



Data for Governance Alliance
African voices for African policy



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Advocacy Manual

A tool for articulating data-based
advocacy and engagement
between African CSOs and the
African Union

2022



CONSORTIUM PARTNERS



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WEBSITE: <https://www.ijr.org.za>



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Introduction

This Advocacy manual is a resource developed for civil society organizations (CSOs) to distil essentials of advocacy and leadership practiced in different parts of the world and in varied cultures. The manual is designed to provide the tools and a conceptual understanding of advocacy that will enable CSOs to deal with the demanding situations experienced in overcoming data resource disparity and achieving evidence-based advocacy for policy reform.

This manual offers practical tools and working definitions of elements of advocacy and the purpose is not to provide set answers to age-old questions but to apply the learning and experiences of CSOs and demonstrate the relevance of data-based advocacy.

This manual is the product of experience in the DGA Consortium members detailing relevant good practice of data sources, data use and the impact of evidence-based data for effective advocacy. It also offers conceptual and methodological tools to persons who wish to train civil society groups in the participatory planning of advocacy initiatives aimed at changing public policies and programs so that they benefit those in society who are conventionally marginalized.

Purpose of the training manual

The purpose of the training manual is to increase knowledge, skills, confidence and build the capacity of citizens and civil society organizations on evidence-based advocacy, and data driven advocacy. Through a combination of praxis and complementary activities, trainees will have an enhanced comprehension of the key dimensions of advocacy and how to ensure effective advocacy with evidence-based data.

Target audience

This manual is intended for CSOs, partners of the DGA consortium, citizens, advocates, and activists at the national and local level as well as those working in academia; it provides evidence-based approaches to data driven advocacy.

Design of the training manual

This manual has been designed to develop and clarify the perspective of the participants on advocacy, community mobilization and CSO networking; equip CSOs with skills on advocacy, the importance of evidence-based data approaches and how to effectively advocate for policy reform.

The sessions have been planned with interactive methods such as brainstorming, problem solving discussions, innovative data approaches and tools, data utilization and learning from existing data sources. The manual helps to facilitate the process of experiential adult learning for greater participation and better recall of the core issues.

The manual is intended for a one-day training workshop. It can be used in one of two ways; first, it may be implemented as a complete training package and presented in its entirety in a day; alternatively, the trainers may focus on a selection of topics for a particular audience and expand upon the information that has been provided, as a part of an integrated training with other topics over a couple of days, or as a session. It is recommended that, the trainer read all the topics covered in the training manual from the beginning to the end, to gain a better understanding of the subjects and scope of each module within the workshop.

The facilitator guide details '**Session Guide; Exercises; Notes and Handouts** for each module to support discussions, role plays and work sessions for group activities referred. These can be replicated, adapted, or redesigned as preferred by the facilitator, or in the context under which the training is being undertaken.

The manual comprises an introduction which sets the basis for the development of the manual and is organized into three parts: **Part I** is a trainer and facilitator guide which gives an overview of the basic principles for facilitating advocacy training. These principles cover key areas that all facilitators should keep in mind when undertaking any training, planning, or evaluation activity intended to strengthen advocacy efforts to change public policies and programs.

Part II the most extensive of the manual consists of the four modules; **module 1** focuses on the concept of advocacy, understood both as a change process and to exercise power. A full conceptual understanding of advocacy is key to the planning of successful advocacy initiatives; **module 2** details stakeholder analyses; **module 3** discusses new data tools and data visualization techniques.

Finally, **Part III** contains Resources (annexures) with additional practical material for general reference. It includes a sample PowerPoint presentation and all the necessary material (questionnaires; links) can be adapted and replicated in context to countries and communities and used during other trainings. Some additional documents have been provided as annexures to support the training.

Annexure 1 is the sample 'Pre-training questionnaire' containing questions which should be administered preceding the intended training and an analysis conducted immediately so that weightage can be provided for certain sessions as per the current knowledge level of the participants. Subsequently, if the analysis reveal that the participants do not understand; or have less understanding of; a particular aspect, then the facilitator should place emphasize on this during the relevant session/s. Associated feedback forms could also be developed for post training; **Annex 2** Roleplays that can be utilized for the working Sessions; **Annex 3** Data Tools to support dissemination, information gathering and analysis for evidence based advocacy; Annex 4 is 'A glossary' of terminology on Advocacy; **Annex 5** Sample PowerPoint presentation slides to support facilitators and Annex 6 consists of document references.

PART I:

**TRAINER / FACILITATOR GUIDE
AND NOTES**

How to facilitate

A workshop for participants from a diverse professional or CSO cohort needs extensive preparation, and the facilitator should ensure that the following is done well in advance:

Preparation

- Before each day's training, facilitators must review the topics to be covered for that day, by carefully reading the relevant material. This will enhance understanding of the concepts and points raised on each slide and its correlation to the accompanying text. Depending on the skills of the trainer, and their background, they may wish to include examples or case studies to bring further depth and clarity to the topic being presented.
- The workshop trainers or facilitators should be familiar with experiential and participatory forms of learning.
- They should have the ability to ask exploratory/probing open-ended questions and should make it a point to involve all the participants.
- The facilitators should be technically competent to answer various intervention-related questions. The topics included may be adapted to suit local needs and priorities.
- As there are many hands-on sessions, the facilitators would need to be familiar with all those processes so that they can demonstrate as well as guide the participants correctly in the field. It will be important at all stages for participants to correlate their classroom teachings with field-level learning and vice versa.

Practical tips for facilitators

The following are general tips for the design and facilitation of advocacy training sessions or of meetings to plan or evaluate advocacy initiatives.

Before the workshop

- i. Define the objectives of the session with leaders or representatives of the organization (or organizations) that will participate in it. This is especially important when the organization has requested that the session take place. A facilitator should be clear about how these fits within the organization's overall structure and programmatic activities. They should try to ensure that it is consistent with the organization's stated mission and objectives.
- ii. Ensure that the people with whom you are coordinating the event have the backing of the organization and its membership to avoid such problems as manipulation, poor attendance, or lack of credibility.
- iii. Arrange for the facilitation to be done by a team of facilitators.
- iv. Make sure that whatever technical equipment is needed for the event is available and functioning properly.
- v. Gauge the participants' true level of commitment to and involvement in the group's advocacy initiative.
- vi. Obtain as much information as possible about the organization: its history, current objectives, structure, activities, and internal dynamics. Information can be gathered through interviews, informal conversations, documents, and minutes. Bear in mind the characteristics of the people who are going to participate: their ages, ethnicity, race, gender, knowledge, and experience related to the issue, level of formal schooling, responsibilities within the organization, and level of political awareness.
- vii. Deal with logistical aspects of the event: the schedule, time allotted for lunch, where and how to hang up newsprint, the size of the space, the noise and temperature levels, the availability of break-out space for small group work, and so on.
- viii. Ensure that the specific objectives of the session contribute to the organization's overall objectives.
- ix. Ensure the logical sequencing of the content to be presented and select training techniques that will fulfill the specific learning objectives of the event.
- x. Be familiar with all the materials that will be used during the session, ensuring their appropriateness for the group and issue under discussion.
- xi. Maintain good communication and coordination within the team of facilitators, agreeing in advance on each person's role and responsibilities.

During the workshop

- i. Make good use of the physical space available.
- ii. Allow participants the opportunity to express their hopes for the session so that they feel as though their opinions are considered from the beginning. Agree upon a schedule and some basic ground rules—the need to be punctual, to listen to other people’s opinions, to be brief, to avoid excessive repetition, to respect others, and so forth. In order words, clarify expectations and the “rules of the game.”
- iii. Create work groups of participants that will have specific responsibilities and tasks during the event to assist the team of facilitators.
- iv. Before presenting content, agree on how to handle the taking of minutes. It is important to be clear about the type of minutes that are needed, who will prepare them, with what inputs, and by what date. Explain that the minutes will serve as a report to be given to the team of facilitators. They should record the interests and needs expressed by the participants, analyze any difficulties that arose, and note which techniques were most helpful and appropriate and which achieved the best results.
- v. Maintain fluid communication among members of the facilitation team and model a participatory and democratic work style characterized by mutual respect.
- vi. Use a variety of presentation techniques (cards, newsprint, transparencies, the blackboard, etc.) to convey information and help participants follow a sequence of topics.
- vii. At the end of each step in the methodology, summarize it and highlight the main points of the discussion to clearly mark the end of one step and the beginning of another.
- viii. Make visual contact with all the people in the group of participants. Do not direct your attention at only one person or one subgroup of people. When participants speak, they should speak to the entire group and not just to the facilitator.
- ix. Be creative and use appropriate new techniques to communicate with the participants. Know when to switch to a different technique (for example, after a long plenary, a serious discussion, a sad or emotional moment, or a break or meal). Varying the techniques helps keep participants energized and alert. Do not, however, go overboard and allow the techniques to distract from the content being presented or to curtail debate among the group participants on contentious issues.
- x. Recognize and deal with the conflicts and disagreements that arise during the session. It is counterproductive to continue to present content when it is obvious that conflict is brewing or that feelings are not being expressed.
- xi. Address comments or statements made by any participant that are racist, sexist, homophobic, or otherwise offensive, by questioning underlying behaviors or attitudes instead of attacking the person. The facilitator should make every effort to create a safe and congenial environment in which all participants feel respected.
- xii. Maintain a high level of motivation within the group throughout the session. It is important to create a positive and friendly environment by using techniques that allow the participants to get acquainted with one another.
- xiii. Do not be afraid to make mistakes! Group facilitation is not an exact science, but rather a trial-and-error exercise. Popular educators often say that “a person who never makes mistake.

Key things to remember as a facilitator

Do's

- Be flexible. Scheduling may have to change depending on the need of the participants.
- Use different teaching methods to enhance participation and retain interest.
- Ensure all teaching materials like hand-outs; charts etc. are available before the beginning of a session.
- Respect participants’ local knowledge.
- Encourage participants to make presentations.
- Remember, this is a participatory workshop, and your role is to FACILITATE!

Do nots

- Let any one person dominate the discussion.
- Speak more than the participants – let the participants brainstorm and discuss.
- Allow distractions like mobile phones or chatting between participants.
- Make the training a boring experience – intersperse the sessions with energizers/games.
- Read out from the PowerPoint presentations – prepare yourself well and use the presentation slides as cue cards to elaborate on relevant points

Expectations from the workshop

- Ask the group to share the expectations they have from this training.
- Write their responses on a flip chart. After getting their responses, review the list and mention which issues will be covered in the workshop, and which will not.
- Explain that the issues covered in this workshop were developed through a consultative process involving the DGA consortium and the potential of evidence-based data

Pre-training evaluation

- Explain to the participants that the objective of the pre-training evaluation is not a formal assessment of the participants; rather, it is meant to understand the current level of knowledge of the participants and reassess the same at the end of the training. This will provide feedback on the possible change because of the training program.
- The form should have been distributed/shared prior to the training. If not; then distribute the pre-training questionnaire and ask participants to complete and return it. The questionnaire is anonymous and does not require the respondent's name or any other identifying information.
- Collect the completed questionnaires and thank the participants. A sample pre-training evaluation questionnaire is included in **Annex 1**.

Setting introduction to the training programme

Objective

To introduce the participants to each other, record the participants' expectation from the training and set ground rules for the smooth running of the session.

Expected outcome

At the end of the sessions the participants will be able to:

- Agree on the ground rules of the workshop
- Explore the expectations for the workshop
- Know each other
- Know the agenda for the training workshop

Process

Step 1: establish ground rules.

- Ask participants to decide on the ground rules. Allow the group to brainstorm for a short time.
- Write the ideas on the flip chart, putting similar ideas together or close to each other on the chart sheet.
- Assist the group in making rules by asking questions or giving examples.

After brainstorming, the group should have consensual ground rules. After the session, the facilitator(s) will rewrite the rules in an orderly fashion on a different flip chart. These rules will be posted during the entire training.

- To reinforce, facilitator will present the following slide on ground rules.

Ground rules examples (key for advocacy workshops)

- **Respect:** Everyone has a right to his or her opinion. We need to listen to whoever is talking and to respect them even if some of us disagree.
- **Emphasize on Time:** Be here on time so you won't miss out.
- **Active participation:** You are not required to stop using drugs to be in this program; but plan to be alert so you can get as much out of this training as possible.
- **Confidentiality:** We need to trust each other; we will not talk about the private lives of other group members to our friends and families.
- **Honesty and Openness:** It is important to be honest and open, without talking about extremely personal things about other and us.

How to use the manual

The modules in each session provide the following information:

- **Objective:** What the facilitator hopes to achieve by the end of the session.
- **Expected Outcome:** The outcomes anticipated because of the session.
- **Methodology:** The suggested methods and techniques to be used.
- **Materials Required:** Materials may include flip charts, marker pens, handouts, etc. in addition to any preparation that is required.
- **Duration:** Approximate time each session will take.
- **Summary of session flow:** A bird's eye view of the topics, activities, and overall flow of the session.
- **Process:** The step-by-step details of how to conduct the session.
- **Exercises**
- **Handouts**

Basic principles of facilitating advocacy events

The facilitation of advocacy training sessions or of other group processes related to advocacy initiatives requires a variety of technical, pedagogical, political, and artistic skills and knowledge. Facilitators should have good reading comprehension and writing skills. They also need a commitment to advocacy, and the willingness to continue to learn by experimenting with new techniques and methods.

To be a facilitator also requires a strong commitment to the empowerment of other people. It is important to remember that a facilitator exercises considerable power and influence within the organizing and educational campaigns that they seek to strengthen. For this reason, the facilitator should always be conscious that their responsibility is to promote democratic participation and to seek to empower the group, community, or coalition with which they are working. Everything that a facilitator says or does—or does not say or do—has consequences for organizing and educational efforts. These consequences may not always be readily evident, but in the long run may either benefit or hurt a group.

It is therefore important to ensure that decisions made as part of an organizing or educational effort reflect a collective understanding and are based on the experiences of the group. They should not be based solely on the criteria and experiences of the facilitator.

Functions and responsibilities of a facilitator a facilitator should:

- Contribute to the building of common understandings based on the group's own organizing experiences.
- Contribute to the building of common understandings based on the group's educational experiences.
- Learn new things.
- Make the group more aware of its own internal dynamics.
- Stimulate democratic participation.
- Help the group to identify its problems and analyze their causes.
- Motivate the group to define and achieve its objectives.
- Help the group to work through internal conflicts in a constructive manner.
- Plan a logical and orderly process geared toward clear objectives.
- Prioritize and summarize important points.
- Go back to decisions made by the group and urge participants to follow up on them.
- Facilitate evaluation as an integral part of group processes.

Qualities and skills of a facilitator

A facilitator should be creative and dynamic, yet at the same time observant and sensitive to the needs and mood of the group. He or she should be patient and flexible, responsive to questions, and open to criticism. It is very important to be committed to gender inclusiveness and to respect cultural and ethnic differences. Finally, the facilitator should be consistent their practices and statements.

PART II:

TRAINING MANUAL

Module 1:

Understanding Advocacy

Module 1: understanding advocacy

| | |
|-------------------|---|
| Objectives | <ul style="list-style-type: none"> • Understand Advocacy and dimensions • Reflect on the concept of advocacy, particularly its desired outcomes and the factors that contribute to civil society's success with advocacy initiatives • Discuss the make-up of one-ask advocacy • The levers of power • Building and managing networks/coalitions and consensus building • To understand the challenges to taking up advocacy • Analyze opportunities for and threats to advocacy, given the national and/or regional context |
| Content | <ul style="list-style-type: none"> • What is advocacy? Why engage in advocacy? • What factors contribute to the success of advocacy initiatives? • Understanding Advocacy (Working Definition, what IS and IS NOT Advocacy, Types; Dimensions; Routes) • Advocacy concept and Action <ul style="list-style-type: none"> • Advocacy as a tool for citizen participation • Advocacy as the exercise of Power • Advocacy as the Cumulative process • Advocacy by the Generations • Advocacy Cycle and Tools • Civil Society Toolbox |
| Time | 180 minutes |
| Approach | <ul style="list-style-type: none"> • Group exercises • Hand-outs • Brainstorming • Discussion • PowerPoint Presentation/other type |
| Resources | Hand-outs/Exercises: <ul style="list-style-type: none"> • Constructing a definition of advocacy - Brainstorm (A. What is your understanding of the term. Advocacy; b. ADVOCACY" in a word c. If Advocacy were an animal, what would it be? Two reasons why?) • Exercise: One-ask advocacy – identifying issues for policy action (Advocacy or NOT Advocacy: Identifying Issues) • Civil Society Toolbox (Building blocks for successful advocacy) |

Session guide

The module on Advocacy outlines the tools, processes and content that may be adapted to address a range of advocacy needs and areas. **ADVOCACY CAN BEST BE DEFINED CONTEXTUALLY.**

It is recommended that each organization develop a working definition to fit their own circumstances and contexts.

Social justice advocacy is based on values and beliefs. It is not value neutral. Advocacy consists of organized efforts and actions based on the reality of “what is.” These organized actions lift invisible issues that have been neglected to influence public attitudes and policies so that the reality of what “should be” in a just and decent society becomes a reality. Advocacy works to get results that enable people to access and influence those who make decisions that affect their lives. It means confronting the distortions of power coming from institutions that affect people’s lives. Institutions need change and people’s lives need to be improved.

Process

Step 1: What is advocacy and why is it important?

- The facilitator initiates the session with a brainstorming activity that should help participants understand ‘the dimensions of advocacy’; the connection between advocacy and evidence-based data.
- The facilitator can begin by asking the participants- What is advocacy? Then notes down the responses from the participants on a chart paper/ flip chart/white board.
- Follow up discussion questions can include: “Why do we advocate?” “How can advocacy help us deliver services better?”
- The facilitator asks the group, ‘What are the different types of advocacy?’ or, “What comes to mind when you hear the word ‘advocacy?’

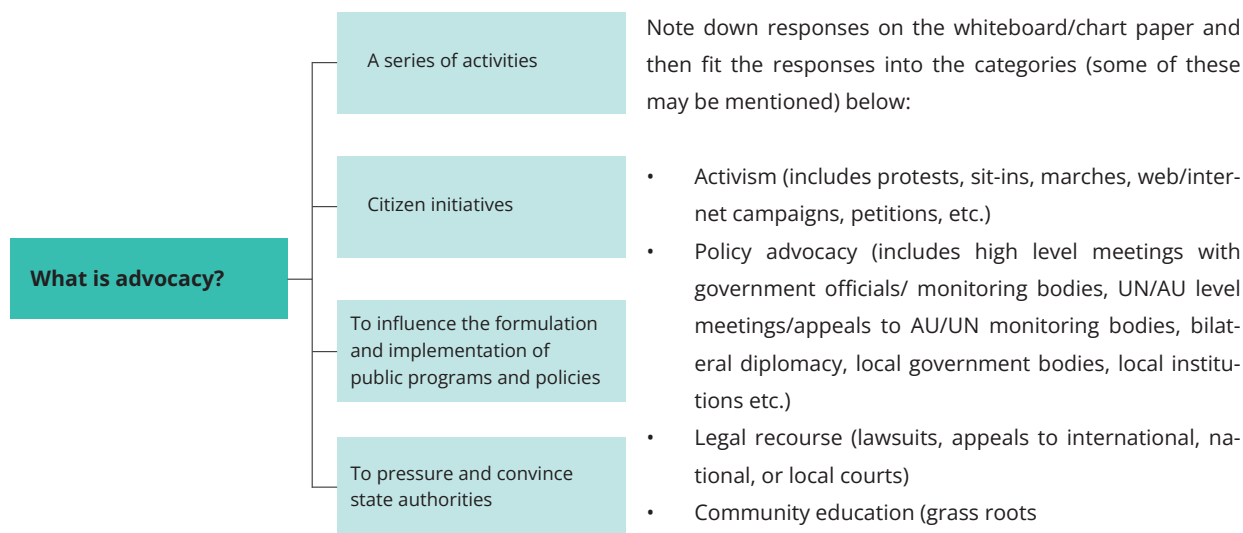


Figure 1: Concept 1 – What is Advocacy?

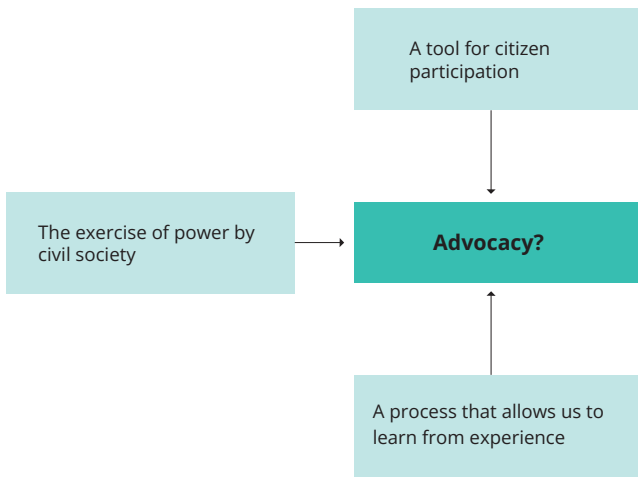
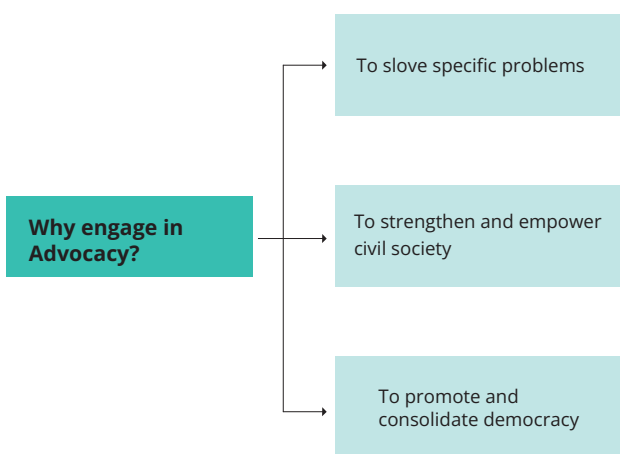


Figure 2: Concept 2 – What is Advocacy?

- Mobilization, community awareness campaigns like concerts, sports events, etc., creating institutional partnerships)
- Lobbying and others (which do not fall into any of the above categories).
- The facilitator guides the small group exercises on defining advocacy (3-4persons).
- The facilitator then presents the slide on 'What is advocacy?' and clarifies the discussion using the following questions:
- Do these definitions capture what advocacy means to you?
- What would you add or detract from this definition to fit your experience of advocacy?

Step 4: Why CSOs engage in advocacy



Advocacy from the inside: the role of civil society

What does it mean for civil society to have a seat—and an equal voice—at African Union.

How do CSOs commit to a partnership between government and civil society at international and national levels. How do they proceed on domestic as opposed to international accountability?

Step 3: Advocacy Tools - Levers of 'One Ask Advocacy'

| | | |
|---|--|--|
| Popular education | Media advocacy | Mobilization |
| Lobbying | Learning how to use parliaments and politicians | Litigation |
| Shock responsiveness | LNOB/Gender dimensions(Women in political participation, persons with disabilities, marginalized communities including LGBTQ+) | Building and managing networks/coalitions and consensus building |
| The mask-up of one-ask advocacy: the levers of power | | |

Figure 3: Concept 3 – What is Advocacy?

Civil society tool

Civil society organizations (CSOs) recognizes that there is a great opportunity for leveraging transparency and accountability in countries around the world.

All organizations are energized to achieve, new Access to Information Laws, and greater transparency of military and police budgets.

Most also acknowledge that CSOs coalitions have helped to bring together advocates working across multiple sectors, helping to break through the silos that often undermine civil society effectiveness. But many CSOs are still cautious about national governments, particularly about how partnerships with governments will play out at the country level. Overall, these levers continue to be demonstrated in a toolbox as presented:

Civil society tool

Figure 4: civil society toolbox

| | | | | |
|----------------|------------------|----------------------------|-----------------------------|--------------------------|
| Changes | Action | Community mobilization | Lobbying | Litigation |
| | Will | Community organizing | Condition building | Model legislation |
| | Awareness | Public will campaigns | Communication and messaging | Regulatory feedback |
| | | Advocacy capacity building | Media advocacy | Campaign development |
| | | Leadership development | Communication and messaging | Political will campaigns |
| | | | | Public Forums |
| | | Voter outreach | Public awareness campaigns | Demonstration programs |
| | | Public polling | Policy analysis research | |
| | | Public education | Influencers education | Polymaker education |
| | | Public | Influencers | Decision maker |
| | | Audiences | | |

How might these initial experiences translate into effective civil society engagement?

First, CSO experiences to date show that productive collaboration between governments and CSOs is certainly possible with civil society interactions yielding results in various sectors of policy planning and implementation. There are multi-stakeholder teams at both the national and sector levels driving action plan development. Still, in many countries, government has yet to find the appropriate balance of roles and is more hesitant about working with civil society. This challenge is as great in several in Africa, and the global South more specifically.

Second, a critical ally role is not an entirely new concept, particularly for organizations in countries with a vigorous civil society. But in many parts of the world, where strictly adversarial roles between governments and CSOs have been the norm, or where civil society is less robust, such a dual role for civil society will be quite new and challenging.

Third, and perhaps the greatest challenge for both civil society and AU/governments going forward, will be reaching out within participating countries to involve those who live outside urban areas, speak in local dialects, and have little access to the Internet. Both governments and CSOs will have to dig deep to transform open government into a cause that will galvanize the participation of the poorest and drive real development.

CSOs progress to date in piloting new approaches to CSO-government collaboration makes it optimistic that these challenges will be met at the country level. Civil society organization participation at AU level has directly supported stronger processes and outcomes at the country level as well.

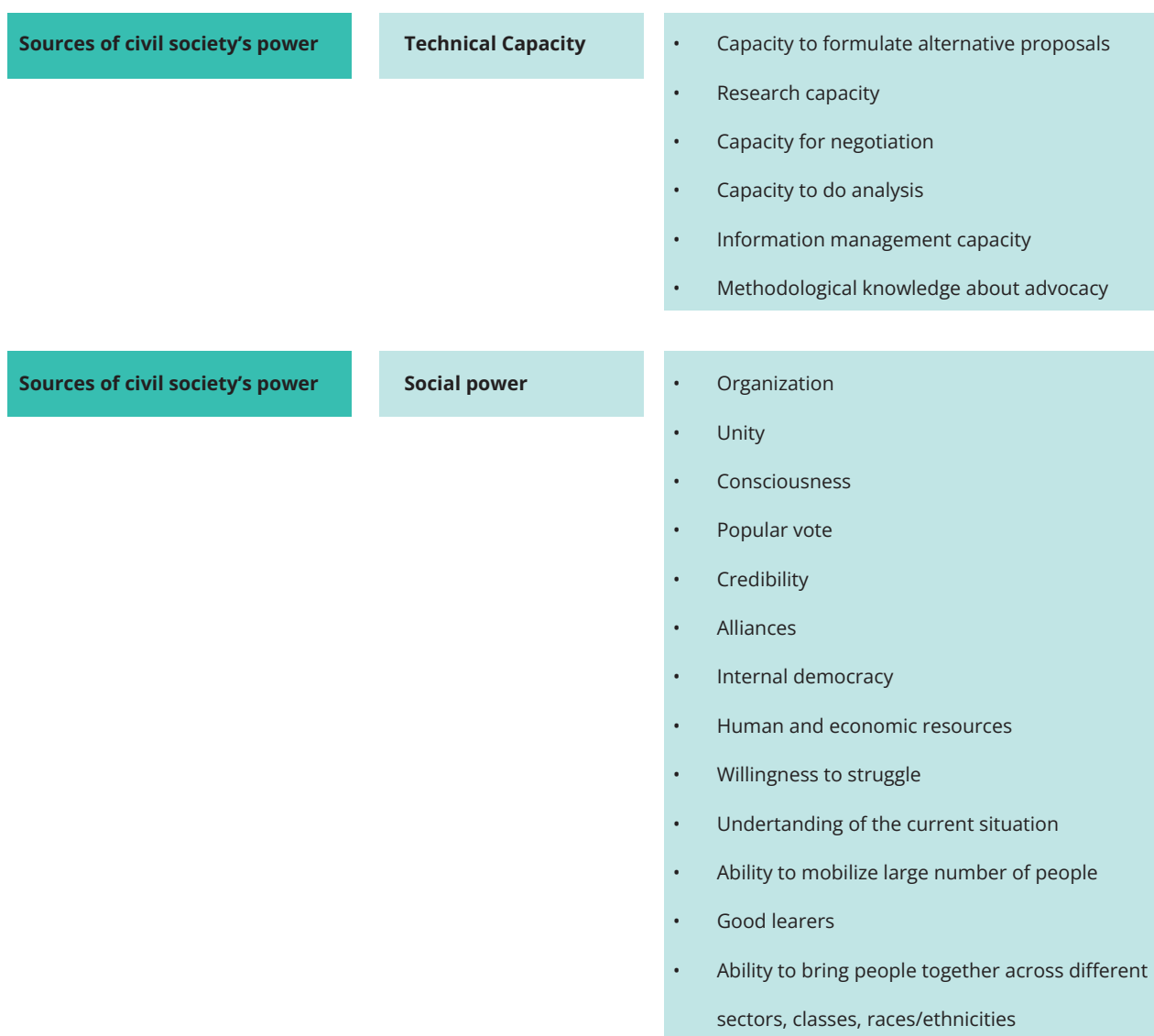
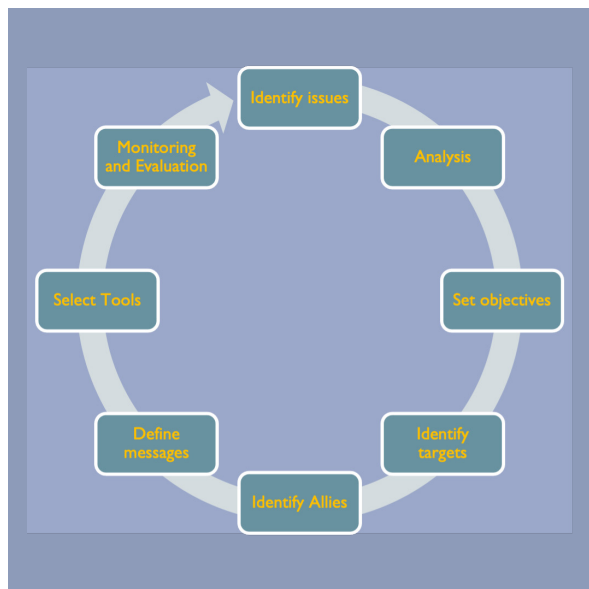


Figure 5: Sources of CSO Power – Technical capacity and Social power

1. Adapted from foundations and public policy grantmaking, coffman, j. (2008)..

Step 4: Advocacy Cycle



The objective is to prompt participants on how to review the basic steps to carry out advocacy; sometimes these steps are cut short or lead quickly from one to the next- there is not one ideal or perfect way to carry out and this model outline overall planning steps.

