

Day Five

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



Session 17

Contemporary Tools for Advocacy Initiatives

Time: 2 hours

Overall Objective of Session

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

Specific Objectives of Session

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

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

Advance Preparation

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

Suggestions for Facilitators Session 17

Activity 17.1 Day Review

Time: 30 minutes

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

Activity 17.2 Fist opening game

Time: 30 minutes

- Start this session with the 'fist opening' game. The game is played as follows.
 - Divide all participants into pairs, by counting off one, two, one, two. Make sure that everyone is in a pair. In a sensitive area, women pairs and men pairs should be made separately.
 - Ask all the number ones to raise their right hand and close it into a tight fist with the thumb bent into the palm. Ensure that all hands are raised up in this tightly closed position.
 - Now ask all the number twos to try and open the fist of their partner, by any means.
 - After several efforts, some will open and others will not. Then, reverse the game (number twos make a fist and number ones have an open hand).
 - Ask those whose fists have not been opened to keep their hands up. Then as a facilitator just casually request them to open their fists. Normally all will open their fists, but if some do not, request again.
 - Now begin a discussion on the game by asking two main questions: Why was it that most of the participants who tried to open their partner's fists used force – almost automatically. And secondly how was it that you as facilitator were able to get the closed fists to open without any use of force. What made the difference?
- State that as soon as we face certain tasks, we generally tend to use physical force to finish quickly. This was clearly seen during the fist opening game. You were asked to open the fist but not told how. Different means were available, but many of you used your physical power because this is an inherent practice in our society. We can see the same tendency in advocacy. People love to go for confrontation in the name of advocacy.
- Now relate this game with the concept of the many ways we all have to accomplish a task, and that the use of physical force is not always the best method. The same thing can be applied to advocacy initiatives. You will have several tasks requiring you to deliver a compelling message to your target audiences, to 'open their closed fists' as it were. How do you go about doing this efficiently? This is about choosing the right tools.

Activity 17.3 Group work

Time: 30 minutes

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

Activity 17.4 Presentation of Tools

Time: 30 minutes

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



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

Resource Materials for Session 17

RM 17.1 Advocacy Tools

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

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

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



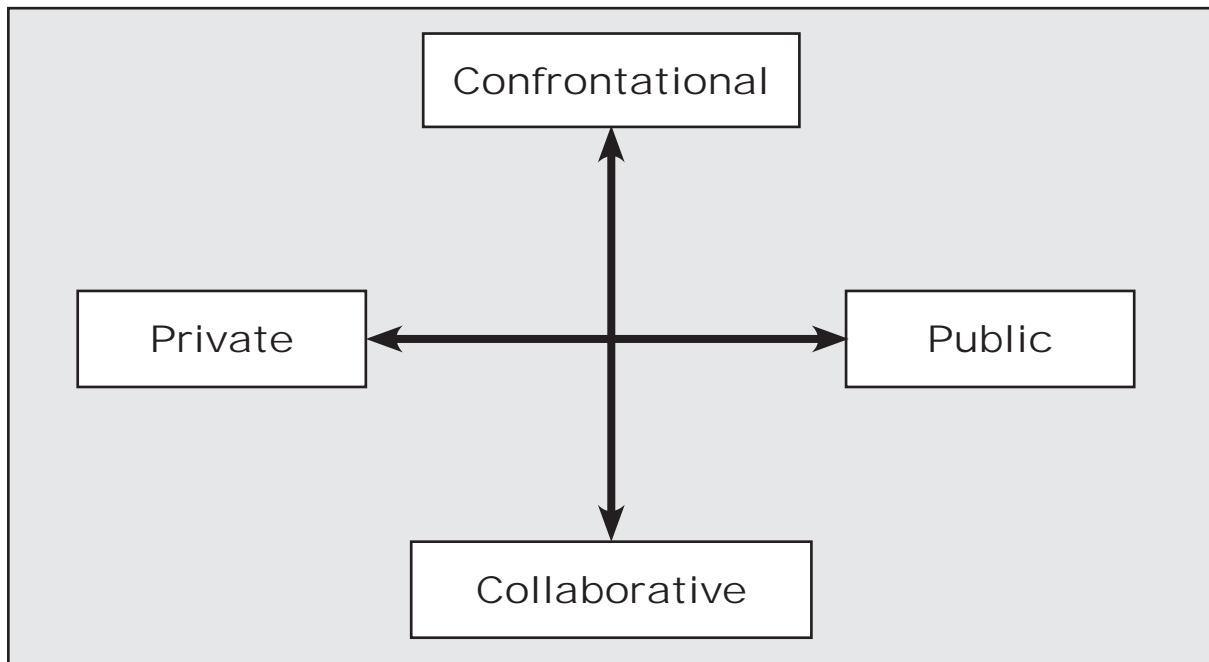
Tools used in different places and different times

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

Innovative tools

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

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



Nature of tools

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

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

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

Session 18

Some Techniques for Advocacy Initiatives

Time: 1 hr 30 minutes

Overall Objective of Session

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

Specific Objectives of Session

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

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

Advance Preparation

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

Suggestions for Facilitators Session 18

Activity 18.1 Presentation of Advocacy Techniques

Time: 45 minutes

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

Activity 18.2 Plenary Discussion

Time: 45 minutes

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

Resource Materials for Session 18

RM 18.1 Advocacy Techniques

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

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

Session 19

Back Home Plan – Action Plan

Time: 1 hr 15 minutes

Overall Objective of Session

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

Specific Objectives of Session

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

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

Advance Preparation

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

Suggestions for Facilitators Session 19

Activity 19.1 Introduction to the Idea

Time: 15 minutes

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

Activity 19.2 Group Work for Action Plan

Time: 1 hr 15 minutes

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

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

Session 20

Evaluation and Closing

Time: 2 hours

Overall Objective of Session

To summarise the training and carry out an informal closing ceremony

Specific Objectives of Session

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

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

Advance Preparation

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

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

Suggestions for Facilitators Session 20

Activity 20.1 Foundation of Advocacy

Time: 30 minutes

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

Activity 20.2 Training Evaluation

Time: 15 minutes

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

Activity 20.3 Collection of Feedbacks

Time: 15 minutes

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

Activity 20.4 Informal Closing Ceremony

Time: 1 hour

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

Resource Materials for Session 20

RM 20.1 Building a Foundation for Advocacy

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

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

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

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

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

Credibility checklist

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

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

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

RM 20.2 Training Evaluation Sheet

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

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

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