National AIDS Control Council (NACC)

STRENGTH IN STRATEGY AND NUMBERS

A Training Manual on Building the Advocacy Capacities of Key Populations in Kenya

July 2014
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*A Training Manual on Building the Advocacy Capacities of Key Populations in Kenya*
This advocacy training manual was developed with the generous support of the Bill and Melinda Gates Foundation through the University of Manitoba (UoM). The National AIDS Control Council (NACC) also acknowledges the support of the United Nations Population Fund (UNFPA) during phase four of the advocacy training for sex workers, which forms the basis of this manual.

Special thanks to the key population networks of the Gay and Lesbian Coalition of Kenya (GALCK), NYARWEK, KESWA, KENPUD and the Harm Reduction Network for identifying and mobilising participants for training. The inputs of those who participated in the training workshops were invaluable to the development of this manual.

NACC would also like to thank Michael Owiso for compiling the document and Shaila M. Faleiro for editing the manual.
The Constitution of Kenya 2010 affirms the government’s commitment to Universal Health Care (UHC)\(^1\) and provides that every person has a right to the highest attainable standards of health. The biggest challenge to this Constitutional guarantee is HIV and AIDS. The Kenyan HIV epidemic affects certain groups (key populations) disproportionately – sex workers, men who have sex with men and persons who use drugs account for a third of all new infections. As their behaviours are considered immoral and criminal, these groups face monumental challenges in accessing healthcare services, and HIV services in particular.

NACC is spearheading advocacy to address the structural barriers faced by these populations in a quest to align HIV response with epidemiological evidence. Structural barriers such as policies, laws, discriminatory practices and social stigma drive members of these populations underground, making it difficult to assess the magnitude of the problem and impeding efforts to reach them and their partners/clients with prevention, treatment, care and support programmes.

The best agents for advocacy targeted at key populations are the affected communities themselves. However, of the few organisations that currently champion their interests here, most are in the nascent stages and lack the capacity and legitimacy to effectively pursue their health rights.

This manual purports to enhance the capacity of these organisations, and thereby support the institutional strengthening of their emerging networks and coalitions. Properly utilised, it will contribute immensely to creating an enabling environment for HIV interventions targeting key populations and hopefully, to reducing the HIV burden in Kenya.

Dr. Nduku Kilonzo
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\(^1\) Constitution of Kenya. Art. 43.
Human rights standards as enshrined in the Bill of Rights in the Constitution provide a secure framework for activism for key populations. However, structural factors such as criminalisation of their behaviours, violence, stigma and discrimination deny key populations, as documented in the KNASP III, full access to their rights. Although their networks and alliances present innumerable opportunities, advocacy for their rights is relatively new and still to gain ground in Kenya. Policymakers are reluctant to address their concerns and, due to the cultural and religious sensitivities involved, advocacy efforts have been met with discomfort, even violence, from a cross-section of society.

1.1 The Purpose of This Manual

Representatives of key populations can advocate for issues concerning their lives and community, if given the necessary skills. There is power in networking and partnerships between them.

The aim of this advocacy and policy influencing training manual is to enrich the knowledge and skills of members of key populations to discuss their health issues openly and advocate more effectively for better access to HIV services.

Incubated at a series of training workshops for intravenous drug users (IDUs), men who have sex with men (MSM) and sex workers (SW) in Nakuru, Mombasa and Nairobi, the manual seeks to enable trainees to plan, implement and evaluate their own advocacy initiatives.

1.2 How the Manual is Organised

This manual is designed to lead the participants through every stage of the planning and implementation processes of an advocacy campaign. The curriculum should be implemented by good facilitators with basic knowledge of the subject matter and more importantly, minds open to learning. Multilingual skills, such as the ability to facilitate in Sheng while also possessing some fluency in the lingua franca, may be required. The use of the pronoun ‘you’ throughout the manual refers to the facilitator.

The manual is organised into six modules, each dealing with an aspect of advocacy design and implementation. The participatory activities described here will help participants to:

- differentiate between advocacy and activism;
- think creatively about approaches to advocacy;
- explore critical issues relating to health;
- develop advocacy skills; and
- carry out advocacy activities on issues relating to their health.

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2 These workshops were organised in four phases between 1 April and 19 June 2014, by NACC in collaboration with the UoM and the UNFPA.
The training model deals with questions of **how to** as well as **what is** (Figure 1.1: The training model).

Each module outlines the key issues and steps of the advocacy process and offers suggestions and tips for training. The annexed prototypes of worksheets, discussion guides and a training guide may be used or adapted for similar efforts in other settings.

The step-by-step process includes the following:

- **Preliminaries** deals with how to prepare for training, points to bear in mind when considering this training, administering the pre- and post-test tools, and a broad agenda of meetings prior to the training.
- **Module I** pertains to the training environment. It involves setting the stage with the participants, breaking the ice and creating a team atmosphere. The participants receive an overview of the training and agree on rules for the workshop.
- **Module II** is concerned with fact-finding, contextualising issues and the Theory of Change. Participants understand why advocacy is important and articulate the nature of change they seek.
- **Module III** offers an introduction to advocacy, its dynamics, tactics and techniques. The participants begin to define and appreciate the benefits and uses of advocacy in their everyday lives.
- **Module IV** is a skills-based module in which the participants plumb their own experiences to identify key issues, messages and stakeholders.
- **Module V** explains the advocacy planning process and the logical sequence of the steps involved.
- **Module VI**, the climax of the training, explores action planning, monitoring and evaluation of an advocacy activity. The participants put their learning into practice by developing action points and plans – the core product of the training experience.
2. PRELIMINARIES

This section aims at equipping you with information on how to organise and run the workshop – the methodologies and requirements to ensure successful training. It is important that you read, understand and use the checklist provided to be thoroughly prepared.

2.1 Planning the Workshop

The process that led to the design of the four phases of training was based on action and reflection. The first phase was a three-day training session while the rest comprised four-day workshops. Ideally, the training should be conducted over a period of five days at a residential centre away from the participants' regular environment.

The workshop adopts an experiential and learn-by-doing approach to convey the concepts and principles of advocacy – the participants reflect on their lived realities to understand how social, legal and political factors affect their access to basic human rights, including their right to health. You, as the trainer, are expected to be highly sensitive to the group's concerns and use language and vocabulary that the participants are comfortable with.

A mix of methods/activities can be used for the training. These include:

- participant observation;
- brainstorming;
- role plays;
- energisers;
- group work and group presentations;
- reflection on past advocacy initiatives for their rights;
- questions and answers;
- visual aids;
- practical experiences; and
- PowerPoint presentations.

The participants are divided into groups on the basis of the regions they come from – their counties, for example. Coach each group, while observing and adhering to the principles of the workshop:

- Encourage clear communication.
- Maintain an environment that is conducive to learning.
- Present the objectives clearly.
- Encourage reflection on personal experience.
- Initiate discussions on the lessons learnt.
- Apply learning to real life situations.
- Provide closure.

