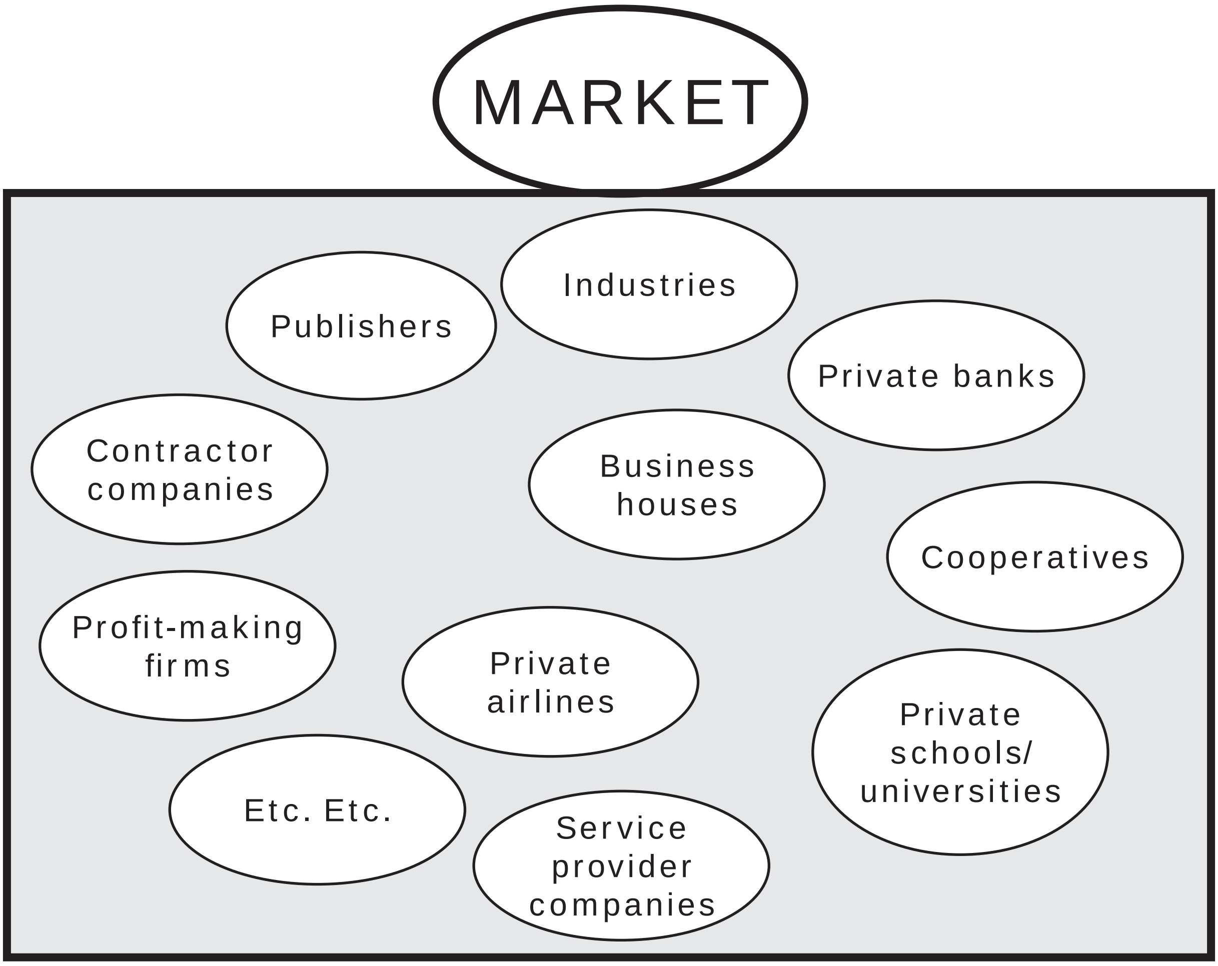
- Sometimes, **political parties** can be seen as civil society organisations. They speak very much in favour of poor people. Because of this, some people might choose to consider political parties to be part of civil society. However, if we look at the ultimate goal of political parties, it is clear that they exist primarily because they want to run the government some day. Therefore, political parties can also be considered an extension of the state as explained earlier. However, if a political party functions without the objective of forming a government, but only to give voice to the marginalised etc., such parties can be considered a part of civil society.
- The **state-promoted** corporate sector entities (profit-making entities) have some degree of autonomy regarding their decisions and functions. However, they are heavily influenced by their respective governments, at least in South Asian countries. Sometimes they become even more bureaucratic than the regular state departments. Therefore, it is suggested that all **state-promoted entities** be considered part of the state for power analysis purposes.



RM 4.3 The Market (Example from Nepal)

This example has also been prepared for learning purposes. The market has emerged as a vast organisational set-up with so many institutions that they cannot all be enumerated. The general stereotype is that the **state** is responsible for all evils related to the rights of the people. However the reality today is that the **market** is providing many goods and services that the state was earlier responsible for. Therefore, a careful analysis of market-related organisations is necessary to understand the power game properly. The following example can be taken as a reference for the analysis of real-life situations when it is carried out for specific micro-locations.

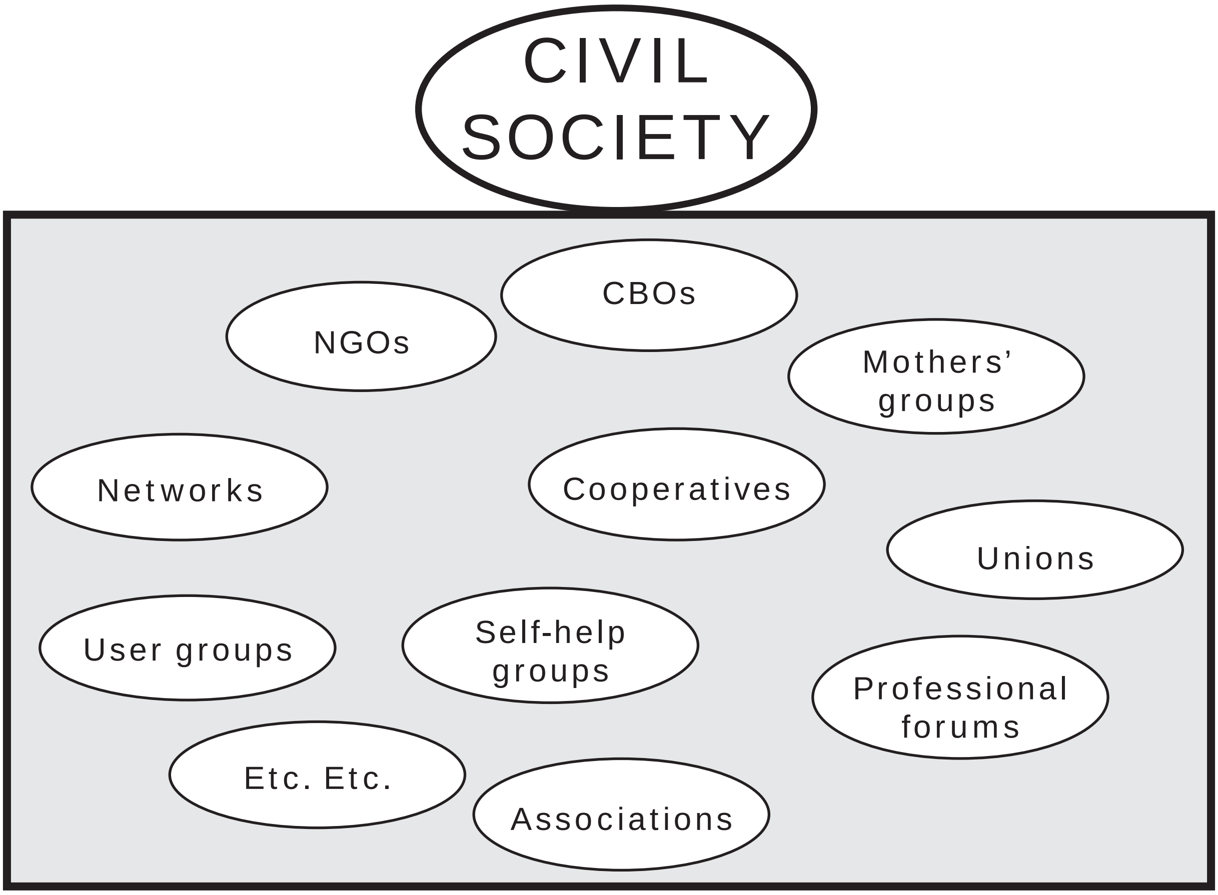
- Remember that all individual, profit-oriented companies come under the umbrella of the market, but all associations form a part of civil society. For example, all taxi companies are part of the market, but a taxi owners' association is part of civil society. Therefore, it is expected that such associations should not pay attention only to profit. They should focus on social responsibilities.
- Sometimes, the same person plays different roles. In this case, roles can be categorised rather than individuals. For example, a member of parliament can be an active member of an NGO in their state. At the same time, that MP may own a business house in the city. Therefore, the role the person is playing can be assigned to state, market, or civil society, rather than the person per se. Similarly, the family is always part of civil society. However, family members may play different roles when they carry out their respective work. Therefore, it is important to keep in mind that it is the role of an individual that is categorised, rather than individuals themselves.



RM 4.4 Civil Society (Example from Nepal)

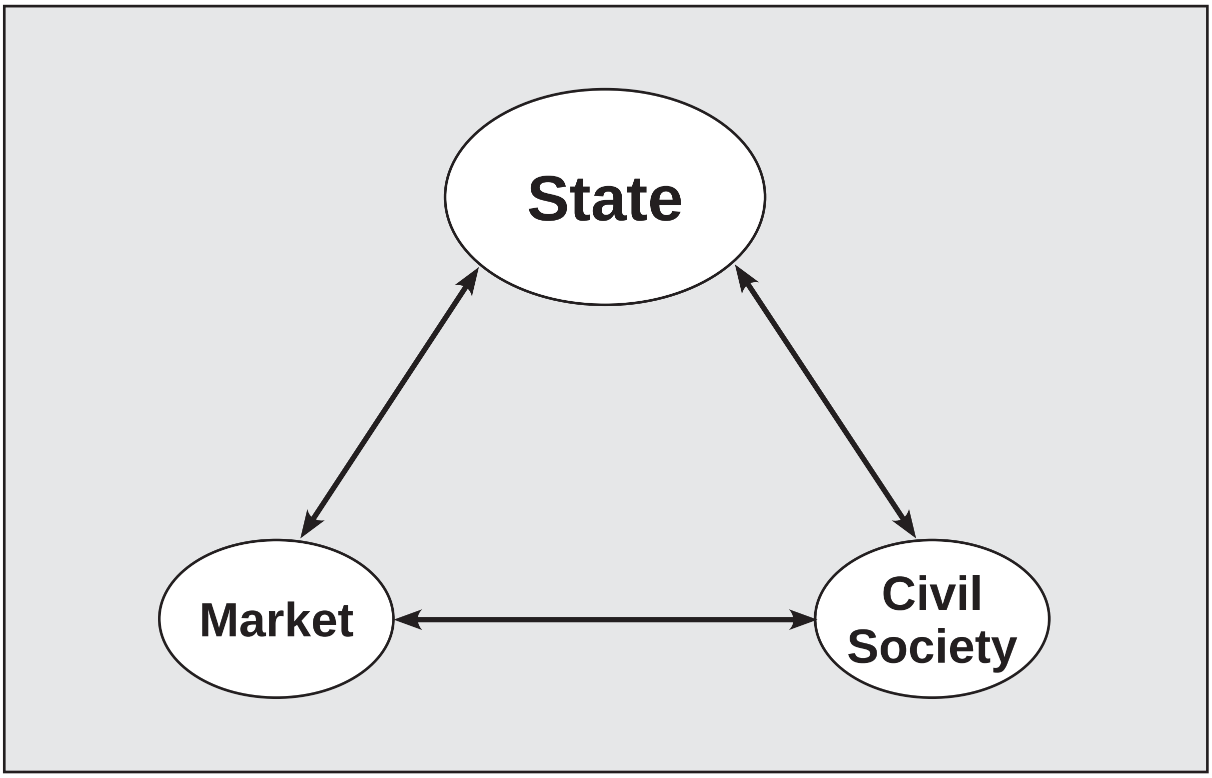
Although this comprises the largest section of the populace, **civil society** has not evolved into as big an organisational set-up as the other two sectors. All families are part of civil society but they have no significant influence until and unless they are organised beyond the household level. The system of government and the degree of real democracy in a country will determine the number and roles of civil society organisations. A number of civil society organisations have appeared recently in all mountain countries. The figure below will give some idea of the status of civil society organisations in the areas that you are working in.

- The crucial element of 'profit making' and 'non-profit making' is a matter for discussion. Many people argue that civil society organisations are also earning profits. The basic difference could be articulated by saying that while civil society organisations may earn a profit (if they do at all) for non-profit making purposes, market organisations work for profit as their primary purpose. For example, an NGO carries out a research project that it has been assigned after a competitive bidding. At the end of the project, the NGO may have saved a certain amount of money from the total grant received for the research project. In this case, the saved amount cannot be divided among the NGO members. On the other hand, a consulting firm which is profit-making can carry out the same research. This firm can quite legitimately divide the saved amount among their members. It will be their earning out of their investment in setting up the firm.
- Remember that some investment is also necessary to promote a non-profit making organisation such as an NGO or a CBO. Some people have a philanthropic urge to offer such investment. In all these situations there are of course grey areas, where organisations overlap between the sectors.



RM 4.5 Power Balance in the Social Structure – The State

The issue of rights was shown in earlier sessions to be closely related to the power structure of society. Therefore, as explained before, in order to work for rights it is important to know who is holding how much power and in what context. At the same time, power as such is invisible and unstable, changing over time and circumstances. For the purpose of learning, the following graph gives an overview of the situation when power is located primarily in the **state.**



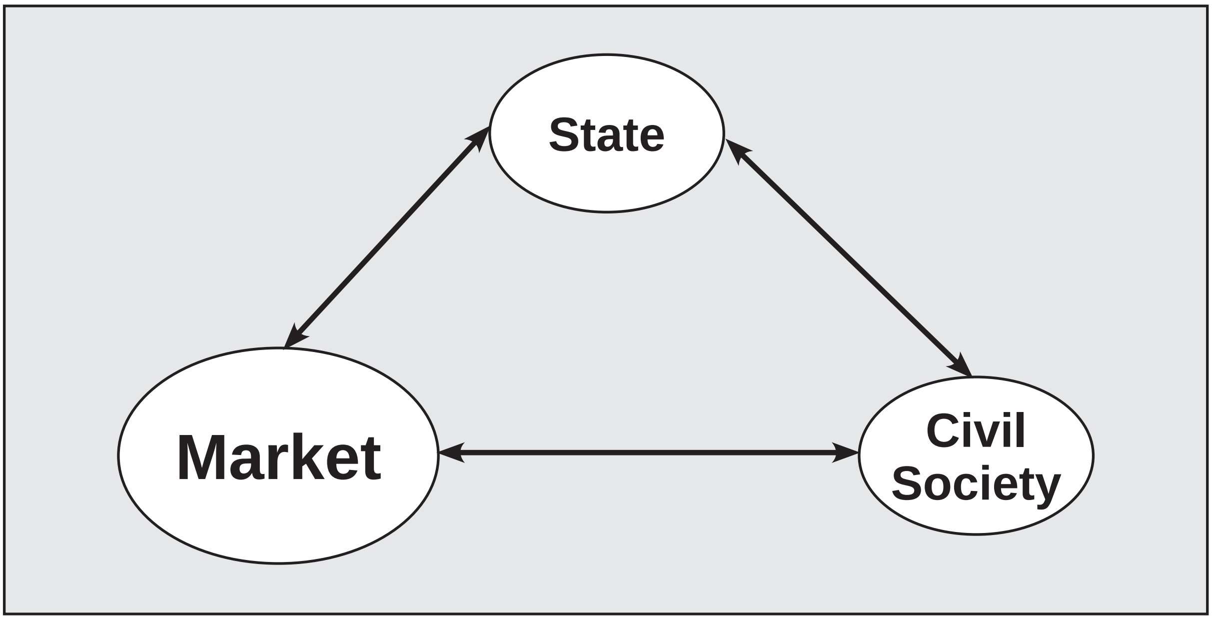
- Here the state is very powerful. Generally, this kind of situation happens in countries with a unitary system of government, or where the ruler or ruling class has great control (e.g. a monarchy, dictatorship).
- In the situation represented here, civil society is very weak. In this condition, civil society is not able to control the government machinery.
- The market is also weak. However, in this condition, the market can join with the state machinery to further weaken civil society to the advantage of individual members of the state.

This is a power game which the state controls. The state machinery may also be run by individuals coming from civil society, but organised in such a way that the end result is a strengthening of the state and not of civil society. For example, when a person becomes a minister, that person serves to strengthen the state. When the same person loses their power as minister, they may start to play a role that will strengthen civil society organisations.

If a development worker asks stakeholders to draw this kind of graph based on their own understanding of power locations, one might find a real area, district, state, or country that is similar to the figure above. That power map would then be the starting point for your discussion about the rights of the poor and a rights-based approach to development.

RM 4.6 Power Balance in the Social Structure – the Market

As with the previous figure, the following figure was prepared as a learning tool. It does not reflect the exact real-life situation of any country or state. However, the reality is that today the **market** is an unavoidable and powerful element of modern livelihood almost everywhere. Furthermore, modern technological progress (especially in communications) has allowed the 'market' to create a separate world, beyond all state boundaries. Therefore, although the power position of the market may not be exactly the same as presented in the figure below, it carries a significant meaning for further discussion.



- Here the market is very powerful. Generally, the situation becomes like this where there is a policy conducive to an uncontrolled open market.
- In such a situation the state and civil society are both weak. In fact because of the 'supra-state' world that the market creates, the state itself loses sovereignty and sometimes cannot use its power even within its own state borders. The present WTO regime exemplifies this situation. The power of the state is thus gradually usurped by national and international business companies.
- In such a situation, the state cannot strengthen civil society even if it is willing to do so. The market influences policy formulation processes directly or indirectly. The policy makers get trapped in the clutch of a few rich people/companies.
- A rights-based, good governance model is not possible in this kind of society. Everything is linked to money, and the power that money commands in society.

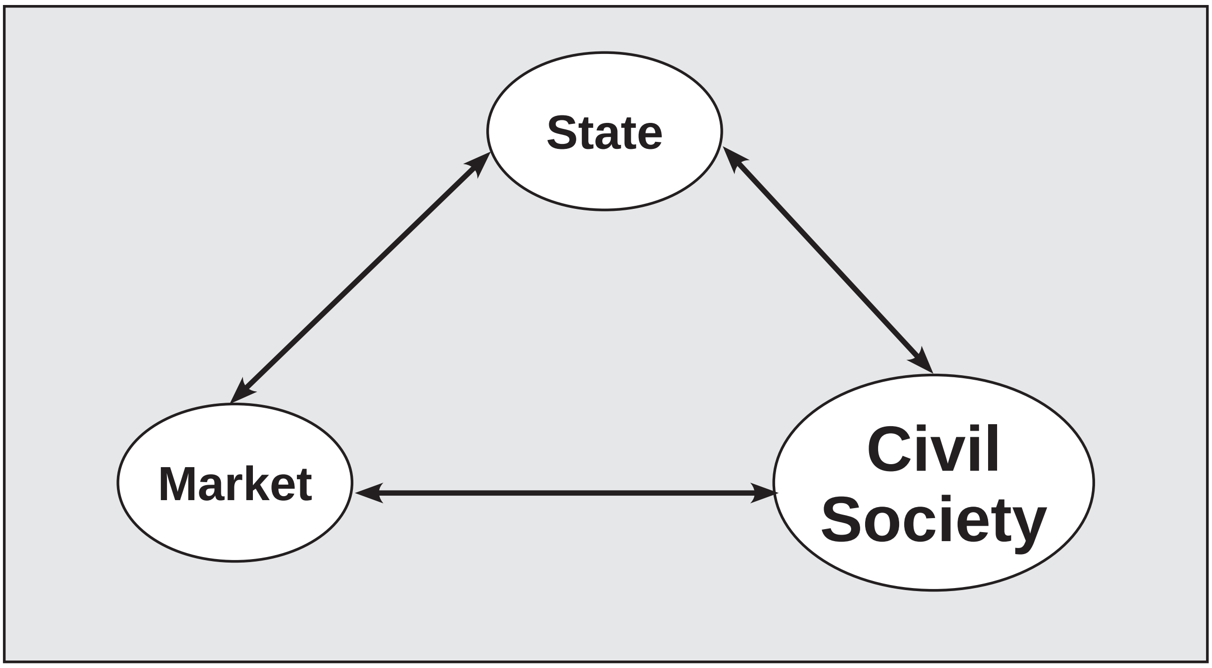
This situation is a negative outcome of the kind of globalisation promoted by the economically rich countries and companies in the world today. In the mountain context, such market-driven globalisation brings about a situation that very severely harms the economically marginalised communities. Therefore, if community advocates are able to raise critical awareness in this regard, mountain communities can develop a selective attitude towards globalisation. As explained earlier, helping the participants create a power map that identifies clearly the market forces that impinge on the lives of the marginalised with whom they work would help immensely in preparing the ground for brainstorming and working out which category of organisations one should target while initiating advocacy initiatives.

RM 4.7 Power Balance in the Social Structure – Civil Society

Civil society is the mother of both the state and the market. As a result, any individual who has no role in either the state or the market remains part of civil society. The household can be seen as the basic unit of civil society. Although civil society comprises around 80% of the population of all countries, it is being weakened in many places. The state and the market apply the conventional strategy of 'divide and rule' to keep civil society weak all the time. If civil society becomes stronger, it would start controlling both the state and market, which would be unacceptable to those currently holding power.

- Here, civil society is relatively more powerful than the state and the market. In theory, the situation could develop in this way if citizens are highly aware of their own rights and ensure that the state and the market employ a people-friendly way of managing public affairs. As a result, the state machinery will believe that people are the centre point for all the activities and policies of the state.
- The state and the market are not actually weak in this situation, but they are more responsive to the people because they cannot ignore the people's rights.

Today we are moving into an age that could be called an age of civil society movements. No one can stop this movement because it is rooted in democratic principles. A constructive and responsive civil society could never become harmful. It rather controls the social structures around it in a way that keeps people at the centre – a goal that is necessary in a democratic society.



Discussion on issues during the ToT in advocacy strategies organised in collaboration with Nepal Participatory Action Network (NEPAN) at Nagarkot, Nepal

Participants evaluating the achievements from a ToT using a participatory method at Nagarkot, Nepal

Day Two

- Advocacy – Meaning and Purpose
- Relationship between Advocacy and Good Governance
- Steps in Advocacy – Identification and Analysis of Issues

Session 5
Advocacy – Meaning and Purpose

Time: 2 hours

Overall Objective of Session

To become familiar with the concept of advocacy strategies and tools

Specific Objectives of Session

- Review of the first day of training
- Explain the various definitions of advocacy
- Examine the relevance of advocacy in local contexts
- Identify the purpose and objectives of advocacy

Activities		Time (minutes)	
Activity 5.1	Day review	30	(30)
Activity 5.2	Creating a definition of advocacy	45	(75)
Activity 5.3	Purpose and objective of advocacy	15	(90)
Activity 5.4	Plenary discussion and conclusion	30	(120)

Advance Preparation

- **This is a core session of this training workshop and so must be handled very carefully. Two institutional definitions – those of the Advocacy Institute, and those of the National Centre for Advocacy Studies, Pune, India – have been included in this manual. However, facilitators should have an understanding that is based on extensive reading, practice, and experience of advocacy work.**
- **Specifically, facilitators must be able to relate the theoretical aspects to practical examples taken from the field.**
- **Prepare some publications – articles, books, bibliography, newsletters, and so on for display. You can refer to these materials for those who want to know more about the theoretical framework of advocacy. You should create a display corner in the training hall for this purpose.**
- **For those who have access to the Internet, it would be very helpful (if possible) to provide some websites for further personal research and study.**

Suggestions for Facilitators Session 5

Activity 5.1 Day Review

Time: 30 minutes

The previous day's review can be conducted using either a participant-centred method or a facilitator-centred method. To follow the participant-centred method of review, identify two or three participants at the beginning of the previous day's sessions and entrust them with preparing the review session. On the first day it might be convenient to select different volunteers (from among the participants) for the daily review sessions for the entire workshop.

To follow the facilitator-centred method, one of the facilitators starts the session using this or another suitable process as below.

- Ask participants whether all their basic requirements have been handled (e.g., any food problems, issues with facilities, etc.) to ensure that their stay in the training venue was comfortable. If someone raises an issue related to logistics, try to solve it or refer it to a responsible person immediately. If it is a serious matter, request whoever raised it to meet you during a break so that it can be explored further.
- Start the review with an open-ended question, "What happened yesterday?" After hearing from some people, tell them that you are going to review the day from your perspective very shortly. Then, share your thoughts on the following areas, based on the previous day's discussion. Please remember that this entire review must not take more than 15 minutes.
  - Content: Offer a short listing of the topics covered during the previous day, and your impression as to whether the subject matter was clear to all/most of the participants. Make sure you refer to all the sessions.
  - Level of participation: Share your perception on the matter of participation. If for example you felt some people dominated too much, or that some withdrew or kept quiet too much, you could mention it and ask the group whether they could suggest any way of dealing with issues like these.
  - Keeping time: Share your impression on whether the sessions had enough time to cover the topics assigned, whether participants came on time for the sessions etc. If there is a need to make any changes, discuss and finalise.
  - Other interesting incidents: If there were any other issues or incidents that were interesting these could be recalled and shared.
  - Ask participants about their own impressions of the previous day. Listen to them carefully. If some suggestions emerge, note those points in order to take corrective measures. You can extend this discussion up to the time limit.

Activity 5.2 Creating a Definition of Advocacy

Time: 45 minutes

This session could be introduced in many ways. One way is explained below through the use of group work.

