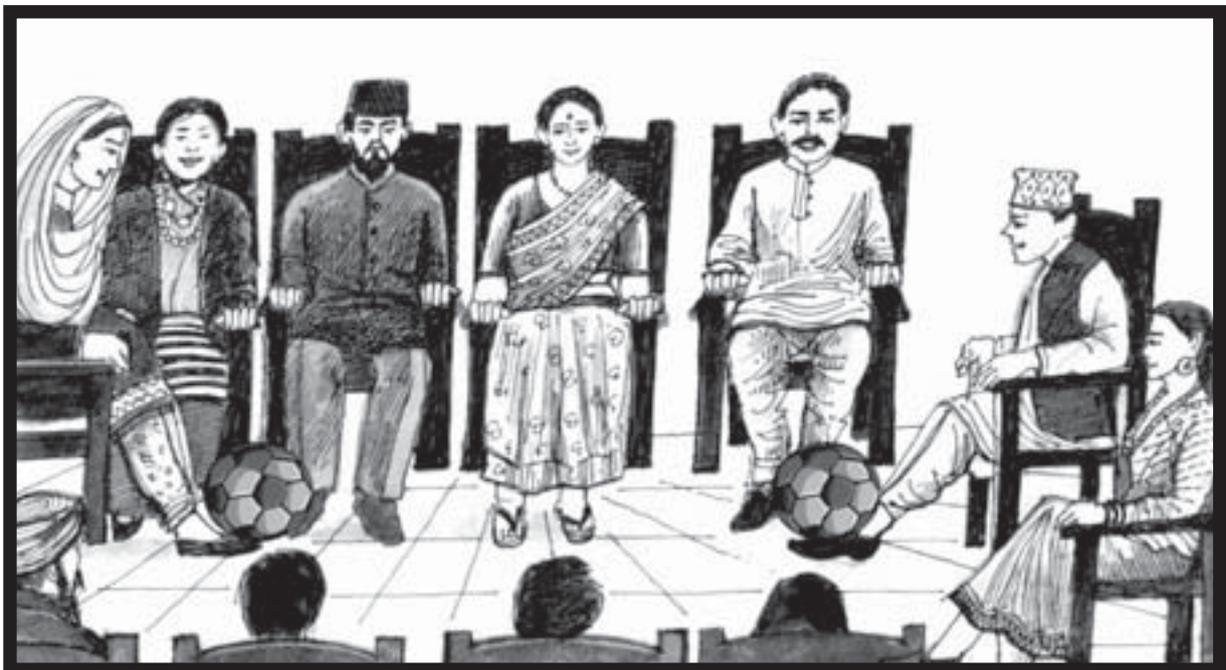


Day Four

- **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

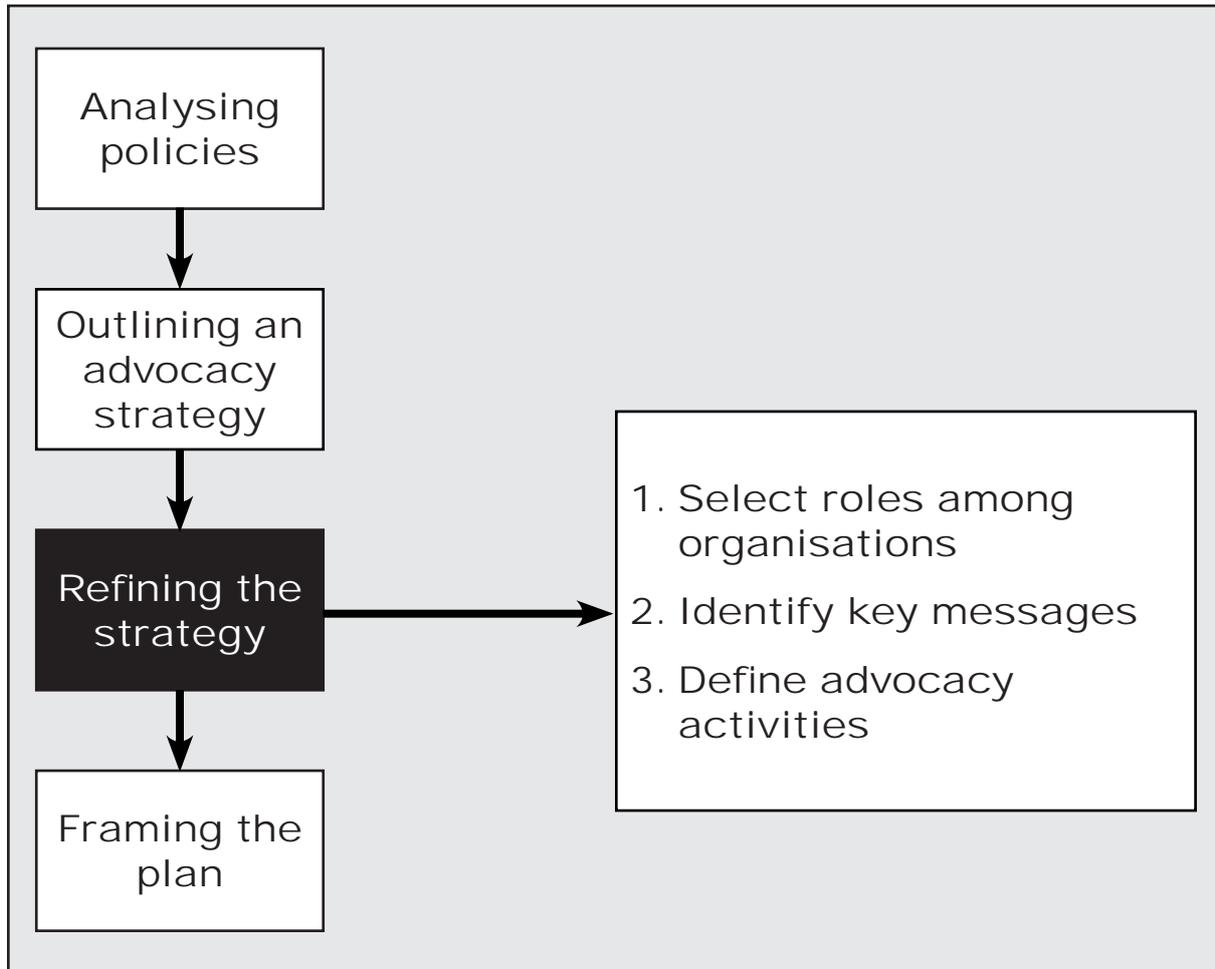
- After finishing the presentation, open the forum for discussion. You can initiate discussion with the following questions if participants remain quiet:
 - Do we follow these steps in preparing advocacy in our own context?
 - What happens if we fail to design an appropriate message for an appropriate 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

