# Quality Improvement System Advocacy Training Days

## Review
What we learned in the Director's Day concerning:
1. What advocacy is
2. A Biblical framework for advocacy
3. Levels of advocacy
4. Our current potential for advocacy
5. The drawbacks and benefits of advocacy
6. How we can effectively work together on advocacy strategies

## Aims
The aims of these QIS Advocacy Training Days are to:
1. Identify new opportunities for advocacy
2. Understand more about the elements of advocacy and an advocacy strategy
3. Understand and use tools for preparation and planning
4. Build the argument for advocacy and form a strategy
5. Build a platform for advocacy
6. See how to implement your advocacy strategy
7. Monitor and evaluate your advocacy initiative

## Objectives
At the end of these days you will be ready to:
1. Start advocacy activities alongside your current work or make your current advocacy more effective
2. Identify issues for advocacy, research the problems facing children and form an advocacy strategy
3. Participate in joint advocacy initiatives with other network members, monitor the effectiveness of your advocacy and see how to improve it in the future
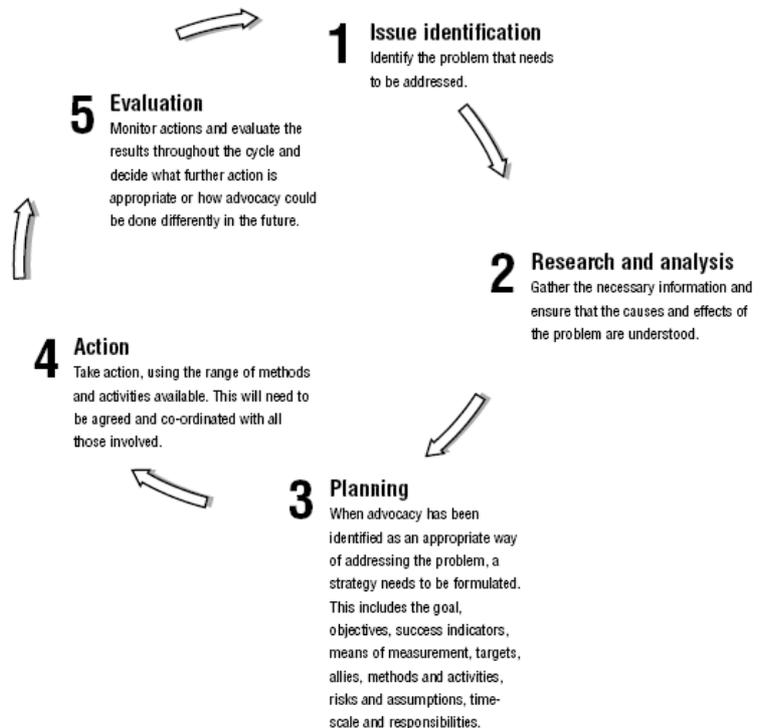
## Training Schedule

| TUESDAY 24TH FEBRUARY | WEDNESDAY 25TH FEBRUARY | THURSDAY 26TH FEBRUARY |
|---|---|---|
| 9-5pm (Viva/CRANE)<br>How do we advocate?<br>What will we advocate on?<br>How do we empower our children to protect themselves?<br>How do we record and report? | 9-5pm (UCLF)<br>How do we engage with authorities?<br>How do we tackle issues of corruption?<br>How do we record and report?<br>Child rights<br>Working with the community<br>What is the law and how do we enforce | 9-1pm (Oasis)<br>Identifying your potential<br><br>2-4pm (Florence Namaganda)<br>How to identify disability<br><br>4-5pm (Viva/CRANE)<br>Action plans for organisations and network advocacy |
| TUESDAY 18TH MARCH 2009 | WEDNESDAY 19TH MARCH 2009 | THURSDAY 20TH MARCH 2009 |
| 9-5pm (Family Impact)<br>How do we relate to children?<br>How do we empower children?<br>How do we give our children life skills?<br>Positive parenting | *9-5pm (Ministry of Gender?)*<br>*Karamajong street children*<br>*Disability*<br>*Teenagers leaving care*<br>*OVC policies*<br>*Culture and gender*<br>*Community mobilisation*<br>*Family values* | 9-1pm (Maria Kisakye)<br>How do we mobilise the community?<br><br>2-5pm (Viva/CRANE)<br>Action plans for organisations and network advocacy |
| WEDNESDAY 6TH MAY 2009 | THURSDAY 7TH MAY 2009 | FRIDAY 8TH MAY 2009 |
| 9-5pm (Sarah Mirembe)<br>Counselling<br>Trauma<br>Child development<br>Child participation | 9-1pm (Youth For Christ)<br>Handling early child pregnancy Moved to Wed morning<br><br>2-5pm HIV+ Children (Jenninah Kabiswa)<br>Caring for HIV positive children | *9-1pm (UCRNN?)*<br>*Child trafficking*<br><br>2-5pm (Viva/CRANE)<br>Action plans for organisations and network advocacy Moved to Wed pm |

# Expanding horizons in advocacy: Understanding more about the elements of advocacy and an advocacy strategy

## Understanding the advocacy cycle

An advocacy initiative can be divided into stages, although in practice these overlap. The time it takes to complete all the stages and the necessary detail will vary greatly, depending on the urgency and complexity of a particular issue, the amount of information needed to be able to act, and the advocacy methods chosen. The basic advocacy cycle is seen to the right.

**1 Issue identification**
Identify the problem that needs to be addressed.

**2 Research and analysis**
Gather the necessary information and ensure that the causes and effects of the problem are understood.

**3 Planning**
When advocacy has been identified as an appropriate way of addressing the problem, a strategy needs to be formulated. This includes the goal, objectives, success indicators, means of measurement, targets, allies, methods and activities, risks and assumptions, time-scale and responsibilities.

**4 Action**
Take action, using the range of methods and activities available. This will need to be agreed and co-ordinated with all those involved.

**5 Evaluation**
Monitor actions and evaluate the results throughout the cycle and decide what further action is appropriate or how advocacy could be done differently in the future.

