YOUTH IN ACTION

ADVOCACY TRAINING

FACILITATORS GUIDE

Y-ACT
YOUTH IN ACTION

Acknowledgements

The Youth in Action Advocacy Training was developed through a collaborative effort of various stakeholders. We acknowledge the numerous subject matter experts who developed content for the training, including the Y-Act Youth Steering Committee, who provided insight and feedback during the adaptation, design and piloting process.

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An effort has been made to ensure that content is appropriately credited throughout the training; however, given the collaborative nature of the development process, it is possible that we missed something.

Please feel free to contact us so we can update it at **Advocacy.youthadvocacy@amref.org** .

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FOREWORD

The United Nations estimates that the world population will reach 10 billion people by 2055, with Africa accounting for about a quarter of this population. In particular, the population of sub-Saharan Africa is projected to double by 2050. Currently, almost 60% of Africa's population is under the age of 25, making Africa the world's youngest continent. When properly harnessed, this burgeoning youth population of talented, energetic, and motivated young people presents a unique opportunity for Africa to leapfrog in its socio-economic development challenges.

To realize this aspiration requires strengthening the capacity of youth leaders and advocates to champion development of their own countries through meaningful youth engagement parameters. Meaningful youth engagement pre-empts youth as equal partners in decision making processes.

This manual has been developed by subject experts through an extensive consultative process, which brings together the voices of youth advocates. The manual will enable a facilitator to take youth through processes of planning, research, policy engagement and advocacy strategy development to make transformative changes in their communities of impact.

The manual has been conceptualized in the lens of the beneficiary youth advocate to enabling capacity strengthening amongst youth advocates on advocacy and policy and shape the way in which they engage with policy makers in pushing for their advocacy issue. It is our hope that the manual will provide technical and relational support to course participants and increase their successful undertaking of the Youth in Action Advocacy Curriculum.

Training Overview

Background

While youth represent a significant and growing proportion of the population in Africa, they often lack the skills, tools and resources needed to develop and implement advocacy plans. Youth movements have the potential to transform the policy agenda across Africa but require strategic and continued capacity strengthening and support to be successful. This training intends to support youth advocates – or really any advocates – to be more deliberate, strategic and effective in their advocacy work.

During a series of consultations held by Advocacy Accelerator, youth across East Africa identified a range of gaps and needs in strengthening their advocacy capacity, key among them were a lack of advocacy skills and lack of access to youth-friendly advocacy related tools and trainings. They felt these gaps were hindering their advocacy efforts. They also expressed the desire for capacity strengthening tools that were compelling, fun and interactive; reflect the diversity of young people; and accessible to the most vulnerable and marginalised youth including those outside of urban centres.

The Youth in Action Advocacy Training was developed in response to these needs with support from ICD, Enterprise and external consultants. It was developed as part of the Y-Act, Youth in Action Project being implemented in partnership between Amref Health Africa and the Advocacy Accelerator.

The context of the curriculum was Kenya based and delivered through a blended learning approach, which is combination of online learning with periodic in-person training sessions. The curriculum was piloted with two cohorts comprising of 83 youth advocates from five counties in 2018/2019 and 50 youth advocates from five counties in 2019/2020. The training primarily provided learners with the skills to conduct strategic advocacy geared towards achieving desired policy advocacy objectives efficiently and effectively. The curriculum focused on advocacy planning process with an emphasis on key steps in advocacy strategy development.

After successfully undertaking the two phases, Y-ACT, in line with its core pillar of meaningful youth engagement and inclusivity, sought to upscale the curriculum to new audiences of young people. A Peer Review Reference Group was created in February 2020 constituting of youth experts from diverse skill sets with the mandate of reviewing and redesigning the - YOUTH IN

ACTION ADVOCACY TRAINING CURRICULUM MANUAL to become an Open Source learning resource. The team delivered its report and the feedback given was incorporated by e-campus, Y-ACT's platform partner in hosting the curriculum.

The Open Source Youth in Action Advocacy Curriculum was officially launched on 4th of August 2020 through a webinar session after which each of curriculum modules was launched on the platform. Since the launch, the Open Source Youth in Action Advocacy Training Curriculum has experienced tremendous progress with over 1,000 youth advocates enrolled for the course drawn from about 22 countries across the globe.

The Youth in Action Advocacy Training Facilitator Manual supports in-person training sessions and has been designed to reinforce key advocacy concepts and skills, provide an opportunity for learners to learn from their peers, and provide technical advocacy support in the development of learner advocacy strategies.

Who should take the training?

The Youth in Action Advocacy Training is designed for youth advocates in diverse contexts in East Africa: coastal, rural, urban, semi-urban and nomadic. However, regardless of where they are from in the world or how old they are, they will benefit from this training if they are currently involved in advocacy or are an aspiring advocate. Anyone interested in engaging in strategic advocacy will learn something through participation in this training.

What participants will learn

The training will provide the skills needed to conduct strategic advocacy efforts in order to achieve policy objectives as efficiently and effectively as possible. The training focuses on the advocacy planning process with an emphasis on advocacy strategy development, advocacy communications and messaging, advocacy tactics such as campaigning and social accountability, resource mobilization for advocacy, and advocacy monitoring, evaluation and learning (MEL). For advocates in Kenya, there is also a specific module on the budget and policy processes in Kenya.

Learning outcomes

By the end of the training, participants will be able to:

1. Define key advocacy concepts and identify the required skills.
2. Design a strategic advocacy plan.
3. Develop effective advocacy messages to communicate through targeted channels.
4. Use strategic advocacy tactics or approaches including campaigning and social accountability
5. Monitor, evaluate and learn from advocacy work.
6. Mobilise resources for advocacy.
7. Map the budget and legislative processes in Kenya and identify opportunities for engagement.

What to expect

The Youth in Action Advocacy Training is designed for learners to learn at their own pace, with the end goal being completion of an advocacy strategy. As they move through the training, they will come across various approaches to interact with the content, the facilitator, and their peers.

Each module includes the following components:

Getting the Most Out of This Training

Learners are spending their valuable time on this training, so as a facilitator, you want it to be as useful as possible. Here are some recommendations that facilitators should encourage so that learners can get as much out of the training as possible.

Training Overview

- **Choose a Real Issue or Problem of Interest** - Even if a learner does not plan to undertake advocacy right away, having an actual issue to focus on (youth sexual reproductive health and right, education, among other issues) makes the tools, templates and exercises more effective. The materials developed may also be useful for fundraising or planning.
- **Work with their team -** Advocacy is not a solo exercise and the planning process should not be either. If learners are part of an organisation, encourage learners to invite members of their team to contribute as they develop their advocacy plan. This will result in a more comprehensive and relevant advocacy strategy that has broad buy-in and support. They can participate by providing information, thought partnership or input. Work with Others - In addition to the learner's team, it is helpful to engage partners, community members and other key stakeholders in the planning process. As a facilitator, remind learners to take time to reach out to their team when relevant to get their input to inform their plan.
- **Complete all of the Exercises, Templates -** The modules of this training contain exercises, tools and templates that have been included to help learners advance their advocacy planning process. If they skip one, they may miss out on a key piece of information for their advocacy strategy. As for the tools and templates, fill in as much information as possible. It is okay if there are gaps. They can always go back and fill in missing information later in the process.
- **To help facilitators and learners with the various tools and templates, this manual presents a case study –** Tumaini County - whose objective is to serve as a teaching and learning aid that helps participants understand how to apply their skills, and understand how to complete and use the various tools and templates. Facilitators can use the Tumaini County case study during sessions or use examples from the learners themselves when completing or reviewing the various tools and templates.
- **Update as you go** – Remind learners that as they learn new information during the planning process, they may want to go back and make changes to previous parts of your advocacy strategy. Planning for advocacy, like advocacy itself, is an interactive process. They will learn more information as they go and facilitators should encourage this as both part of the advocacy strategy development process and implementing advocacy.

And, most importantly, enjoy the process!

Training Structure and Content

The training has been broken down into nine modules. The first eight modules will guide in developing an advocacy strategy; and the final module will cover what advocates need to know about budget and policy processes in Kenya.

Remind learners that as much as we encourage them to take their time to internalize the training content, we would also suggest that they complete the modules within three months. However, if they need more time, worry not. The materials will still be available to them via the remote platform for six months.

Adapting the Agenda and/or Content

The modules and sessions have been designed to systematically help a learner go through the process of developing an advocacy strategy and it is best to follow the sequence of modules as presented. Facilitators have the flexibility to shorten some modules/topics or choose to spend more time on certain modules/topics. It all depends on the needs of the learners, when, and how the in-person sessions are scheduled vis-à-vis their online progress.

Assessment Methods

There are a number of ways learners will be assessed throughout the training. All participants will take a pre-test prior to starting Module One. In addition, an advocacy capacity self-assessment is included in Module One. It will provide a baseline of the learner and their organisation's advocacy capacity and can be taken again in a few months to track their progress. Assessments will be conducted throughout the modules in the form of questions, quizzes and games to assess comprehension of key concepts.

A major component of the training is the completion and submission for review of tools and templates to inform your advocacy strategy. Learners will also be prompted throughout the training to post to the peer discussion board in order to get and give feedback to others taking the training. These activities are required for certification.

A post-test will take place at the end of the training and a follow-up survey will be sent three-to-six months after they finish the training to assess how they have used the tools and integrated the learning into their work.

References and Further Reading

At the end of each module, there is a list of references and further reading. This includes the source material for the specific module plus any additional materials that may be useful for further information. While learners are encouraged and welcome to explore topics of particular interest in more detail, they are not expected to read all the references listed.

Two levels of certification are available, a Certificate of Completion and a Certificate of Participation.

To receive a certificate of completion, they must do the following:

- Go through all the training content for the first eight modules
- Complete and submit all (required) assignments for review
- Develop a draft advocacy strategy and submit it on the platform for review
- Participate in at least one peer discussion per module (Modules One through Eight only)
- Score at least an 80% on all self-assessment quizzes

To receive a certificate of participation, they must do the following:

- Go through all training content for at least four modules
- Complete and submit all (required) assignments for at least four modules for review
- Participate in at one peer discussion per module completed
- Score 80% on self-assessment quizzes for four modules completed

MODULE 1

INTRODUCTION TO ADVOCACY

Learning Outcomes

By the end of the module, you will be able to:

- Define the term advocacy and related concepts.
- Explain the importance of advocacy in creating long term sustainable change.
- Identify current individual and organisational advocacy skills and areas where skills-building is needed.
- Describe the components of an advocacy plan.

This module will cover the following topics:

- Advocacy and related concepts
- Importance of advocacy
- Advocacy skills
- Planning for advocacy

Module materials

- Handout 1.1: Advocacy and related concepts
- Handout 1.2: Key international and African conventions, declarations, frameworks and initiatives relating to youth health and well-being
- Template 1.1: Advocacy Skills Assessment
- Template 1.2: Advocacy Skills Strengthening

INTRODUCE THE MODULE

This module will cover essential introductory aspects of advocacy and related concepts. It will also describe how advocacy contributes to creating long-term, sustainable change. You will also learn how advocacy plays an important role in shifting power in decision-making processes. Finally, you will assess your individual and organizational advocacy skills, and develop an advocacy skills strengthening plan if necessary.

SESSION 1: DEFINING ADVOCACY AND RELATED CONCEPTS

TIME: 2 HRS

Step 1: Introduce the session (5 mins)

1.1 Start the session by explaining that participants will cover essential introductory aspects of advocacy, describe advocacy-related concepts, and prepare them for the advocacy strategy planning and development process.

Step 2: Defining Advocacy (30 mins)

2.1 Start by asking participants to pair up and spend two to three mins reflecting on the following questions:

- In your own words, define the term 'advocacy'?
- What words or general thoughts come to mind when you think about an advocate or advocacy?

2.2 Ask participants to share their thoughts and note down key words and phrases on a flip chart for everyone to see.

2.3. Show 'Defining Advocacy' slide deck / flip chart

- Advocacy is about creating change. In this training, advocacy is defined as a planned and organized process that involves influencing decision makers towards a desired change that will benefit the community.

2.4. Through discussion, break down the definition further:

- Advocacy is a planned and organized process: Advocacy requires strategic planning to be as effective and efficient as possible. Advocacy influences decision makers: Advocacy seeks to influence those with formal power to make institutional change.
- Advocacy works towards a desired change: The goal of advocacy is to spur decision makers to take action to make concrete, evidence-based policy changes.
- Advocacy seeks to benefit the community: The advocacy we focus on in this training is advocacy for social good which benefits the community of individuals that will be impacted by the change.

2.5. Explain that advocacy can also be described as follows:

- Advocacy is the process of building support for a specific issue or cause and influencing others to take action in order to achieve policy change(PMNCH/Women Deliver, 2017).
- Advocacy is a set of targeted actions directed at decision makers in support of a specific policy issue(Policy Project, 1999).

Explain that for this training, we shall be focused on advocacy related to policy, otherwise known as 'policy advocacy'. For this training, this is what we mean when we say advocacy.

2.6. Ask participants what they understand by the term 'policy' or to give examples of policies.

- Policy refers to documents put in place by governmental entities or their representatives.
- Policies can come in a variety of forms, including legislation, plans, strategies, protocols, guidelines, budget line items, declarations or circulars issued by government bodies or institutions.
- Advocacy, like advocates, can be very diverse; there is no one way to do advocacy. There is diversity in terms of activities, targets, levels (county, national, regional, global) and issues. A sample of different types of advocacy are included below. Think about the diversity of these advocacy efforts and how these efforts relate to the issues that you are interested in working on.

Examples of advocacy might include:

- Making reproductive health programmes more youth friendly by lobbying county governments and ensuring youth representation on County Health Management Teams.
- As part of a broader advocacy plan, successfully lobbying the county government and development partners to build a youth-friendly health facility.
- Tackling homophobia and exclusion of the LGBTI community by carrying out online and in person campaigning.
- Lobbying for more funds so youth have access to targeted and responsive health services.
- Using evidence and outreach to the government and Ministry of Health to reduce the cost of an anticancer drug for women with breast cancer
- Getting local communities involved in social audits to engage them with monitoring maternal and child health services.
- Creating a national platform to bring young people together to participate effectively in the country's public dialogue.
- Strengthening the capacity of young women to engage in national, regional and global advocacy efforts.

2.7. How policy advocacy works

Explain that policy advocacy work generally falls into two major categories: Policy change and policy implementation. Using examples, describe policy change and policy implementation

POLICY CHANGE INCLUDES:

- Policy development
- Placement on the policy agenda
- Policy modification
- Policy adoption
- Blocking a harmful policy/ decriminalizing a policy
- Resource allocation

POLICY IMPLEMENTATION INCLUDES:

- Putting an adopted policy into practice
- Policy maintenance
- Policy monitoring and evaluation

Step 3: ACTIVITY – Graffiti wall (15 mins)

3.1. Share with participants that they might be asking themselves ***who can be an advocate?*** The answer is: you can! Anyone can be an advocate. Commitment and passion for the cause or issue, plus your willingness to commit your time and energy, are really all you need to get started

3.2. Have a "graffiti wall" and ask participants to write on it ***"Why I advocate"*** with different color markers and pictures. Encourage them to be as honest, personal, imaginative as possible. Tell participants to feel free to add to the graffiti wall during the course of the training. Make sure to take pictures of the participants and wall and share with participants after the training.

Step 4: ACTIVITY – Advocacy and related concepts (60 mins)

4.1. Explain to participants that advocacy is often mistaken for other related concepts, such as Information, Education and Communications (IEC) and community mobilisation; however, these activities often have different objectives, target audiences, tactics (aka activities) and measures of success. The next exercise will help you differentiate between these related issues

4.2. Show participants the flip charts labeled 'Concept', 'Objective', 'Target Audience', 'Typical tactics/ activities'.

4.3. Give each participant one card from the concepts, objectives, target audience, and typical tactics/ activities list. Ask participants to pin/tape the cards where they think they should go on the flipcharts.

4.4. After they are done, facilitate a discussion to describe each concept with the participants. It often helps participant understanding if you end the discussion with advocacy as the final concept. Once you have discussed the table (and made any corrections if necessary), ask participants to share some examples or experiences they have had in doing any of the concepts on the flipcharts, their success, challenges or lessons learnt.

Make sure to emphasize that they all have experiences that they can draw on as they move through the training, and to learn/ask each other what advocacy tactics/activities have made a positive impact in moving an issue forward with

4.5. Conclude the session by emphasizing that many of the concepts in the chart above, such as campaigning, or IEC, can be important tactics of an advocacy strategy; however, they are not advocacy in and of themselves. To be considered advocacy, there must be a focus on and commitment to making change at a policy level.

4.6. Give each participant the Handout: Defining advocacy and related concepts, that they can reference throughout the training.

Step 5: End the session (10 mins)

5.1. End the session with the following key points:

Advocacy, like advocates, can be very diverse. There is more than one way to carry out advocacy. There is diversity in terms of;

- **Issues: sexual reproductive health and rights (SRHR), gender, education, the environment.**
- **Levels: county, national, regional and global.**
- **Targets: members of your county assembly, members of Parliament, the African Union or the United Nations.**
- **Activities/Tactics: meeting with decision-makers; mobilising larger groups through campaigning; using traditional or social media; developing policy briefs or reports; monitoring implementation.**

Where and how you focus your advocacy efforts is based on:

- **The change you want to make.**
- **Who can influence that change.**
- **The resources you have available to support your efforts.**

SESSION 2: IMPORTANCE OF ADVOCACY IN CREATING LONG TERM SUSTAINABLE CHANGE

TIME: 1HR 30MIN

Step 1: Introduce the session (5 mins)

1.1. Start the session by explain that you will now focus on what advocacy is important, and why youth engagement in advocacy matters, especially when aiming for long-term, sustainable change. Ask participants to think through the following questions as they go through this session.

- **Have they ever engaged in advocacy?**
- **Why is advocacy important? and**
- **Why should youth engage in advocacy?**

1.2 Share Handout 1.2: Key international and African conventions, declarations, frameworks and initiatives relating to youth health and well-being as a useful resource for the panel discussion.

Step 2: Youth advocates panel discussion: Importance of advocacy (60 mins)

2.1. There are a variety of reasons that people believe that advocacy is important. Explain that you will now have a panel discussion, made up of young leaders much like themselves, to share why they think youth involvement in advocacy is critical to creating long term changes.

2.2. Introduce panelists, using their short bios and start by having each panelist answer the first two questions below: **(15 mins)**

- **What motivated you to get involved in advocacy?**
- **Why do you think advocacy is important?**

2.3. Facilitate a discussion with the panelists with the following questions: **(20 mins)**

- **Why do you think youth need to engage in advocacy? What would you say to other youth wanting to get more involved about why it is important for them to engage in advocacy?**
- **What has your experience been as a youth advocate?**
- **What is the best advice you have received?**

2.4. Invite participants to ask the youth advocate panelists questions: **(20 mins)**

2.5. End the panel discussion by thanking the panelists and emphasizing any key points that came up from the discussion **(5 mins)**

(Tailor the panel discussion, questions, and timing to suit the profile of the panelists, number of panelists, topics discussed and other considerations. The outline above should be used as a basic guideline)

Step 3: End session highlighting the following key points (5 mins)

Advocacy is important because it:

- **Addresses the causes of problems, not just their effects, leading to long-term, sustainable change that lasts a long time and can be maintained.**
- **Promotes more transparent and accountable systems. You can tell what your government is doing and make sure they are doing what they say they are going to do.**
- **Gives citizens power to organise, act and bring about change, including traditionally marginalised or excluded groups.**
- **Is part of your social responsibility. All citizens, youth included, have a responsibility to take actions that contribute to improving their society.**
- **Helps protect and ensure human rights. Influences changes in policies and the way systems work to better reflect the needs and priorities of affected communities.**
- **Increases the effectiveness of government-funded programmes and services.**
- **Diverse viewpoints are shared over the course of policy debates leading to a more democratic decision-making process.**
- **Ensures that there is enough money to implement the policies in place and make the change you seek.**

SESSION 3: ADVOCACY, POWER DYNAMICS, AND DECISION MAKING

TIME: 1HR 45 MINS

Step 1: Introduce the session (10 mins)

1.1 Introduce the session by describing the important role that advocacy can play is to enable people, including the most marginalized, to have a voice in influencing the policies that impact their lives. This session will help participants identify marginalized people in their communities and discuss how to engage them in advocacy activities.

Step 2: Power walk exercise (60 mins)

2.1. Take the participants to an open place. Introduce the game 'Power Walk.' Give a character slip/card to each of the participants and ask them to read it to themselves and not share the details with others. The characters should be chosen in advance to make them meaningful to and familiar in the particular context **(5 min).**

2.2. Ask participants to stand in a line. This line is the starting point of the exercise and symbolizes Article 1 in the Universal Declaration on Human Rights: "All human beings are born free and equal in dignity and rights." The participants are to mentally visualize themselves in the roles they have been given on the character slip. Explain that their characters must be kept secret until asked to reveal it.

2.3. Ask participants to listen to the statements that will be read out and for every statement to which their character can answer yes, they should take one step forward. If the answer is no, they should not move. Ask the participants if the instructions are clear.

Power walk (if time permits, do 2 rounds of the power walk, one using the characters, and the other where participants do the power walk as themselves)

2.4. Read out the statements one by one. Check if the participants understand fully and move accordingly. Continue until all the statements have been read.

2.5. When all questions are completed, ask those who have moved to the front to reveal their character/identity. Discuss. Why are they at the front? What particular identities seem more powerful in this context? Are they mostly men or women? Why are they more powerful? To what extent do they exert power over the others? How?

2.6. Ask those who are at the back to reveal their characters. What makes these groups less powerful in this context? Who is in control of resources? Who can participate and influence decisions? What prevents/holds back these groups **(lack of power to, power within, power with).**

2.7. Conclude by highlighting the key messages: Development is not power neutral.

- Power relations have a huge impact on us in terms of:
    1. What we can become, what we can access, and what we feel we can do and what we feel is possible.
    2. Lack of power can often lead to discrimination against and exclusion of those who do not have the power within to influence, access and control. Refer to examples from the power walk.
    3. Rights-based development calls for a rebalancing of power relations: between rights-holders and duty-bearers, between NGOs and the groups they work with. To do this, we need to work in a way and with strategies that "empower groups that are excluded".

Examples of characters and statements

Here are a number of examples of identities and statements for the facilitator.

These should be adapted to the local context. The key purpose of this exercise is to bring out relevant local examples of discrimination, based on gender, ethnicity, age, religion etc. that limit access to resources and influence. It is also key to include functions that bring power with them – government official, soldier, husband, etc. For this the facilitator should either have good local knowledge or ensure that the categories are discussed with a person with knowledge of the local context. Statements should allow for significant differences between the various categories.