- Divide participants in groups of 4-5 people and ask each group to go to a different area in the classroom.
- Hand out one set of cards and masking tape to each group. Each group must read the steps and put them in the order they think they should follow to carry out an advocacy strategy. They have 10 minutes to discuss.
- Visit each group while they discuss the order of the steps and offer clarification if needed, without telling them the answer. Each group must choose a person to present the order they decided upon.

Step 5: Types of Advocacy

| | | | |
|------------------------------|---------------------------|------------------------------|--------------------------------|
| Social media Advocacy | Media Advocacy | Election Advocacy | Administrative Advocacy |
| Legislative Advocacy | Financial Advocacy | Research Advocacy | Grassroots Advocacy |
| | Legal Advocacy | Peer-to-peer Advocacy | |

Facilitator should include participants in a brainstorm session the types of advocacy they know and work with; then group these including the sample here and discuss practical ways of undertaking these types of advocacy. Additionally, participants can indicate which types works for specific issues. Media advocacy is a way to influence decision-makers through the media outlets that matter to them, such as newspapers, radio, television, newsletters, journals, magazines, and even the newer social media, like blogs, Facebook, and Twitter. Good media advocacy is very effective and often, it is free! Our job is to get our point-of-view across through media coverage that exposes a problem we seek to fix; spotlights a solution we seek to implement; celebrates one of our advocacy allies – while tying into our advocacy goals; or challenges one of our opposing forces.

Media advocacy rarely feels like a “big hug”. Sometimes, when done well, it makes people uncomfortable! It highlights a controversy and should prompt decision-makers to think (and act) differently about an issue that is important to you.

Media advocacy is not about getting your name or your organization’s name into the press. It is about getting your issue into the press in a way that provokes new or different thinking. And it is about getting that issue into the press that is read, watched, and listened to by your target decision-makers.

This toolkit will provide you with the essential “how-to’s” for adding power to your campaign through effective media advocacy. If media advocacy makes you nervous – it should! The media is not generally there to make you look good. They exist to tell (and sell) a story and to report what is newsworthy and interesting to their consumers.

Expect the media to also present opposing viewpoints, and – whenever possible – be prepared to re-frame those opposition arguments. Doing good media advocacy takes practice and a good dash of courage. Having the right tools helps.

Media advocacy guidelines and tips:

- Writing letters to the editor
- Writing press releases
- Writing media advisories and media statements
- Writing and placing op-eds

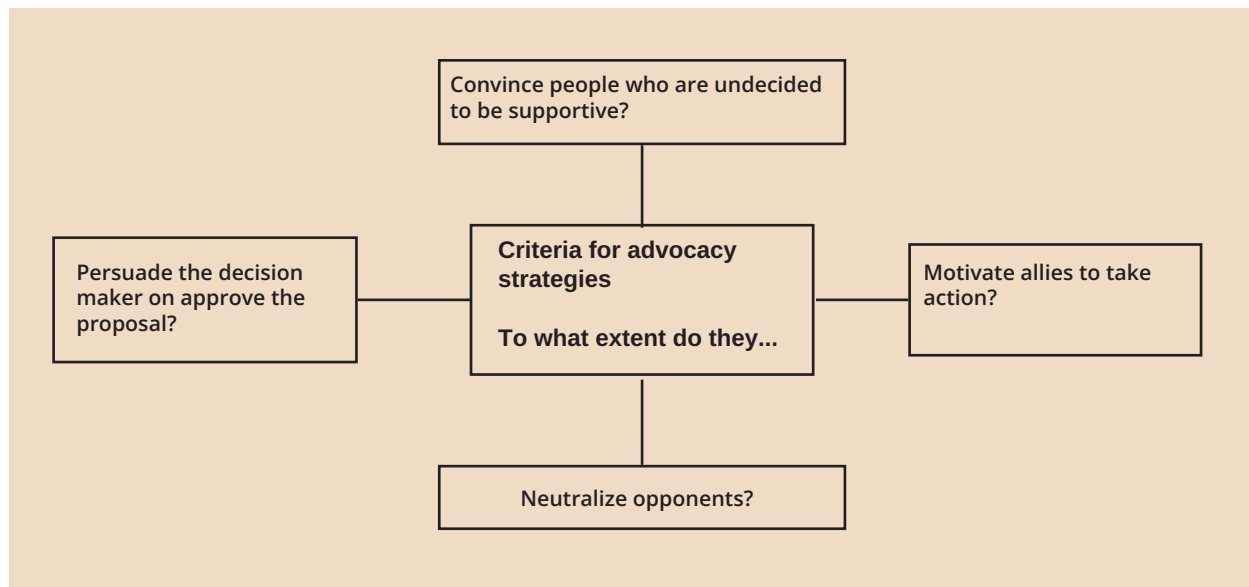


Figure 6:Criteria for advocacy strategies

Include all relevant information about the issue; why it is important to you personally. Papers may print letters to the editor each day or once weekly. Letters to the editor may be published right away, can take weeks, or may never appear in print. If you receive a phone call from the newspaper, return the call! Newspapers often phone letter writers to confirm the submission.

Advocacy versus Lobbying

The terms are often used synonymously, but the truth is ADVOCACY describes a broad set of strategies and LOBBYING is merely a tool in the advocacy toolbox. Advocacy is NOT lobbying and there is no limit to the amount of advocacy you can do.

Advocacy

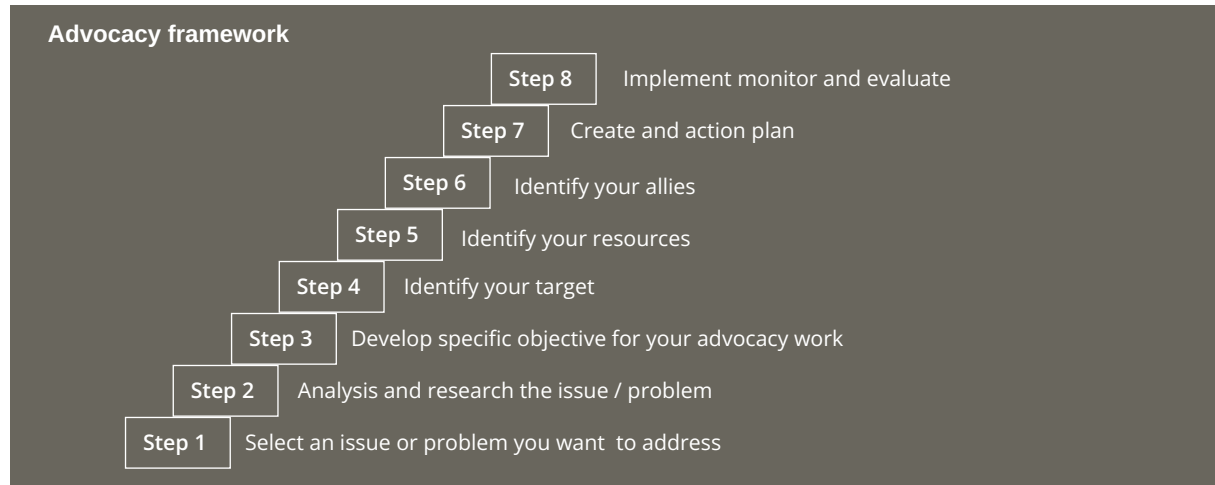
All activities aimed to influence attitudes and policies ... not only – or even – lobbying

- **Lobbying** a key advocacy tool... specific activities aiming to make decision makers take a specific stand on a specific issue. It is not considered lobbying to engage in the following five activity categories:
- **Self-defense:** communication on any legislation that would affect an organization's existence, powers and Duties, tax-exempt status, or deductibility of contributions.
- **Technical advice:** providing technical advice to a governmental body in response to a written communication.
- **Non-partisan analysis:** studying community problems and their potential solutions is considered non-partisan if it is "an independent and objective exposition of a particular subject matter...(which) may advocate a Particular position or viewpoint so long as there is a sufficiently full and fair exposition of pertinent facts to Enable the public or an individual to form an independent opinion or conclusion"
- **Examinations and discussions:** of broad social, economic, and similar problems. Communication with the Organization's own members with respect to legislation, which is of direct interest to them, so long as the discussion does not address the merits of a specific legislative proposal and or call for action.
- **Regulatory and administrative issues:** communication with the governmental officials or employees On non-legislative (i.e., Administrative) matters e.g., Rulemaking

Nonprofits may not engage in:

- Partisan political activities, such as: Endorsing or opposing a candidate, or mobilizing supporters to elect or defeat a candidate.
- Align with or contribute to political parties.

Step 1: developing advocacy strategies



Advocacy framework

The facilitator describes the steps using the notes below, focusing on steps one to three and inform participants that the remaining steps will be addressed in the following sessions:

1. **Select an issue or problem you want to address**

Prioritize the most urgent issue requiring advocacy efforts, for which you have the appropriate resources and knowledge. Being able to prioritize advocacy issues makes it easier to gain support and resources during the planning and implementation process.

 - Discuss why you want to take up the issue and what you hope to achieve.
2. **Analyze and research the issue/problem**
 - Gather as much information about the issue as possible.

- What are the key areas that you want to focus on? Are there any existing advocacy efforts to address the issue? How much documented evidence is available?
 - What kind of evidence can be used for advocacy?
 - Physical evidence (includes photographs)
 - Testimonies (from those directly affected or bystanders)
 - Official records (medical records, police records)
 - Correspondence (emails, letters sent, letters received)
 - Any others?
 - How can these be used?
 - Establish a record of consistent neglected or discriminated clients
 - Provide evidence of abuse
 - Support legal recourse.
 - Any others?
 - Develop specific objectives.
3. **The advocacy objective should be clear and focused.** While developing objectives one must consider resources, timing, and the level of experience of the people doing the advocacy. It should be a specific statement that clearly describes results that will be pursued within a specific period. Good objectives are ‘SMART’—Specific, Measurable, Achievable, Realistic and Time-bound.
 4. **Identify your targets** Primary target audience includes decision makers who have the authority to bring the desired change.
 - Secondary target audience includes persons who have access to and can influence the primary target audience, such as other policymakers, community leaders, friends, relatives, the media, religious leaders, etc.
 - Identify individuals in the target audience, their positions, a relative power base and then determine whether the various individuals support, oppose or are neutral to the advocacy issue.
 5. **Identify your resources** Resources can include people and funds, although not all advocacy initiatives require funding. What are the resources you have within the organization? Can you also access external resources?
 6. **Identify your allies** Potential allies may include other organizations or community groups. Building a wide support-base is essential, as working in collaboration with other partners can help while pulling together resources, approaching decision makers, and rallying supporters.
 7. **Create an action plan** Put together an action plan to guide the advocacy initiative. This should include details of activities, timelines, and allocation of responsibilities.
 8. **Monitor and evaluate**
 - Build in monitoring and evaluation as an ongoing component to the advocacy strategy.
 - Periodically review each step in your advocacy plan and determine whether it was implemented effectively, or if there are course-corrections required.

STEP 2: Putting it all together:

- The facilitator shares printed copies of the above sample check list with the participants.

STEP 3: Discussion on developing effective advocacy messages

- Advocacy messages are developed to frame the issue and persuade the receiver to support your cause. There are three important questions to answer when preparing advocacy messages:
 - What type of people is this message for; what do they already know?
 - What do you want to achieve through the message?
 - What do you want the recipient of the message to do as a result?

STEP 4: Group brainstorming

Sample responses: Meetings, workshops, interpersonal communication (IPC), music or drama performances, marches and rallies, sports events, mass media (cable TV, radio, newspapers).

- Ask participants to suggest different kinds of activities that might be used in an advocacy initiative. Record ideas on a flip chart/chart paper for display
- Ask participants to suggest different types of materials that could be developed and distributed during an advocacy initiative. Record ideas on a flip chart/chart paper for display.

Sample responses: Fact sheets, personal testimonies, newspaper reports, apparel (T-shirts, caps, etc. with appropriate messages), brochures, banners, posters.

Step 5: activity: understanding your audience

- The facilitator prompts the group to think about a particular audience to decide which kinds of activities and materials can be used in an advocacy campaign.

Facilitator puts up the slide as given in the table below. The slide displaying appropriate characteristic agreed upon as a group.

The facilitator divides the group into four smaller groups and hands out copies of the worksheet below. Ask each group is asked to select a particular audience for advocacy and fill the worksheet in together.

| Developing effective advocacy messages | |
|---|---|
| Size Large Medium Small | Social and political standing Government official Community / religious leader Community member |
| Literacy Literate Low-literacy | Access to media Adequate access Little access |
| Age Young Middle-age Elder | Knowledge about issues Knowledgeable Little knowledge |

STEP 4: Summarization

- Summarize the session by giving following key message to the participants.
- Advocacy is a process that needs to be strategically planned to be effective.

| Target Audience | Example: nursing staff of district hospital |
|------------------------|---|
| Characteristics | Medium, literate, young and middle aged government officials /employees with adequate access to media and littl knowledge of issues around Harm Reduction |
| Appropriate activities | Meetings, workshops, IPC, cable TV messages |
| Appropriate materials | Fact sheets, personal testimonies |
| Key message | Treat patients who are drug users as you would treat regular patients |

(Adapted from Family Care International: An Advocacy Training Guide, 2008)

Power mapping and stakeholder analysis

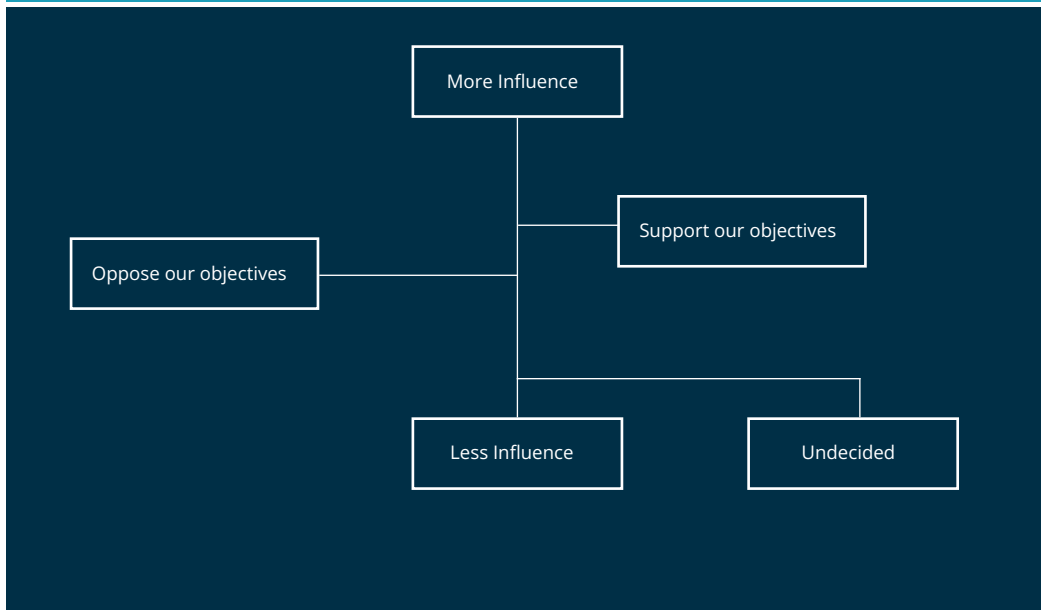
The facilitator defines 'power mapping' to identify key factors who have influence or power over a situation. Power mapping helps to identify who needs to be influenced and defines your influential relationships with those in power'. Present this as one of the tools to help locate targets for advocacy.

- We will learn about this tool: Pick a case study used before (either a hospital stigma case, or an example used by participants) and define the advocacy objective.
- Write the advocacy objective in the center of the chart paper and draw a circle around it.
- Identify the key decision-making institutions/actors and write these names around the outside of the advocacy objective. Draw a ring around these names.

Planning

- Discuss relationships with these individuals. If they are supportive, put a (+) next to their name. If they are neutral, put a (-) next to their names. If they are not supportive, put an (x) next to their names. Draw a third circle around these names and relationship markers.
- Brainstorm people who have connections or relationships with these individuals. Write their names on the outside of the third circle and decide whether these people are supportive (+), neutral (-) or opposed (x).
- Identify if there are any personal connections to these individuals.
- The facilitator then summarizes the session by giving the following key message:
Know your targets and allies.

Power Mapping



Messaging

Identification of advocacy message: a guide

Is the issue presented clearly defined?

Does the issue prick you /worry you / give you sleepless nights / does it call you to act / does it appeal to your conscience?

Are you clear with what you want to specifically achieve?

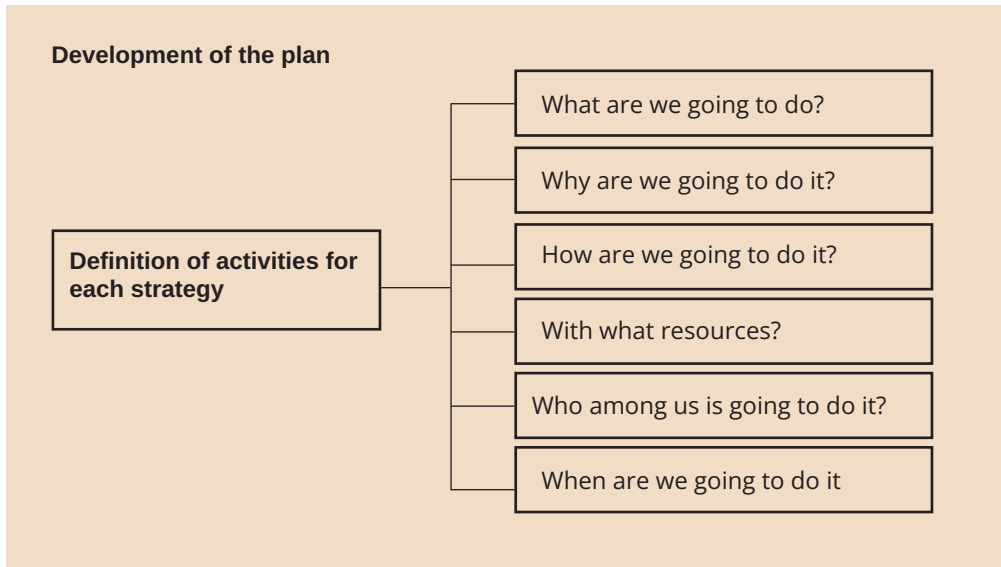
Are you clear with how you want to achieve it?



A message is a concise and persuasive statement about your advocacy goal that captures what you want to achieve, why and how

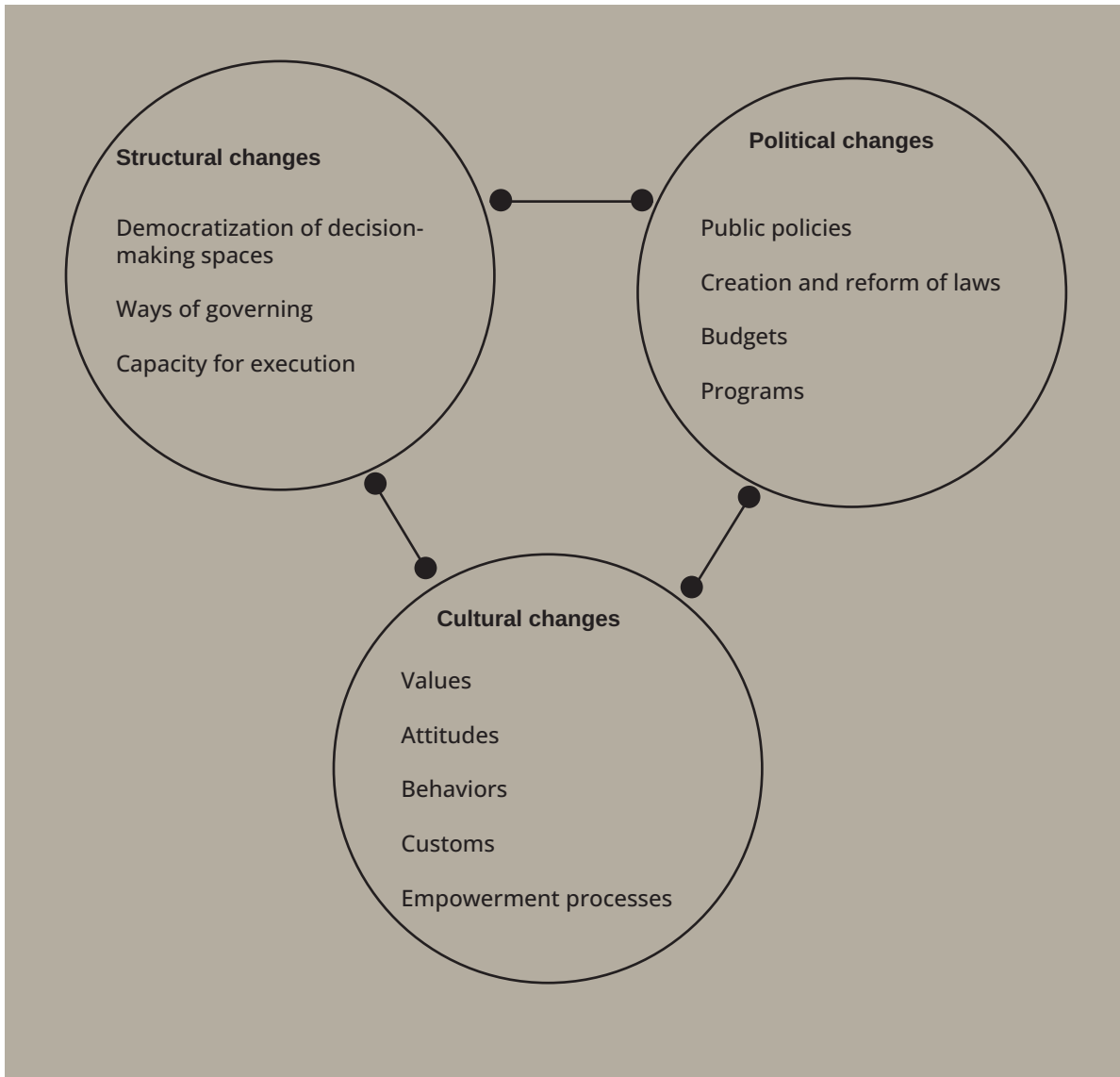


Since the underlying purpose of a message is to create action, your message should also include the specific action you would like the audience to take.



| Strategy | Activities |
|--|--|
| Lobbying | Direct visit with the decision-maker / Direct visit with other key actors |
| Organizing | Assemblies / Meetings / Leadership workshops / House-to-house visits / Training / Institutional strengthening / Formation of coalitions Formation of work commissions / Coordination meetings |
| Education and sensitivity raising | Research / Forums / Workshops / Seminars / Publications / Video / Popular theater / Home visits / Artistic festival / Civic education campaigns |
| Press work | Press conferences / Interviews / Paid ads / Visits to editorial boards / Articles / Letters to the editor / Investigative reporting / Events to cultivate relationships with journalists (breakfasts, cocktails, etc.) |
| Mobilization | Strikes / Marches / Take-overs / Vigils / Sit-ins |

Monitoring and evaluation/measuring change



Exercises

What is advocacy?

Constructing a definition of advocacy

Objective

- To draw out participants' ideas about the concept of advocacy and use those ideas as the starting point for a discussion.
- To clearly define the term "advocacy" and outline the basic questions and issues involved in advocacy.
- To distinguish between advocacy and other related strategies that often get confused with advocacy
- To introduce the basic stages involved in designing an advocacy strategy
- To outline the basic questions and issues involved in advocacy
- To introduce the basic stages involved in designing an advocacy strategy

Use

This technique stimulates full participation and facilitates the identification of common understandings and essential elements that can be used to form a more developed concept of advocacy. It is especially useful in working with large groups (20 or more participants), although it can also be used with smaller groups.

With input from the participants, the facilitator constructs one definition of advocacy that is based on the ideas presented by all the participants.

Time

1 hour and 10 minutes in total:

- 5 minutes to write individually
- 10 minutes in pairs
- 15 minutes in groups of four
- 20 minutes for presentations
- 20 minutes of discussion to construct a definition for the entire group.

Technique 2: advocacy in a word

Objective: To stimulate an exchange of ideas about the concept of advocacy.

Use: This technique helps participants focus on key aspects of the concept of advocacy. It is especially effective with large groups of more than 25 participants.

Process

1. Each participant is given a card and instructed to write down one word that conveys what advocacy means to him or her.
2. All the cards are posted so that everyone can see them.
3. The facilitator reads all the cards aloud. Participants discuss the cards and group together those that have similar ideas. At the end, the facilitator summarizes the main points that have been discussed by the group.

Time

30 minutes in total

Process

1. Each participant is given a sheet of paper on which to write, as concisely as possible, his or her definition of advocacy.
2. Participants are paired off (preferably with people they do not know) to share their definitions. Each pair should combine their definitions to come up with a new definition of advocacy that incorporates both ideas. This new definition is written on a new sheet of paper.
3. Each pair joins with another pair, forming groups of four, and repeats the process to come up with one definition for each foursome.
4. In plenary, each group of four presents the definition of advocacy that it has been constructed. The facilitator will ask if other participants have questions to clarify the definitions that are presented, without getting into a discussion of their substance.
5. The facilitator asks several questions to encourage a discussion about all the definitions:
 - What are the common threads that run through all the definitions?
 - What are the differences between the definitions?
 - What are the main elements and key words associated with each definition?
 - What is missing?
 - Blank flipchart paper with markers
 - Activity chart "Advocacy and Other Strategies"—one copy per participant and one version copied onto a flipchart to share with the group.
 - 5 minutes to write on the cards
 - 25 minutes to talk about and group the cards.

Variation

Instead of the facilitator organizing the cards, the participants themselves group the cards as they are hanging them up on the wall. Each participant comes forward, reads his or her card aloud, and then hangs it beside others that have similar ideas, or apart from the others if it is distinctive idea.