- Individual and group work for clarifying the meaning of advocacy.
  - First ask each participant to individually write some key words that come into their minds when they respond to the question, **'what is advocacy?'**
  - Then ask the participants to get into pairs, and to negotiate a common list of key words or phrases with regard to the meaning of advocacy.
  - Next let the pairs become sets of **four** and ask these new groups to prepare a full definition of advocacy, collecting all the key words that they have highlighted.
  - Now ask each group to present their definitions by using a display of some type. Next, as the facilitator, and using the groups' comments, underline all key words used in all definitions.
  - Now divide the participants into four small groups, give them the list of key words noted from all the presentations, and ask each group to prepare a complete definition of advocacy.
  - These basic steps could be lessened depending on the particular situation of the group. The basic principle is to progress from individual understanding to a group understanding.
- Ask all groups to make a short presentation of their own definition. Finally, you will have four definitions of advocacy using the same key words.
- Now in plenary, present several definitions of advocacy as contained in RM 5.1 and relate these definitions to the definitions and key words that have come from the participants. Point out wherever possible how the key words identified in their own group work are connected in some way to the definitions of advocacy that are being presented from other sources.

Activity 5.3 Purpose and Objective of Advocacy

Time: 15 minutes

- Present the purpose and objective of advocacy as in RM 5.2.
- If there is time, initiate a discussion by asking participants why advocacy is necessary in the working context of the Hindu Kush-Himalayan region. However, you have to manage the time. If it is taking too long, close by pointing out that there is time for discussion at the end of the session.

Activity 5.4 Plenary Discussion and Conclusion

Time: 15 minutes

- After the above presentation, open the forum for a plenary discussion. You can request participants to share their ideas and impressions from different presentations, and to make connections with their own contextual realities that are relevant to this session. Many participants may raise questions for clarification. You may not have enough time to respond to all of them. Depending upon the time available, you can stop the discussion and distribute the handout 'Conceptual Understanding of Advocacy' (RM 5.1) and tell them to read it carefully for more clarity.

Note:

Remember that you cannot expect all participants to understand fully after this session, participants may raise several questions. Tell them clearly that the following sessions may bring clarity when the contents of the sessions are narrowed down to specific cases and examples of advocacy.

Group work at the beginning of this session is very important because it creates ownership of the definitions.

Resource Materials for Session 5

RM 5.1 Advocacy: A Conceptual Understanding

The dictionary meaning of advocacy is:

"Giving of public support to an idea, a course of action, or a belief."

Oxford Advanced Learner's Dictionary

However, within the context of development work, we have to include many more elements. This is how three different institutions have defined advocacy:

"Advocacy is the pursuit of influencing outcomes – including policy and resource allocation decisions within political, economic, and social systems and institutions – that directly affect people's lives."

Advocacy Institute (AI) working definition

"Public advocacy is a planned and organised set of actions to effectively influence public policies and to have them implemented in a way that would empower the marginalised. In a liberal democratic culture, it uses the instruments of democracy and adopts non-violent and constitutional means."

National Centre for Advocacy Studies (NCAS), Pune, India

"Advocacy is the deliberate process of influencing those who make policy decisions."

CARE International

Advocacy is thus perceived as an effective tool to achieve good governance at all levels (see reflections on 'good governance' in Session 6). The concept of power decentralisation has identified certain helpful conditions that can be applied as verifiable indicators to assess the status of good governance in a society. These conditions explain the parameters within which public and private institutions should carry out their functions. For example, one such parameter is that there should be a system in place so that ordinary people, as citizens of a country, have the opportunity and right to review whether or not institutions and individuals are following these parameters. To respect this right is a major emphasis of a rights-based approach to development. If people determine that the public and private institutions are not functioning in line with the ideal parameters that they are supposed to follow, they should be able to raise their voice and be heard effectively. In other words, they can begin an advocacy initiative. Therefore good governance, the rights-based approach, and advocacy initiatives are related to each other.

We can also gain additional insights from the definitions of advocacy given by the various institutions above.

Considering the diversity of advocacy experiences and perspectives in different contexts, the Advocacy Institute recognises that there is no single approach to advocacy. The methodology that promoters use in their own context must be respected and shared among advocacy practitioners.

NCAS has identified a clear linkage between advocacy and the political system within a democratic process. NCAS argues that an advocacy initiative must be in the centre of bridging, resisting, engaging, and strategising. Finally, the initiative must be able to create a force that will promote poor-friendly policies using the spaces within the system. Therefore, most importantly, according to NCAS, advocacy must empower the marginalised, and not just gift them their rights or the fulfilment of their needs.

Summary of all definitions

By analysing these definitions, the elements of advocacy can be drawn out in the following ways. Advocacy is

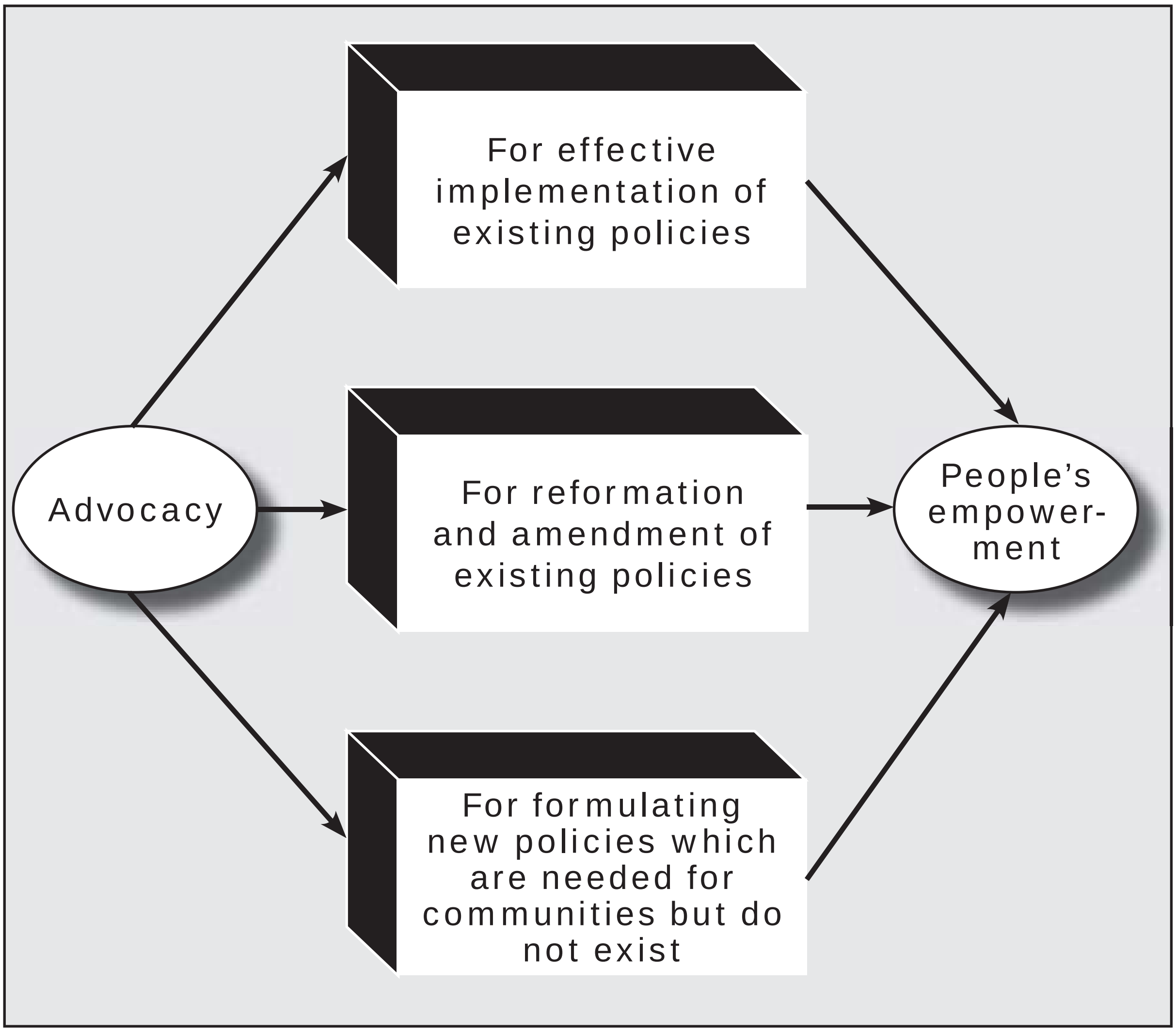
- a planned, organised and logical action based on contextual reality;
- a process seeking to highlight critical issues that have been ignored by some individuals or institutions within a given context;
- action with a determined vision of 'what should be' based on human rights and a constitutional framework;
- a process of raising and amplifying the voices of the poor and marginalised in order to attain a just, and therefore more civilised society;
- a process of forwarding logical arguments that aim to influence the attitude of public office holders who are responsible to enact and implement laws and public policies, so that today's goal of a creating a more just society can be translated into a future reality;
- a political process, although it remains above party politics and a political polarisation based on ideology;
- a collective effort to make the government accountable and transparent; and
- a strategy to address the policy causes of poverty and discrimination – it therefore should aim to influence the decisions of policy makers through clear and compelling messages.

RM 5.2 Purpose and Objectives of Advocacy

Poverty alleviation is at present the prime agenda of most development agencies. Although this has been a major agenda for many decades and despite massive investments, poverty continues to increase in many areas. Needs-based approaches to development work have brought about some positive changes, but lasting change remains a challenge. Development practitioners are now realising that innovative solutions are necessary to meet these challenges. Influencing policy decisions in favour of the poor is perceived to be an important element to achieving lasting change.

How did we arrive at this view? Development workers gradually realised that from a holistic or macro point of view, there are various actors in private **(market and civil society)** and public life **(the state)** who are relatively powerful and who, through their policies and actions, deliberately or unknowingly contribute to the tremendous insecurity (in food, livelihood, health, etc.) and violations of human rights of marginalised people and communities. Therefore it was concluded that a significant impact could be achieved through changing the policies and practices of these powerful stakeholders. The ultimate goal of an advocacy initiative is to overcome the insecurity of significant numbers of people. While such an initiative targets policy makers and implementers at levels above the household, it must be rooted in the people – i.e., in the real-life experiences of marginalised communities and the field experiences of the advocates, even as such initiatives must adhere to the core values of a just and equitable society. Therefore, advocacy initiatives are meant to meet the following objectives:

- facilitating social justice – gaining access to, and a voice for, deprived groups in the decision making of relevant institutions
- changing the power relations between these institutions and the people affected by their decisions – thereby changing the institutions themselves
- bringing a clear improvement to people's lives



In this context, advocacy initiatives generally promote the public good and attempt to bring about social justice in deprived communities. They focus on furthering the well-being of underprivileged members of the community. Advocacy seeks to use all available media, forums, and methods to bring forward issues of public concern in order to relocate public policy towards improving the lot of those who have a weaker voice and less power in the existing socio-political systems. Therefore, advocacy initiatives should be started with the following points in mind.

- The causes of poverty and discrimination stem from decisions made at the household level and at many other levels. It is not just the 'laziness' of the poor, or their 'overpopulating tendencies', or the 'corruption of minor officials', or other such stock explanations that are used to absolve those in power from accepting responsibility. The very policies and practices of those in power must be identified as the cause of such poverty and discrimination. In other words it must be clearly acknowledged that it is not in spite of the 'goodwill' of those in power, but rather because of the unjust acts of those in power that appalling poverty and discrimination exist in our world today.

- Not only the current government but also various actors in the public and private arenas contribute to human insecurity and violations of human rights.
- Only a wide range of programme strategies targeted at multiple causes, including policy causes, will lead to the desired impact.
- It should also be assumed that policies can always be changed to make them more pro-marginalised; rather than accepting established policies (however long they have been enshrined) as unchangeable givens. Thus advocacy clearly attempts to change policies.

Based on the above we can identify three focus areas for advocacy strategies (the '3 Ps'):

> policies: creating policies and reforming policies based on needs,
> practice: ensuring that policies are implemented properly with true spirit
> people: empowering people to make them able to claim their rights

The assumption is that by addressing the policy causes of poverty and discrimination, and by influencing the decisions and practices of policy makers (both public and private) as well as implementers or bureaucrats – especially if this influence is directly exerted by the people – we can work towards an end result that will increase the fulfilment of people's rights, increase the security of the marginalised, and in the long run, sustainable impact on large populations.

RM 5.3 What is NOT Advocacy?

When the concept of good governance became an influential notion in the development arena, advocacy became a means of promoting good governance at all levels. However, the concept of good governance is very vague, and finding a definite application can be difficult (see section on 'good governance'). As a result, advocacy has also become a concept with a wide range of meanings. Therefore, it is important to point out what is **not** advocacy. The following might help us reach such clarity.

- **Extension work:** Not all extension work targeting different themes is advocacy. The main objectives of extension work are to provide people with information related to different aspects of their livelihoods. Extension is planned mainly to influence individual decisions, but not the decisions of policy makers that affect many people at once.
- **Information, education, and communication (IEC):** IEC is carried out to change the specific practices of people at the individual level. For example, within the health sector, it can be used to promote toilets or the use of condoms, and so on. However, advocacy is larger than this kind of campaign. For example, an advocacy initiative could campaign to allocate more money to the health sector.
- **Informing the government about a certain institution:** Simple exchanges of information among different institutions without a definite objective cannot really be considered advocacy unless this is part of a larger, planned, and deliberate effort to influence the government or a department. Therefore, if analysed information is given to a certain government agency with the objective of influencing specific policy decisions, this could be a part of an advocacy initiative. However, cordial relation-building with decision

makers is also a foundation for advocacy – and such information sharing could be an effective step towards advocacy.

- **Raising public awareness about some programmes:** Information dissemination to raise public awareness about certain institutions and their programmes is often carried out through different media. At present, websites are commonly used for this purpose. This kind of information flow does not necessarily help promote an opinion on a certain issue. Advocacy initiatives also intend to use the media to influence policy makers. The difference is that the information flow for the purpose of advocacy focuses on a certain issue and helps promote a definite opinion on the issue.
- **Fundraising:** The primary purpose of advocacy is not fundraising for a specific agency or purpose. Sometimes, advocacy is necessary to influence decisions that are related to fund allocation. This kind of advocacy may lead to certain agencies receiving more funds than before. However, this is merely an unintended consequence of an advocacy initiative.
- **Functioning as a watchdog:** The 'watchdog' role is played to safeguard the interests of certain groups in order to prevent actions that have negative consequences for the group. However, advocacy is carried out after something wrong has occurred. The watchdog role is primarily a **preventive** measure while an advocacy initiative is generally a **curative** measure.

RM 5.4 Advocacy and the Rights-based Approach

A rights-based approach to development encourages us to pay more attention to the root causes of poverty and the basic dignity of every human being, rather than only to the symptoms of poverty as material needs. Many people in the world are poor or marginalised in numerous ways, and various development agencies exist with different mandates and agendas. All these agencies offer their services in one way or another to minimise the suffering that poverty creates. However, the root causes of such suffering are often not uprooted, and as a result, many of us have in effect reached a resigned acceptance of poverty and marginalisation as an unchangeable reality of life. A rights-based approach refuses to be so resigned, and tries to work towards eliminating the root causes while not denying the importance of providing welfare programmes for immediate relief. The basic thrusts of rights-based approaches are

- to understand that human beings have inherent rights articulated in international standards of human rights and translated in various ways to country-level laws;
- to develop a programme for those individuals or groups that are disadvantaged – but focusing primarily on the discrimination and exploitation they suffer, rather than simply on the material deprivation they face;
- to focus on those issues that would previously have been considered to be beyond access because they are/were closely linked to power and politics;
- to empower rights-holders to realise and claim their rights and to encourage duty-bearers to be part of the solution;
- to encourage development agencies (both private and state) to be transparent and accountable to the people they work with, rather than allowing them to escape such transparency and accountability on the grounds of being 'benefactors';
- to refocus development interventions at a variety of levels, and not only at the micro level (i.e., individuals, households, small communities); and
- to hold accountable those policy-makers/implementers who are not fulfilling their responsibilities to others, particularly to the marginalised/poor.

RM 5.5 Tools for Advocacy

Historically, public advocacy initiatives use a number of tools to mobilise public support and influence policy makers. Public support is both a means and an end in advocacy work. It is a 'means' in that it increases the bargaining power of those wanting to bring about change, and it is an 'end' in that it allows people to become aware and take responsibility for claiming their own rights.

Common tools for advocacy initiatives include the mass media, the judiciary, lobbying, networking, raising questions in parliament, access to information, coalitions with like-minded groups, door-to-door awareness campaigns, mass mobilisation for demonstrations, and civil disobedience. All these tools involve specific processes, conditions of use, and strategy. Advocacy initiators must be familiar with all of these requirements[5].

Advocacy is a struggle for social justice that is not easily attainable. Society contains a diverse range of vested interests. When an advocacy initiative raises its voice against certain vested interests, it has to face possible attack from these interest groups through different channels. Therefore, advocacy initiatives demand the use of a number of conventional as well as innovative tools and skills. The assumption of this manual is that all of these conventional tools are commonly available in the literature already published. In addition to these conventional tools, some pioneering tools tested in various South Asian countries are described below.

Budget analysis

The most well-known use of budget analysis in recent years began in Gujarat, India in 1985. Subsequently, the concept has become popular all over India. At present, people in many other Indian states are interested in analysing the government's budget so that those concerned can raise their voices to influence the budgetary mechanism towards benefiting the poor in the same way that groups from the market sector attempt to influence the budget.

Advocacy updates

Advocacy cannot be a single activity. It can be said to move as a spiral, shifting from one issue to another, and then coming back to an earlier issue but at a different level. For example, the bonded labour issue in Nepal has now shifted to the issue of settling the recently freed bonded labourers. Since many advocacy groups are not fully informed about what others are doing or have accomplished in nearby regions/countries, updates are needed about what is taking place on which issue and where. Such updates enrich professional skills and provide encouragement. The main purpose of the update is mutual sharing and learning. In South Asia, NCAS publishes updates covering various events about advocacy initiatives taking place all over India. Other countries and groups could consider publishing similar updates.

Media survey

The media, traditionally known as the 'fourth estate', or the 'fourth arm of the government' for its importance in influencing policy, clearly plays a vital role in advocacy efforts. Advocates

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[5] Pandit, V. (2001) *Fearless Mind: Rights-Based Approach to Organisation and Advocacy.* Pune (India): National Centre for Advocacy Studies

must be selective in their use of the media, as it can be a time-consuming and specialised area of work. Therefore, an individual or group that is seriously involved in an advocacy effort needs to monitor the media regularly to make sure that their issue is moving toward the desired direction, and to know when and where to intervene or to try and influence the media. For this purpose, advocates can group issues under different themes and conduct ongoing media surveys. For example, an institution advocating on health issues can conduct a regular survey of six leading newspapers on the subject. The advocates will then know how many newspapers are highlighting health issues and how much priority each is giving. The data from this survey can be analysed and shared with wider audiences. NCAS conducts this kind of survey regularly and periodically publishes the results.

Social force analysis

For every issue, the social forces impinging on its outcome can be grouped into three categories: supporting, opposing, and neutral groups. The supporting and opposing forces generally remain loyal to their own advocates, but the majority remain neutral – and hence have the potential to influence the process one way or the other. Ideally, every advocate should be trying to convert the neutral force into a supporting one in order to have an issue settled. However, this is a time-consuming process, and the neutral force may also join the opposition. This depends upon the issue and the activities taken up as advocacy initiatives. Therefore, it is sensible to monitor the movement of this neutral social force – and know whether it is tilting towards the supporting or the opposing side. This can be done by seminars, public hearings, and informal discussions.

Capacity building

Capacity building programmes are not automatically advocacy tools. However, all capacity building programmes in relation to promoting good governance serve as tools for advocacy because bad governance does not always take place knowingly. At the local level, many parameters of good governance are overlooked because of the lack of capacity of the individuals working at this level. If someone builds the capacity of these people, it can be assumed that some among them, at least, will start following the norms set for good governance. Moreover, the term advocacy need not be used all the time. If the audience does not feel comfortable with the term, it doesn't matter.

RM 5.6 Role-play Scenario

Prepare four people for this role-play. Three should act as villagers and one should act as a development worker. The development worker starts a discussion about various development activities in the village. They can talk about safe drinking water, health, and sanitation in the village, and so on. Villagers should ask various questions for clarity. The conversation should last around three minutes.

Processes

- Villagers are sitting in the centre of the training hall for a meeting. They have some pens and writing pads to learn from the development worker.
- The development worker comes a bit late and greets them together. The development worker sits together with the villagers and starts the agenda of the day.
- The conversation among them goes on for some time. In between villagers also ask

questions. The person playing the role of facilitator in this role-play tries to answer the questions. The villagers and facilitators formally decide on a course of action. Could this be an advocacy effort – why/why not?

Finally, discussion after the role-play can be concluded focusing on these and other points. At the present stage of development, many professionals try to embrace everything as advocacy, but this is not helpful. The main issue is the strongly-felt need to evolve a culture of human rights within civil society rather than relying exclusively on political and judicial proclamations. A meaningful dissemination of human rights ideas at all levels of education and through ongoing training programmes for public officials could be related with advocacy.

Session 6
Relationship between Advocacy and Good Governance

Time: 2 hours

Overall Objective of Session

To identify the barriers to good governance, and to reflect on the use of advocacy as a tool for removing such barriers

Specific Objectives of Session

- Identify features of good governance
- Analyse barriers to good governance at the local level
- Reflect on the need to carry out advocacy to remove such barriers

Activities		Time (minutes)	
Activity 6.1	Concept of good governance	15	(15)
Activity 6.2	Barriers to good governance at the local level	30	(45)
Activity 6.3	Group work to identify ways of removing barriers	45	(90)
Activity 6.4	Features of good governance	30	(120)

Advance Preparation

- **This is also a conceptual session focusing on good governance and the role of advocacy in fostering it. The facilitator of this session must have an in-depth knowledge of good governance, particularly with regard to its parameters and features. The points given in this manual are very brief, and will not be enough for facilitators. Therefore, please consult additional literature on good governance.**
- **It is also necessary to be familiar with the different interpretations of good governance and the significant differences among them. For example, the interpretation of (a) the World Bank, (b) developed countries, and (c) developing countries such as Nepal will all be different, and the implications drawn will vary significantly.**
- **We are often happy to talk in the abstract about good governance. However, the focus during this training must be on analysing practical- and micro-level undertaking, which are very important to promote good governance at local levels.**
- **Copies of the handout RM 6.1 could be prepared in advance for distribution before the start of small group work in this session to assist in the identification of barriers to good governance.**

Suggestions for Facilitators Session 6

Activity 6.1 Concept of Good Governance

Time: 15 minutes

- This session could start with an interactive activity to introduce participants to the theme. One suggestion is to start with the 'chocolate game'.
  - Place a number of pieces of candy equal to half or less than half the number of participants in the centre of the training hall where they are visible to all participants. The candy must be of the type that cannot be broken easily (e.g. round, hard sweets).
  - Select two volunteers among the participants as their representatives.
  - Ask them to distribute these sweets to satisfy all the participants. Tell them they have only three minutes to do so.
  - Do not tell them how to distribute the candy. Simply observe how they distribute it.
  - At the end of three minutes call a halt to the activity.
- Open the activity up for discussion. You can relate their actions with the process of governing. Tips for your discussion could be (a) representatives are necessary, (b) resources are always limited, (c) people around us are not the same, etc. Spend not more than ten minutes for this game and the discussion. This exercise will introduce the topic of good governance to the participants.

Activity 6.2 Barriers to Good Governance

Time: 30 minutes

- Present the three slides found in RM 6.1 (meaning and parameters only). State that the meaning as such tells us what governance should be, but the problem is that many aspects are lacking. State that we must now find what the barriers are.
- Collect barriers to good governance from the participants by using the 'snowballing' method. The process is as follows:
  - ask all participants to write the five most important barriers to good governance on their own writing pad;
  - ask two neighbouring participants to turn their chairs together, share the points and make one list;
  - ask four participants to turn their chairs around, share the points and make one list of barriers;
  - after having one list for every four participants, ask each group to write their lists on the board;
  - finally, you will have a long list of barriers on the board;
  - the above exercise should not take more than five minutes for each of the above steps.

Activity 6.3 Group Work on Barriers

Time: 45 minutes

- Divide the participants into four small groups. Give each group a certain number of identified barriers (if there are twenty barriers listed on your board, give five to each small group).
- Ask them to discuss in a small group about how to develop local ways of removing these barriers. Remind them that the suggestions regarding the ways of removing the barriers should be specific and practical from the local perspective.
- All members of the facilitating team could/should support participants in this small group work. One risk of this exercise is that people inevitably suggest more 'global' ideas or activities rather than staying at the local level. Guide them in small groups. The time allocation for this group work should be around 30 minutes. At the same time, ask them to select a presenter from among the group members.
- Ask all participants to come back to the plenary session and have each group make a short five-minute presentation.

Activity 6.4 Features of Good Governance

Time: 30 minutes

- Present the remaining slides of RM 6.1. If all points are explained in detail, this presentation will take longer. Keep track of the time and adapt the length of each explanation accordingly.
- Give some time for questions. You can also refer to the handout for this session if participants would like more detailed knowledge about good governance and its features. You can distribute presentation set RM 6.1 itself as a handout after the session.
- You can also distribute the handout of the linkage framework (RM 6.2) at the end of this session. This handout summarises the whole session in a nutshell. However, if you want to focus more on the features of governance only, you can split this session into two parts and plan to present the linkage framework in the second half.

Give some time for questions and discussion. Throughout the discussion, you must try to relate the presented points to advocacy initiatives. Highlight the following points during the discussion and in your concluding remarks as below.

- Advocacy as such is not carried out in a vacuum. It is a part of an ongoing programme. It is also not an entirely new concept as similar activities have been carried out for a long time. However, only recently the terminology, as well as the articulation of various theories and elements of advocacy have become prominent.
- This is how advocacy is related to good governance. However, we have to be able to unlock the term 'good governance' and see the barriers from a practical point of view at the micro level.
- The short input offered in this session will not be sufficient for understanding good governance as a whole. However, the objective of this session is to raise awareness about it.

Special suggestion for local training programmes

For local training, this session needs to be reframed covering all aspects of good governance with relevance to the local context. The materials included in RM 6.1 and 6.2 will be of help in reframing. In some contexts, presenting photocopies of these handouts might be appropriate – depending on different levels and contexts.