Characters

- Country Representative of NGO, Christian female, living in the capital, university-educated, 42 y/o
- Business CEO, Muslim male, living in the capital, 38 y/o
- Army General, Muslim male, 52 y/o
- MP, male, from rural area, did not complete secondary school, 40 y/o
- CountyDistrict Health/Medical Officer, male, 45 y/o
- Child soldier, boy, kidnapped by rebel group, 12 y/o
- Internally displaced orphan girl, living in IDP (Internally Displaced Person) camp, 12 y/o
- Poor HIV positive rural woman, 38 y/o
- Ethnically-discriminated woman, married, has several children, husband has several wives, experiencing food insecurity and conflict, 34 y/o
- Ethnically-discriminated male, lost a leg in an ambush, 3 wives, 10 children, no income, 40 y/o
- Young Christian woman, living in refugee camp, 22 y/o
- Poor male subsistence farmer, with disability, 34 y/o
- Village Leader, male, no secondary education, 39 y/o
- Young unmarried mother of 2, living in the capital, 19 y/o
- Unemployed youth, living in a rural area, 20 y/o
- Soldier in army, 10-year veteran, 29 y/o
- Visually impaired young man living in a rural area, 24 y/o
- Female sex worker, living in city, no secondary education, 19 y/o
- Grandmother taking care of 4 orphans in rural area, no income, no assets, 61 y/o
- Middle-aged widow, housewife, disinherited by her late husband's family, 3 school-aged children, 41 y/o
- Teenage girl, did not complete high school, 16 y/o
- Young boy, living on the streets, sniffs glue every day, begs for money and food, 13 y/o

For the statements (situations)

- I can influence decisions made by County Government District Council or Government
- I have access to micro-credit or a bank loan
- I can easily own land or property in my own name
- I can buy and negotiate a condom with my partner
- I have access to health services when I need it
- I eat two full meals a day
- I am not in major danger of being sexually abused
- I am a member of a number of groups and associations
- I can decide how my household income is spent
- I can go to school
- The traditional leader in my village listens to what I have to say
- I am treated well if I need to go to the police station or a government office

Step 3: Identifying marginalized people in your county (30 mins)

3.1. Lead a discussion by asking participants to reflect and share their opinions on the following questions:

- **Who are the groups that lack power in decision making processes in their communities?**
- **Why do you think they lack power? (be as specific as possible)**
- **Are there steps you or your organisation can take to engage them in your advocacy work?**

3.2. Lead a discussion on why some people are excluded, making sure to touch on:

- Gender
- Age
- Race or Ethnicity
- Religion
- Sexual orientation
- Physical or mental ability
- Level of education
- Place of orgin

Marginalised groups are often excluded for various reasons including:

- Lack of resources or access to information
- Historical or cultural reasons
- Lack formal power

3.3. Ask participants to share ideas on how they can engage these groups in advocacy efforts that can help shift the power dynamic. Make sure participants are sharing examples from their own counties and communities.

3.4. Flip chart their responses on how they can engage with these groups. Emphasize the need to remember these activities as they move forward with developing their advocacy plan during the course of the training. Ask questions such as:

- Are these activities realistic (why or why not?)
- What sort of resources would you need to engage with these groups?
- What sorts of challenges do you need to plan for/keep in mind?

3.5 The following are some good tips on how to include marginalized groups in your advocacy planning and activities:

- Make room for women, youth or other marginalised groups to chair or lead meetings with decision-makers.
- Remind facilitators to ensure women and youth are being heard during community consultations.
- As much as possible, ensure there is always equal representation of different genders at consultations.
- Bring in experts that are female or youth to support your advocacy efforts.
- Create additional 'safe spaces' for women, in particular young women, or other excluded voices, to share their opinions and practice speaking up in order to build their confidence until they are comfortable sharing in more formal spaces.

Step 4: End the session highlighting the following key points (5 mins)

- **Marginalised groups are often excluded from mainstream social, economic, cultural and political life. They often lack access to rights, resources, information, opportunities and formal power.**
- **For example, women and girls are often limited in their ability to participate meaningfully and freely with government processes due to culturally defined roles, lower access to education and low self-esteem. Youth are often still only minimally engaged to 'check a box' (that is, fulfil participation requirements) or not at all despite calls for 'meaningful youth participation'.**
- **Share the FEMNET case study: 'The Young Women Stand Up Be Counted Project' for participants to read during their own time.**

SESSION 4: ADVOCACY SKILLS

TIME: 1HR 30 MINS

Step 1: Introduce the session (5 mins)

1.1 When you start working on advocacy, it is not expected that you or someone on your team are automatically experts. If that were the case there wouldn't need to be advocacy trainings like this one!

Step 2: Introduce and review the advocacy skills assessment tool (60 mins)

2.1. Explain to participants that before jumping into actual advocacy strategy development and planning, it's helpful to have a picture of your individual advocacy skills and the skills that exist within your organisation. It's also helpful to identify individual and organisational gaps. It's by understanding these gaps that you can better target skills building efforts. Rather than see these gaps as a negative, think of them as opportunities for building your skills!

2.2. Explain the Advocacy Skills Assessment Tool and how it works. Explain that they will have an opportunity to complete the tool as part of the remote training for themselves and for their organisation (if applicable).

2.3. Take a few minutes to explain the following:

- Why complete a skills assessment?
- Once you have a sense of where there is a need for skills-strengthening, you can work with your colleagues to put a plan in place for how you will do this and how you will monitor **(and celebrate!)** progress.
- You may also decide to seek partners that can help you fill the gaps rather than strengthen internal skills

2.4. Ask participants to now work through the exercise together by organisation. Distribute copies of the Advocacy Skills Assessment Tool and explain that you will now lead the group to review and understand the tool. Ask the participants to read through the tool and ask for any clarifications of the various sections and statements. Ask participants to think about the following questions as they complete the tool:

- **Is advocacy part of the organisation's mission, vision and/or theory of change?**
- **Is there strong leadership in the organisation for advocacy, including support from senior management?**
- **Is there a clear understanding of what advocacy is across the organisation?**
- **Are there sufficient resources – financial, time, skills, and knowledge – to support advocacy?**
- **Is the organisation actively seeking ways to mobilise resources for advocacy, both financial and non-financial?**

- **Are there organisational processes in place to support and learn from advocacy work? For example, these may include tools to help the organisation:**
  1. Plan, monitor, evaluate and learn from advocacy work.
  2. Coordinate advocacy efforts across various program areas and/or departments.
  3. Integrate advocacy into resource mobilisation efforts.
  4. Build and sustain advocacy capacity.
- **Does your organisation have credibility with partners, the communities the organisation works with and the government?**
- **Is your organisation perceived as objective and trustworthy**?

2.5. Now have participants write up how they ranked themselves as an organisation on the large assessment tool flip chart.

2.6. After they have completed the large chart, ask participants to look at the sections that they ranked themselves 1 or 2, ask them to find participants who ranked themselves in the 4 or 5 in the same section. Partner up and exchange your specific challenges, and learn about the others experiences and lessons learnt. Make sure that you make a note of where organisations have particular expertise for later in the advocacy strategy development process.

2.7. Explain that once you have a sense of where there is a need to create a skills strengthening. You should work with your colleagues to put a plan in place for how you will do this and how you will monitor (and celebrate!) progress as you complete the remote training. Share the Advocacy Skills Strengthening tool and ask participants to complete it reflecting the gaps identified from the skills assessment tool.

Step 3: Advocacy planning (20 mins)

3.1 Explain that conducting effective advocacy and leveraging the limited resources available for your advocacy work requires planning. If you want to make change in your community (or nation or globally) think how much stronger your advocacy work would be if more intentional planning was done at the beginning of the process. For instance:

- If you understood how the policy process worked, you could identify the most effective time to engage.
- If you knew who had the power to make the change, you could determine who or what could influence them.
- If you knew the best way to communicate your position, you could more effectively influence decision-makers.

All of these considerations, and many others, are part of the advocacy planning process. Developing an advocacy plan will help you to:

- Assess the situation and policy environment
- Clarify your policy goals and objectives.
- Identify major risks and help you avoid them
- Understand the policy process and opportunities for engagement.
- Identify the right targets and key partnerships
- Outline how you think change will happen and plan accordingly.
- Develop effective messages and select the best messengers for reaching your targets
- Choose the activities and leverage the opportunities that will help you reach your targets.
- Effectively plan, budget and fundraise for your advocacy work.
- Learn from your experience and adapt to the unexpected (and there is ALWAYS unexpected when it comes to advocacy)!

Step 4: End the session by highlighting the key points (10 mins)

- Remember, as part of the skills strengthening to seek partners that can help you fill the gaps rather than relying only on strengthening internal skills.
- Emphasize that it's ok if they have a lot of gaps. They should see this not as negative, but as opportunities to learn more. Also, the best way of building their skills is by doing it!
- Spend any time at the end of the session answering questions, making any clarifications that participants might have from the Advocacy Skills Assessment Tool and the Advocacy Skills Strengthening tool.

MODULE SUMMARY AND KEY POINTS

- **Advocacy is about creating change. In this training, advocacy is defined as a planned and organized process that involves influencing decision makers towards a desired change that will benefit the community.**
- **Advocacy plays an important role in shifting power in decision-making processes, resulting in the public and especially historically marginalised groups influence positive change in their communities and lives.**
- **There are several advocacy-related concepts including Information, education, and communication (IEC), Behavior change communication (BCC), Campaigning, Community mobilization, and Fundraising. Many of these concepts can be important tactics of an advocacy strategy. However, they are not advocacy in and of themselves. To be considered advocacy, there must be a focus on and commitment to making change at a policy level.**
- **One of the best, and most effective, ways to build skills in advocacy is by doing advocacy!**

RESOURCES AND FURTHER READING

Advocacy and Related Concepts

- *Alcade Castro, Maria Antonieta, and Gabriela Cano Azcarraga, 2010: Handbook for advocacy planning. International Planned Parenthood Federation, https://www.ippfwhr.org/en/publications/handbook-for-advocacy-planning.*
- *Cohen, David, Neha Bhandari Karkara, David Stewart, Nicholas Rees, and Julia Coffman, 2010: Advocacy toolkit: A guide to influencing decisions that improve children's lives. UNICEF, https://www.unicef.org/evaluation/files/Advocacy_Toolkit.pdf.*
- *PATH, 2015. Stronger health advocates, greater health impacts: A workbook for policy advocacy strategy development, http://www.path.org/publications/files/APP_advocacy_workshop_fac_guide.pdf.*
- *Policy Project of the Futures Group 1999: Networking for Policy Change: An Advocacy Training Manual http://www.policyproject.com/pubs/AdvocacyManual.cfm*
- *Roma, Sarah, 2014: Advocacy Toolkit: Addressing the Health Workforce Crisis.*
- *World Health Organization, 2017: Advocating for change for adolescents! A Practical Toolkit for Young People to Advocate for Improved Adolescent Health and Wellbeing. (WHO/FWC/NMC/17.2). License: CC BY-NC-SA 3.0 IGO. http://*www.who.int/pmnch/knowledge/publications/advocacy_toolkit.pdf?ua=1

Importance of advocacy in contributing to creating long term and sustainable change

- *IPPF, 2011: Youth People as Advocates Toolkit, https://www.ippf.org/sites/default/files/web_young_people_as_advocates.pdf*
- *Save the Children, 2015: Advocacy and Campaigning. Online Course. Session 5, http://www.open.edu/openlearncreate/course/view.php?id=1690*
- *World Health Organization, 2017: Advocating for change for adolescents! A Practical Toolkit for Young People to Advocate for Improved Adolescent Health and Wellbeing. (WHO/FWC/NMC/17.2). Licence: CC BY-NC-SA 3.0 IGO. http://www.who.int/pmnch/knowledge/publications/advocacy_toolkit.pdf?ua=1*

Advocacy Skills

- *Roma, Sarah, 2014: Advocacy Toolkit: Addressing the Health Workforce Crisis*

NOTES

MODULE 2

IDENTIFYING THE CHANGE YOU WANT TO MAKE

Learning Outcomes

After this module, you should be able to:

- Analyse the wider context for your advocacy
- Select a well-defined advocacy issue
- Use evidence to inform your advocacy strategy
- Develop advocacy goals and SMART advocacy objectives
- Identify and mitigate potential risks

This module will cover the following topics:

- Assess the Situation
- Select an Advocacy Issue
- The Role of Evidence in Advocacy
- Developing Advocacy Goals and Objectives
- Assess and Mitigate Risk Associated with Advocacy

Module Materials

- 2.1: Situation Analysis Template
- 2.2: Problem and Solutions Tree Template
- 2.3: Advocacy Issues Checklist and Advocacy Issues Rating Chart
- 2.4: Mapping Evidence Tool
- 2.5: Advocacy Goal and Objectives Tool
- 2.6: Risk Assessment Tool

INTRODUCE THE MODULE

This module will give participants the information and tools they need to understand and clarify the policy change they want to make, the evidence they need to support the change and how to identify and reduce any associated risks.

SESSION 1: ASSESS THE SITUATION

TIME: 1 hr 30 min

Step 1: Introduce the session (5 mins)

1.1. Start the session by reminding participants that now they understand what advocacy is, why it is important for youth to actively engage in advocacy issues, and have identified some of the key skills required to do advocacy. Remind participants that policy making and advocacy do not happen in a vacuum.

Step 2: Review of situation analysis and problems and solutions tree templates (30 mins)

2.1 Remind participants that by now, they should have completed the following using the online platform:

- **Template 2.1: Situation analysis template which provides asks critical questions about their advocacy issue (political, economic, and social). Using this template, participants should have defined their issue and researched the wider context around the issue**
- **Template 2.2: Problem and solution tree which helps identify potential advocacy issues by reviewing the causes, consequences and possible policy solutions related to their issue.**

2.2 Using the completed situation analysis and problems and solutions tree templates for Tumaini county as an example, review with participants how to complete the above templates and use this opportunity to answer any questions and provide clarifications.

- **Tumaini Case Study -** In this module, we introduce you to Baraka and Amani, two youth living in Tumaini County. They have seen many of their friends and family dealing with issues related to sexual, reproductive health and rights (SRHR). These issues include the ability for youth to access comprehensive, youth-friendly SRHR services in Tumaini county health clinics, and girls not returning to school if they have a baby while in school. As we go through the various modules, tools and templates, we shall use Tumaini county to help us develop an example advocacy strategy for this training.
- **Template 2.1: Situation analysis template**

    1. ***Remind participants that it is okay if they are not able to find information to answer all of these questions. That is to be expected! As they learn more or as the situation changes, they can always come back and fill in any gaps or revise the information.***
    2. ***While the situation analysis may take some time to complete, it is time well spent. They should refer back to the information collected as they move through the advocacy planning process and implementation of their advocacy work.***

- **Template 2.2: Problem and solution tree -** A Problem and Solutions Tree can help you identify potential advocacy issues by reviewing the causes, consequences and possible policy solutions related to your issue. It is an important step as you try to narrow down and ultimately select your advocacy issues. Remind participants of the steps to completing the Problem and Solutions Tree using the example from Tumaini County.

1. First, list the central problem/issue that you want to analyze on the trunk of the tree (Lack of youth-friendly SRHR services in Tumaini county).
2. Second, brainstorm a list of all causes of the problem and write them on the roots Keep asking the question "why?" to get to the real causes or "roots" of the problem.
3. Third, brainstorm a list of the consequences or effects of the problem and write them on the branches.
4. Finally, change the problems tree into a solutions tree. To identify solutions, now look at the 'causes' and change those to 'solutions'. For example, if a root cause is that health providers are not trained to provide SRHR services for the youth, a solution could be that the training guidelines include content that increases the skills of providers to provide tailored services. This will help identify potential advocacy goals and objectives as we move further along in developing our advocacy plan.
5. Remember that not all causes can be solved using policy advocacy, for example, while the causes related to cultural norms are a critical issue, it usually cannot be addressed through policy change or implementation.

Step 3: Activity - World Café (60 mins)

3.1 Explain that participants now will spend some time discussing these issues with their fellow youth advocates, to encourage learning and sharing amongst the group, and gather ideas and fill in any gaps they might have about the causes of the problem as well as potential policy solutions.

3.2 Ask participants for four volunteers who would like to use their advocacy issue for this exercise. Alternatively, the facilitator can select examples of advocacy issues posted on the peer engagement platform ('advocacy issue'). Assign one volunteer to one of four tables spread throughout the room. Ask participants to count off one to four and go to their respective tables.

3.3 Participants will spend approximately 15 mins discussing that advocacy issue, the purpose is to share information they might have about the issue, potential solutions, sources of information, and possible advocacy solutions. The volunteer (advocacy issue) will capture key discussion points and share at the end of the exercise. After 15 mins, ask everyone except the volunteer to move with their group to move to the next table, and do the same exercise with the new advocacy issue on that table. Everyone will have the opportunity to visit all four tables.

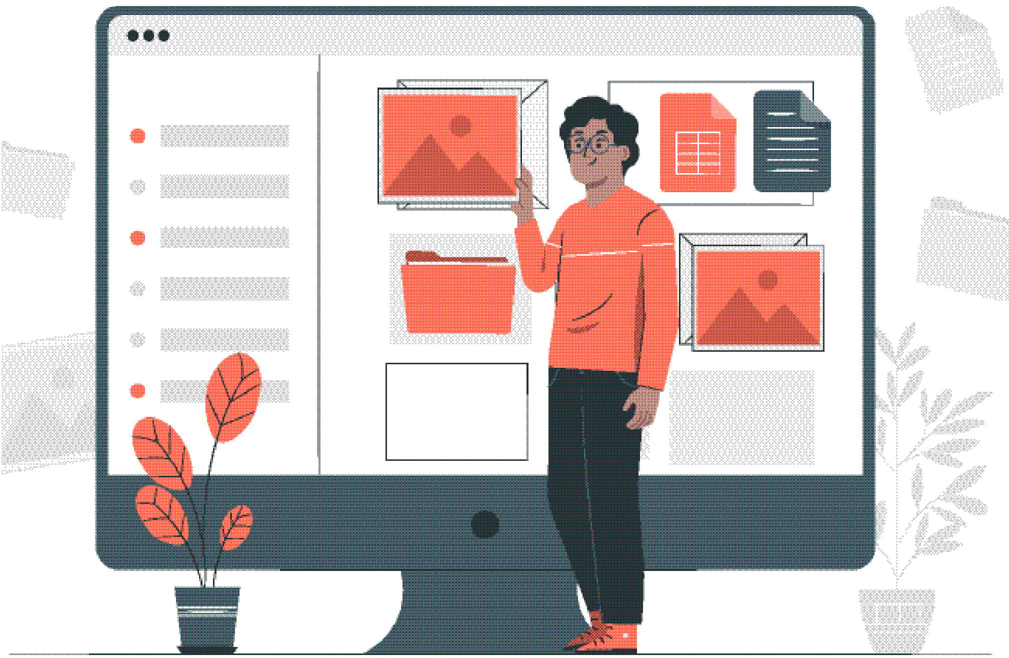
3.4 After groups have circulated through all four tables, ask the volunteer to share key points from the table discussions. Lead a big group discussion using the following prompts and questions:

- **Were there any similarities, differences or common themes between groups?**
- **Did any examples of potential advocacy solutions, activities etc come up during the discussions?**
- **Were they able to fill in some gaps? Were there any outstanding issues the group felt they needed more information on to move forward with potential advocacy solutions?**

Step 4: End the session (10 mins)

4.1. End the session by stressing the following key points:

- They might not have all the answers or information they need on an advocacy issue. This is ok, the more they learn and engage on an advocacy issue, the more they learn and able to fill in the gaps about the issue.
- Additionally, remind them to leverage the experience, activities of their fellow youth advocates to gather information about their issues. The point is to never underestimate the wealth of knowledge that exists under the Youth in Action Advocacy network or fellow youth advocates.



SESSION 2: SELECT AN ADVOCACY ISSUE (OPTIONAL)

TIME: 30 mins

Step 1: Introduce the session (5 mins)

1.1. Start the session by reminding participants that by now, they should have completed the following Advocacy issue checklist and advocacy issues rating chart to prioritize and select using the online platform:

- Template 2.3: Advocacy issue checklist and advocacy issues rating chart helps select and prioritize an advocacy issue to focus on when developing and implementing an advocacy strategy. Remind participants of how to complete the advocacy issue checklist and advocacy issues ratings chart using the completed Tumaini county case study.

Step 2: Selecting advocacy issues (20 mins)

2.1 Now that participants have gone through the experience of learning, sharing and identifying similar advocacy issues, use the next 20 minutes to review individual participant advocacy issues, refine problem trees, answer questions and refine advocacy issues to move forward with for the rest of the training.

Step 3: End the session (5 mins)

3.1 End the session by highlighting the following key points:

- At this point in the advocacy strategy development process, a youth advocate may have a long list of potential advocacy issues that they would like to work on. They may be feeling motivated to take on all of the issues. Resist the temptation! Taking on too many advocacy issues at once can be frustrating, overwhelming, expensive and ineffective. It may result in your giving up on advocacy all together.
- Therefore, it is recommended that you take time to prioritise and select one advocacy issue you want to focus on. This helps to ensure you have the time and resources available to effectively develop and implement your strategy.

SESSION 3: THE ROLE OF EVIDENCE IN ADVOCACY

TIME: 45 mins

Step 1: Introduce the session (5 mins)

1.1. Introduce the session by reminding participants of the importance of using evidence to back up any advocacy work that they may engage in.

Good evidence helps to explain the nature and extent of the problem and can motivate your audience to find out more or take action.

Step 2: Discussion – Understanding Evidence (30 mins)

2.1 Ask participants to discuss the following with a partner next to them:

- How have you used evidence in your advocacy?
- Where did you find the evidence?
- How has using evidence helped you in your advocacy work?
- Do you have any stories or examples where evidence really made a difference and helped you reach your advocacy objectives?

2.2 Ask for any volunteers to share any of their responses to the questions above and facilitate a discussion with the larger group about the importance of evidence in advocacy. Remind participants that:

- Evidence refers to the data, such as facts and statistics, and information that support your and decision-maker's understanding of the advocacy issue. It can also help you to develop messages that convince others to support your recommended policy action.
- There are two main types of data. Qualitative which includes interviews, case studies and observation; and quantitative which includes numbers and statistics. Both types of data are useful as they reveal relationships, patterns and trends.

2.3 Stress to participants the following key points about strong evidence:

- Rigorous and high quality– The methods used to collect the data should be thorough and similar data should be able to be collected again using the same methods.
- Relevant to audiences you are trying to influence– The type of data you have should be meaningful to the people you want to take action. (More on this later!).

- Timely – The data was collected recently (or as recently as possible).
- Representative – The data tells the whole story; it doesn't leave some people out. Keep in mind issues such as power, culture and language might make it harder for some people to participate in research.