### Group work 1

1. What would you identify as problems that need to be addressed by the network?
2. What research do you know that has already been done that can help us? What research might we need to do?
3. How do you think we can plan together as a network?
4. What ideas do you have for joint actions?

## Good practice in advocacy

There is often a temptation to rush in and do advocacy for other people. However, this is not good practice. It is better to ensure that advocacy is done with others or, at best, that they are enabled to do it for themselves. This is the most sustainable type of intervention. Even if this is not possible, it is vital that by some means those who are being represented could be included in all stages of the advocacy process, such as defining the problem, proposing the solution and determining the strategy.

If you are representing others, for whatever reason, there are some basic questions to ask:

- Have they asked you (directly or indirectly) to advocate for them?
- Have they given input to the position you are advocating and do they have ongoing input?
- Are they happy with the actions you are proposing?
- Are they adequately aware of the risks involved?
- Are they informed of progress?
- Are they building their capacity to advocate for themselves?

### Group work 2

List the advantages and disadvantages of participation in advocacy

| ADVANATGES | DISADVANATGES |
| --- | --- |
|  |  |

## Role play 1

A worker is sacked from her job over a misunderstanding – she took some shoes home that she thought were being thrown out, and was accused of stealing. She goes home and tells her mother.

- **Situation 1** The mother is outraged as the daughter starts to explain the situation. She does not wait for the whole story but storms out of the house, goes straight to the shopkeeper and demands her daughter be given her job back.
- **Situation 2** The mother is upset for the daughter and asks her to tell her the full story. The mother then asks the daughter what she wants to do. They agree to go together to see the shopkeeper to explain the full story, in order to try to get her job back.

**Feedback**

- What happened? What did you observe? How was each person represented? What was good and bad about this?
- From the case studies and from other experience, what can we conclude about principles of good representation in advocacy work?
- How can we as a network ensure that we are listening to those who we will represent?

## Understanding power

When the word 'politics' is mentioned it will usually produces a wide variety of reactions, some positive and some negative. While some people will say that it should not be touched, others will embrace it openly.

Understanding politics is essential to effective advocacy. It operates in a wide variety of contexts, and our network need to engage with it, understand it, and get involved with it, if we want to have impact in our advocacy work.

Politics is all about the exercise of power and the interaction of people with power. There is a difference between 'Politics' (with a capital 'P') and 'politics' (with a small 'p'). 'Politics' (with a capital 'P') is a narrow definition, which is about the governing of a state or country and is limited to professional politicians. However, 'politics' (with a small 'p') is much broader and considers the interaction of all forms of power, which happens whenever there is a relationship.

Given this, this means that everyone is political and has the potential to influence what happens in their lives, their communities and their countries. Christians thus need to use politics to bring about change in society and to be faithful to God's calling.

## Role play 2

Have you ever experienced abuse of power? Share any of your examples in your group.

- **Teacher and student**: The teacher keeps the student waiting outside the office, demands long hours, etc. The student is fearful of losing marks if she fails to obey him.
- **Judge and defendant**: The defendant is innocent of charges of theft, but the judge asks for a bribe to let him go, which the defendant is unwilling to pay.

**Feedback**

- What types of power are shown in this role-play?
- How is power being used and abused?
- What is power, how is it used, and why is it important in advocacy work?

**Some key points about power:**

- Power is the ability to get something done, even if you may be prevented from doing so by your circumstances.
- Power determines who makes decisions and what decisions are made.
- Power has three faces – open, closed and invisible, which roughly correspond to the three types of advocacy (**for, with** and **by** the poor or those affected by a situation). It is important to engage with all three faces of power, and not just the open face (advocacy **for** others). (See page 5)

- Everyone has power, but the three main types we often see are those displayed by public figures making decisions: economic power, authority and power of force, and these are often abused.
- There are many other, often hidden, forms of power, including information or expertise, organisation or connections, and having a legitimate voice. In this sense, everyone has power.
- Collectively we have more power than we do as individuals.
- Powerlessness may occur because people are in a position where they cannot use their power, or where others do not recognise the power they have.
- Advocacy is about using power and influence to persuade others, who usually have greater power and influence in terms of money, force and authority, to do what you want them to do.
- It involves understanding and making the most of the power you already have and using your power in a legitimate way.

To be able to tackle power in advocacy work, it is necessary to understand who holds the power in the situation that the network is facing, both formally (i.e. who officially has the power) and informally (i.e. who actually has the power). A lot of time may be wasted if the network focuses on someone with official power, if someone else with informal power is the one making all the decisions behind the scenes.

It is very important to map power relations in the network's local area or country. For each of the main groups listed in the table below, describe how they might use that power.

| GROUPS OF PEOPLE | HOW MIGHT THEY USE POWER? |
| --- | --- |
| Children / Young people | |
| Parents | |
| Teachers | |
| Social / health workers | |
| Business – local / national / international | |
| Government – local / national / overseas | |
| Ministers / Parliamentarians | |
| Political parties | |
| Churches and other faith groups | |
| Communities | |
| NGOs | |
| Media | |
| Police / military | |
| Trade Unions | |

**Advocacy involves**
- holding people to account for their use of power
- trying to change the use of power
- gaining access to power for those who are excluded
- helping people to see what forms of power they have (the first step to empowerment).

