

E2

Advocacy Cycle Stage 2

Research and analysis – Stakeholders

Section E2 expands Stage 2 of the Advocacy Cycle. It explains how research and analysis need to be applied to the whole arena of stakeholders – people who have an interest or a 'stake' in our advocacy work. It considers those who are affected by the advocacy issue, the decision-makers who have power to change the advocacy issue, and those who may support us or oppose us in our advocacy work.

Section E2 presents tools that can be used in a training workshop setting or desk-based research. For tools that are useful in field research, it is good to use a Participatory Rural Appraisal or Participatory Learning and Action manual.



Facilitator's notes

This section explores a series of questions and answers. A training workshop facilitator must be familiar with this material.

- What are 'stakeholders'? 104
- What are 'allies' and 'opponents' and why do they matter? 105
- Why is it important to work with others in advocacy? 106
- What are the different ways of working with others? 107
- What are advocacy 'targets' and why do they matter? 108



Tools

This section introduces tools that can help us apply our learning in a practical way. In a training workshop, they can be used as handouts.

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- TOOL 26: Allies and opponents matrix 111
- TOOL 27: For and against joint advocacy 112
- TOOL 28: Checklist for collaborative advocacy 113



Training exercises

This section outlines interactive training exercises that can be used with groups, in order to deepen understanding of the issues that have been raised and to practise application of the tools that have been introduced. They are ideal for use in a training workshop.

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SECTION E2 Facilitator's notes



What are 'stakeholders'?

Stakeholders can be individuals, groups, organisations, institutions, departments or ministries that have interests (actual or potential) in a project or programme. They are called stakeholders because they have a 'stake' in the project or programme, usually meaning that they have something to gain or lose through it.

In the context of advocacy, stakeholders are people who are affected by, interested in or able to influence the identified advocacy issue. They include the constituents who may be directly and ultimately affected, either positively or negatively, by the advocacy process, as well as those who are simply intermediaries.

All stakeholders must be identified in the development of an advocacy initiative. Their interests must be assessed, even if they are excluded from decision-making processes. Consideration must be given to the ways in which their interests affect the viability of our advocacy plans and relationships must be established.

CASE STUDY

HONDURAS

The government of Honduras presented a proposal for reform of forestry legislation that would have allowed large sections of national forest to be sold to logging companies who could choose whether or not to reforest the land. The importance of Honduras's national forests to poor farmers and indigenous groups living in these areas was ignored.

Seeing the potentially devastating consequences, Tearfund partner Asociación para una Sociedad más Justa (Association for a More Just Society) joined with representatives from various sectors (indigenous groups, cooperatives, an evangelical network, agricultural ecologists and farmers' groups) to form an alliance to push for amendments to the proposed legislation. They hired consultants to analyse the proposal and present reasonable counter-proposals to the government. They also initiated a media campaign to educate the public about the problem and to pressure the government into negotiating.

The government agreed that no reform of the forestry legislation would be brought to the Honduran congress until it had been approved by a committee consisting of representatives from the alliance, as well as the government and logging companies. The alliance was involved in negotiations within this committee and continued to educate the public, the media and committee members. Most of their proposals were accepted, and marginalised groups such as poor farmers, cooperatives and indigenous groups were able to participate for the first time in the making of a law that affected them directly, although indigenous people still felt that their rights needed to be taken into account more explicitly.

For more information, see [TOOL 25: Stakeholder mapping matrix](#).