The nature of the training is such that the participants may refer to hypothetical situations. Should this happen, use creative questions to help them relate realistically to the issue(s) at hand. Avoid giving answers; instead, urge them to come up with answers themselves.
2.2 Preparing for Training

Perform the following activities in preparation for the workshop:

- Establish contact with organisations that will identify participants, to dialogue on needs and expectations.
- Select the participants and confirm attendance.
- Identify needs and current policies.
- Identify guest speakers.
- Perform logistic functions such as:
  - Issuing invites;
  - Identifying the site for training;
  - Identifying background literature, references and additional backup resources to help elaborate on each module.
  - Making copies of handouts and other materials; and
  - Managing the financial arrangements.

Please refer to Annex 1: Sample Schedule for an example of how to schedule sessions and activities.

2.3 Pre-and Post-testing

This exercise, conducted before and after training, provides data that may be analysed using a data analysis tool such as SPSS. The findings may then be used to refine the modules.

The pre-test tool (Annex 2: Sample Pre-test Tool), typically used about two weeks prior to the workshop, reveals the participants’ existing knowledge of the subject matter. The post-test tool (Annex 3: Sample Post-test Tool) assesses the impact of the training on the participants, the extent to which the assumed outcomes have been achieved and what has not changed as anticipated.

2.4 The Challenges of Working with Key Populations

Workshops such as these are opportunities to share knowledge, information and skills rather than to function as sites for debate and struggle. Disagreements must be resolved through consensus and clarification. And yet, how can such deeply entrenched attitudes and practices be challenged without open discussion and debate? The key lies in critically analysing current practices and striving to transform attitudes while maintaining the focus on the topmost priority – enabling key populations to claim their rights.

Bear in mind the following while dealing with challenges:

- your position of authority;
- your own values and attitude towards the participants;
- the need for constructive dialogue;
- the need for honesty with yourself and the participants about your own gaps in knowledge; and
- your purpose as a facilitator of dialogue and reflection.
3. DAY ONE

The first day is very important, as this is when you begin to assess the participants’ involvement and resilience. Remember that they will be assessing you too so be sure to make an impact with that first impression!

3.1 Module I: The Training Environment

Purpose

To create an environment that is conducive to teaching, learning and sharing.

Objectives

- To get to know each other and build a team.
- To become familiar with the workshop’s objectives.
- To share expectations.
- To agree on rules for the workshop.
- To become familiar with the scheduled activities.

Outcomes

At the end of the session the participants will:

- be acquainted with the other participants and begin to work as a team;
- understand the objectives of the workshop;
- be aware of the scheduled activities; and
- have logistic information pertaining to the workshop.

Equipment

- Flip charts
- Coloured cards, one for each participant
- Sticky tape or glue
- Marker pens
- Copy of the scheduled programme

Activity 1: Official Opening

Time

Thirty minutes

Instructions

1. Invite the organisers to introduce themselves and the workshop.
2. When it is your turn, welcome the participants and briefly introduce yourself. Indicate to the participants that the first goal is to get to know each other.
Activity 2: Group Introductions

Time
Thirty minutes

Instructions

1. Group the participants into pairs.
2. Have a member of each pair interview the other about the following:
   • Name
   • Age
   • Place of residence
   • Occupation
   • Hobbies
   • Sexual orientation
   • The first thing that comes to mind when they hear the word ‘sex’
   • Their life’s dream
3. Then ask the interviewers to introduce their interviewees.
4. Finally, switch roles, so that the interviewees becoming the interviewers and introduce the other member of their team.

Activity 3: Icebreaker

Time
Fifteen minutes

Instructions

EITHER request a volunteer who knows an icebreaking exercise to step forward, introduce himself/ herself and guide the exercise OR introduce the participants to the Mingle Exercise as follows:

1. Tell the participants to move freely around the room.
2. As they move, introduce the Mingle Chant: Sing ‘mingle’ thrice; the participants respond by singing ‘mingle’ once.
3. As they ‘mingle’ around the room, call out numbers from time to time. The participants must quickly form groups that correspond to the number you have called out.
4. Continue in this manner with different numbers.

Note: For alternatives to this exercise, please refer to Annex 4: Icebreakers, Team Building and Energisers.
Activity 4: Expectations and Fears

Time

Fifteen minutes

Instructions

1. Give each participant a coloured card.
2. Explain that they should write their expectations of the workshop on it.
3. Have them read these aloud one at a time.
4. Ask them to paste their cards in a special corner – the ‘parking lot’ – of the room using the sticky tape or glue.
5. Tell the group that any further expectations that arise during the course of the training should be written down and pasted in the same parking lot.
6. Discuss the expectations that the programme will meet.
7. Explain why some expectations will not be met (for example, because they are beyond the scope of the workshop, other subjects have higher priority or there will not be enough time).

Activity 5: Ground Rules

Time

Ten minutes

Instructions

1. Ask one participant to lead the exercise.
2. Instruct him/ her to solicit ground rules for the workshop that are acceptable to the whole group and write them on the flip chart.

Activity 6: Overview of Training

Time

Twenty minutes

Instructions

1. Refer to a copy of the programme schedule to explain the objectives of the training.
2. Walk the participants through the daily schedules.
3. Ask questions to make sure that the intentions of the workshop are clear.
4. Inquire if they are comfortable with the plan and schedules. Invite their thoughts and, if possible, modify the schedule to accommodate their suggestions.
Activity 7: Team Building

Time
Forty-five minutes

Instructions

1. Introduce and explain a team building exercise (refer to Annex 4: Icebreakers, Team Building and Energisers).
2. Divide the group into teams and play the game.
3. Debrief the participants by asking leading questions such as the following:
   • How do you feel?
   • Can you relate this experience to your journey as a member of a key population?
   • What has this activity taught you about working as a team?
   • Any other thoughts that come to mind?

Activity 8: Working Groups

Time
Five minutes

Instructions

1. In consultation with the organisers, have the participants form groups that will work together during and after training. The groups may be formed according to geographical or administrative region, such as counties, sub-counties and wards, or other affiliations that would promote the success of the project.

Activity 9: Recap

Time
Twenty minutes

Instructions

1. Ask the participants to share their thoughts on the session.
2. Elicit, in particular, any ‘aha’ moments – new and important realisations – that occurred during the course of the day.
3.2 Module II: Understanding the Health Issues of Key Populations

Purpose

To shed light on transformative solutions to the barriers that key populations face in equitable access to health rights.

Objectives

• To help the participants understand the larger context of the challenges they face.
• To help them identify their key health issues.
• To enable them to articulate the change they seek.
• To help them identify paths to that change.

Outcomes

At the end of the day the participants will:
• be clear about their current position in society and grasp the external factors that influence their access to rights;
• have identified their key health issues;
• be clear about the change they want to bring about; and
• have identified the path to that change.

Equipment

• Flip charts
• Marker pens
• PowerPoint presentation on advocacy (based on Annex 5: Handout on Advocacy)
• Sticky tape or glue
• Projector
• Manila papers
• Vipp cards (multi-coloured, multi-shaped cards for analysis and visual learning)
• Slips of paper, one per participant, describing a person in society (see Activity 4)
• List of statements about basic rights (see Activity 4)

Activity 1: Reflections from the Field

Invite an expert to begin the session with a real life programming perspective of the challenges that key population sub-groups such as sex workers or MSM face.