2.4 Ask participants for examples of resources that they have used to build evidence. The list should include some of the following:

- Global, national or county survey reports and statistics (Demographic and Health Surveys, UN Children's Fund's Multiple Indicator Cluster Surveys, National Census).
- Research or scientific journal articles or reviews.
- Data/fact sheets from organisations/partners that work on the issue.
- Global reports with national indicators (UNICEF's State of the World's Children Report; Indicator and monitoring framework for WHO's Global Strategy for Women's, Children's and Adolescent's Health; Progress reports on the Sustainable Development Goals).
- Human rights reports (Universal Periodic Review, Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) reporting)
- Policy analysis from country-based research institutions (E.g., Kenya Institute for Public Policy Research and Analysis).
- Professional bodies, such as medical associations.
- Networks and research associations linked to universities, for instance the Institute of Development Studies at the University of Nairobi.
- Social accountability mechanisms, such as community score cards or public hearings that collect information from the public about policy-making, the management of public finances and resources and service delivery. (See Module Six for more information.)
- Note that while some of this information will be easy to access, information from specialist journals and/or research publications may take time to source or need to be paid for.

Step 3: End the session (5 mins)

3.1 End the session by making the following key points:

- While quantitative data can provide a good start when you are building your case, qualitative data can bring the numbers to life, by adding richness and context.
- To ensure data is representative, where possible:
  1. Disaggregate (separate) the data into relevant variables (e.g., sex, location, age). Otherwise, the data may hide the different ways groups of people, in particular the poorest and most marginalised, are affected by an issue.
  2. Make sure the data were collected in an inclusive way, using participatory research methods, such as focus group discussions or case studies, that involve the people from whom the data are being collected from. Sometimes marginalized and disadvantaged populations may not be represented by using typical research collection methods.
- Ask participants to review the completed Tumaini county Evidence Mapping Tool. As participants move through the advocacy planning process and learn more about the types of evidence needed to influence key decision maker(s), they will want to revisit and continue to update this tool.
- Use the example of how the Evidence Mapping Tool could be used to map the evidence in Tumaini Country case study as an example for how to map the evidence for their particular issue.

SESSION 4: DEVELOP ADVOCACY GOALS AND OBJECTIVES

TIME: 1 hr 45 mins

Step 1: Introduce the session (5 mins)

1.1. Remind participants that to develop an advocacy strategy, it is helpful to think about what you want to achieve in the long term and the incremental steps you can take in the short term to get you there. These represent your advocacy goal and advocacy objectives.

Your advocacy goal describes your vision; the change you want to see. It is what you want to accomplish in the long-term. Your goal should be clear and as directly related to the problem as possible.

Your advocacy objective describes the specific, short-term policy changes that contribute to reaching your goal. It is likely your advocacy concerns are going to be too broad to be contained in one single objective; therefore, consider having 3-5 advocacy objectives per goal. These objectives should build on one another, each one moving you closer to your goal.

Step 2: Activity – Thinking ahead (30 mins)

2.1. Tape a local newspaper (with the main headline cut out) to the wall or flipchart. Divide participants into three or four groups.

2.2. Explain that this activity requires participants to look three to five years into the future and to imagine that their network has just achieved a major youth SRHR advocacy success. Their success is so impressive that it has made national and county headlines. Ask each group to discuss and agree on the successful advocacy result they would like to see publicized.

2.3. Once the group members agree, they should write the headline and the key highlights / bullet points about the accompanying story. Ask each group to select a representative to present its headline and story to the full group. Their heading represents an example of an advocacy goal.

2.4. Facilitate a full group discussion about what they hope to achieve through their advocacy, whether their advocacy goals are realistic, and if they think their goal is achievable if they do not get engaged.

Step 3: Developing advocacy goals and SMART objectives (1 hr)

3.1. Hold a full group discussion to review how to develop advocacy goals and SMART objectives. To be as targeted as possible, your Advocacy Objectives should be SMART:

- Specific- Say the specific change you want to see in the clearest terms possible. Avoid jargon and vague wording.
- Measurable- Make sure you will be able to tell if the objective has been met.
- Achievable- Objectives should be able to be met in the planned time frame and reflect the limits of your resources.
- Realistic-Objectives need to take into account the limits of available time, funding and staffing. The more information you have about your political context, target, issue, the more realistic you can be. This is another reason why your situation analysis is so important!
- Time-bound- Objectives should include a clear time frame within which change should be achieved.

3.2. To ensure your Objectives are SMART, each should answer the following questions to the greatest extent possible:

- Who is the decision maker or institution that has the power to take action on your advocacy issue (Minister of Health, County Director for Health)?
- What specific action or responses do you want the decision maker or institution to take to address your advocacy issue?
- How much change is being sought? Consider the scope or level of change (community, district, national, regional, international) and the scale (the degree of change). (Note: This is only applicable for objectives where you can show a degree of change, such as an increase of x percent.)
- By when do you want the change to happen?

3.3. Using an example advocacy issue and solution from the Tumaini case study, review development of advocacy goals and objectives using the advocacy goals and objective template.

3.4. Once you have completed one or two examples, ask participants to work in smaller groups to refine their advocacy goals and objectives. Once complete, ask volunteers to share their advocacy goal and objectives for feedback, to compare issues, and to identify similar goals and opportunities for partnership.

Step 4: End the session (5 mins)

4.1. End the session by making the following key points:

- Your goal should be clear and as directly related to the problem as possible. For example, "improve youth SRHR" would not be a good goal as it's too broad and could include almost anything! A stronger goal would be: "increased youth access to SRHR services in Tumaini County."
- Advocacy goals and objectives should be framed in terms of the results you want to see, not in terms of the activities you will do. Advocacy activities come later!

SESSION 5: ASSESS AND MITIGATE ADVOCACY RISKS

TIME: 1 Hr

Step 1: Introduce the session (5 mins)

1.1. Start the session by reminding participants that before you move into how you will carry out your advocacy work, it's good to pause to consider possible risks associated with advocacy, as this could have implications on your plan of action and how you move forward.

Step 2: Activity – Obstacle Course (45 mins)

2.1. Explain that risk is not unique to advocacy. Any time you attempt to change or challenge power relations it can be risky. Risk alone is not necessarily a reason NOT to undertake advocacy; however, it's important for you – and all those involved in your advocacy efforts – to understand and be prepared for the type and extent of risks.

2.2. Ask participants to share some of the potential risks they identified when they completed their risk management tool. Lead a discussion to identify some of the common risk-related themes that youth should anticipate when conducting advocacy work. Possible risks associated with advocacy include:

- Threats, such as violence or political retribution, which target advocates, members of the community or those the advocacy is intended to support.
- Being black-listed by the government or having a negative reputation. The government may not be tolerant of opinions different than their own.

- Loss of access to policymakers and donors as they may not be willing to engage with you if you decide to take on controversial issues. Some donors restrict the use of their funds for advocacy or advocacy on specific topics, so working on these issues could result in a loss of funds.
- Negative press, which is likely to be more prevalent in countries where the press is controlled by the government.
- Accusations from the public if they perceive the advocacy efforts as only benefitting the group advocating or favouring a specific group or political party at the expense of another.
- Being used/manipulated by power holders to push their agenda.
- Being perceived as anti-government or of "legitimising" an anti-government position because of support for positions that are also taken by government opponents or dissidents.

2.3. Now explain that participants will do an activity that should help them identify potential mitigating actions or activities that can help reduce or prevent those risks. Divide participants into three groups and ask them to stand in front of a set of three flip charts on the wall. Instruct teams to brainstorm three different ways to overcome the specific risk on the flip chart and write them down. Then quickly brainstorm three ideas for the next risk and then the last risk. Teams must finish one obstacle before moving to the next.

Examples of risks could include:

- **Upcoming elections might result in a change in leadership (policy and decision makers) .**
- **The decision maker / institution may blacklist or target advocates working on youth SRHR issues in their county.**
- **The advocacy issue attracts a lot of negative and/or sensationalistic press in local media.**
- **Youth advocates are often used/manipulated by those with power to further their own agendas.**
- **Religious leaders and/or community leaders oppose advocacy work around youth SRHR issues.**
- **Youth advocates are perceived to working to advance 'westernized concepts' when advocating about SRHR issues.**
- **Being perceived as 'anti-government' for working on sensitive youth-related SRHR issues.**
- **Partners not fulfilling their obligations or actions of the advocacy plan.**
- **Limited resources to sustain advocacy plan over the long-term.**

Encourage teams to be creative, but their ideas must be practical and realistic to accomplish .

2.4. After groups finish, review each teams' flipcharts and hold a large group discussion asking questions such as:

- Are there risks that you feel will be really difficult to overcome?
- Does anyone have additional ideas for how to overcome these risks?
- What sorts of mitigating strategies have you used? Did they work? Why or why not?
- What new mitigating strategies have you seen from this exercise that could potentially address a major risk that you have identified for your advocacy strategy?

Strategies to help reduce or prevent risk include:

- Ensuring your advocacy is based on strong evidence, a thorough assessment of the context and a strong understanding of the political and power structures.
- Conducting careful planning for your advocacy to ensure you have determined the best course of action with the least amount of risk.
- Making sure that everyone who is part of the advocacy work is clear on and prepared to deliver messages that will mitigate potential risks.
- Working with others, as there is power (and protection) in numbers.
- Monitoring and preparing for times when risks may be higher (e.g., elections, major political change) by researching potential incoming policy-makers key interests and views
- Deciding in advance which risks are not acceptable (e.g., potential injury to advocates; reduced funding for other work) and being prepared to stop your advocacy if the risk becomes too great.

Step 3: End the session (5 mins)

End the session by making the following key points:

- **A good source of information about potentials risks is a review of your situation analysis. For example, did your assessment of the political environment, specifically governance-related issues, suggest any potential risks? What were some of the key governance issues you identified? Were any other potential risks identified?**
- **Additional risks may become clearer as you move through your advocacy planning process. In addition, talking with partners and other key stakeholders, as well as the power analyses you conduct as part of your advocacy planning process, will help uncover potential risks.**
- **You may want to revisit your risk assessment as you move through the advocacy planning process if there have been changes to the policy environment such as elections or increased opposition or new information/evidence about your issue becomes available. Also, if you are in a riskier setting (eg: humanitarian crises), you may want to re-evaluate the risk more often.**
- **Participants should review and refine their completed Risk Mitigation Tool and include any of the strategies identified during the session.**

MODULE SUMMARY AND KEY POINTS

- Once you have a general idea of the topic or issue you want to focus on, a good starting point for your advocacy planning process is to understand the broader environment related to your issue. A situation analysis provides important background and contextual information that informs the development of your advocacy plan
- You might have a long list of advocacy issues as a youth advocate. Resist the temptation! Taking on too many advocacy issues at once can be frustrating, overwhelming, expensive and ineffective. It may result in your giving up on advocacy all together.
- Having evidence to back up your advocacy work is crucial. Good evidence helps to explain the nature and extent of the problem and can motivate your audience to find out more or take action.
- Your advocacy goal describes your vision; the change you want to see while your advocacy objective describes the specific, short-term policy changes that contribute to reaching your goal. Advocacy goals and objectives should be framed in terms of the results you want to see, not in terms of the activities you will do.
- Risk is not unique to advocacy. Any time you attempt to change or challenge power relations it can be risky. Risk alone is not necessarily a reason NOT to undertake advocacy; however, it's important for you – and all those involved in your advocacy efforts – to understand and be prepared for the type and extent of risks.

NOTES

REFERENCES AND FURTHER READING

Situation Analysis

- *IPPF http://webarchive.nationalarchives.gov.uk/+/http://www.dfid.gov.uk/funding/gtf-thoughts.pdf; Cited in Alcade Castro, Maria Antonieta, and Gabriela Cano Azcarraga, 2010: Handbook for advocacy planning. International Planned Parenthood Federation, https://www.ippfwhr.org/en/publications/handbook-for-advocacy-planning*
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Selecting an advocacy issue

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NOTES

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MODULE 3

IDENTIFYING WHO CAN MAKE THE CHANGE

Learning Outcomes

After this module, participants should be able to:

- Identify the forms and sources of power
- Describe and map the policy process
- Identify advocacy targets
- Describe the benefits and challenges of working with others

This module will cover the following topics:

- Advocacy and power
- The policy process
- Identifying advocacy targets
- Working with others

Module Materials

- Handout 3.1: Identifying Forms of Power
- 3.1: Policy Process Mapping Template
- 3.2: Identify Targets Template
- 3.3: Stakeholder Power Mapping Tool
- 3.4: Partnership Mapping Tool

INTRODUCE THE MODULE

Now that you have decided what change you will be advocating for, you need to decide who can make that change happen. This module looks at the role of power in advocacy, the key components of the policy process, when and who you need to influence in the policy process, and possible partnerships for advocacy.

SESSION 1: THE ROLE OF POWER

TIME: 45 mins

Step 1: Introduce the session (5 mins)

1.1. Before we explore how the policy process works and who we need to influence, we are going to take a look at an issue that impacts all aspects of advocacy, the issue of power. Understanding different forms of power and how to shift or challenge power dynamics is critical in advocacy work.

1.2. Remind participants what we mean by **power and power dynamics:**

Types of Power - **When we talk about power we are referring to political or economic power, and about people who govern and make decisions. Power dynamics can be explained simply as who has power, who does not have power and how power moves between these groups. Power is constantly shifting as different stakeholders, including you, compete for power and space**

1.3. Remind participants that we discussed 'Advocacy, power dynamics, and decision making' in the introductory module and did the power walk exercise. (Refer back to examples from the power walk exercise). The power walk exercise showed us that:

- **Power relations have a huge impact on us in terms of what we can become, what we can access, and what we feel we can do and what we feel is possible.**
- **Lack of power can often lead to discrimination against and exclusion of those who do not have the power within to influence, access and control.**

Step 2: Identifying different forms of power (30 mins)

2.1. Power dynamics can be explained simply as who has power, who does not have power and how power moves between these groups.

2.2. There are different types of power and it is important to understand about different types of power when you are planning your advocacy plan

- Power Over – The power of control – to get others to do what you want.
- Power To – The power to act and get things done, including skills and abilities
- Power With – The power you get from standing and working together – 'strength in numbers'
- Power Within – The power that comes from inside – 'inner strength'

2.3. When trying to identify where power rests, it is important to remember that some forms of power are more visible than others. Power can be visible for everyone to see (especially Power With) or hidden (especially power over). Hidden and invisible forms of power are often harder to confront because they are more difficult to recognize.

2.4. ACTIVITY – The following exercise will help you better understand and identify different forms of power. Inform participants that they will identify different forms of power, come up with some real examples from their work and communities.

- Divide participants into small groups of no more than three or four each. Hand each group two sets of cards, first set is 'forms of power' and second set is 'definitions'. Ask participants to discuss within their groups and match each form of power with the right definition. Ask participants to then share one or two examples that represents each form of power from their work or communities/counties amongst themselves. Have participants identify a reporter that will share some of these examples with the larger group.

Form of power	Definition
Visible power	Political power that we 'see', including the formal rules, structures, institutions and procedures that inform and influence decision-making and decision makers.
Hidden power	When more powerful people and institutions set and manipulate agendas in order to maintain their influence; thus limiting the ability of less powerful groups to access decision makers or influence the decision making process.
Invisible power	When people unknowingly adopt and internalise belief systems that are established by those with power (e.g., stereotypes, gender roles, etc).

2.5. After 15 mins, discuss the different forms of power as a large group, asking each group to share an example or two of each form of power that they see or experience in their work or communities.

Step 3: End the session – Accessing power (5 mins)

3.1. End the session by making the following key points:

- **Even if advocates don't have formal political authority or legal power there is a lot of informal power and influence that advocates can harness including:**
  1. **Large constituency of supporters that can amplify your message.**
  2. **Legitimacy and credibility based on being part of, involving or gathering evidence from communities who are affected by the issue gives more credence to the advocacy solutions for which you are advocating.**
  3. **Groups of committed partners who can multiply your power, talents and knowledge and build collective strength.**
  4. **Key relationships with policy makers built on trust and respect.**
  5. **Passion and commitment to the issue can be a powerful force against apathy and misinformation.**
- **Invisible and hidden forms of power are often harder to confront because they are more difficult to recognise.**

SESSION 2: THE POLICY PROCESS

TIME: 2 hrs

Step 1: Introduce the session (5 mins)

1.1. Start the session by sharing with participants that to develop a targeted advocacy strategy, you need to understand the policy process, the factors that affect policy decisions and where in the process you can have the most influence.

- When you start engaging in advocacy, it may appear like policy making just happens – new guidelines are announced, budgets are cut reduced or laws are passed. However, these outcomes are the result of complex interactions between structures, people and processes and people.
- Advocates that have a good understanding of these elements and how they fit together, can more efficiently and effectively target their efforts to the correct decision maker at the most appropriate time.

Step 2: Understanding the policy process (45 mins)

2.1. Begin by asking participants if any of them have been involved in any policy processes, ask for a volunteer to describe their experience (advocacy issue, policy process, their role, their thoughts about the experience). If you have time, ask for one or two more volunteers to share their experiences.

2.2. Using a prepared flipchart or powerpoint slide, review the different elements of the policy making process with participants, using their own examples or the Tumaini county case study to come up with real examples for each element

Element of the policy making process	Description
Structures	Policy making structures and bodies
People	Key decision makers at each stage in the policy process
Processes	1. Formal - refers to those required by law or regulation 2. Informal - refers to activities that occur in parallel to formal processes, but are not required by law 3. Alternative - refers to those that exist outside of the official process

2.3. Spend some time discussing the alternative to the formal process with participants.

- Sometimes, despite your best efforts, the formal policy process does not respond to your advocacy strategy. Advocates have to be flexible or creative and think about alternative ways to effect changes. You should still pursue the formal policy process, as any resulting changes are more permanent.

2.4. ACTIVITY – Using an Alternative Policy Process

Ask participants the following question using the Tumaini Case Study: Could you achieve your advocacy objective through an alternative process? If so, identify:

- Who can effectively implement the policy/ program change without an official decision or action?
- How can you reach these people and help them to make the change?
- Would these people later join your advocacy effort to change the official policy/ program?

Step 3: Stages of the policy making process (20 mins)

3.1. Explain that for advocates to actively engage with their governments and their policy makers, it is critical for them to understand policy processes, how to navigate them and how to influence the decision-making process.

3.2. Explain that participants will learn about the general policy process. Emphasize that depending on the kind of policy, decision making body or institution, and the local context, the steps might look a little different or have different titles. In general, all policy making whether it is a health policy, a county budget, or development of a national or county law will go through the following stages.

3.3. Briefly describe the following stages in the policy process:

- **Agenda setting –** the first stage is for policy makers or stakeholders to decide or prioritize issues to be addressed by policy. Important consideration to keep in mind include:
  - Whether the issue or problem can be adequately addressed by policy?
  - If there is a policy that already exists that can/should address the problem, if so, what is the barrier?
  - What kind of policy would be best placed to address the problem (eg: implementation plan vs. national/county policy, vs. budget, vs. law etc)
- **Policy drafting/formulation –** this is where the policy is written and should include adequate research on the issue and proposed policy solution.
- **Policy enactment –** this legitimizes the policy and may include review and approval by a specific committee or decision maker or other stakeholder including citizens.
- **Policy implementation and enforcement –** once enacted, the policy can now be implemented by the responsible parties (eg: government, MOH, county officials etc).
- **Policy Monitoring and Evaluation –** Assessment of a policy's implementation and impact

Step 4: Getting involved in the policy process (45 mins)

4.1. Have flip charts spread across the room, each labeled one stage of the policy process

4.2. ACTIVITY: Have participants count off 1-5 to make smaller groups. Explain that as the small group, they will write in how youth can get involved in that particular stage of the policy process

Use the following prompts:

- They can think of any policy making activities they have been involved in or heard about, any policies they know such as the Adolescent Sexual, Reproductive Health policy, development of national/county budgets etc.
- Even if they have never been involved, ask how they anticipate they could get involved in each stage

4.3. Have each small group spend 3-5 mins on each chart before moving to the next chart/stage in the policy making process. Explain that each successive chart will be harder to complete .

4.4. After each group has completed the charts, facilitate a large group discussion to review each chart, explain that the ideas from these flipcharts will be incorporated into their advocacy plan as we move forward.

Step 5: End the session highlighting the following key points (5 mins)

- The policy making process can often be confusing or unclear. Do not be discouraged, the more you engage in policy making processes, the more you will learn about the different steps or elements, who to engage, and where in the process you can make the greatest impact.
- Ask participants to review their Policy Process Mapping Template and make any adjustments based off the discussions and exercises in this session.

SESSION 3: IDENTIFYING ADVOCACY TARGETS

TIME: 3 hrs

Step 1: Introduce the session (5 mins)

1.1. Start the session by reminding participants that it is important to focus on who has the power to make policy changes happen and understand what will convince them to take action. By now, you understand the role that power has in advocacy, and the importance of understanding the policy making process. Now you will identify who yields this power, and at what point in the policy making process.

Step 2: ACTIVITY – Identifying advocacy targets (30 mins)

2.1. Ask a volunteer(s) to share their definitions and understanding of advocacy targets with examples from their work. Write on a flip chart the key words and examples of primary and secondary targets shared by participants.

- **Primary target** – key decision maker who holds the power to make the change you want
- **Secondary target** – those who can influence the decision maker's actions, opinions, or behaviors

Stress the following point:

It is important to understand if your advocacy target is supportive, opposed or has no opinion/ undecided about your issue. If your target is supportive of the change, they could be potential allies in your advocacy effort. If they are against it, you may need to be prepared to address their opposition. If they have no opinion, they could be targeted to become allies or to prevented from becoming active opponents.

2.2. Ask participants to review the Tumaini county Identifying Targets Template. Ask for five volunteers to each represent one of the characters described in the case study:

- County Director for Health
- RH coordinator
- Health NGOs Network
- Organisation of religious health NGOs
- Youth in County

2.3. Ask each volunteer to introduce themselves and briefly explain their position, level of support, and key interests from the information from the template.

2.4. Now ask the other participants to think about what they might say or do to persuade the character to either change their position or do a specific action. Ask for volunteers to share their thoughts with the larger group. Repeat with the other characters as time permits.

2.5. End the exercise by asking participants the following questions and discussion points:

- Do you have the information you need to accurately assess your decision maker or influencer's position on your advocacy issue? If not, where or from whom can you find that information?
- How does knowing your decision maker or influencer's position about the issue affect your advocacy strategy? What do you have to take into consideration as you plan for activities?

2.6. Stakeholder map (15 mins)

- Remind participants to review their own stakeholder power map to narrow their list of targets and determine the most effective way to engage them keeping in mind the following:
  - o Using the information from your Identifying Targets Templates, map both key decision makers and influencers based on their level of power/influence to make the change, and their level of support for the desired change.
  - o Those in the two upper quadrants are the most powerful and should be your main targets. Those on the bottom right are change agents and influentials who are on side and, despite having little visible power, may be able to help you leverage change in key targets.
  - o Using the stakeholder map and the context of the problem, decide what strategies you should use to persuade your decision makers while lessening the effect of your potential opponents.

Step 3: ACTIVITY – Handling Opposition (45 mins)

3.1. Start by sharing with participants that in almost all advocacy actions there is likelihood of encountering opposition. It is important to understand the individuals or organizations that may oppose your advocacy – and why – so that you can proactively consider how to address the opposition and potentially lessen or neutralise the resistance.