## The three faces or dimensions of power

| | OPEN FACE | CLOSED FACE | INVISIBLE FACE |
|---|---|---|---|
| POWER OPERATES THROUGH | Open political system<br><br>Clear process of decision-making | A more closed political system where certain groups are excluded or discriminated against | Preventing conflict arising through secrecy and information control<br><br>Blaming others to legitimise inequality |
| POWERLESSNESS IS DUE TO | Lack of resources to compete effectively<br><br>Non-participation due to choice | Barriers such as gender or race keeping certain groups away<br><br>Disorganisation<br><br>Lack of information | Lack of awareness of issues<br><br>Belief that poverty is one's own fault and that nothing can be done |
| THE AIM OF ADVOCACY IS | Correct use of power<br><br>Accountability for use of power | Access to power<br><br>Change of power relations | Awareness of own power and ability to use it<br><br>Awareness of issue and causes |
| ADVOCACY TYPE | **For**, **with** or **by** the people | **With** or **by** the people | **By** the people |
| CHARACTERISTICS OF ADOCACY INCLUDE | Issue-based lobbying<br><br>Led by professionals<br><br>Play by the rules of the game<br><br>Going for winnable issues | Issues identified by community<br><br>Powerful grass roots organisations that challenge structures<br><br>Outside organisers building local capacity | Grass roots leadership<br><br>Education to develop political awareness, confidence and understanding<br><br>Learning by involvement |
| DANGERS AND LIMITATIONS | May not build participation, organisation or awareness at grass roots<br><br>Does not challenge unjust systems and structures | Does not challenge the imbalance of power for the most marginalised<br><br>Relies on outside organizer<br><br>Little increase in awareness of broader power system | May fail to engage community in formal political change process<br><br>May overlook importance of organising selves<br><br>May fail to use links to other groups |

An advocacy campaign can engage with all three dimensions of power. However, many advocacy campaigns assume that all power is open and visible. They aim just for policy change, speaking for those affected by a situation, and therefore fail to address issues of powerlessness and marginalisation.

**Group work 3**
What do you think are the possible opportunities for us as a network to engage in 'open face' (for), 'closed face' (with), 'invisible face' (by) types of advocacy?
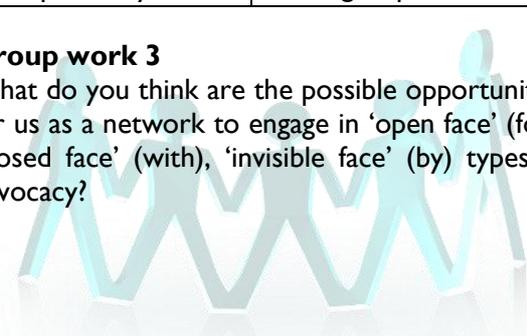
## Types of power

| | CHARACTERISTICS | EXAMPLES | GROUP WORK |
|---|---|---|---|
| Economic | Money or assets | People buy or stop buying from a particular shop or company<br>Donor threatens to reduce a grant<br>Offer a bribe to get a favour | |
| Authority | Official position to make decisions | A judge sentences a thief to pay a fine<br>A local politician decides whether a school will be built<br>A pastor evicts someone from the congregation | |
| Coercion / force | Fear if you do not respond | The army threatens to burn down a village<br>Gangs intimidate and hurt people during elections | |
| Privilege / connections | Who you know | Persuade the government to give cheap land to your family<br>Become a bishop because you know the archbishop | |
| Legitimacy | Recognised as a valid voice by others | Elected representative of trade union<br>Recognised elder of community | |
| Organisation / networking | Organised to play to strengths | Community is mobilised to advocate for change<br>Links with other organisations | |
| Institutional / reputation | People respect or fear the institution | Organisation is respected, eg: church<br>Organisation is feared, eg: government<br>Person is a popular public figure | |
| Information / knowledge | Understanding, information and expertise | Trained professional, eg: doctor<br>Good research and understanding of problem and realistic proposals for solution<br>New ideas that others have not thought of | |
| Spiritual / identity | Relationship with God | Understanding of who you are before God<br>Guidance from God<br>Understanding of God's heart and desire for justice | |
| Culture / tradition | Belief system and behaviour | Tradition against challenging authority<br>Belief in fate and that one deserves one's lot in life<br>Strong commitment to family and community | |
| Service / compassion | Desire to help others | Motivated by interests of others not selfish gain<br>Commitment to empowering others to speak for themselves<br>Values that others respect, agree with or want | |
| Resource | Having something that someone wants | Provide access to communities<br>Provide access to churches in a particular area | |

**Group work 4**

Based on the different forms of power you have, how can you persuade or influence those who are in a position to make the decisions to act in a more equitable way? Make notes in the right hand column.

**Abuse of power**

- Many of the problems we try to address in advocacy work have arisen through abuse of power, such as bribery in local government or the use of force to remove people from their land.
- When trying to address problems it is vital that we do not abuse power ourselves. We are called to be servant leaders.
- If we want to undertake advocacy with integrity, types of power such as force and bribery should not be seen as an option.
- It is important not to seek power or influence for their own sake, but rather to transform power relations so that they are more just and fair and meet people's needs.

**Dangers to avoid**

- EMPTY PROMISES If you promise to do something, you need to ensure that you complete it.
- If not, people will lose their trust in you, and you are less likely to be listened to in the future.
- ABUSE OF PRIVILEGE Avoiding democratic and official processes to get what you want may give you an immediate result, but risks reinforcing any imbalance of power. Also avoid seeking special privileges for the church, as you could be accused of abusing power.
- USE OF FORCE should never be used to get what you want, as you are simply copying the abuses of the oppressors.
- FALSE CLAIMS OF LEGITIMACY AND REPRESENTATION If you have access to decision-makers based on legitimacy, you should ensure that you really represent those you claim to represent.
- POOR RESEARCH AND MISINTERPRETATION OF DATA You need to make sure you accurately represent your own facts and those of any opposing views, so that you maintain integrity and have good solutions. Good research is the basis of all advocacy.
- BRIBERY should never be considered. It goes against principles of good development including accountability, openness and transparency. It may also mean that bad decisions are made because most people are excluded from decision-making.

## Identifying network activities and projects

We need to base our advocacy on a situation analysis which is a foundational piece of research that provides information about 'children at risk' in an area and existing work to help them. It helps answer the following questions:

1. Who are the children 'at risk' in this city and what are the issues facing them?
2. Who is already helping these children, what are they doing, where and how?
3. What are the potential areas for collaboration? In other words, where are the gaps? Or what areas could be improved?

CRANE completed just such a piece of research in May/June 2007. This provides the network with a snapshot of a situation at a given point in time. We can use the analysis to help the network plan activities and projects. CRANE is also conducting other research, and we need to find out other information to support our work of advocacy. What did the research say were the main issues facing children in Kampala?