Time

Forty-five minutes

Instructions

1. Ask the participants to reflect upon the following:
   • Learning points from the previous module.
   • What they propose to do differently in the light of what they have learnt.
2. Instruct them to share in plenary.
Activity 2: Group Work and Discussion

Time

One hour and thirty-five minutes

Instructions

1. Let the participants convene in their working groups.
2. Tell them to discuss the following topics:
   • Personal experience of advocacy.
   • The definition of advocacy – what it is and is not.
   • The different types of advocacy.
3. Instruct them to select a representative to present their key points in plenary.
4. Discuss the ideas, issues and trends that have emerged from the groups.
5. During the last half hour, run your presentation and initiate a discussion on the definition and meaning of advocacy.

Activity 3: Envisioning Change

Time

One hour and ten minutes

Instructions

1. Working together in their groups, the participants depict the following through drawings:
   • Their present status in society.
   • The ideal future they visualise for themselves.
2. Have them display their drawings in the room.
3. Let them walk around viewing and interpreting the other drawings.
4. Let each group then explain their drawing to the others.
5. Invite the participants to share their thoughts, feelings and the lessons they have learnt from the exercise.

Activity 4: Power Games

Time

Thirty minutes

Objectives

- To communicate that individuals and groups wield power, the extent of which influences their access to rights.
- To demonstrate how power structures operate and are kept in place by social norms of class, gender, sex and sexuality.
- To devise strategies to challenge power imbalances.
Instructions

1. Explain that this exercise seeks to communicate how sex, sexuality, gender, occupation and resources influence an individual's access to rights, including the right to equitable access to healthcare services.
2. Let the participants stand in a straight line.
3. Give each one a slip of paper describing a person in society. For example, one description may be of a doctor who is an MSM; another, of a village-based, unemployed MSM. Vary the roles to reflect the reality of the group you are training.
4. Instruct the participants to read their roles aloud. They then assume those roles.
5. Say you will read out a series of statements. They should take one step forward for every statement that is true for the role assigned to them or remain in the same place should the statement not apply. For example, ‘I can protect myself from HIV’ is true for an MSM who is a doctor, so the person playing this character should move a step forward.
6. Begin reading the following list of statements about basic rights realised:
   - I can negotiate safer sex with my partner.
   - I can read and write.
   - I can avail of sexual and reproductive health services from a public health facility near me.
   - I don’t have to worry about where my next meal will come from.
   - I can move about freely in my community without fear of harm or violence.
   - I can get help for health problems right away.
   - I can access anti-retroviral therapy if I contract HIV.
   - I can participate in any community forum with my community members' full knowledge of who I am.
7. Then discuss the following questions:
   - Do you agree with the steps that everyone took? Why or why not?
   - Why did you all end up scattered despite having begun at the same point?
   - How do you feel about where the person you played ended up?
   - What social forces influenced the options of the person whose role you played?
   - Would the person you portrayed be at high risk of contracting HIV? Why or why not?
   - To what extent did membership of a community or activist group impact the movement of the person you played?
   - Which community groups are you a member of or would like to be a member of? (Urge them to commit to exploring this before the next meeting.)

Key Learning Points

- Individuals are discriminated against on the basis of age, class, ethnicity, sex and sexual orientation, education, occupation and physical ability or disability.
- An individual's access to rights is influenced by their status and power relative to others in their society. Their perceived value affects their power to claim rights.
- Social status is a critical determinant of vulnerability to poverty, violence, HIV and other health problems. People are also valued on the basis of their social affiliations – those who play an active role in their community and are aware of their rights tend to have greater control over their lives and better access to rights and services.
- Development interventions can increase or decrease power imbalances and inequalities.
4. DAY TWO

As this is a heavy day, it is necessary to have energisers (refer to Annex 4: Icebreakers, Team Building and Energisers) between exercises.

4.1 Module III: Introduction to Advocacy

Purpose

To help the participants understand advocacy, differentiate it from other activities and appreciate its role in advancing their rights.

Objectives

- To enable the group to grasp the relevance and need for advocacy in their work.

Outcome

At the end of the session the participants will:
- be able to define advocacy as it pertains to their own contexts.

Equipment

1. Flip charts
2. Marker pens
3. PowerPoint presentation on stakeholder analysis (refer to Annex 6: Sample Stakeholder Analysis Matrix)
4. PowerPoint presentation on policy message planning (refer to Annex 7: Sample Policy Message Planning Matrix)
5. Projector

Activity 1: Reflection

Time

Fifteen minutes

Instructions

1. Ask the participants to reflect upon the following:
   - Learning points from the previous module.
   - What they propose to do differently in the light of what they have learnt.
2. Ask them to share their thoughts in plenary.
Activity 2: Stories of Advocacy

Time

One hour and five minutes

Instructions

1. Let the participants convene in their groups.
2. Ask them to share their own experience of advocacy with their groups.
3. Next, let them continue drawing from their personal experience as they discuss the following:
   • What is advocacy?
   • What are the risks related to advocating for a cause?
   • What are the different types of advocacy?
   • What is the difference between advocacy strategies and other activities?
4. Instruct the representatives of each group to present their conclusions in plenary.

Activity 3: Stakeholder Identification, Mapping and Analysis

Time

Forty minutes

Instructions

1. Run your presentation on the stakeholder analysis matrix to explain who stakeholders are.
2. Ask the working groups to identify the stakeholders in the health issues they discussed the previous day.
3. Have them analyse the power and influence of these stakeholders.
4. Let them present their findings. Allow them to critique the conclusions of the other groups during the presentations.

Activity 4: Advocacy Message Planning

Time

Forty-five minutes

Instructions

1. Run your presentation on message planning.
2. Let the participants use the matrix to practice message planning with the other members of their groups.
3. Have them present their work. Encourage discussion and critique during the presentations.
4.2 Module IV: Key Issues, Tools and Tactics

Purpose

To familiarise the participants with advocacy tools and techniques, and enable them to apply them effectively to diverse stakeholders and target groups.

Objectives

• To enable the participants to identify appropriate strategies for their stakeholders.
• To equip them to identify potential allies in action.

Outcome

At the end of the module the participants will:
• have identified target groups and strategies; and
• be able to recognise allies who can help them achieve success in their mission.

Equipment

1. Flip chart
2. Marker pens
3. PowerPoint presentation (refer to Annex 8: Advocacy Tools and Tactics)
4. Projector
5. Copies of the Advocacy Activity Checklist (Annex 9), one per participant

Activity 1: Advocacy Tools and Tactics

Time

Thirty minutes

Instructions

1. Make your presentation on advocacy techniques and tactics. Allow discussion during the presentation.
2. Where appropriate, pose questions about the participants’ real life experiences with the stated tactics.
Activity 2: Stakeholder-specific Tactics

Time

One hour

Instructions

1. Give each participant a copy of the checklist and ask them to specify what advocacy tactics would be applicable to the stakeholders they have identified.
2. Reiterate that stakeholders may be approached through a variety of tactics depending on, for example, their stand on the target issue or the change they have the potential to effect.
3. Instruct the group representatives to present their work in plenary.
4. Conclude the activity by inviting the participants' to share their own thoughts about the presentations.