3.2. Ask participants why or where they are likely to be faced with opposition and flipchart their answers.

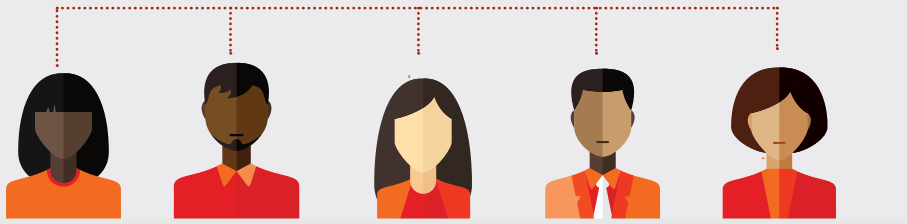
Opposition may emerge because individuals and/or organisations:

- Have concerns about or disagree with the proposals been made
- Have ideological conflicts based on cultural beliefs and norms
- Have competing priorities
- Lack awareness or information about the problem
- Feel left out of the advocacy process

3.3. Using the Tumaini example or their own advocacy issues, ask participants to share where they think they are likely to meet with opposition and why. Flipchart their answers and briefly discuss any commonalities that participants may face and address together.

3.4. Tell participants that you are now going to do an exercise that will help them identify ways to address their opposition and obstacles to their advocacy plan. It may be helpful to think about the Tumaini case study or their own advocacy goals when completing this activity, however, the obstacles they face are not specific and can easily be faced by youth advocate doing any advocacy.

3.5. ACTIVITY – Divide participants into groups of no more than five per group and ask them to stand in front of a flipchart spread across the room. Each flip chart states an obstacle they are likely to face in their advocacy work. Give participants 1 minute to brainstorm as many ways to overcome the specific obstacle as they can and write them on the flipchart. After one minute, as all groups to move to the next flip chart and repeat. Try to have groups go through each flipchart as time permits.



Potential obstacles could include:

- Limited resources dedicated to carry out advocacy activities
- Relevant policy is not scheduled to be revised for several years.
- Key decision-making positions are vacant
- Limited staff time and/or advocacy capacity.
- Upcoming national or local elections slows down work or may change key decision-makers.
- Lack of local evidence.
- Lack of long-term sustainable support for the change you want to implement

3.6. After going through all the flip charts, facilitate a discussion using the following prompts/ questions:

- Was there one obstacle that was particularly difficult to overcome? Were there obstacles common to all participants?
- Do participants have other ideas for how to overcome the obstacles discussed?
- Are there other obstacles participants should anticipate in their advocacy work and how should they overcome them?

Step 4: End the session by highlighting the following key points (15 mins):

4.1. Refer back to your Identifying Targets template, and review your Stakeholder Power Map and make any adjustments, bearing in mind the following:

- Identifying your decision makers and influencers level of power, influence and support for the desired change allows you to narrow down your list of targets and determine the best way to effectively engage them.
- In general, if your opponents have no influence or are only passively opposing your advocacy efforts, you shouldn't spend much time on them. Be careful that your actions do not motivate passive opponents to begin putting opposing pressure on policy makers

4.2. Strategies for addressing opposition include:

- Building strategic partnerships with those who may have influence with your opponents.
- Getting familiar with the arguments and tactics of your opponents, and compile evidence that counters their claims.
- Assessing the risks and benefits of confronting your opponents.
- In general, if your opponents have no influence or are only passively opposing your advocacy efforts, you should not spend much time on them. Be careful that your actions do not motivate passive opponents to begin putting opposing pressure on policy makers.

SESSION 4: WORKING WITH OTHERS

TIME: 55mins

Step 1: Introduce the session (5 mins)

1.1. This session will focus on the importance of working with others to advance your advocacy efforts and how to do so in a way that benefits everyone involved. Your advocacy plan is more likely to succeed if you work strategically with others rather than go at it alone.

Step 2: Choosing the right partnership (45 mins)

2.1 Ask participants what they think are the advantages or benefits of working in partnership with others. Write this list down on a flipchart. The ask participants what they think are some of the disadvantages or challenges with working in partnerships. Write this list down on a separate flipchart.

Make sure the advantages/benefits list includes some of the following:

- Stronger voice to increase pressure on your primary target
- Increased credibility and visibility
- Broader access to expertise, skills, resources that you or your organisation may not have
- Stronger resource mobilization and fundraising
- Access to new decision-makers, partners and constituents
- Increased message dissemination
- Enables exchange of information, learning and best practices
- Helps connect and align advocacy processes at various levels: county, national, regional, international
- Fosters collaboration, coordination and synergies
- Helps to mitigate any influence your opposition may have

And that the disadvantages/challenges list includes some of the following:

- Partners don't always get the credit for the work; thus limiting the visibility of any one organisation
- Coordination can be time-consuming, requiring more time at each stage of the planning process
- Possible imbalance of power or domination by one partner
- Possible imbalance of resource investment and commitment
- Different identities or culture of partners may clash
- Conflicts of interest may arise
- Different agendas may pull partners in different or competing directions, making it challenging to come to consensus on advocacy goals and objectives
- Building trust requires patience and time
- Requires compromise
- Differences in philosophies or work styles
- Loss of autonomy and challenges of shared decision-making

Step 3:

3.1. Divide participants into groups of no more than four or five. Keeping the benefits and challenges in mind, ask participants to discuss characteristics of their ideal partnership. Each group should then agree on their top five characteristics and write them down on a flipchart. Each group will then present their top characteristics in a large group discussion.

3.2. Facilitate a large group discussion where each group will present their top five characteristics for a successful partnership using the following prompts/questions:

- **What characteristics are common across the groups and why?**
- **Are there characteristics that one group listed that others feel is unnecessary?**
- **Are there any characteristics missing?**

Step 4: End the session by highlighting the following: (5 mins)

- 4.1. Given the numerous potential benefits and challenges of working with partners, it is important to take time to carefully assess the value of the partnerships, the suitability between your organisation and possible partners and the types of partnerships you want to get into. Remember: More is not always better when it comes to partnerships.
- 4.2. Ask participants to review their Partnership Mapping Tool and adjust their potential partners keeping in mind some of the traits they identified.

MODULE SUMMARY AND KEY POINTS

- Power plays an important role in advocacy. Therefore, it is important to understand the different forms of power, who has it, and how to shift and challenge power dynamics in order to carry out advocacy work.
- Understanding the structures, people and processes that comprise the policy-making processes is key to achieving your advocacy goal. It helps you efficiently and effectively target your efforts at the correct decision-maker at the most appropriate time.
- Once you know what you want to change, it is important to identify who has the power to make that change happen and what will convince them to take action. Your advocacy targets will include the decision-makers, i.e, those who hold the power to make the change you are seeking, and influencers, i.e., those that can influence the decision-maker.
- To be successful in advocacy, you will want to work in strategic partnership with others working on similar advocacy issue.

NOTES

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Working with Others

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MODULE 4

CARRYING OUT ADVOCACY WORK

Learning Outcomes

After this module, participants should be able to:

- Develop a Theory of Change for advocacy
- Identify different categories of advocacy tactics and ways to engage in advocacy

This module will cover the following topics:

- Theory of Change and its components
- Introduction to Advocacy Tactics

Module materials

- 4.1: Theory of Change Template

INTRODUCE THE MODULE

In this module, you will explore how change happens and the assumptions you have about the change process through the design of a Theory of Change for your advocacy work. Understanding how you envision change happening will help you think through the potential advocacy activities that will help you achieve your advocacy objectives and ultimately your advocacy goal.

SESSION 1: DEVELOPING A THEORY OF CHANGE

TIME: 2 hrs

Step 1: Introduce the session (15 mins)

1.1. Start the session by reminding participants that as an advocate, your objective is to move things from their current state towards a better state through policy change.

Two key points to keep in mind are:

1. **Change does not happen overnight**
2. **Change process is not linear**

1.2. Use the visual below (or draw a similar visual on a flipchart) to stress the above points. Ask participants for examples of hurdles that they can easily face along the way to change and list them on a flipchart. Discuss this list, paying special attention to common hurdles and possible ways to overcome them.

Step 2: Theory of Change and Advocacy (30 mins)

2.1. Begin by asking participants if they have ever heard of, developed or worked with a Theory of Change (ToC). Ask one or two volunteers to share their experience or understanding about what a ToC is.

2.2. Introduce the Theory of Change to participants with the following:

A theory of change (TOC) – reflects how people and organisations believe change happens based on their ideas and educated guesses

> **Every advocacy strategy is "...packed with beliefs, assumptions and hypotheses about how change happens – about the way humans work, or organisations, or political systems, or eco-systems work. Theory of change is about articulating these many underlying assumptions about how change will happen..."**

Make sure to stress the following key points:

- Understanding how you think change happens can help you make informed decisions and effectively plan how to move your advocacy work forward
- A TOC does not predict change, nor can it guarantee success. It reflects your story of how you think change happens

2.3. Ask participants to pair up spend the next ten minutes brainstorming why a theory of change is important for advocacy work. Have pairs write each reason on a post-it note or card. After ten minutes, ask each pair to stick their post-its or cards onto a flipchart/wall. Then facilitate a discussion with participants to review the reasons they came up with, and the general categories/ groupings they fit under, and rearrange post-its/cards according to these loose categories. The categories should include some of the following themes:

- Help narrow down and prioritise advocacy tactics
- Build consensus (and avoid conflict) among stakeholders
- Appreciate that change is not linear
- To demonstrate your progress and contribution to results
- Support monitoring, evaluation and learning

Step 3: Developing a Theory of Change (60 mins)

3.1. Tell participants that they will now practice developing a theory of change for an advocacy issue.

- Ideally, development of a TOC should be done through a collaborative process that involves dialogue among key stakeholders involved in the advocacy planning process.
- A TOC process can be confrontational as the discussion may challenge everyone involved to broaden their perspective beyond what they already understand about how change happens.
- The discussion may also uncover contradictions between what the organisation is saying and what they are doing. It is important that space is created to discuss and address these inconsistencies.

3.2. Remind participants that the first step to developing a TOC is to understand its different components. Review the components of a TOC with participants, using a powerpoint slide or prepared flipchart:

- **Advocacy issue/problem – Using the Situation Analysis, Problem and Solutions Tree, (module two), you identified and selected an advocacy issue/problem to work on. This is what you will use for your TOC**

- **Advocacy Goal – Using the Advocacy Goal and Objectives Tool (module 2), you then developed an overall advocacy goal for the selected issue/problem. This is the same goal used in your TOC**

- **Advocacy Asks/Priorities – these are statements that explain the expected result of your advocacy activities. Advocacy asks are not a description of activities. These are derived from the Problem and Solutions Tree you developed in module 2 and are the policy solution to your advocacy issue/ problem. To develop your advocacy ask, reframe your advocacy issue to focus on the solution, eg:**

Advocacy issue: Lack of youth friendly SRHR services in Tumaini County health facilities

Advocacy ask: Tumaini county develops and implements guidelines on youth-friendly SRHR services in all public health facilities

- **Pathways of Change (short, medium, and long term outcomes) – Using the Advocacy Goal and Objectives Tool (module 2), and the Policy Process Mapping and Identifying Targets templates (module 3), you identified what change you** would like to see, how this change happens, and who has the power to effect this change. Put together, this is your pathway of change for your TOC. The pathway of change identifies the things you think need to happen, in the order they need to happen, to move you from the problem to your advocacy goal. Your pathway should be aligned to your advocacy objectives

- Assumptions – You also completed a risk assessment (module 2) related to participating in advocacy for that issue/problem. Reviewing this could help you map out your assumptions. An assumption is something you believe to be true about policy change, without evidence or proof. Talking through and clarifying fosters a shared understanding of how change will happen and can build trust among those involved in your advocacy work. It can also uncover new options for action and help identify the most critical pathways on which to focus your planning efforts. Finally, some assumptions may be based on little knowledge or evidence, and their validity needs to be assess through additional learning or research.

3.3. Using the Tumaini county case study, develop a TOC with participants to demonstrate the different components. Some questions/prompts to help include :

- What is the desired change, why and for whom?
- What key processes (formal or informal) have to happen for progress to be made?
- Who are the key decision makers and what do you want them to do (decision maker actions)?
- What is your (organisation) contribution or what should your role be in the policy change process?
- What do we assume about the needs, interests and behaviour of stakeholders and other key actors?
- What does success look like?

3.4. Inform participants that they should have completed a TOC for their advocacy issue using the TOC template. Now they will work in small groups to refine and present their TOC for feedback. Divide participants into small groups of no more than four per group. In their groups, they will select one of their advocacy issues and together develop a TOC using flipchart and post-it notes or cards using the guidance above. Ask participants to pay special attention to the pathway of change, and to interrogate their assumptions. Each group will then present their TOC to the larger group of participants for feedback and questions/clarifications.

Step 4: End the session highlighting the following key points (10 mins)

4.1. Ask participants to review their individual TOC and make any revisions based off the session and group discussions.

They should keep in mind the following:

- A TOC does not predict change, nor can it guarantee success. It reflects your story of how change happens
- Development of a TOC should be done through a collaborative process that involves dialogue among key stakeholders involved in the advocacy planning process
- Some assumptions may be based on little knowledge or evidence, and their validity needs to be assessed through additional learning or research.

SESSION 2: ADVOCACY TACTICS AND WAYS TO ENGAGE

TIME: 1.5 hrs

Step 1: Introduce the session (5 mins)

1.1. Start the session by telling participants that the next step in their advocacy planning process is to determine how to carry out their advocacy, more specifically what advocacy activities, (also called tactics) will influence the decision makers and influencers you previously identified to support your advocacy objectives in module three.

There are many different types of advocacy tactics and ways to categorise them. You are only limited by your creativity!

Step 2: Identifying advocacy tactics (60 mins)

2.1. Ask participants what they should consider when determining which sorts of activities they should plan to conduct, and write this list on a flipchart. The list could include some of the following:

- The activity will help you achieve the advocacy goal and/or objectives.
- The activity should address your decision maker and/or influencers' interests.
- The activity will raise awareness about your advocacy issue amongst key stakeholders.
- You have experience or expertise in carrying out the activity.

2.2. Explain to participants that they will now do an activity that should help them come up with a list of possible advocacy activities. Have participants count off one to five to make five smaller groups. Have each group stand in front of one of the flipcharts spread across the room. Tell participants that they will have 30 seconds to write down as many different types of activities they can think of that fit under the advocacy category written on the flipchart. After 30 seconds, groups will rotate clockwise to the next flipchart and add new activities without repeating what is already on the flipchart. Repeat until all groups have gone through all flipcharts. Remind participants that the activities they come up with are not specific to their own advocacy issue but can be applied to any advocacy issue if appropriate. Categories for flipcharts should include:

- Meetings and events
- Campaigning
- Media
- Written materials/Publications
- Monitoring commitments and promoting accountability

2.3. After participants have gone through all flipcharts, facilitate a group discussion and review the activities they have come up with. Gather all groups around one flipchart, and prompt with questions such as:

- Which activities have you used for advocacy?
- Which activities do you like/not like and why?
- Are there any advantages of disadvantages to any of the activities?
- Would your decision makers and influencers respond positively to the activity?
- Which activities do you feel would be difficult to do, especially as youth advocates?

2.4. Repeat with all flipcharts, adding any activities that might have been left out that come up during the discussion. Keep the flipcharts on the walls or where participants can see them, so that they can refer to the lists when working on module five and six.

Step 3: Ways to Engage (15 mins)

3.1. Explain to participants that there are certain factors they might want to factor when considering which advocacy tactics and activities they would like to engage in.

These are:

- **Insider advocacy – working closely and collaboratively with decision makers to influence their decisions**
- **Outsider advocacy – bringing about change through potentially more confrontational means**

3.2. Ask a volunteer to share their experiences working as either an insider or an outsider.

- **What were some of the advantages/disadvantages?**
- **What worked and what didn't work?**

3.3. The ask participants to work in their groups and using the Tumaini county case study, discuss which approach (insider vs. outsider advocacy) they could use for each objective and why. After 10 mins, hold a discussion to hear back from the groups and to stress the following points about insider vs. outsider approaches to advocacy:

Insider advocacy can lead to:

- A conflict of interest where fear of losing your insider position could prevent you from speaking out on important or controversial issues.
- Losing touch with the community you want to help as you focus on understanding decision makers.
- Being used by decision makers and gatekeepers to give the impression they are listening to the public when they are not.

Outsider advocacy can lead to:

- Tension and conflict between decision making groups and communities and different groups within the community.
- Stronger opposition. If a group feels threatened it can make them stronger as they forget their differences, work closer together and are joined by like-minded people.
- Missed opportunities to work together through dialogue.

Step 4: End the session by highlighting the following key points (5 mins):

- **There are a lot of different advocacy tactics that you can implement to advance your advocacy objectives and to make progress towards your goal.**
- **Your advocacy tactics depend on many factors, including the context, timing, risk, your advocacy goal and objectives, the target audience, and available resources and time.**

MODULE SUMMARY AND KEY POINTS

- Development of a TOC should be done through a collaborative process that involves dialogue among key stakeholders involved in the advocacy planning process. The discussion may challenge everyone involved to broaden their perspectives beyond what they already understand about how change happens. Doing this will also uncover contradictions between what the organization is saying, and what they are doing, for example, in the way power is exercised or in their paternalistic behavior towards marginalized groups.

- Every advocacy plan is packed with beliefs, assumptions and hypotheses about how change happens and that these can be explored through a Theory of Change. A TOC is about laying out and describing the underlying assumptions about how change will happen so you can make informed decisions about how to move forward. In creating your TOC, it is critical to have a dialogue with key stakeholders about what people already understand about how change can happen.

- There are a lot of different advocacy tactics that you can implement to advance your advocacy objectives and to make progress towards your goal. Your advocacy tactics depend on many factors, including the context, timing, risk, your advocacy goal and objectives, the target audience, and available resources and time. In addition, advocacy tactics can involve insider or outsider modes of engagement, though most strategies include a combination of both. While both can be effective, it is important to consider potential unintended consequences related to each of these modes of engagement.

REFERENCES AND FURTHER READING

Theory of Change and its components

- *Es, Marjan van, Irene Guijt, Isabel Vogel, 2015: Hivos TOC Guidelines Theory of Change Thinking in Practice, http://www.theoryofchange.nl/sites/default/files/resource/hivos_toc_guidelines_final_nov_2015.pdf.*

- *Patricia Rogers as quoted in Vogel, Isabel, 2015: Review of the use of 'Theory of Change' in international development, page 4, http://www.theoryofchange.org/pdf/DFID_ToC_Review_VogelV7.pdf.*

Advocacy tactics and ways to engage

- *PATH, 2015. Stronger health advocates, greater health impacts: A workbook for policy advocacy strategy development, http://www.path.org/publications/files/APP_advocacy_workshop_fac_guide.pdf.*

- *Plan, 2014, An Advocacy Toolkit: The Education We Want, https://plan-international.org/publications/advocacy-toolkit#download-options*

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MODULE 5

ADVOCACY MESSAGES AND COMMUNICATIONS

Learning Outcomes

After this module, participants should be able to:

- Develop appropriate advocacy messages
- Identify the best messenger for communicating your messages
- Identify appropriate communication channels for advocacy

This module will cover the following topics:

- Developing Effective Advocacy Messages
- Delivering your Advocacy Messages
- Advocacy Communication Channels

Module materials

- Handout 5.1: Advocacy Communication Channels and Activities
- Handout 5.2: Pros and cons of paid, earned and owned media
- 5.1: Message Development Tool
- 5.2: Advocacy Opportunity Tracker
- 5.3: Leveraging Opportunities Checklist
- 5.4: Policy Brief Template
- 5.5: Position Paper Template

INTRODUCE THE MODULE

Once you have a clear understanding of the changes you want to see and the targets that you want to influence, you are ready to consider how to communicate with your targets. In this module, you will learn how to develop effective advocacy messages for specific targets and to identify who, how and when to deliver them in order to motivate your target audience to take action. You will also learn about various tactics you can use to communicate with your different target audiences, including campaigning.

SESSION 1: DEVELOPING EFFECTIVE ADVOCACY MESSAGES

TIME: 2hrs 30mins

Step 1: Introduce the session (10 mins)

1.1. Start the session by explaining that advocacy is about influencing and persuading individuals and institutions to take action. This will not happen unless you are able to communicate your ideas clearly and effectively, using the most appropriate and effective messengers. This is why the development of effective advocacy messages is so important.

1.2. Ask participants to reflect on the following question: How do strong advocacy messages support your advocacy work? Flipchart their answers and lead a group discussion, making sure to touch on the following:

Advocacy messages are important because they:

- Serve as the foundation for all your advocacy communications and materials
- Help you to stay on track and remind you what you set out to achieve and why
- Are memorable. They stay on the minds of decision-makers and other key target audiences, such as key influencers or the broader community
- Help everyone in your network use common language
- Force you to clearly articulate what you want and why. This helps you avoid hiding behind technical language, vague expressions or jargon!

Step 2: Effective messages (30 mins)

2.1. Tell participants that you are going to play some popular Kenyan advertisements (ads). Ask participants to listen and watch carefully to the ads. Play all the ads twice, then ask participants to group themselves according to the ad that appealed to them most (what did they like about the message, what they saw, how they felt, how was featured in the ad etc).

Examples could include:

- **Original Safaricom - https://www.youtube.com/watch?v=uIBHuqeis3U**
- **Omo (with powerfoam) - https://www.youtube.com/watch?v=Ij3PEGBncZw&t=7s**
- **Faiba (xmas) - https://www.youtube.com/watch?v=ReF8rDQWqoc**
- **KBL (don't drink and drive) - https://www.youtube.com/watch?v=Ye6BGi3IFvA**

(If video/audio facilities are not available, facilitator can have flipcharts with taglines from popular adverts stuck on the wall around the room. Ask participants to form a group around the tag lines that appeal to them most. Continue with the exercise below.)

2.2. Ask participants to brainstorm with other participants who selected the same ad about specific characteristics of the ads message that appealed to them and to write these down. Have each small group present their thoughts to the rest of the participants.

2.3. Lead a discussion with all participants on what characteristics they think are most important for a good message, based off of the earlier exercise and the advocacy work they plan to carry out.

Their thoughts should include the following:

- Appealing on a personal level
- Simple, concise, focused
- Appropriate language
- Use of real-life examples
- A credible messenger
- Tone and language are consistent with message (ie. serious, humorous)
- Optimistic and hopeful
- Use of facts and figures
- Call to action

2.4. End the discussion by telling participants that now they will look specifically at how to develop effective advocacy messages.

Step 3: Developing effective advocacy messages (40 mins)

3.1. Explain to participants that an advocacy message can be described as a concise and persuasive statement about your advocacy objective.

An effective advocacy message should clearly articulate:

- **What is the problem?**
- **What is the solution?**
- **What should the target audience (policy maker, community) do about it?**

A strong advocacy message should aim to INFORM, PERSUADE and most importantly MOVE your target TO ACTION!

