

## 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.

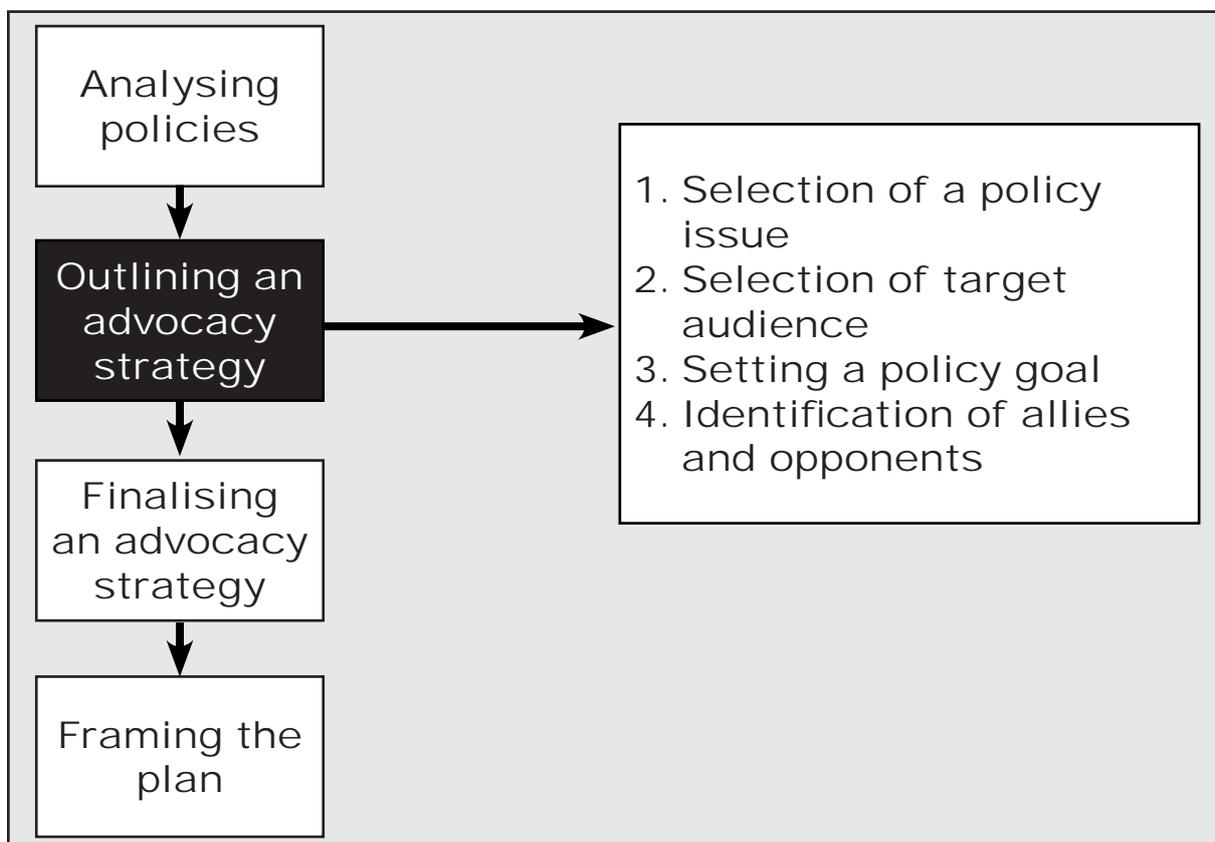
- Give them one of the common and priority policy issues that have already been selected from the previous discussions leading to the preparation of the vision and goal.
- Send them to their small groups for discussion. Ask them to follow the same process of making vision statements and goals and to 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