As a network, we now need to:

1. Decide what we want to achieve (purpose, goals and objectives)
2. Decide who should be involved
3. Gather information – from literature and other resources available from government offices, UN organisations, local NGOs, etc, and from field visits
4. Analyse the gathered information
5. Report and communicate findings
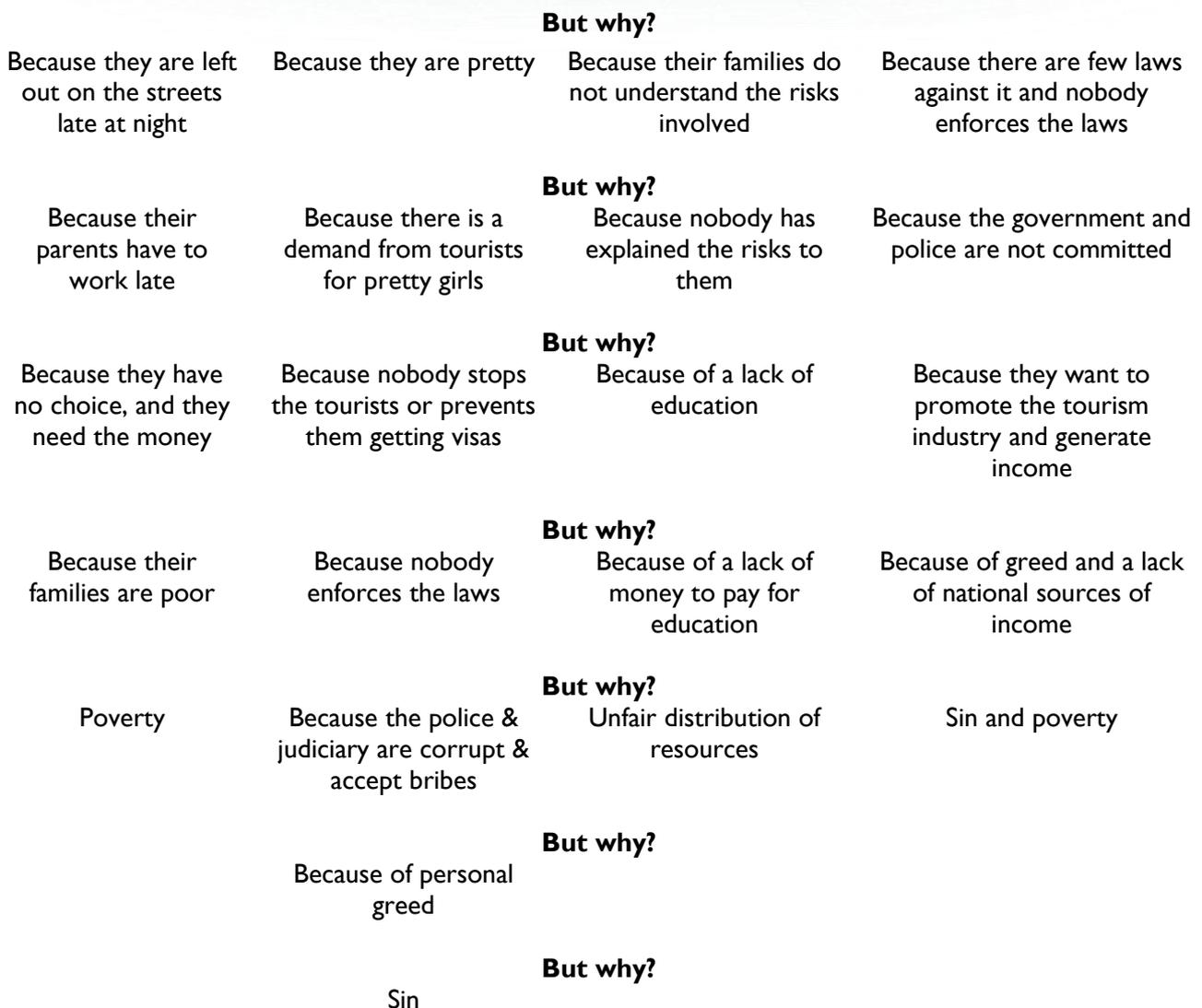
## Identifying issues for network advocacy

1. What issues do we feel need our attention?
2. How will we decide which issues to tackle as a network?
3. What resources do we have available to us that could help us to make our decision?

## Group work 5

Below is an example of a 'But Why?' problem and cause analysis. Use this example to do a similar analysis for another issue facing children at risk in Kampala.

1.  Choose an issue identified and write it at the top of a piece of paper.
2.  Ask yourselves, '*But why has this happened?*' for your issue. As you do this, draw a connecting line between the problem and its cause.
3.  Addressing the root of a problem is the first step towards us identifying an issue that might be appropriately tackled by advocacy work.
4.  So how could we address these issues?

### Girls are at risk of sexual exploitation

**But why?**

| Because they are left out on the streets late at night | Because they are pretty | Because their families do not understand the risks involved | Because there are few laws against it and nobody enforces the laws |

**But why?**

| Because their parents have to work late | Because there is a demand from tourists for pretty girls | Because nobody has explained the risks to them | Because the government and police are not committed |

**But why?**

| Because they have no choice, and they need the money | Because nobody stops the tourists or prevents them getting visas | Because of a lack of education | Because they want to promote the tourism industry and generate income |

**But why?**

| Because their families are poor | Because nobody enforces the laws | Because of a lack of money to pay for education | Because of greed and a lack of national sources of income |

**But why?**

| Poverty | Because the police & judiciary are corrupt & accept bribes | Unfair distribution of resources | Sin and poverty |

**But why?**

Because of personal greed

**But why?**

Sin

## Group work 6
### The Urgent/Important Matrix

We need to identify issues for network advocacy on the basis of urgency and importance.
In your 'Advocacy' pack on page 11 there is an Urgent and Important. Place each of the issues we have identified in one of the 4 squares. If there is overlap, then this is significant. We need to use this to:

1.  Ignore the non-urgent, unimportant issues
2.  Think how to discourage the urgent, unimportant issues
3.  Develop action plans for the important, non-urgent issues
4.  Prioritise immediate action for the urgent, important issues

## Creating a network advocacy strategy
### Group work 7
We are going to begin to develop a strategy to ensure that we remain focussed in our advocacy work. We then need to communicate it to other key players who we could work with to achieve our goals.

| Responsibility | | | |
|---|---|---|---|
| Time-scale | | | |
| Risks and assumptions | | | |
| Methods and activities | | | |
| Allies and opportunities | | | |
| Targets | | | |
| Means of measurement | | | |
| Success indicators | | | |
| Objectives | | | |
| Goal | | | |

# Conducting advocacy research and analysis

## Sources and types of information
Information is needed that will provide both facts and analysis about the situation. The best approach is to find a few sources that you trust and find easy to use. At the start it may take time to gather all the information you need, but after you have the basic information, keeping up to date with the latest developments is likely to become easier as you become more familiar with the issue and with the information sources. In some cases you may already have the information you need to start advocacy work.

## Some of the places you can find information
There are numerous information sources you could choose from – these are just a few:
- Libraries – a librarian may be able to help you locate what you need.
- Universities – often have an extensive library with focused research documents.
- Government departments (local, national, statistical office) – information on policies and statistics for all areas and issues in the country.
- NGOs, churches and research institutions – often have specific poverty focused research documents and information.
- Donors and international institutions – often have detailed analysis going back many years.
- Internet – a lot of information if you know where to look.
- The media (newspapers, magazines, radio, television) – local and up-to-date information.
- Public meetings and personal contacts – often first-hand information that is not written down.

## Information on our doorstep
CRANE believes that our strongest sources of information for advocating on behalf of children at risk in Kampala will be for us to collate evidence of what we are actually hearing from our children. We urge you to record all incidences of concern that arise and come to the advocacy review meetings every month to report in on what is happening to your children.

**Group work 8**
Discuss how you think you can do this in the most effective way possible. We will provide you with a reporting form template to help you.

## Some questions to ask in order to assess whether information is trustworthy are:
- VALUES What values are behind the source of information? Do you agree with them?
- PURPOSE Why is this organisation providing the information? Does this affect how you view it? Do you trust the source?
- ACCURACY What facts are used? Are they supported by your evidence? Are they represented fairly? Is the information up-to-date? Is anything obvious missed out?
- ANALYSIS AND CONCLUSIONS How are the conclusions reached? Is this logical and based on the evidence shown? Are there any assumptions, either explicit or implicit? Do you agree with these? What changes would you suggest?
- POOR / VULNERABLE What concern is shown for poor or marginalised groups?
- PERCEPTION How will others view the information?
- USEFULNESS Based on the above, in what ways can you use the information?

**Group work 9**
Share details with each other of any possibly helpful sources of information that you have come across. Decide how you will share this with the network.

# Putting advocacy into practice: Building a platform for advocacy

## Identifying advocacy causes and effects

It is very important to see whether or not we have sufficient information, understanding and support to plan an advocacy intervention. In other words, when information has been gathered about the causes and effects of the key issue(s) being faced, and when the wider forces in society have been analysed, it is important to make a decision about whether to advocate or not. This diagram can help to clarify our thinking:



### Group work 10

When making this decision, the following questions need to be considered and answered:
- THE ISSUE: Is this issue a priority? Does it need to be addressed now?
- THE CAUSES: Do you have a good understanding of the causes of the problem? Do you know how they can be addressed?
- THE EFFECTS: Can you identify the effects of the problem? Can you back this up with reliable information?
- METHODS: Is advocacy the best way to tackle this problem?
- TARGETS: Are you clear about your targets? Do you know who is responsible for this issue? Do you know who has the power to bring about change? Do you have access to them? Do you have a chance of influencing them?
- ALLIES: Are you clear about who will support you? What help will they give you?
- OPPONENTS: Are you clear about who will oppose you? How will you handle their opposition?
- PARTICIPATION: Is the network / wider community mobilised and involved in the advocacy proposal? How will they take part in it?

After assessing the information that you have gathered, you will be able to make a decision. It may be that you have to decide against advocacy and come back later to revisit and review the situation. Or it may be that more research is needed, in which case you will need to gather more information before proceeding.

## Establishing network goals, aims and objectives

It is really important that the network is clear about what we are trying to do *before* we start our advocacy work. This involves developing an advocacy goal.

A goal can be defined as the overall purpose of the project. It is a broad statement of what the network is trying to do. It is long-term and gives direction, because it helps the network where we are going. It often refers to the benefit that will be felt by those affected by an issue. It can be large, ambitious, and inspirational.

A goal needs to be considered in conjunction with a strategy (i.e. an accompanying route map). This helps a network know how to get to the desired end result. The strategy contains objectives. Objectives often refer to the desired changes in policy and practice that will contribute towards the goal, but they are not the same as the goal.

Without a goal, project objectives can easily become ends in themselves and it is possible to lose sight of what is trying to be achieved, and how. It is vital for retaining focus and perspective.

## Identifying advocacy stakeholders

It is very important to identify who we should be speaking to, and who we should be working with, because both have an interest in the issue. These people are commonly referred to as stakeholders because they have an interest or 'stake' in the issue. One way of grouping or categorising stakeholders is offered below:

- GROUP 1 Those directly affected by the situation, such as local communities and trade unions.
- GROUP 2 Those responsible for creating the situation or with formal responsibility for finding a solution, such as government, civil service, local authority. These are usually the targets of advocacy work, but may also be allies.
- GROUP 3 Those concerned for the welfare of others and other interested groups, such as NGOs, church groups, business, media. These are potential allies, and may also be targets.
- GROUP 4 International players, such as donors, UN bodies, NGOs. These can be targets, allies or opponents.