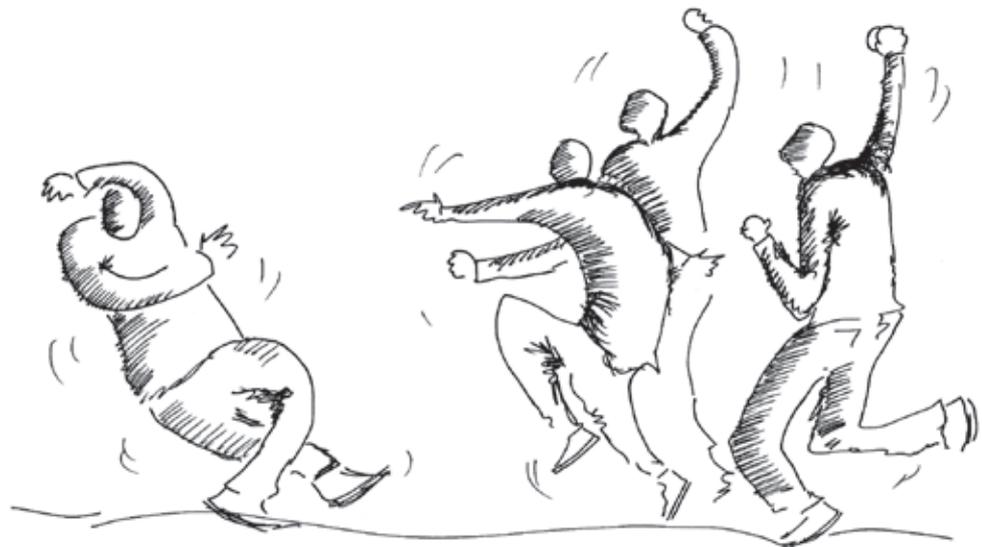


What are 'allies' and 'opponents' and why do they matter?

Allies are people, groups, organisations or institutions that can help us achieve our advocacy aims and objectives. They support our cause and they agree with what we are advocating about. They are important because they often include those who can exert influence on decision-makers and, if organised, they may form the basis of an interest group or coalition that can call for change.



Opponents are individuals, groups, organisations or institutions that are opposed to what we want to achieve. They oppose our position and do not agree with our specific requests. Even if they are not directly responsible for decision-making, they may still exert considerable influence. They are important because they may pose a significant risk to our advocacy. They are not necessarily rigid in their opposition, so it is important that we seek to bring them round, rather than irritate them.



There are also a large number of people who are neutral; they may have no expressed interest in the issue, or they may not know about it. We need to persuade these people to become allies rather than opponents.



For more information, see **TOOL 26: Allies and opponents matrix**.

Why is it important to work with others in advocacy?

Advocacy is often more effective when we work together with others who are concerned about the same advocacy issue as us and who can help us create and implement an advocacy plan.

There are both advantages and disadvantages to working with others, but the main reasons why it is important to do so are because it is strategic and practical, and builds capacity. See **TOOL 27: For and against joint advocacy**.

CASE STUDY

DEMOCRATIC REPUBLIC OF CONGO (DRC)

DRC's capital city, Kinshasa, has for years suffered from river flooding after heavy rains. This is problematic because rainfall tends to be above average at least eight months a year. With inadequate sewage systems and poor waste disposal units, many of Kinshasa's inhabitants have to endure dire unhealthy conditions every time there is severe flooding.

The problem was taken up by Tearfund partner ECC (Eglise du Christ au Congo – Church of Christ in Congo), which brought together a network of groups and organisations to lobby politicians for action. What they had in common was a passion to tackle the issue of Kinshasa's poor sanitation. Together, they met with the country's environment minister, health minister, energy minister and MPs, to gain their support for a new law to improve sanitation in Kinshasa. They also lobbied the provincial governor and the president of the board of trustees for the national company that provides water.

Over a period of several years, relationships were developed, which ultimately led to a concerted political will to address the unsanitary conditions in the capital. A provincial law was introduced to govern sanitation, waste disposal, storm water drainage and the general cleanliness of Kinshasa, and ECC and the others in the network have since been seeking to ensure it is implemented.

One of the most common reasons cited for *not* wanting to work with others in joint advocacy is differences in faith and/or politics. It is important to be clear: regardless of faith and/or politics, if there are people, groups and organisations who are concerned about the same advocacy issue as us, and who can help us create and implement an advocacy plan, then we should be trying to work with them! If we have doubts, fears or reservations, we need to identify ways of overcoming them.

For more information, see **TOOL 27: For and against joint advocacy** and **TOOL 28: Checklist for collaborative advocacy**.



What are the different ways of working with others?

Working with others involves identifying appropriate people, groups and organisations, and making contact and building strategic relationships with them. Whether it is done formally or informally, it is sensible to clarify the nature of the relationships involved.