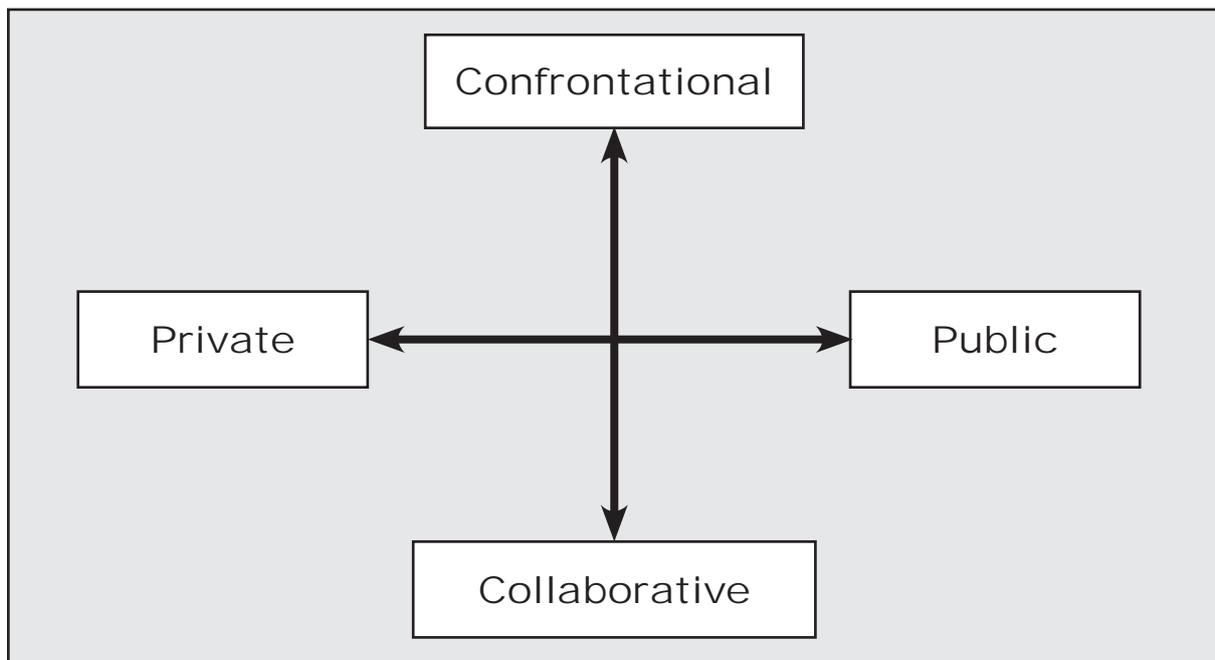
Selection of roles in advocacy

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
 - identify the primary and secondary target group or individual for advocacy
 - design a specific message for the primary target group
 - 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 Uttarakhand, 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.

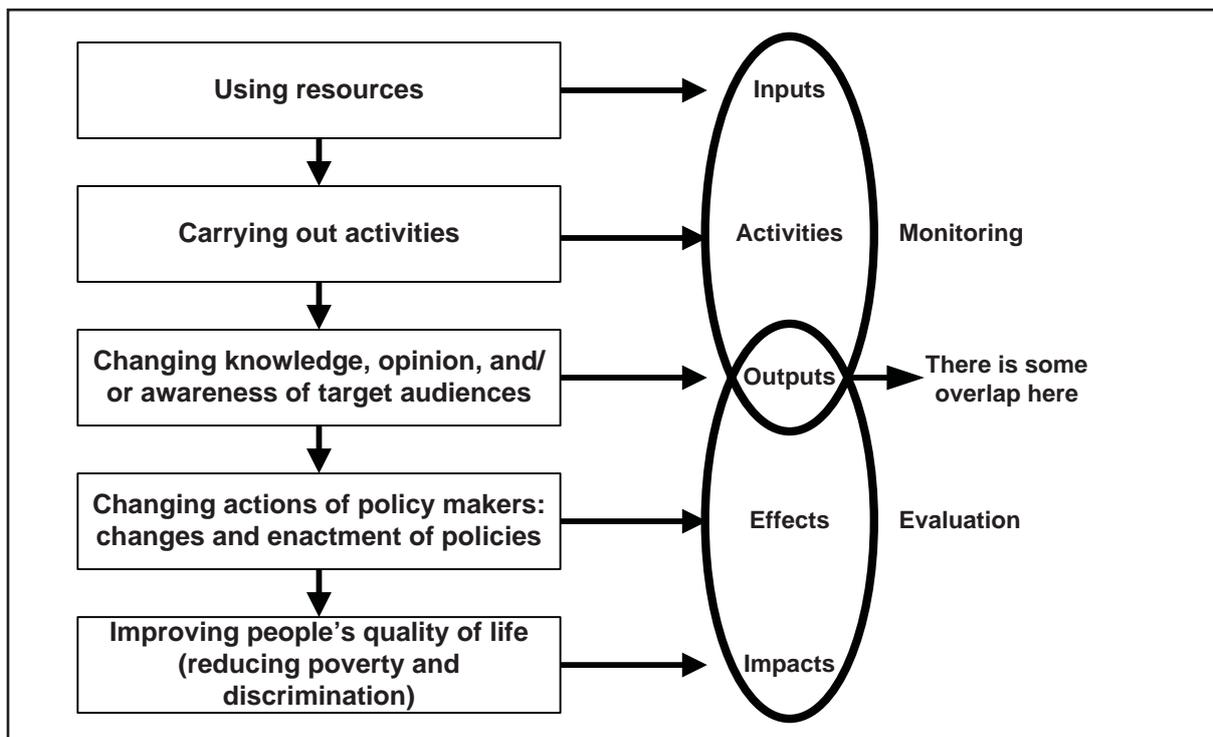
If it is an advocacy effort to change attitude and behaviour, this can be rather difficult to measure. A special case can be made to present such changes. Therefore facilitators should guide this session keeping all these things in mind.

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 themselves 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 initiative 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, Uttarakhand, India