3.2. Tell participants that they will now work in groups to analyse an advocacy message and suggest ways to improve that message. Use the completed Message Development Tool for Tumaini county. In small groups, ask participants to analyze the message and make improvements to it.

Questions that should help them include:

- **Is the message brief?**
- **Is it focused? Does it convey just one message at a time?**
- **Is it urgent? – Does it create a sense of urgency about the advocacy issue?**
- **Is it important? - Is it credible and supported by evidence?**
- **Is it solutions-oriented?**
- **Does it connect to the key interests of the audience you are trying to reach?**
- **Is it clear, using uses non-technical language easily understood by someone who knows nothing about the issue?**
- **Does it put forward a clear request for action/clear ask?**

Remind participants to refer back to their situation analysis, evidence mapping tool, and identifying targets templates when crafting their advocacy messages.

3.3. Have each group then present their critique of the message and what they feel needs to be improved. Participants should NOT share the actual revised message, we are saving that for the next step.

3.4. End this step by having participants review their messages from their specific advocacy issue. Ask them to have these ready for the exercise in the next step.

Step 4: Practice – Role play (45 mins)

4.1. Explain to participants that they will now practice delivering their messages. Set up a space with two chairs facing each other like what you would expect in an office.

4.2. Facilitator will assume the role of the decision maker. Ask for a volunteer to deliver their revised Tumaini county advocacy message to you. Have another volunteer time the interaction to three minutes. Ask questions and interact with the volunteer as you would expect in a real-life scenario. Have your co-facilitator provide interruptions during the discussion (urgent phone call, need to sign checks, mpesa transaction pending, etc).

4.3. The timekeeper should end the role play after three minutes. Ask participants if they were able to identify the four different parts of the message. Also ask the volunteer how they felt delivering the message and what they would do differently.

4.4. Thank the volunteer and ask them to assume the role of the decision maker for the next role play. Ask for another volunteer and have them deliver their advocacy message for their specific advocacy issue. They will need to briefly describe the background to their specific problem and solution to participants and who their decision maker is before timing of the role play begins.

4.5. Cycle through for at least three rounds and then debrief this activity with questions such as:

- What was most challenging when delivering your advocacy message?
- Did you change your message after hearing other participants practice delivering theirs? Why?
- Are there messages that particularly struck you and why?

Step 5: End the session by highlighting the following key points (30 mins):

- It is important to test and practice delivering your advocacy message. Where possible, test your message with a member of the target audience or someone that knows your target audience well.
- Remind participants that they may have several different audiences they are trying to reach with their messages, including specific government officials, the media or the general public. Taking time to understand your target audiences – their interests, what they care about and what may move them to action – will help you develop messages in a language and style that engages them. Tailoring your message does not mean you adjust or change your position on your specific advocacy issue or make your position sound like it aligns with their interests if it really does not. It is about adapting the way you present your message depending on the interests of a particular audience.
- Ask participants to now develop/refine messages for their specific advocacy issue using the Message Development Tool. Remind them to refer back to their completed situation analysis template, evidence mapping tool, and identifying targets tool to help them tailor their message according to the information they have collected on their target audience.

SESSION 2: DELIVERING ADVOCACY MESSAGES

TIME: 1 hr

Step 1: Introduce the session (5 mins)

1.1. Consider the following scenario:

- **You have just met the county Minister for Health at a football match. After exchanging pleasantries, s/he asks you what you do. You open your mouth to start speaking and then realise you are not sure what to say. Then, as you try to organize your thoughts, his/er team scores and s/he is on their way back to the stands to cheer with their family. If you had been better prepared, you are sure that you could have peaked their interest enough to schedule a meeting. But you missed your chance!**

Step 2: Developing an elevator pitch (20 mins):

2.1. Ask participants the following question - ***Do you know what you would say if you only had 20-30 seconds with a decision-maker?***

- **An elevator pitch is a brief, persuasive speech that you can use to spark interest in your advocacy issue. A good elevator pitch is no longer than 20-30 seconds – the approximate time of a short elevator ride. It should be interesting, memorable and succinct.**

2.2. Explain that participants will now practice developing and delivering an elevator pitch. Using the messages they developed from the previous sessions, ask participants to pair up. Ask one member of the pair to deliver their message to their partner within 3 minutes. Then ask the same person to now cut their message and deliver it in only 1 minute. Finally ask that they deliver the message in 20 seconds. Do a second round of 3 minutes, 1 minute and 20 seconds for the partner in the pair to practice cutting and delivering their message.

2.3. If possible, now play some example elevator pitches for participants so that they can learn how others have crafted their own pitches:

- *Rosemary Ntoipo, Girls Education advocate - https://www.worldpulse.com/comment/161065?comment=161065*
- *Stella Mofor – Gender Equality Activist - https://www.worldpulse.com/community/users/stelz/posts/75360*

Step 3: Choosing an advocacy messenger – Engaging Champions (20 mins)

3.1. Explain that the person that delivers your message, and when and how they communicate the message, can be just as important as what is said. Anyone can be a messenger – including yourself! The important thing is that you consider which messenger is best for your target audience.

For each target audience, you should consider messengers who:

- **Are influential with your audience**
- **Have expertise on the issue**
- **Are effective public speakers**
- **Are diverse**

3.2. Advocates may choose to engage a champion as their advocacy messenger. There are many different types of champions. They do not have to be celebrities or stars! What distinguishes a champion from other advocates is their unique combination of skills, persistence and persuasiveness. Champions could include the following:

- Professionals related to your issue such as midwives, doctors, or community health workers if you are working on health care issues
- Media personalities such as a popular radio or television talk show host
- Someone with a large following on social media
- Politicians or government officials
- Leaders from religious communities or the private sector
- Youth or other members of the target group
- Donors

3.3. Ask participants to brainstorm potential champions in their community and to keep this list handy for the next section.

3.4. End the session by highlighting the following key points (15 mins):

- **The person that delivers your message, and when and how the message is communicated can be just as important as what is said. You need to carefully consider your messenger to ensure that they are a good fit and resonate with your target audience**
- **The process of developing your elevator pitch is a great way to get really clear on**

your message as you have to decide what the most important information to include is. After you create your elevator pitch, you may want to revisit your messages and see if you can simplify them further!

- In addition to why and how you want deliver your advocacy message, advocates must also consider when – participants should consider formal and informal opportunities as well as those that are planned and unplanned. The following are some ways to identify potential opportunities to deliver your messages:

    1. Consider mapping out key policy processes, including formal and informal opportunities to influence the policy process. Refer to the Tumaini county Policy Process Mapping Tool from Module Three as a reminder about this information.

    2. Find social and political events related to your issue where key decision-makers and other target audiences may be attending. These events may provide an informal opportunity to connect with your target audiences.

    3. Create an opportunity. You may find there are no specific pre-existing opportunities relating to your advocacy issue or the ones that do exist may not be appropriate. If this is the case, you may want to consider creating an opportunity yourself or in coalition.

    4. Be prepared for unexpected events. Advocacy opportunities are constantly evolving based on the context and current events. Have a plan in place so action can be taken if an opportunity arises out of the blue.

- Participants should use the Advocacy Opportunities Tracker to identify and track potential opportunities to deliver their messages. Additionally, they can use the Leveraging Opportunities Checklist to consider the value of each opportunity identified and whether to engage in those specific opportunities.

SESSION 3: ADVOCACY COMMUNICATION CHANNELS

TIME: 2 hrs

Step 1: Introduce the session (5 mins)

1.1 Now that participants have identified their messages and potential messengers, they need to think through and determine the best way to communicate their messages to each of their target audiences. Distribute copies of handout 5.1: Advocacy communication channels and activities to help them identify specific communication channels: publications, meetings and events, traditional media, and social media. They can use the questions below to think through the best ways to communicate with each of their target audiences.

- How does the audience get their information? Do they read newspapers, follow people on Twitter, or hold meetings with the community?

- What kinds of communications do they like? Do they prefer position papers, policy briefs, personal stories and/or videos?

- Would it be best to communicate with them directly or indirectly? Should you set up a meeting with them or meet them informally at an event?

Step 2: Choosing advocacy communication channels – Meetings and Events (20 mins)

2.1 Explain that there is a good chance that you will need to meet and communicate with a decision-maker to help you achieve your advocacy objectives. This might include a county official, Minister of Health, Member of Parliament or a local leader. This may include in-person meetings with decision-makers, lobbying or attendance at conferences or events that provide the opportunity to share your message or story directly with decision-makers

As a general rule, decision-makers are most likely to listen and respond to you if your issue is:

- Supported by their constituents
- Related to pending legislation and/or budgetary items
- Presented to them succinctly, using current and relevant data and simple language
- Linked to them in a personal way (as mentioned in the messaging section)

2.2 Note about Lobbying: Lobbying is a tactic used by many advocates; however, this term is defined differently in different countries and contexts. For example, in the United States lobbying specifically refers to meetings with lawmakers to advance a specific policy or piece of legislation; whereas in Kenya the term lobbying is often used as a more general term to describe engagement with decision makers and/or influencers in order to persuade them to take a specific action. It is critical to understand how the term lobbying is defined in your context as there may be restrictions or rules on use of resources depending on which definition is being used.

2.3 In order to take advantage of the advocacy meetings, opportunities and events, you identified, you should have the following:

- A clear idea of what you intend to achieve by attending or organising the event and how it will help achieve your advocacy objective
- Adequate time to plan
- A clear advocacy message
- The right supporting materials to help deliver the message effectively: reports, briefings, materials, etc.
- Sufficient resources to support your engagement

2.4 Using the power of stories - Whether you are meeting a decision maker at a meeting or an event, storytelling can be a very effective way to communicate your advocacy message in a more personal and memorable way. It can also be an important way to give voice to those who are affected directly by the problem you are seeking to address.

The following are some storytelling tips from You(th) Do it :

1. **Choose one story to tell. Advocacy visits are short and you may only have a few minutes to tell a story, so pick one. It should be clear, concise and free of tangents.**

2. **Start with an engaging beginning. You can start out with some interesting facts about the issue you care about or with something personal about why you are motivated to work on this issue. One way to keep your audience's attention is to start with a question relating to your topic and ask the audience for responses.**

3. **Focus on the personal aspects of your story by sharing one to two details to make it unique and memorable. Elected officials and their staff hear countless stories during a day and details will help them remember yours.**

4. **Connect the individual story to your larger ask by sharing a piece of data about the bigger issue it represents.**

5. **Use words, images, audio, testimonies, etc. to immerse your audience in the story you are telling. The more different sorts of information you can offer, the more interested your audience will be.**

6. **Explain the problem in your story, but do not forget to also explain the solution. Make sure the audience feels like change is possible.**

For some great examples of storytelling, check out TED and the Moth, both nonprofit organisations dedicated to sharing ideas and stories around a variety of topics.

Step 3: Choosing advocacy communication channels – Publications (20 mins)

3.1 Explain to participants that now you will briefly go over some of the key points of the various advocacy communication channels and activities from handout 5.1: Advocacy communication channels and activities

3.2 Regardless of which communication's tactics and activities you choose, it is likely you will need to develop some written materials, such as a report, policy brief or position paper. This is particularly true for decision makers. You can use the templates in this section to help you create written documents that you can print out and use in your advocacy work.

Policy Brief:

- A policy brief presents a concise summary of a specific advocacy issue that can help the reader understand and make decisions about government policies. It serves as a way to communicate and make recommendations about your advocacy issue. The primary audience for a policy brief is often a policy-maker or his/her staff, but it will likely also be used and read by other audiences such as their technical staff, your partners or donors.

- Policy briefs are distinctive from other kinds of documents/reports in several ways:

Length: Ideally, policy briefs around four pages or less (single-spaced)

Audience: Policy briefs usually target policy makers or their staff; however, this may be more broad or specific, depending on the issue (e.g., whether it focuses on a specific county, country or global issue)

Tone and terminology: Clear language is especially important in policy briefs. Use language that someone that does not know about the issue would likely understand. Avoid jargon. If specialized terminology is necessary (e.g., total fertility rate) explain it briefly and clearly to ensure that your reader does not get confused.

Purpose: Focuses on communicating information or research on a problem. It lays out potential advocacy solutions and recommended action.

The following steps can be used to guide the development of a policy brief:

- **Identify your audience(s)**
- **Decide on your objective: What do you want your audience to know and do?**
- **Identify 2-3 main messages**
- **Write 2-3 recommendations**
- **Select only the information you need to get these messages across**
- **Create an outline that best conveys your messages**
- **Draft your policy brief**
- **Have others review your draft and then revise it as needed**

If you are interested in writing a policy brief, review the above points and then complete the 5.4: Policy Brief Template. Remember to refer to the information you already pulled together in your Situation Analysis, Identify Targets Template and your Message Development Tool!

Example policy briefs:

1. *Thaddy.Gap in NCD Policy Brief*
2. *Thaddy.Youth Policy 2030*
3. *An advocacy brief: Policy recommendations for Gender-transformative approaches https://www.rutgers.international/sites/rutgersorg/files/PDF/2016_Mencare_positionpaper.pdf*

Position Paper

- A position paper or statement is a written document intended to communicate, clearly and concisely, the position taken by your organisation in relation to a specified policy or policy area. Despite the differing formats and focus areas, the overall goal of the document is the same: to persuade policy-makers to agree to your position and take the recommended action.

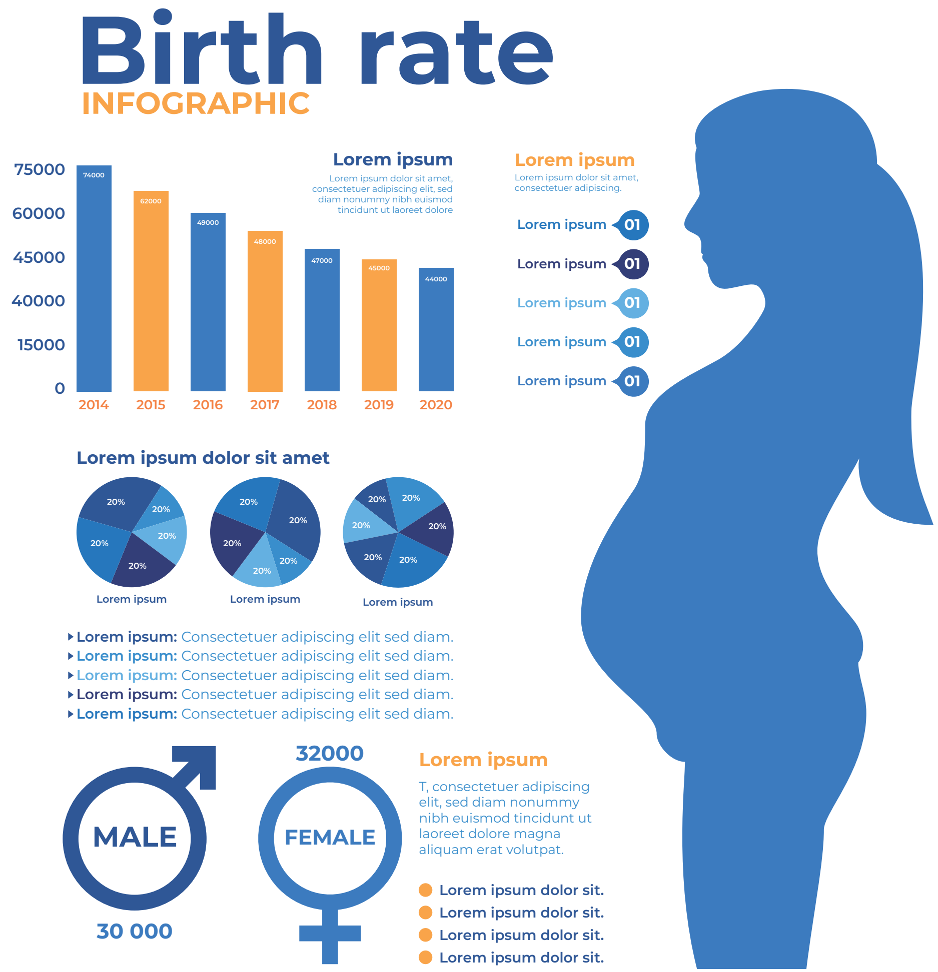
- Position statements can be quite narrow or more broad; it can be brief (more of a statement and brief justification for your position) or much longer (a detailed paper/memo explaining and justifying your position). It can be in response to a request for public comment (e.g., as part of the public participation process) or unsolicited

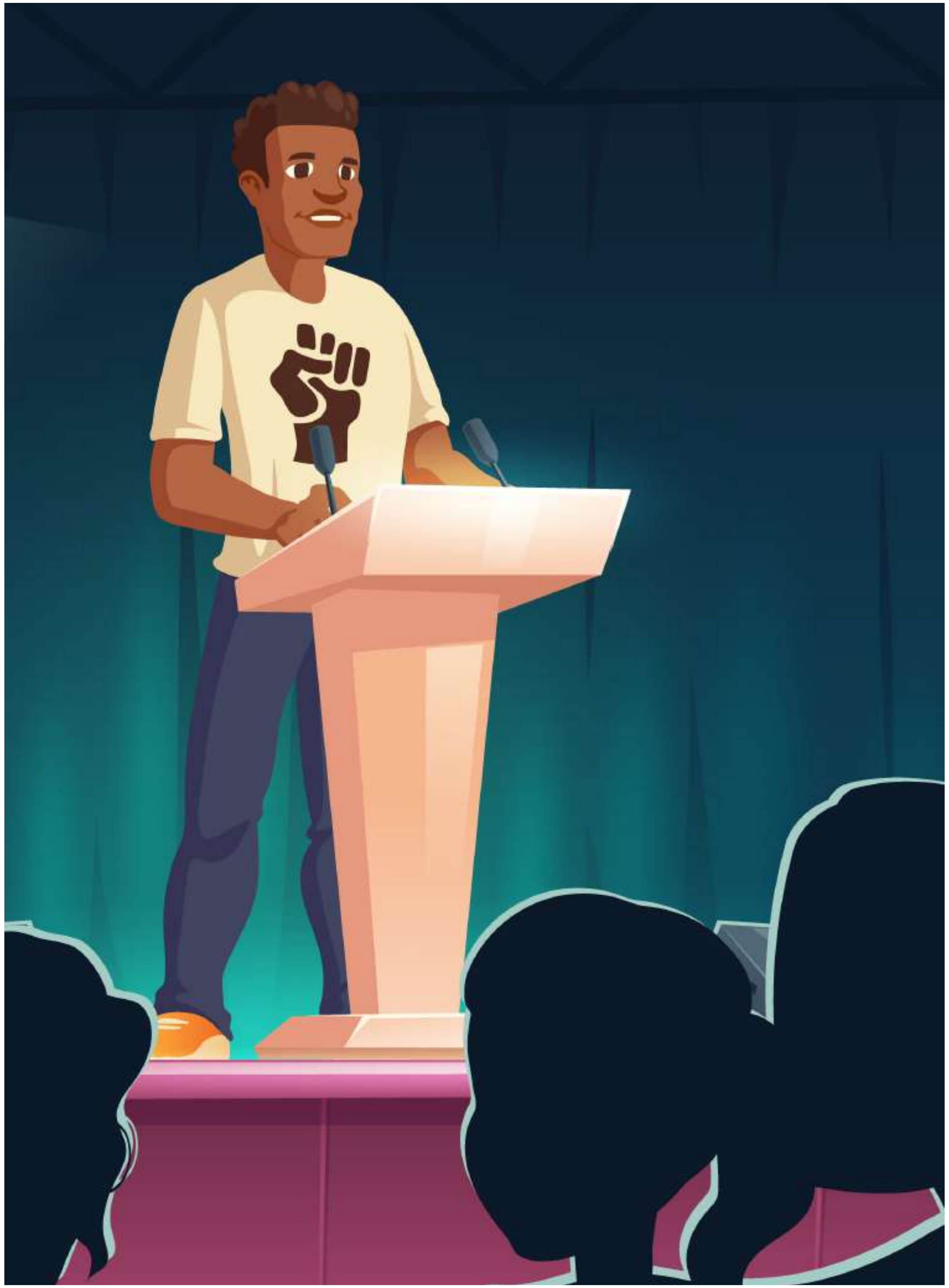
Example position papers:

1. ***NEPAD Position Paper on Skills Development for Youth and Women Employment: https://www.nepad.org/publication/position-paper-skills-development-youth-and-women-employment***
2. ***Amref Health Africa's Position Statement on Female Genital Mutilation/Cutting: https://amref.org/position-statements/amref-health-africas-position-statement-on-female-genital-mutilationcutting/#gsc.tab=0***

Infographics

- One creative form for presenting information is an infographic. Infographics are usually a collection of facts arranged nicely with icons, pictures and numbers that help tell a story about a topic. They are very useful in making your issue more engaging and easily understood.
- Using visuals to present your information helps you communicate your message in the following ways:
    1. Speed: attention spans can be short, so the aim is to convey meaning in a few seconds.
    2. Comprehension: a lot of information can be conveyed in the visual, and it makes it easy to understand.
    3. Appeal: visuals can raise interest and draw attention in ways that text alone cannot.
    4. Retention: visuals make information more memorable.
    5. Shareability: people are more likely to share a visual (e.g. on social media) than lots of text.
- For example, click here to view an infographic from Women Deliver. It tells a story of the unmet needs for family planning in order to convince the audience about the importance of investing in family planning and reproductive health.
- Creative communications materials for advocacy - Organisations are increasingly looking for new and creative ways to package evidence and drive action.
- For example, Evidence for Action (E4A)-MamaYe, an initiative established in 2011 with the goal of saving maternal and newborn lives in Africa through better resource allocation and improved quality of care, places a strong emphasis on packaging, tailoring and targeting evidence to make it meaningful and understandable to advocates and decision-makers. This is based on the belief that only then can the information be used for action.
- Their packaged evidence products include infographics, scorecards, factsheets, posters and websites, which combine focused messaging, rigorous evidence and attractive design. E4A-MamaYe has found that packaging and communicating key pieces of evidence, in combination with activities supporting advocacy and accountability, can contribute to action and change.
- For more about E4A-MamaYe's approach and to see some examples of their communication's products, click here to read their case study Packaging Evidence to Drive Action.





Step 4: Choosing advocacy communication channels – Media (20 mins)

4.1 Media represents another category of advocacy communication channels that can help you communicate with your target audiences. There are two sub-categories of media that can be used to support your advocacy work:

- **Digital media – includes social media such as Twitter, Facebook, as well as other communication channels such as WhatsApp, mobile phones/SMS, digital storytelling, crowdsourcing and online petitions;**
- **Traditional media – such as broadcast (e.g. television, radio) and print media (e.g. newspapers, magazine).**

It is important to note that engaging the media for advocacy is not just to raise publicity about the issue but to support your advocacy work driven towards policy change.