Improving local governance is not only the responsibility of government institutions. Private sector institutions and NGOs/CBOs are also equally responsible. The internal governance of these organisations is even more important. Therefore, all of these realities have to be covered properly in local-level advocacy training. It is suggested that facilitators design the sessions accordingly.

Resource Materials for Session 6

RM 6.1 Good Governance

There must be 'governance' before talking of 'good governance'. Therefore, it will be helpful to analyse these two terms. The following is offered to help with this.

Meaning of 'Governance'

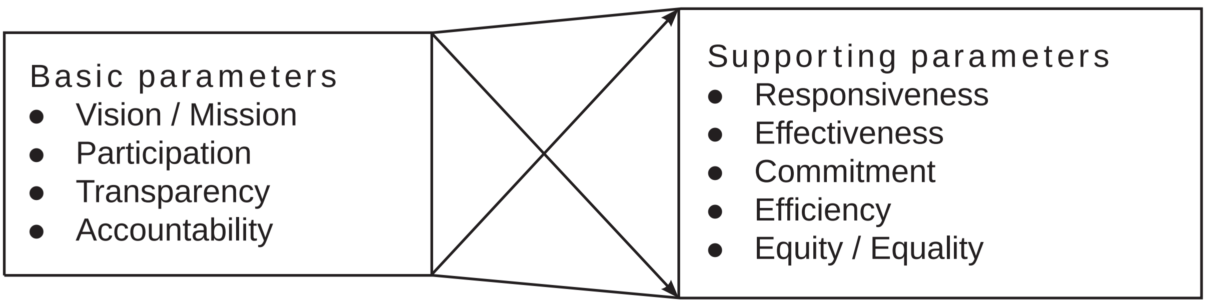
- An exercise of power – political, financial, judicial, and administrative – to manage the public affairs of a country at all levels
- A neutral concept, as all forms of government (democratic, autocratic etc.) govern a country
- Also refers to the complex process of government mechanisms that include all activities of the government.

Meaning of Good Governance

For those who accept the rights-based approach to development, good governance is a people-centred way of managing public affairs and resources for the benefit of the entire population, so that the rights of the marginalised remain central to the entire effort. For those who function from the needs-based approach to development, it is a way of managing public resources so that the needs of the poor are taken care of as much as possible. For those who are already powerful in society, it is an efficient way of managing a country, so that there is no upheaval, the poor are 'managed' and the rights of the powerful are not unduly challenged.

Parameters of Good Governance

The following parameters are included within the concept of good governance.



Vision / Mission

Meaning: Longer-term planning that takes into account (either to continue or correct) previous thinking, plans, understanding, and programmes.

Articulating this vision/mission will include the following:
- identifying priorities set by a previous group, person, or leadership
- assessing present priorities

- reviewing of past and present priorities
- maintaining continuity with necessary changes – i.e., learning and building on the past, and not starting again from scratch

Participation

Meaning: 'Taking part in public affairs'

The following questions determine the level of participation.

- Who is participating? – Men, women, dalits, the poor, the landless, tribal groups, indigenous people, and so on, or only those who already have power?
- What level of participation? – Is it real or only nominal? Is the participation only on paper, and not in reality? Who really has a say in the governance process? For example, in some countries, women are automatically included in official bodies, but in reality they don't have a voice.
- What is the purpose of participation? – A 'counting numbers' exercise? A participation of only listening? A participation of only being able to speak up? A participation of really being involved in the actual decision making? A participation in being able to monitor the decisions made and to impose sanctions? – and so on.
- Where do we want participation? – Only in other bodies of the state, or also in our own institution? In other institutions working with us? Or only in theory or rhetoric?

To promote participation, the first task could be to review the existing situation. Towards this end, in addition to the above-mentioned points, the following questions have to be kept in mind:

- What is the status of participation at present?
- Are there enough women?
- Are there any dalits and staff from other oppressed ethnic groups?
- Are we authorised to recruit new members?
- If not, what can we do?
- Can we raise this issue politely at the upper levels, through seminars, articles, reports, and so on?
- Can we, at least, analyse the existing situation and communicate the results?

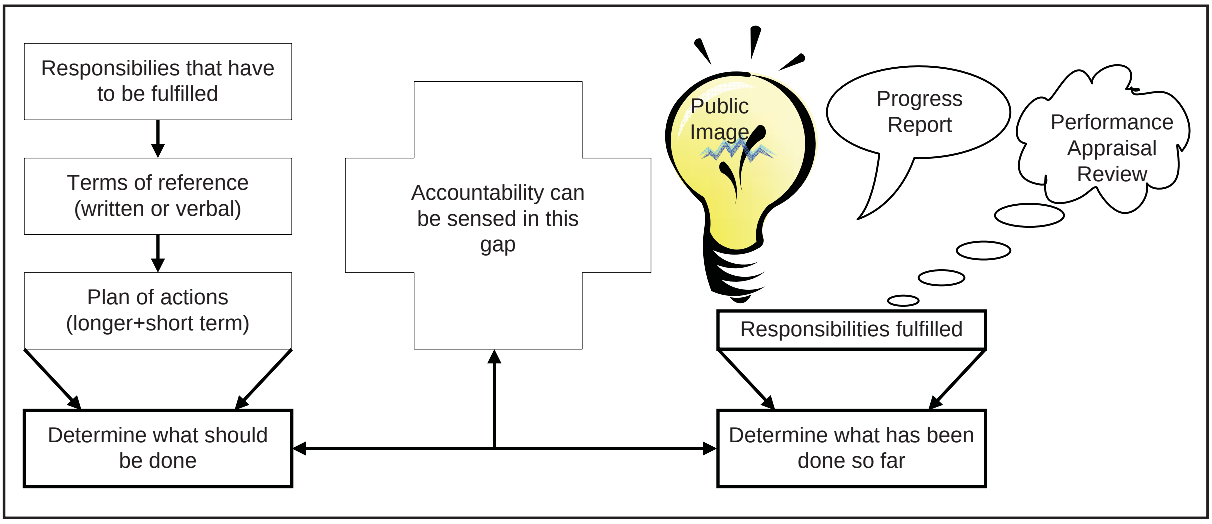
Accountability

Meaning: Accountability is the gap between what has to be done and what has been done so far.

The figure below shows the overall idea of accountability.

It is very difficult to identify the exact features of accountability. However, the following questions help to identify some of them.

- What comments do we hear from people? – Self-centred, senior-centred, country-centred, or people-centred, loyal to people, etc.
- What do people comment on after the departure of someone? – Extreme negative / negative / positive / very positive.
- What do we expect after our departure from some institutions?



Supporting Parameters of Good Governance

There are several sub-parameters to unlocking good governance. Based on the local contexts, many sub-parameters can be identified. Some are summarised briefly below.

Responsiveness: This sub-parameter is directly related to the individual's feeling of responsibility for public affairs. This overlaps with accountability. Some of the features of responsiveness are as follows.

- Level of being on time – official timing, given time for meetings, workshops, and similar
- Level of written response – letters, applications, feedback
- Status of telephone response – willingness to talk, call back, make courtesy calls
- Status of email response – receiving, acknowledgement of mail, response
- Level of listening – skills, willingness, giving importance to people
- Status of acceptability – arguments, disagreements, complaints
- Sincerity on given words – coming up with justifications
- Status of individual policy – open door or closed door?

Effectiveness: This is a comparative term. If there is no one to compare with, any style of working could be alright. But the present world is much more competitive. There are many approaches and styles available for comparison. People at any level are prompt to compare and make up their minds accordingly. Effectiveness is mainly a measure of how close to the goal we have reached – keeping in mind different variables like time, cost, quality, friendly atmosphere, and comfortable relationships. The following questions will give some clarity. For example, if an organisation has a negative response to most of these questions, that organisation is in serious trouble.

- Are we quickest of all in service delivery to the people?
- Can we provide services at the cheapest cost?
- Are our products the best quality?
- Can we give the friendliest environment to those people who come to us?
- Are people happy to build or maintain relations with us?

Commitment: Commitment and effectiveness are interrelated parameters. These can be categorised as institutional and individual commitments. An individual is responsible for running an institution. So the composite form of the individual commitment becomes the institutional commitment. The following tips give an idea for measuring commitment.

- Status of continuation of previous decisions, vision, strategies, and activities
- Degree of sincerity – sincerity with regard to saying and doing
- Seriousness about different issues – poverty, health care, and so on
- Logic of compromise – commitments to democracy, human rights, and similar
- Status of service delivery – what can we offer at the individual level to benefit people?
- Individual sacrifice – can we offer some of our benefits or luxuries for the benefit of many other people?
- Level of compromise – can we compromise with our family in order to remain simple, hard working, and considerate of poor people?
- Level of involvement in other habits – can we remain far away from social, religious, and national evils so that people can regard us as an individually responsible person?

Efficiency: This is a parameter related to individual knowledge and skills so we can be effective at work. The world is changing. We are receiving new, innovative, fast, and wonderful technologies. Are we familiar with all of these changes? The younger generation is already familiar with these innovations. Do we have enough learning attitude to be able to learn from anyone? How fast is our own institution at work? How bureaucratic are we? How much traditional bureaucracy do we have? What do people say to us about this? These are the questions which pinpoint our efficiency.

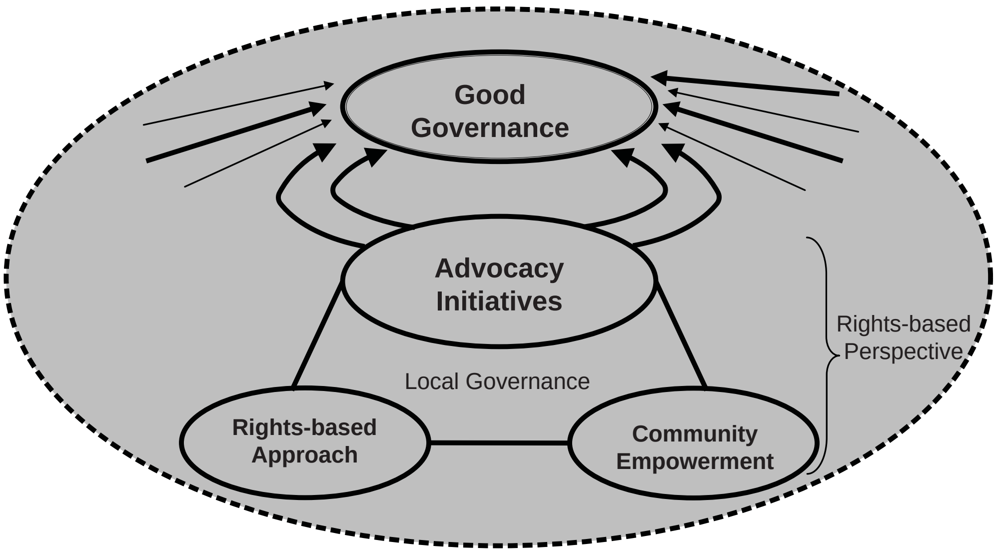
RM 6.2 Linkage Frameworks

Note

These are several ways of looking at good governance as a vision. Not all of these frames should be presented in the training session. Facilitators can also develop several ways of looking at good governance in a particular working context. The materials are presented here as a back-up for the session.

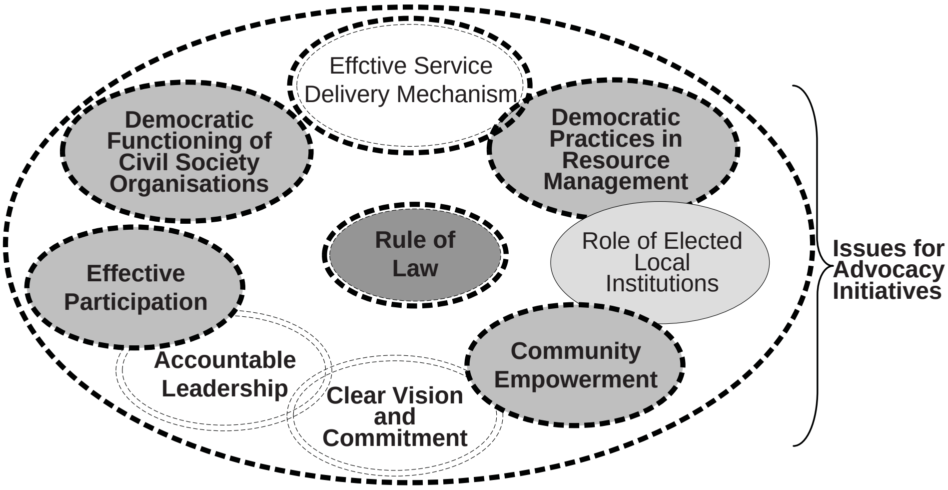
Linkage Framework 1

Attaining good governance at the local level is the ultimate aim of an advocacy initiative. However, improving the status of governance and making it ‘good’ is a long-distance vision. One organisation, however dedicated, cannot achieve this success at the macro level. There are many other actors in society that contribute to promoting good governance. This framework is intended to illustrate this reality.



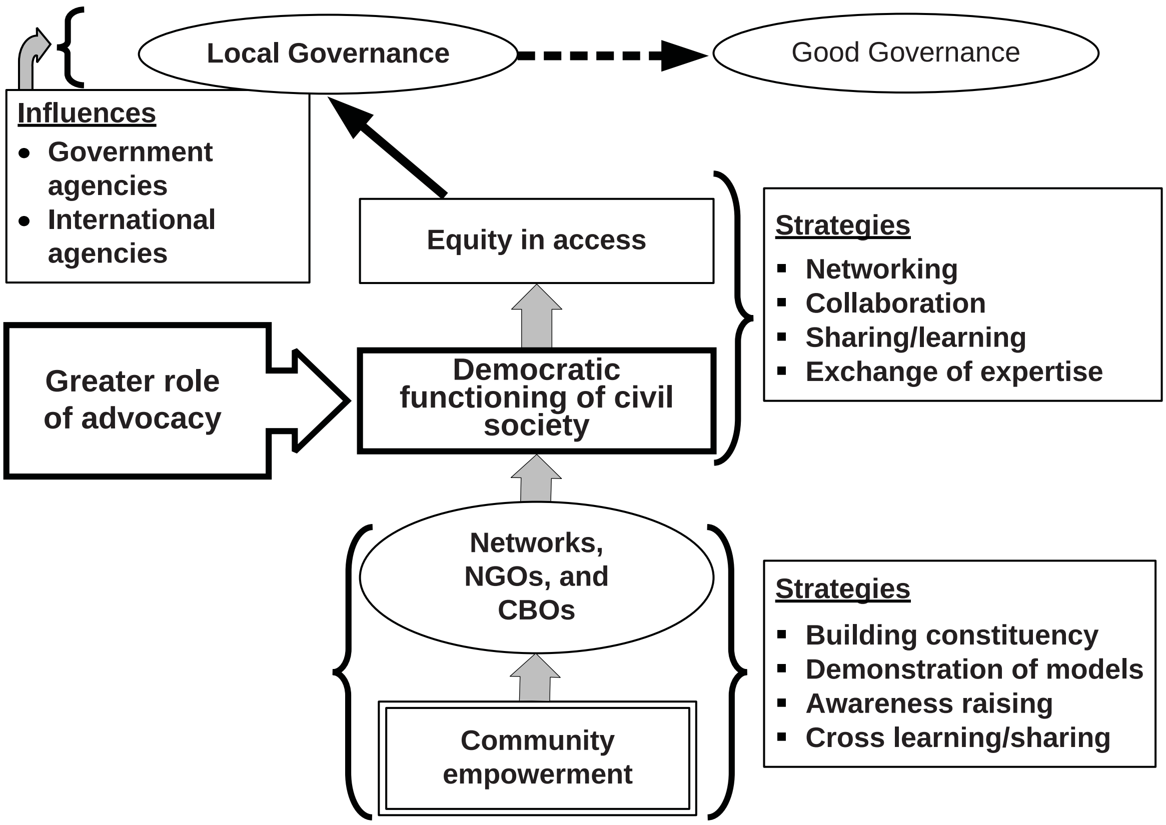
Linkage Framework 2

At the centre of all necessary elements shown here is the rule of law. The rights of the people cannot be ensured without a stable and consistent rule of law. This concept is reflected in the following framework.



Linkage Framework 3

This framework shows linkages of strategies and actors at various stages on the way to achieving good governance at the community level. To sum up, the vision of good governance is necessary but the road to it is not very straight. There are various stages and strategies on the way to good governance. The strategies presented in the above framework for the upper level are even more challenging.



Session 7
Identification and Analysis of Issue

Time: 2 hours

Overall Objective of Session

To become familiar with the conceptual and practical initial steps of the advocacy process

Specific Objectives of Session

- Recapitulate the foundations for advocacy initiatives
- Conceptualise ways of identifying issues
- Identify at least one issue in each sector in the project context

	Activities	Time (minutes)	
Activity 7.1	Logical steps in advocacy	15	(15)
Activity 7.2	Identification of issue for advocacy	75	(90)
Activity 7.3	Presentation of tips on identification and analysis of issue	30	(120)

Advance Preparation

- **In order to make this presentation come alive, the facilitator must be fully prepared with real-life examples to illustrate the different points included. All the examples you cite must be practical and from the same area that your participants are from.**
- **The bullet points included in this manual are enough for the presentation. However, these will not be enough for you as facilitator. Therefore, you have to read at least some literature about this theme. If you do not have other literature, the resource manual prepared for this training workshop will help you significantly.**
- **During the presentation, you should not impose your ideas on participants. Some participants may not agree with some of the bullets included in the presentations. In this case, just share your views but do not pressure them to accept your ideas.**

Suggestions for Facilitators Session 7

Activity 7.1 Logical Steps in Advocacy

Time: 15 minutes

To begin this session, the facilitator could say that until this point the discussion has been primarily geared towards creating an understanding about the background of advocacy. From this session onwards, the workshop focuses more precisely on the actual advocacy process.

- Present the logical steps of the advocacy framework (RM 7.1).
- Give time for simple questions, pointing out that detailed discussion can take place later in this and other sessions.

The steps in advocacy are presented here consecutively on one sheet for ease of understanding. In other literature, these steps are also presented is a 'circle' (for example, Coady International Institute, Canada). Facilitators and readers need not be confused, but should recognise the ongoing link (closing the circle). You can think about including your own graphics to present these contents more effectively. The contents are more important than the style of presentation.

Activity 7.2 Identification of Issue for Advocacy (Group Work)

Time: 1hr 15 minutes

Immediately after finishing this presentation, divide participants into four groups. Distribute the two case studies (RM 7.5 and 7.6) such that two groups start with one assigned case study, and the other two with the other case study.

- Ask the groups to answer the questions written at the end of the case study. Give one hour for small group discussion and to prepare a presentation of the fruits of their discussion. Remind them that they have to choose a presenter, and that the presentation should be in the 'problem tree' format. Encourage them to use display sheets and meta cards to make the problem tree. Details of the problem tree format are given in the Resource Manual. If you are not very clear about the 'problem tree' way of looking at problems and causes, please read the Resource Manual carefully before facilitating this session.
- After the group work, ask all small groups for a short presentation. Again, allow questions only for clarification.

Activity 7.3 Presentation of Tips

Time: 30 minutes

- Present briefly the other sub-steps of policy analysis (RM 7.2, 7.3, and 7.4). You can conclude this session with the presentations which carry the concluding remarks of the session (RM 7.3 and 7.4).
- Now open the forum for questions and discussion. You can highlight the following points.
  - This is a learning session. Therefore, the cases suggested are being used as learning tools. However, in the real-life situation of our working area, we have to spend a lot of time on identifying and analysing the real issue for advocacy. This process demands a huge amount of energy and resources. A number of discussions may be necessary.
  - Facts, figures, trends, and opinions play a vital role when analysing the issue. It is a kind of research work with all the rigour that this entails. We must be willing to change the mind set or hypothesis we started out with, as our perception about the case may be different when we grasp the issue on the ground.

What is crucial to remember in advocacy is that the primary goal of advocacy is people's empowerment – particularly those people who are affected by the issue. Therefore while following these steps, participatory processes must be followed – without that it would be advocacy 'for the people' but not 'by the people'. A non-participatory approach towards planning overlooks the empowerment aspect of advocacy. And the ultimate goal of policy change will not be possible until and unless the affected people themselves become active during the process.

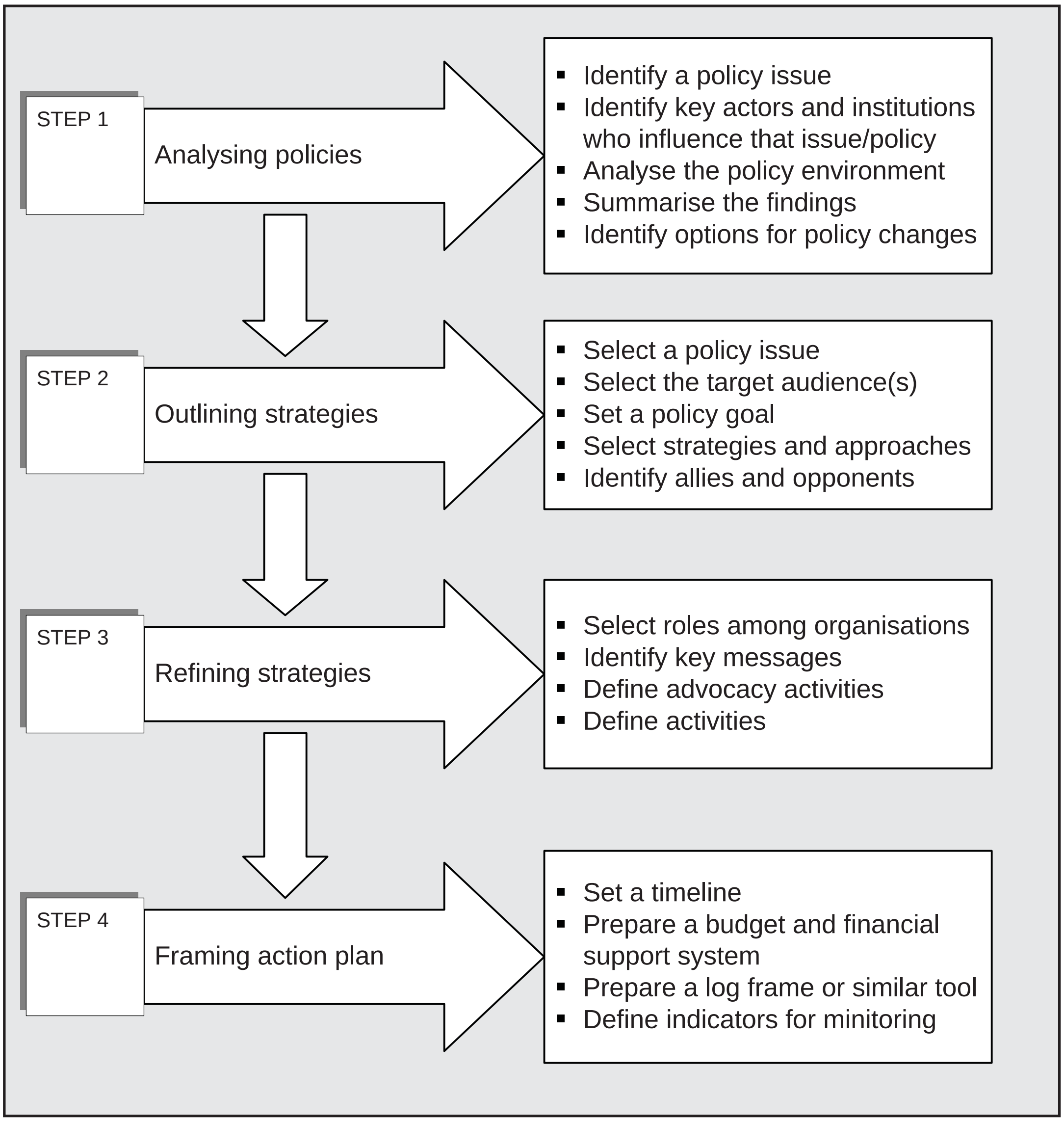
Note

Not all the causes of problems can be issues for advocacy. Causes and issues are not the same. Do not be confused about these terminologies. Only policy-related causes can be taken as issues for advocacy. The Resource Manual discusses this in more detail.

Resource Materials for Session 7

RM 7.1 Advocacy Initiative Planning Framework

In many ways, planning an advocacy strategy is not very different from normal project planning. However, advocacy planning has to start from issue identification, and go all the way to articulating the intended policy change, and developing strategies for on the kinds of tools to be used. Normal programming does not pay much attention to policy issues during the planning stage. The following steps give a summary of the logical steps that are necessary and helpful within the context of an advocacy planning framework.



The above steps may seem to be detailed and long-winded. Advocates may be afraid to even begin if they are 'frightened' by all the steps that need to be followed to plan an advocacy initiative. However, many of these points would have already been completed (consciously or unconsciously) in an organisation that has expressed interest in doing issue-based advocacy. It is also not necessary to follow all sub-steps one after the other, since sometimes they can be done simultaneously by different people.

RM 7.2 General Understanding of Policy Analysis

Meaning of policy: Policy is a systematic plan, course of action, or set of regulations adopted by government, businesses, or other institutions designed to influence and determine decisions or procedures.

Meaning of policy analysis: Policy analysis is a process of (a) identifying policy causes of poverty and discrimination; (b) identifying key actors and institutions that make decisions about the selected/identified policies; and (c) analysing the policy environment to locate where one can begin to influence and where one can hope to gain success.

The need for policy analysis: The following are the basic reasons for analysing policies before initiating advocacy initiatives.

- Addressing problems requires an in-depth knowledge of their underlying causes, as solutions can only be found if problems are well understood.
- In carrying out this holistic or in-depth analysis, the policy dimensions of poverty must not be forgotten.
- Recognising that the actions of policy makers and implementers affect people's well-being leads to the analysis of policy causes of poverty and discrimination.

RM 7.3 Identification of Policy Issues

In general, three types of policy issues need to be looked at: (a) absence of a policy, (b) inadequate policy, and (c) improper enforcement of a policy. The following example will help with conceptual clarity.

For example, let us take the problem of girls' education in Nepal. Look at the following example in the table below.