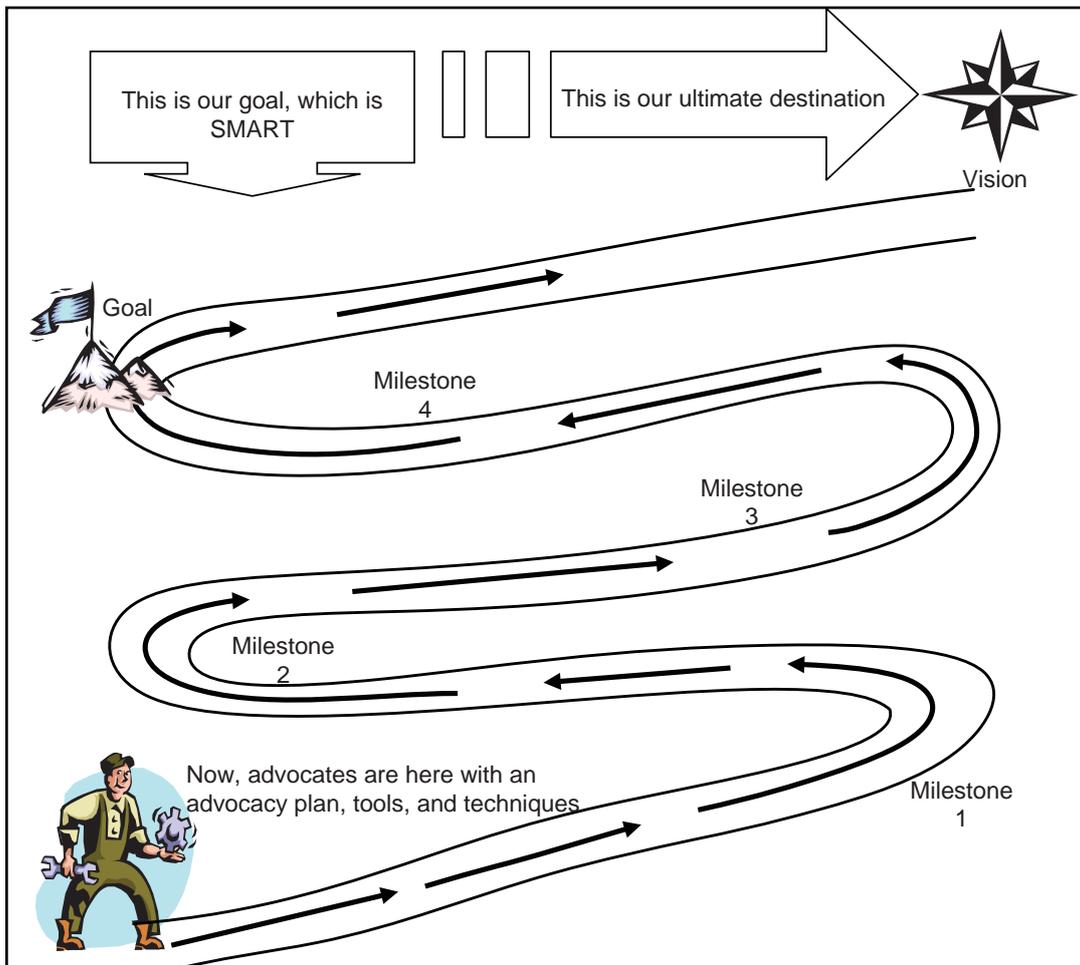
- potential for working in coalitions
- minimum risk
- potential for your organisation to advocate effectively