CASE STUDY

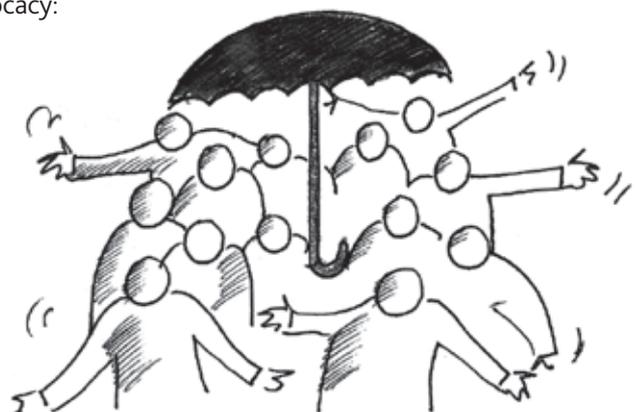
COLOMBIA

For many years, Colombia had no national policy for children, even though the government had signed the UN Convention on the Rights of the Child. As part of a network of NGOs, Red Viva (Viva Network), one of Tearfund's partners, built relationships with the government ministries responsible for children and helped them draft a national children's policy that was later adopted as law. They also shared information with the national church about the policy processes, and gathered contributions from the national church to put into the draft policy. After the policy became law, Red Viva and the alliance trained local government officials as they rolled out implementation of the policy into different regions of Colombia. They also mobilised the national church to work with children and to defend children's rights, through a series of training workshops in each region of Colombia.

There are many different ways of working with others in advocacy, and it is important to be aware of the different types of model available, so that an informed decision can be made about what is most appropriate. If necessary, we may need to create a written agreement that sets out the expectations of each person, group and organisation involved, and the ways in which they will cooperate with each other.

The following models are some of the most common ways of working together to do advocacy:

- Network
- Alliance
- Coalition
- Association
- Forum
- Partnership
- Task force
- Umbrella body.

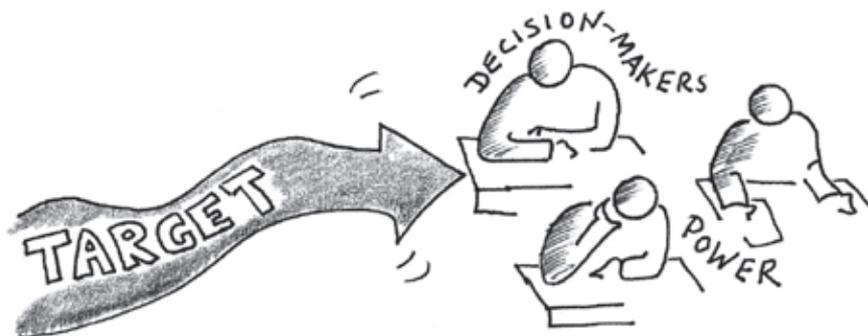


For a description of each model, and information about their characteristics, see **TOOL 28: Checklist for collaborative advocacy**.



What are advocacy 'targets' and why do they matter?

An advocacy target describes a person, group or organisation with whom we need to communicate. They are generally decision-makers in positions of power and may include government ministers, civil servants and local authority officials. They are referred to as 'targets' because they are the people at whom our advocacy is aimed, or 'targeted'.



Advocacy targets are important, because they have power and/or responsibility for creating the situation that has led to the identified advocacy issue, with power and/or responsibility for finding a solution.

CASE STUDY

CAMBODIA

One of the biggest issues facing poor Cambodian families is that they lack access to adequate and affordable health care. However, research by one of Tearfund's Cambodian partners revealed that the Cambodian government had set up a special scheme to enable marginalised families to receive adequate and affordable health care. Unfortunately, the research also showed that awareness was very low. Many people who qualified for help did not know the scheme existed, and those who did know about it were confused about how it worked.

The partner approached the ministry for health, but a history of tension between government and NGOs meant that contact was initially refused. Nonetheless, they wrote a letter and asked for an appointment. By using all their possible government contacts, both direct and indirect, they eventually secured a meeting. This perseverance eventually paid off: the meeting went well and government officials agreed to visit some of the partner's own health care projects. After seeing the work first-hand, and witnessing the spirit of cooperation and mutual respect shown by partner staff, the officials realised the partner's way of working was a way to make the government scheme more effective and they agreed to work with the partner to roll it out.

As part of the new initiative, the partner raised awareness and ran training days to help churches and communities identify families who might qualify and to show them how to register. They also accompanied community groups during assessment visits. As a result, many poor people were able to get free government-funded health care provision, including medical checks, treatment, surgery and hospital stays, if they were sick.



TOOL 25

Stakeholder mapping matrix

STEP 1 Brainstorm all the relevant people, groups, organisations and institutions for the identified advocacy issue.