After everyone has come forward, the facilitator summarizes the ideas that have been grouped together, asking the group to help clarify and fine-tune the ideas under discussion. This variation allows for greater group participation in analyzing key aspects of the concept of advocacy, but it requires more time.

Technique 3: Brainstorming About Advocacy

Objective

To share ideas about the desired outcomes of advocacy and the internal and external factors that enhance civil society's capacity to engage in advocacy.

Use

This technique helps groups strengthen their understanding of the meaning of advocacy. It should be used with groups that already have a minimal understanding of the concept on both a theoretical and a practical level.

Process

1. Each participant is given three cards. Three sheets of newsprint are posted in the front of the group. One of the following questions is written on each sheet of newsprint, leaving an empty space under the question to hang up cards:
 - Why do we engage in advocacy?
 - What factors within civil society organizations can enhance their capacity to engage in advocacy?
 - What factors in the political environment of a country can enhance the capacity of civil society organizations to engage in advocacy?
2. Each participant responds to the three questions, writing one response on each card. Participants are encouraged to write short phrases, preferably fewer than eight words, using letters that are large enough to be seen easily from a distance.

3. Participants hang their response cards on the three sheets of newsprint.
4. The facilitator reads aloud the cards under the first question, allowing participants to ask clarifying questions about the meaning of what others wrote on their cards (without discussing their substance). Then, the facilitator asks participants if they have more ideas to add to those already listed. The facilitator then groups together cards with similar ideas, summarizing the main points. The same process is repeated for the remaining two questions.
5. The facilitator makes a short presentation on the desired outcomes of advocacy and the minimum conditions that need to be present within civil society organizations and in the country environment. Then s/he asks the participants to comment on how what has been presented complements what they had written on their cards.

Time

1 hour and 15 minutes in total:

- 5 minutes to write on cards
- 40 minutes for discussion, summary, and grouping of the cards
- 30 minutes for the presentation and final wrap-up.

Analyzing sources of power for advocacy

Objective: To stimulate reflection and discussion about the main elements that contribute to civil society's power vis-à-vis that of the state.

Process

1. The facilitator draws two circles on a sheet of newsprint, one that represents civil society and another that represents the government. The facilitator draws an arrow from the civil society circle toward the government circle, emphasizing that civil society is powerful and that it can exercise its power to influence the state.
2. The participants pair off, and each pair receives two cards. Working together, they answer the following two questions, writing each response on a card:
 - What are the sources of civil society's power?
 - What are the sources of the government's power?
3. In plenary, the pairs attach their cards to the newsprint, next to the "civil society" and "government" circles that correspond to their answers.
4. The facilitator summarizes the ideas of all the pairs about the sources of power for civil society and for the government. Participants are encouraged to contribute more ideas to the discussion.
5. The group and the facilitator briefly discuss a specific situation where advocacy is taking place, suggesting specific actions that would take advantage of the sources of civil society's power.

Time

45 minutes in total:

- 5 minutes to write on cards
- 15 minutes to study the different responses
- 25 minutes for discussion and wrap-up.

Utilizing experience sharing objective

To analyze the past advocacy experiences of the participants in terms of achievements, weaknesses, and lessons learned, with the goal of: (a) enriching the concepts and the basic methodology, and (b) identifying the group's weak points so they can be addressed in future advocacy training sessions.

Use: This technique is especially helpful with groups that have previous advocacy experience. It is recommended that the technique be used with groups whose participants come from the same sector or organization and/or have similar experiences doing advocacy.

| Experience sharing | Advocacy |
|--|-----------------------------------|
| Reflections / questions | |
| 1. What is the nature of your work? | 1. Local |
| 2. What specific change have you sought to achieve and why | 2. National |
| 3. What is the message? | 3. Sub-regional |
| 4. What key steps/actions did you take to achieve what you sought to do? | 4. Pan-African |
| 5. Whom did you work with and how? | What would you say were your |
| 6. Data (sources / types) | Failures |
| 7. How did you know you were making progress? | Successes |
| | Challenges/Lessons learned |
| | Identify |
| | One advocacy issue for the future |

Preparation

1. The facilitator prepares four symbols in four different colors of paper or cardboard:
 - shoe = step or advocacy activity
 - flower = strength
 - stone = obstacle or difficulty
 - star = achievementEnough symbols should be prepared so that each small group can have 8 shoes, 6 flowers, 6 stones, and 4 stars.
2. The facilitator draws a road or path on several sheets of newsprint.

Process

1. Participants form a maximum of four small groups of 3 to 6 people each, organized by sector or based on similar past work or advocacy experiences. (For this exercise it is recommended that facilitator gather information in advance about the prior advocacy experiences of the participants to determine the composition of the small groups.)

Activity one: experience sharing.

- The facilitator divides the participants into four groups and presents the following:
Group 1 and 2 discuss among the group members on the experiences of successful advocacy and share with the larger group. The facilitator uses the following question to facilitate group discussion

'What was successful and why?'

1. Group three and four discuss experiences of unsuccessful advocacy to share with the larger group. The facilitator uses following question to facilitate the group discussion
2. Each person in the small group briefly shares an experience that s/he has had as a participant in an advocacy initiative.
3. From the experiences that are shared, each small group selects one experience for more in-depth analysis. If possible,

it should be one with which the majority of the small group's members can identify and about which there is considerable information.

4. Each small group analyzes its advocacy experience by answering the following questions:
 - Shoes: What activities were carried out during the process of advocacy?
 - Flowers: What were the most successful activities? Why?
 - Stones: What difficulties were encountered along the way? Why? Which activities were failures? Why?
 - Stars: What were the achievements?The group writes its answers to each question on the symbols corresponding to those questions.
5. The small groups present their conclusions in plenary, one by one, placing their symbols on the drawing of the road or path. Each small group first positions its activities (shoes), indicating the order in which they occurred. It then illustrates, chronologically, when successes (flowers) and difficulties/failures (stones) occurred. Finally, each small group places its achievements (stars) at the end of the path. After each presentation, the facilitator asks the other participants if they have questions about what happened.
6. After all the small groups have made presentations, the facilitator asks the following questions in plenary with the goal of sparking critical reflection on the participants' advocacy experiences to date:
 - What activities were used repeatedly when doing advocacy?
 - What other important activities should have been included?
 - In general, what is going well with our advocacy efforts?
 - In general, what is causing us the most difficulty with our advocacy efforts?
 - What have we accomplished with our advocacy initiatives?
 - In terms of the methodology used for doing advocacy, what do we most need to focus on during this training session?
7. The facilitator does a final wrap-up of the session, pointing to and moving the symbols used in the small group presentations for emphasis.

Time

2 hours and 45 minutes in total:

- 30 minutes to share individual experiences in small groups
- 60 minutes for small groups to analyze one advocacy experience
- 45 minutes for presentations by the small groups
- 30 minutes for discussion in plenary and final wrap-up.

Variation

A variation of this exercise involves socio-dramas. The first three steps of the process are the same, but instead of using the symbols, each small group prepares a socio-drama about one experience of engaging in advocacy. The socio-dramas should respond to the following questions:

- How did the advocacy effort unfold?
- What worked well?
- What did not work well?

After each socio-drama, the facilitator asks the observers the following questions to highlight essential elements of the advocacy experience:

- What activities were carried out by the group doing advocacy?
- What was accomplished?
- What obstacles did they face?

Those who presented the socio-drama can make brief comments or clarifications about what happened. After all the small groups have presented their socio-dramas, the facilitator does a final wrap-up, summarizing what has been said about the different advocacy experiences.

Time

1 hour and 50 minutes in total:

- 30 minutes for small group discussion and preparation of the socio-dramas
- 60 minutes for presentation of the socio-dramas and plenary discussion
- 20 minutes for final wrap-up.

Steps of the participatory planning methodology for advocacy

The eight steps of the methodology are summarized below. They are presented in more detail in the step-by-step training guides included in Section 3 of the manual.

Step 1: Identify and analyze the problem

What is the specific problem that we wish to solve?

The group starts by examining the stated mission of the organization or coalition that is undertaking an advocacy initiative and using it to prioritize a particular problem that it wants to solve. This problem is then analyzed in terms of its causes and consequences. The causes are prioritized both by their relative importance and by the feasibility of addressing them, leading to a decision to prioritize one cause.

Step 2: formulate the proposal

What do we want to achieve?

In the second step, the group or coalition considers possible solutions to the problem that was prioritized in Step 1. That is, it states what it hopes to achieve with its advocacy initiative, both in terms of the demands put forward to decision-makers and more immediate outcomes. The proposal should clearly express what is to be accomplished, to whom the proposal is directed, and the time limit for achieving it.

The group should consider both the proposal's political and technical feasibility and the way in which it will contribute to solving the problem. The group should analyze the potential impact of the proposal in terms of political, cultural, and institutional changes.

Step 3: Analyze the decision-making space

How and when will a decision be made in response to the proposal, and by whom?

The third step involves the in-depth analysis of the specific "space," typically a unit within the government, that will make the decision about the proposal. Participants need to understand all the factors that can affect the decision-making process, both inside and outside of formal power structures.

This means analyzing the legal framework, existing mechanisms of decision-making, time frames, and budgets, as well as identifying the "real" powers behind decisions that are made.

Step 4: Analyze channels of influence

Who are the actors that can influence the decision-making process?

In this step the group identifies the key actors who can potentially influence, positively or negatively, decision-making about the proposal.

These persons are analyzed about their interests and their levels of influence, so that when it is time to design strategies there is greater clarity about who might be supportive (allies), who can be convinced (undecideds), and who might need to be neutralized (opponents). Together with the analysis of the decision-making space in Step 3, the analysis of channels of influence provides greater insight into how the political environment may impact the advocacy initiative.

Step 5: Do a SWOT analysis

What are the strengths and weaknesses of the group that is engaging in advocacy? What are the opportunities and threats in the political environment in which the campaign is launched?

In the fifth step the group analyzes strengths, weakness, opportunities, and threats (SWOT) affecting the advocacy initiative. It critically examines its own strengths and weaknesses with respect to a particular initiative and decides what actions to take to overcome its weaknesses and increase the chances of success. At the same time, the group analyzes external factors that may help or hinder the initiative.

Step 6: Design advocacy strategies

How can we influence decision-making to get the proposal approved?

Next, the group determines which strategies are best suited to effectively influence decision-making about the proposal. Factors to be considered include the nature of the decision-making space, the interests of decision-makers, the constellation of forces in the political environment, and the capacities of the group itself.

The strategies chosen should be varied and creative. They may include lobbying, organizing, education or sensitivity-raising, and press work, as well as, when necessary, social mobilization.

Step 7: Develop an activity plan

What must be done to carry out the chosen strategies?

In this step the group develops a plan of specific activities that will be used to implement the advocacy strategies defined in Step 6. This involves deciding upon specific actions that are feasible and deciding how to organize the work.

The goals of each activity should be clearly articulated, and a table of activities is drawn up to indicate who has primary responsibility for each activity and the time frame for its execution. The idea is to put together a plan that is flexible, effective, and encourages everyone's participation.

Step 8: Carry out continuous evaluation

What has been achieved? What has not been achieved, and why?

The final step involves making sure that the group sets aside time and space on an ongoing basis to evaluate its own process of planning and implementing an advocacy initiative. Aspects to be evaluated include the execution of strategies, the impact of the initiative in solving (or not solving) the specific problem, its contribution to the empowerment of the group and of civil society, and consequences for democracy.

Logic of the advocacy methodology

Objective

To introduce the participatory planning methodology for advocacy in a dynamic and participatory way.

Use

This technique sparks debate and an initial reflection but does not require prior knowledge or experience with advocacy initiatives.

Process

1. Before the session, the facilitator writes each of the four logical questions and each of the eight steps of the methodology (see Key Concepts, above) on a large sheet of newsprint, one question or step per sheet. The questions and steps are not numbered. The writing should be as large and as legible as possible.

2. The facilitator asks for four volunteers to come forward. Each volunteer is given one of the sheets of newsprint with one of the questions but does not yet show it to the group.
3. One by one, the volunteers read their questions aloud and hold their sheets up for everyone to see. The facilitator asks the other participants to reflect on what each question means for those who do advocacy.
4. After all the questions have been read and discussed, the facilitator asks the rest of the group to arrange the four questions in a logical order. The facilitator asks the group which question should go before or after the other, physically moving the volunteers from one position to another, until consensus is reached.
5. The four logical questions are hung on a wall for all to see and the volunteers are thanked.
6. The facilitator asks for eight more volunteers, preferably different people, and repeats the same process of discussion and ordering, this time with the eight steps of the methodology. Each step is then related to one of the four logical questions.
7. Finally, the facilitator summarizes the relationship between the four logical questions and the eight steps of the basic methodology.

Time

1 hour in total:

- 20 minutes to order and discuss the four questions
- 25 minutes to order and discuss the eight steps
- 15 minutes for final reflection.

Information must be up to date and accurate to be useful to make strategic decisions about how to plan the most effective advocacy strategy. When researching data and laws, make sure that the source of the data is reliable. In the case of research on laws, try to acquire the original text of the law. Whenever possible, verify the information from at least two different sources.

Social media exercises

Participants will practice several aspects of using social media in small groups.

Time

Total: 30 minutes

- Exercise: 20 minutes
- Debrief: 10 minutes

Social media exercise instructions

Split the participants into three small groups. Assign each group one of these four topics:

Facebook – Create a week’s worth of ideas for Facebook posts on an issue of your choice, including topic, post type, tone, and timing.

Twitter – Create a week’s worth of ideas for twitter posts on an issue of your choice, including topic, post type, tone, and timing.

CSO Process – Create the guidelines that a CSO might need to implement a social media strategy: a workflow, approval process, comments policy, colour schemes, logo, etc.

Give the group a five-minute warning before the end of the 20 minutes, and then call them back to order to report when the 20 minutes are up.

Social Media Debrief - Call the groups back to order. Have each group present their ideas, provide feedback, and open the dialogue for all attendees to add more ideas for each topic.

What is advocacy?

Advocacy refers to organized efforts by citizens to influence the formulation and implementation of public policies and programs by persuading and pressuring state authorities, international financial institutions, and other powerful actors. Advocacy embraces various activities undertaken to gain access to and influence decision-makers on matters of importance to a particular group or to society in general.

Specific sectors and nuanced definitions of advocacy:

A: cedpa: cairo, beijing and beyond: a handbook on advocacy for women leaders

“Advocacy is speaking up, drawing a community’s attention to an important issue, and directing decision makers toward a solution. Advocacy is working with other people and organizations to make a difference.”

B: fundación arias (arias foundation)

“Advocacy is a process that involves a series of political actions conducted by organized citizens to transform power relations. The purpose of advocacy is to achieve specific changes that benefit the population involved in this process. These changes can take place in the public or private sector. Effective advocacy is conducted according to a strategic plan and within a reasonable time frame.”

C: corporación participa 2003

“Advocacy refers to the planned process of organized citizens to influence public policy and programs.”

D: advocates for youth: advocacy 101

“Advocacy is defined as the promotion of a cause or the influencing of policy, funding streams or other politically determined activity.”

E: policy project, 1999

“Advocacy is a set of targeted actions addressed to decision makers in support of a specific political cause.”

F: cooperative for assistance and relief everywhere (care), 1999

“Advocacy is the deliberate process of influencing political decision makers.”

G: international planned parenthood federation – western hemisphere region

“Advocacy is a set of political actions implemented according to a strategic plan and aiming to focus the attention of the community on a specific problem and guide decision makers toward a solution.”

Advocacy: a conceptual framework

Advocacy is a dynamic process involving an ever-changing set of actors, ideas, agendas, and politics. This multifaceted process, however, can be divided into five fluid stages: issue identification, solution formulation and selection, awareness building, policy action, and evaluation. (Note: This framework is not intended to correlate with the modules.) These stages must be viewed as fluid because they may occur simultaneously or progressively. In addition, the process may stall or reverse itself.

The **first stage** is the **identification of an issue for policy action**; this stage is also referred to as agenda setting. There are an unlimited number of problems which need attention, but not all can get a place on the action agenda. Advocates decide which problem to address and attempt to get the target institution to recognize that the problem needs action.

Generally, the **second stage, solution formulation**, follows rapidly. Advocates and other key actors propose solutions to the problem and select one that is politically, economically, and socially feasible.

The **third stage, building the political will** to act on the problem and its solution, is the centrepiece of advocacy. Actions during this stage include coalition building, meeting with decision makers, awareness building and delivering effective messages.

The fourth stage, policy action, takes place when a problem is recognized, its solution is accepted and there is political will to act, all at the same time. This overlap is usually a short window of opportunity, which advocates must seize. An understanding of the decision-making process and a solid advocacy strategy will increase the likelihood of creating windows of opportunity for action.

The final stage, evaluation, is often not reached, though it is important. Good advocates assess the effectiveness of their past efforts and set new goals based on their experience. Advocates and the institution that adopts the policy change should periodically evaluate the effectiveness of that change.

Adapted from knowledge utilization and the process of policy formulation: toward a framework for africa.

Advocacy is conceptualized in many ways by theorists such as Michael Edwards, Alan Fowler and Kumi Naidoo among others, and practiced in many ways by activists and their organizations around the world, as well as by advocates in the corporate and government sectors. Depending on the issue, context and catalyst, advocacy can be either a top-down or a bottom-up process.

The Chambers Dictionary defines advocacy as “to call a cause to a higher tribunal,” while the Oxford English Dictionary defines it as “speaking for another” or “in favor of a proposal. Some describe advocacy as the process of using information strategically to change policies, programs, laws, and behaviors that affect the lives of disadvantaged people. For Michael Edwards (1993), the aim of advocacy in the global context is:

“...to alter the ways in which power, resources and ideas are created, consumed and distributed at a global level, so that people and organizations in the South have a more realistic chance of controlling their own development.”

Grassroots organizations and national civil society organizations in South Africa who are involved in advocacy work, the word has other meanings:

- Advocacy is an action directed at changing the policies, positions, or programs of any type of institution.
- Advocacy is pleading for, defending, or recommending an idea before other people.
- Advocacy is speaking up, drawing a community's attention to an important issue, and directing decision-makers towards a solution.
- Advocacy is working with other people and organizations to make a difference.
- Advocacy is putting a problem on the agenda, providing a solution to that problem, and building support for acting on both the problem and solution.
- Advocacy can aim to change an organization internally or to alter an entire system.
- Advocacy can involve many specific, short-term activities to reach a long-term vision of change.
- Advocacy consists of different strategies aimed at influencing decision-making at the organizational, local, provincial, national, and international levels.

Advocacy strategies can include lobbying; social marketing; information, education, and communication (IEC), community organizing, and/or many other tactics.

- Advocacy is the process of people participating in decision-making processes that affect their lives.

Advocacy as a tool for citizen participation

Advocacy is a tool for real participation by citizens in decision-making by government and other powerful bodies. It is one of the ways—together with elections, open forums, special commissions, and so on—that different sectors of civil society can put forward their agendas and have an impact on public policies, participating in a democratic and systematic way in decision-making about matters that affect their lives. Citizen participation requires:

- Internal democracy
- Human and economic resources
- Consciousness
- Willingness to struggle
- Credibility
- Ability to bring together people across different sectors, socioeconomic classes, races/ethnicities, etc.
- Ability to mobilize large numbers of people
- Good leaders
- Relationships with national and international actors
- Alliances
- A popular vote.

Advocacy as the exercise of power

To the extent that the citizenry can influence decisions made by entities of the state, it is exercising its own power as civil society. Advocacy can be seen as the exercise of power by the citizenry in the face of the government's power.

Effective advocacy requires using different approaches to tap into various sources of power. This increases the probability that a government will be responsive to its citizens. Some of these approaches contribute to the accumulation and consolidation of social power, while others contribute to the strengthening of technical capacities.

Advocacy requires:

- Capacity to do analysis
- Capacity to formulate alternative proposals

- Capacity for negotiation
- Research capacity
- Methodological knowledge about advocacy
- Information management.

Advocacy as a cumulative process

Advocacy consists of more than one strategy or activity. It entails the implementation of various strategies and activities over time, with creativity and persistence. Advocacy victories often are preceded by numerous failures. It is important not to give up, but to learn from our mistakes and to continually strengthen an organization in terms of its social power and technical capacity.

Advocacy combines various complementary initiatives to achieve an objective. Through a series of small wins on specific issues that may appear not to be of great consequence, an organization or coalition gradually builds the social power and technical capacity needed to do advocacy on more complex issues.

Why engage in advocacy?

There are many reasons to engage in advocacy. The most important from a civil society perspective are: (a) to solve specific problems through concrete changes in public policies and programs; (b) to strengthen and empower civil society; and (c) to promote and consolidate democracy.

To solve specific problems

Most civil society organizations that are committed to justice, democratization, and sustainable development aspire to change one or more aspects of the social, economic, political, and cultural realities in which they operate. Advocacy focuses on solving specific problems within this complex environment. Citizen advocates develop plans and implement strategies and activities aimed at achieving concrete solutions to these problems, most often through specific changes in public policies and programs. It is important to involve, from the beginning, the people who are affected by the problem that you wish to solve. This helps ensure that the groups or coalition's proposal reflects the priorities of this population and is geared toward achieving real change in their daily lives.

To strengthen and empower civil society

Advocacy, to the extent that it promotes social organization, alliance building, leadership formation, and networking at the national and international levels, stimulates the strengthening and empowerment of civil society. The planning and implementation of advocacy initiatives not only helps to solve immediate problems, but also, over time, contributes to strengthening the organizations or coalitions that engage in advocacy. This in turn prepares them for future efforts that can have an even greater impact on public policies.

To promote and consolidate democracy

Advocacy implies a permanent relationship between civil society and the state. It is an important gauge of a genuine democracy. Engaging in advocacy is one way to strengthen citizen participation in decision-making about public policies and programs and to promote a transparent political culture. As civil society becomes more successful in its advocacy efforts, power relationships between state institutions and the citizenry will be transformed and become more democratic.

What factors contribute to the success of advocacy initiatives?

A variety of external and internal factors help determine whether advocacy efforts will be successful.

External factors

The reality of every country is different. Therefore, the opportunities for and obstacles to the development of civil society and citizen participation through advocacy must be analyzed within a particular context. Nonetheless, it is possible to generalize about important external factors in the political environment of a country that contribute to citizens' ability to influence public policies by engaging in advocacy. They include:

Openness to democracy. Advocacy is most successful when governments are committed to the promotion and consolidation of democracy. Advocacy requires that a government respect basic human rights, including the rights to life, freedom of association, and freedom of expression. Unless these rights are respected, there will be little political space for citizen participation.

Social, economic, and cultural equity. Pervasive poverty and social, economic, and cultural exclusion weaken the capacity of marginalized sectors to organize themselves and to plan and implement initiatives designed to influence public policies. Poverty and exclusion tend to reinforce set attitudes on the part of both State institutions ("The poor are a threat when they organize") and traditionally marginalized sectors ("The state is the enemy"). These attitudes are obstacles to building the types of relationships between the state and its citizens that are essential if advocacy is to be effective.

Decentralization. When engaging in advocacy it is important to have access to people with decision-making power and to other key actors. When a state is excessively centralized, citizens have limited access to state institutions, making it more difficult to seek solutions to their problems.

- **Democratization of media access:** The ability to influence and shape public opinion is crucial to the success of advocacy initiatives. Access to the media is particularly important. When control of the mass media is highly concentrated in a few hands, access for some sectors of society can be limited. This negatively impacts their ability to place issues on the public agenda and to influence decision-making about public policies in an effective way.
- **Transparency:** To influence the actions taken by the state, citizens must have access to public information. Without such access, groups and coalitions that want to influence public policies will not have sufficient information with which to analyze problems and develop proposals for viable solutions. A culture of accountability is required, in which public officials are responsive to citizens, especially regarding compliance with specific aspects of a public policy.

Internal factors

Civil society organizations, especially those that come from traditionally marginalized sectors of society, also face the challenge of strengthening themselves internally and accumulating power vis-à-vis the state. The following factors come into play:

- **Internal democracy:** Democracy within organizations is a tool for empowerment. Internal democracy broadens the level of participation, especially among those groups within society that have traditionally been marginalized. This in turn enables the planning of advocacy initiatives that have a higher rate of success. To achieve internal democracy, it is important to question traditional gender roles within organizations.
- **Willingness to interact with the government:** Even though advocacy involves the interplay of interests within a political context, which can sometimes be conflictive and polarizing, it always requires that civil society be willing to interact with the government in the most constructive and least conflictive way possible. Interaction with government is how an organization or coalition achieves its advocacy objectives.
- **Willingness to build and strengthen alliances.** Advocacy efforts have the greatest impact when different sectors or groups within civil society work together. In this way, alliances are strengthened, and the opposition is weakened.

- **Visualization of advocacy efforts as part of a long-term strategy for transformation.** Even though advocacy is undertaken to achieve concrete results in the short or medium term, it should be framed within a context of broader objectives for social, economic, and political change to be accomplished over the long term. In other words, short- and medium-term results should be aligned with long-term objectives and should help solidify efforts to promote change.
- **Clarity about the mission of the group or coalition.** Advocacy initiatives should grow out of the previously defined mission of a group or coalition. Grounding advocacy work in the stated mission of the group or coalition helps ensure that advocacy is integrated into its overall program and is not just a distraction or a marginal activity. The mission statement articulates the identity of the group or coalition, clarifying what it does, the problems it seeks to address, its philosophy of change, and the outcomes it hopes to achieve.
- **Basic knowledge of the way state institution's function.** When a group or coalition wants to influence public policy, it is extremely important that it be knowledgeable about the way the judicial system functions, about national and international laws that relate to the problem it hopes to solve, about how different decision-making spaces operate within the state, and about current public policies affecting the issue in question.
- **Full understanding of the political context.** The success of an advocacy initiative is affected by the group's ability to grasp the different dimensions of the political context in which advocacy will occur. Its ability to do objective analysis and to propose alternatives that are politically and technically viable depends on the depth of its understanding of the situation.
- **Information management and research capacity.** Information is power! Citizen advocates need accurate information to analyze problems, formulate policy alternatives, understand how decision-making spaces function, identify key actors, determine which strategies to use, and make arguments that support policy proposals. This implies a need to do research or to forge relationships with research institutions whose staff have expertise that can help make advocacy efforts more viable.
- **Educational opportunities.** For a group or coalition to become more knowledgeable about issues on which it hopes to have influence, and to increase its capacity to do research and analysis, it is important to provide educational opportunities for its leaders on an ongoing basis.
- **Clear agreements between the individuals or organizations that are working together on an advocacy initiative:** The people or organizations involved in a group or coalition that is engaged in advocacy should reach clear agreements about how they will work together. This will help to clarify the interests and expectations that are in play. It is common for conflicts and misunderstandings to occur within and between organizations, but these problems can be minimized by reaching specific agreements about internal decision-making and about which individuals within a group or coalition can speak to the press or to government officials. It is important to work through these issues in a transparent manner because the agreements reached will increase the efficiency and effectiveness of the joint effort.
- **Availability of human and economic resources for the advocacy initiative.** Advocacy requires resources. In addition to budgeting sufficient money for an advocacy initiative that is to be undertaken, organizations must also assign personnel with relevant training and expertise.

Types of 'advocacy'

Social media advocacy

Overview: Social media advocacy is likely the most common type of advocacy, but it can be very difficult. People are saturated with messages online. Making your message stand out among the noise takes thoughtful planning.

When to use: To reach a wide audience. To advocate when you have a small budget. To publicly engage with decision makers. To make viral campaigns.

Ways to use:

- Educate — to teach people about the problem you are trying to address and the solution you are trying to address it with.
 - Fundraise — to encourage individuals to donate to the solution you are supporting.
 - Interact with decision makers — respectfully, ask legislators to vote a certain way, share information that will help them decide, ask them why they voted a certain way.
 - Keep up with the conversation — learn what the public, the press, and decision makers are saying about your issue.
 - Share updates — to keep your followers informed on the progress you are making on your issue.
 - Activate/Motivate — to inspire individuals to act on your issue by contacting a legislator, volunteering, donating, etc.
- Note: to boost Facebook ads that call people to action, you must go through an authentication process with Facebook.