4.2 Discussion - Distribute handout 5.2: Pros and cons of paid, earned and owned media. The pros and cons should be considered by participants to help them select or prioritize various traditional media channels. Remind participants of some of the ways they can engage traditional media including:

- Reaching out to reporters
- Pitching a story
- Press Releases
- Media Briefings
- Interviews

4.3 Using social media for advocacy – Social media can also serve as invaluable tools for your advocacy and campaigning work, as it can help you:

- **Build support and drive attention to your advocacy effort.**
- **Position your organisation as a go-to, trusted resource for information related to your advocacy issue.**
- **Create a loyal following through a consistent and strong online presence that could be leveraged to engage in your advocacy effort.**

4.4 Brainstorm - Ask participants what social media channels they and their communities use and why? Could they be used to support your advocacy work?

- Activity – Pair up with a partner. Set a clock for 30 seconds. In that time, write down all the ways to maximize your presence on Facebook. Then set the clock again and do another 30 seconds focused on Twitter. Once you have brainstormed the tips for both platforms, share and compare your thoughts with your partners
- If social media is going to be a major component of your advocacy communications efforts, it is helpful to have a plan to guide your efforts.

A social media plan helps ensure that you are clear about what you want to accomplish and choose the social media platform that bests meets your needs. Review questions developed by the the American Association of University Women (AAUW) that can be used to guide development of your social media plan. https://www.aauw.org/resource/how-to-use-social-media-for-advocacy.

Step 5: ACTIVITY – Speaker Panel Discussion (1.5 hrs)

The goal of this interactive session is to provide an opportunity to have a speaker(s) with communication experience share and interact with the participants. Suggest having either or preferably, both options below:

1. **Local (national or county) media professional –** they should talk about how to use the media for advocacy (what does/does not work well, how to approach and build relationships with the media, what opportunities and tactics can you partner on, common pitfalls to avoid etc)
2. **Experienced advocate –** they would speak to a specific instance (similar to sharing a case study) where specific communication tactics were used to achieve a specific advocacy outcome/success. Best to get a speaker where communication / messaging / campaigning was a key part of their advocacy strategy .

General flow for the panel discussion can be as follows;

1. **Introduce panel or guest speaker (5 mins)**
2. **Guest speaker presentation or 'fireside chat' (45 mins)**
3. **Q&A in plenary (20 mins)**
4. **End session with highlights / participant reflections (10 mins)**

Step 6: End the session by highlighting the following key points (5 mins):

- **There are a variety of communications tactics, often referred to as "communication channels" or platforms, which you can use to communicate your messages.**
- **To be most effective, the tactics and activities you choose to deliver your messages will vary based on the audience.**

MODULE SUMMARY AND KEY POINTS

- Communication and effective messaging play an important role in advocacy. A good advocacy message should be made or adapted to fit specific audiences, and should aim to inform, persuade and most importantly, move your target to action.
- Tailoring your message does not mean you adjust or change your position on your specific advocacy issue. It is about adapting the way you present your message depending on the interests of a particular audience.
- Effective advocacy messages are communicated through carefully selected messengers. Anyone can be a messenger (including yourself), but you should consider who best resonates with your target decision maker and their interests. It's critical to identify strong messengers to deliver your message. This might include engaging with an advocacy champion. In addition, understanding your target audience helps you identify how and when to deliver your messages.
- Timing can make or break your advocacy work. When planning to carry out advocacy activities, look for opportunities to communicate your message directly to your decision maker, build alliances or raise awareness about the issue. These could be high level events, policy related meetings, conferences, commemoration days (eg: International Women's Day, national/public holidays), media events, etc.
- There are a variety of communication channels you can use to reach your target audiences, including developing communications materials/publications, meetings and events, and using media (digital and traditional). These communications tactics are sometimes referred to as "communication channels" or platforms. Whatever tactics you use, think through which tactics amplify your message, influence your targets and help you reach a wider audience.

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MODULE 6

PLANNING FOR ACTION – ADVOCACY TACTICS

Learning Outcomes

After this module, participants should be able to:

- Explain how campaigning can be used to advance your advocacy work
- Identify ways of monitoring. commitments and promoting accoun tability.
- Prioritise among several advocacy activities.
- Develop an advocacy work plan and budget.

This module will cover the following topics:

- Campaigning for Advocacy.
- Monitoring commitments and promoting accountability.
- Advocacy activities and tactics.
- Advocacy work plan and budget.

Module materials

- 6.1: Advocacy Work Plan Tool.

INTRODUCE THE MODULE

It is time to plan for action! You have all the pieces of your plan and ideas about which tactics you want to undertake; now it's time to prioritise and pull them together! In this module you will review potential advocacy activities including campaigning and social accountability. You will then develop a workplan and budget to make it all happen.

SESSION 1: CAMPAIGNING FOR ADVOCACY

TIME: 2hrs

Step 1: Introduce the session (5 mins)

1.1. Start the session by explaining that participants will spend some time exploring campaigning as a communication tactic. Your analysis of targets and what influences them may have pointed to the need to expand beyond direct meetings and build a broad base of public support to drive action and influence change. This can be referred to as campaigning. Many decision-makers are driven by public opinion, in particular those who are elected by and accountable to their constituents; therefore campaigning can be an effective tool for exerting pressure and motivating action.

Campaigning is building a broader base of support to drive action and influence change. Campaigning seeks to inform and engage a wider range of the public to actively support your issue and help motivate the decision maker to take action through external pressure.

Step 2: Facilitated Discussion – Building Citizen Engagement

- Building power through citizen engagement - A big part of campaigning involves engaging citizens through either organising or grassroots mobilisation. Citizen engagement is an important part of campaigning since it can contribute to greater:

    1. Strength in numbers: Engaging more people (both those affected and not affected by the problem), helps to prove to decision makers that a large number of people support the change being advocated for.
    2. Empowerment and voice: Marginalised groups and those affected by the issue to voice their concerns, contribute solutions and leadership, and feel empowered to hold decision makers accountable.
    3. Legitimacy: Involving communities most effected by the issue ensures that the advocacy objectives are based on real and not perceived community needs.
    4. Sustainability: Ensuring a community is involved in the advocacy process is important for the long term sustainability of the solution you are advocating for.

- Organising advocates is a campaign tactic that is focused on increasing the depth of support and changing power imbalances about an advocacy issue. It uses deliberate actions to bring people together to define priorities, build community and develop collective capacity and leadership to take action. The ultimate measure of success is the creation of long-term advocates.
- Mobilising advocates is a campaign tactic that focuses on maximising the number of people taking action, i.e., the breadth of support. It seeks to get a large number of people to act at strategic or key moments in order to push decision makers to act. The drawback of this approach is that unlike organizing, people are not offered opportunities to build.

- Advocates for Youth's Activist Toolkit has identified the following tips for building and strengthening your base of the support:

    1. Find out what people care about. The more you know what the community cares about, the more you can understand how to plug them into the work you are already doing or get ideas on how to expand your work.
    2. Ask people to join your campaign! People won't join your campaign unless they know about it. So ask them to join!
    3. Recruit new people to an activity not to a meeting. People want to first engage by doing the work they believe in, not by talking about it.
    4. Don't forget to follow up. Make sure to call or email new supporters and thank them for participating or taking action. Invite them to your next event.
    5. Explain the vision of the campaign and where they fit in. Help people understand what you want to achieve through collective action and how they can contribute.
    6. Be able to answer the question "why now?" People are busy – with family, work, etc. You need to be able to explain why this action and their participation is needed now.

Step 3: Shark Tank activity (60 mins)

3.1 Shark Tank activity - Divide participants into small groups of no more than four or five each. Explain that groups are going to compete with each other to 'pitch' a successful youth SRHR advocacy campaign. In the groups, first agree on an advocacy issue to work on for the campaign – it can be one of the solutions from Tumaini county, or one of the advocacy issues that a group member is working on. Once you've agreed on the issue, you will now work together to pitch a campaign idea for your issue. The campaign should use the various communication tactics you read about and discussed. Be as creative as possible, use props and whatever materials you have around you. All members of the group should participate in the pitch.

3.2 After 30/45 mins, groups will pitch their campaign ideas to the judges (facilitators). Each group has three mins to pitch their idea, after which, the judges have a few minutes to ask any questions about the proposed campaign and communication tactics. Judges will select and award a prize to the group who made the most convincing campaign pitch.

Note: The goal here is not to judge the advocacy issue but to focus on the campaign, communication and other advocacy tactics that groups pitch.

Step 4: End the session by highlighting the following key points (5 mins):

- **The term "campaigning" may be understood differently by different organisation and donors. Some use the term campaigning and advocacy to mean the same things. We are defining campaigning more narrowly to refer to a specific tactic of an advocacy strategy.**
- **It is much easier to explain to people the urgency of your campaign if it seizes on moments when the issue has a lot of public attention. If people are already thinking about the issue and wanting to take action it's much easier to motivate them to engage! Monitoring current events and tracking them in your Advocacy Opportunity Tracker will help ensure you are seizing windows of opportunity for action.**
- **For more information about potential campaign tactics, what they are useful for and factors to keep in mind if you decide to implement them, review handout 6.1: Potential Campaign Tactics. Remember to add any of the campaign tactics you think might be useful in your advocacy work as you develop your advocacy strategy.**

SESSION 2: MONITORING COMMITMENTS AND PROMOTING ACCOUNTABILITY

TIME: 1 HR

Step 1: Introduce the session (5 mins)

1.1. Start the session by explaining to participants that before we jump into planning, there is one more category of advocacy tactics noted in module four to review, those related to monitoring commitments and promoting accountability.

Advocacy work often times focuses on getting the policy passed into law, the guidelines written or the government to make a commitment; however, these represent just the beginning. What happens after these changes are made is critically important to whether the change leads to the desired outcomes. This is why it is so important to monitor how changes are being implemented and use this information to contribute to increased accountability. These activities focus on what happens after the policy or guidelines are put in place, i.e., the policy implementation component of policy change.

Step 2: Understanding social accountability (45 mins)

2.1. Ask participants what they understand by the term **'accountability'** and write down key words on a flipchart. Also ask them what they think a lack of accountability can likely to lead to, and what accountability processes they have been engaged in?

2.2. Provide the definition and consequences below:

- Accountability refers to the ability for all people – citizens, civil society and the private sector – to assess decision makers, governments and public institutions and hold them to account for their obligations and commitments. Accountability relies on two major factors:
    1. **Transparency by the government or institutions:** Citizens need to be able to access information that helps them to see whether leaders or public institutions are complying with laws, budgets and expected standards.
    2. **Participation by citizens**: Processes need to be in place through which citizens can engage and influence public policy decisions.
- Lack of accountability can lead to:
    1. Corruption and a culture of impunity
    2. Flawed decisions
    3. Citizens feeling like they have no voice, leading to alienation and disenfranchisement
    4. Violence and conflict, in its more extreme forms

2.3. Tell participants that there are several accountability mechanisms and tools, but that we will focus on one type:

- Social accountability. Explain that social accountability refers to specific activities and mechanisms that citizens or CSOs can use to hold their government accountable to their commitments and to push for good governance. Social accountability mechanisms can be powerful tactics in your advocacy strategy.
- Social accountability is fundamentally a rights-based approach; it is predicated on:
    1. The right to information, right to voice, right to organize, and right to participate in governance functions .
    2. Paired with these citizen rights is the responsibility of citizens to understand and play a proactive role in exercising these rights .
- While advocacy often looks to address change from the top down – i.e., advocacy influences key decision makers to make changes at the policy and program levels – social accountability mechanisms compliment these efforts by focusing on the bottom up – mobilising and empowering citizens to engage with their government and in governance processes. Social accountability helps put people at the center of the governance agenda by bringing together public participation, citizen rights and public sector reform.

2.4. ACTIVITY - Divide participants into groups of no more than four-five members each. Provide markers, crayons, flipchart paper to each group and ask them to make a poster about social accountability. Have participants use their advocacy issues or the Tumaini county case study to help them develop the poster. It may help them to think about the following questions when developing the poster:

- What sorts of advocacy issues can social accountability can help resolve?
- Are there any social accountability mechanisms, communication materials of activities being implemented in your county? How have these mechanisms or tools been applied in your county?
- Are youth advocates such as yourselves participating in these mechanisms or activities? In what ways?

After 15 mins, regroup and have each small group share and present their experiences and understanding of social accountability as represented in their poster to the rest of the participants.

2.5. Social accountability mechanisms help to:

- **Engage the public directly or indirectly in demanding that public officials be held accountable to their commitments.**
- **Bring the perspective of citizens and civil society organisations to government activities, such as policy-making, the management of public finances and resources and service delivery.**
- **Enable civil society to participate in monitoring the public sector and give feedback on government performance.**
- **Gather evidence from the public that can inform what policy changes are needed, whether the commitments or policies already agreed to are being implemented appropriately and what the actual situation is on the ground in communities.**

2.6. There are numerous mechanisms for social accountability – too many to cover in this training. The general areas they focus on are:

- **Citizen involvement in monitoring public services**
  1. Highlights efforts that communities undertake to voice their health service delivery needs in an effort to provoke a government response.
  2. Example activities include: citizen report cards, community scorecards, social audits, taking pictures of proposed/current/past/future development projects.
- **Influencing and monitoring financing**
  1. For policy to have an impact, it most be implemented and therefore resourced.
  2. Example activities include: budget analysis, tracking budget expenditure, public participation during the budget cycle, producing citizen-version of budget for communities.
  3. Module 9: Budget Advocacy and the Legislative Process in Kenya (Bonus module) takes a deeper dive into how youth advocates can engage in and influence budget.
- **Collaborative planning and/or management**
  1. This looks at mechanisms to engage civil society in health sector policy development or program design. Collaborative planning provides a platform for civil society provide inputs into how policy will address the issues their communities are faced with.
  2. Examples include: consultative meetings, or task forces or committees where civil society can provide perspectives and promote consensus on policy recommendations.

Step 3: End the session by further describing social accountability with the following points (10 mins):

Social accountability mechanisms can be broadly described to accomplish the following:

- **Engage the public directly or indirectly in demanding that public officials be held accountable to their commitments.**
- **Bring the perspective of citizens and civil society organisations to government activities, such as policy-making, the management of public finances and resources and service delivery.**
- **Enable civil society to participate in monitoring the public sector and give feedback on government performance.**
- **Gather evidence from the public that can inform what policy changes are needed, whether the commitments or policies already agreed to are being implemented appropriately and what the actual situation is on the ground in communities.**

SESSION 3: PRIORITISING ADVOCACY ACTIVITIES

TIME: 1 hr 30 mins

Step 1: Introduce the session (5 mins)

1.1. Start the session by reminding participants about their Theory of Change and the advocacy activities list they developed in module five. There are an endless number of activities that can help you achieve your advocacy objectives and move you towards your advocacy goal. However, you want to focus your energy on the tactics that are the most strategic and likely to have an immediate and direct impact on the decision-makers or influencers that you are targeting.

Step 2: Choosing and prioritising advocacy tactics and activities (75 mins)

2.1. Remind participants that they should have gone through a prioritising activity on the online platform. Tell participants that they will now do an activity that will give them further practice on selecting and prioritising advocacy tactics and activities using the Tumaini county example.

- Divide participants into four groups and remind them of the four advocacy objectives from Tumaini:

Objective 1: *The Head of the Sexual and Reproductive Health Services of the Ministry of Health (MOH) establishes a SRHR technical committee to develop youth friendly SRHR guidelines by December 2018.*

Objective 2: *The SRHR technical committee presents its findings and recommendations for improving youth access to SRHR services to MOH stakeholders by June 2019.*

Objective 3: *The County Director of Health approves and signs the youth-friendly SRHR guidelines by September 2019.*

Objective 4: *The Reproductive Health coordinator disseminates guidelines to all public health facilities on the provision of youth friendly SRHR services by Dec 2019.*

- Assign each group one objective and ask them to discuss and agree on three or so advocacy tactics/activities for that specific objective. Remind them of the list they developed in module four, and ask them to think about some of the following questions to help them prioritise activities:

Impact and Approach:

- What is your theory for how change happens (refer back to your Theory of Change from Module Four)? Which tactics would move you along the pathway of change?
- Which activities will have the biggest impact?
- What activities have worked in the past?
- What sequencing of activities will be most likely to influence change?
- Does the current situation suggest a collaborative or confrontational approach?
- Will you influence decision makers by working closely with them as an 'insider' or an 'outsider'?

Capacity

- Do you have the expertise and resources to carry out the activity? If not, does a partner?
- What might be the easiest things to do?
- What skills and contacts does your group already have? What skills and contacts do your partners have?
- What excites you?

Stakeholders

- Will the activity address the interests of your decision makers and influencers?
- Does the activity make a specific demand from the decision maker?
- Will the activity lessen the influence of any opposing groups or counter their messages?
- Are the other groups or partners you're working with comfortable with the activity?
- Does the activity bring more people in to support your efforts?

Timing and risk

- What upcoming events, significant dates, or government decisions could be opportunities for mobilisation and advocacy?
- Does the activity pose any risk to your organization?
- Is this the right time for this activity?

2.2 After 30 minutes, ask groups to list their three activities for their specific objective on a flip chart and post it on a wall. Participants will now go through a voting exercise to prioritise their activities. Give each participant four colored dot stickers and ask them to go to each flipchart and place their dot on the ONE activity they feel would be the most successful in achieving each objective.

2.3 Give participants a few minutes to review the flipcharts and vote, then call them back together and go through the objectives and facilitate a discussion on how they voted.

Step 3: End the session by highlighting the following points (15 mins):

- Explain that through this exercise, they have selected and prioritized activities for the Tumaini case study that would then be used to develop an advocacy work plan and budget (next session)
- The advocacy tactics used by advocates around the world are generally the same, with organisations choosing the ones that are the most appropriate and suitable for their context. However, when you are planning the implementation of your activities, it's critical to understand any nuances or cultural sensitivities surrounding your advocacy issue and your targets, and how to diplomatically address them as you implement your advocacy strategy. Examples of considerations could include the following:
  1. When meeting policy makers in certain areas of your country, women may not be able to shake hands with men or will be expected to wear long skirts.
  2. When you arrive in a community, you may first need to meet with a local religious leader before reaching out to the decision maker.
  3. You may be asked for sitting allowance, transport and meals reimbursement to facilitate meetings
  4. You will need to understand how to accommodate Muslim women during Ramadan to ensure their participation
  5. You may need to seek permission from husbands, mother-in-laws or religious leaders when trying to engage young women in your advocacy efforts
  6. There may be specific phrases that you want to avoid using when meeting with groups that are not allies. For example, when speaking to elderly women who are proponents of FGM and early marriage, you may need to avoid those terms completely as they may shut down conversation before it begins.
- Remind participants to think about the following as they move forward with advocacy work planning for their specific issue:
  - What are some of the nuances or cultural sensitives related to your issue that you need to keep in mind during implementation?
  - What are some of the ways you can address them?

SESSION 4: DEVELOPING AN ADVOCACY WORK PLAN AND BUDGET

TIME: 1hr 45 mins

Step 1: Introduce the session (5 mins)

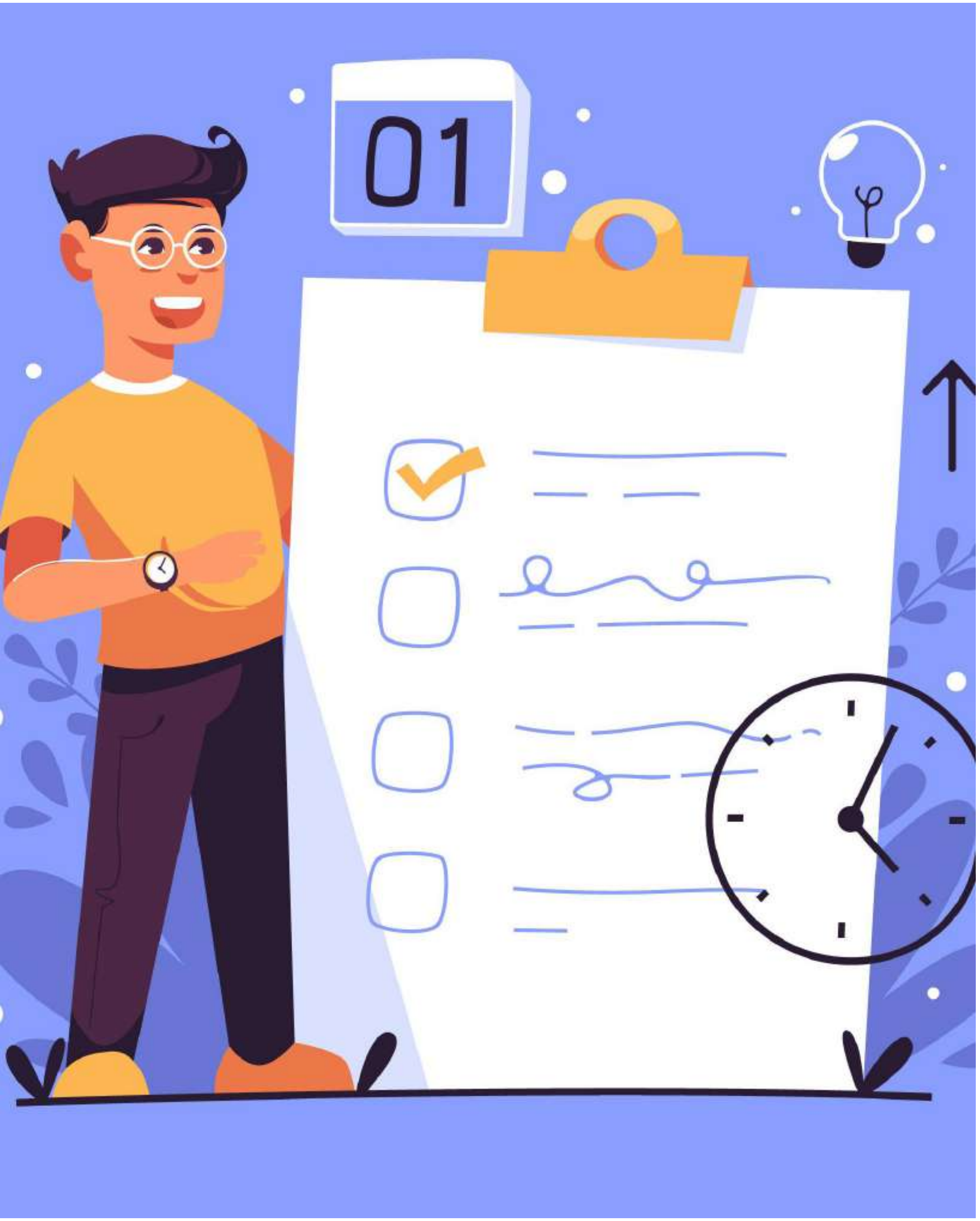
1.1. Start the session by telling participants that like a work plan for any program or project, your Advocacy Work Plan lays out what activities you are going to implement, when, who is responsible and any budget required for implementation. Work plans ensure that everyone engaged knows what needs to be done when and enables the team to track how things are moving forward.

Step 2: Developing an effective advocacy work plan and budget (60 mins)

2.1. Participants will now practice developing a work plan using the Advocacy Work Plan Tool. Ask participants to go back into the groups from the previous exercise and look at the list of tactics you selected in the previous section.