Activity 3: Debrief

Time

Fifteen minutes

Instructions

1. Request the participants to share their thoughts and ‘aha’ moments experienced in the course of the day’s activities.
2. Summarise the activities, their objectives and the key learning points.
5. DAY THREE

5.1 Module V: The Planning Process

This module encourages a high degree of interaction, group work, plenary meetings and discussions.

Purpose

To enable the participants to understand the advocacy planning process and advocate effectively for their health outcomes.

Objectives

• To present an overview of the advocacy planning process.
• To enable the participants to practice the planning process.

Outcomes

At the end of the module the group will:

• gain a detailed understanding of the advocacy planning process; and
• be able to devise their own step-by-step advocacy plans.

Equipment

• Flip charts
• Marker pens
• PowerPoint presentation on advocacy planning (based on Annex 10: The Advocacy Planning Process)
• Projector

Activity 1: Reflection

Time

Fifteen minutes

Instructions

1. Ask the participants to reflect upon the following:
   • Learning points from the previous module.
   • What they propose to do differently in the light of what they have learnt.
2. Ask them to share their thoughts in plenary.
Activity 2: Presentation on the Planning Process

Time
Twenty-five minutes

Instructions
1. Make your presentation on the advocacy planning process.
2. Explain each stage of the process in detail, reminding the participants that they have already worked through steps 1-3 (identifying and analysing issues, solutions and stakeholders) in the past two days.
3. Ensure that they can relate the previous lessons learnt with the steps you are explaining now.

Activity 3: Group Presentations

Time
One hour

Instructions
1. Ask the work groups to collate their work into a presentation and then work on step 4 (identifying resources) of the process. Explain that the purpose of this exercise is to help them connect the steps of the planning process.
2. Have them demonstrate their understanding by making presentations of all the steps involved.
3. The logic behind the planning process must be thoroughly understood. Ask questions to be sure that everyone has grasped the connection between the various steps and activities of the process.

Activity 4: Debrief

Time
Twenty minutes

Instructions
1. Ask the participants to share their thoughts about the day's activities, focusing especially on their 'aha' moments.
2. Connect the day's activities with the day's objectives and the lessons learnt.
6. DAY FOUR

6.1 Module VI: Action Planning and Evaluation

Purpose

To enable the participants to construct advocacy action plans that will be effective in bringing the change they seek.

Objectives

- To help the participants set objectives – general as well as specific – for an advocacy project.
- To demonstrate how activities, dates and individuals responsible for activities are identified.
- To enable them to implement and evaluate the success of follow-up activities.

Outcomes

At the end of the module the participants will:
- have set general and specific objectives for their intervention;
- have defined activities, dates and persons responsible for various actions; and
- have devised follow-up activities and evaluation mechanisms.

Equipment

- Flip charts
- Marker pens
- PowerPoint presentation on the planning matrix (based on Annex 11: Sample Advocacy Action Plan Matrix)
- Soft copies of the Annex 11, one per work group
- Projector
- Copies of the post-test questionnaire (Annex 3: Sample Post-test Tool), one per participant

Activity 1: Reflection

Time

Fifteen minutes

Instructions

1. Ask the participants to reflect on the following:
   - Learning points from the previous module.
   - What they propose to do differently in the light of what they have learnt.
2. Ask them to share their thoughts in plenary.
Activity 2: Action Plan Matrix

Time

Fifteen minutes

Instructions

1. Present the action plan matrix, focusing particularly on the issue, objectives, targets, activities and tactics.
2. Explain the importance of each item and their relationship to each other in the action plan.
3. Have the participants visualise the process a step at a time to ensure that they are able to link the activity to the previous days' work.

Activity 3: Developing Action Plans

Time

One hour

Instructions

1. Ask the participants to work in their groups to prepare action plans using what they have learnt so far to fill in the soft copy of the matrix provided to each group.
2. Tell them they will return to a hot-seat where the others will subject them to a rigorous critique.

Activity 4: Action Plan Hot-seat and Refining

Time

One hour and twenty minutes

Instructions

1. Invite the groups to make their presentations one at a time. Encourage the other participants to ask questions about the choices made in the action plans. Tell them that the goal of this activity is to enable them to actively and constructively discuss the efficacy of an action plan by engaging with their colleagues in the hot-seat.
2. Ask the participants to describe their first attempts at drafting action plans. The feedback they receive at this stage is important for the next step, where they refine their plans. Assure them that you do not expect them to develop instant expertise and share your own early experiences to encourage them.
3. Direct the participants back to their groups to refine their plans according to the feedback received in the hot-seat and during the discussions.
4. Instruct the other groups to listen closely to the modifications and to assess improvement.
5. In plenary, ask if and where progress was made.
Activity 5: Post-test Questionnaire

Time
Ten minutes

Instructions

1. Hand out the post-test questionnaires.
2. Explain how they should be filled in.
3. Have the participants fill in the questionnaires and return them to you.

Activity 6: Official Closing

Time
Twenty minutes

Instructions

• Thank the group for their participation and the learning opportunity it presented you.
• Thank the organisers for the opportunity to share learning.
• Pass on the mantle to the organisers.
7. CONCLUSION

As mentioned earlier, advocacy for key populations is in its nascent stages and is, in fact, unaccepted by a majority of the population in Kenya. This can be attributed to socio-cultural factors and psychological fears, among other reasons. People in positions of power are accustomed to their comfort zone and will not willingly give it up.

It is paramount, therefore, that activists are prepared for struggle. To face the risks and threats to their lives, families and even communities or groups, they need the support of a strong team and network. The team must have the capacity to forge alliances with different sections of society because it is these that will offer necessary support. Above all, they must be innovative and find creative ways of engaging with the public, given the nature of both the public and the issue(s) they are advocating for.
8. REFERENCES

The following materials were consulted in developing this manual:


9. ANNEX 1: SAMPLE SCHEDULE

The schedule provided here is a sample that you, the trainer, are advised to look through and follow or adapt in your planning session to ensure that it works for your purposes.