Tips:

- Mix messaging — keep people interested and engaged by mixing up messages between education, activation, updates, etc.
- Do not let someone without knowledge or experience plan your social media strategy. Effective social media advocacy takes strategic thinking. You create the plan — let the intern implement it.
- Look at what organizations with messages that you have responded to are doing online. What made you respond? What techniques can you adopt?
- Use images — social media posts with images are more likely to be shown in someone's social media feed and more likely to get people's attention.

Advocacy ads on facebook

To run ads related to politics on your Facebook Page, you must go through several steps. Only Page administrators can go through the process. First, Facebook confirms the identity and location of the admin. You'll have to provide a US driver's license, state ID card or passport, along with a US-based residential mailing address. Then you must link your ad account(s) to your Page and enter a "Paid for by" disclaimer. This process can take two weeks or longer, so be sure to complete it well in advance of any Facebook campaign you plan to do if it is even remotely related to politics. Search the Facebook Business Ads Help C.

Media advocacy

Overview: Traditional media is not dead. Many people still rely on digital publications and televised news for information. Educating and activating through traditional media sources can still be useful.

Media Advocacy: A working definition: Media advocacy is the strategic use of media by social justice advocates and organizations to communicate with large numbers of people to advance a social or public policy objective or change public attitudes on an important public matter.

When to use: To educate and activate individuals outside of your current network. To increase the likelihood of your messages being seen by decision makers and community influencers.

Ways to use:

- Create news — send press releases when you publish new research; invite press to demonstrations and community meetings.
- Capitalize off breaking news — if you can act quickly enough, release a statement to the press related to a current news story Cultivate relationships — Send reporters data, tips, and research; and submit opinion pieces and letters to the editor.
- Train a spokesperson — Have at least one staff person or volunteer who is comfortable taking interviews and keep them prepared with relevant talking points.

Tips:

- Read through op-eds, watch human interest stories, etc. and identify what types of information the media is looking for and who they are getting it from.
- If you are going to talk about a problem, be sure to have recommended solutions prepared.

Elements of media advocacy:

- Learn about the media available to you, traditional and new media.
- Identify and build working relationships with members of the media who cover your issue area, government, and politics.
- Present your organization as a resource to the media on issue in which you have expertise.
- Prepare your key messages and adapt them for many forms of earned media: letters to the editor, opinion editorials, social media, web postings and other available outlets.
- Provide the media with contacts 24/7. Their deadlines may not coordinate with your usual working hours.
- Build and maintain good media lists and communications systems for reaching media.

Gaining access to the media

- Make sure the information is timely.
- Show the local connection to the issue and story.
- Emphasize the human-interest part of the story.
- Show support for the issue from someone who is credible and not of your organization.
- Use respected sources because they are believable.

The heart of media advocacy requires **framing issues for access and framing issues for content.**

Frame issues for access by using the following:

- Controversy.
- Injustice.
- Local reason.
- Personal reason.
- Something new that has happened (i.e., a breakthrough).
- Anniversaries of an achievement or tragedy.
- Celebrities with credibility and personal experiences.
- Visuals that tell the story.

Framing for content and shaping the public argument:

- Translate the individual problem into a public issue.
- Fix responsibility for the problem on the political or social system and name the decision makers who are responsible for not fixing the problem.
- Present a workable solution that has appeal to others and support from them.
- Suggest practical steps that decision makers can take.

Develop a story element:

- Use compelling visuals and symbols.
- Develop quotes for the media that shape the argument.
- Use hard-hitting numbers that draw a clear picture.

Social media best practices

Display on a flipchart or powerpoint:

Create Your Social Media Process by “Rolling the Dice”

D – Designated Responsibility

I – Integrated Approach

C – Content Creation Methods

E – Editorial Calendar

SAY

Every good social media strategy must begin with a content strategy. I like to break down a social media content strategy like this...D.I.C.E. It is time to roll the DICE!

D is for “designated responsibility.”

Who will be posting the content? One person? A team? This needs to be cleared up first so it is not fuzzy as to how it will get done. Your CSO also needs to identify the workflow and the process of approval that is appropriate for your structure and agreed upon by your CSO leadership. You should also consider creating a policy for dealing with negative comments.

Many experts encourage allowing a real dialogue, and that means allowing comments that you do not necessarily like or agree with. Do not feel like you must address every comment during a debate on an issue. You can restate your opinion or policy but allow your other followers to have your back. You should always delete vulgar or inappropriate comments.

I is for “integrated approach.”

This content should go to different social outposts, Facebook, Twitter, YouTube, Flickr, Google+, etc. However, do not over commit yourself. If you cannot manage to post fresh content daily, you want to take a step back and re-evaluate your plan. Make sure that your team is set up to publish content on these different platforms. An integrated approach will help to broaden your reach as well.

C is for “content creation methods.”

As a local unit, what systems are you putting into place to capture noteworthy stories? Is it a spreadsheet? An email thread? Anything you can put into place to capture stories before they are yesterday’s news will help you stay relevant in the social media world.

E is for “editorial calendar.”

If you are like me, it will not get done unless it is written down and this piece ties in every other point. On a calendar, you can note who is posting, where they are posting, and how you identify your content topics. This is the final piece to a successful social media strategy.

Display on a flipchart or powerpoint:

Social media best practices:

- Variety
- Tone
- Timing

SAY:

Facebook Best Practices

Variety

Be sure to publish different types of posts. A good social media engagement plan integrates multiple types of posts, not just status updates and not only pictures. Here is a list of post types to work into your social media plan: general status updates, “click like” posts, photos, events, links to websites, links to articles, quotes, questions, calls-to-action, videos, testimonials, announcements, breaking news, and how-to posts.

Tone

Be sure to consider your tone and know that your audience may be perceive your tone differently, as in any electronic communication. Try to use a personal tone, tap into emotion, and stir debate among your audience.

Timing

Shoot to post during peak hours. Facebook and other social media outlets are most active in the early morning (around 9:00 am), at the end of work (around 5:00 pm), and late at night (around 11:00 pm). If your usage peaks during these time periods, you will increase the odds that your target audience will see your content.

Twitter best practices

Respond quickly

This is particularly important when dealing with customer service comments and concerns. You should stay current with Twitter mentions and respond to concerns within two hours.

Space out tweets

Tweets should be spaced throughout the day so that they ideally reach your followers' feeds at periodic times. If you only tweet at one time of day, you lose a lot of visibility. Third-party applications, such as Hootsuite, allow you to schedule your tweets and allow multiple users to access the same account to help spread out the workload.

Too much self-promotion can be a bad thing

When an organization does nothing but promote its message, people will not listen, and they will not follow. Thirty percent of tweets should be related to CSO, while the other 70 percent of tweets should be about related topics that provide value to your followers. Include a link to a website, blog post, article, etc. Not only is this a great way to leverage your other platforms, but it also gives you credibility as being a source of great content.

Choose who you follow

Certain Twitter directories, such as WeFollow or Tweepz, allow you to locate users to follow based on their interests and geography. Follow people who either mention you or are interested in the services or products you offer. Follow people who are retweeting you or mentioning your name. However, if you follow too many people too quickly, you can lose credibility.

Build a relationship with users

Make sure to thank people for mentioning you, following you, or just comment on something they said that was interesting. If they post interesting content, feel free to retweet it. Generally, people will follow you if you genuinely reach out to them.

Join the conversation

If people are talking about things that matter to you, feel free to join the conversation! This gives your brand a human voice and shows that you care.

Facebook fan page best practices

Respond quickly

Just like Twitter, you should respond to comments/ inquiries within two hours.

Join the conversation

It is okay to respond to conversations within a response thread from a post. You can respond directly to several individuals within one comment too. Just make sure to identify who you are responding for each statement you make.

Develop relationships

Get to know the people who are frequently commenting on the page. Engage in conversation with them by asking questions and responding to posts. Developing these relationships is crucial when developing a strong base of “super fans.” These relationships can be effectively leveraged in future campaigns.

We are all in this together

Try to avoid “I” statements. Brands are all about “we”, “us” and “our” and your voice and communication strategy should reflect this mentality. Find a voice that works for your CSO and issue and use it! For easy usability, you should adopt a voice for CSO. Every administrator with access to the page should be familiar with the voice. This will allow multiple people to actively respond to comments and concerns, while creating a consistent voice.

Make your page “sticky.”

A potential fan has arrived on your page, now what? It is important to maximize their experience; the more engaging the better! You want them to stay there as long as they can and enjoy their time on the page. Try to have links back to your website.

Clearly delineate who you are and what you stand for

Make it easy for users to find more information.

Check it twice!

Be sure to double and triple check spelling and grammar. Nothing shows you care like proper grammar and punctuation, especially in CSO.

Election advocacy

Overview: Nonprofits CAN participate in election advocacy. But laws and restrictions apply! (Refer to Arkansas Secretary of State's Office, the Arkansas Ethics Commission, and the IRS for information on rules and regulations).

When to use: If your mission and issue are affected by decisions made by elected officials. If you have a large base of supporters, you want to engage. If you want to ensure your issue is being discussed by candidates.

Ways to use:

- Host/attend a candidate forum — hosting candidate forums are a great way to make issues you are about part of the conversation during the election.
- Create a Voters' Guide — Handing voters' guides out to the public increases the likelihood of your issues being discussed at a range of election events.

- Propose a ballot initiative — instead of trying to get a specific piece of legislation passed through the legislature, you can petition to have an initiative added to the ballot that would leave it to the voters to decide on. These efforts can be very expensive though. So, if another group is leading efforts on an initiative that you support, consider connecting with them and ask how you can help.

Actions you can take as an INDIVIDUAL (but NOT as a 501(c)3 nonprofit):

- Run for Public Office
- Volunteer on a campaign
- Endorse a Candidate
- Donate to a campaign or party

Administrative Advocacy

Overview: Passing a law is only the first step. Generally, after the governor signs a bill into law, it is sent to the relevant department where the rules will be promulgated, or, in other words, where the ins- and-outs of implementation will be decided.

When to use: To ensure that a law best assists the people it is meant to serve. To ensure a bad law doesn't get worse in implementation.

Ways to use: Provide public comments — give your written input on how the law should be implemented.

Meet with relevant department heads — share information, data, and stories about your issue that can help them in the rule-making process Attend public rule-making hearings- provide testimony on how the law should be implemented through data and stories.

Tips:

Get in the weeds! This is the time to really get in the weeds and nail down exactly how a law will be implemented. What are the on-the-ground details that will affect implementation that might be overlooked?

Create on-going relationships with relevant department heads. If you already have a relationship, they are more likely to turn to you for insight when a new law comes up in your issue area.

Do not be intimidated. You are an expert in your field and decision makers need to hear from you. From their position, there are a lot of important details that can be missed. You can fill-in those gaps.

Legislative advocacy

Overview: Legislators hear from many voices when they create a law. They listen to lobbyists, campaign contributors, and their constituents. They get data from experts. They get information from people claiming to be experts. They speak with colleagues, attend committee hearings, and debate bills on the floor. There are plenty of opportunities to advocate and lobby.

When to use: If there is legislation you want proposed. If there is a bill that has been filed that helps your issue. If there is a bill that has been filed that will harm your issue.

Ways to use:

- Lobby — ask a legislator to vote a certain way on a specific piece of legislation or propose certain legislation. Laws apply!
- Advocate — if you Do not want to tell legislators they should vote a certain way, but just want to educate them on your issue, you can do that, too. Or you can do both. Educate them, then lobby them.

Tips:

Meet with legislators out of session, as this may allow you more time to educate a legislator about your issue and help create a trusting relationship between the two of you regarding your subject matter. As a result, the legislator may turn to you for insight and advice when a bill comes up in your issue area.

Learn where legislators stand on your issue through social media, attending committee meetings, and asking colleagues. This can help you determine who still needs to be persuaded and who can be a champion for your cause.

Be respectful. It can be frustrating to hear some of the opinion's legislators have, but being disrespectful won't get you anywhere.

Stay on top of what is happening at the Parliament. Things can move quickly so follow what is happening on Twitter (follow media handles), sign up for Bill tracking on the Parliaments websites, and sign up for alerts.

Stay focused on your mission. Create an agenda of what policy or policies you want to work on before you start advocating during the session, to keep you focused and on track. The agenda can be used to guide all your advocacy efforts.

Make sure to follow up and thank legislators for acting on the issues.

Financial Advocacy

Overview: Where you spend your money is an indication of what you value. Making campaign contributions or donating to nonprofits can be effective ways to advance your issue.

When to use: To support a candidate or party (not as a nonprofit, only as an individual). To support a cause.

Ways to use, as an individual:

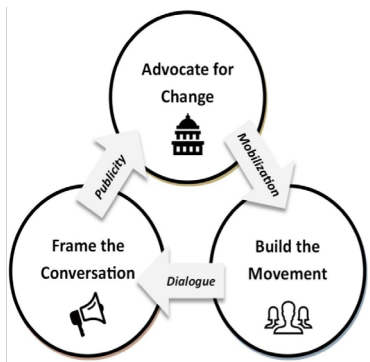
- Donate to a political party. Donate to a candidate.
- Donate to a Political Action Committee (PAC). Donate to a nonprofit.
- Conveying Values-Based Messaging with Elected Officials

Advocacy in Action: Cultivating Champions for a Collective Voice

Advocacy can be a powerful catalyst for change to improve the laws, policies, structures, and beliefs that impact entire communities. Despite the real impact advocacy can have on increasing economic security, less than one-third of service organizations engage in advocacy to promote their missions (Bolder Advocacy, 2016).

Our respective missions will never be fulfilled if we accept policy decisions that are made without us. When we are at the table with policymakers, we can ensure that our priorities are heard, that our communities are represented, that good ideas are funded, and that failing policies are questioned. By (1) advocating for change, (2) building the movement, and (3) framing the conversation, nonprofit organizations can help set the stage for real and lasting success for the people and issues we serve.

Values-Based Messaging



Tips:

1. Be Aspirational

Hope and optimism are more motivating than cynicism. If we suggest that this will be an uphill battle or unlikely to happen, we give elected officials permission to ignore the issue.

2. Values First

We feel first and think second. Values are our moral compass.

3. Elevate Our Public Systems

We cannot give the government or public systems a non-cooperative attitude, while calling on our government to invest in safety net programs and protect our health and well-being.

4. Focus on 'We'

Messages of interdependence are more relatable and guide us toward a community solution. Focus on the 'our,' the 'we,' and foster a sense of connection. This is about all of us and our communities, not just a small group.

5. Choose stories wisely

Your story is one of the greatest tools you must let others know why an issue is important and how it connects to peoples' lives. Select stories that are relevant and emphasize community, not just individuals.

Values-Based Messaging

Traps:

1. Do not repeat unhelpful stereotypes

Avoid repeating generalizations, assumptions, and stereotypes to make a point. Even if you are trying to debunk a stereotype, repeating one normalizes the stereotype and perpetuates a divide. Be sensitive when choosing words, you use.

2. Do not step into the other side's 'frame'.

Keep away from frames that could damage your argument. Stay on message and stick to your rehearsed talking points.

3. Do not use language that 'otherizes'.

We Do not want to stigmatize a group of individuals, especially when we want to create a feeling of interdependence and community well-being. Talking about 'families working hard to gain financial security' (a term we call relate to), rather than 'the poor.'

4. Use statistics sparingly and do not use jargon

One simple statistic or number per paragraph is probably a maximum. No decimal points are ever necessary. Remember, stories illustrate our values better than statistics.

| | | |
|------------------|--------|---|
| Messaging | Action | Action #1 Develop one message on tyour Advocacy Issue for a Target Duty Bearer |
| | Action | Action #2 Practice how your message will be delivered |
| | Action | Action #3 repare adequately to convince your target |

Lobbying: A working definition

Lobbying organizations or coalitions urge decision makers to take a specific action e.g., cast a vote, adopt a regulation, write an editorial. They work to build relationships that provide access to decision makers and to determine what pressures or acknowledgment of agreement must be communicated to the membership and the public.

Those who lobby serve as a resource to provide accurate information. They can serve as a bridge and connector to other decision makers or organizations and coalitions, including the opposition. To members and allies those who lobby can help people understand the formal and informal parts of the policy system

Effective social justice lobbyists:

- Know that there are no permanent friends and no permanent enemies in decision-making bodies.
- Know the informal and formal processes, including the procedures of the institutions in which the lobbyist relates.
- Identify strong supporters in elected bodies for the organization's objectives.
- Appreciate their own limits—lobbyists on social justice matters rarely influence votes.
- Stay true to principles and be flexible on details of timing and scope.
- Establish themselves as credible information sources to gain authority and access.
- Always network.
- Make obscure procedures and practices of legislative bodies and government understandable to the people affected by government's decisions.
- Listen to others including the opposition to identify possible openings.
- Appreciate the unpredictable. A good idea or proposal sometimes gains support in unexpected ways.
- Share credit for victories.

Keep the following in mind when preparing your presentation for a lobbying visit with an elected or appointed official or a bureaucrat:

- Do your homework. Know how to open the meeting as positively as possible. Know how to introduce each person.
- Focus on one issue.
- Know what you want to ask the decision maker. Make it specific.
- Keep your presentation short and focused.
- Know what is negotiable and what is not negotiable.
- Help the decision maker with information and support.
- Everyone is needed. Each person on the visit should have a role.
- Leave the decision maker with some piece of paper but give it to s/he after the oral presentation is made.

How to Lobby

Policymakers are usually busy people who are bombarded with ideas, opinions, and recommendations, both good and bad, all the time. The bus, as they say, is crowded with people like you who are trying to make an impact, so you need to be particularly focused and clear in your communication, as well as determine to be heard and understood.

A large part of effective advocacy depends on the relationships advocates develop with decision-makers, influential leaders, and other key audiences. The stronger the ties of trust, mutual support and credibility between the advocate and the audience, the more effective the advocate will be. Before you begin to lobby, however, it is useful to keep the following steps in mind:

Prepare your Plan of Action

- Build a strong case for proposed change.
- Identify precise policies which need changing.
- Contact like-minded organizations for potential collaboration and support.
- Formulate the proposal and request a meeting with targeted individual.

Prepare a strategy to get yourself and your issue heard

- Locate crucial person (call her/him A) and the people who influence A
- Locate key officials who are sympathetic to your proposal and try it out on them, seeking guidance on how best to influence A
- Seek advice from influential people on how to influence A
- Invite influential officers to visit your organization to familiarize themselves with your work
- Use the media to create a favourable climate for your proposal
- Create a contingency plan if your proposal is rejected: for example, persuading the person above A to get them to reconsider the proposal, or waiting until the staff member has moved on and try again with their replacement.

Follow through if your proposal is accepted

- Suggest that a drafting committee be established, with a representative from your organization, to bring about the proposed change;
- Offer your organization's services to assist the officer responsible for implementing change;
- If these formal offers are rejected, keep informal contact;
- Follow through all procedural levels until the policy change becomes a reality;
- Remember to thank everyone who had anything to do with bringing about the policy change even those who were reluctant collaborators: you may need their help again in the future.

Establish Points of Entry 2

Think creatively about how you can get a meeting with the audience you need to reach. Is there something you have in common which would help you connect? Or with someone you know. For example, if a friend of yours attends the same church as the decision-maker, maybe your friend could arrange for you to make a presentation at the church.

Ritu Sharma (2001) in An Introduction to Advocacy suggests five ways to begin the process of building relationships with decision-makers:

- **Schedule a Meeting** – Getting a meeting with a decision-maker or key audience is the first successful step in reaching your advocacy goal.
- **Send a Letter of Invitation** – The most common way to set up a meeting is to send a letter explaining what your advocacy goal is and why you would like a meeting. Afterwards, follow up with a phone call. Often you will not get a meeting with the official, but with a staff person. Always meet with the staff and treat them in the same way you would treat the decision-maker.
- **Invite them to Visit** - Another way to meet with and persuade people is to invite them to view your facility or project. This way you can show them what is working and why they should support it. If the decision-maker cannot come, try taking the project to them. Ask several members of the constituency affected by the problem to join you at a meeting or show a videotape or photos of the project.
- **Make the Invitation through a Friend** – If you have a friend or colleague who knows the decision-maker or someone on his or her staff, have your friend send the letter or make the phone call. Decision-makers will be more likely to meet with you and will likely give more credence and attention to the matter if the invitation comes from someone the decision-maker already knows and trusts.

Data: The Power of data Use for Advocacy

Evidently, as you can see, adding data makes your advocacy efforts compelling, using Data helps you to Advocate effectively, and stay relevant to current need and useful to policymakers.

What is data?

Webster’s Dictionary defines it as

“information (as measurements or statistics) used as a basis for reasoning, discussion, or calculation.”

A good example is work with very young children, where timely, accurate data can be one of our most important tools. Whether we are advocating on behalf of infants and toddlers, writing grants to support a program, or developing a plan for providing services, data will make the case more persuasive. Consider the two paragraphs below and see how adding data helps make your case more descriptive and persuasive:

| Statement without data | Statement with data |
|--|--|
| <p>In recent years, Nairobi has seen both a need and a demand for low-cost, high-quality childcare. Nairobi has a high number of females with children who are in the workforce. The need for childcare touches the lives of every Kenyan. The childcare industry is an essential part of the state’s economic development strategy.</p> | <p>Without childcare, most businesses in Nairobi would be hard-pressed to find enough employees. That’s because in Nairobi, 73 percent of children under age 6 have one or both parents who are in the workforce. Nairobi leads the Kenyan national average in the percentage of women in the workforce who have children younger than 6. In our Nairobi the percentage is 77.5%, compared to 63.5% for the Kenya as a whole. At 47 percent, Nairobi also leads the nation with the highest percentage of children under age 6 in paid childcare. That’s almost twice the national average of 26%.</p> |

Young people around the world are rallying towards a new era of advocacy: one that is backed by data and fueled by their real-life experiences. Data play an important role in supporting youth voices and helping them spread messages about the issues that are most important to them. This includes advocating for policies and services that are accessible and culturally relevant. When we are front and center of this fight to improve our health and well-being, we can achieve our best lives. Below are some examples of how young people are using data to advocate for health policies, plans and programs in their own lives.

Using Data to understand Context

There are 1.2 billion adolescents in the world today; that is over 16% of the world's population. Understanding the different contextual factors that affect adolescents is important so that we can advocate for positive social change. Regional, country, and population level contextual data can give us important clues about the state of adolescent health and well-being. For example, 18% of our world population lives below the national poverty line, and 19% live with moderate to severe food insecurity. Using such information, we can understand the needs of adolescents in our communities, and what we can do to create healthier lives. It is important to understand different policies and plans in your country that are related to adolescents.

Using Data to understand Policy

Advocacy is closely connected to policymaking. Policies guide decisions and plans that shape our countries and our futures as young people. Engaging with the policy making process (and policy makers) gives us a better chance at achieving our own goals and in creating a healthier world for all. For example, it is important to know about national adolescent health programs in our countries as well as if there are restrictions to access key services such as contraception, HIV testing and counselling and mental health services. Restrictions can be in the form of a legal age limit for unmarried adolescents without parental/legal consent and user fees. Taxation on harmful substances like alcohol, tobacco or even sugar-sweetened beverages is important for adolescents' health and well-being as it helps control access and availability. Understanding death and disability can be helpful to us as we try to identify focus areas for advocacy.

Using Data to explain the burden of dissent and disagreement

When we are facing a health concern, it can lead to many possible outcomes 1) death, 2) no death and the person affected by the problem continues to live with some disease or disability, or in the best-case scenario, 3) recovery.

Population level estimates on death and disability tell us what diseases, illnesses, or injuries cause most of the burden in our communities. You can use the UNICEF Adolescent Health Data Dashboards to stay up to date on the latest issues facing people of your age in your country. Information about disease or disability is provided through two key measures: 1) Disability-Adjusted Life Years (DALYs) which measures the health status of a group or a country, and specifically, the number of years lost due to disease or ill-health or premature death. 2) Years of Health Life Lost due to Disability (YLDs). For instance, one YLD represents one full year of healthy life lost due to disability or ill-health. Using the death and disability data among boys and girls across different age groups, we can find the top causes within our own countries and across different countries in our regions or the world so that we can advocate for the issues most affecting our communities!

Using data to identify risk factors

Understanding adolescent risk factors can help us focus our efforts and advocate for healthier lifestyles. Risk factors provide us with helpful information about which factors can lead to an increased likelihood, or risk, of developing a disease or infection. The greater the degree of the risk factor, the higher the likelihood that we will develop a disease. For instance, all forms of tobacco are harmful, and there is no safe level of exposure to tobacco. If an individual smokes, there is an increased likelihood of developing serious diseases that affect the heart and lungs, or even develop cancer. Even smokeless tobacco, which is highly addictive and damaging to health, increases risk of cancer and other diseases.

Using data to tell the Story

There are so many ways for young people to get involved in shaping positive social change. There are also many ways for us to collect and present data in creative ways to share with various audiences.

We can use numbers from reports, create charts or posters, and can also use photos or videos to contextualize data-- we can share on social media, talk to our friends/families/neighbors, give a talk, present at a conference, or a policy summit. As you engage with data, think about who you want to share the information with.



Figure 7 Why CSOs engage in Advocacy

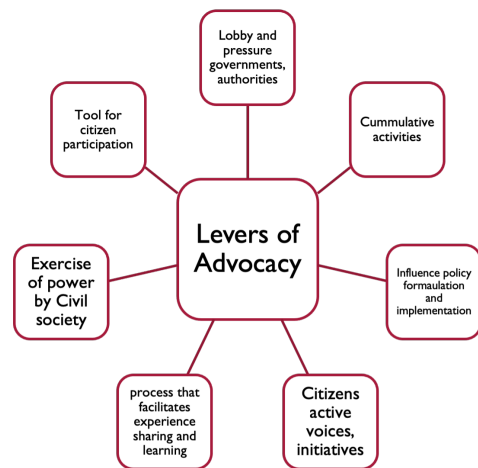


Figure 8: Levers of Advocacy

Advocacy Cycle: Planning and Implementation

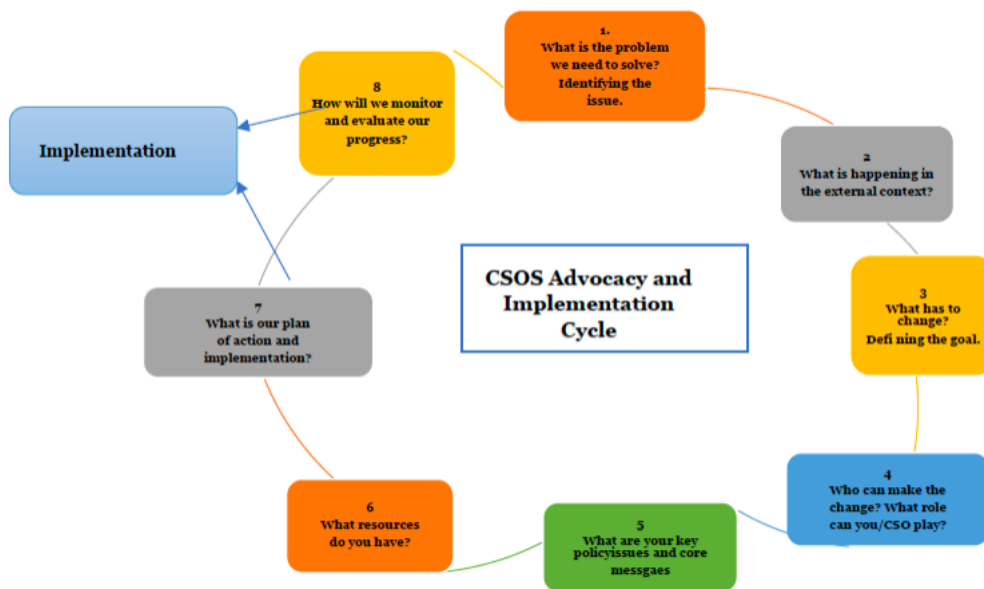


Figure 9: Data for Governance Advocacy Cycle

Steps for Advocacy Planning

1. **Definition of the Problem:** Identify the main issue or problem that could be solve or improved by means of a specific political change
2. **Self-Diagnostic (SWOT):** Identify the strengths, weakness, opportunities, and threats your organization should consider in working towards achieving the Expected Advocacy Result
3. **Definition of the Expected Advocacy Result:** Clearly define the political change to be promoted through the advocacy project, as well as the decision maker who will be the target audience
4. **Development of the Advocacy:** Define the basic elements of and advocacy project, goals, main actions, indicators, time table, budget, and monitoring plan
5. **Audience Analysis:** Establish the target and secondary audiences and examine the level of power, the position, and the interest they may have towards the achievement of the Expected Advocacy Result
6. **Gathering Information:** Gather all the necessary information for advocacy planning and use it in the definition of each of the project's elements
7. **Analysis of Possible Allies:** Identify the organizations, people, and institutions who may favor the achievement of the Expected Advocacy Result
8. **Political Analysis:** Deeply explore the political context within which the project will be implemented
9. **Evidence in advocacy:** Evidence refers to a result or output of a research process. Individuals and organizations seeking to transform society and to sustain gains over time use evidence to justify the course they are taking. The social transformation intended by evidence-based change advocates is one which ensures the rights of impoverished and marginalized people.