- Through the voting exercise, they now have the top one or two tactics or activities. Ask each group to now create a work plan for that specific objective. To create the work plan, think through clearly and practically what is required to implement each of these activities and the sequencing of them. You will want to include as much detail as possible.
- Budgeting is an important part of your advocacy work plan, as it helps you accurately assess and plan for what resources will be needed for your advocacy. Ask participants to think about the typical costs for implementing activities including:
  1. **Core costs** - salaries, administrative (office space, supplies), membership dues etc.
  2. **Specific advocacy activity costs** - consultants, conducting research, field visits, holding meetings/workshops, media, developing materials, travel and other logistics.

2.2. After participants complete the work plan and budget for their objective (30 mins), come back together and have each group present their work plan to the rest. Through this exercise, the Tumaini case study will now have a completed work plan and budget.



Step 3: End the session (30 mins)

3.1. End this session by having participants pull out the draft work plans for their own advocacy issue. Have them work and refine their work plans, using the discussions held in this session as guidance.

MODULE SUMMARY AND KEY POINTS

- Tactics related to monitoring commitments and promoting accountability can be critical to ensuring that policies and guidelines are implemented as indicated. One of these tactics, social accountability refers to specific mechanisms through which citizens or CSOs hold leaders accountable for the services they are responsible for providing. This includes budget advocacy, which can be an extremely powerful monitoring and accountability mechanism.
- When doing your advocacy work you have limited resources and time; therefore, it is critical to prioritise and select advocacy tactics that are most likely to have an immediate and direct impact on the decision-makers or influencers that you are targeting.
- To guide your advocacy work, you should develop an Advocacy Work Plan, which clearly and practically lays out who will do what, when and what resources and budget are required. Understanding the budget requirements helps you identify where you might need to work more closely with partners or where you may need to focus on raising additional resources.
- There is no one right activity or set of activities that if you undertake will guarantee that you will meet your goal. However, the information you've pulled together as part of your advocacy planning process will help you make an informed decision about which activities will help you achieve your advocacy objectives and goal.
- One of the many benefits of working with partners is the ability to share resources and costs. In developing your budget, think about what resources you can contribute, and what resources may be supported by partners.
- When planning for the implementation of your activities, it's critical to understand any nuances or cultural sensitivities surrounding your advocacy issue and your targets, and how to diplomatically address them as you implement your advocacy strategy. This is especially true for more sensitive issues, such as those related to SRHR. Your understanding will be informed by the information you've gathered in the advocacy planning process and dialogue with other organisations.

REFERENCES AND FURTHER READING

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- *MMcGinn, Erin, and Alyson Lipsky. 2015. Social Accountability: A Primer for Civil Society Organizations Working in Family Planning and Reproductive Health. Washington, DC: Futures Group, Health Policy Project https://www.healthpolicyproject.com/pubs/449_PSocialAccountabilityReportFINALEC.pdf*
- *Oduor, Chrispin and Duncan OtienoInst, 2015: Participatory Budgeting, Community Score card and Citizen Report Card Toolkit. Institute of Economic Affairs Kenya.*

Prioritising Advocacy activities

- *PATH, 2015. Stronger health advocates, greater health impacts: A workbook for policy advocacy strategy development, https://path.azureedge.net/media/documents/APP_advocacy_workshop_fac_guide.pdf*
- *Plan, 2014, An Advocacy Toolkit: The Education We Want, https://plan-international.org/publications/advocacy-toolkit*

Developing advocacy work plan and budget

- *Roma, Sarah, 2014: Advocacy Toolkit: Addressing the Health Workforce Crisis*

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MODULE 7

TRACKING PROGRESS AND BRINGING IT ALL TOGETHER

Learning Outcomes

After this module, participants should be able to:

- Explain the importance of Monitoring, Evaluation, and Learning (MEL)
- Develop an Advocacy MEL plan
- Pull together a draft Advocacy Strategy

This module will cover the following topics:

- Monitoring, Evaluation and Learning (MEL) for Advocacy
- Advocacy Strategy Development: Bringing it all together

Module materials

- 7.1: Monitoring, Evaluation and Learning Planning Tool
- 7.2: Advocacy Strategy Template

INTRODUCE THE MODULE

It is time to put tools in place so that participants can monitor and evaluate their actions to see if they are working and then incorporate what they learn into your advocacy work. Given advocacy's unpredictable nature and often long timelines, tracking progress through advocacy monitoring, evaluation and learning – or MEL – is critical – not only to assess if you have met your ultimate advocacy goal, but equally as important, to understand progress and see if one are on the right track.

MEL can sometimes seem like a costly distraction, an administrative burden, or an unwelcome instrument of external oversight required by funders. But if used well, monitoring, evaluation and learning can be powerful tools as you advance your advocacy work.

SESSION 1: IMPORTANCE OF MONITORING, EVALUATION, AND LEARNING (MEL) FOR ADVOCACY

TIME: 30 mins

Step 1: Introduce the session (5 mins)

1.1. Start the session by asking participants to share any experiences they have had doing advocacy monitoring, evaluation and/or learning. Ask the volunteer(s) to briefly describe why they conducted MEL, how/what sorts of activities and tools they used, what barriers (if any) they encountered incorporating MEL, and what they learnt from their MEL experience.

Step 2: Understanding monitoring, evaluation and learning (20 mins)

2.1. Explain that for advocates, MEL can sometimes feel like a distraction from our advocacy goals. MEL is often viewed as difficult and as the work of MEL-specific officers. This is understandable; however, MEL can be a powerful tool for an advocate and this session will show us how. While MEL officers can lead MEL activities, it is important that advocates are involved in the process.

2.2. Ask participants to brainstorm reasons why MEL is important. Facilitate a brief discussion, writing key reasons on a flip chart including the following:

- **Accountability:** MEL can help demonstrate to key stakeholders that your advocacy efforts are doing what they said they would do and that resources are being managed well. Itis particularly useful to show donors if their investment is yielding results.
- **Inform planning and decision-making:** Data from MEL can show you what tactics are working well and where changes to your plan are needed. As an advocate, it is important that you are learning from the evidence emerging from your advocacy monitoring and evaluation processes and that it is utilized on a routine basis to make decisions. Continuous planning, based on emerging evidence, is an integral part of any advocacy project.
- **Knowledge creation:** MEL can expand your organisation's understanding of which advocacy tactics work well and which don't and under which conditions; thus allowing you to develop more efficient strategies for the future. This information may be valuable to other advocates to inform their efforts.
- **Respond to changes in the advocacy environment:** MEL can help you identify when changes in the environment may affect the success of your plan, and what adjustments need to be made.
- **Motivate sustained efforts:** While doing advocacy, you have to be patient and flexible while keeping your end goal in mind. MEL helps you and your allies identify and celebrate the various milestones or steps that you have achieved on the way to your goal, and can help motivate you to continue your efforts.

2.3. Ask participants to share their understanding of the difference between the terms monitoring, evaluation and learning. Encourage volunteers to share examples from their own work of each:

- Advocacy monitoring refers to the routine, continuous and systematic collection of advocacy actions and results – both positive and negative – to assess progress, identify any potential barriers and adjust your strategy as needed. Monitoring can help answer the question – Are we doing things right?
- Advocacy evaluation is a structured and systematic method to determine whether specific advocacy objectives have been achieved, how your organisation or coalition contributed to the results and any unintended results. Advocacy evaluation helps answer the question – Are we doing the right things?
- Advocacy learning refers to the deliberate reflection on the information collected during monitoring and evaluation, and the use of this information to inform current and future advocacy work. Learning helps you identify which of your activities had or are having the greatest influence and how you can replicate or improve on your advocacy plan moving forward.

2.4. ACTIVITY – MEL for Advocacy (15 mins)

- Ask participants to divide themselves into smaller groups of no more than four participants per group. In their groups, ask them to spend 10 minutes coming up with a list of ways that MEL for advocacy might be different than MEL in general.
- After 10 minutes, bring everyone back together, and ask each group to share just one difference from their list. Ask the other groups to cross off the difference/point if they included it in their list, or to add it onto their list. Move on to the next group and repeat until you have a comprehensive list with contributions from all groups.
- The list should include the following themes:

1. **Longer time frames –** Time frames for advocacy can be long and unpredictable. Achieving policy advocacy goals and objectives can often take many years.
2. **Shift in strategies and/or milestones –** Advocacy planning is an ongoing, fluid process – planned activities and desired outcomes often change.
3. **Demonstration of contribution is expected, not attribution –** Since there are often many advocates doing similar work and most advocacy is done in partnership, it is impossible to claim that all of the results were due to your efforts (that is, attributed to you or your organisation). In advocacy, you can only demonstrate your contribution towards a particular advocacy outcome.
4. **Assessing progress is important, not just impact –** Advocacy MEL typically focuses on the advocacy journey not just the destination. It is important to document progress so you can demonstrate that even if you did not achieve your advocacy goal, you have advanced the efforts in a specific direction.
5. **Change in the context (including policy environment)–** changes in the context or policy environment, which often cannot be controlled or predicted, can significantly limit the kind of advocacy results that can be real.

Step 3: End the session by highlighting the following key points (5 mins):

- Advocacy monitoring answers if your advocacy plan and activities happened as you planned them, while advocacy evaluation goes a step further by answering how these activities were conducted and the results or impact from these activities, and advocacy learning then answers so what does that mean for our advocacy work moving forward.

SESSION 2: PLANNING FOR MEL

TIME: 1.5 hrs

Step 1: Introduce the session (5 mins)

1.1. Start the session explaining that just like the other part of your advocacy strategy, it is important to plan for how you want to monitor, evaluate and lean from your advocacy efforts. There are many different ways of conducting MEL – this session is not meant to make you an MEL expert, but is meant to discuss some basic principles and approaches that you should bear in mind as you develop your advocacy strategy.

1.2. Remind participants that their theory of change (TOC) from module four can help them think about how they envisioned change happening as compared to how it actually happened. It can also help you when selecting the indicators to monitor as they should be aligned with your TOC. Their advocacy work plan from module six will be useful in identifying the key activities they will want to track as part of their advocacy MEL plan.

Step 2: Basic principles of MEL for advocacy (30 mins)

2.1. Explain that when thinking about developing your MEL plan, it may be helpful to think about the following key principles. Facilitate a discussion with participants on the following points, prompting for examples or experiences from the participants themselves:

- Only collect data that are relevant and necessary for planning and making decisions about your advocacy work. Focus information collection on what you 'need to know', not on what would be 'nice to know'.
- Only collect data that are useful to your advocacy initiative and organisation. Too much data can be overwhelming!
- Collect advocacy data in a participatory way. Make sure to include a range of stakeholders involved in your advocacy interventions, such as advocacy staff, decision-makers, and key influencers among others.)
- Tell the story: In addition to recording quantitative data, such as the number of meetings, make sure to collect qualitative information that tells the story behind the numbers. For example, in addition to indicating who you met with, include any important statements or anecdotes made by the target during the meeting and whether their position changed.
- Be sensitive to unequal power relations when you collect information: Ensure that you set up MEL systems that help you to gather information from people who may not have a strong voice in the community.
- Be ethical in relation to data consent and protection: As with any data collection, make sure you get consent from those participating.

2.2. What will be measured? When thinking about what you want to measure related to each activity, advocates should consider the result categories they will measure. Thinking about the result categories also guides you on the timing for measurement of each type of results category. Since measurement can take place at various stages of your advocacy process, it is also important to determine when you measure your results (midline, endline). You can measure the results of your activities based on different points of time using the following categories.

- **Outputs** – direct results of your activities (eg: number of policy briefs produced, number of meetings conducted, number of participants at public rally).
- **Intermediate outcomes** – Changes resulting from your activities in the medium term (eg: partnership formalized between your organization and others to work on the advocacy issue).
- **Long-term outcomes** – Changes resulting from your activities over the long term. This often includes achievement of your advocacy objective (eg: policy approved/signed by primary target/decision-maker).
- **Indicators** – The evidence you will collect to show the outcome has been achieved (eg: signed/approved policy document available as hard, soft copy, government website etc).
- **Impact** – Sustainable changes that address the overall problem. This often reflects achievement of your advocacy goal (eg: reduction in unsafe abortions, decreased maternal mortality rate, increase use of contraceptives etc).

2.3. How will it be measured? Once you know what results category or categories you want to measure, then you need to consider how you want to measure it. The two main questions to consider are:

- **What are the indicators you will use to track and assess the result? - An indicator is what you track or measure to know if you have made progress towards or achieved a specific result. There are numerous potential Output and Outcome indicators for a wide-range of advocacy activities.**
- **What means of verification will be used to indicate progress on the indicator? - Once you have identified your indicators, you need to think about how you will "verify" the status or achievement of the indicator. In other words, what sources of information, such as community or policymaker surveys, FDGs, tracking specific numbers of participants at events or online, can you use to track whether an intervention is making progress and achieving its intended results?**

Step 3: End the session by highlighting the following key points (15 mins):

- **Documenting a specific story about your advocacy efforts, whether through a case study or storytelling, can be an effective way to report on progress and share learning with others.**
- **Developing an advocacy MEL plan - Participants should have completed their own advocacy MEL plans using the online platform. Use this time to clarify any questions that they might have related to their advocacy MEL plan. Have volunteers share their plans with the larger group as a means to share MEL activities that others can include into their own advocacy plans.**

SESSION 3: ADVOCACY STRATEGY DEVELOPMENT: BRINGING IT ALL TOGETHER

TIME: 1hr

Step 1: Introduce the session (5 mins)

1.1 The tools and templates you completed as part of the advocacy planning process laid out in Modules 1 through to 7 provide all the information you need to pull together your Advocacy Strategy. Take some time to gather these materials into one place, as having them easily accessible will make pulling together your advocacy strategy much faster.

Step 2: Completing the advocacy strategy development template (45 mins)

2.1 Using the Advocacy Strategy Development template, walk participants through the instructions on how to complete the template, using the completed Tumaini county advocacy strategy development template as an example .

2.2 Put participants into small groups so that they can share their advocacy strategies with each other, share ideas, provide inputs, refine strategies and learn from each other.

MODULE SUMMARY AND KEY POINTS

- Advocacy monitoring answers if your advocacy plan and activities happened as you planned them, advocacy evaluation goes a step further by answering how these activities were conducted and the results or impact from these activities, and advocacy learning then answers so what does that mean for our advocacy work moving forward.
- MEL is an important component of your advocacy strategy. It can be used to help increase accountability, inform planning and decision making, create knowledge, respond to changes in the environment, and help sustain you and your partner's efforts, overall making your advocacy work more efficient and effective.
- MEL for advocacy can be hard to measure. The policy process is often complicated, involves several different stakeholders, and can change at any time. Answering the questions above in the beginning and as you implement your advocacy strategy will help you link your advocacy activities to outcomes and your advocacy goal. Remember that you will be looking to document your contribution, rather than attribution, which is difficult to do in advocacy.
- An Advocacy Strategy is a concise document that brings together all of the analysis conducted and information gathered throughout the advocacy planning process.

REFERENCES AND FURTHER READING

MEL for Advocacy

- *Coffman, Julia Coffman: Monitoring and Evaluating Advocacy Companion to the Advocacy toolkit, UNICEF, https://www.unicef.org/cbsc/files/Advocacy_Toolkit_Companion2.pdf*
- *Roma, Sarah (2014): Advocacy Toolkit: Addressing the Health Workforce Crisis.*

NOTES

MODULE 8

RESOURCE MOBILIZATION

Learning Outcomes

After this module, participants should be able to:

- Describe three different categories of donors and key considerations for each when developing your RM plan.
- Identify ways to approach donors and to monitor progress of approaches.
- Undertake a stepwise process for researching bilateral donors.
- Identify where and how to network and use a wide range of networking skills.
- Tell your story in a persuasive and logical format that can be adapted for a wide range of situations and materials.
- Identify different ways to work with current stakeholders to get resources.

This module will cover the following topics:

- Recognising Potential Donors
- Approaching Donors
- Researching Donors
- The Importance of Networking
- The Art of Persuasion and
- Working with RM Stakeholders

Module materials

- 8.1: Resource Mobilisation Template

INTRODUCE THE MODULE

Resource mobilisation is a process by which organisations identify and seek the financial and non-financial resources to achieve their mission. The process of mobilising resources takes time, research, preparation, determination, and lots of patience. Relationships, passion, and planning are a key part of resource mobilisation – people tend to give resources to people and organisations they know and trust and to ideas and programs that inspire them. You have a much better chance at getting resources if you do research and develop a clear plan. This module will introduce you to theories and techniques for identifying, engaging, and researching potential donors for your advocacy work. You will also focus on the important skills needed to support resource mobilisation efforts including networking, persuading, and actively managing key stakeholders.

SESSION 1: KNOWING YOUR DONORS

TIME: 1 hr 30 mins

Step 1: Introduce the session (5 mins)

1.1 Start the session by explaining that the skills needed for successful resource mobilization (RM) are an extension of advocacy itself. This means that all the work you have done as part of the advocacy planning process will also help you as you plan your RM efforts.

Step 2: Recognising, approaching, and researching potential donors – Presentation (20 mins)

2.1 Facilitate a discussion to review the key points on knowing your donors. Remind participants that they should have covered this content through the online platform. This session will highlight key points and allow for clarifications, questions, and discussion of the concepts.

- Recognising donors - Donor Categories – A different, but effective approach to categorising donors is to reflect the relationship they have with an organisation or cause. Experience has shown that categorising donors in this way can help make your RM efforts more efficient and effective.

- **Close Constituents - are the people who love you the most such as supporters, beneficiaries, wealthy individuals or other funders who share a common purpose with your CSO, as well as its passion and ambitions. They can be easily identified and are usually readily accessible to you and responsive when you approach them.**

1. Often these communities do not have a lot of money, so securing funding will likely be hard work for a modest return. That said, there are other benefits of mobilising funds from Close Constituents. A major one is that it may help leverage funds from the other two categories of donor.

- **Usual Suspects – dominate the funding landscape, often making large, high profile gifts but they do not have an enduring loyalty to your organisation. Usually made up of three core sources of funding including global public sources or 'bilaterals' including governments or agencies such as the UN, private sources such as Foundations, and INGOs.**

1. Unlike the Close Constituents, Usual Suspects do not have an enduring loyalty to your organisation. They may offer substantial funding whilst you fulfil a specific purpose for them, but they are not usually reliable, i.e., they will eventually move on.
2. In addition, their policies and priorities may change from time to time, which may lead them to exclude some CSOs for periods of time.
3. Finally, they are also likely to have sophisticated selection procedures and seek objectivity in their decision making. Despite the challenges, the ability to secure funding from these donors will be essential to the fundraising strategy of most CSOs.

- **Unusual Suspects - often larger, individual or institutional donors who you could never have predicted would support you or ever give at a high level. They may be located a long way from your CSO or have shown no previous interest in your work. They are considered the "surprise packages" of every funding portfolio and often approach an organisation.**

1. Unusual Suspects are driven to an organisation based on its strong brand and reputation, connections with Close Constituents or referrals from Usual Suspects. They seem to share a common purpose with the CSO but rarely have an appetite for close involvement. Indeed, they may even request to remain anonymous.
2. The funding might be short-term, but these apparent 'windfalls' make all the difference between an adequate funding portfolio and a fully developed one. Some CSOs have large donations from one Unusual Suspect while others boast of many low-level Unusual Suspects.

Approaching Donors - The four key stages of successful fundraising approaches are:

STAGE 01

Identification and evaluation - involves researching, evaluating and possibly eliminating potential donors based on funding capacity, donor interest/preferences, and accessibility/process for securing funds.

STAGE 02

Raising awareness - focused on making the funder aware of your organisation's existence, its aims, and capabilities. The key is to establish a link between your objectives and interests and their objectives and interests.

STAGE 03

Exploring the opportunities - an exchange between the funder and your organisation over your mutual respective needs resulting in a mutually agreed proposal for funding being submitted.

STAGE 04

Asking for the commitment - the previous three stages should result in applications that have been initiated and developed by both parties.

Researching Donors – As stated above, it is important to decide what information you need to know about potential donors, specifically:

Funding capacity – Do they make significant gifts? Funding stable / decreasing / increasing? Economic/political influences?

Donor interest/preferences – What countries or regions do they fund and why? What sectors and what types of organisations do they fund?

Accessibility/process for securing funds – Are they willing to open a dialogue with you? What is the process for securing funds? Do they issue open calls? How do they share information about funding opportunities? Is your organisation eligible?

- The information you have gathered will help you narrow down your donor 'hit list', as well as give you more nuanced understanding of potential bilateral donors. This information can then be used to make more successful (and targeted) approaches to donors, for example, approaching the donor directly via the Embassy versus reaching out to their headquarters.

- Additionally, based on your research, you may have identified potential partners to engage as part of your fundraising efforts – current/past grant holders funded by a specific donor – and will want to develop a plan for reaching out to them. As part of this partnership plan, you will want to consider the following questions about how to approach potential funding partners:
    - Which organisations do you already have connections with?
    - Which would you like to establish connections with?
    - What are the opportunities for partnership?
    - How can you reach out to them?

Step 3: Activity – Discussion on engaging donors (15 mins)

3.1 Now that you have learnt about the different donor categories, key steps to approaching them, and what research you need about potential donors, discuss the following questions in small groups:

- **What strategies did we use to engage Close Constituents and Usual Suspects?**
- **How did we trigger the interest of an Unusual Suspect?**
- **Are there any ideas based on our experience that can help you in your fundraising efforts?**

Step 4: Skills building for successful resource mobilisation (15 mins)

4.1 Now that you know more about your donors and have narrowed down your targets, it is time to focus on strengthening key skills that will contribute to successful RM. These include networking, persuading and actively managing key stakeholders.

Networking – engaging with (potential) funders to build rapport and trust before you ask for resources. This relationship-building is an important first step – before talking about your cause – as strangers rarely make good donors!

Persuading - When you have the opportunity to network with a donor (or potential donor), you want to be able to efficiently and effectively present your cause in a persuasive way. One way to craft a persuasive message is by thinking through the following six stage formula:

1. **Information and facts** – Present the needs of your beneficiaries (the problem) using plain facts and figures. You should quantify how many people are affected by the problem.

2. **Emotions** – Share the current feelings and experiences of the beneficiaries. This should convey the human experience of the situation.

3. **Discernment** – Explain that if the problem is not addressed, then all these things could happen. The language and argument should be a mix of rational facts and emotional experiences.

4. **Optimistic response** – The opportunity that can be built upon. It is crucial to portray this opportunity as urgent and/or time limited. Successful appeals tend to have a compelling reason to 'act now.'

5. **Creativity** – Explore the options for capitalizing on the opportunity. Although you will have a clear preference, it is crucial to engage the donor by considering the merits of alternative solutions, some of which will be beyond your organisation.