<table>
<thead>
<tr>
<th>DAY</th>
<th>TIME</th>
<th>SUBJECT</th>
<th>GUIDE/TOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Afternoon</td>
<td>Arrivals, pre-test workshop survey</td>
<td>Plenary</td>
</tr>
<tr>
<td>Two</td>
<td>8:30 am</td>
<td>Welcome, expectations, training overview, overcoming inhibitions, ground rules</td>
<td>Games, exercises, plenary</td>
</tr>
<tr>
<td></td>
<td>10:30 am</td>
<td>Team building</td>
<td>Plenary, group work, games, exercises</td>
</tr>
<tr>
<td></td>
<td>11:30 am</td>
<td>TEA BREAK</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12:00 pm</td>
<td>Key populations: Basic facts, health issues, etc.</td>
<td>Plenary</td>
</tr>
<tr>
<td></td>
<td>1:00 pm</td>
<td>LUNCH</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2:00 pm</td>
<td>Contextualising issues, Theory of Change, need for advocacy, understanding power and influence in society</td>
<td>Focus group discussion, plenary, mapping, Power Game</td>
</tr>
<tr>
<td></td>
<td>3:30 pm</td>
<td>Reflection, debrief</td>
<td>Plenary</td>
</tr>
<tr>
<td></td>
<td>4:30 pm</td>
<td>Work groups</td>
<td>Form work groups</td>
</tr>
<tr>
<td>Three</td>
<td>8:30 am</td>
<td>Recap, introduction to advocacy, stories of advocacy</td>
<td>Plenary, work groups</td>
</tr>
<tr>
<td></td>
<td>10:30 am</td>
<td>TEA BREAK</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11:00 am</td>
<td>Advocacy: Risks and types</td>
<td>Work groups</td>
</tr>
<tr>
<td></td>
<td>1:00 pm</td>
<td>LUNCH</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2:00 pm</td>
<td>Advocacy: Key issues and messages, planning process</td>
<td>Simulations, work groups</td>
</tr>
<tr>
<td></td>
<td>4:00 pm</td>
<td>Reflection, debrief</td>
<td>Plenary</td>
</tr>
<tr>
<td></td>
<td>4:30 pm</td>
<td>DISPERSE</td>
<td></td>
</tr>
<tr>
<td>Five</td>
<td>8:30 am</td>
<td>Recap, advocacy skills, communicating, media presentations, lobbying, referrals</td>
<td>Simulations, plenary, work groups</td>
</tr>
<tr>
<td></td>
<td>10:30 am</td>
<td>TEA BREAK</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11:00 am</td>
<td>Advocacy skills (contd.), negotiation, facilitating discussion, making presentations</td>
<td>Work groups</td>
</tr>
<tr>
<td></td>
<td>1:00 pm</td>
<td>LUNCH BREAK</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2:00 pm</td>
<td>Action planning, the way forward</td>
<td>Work groups, plenary</td>
</tr>
<tr>
<td></td>
<td>4:30 pm</td>
<td>Evaluation/ post-test workshop survey</td>
<td>Plenary</td>
</tr>
<tr>
<td></td>
<td>5:00 pm</td>
<td>DISPERSE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DEPARTURE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10. ANNEX 2: SAMPLE PRE-TEST TOOL

Date: ________________________________

At the National AIDS Control Council (NACC) we always strive to serve you better. Please take a moment to complete this short survey. It will help us gauge how much awareness the participants arrive and leave with, as well as improve future workshops.

Please circle the number that best describes your knowledge and skills about the following topics before training. Please use the following key for rating:

1. Very Low: Don’t know anything about the topic
2. Low: Know very little about the topic
3. Moderate: Know about the topic but would like to learn more
4. High: Good knowledge about the topic but would like to learn more
5. Very High: Know almost everything about the topic

Knowledge

<table>
<thead>
<tr>
<th>Rate your knowledge of:</th>
<th>Very Low</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory of change</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Basic facts/ issues faced by key populations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Health needs of key populations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Planning for advocacy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Advocacy skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Key messages for advocacy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Working in teams for advocacy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Devolution of the healthcare system in Kenya</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Skills

<table>
<thead>
<tr>
<th>Rate your skills in:</th>
<th>Very Low</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying what you want to change in society</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Articulating the basic facts/ issues faced by key populations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Articulating the health needs of key populations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Planning for advocacy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Employing advocacy skills effectively</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Developing key messages for advocacy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Working with a team for advocacy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Devolution of the healthcare system in Kenya</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Taking Charge

<table>
<thead>
<tr>
<th>Identifying what you want to change in society</th>
<th>No</th>
<th>Maybe</th>
<th>Yes</th>
<th>Already doing this</th>
</tr>
</thead>
<tbody>
<tr>
<td>Become more articulate about the health needs of key populations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Become an advocate for the rights of key populations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Impart the skills you have learnt here to your constituents</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Recruit and mobilise more supporters</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Enable constituents and alliesto articulate their concerns more effectively</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

What are your expectations of this workshop?

What resource(s) do you bring to this workshop?

What do you think about the preparation(s) for this workshop in terms of communication prior to the workshop, suitability of arrangements at the venue, etc?

Demographics

Please share your name, address and telephone number to allow us to contact you for follow-up comments (optional).

Name: __________________________________________________________________________

Address: _________________________________________________________________________

Tel: ____________________________________________________________________________

Thank you for completing this survey. We appreciate your inputs as we make every effort to improve our training programmes.
11. ANNEX 3: SAMPLE POST-TEST TOOL

Date: ____________________________________________

At the National Aids Control Council (NACC) we always strive to serve you better. Please take a moment to complete this short survey. It will help us assess your conceptual understanding at the end of the workshop, gauge how much you have learnt and help us improve future workshops.

Satisfaction

Please circle the number that best describes your response:

<table>
<thead>
<tr>
<th>Your satisfaction with:</th>
<th>Not satisfied</th>
<th>Somewhat satisfied</th>
<th>Satisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>The relevance of information to your needs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Facilitation by the trainer (easy to understand/ clarity of communication, etc.)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Subject matter knowledge of instructor(s)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Training facilities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>The overall quality of the workshop</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Was the information presented in a manner that made it easy to understand?

☐ Yes □ No

Please circle the number that best describes your knowledge and skills about the following topics after training. Please use the following key for rating:

1. Very Low: Don’t know anything about the topic
2. Low: Know very little about the topic
3. Moderate: Know about the topic but there is more to learn
4. High: Good knowledge about the topic but there is more to learn
5. Very High: Know almost everything about the topic

Knowledge

<table>
<thead>
<tr>
<th>Rate your knowledge about:</th>
<th>Very Low</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory of Change</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Basic facts/ issues faced by key populations</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Health needs of key populations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Planning for advocacy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Advocacy skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Key messages for advocacy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Working in teams for advocacy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Devolution of the healthcare system in Kenya</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Skills

<table>
<thead>
<tr>
<th>Rate your skills in:</th>
<th>Very Low</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying what you want to change in society</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Articulating the basic facts/ issues about key populations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Articulating the health needs of key populations</td>
<td>1</td>
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<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Planning for advocacy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Employing advocacy skills effectively</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Developing key messages for advocacy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Working as a team to advocate for issues</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Taking Charge

<table>
<thead>
<tr>
<th>As a result of the programme, you intend to:</th>
<th>No</th>
<th>Maybe</th>
<th>Yes</th>
<th>Already doing this</th>
</tr>
</thead>
<tbody>
<tr>
<td>Become more articulate about the health needs of key populations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Become an advocate for key populations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Impart the skills you have learnt here to your constituents</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Recruit and expand your team of concerned</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Enable constituents and allies to articulate their concerns more effectively</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Did the workshop meet your expectations?  [ ] Yes  [ ] No

Would you recommend this workshop to others?  [ ] Yes  [ ] No

If not, reasons why:

What did you like most about the workshop?

What did you like least about the workshop?