**Group work 11**

Identify stakeholders who we could work with by completing this table:

| Which are the relevant groups or organisations? | Who is the relevant contact person within the organisation? | What is their specific interest or stake in the issue? | What is their position with respect to the issue? |
|---|---|---|---|
| THOSE DIRECTLY AFFECTED (e.g. local communities, trade unions) | | | |
| | | | |
| THOSE RESPONSIBLE FOR CREATING THE SITUATION / FINDING THE SOLUTION (e.g. government, civil service, local authority) | | | |
| | | | |
| THOSE CONCERNED FOR THE WELFARE OF OTHERS / OTHER INTERESTED GROUPS (e.g. major organisations, churches, business, media) | | | |
| | | | |
| INTERNATIONAL PLAYERS (e.g. donors, UN bodies, NGOs) | | | |
| | | | |

**Group work 12**

CRANE has been developing a directory called 'CONNECT THE CHILD' that lists many stakeholders. Take Help us to edit it and give us information you feel should be added to it.

Once you have mapped your main stakeholders, and have an idea of why they are interested in the issue and the position they are going to take, try and understand:

- how much each group **agrees** with your position
- how **important** the issue is to them
- what level of **influence** they have

## Forming network advocacy working groups

When a network sets its key common priority objectives, working groups should be formed to work out each of these priority areas. The working groups take on the responsibility of implementing their assigned key priority on behalf of, and in conjunction with, the whole network. Each priority is, in effect, a network project that the working group has responsibility for. Being a part of a working group will open up many networking opportunities as the members work closely with others. They will also, perhaps more significantly, have the opportunity to be a part of a joint project that will impact 'children at risk'. This will undoubtedly bring tremendous satisfaction, encouragement and will empower them to do more.

Working groups have two key roles:
      1. Put their assigned network objective into action
      2. Communication and accountability

## Assessing advocacy methods and risks

There are many methods and activities that can be used to carry out advocacy. The activities we choose will be determined by our objectives, skills and resources and targets. The most common methods are shown in the following table:

| METHOD | EXPLANATION | COMMON USE | EXAMPLES |
|---|---|---|---|
| Networking | Building alliances with as many people as possible<br>Creating a movement for change | For any long-term advocacy activity to make it sustainable<br>When you do not have the skills or strength in numbers | Meeting other community leaders<br>Sharing information via email<br>Joint conferences |
| Lobbying | Speaking directly to the target to explain in detail the problem and the proposed solution | When target is open and will listen to facts and careful argument | Meetings<br>Phone calls<br>Briefing document<br>Public meetings |
| Raising awareness | Informing people of the situation so that they are aware of the issues<br>Often the first step in an advocacy process | When information is hidden<br>When issues are complex<br>To build confidence | Training<br>Community meetings<br>Church services<br>Posters and leaflets |
| Mobilising | Closely connected with awareness raising and media<br>Involves harnessing 'public pressure' so that as many people as possible will contact decision-makers and call for change | When policy-maker can be swayed by public opinion<br>To show strength of feeling<br>To use strength in numbers and organisation | Letter writing by public<br>Marches and rallies |
| Media | Using the radio, newspapers and television (owned by others as opposed to using your own media, eg: newsletter) | When you cannot get direct access to policy makers<br>To reach those outside the local area | Radio phone-in<br>Press release to newspaper<br>Briefing a journalist |

**Group work 13**
List any other methods we might be able to use to advocate for our children. How can we advocate at different levels? How can we help children who have been let down by the system?

**Lobbying and Negotiating**

The ultimate aim of our advocacy work is to influence people and decision-makers at all levels in society. There are several ways in which this can be done, including:

- Writing a letter
- Sending a position paper
- Making a phone call
- Arranging / attending a visit or a meeting
- Participating in a public meeting or conference
- Utilising chance opportunities
- Using the court system

All these methods are different types of lobbying / negotiating, requiring different levels of experience and expertise.

**Lobbying guidelines**

It is useful to develop lobbying guidelines to ensure that your lobbying agrees with our principles and values.

**Group work 14**

Develop guidelines, reflecting the principles and values of the network, using the table below to help.
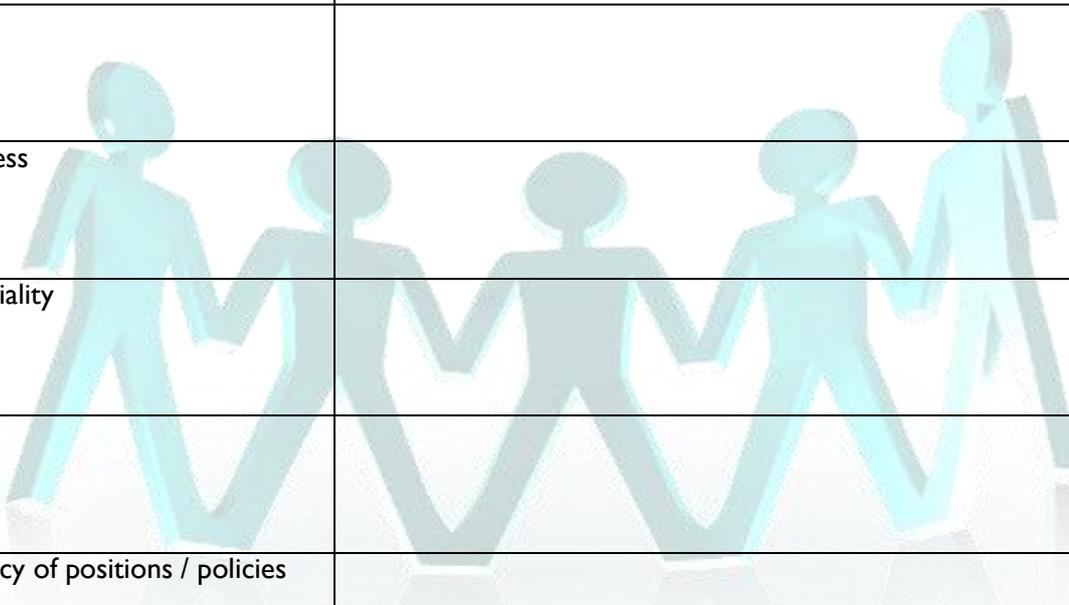
| KEY PRINCIPLES | ACTION |
|---|---|
| Respect | |
| Truthfulness | |
| Confidentiality | |
| Integrity | |
| Consistency of positions / policies | |
| Appropriate contacts | |
| Co-ordination | |

**Negotiating skills**

Good negotiating skills enable you to ensure that others understand the point you are making and help you to persuade others to take your suggested course of action. Bad habits in negotiating can quickly alienate those you are speaking to and undermine your message.