6. **Managing** - covers which of the proposed options is the best one (ideally your preferred solution!) and why. You should weigh up the merits of the other options to prove why your proposal will work. It should explain why you are the most suitable organization to deliver the solution, how you are well connected to your beneficiaries and why your programme will be more sustainable. It is crucial to include the impacts, outcomes, outputs, activities and inputs in this section of the appeal. Your Advocacy Strategy, specifically your MEL Plan, can help you complete this.

4.2 Activity - Persuasive Writing Practice (30 mins)

- Remind participants that in module five they developed an 'elevator pitch'. Ask participants to review their previous elevator speech and make any changes based on the six-stage formula above. Remind the participants that much like the elevator speech, the six-stage formula is not rigid, you can play with the order and shorten some sections while making others more extensive.
- Practice making 5-minute presentations (similar to your Elevator Pitch) in pairs or if time permits, in groups of three or four.
- Debrief with the whole group but having a discussion based on the following questions/ observations:
    1. **What was most challenging when delivering your message?**
    2. **Did you change your message after hearing other participants practice delivering theirs? Why?**
    3. **Are there messages that particularly struck you and why?**

4.3 Working with RM stakeholders (15 mins)

Donors do not appear out of thin air (though sometimes it may seem like they do). They usually have some connection with a CSO prior to making a gift. And, after a grant has ended, they are unlikely to disappear completely. The more effective you are at managing your communication channels and the stakeholders that comprise them, the more effective you will be at connecting with donors, before, during and after you receive funding. For most CSOs, the primary means of communication are people connected with their organisation. Websites are important, as are other forms of mass communications, but these can require large budgets which are often out of reach of local CSO.

- For these reasons, effectively managing the world of people around you – your key stakeholders – can be an important factor in your ability to keep to secure and retain donors.
- Your RM stakeholders will likely be made up of the following:

1. Constituents - people who are operationally involved or physically connected with your NGO
2. Supporters - people who speak out on behalf of your organisation to others, make connections for you and promote your cause.
3. Funders - These are your donors – people and organisations with a monetary commitment to your cause. They will have a financial connection with you.

4.4 Ask participants to share any efforts that they have undertaken to engage key stakeholders in new and different ways? What worked and what did not work, especially as youth advocate?

MODULE SUMMARY AND KEY POINTS

- Categorising donors based on the relationship they have with an organisation or cause, prior to making their first gift can help make RM efforts more efficient and effective, as well as help maximise funding on a more sustainable basis. Each of the three categories – Close Constituents, Usual Suspects and Unusual Suspects – have different considerations related to when and how to engage them. Despite different levels of funding generated, each of the three categories plays an important role in an organisation's RM strategy.

- The four key stages to successful fundraising approaches include: Identification and evaluation; Raising awareness; Exploring the opportunities; and Asking for the commitment. These stages also provide a framework for monitoring the progress of RM efforts, in addition to measuring RM outcomes and outputs. Regardless of stage, there are several techniques to build and maintain better relationships with donors – before, during and after a gift.

- There is a stepwise process that can help guide research on bilateral donors. It starts with determining the research aims. This is followed by targeted online research to gather information that helps to narrow down the number of donors being targeted (donor 'hit list') as well as provides key information (donor profile) that can be used to guide outreach to the donor or potential partners.

- Networking is key to RM efforts as strangers rarely make good donors. It is a process, not usually a "one-off' event, that involves getting to know and understand current and potential donors and partners. Like fishing, persistence and patience are key to success! It also requires teamwork and collaboration. Development of a 'hit squad' can be an effective way to foster this collaborative approach.

- Another critical skill in RM is being able to efficiently and effectively present your cause in a persuasive way. A six-stage formula, building on the theory of the Six Thinking Hats, can be used to guide the development of persuasive materials that challenge the different ways that the brain thinks. Every appeal must include a sense of urgency, a reason why a donor must 'act now.'

- The more effective you are at managing your communication channels and the stakeholders that comprise them, the more effective you will be at connecting with donors, before, during and after you receive funding. There are several roles that stakeholders can play with your organisation. These roles are dynamic – with people shifting between them. Understanding these roles, as well as how they interact with one another, can help you to most effectively manage the people connected to your organisation; thus increasing the number of people who are promoting your cause without an expensive investment in resources.

REFERENCES AND FURTHER READING

- *Content for Resource Mobilisation module was based on theories, techniques and tools developed by Fundraising Training, Ltd. https://www.fundraisingtraining.co.uk/*

NOTES

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MODULE 9

BUDGET ADVOCACY AND THE LEGISLATIVE PROCESS IN KENYA

Learning Outcomes

After this module, participants should be able to:

- **Explain the role of public participation in advocacy and specifically in Kenya**
- **Describe the important stages of the budget-making process in Kenya and identify opportunities to engage.**
- **Describe key legislative processes in Kenya and identify opportunities to engage**

This module will cover the following topics:

- **Public participation in Kenya**
- **The budget-making process in Kenya**
- **The legislative process in Kenya**

Module materials

- **Handout 9.1: The Kenya Budget cycle**
- **Handout 9.2: Legislative Process in Kenya: Opportunities to Engage**

INTRODUCE THE MODULE

This bonus module is specifically for Kenyan advocates (or advocates working in Kenya). The focus is on helping you navigate the budget and legislative processes in Kenya so you can more efficiently and effectively engage in them.

SESSION 1: PUBLIC PARTICIPATION IN KENYA

TIME: 45mins

Step 1: Introduce the session (5 mins)

1.1 For advocates to actively engage with their governments, it is critical for them to understand the budget and policy processes, how to navigate them and identify where there are opportunities for public participation. Advocates must also understand whether and how their government supports public engagement – are there specific opportunities and platforms for citizens to engage? Armed with this information, advocates can more effectively leverage these opportunities, or if the platforms do not exist as they are supposed to, can hold their government accountable to setting them up. This module discusses the issue of public participation specifically in Kenya and provides tools to help Kenyan advocates navigate the budget and policy processes so they can more efficiently and effectively engage in them.

Step 2: Defining public participation (30 mins)

2.1 Ask participants to pair up with a partner next to them and come up with their own definitions of the term 'public participation'. After five minutes, ask pairs to share what they came up with and flipchart any key words or phrases that come up for all to see and reference as you move forward.

2.2 Facilitate a discussion (presentation or prepared flipcharts) to define public participation in Kenya, and describe how it is anchored within the country's legislative framework.

- The Kenyan Human Rights Commission (KHRC) defines public participation and/or civic engagement as: "...the direct influence and involvement of citizen and other stakeholders in governance on matters that affect their lives and involves the processes, spaces and capacity for citizens (and groups) to exercise their rights."
- Public participation includes all the ways individuals learn about, address and participate in the issues and contexts beyond their immediate, personal sphere.
- Kenyans may not realise it, but public participation in policy development is supposed to be a mandatory and continuous process at both the national and county levels. Kenyans are expected to participate!

- And, the government is supposed to support public participation by establishing structures, steps and mechanisms that are inclusive, easy to follow and provide opportunities for engagement. Unfortunately, that does not always happen. That is why understanding public participation and the legal foundation for it is so important.
- Public participation is a central tenant of the Constitution of Kenya (2010). It recognizes the sovereignty of the people, guarantees participation in governance and provides opportunities for citizens to exercise collective action. Good governance, integrity, transparency and accountability are among the values and principles of governance outlined in the constitution. In addition, there is also a robust legislative framework that supports citizen involvement in decision making.

2.3 Next, remind participants of the broad principles for public participation as outlined in the County Government Act 2012. Allow participants to ask for clarifications or discuss aspects of the principles below:

- Timely access to information, data, documents and other information relevant or related to policy formulation, implementation and oversight.
- Providing approved and authenticated official documents to the public for discussion. Information going out to the public should be clear and ought not to have any ambiguity.
- Reasonable access to the process of formulating and implementing policies, laws, and regulations including the approval of development proposals, projects and budgets, the granting of permits and the establishment of specific performance standards.
- Protection and promotion of the interest and rights of minorities, marginalized groups and communities and their access to relevant information.
- Providing multiple opportunities for public participation.
- Legal standing of interested or affected persons, organization, and where pertinent, community to appeal from or, review decisions or redress grievances with particular emphasis on persons and traditionally marginalized communities, including women, youth, and disadvantaged communities.
- Reasonable balance in the roles and obligations of national, county governance and non-state actors in decision making processes partnership, and to provide complementary authority and oversight.
- Promotion of Public-Private Partnerships (PPPs), such as joint committees, technical teams and citizen forums to encourage direct dialogue and concerted action on sustainable development .
- Recognition and promotion of the reciprocal roles of non-state actors' participation and governmental facilitation and oversight.

2.4 Ask participants if these principles are not being adhered to in their county? What principles are not in place or not enforced? Why might this be? Do they observe any common challenges across counties/regions?

2.5 Benefits of public participation – Ask participants if/how they have engaged in public participation and why it was important in driving for change? Flipchart key words/phrases, some of the following should come up during the discussion:

- Provides a platform for citizens to contribute to policy and budget debates and decision makin.
- Public gains a sense of ownership and responsibility for projects being developed and the related resources.
- Improved service delivery and resource allocation by government duty bearers.
- Increases trust between government and citizens.
- Improves transparency for budget planning and allocation.
- Improves the allocation of resources towards basic services, particularly for marginalized populations.
- Citizens become more aware of their community's needs and how their government responds to these needs .

2.6 Different types of public participation – Remind participants of the different types of participation.

Ask participants to share any personal experiences they have had engaging in any of these processes, what worked/did not work, and what they learned for the future:

- Participate in public forums/meetings that form part of the formal policy process.
- Conduct civic discussions such as 'barazas' or community meetings/dialogues to garner policy proposals and recommendations; you can also invite your decision makers to these forums to promote dialogue between them and their constituents.
- Participate in relevant budget or legislative working group or advisory committees to influence budget and law.
- Hold demonstrations or rallies to bring media attention to relevant budgets or legislation up for review.
- Conduct lobbying meetings with the relevant policy maker (Members of the County Assembly (MCA), Members of Parliament (MP), Senator among others) to convince them to support or reject particular budget recommendations or legislation.
- Make verbal and written submissions during the formal public participation sessions mandated by law in the budget and law making process.
- Work with the media to highlight your budget or legislative issue by writing an editorial or feature article, conducting TV or radio interviews, producing a short documentary, or inviting them to events to learn about the issue.

Step 3: End this session by highlighting the following point(s) (5 mins):

- **When advocates know how their governments support public engagement, the opportunities and the platform, they can more effectively leverage these opportunities. If the platforms do not exist as they are supposed to, they can hold their government accountable to setting them up.**

SESSION 2: THE BUDGET-MAKING PROCESS IN KENYA

TIME: 45 mins

Step 1: Introduce the session (5 mins)

1.1 Often policies and regulations are put in place, but do not have a specific budget allocation. Without this, it is difficult, if not impossible, for the government to carry out planned activities. This explains why there are often so many policies out there, but no action! Engaging in the budget-making process can be one of the most powerful tools in your advocacy work. Additionally, monitoring and analyzing how the government spends its resources and engaging in the budget process can help ensure that public resources are used properly – and can guard against misuse.

Step 2: Presentation – The Kenya budget cycle (30 mins)

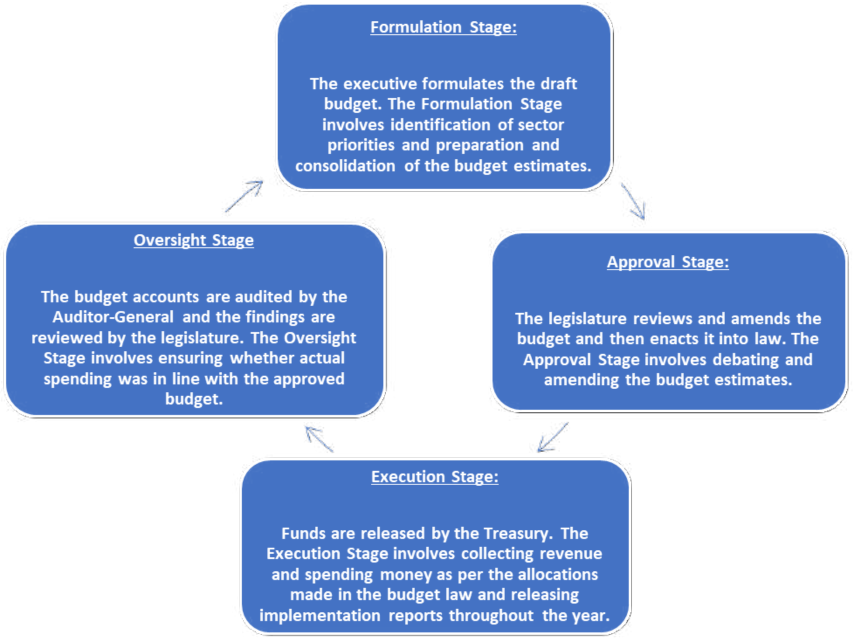
2.1 Remind participants that before you engage in any public participation activities related to the budget, an important first step is reviewing and understanding the budget. Budgets are often complicated documents, so you may need a budget expert to help you decipher the budget. Some important points to keep in mind:

- Know where to look - Funding for your issue may not be where you expect it. The budget is typically allocated by a ministry or department (for example, health, education, defense, etc.). It is possible that funding for your issue will be included in more than one ministry or department or not in the ministry you would expect.
- Do not just review the previous or current year's budget - Reviewing budget information from the last three or more years and identifying the trends in resource allocations for your issue will reveal how important the advocacy issue is to decision-makers and whether this has changed over time. Budget trends will also reveal additional information such as whether a change in leadership (such as through elections) resulted in a change in resources (either positive or negative).

At times, finding budget information for your country or county, or locating the specific allocations for your issue of interest may be difficult. Lack of transparency related to budgets continues to be an issue in many areas. Ensuring budget transparency may be an important starting point for your budget advocacy work.

2.2 Budgeting follows a cycle that usually takes place over a defined period, which may vary by location. It is always cyclic in nature. Cyclic means the end of one stage marks the beginning of another stage. All these stages take place concurrently.

- Kenya's fiscal year (FY), also called a financial year, **starts on July 1 and ends on June 30.** The fiscal year is used by the government for accounting and budgeting purposes. It is NOT the same as the calendar year.



A few key things to keep in mind about the budget cycle:

- Oversight is undertaken throughout the budget cycle by Parliament and the County assembly, as well as the public.
- In a general election year, the budget calendar may be accelerated and could impact the content of the key budget documents.
- While the budget cycle at the National and County levels is generally the same, some of the key dates may vary at the County Level.

2.3 Ask participants if any plan to engage in the budget making process as part of their advocacy strategy and ask any volunteer to share the following:

- Which of the challenges mentioned related to the budget have you seen in your community?
- How do they plan on engaging in the budget making process and what changes are they aiming for?

Step 3: Engaging in the budget cycle (20 mins)

3.1 Distribute handout 9.1: Engaging in the Budget Cycle in Kenya and facilitate a discussion how when and how to engage and participate in the Kenya budget cycle. Remind participants to include any potential activities in their advocacy workplan, bearing in mind the importance of timing these activities to the budget calendar.

{Move case study the two case studies from module 5 to this module – Kericho, Kilifi}

Step 4: End the session (5 mins)

End the session by highlighting the following:

• All countries, including Kenya, have a law that regulates the stages of the budget process in detail. In Kenya, the role of national and county governments in managing public funds is detailed in the Constitution of Kenya, 2010, the Public Finance Management Act (PFM Act) and PFM regulations, 2012, and the County Government Act, 2012 (CGA).

• Without access to budget information, it is difficult for stakeholders to understand where resources are allocated or to monitor that they are going to where they are supposed to go. In places where budget transparency is weak, you may need to use other formal and informal ways – such as reaching out to partners or other organisations working on the issue – to get the information needed.

• To get further details about the budget cycle in Kenya, review the International Budget Partnership (IBP) https://www.internationalbudget.org/about-ibp/ The International Budget Partnership (IBP) conducts the Open Budget Survey every two years which assesses the accountability, transparency and public participation of public budgets in 115 countries around the world. You can access the most recent Open Budget Survey to see how Kenya is doing in these areas.

SESSION 3: LEGISLATIVE PROCESS IN KENYA

TIME: 1 hr 30 mins

Step 1: Introduce the session (5 mins)

1.1 Policy-making refers to the process through which a government translates or outlines its vision into statements and actions (i.e., policies) to achieve desired outcomes

Step 2: Understanding the Kenya policy-making process (15 mins)

2.1 Explain that participants will learn about the general policy process in Kenya. Emphasize that depending on the kind of policy, the steps might look a little different, but that in general, all policy making, whether it is a health policy, a county budget, development of a national or county law will go through the following stages.

2.2 Briefly describe the following stages in the policy process:

- **Agenda setting –** the first stage is for policy makers or stakeholders to decide or prioritize issues to be addressed by policy. Important consideration to keep in mind include:
  - Whether the issue or problem can be adequately addressed by policy?
  - If there is a policy that already exists that can/should address the problem, if so, what is the barrier?
  - What kind of policy would be best placed to address the problem (eg: implementation plan vs. national/county policy, vs. budget, vs. law etc)

- **Policy drafting/formulation –** this is where the policy is written and should include adequate research on the issue and proposed policy solution
- **Public participation –** is defined as the processes, spaces and capacity for citizens and other stakeholders to exercise their right and duty to engage in governance and decision making processes . It includes all the ways individuals learn about, address and participate in the issues and contexts beyond their immediate, personal sphere.
- **Policy enactment –** this legitimizes the policy and may include review and approval by a specific committee or decision maker or other stakeholder including citizens.
- **Policy implementation –** once enacted, the policy can now be implemented by the responsible parties (eg: government, Ministry of Health, county officials etc). Implementation often also includes reporting (eg quarterly or annual reports) and monitoring and tracking.

Step 3: ACTIVITY – Getting involved in the policy-making process (45 mins)

3.1. Have flip charts spread across the room, each labeled one stage of the policy process

3.2. Have participants count off one to five to make five smaller groups. Explain that as the small group, they will write in how youth can get involved in that particular stage of the policy process.

Use the following prompts:

- They can think of any policy making activities they have been involved in or heard about, any policies they know such as the Adolescent Sexual, Reproductive Health policy, development of national/county budgets etc.
- Even if they have never been involved, ask how they anticipate they could get involved in each stage

3.3. Have each small group spend a few minutes on each chart, explain that each successive chart will be harder to complete. After each group has completed the charts, facilitate a group discussion reviewing each chart to clarify, add in additional engagement activities.

3.4. End the activity by discussing the various activities on the charts, what works well, what does not work so well (and why) and remind participants to include these activities in their advocacy strategies as appropriate.

Step 4: Translating policy into legislation (15 mins)

4.1 Explain that while having a policy in place before developing a Bill (or legislation) is recommended, this may not be possible due to cost, time constraints or other reasons. It is also worth noting that legislation is not the only option available to implement or give effect to a policy decision. Some policies are self-executing, meaning they do not require enactment of legislation to facilitate their execution; they mostly rely on existing structures.

There are many reasons why a Bill/Legislation may be sought. These include:

- The policy or budget requires legislation to implement policy decisions.
- The cost-benefit analysis shows a benefit of the proposed legislative remedies
- There is no similar applicable law
- The issue can only be resolved by way of other legislative initiatives.

4.2 Once the legislative proposal has been developed then drafting commences with the drafting of a Bill. Drafting a Bill involves putting it in legal/legislative language. In Kenya there are two types of Bills, a Public Bill and a Private Member's Bill:

- Public Bill - proposed by the government and that seeks to alter the law on a question of public policy. The bill originates from government and the players involved include the ministry concerned, the state law office and the Kenya Law Reform Commission. Those involved draft the proposal for the bill and then submit it to the Attorney General's office, who then undertakes the drafting of the legislative language. The emerging bill would be presented by the government. An example would be the passed Health Act 2017.
- Private Bill – is the same as a public bill with two exceptions 1) a private Member of Parliament promotes the bill to the house, 2) the private Member of Parliament himself/herself is involved in the drafting with the aid of other interested groups e.g. civil society organizations. An example would be the Sexual Offences Act 2006 tabled in Parliament by Hon. Njoki Ndungu, MP

4.3 Review with participants the different ways to engage in the legislative process as outlined below:

Legislative process	Why it matters
First Reading	This entails the first reading of the bill to the legislature. Typically, the bill is assigned a tracking number and immediately assigned to a committee. The bill is read out, however no in depth discussions on the same take place on the floor of the house. This acts as a mere introduction of the bill to the members
Second Reading	The draft is read a second time in parliament, with views being given by the members of parliament and amendments are made.
Committee stage	The bill is then further discussed in the relevant parliamentary committee, depending on the type of bill it is e.g. if it a Bill on health matters, it will be debated by the Parliamentary Health Committee (PHC) During this stage further amendments are made to the bill.
Third Reading	The bill is read a third time with all the amendments therein and given final approval by parliament in readiness for it receiving presidential assent.
Presidential Assent	The granting of Presidential Assent is the formal method by which the head of the Executive arm of government completes the legislative process by formally consenting, and formally turning the bill into an Act of Parliament. This assent should be done within fourteen days of the president's receipt of the bill. The president may either assent to the bill then and there or he may refer the bill back to parliament for reconsideration, with a list of his reservations for them to address. Once he does, the bill may be amended and sent back to the president for assent
Commencement	A bill passed by parliament and having presidential assent should be published in the Gazette as an Act of Parliament within seven days of its assent. It then comes into force on the fourteenth day after its publication in the Gazette, unless the act stipulates a different date at which it will come into force (for example: the Health Act 2017 had a commencement date of =120 days after Presidential assent)

Step 5: End the session (5 mins)

End the session by highlighting the following key points:

• The development of the legislative proposal should:

o Include a scan of current legislation to ensure that the Bill being considered does not duplicate any legislation already in place and that it will not repeal any existing legislation.

o Ensure that adequate research has been collected or pulled together to justify the need for the Bill.

o Keep in mind the reason for the legislation so what is ultimately proposed will achieve what it sets out to achieve.

MODULE SUMMARY

- Public participation refers to the processes, spaces and capacity for citizens and other stakeholders to exercise their right and duty to engage in governance and decision-making processes.
- In Kenya, public participation is a mandatory and continuous process at national and county levels, and the government is expected to establish structures, steps and mechanisms that provide opportunities for engagement in key stages of the policy and budget cycles.
- Budget advocacy can be one of the most powerful tools in your advocacy work, since a common impediment to the implementation of policy or law is that it is not accompanied by a corresponding budget allocation.
- Policies, which provide a vision, framework and certain guarantees related to a specific issue, should be passed before a Bill is developed, though that does not always happen.
- Understanding how to engage in budget and policy processes can be critical to the ultimate success of your advocacy work.

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NOTES

Y-ACT, Youth in Action is an initiative of Amref Health Africa that aims to mentor, support, and increase the capacity of youth advocates to influence youth policy and resource priorities in the areas of gender equality and sexual and reproductive health and rights (SRHR) at national, sub-national, and grassroots levels in Kenya.

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