Basic Elements of advocacy



Figure 10: Basic Elements of Advocacy

While specific advocacy techniques and strategies vary, the following elements form the basic building blocks for effective advocacy. Like building blocks, it is not necessary to use every single element to create an advocacy strategy. In addition, these elements need not be used in the order presented.

You can choose and combine the elements that are most useful to you. As you examine the elements in the diagram, you may notice that some of these concepts are borrowed from such disciplines as political science, social marketing, and behavioural analysis.

Selecting an Advocacy Objective

Problems can be extremely complex. For an advocacy effort to succeed, the goal must be narrowed down to an advocacy objective based on answers to questions such as: Can the issue bring diverse groups together into a powerful coalition? Is the objective achievable? Will the objective really address the problem?

Using Data and Research for Advocacy

Data and research are essential for making informed decisions when choosing a problem to work on, identifying solutions to the problem and setting realistic goals. In addition, good data itself can be the most persuasive argument. Given the data, can you realistically reach the goal? What data can be used to best support your arguments?

Identifying Advocacy Audiences

Once the issue and goals are selected, advocacy efforts must be directed to the people with decision making power and, ideally, to the people who influence the decision makers such as staff, advisors, influential elders, the media, and the public. What are the names of the decision makers who can make your goal a reality? Who and what influences these decision makers?

Developing and Delivering Advocacy Messages

Different audiences respond to different messages. For example, a politician may become motivated when she knows how many people in her district care about the problem. A Minister of Health or Education may act when he is presented with detailed data on the prevalence of the problem.

What message will get the selected audience to act on your behalf?

Often, the power of advocacy is found in the numbers of people who support your goal. Especially where democracy and advocacy are new phenomena, involving large numbers of people representing diverse interests can provide safety for advocacy as well as build political support. Even within an organization, internal coalition building, such as involving people from different departments in developing a new program, can help build consensus for action. Who else can you invite to join your cause? Who else could be an ally?

Making Persuasive Presentations

Opportunities to influence key audiences are often limited. A politician may grant you one meeting to discuss your issue, or a minister may have only five minutes at a conference to speak with you. Careful and thorough preparation of convincing arguments and presentation style can turn these brief opportunities into successful advocacy. If you have one chance to reach the decision maker, what do you want to say and how will you say it?

Fundraising for Advocacy

Most activities, including advocacy, require resources. Sustaining an effective advocacy effort over the long-term means investing time and energy in raising funds or other resources to support your work. How can you gather the needed resources to carry out your advocacy efforts?

Evaluating Advocacy Efforts

How do you know if you have succeeded in reaching your advocacy objective? How can your advocacy strategies be improved? Being an effective advocate require continuous feedback and evaluations of your efforts.

Sharing experiences with the group

How could these elements strengthen your current work? Do you feel that any of these elements might be difficult to use in your context? Which ones and why?

- Advocacy begins with a problem or perception that there is a better alternative to a current condition.
- Advocacy seeks to resolve that problem or implement the selected alternative.
- There are no strict rules for advocacy.
- Approaches must be culturally, socially and politically specific to each country and each CSO.
- MUST be based on policy positions developed with input from all members and backed by robust research

Information tools – gathering and dissemination

Facebook tip sheet

Where and how to access data

| | | |
|--|--|--|
| Civic engagement spaces | Website of public sector ministries Hansards | Documents Databases UN/SDGs UNWomen AU/PAP ECOWAS/ECOPARL/EALA |
| Movements ONE.org Global Citizen Coalitions/Alliances Climate Activists | Movements ONE.org Global Citizen Coalitions/Alliances Climate Activists | Commission(ed) research Score cards Policy Briefs Position papers Concept note |
| Afrobarometer AGP platform AGORAParl IPU Subject/issue based | Universities Public archives | |

Facebook is a great way to do social media dissemination for your CSO; it is perfect for issue and brand awareness because it is free advertising and promotion. It allows you to share information with your networks, it will also enable you to start conversations on various topics, and it gives others the chance to share with their networks as well. Specifically, it guarantees results if the CSO apply the following tips:

Create Your Voice: Your 'voice' will often be found in the status updates of your network, which means it is very important to find content that engages your networks and encourages them to want to engage with you. A great way to help you assess this will be by the number of likes, shares, and comments you receive on your posts.

Exciting and Informative: A great place to get started with content is to share success stories, breaking news, grant deadlines, calls to action, events, and information shared by National CSO.

Professional vs. Personal: While adding personality and flair is important, keep in mind that there is a difference between a personal Facebook page and your CSO's professional one. Set up rules of etiquette for your CSO's Facebook page so that everyone knows the rules and can help make it a safe place for sharing information.

More Than 'One staff' as administrator: Be sure to have at least two people (although three would be best) as administrators of your CSO Facebook page. This way if someone is sick, traveling, unreachable or must leave for any reason there are multiple people with access to the page. This also helps spread the responsibility for posting and sharing content, lessening the pressure on everyone.

Uploads/Posting Limits: Be sure to limit the number of posts. Too many posts will cause people to hide or un-Like your Facebook page. Ideally, four to six posts per week is best, though you should not post more than twice a day.

Content Sharing: Be sure to share links, videos, and pictures whenever possible in your posts. This will help increase your CSO's visibility and activity. Facebook is all about sharing information.

Strategic Tags: Tag sponsors and supporters whenever possible; this will help them to keep up with what you are doing and engage them more. Plus, it gives them greater visibility among your CSO members and supporters.

Synchronizes Events: Create events and send them to the fans of your page. It will remind them about your unit and your events, and it will help you engage them in a new way.

Importantly, Do Not Automate: It is always tempting to automatically sync several social media platforms to Facebook, so you only must send one status update. However, avoid doing this as much as possible because each social media platform is unique in the culture of the community and the way content is shared.

Build a strong presence: Do not forget to encourage your CSO board members, volunteers, students (if you are a PTSA), teachers, and families to engage and be active on your CSO page. This will help create a flow of information and sharing that will encourage everyone! Most of all, do not forget to have fun, learn a lot, and remember that social media is just another resource for you, your members, and the parents and teachers that will give every child one voice!

Twitter Tip Sheet

Companies and organizations use Twitter primarily for sharing about a product, brand, or a program. It is also used to make announcements and share breaking news. All updates on Twitter should be 140 characters or less. The tips below will help increase your followers and enable you to get your message to a larger audience.

Develop Your Twitter Voice: The kind of content and the tone your members and followers respond to will help you give your Twitter voice personality. Your goal should be to inspire action and reaction from your followers.

Analytics are important - Track Your Links: Use a Twitter app like Bit.ly or Ow.ly to track your links. They shrink your long links which allows more characters for tweeting. It also provides useful statistics on the number of people that click on your links.

Tweet your Content and promote others Content: Master the art of both retweeting and responding. Tweet articles or blog posts from your favourite newspapers, bloggers, and partner organizations. These practices will encourage your followers to retweet your content and information.

Follow on a 1:1 Ratio: If you have 1,000 followers, then you should follow 1,000 Twitterers in return. This will help your visibility and let your followers know that you are vested in them.

Follow People with Similar Interests: Help increase your visibility and understanding of your audience by following users with similar interests that are relevant to your goals and objectives. Do not forget to tag them in your messages by using the @ symbol.

Integrate: To maximize the success of your Twitter efforts, integrate into other online and offline materials. Incorporate a Twitter feed on your website, add a link to follow Twitter into direct mail pieces, and include a “share” button or Twitter link in an e-mail or e-newsletter.

Drive Website Traffic: Character limits (currently 140 characters allowed) does not provide much room for detail. Therefore, offer a hook and lead followers to your organization’s website for more information.

Tweet Often: Experts recommend tweeting four to six times per day. For some local units that may be too overwhelming, Twitter is most active from 9 am to 12 pm in any given time zone so focus your attention on tweeting during that time span.

Use Hashtags Strategically: Hashtags (#) allow Twitterers to discuss issues and events on Twitter in real time. They also help to organize tweets, spread information, and find new friends. Tweets should not have more than one or two hashtags.

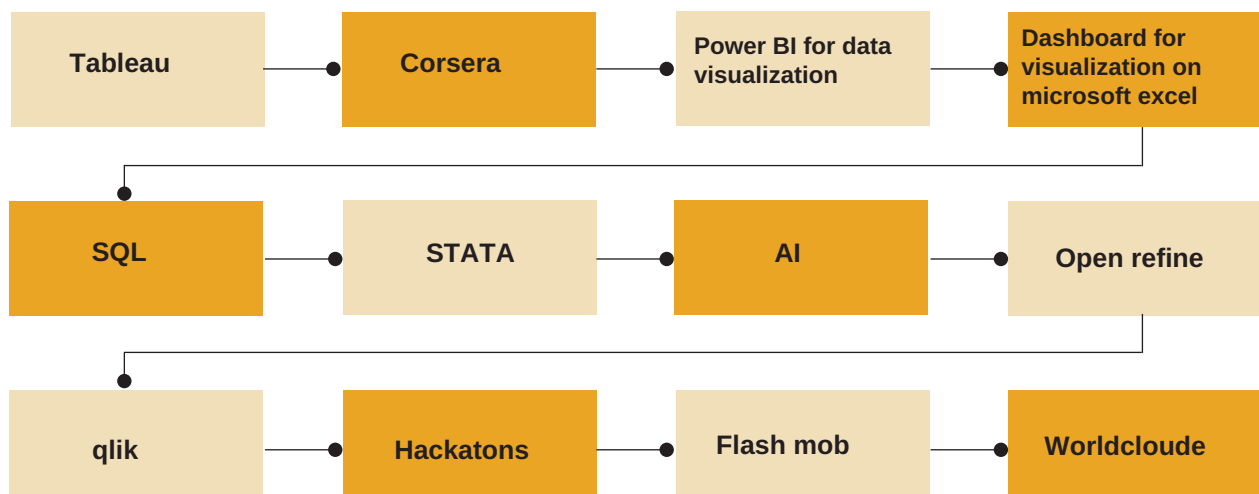
Design your Twitter Profile to Match Your CSO logo: Try to blog once a week and at the same time every week. Followers appreciate consistency and routine. Even if you just describe what you are working on this week, share it with the people who have invested time in your blog.

Tools

| | | | | |
|--------------------------------|-----------------------|--------------------|-------------------------|----------------------|
| Microsoft Excel / Office tools | Table | Pie chat | inforgraphics | Bullet graphs |
| Heat map | Fever charts | Time series charts | Area charts | Bubble clouds |
| Treemaps | Population pyramids | Line charts | Microsoft power BI | Pdf2doc |
| Tibco spotfire | Zoho analytics | Jupyter | Microstrategy | Scatter plots |
| Google charts | IBM cogonos analytics | D3.js | Qlik sense and qlikview | SAS visual analytics |

While Microsoft excel continues to be a popular tool for data visualization, others have been created that provide more sophisticated abilities

Employing new information tools



YouTube Tip Sheet

YouTube is the social web site that lets people upload online videos and participate in free video sharing, commenting, liking, and re-posting. YouTube allows registered users to put their videos and share video clips online and share with others.

Create Your Story: The main goal of YouTube is to tell a story with video, music, pictures, etc. This can then be shared with your CSO members, parents, teachers, school administrators, and your community.

Fun and Informative: Storytelling on YouTube is meant to be fun, creative, and informative.

Searchable: Be sure to tag your videos so they can be searched and found by CSO members, parents, teachers, and anyone interested in the CSO mission.

Comments: social media is about engaging and creating a conversation, so be sure to enable comments on your videos.

Content Sharing: Some of the best and more engaging aspects of YouTube is the ability to share among other platforms. Do not forget to share your own videos on other CSO platforms and encourage your members and followers to share as well.

Strategic Tagging: Tag sponsors and supporters whenever possible; this will help them to keep up with what you are doing and engage them more. Additionally, it gives them greater visibility among your CSO members and supporters.

Channels: YouTube could create a space that holds all the videos uploaded by your CSO group. Go to youtube.com/create_account. Be sure the username you sign up with is the one you want included on your channel.

Descriptions: The description you give your channel should be short and simple. No one wants to read on YouTube; they want to watch a story of some sort.

Thank You: Do not forget to do a "Thank you" video or a year in review video to promote your accomplishments and let volunteers know how much their work is appreciated. The shout outs are always a great way to get additional shares.

Encourage: Do not forget to encourage your CSO board members, volunteers, students, interns, teachers, and families to engage and be active on your CSO page. This will help create a flow of information and sharing that will encourage everyone!

Most of all, do not forget to have fun, learn a lot, and remember that social media is just another resource for you, your members, and the parents and teachers that will help your members speak for every child with one, powerful voice!

| Factors which Promote or Hinder the Use of Data and Research for Advocacy and Policymaking | |
|---|--|
| Factors which promote the use of data and research | |
| <ul style="list-style-type: none">• The information needs of the policy maker are considered when designing the study.• Research is conducted by an organization that policy makers perceive as credible and reliable.• Research is focused on a few questions that can be answered.• Findings are presented in multiple formats, tailored to each audience. | <ul style="list-style-type: none">• Research questions (and findings) that are not relevant to policy decisions.• The timing is off: the research answered yesterday's questions or assessed yesterday's program.• The research is conducted or presented by an organization or individual that is not credible to policy makers.• Findings are inconclusive or subject to widely |

| | |
|--|---|
| <ul style="list-style-type: none"> Findings are disseminated to multiple audiences using a variety of channels. Audiences receive the same message from diverse sources. Presentations of findings to policy makers emphasize the important lessons that were learned, rather than the need for more research. | <p>differing interpretations.</p> <ul style="list-style-type: none"> Findings are unwelcome because they are negative and/or not presented with policy relevant solutions. Findings are not generalizable. Findings are presented in lengthy, technical, or jargon-laden reports. Findings are not widely disseminated. |
|--|---|

| | |
|------------------------------|---|
| Advocacy Capacity Building | Using financial support, training, coaching, or mentoring to increase the ability of an organization or group to lead, adapt, manage, and technically implement an advocacy strategy. |
| Champion Development | Recruiting high-profile individuals to adopt an issue and publicly advocate for it. |
| Stronger Coalitions | Unifying advocacy voices by bringing together individuals, groups, or organizations that agree on a particular issue or goal. |
| Communications and Messaging | Transmitting information to target audiences to influence how an issue is presented, discussed, or perceived. |
| Community Mobilization | Creating or building on a community-based groundswell of support for an issue or position. |
| Community Organizing | Working with people in communities to develop the capacity to advocate on their own behalf. |
| Demonstration Programs | Implementing a policy proposal on a small scale in one or several sites to show how it can work. |
| Influencer Education | Telling people who are influential in the policy arena about an issue or position, and about its broad or impassioned support. |
| Leadership Development | Increasing the capacity (through training, coaching, or mentoring) of individuals to lead others to take action in support of an issue or position. |
| Litigation | Using the judicial system to move policy by filing lawsuits, civil actions, and other advocacy tactics. |

| | |
|------------------------------|--|
| Media Advocacy | Pitching the print, broadcast, or electronic media to get visibility for an issue with specific audiences. |
| Model Legislation | Developing a specific policy solution (and proposed policy language) for the issue or problem being addressed. |
| Policy Analysis and Research | Systematically investigating an issue or problem to better define it or identify possible solutions. |
| Policymaker Education | Telling policymakers and candidates about an issue or position, and about its broad or impassioned support. |
| Political Will Campaign | Communications (in-person, media, social media, etc.) to increase the willingness of policymakers to act in support of an issue or policy proposal. |
| Public Awareness Campaigns | Communications with the public that increase recognition that a problem exists or familiarity with a policy proposal. |
| Public Education | Telling the public (or segments of the public) about an issue or position, and about its broad or impassioned support. |
| Public Forums | Group gatherings and discussions that are open to the public and help to make an advocacy case on an issue. |
| Public Polling | Surveying the public via phone or online to collect data for use in advocacy messages. |
| Public Will Campaign | Communications to increase the willingness of a target audience (non-policymakers) to act in support of an issue or policy proposal. |
| Regulatory Feedback | Providing information about existing policy rules and regulations to policymakers or others who have the authority to act on the issue and put change in motion. |
| Voter Outreach | Conveying an issue or position to specific groups of voters in advance of an election. |

Figure 11: Definition of Tactics

| Interim Outcome | Definition | Example Indicators |
|--|---|---|
| Changed Attitudes or Beliefs | Target audiences' feelings or affect about an issue or policy proposal. | <ul style="list-style-type: none"> Percentage of audience members with favorable attitudes toward the issue or interest Percentage of audience members saying issue is important to them |
| Collaborative Action Among Partners | Individuals or groups coordinating their work and acting together. | |
| Increased Advocacy Capacity | The ability of an organization or coalition to lead, adapt, manage, and technically implement an advocacy strategy. | <ul style="list-style-type: none"> Increased knowledge about advocacy, mobilizing, or organizing tactics Improved media skills and contacts Increased ability to get and use data |
| Increased Knowledge | Audience recognition that a problem exists or familiarity with a policy proposal. | <ul style="list-style-type: none"> Percentage of audience members with knowledge of an issue Website activity for portions of website with advocacy-related information |
| Increased or Improved Media Coverage | Quantity and/or quality of coverage generated in print, broadcast, or electronic media. | <ul style="list-style-type: none"> Number of media citations of advocate research or products Number of stories successfully placed in the media (e.g., op-eds) Number of advocate (or trained spokesperson) citations in the media Number of media articles reflecting preferred issue framing |
| Increased Political Will or Support | Willingness of policymakers to act in support of an issue or policy proposal. | <ul style="list-style-type: none"> Number of citations of advocate products or ideas in policy deliberations/ policies Number of elected officials who publicly support the advocacy effort Number of issue mentions in policymaker speeches (or debates) Number and party representation of bill sponsors and co-sponsors Number of votes for or against specific legislation |
| Increased Public Will or Support | Willingness of a (non-policymaker) target audience to act in support of an issue or policy proposal. | <ul style="list-style-type: none"> Percentage of audience members willing to take action on behalf of a specific issue Attendance at advocacy events (e.g., public forums, marches, rallies) |
| New Political Champions | High-profile individuals who adopt an issue and publicly advocate for it. | <ul style="list-style-type: none"> New champions or stakeholders recruited New constituencies represented among champions Champion actions to support issue (e.g., speaking out, signing on) |
| Stronger Coalitions | Mutually beneficial relationships with other organizations or individuals who support or participate in an advocacy strategy. | <ul style="list-style-type: none"> Number, type, and/or strength of organizational relationships developed Number, type, and/or strength of relationships with unlikely partners |
| Successful Mobilization of Public Voices | Increase in the number of individuals who can be counted on for sustained advocacy or action on an issue. | <ul style="list-style-type: none"> New advocates recruited New constituencies represented among advocates New advocate actions to support issue |

Figure 12: Definitions of Interim Outcomes and Sample Indicators

Module 2:

Stakeholder Mapping and Engagement

Module 2: stakeholder mapping and engagement

YouTube is the social web site that lets people upload online videos and participate in free video sharing, commenting, liking, and re-posting. YouTube allows registered users to put their videos and share video clips online and share with others.

| | |
|------------------|---|
| Objective | <ul style="list-style-type: none">• Understanding Stakeholder mapping• Power and influence in advocacy• Audience Segmentation (Identifying Beneficiaries, Decision makers, Allies; Opponents/ Resistant groups (Adversaries)/Undecided) |
| Content | <ul style="list-style-type: none">• Power Mapping• The importance of Channels of influence• Stakeholder Analysis (SWOT, BEEM, Power Analysis)• Risks |
| Time | 120 minutes |
| Approach | <ul style="list-style-type: none">• PowerPoint and Flipchart presentations• Individual and group exercises• Case Studies |
| Resources | <ul style="list-style-type: none">• Exercises• Hand-outs/Materials• Videos• Links on Tools |

Session guide

Stakeholder mapping

Objectives: To map the importance of the issue to each stakeholder and their level of influence.

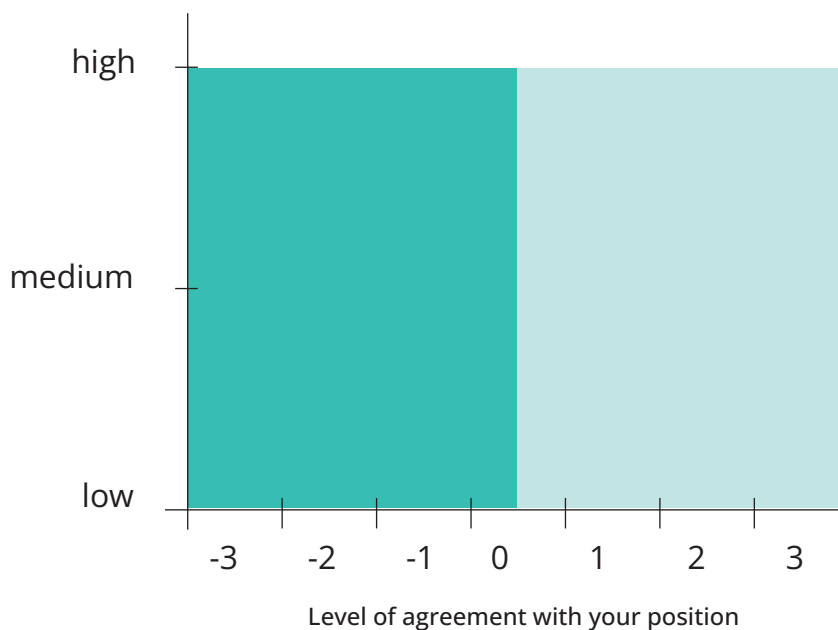
Step 1:

Before undertaking any advocacy work, it is important to identify whom you should be speaking to and whom you need to be working with.

To identify stakeholders, it is useful to ask the following questions:

- WHICH are the relevant groups of organizations?
- WHO is the relevant contact person within the organization?
- WHAT is their specific interest or stake in the issue?
- WHAT is their position with respect to the issues?

Once you have mapped your main stakeholders and have an idea of why they are interested in the issue and the position they are going to take, you should conduct a stakeholders' analysis, which will enable you to have a better understanding of the level of agreement, importance, and influence between the different relevant groups.



Step-by-Step:

Step 1 – Identify the stakeholders

Write down your main stakeholders and think of why they are involved with the issue.

Step 2 – Rate and Score them!

Score them on:

- How much they agree with your position: on a scale from -3 (strongly disagree) to +3 (totally agree) and 0 (undecided)
- How important the issue is to them (on a scale of L=low, M=medium and H=high)
- What level of influence they have (on a scale of L=low, M=medium and H=high)

Allies and opponents matrix

objectives: To represent the findings of a stakeholder analysis in a diagram form. You must understand your own power to be able to influence stakeholders effectively.

Step-by-step:

Step 1 – Draw a Table

Divide the paper in the following way:

Step 2 – Place the stakeholders

Write on post-it notes the name of the stakeholders and place them where you've identified they stand in the chart.

Step 3 – keep it and move it

Save the matrix and move around the post-it's as stakeholders' positions might change over time. You can also add other new stakeholders that might appear

Risk assessment

All work involves risks. We are constantly seeking to avoid or reduce risk. Risk management is making sure that you consider the main difficulties you face as an organization before you undertake your project and planning ways of reducing these risks.

| Major Risks | Ways of Reducing Risk | Owner |
|---|--|----------------|
| <p>Damaged reputation: if information is incorrect</p> <p>if they claim to be speaking for a group</p> <p>if failing to deliver on promises</p> | <ul style="list-style-type: none"> • Check information with others before going to policymaker • Establish clear lines of accountability and clarify process of deciding policy and consulting stakeholders • Be clear about what you will offer to do before you go to a meeting and be clear who can speak on behalf of the community/group | Specify person |
| <p>Personal violence</p> | <ul style="list-style-type: none"> • Build relationships with those in power who could help you in difficult situations • Work in networks/Coalitions to give strength in numbers • Work with external allies who are not under the same threat • Treat your opponents with respect so as not to give them cause to be violent | Specify person |

The main risks of advocacy

- Damaged reputation, due to factors such as incorrect information, claiming to be speaking for a group that you have not consulted or failing to deliver promises.
- Violence against those doing the advocacy and their friends and family, and against those being advocated for.
- Violence against property, such as theft of key documents, stealing livestock, burning crops, polluting water supply.
- Psychological abuse against all those involved.
- Economic loss such as loss of a job or trade with a particular group of people.
- Diversion of resources from other works so that development projects do not have enough time given to them and are ineffective.
- Missed opportunities to impact on people using advocacy work due to a lack of awareness or a focus on other issues.

If you think any risk is too high, it is wise to consider using other options for your campaign such as using an external spokesperson or overseas NGO. There may be some situations where the risk is so high that you cannot do any advocacy at all.

Ensure that everyone involved is aware of the risk and is still happy to proceed and is aware of what to do to minimize the risk. This might involve ensuring that they know where to go to for help.

Remember that often there may be a bigger risk in not doing advocacy than in doing it, such as not speaking out for people being removed from their land or people suffering domestic abuse.

SWOT Analysis

Objectives: To identify the strengths and weaknesses of the project or methodology and develop a strategy to build on the strengths and reduce the weaknesses.

Definition of SWOT

S = Strength

W = Weaknesses

O = Opportunities

T = Threats

The SWOT matrix explained

You use each of the four quadrants in turn to analyze where you are now, where you want to be, and then make an action plan to get there.

Step-by-Step:

Step 1 – Here and now

List all the current strengths. Then in turn, list all the current weaknesses. Be realistic but avoid modesty!

Step 2 – Possibilities

List all opportunities that exist in the future. Opportunities are potential future strengths. Then in turn, list all threats that exist in the future. Threats are potential future weaknesses.

Step 3 – Plan of action

Review your SWOT matrix with a view to creating an action plan to address each of the four different areas.

| The SWOT Matrix | |
|--|--|
| STRENGTH Good now Maintain Build Leverage | WEAKNESS Bad now Remedy Stop |
| OPPORTUNITY Good future Prioritize Optimize | THREAT Bad future Counter |

In summary

- Strengths need to be built upon, maintained, or leveraged.
- Weaknesses need to be eliminated, remedied, or stopped.
- Opportunities need to be exploited, prioritized, and optimized.
- Threats need to be minimized, countered, or prevented.

SWOT/BEEM

| | |
|-----------------------|-------------------------------|
| S trengths | How to B uild on them |
| W eaknesses | How to E liminate them |
| O pportunities | How to E xploit them |
| T hreats | How to M inimize them |

Audience Segmentation

Objectives

- A. Researching Policy Audiences
- B. Identify primary and secondary policy audiences
- C. Review and develop several audience research techniques.
- D. Chart your audiences' beliefs, knowledge, and attitudes regarding your objective

A. Policy Audiences

One constructive way to separate audiences into groups is to identify primary and secondary audiences.

What is a primary audience?

The primary audience includes decision makers with the authority to affect the outcome for your objective directly. These are the individuals who must actively approve policy change. These decision makers are the primary targets of an advocacy strategy.

Example

Advocacy objective:

To pass a law to mandate and fund the building of 100 community schools for girls.

Primary audience:

Minister of Education, Minister of Finance, and the Prime Minister. Members of Parliament may also play a role. You have identified issues for action and chosen an advocacy objective.

How can you build the support you need to make your objective a reality? Who needs to be convinced to act? Who can help you reach your objective?

An audience-centered approach, based on social marketing techniques, offers the necessary tools to distinguish, analyse, reach, and motivate key policy players. These techniques can help you target the institutions and people that are critical to your success, rather than attempting to reach all decision makers and all sectors of society.