## Helpful and unhelpful approaches to negotiating

**HELPFUL**

**WIN-WIN** Seek solutions that will be beneficial to both parties. Be willing to compromise on some areas, but be very clear about what you will not negotiate. Try to think of what you can offer so that the other party is satisfied.

**ASK QUESTIONS** so that you can identify areas where you may both benefit. This also helps you to avoid a spiral of attacking and defending.

**SEEK PERMISSION** This puts you in control without having to battle to speak. 'I would like to suggest that…' or could I ask…?'

**TEST AND SUMMARISE** Ensure that everyone has understood and interpreted things in the same way and agrees on action points. This helps build trust and avoids confusion and relationship breakdown later on.

**EXPLAIN YOUR MOTIVES** to the other parties so that they are clear why you are proposing particular course of action. Do not leave them guessing about hidden agendas.

**BE SENSITIVE** to a change in mood, to unexpected revelations or reactions, to defensive responses, to boredom or lack of interest – and change your approach accordingly.

**KNOW WHEN TO STOP** Be aware of how far you can push a particular line of questioning, and be prepared to meet again later on if necessary.

**LISTEN AND ENGAGE** Listen to concerns and try and respond to them. Let them speak first if necessary.

**UNHELPFUL**

**EMOTIVE APPROACH** Using subjective or emotive words adds nothing to your case but simply accuses the other side of being unfair or unreasonable.

**DEFEND/ATTACK SPIRALS** If you do not listen to the other point of view and simply defend your own position, an argument can result and it is harder to persuade others.

**LISTING** arguments, reasons and information to strengthen the proposal can annoy the listener and make them forget the main points.

**COUNTER-PROPOSALS** If you counter every suggestion by the other party with one of your own, it will become harder to persuade them.

**ANGER** Shouting at someone could discredit your message, and suggest that you have weak arguments.

**RIDICULE/DISRESPECT** This will cause the other person to close up and they may even close the meeting early.

**INTERRUPTIONS** This can annoy the person speaking, and others, who will think you are not listening, and they may do the same to you.

**MAKING IT PERSONAL** This can lead to people being offended and insulted and does not necessarily address the problem.

## Mobilising people into action

Education and raising awareness are activities that are central to any development activity in order to empower people to act on new information and understanding. For advocacy, awareness can be raised in a number of ways. For example, an outsider might work with a community to help them understand the causes of their poverty and enable them to see how they can make a difference.

There are two types of groups that can be mobilised for action:
1. Those who are directly affected by the problem.
2. Those who are concerned for others, such as churches and supporters of environmental groups.

Useful methods for passing on information to those who have an understanding of the issues but do not necessarily know all of the facts are:
- public meetings and rallies
- slide shows
- information leaflets
- newsletters
- radio broadcasts
- community meetings
- newspaper articles
- posters
- press releases
- PRA and PLA tools
- open air films

**Principles for mobilising people for action**
- INCLUDE THOSE WHO ARE AFFECTED BY THE PROBLEM, so they take responsibility for advocating for their own issues.
- CLARIFY WHAT YOU ARE TRYING TO ACHIEVE by mobilising people, so that your actions are not confused.
- CHOOSE YOUR METHODS CAREFULLY, both according to what will be effective and appropriate, and what people are likely to be willing to do.
- HAVE A CLEAR MESSAGE, using slogans if appropriate.
- ENCOURAGE EASY ACTIONS so that people will readily become involved and act. Many people doing a basic action such as signing a petition can be more powerful than a few people doing a more complicated action such as writing a complex letter.
- MAKE EVENTS FUN, such as holding a carnival or march, because this builds solidarity and support.
- AVOID VIOLENCE because this will discredit your message and is unlikely to bring about the change you are looking for.
- THINK ABOUT HOW THE MEDIA WILL RESPOND and plan actions that will attract media attention so you can get your message to a wide audience.
- WORK WITH YOUR ALLIES to reach the widest group of concerned people possible.
- CONSIDER THE POTENTIAL EFFECTS ON YOUR RELATIONSHIP WITH DECISION-MAKERS. If you are in discussions with decision-makers about changes that they can make to their policies or practices, then you need to consider whether mobilisation will increase or decrease your chances of success.

## The importance of planning

Once we have developed its advocacy strategy, the next step is to plan how it will take place. This covers timing, resources, budgets, personnel, etc. Planning should be flexible rather than fluid. An advocacy strategy could succeed or fail on the basis of the planning involved and the adaptability of the plans made.
A good network advocacy plan needs to cover:
- Who will do what, i.e. where responsibility lies
- When this will be done, and with whom
- What types of resources / materials and people / skills will be needed to do the advocacy
- Estimates of costs, budgets, and funding sources
- Assumptions and constraints

## Positions and policies in network advocacy

A position is a statement of what the network believes about a particular issue and how they think this should be acted upon. When it is written down, it is often called a policy. It often suggests solutions for the issue in hand.

**Positions or policies come in various forms:**
- internal (such as a personnel policy within an organisation) and external (a group's beliefs on external issues such as AIDS and what others need to do, such as the government needing to invest more money in healthcare)
- formal (usually written and agreed by everyone, such as a letter to government, organisation's mission statement) or informal (often in a conversation: 'we have not discussed it in detail but we are not happy with the situation')
- proactive / long-term (such as views on land redistribution in a local area) or reactive / emergency (such as a quick response because someone has been put in prison)
- with others or alone
- short (2–4 sided briefing paper, presenting the main points) or long (policy or research paper giving detailed arguments and recommendations, often accompanied by a letter highlighting the main points).

