

Introduction: The advocacy cycle

Description This section introduces the process of advocacy planning and identifies the various stages involved. It then suggests a Summary Advocacy Strategy template and provides some examples where this has been used.

Learning objectives By the end of the section, participants will:

- understand the stages in an advocacy planning process
- understand the basic components of a Summary Advocacy Strategy.

Links This section provides the basic outline for SECTIONS C1 to C5.

Exercises

EXERCISE 1 **The advocacy cycle**



Aim To devise an advocacy planning cycle in a participatory way.

Methods Flashcards, plenary discussion

Handout The advocacy cycle

Display a large sheet with a circle drawn on it. Participants brainstorm the key stages or activities in an advocacy planning process onto flashcards and then place the cards around the circle on the paper in a logical sequence, grouping cards together where necessary. Draw round the key groups of cards that represent the stages in the Tearfund advocacy cycle and present the advocacy cycle handout.

EXERCISE 2 **Summary Advocacy Strategy****Aim** To devise an advocacy strategy.**Methods** Plenary discussion, buzz groups**Handouts** The advocacy cycle
Summary Advocacy Strategy template and examples
Quick and easy overview

Ask why a written advocacy strategy is necessary. Introduce the idea that a full strategy document is needed for your own advocacy work, and a summary strategy is required for communities, allies and donors. Brainstorm in plenary what the essential components of a summary strategy document would be. Present Tearfund's suggested template and compare with the participants' ideas. Distribute summary strategy examples. The 'quick and easy overview' handout lists the basic questions that should be asked when formulating a strategy.

Key points

- A strategy is needed to ensure that people are focused on the problem and to show the route that will be taken to address it.
- Communities need to know the strategy that will be taken to ensure accountability. Allies might need it to ensure effective participation. Donors may need it for approval of funds.
- A full strategy may be short (a few pages), but a summary strategy is no substitute for doing the work thoroughly.
- A strategy helps to clarify goals, objectives and methods of measuring success.
- A strategy helps to understand risks and assumptions.
- A strategy helps when allocating resources and responsibilities.

Using the handouts

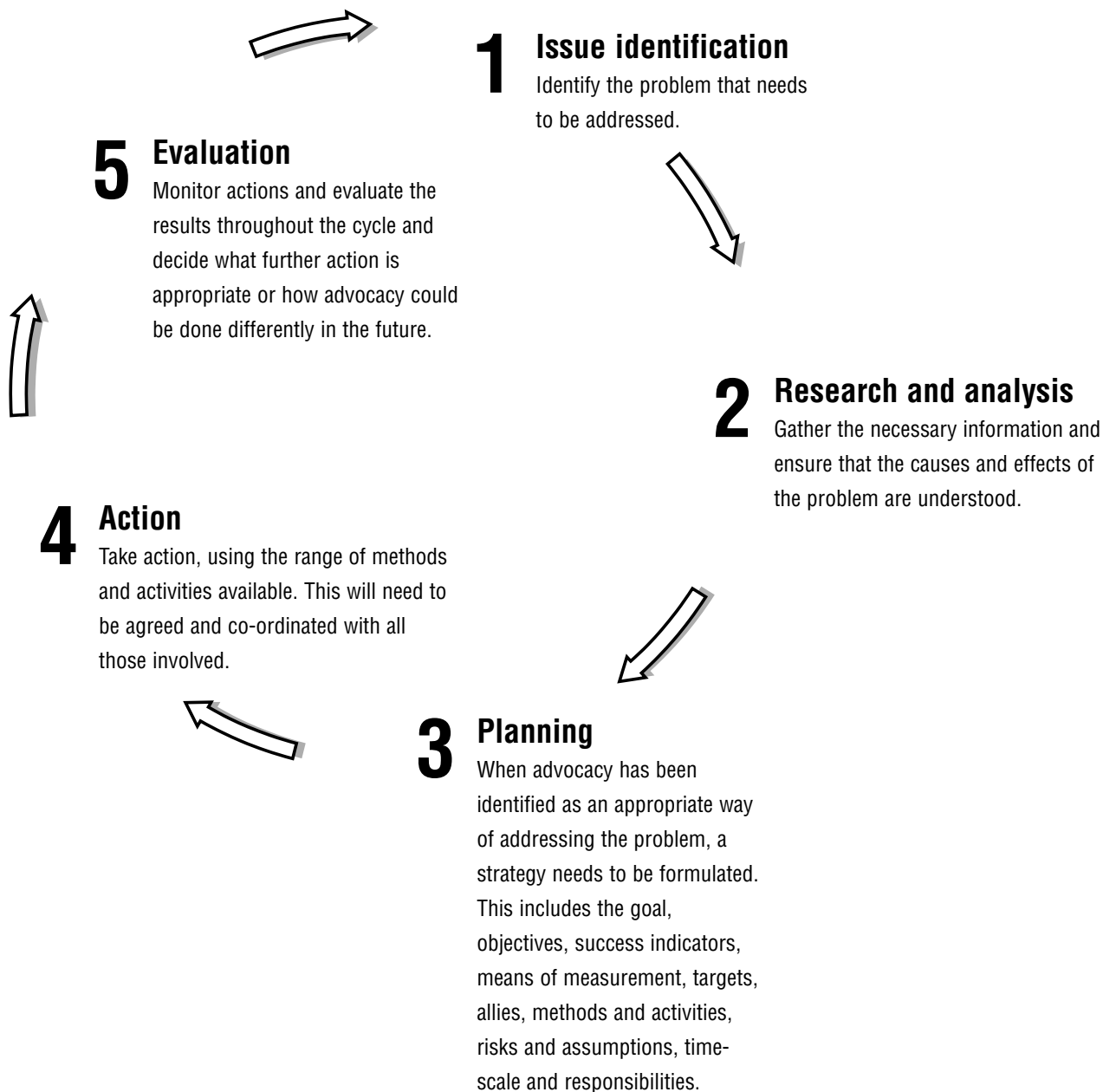
We suggest that all of the information and planning is presented as a Summary Advocacy Strategy in a table, as shown on page 10. This enables you to see the advocacy strategy at a glance, but it should not replace writing out a full strategy.