To understand the knowledge, attitudes, and beliefs of your audience, you must do some audience research. Begin your research with audience segmentation. A way of grouping decision makers, influential leaders, NGOs, or professional associations into sub-groups with similar characteristics. You can learn about your audience and target your messages to the concerns of each sub-group. In addition to being familiar with what any given audience knows and feels about your objective, it is also critical to learn about the internal norms, informal rules, or codes of conduct. that the group might have

What is a secondary audience?

The secondary audiences are individuals and groups that can influence the decision makers (or primary audience). The opinions and actions of these ‘influentials’ are important in achieving the advocacy objective in so far as they affect the opinions and actions of the decision makers.

Some members of a primary audience can also be a secondary audience if they can influence other decision makers. For example, the Prime Minister and the Minister of Education might influence one another’s opinions. Therefore, they are both a primary audience (.targets.) and a secondary audience (influential persons).

In addition, your secondary audience may contain oppositional forces to your objective. If so, it is extremely important to include these groups on your list, learn about them, and address them as part of your strategy

There are many kinds of policy audiences. Broad, loose groups such as parents can be targeted, or highly specified groups such as an individual parent organization located in the province of a key Parliamentarian. The key to effective advocacy is focusing on audiences that can have an impact on the decision-making process

Example

Advocacy objective:

To pass a law to mandate and fund the building of 100 community schools for girls. Secondary audience might include: Key staff of Members of Parliament, advisors to the Minister of Education, Minister of Finance and Prime Minister, speech writers, key women’s non-governmental organizations, parent organizations, teachers’ unions, newspapers that these decision makers read regularly, and foreign donors.

Identifying Target Audiences (Identify the categories in the exerciseso

Below are some possibilities for both primary and secondary policy audiences:

| | |
|---|---|
| Definition - What Is a Policy Audience? | Politicians (Local, Provincial, National) |
| Businesses Or Business Leaders | Nongovernmental Organizations |
| Community Groups | Religious Groups/Churches |
| Political Parties | Labour Organizations |

| | |
|------------------------------|----------------------------|
| Academics/Universities | Professionals |
| Opposition Leaders | Speech Writers |
| Spouses Of Politicians | Media |
| Women's Organizations | Ministry Officials |
| Voters | African Union Organs |
| Other Governments | United Nations Agencies |
| Direct Service Organizations | Multinational Corporations |
| Opinion Leaders | Practitioners |

Exercises

Power Analysis Exercise

Objective: To understand power structures and how to use them to influence and implement change. This activity should stimulate conversations on who has power and what form power takes. It is important to distinguish between those who formally hold power (e.g., government officials) and those who informally hold power (e.g., big companies, media).

Step-by-Step:

Step 1 – Draw a pyramid.

Draw a pyramid (triangle) on a flip chart. The top represents the most powerful, the bottom the least powerful.

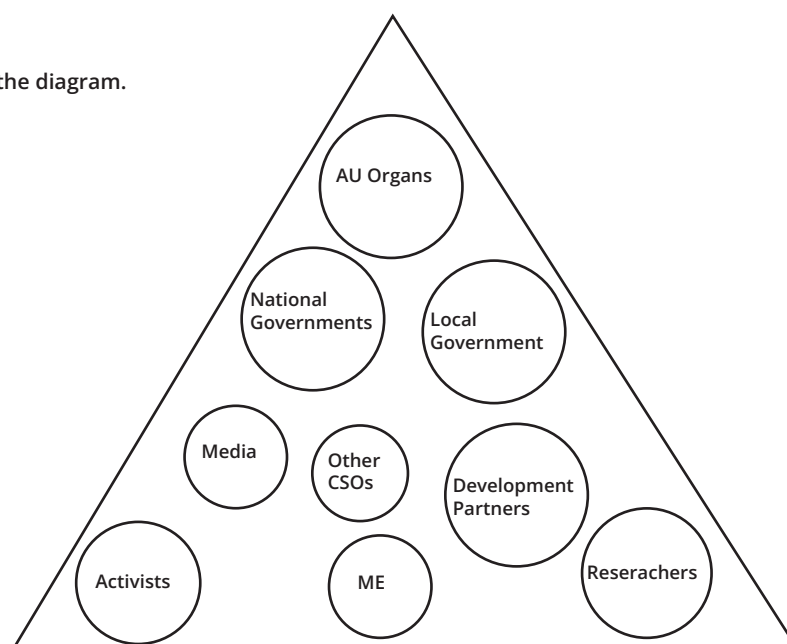
Step 2 – Identify stakeholders

Identify all those who can influence policy or action on your chosen issue (e.g., individuals, groups, organizations). Write these onto circles of paper and place them on the pyramid accordingly.

Step 3 – Think about the position.

The position on the pyramid is very important. The distance between two circles doesn't only represent the level of power but also the close (or distant) relationship between the stakeholders. You can use different colours and sizes to describe other variables of the stakeholders.

Step 4 – You Place yourself on the diagram.



Policy map 1: audience identification chart

Policy Mapping is a tool used to identify and learn about critical audiences. The first stage of policy mapping is to list key decision makers and the individuals and groups that can influence these decision makers. Ranking the decision makers by importance is also extremely helpful in planning your strategy. If you are unsure or don't know, you will need to do some research. Identifying the important decision makers and audiences is a constant task for advocates.

The following case study uses a policy map to identify audiences for an advocacy objective related to girls' education.

Sample Policy Map 1: Who Are Your Audiences? (Adapt to the advocacy issue as preferred)

| Advocacy Objective: Pass a law to mandate and fund the building of 100 community schools for girls | |
|--|---|
| Primary Audience 'Targets' | Secondary Audience (Influential/Power Players) |
| | <ul style="list-style-type: none"> Ministers staff person for educational issues, or issues of focus for the CSO Religious leaders with whom the President consults regularly (could be opposition) Ministers of Education and Finance International development partners National newspapers Women's groups/NGOs |
| Minister of Education | <ul style="list-style-type: none"> President Minister of Finance/other Ministers of State Speech writers National and local parent organizations (could be opposition) Teachers' union/or Unions of the issue National newspapers CSOs Activists Universities/others |
| Minister of Finance | <ul style="list-style-type: none"> Prime Minister International development partners Africa Union Organs more research needed |
| Chair of Parliamentary Council on Education | <ul style="list-style-type: none"> Minister of Education Teachers' Union |
| All members of Parliament | <ul style="list-style-type: none"> Prime Minister Ministers of Education and Finance Teachers' Union National newspapers and radio programs Voters/Citizens |

Adapted from Policy Players: A Power Map for Advocacy Planning

Sharing experiences with the group

In small groups, brainstorm about which key decision makers and other influential players are related to your advocacy objective.

Who needs to act? (Rank the decision makers in order of importance).

Who can influence these action-takers (decision makers)?

Policy audience research

Once you have identified your primary and secondary audiences, how can you learn what their opinions, attitudes and beliefs are about your advocacy issue and objective? Several techniques follow that can be used for audience research.

| Advocacy objective: pass a law to mandate and fund the building of 100 community schools for girls | |
|--|---|
| Primary audience 'Targets/beneficiaries' | Secondary audience 'Influential/power players' |
| 1. | 1. 2. 3. 4. 5. |
| 2. | 1. 2. 3. 4. 5. |
| 3. | 1. 2. 3. 4. 5. |
| 4. | 1. 2. 3. 4. 5. |
| 5. | 1. 2. 3. 4. 5. |

Audience research methods

Observation

- This is the most common way to gather information about audiences cheaply and quickly.
- Talk with people who are familiar with the group/individual;
- Gossip: talk with other advocates and colleagues. This is especially helpful in learning what audiences really think about issues; their true opinion may be different from their official position;
- Read speeches or other documents written by the key organizations or individuals;
- Review the results of recent polls, surveys or focus groups;
- Attend open meetings where the individual or group will be speaking or participating.

Surveys/polls

- Survey techniques are generally used to learn about large audiences such as voters, parents, or youth.
- Ask about surveys or polls that might be planned by donor agency projects, the media or advertising firms to which you might add a few questions related to your issue.
- Polls or surveys should be conducted by organizations that the primary audience would find credible.

Focus groups

- Focus groups give an in-depth perspective on what people think and why. This method is particularly useful in testing policy messages;
- Limit discussion to a few, narrow topics;
- Participants should come from similar backgrounds and share similar characteristics such as age, gender, etc., so that they will feel comfortable stating their true feelings.

Interviews

- Conduct individual interviews with a representative if you cannot afford to do a survey, poll, or focus group.
- Limit questions to a few topics and be sure that the people being interviewed are truly.
- Representative of your audience.

Sharing experiences with the group

- Where can you get more information about what the audiences you identified in the exercises think and feel about your advocacy objective?
- Which of the above techniques would be useful?
- What other ways could you gather information?

Notes

Stakeholder analysis

Stakeholder analysis is a process to determine whose interests should be considered when developing and/or implementing a policy advocacy project. Stakeholders are people or organisations that either i) stand to be affected by the proposed policy or reform or ii) can influence those who are making policy. That is, they could make or break the policy change project's success. They may be winners or losers, included or excluded from decision making, users of results and/or participants in the process.

Stakeholders can usually be grouped into the following categories:

- United Nations Agencies
- African Union Organs
- RECs – Regional Economic Communities
- International development partners
- National political (legislators, ministers/governors, councillors).
- Public Sector institutions (ministries of health, social security agencies, ministries of finance).
- Labour (unions, medical associations).
- Commercial/private for-profit, non-profit (NGOs, foundations), civil society and users/consumers.

Stakeholder analysis is useful when conducted before an advocacy project is implemented because it enables CSOs to detect and act to prevent potential misunderstandings about and/or opposition to the policy issue being advocated. When a stakeholder analysis and other key tools are used to guide implementation, the policy advocacy project is more likely to succeed. Stakeholder analysis may generate a long list of stakeholders. Prioritisation is key because time does not allow lengthy work with all stakeholders. As such, it is important to consider who should be the focus of the policy advocacy project. Often, it is important to focus on those who are likely to support or inhibit your change project.

Stakeholder prioritisation can be achieved by using a key stakeholder prioritisation matrix, as presented in **Figure** using this, first brainstorm a list of stakeholders by asking who will benefit or lose significantly from the policy and whose actions could affect the policy's intended success. Then position each one at the appropriate point between the axes.

Importance, along the vertical axis, means the degree to which a stakeholder stands to lose or gain from the policy.

Influence, along the horizontal axis, refers to the relative ability of a stakeholder to affect policy outcome.

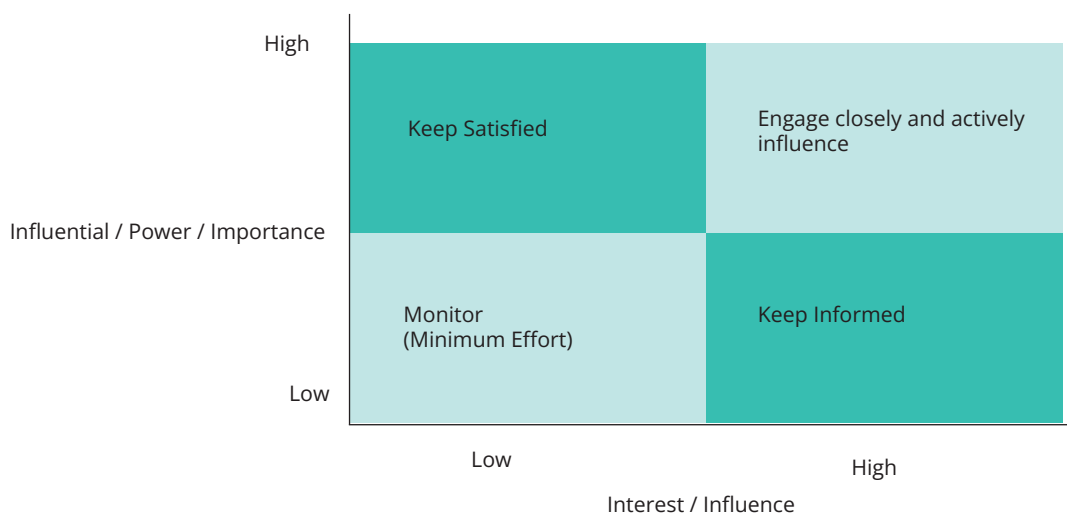


Figure 13: Matrix to prioritize key stakeholders

Stakeholder Influence Mapping

Stakeholder influence mapping, or power mapping/arena influence, is a tool to examine and identify the individuals and groups with the power to affect a key decision. It also investigates the position and motives of each player and the best channels through which to communicate with them. It is important to differentiate between the decision makers, who have the actual responsibility to make the decisions in a specific policy area, and their opinion leaders, who can influence them, or lead their opinion, and who are generally more accessible. It is key to note that the relative importance of opinion leaders in influencing decision makers varies from one country to another.

In Eastern Africa, experience demonstrate that, opinion leaders are not listened to by policymakers; instead, experts in government departments are more influential. It also important, however, to note that absolute power and autonomy in decision making is a myth.

Policymakers depend on a group of advisors, without whom they cannot operate, and are accountable to a wide group of interest groups, constituencies, and lobbies. They may be influenced by the nature of the information and research, how it is reported in the media, political regime, not to mention their own beliefs and ideologies. It is often helpful to map this information as a pyramid of actors and influences.

Many techniques can be used to depict the relative influence that different individuals and groups have over decision making. The tool presented in Figure presents a simple approach to stakeholder influence mapping. It is a visual technique and is especially useful as an aid for discussion among several people. Participants arrange different policy stakeholders within a triangle or pyramid. The closer a stakeholder is to the policy at the top of the pyramid, the more influence they have over the policy in question.

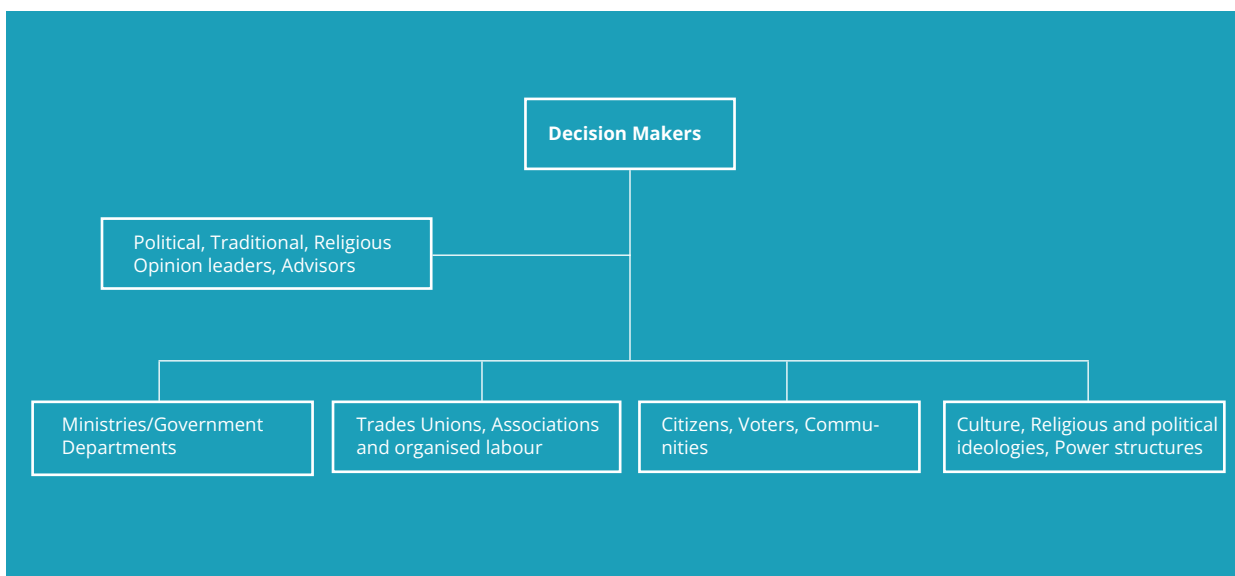


Figure 14: Influence map: simple approach to stakeholder influence mapping

In the map in Figure the distance from the bottom represents the route by means of which influence can reach the decision maker. It is worth trying to detail the key individuals and institutions that carry the influence — whether they are specific people, newspapers, churches or so on. This allows the group to analyse possible influence channels, entry points to effect change.

Analyze the decision-making space

How and when will a decision be made in response to the proposal, and by whom?

This step involves the in-depth analysis of the specific “space,” typically a unit within the government, that will make the decision about the proposal. Participants need to understand all the factors that can affect the decision-making process, both inside and outside of formal power structures. This means analyzing the legal framework, existing mechanisms of decision-making, time frames, and budgets, as well as identifying the “real” powers behind decisions that are made.

Analyze channels of influence

Who are the actors that can influence the decision-making process?

In this step the group identifies the key actors who can potentially influence, positively or negatively, decision-making about the proposal. These persons are analyzed regarding their interests and their levels of influence, so that when it is time to design strategies there is greater clarity about who might be supportive (allies), who can be convinced (undecideds), and who might need to be neutralized (opponents). Together with the analysis of the decision-making space in Step 3, the analysis of channels of influence provides greater insight into how the political environment may impact the advocacy initiative.

Do a SWOT analysis?

- What are the strengths and weaknesses of the group that is engaging in advocacy?
- What are the opportunities and threats in the political environment in which the advocacy campaign is launched?

In this step the group analyzes strengths, weakness, opportunities, and threats (SWOT) affecting the advocacy initiative. It critically examines its own strengths and weaknesses with respect to a particular initiative and decides what actions to take to overcome its weaknesses and increase the chances of success. At the same time, the group analyzes external factors that may help or hinder the initiative.

A SWOT analysis is a strategic planning tool used to evaluate the strengths, weaknesses, opportunities, and threats involved in a policy research project or in any other situation requiring a decision.

This tool can help CSOs identify their capacity to pursue advocacy projects successfully. Critical questions during the SWOT analysis are: Does the CSO have the resources to pay for all activities in the policy influence strategy?

Does the CSO have the skills and the staff required? Does it know the right people, have the right connections, or belong to the right networks? It might be that before the CSO implements its policy influence strategy, it needs to hire new staff, raise more funds, establish new alliances, learn new skills, etc.

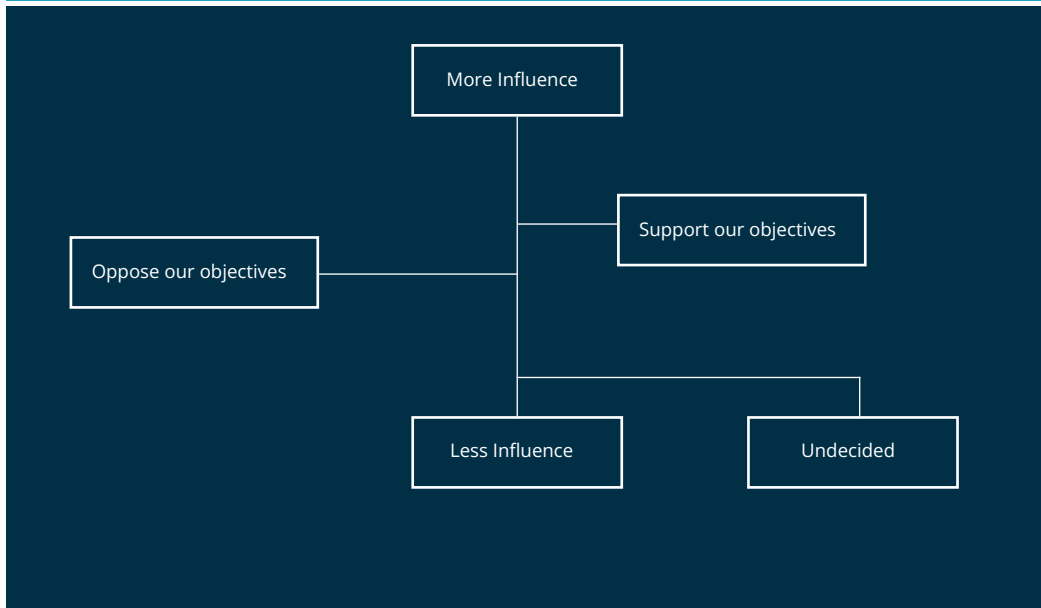
SWOT analysis can help the policy advocacy team identify its internal strengths and weaknesses in terms of undertaking evidence-based policy advocacy work, including evidence gathering and communication of evidence. Similarly, the opportunities and threats questions can explore the external environment influencing research as well as the way that research is adopted and adapted for poverty reduction. Results of a SWOT analysis can be best communicated in a SWOT matrix.

Handouts

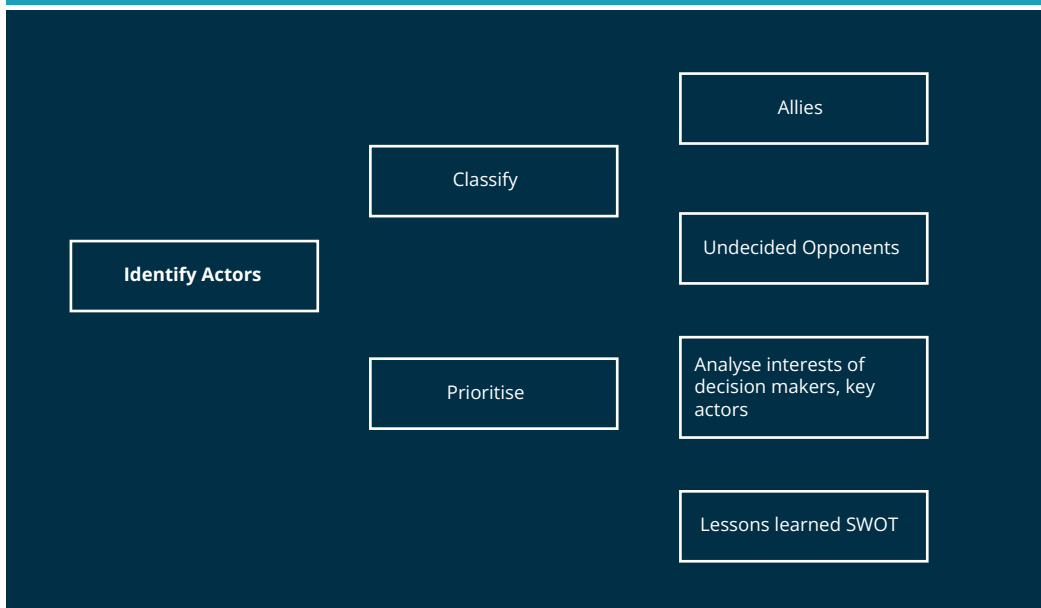
The power of data: data analysis and visualization

| Stakeholder this is a person, state their position and institution | What can they do to achieve your expected or desired outcome | What knowledge, attitude or practice of the stakeholder do you want to change to enable them do what they can? | Who can help you influence the stakeholder |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Power Mapping



Importance of Channels of Influence



Module 3:

Data Analysis and Visualization

Module 1: Understanding Advocacy

| | |
|-------------------|--|
| Objectives | <ul style="list-style-type: none">• Understand Data and the potential reach and purpose of Data• Learn about where and how to access data• Employing new information tools |
| Content | <ul style="list-style-type: none">• The Power of Data (Data analysis visualization)• Importance of data to advocacy (Evidence-based data is important)• Where and how to access data• Metadata methodologies• Data Tools• Employing new information tools |
| Time | 120 minutes |
| Approach | <ul style="list-style-type: none">• PowerPoint and Flipchart presentations• Individual and group exercises• Case Studies |
| Resources | <ul style="list-style-type: none">• Exercise 4: Advocacy Strategy• Hand-outs/Materials• Videos• Links on Tools |

Session Guide

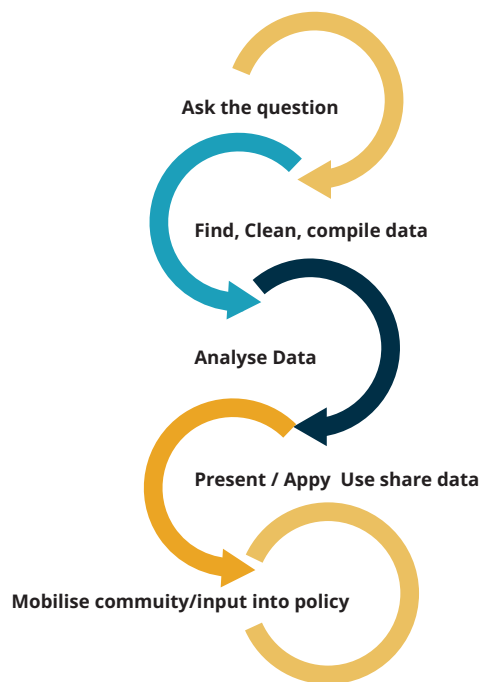
Over the last two decades of advocates and activists using technologies effectively, the use of data in policy reforms, political campaigns and decision making has gained significant prominence. Evidently, the opportunity of the world wide web and internet data sources provides a myriad of for data tools for gathering, storing, analyzing, and packaging data has changed significantly, but there are still quite a few things that remain constant.

Data is everywhere

The key to effective data advocacy is to understand the difference between data and evidence. Data is discrete pieces of information, such as prices, measurements, dates, names of places and people, and addresses. Evidence is when data is used to establish facts or expose truth. For activists and advocates, the ability to take available relevant data and turn it into evidence can be the key to effective advocacy.

Data projects should therefore start with a good question:

Find the question that asks, 'what is happening' and is related to the core of your cause. For transparency and accountability groups this might be asking a question like: 'does the government's budget match its actual expenditure?' or 'are the promised services actually available to citizens?' For human rights organizations working with marginalized communities the question might be, "has violence increased or decreased?" or 'who is committing violence?' The question should resonate and engage those who are impacted.



The basic steps in using data in advocacy

- You need to know who your stakeholders are, how they will react to the question itself and what you want them to do in relation to the data.
- Are you wanting to mobilize allies? How will your data motivate them to action? How can you engage them in either collecting or distributing data or both?
- Are you wanting to educate neutral parties? How can the data persuade them to become allies or reconsider your opponent's positions?
- Are you countering opponents? Is your data disproving their policies, statements, or messaging?
- Trying to answer "why?" is where data can be problematic

It is quite easy for data to answer a question about what is happening, but it is much harder to answer why. Why do farm labourers get paid so little for their bushel of apples? This can be the Achilles heel of using data in advocacy. A good example is the climate change discourse: We see this in the public debate about climate change, where one data set indicates that climate is changing, and temperatures are rising. A small group of 'climate change deniers' claim that correlating a separate data set about carbon emissions does not indicate a connection. This pitches advocacy into a 'Correlation or Causation?' argument which does not augur well for the climate change policy initiatives.

Working with data is a journey

Be prepared to have your own assumptions tested. Data collection should be based on the evidence from the research but not on presupposed assumptions that feed into biases. For example, data collection about sexual harassment in a country deemed to have a high case of male perpetrators does not mean one would collect same across different communities. To validate or test hypotheses, you may end up collecting data in which reports you get are not just about women experiencing sexual harassment but also men. Inadvertently, you will be confronted by your own stereotypes on this issue, and this will enable you strategize effectively in terms of identifying stakeholders and significantly changing tactics.

Therefore, start with a question, but as you gather data, the answer to the question may take you on a different path and the question itself might change.

Understanding and using data for effective advocacy

When clearly presented and appropriately interpreted, data can be a powerful tool to educate decision makers about issues and empower them to enact good policy. Quality data can save valuable time and money by zeroing in on what works and what needs work. It is critical for both users and consumers of data to understand fundamental data principles to accurately interpret the information and make sound judgments.

How to use data for advocacy – power of data use

When the right data are in the right hands at the right time, decisions can be better informed!

Data must reflect real life experiences, real actions, and less talk!

Digital frontiers have expanded and enabled young people around the world to rally towards a new era of advocacy; one that is backed by data and driven by their real-life experiences. Data play an important role in supporting youth voices and helping them spread messages about the issues that are most important to them. Africa has a large youth population, and this is a most effective way to engage and keep them interested in development issues on the continent.

This includes advocating for policies and services that are accessible and culturally relevant. When we are front and center of this fight to improve our well-being and protect democratic rights, we can achieve our best lives.

Know the facts to be confident about the facts

It is important to understand different policies and plans in your country that are related to the issues you want to advocate. Therefore, use data to understand the context; because using data to understand policy helps you identify focus areas for your advocacy.

Advocacy is closely connected to policymaking. Policies guide decisions and plans that shape our countries and the futures of populations. Engaging with the policy making process (and policy makers) gives us a better chance at achieving our own goals and in creating a healthier world for all.