## 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.

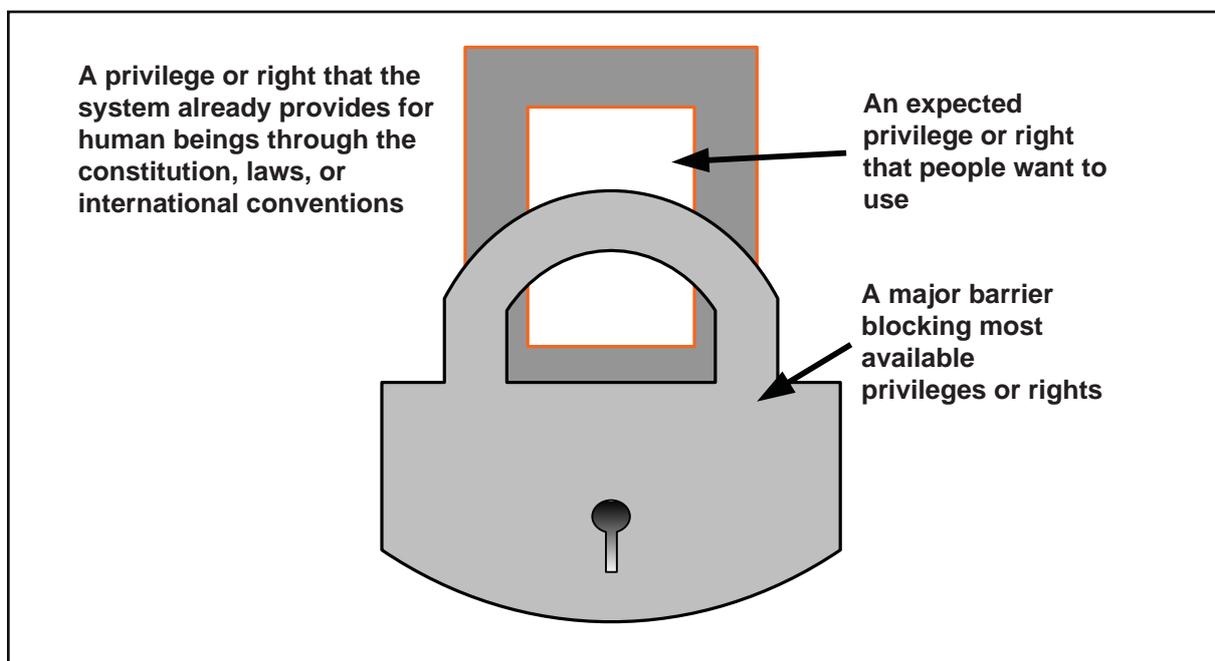
- Increases resources, experience, credibility, and visibility
- By increasing power, they increase the likelihood of being successful at achieving policy changes
- Develops the advocacy capacity of less experienced coalition members
- Provides an element of protection or ‘safety in numbers’
- Provides 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.

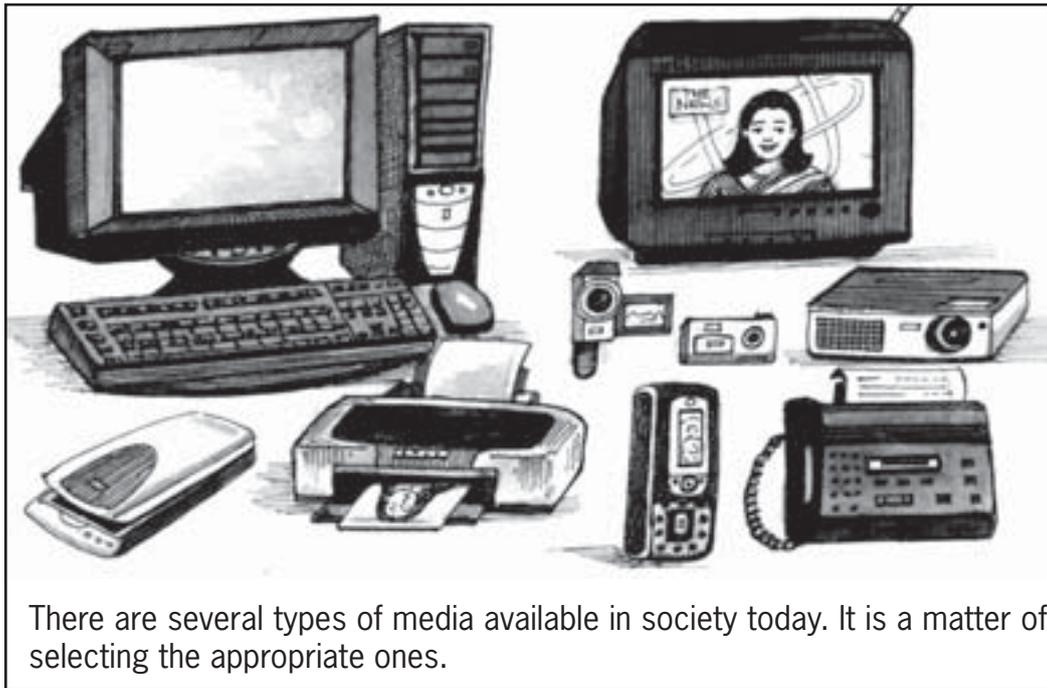
## Risks

- 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.



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?