This can be done using a categorising table such as this one:

SAMPLE

Civil society stakeholders	Public sector stakeholders	Private sector stakeholders
Affected communities	Ministers and ministerial advisers	Corporations and businesses
Media	Civil servants and government departments	Business associations
Churches	Elected parliamentary representatives	Professional bodies
Other religious/faith groups	Judges and courts	Individual business leaders
Schools, colleges and universities	Political parties	Chambers of Commerce
Social movements	Local government / councils	Social entrepreneurs
Advocacy groups	Military	Donors
Trade unions	Organisations that have been given devolved government power and commissions	Financial institutions
National NGOs	United Nations	
International NGOs	World Bank	
	International Monetary Fund	

STEP 2 Identify:

- Who is the relevant contact person within each group or organisation? (If there is more than one, eg if a minister has two advisers, one for and the other against, list both.)
- What is their specific interest or stake in the issue? Why does it matter to them?
- What is their position on the issue?
- What is their likely impact or influence on the issue? How much power do they actually have to change things?
- Are they in favour of your position [+] or against it [-]? (The example on page 110 suggests using a scale of 1 to 5 positive [+] or 1 to 5 negative [-].)

This can be done using a mapping table like the one below, which has been partially completed on the basis of an example issue about a proposed business development threatening to force a community from their land.

This table has been deliberately divided into four groups of stakeholders:

1. Stakeholders who are directly affected by the identified advocacy issue, such as local communities.
2. Stakeholders who are responsible for creating the situation or who have formal responsibility for finding a solution to it, such as government, civil service or local authority. These are usually the *targets* of our advocacy work, but they may also be *allies*.

3. Stakeholders who are concerned for the welfare of others, and other interested groups, such as NGOs, church groups, business, media. These are potential *allies*, and may also be *targets*.
4. International players, such as donors, UN bodies, NGOs. These can be *targets*, *allies* or *opponents*.

Stakeholder type	Who? (individuals / organisations / institutions)	Key contact person	Why the issue matters to them	Position	Likely level of influence + to +++++ - to -----
Those directly affected					
Civil society	3,000 people in local community who may be affected	Fill in name of relevant person	Risk removal from land, loss of housing / subsistence	Claim they cannot do anything	+++
Civil society	Neighbouring smallholders	Fill in name of relevant person	Land will become overcrowded	Do not want extra people on the land	+
Private sector	Business developers	Fill in name of relevant person	Land will become profitable for business	Want to force community from land	+++++
Government and state decision-makers					
Public sector	Ministry of Agriculture	Fill in name of relevant person	Responsible: land policy	Claim they cannot do anything	--
Public sector	Ministry of Trade	Fill in name of relevant person	Responsible: business development	Keen to develop land	-----
Public sector	Local authority	Fill in name of relevant person	Responsible: welfare of communities	No power to influence	-
Public sector	National committee on land policy	Fill in name of relevant person	Responsible: impact assessment of business	Concerned, asking for impact assessment	---
Other major organisations					
Civil society	Environment NGO	Fill in name of relevant person	Concerned about river pollution	Against development	+++
Civil society	Human rights group	Fill in name of relevant person	Concerned about human rights abuses	Against forced removal from land	++
Civil society	Main independent newspaper	Fill in name of relevant person	Concerned that public know facts	Concerned about proposals	+++++
Civil society	Anglican church local diocese	Fill in name of relevant person	Has members in affected community	Want full consultation	++
Private sector	Chambers of Commerce	Fill in name of relevant person	Want to see business development	Support the proposal for development	+++
International organisations					
Private sector	European Union donor	Fill in name of relevant person	Funding community health unit	Concern that grant will be wasted	++
Civil society	UK NGOs	Fill in name of relevant person	Financially support affected communities	Concern over displacement	+
Public sector	International Monetary Fund	Fill in name of relevant person	Keen to earn foreign exchange	Supportive of business investment	-----