For example, it is important to know about national adolescent health programs in our countries as well as if there are restrictions to access key services such as contraception, HIV testing and counselling and mental health services. Restrictions can be in the form of a legal age limit for unmarried adolescents without parental/legal consent and user fees.

Taxation on harmful substances like alcohol, tobacco or even sugar-sweetened beverages is important for adolescents' health and well-being as it helps control access and availability, as well as punitive taxes inimical to menstrual health.

The power of data: data analysis and visualization



Data that stands alone and is stored on computers over time becomes invisible. Visualizations turn the once invisible non-actionable data into understandable pictures and images. When creating visualization, tables alone are not enough.



Patterns or errors can be developed without visualization. However, it is crucial to communicate data findings and identify necessary information. Interactive data visualization tools, therefore, make all the difference.



Effective data visualization tools are the key to unlocking big data.



It can solve any data inefficiencies and easily take in huge amounts of data presented in visual formats by enabling users to understand data rapidly. Visualization tools can quickly increase the speed of decision making as well.



A big reveal for any differences in the trends and patterns is vital for effective advocacy.

Case study: Use data to understand the burden of dissent – especially for CSO advocacy

Context: When we are facing a health concern, it can lead to many possible outcomes: 1) death, 2) no death and the person affected by the problem continues to live with some disease or disability, or in the best-case scenario, 3) recovery.

Population level estimates on death and disability tell us what diseases, illnesses, or injuries are most often a burden in our communities. You can use your country's health statistics, local area, or the global level like the UNICEF Adolescent Health Data Dashboards to stay up to date on the latest issues facing children or the SDGs data for people of your age/various ages in your country. Additionally, information about diseases or disability is provided through two key measures: 1) Disability-Adjusted Life Years (DALYs) which measures the health status of a group or a country, and specifically, the number of years lost due to disease or ill-health or premature death. 2) Years of Healthy Life Lost due to Disability (YLDs). For instance, one YLD represents one full year of healthy life lost due to disability or ill-health.

Use data to identify Risk factors

Risk factors provide us with helpful information about which factors can lead to an increased likelihood, or risk, of developing a disease or infection. The greater the degree of the risk factor, the higher the likelihood that we will develop a disease. For instance, all forms of tobacco are harmful, and there is no safe level of exposure to tobacco. If an individual smokes, there is an increased likelihood of developing serious diseases that affect the heart and lungs, or even develop cancer. Even smokeless tobacco, which is highly addictive and damaging to health, increases risk of cancer and other diseases.

| Where and how to access data | | |
|--|---|--|
| <p>Civic engagement spaces</p> | <p>Website of public sector ministries</p> <p>Hansards</p> | <p>Documents Databases</p> <p>UN/SDGs</p> <p>UNWomen</p> <p>AU/PAP</p> <p>ECOWAS/ECOPARL/EALA</p> |
| <p>Movements ONE.org</p> <p>Global Citizen</p> <p>Coalitions/Alliances</p> <p>Climate Activists</p> | <p>Movements ONE.org</p> <p>Global Citizen</p> <p>Coalitions/Alliances</p> <p>Climate Activists</p> | <p>Commission(ed) research</p> <p>Score cards</p> <p>Policy Briefs</p> <p>Position papers</p> <p>Concept note</p> |
| <p>Afrobarometer</p> <p>AGP platform</p> <p>AGORAParl</p> <p>IPU</p> <p>Subject/issue based</p> | <p>Universities</p> <p>Public archives</p> | |

There are so many ways for CSOs to access get that will shape positive change. However, considering the myriad of interventions that are targeted, a spectrum is shared to support CSOs with credible, viable and relevant data.

Similarly, there are also many ways for us to collect and present data in creative ways to share with various audiences and this can be numbers from reports, charts, or posters, and can also use photos or videos to contextualize data-- we can share on social media, talk to our friends/families/neighbors, give a talk, present at a conference, or a policy summit. As you engage with data, think about who you want to share the information with advocates in better leveraging data to advocate for policies based on quality data and best practices. The spectrum of data sources shared include globally acclaimed data bases on democracy, and others presented in a manner that validates the type of data access which is how CSOs can get to this data and its location, in an authenticated manner approved by the organizations in possession of the data and intended for the use required or requested.

Data tools

Data tools can help to make data more trustworthy and more manageable. Inaccurate data promotes poor decision-making, missed opportunities, and lower profits. As use of the cloud continues to grow and become more complex, Data Quality has become a critical issue

As more and more companies focus on big data, they are beginning to see that it is easier to manage their data intelligently with data analytics tools. These tools can help companies collect and organize data from a variety of sources, allowing them to gain a better understanding of their overall operations

New information Tools

| Tools | | | | | |
|--------------------------------|---|--------------------|--------------------|---------------|----------------------|
| Microsoft Excel / Office tools | Table | Pie chat | inforgraphics | Bullet graphs | |
| Heat map | Fever charts | Time series charts | | Bubble clouds | |
| Treemaps | Population pyramids | Line charts | Area charts | Scatter plots | |
| IBM cogonos analytics | Qlik sense and qlikview | | Microsoft power BI | Pdf2doc | |
| Tibco spotfire | Zoho analytics | D3.js | Jupyter | Microstrategy | SAS visual analytics |
| Google charts | While Microsoft excel continues to be a popular tool for data visualization, others have been created that provide more sophisticated abilities | | | | |

The digital age has also advanced new Advocacy methods which supports big and small data analysis with context driven nuances. These methods are considered new tools for advocacy, and, although most participants are exposed to them daily, they do not appreciate the impetus these have for research advocacy and evidence-based approaches.

These new media tools are hugely useful in advocacy to engage large communities, young audiences, citizen information sessions and at the sub-regional level. Significantly, data analytics tools help you interpret massive amounts of data on broad topics such as political and democratic trends, figures, and numbers and even citizens perceptions on policy outcomes.

| Employing new information tools | | | |
|---------------------------------|-----------|---------------------------------|--|
| Tableau | Corsera | Power BI for data visualization | Dashboard for visualization on microsoft excel |
| SQL | STATA | AI | Open refine |
| qlik | Hackatons | Flash mob | Worldcloude |

Simply, these tools interpret the data by enumerating the primary data and turning it into important insights that CSOs can use for effective policy and decision-making. The insights data analyses provide can have an enormous impact on an organization, potentially giving it a competitive edge for policy influencing. However, it is not enough for data analyses to just be about interpreting data, but it should be able to communicate the insights gained, and CSOs to act effectively on the findings. Creatively, CSOs must be proactive to be able to derive useful insights from primary data.

Succinctly, CSOs can employ these analytics tools to prepare data, translate data into vivid storytelling and visually compelling evidence as well as share impactful data for policy making.

- Cogently, web-activism – how to use social networks and platforms such as Facebook, Twitter, or Ning to engage people in your cause.
- Videography – how to create “viral” videos with a concrete message that can easily spread through the internet to raise awareness on the issue or of your campaign efforts.
- Press release – how to engage with the traditional media effectively, by selecting the relevant information to pass on for them to publish.
- Craftivism – how to use crafts and arts to create symbols that can be identified with your campaign and become self-explanatory for the importance of the issue you are trying to tackle.

Exercises

| | |
|---------------------|--|
| | What Advocacy issues will you / your organization be interested in for the future? |
| AREA | Issue(already identified in groups) |
| ISSUE | Africa |
| DATA SOURCES | |
| MESSAGE | C+E+N+S+W+ ...? |
| VISUALIZATION | |
| COMMUNICATIONS TOOL | National |
| STAKEHOLDERS | |
| TARGET AUDIENCE | Community |

Case study: policy data collection for advocacy for csos in africa

CSOs advocacy aims at working to change existing systems and infrastructure for the benefit of one or more group of stakeholders. Data collection is essential for effective, evidence-based advocacy.

These data can be anything important to advocacy group. Such data issued to sway stakeholder opinion, to identify policies that require revision, and to develop recommendations for systemic change.

Case study

Your organization (**insert name of CSO here**) is undertaking advocacy that seeks to improve postdoctoral biomedical training, to create a more sustainable scientific workforce in the country. This is because the COVID pandemic was an inflection point in terms of challenges to the medical laboratory systems capacity to test and trace patients. To achieve these goals, the organization is working to collect robust career outcome data, improve transparency around employment contracts, and provide resources for individuals to advocate for change at their own institutions. By completing this simulation, you will contribute directly to the efforts of your organization and add to the database of the country. As this is a nationwide effort, we do not want to duplicate efforts.

Task: Collect data on graduate and postdoctoral training students, institutions, and fellowships to assist in populating a database. Create a fact sheet on fellowships and the institutional policy for disbursing the fellowship. This job simulation is unique because you will be contributing to a real advocacy project. For this exercise, you a CSO advocacy group and want to gather data on a specific topic of interest. You will perform the following Steps of the process below:

The process- overview of the advocacy process

- Choose a focus area – a set of policies or aspects that you wish to investigate
- Determine the criteria by which you will research and gather data Go to the funding organization's website and search for information
- Create a table of information
- Collect data. If necessary, reach out to individuals at an organization for additional information to fill in missing information.
- Collect and display this information as a resource Create an advocacy fact sheet. This may serve as another place to work on your specific topic of interest
- Use social media and mention the resource in general communications and blog posts, to spread awareness of the tool and to solicit feedback, in particular information that is missing or useful ways of presenting/searching the data.

Facilitator note: this is aimed at interactive capacity building stimulation

Skills For this task:

- Clear, concise writing
- Research and synthesis
- Ability to condense larger amounts of information
- Research
- Communication skill
- Writing
- Problem solving
- Leadership and teamwork

Notes

Why data is important

We encounter data constantly in our daily lives; from global media outlets, online portals, blogs, newspapers, and articles to political campaign advertisements to the packaging on consumer products, data are continually used to send messages about the world around us. Data serve many different purposes as well, to describe, to inform, to educate, and to persuade and communicate critical information about current, past, and future development issues.

The world is made up of more pieces of data than can be understood by any person, data base, data analyst, researcher, or computer, but the pathway of data storytelling is one of the best ways to understand data. This process helps to turns data into insights and conceptualizes abstract numbers to help with comprehending trends and results. There are four simple steps that supports you to achieve this process.

1. Set the scene

All the best stories start with fantastic settings and characters. You can do this to your data by explaining the purpose of the data analysis - what information is already known, where are the problems in current knowledge, and what opportunities can be achieved in the gaps? What is your key issue to examine? This background gives the research a hook- it will give meaning to the analysis and give the audience a reason to be attentive, or policy makers an insight to explore, or public a reason to keep reading. Additionally, it is critical to have exciting results. To do this, refine the data pool, explain the sampling location, method and key factors that went into making those decisions in a way that makes the numbers seem like they are more than just numbers. Afterall they are the main characters of the analysis.

2. Uncover the facts

This is where you reveal the details of the story. Use this time to explain trends in data. Where are there connects? Where are there not? Outline what you expect to happen and what would be unexpected. Basically, this sets up a background for when the insights, that way the reader can understand where they are coming from. Think of it as taking your main character through their travels as the meet new people and learn new things, all on their way to reach their destination.

3. Discover the purpose of data storytelling

Joseph Campbell 'In the hero's journey' calls this stage the apotheosis. As a matter of fact, the stages of the hero's journey were first identified by Joseph Campbell in 1949 and it has been valuable ever since. Basically, apotheosis is when the main character discovers their purpose which arms them for their final battle. Data can do the same. Your reader needs to have that 'aha' moment! Draw connections between data points and explain what that means for the research. This will prepare them for heading into the final stage of creating a solution.

4. Deliver solution

Now, using the insights gathered, it is time to tackle the problems outlined when the scene was set. Identify which insights are actionable and which ones will be most successful. This is also the time to look forward to the next steps- will there be a sequel? What could be done differently next time to gain more precise insights? Are there new opportunities that were revealed? Chances are there were, so what can be planned for next? This way, your data storytelling never has to end.

Data sources

The data source is ignored. We are constantly bombarded with data in our everyday lives – on television, in newspapers, even advertisements on buses and billboards. To be informed consumers of data, we must equally constantly ask ourselves, "Where did that information come from?" Whether it is a radio commercial stating that

“four out of five dentists choose” a particular toothpaste brand or the President’s State of the Union address lamenting that 19.7% of children in the country live in poverty, it is critical to consider the data source when making judgments about numbers. Who originally generated the data? A research center, a university? A think tank or other CSOs? Think about the reason(s) why that particular entity might be conducting the research. Additionally, who is reporting the data? A national newspaper? Peer-reviewed academic journal? What about a political action committee-funded campaign ad? Think about the motivation different entities have for bringing the data into the public eye, as well as any professional or ethical standards to which that entity may or may not be bound. Try to examine original sources, where possible.

Why is data important for CSO advocacy

The Data-Driven Advocacy activities seeks to improve and sustain the ability of the organization to influence policy on rights issues through the strategic use of better data and information. CSOs engaged in a wide variety of sectoral issues, including land rights, gender-based violence, education rights, marginalized populations, and women and youth benefit immensely by pursuing data driven agenda. Additionally, the following factors are benefits:

1. Data-driven organization as a competitive advantage? The desire for stability is particularly evident in volatile and fast-moving environments. Information provides security. We believe that building a strategic information advantage will be one of the core tasks for any competitive organization in the future. The data-driven organization enables the automation of processes and the use of artificial intelligence, open data platforms, and information ecosystems. In this way, new products, services, and market segments can be developed, customer experience and satisfaction improved, and the efficiency of operations increased. Now it is time to create a data-driven organization through comprehensive information management supported by digital technologies. The decision to do this is easy, because if you do not start now, evidently, you will not be able to catch up with competition in 3-5 years.

2. Culture as a driver: By processing information and data, modern technologies enable the change from intuitive decision making to knowledge-based decisions. But it is the culture in companies that makes all the difference and enables the transition to a data-oriented organization. Change can only be achieved through new ways of thinking, organizational models, and leadership structures. Leaders must create not only the technological but also the cultural framework conditions to successfully establish a data-driven organization to meet the demands of the new information age. To develop and establish a true data-driven culture, the role of the “data advocate” of CSO managers is needed.

3. What does a data advocate do? As a data advocate, leaders actively use the value of information to develop new business opportunities and product innovations for customers. Collaborative working methods and networks facilitate the collection and use of data. Analytical knowledge and skills are required to evaluate and understand the information. A consistent data strategy contributes to the strategic business goals. But in our view, what makes a data advocate at its core is the ability to transform data into actionable insights with business benefits, instead of being guided by intuition and instinct as in the past.

4. Characteristics of a data advocate: A data advocate recognizes the high value data will have in the future. Data-based decision-making requires an objective and arguable view of situations and challenges, as well as the ability to understand, trust and share data. He/she knows how to use technical tools and analytical methods.

Skills such as critical thinking, analytical curiosity, and knowledge in relevant areas such as data visualization are essential. A data advocate promotes data security and compliance in his/her department and ensures that data collection and analysis is conducted ethically. He/she draws on the expertise of other data experts. After all, leaders are required to build a learning organization. It is up to leaders to build a culture in which employees themselves have access to the data and can use technical tools – in this way, employees are given responsibility and the company continues to develop. These core skills must be developed in a targeted manner.

We see five success factors that will prepare the way for becoming a data advocate:

- i. Create a culture of analysis starting with the empowerment of employees
- ii. Build awareness of the responsible handling of data
- iii. Take personal responsibility as a role model in compliance issues
- iv. Build data-centric structures
- v. Remain curious and critical.

Communicating evidence to influence policy

Communication is about making research and/or evidence accessible, digestible, and available in time to influence the relevant policy decision. That is, CSOs need to communicate their research and evidence effectively to bridge the communication gap between researchers and policymakers. Often, policymakers complain of the inability of CSOs to communicate effectively in the policy process. A key challenge for change advocacy CSOs is that of communicating evidence better — including packaging and translating evidence generated to target products with clear messages. The gap has often resulted into underutilisation of research by policymakers.

Communication gap: researchers and policymakers

The experience of CSOs in working on the continent details a dire communication gap between researchers and policymakers. Numerous factors may affect communication between researchers and policymakers. These include:

Lack of direct communication between researchers and policymakers: This particularly occurs when there are no strong links between researchers and policymakers. It can also happen when researchers do not involve policymakers in their research programs. This results in research results and research communication strategies that are incongruent to the needs of policymakers. A good example is where research results are presented in huge documents without due attention to the time pressure on policymakers.

Researchers employ increasingly complex methodologies and complicated statistical Procedures: These are difficult to explain to policymakers, a large proportion of whom are not familiar with technical procedures. Instead of explaining the methodology carefully and in accessible language, explanations offered are often sparse and filled with jargon.

Many researchers do not know how to present their research results in ways which might influence policy decisions. Instead, they generate lengthy research reports which contain discipline-specific language not readily understood by those outside academic circles.

The ineffective communication pattern perpetuates itself, in part because translating research findings into readily accessible formats provides small payoffs and few short-term benefits in academic circles.

Bridging the research and policy communication gap

There are several pragmatic practices and procedures for strengthening communication between research and policy actors.

Understanding of learning styles of policymakers: This is important in enabling researchers to adopt styles which can facilitate communication with policymakers.

Understanding of preference of information formats of different policymakers.

Allowing two-way communication between researchers and policymakers.

Using simple language: Experience from Eastern Africa shows that language has become a problem between researchers and policymakers. Researchers are increasingly using complicated concepts, leaving behind policymakers as well as those they claim to serve. It is important to avoid jargon and complex language in research-policy communication.

Paying careful attention to time: CSOs need to capitalise on tipping points (sensitive areas where they can introduce an issue into a policymaking agenda). Identifying and engaging speakers who can provide objective, high-quality research, and implications for policy.

Presenting policy implications which span the political spectrum.

Identifying and developing a communication strategy based on information needs, work culture and writing preferences of policymakers.

Establishing and supporting links between policymakers and researchers throughout the research and advocacy project.

Handouts

A guide to understanding and using data for effective

Data serve many different purposes—to describe, to inform, to educate, and to persuade are but a few ways in which data communicate critical information about today's most important topics. When clearly presented and appropriately interpreted, data can be a powerful tool to educate decision makers about issues and empower them to enact good policy. Quality data can save valuable time and money by zeroing in on what works and what needs work. It is critical for both users and consumers of data to understand fundamental data principles to accurately interpret the information and make sound judgments.

Survey data: Survey data come from questionnaires or interviews. Surveys are a widely used method of data collection because they allow researchers to collect a large amount of information relatively quickly and inexpensively. There are some basic criteria that can impact the validity of a survey; if these criteria are not met, results should be interpreted with caution.

1) Sample selection: It is important that the sample be selected using random sampling techniques or other systematic methods to reduce sample bias. Always ask yourself how the sample was collected. For example, were all 200 survey respondents recruited outside a single local shopping center? If so, what might be different about the people who shop in that location versus other locations, and how might that influence their responses?

2) Response rates: Response rates tend to vary depending on the type of survey (phone, email, postal mail, face-to-face). Very low response rates are prone to biases that can limit the generalizability of the survey responses. There is no universal threshold for an accessible response rate, so ask yourself about the survey's intended purpose. Surveys intended to generalize about the population should be held to a higher standard than surveys designed for internal use or for gaining initial insight into an issue.

3) Survey items/questions: The most significant problem with questions occurs when they are written in a way that leads the respondent, explicitly or implicitly, to respond in a particular manner. For example, the survey question "In your opinion, what are the benefits of statewide universal pre-Kindergarten programs?" conveys a positive connotation for such programs. Review the survey items to ensure they are clear and neutral.

4) Response scales: Survey items should have response scales that are balanced; that is, there should be the same number of "positive" options as "negative" options. Scale endpoints should be equivalent and clearly written.

5) Descriptive Data: Descriptive data do exactly what the name implies—describe a sample's characteristics. Descriptive data on demographic characteristics such as age, gender, race/ethnicity, and income are commonly reported in tables or graphs. Descriptive data are also called descriptive statistics or summary data. One key characteristic of descriptive data is that they do not make inferences about the larger population or imply relationships among variables.

6) Correlational Data: A correlation measures the strength of the relationship between two variables. The most common mistake associated with correlational data is to assume that they imply causation. While the relationship between two variables is informative, we cannot assume that an increase in Variable A caused the increase in Variable B without examining additional factors. For example, one researcher noted a positive correlation between reading ability and shoe size among grade school children. Of course, bigger vocabularies do not cause feet to grow; rather, children's reading skills improve with age, and they naturally outgrow their shoes as they grow taller. Be careful not to assume causation when reviewing correlational data.

7) Experimental Data: Experimental data are derived from controlled studies in which the researcher manipulates one variable while holding other variables constant. The more consistent all other aspects are between the group receiving the "treatment" and the group not receiving it, the more likely any differences in outcome can be attributed to the manipulated variable. For example, a researcher is interested in whether children learn from media as well as they learn from live demonstrations. She devises a task for 18-month-olds to complete: assembling a three-piece rattle.

In the first condition, the children watch as a live assistant assembles the rattle. The children in the second condition watch a videotaped demonstration of the assistant assembling the rattle. In the third condition, the children do not view a demonstration. Then the researcher gives the children the three rattle components and measures how long it takes them to assemble the rattle. Experimental data are the “strongest” type of data because, with the right precautions in place, we may infer that group differences are a result of the manipulated variable.

PART III: RESOURCES

Annex 1: Pre-training questionnaire¹



Data for Governance Alliance
African voices for African policy

Pre-advocacy training survey questions

1. Name
2. Institution
3. Designation
4. Country
5. Sub-region
6. Has your organization engaged with the African Union (AU) before and in any way?
7. If yes, in what form was the engagement?
8. Have you run any kind of advocacy campaign?
9. Give us a brief background to the advocacy campaign, indicating how it worked.
10. What were the two key successes of this campaign?
11. What were the challenges you encountered?
12. Did you experience any failure(s)?
13. If yes, kindly give a brief description.
14. Can share a link to a website that gives further information about the campaign.
15. Is there an interest in your local media in what the sub-regional and continental bodies are doing?

Annex 1: roleplays

Role play -1: injecting drug user (idu) living with HIV/AIDS

You are deeply embarrassed and upset by the incident of being turned away from the hospital while sick. You go to the network manager and people you respect, because you want to make sure that this never happens to another IDU. You tell the story to the network manager and suggest staging a big protest or initiating a name and shame campaign against the hospital.

Role play 2: plhiv network manager

You are a passionate representative for your community. The incident of the IDU being turned away from treatment upsets you deeply and you are determined to get a positive response from the hospital administrator. You know that the hospital administrator is generally supportive of PLHIV and IDU issues, so this incident confuses you. When you present the case to the hospital administrator you are not angry but seeking clarity and a renewed show of support.

Role play 3: hospital administrator

You are a calm and rational person. You understand and comply with the complex structures of the system in which you work. You have been generally supportive of PLHIV issues in your area, but you know that incidents like this happen. When the network manager approaches you, you are unaware of this incident. Calmly, and without ever raising your voice, you ask the network manager why they did not report the incident before staging the protest? What kind of evidence does the network manager have from the incident (is there a medical report? A police report? A hospital registry entry?) Does he have information on the nurse who turned the patient away? The hospital administrator asks the network administrator how he is supposed to help with no information and no warning.

Role play4: plhiv advocate – cso

You are a CSO representative for your community. The incident of the IDU being turned away from treatment upsets you deeply and you are determined to get a positive response from the hospital administrator. You know that the hospital administrator is generally supportive of PLHIV and IDU issues. You show alarm and concern when the IDU tells you about his/her incident at the hospital and begin the planning process by asking many questions that will help you better advocacy on his/her behalf. You were also the leader of the staged protests. Questions can include: "Is there a record of your visit to the hospital?", "do you have the name of the nurse involved?", "were any other hospital staff involved in the incident?", "have you heard of anyone else experiencing such treatment?" "Is there a monitoring board at the hospital that takes complaints like this?" "Do we know other NGOs working with high-risk groups (FSWs, MSM) who may have also had experiences like this?", etc.

Annex 2: data tools

1. The problem tree

Problem Trees help find solutions by mapping out the anatomy of cause and effect around an issue in a similar way to a Mind Map, but with more structure.

This brings several advantages:

There is more understanding of the problem and its sometimes interconnected and even contradictory causes. This is often the first step in finding win-win solutions.

It can help establish whether further information, evidence or resources are needed to make a strong case or build a convincing solution.

Present issues – rather than apparent, future, or past issues – are dealt with and identified.

The process of analysis often helps build a shared sense of understanding, purpose, and action. The policy-related problem or issue is written in the center of the flip chart and becomes the trunk of the tree. The causes and consequences of the focal problem become the roots. The question of ‘why’ an issue is a problem needs to be repeatedly asked to find the root causes.

Discussion questions might include:

Which causes and consequences are improving, which are getting worse, and which are staying the same?

What is the gendered nature of the problems identified?

What are the most serious consequences?

Which are of most concern? What criteria are important to us in thinking about a way forward?

Which causes are easiest/most difficult to address?

What possible solutions or options might there be?

Where could a policy change help address a cause or consequence, or create a solution?

Once the problem, its causes and consequences have been identified, a context analysis is the next step. This will help to determine which causes or consequences to focus advocacy efforts on. After this, the Problem Tree can also be used to develop an Objectives Tree, to help set the goals.

Problem tree: the “why?” Exercise

Objectives: To get to the root of a problem to tackle it in an appropriate way.

Step-by-step

Step 1 - But why?

Identify the primary problem that you want to address and find the causes of. Start asking yourself why this occurs and try to find at least two possible reasons. Each time you identify a cause keep asking “but why?” until you can go no further.

What you will end up with is a maze of causes that display the various roots of the problem you are trying to address with your campaign.

Step 2 - Intervention

Decide which of the many causes you can address and the type of intervention they would require. These can be turned into objectives of your work.

You can expand this exercise further if you want to tackle immediate needs that arise from the initial problem.

Step 3 – Adding effects.

Think of the negative consequences the problem has and add branches to the tree. Each consequence will lead to other effects, so the branches go higher and higher. Decide which of the many short-term consequences you can address to lessen the effects of the problem.

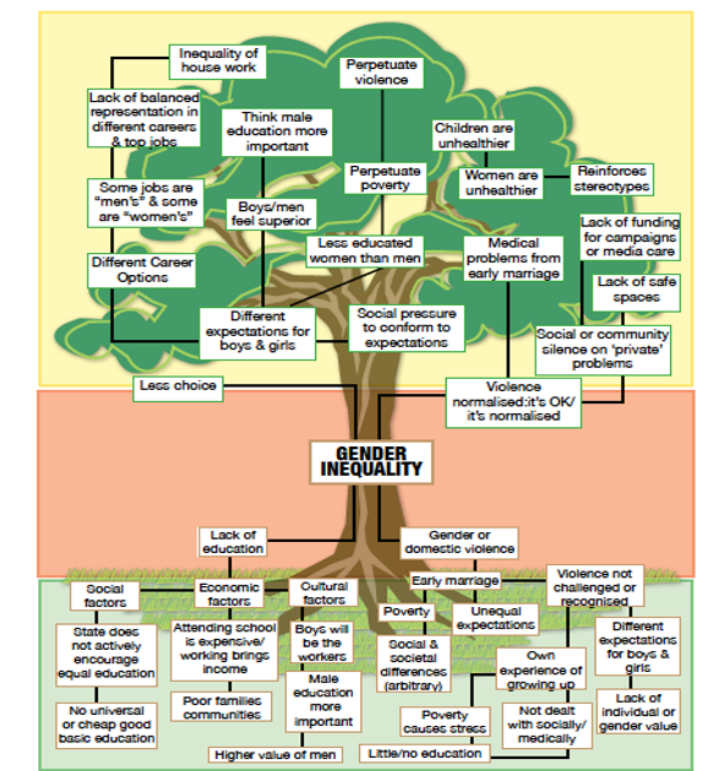


Figure 15: Sample of a completed problem tree analyses of Gender inequality in Africa

Write your causes and effects on sticky notes so you can move them (or remove them!) go as necessary.

B: road map

Objectives: To identify problems and define goals which will help you in designing an action plan for your campaign. Then, to analyse the root cause of the problems and reflect on which factors will enable you to reach your goals.

This activity supports you to plan your next steps with a clear picture of your current situation and the challenges you may face. It works best when the activity is focused on specific community issues rather than broader global ones.

Step-by-step

Step 1 – Divide in groups

Participants are divided into groups and given a set of flip chart paper numbered from 1 to 5.