Problem: Girls in Nepal are not getting equal opportunities in education			
Basic questions	**Existing status**	**Policy issue**	**Focus on advocacy strategy**
Does existing policy promote girls' education?	No	Absence of education policy for equal education opportunity	Establishing a new policy for girls' education
Do existing policies hinder the education of girls?	Yes	Other adverse policies that hinder girls' education	Changing policies which are hindering equal opportunity of education for boys and girls
Are policies that promote the education of girls properly implemented?	No	Weak organisational set-up and lack of commitment for policy enforcement	Enforcing policies that support equal education opportunities

RM 7.4 Key Actors and Policy Environment

Identification of key actors

Identifying policy makers and analysing their interests is an important prerequisite to developing an advocacy strategy. The following questions help us to identify them properly.

- Who makes direct decisions about the policy issues that we have identified?
- Who can influence the decisions of these policy makers?
- Are policy makers and influential actors interested in the issue?
- What resources do they have?
- What is the position they have in relation to the policy issue?

Analysis of policy environment

Analysis of a policy issue is a complex task. Many elements for this analysis depend on the context. Advocacy groups should be able to assess this environment too. The following questions can help with this analysis.

- Can people participate in policy decisions about the identified issue? What channels exist for them to participate?
- Where are key decisions made and who controls such decisions?
- Is the identified policy issue widely discussed? Is it a topic of interest for the general public? Are leading newspapers highlighting the issue frequently?
- Is the identified policy issue a priority for the government? Does the government plan to make any changes in existing regulations? What related policies were approved or rejected during the last few years?
- What changes may occur in the political arena? Are elections coming up? How could they affect the issues identified?

All the answers to these questions can be summarised in a 'problem tree' format showing causes and effects. Such a summary would visually describe the results of such an analysis of the policy environment. This analysis prepares the ground for the identification of options for policy change. Look at the following examples.

Identification of options for policy change

Policy issues		Options for policy change
No education policies regulate schools to provide equal opportunity for girls in education	→	Propose education policies to regulate all schools so that girls can get an equal opportunity
Government agencies spend much of their resources on infrastructure but education of girls is given a low priority	→	Promote the government programmes already available for provision of girls' education in rural communities

Factors for consideration

At the end, the following factors have to be considered before finishing the policy analysis. Pay enough attention to the questions below.

- Which of the policy issues is likely to have the largest and most lasting impact on the problem?
- What will happen if nothing is done regarding these issues?
- Which policy solutions are readily achievable and which are likely to be expensive/time consuming?
- Which policy solutions are likely to receive significant support or face significant opposition?
- Are some solutions riskier than others? Can such risks be mitigated?
- Who should take the lead in bringing the policy solution to the attention of policy makers?
- At present, which policy solutions are your organisation or your partners in the best position to achieve?

Some other considerations

A serious consideration is the fact that most NGOs are working as intermediary organisations within a particular country's legal framework. If you are an international organisation, you require recognition or an official mandate from the national government to work in certain areas or states. The mandate is provided based on certain laws or a memorandum of understanding that is legally binding. If you are a domestic organisation, you have to follow certain legally established rules and regulations. Going beyond this framework means losing your legal status. At the same time, working for rights-based issues involves the creation of a bond of trust with those who are suffering, and inevitably puts the communities you are working in at risk (physically, economically, and otherwise). Such communities could consider themselves betrayed if you led them to a particular point and then left them to fend for themselves because of certain organisational compulsions. This is a serious dilemma that must be faced in advocacy

Therefore, all of us who wish to get involved in rights-based advocacy issues must be very careful at this stage. With these considerations in mind, the following factors that will determine whether you will advocate or not should be carefully thought through before starting any advocacy initiative.

- Could advocacy cause us, our partners, or the communities with whom we work to face major risks (for example, violence and risks to us or to the communities we wish to empower, loss of credibility in the community because we cannot stand with them, being asked by the state to leave the area)? For example, if the government threatens not to renew your organisation's agreement/MoU, or that it will de-recognise the NGO for whom you are working, what will you do – as an individual and as an organisation?
- Is the timing right to become involved in a policy debate? Is the country facing other larger problems that your involvement in advocacy could make worse?
- Could our involvement make the problem worse? Several cases exist where the involvement of certain organisations in advocacy made the problem even worse for those who face the brunt of the reaction on the ground.
- Are there other solutions to the problem that involve different programming strategies that are less expensive or more practical or strategic than advocacy? Not everything is advocacy and advocacy alone is not the solution to all problems.
- Does the problem require immediate action that an advocacy strategy would take too long to address?

There is a huge debate among development workers between whether we should function as 'professional advocates' or as 'activist advocates'. The general understanding of professional advocates in western countries is that they work for whoever hires them, and although such an advocate may choose to get personally involved in a particular issue beyond the call of duty, there is often little question of 'becoming one' with the marginalised group. On the other hand, advocacy workers in economically developing countries clearly seem to believe that they must truly work in solidarity with the people they seek to empower. That means being committed beyond the link of any payment they may or may not be getting for their work. This difference can also be seen in the two meanings of advocacy – one being to 'speak for another' and the other being to 'add voice', or amplify the voice of those who are marginalised and whose rights have been suppressed.

What then does it mean to work professionally in advocacy in an economically developing country? If we are initiating a purely activist type of advocacy, we need not consider all the factors listed earlier. We can move ahead with the people with whom we work. But what is our role when we are employed by an NGO or INGO and then become involved in advocacy work? These are questions we must explore for ourselves, so that we do not pretend to be what we are not, and so the people with whom we work know where we stand.

RM 7.5 Livelihoods in the Churia Hills of Nepal: A Case Study

Small hills with bushes and very fragile rocky areas today form the Churia range in Nepal. This range is located between the northern middle hills and the southern plains. It is not a very wide area but an elongated range, which stretches from the east to the west of Nepal. Before 1950, this area was isolated from both the northern hills and the southern plains. Thus it remained shrubland between two highly populated areas. People living on both sides used to collect firewood, grass, and other forest products from this area. It was also a very good area for cattle grazing for both sides. However, people did not generally settle in this area because it is dry and very hot in summer.

However, after 1960, a population explosion led many poor people, particularly from the northern hills, to begin settling in the Churia hills. In the beginning, only a few households settled in selected and relatively productive areas. As the governmental presence was very minimal, people simply cleared the forest and started to cultivate. Slowly, settlements of this type kept on increasing. By 1998, around 10% of the entire population of Nepal (around 1 million people) had settled in this range. As a result, the thick vegetation (thick forest and bushes) that covered the range was rapidly destroyed. Such deforestation in a fragile range has resulted in the nearest plain lands to the south being heavily flooded during the monsoon. The government bodies responsible for law enforcement in the Churia hills reside either in the southern plains or in the middle hills, so the area is neglected from both sides. However, many international agencies such as GTZ, CARE Nepal, and Helvetas supported the government in introducing watershed conservation, forest protection, and livelihood improvement of the people living in this range. Some of these agencies are still offering such support. The concept of the community forest, which is very successful in the middle hills, was also introduced a few years ago. However, the expected results could not be achieved.

Analysis of the situation revealed that one reason for the failure was that approximately 80% of the land that the current inhabitants have been cultivating for more than 20 years has not been registered in their names as private land. According to the existing land-related laws, those who have no registered private land are illegal settlers. All non-registered land is considered forestland under the control of the Department of Forests, and the existing law permits the Forest Department to evict the settlers in order to carry out its own plantation work in all such non-registered land. On the other hand, the people are not actually being evicted because they are registered in voters' lists and politicians from different political parties are interested in creating vote banks among these communities. Furthermore, in the name of development and social change, these people have been receiving whatever different organisations offer them.

All this means that the communities have no sense of security, and as a result they are not motivated to move towards social transformation. For example, more than 90% of the households in the area construct merely temporary wooden houses that could easily be carted away in case of sudden eviction. Neither local people, potential investors, nor the government are willing to construct basic infrastructure such as schools, roads, drinking water schemes, and community buildings.

Questions to be taken up in the group work:
- What are the general problems of this range? What are the causes of these problems?
- Which are the issues for advocacy among the causes?
- Do you see supportive policies for those selected issues?
- Do you see some policy gaps?

RM 7.6 Forest and Land Rights of Indigenous Peoples in the CHT: A Case Study[6]

The Chittagong Hill Tracts (CHT) comprise three districts – Khagrachhari, Bandarban, and Rangamati – in the southeastern part of Bangladesh. The British colonial rulers formed the CHT district in 1860. At that time it was only one district called Chittagong; the area was divided into three districts in the early 1980s. Forests and mountains bound the CHT on the north-south stretch. The western parts are mainly valley lands. Khagrachhari in the north consists mostly of plains while the greater part of Rangamati in the middle is covered by the Kaptai Lake, created in the early 1960s for a hydro-electricity project.

Eleven different ethnic groups – Chakma, Marma, Tripura, Khumi, Mru, Chak, Tanchangya, Pankho, Lusai, Khyang, and Bom – are the traditional inhabitants of the CHT. Except for Chakma, Marma, and Tripura, not all the groups are found in all parts of the CHT. In addition, small ethnic communities such as the Santals, Nepalese Gurkha, and Ahoms (Assamese) have been living in the CHT for about a hundred years without any government recognition as being indigenous tribal peoples of the area. Bengalis came to live in the CHT about one-and-a-half centuries ago. They were few in number until the mid-1970s when the Bangladesh Government started to settle Bengalis from the plains in this area.

The Forest Department (FD) was founded in 1870 to systematise the control and exploitation of forest resources outside the cultivable lands. More than fifty years after the departure of its colonial founders, the FD still operates in the CHT with almost the same characteristics and attitudes. The forest resources in the CHT are categorised into three groups: (a) the

[6] Sudatta Bikash Tanchangya, Committee for the Protection of Forest and Land Rights in CHT, Rangamati District, Bangladesh, presented this case study at the Regional Planning Workshop, Chittagong, Bangladesh, held 3 November 2003.

reserved forests (RF) managed and controlled by the FD; (b) protected forests (PF) managed and controlled by both the FD and the district administration; and (c) unclassed state forests (USF) under the district administration. In the USF, people practice ‘jhum’ (shifting) cultivation or take land on lease, both permitted by the district administration. In addition, land for rubber cultivation is leased out from the USF.

In 1984/85 and 1989/91, 11,450 acres of land was taken by the military from about 16 villages for training activities, depriving approximately 4,000 indigenous people and Bengali inhabitants (around 700 families) of their cropland and cultivable land in Bandarban district alone. These people received only meagre compensation and nothing for rehabilitation. A similar type of land occupation by the military is taking place in other districts of the CHT.

Indigenous people who have been living in the CHT for centuries still lack proper land rights. The mainland government is not showing any sign of giving this right to the people in a satisfactory manner. Various administrative structures have been established in the CHT. In some tiers, leaders of indigenous communities are also included. However, not a single tier is working effectively in favour of ensuring the rights of the indigenous people. Security has become the central excuse of the government, and has led to many struggles between the mainstream government and indigenous people.

Questions to be taken up in group work:
- What are the general problems of this range?
- What are the causes of these problems?
- What are the common policy issues shared by several causes?
- Do you see some issues that you can advocate for?

Session 8
Open Session

Time: 1 hr+

This last session of the day is planned as an open session. Sharing by outside resource persons, sharing among the participants, or a short field visit can be planned for this session. This ‘empty space’ is meant to either ‘fill up the gaps’ in the learning process or to give the participants a break by taking them for some outing or any other type of activity.

In an international group, this time can be utilised for shopping, sightseeing, and/or visiting some organisation near the training venue. But in local training, any session can be planned.

Note

Experience with various groups has shown that the earlier part of the contents can take longer because participants raise many questions for clarity. This open session can also allow facilitators to make up time lost earlier in the day.

If participants are clear about the rights-based approach and advocacy early in the training it makes the other contents of the training easier to understand. You need not to be too worried about spending more time on the conceptual part of the training.

Day Three

- Selection of a Policy Issue
- Selection of the Target Audience
- Setting a Policy Goal
- Identification of Allies and Opponents

Session 9
Selection of Policy Issue, Vision, and Goal

Time: 2 hours

Overall Objective of Session

To become familiar with the process of setting the vision and goal of advocacy initiatives for a selected issue

Specific Objectives of Session

- Review the policy issue selection processes discussed in the previous day/session
- Explain the processes of creating a vision and goal for the advocacy initiative
- Create a vision and goal for one issue selected during the previous session

Activities		Time (minutes)	
Activity 9.1	Day review	30	(30)
Activity 9.2	Reviewing the process of selecting policy issues	20	(50)
Activity 9.3	Process of formulating vision and goal of advocacy	20	(70)
Activity 9.4	Creating a vision and goal for one issue	50	(120)

Advance Preparation

- **There should be a clear road-map on selected issues for a systematic advocacy effort. You can set up several milestones and indicators under each of the milestones on your road map.**
- **The terms 'vision' and 'goal' are derived from the vocabulary of normal project planning. They both refer to the expected situation after certain interventions, and yet they are not exactly the same. Therefore, facilitators should understand in detail the processes of identifying the vision and goal. The tips given in this manual may not be sufficient for critical questions coming from participants. It is a good idea to refer to some other literature about these concepts.**
- **Remember that the vision is more of an ideal situation, and therefore while we can always move closer to the vision, we may not be able to achieve it fully. You can think about other visual tools to communicate easily the concept of creating a vision and goal.**
- **The goal of your advocacy road-map should clearly indicate the changes you expect as a result of your advocacy.**

Suggestions for Facilitators Session 9

Activity 9.1 Day Review

Time: 30 minutes

Follow your own method of conducting the day review (see Activity 5.1 for help)

Activity 9.2 Selection of Issues, Vision, Goal

Time: 20 minutes

The title itself simply introduces the session. Many exercises have been carried out during the previous sessions to identify the issues for advocacy. Therefore, this session is a reminder of the previous day's discussion and details to be covered when selecting an issue.

- Start this session with a presentation of the tips mentioned in RM 9.1 You can have a short question-answer time in between if participants want to stop and ask questions for clarity. However, this presentation is good to complete as a quick review.
- Give some time for questions and discussion. Focus on the difference between 'identification of policy issues' and 'selection of an issue for advocacy'. Remember that you will find several policy issues related to a particular problem tree, but from an advocacy perspective you cannot deal with all of them simultaneously. You have to be selective, based on your capacity and context.

Activity 9.3 Process of Formulating Vision and Goal

Time: 20 minutes

- Refer to the previous sessions for identification of common issues. Take one or two issues for further discussion. If you take two issues, divide participants into two groups randomly. If you have selected only one, you need to divide them into two groups only if the number is too large (there should not be more than eight persons in a group). If you are making groups you can still ask all groups to deal with the same issue.
- Ask the groups/participants to arrange their seats in a small circle, and ask them to think about their 'dream' – what they would ideally like to see as a result of their intervention and work with the people in relation to the selected issue. Carry on this 'dreaming exercise' for five minutes.
- When you ask them to open their eyes slowly, they will be ready to share some points in the group/plenary about their expected situation. Note the important points together on the board/display sheet.
- Ask the groups to come together in a plenary session and then ask each individual to create a vision statement compiling all the points that you have written on the board. Ask only a few participants to read out their vision statements. Open these statements for discussion and, with the group, finalise one or two 'dream' statements describing the hoped-for, long-term result of working on this issue. This will be the vision.
- The next question follows from the above, and again may be done in groups or in plenary. The next question is, "How can we get to that vision?" Encourage the development of certain measurable indicators that could clearly point out reaching the vision. You could

use the SMART acronym to explain this point (see RM 9.2). This will be your goal for the selected issues.

- At the end of this exercise, explain that there are several methods of articulating and identifying the vision and goals. This is one of the methods adapted from the 'appreciative inquiry process' currently being practised by some groups in the development field. You can apply other effective methods as well in future training programmes.

Activity 9.4 Creating a Vision and Goal for One Issue

Time: 50 minutes

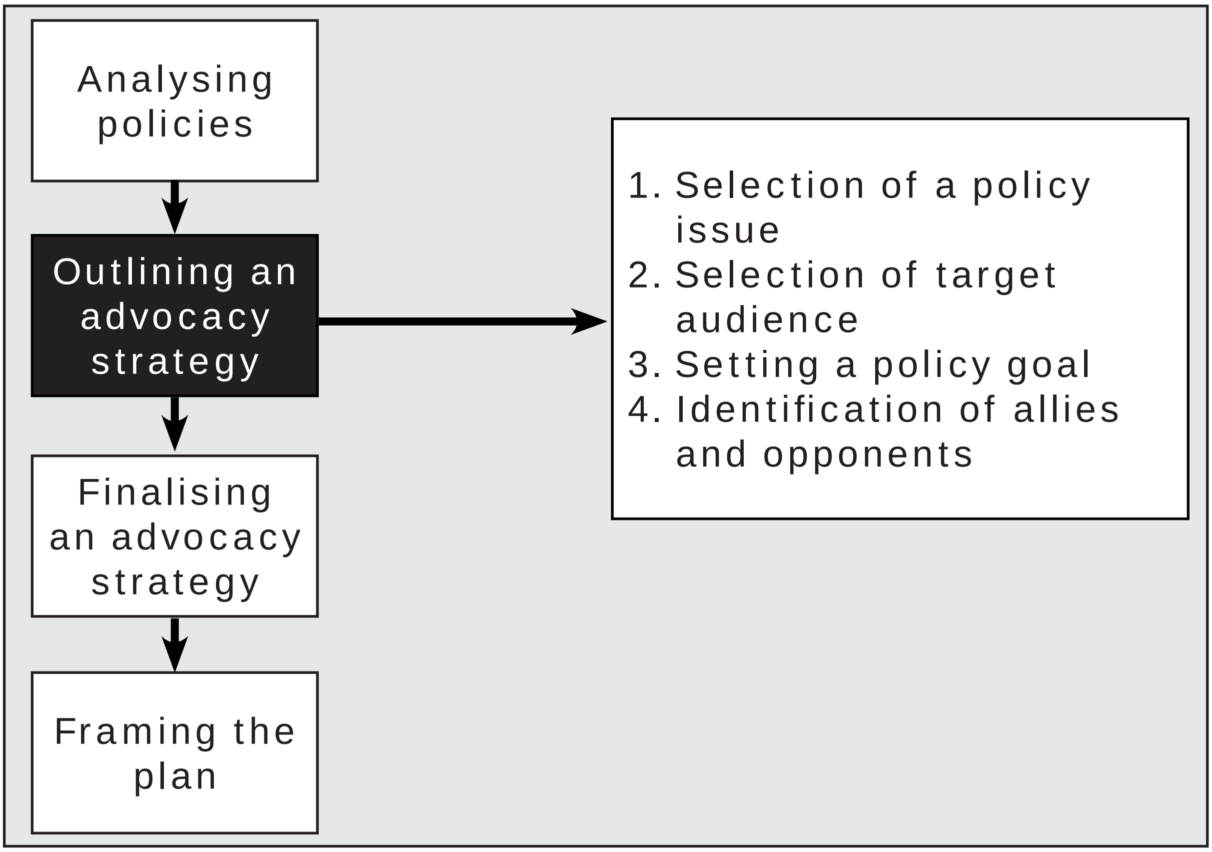
Divide participants into four groups randomly. If you have enough participants from different specific geographical areas, you can also divide them into regional groups.

- Give them one of the common and priority policy issues that have already been selected from the previous discussions leading to the preparation of the vision and goal.
- Send them to their small groups for discussion. Ask them to follow the same process of making vision statements and goals and to return to the plenary for a short presentation.
- Ensure that one of the facilitators is supporting the small groups. Inform everyone of the time limit for the small group discussion.
- In the plenary session, ask each group to make a short presentation. As far as possible, they should not go into long explanations or much detail. Their statements should generally be self-explanatory.
- After this discussion, share some slides on visions and goals to clarify and summarise the processes (see Resource Materials section). This presentation will help you conclude this session.
- The following points could be used for your concluding remarks.
  - 'Vision' is the ideal situation of communities when there are no barriers to good governance. We cannot expect 'ram rajya' (a vision) in this age but we have to be optimistic that many reforms can be achieved.
  - Vision is very abstract and far away. As we approach it, our expectations rise, and we start to see another vision – an even better condition. However, the goal should be achievable and measurable within our lifetime. This is the crucial difference between the vision and goal of advocacy.

Resource Materials for Session 9

RM 9.1 Advocacy Planning Framework – Step 2

This is the same graph as presented in RM 7.1, but the focus of this session is on the second step. The first step of advocacy planning was very broad. All the information required for the planning is presumably collected in the first step, although the intelligent advocate will always keep themselves open to any new strategic information that may come in as the situation unfolds. From this step onwards, the planning becomes more practice-oriented, based on the information gathered while carrying out the first step.



Criteria for policy issue selection

Based on the reminder questions that were discussed during the previous sessions, we can formulate specific criteria for issue selection for our advocacy effort. In principle, the following could be some of the criteria. However, you can develop your own criteria based on your organisational thrusts. An issue must be selected based on the perception that it has the following:

- relatively more potential to help solve the problem
- potential impact on a large number of people
- likelihood of success

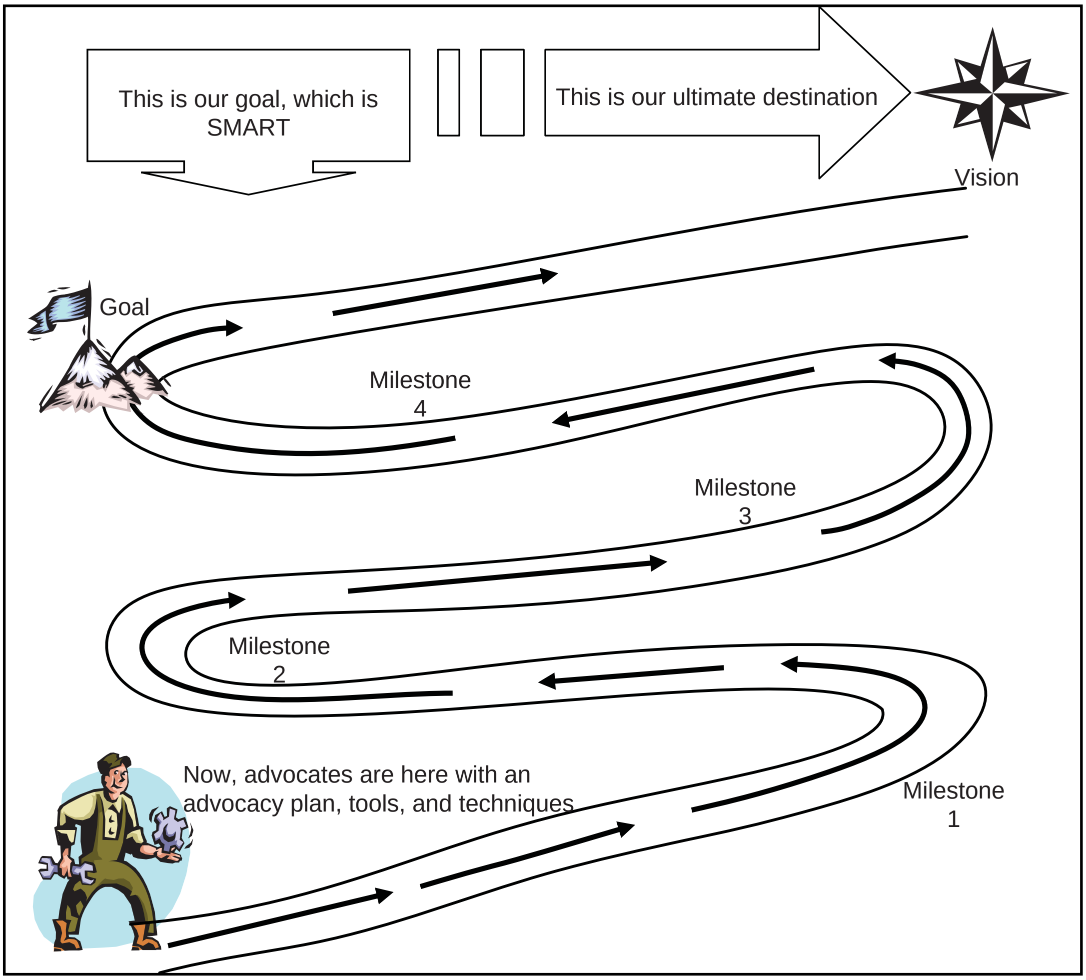
- potential for working in coalitions
- minimum risk
- potential for your organisation to advocate effectively

RM 9.2 Vision and Goal

Vision: A vision is the ultimate destination we want to arrive at. In one sense this destination is not realistic, because it is an ideal condition to be achieved. However, it provides a direction for the process starting from below.

Goal: A goal is a stage of achievement that is realistic and achievable. When the plan meets the goal, the overall achievements have brought us closer to the vision. And it is also likely that the actors working for the project can now see a still greater and 'different' vision, one that goes beyond the earlier one. In particular, for an advocacy initiative, a policy goal indicates the level of changes in policy and behaviour, and the level of empowerment of the people.

In a nutshell, the vision and goal can be presented as shown in the following diagram.