At the bottom of each column are details of where the stages are covered in Part C of this Toolkit.

Also included are three examples of Summary Advocacy Strategies for advocacy work that has actually taken place.

HANDOUT **The advocacy cycle**

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



HANDOUT Summary Advocacy Strategy

Explanation of issue

See SECTION C1: Issue identification and SECTION C2: Research and analysis

GOAL	OBJECTIVES	SUCCESS INDICATORS	MEANS OF MEASUREMENT	TARGETS	ALLIES AND OPPORTUNITIES	METHODS AND ACTIVITIES	RISKS AND ASSUMPTIONS	TIME-SCALE	RESPONSIBILITY
C3.2 Planning: What are you trying to do?	C3.2 Planning: What are you trying to do?	C3.3 Planning: Measuring success C5 Evaluation	C3.3 Planning: Measuring success C5 Evaluation	C3.4 Planning: Stakeholder mapping and analysis	C3.5 Planning: Stakeholder mapping and analysis C4.2 Action: Networking	C3.5 Planning: Choosing methods C4.1–C4.4 Action	C3.6 Planning: Understanding risks and assumptions	C3.7 Planning: Action planning	C3.7 Planning: Action planning

HANDOUT Summary Advocacy Strategy

Mosquito Coast, Honduras – destruction of livelihoods (see SECTION A6 for case study)

The Issue Planned dam could reduce food production, restrict transportation, threaten land rights, and the region would be the last to benefit from any electricity produced. Tearfund Partner MOPAWI is working with the community there.

GOAL	OBJECTIVES	SUCCESS INDICATORS	MEANS OF MEASUREMENT	TARGETS	ALLIES AND OPPORTUNITIES	METHODS AND ACTIVITIES	RISKS AND ASSUMPTIONS	TIME-SCALE	RESPONSIBILITY
Protect livelihoods of people living in Mosquito Coast	Stop dam being built in its current location (undertake environmental study and also consider alternatives)	Dam plans abandoned Alternative proposals for electricity generation proposed	Lack of existence of dam Analyse written reasons for abandoning dam Analyse any plans by government for alternatives	Honduran government Construction companies Potential donors	Locally: • indigenous and environmental groups Internationally: • Tearfund • environmental NGOs • other donors	Meetings with government and construction companies Radio programmes Mobilising network Public forum Environmental study: 18 months	Threat to safety from those with vested interests	By Jan 1999	Oswaldo Munguia: Director, MOPAWI Tearfund Latin America Team
	Increase control in decision-making by community (granting communal land rights and increasing consultation)	Communal land rights granted to local people Patuca region gains protected area status Increased consultation with local community by government	Research into whether land rights and status of Patuca region protected by law Count number of invitations to consultations	National government Local community groups	Indigenous and environmental groups	Public forum Lobbying meetings Information meetings to mobilise community	As soon as possible	MOPAWI Environmental groups	
Increase MOPAWI advocacy capacity	MOPAWI able to implement this strategy and produce on other issues in future	Monitor activity chart to check whether implemented Evaluate impact	MOPAWI	Tearfund Advocacy co-ordinator	Advice from Tearfund advocacy department Information gathering	Staff will be too busy and will neglect other projects	As soon as possible	Oswaldo Munguia	

HANDOUT Summary Advocacy Strategy

Delhi, India – slum conditions (see SECTION A2 for case study)

The Issue Poor conditions in slums in Delhi including poor housing and lack of access to water. Tearfund partner ASHA is working with the women in the slums to address the problems.