How do you think the workshop could be improved?

Demographics

Please share your name, address and telephone number to allow us to contact you for follow-up comments (optional).

Name: _____________________________________________________________________________________________

Address: ___________________________________________________________________________________________

Tel: _______________________________________________________________________________________________

Thank you for completing this survey. We appreciate your inputs as we make every effort to improve our training programmes.
12. ANNEX 4: ICEBREAKERS, TEAM BUILDING AND ENERGISERS

1. Random Chairs

Ask everyone to pick up a chair, place it anywhere in the room and sit on it. Make sure they spread out from one end of the room to the other. Select one person to be ‘on’. This person walks from one end of the room to an empty chair at the other end while the others try to sit on it first. The person ‘on’ then tries to sit on the chair that has been vacated. Continue until the person ‘on’ finds a chair and someone else is left standing. This person is now ‘on’. The person ‘on’ is only allowed to walk slowly. At first the players will lose their chairs quite quickly. Allow them to have a team talk so that they become better at the game. You can then allow them to walk faster.

2. Keep Ball Up

This game requires the use of a soft football or volleyball. Invite everyone to stand in a circle. The purpose of the game is to keep the ball in the air using any part of your body. However, you may touch the ball only once before someone else touches it. See how many times the group can get to the ball before it hits the floor or someone touches it twice. After the first go, get the group to estimate how many times they think they can tap the ball and have them try to achieve that target.

3. Walk Means Run

Invite everyone to walk around the room. Make sure they are walking in lots of different directions and not just in a circle. Then instruct them to run. Then ask them to walk again. Repeat this a few times and then say that whenever you say ‘walk’ you mean ‘run’ and when you say ‘run’ you mean ‘walk’. Continue like this for a while until everyone has got used to the instructions. Add as many instructions as you like, always beginning with the real meaning and then swapping it around. Instructions could include stop/ go, shout/ whisper your name, hop/ skip, jump/ crouch, etc.

4. Zip, Zap, Zoom

Invite everyone to stand in a circle. Ask the group to imagine that you standing with a ball of energy in your hands. You are going to pass this ball of energy around the circle. Explain that as you pass it, you will say ‘zip’ and make a gesture such as putting your hands together and turning them so that your fingers are pointing in the direction you want the energy to travel. You zip the energy to the person next to you, they zip it on to the next person and so on. See how fast you can get the energy going. You have to be zipped before you can zip and you can only zip the person next to you. Let the zip go around the circle a few times. Before it gets boring, add a new sound and a movement that reverses the direction of the zip. The new sound is ‘zoom’, said by turning towards the person who zipped you, putting both hands up with palms facing out and saying ‘zoom’. Zoom changes the direction of a zip. It cannot be used until the zip has been around the circle at least once. At some point you will find that everyone starts to use the zoom. Now introduce the ‘zap’, called with hands held together as with the zip but with fingers pointing across the circle because a zap travels across the circle. The key thing to remember is that you cannot zoom a zap or zap a zap back because that would be the same as a zoom.

5. Fruit Salad

Have the participants arrange their chairs in a circle. Stand in the middle. Walk around the circle saying to the first participant, “You are a mango”; to the second, “You are an orange”; to the third, “mango”; the fourth, “orange”, until everyone, including you, is either a ‘mango’ or an ‘orange’. Explain that when you call “mango”, all the ‘mangoes’ should jump up and run to new seats. Similarly, when you call “orange”, all the ‘oranges’ should run to new seats and when you call “mixed fruit”, everyone should run to new seats. Whoever is left in the middle calls out next. Conclude the energiser by asking the participants how they feel. Allow them to relax for a while and then revert to the original seating.

---

* Reprinted with permission of the Karnataka Health Promotion Trust.
Definitions of Advocacy

Advocacy is a series of actions designed to persuade and influence those who hold governmental, political and economic power so that they will formulate, adopt and implement public policy in ways that will benefit, strengthen and improve the lives of those with less conventional political power and fewer economic resources (The Advocacy Institute).

Advocacy is organising information into arguments to be communicated through various interpersonal and media channels with a view to getting political and social leaders’ acceptance and preparing a society for a particular development programme (UNICEF).

Key Elements and Principles of Advocacy

Advocacy is about influencing policy and decision making. It is deliberate, planned, strategic and intentional action designed to shape the attitudes and decisions of policymakers and implementers.

Advocacy comprises a range of activities that focus on changing:
- Attitudes and political will
- Policy and decision making
- Policy implementation and monitoring
- Public awareness of policies

In other words, advocacy strives for change with regard to:
- Who makes the decisions in terms of participation.
- What is decided in terms of legislation, policies, budgets and programmes.
- How it is decided in terms of participation of civil society, accountability and transparency.
- How it is enforced or implemented in terms of accountability and transparency.

The table below explains the ways in which advocacy differs from service delivery:

<table>
<thead>
<tr>
<th>Service Delivery</th>
<th>Advocacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems</td>
<td>Questions/ issues</td>
</tr>
<tr>
<td>Physical needs</td>
<td>Basic rights</td>
</tr>
<tr>
<td>Symptoms</td>
<td>Systemic causes</td>
</tr>
<tr>
<td>Poverty and social assistance</td>
<td>Unequal distribution of power and resources</td>
</tr>
<tr>
<td>Programmes/ projects</td>
<td>Strategies and actions</td>
</tr>
<tr>
<td>Static plan</td>
<td>Dynamic plan</td>
</tr>
<tr>
<td>Beneficiaries and customers</td>
<td>Citizens, groups, allies, networks</td>
</tr>
<tr>
<td>Education and information</td>
<td>Awareness and mobilisation</td>
</tr>
<tr>
<td>Consultation and partnerships</td>
<td>Joint decision making, local leadership, complementary roles, alliances</td>
</tr>
<tr>
<td>Tangible results</td>
<td>Policy change for the benefit of marginalised groups</td>
</tr>
<tr>
<td>Satisfies needs</td>
<td>Transforms power relations</td>
</tr>
</tbody>
</table>

Who are Policymakers?
Policymakers are decision makers of many types, such as:
- Household heads
- Cultural leaders such as Njurinchekes and abila
- Church/religious leaders
- Government officials
- NGO heads

It is important to note that policymakers are human beings, not institutions. Thus, advocacy always seeks to influence the choices of people who make decisions.
Participatory or Citizen-centred Advocacy

Participatory advocacy, as opposed to the other forms of advocacy (for or on behalf of affected groups), entails empowering and working with the affected groups in their own cause as agents of their own change. Its defining characteristics include a focus on:

- Strengthening citizens’ (including women and children) capacity as decision makers and building more accountable and equitable institutions of power.
- Realising the participation rights of marginalised groups, including the poor, women and children.

Legitimacy of Advocacy

Legitimacy in the context of advocacy refers to having the authority or mandate to champion the issues of the people being represented. Questions of legitimacy include the following:

- Do you have the permission of the affected people to advocate on their behalf?
- Are their inputs included in your proposal?
- Is there a feedback mechanism to report to and update the constituents?
- Are they adequately involved in the processes being undertaken on their behalf?
- Are they aware of the risks involved?
- Are you building their capacity to enable their meaningful participation and advocate for themselves?