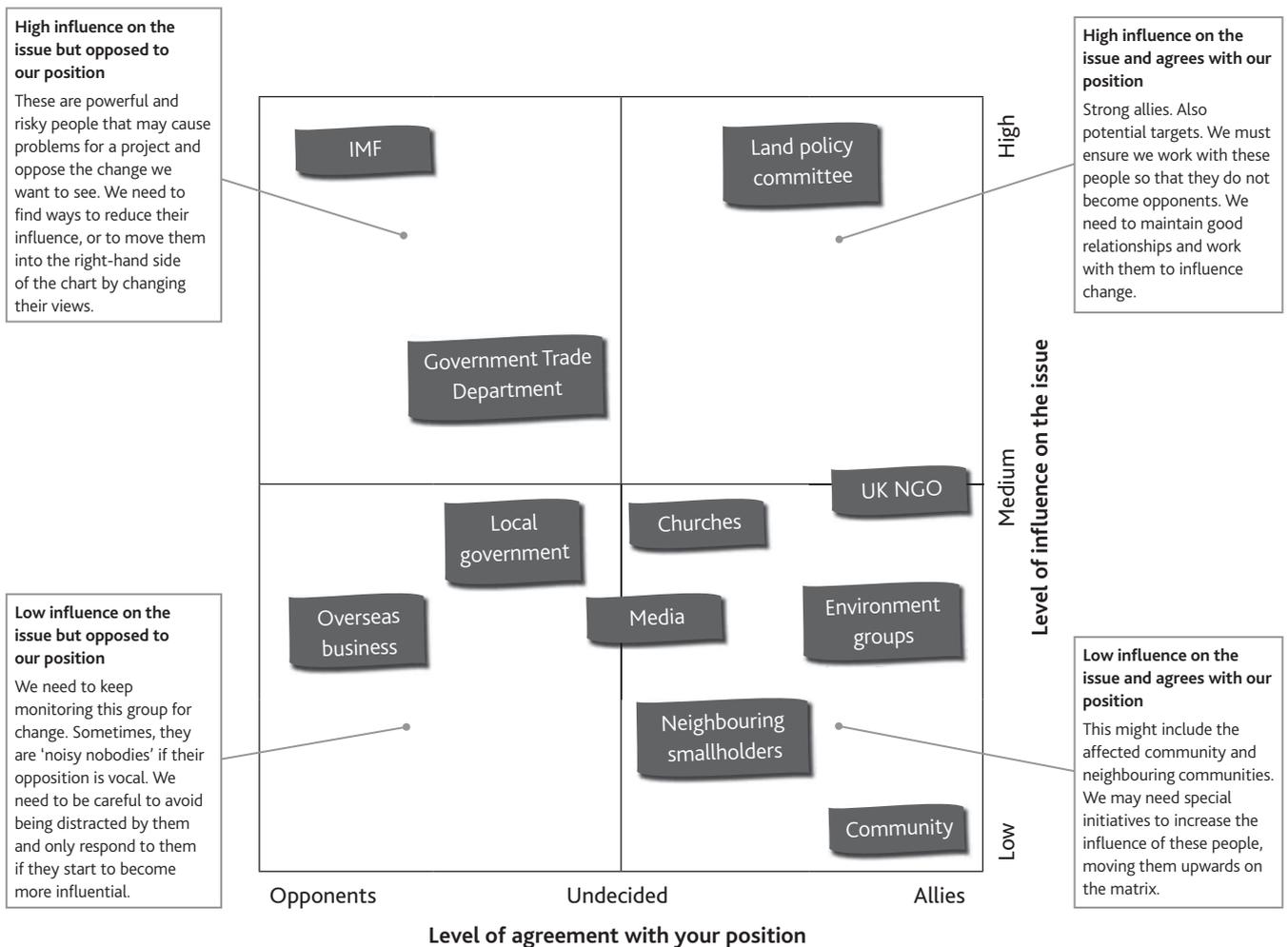


TOOL 26

Allies and opponents matrix

An allies and opponents matrix is a tool designed for use after a stakeholder mapping and analysis has been completed. It represents all the stakeholders in a diagram. This makes it easy to see who is supporting our views (our allies) and who is opposing our views (our opponents). It is an important tool, because allies and opponents are not fixed positions; people are open to change. The aim is to use it to bring all stakeholders onto our side.

- STEP 1 Draw a matrix, divided into four equal-sized squares. This can be done with pen on paper, a stick on the ground, or tape on carpet.
- STEP 2 Write all the stakeholders on separate sticky notes, blank cards or pieces of paper (which should have been done as part of the stakeholder mapping and analysis).
- STEP 3 Place the stakeholders on the matrix. Opponents will be to the left, and allies to the right, of the central line. Neutral people will be in the middle (either because they are unaware of or undecided about the issue). The more influence they have, the higher up the matrix they should be placed. Each piece of card and paper can be moved around, depending on the outcomes of the discussions about where to place them.
- STEP 4 Analyse the approach to take with the stakeholders, depending on where they are in the matrix.