All milestones/objectives can be defined as measurable indicators to monitor the progress of a specific advocacy initiative. You can have sets of objectives in each milestone area. These must be **SMART**, in other words:
S = specific, **M** = measurable, **A** = achievable, **R** = realistic, **T** = time-bound

Session 10
Selection of Target Audiences, Allies, and Opponents

Time: 1 hr 30 minutes

Overall Objective of Session

To become familiar with the process of identification of target audiences, allies, and opponents

Specific Objectives of Session

- Explain the process of identifying target audiences and opponents
- Highlight factors to be considered while identifying target audiences and allies
- Identify opponents on selected issues

Activities		Time (minutes)	
Activity 10.1	Ball rolling exercise	30	(30)
Activity 10.2	Group work	45	(75)
Activity 10.3	Conceptual presentation and discussion	15	(90)

Advance Preparation

- **This session focuses more on the research component of advocacy. Issues can be selected very easily but analysing the information around selected issues is very difficult. Advocates must concentrate on research at this stage of advocacy planning.**
- **This session helps us to move forward from the previous session. For this exercise, participants need additional information about the selected issues. If you arrange to supply them with some information regarding such things as rules, laws, and regulations that are connected with the policy issue chosen, then this session will be more useful.**
- **In an international training situation, it may be difficult to relate this session directly to ground-level realities. For example, if this training is planned only for participants from the Chittagong Hill Tracts, the rules and regulations related to the land and forest rights of the hill tracts of Bangladesh become very relevant as reference materials.**
- **However, be prepared to give several practical examples of your own working areas to relate the concept to reality.**

Suggestions for Facilitators Session 10

Activity 10.1 Ball Rolling Exercise

Time: 30 minutes

- You could start this session with the 'ball rolling' game. The process is as follows.
  - Arrange all the chairs in a circle in the training hall. One of the facilitators should remain in the centre of the circle to explain the game.
  - Explain the rules of the game clearly: (i) everybody must sit with their hands behind their backs, (ii) the ball has to be passed from one person's legs to the neighbour's legs without letting it touch the ground.
  - The game uses two balls: a volley ball and a paper ball.
  - Soon the game starts and the balls start 'rolling' from one pair of legs to another, starting from the facilitator's seat. The regular volleyball moves in a clockwise direction from the participant to the left of the facilitator; the paper ball moves in an anticlockwise direction starting with the facilitator 'rolling' it to the neighbour on the right.
  - Someone should be appointed to make sure that the rules are followed. If there is only one person facilitating this session, you could select two persons from among the participants to observe the game.
  - At a certain point the two balls will cross. Note carefully how the crossing took place. What role did the other participants play to help or hinder the two players who had to pass two balls simultaneously in opposite directions?
  - Soon after that 'crossing' you can stop the game. You can have several tries at crossing if they are not successful in one round.
- Remember that the entire value of the game depends upon your initiation of the discussion after the game, and your skills in relating the incidents of the game to the subject matter of selecting one's target and one's allies, and identifying one's opponents.

If facilitators cannot relate the lessons learned from the game to the subject in hand, participants will take this exercise as only for fun. If you are not prepared or not able to make connections, this will be a waste of time. Therefore, it is strongly suggested that facilitators should be fully prepared for explanations and questions. This must be done right after the game in the same seating arrangement.

The involvement of all facilitators – turn by turn – is necessary to generate discussion after the game. One of the facilitators, who is physically playing the game and sitting with the participants, should start the discussion and the other facilitators who may be standing around can add their comments.

Sharing by different facilitators must be in relation to actions that have taken place during the game in different locations. You can point out the successes and failures of the game as examples. However, highlights from the facilitators' teams should not be contradictory ones.

Activity 10.2 Group Work

Time: 45 minutes

- Divide participants into four small groups randomly. Refer back to the selected issues, and the previously prepared vision and goal. Ask the groups to work on those issues and identify: (a) a list of target audiences – primary and secondary, (b) a list of possible allies, and (c) a list of possible opponents.
- When participants go into small groups, distribute the handouts in RM 10.2 and 10.3, which should be helpful for the small group discussion. After completing the group work, ask the groups to display their findings in different corners of the training hall so that others can see the displays themselves.
- After spending some time on this, ask all the participants to come to the plenary session, and initiate a short discussion. You can start the discussion with several questions, such as:
  - is it easy to identify the target audience, allies and opponents?
  - what is the difference (if any) between actually making such identification in the field and doing so in a training session?
  - how useful was your group discussion in helping you identify these different groups of people?
  - could your small group identify some invisible or hidden audiences and opponents?

Activity 10.3 Presentation and Discussion

Time: 15 minutes

- Present the various tips for identifying target audiences, allies, and opponents as mentioned in RM 10.1. After the presentation, you can open up the floor for a short discussion, which can continue up to the time limit.
- Cite several practical examples about opponents. You can share the concept of 'force analysis' on the board for conceptual clarity.
- Conclude the session with some final remarks. Stress the fact that identifying invisible opponents is the most difficult part.

Remember that there are many overlaps between target audiences and opponents. Sometimes, the same individual can be part of the target audience as well as an opponent. This depends upon the issue and the context.

Remind participants that it is easy to identify supporters but very difficult to identify opponents. Advocates need to go through a direct or indirect consultation process before determining who the opponents of the advocacy effort are. Underline the importance of not simply assuming the identity of opponents.

Resource Materials for Session 10

RM 10.1 Selection of Target Audiences, Allies, and Opponents

Target audiences

Advocacy is not possible without identifying definite target audiences. These target audiences can be roughly divided into two groups: (a) primary audiences and (b) secondary audiences. The primary audiences are those individuals with direct authority to make policy changes. Informing/persuading the primary audience about a policy issue is the centrepiece of advocacy strategy. Secondary audiences are those people who can influence the decisions of the primary audience, although they do not have direct authority to take decisions.

Allies

Allies are those individuals and organisations with whom an advocacy group can join together to jointly work for a common goal. In other words, allies are like-minded organisations or individuals. The questions below give some guidelines for identification of appropriate allies for advocacy.

- Which organisations, groups or individuals are concerned or are already acting upon the same policy issue?
- Do coalitions exist already or it is necessary to establish them?
- How can we contribute to the efforts of other organisations?
- What roles do these organisations want you to play and what contributions do they expect from you?
- What are the advantages and disadvantages of forming coalitions with each of them?
- Are there ‘opponents of our opponents’ who might not be interested in our issue? Would they be interested in ‘overcoming’ the opponents we are trying to defeat and/or influence? Can we work with them without losing our integrity or credibility?
- Do other organisations see you as a value-adding ally to their efforts?

Advantages of advocating through alliances/coalitions

An alliance or coalition is a group of organisations (and individuals) working together in a coordinated fashion toward a common goal. The following are the advantages of alliances and coalitions.

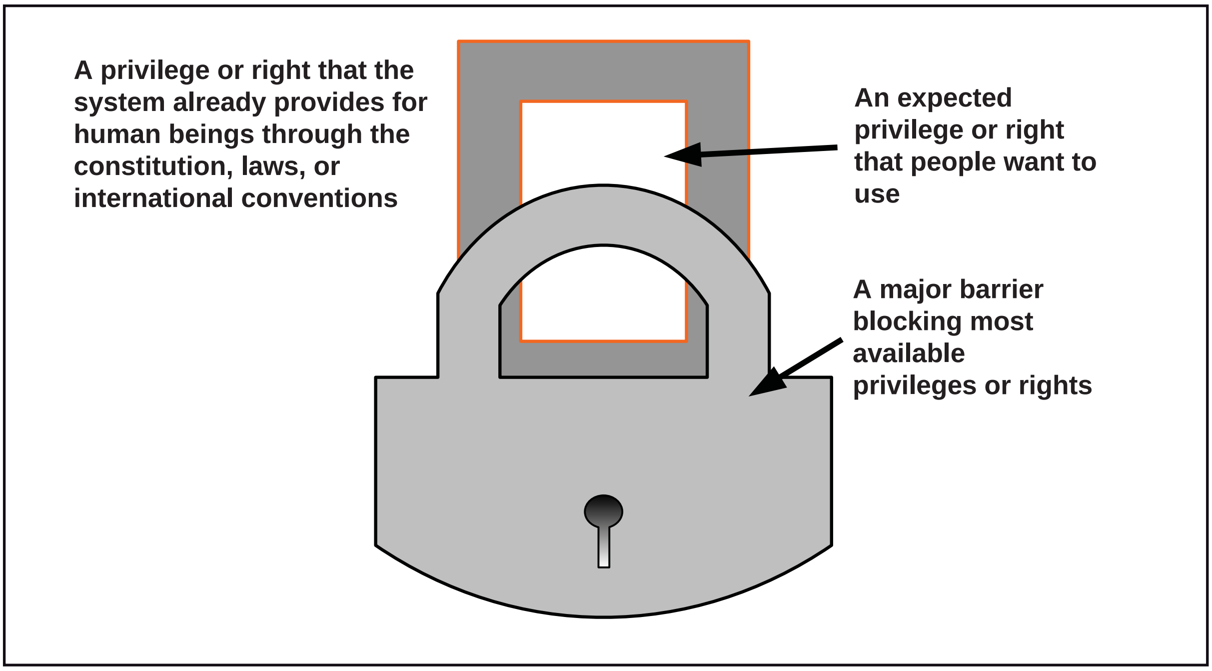
- Increases resources, experience, credibility, and visibility
- By increasing power, they increase the likelihood of being successful at achieving policy changes
- Develops the advocacy capacity of less experienced coalition members
- Provides an element of protection or ‘safety in numbers’
- Provides assurance and encouragement to coalition members who want to initiate advocacy of their own on a different issue

Opponents

Opponents are individuals or organisations who oppose your idea of change. If there are no opponents, you need not be involved in advocacy efforts. In reality, however, there are always opponents. Your target audience could be a very strong opponent. To clearly understand our opponents, we need to analyse the whole set-up of the social structure in which the marginalisation/deprivation is taking place. The following questions could help to identify the opponents and work towards influencing them.

- Are there organisations and individuals that oppose the proposed policy changes?
- What is their reason(s) for such opposition? What do they stand to lose?
- What threat do these organisations and individuals pose to the success of our advocacy initiative?
- What can we do to reduce the influence of our opponents?

RM 10.2 Advocacy and Audiences (Opponents)



Advocacy is all about removing the barriers which stand in the way of good governance. It is those with vested interests, or the persons or groups behind each of the barriers to good governance, who are termed 'opponents' in advocacy. The primary audiences are those individuals who can control those vested interests individuals/groups by the means of policy change.

RM 10.3 Analysis of Audiences (Opponents)

Several barriers can stand in the way of obtaining privileges granted by law to the people. In advocacy terms, these barriers are known as opponents. The opponents before us may have different power roots. Two examples follow.

Example 1

A village leader does not recognise the rights of the general village population but only of his own cronies/friends. The leader may be able to do this because

- one of the leader's relatives may be active in a reputed political party;
- the leader may have good connections with senior politicians;
- those politicians may have a good connection with others who have executive power;
- the executive political party may be able to mobilise bureaucrats for its own interests;
- therefore, bureaucrats may happily work in favour of the interests of this village leader;

or because:

- the village leader may have good connections or partnerships with business people;
- the business people may be able to manipulate bureaucrats in various ways;
- if necessary, business people may manipulate politicians;
- therefore, politicians and bureaucrats may support this village leader;

or because:

- one of the leader's relatives may work with the government;
- the leader may have maintained good relations with a senior bureaucrat;
- these senior bureaucrats may manipulate politicians;
- these politicians are able to mobilise the local bureaucracy to reward this village leader.

Example 2

A local NGO claims to be non-profit making but works mostly with a profit motive and ignores most of the ethical aspects of local governance. It may be able to get away with this because:

- it has maintained very good relations with large donors;
- the donors may have maintained good relations with high-level government officials;
- because of this relationship, government officials may think that the NGO is good, whatever it does;
- these government officials may promptly mobilise local officials for the benefit of the NGO if required;
- therefore, it may not feel that gaining people's faith at the local level is necessary;

or because:

- it may have sufficient sources of funding from large trustees or companies;
- the NGO may feel it has nothing to gain from the poor;
- the trustees or companies may use this NGO as 'clean teeth' for business promotion;
- these leaders may need their reputation;
- government officials and local leaders may be connected to the NGO for personal benefits and employment for their relatives;

- this NGO may be able to mobilise any kind of power it requires;
- therefore, the NGO may feel it is safe to ignore the voice of the people.

Advocacy is also about opening barriers that prevent access by certain marginalised groups to the privileges or rights that certain laws and systems grant to everyone. Barriers to privileges or rights, either of individuals or institutions, are essentially the opponents for advocacy initiatives. Therefore, it is wise to estimate the size and strength of the opponent(s) to be dealt with during advocacy initiatives.

A strong opponent requires a well-prepared advocacy initiative. It may also take a long time to break through a strong barrier. On some issues, advocates may not succeed at all. One must be passionate in order to continue the struggle even in the worst situation. The barrier may not exist because of individual attitudes only but could also derive from contradictory laws and directives from the top. Advocacy initiatives become more challenging if the barriers are related to laws, and the likelihood of success is also smaller.

Many of the sources of power are not visible on the surface. Invisible power connections are more dangerous than the visible ones. Therefore, successful/tactful advocates should be able to identify all the power connections of opponents and audiences. Why they are saying 'no' is a matter of investigation rather than resistance.

Session 11
Building Alliances and Networking

Time: 1 hr 30 minutes

Overall Objective of Session

To become familiar with the importance and process of building alliances and networking for advocacy initiatives

Specific Objectives of Session

- Explain the importance of alliances for advocacy
- Identify important factors for networking
- Differentiate between alliances and networks

	Activities	Time (minutes)	
Activity 10.1	Needs and nature of alliance	30	(30)
Activity 10.2	Factors to be considered for a good alliance	30	(60
Activity 10.3	Differences between an alliance and a network	30	(90)

Advance Preparation

- **Many networks and alliances exist already, particularly in the sector of civil society. Discussion in this session focuses only on those networks and alliances which are and will be formed for issue-based advocacy. Facilitators need to be clear on this point and should guide the participants accordingly.**
- **It would strengthen the session if you prepare some successful examples of alliances and networks from different countries. If you can provide some handouts of such examples, it would be helpful for learning and further training.**
- **Provide some references from actual experience in this session. If you cannot collect such references for the training, at least be able to guide the participants towards locating them for themselves.**
- **Graphs and charts showing the services and linkages of the network members are also useful in this session. Creative use of supporting materials by facilitators will help participants grasp the topic. The Resource Manual may be consulted here.**

Suggestions for Facilitators Session 11

Activity 11.1 Needs and Nature of Alliances

Time: 30 minutes

- You could start this session with a role-play of a local NGO working in an imaginary situation. The role play scenario is as follows.
  - One government official who is responsible for a policy change is sitting in a chair in front of a table, with a number of files all around.
  - Some NGO and CBO people come to meet him and ask for certain changes in policy. After greetings, they start talking about policy changes in the forestry programme in the upper hills.
  - They point out that the meeting was already planned and this delegation of local NGOs and CBOs was called to discuss this issue.
  - The discussion goes on for some time. Finally, the government official says the following:
    - I am meeting with people from different organisations like yours.
    - They are bringing different proposals about the policy of hill forest management.
    - For example, some of them are saying that hill forests should be protected by the government, while others like you are saying that the people should have that responsibility and right.
    - From all these representations, I conclude that you people are not meeting together and are not sharing your ideas with each other.
    - As long as you keep on bringing different proposals, we can do almost nothing – the situation will remain as it is.
    - Therefore, my suggestion would be to come up with one idea or proposal, then, we can think about it.
  - NGOs/CBOs show that they do not have an argument in response and take their leave.

The role of the government official in this role-play is crucial. Prepare the person carefully, they must be able to indicate that civil society organisations lack unity and are not organised in a coalition which could bring about expected changes. As long as there is no common voice for a common issue, advocacy cannot be successful even if a particular NGO/CBO considers it logical and correct.

This role-play was planned for this particular workshop. However, the same role-play need not be used in all trainings. Facilitators can design their own role-plays relevant to the local content, making sure that the point to be made is clear – namely that without unity among the different groups pressing for change, nothing much can be achieved.

- After finishing the role-play, ask participants several questions like, “What did you see in this role-play? Is this relevant to the real-life situation of some countries? What can we learn from this?”
- After hearing from some of the participants, ask another series of questions like, “Is advocacy possible in this situation? Can a single organisation carry out advocacy? What

happens when just a single organisation starts an advocacy initiative for a policy or practice change all by itself and doesn't try to draw others into the effort?

- All the points coming from the participants have to be written on the board – you can write just the bullets or key words related to the topic of the session – namely the need for alliances.
- Finally, present the tips from RM 11.2 to clarify the need for an alliance in advocacy initiatives. Relate your points to those that have come from the participants during your plenary discussion.

Activity 11.2 Factors Needed for a Good Alliance

Time: 30 minutes

Point out to the participants that the earlier session helped us realise that we need alliances for effective advocacy initiatives. We also concluded that advocacy cannot be undertaken by a single effort. If this is true, how can we develop alliances? Allow a little time for discussion on this.

- Present 'factors to be considered for alliance building' from RM 11.3, making sure that you include various examples from the field.
- If time permits, open the forum for plenary discussion. Initiate the discussion by asking, "Do many agencies consider these factors – particularly the NGOs and CBOs that we know? Why do so many NGOs work in isolation from others? If alliances are not easily being forged, what are the reasons? Can we fill these gaps?" These are questions for all of us to consider.

Activity 11.3 Differences Between Alliances and Networks

Time: 30 minutes

- Present the differences between an alliance and a network using RM 11.2. Give several examples of successful networks and alliances in the region. If you have a list of such examples, you can prepare a short display sheet.
- After your presentation, ask participants whether they agree with the points or not. If you get into a controversy during the discussion, tell them there is no clear black and white demarcation between these two terms. A good alliance built for a specific task can be converted into a network later on. Similarly, a good network as such could be a good alliance for some issues.

Finally, conclude the session. The following tips will help you to formulate your concluding remarks.

- Alliance building is at the heart of advocacy. If advocates cannot come into a common forum, it is believed that they will not be able to advocate effectively.
- Successful advocacy results in a wide range of improvements, so wide participation is necessary to gain these achievements and ownership.
- Advocacy can be compared to a football game. If one team has won the good wishes of the audience, the team gets a great response from the audience that encourages the team members. Ultimately, this situation leads towards success.

Resource Materials for Session 11

RM 11.1 Alliances/Coalitions and Network Building

A coalition/alliance is a group of organisations working together in a coordinated fashion towards a common goal. The coalition could be formed for a specific movement based on selected issues. However, a network is an umbrella of organisations that is formed for the common purpose of all members.

Importance: In a democratic society, getting many organisations together is very important, particularly to initiate advocacy for policy change and people's empowerment. The following points highlight some specific reasons why coalitions and networks are important:

- The common task becomes less expensive
- Resources and expertise can be shared for the common goal
- May reduce the possibility of duplication
- May show greater strength because of the coordinated outreach of like-minded organisations

Factors to be considered: Formation of a network/coalition looks very simple when viewed superficially. However, when we go into it in detail we realise it is a very complex matter. The following tips will help to enhance/systematise this process:

- Self-review at the organisational level – transparency, social justice, and participation
- Review of organisational credibility – whether other organisations trust it or not
- Review of individual credibility – whether individuals are trustworthy or not
- Review of vision and goal of all potential members to discover the common ground
- Determination and agreement on a minimum level of commitment for the common goal

One person or organisation can be effective in one area but not everywhere. SEWA (Self-Employed Women's Association) in Gujarat, NCAS in South India, FECOFUN (Federation of Community Forestry Users, Nepal) can be taken as examples. If these organisations contact other organisations with good outreach in their respective areas, their potential becomes stronger. Coalition means the ability to raise the same voice from different corners. It compels policy makers to listen. Some examples follow.

SEWA, Gujarat, India: SEWA is a pioneer in the coordinated participation of unemployed women. As a result, it has been able to raise the voice of unemployed women and has involved them in different development activities. However, this approach has not arrived effectively in the state of Arunachal.

CAN, Meghalaya, India: In 2003 a section of the rural youth of Meghalaya started a small network known as the Centre for Advocacy and Networking (CAN) with the aim of raising a voice on behalf of the poor. However, they were not successful in gaining support from like minded organisations around them.

FECOFUN, Nepal: The Federation of Community Forestry Users, Nepal (FECOFUN) has been raising its voice for people's rights to the forest, but their work is not fully known to other organisations working on water and women's issues.

Bonded Labour in Nepal: The bonded labour movement is famous, at least in Nepal. Many organisations worked together in an alliance during the movement. However, their work was not properly shared with other organisations working on other related issues.

RM 11.2 Differences Between an Alliance/Coalition and a Network

Differentiating between alliances and networks is very difficult. There is no established theory to differentiate between these two concepts. However, based on practical experience, the following differences as set out below can be helpful for further clarity.

Parameters	Alliance/Coalition	Network
Objective	Created for short-term objective	For longer-term objectives
Area coverage	Wider area	Limited geographical area
Task coverage	One specific task	Multiple tasks
Numbers	Many organisations	Fewer organisations
Commonality	Commonality on issue	Overall commonality
Nature	Temporary	Permanent
Sharing	Idea sharing	Resource sharing
Presence	Presence of voice	Physical presence
Expectations	Policy changes	Not specific
Legality	Simple understanding	Written document

'Networks' and 'networking' are different things. 'Networking' is people being together using various means of communication; while 'a network' is people coming together in a structure. Networking is more important for advocacy than a network. When you open a network, it needs resources to run the structure, which may not be so easy to manage.

Session 12
Media Advocacy

Time: 1 hr 30 minutes

Overall Objective of Session

To clarify necessary aspects and share experiences of different countries on media advocacy

Specific Objectives of Session

- Explain the importance of media in advocacy
- Identify factors to be considered for media selection
- Experience sharing of media advocacy in different countries

Activities		Time (minutes)	
Activity 12.1	Needs and importance of media	30	(30)
Activity 12.2	Roles of media	15	(45)
Activity 12.3	Factors to be considered for media selection	45	(90)

Advance Preparation

- There are two important terms here: (i) 'media advocacy'; and (ii) 'media in advocacy'. The focus of this session is on the second. However, participants should be clear about the differences between these two categories of media involvement. 'Media advocacy' means that the media house itself does advocacy on some issues. 'Media in advocacy' means that the media house works as a means of passing advocacy messages from the affected group to the decision makers.
- Regarding the use of media in advocacy, there is no sure-fire method that always works, even though media specialists could of course make sure that issues are published by the media. But media advocacy is more than getting something published. Advocates must operate on the learning-by-doing principle. In this session it is very important that cases from different contexts are shared.
- Give several examples of the successful use and misuse of the media in different countries. If you can carry out an empirically authentic survey of the media on an issue and share the findings with participants, the session will be even more effective. If you have not been able to do this before the training, you can suggest that participants do this in their own context after the workshop.

Suggestions for Facilitators Session 12

Activity 12.1 Importance of Media

Time: 30 minutes

- Start this session with a short icebreaker known as the 'seven up' game. This is a very simple game, as follows.
  - Ask participants to stand in a circle in the training hall. Some of the facilitators can also join in this game.
  - Explain the rules of the game clearly. The simple rule is that one person starts counting from 1, and the next (go clockwise) counts to 2, the next 3, and so on. The seventh person should say 'UP' not seven. Later whenever a multiple of 7 comes up (e.g. 14, 21 etc.), the person who should say that number says 'UP' instead of the number.
  - It should go very quickly, without giving anybody too much time to think. The one who says a '7' number instead of 'UP' is out of the game. Being slow, or hesitating to think before saying the number or 'UP' is also considered a reason to be 'out'.
  - Make several rounds and usually most will be caught out. Depending upon time limitations, you can stop the game at any time.

There are several varieties of the 'seven up' game. There are also several tricks to make people make mistakes. The facilitators who initiate this game should have played it several times before.

Activity 12.2 Role of the Media

Time: 15 minutes

Relating to the '7 Up' game, clarify the following terminologies:

- Media advocacy: Any media house can have its own advocacy. They can select an issue and think about a road map of expected change. They keep on publishing that until they get the expected change from one concerned authority. This kind of advocacy can be carried out by one media house or they can join together. Public advocates have nothing to do in this kind of advocacy.
- Media in advocacy: This means that the media house can play a supportive role in public advocacy. The advocacy agenda/issue does not belong to the media house but it can pass the advocacy message effectively. Therefore, the media plays these two roles in different contexts.
- Clarify these things by different methods in the training session. If you like, you can also prepare a short presentation for this part of the session.
- Start a discussion on the role of media in advocacy initiative. Ask a couple of questions at the beginning of the session. Optional questions are,
  - Why do we need the media in advocacy?
  - What are the roles that the media can play in advocacy?
  - What is the importance of the media in advocacy?

- Carry out a short presentation of the need for and importance of the media. For this presentation, you can refer to RM 12.1.
- Continue the discussion on the presented points up to the time limit for this part of the session.

Activity 12.3 Factors for Media Selection

Time: 45 minutes

- Immediately after this presentation, divide participants into four groups randomly. Give them a case study (e.g. RM 12.3) and ask them to find out what the gaps are in the media advocacy strategy in this case. Give them about 20 minutes to read and discuss the case in small groups.
- After coming to the plenary, ask them to present the gaps in the case. You can ask all the groups one by one in a syndicate presentation style.
- Note all the points on the board. If you have some time remaining, open the forum for discussion. Encourage participants to share their own experiences of media advocacy from different countries.
- Conclude this session saying that the media plays a vital role in advocacy but that advocates must be selective and careful in using/involving the media. It is a very challenging part of advocacy.

Resource Materials for Session 12

RM 12.1 Media in Advocacy

First of all, conceptual clarity is needed to distinguish between media advocacy and media in advocacy.

Media in advocacy is the priority concern for this training. If the media is used for building the public image of the organisation as a public relations exercise, this is usually not even advocacy, unless such public relations is part of a larger strategy working towards what is technically called 'media in advocacy'. Media is used to build a public discourse so that this 'fourth arm' of governance can pressurise those who are in a position to make policy and other decisions to take action in favour of one group or another. The tips presented below are for media in advocacy only.

The Need for Media in Advocacy

- Getting favour of the 'fourth organ' of state to create positive pressure
- Creating a mass movement by informing concerned people
- Creating an influential pressure on the target audience
- Tool for gaining public sympathy
- Tool to convert an issue into a movement
- Tool to mobilise alliance members
- Message delivery to many people in a simple and cost effective way
- Helping to balance power with those who currently have the power

Types of Media

The media can be categorised into two groups: (a) narrowcast media and (b) broadcast media. The narrowcast media are confined to a local area (therefore 'face to face') whereas broadcast media generally cover a larger mass of people who may not be seen face to face by those who are communicating through this means. Thus, narrowcast media is more interactive and influential at local levels whereas broadcast media has wider reach and plays an influential role at the macro level.

Considerations when using the media in advocacy

- Before use, monitor the media: find out the 'hidden' policy or 'side' that the particular media house has taken. Otherwise you might end up giving strategic information to the wrong side, or waste scarce resources trying to influence a media group which is antagonistic to your issue.
- During use, correct if there is mistake, reply promptly when necessary, and support the media that is helping you as required.
- Build relationships. Do not go to the media only when you want something. Create a long-term relationship so that they see you as a source of reliable and regular information, and create your own credibility. Offer information not connected with your issue; help by pointing out important contacts/information they may be need; congratulate them for work well done, and so on. Once you have a relationship, you are more likely to find a listening ear, and to see your view given space in their publication or broadcasting programme.