**Positions serve many useful purposes:**

- CLARIFY THINKING ON A PARTICULAR ISSUE It is often only when things are written down that the position becomes clear.
- ACCURATE REPRESENTATION Being able to give a position to other groups such as the media and policy-makers will help you to be accurately represented and understood by them.
- CONSISTENCY OF VOICE to ensure that all spokespeople within the group give the same messages.
- CONSISTENCY WITH OTHER POSITIONS to ensure that your position is consistent with your position on other issues.
- CLARIFY DIFFERENCES to help you to identify the main areas of disagreement you have with other people's positions and therefore clarify the main areas for advocacy work

**Key Points**

- Positions should be kept as brief as possible (2–4 pages) and to the point.
- Focus on what you can offer, such as new or unique evidence that you might have
- Make sure information is relevant and up-to-date.
- Build arguments around what you believe to be the weak points of the policy-makers.
- Policy-makers need to know they can work with you, so ensure that the tone of the position shows that you are willing to co-operate.
- Write clear recommendations that can be implemented.
- Write joint position statements as part of a network if you think it will bring more chance of success, although be aware that these can take a long time to agree.
- Ensure that your position accurately reflects the views of those you claim to represent.
- Use headed note-paper if possible and get others to check for grammar and spelling mistakes – poor presentation can discourage people from reading it.

**Main components of a position or policy**

Although positions appear in many different forms and serve many different purposes, they are likely to include some or all of the components below.

- INTRODUCTION Name of organisation, what your main activities are, what your basis for existence is, who you represent.
- EXECUTIVE SUMMARY (if the position paper is long). Brief outline of your history of involvement, of the issues and why you are concerned.
- EFFECTS AND EVIDENCE What are the current and potential future effects of the issue on those you represent? Include any primary or secondary research you have. If you have detailed information, add an appendix to the document and refer to it here.
- CAUSES AND RESPONSIBILITY Which groups or individuals have caused the current situation and are responsible for it? What events have contributed towards it? Why have particular actions been wrong, according to law, morality, etc?
- SOLUTIONS AND RECOMMENDATIONS What needs to be done to address the problem? Who is responsible for doing this? What is already happening to address the issue and who is doing this? What is good or bad about the current proposals and actions and what needs to change about them? What specific recommendations do you have? Make sure these are SMART. What arguments will be used against your proposals and how can you respond to these?
- APPENDICES Include any detailed information that you have referred to in the main document.

**Group work 15**
Come up with a draft outline for a position paper for the network on the issue of child abuse
How can we get consensus within the network on our position?
How will we use the Bible as the basis for this?

## Monitoring and evaluation

**Monitoring** is a way of checking that you are doing what you said you would do, and identifying and addressing problems as they arise. It helps you to understand success or failure of your advocacy strategy. It involves going through the activities that you said you would do and asking whether you have done what you said you would, when you said you would, and whether you have done it well. If not, why not, and what needs changing to get the strategy back on track? What can you learn?

**Evaluation** assesses the impact of different parts of a network advocacy strategy, finds out whether objectives are still realistic and worth aiming for, and gives credit for success to various factors or people. It helps with accountability. It involves going through the advocacy objectives, indicators and means of measurement, and asking whether you have achieved your objectives. If not, why not, and what needs to change? Be clear about what you are evaluating, and do not try to measure too much at once. It is important to make sure that all relevant people participate in the evaluation. Try to understand why some activities have been successful and others have not. Always ask what you can learn from the evaluation results.

**Differences between monitoring and evaluation**

| MONITORING | EVALUATION |
|---|---|
| Continual collection of information | Periodic assessment |
| Measures activity | Evaluates success |
| Asks whether the project is being implemented as planned – whether it is on track | Asks whether the objectives have been achieved and contributed to the goal – whether the project is successful |
| Often uses people inside the project | Uses a mixture of people from inside and outside the project |
| May result in minor action to correct the situation | May result in major strategy change or even stopping the work |

### A basic procedure for evaluation

Evaluation is more complicated than monitoring. It assesses the impact of a project, finds out whether objectives are still realistic and worth aiming for, gives credit for success to various factors or people and helps with accountability. We can ask the following questions:

1. ACHIEVEMENT OF OBJECTIVES To what degree did you achieve your objectives?
2. KEY INFLUENCES What contributed most to the success or failure of your initiative?
3. CHANGES What needs to be changed or done differently next time?



In terms of ongoing advocacy, there are three main options:
1. Keep going with the strategy.
2. Modify your approach based on the evaluation.
3. Stop this particular initiative and learn from your mistakes next time.
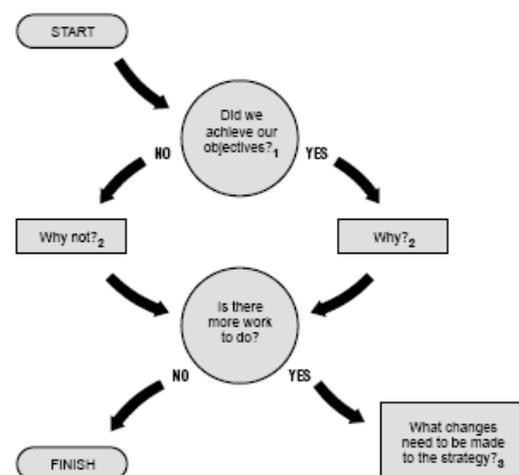
### Key tips

Make sure that all relevant people participate in the evaluation. Make sure you have SMART objectives and clear indicators and means of measurement. Clarify what you are evaluating and do not try to measure too much at once. Use the existing reporting systems for monitoring if you have them. Try to understand why some activities have been successful and others have not. Always ask what you can learn from monitoring and evaluation results. We have an evaluation questionnaire on pages 14-18 of the QIS Advocacy workbook that can help us to carefully evaluate our advocacy work.