GOAL	OBJECTIVES	SUCCESS INDICATORS	MEANS OF MEASUREMENT	TARGETS	ALLIES AND OPPORTUNITIES	METHODS AND ACTIVITIES	RISKS AND ASSUMPTIONS	TIME-SCALE	RESPONSIBILITY
Improve the lives of people in the slums through a focus on health-related issues	ASHA to provide basic services in the slums	Resources from government for service provision Healthcare and other services which are accessible to all people in slums Better health in slums	Amount of resources given by government Number of clinics, water taps, latrines etc per 10,000 people Measure key health indicators (eg: infant mortality)	National and local government departments Slumlords	Slum dwellers Churches Other NGOs Public representatives Government Other citizens	Lobby government officials Speak to those in the slums who feel threatened by women organising themselves	Lose some financial support from government ASHA has to stop working in slums Threat to personal security from those who feel they are losing control	Linked to progress in education and training	ASHA initially, then <i>Mahila Mandals</i> (women's action groups)
	Rebuild a slum	New houses and services Co-operative organising the slum Loans repaid	Number of services provided Count houses built Level of debt	Oriental Bank for low cost loans Slumlords Public representatives Government departments	National government which supports the existing work Women in other slums	Lobby bank Build good relationships with slum lords Mobilise families	Families lose hope Slumlords stop progress	Two years	ASHA and families
	Empower women in the slums to gain confidence and experience to tackle problems themselves	Women organise and analyse problems Women plan appropriate intervention	Analyse advocacy strategy Talk to women Count number of lobbying activities	Women in slums Husbands Slums leaders	Education and health workers Local government Women in other slums	Training and education to build experience and confidence in analysis and lobbying	Women resented by men for political role	As soon as possible	ASHA

HANDOUT Summary Advocacy Strategy

The Issue The Batwa people group are often denied access to primary education and land because their ethnic identity is discriminated against. Tearfund partner ARM works with the Batwa people.

ARM working with the Batwa in Burundi – access to land and education (see SECTION A2 for case study)

GOAL	OBJECTIVES	SUCCESS INDICATORS	MEANS OF MEASUREMENT	TARGETS	ALLIES AND OPPORTUNITIES	METHODS AND ACTIVITIES	RISKS AND ASSUMPTIONS	TIME-SCALE	RESPONSIBILITY
Improve standards of living of Batwa people	All Batwa have access to primary education	High percentage of Batwa complete primary education No Batwa excluded from school due to ethnic identity	Look at school enrolment records Survey of educational levels in Batwa communities	National and local government Some schools	Churches International NGOs Human rights groups, Batwa leaders Teachers	Lobby schools and government to let Batwa into all schools Build new schools	Diversion of time from project work Unpopularity leading to removal of funds	Immediate for building schools and providing temporary support Advocacy ongoing	ARM and Batwa Possibly international NGOs
	All Batwa to have land on which to build a house and cultivate	Each Batwa family has plot of land	Look at local government policy and legal documents	Local government Local community leaders	Churches NGOs	Lobby local government Speak to local leaders	Increased resentment in local area Batwa removed by force	As soon as possible	ARM and Batwa
	Churches to overcome prejudice and work with Batwa	Batwa accepted in churches Batwa integrated into communities	Attendance at churches Number of Batwa in positions of leadership	Churches Local community leaders Batwa leaders	NGOs Local authority Batwa leaders	Workshops Skills training for Batwa	Resentment by churches and others in local community	Ongoing	ARM and Batwa

HANDOUT **Quick and easy overview**

The questions below provide a quick reference guide for the first three stages of the advocacy cycle. This overview can help you to see the type of information you need and enable you to select the right tools, but it is no substitute for using the proper tools developed in SECTIONS C2 and C3.

- Issue / problem**
SECTION C1

What is the problem?
Is it serious? Is it urgent?
- Effects**
SECTION C2

What are the effects of the problem?
How does the problem affect the poorest / the church? Does it have a great effect on certain groups? If so, who and how? Do you have enough information?
- Causes**
SECTION C2

What are the root causes of the problem?
What is the role of the policies and practices of the national government? What is the role of churches and other groups? What contribution is made by cultural factors and environmental factors? Are the poor able to participate in decision-making?
- Potential solutions**
SECTION C3

What do you think needs to be done?
What are your proposals? What are their advantages and disadvantages? Can you defend your position? Are your proposals realistic? How will you measure success? Do you have a clear plan about how change will come about?
- Targets**
SECTION C2

Who has the power to do something to bring about change?
Government, churches, businesses, community leaders? Do you have access to them? Are they open to discussion? Do they agree they have responsibility for change? Are they able to do something?
- Potential allies**
SECTION C2

Who is trying to address the situation at the moment?
Can you work with them? Is their activity effective? What may need to change? Are there people who are not yet addressing the issue, but could be persuaded to help you?
- Risks and assumptions**
SECTION C3

What risks are there in getting involved in advocacy?
What have you done to reduce the risks? What are the risks if you do not try to address the issue using advocacy work? What assumptions have you made about the causes and effects of the problem, about those in power, and about your own abilities?
- Methods**
SECTION C4

What methods can you use?
Are you confident in using them? Have they worked before? Are there alternatives? Do you have the skills and resources to use them well?