Tips when approaching the media

- What is the main message? And who needs to receive it? Are you framing it in such a way that it will reach those whom you want to influence? Framing the issue into a message is a crucial task. For the media your message must be newsworthy. This might mean creating a newsworthy event to highlight your view. (A press conference is not a newsworthy event unless you have some 'explosive' information to give out. Just because it is important to you, does not make it explosive!) For the policy makers, you must know their own weaknesses or soft spots and the issue must be framed to hit them at these spots. Just reporting the truth as you see it is not being strategic enough. Framing your issue without losing your integrity – that is the challenge of successful advocates.
- Identify the coverage capacity of the media and frame your message accordingly. If you do not pay attention to this point, the main part of your message could be cut out. Thus, for example, if the article you send is too long, it will be edited halfway through. And if your main point is in the second or later part of the article, your main part will be given short shrift, and although your article might be published, what you really want to say will be lost. Similarly, the style of the media to which you are sending your material must be kept in mind. Electronic media has a different style from print media, and even among the print media different styles are found in the writing of different types of newspapers and periodicals. Careful homework in this regard is crucial.
- Is this media the best medium for the issue you are dealing with? And who should be your contact person for the media?
- Who will be the person to give interviews in case of media invitations? You can ask the participants to contribute their own insights.

Risks

- Unfavourable or inaccurate coverage – not all sections of the media will necessarily work in your favour all the time. Sometimes knowingly and sometimes unknowingly, they can produce unfavourable coverage.
- Possible mobilisation of opponents – by using the media you risk that strategic information will flow to opponents.
- Dirty games by reporters – keep in mind that not all reporters are competent and some of them lack integrity.
- Possibility of media persons seeking undue advantages – you can ask the participants to contribute their own insights.

RM 12.2 Case Study on Media Coverage

The community forestry programme of Nepal is one of the successful natural resources management programmes in South Asia. To date, around 13,000 user groups (240,000 people) have been organised, and about 20% of Nepal's total forest area has been handed over to them. In the initial years, the programme was promoted mainly by outside support. However, the Government of Nepal later on internalised the issue and made this programme a national one. Now, the concept of community forestry has been institutionalised in Nepal.

Unfortunately, however, the Government of Nepal once decided to collect 40% of the earnings of community forest user groups. The users were not expecting that kind of decision, nor was it part of the forestry sector's existing rules and regulations. However, the government imposed this decision very tactically and in a planned way.

There are several types of media available in society today. It is a matter of selecting the appropriate ones.

Immediately after imposition of the decision, the Federation of Community Forestry Users, Nepal (FECOFUN), a national federation of users working for the protection of the rights of forest user groups, started an advocacy initiative against it, making sure that it was also a movement. This movement has been running for several years. Various workshops, seminars, and discussions at different levels have been taking place on this issue.

In Nepal, several newspapers are published daily, weekly, and so on from different cities. When FECOFUN organised programmes at the national level, some papers covered the issue but not in a priority column. They wrote some news that was published on the lower priority pages.

About seven leading newspapers are published daily at the national level. All newspapers publish at least some opinion articles every day. However, it was noticed that they were not publishing articles on this issue. This situation indicates that no writers were writing articles about this issue, and it reflects the fact that no intellectuals were paying attention to it.

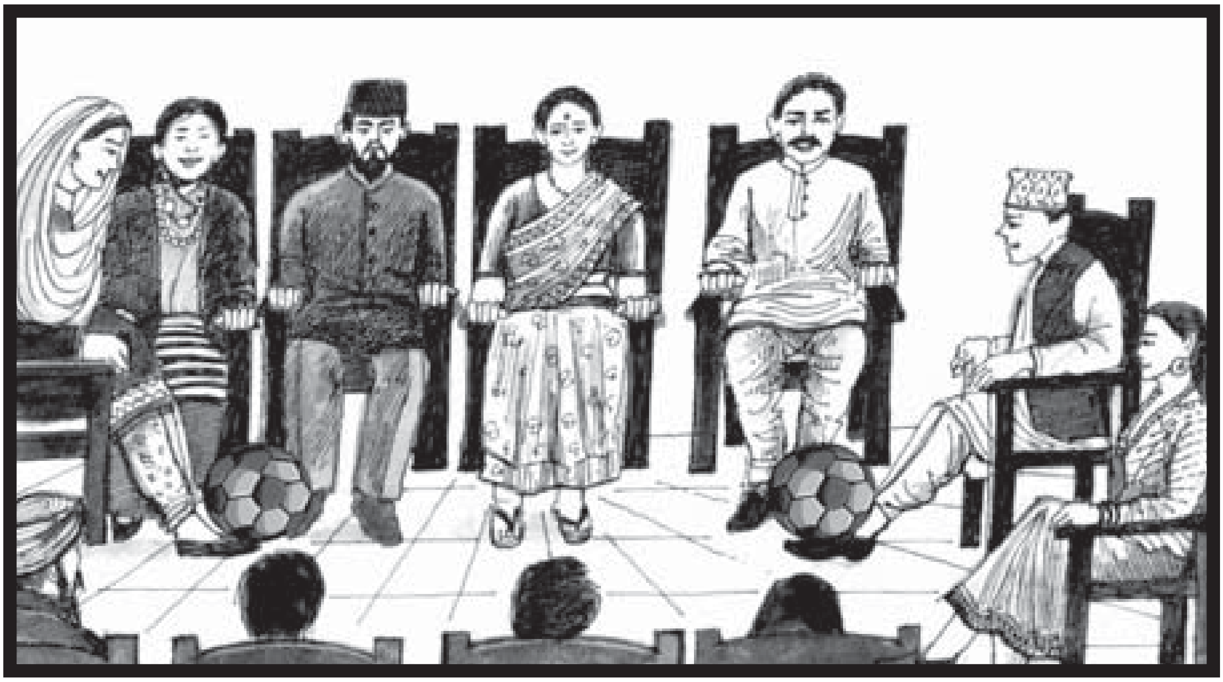
There are also several FM stations in Nepal. Some of these stations are broadcasting community forestry programmes at present but all of these programmes are paid for by donors' money. No FM station is broadcasting advocacy messages as news on their own. The same situation is apparent if we look at the television stations.

Those running this advocacy initiative need to ask themselves a number of questions in order to analyse the lack of success of their media advocacy efforts. As a small group, help them in this reflection, by thinking about these questions:

- What were the gaps in regard to the use of media in advocacy in this case?
- What should have been done to minimise these gaps?
- Can you suggest some activities so that the media can be mobilised properly?
- Any other suggestions?

Day Four

- Advocacy Strategies
- Selection of Roles, Message, and Activities
- Timeline, Budget, and Monitoring
- Bottom Line Strategies



Session 13
Finalising Advocacy Strategies: Roles, Key Messages, and Activities

Time: 1 hr 30 minutes

Overall Objective of Session

To become familiar with the process of finalising advocacy strategies in the light of people's roles, the key message, and activities

Specific Objectives of Session

- Explain processes of identifying roles of different people for advocacy initiatives
- Identify factors to be considered while creating key messages for advocacy
- Explain the process of identifying advocacy activities for different issues

Activities		Time (minutes)	
Activity 13.1	Day review	20	(20)
Activity 13.2	Role-play	10	(30)
Activity 13.3	Presentation on key roles and message	30	(60)
Activity 13.4	Plenary discussion on presented tips	30	(90)

Advance Preparation

- **Be clear that the session is related to communication. You can use several communication tools in this session as per your planning.**
- **Make sure there is enough time allocated for the session. You can cite several examples of your own regarding the selection of roles, the framing of key messages according to the target audience, and so on. You should prepare these examples for the session in advance.**
- **If you can gather other tips from communication theory, particularly for designing the message, it will add value to this session. Framing a good message needs a lot of practise. There may not be enough time to practise for several messages in this session.**
- **Focus more on individual capacity for the particular role. You can also cite examples of failure due to the assigning of a role for which a particular individual was inappropriate, simply for the sake of his/her position and prestige. In short, you must be able to give the message that an appropriate individual should be given an appropriate role.**

Suggestions for Facilitators Session 13

Activity 13.1 Day Review

Time: 20 minutes

Follow your own method of carrying out the day review (see RM 5.1 for help).

Activity 13.2 Role-play

Time: 10 minutes

- Start this session with a series of role-plays on the same issue. You need seven participants for the role-plays. Select them based on their skills (perhaps a day in advance) and brief them carefully about their roles. If they need some help in preparation, you should assist them. They can also have different costumes (if useful) for the role-play. The costumes have to be chosen according to the role.
- You also need to select an issue for the role-play. You can select a widely known issue among those you have been talking about during the training. The issue for the role-play in a regional training session is, 'Mountain people have no rights over forest resources'. The process is as follows.
  - One person comes around selling a newspaper, highlighting the headlines. After making one or two rounds in the training hall, he or she leaves.
  - Immediately, two or three others come into the training hall and start a corner speech on the same issue. They are intellectuals with information about the issue. After two minutes of speaking, they also leave.
  - Immediately, a group of three people come together and start a street play on the same issue. After two minutes of the play, they leave.
- After the role-play, let all the participants settle down in the training hall. Briefly discuss their insights into what they saw in the training hall.
- Conclude this part of the session by making it known that roles were distributed based on skills observed during previous sessions. In advocacy, not everyone can play the same role in all contexts, and one person cannot play all roles. The best way is to select appropriate persons for appropriate roles.

Activity 13.3 Presentation on Key Message and Roles

Time: 30 minutes

- Present the remaining parts of the advocacy planning framework (RM 13.1). You should not hurry through this presentation. If participants want discussion, you can pause the presentation, particularly before and after the examples. The presentation includes one specific example. You can also give one or two similar examples from your own experiences.

Activity 13.4 Plenary Discussion

Time: 30 minutes

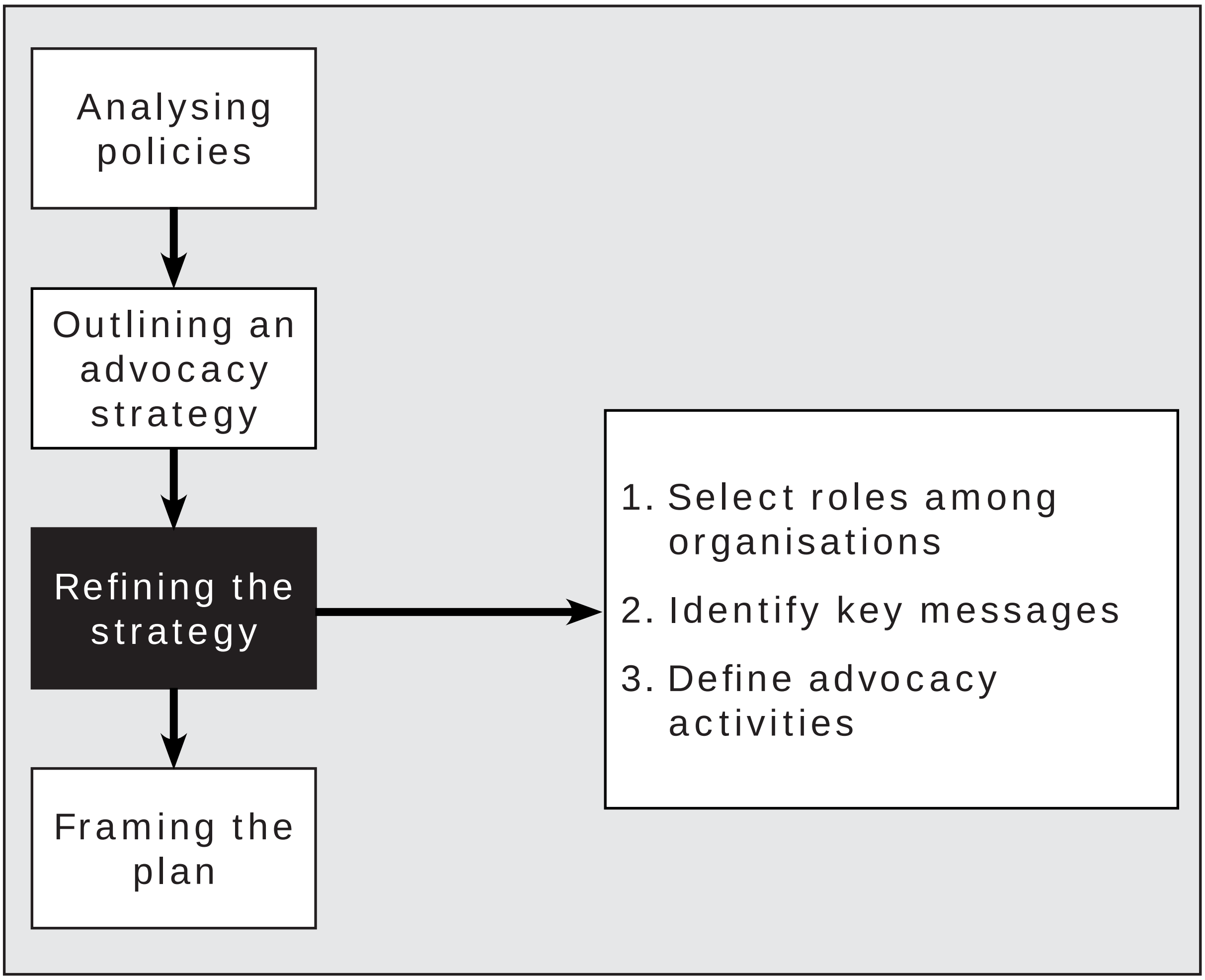
- After finishing the presentation, open the forum for discussion. You can initiate discussion with the following questions if participants remain quiet:
  - Do we follow these steps in preparing advocacy in our own context?
  - What happens if we fail to design an appropriate message for an appropriate audience? What happens if we do not think about expertise and roles?
- You can extend this discussion up to the time limit. Encourage quiet participants to share their ideas. Finally, conclude the session highlighting that advocacy in general is a long mission. We cannot assume that the achievement will come tomorrow. Therefore, it is crucial that advocates sustain their efforts on a continuing basis.

Advocacy is a struggle fought with intellect, not with anger and broken relationships. When choosing words and phrases for crafting advocacy messages, public advocates should be very careful. Advocacy messages should help build relationships as far as possible. If it is simply not possible, this is acceptable, but existing relationships should not be broken.

In other words, advocacy ends in negotiation. All advocates should be mentally prepared for this at some stage. If the struggle is taken as win vs. defeat, this is not advocacy. This is the main difference between advocacy and war. Advocates should be very clear about this and they need to orient the media accordingly. Otherwise, one news item crafted with misleading words will be enough to break all of your life-long relationships with policy makers. How to do this in a balanced way is a challenging aspect of advocacy and the media.

Resource Materials for Session 13

RM 13.1 Logical Steps for an Advocacy Planning Framework



Finalising advocacy activities

This includes the following:

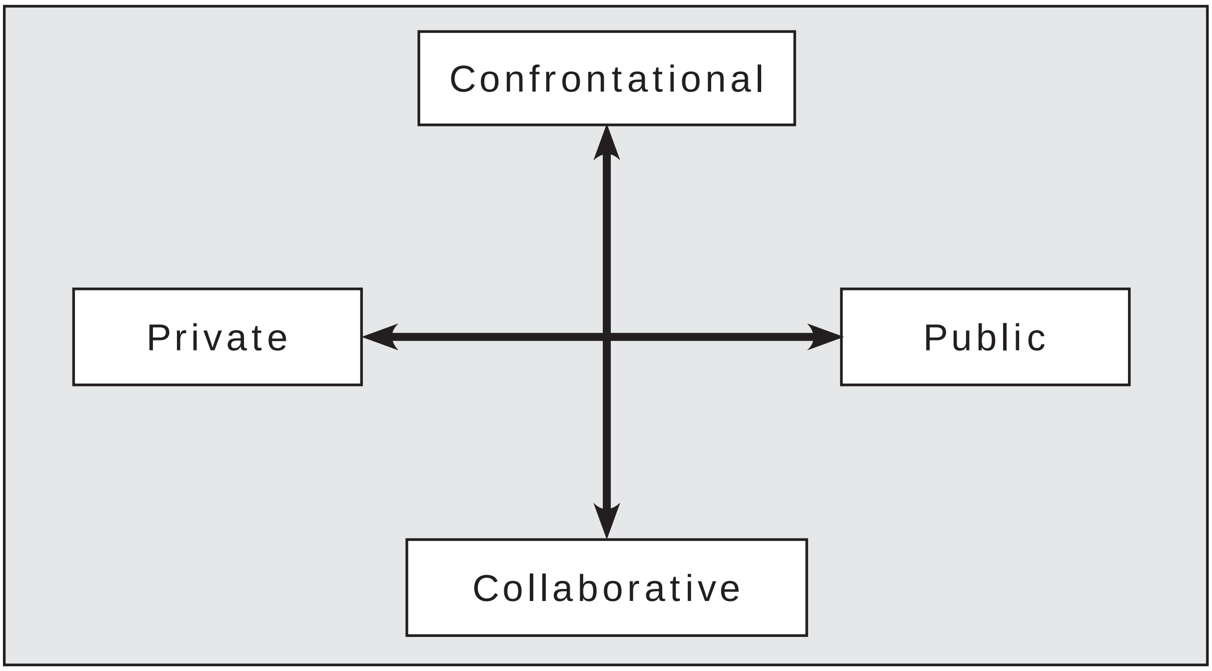
- Selection of roles among organisations or individuals – including what person or organisation will be following which approach to advocacy as seen in the role-play.
- Identification of key messages – including which message will be the key one as seen in the role-play
- Defining advocacy activities – including what activities will be carried out in which sequence or order

Selection of roles in advocacy

Advocacy is not only confrontation. Confrontation is a strategy and an approach which is a means that needs to be used – usually towards the end, after other methods have

failed. Generally, people think that advocacy without confrontation is meaningless. However, this is not true. Achieving the expected change without confrontation could be even better advocacy, because it may mean we have really convinced our opponents. Take into account the fact that you can use information from policy analysis for defining your roles.
Advocates can play the following roles:

- Expert informant: Provides technical advice to policy makers when the analysis points out gaps in their knowledge; this is a very soft, less risky and prestigious role.
- Honest mediator: Advocates who are trusted by both sides can participate in a policy-making process by acting as an expert and fair mediator for competing interests.
- Capacity builder: Advocates can provide support to various stakeholders so they can enhance their capacities to influence policy decisions and policy makers.
- Lobbyist and player: Some public advocates may enter into the policy formulation process as a full participant and make direct approaches to influence policy, either alone or in coalitions.
- Community mobiliser: Advocacy is a people-centred approach of empowerment which insists on empowering people so that they can influence change, hence the community mobiliser can play a very important role in making sure that the people are coming along and that it is they, and not just the advocate, who is being empowered.



Advocacy approaches

As seen in the role-play, the roles of advocates depend upon the target audience and advocacy approach that they have selected. The following examples are presented here for additional clarity:

- If your target audience is a ‘mass’ at community level, your role could be ‘capacity builder’, ‘mass mobiliser’, and so on.
- If your target audience is the minister of the concerned ministry, the advocate’s role could be expert informant. This role can be played using private or public approaches.
- If you are following a collaborative approach and your target audience is business leaders, you can play the role of honest lobbyist.

- If you are following a confrontational approach and your target audience is the government bureaucracy, you can play the role of honest mediator.

Key messages

The key message for advocacy has to be determined according to your target audience. In an advocacy message, you must include the following:
- What do we want to achieve?
- What do we want others to do for us?
- How do we propose to achieve the expected results?
- What specific action should the audience take?

Advocacy activities

Advocacy activities have to be finalised according to the advocacy approach, the roles of the advocates, and the issue. However, the following activities can be taken as general and common to all advocacy initiatives.
- Gather information about the issue – the effects, advantages to some, and disadvantages to other people.
- Arrange interactions with experts who could give intellectual inputs on the issue.
- Organise visits for key persons to those areas where the expected changes have to be taken place. Coordinate such visits with key persons in the affected area.
- Hold frequent informal meetings with key stakeholders and opponents.

One success can be achieved at one time. Fine-tuning strategies, approaches and tools goes on and on when advocates start becoming successful. However, if they fail at the beginning stage, there will be less opportunity for learning and improving.

Session 14
Activities, Timeline, and Budget

Time: 1 hr 30 minutes

Overall Objective of Session

To have some practical experience of selection of appropriate activities and budgeting for implementation of the advocacy plan.

Specific Objectives of Session

- Select different roles of individuals to initiate advocacy in a given road map.
- Identify some budgetary clues to move the road map forwards.

Activities		Time (minutes)	
Activity 14.1	Icebreaker – group dance	10	(10)
Activity 14.2	Group work on selection of roles, messages, activities	45	(55)
Activity 14.3	Presentation and discussion	35	(90)

Advance Preparation

- **The intention of this session is to narrow down all the concepts into a practical action plan. Advocacy activities are connected with strategies, approaches, and tools that advocates choose to take the selected issue forward. These should all come in this session as a chain.**
- **This session is a practical exercise based on the tips presented in earlier sessions. Not much preparation is needed for this session, you should focus on those participants who are not participating much in the whole group discussion.**
- **This session encourages participants to relate the concepts to their practical realities. Therefore, facilitators should support participants in small groups.**
- **Participants need not prepare an actual budget in this session. However, it is important to clarify the features of an advocacy budget, including financial sources for advocacy initiatives, which are different to normal activity budgeting.**

Suggestions for Facilitators Session 14

Activity 14.1 Icebreaker – Group Dance

Time: 10 minutes

Start the session by using a training analogy; the participants will benefit doubly. On the one hand, they will be energised, and on the other hand, the ensuing discussion session becomes more interesting than the session kicked off by other methods. One simple icebreaker which can be used as a training analogy has been planned for this part of the session. It is not necessary to follow the same icebreaker all the time. Facilitators can choose their own related analogy later on.

- At the beginning of the session, divide participants into two groups randomly. Ask each group to prepare a group dance on a competitive basis. You can also tell them that the winning team will get a good prize. Give them five minutes to prepare.
- Ask them to present the dance in the training hall. Give each group two minutes for its dance presentation. They can also use musical instruments which can be made available in the training hall.
- After finishing the dance, ask them, "How did you select different roles for the competition? What was the basis for selecting the dancer, singer, and musicians?"
- After hearing some participants' explanations, point out that in advocacy too, the selection of roles, messages, and activities also depends upon the situation, the person, their expertise, and their interest. Finally, let them know that the group is going to have a similar type of exercise in advocacy.

Activity 14.2 Group Work on Activities, Timeline, and Budget

Time: 45 minutes

- Divide participants into four small groups randomly. Remind them of the two cases of Churia and CHT discussed in Session 7, (RM 7.5 and 7.6) and also ask them to read a case study (RM 14.1).
- Relate this group exercise to the icebreaker carried out at the beginning of the session. Details of the group work are as follows:
  - Time for group discussion 45 minutes
  - Group tasks
    - o identify the primary and secondary target group or individual for advocacy
    - o design a specific message for the primary target group
    - o design at least two activities for advocacy with the timeline and budget
  - Prepare presentation materials on newsprint – the format for group work is shown below. Distribute this format after clarification of group task. Facilitators are free to make a more specific and contextual format for this exercise if the training workshop is organised for a special area-based or ethnicity-based group.

Selected policy issue: Advocacy approach: Target audience (primary):		
Advocacy activities	Timeline	Estimated budget

- Mobilise all facilitators and send at least one to support each group for this group work because there may be confusion in this group discussion. At the same time, remember that there are several things to be identified from this group discussion.

Activity 14.3 Presentation and Discussion

Time: 35 minutes

- Ask one of the group members to present their findings very briefly. They should not spend time explaining too much during the presentation. They can just read whatever they have written on the newsprint.
- After every group has made a presentation, initiate a plenary discussion on the presented points on roles, messages, and activities. Initiate the discussion with the following questions:
  - Is it easy to identify the roles of different people?
  - How did you feel when designing messages for a given situation?
- If you do not agree with some of the points made, you can raise questions. Your questions will help to initiate group discussion.
- Finally, conclude the session stating that we are coming down to the practical area of advocacy. You can highlight the following points in your concluding remarks.
  - Division of roles and activity planning are the planning tools. Many things can be changed based on performance later on. However, you have to be able to make a realistic plan at the beginning. It shows your strategic plan to gain certain achievements.
  - Designing messages for various target groups is very important for advocacy. If you go to a minister without having a clear and specific message, your meeting will not add value to your mission.
  - Advocacy-related activities are those which help advocates to pass their message effectively to the primary audience. If the message does not touch the audience, such activities will remain just activities but not part of advocacy. You should give several examples to prove this point.

Resource Materials for Session 14

RM 14.1 Case Study on Beej Bachao Andolan in Uttaranchal, India

Beej Bachao Andolan is really a positive outgrowth of the Chipko movement. It germinated long after the movement was successfully over and the activists had returned to their villages to pursue their parent occupation of farming and combine that with constructive social activism. These were also the years when the green revolution was at its peak – much talked about and spreading rapidly. But the technology of the green revolution was designed for water-sufficient areas in the plains and not for rainfed agriculture, which formed the backbone of farming in the hills. Actually, the green revolution had little to do with agriculture, as it was essentially a market concept. It promised a lot but delivered very little, and even caused harm.

In due course, a general realisation set in that the use of chemical fertilisers and pesticides was doing more harm than good to the soil, the water, to human health and to cattle health, and yet nothing was being done about it. In the hills, the belief of just a handful of men was enough for them to put their feet down against using chemicals in their fields. However, this resulted only in the yields plummeting since the hybrid seeds, propagated as part of the green revolution package, were virtually useless without chemicals. In discarding chemicals, these farmer-activists realised that they had to disown hybrid seeds as well, and return to their local, traditional varieties. Having made this decision, they found that in the two decades of green revolution, the local seed varieties had largely been lost. This was the start of the Beej Bachao Andolan.