Lack of legitimacy leads to several problems:

- Failure to address root causes and key issues effectively.
- Public disagreements between stakeholders.
- Loss of credibility of the organisations/ individuals championing the effort.
- Further disempowerment of the affected.

Our Role in Advocacy

Our role is to devise the best strategies to facilitate the following interrelated and mutually supporting processes:

- Capacity development and support to enable rights holders to assert their rights.
- Exerting direct influence on policy, implementation and resource allocation so that human rights are respected, protected and realised.

Context Analysis

Context/ situation analysis is a method used to analyse the environment in which an organisation operates. It consists of an environmental scan (of the external environment) and an examination of the internal environment of the organisation. A SWOT analysis, for example, is a form of internal and external context analysis that offers insight into an organisation’s strengths and weaknesses as well as the opportunities and threats posed by the environment in which it operates. Typical environmental activities include:

- Economic trend analysis
- Political trend analysis
• Social trend analysis
• Technological trend analysis
• Demographic trend analysis
• Power analysis
• Policy analysis
• Conflict analysis
• SWOT/BEEM analysis

A context analysis may be conducted for one or more of the following reasons:

• To understand problems meaningfully (as they always exist in a context).
• To determine how actors’ behaviour is influenced by their context.
• To advocate in a manner that is pertinent to the context.
• To change or modify approach, tactics, etc., to suit the context.
• To obtain data for problem analysis and advocacy.

Dealing with Problems

A problem is a negative situation affecting a specific group of people. Problems may be identified through:

• Context/situation analysis: Like most developmental problems, advocacy problems are identified through context/situation analysis.
• Rapid appraisal techniques: Best suited for conducting situation analysis where detailed research and information does not already exist.

Problems may relate to processes or be concrete in nature:

• Process problems are related to the manner in which decisions are made and implemented. They include discrimination, domination, lack of transparency, corruption, etc.
• Concrete problems have a tangible or physical impact. They pertain to basic needs or impact, such as healthcare, education, land use or ownership, food security, toxic wastes and gender violence. The solutions to concrete problems usually involve tackling process problems simultaneously.

Hierarchal Cause Analysis

The most immediate causes of a problem are usually physical or social conditions, caused in turn by human behaviour or systemic shortcomings.

• Human behaviour is influenced by people’s knowledge, attitudes, beliefs and other factors, rooted in the context or environment in which the target group operates.
• Systemic shortcomings may be caused by low institutional capacities or underlying power dynamics.

Conclusion

As advocacy is a very dynamic concept, it is hoped that this information will be used as a foundation and participants continue to read further on the subject.
Stakeholders are people who have something to gain or lose from the outcomes of a planning process or project. Called interest groups in many circles, stakeholders can have a powerful bearing on the outcomes of political processes. It is essential that development initiatives identify and analyse the needs and concerns of different stakeholders, particularly when the projects aim to influence policy.

Stakeholder analysis can be used to identify the parties engaged in interventions, those who make or implement policy, and the intermediaries between them. It can help define ways to engage stakeholders for maximum impact.

The people or organisations that must be fully engaged and brought on board, particularly when policy change is sought, are stakeholders with high power or interests aligned with the initiative. These groups must necessarily be targeted by the campaign.

At the very top of the power list are the decision makers, usually members of government, community and religious leaders. Beneath these are the opinion leaders, those whose opinion matters. This creates a pyramid sometimes known as an ‘influence map’.

<table>
<thead>
<tr>
<th>High Power</th>
<th>Low Power</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Interest</td>
<td>Low Interest</td>
</tr>
<tr>
<td>Keep satisfied (e.g. Governor)</td>
<td>Monitor (e.g. village elders)</td>
</tr>
<tr>
<td>Engage closely, influence actively (e.g. county police chiefs)</td>
<td>Keep informed (e.g. leaders of CSOs working on health service delivery for key populations)</td>
</tr>
</tbody>
</table>
This matrix should be populated with information based on real issues within the context of an issue that the group intends to advocate for.

<table>
<thead>
<tr>
<th>Audience</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is the person who can affect change?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What information is relevant to this person?</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Persuasion</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>What points must we make to convince this person?</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What action do we want this person to take?</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Tactic/ Strategy</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What strategy are we using?</td>
<td></td>
</tr>
<tr>
<td><em>(For example: Face to face meetings, letters, etc.)</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Roles and Responsibilities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who does what?</td>
<td></td>
</tr>
<tr>
<td><em>Outline what each member will do.</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time and Place</th>
<th></th>
</tr>
</thead>
</table>
Problems have multiple causes and many possible solutions. Advocacy strategies strive for policy and political change to address the broader socio-economic roots of exclusion and inequality. They seek solutions by addressing systemic causes step by step and focusing on specific issues. Because of this, they are always multidimensional and usually involve a combination of strategies.

**Factors Shaping an Advocacy Strategy**

Factors that shape an advocacy strategy differ across location and issue:

- **Context**: A society’s mix of culture, religions, ethnicities, races and economics all shape the context of a strategy. Political and socio-cultural factors, poverty, social relationships, and norms about sexuality present their own opportunities and constraints. In some countries, pushing for change that affects cultural beliefs may provoke an unmanageable backlash against the poor or vulnerable.
- **Timing**: Every historic moment presents different political opportunities and constraints. For example, the Constitution-making process in 2009-10 presented organisations with an opportunity to promote their human rights issues and advocacy agendas.
- **Organisation**: Being aware of the strengths and weaknesses of your organisation – of what is and is not within its sphere of influence – is essential to setting realistic advocacy targets while designing the strategy.
- **Risk**: Not all advocacy strategies can be used universally. In some places, direct action aimed at a key decision maker may be politically dangerous or lessen the potential for long-term change.

**Advocacy Tools and Tactics**

Advocacy tools and tactics are a set of activities, processes and engagements used to bring pressure to bear on decision makers to bring about a desired change. They include the following:

- **Petitions**: Best used when you are convinced that the policy and decision makers would likely be pressurised by the number of people and organisations represented in the petition.
- **Mass media**: A powerful tool used to influence public attitudes and perceptions. Media campaigns are based on planned and strategic processes to set a news agenda that bring issues and possible policy solutions to the attention of the community and policymakers.
- **String letters**: Getting a variety of people to write to a decision maker so as to call attention to the large number of people concerned with an issue.
- **Strategic campaigns**: Systematic and timely ways to inform, pressurise and demonstrate support for an issue, and influence key policy and decision makers to act on an advocacy effort. Strategic campaigns take advantage of intense focus on an issue to direct attention to an issue, as the Tibetans did during the Olympic Games to make their case against China.
- **Political lobbying**: Seeks to win the support of politicians with power or influence. To be effective, political lobbying efforts must demonstrate how support for the issue will benefit the politician.
- **Collaboration**: Compatibility and agreement between NGOs, grassroots groups and government to improve the possibility of designing and/ or implementing legislation or state services. Joint monitoring initiatives between citizens and government are becoming increasingly common for this reason.
- **Protest demonstrations and marches**: These rely on numbers and creative messages to attract attention and support. A march of 25,000 protestors will usually have more impact than one of 2,000 people. Boycotts are a form of protest usually directed at corporations. Vigils and hunger strikes are less confrontational expressions of protest. Protest is sometimes used as a last resort where more conventional strategies of influence have failed to
facilitate dialogue on policy. Timing is important – action must be timed while the issue is still very topical and present in the public consciousness.