Step 2 - challenges

On paper labelled 1 they brainstorm about the problems and challenges related to their chosen subject.

Step 3 – ideal solutions

Then, on paper 5 they brainstorm what the ideal situation would look like – always related to their specific subject.

Step 4 – barriers and roots of the problem

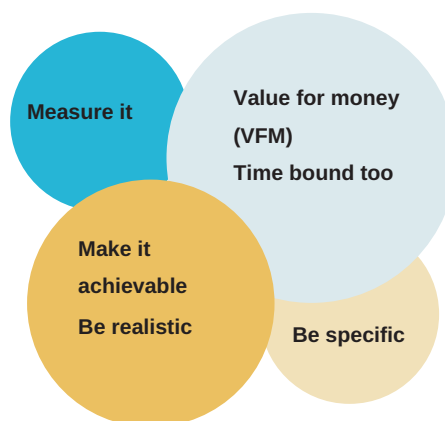
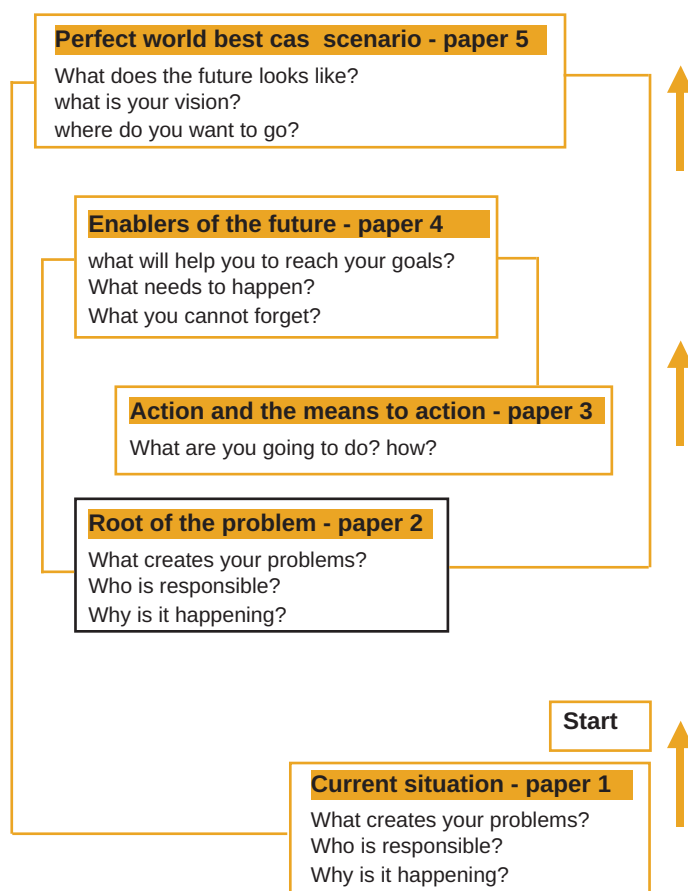
On paper 2 they reflect on the barriers and what causes the problems that were identified in paper 1.

Step 5 – Tools and strategies

After that, they discuss and write on paper 4 what, in their opinion, are the tools and strategies that would enable the perfect situation of paper 5.

Step 6 – How to achieve the goals set.

Finally, on paper 3 they answer the question HOW? – that is, how to bridge the two sides? What needs to be done to get from one point to the other?



Annex 3: Glossary of Terms

| | |
|-----------------------------------|--|
| Advocacy | An action directed at changing the policies, positions, or programs of any |
| Alternative process | A decision-making process to change policies that exists wholly outside the official procedures stated by law or documented organizational |
| Audience | A person or people to whom information is conveyed or messages are directed. |
| Briefing | A short and clear summary of a situation or an event. A briefing can be a meeting or a set of written materials. |
| Coalition | A group of organizations working together in a coordinated manner toward a common goal. |
| Conceptual framework | A descriptive structure that presents an idea or concept as a process. |
| Consensus | Agreement among a diverse group of individuals or organizations. |
| Contingency | A percentage of a budget that is unassigned and can be used for unexpected expenses or increases in costs that were not considered in the original budget. |
| Criteria | Questions or standards used to measure progress toward a goal or compare different objectives. |
| Decision maker | A person who has the authority to create or change communal organizational, or governmental policies, programs, or laws. |
| Formal process | The official decision-making procedure that must be followed to change a policy, as set out by law, or documented organizational policy. |
| Goal | The subject of your advocacy effort. What you hope to achieve over the next 10-20 years. |
| Influentials/Power Players | People who can give their input, ideas, and opinions to a decision maker, because they have a relationship with that decision maker |
| Informal Process | Activities and procedures to influence the decision-making process that occur simultaneously with the formal process but are not required by law or organizational policy. |
| Issue | A subject of interest for advocates or decision makers. |
| Jargon | The specialized language of a particular profession, trade, or industry. |
| Leverage | To use personal or institutional influence or position to gain support and/or financial backing of other people and/or institutions in a mutual endeavor |
| Media | An organized system to deliver information to people such as television, radio, newspapers, magazines, newsletters, etc. |
| Message | A statement that aims to inform, persuade, or motivate an audience. |
| Network | Individuals or organizations willing to assist one another or collaborate around a common topic or goal. |
| News release | A short description of an event, project or research study that is given to the media for broadcast or publication. |

| | |
|------------------|---|
| NGO | Nongovernmental organization |
| Objective | A defined, incremental step toward a goal. An advocacy objective aims to change the policies, programs or positions of governments, institutions, or organizations relative to that goal or toward achieving that goal. |
| Open meeting | A meeting that any individual or organization can attend. |
| Policy | A plan, course of action, or set of regulations adopted by a government, business, or an institution, designed to influence, and determine decisions or procedures. |
| Policy action | The steps taken to address a problem by changing or reinforcing a policy. |
| Policy mapping | A tool used to identify and learn about key audiences |
| Point of entry | The way to gain access to the audience you wish to reach. It might be a specific time, a particular place, or a person that can help you get the attention of your audience. |
| Press conference | A meeting with the media to discuss a position, decision, or action and to answer questions from journalists about that position, decision, or action. |
| Primary audience | The decision makers with the authority to directly affect the change necessary for your objective to succeed. |
| Sit-in | A form of protest in which people gather at a particular place (such as an office, court of law, etc.) and refuse to leave until their demands are heard and/or met. |

Annex 4: sample presentation for training



1



2

UNDERSTANDING ADVOCACY

3

Exercise 1: Brainstorm

WHAT IS YOUR UNDERSTANDING OF THE TERM ..ADVOCACY

“ ADVOCACY ” IN A WORD

IF ADVOCACY WERE AN ANIMAL, WHAT WOULD IT BE? TWO REASONS WHY?

4

Advocacy Concept and Action

Advocacy is a dynamic process involving ever-changing set of actors, ideas, agenda, and politics.

It encompasses actions directed at changing the policies, positions, or programs of???

5

Advocacy as a tool for citizen participation

- Internal democracy
- Human and economic resources
- Conscientization/Popular Education
- Willingness to struggle/ Alliance
- Credibility: Good leaders
- Ability to bring together people across different sectors, social/cultural classes, races/ethnicities, etc.
- Ability to mobilize large numbers of people
- Relationships with national and international actors
- A popular vote

6

Advocacy as the exercise of power

- Capacity to do analysis
- Capacity to formulate alternative proposals
- Capacity for negotiation
- Research capacity
- Methodological knowledge about advocacy
- Information management

7

Advocacy as the Cumulative process

- Implementation of various strategies and activities over time, with creativity and persistence
- Celebrate small wins
- Social power and technical capacity needed to do advocacy on more complex issues

8

Advocacy: A working definition

Advocacy consists of organized efforts and actions based on the reality of “what is.”

There are political actors (or invisible forces that have been recognized to influence public policies and) policies so that the reality of what “should be” in a just and decent society becomes a reality.

Advocacy works to get results that enable people to access and influence those who make decisions that affect their lives.

It means confronting the distortions of power coming from institutions that affect people’s lives. Institutions need change and people’s lives need to be improved.

9

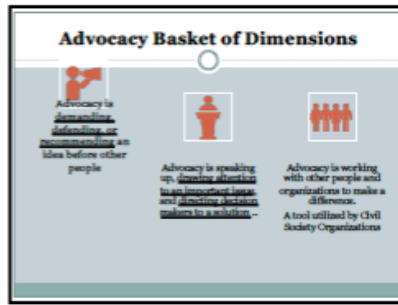
One-task advocacy – identifying issues for policy action

• Exercise 2 – Advocacy or NOT Advocacy: Identifying Issues

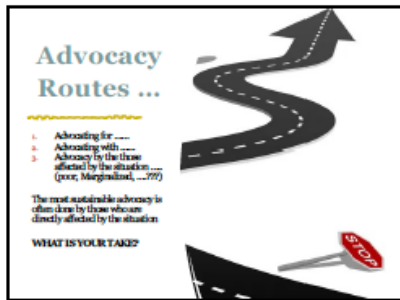
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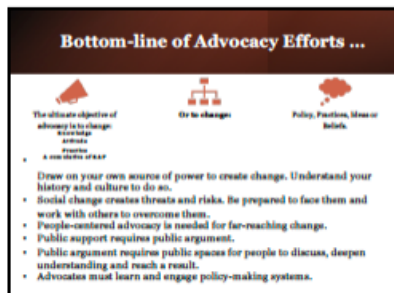
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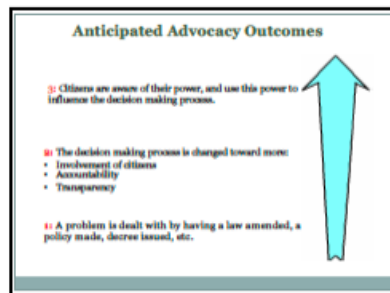
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| Generation Name | Birth Start | Birth End | Youngest Age Today? | Oldest Age Today? |
|----------------------------|-------------|-----------|---------------------|-------------------|
| The Lost Generation | | | | |
| The Generation of 1914 | 1891 | 1903 | 107 | 124 |
| The Interbellum Generation | 1911 | 1913 | 110 | 121 |
| The Greatest Generation | 1918 | 1924 | 98 | 114 |
| The Silent Generation | 1925 | 1945 | 77 | 97 |
| Baby Boomer Generation | 1946 | 1964 | 58 | 76 |
| Generation X (Baby Bust) | 1965 | 1979 | 43 | 57 |
| Millennials | 1980 | 1995 | 27 | 47 |
| Generation Y, Gen Next | 1980 | 1994 | 28 | 43 |
| Gen Z / Gen Z | 1995 | 2012 | 10 | 27 |
| Gen Alpha | 2012 | 2025 | 1 | 9 |

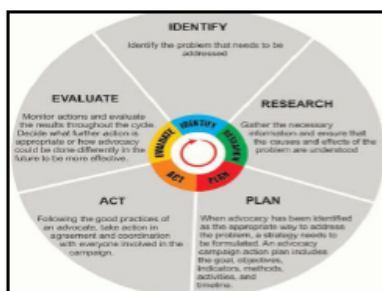
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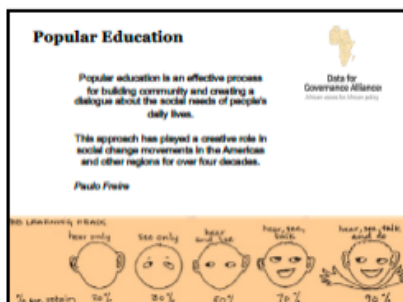
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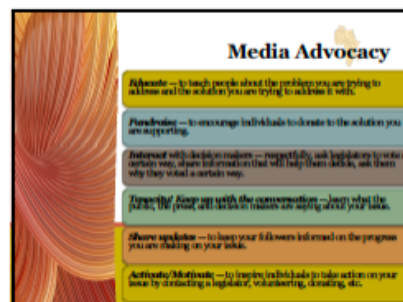
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21



22

Create news – send press releases when you publish new research, release in the press to demonstrations and community meetings.

Capitalize off breaking news – if you can act quickly enough, release a statement to the press related to a current news story

Cultivate relationships – Send reporters data, tips, and research; and submit opinion pieces and letters to the editor.

Train a spokesperson – Have at least one staff person or volunteer who is comfortable taking interviews, and keep them prepared with relevant talking points

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Litigation

Litigation

Impact litigation, meaning litigation of cases that have the potential to broadly impact conditions for many similarly situated people or to highlight a particular issue, is an important form of advocacy to protect women's rights. Many civil society organizations partner with international NGOs to litigate high impact, high visibility cases.

Litigation in international, regional, and national courts is an important advocacy strategy available to women's advocates around the world.

Litigation and legal advocacy may be used to clarify and fill the gaps in domestic legislation and may be used to promote and protect the human rights of women and girls. When used appropriately, human rights litigation can broadly impact the law by challenging existing legal interpretations, which do not conform to international human rights standards and reform the rule of law.

24

Issues

- *Rose Vs Wade*; UN Women site (GBV)
- Successful court decisions (Right to protest)
- Current right to exist issues with entrenched constitutional protections versus covering LGBTQ+ people.
- Achieving or implementing your campaign objective
- Bypassing other potential barriers (such as where parliament refuses to pass a Bill. However, in some cases the parliament may subsequently overturn court wins).

NOTE: Litigation is just one tool, and that it is most effective when undertaken in cooperation with the community and in conjunction with other advocacy strategies.

25

Lobbying

1 Identify the issue and the people who are affected by it.

2 Research the issue and the people who are affected by it.

3 Develop a strategy for lobbying the decision maker.

4 Build the case for your issue, and make sure you have the evidence to back up your claims.

26

Preparing for a lobby meeting

1 Research the issue and the people who are affected by it.

2 Develop a strategy for lobbying the decision maker.

3 Build the case for your issue, and make sure you have the evidence to back up your claims.

4 Identify the issue and the people who are affected by it.

5 Research the issue and the people who are affected by it.

6 Develop a strategy for lobbying the decision maker.

27

During a lobbying meeting

1 Build a rapport with the decision maker.

2 Present your case in a clear and concise way.

3 Listen to the decision maker's views and respond to them.

4 Be clear on what you want them to do (sign the petition and gain the commitment from them).

5 Follow up on what you want them to do (sign the petition and gain the commitment from them).

6 Thank them and create what you understand they have said they will do.

28

After a lobby meeting

1 Follow up on the meeting with a letter. You should also include a summary of the points that were raised.

2 Follow up on any action points that were discussed in detail of the meeting with others (if/when).

3 Follow through if your proposal is accepted.

4 Thank anyone involved and make it clear you intend to go forward.

29

Tips for successful lobbying

Prepare!

Be clear what you want

Know the views of the people to be lobbied

Identify what's in it for them – why should they change their views

30

Tips for successful lobbying

- **Develop your messages:**
 - Be simple and explicit
 - What is the issue
 - What do you want them to do about it
 - Use examples that will engage their interest (Human elements)
 - Prepare a short brief – large type

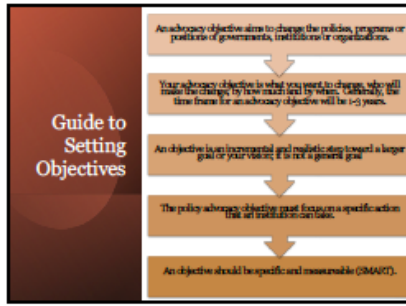
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Tips for successful lobbying

Plan and rehearse

- Consider the best time and place for a meeting
- Be sure you know the venue
- Arrive on time; be prepared to leave before time
- Dress appropriately
- Be polite, acknowledge status
- Be conscious of your body language

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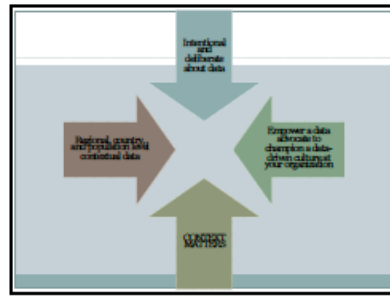


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Toolbox: Building blocks for successful advocacy

| | |
|------|--|
| Have | Have credibility |
| Have | Have capacity and skills for advocacy |
| Have | Have sufficient resources for advocacy |
| Have | Have the capacity to generate and respond to evidence |
| Have | Have processes to take appropriate risks for advocacy |
| Have | Have the capacity to work with marginalized people on advocacy |
| Have | Have capacity for coordination and leadership |
| Have | Have strong ongoing partnerships that can form a broad base for advocacy |

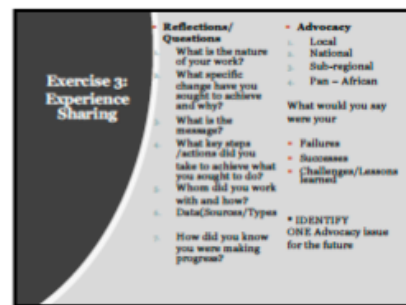
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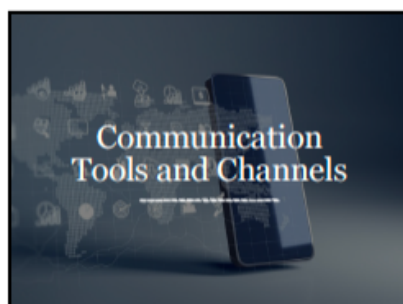
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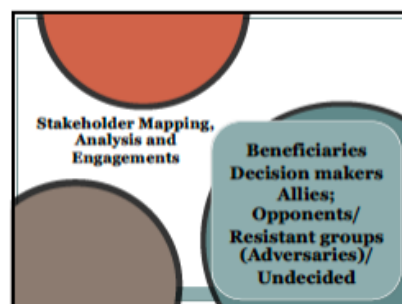
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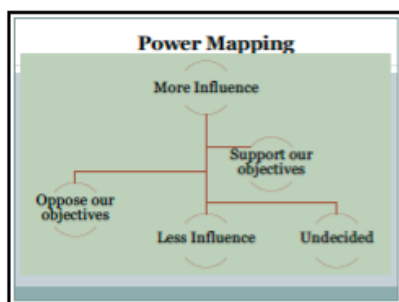
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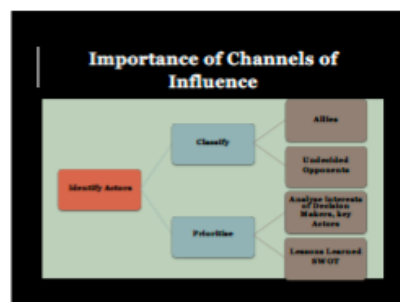
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Stakeholder Analysis

| Stakeholder: Who is a person, state their position and institution | What can they do to achieve your expected or desired outcome? | What knowledge, attitudes or position of the stakeholder do you want to change to enable them to do what they can? | How can they help you influence the stakeholder |
|--|---|--|---|
| | | | |
| | | | |
| | | | |
| | | | |

43

The diagram shows three categories of stakeholders: ALLIES (green), NEUTRALS (yellow), and OPPONENTS (red). Each category includes a brief definition and a list of potential stakeholders.

- ALLIES:** Allies are people and organizations that support our advocacy campaign. Typically they are individuals and institutions sympathetic to our cause such as opinion leaders, present and former politicians, media personalities, NGOs, community groups, associations, and of course, the members of the affected group. They will contribute via, technical expertise, financial and material resources and influence to our advocacy campaign.
- NEUTRALS:** Neutral stakeholders are people and organizations who have not yet formed a strong opinion on an issue. Neutrals are important to our advocacy campaign because they can often quickly become allies or opponents.
- OPPONENTS:** Opponents are people and organizations who oppose our advocacy campaign. Advocacy often challenges existing institutions of power in a society and such a challenge often provokes a negative reaction from those currently in power or people with different values. Our opponents can range from people who disagree to those who take action to aggression or violent attacks.

44

Identification of Advocacy Messages: A Guide

Is the issue presented clearly defined?

Does the issue prick your 'conscience' or give you a sense of outrage/ indignation/ does it call you to act/ does it appeal to your conscience?

Are you clear with what you want to specifically achieve?

Are you clear with how you want to achieve it?

45

Building on Issues Identified

Questions for Reflection:

You have identified issues for action and chosen an advocacy objective... Now:

- How can you build the support you need to make your objective a reality?
- Who needs to be convinced to take action?
- Who can help you reach your objective?

46

Policy Advocacy Influencers

| Primary | Secondary |
|--|--|
| <p>Decision makers with the authority to affect the outcome for your objective directly.</p> <p>These are the individuals who must actively approve the policy change.</p> <p>These decision makers are the primary targets of an advocacy strategy.</p> | <p>Individuals and groups that can influence the decision makers or primary audience.</p> <ul style="list-style-type: none"> Professional Colleagues; Those in the Primary Target's Social Circles |

47

Developing and Delivering Compelling Messages

48

What is a Message?

A MESSAGE IS A FORM AND PRESENTS INFORMATION ABOUT YOUR CAUSE OR ISSUE IN A WAY THAT IS EASY TO UNDERSTAND AND ACT UPON.

YOUR MESSAGE SHOULD BE CLEAR, CONCISE AND EASY TO UNDERSTAND. IT SHOULD BE RELEVANT TO YOUR AUDIENCE AND SHOULD BE DELIVERED IN A WAY THAT IS EASY TO ACT UPON.

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Plan

WHO IS BEST PLACED TO ADDRESS THE ISSUE?

WHAT MESSAGE IS MOST EFFECTIVE?

HOW DO I BEST ENGAGE MY AUDIENCE? HOW CAN I BEST REACH MY AUDIENCE?

WHAT WILL BE THE MOST EFFECTIVE DELIVERABLE FOR MY AUDIENCE?

WHO IS BEST PLACED TO DELIVER IT?

50

Messages can also be... Some Tips

- Statements, Position Papers, Newsletters, fact sheets, Flyers, research papers, comics,
- Tweeting, websites and social media, Newsreel, Video documentation/production
- Giving Public Speeches, Public Lectures
- Op Eds
- Memos, slogans, Posters, signs, including posters and banners
- Tips on public speaking:**
 - Make your message simple and clear - pick out the problem you are addressing, why your intended audience
 - Humanize the issue, your issues will have a greater impact on the public than if you just state statistics
 - Avoid jargon - use "people-speak." (Explain slogans/Use common language or terms that are easily understood.
 - Know your audience - make sure your message targets your intended audience. If you are targeting lawmakers, use different language than targeting community/different levels
 - Engage and challenge your audience with a question.
 - Speak with your audience, not at them.

51

INSIDE POLITICS

44 The fact remains that 25 years down the line, Ghana remains a highly flawed democracy. It is a democracy which is increasingly declining in quality - where elections, institutions and processes are increasingly captured by a few elites, mainly politicians, their party supporters, presidents, family and friends and cronies, bureaucrats and well-placed businessmen and women, private sector operators, and by some media leaders and CEO leaders.

Prof Emmanuel Otuah-Band
Executive Director of Transparency International Ghana

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Data: Potential reach

- Currently, more than half of the world's population is connected to the internet. In Africa, there are over 590 million internet users and over 800 million mobile phone subscribers.
- Implicitly, such diffusion of digital tools and connectivity is bringing political, economic, social and cultural transformations on the African continent.
- (InternetWorld Data 2020; World Bank 2020)
- BUT....

53

Where and how to access data

| | | |
|---|--|---|
| Civic engagement spaces | Websites of public sector institutions Newsline | Demographic Databases UN/SDGs UN/SDGs AICAP ICRW/IPS/IFPAP/DATA |
| Movements UN/EPang Global Climate Coalition/Alliance Climate Action | Open Access Archives Open Data Repository Global Data Repository | Consolidated research Source maps Policy briefs Public Papers Concept Notes |
| Administrative AIP platform AICAP/Par IPU Subject/Issue based | Electronic Public Archives | |

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The Africa Open Data Index methodology

- The Africa Open Data Index (AODI), using the global open data index methodology, is an online-based survey tool assessing the availability, degree of digitization, and openness of government data.
- It considers "key national datasets" across the following topical areas:
 - Administrative records: budgets, procurement information, company registers
 - Legislative data: national law
 - Statistical data: core economic statistics, health, gender, educational and environmental statistics
 - Infrastructure data
 - Agricultural data
 - Election results
 - Geographic information and land ownership

55

The Power of Data: Data analysis and visualization

- Data that stands alone and is stored on computers over time becomes invisible. Visualizations turn the once invisible into actionable data into understandable pictures and images. When creating visualizations, tables alone are not enough.
- Patterns or stories can be revealed without tedious visualizations. However, it is critical to communicate data findings and identify necessary information, interpretive data visualization tools, therefore, make all the difference.
- Effective data visualizations are the key to unlocking big data.
- It can advance data leadership and (only) take time. In high accuracy of data presented in visual formats, by enabling users to understand data trends, visualization tools can quickly increase the speed of decision making as well.
- A BIG REVEAL FOR ANY DIFFERENCE IN THE TRENDS AND PATTERNS IS VITAL FOR EFFECTIVE ADVOCACY

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Tools

| | | | | | |
|-----------------|----------------|----------------|----------------|----------------|-----------------------|
| Tableau | Power BI | QlikView | Qlik Sense | Qlik Nxt | Qlik Sense Enterprise |
| Tableau Desktop | Tableau Server | Tableau Online | Tableau Mobile | Tableau Prep | Tableau Reader |
| Tableau Public | Tableau Reader | Tableau Reader | Tableau Reader | Tableau Reader | Tableau Reader |
| Tableau Reader | Tableau Reader | Tableau Reader | Tableau Reader | Tableau Reader | Tableau Reader |

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Employing new information tools

```

  graph TD
    A[Tableau] --> B[Connect]
    B --> C[Power BI for data visualization]
    C --> D[Dashboard for visualization to Microsoft excel]
    E[SQL] --> F[BI/ATA]
    F --> G[AI]
    G --> H[Open refire]
    I[Qlik] --> J[Reactions]
    J --> K[Flash tools]
    K --> L[Workbooks]
  
```

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Wordclouds

59

Exercise 4: Advocacy Strategy

What Advocacy Issue will your Organization be interested in for the future?

Issue (already identified in Groups)

Africa

CHEN+SHW...?

National

Community

60

Messaging

- Action #1:** Develop core messages on your Advocacy Issue for a Target Duty Bearer
- Action #2:** Practice how your message will be delivered
- Action #3:** Prepare adequately to convince your target

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END OF DAY THREE

Obrigado

62

Annex 5: References

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Authored by
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Nansata Saliah Yakubu is a development practitioner and facilitator with a proven track record of work in manual and training guides for Governance portfolios in management and programme implementation of advocacy, Gender, Elections, and has also led policy and research roles in Transitional Justice, Conflict prevention, political economy analysis, evidence-based research and new media innovation, with particular expertise in parliamentary development in Ghana and across Africa.

Nansata has served as the Team Lead for Learning, for the Africa Transitional Justice Legacy Fund (ATJF) seven countries project (Nigeria, Cote D'Ivoire, Guinea, Liberia, Mali, and Sierra Leone) with emphasis on examining political complexities of transitions, women participation in transitional justice in Africa; and the impact of transitions on children with a positive outlook on the role of transformative reparations for strengthening State institutions.

Nansata holds a PhD in Politics (University of East Anglia, Norwich, UK, 2016) and prior to undertaking further studies, worked with the Canadian Parliamentary Centre, as the Parliaments' and Conflicts Expert and led implementation of the project with the ECOWAS Parliament, and simultaneously led on the Centre's Gender and advocacy programmes. Nansata has also worked with the Voluntary Service Overseas (VSO Ghana), as the Programme Manager for the Disability Programme Area; in the Program Coordinating, Monitoring and Evaluation Unit at the Office of the President as a Policy Analyst (Castle, Ghana); Local Governance Officer with Government Accountability Improves Trust Program (GAIT II, USAID funded); The Desmond Tutu Peace Centre in Cape Town, South Africa, and the Centre for Democratic Development (CDD-Ghana) a research think tank as a Program Officer.

Nansata leveraged on her rich experience and unique skills set to collaborate with the Consortium in developing this Advocacy Manual as a resource for civil society organizations (CSOs) to distil essentials of advocacy and leadership practiced in different parts of the world and in varied cultures. The manual provides the tools and conceptual understanding of advocacy that enables CSOs to deal with the demanding situations experienced in overcoming data resource disparity, and achieving evidence-based advocacy for policy reform, in the context of the complexities of Africa's development and CSOs specific sectors.



Data for Governance Alliance

African voices for African policy



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