Starting from two seeds, the Andolan today has, as part of its village-based preservation, a collection over 300 varieties of rice, more than 180 varieties of beans, and so on. It is driven by the conviction that it is the rich variety of local seeds and the principles of traditional agriculture that can ensure people’s food security and well-being and maintain an effective balance between man, animals, plants, water, air, and earth. And so, over one-and-a-half decades, traditional seeds have become symbols of life and well-being. Today, having become more than a collective of small farmers and activists, Beej Bachao Andolan has become a school of thought that values traditional knowledge and wisdom. It seeks farmers’ rights to self-determination, to have control over their natural resources, and to direct representation in policy decisions. It demands scientist status for the farmers who have tried, tested, improved upon, and sustained the various facets of a healthy agriculture throughout their history. The farmers and activists of Beej Bachao Andolan benefited from their experiences in the Chipko movement, and used all means available to spread their message, from word of mouth, to media intervention, to direct action.

Questions for discussion:

- Who should play which roles to disseminate this success story?
- Who will be the primary and secondary target groups or individuals for advocacy?
- What will be the specific message for primary target groups?
- Can we think about some activities for advocacy? What are these?

RM 14.2 Tips for Setting a Timeline and Budget for Advocacy

Setting a timeline

Advocacy strategy planning was almost complete by the previous session. Just as a plan for any activity needs a timeline, so does an advocacy plan. However, an advocacy plan must be more flexible than service delivery programmes because many aspects of advocacy are not within the control of advocates. For example, the political climate and therefore the target audiences of advocacy may change. In this case, advocates need not only to change their timeline, but also to redirect their advocacy strategies.

Similarly, valuable opportunities for influencing a target audience may suddenly appear in an unpredictable fashion. On such occasions, advocates should be able to capitalise on these opportunities. In some cases, a policy change which was expected within perhaps five years, may be achieved within a year. Or, after a target audience changes, there may be unexpected opposition and the advocacy process may have to be started from the beginning.

In particular, the following points are important.

- The policy environment is not within the control of advocacy groups. It can be changed very quickly. Be flexible and able to respond to changed environments.
- Advocacy initiatives may experience unexpected but important opportunities for influencing policy makers in favour of the advocacy mission. Be ready and flexible to capitalise on these opportunities.
- Unexpected events may require new activities in advocacy. Allocate some extra resources for such events, which are likely to take place.
- If you accomplish your mission earlier than planned, you will be regarded as even more successful. Therefore, your planning should be conservative but your thinking should be innovative.

Preparation of budget

Budgets are also usually prepared for an advocacy plan. However, budget estimates for advocacy are very difficult to project because you should be open to inserting a new activity, which may involve additional expenditure. This is the main difference between an advocacy budget and a budget planned for a normal service delivery programme.

If your target audience shows interest in visiting the affected populations, you should be able to take them. This may be an opportunity to influence the audience in favour of your proposed policy changes. This kind of interest cannot be planned and budgeted for in advance.

Nevertheless, a budget must be prepared with estimates under the following headings at least – even as you remain flexible.

- Staff cost, supplies, fees, office space, office equipment, communication, travel, miscellaneous overhead costs, and others
- Advocacy activities – meetings, seminars, demonstrations, street plays
- Capacity building for advocacy – internal and external capacity building
- Consulting services – research, and others

Session 15
Monitoring and Evaluation

Time: 1 hr 30 minutes

Overall Objective of Session

To become familiar with conceptual tips for the monitoring of advocacy initiatives

Specific Objectives of Session

- Explain the ways of fitting advocacy into a normal planning tool
- Explain some tips for monitoring and evaluation of advocacy initiatives
- Explain the use of milestones in monitoring and evaluation.

Activities		Time (minutes)	
Activity 15.1	Presentation of practical tips	30	(30)
Activity 15.2	Review a case study based on presented tips	30	(60)
Activity 15.3	Plenary discussion	30	(90)

Advance Preparation

- In this training session the analysis of problems and causes, and the preparation of a clear road map on selected issues are the focus areas for discussion. The road map is a guide for monitoring. If milestones with measurable indicators are set, they will provide a basis for monitoring and evaluation. Facilitators can remind participants about the road map again and fit the milestones into the monitoring frame.
- This is not a training session about how to prepare a logframe. However, as a facilitator, you need to know about the logframe approach to planning. It is a good idea to collect some literature and keep it in the display corner. If some participants show interest in learning more about this, you can refer them to the corner.
- If you are more comfortable using another planning tool instead of the logframe, you can use that tool. The logframe approach need not be learned only for advocacy planning. Be clear that some information included in the problem tree and road map can be used in a log frame format.

Suggestions for Facilitators Session 15

Activity 15.1 Monitoring and Evaluation of Advocacy

Time: 30 minutes

- Start this session with a cartoon. The cartoon can be prepared to explain the main concept of monitoring and evaluation in a nutshell. No specific cartoon has been included in this training outline. Facilitators could select from different literature or could prepare their own, as appropriate.
- From the cartoon itself, you can generate discussion about the monitoring and evaluation of advocacy initiatives. Assume that all participants are familiar with the concepts of monitoring and evaluation in general. Your focus in this discussion must be on the differences in monitoring between general projects and advocacy.
- Present a framework for monitoring (RM 15.1) for general understanding and allow participants to raise conceptual questions. Your examples during this presentation should be related to advocacy-related activities.
- You can also talk about some planning tools such as the logframe, which incorporates monitoring and includes verifiable indicators. However, do not go into details about the logframe. If participants start to raise more questions about the logframe, tell them honestly that it is not possible to explain the logframe process during this session.

Activity 15.2 Reviewing a Case Study

Time: 30 minutes

For this session, you have to be able to identify a very problematic case. If you find such a scenario where many aspects are missing and the advocacy initiative is not making significant headway it will make the session more meaningful. A real case from the same locality will be most helpful for learning. If you do not find such a case, you can design an imaginary case for learning purposes.

- Distribute the case study as mentioned in RM 15.2. Tell participants they are free to leave the training hall and to read the case within 15 minutes. Ask them to review the case individually based on the concepts discussed, and to note some of the points that are missing or the gaps in the case.

Activity 15.3 Plenary Discussion

Time: 30 minutes

- Ask participants to come to the plenary session to share their perceptions about the case. You can start a discussion by asking, “What were the gaps in monitoring and evaluation in this case?” Relevant questions also appear at the end of the case itself.
- Have an open discussion in an informal setting. Participants are simply sharing their views in a large forum. Turn-by-turn presentations are not necessary. Initiate random sharing in the plenary.
- Conclude the session with a focus on fundraising, transparency in the use of funds, and the monitoring aspect of advocacy. If you know specific examples of the misuse of funds in the name of advocacy, highlight them in this session.

The cost of advocacy activities depends upon how and what you want to take up. For example, organising a press conference in a major hotel may cost a lot. The same conference could be organised in a school building, which might be available almost free of cost. Professionals can carry out many activities such as policy research, policy analysis, designing advocacy messages, preparation of documentary films, and so on. This approach will make your advocacy activities much more expensive. With in-house capacity of this type, it will be less expensive.

Note: Monitoring indicators

Generally it is said that monitoring indicators should be measurable. However, this is not always applicable in advocacy. For example, capacity building, awareness raising, constituency building, etc. are difficult to measure. Therefore, qualitative indicators are also important in advocacy. Some examples and sample cases may help monitor the effects of advocacy activities.

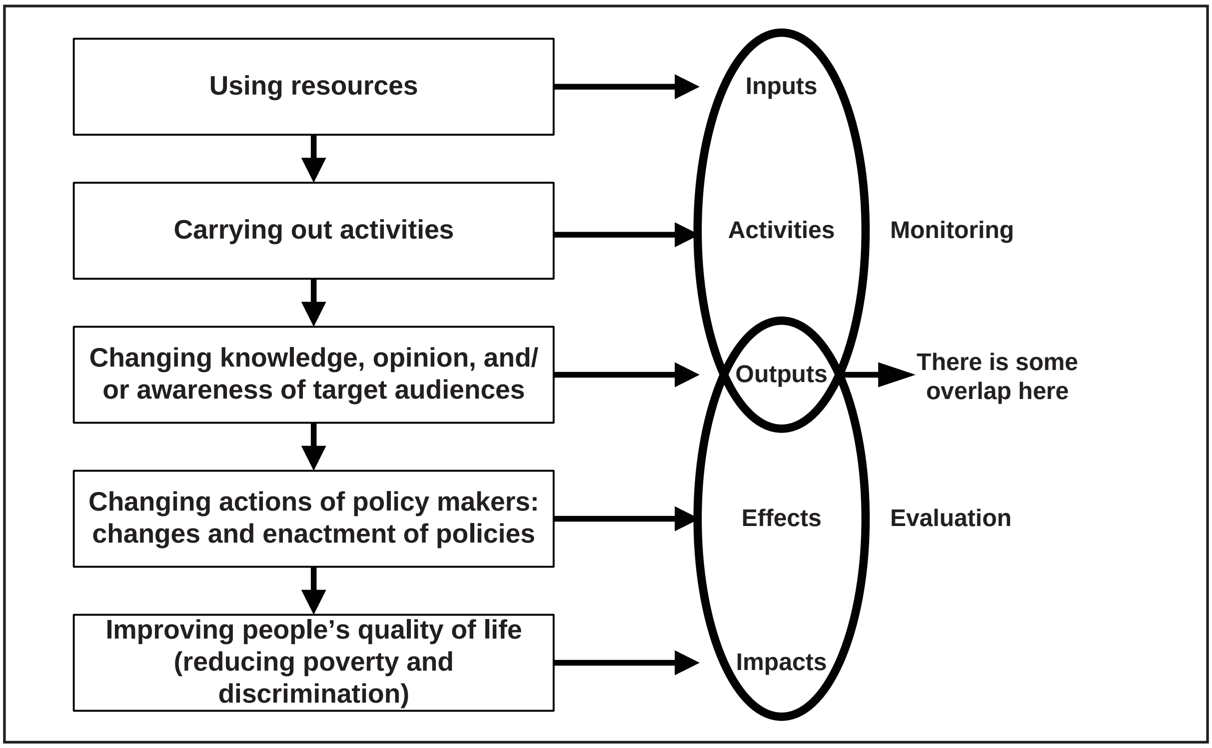
If it is an advocacy effort to change attitude and behaviour, this can be rather difficult to measure. A special case can be made to present such changes. Therefore facilitators should guide this session keeping all these things in mind.

Resource Materials for Session 15

RM 15.1 Monitoring and Evaluation (M&E)

M&E frameworks are used in all programmes and projects. However, this session is focused on the monitoring and evaluation of advocacy-related activities. Emphasise the following tips.

- The same programme framework for M & E can also be used in advocacy
- The purpose of M & E is the same as in other programmes, but the outputs of advocacy activities can be different – and are often invisible
- The effects of advocacy can be seen eventually but generally it takes longer to observe the impacts
- M & E of advocacy should depend on more qualitative information and indicators



Evaluation of advocacy

In evaluating advocacy-related activities, keep the following points in mind:

- Policy changes may take a long time to yield results at the household level (impact).
- Policy change happens in a place may be far away from the household. Attributing impacts to policy change is difficult.
- Such policies may not be implemented properly. A next round of advocacy may be needed to enforce policies.

RM 15.2 The Bonded Labour Movement in Nepal: A Case Study

The bonded labour movement in Nepal is very famous. The movement achieved one step of success when the government announced the freeing of all bonded labourers. However, the movement to resettle the recently freed bonded labourers is still ongoing.

This movement began on a small scale and was initiated by some organisations working with the Tharu ethnic communities. Most of the bonded labourers are from this ethnic group. When the movement started, the organisations that were working with them lacked a clear goal, objectives, planning, budget, and allocation of roles. As the movement grew, these aspects appeared as per the needs of the time.

Fortunately, many organisations and support groups were able to form an alliance in favour of the movement. Consequently, the movement was so successful that the government of that time announced that the bonded labourers were legally freed from their 'owners'. Immediately after the announcement, however, bonded labourers who had previously lived with a well-off family were left on the street without a place to live or food to eat. Their basic human rights were far away, and their general livelihood state seemed even worse than before. The situation was reflected upon and the realisation dawned that the advocacy initiators who led the movement lacked clear strategies about what to do after freedom for the bonded labourers was achieved. Moreover, they were not clear about their own support strategies – which organisation would do what. The situation of bonded labourers after freedom was not considered when the movement started. Furthermore the question became, "Was the advocacy initiative being done for the bonded labourers, or with them? Were they only freed, or were they also empowered to claim their own freedom?"

In any case, some organisations started to file a case against the government, other organisations encouraged the freed 'bonded' labourers to grab a plot of government-owned land and still others suggested they construct huts on the street and start bargaining with the government. Some of these processes are still going on. However, since for some people the livelihood situation was even worse after gaining freedom, some previously bonded labourers are even going back to surrender to their old masters. A few have also joined socially outlawed or demeaning work such as prostitution and illegal collection and selling of timber, or become low-paid household servants.

The above efforts led to some former bonded labourers receiving some land and support for small house construction from the government. However, many of the labourers have still not received anything and are living like refugees in camps where some international donors are offering them support, mainly for welfare programmes. Furthermore, the coalition and alliance of organisations that previously was in the forefront of the movement seems to have withered away. Apparently, the issue of resettling all bonded labourers (around 45,000 households) is beyond the capacity of the organisations which have been working for the Tharu ethnic communities.

Questions for discussion:

- What are the strong points in this movement?
- What are the gaps in this movement?
- What do you suggest to reshape the movement in the coming days?

Session 16
Negotiation Strategies

Time: 1 hr 30 minutes

Overall Objective of Session

To conceptualise negotiation strategies in advocacy initiatives

Specific Objectives of Session

- Explain the bottom line stage of advocacy initiatives
- Determine factors to be considered while setting the bottom line stage
- Explain the factors to be considered while preparing negotiation strategies in advocacy

Activities		Time (minutes)	
Activity 16.1	Bottom line stage	30	(30)
Activity 16.2	Negotiation strategies	60	(90)

Advance Preparation

- **This session demands more practise/skills than theory. Therefore, simulation exercises have been planned for participants' skill enhancement. You need to prepare those actors who are participating in the exercises carefully.**
- **There are role-plays and simulation games in this session. The success of the session depends upon the adequate preparation of these role-plays and simulation games. Therefore, you should be selective in appointing appropriate actors. If necessary, select some key actors a day early and ask or guide them to prepare the simulation properly.**
- **You can cite several examples of the bottom lines of advocacy groups in different issues. We can clearly see that politicians are very prompt to set a bottom line in political coalitions. You can also cite examples from the political field in this session.**

Suggestions for Facilitators Session 16

Activity 16.1 Bottom Line in Advocacy

Time: 30 minutes

Advocacy is a professional struggle between power holders and the marginalised. The struggle is always fought based on bottom lines. However, people often do not think about their bottom lines. This is the reality of society. Therefore, prepare a role-play based on the following tips. A relevant role-play scenario could be as follows.

- A meeting of advocates with the local elite generally with the same manner and processes that would take place in a real-life situation.
- Advocates just went to meet them without preparation. They themselve were not clear exactly what they want.
- Members of the local elite ask different questions but advocates cannot answer them properly.
- Advocates could not show enough confidence about their theme vision and goal of their advocacy.
- Advocates did not have enough logical arguments (date, facts, examples) to present to the local elite.

Facilitators have to select several participants for this role-play and prepare them before this session. The characters selected for certain dialogue and acting parts determine the learning value of this session. Therefore, facilitators should be very careful while selecting role-play characters.

- Stop the role-play by clapping. After finishing the role-play, start a plenary discussion. The following questions will help you to kick off the discussion.
  - What did you see in the role-play?
  - What were the strong points that you observed in the role-play?
  - What were the weak points or what was lacking in the role-play?
  - What should be done to correct the weaknesses?
- By using leading questions, guide the participants towards the factors to be considered to set out a bottom line in advocacy. Note the key points brought forward by the participants.
- Sum up the discussion and present the tips for setting the bottom line as mentioned in RM 16.1.
- The meaning and intention of the bottom line in advocacy is to know exactly what advocates want to achieve. Opponents also have their own standpoint and logic. If you demand 100, opponents may be ready to give you 40. You need to negotiate somewhere. If you want 100, it may not be possible. The bottom line tells you about your non-negotiable points.

Activity 16.2 Negotiation in Advocacy

Time: 1 hour

- Start this part of the session with a presentation of negotiation strategies as in RM 16.2. Try to cite practical examples to support the presented tips.
- After finishing your presentation, ask participants to start a simulation game in negotiation. The process of the game will be as follows:
  - Prepare 2 teams of 6 participants each. Out of 6 participants, 3 will be advocates and 3 will be government representatives sitting at the negotiation table.
  - Distribute to each set a list of separate conditions for negotiation along with bottom line conditions.
  - Ask them to prepare their negotiation strategies separately.
  - Set a table in the centre of the classroom and let them start negotiating. How they start discussions and agreement is very important. Ask all other participants to watch carefully.
  - The scenario for the simulation exercise is given in RM 16.4 for this training. However, you can plan your own simulation game for other training workshops.
  - Conclude the session highlighting the following points:
  - Negotiation is the last and most challenging stage of advocacy. The ultimate success of an advocacy intiative depends upon negotiation skills. Therefore, it is very important but challenging.
  - Table talk for negotiation depends upon communication skills. Individuals participating in this stage must have effective communication skills.
  - The selection of individuals for table talk and negotiation is crucial.

An example of the bottom line

The term 'bottom line' in advocacy is that condition which is your minimum expectation from the advocacy mission. For example, if you have raised the issue of tax on community user groups, there may be several expectations. For example, one condition could be that government is imposing 40% tax and users are demanding a law for making community forest users into tax-free institutions. In this case your minimum expectation may not be 0% tax given that the existing tax is 40%. If the government reduces the tax from 40% to 20%, you may be happy. If this is the case, this 20% is your bottom line.

We need to remember again that advocacy ends with negotiation. The idea situation is to find a win-win situation. Advocates must be able to leave personal ego problems behind. If your opponent demands some face-saving agreement or process, you need to consider this as well for the sake of achieving something.

Resource Materials for Session 16

RM 16.1 Tips for Setting the Bottom Line in Advocacy

In any struggle, there are bottom lines. The same principle applies to advocacy. The bottom line indicates the minimum level of achievement the advocacy group will accept. This is not static for all issues. Winning particular battles during the ongoing advocacy effort determines the real bottom line at the end. However, a tentative bottom line has to be set up beforehand in the planning stage. The following questions/tips can help you to pay attention to this concept. Policy issues are directly or indirectly connected to the government authority, which could issue an order against you or your organisations at any time. What would you do in such a situation?

- The ultimate opponent of an advocacy initiative is the 'government' machinery. This machinery can apply any means to demoralise you and your organisation. The forms of demoralisation could target an individual too, for example:
  - Government forces can arrest your staff. They can impose unnecessary charges.
  - Government security forces can take your staff into custody.
  - Some of your opponents can kidnap your staff.
  - You may receive pressure to fire some staff belonging to your organisation.
  - Your opponents will play the 'divide and rule game' very effectively.
  - Some of your friends might be 'purchased'.
  - The ultimate strength of the advocacy effort comes from civil society – i.e., the number of people behind you. Have you reviewed how many people are actively behind you? Your opponent might have already attracted them in favour of the opposing position.

RM 16.2 Negotiation in Advocacy

Negotiation is a form of agreement that takes place based on a matching of the 'bottom lines' of both or all parties. During an advocacy effort, it is known as the tactic of winning the game without losing anything of value to yourself, and giving away only what is not important. You have to use this tactic very carefully. Before starting preparations for negotiation, you have to be clear about the following basic questions:

- What do you really want?
- What do the other parties want? You need to know through different sources.
- What will you do if the other side says 'no'?
- What are you willing to trade in order to get what is more important?
- What are the other's weak points, or areas on which you can bring pressure (e.g. public image)?

Preparation for negotiation

Negotiation is normally situational. The situation that your advocacy effort creates determines what to negotiate about and when to negotiate. However, the following tips may help you.

- Prepare an agenda and meeting strategy, identifying facts in relation to issues, not principles.
- Determine your best and worst alternatives before negotiation – these are your bottom lines.
- Look for winning solutions for all actors by working towards a win-win situation.
- Gather those pieces of information that makes your argument stronger.
- Use simple and accessible language, ask many questions, and then listen to the answers.
- Explain before disagreeing, be patient and do not break relationships even when you fail to reach a common agreement. Then you can always come back to negotiate further. You need to keep the door open anyway.

RM 16.3 Scenario of Simulation Game

A simulation exercise can be organised for any situation that reflects a local context. However, most of the participants should have a general knowledge about the issue and ongoing struggles. The scenario presented here has been prepared for regional-level training.

Team 1

Case: 40% Tax on the Earnings of Community Forest User Groups

- Bottom line conditions for negotiators coming on behalf of affected people: Not more than 10% tax – and that too only on timber sold outside the user group members.
- Bottom line conditions for negotiators coming as government representatives: Not less than 10% tax on all types of earnings of the user groups.

Based on these bottom lines the discussion will take place in the training hall. However, the two groups must not know the other group's bottom lines. As the person giving the instructions, you may know that the bottom lines of both the groups indicate that a negotiated settlement is not possible from the current position. Nevertheless, facilitators (and other participants) must carefully observe the way the two groups discuss, the use of logical argument supported by facts and figures that each group uses, and whether they have retained the relationship to come for a further round of discussion, at which point they may both come with new bottom lines that are more compatible.

The process whereby people behave and react is more important for learning purposes. Do not expect actual negotiation in a short exercise.

Team 2

Case: Voting Rights to Van Gujjars

- Conditions for negotiators coming on behalf of Van Gujjars: Voting rights to all Van Gujjars (a nomadic ethnic group) the same as those of other citizens, at once. However, depending upon the situation, negotiators can use their best judgement to negotiate about the exact time by when it should be allowed.
- Conditions for negotiators coming as government representatives: Voting rights only to those who are settled in one place permanently. However, this team has some space to move around to settle the issue.

Team 3

If you have enough time, you can also create Team 3 and allow them to work on another similar case.

According to the conditions of both groups, negotiation is also possible. However, it depends upon the group dynamics. If the groups fail to get the negotiation moving, it indicates inadequate preparation for the meeting, or lack of negotiation skills etc. Analyse the deficiencies in the post-simulation discussion.

If there is demand from participants you can arrange another simulation exercise in which actual negotiation takes place. For this exercise, you need to give the same bottom line to both the groups.

Interaction between van panchayat leaders and representatives of the Federation of Community Forestry Users, Nepal (FECOFUN) at Ukhimath, Uttaranchal, India

Day Five

- Advocacy Tools
- Advocacy Techniques
- Country Strategies for Advocacy – Action Plan
- Closing

Session 17
Contemporary Tools for Advocacy Initiatives

Time: 2 hours

Overall Objective of Session

To become familiar with some of the contemporary tools for advocacy initiatives practiced in different contexts

Specific Objectives of Session

- Explain practical tools of advocacy used in different contexts
- Identify factors to be considered while selecting major tools in advocacy
- Explore new tools from different country experiences.

Activities		Time (minutes)	
Activity 17.1	Day review	30	(30)
Activity 17.2	Presentation of a list of tools	30	(60)
Activity 17.3	Group work for new tools	60	(120)

Advance Preparation

- **This is a session on tools. Prepare as long a list of such tools as possible. However, if you include something in this list, you should be able to cite one specific example of the use of that tool.**
- **As far as possible, you should give some reference materials for this session. If you have enough time, you can create a list of tools that different organisations have already used in different contexts.**
- **Previous experience in this session indicates that participants want clear-cut answers from facilitators about when to use different tools in advocacy. Sometimes, it is very difficult to say 'yes' or 'no' about the tools because their use is contextual. Therefore the context and the experience of the person who has used a certain thing as a tool for advocacy has to be cited.**

Suggestions for Facilitators Session 17

Activity 17.1 Day Review

Time: 30 minutes

Follow your own method for the day review (you can see Activity 5.1 for help).

Activity 17.2 Fist opening game

Time: 30 minutes

- Start this session with the 'fist opening' game. The game is played as follows.
  - Divide all participants into pairs, by counting off one, two, one, two. Make sure that everyone is in a pair. In a sensitive area, women pairs and men pairs should be made separately.
  - Ask all the number ones to raise their right hand and close it into a tight fist with the thumb bent into the palm. Ensure that all hands are raised up in this tightly closed position.
  - Now ask all the number twos to try and open the fist of their partner, by any means.
  - After several efforts, some will open and others will not. Then, reverse the game (number twos make a fist and number ones have an open hand).
  - Ask those whose fists have not been opened to keep their hands up. Then as a facilitator just casually request them to open their fists. Normally all will open their fists, but if some do not, request again.
  - Now begin a discussion on the game by asking two main questions: Why was it that most of the participants who tried to open their partner's fists used force – almost automatically. And secondly how was it that you as facilitator were able to get the closed fists to open without any use of force. What made the difference?

- State that as soon as we face certain tasks, we generally tend to use physical force to finish quickly. This was clearly seen during the fist opening game. You were asked to open the fist but not told how. Different means were available, but many of you used your physical power because this is an inherent practice in our society. We can see the same tendency in advocacy. People love to go for confrontation in the name of advocacy.
- Now relate this game with the concept of the many ways we all have to accomplish a task, and that the use of physical force is not always the best method. The same thing can be applied to advocacy initiatives. You will have several tasks requiring you to deliver a compelling message to your target audiences, to 'open their closed fists' as it were. How do you go about doing this efficiently? This is about choosing the right tools.

Activity 17.3 Group work

Time: 30 minutes

- Divide participants into four groups randomly and quickly. People can turn their chairs around and start the discussion. Ask them to discuss in small groups, share their ideas about the advocacy tools that they have used and to list as many tools as possible on cards.
- After the discussion is completed, ask each group to display its cards on the ground.No need to debate the usefulness of the tools written on the cards – but clarifications could be asked for. Display all the cards in four clusters as i) confrontational, ii) collaborative, iii) private, and iv) public.

Activity 17.4 Presentation of Tools

Time: 30 minutes

- Present a list of advocacy tools used in different countries and contexts as mentioned in RM 17.1. Refer back the points already presented on the cards.
- After your presentation, distribute RM 17.1 as a handout so that participants can take the handout home as a reference.
- Conclude this session by emphasising that the group has added some new tools to the list that could be useful for all of us in future. Not all of those tools are new. Many people have used them in different contexts. The selection of tools depends upon the context, the issue, the strategies, and the approaches that you have selected.