- **Persuasion:** All advocacy involves persuading a wide range of people. Persuasion has three main ingredients:
  - **Lobbying:** Meeting face to face with decision makers to persuade them to support an issue or proposal.
  - **Clout:** Gained from the credibility and legitimacy of demands, demonstrating strength through popular support, forming coalitions and alliances with many diverse groups, and using the media to inform, educate and be visible.
  - **Negotiation:** Bargaining to seek common ground or, minimally, respect for disagreement. Negotiations occur between allies, advocates and constituents, as well as across the table with those in power. To bargain with decision makers you need to know your own and your opponent’s power, as well as what is negotiable, what is not, and what you will do if negotiations fall apart.
  - **Litigation:** In a well-publicised court case, this tactic helps draw public attention to a problem and may lead to legal reform or fairer enforcement. Some countries have a legal mechanism called class action, where groups affected by abuse of power can litigate for justice collectively.
  - **Public education and media strategies:** This includes providing data, articles and alternative policies to the media, as well as creative messages using music, videos and songs build public support and may influence policymakers. Alternative media strategies using theatre, posters and pamphlets are especially useful in countries where fewer people have access to radio and television.
## 17. ANNEX 9: ADVOCACY ACTIVITY CHECKLIST

<table>
<thead>
<tr>
<th>SUGGESTED TACTIC</th>
<th>Criteria Questions</th>
<th>Your Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>APPROPRIATE</strong></td>
<td>Will the tactic enhance our vision and mission?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Will the tactic make good use of the organisation’s strengths?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Will the tactic be in line with the realities of the communities where our group operates?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Will the tactic benefit from the full participation of our constituents?</td>
<td></td>
</tr>
<tr>
<td><strong>ADEQUATE</strong></td>
<td>Can the tactic tackle the problem in its present dimensions?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does the problem justify the effort and resources we are going to invest in the initiative?</td>
<td></td>
</tr>
<tr>
<td><strong>EFFECTIVE</strong></td>
<td>Will the tactic help achieve our mission and solve the problem within a reasonable timeline?</td>
<td></td>
</tr>
<tr>
<td><strong>EFFICIENT</strong></td>
<td>Will the tactic make optimal use of the organisation’s material and human resources?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Will the tactic offer a good balance between benefit (results) and cost (time, people, energy, materials)?</td>
<td></td>
</tr>
<tr>
<td><strong>RISKS ASSOCIATED</strong></td>
<td>Will the tactic help to increase demand for basic services and resources?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Will the tactic generate resistance due to tradition, religion, etc.? How will we address any such resistance?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Will the tactic affect existing power relations and the social responsibilities of power holders or increase appeal for change?</td>
<td></td>
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<tr>
<td></td>
<td>Will the tactic lead to tensions within communities? What will we do if it generates violence?</td>
<td></td>
</tr>
</tbody>
</table>

**CONCLUSIONS**

Will the negative effects of the tactic be minimised by the positive ones?

This in-depth analysis of the real life issues of key populations familiarises the participants with the practical aspects of advocacy planning and implementation.

<table>
<thead>
<tr>
<th>Steps in the Advocacy Planning Process</th>
<th>Factors to Consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and analyse problems/ issues</td>
<td>• What is the problem/ issue?</td>
</tr>
<tr>
<td></td>
<td>• What makes it a problem/ issue?</td>
</tr>
<tr>
<td></td>
<td>• What do we need to do about it?</td>
</tr>
<tr>
<td></td>
<td>• What can we do now?</td>
</tr>
<tr>
<td></td>
<td>• What will it cost to do something about it?</td>
</tr>
<tr>
<td></td>
<td>• What will it cost to do nothing?</td>
</tr>
<tr>
<td>Identify solutions</td>
<td>• What specific and general outcomes do we seek?</td>
</tr>
<tr>
<td>Identify gatekeepers, stakeholders and decision makers</td>
<td>• Who will make the decision?</td>
</tr>
<tr>
<td></td>
<td>• Who will influence the decision maker’s decision?</td>
</tr>
<tr>
<td></td>
<td>• What can the targeted gatekeepers do/ not do for us?</td>
</tr>
<tr>
<td></td>
<td>• What would motivate them to help us (incentives)?</td>
</tr>
<tr>
<td></td>
<td>• What would demotivate them from helping us (disincentives)?</td>
</tr>
<tr>
<td></td>
<td>• When would be the best time to intervene?</td>
</tr>
<tr>
<td></td>
<td>• Which tools and action would best influence positive change/ a favourable decision?</td>
</tr>
<tr>
<td>Remember that politicians and bureaucrats are people too!</td>
<td></td>
</tr>
<tr>
<td>Identify resources</td>
<td>• What human resources do we possess?</td>
</tr>
<tr>
<td></td>
<td>• What financial resources do we possess?</td>
</tr>
<tr>
<td></td>
<td>• Who could we partner or collaborate with?</td>
</tr>
<tr>
<td>Devise strategies and create an action plan</td>
<td>• Who are we targeting?</td>
</tr>
<tr>
<td></td>
<td>• What are our target dates?</td>
</tr>
<tr>
<td></td>
<td>• Who will do what and when (tasks and deadlines)?</td>
</tr>
<tr>
<td></td>
<td>• What are the risks and opportunities involved?</td>
</tr>
<tr>
<td>Implement and monitor</td>
<td>• Learn as you go</td>
</tr>
<tr>
<td></td>
<td>• Be fair</td>
</tr>
<tr>
<td></td>
<td>• Review and adjust as necessary</td>
</tr>
<tr>
<td></td>
<td>• Just do it!</td>
</tr>
</tbody>
</table>
This matrix guides advocacy action planning and targeting on the basis of issues identified as most urgent by key population communities. Information provided here should be realistic and target real persons identified using influence analysis.

Log frame of an Advocacy Work Plan

<table>
<thead>
<tr>
<th>Issue</th>
<th>Stakeholders</th>
<th>Objectives</th>
<th>Tactics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stakeholder 1:</td>
<td>Objective 1:</td>
<td>Tactic 1:</td>
</tr>
<tr>
<td></td>
<td>Stakeholder 2:</td>
<td>Objective 2:</td>
<td>Tactic 2:</td>
</tr>
<tr>
<td></td>
<td>Stakeholder 3:</td>
<td>Objective 3:</td>
<td>Tactic 3:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tactic 4:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tactic 5:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities/ Action Points</th>
<th>Indicators &amp; Sources</th>
<th>Resources</th>
<th>Responsible Person(s)</th>
<th>Timeline/ Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>A2</td>
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<td></td>
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<tr>
<td>A3</td>
<td></td>
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