A Pakistani women working as a development professional learning about advocacy strategy for social change

Resource Materials for Session 17

RM 17.1 Advocacy Tools

Advocacy tools can be compared to a mechanical toolbox. If you look into a toolbox, you find various tools for different purposes. You can also find different tools for the same work.

The tools are not static. The creation of new tools is ongoing. If you compare the tools used ten years ago with those used at present, you will find a vast difference in all fields. This also applies to advocacy.

If we can add more tools to the box, our advocacy work will be easier to carry out and will be more beneficial to the poor. This is one of the key objectives of this training at the all levels.

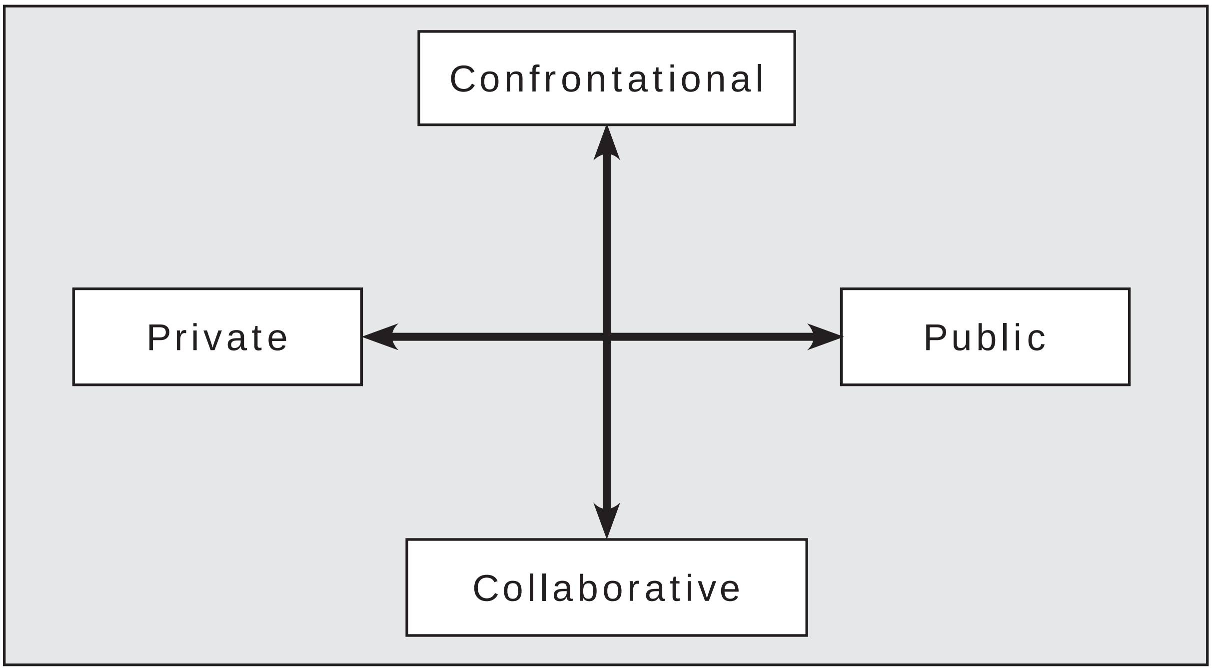
Tools used in different places and different times

Historically, public advocacy initiatives have used various tools to mobilise public support and influence policy makers. Common tools for advocacy initiatives include the mass media, the judiciary, lobbying, networking, raising questions in parliament, struggling to gain access to information, coalitions with like-minded groups, door-to-door awareness campaigns, mass mobilisation for demonstrations, civil disobedience, hunger strikes, and so on.

Innovative tools

- **Budget analysis –** The conceptual evolution of budget analysis has been taking place in the sub-continent more visibly since its inception in 1985 in Gujarat. Subsequently, the concept has become popular all over India.
- **Advocacy updates –** Advocacy cannot be a single activity. It moves on in a spiral manner, shifting from one issue to another. For example, the bonded labour issue in Nepal has already shifted to the issue of settling the recently freed bonded labourers, which forced those who were working on the issue earlier to reflect on the weaknesses of their earlier advocacy efforts. Therefore, updates are needed about what is taking place on which issue and where. Such updates enrich professional skills and provide encouragement.
- **Media survey –** The media clearly plays a vital role for advocacy. It is also true that advocates must be selective and strategic when using the media. Therefore, an advocacy group or initiators should monitor the media highlights regularly to make sure that their issue is moving along the right track.
- **Social force analysis –** For every issue, social force can be grouped into three groups: supporting, opposing and neutral groups. The supporting and opposing forces generally remain in their respective camps, but most people remain neutral. Ideally, the neutral force should be converted into a supporting force to have an issue settled. However, this is a time-consuming process, and sometimes the neutral force joins with the opposition.

- **Capacity building –** One has to be very clear that not all capacity building programmes are advocacy tools. However, all capacity building programmes in relation to promoting good governance serve as tools for advocacy because bad governance in many sectors does not take place knowingly.



Nature of tools

Different approaches to advocacy demand different sets of tools. For the same issue, advocates can apply various approaches and tools at the same time, according to the division of work among their allies. For example, some people keep on lobbying, and some others can hold public meetings.

- Tools that are more confrontational: demonstrations, rallies, postcard campaigns, 'dharnas' (sit-ins), 'gheraus' (surrounding someone), 'bandhs' (forced strike), street marches, general strikes, hunger strikes, and so on
- Tools that are more collaborative: joint action, consultation, information sharing, training, excursion, seminars, and so on
- Tools that are more private: lobbying, meetings, delegations, relation building, team work, information sharing, and so on
- Tools that are more public: media publications, seminars, workshops, paper presentations, peaceful demonstrations, and others

Advocacy initiatives of legally registered NGOS and CBOs should be started from private and collaborative approaches. If nothing happens after several efforts, it is logical to move towards the other approaches and relevant tools. The confrontational approach and the tools associated with this are the last option of advocacy. However, the tendency of public advocates today is just the opposite. People start advocacy with confrontation. This tendency has to be changed.

Session 18
Some Techniques for Advocacy Initiatives

Time: 1 hr 30 minutes

Overall Objective of Session

To become familiar with the techniques for advocacy initiatives that can be practised in different contexts

Specific Objectives of Session

- Share techniques used in different contexts
- Identify some new techniques from the experiences of the participants

Activities		Time (minutes)	
Activity 18.1	Presentation of advocacy techniques	45	(45)
Activity 18.2	Plenary discussion	45	(90)

Advance Preparation

- **Prepare a systematic definition of the term 'technique' from different literature sources. This need not be included in your presentation, but if someone wants to know the general definition of the term, you should be able to help him or her with practical examples.**
- **Pre-determining all the techniques to be used in an advocacy effort is very difficult. Ongoing momentum sometimes brings in the idea of using certain new techniques. You can explore some new techniques even from the interactions in this training.**
- **Be clear about the overlaps between tools and techniques. Since differentiating between tools and techniques is very hard, do not enter into a debate about what is a tool and what is a technique. One example is given here for reference – a hammer is a tool but how to use that hammer for different purposes indicates technique. The way of using a hammer by a carpenter may be different to the way an ordinary person uses a hammer. The same thing applies in advocacy. You can cite several such examples for clarity.**

Suggestions for Facilitators Session 18

Activity 18.1 Presentation of Advocacy Techniques

Time: 45 minutes

- Start this session with the 'make as long as possible' game. The game is played as follows.
  - Divide participants into two balanced groups – equal numbers of men and women. In sensitive areas, make two groups of women and two groups of men.
  - Ask them to stand face to face in two lines
  - Mention that the game will be played on a competitive basis. The winning team will get a good prize at the end
  - The task is to make your line as long as possible: you can use whatever materials you have but your line must be connected and you are not allowed to take off your clothes
  - Arrange to have enough place for making lines: you can have a trial round if participants demand one
  - Give them about three minutes to complete the task
- During the game, observe clearly which group is using what materials to win the game. These tactics will be useful to relate to in the discussion later on.
- You need an open space to conduct this game. An open ground outside the training hall would be appropriate. You can also use a long corridor or similar space so that the groups can make a longer line.
- If you do not have enough space in the training venue, use an alternative method.
- Carry out a short presentation on the techniques of advocacy using RM 18.1. Relate this presentation to the techniques that participants used for making their lines longer.

Activity 18.2 Plenary Discussion

Time: 45 minutes

- After the presentation, you can have an open forum for plenary discussion. Encourage participants to share ideas about advocacy techniques.
- Write down all the techniques coming from the plenary discussion on the board. If necessary, hold some discussion about the techniques.
- Finally, conclude this session highlighting the following points.
  - Not all techniques are pre-determined. Some of the techniques come from an analytical mind that adapts while there are problems at work.
  - The listed compilation of experiences is helpful for all of us but it must be remembered that it may not be possible to exactly copy it in another context.
  - This is a process of learning by doing. No technique will work all the time and in all contexts.

Resource Materials for Session 18

RM 18.1 Advocacy Techniques

There are no pre-defined theories for advocacy techniques so far in the literature. Some of the tips noted in this presentation are collected from practical experience in different contexts. Policy considerations are obviously connected to political discourse. In this reality, advocates must think about the ways and means of influencing politicians. The following are some of the techniques to influence them.

- **Use of election manifestos:** Every political party publishes its election manifesto before the election. Lobby them to include your agenda of policy change in their manifesto. You should lobby not only the political party you favour but all major parties of the country/ state. This is your challenge.
- **Collaborate with political leaders:** Not all political leaders are prepared with speeches for all the programmes they attend. Many of them ask other people to write a speech for them. They sometimes even ask the organisers who invite them to prepare a speech for them. If such a request is made of you, use the opportunity to include your agenda in the speech. If you are not requested to prepare a speech, identify the person who is going to prepare it and request him or her to include your agenda.
- **Giving priority to your opponent:** Remember that your opponent also has an agenda, a programme, and a mindset about the issue you are raising. When you try to influence them, they also try to influence you. Analyse your opponent's agenda carefully and try to tactfully incorporate their agenda within your own agenda.
- **Giving recognition to your opponents through different means:** Invite them to your programme and recognise their presence. Deal with them tactfully in an intellectual manner so they find it difficult to ignore you and your agenda.
- **Showing your strength:** Your ultimate strength is the number of people with you. Your opponent should know or feel that these many people are favourable to your agenda. However, you have to show this strength politely and in a professional manner.
- **Inviting retired professionals:** Remember that all judges, legal advocates, and bureaucrats are from the same society. Some will definitely like the issue that you are raising. Understanding that these people have their own limitations, you can use them and their expertise in your advocacy mission.
- **Involving intellectuals:** There are several ways and means of raising the voice of poor people. Raising a voice from the intellectual circle can sometimes strengthen the case. Utilise this opportunity if you have such a chance.
- **Involving the media:** There are several issue-based types of media at present. You can identify the relevant media or publisher for your issue. If none exists at present, encourage the creation of one.

Session 19
Back Home Plan – Action Plan

Time: 1 hr 15 minutes

Overall Objective of Session

To discuss action plans for advocacy initiatives for future undertakings after going back.

Specific Objectives of Session

- Prepare country-/state-level advocacy strategies
- Prepare organisational-level strategies based on country-/state-level strategies

Activities		Time (minutes)	
Activity 19.1	Explain the idea of the back home plan	15	(15)
Activity 19.2	Group work for formulating the plan	75	(90)

Advance Preparation

- **For this session, you need background papers, project documents, or organisational policy documents of the various advocacy programmes that have been collaborating together. In this training, all contextual documents from ICIMOD will be referred to in the small group discussions if the training is organised at the regional level.**
- **During the training sessions, you may feel that something important must be discussed for future options. Collect that material for this session so participants think about future strategies and plans.**
- **In local-level training, you can prepare an action plan to be carried out after the training. It could be an organisation-, area-, or issue-based action plan.**
- **If participants are from the same organisation or network, you can initiate an organisational plan for capacity building or advocacy. If participants are from various organisations (one or two from one organisation) an individual action plan can be prepared. The kind of action plan you want participants to prepare should be clear in advance.**

Suggestions for Facilitators Session 19

Activity 19.1 Introduction to the Idea

Time: 15 minutes

- Start this session with a short briefing on your expectation from the group work. If you have prepared a format for an action plan, present it briefly. If it is not prepared, you can give a short briefing on what you want from the group work.

Activity 19.2 Group Work for Action Plan

Time: 1 hr 15 minutes

- Divide participants into country-/locality-wise groups. You can divide them based on area or district.
  - Refer back to the issues they had identified in previous sessions.
  - If you have prepared a list of such issues, distribute it at the beginning of this group work.
  - Ask participants to discuss and identify some of the strategic options they can focus on in the future when they return to their respective organisations after this training.
  - After finishing the group work, each of the groups has to present its plan and strategies in the plenary. You can have a short discussion for clarity and additional suggestions from other group members.
  - Conclude this session by highlighting the following points.
  - The actions identified by this group will not be very specific for implementation at the organisational level. However, they give a summary vision of advocacy initiatives required in a country/state.
  - These broader activities can be translated into specific advocacy initiatives at the real field or organisation level.

The process presented on this page is one of the ways of preparing an action plan in a mixed group. There are several other ways of preparing this plan. So use your best judgment according to your group and context for preparing a realistic and specific action plan.

Session 20
Evaluation and Closing

Time: 2 hours

Overall Objective of Session

To summarise the training and carry out an informal closing ceremony

Specific Objectives of Session

- Explain the foundations for advocacy initiatives – summary of training
- Carry out training evaluation
- Receive feedback from participants
- Share different opinions about the training
- Conduct formal closing ceremony

Activities		Time (minutes)	
Activity 20.1	Foundation for advocacy	30	(30)
Activity 20.2	Training evaluation	15	(45)
Activity 20.3	Collection of feedback	15	(60)
Activity 20.4	Formal closing programme	60	(120)

Advance Preparation

The closing session is not meant to be loaded with training contents. There is only one content – to summarise the whole training. After this summary, facilitators should hand over the floor to the organiser. The following will be some of the formal processes for this session.

- **Arrange training evaluation sheets. It depends upon the needs of the organising group. Some of the organisations want training evaluation in a long questionnaire. If the organiser needs such an evaluation, this needs to be prepared in advance.**
- **Arrange methods and tools for feedback collection**
- **Arrange/ identify processes, persons, and protocols for workshop closing**

Suggestions for Facilitators Session 20

Activity 20.1 Foundation of Advocacy

Time: 30 minutes

- Start this session with ending notes that give some sense of the content of the previous days.
- Ask, 'What is a foundation?' You can relate this to the foundation of a building, and its relation to permanence or a long-lasting effect. Finally, you have to relate the notion to the foundation that an organisation requires for certain work. Let participants express their general views for some time.
- Carry out a short presentation about the foundation of advocacy at the organisational level (RM 20.1). This presentation should summarise the contents of all days of the training. If some of the participants want to ask questions, allow some time for discussion.
- Finally, conclude this part of the session by saying that we should be able to review our organisation's foundation and rebuild it if something is missing.

Activity 20.2 Training Evaluation

Time: 15 minutes

- You can arrange a participatory evaluation session by getting the participants to sit in a circle. At the end of the comments from all or selected participants, circulate the written evaluation sheet as mentioned in 20.2 or another sheet designed by the organiser.

Activity 20.3 Collection of Feedbacks

Time: 15 minutes

- Request all participants to give their feedback written on cards. It is confidential and is their personal feedback. No one needs to write his or her name on the card. Provide enough cards and ask participants to stay in one place until they finish writing.
- After the collection of all cards, ask one of the participants to read all the cards in the forum but not to mention who has written what.

Activity 20.4 Informal Closing Ceremony

Time: 1 hour

- Closing entirely depends upon the interests of the organiser. You can plan your closing session as you wish, but the session has to be planned properly. The following plan has been prepared tentatively tor a regional training workshop.
  - Request at least one participant from each country to give closing remarks
  - Request one of the facilitators to give closing remarks
  - Arrange certificate process and a VIP to distribute
  - Request one of the most senior staff from {workshop organiser} to give closing remarks
  - As organiser, one person should deliver the vote of thanks and announce the friendship dinner – time and venue (if there is any)

Resource Materials for Session 20

RM 20.1 Building a Foundation for Advocacy

Advocacy is not a separate programme and additional activity. You have to be able to embed advocacy as a part of your ongoing programmes. To take up advocacy as a working approach, you have to think about the following parameters as foundations.

Information collection: Before beginning an advocacy initiative, you must understand the existing policies, practices, mechanisms for policy enforcement, and key institutions responsible for policy changes. Who are the persons responsible for making decisions? You have to do research by applying various methods. These could be formal or informal methods, depending upon what issue you are taking up.

Risk assessment: Remember no advocacy initiative is risk free. However, you should be able to assess the degree of risk. The most important risk is connected to the political environment in which you are working. If you analyse the risk properly, there will be less likelihood of making a mistake that will cause hardship to you, your partners, and the communities that you are working with.

Building strategic relations: Remember that there are many organisations like yours in society. Policy change is normally not possible by a single effort. A collective voice is stronger than a single one. Therefore, you must be able to build relationships with other similar organisations.

Credibility assessment: This aspect is closely related to internal good governance. The organisation willing to do advocacy must follow all norms and conditions of good governance at the organisational level, the people around the organisation must believe you. You could use the following checklist.

Credibility checklist

- Can you legitimately speak on behalf of the people affected by the issue?
- Do you have the legitimacy to speak on behalf of the affected communities?
- Are you politically unbiased – have you gained the image of neutrality from party politics?
- Do you have enough information and expertise that is relevant to the issue?
- Are you properly known and respected by the policy makers related to the issue?
- Are the policy makers interested in listening to the voices that you are raising?
- Does your organisation practice internally what it 'preaches' outside?

Linking advocacy with organisational vision and mission: Advocacy cannot be carried out in isolation as a separate programme or activity. It has to be a basic strategy of the organisation.

Maintaining focus: Advocacy is not an easy job that can be performed in a short time. It may take a long time to get policy changes in some issues. Therefore, you have to be able to maintain your focus on the specific issues.

RM 20.2 Training Evaluation Sheet

Please answer these questions. Your suggestions will be very useful for organising similar programmes in future.

1. Did you like the contents of this training? Could you mention three sessions that you liked the most?
2. Do you want to give some suggestions regarding the contents of this training for next time?
3. Do you have any comments/suggestions regarding the materials made available in this training?
4. How do you assess the facilitation skills that were demonstrated in this training?
5. Do you have any suggestion for improving the logistics of the training?
6. Overall suggestions:

(If you want to have a numerical rating type of evaluation, you have to design a separate evaluation sheet.)

One-Day Workshop on
Advocacy Concepts and Tools
(for senior managers of organisations)

One-Day Workshop on Advocacy Concepts and Tools (for senior managers of organisations)

Introduction

Capacity Building in Advocacy Strategies for Partner Organisations has been taking place since 2002 at ICIMOD. Several Training of Trainers workshops have been organised at regional, national, and sub-national levels with the aim of creating and enhancing the human resource pool in advocacy in mountain areas. Up to mid-2007, over 2000 individuals from partner organisations were trained in advocacy strategies.

Partners see advocacy as an effective tool for promoting good governance at all levels which has now been conceptualised as a part of ongoing development activities. The present need is for a modular package which is easy to replicate and simple to adapt for different audiences. In particular, partners see a need for providing conceptual clarity in advocacy strategies for senior level staff who are not trainers. The one-day workshop package presented here has been prepared to fulfil this need and is intended for those who are not able to give five days' time but still require clarity regarding the concepts of advocacy.

Programme in Brief

Objectives

1) To review the concept of advocacy in the generic sense
2) To review various people's understanding of advocacy
3) To identify some of the pre-conditions of advocacy initiatives
4) To share strategic options for public advocacy
5) To get an overview of the approaches and tools for public advocacy

Sessions	Possible Contents	Approximate Time
1.	**Understanding of Advocacy:** ● Self understanding ● United Mission to Nepal's understanding	10:00 – 12:30
2.	**Pre-requisites for Advocacy Initiatives:** ● Development Paradigm ● Analysis of Power Relations	
	Lunch	12:30 – 01:30
3.	**Problems and Issues in Advocacy:** ● Selection of Issues for Advocacy ● Types of Advocacy ● Need for Networking	01:30 – 05:00
4.	**Functional Tools in Advocacy:** ● Strategies and Approaches ● Tools and Techniques	

This will be a 'sharing' workshop rather than 'training' workshop. The following points must be considered while conducting the workshop:

- all sessions should be participatory, flexible, and interactive
- short group work should be arranged depending upon needs
- short case studies and examples should be shared from different countries/areas if people are interested
- several short breaks (tea/coffee) should be arranged as required

Materials

Meta cards of 4 x 8 inches = approximately 200 pieces; permanent markers = one for each participant; board markers = five (three black, one blue, and one red); white board (choose a good quality white board); LCD projector; LCD screen; laptop computer

Programme in Detail

- **Opening of the workshop**

The workshop should be started with a few words of welcome and a setting out of the objectives of the workshop. This can be followed by an introduction of all participants and facilitators. This is the responsibility of the organiser.

Understanding of Advocacy

- **Self understanding**

This session should be facilitated using the 'cards and board' method. Discussion should start with the question, 'What do you as an individual understand by advocacy?' Participants will be asked to write those thoughts (just key words or phrases, not full sentence) on cards and display them on a board. All of the cards should be clustered in a participatory way. The facilitator should summarise what has been written.

A key sentence for the summary may be – 'Advocacy is not a very new concept. All individuals have some understanding of it.'

- **Understanding of advocacy at the organisational level**

This session focuses on the understanding of advocacy in the organisation that participants are from. A staff member from a participating organisation should make a short presentation about the understanding of advocacy at the organisational level. Strategy, planning, or understanding, whatever is in place, would be good for presentation. After the presentation, have some time for open discussion and try to fill in the gaps in understanding.

A key sentence for the summary may be – 'All organisations have some thoughts or determinations about advocacy'.

- **Gaps**

How various participants in the training understand advocacy can be seen from the cards on the board. Organisational understanding has just been presented. Now, is there any gap in organisational or individual understanding? Did you notice any? Ask these questions to start the discussion. Carry on the plenary discussion for some time. If facilitators see bigger gaps, some of the points can be noted and this part of the session should be summarised.

A key sentence for the summary may be – 'If there are gaps between individual and organisational understanding, there are problems.'

- **What others organisation / individuals say about advocacy**

Two/ three definitions should be shared using the LCD. Facilitators should then conclude this part of the session.

A key sentence for concluding may be – there should be common understanding about advocacy among all actors within an organisation.

Pre-requisites for Advocacy Initiatives

- **Development Paradigm Shift**

The facilitator should present an understanding of the development paradigm shift using LCD. This presentation should be made as short as possible. Then carry out the plenary discussion guided by the following question:
'Where are we (organisation that participants are from) in this shift?' Facilitators can cite several examples from different countries/ areas/ organisations for clarity.

A key sentence for concluding may be – 'We need to know and review what we are doing ourselves and whether our activities are supporting the protection of people's rights or not. We need to have clarity on these questions.'

- **Analysis of Power Relations**

Power relations at the societal level: Facilitators should present the concept of the state, the market, civil society, and the power balance. There are several ways of presenting this concept. Facilitators are responsible for choosing an appropriate method according to the audience. What do we see in our working context? In our country/ state/ region? Whether we are supporting the weaker or stronger ones? Discussion will be initiated by these questions.

A key sentence for concluding may be – 'The power balance (with instruments for checks and balances) among all of these blocks is an appropriate situation in which to promote democracy and safeguard human rights.'

Power relations at the individual level: The concept of: (i) power of; (ii) power with; (iii) power to; and (iv) power over, should be discussed briefly. It should introduced using the board and marker method. After introducing the concept, participants should get the opportunity to express their views.

A key sentence for concluding may be – 'We need to understand what kind of power we are promoting by our projects in the communities. Our front line workers/ partners need clarity on this concept.'

Problems and Issues in Advocacy

- **Selection of Issues for Advocacy**

This session will start with a short presentation on the problem tree. After the presentation, there should be a short discussion in plenary to clear up any confusion about problems, causes, and issues.

A key sentence for concluding may be – 'Not all causes of problems are issues for advocacy. Issues for advocacy are those which are selected from among the causes.'

- **Types of Advocacy**

This is a continuation of the previous presentation – there are two slides to clarify possible types of advocacy. Carry out a plenary discussion. Facilitators should cite several examples to clarify the concept during the discussion. Also introduce the concepts of (i) advocacy of; (ii) advocacy with;, and (iii) advocacy for, using the white board.

A key sentence for concluding may be – 'There should be clarity on what type of advocacy we are going to do in our organisational and working context.'

- **Need for Networking**

'Advocacy cannot be done in isolation' – this statement should be written on the board. Then participants will be asked to give their arguments – do you agree with this statement? They should give a justification for answering either 'yes' or 'no'. Carry out a plenary discussion. Ensure that most of the participants are sharing their views.

A key sentence for concluding may be – 'If we want to be involved in an advocacy initiative, it is necessary to be together. How to be together, or with whom, depends upon our working context.'

Functional Tools in Advocacy

- **Strategies and Approaches**

The facilitator should make a short presentation of possible strategies and approaches in general. Open a plenary discussion for a short time.

Key sentences for concluding may be – 'There are several options on the menu. It is up to us to select the appropriate ones. However, a confrontational strategy should be the last option for advocacy. No advocacy should be started from confrontation first.'

- **Tools and Techniques**

This session should be introduced using the card and board method. Facilitators should ask all participants to write down as many tools as they know. They can put the completed cards on the floor. After completing the cards, ask all participants to come around and cluster the cards in four corners of the room to represent the different approaches.

At the end, all participants should finalise a graph of approaches and tools. After finishing this exercise, the facilitator can present a short account of some of the remaining tools using the LCD.

A key sentence for concluding may be – 'Tools are always evolving. To add some new tools to our mental tool box is the main purpose of this discussion, and it is a continuous process.'

Closing of the sharing workshop

The form that the closing of the workshop takes is entirely up to the organising party, but not too much time should be given for closing a one-day workshop. It is always good to hear the expressions and opinions of participants.

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