TOOL 27

For and against joint advocacy



	Benefits	Drawbacks
Strategic	<ul style="list-style-type: none"> Creates a powerful united voice with which to influence decision-makers Reduces vulnerability and risk, and increases protection against any potential backlash, through 'safety in numbers' Different members bring together a variety of experience and expertise Greater credibility, legitimacy and representation, because of the combination of communities with which the members work Strength in diversity Unity and solidarity around a common advocacy issue Builds shared values and affinity 	<ul style="list-style-type: none"> Raised expectations, which are not always met Competing agendas A tendency towards domination by large organisations, with small organisations left feeling sidelined Lack of a common goal and/or strategic focus Dependent on good leadership, which may not always be present Poor coordination and/or lack of direction can lead to disillusionment and discontent among members Loss of organisational identity, which can lead to compromising values, attitudes, methods, etc Decision-making can be slow when a consensus is required Potential for damage to reputation through public association with other members of a joint initiative
Practical	<ul style="list-style-type: none"> Sharing of information Forges and develops relationships Pooling of skills, abilities and contacts Minimises duplication and competition Increases financial efficiency from mobilising and pooling resources Ensures coordinated logistics 	<ul style="list-style-type: none"> Relationships require a strong commitment, and the right people have to be identified to establish, build and maintain them Time-consuming, even when well managed Can be expensive May cause people and resources to be diverted from other work Potential for too many meetings and not enough action Requires capacity (financial and human) that small organisations may not have
Collaborative	<ul style="list-style-type: none"> Creates opportunities to observe and learn from others with more advocacy experience Provides a safe space to try out advocacy skills Helps members overcome fear and other factors that hold them back in advocacy Encourages collaborative ways of working 	<ul style="list-style-type: none"> Difficulties when people will not work with others who do not share their faith / religious beliefs and/or political viewpoints Lack of time and/or inclination among experienced members to accompany and mentor those with less experience



TOOL 28

Checklist for collaborative advocacy

When considering whether to work with other people, groups, organisations and institutions, it can be useful to ask the following questions:

Does a joint advocacy initiative already exist?

Yes. Should we join it?

No. Should we create one?

	Questions	Considerations
Purpose and mandate	What is the purpose and mandate of the joint advocacy initiative?	Understand the trade-offs between branding, leadership and consensus. Respond tactically to changing circumstances; plan strategically for the long term.
	Is it a priority for you?	
	How are decisions made?	
	How likely is it to successfully influence changes in policy and practice?	
	If you join, will you add anything and/or gain anything?	
Resources	What resources will you be expected to contribute to the joint advocacy initiative (ie time, money, participation in meetings, administrative support, etc)?	Recognise that different groups have different needs. Accommodate growth and diversity.
	What contributions can you realistically make?	
	What work may you have to stop doing to create capacity? Could you achieve more by investing your resources elsewhere?	
Learning and accountability	How will participation in the joint advocacy initiative help you learn and develop in your advocacy work?	Plan to take supporters on a journey from simply being interested in an issue to taking action on it.
	At what stage will your involvement in it be reviewed?	
	How will you assess its impact?	
Risks	What are the potential risks of joining (eg diverted resources, falsely raised expectations, damage to reputation through association with other groups in the joint advocacy initiative)?	Agree from the outset how to manage differences between people.
	What are the risks of not joining?	
	Does the advocacy initiative have a public profile and, if so, what are the possible risks of being associated with it?	

	Questions	Considerations
Vision and values	Who else has a similar vision to you?	Be proactive. Approach others first. Do not ignore those whose values are different from your own. Be open to working with those of different religious, faith and political persuasions.
	Who shares your values?	
	Would they be natural allies?	
	Even if not, would you be able to work with them?	
Advocacy issue	Who is already working on the same advocacy issue?	Keep a good relationship with those who support your position. Learn from those with more experience.
	Are they seeking to achieve the same end?	
	If not, could they be persuaded to join with you?	
Contributions	Who might be able to provide something that you need (eg information, experience, skills, research, expertise, access to the media, influence with decision-makers, contact with people who could be mobilised to campaign, etc)?	Decide what you can offer and what you need from others.
	Will these resources complement your own contributions?	
Capacity and cooperation	Who else has capacity to advocate?	Be clear about the nature of cooperation. Know who is contributing what.
	Who would cooperate with you?	
	If you do not work together, could the situation for those affected by the issue get worse?	
	What are the risks if others do not cooperate with you?	
	Is it possible to achieve the desired impact (in part or in full) without joint cooperation?	

SECTION E2 Training exercises



EXERCISE 28 Seeing the full picture

Aim To understand the importance of having a full and accurate picture of an advocacy issue, and the role that other people can have in bringing different perspectives

TYPE Group exercise

METHODS Description, plenary discussion

- STEPS**
1. Ask for a volunteer to sit in a fixed position in the centre of the group. Invite three more volunteers to act as observers. Ask them to sit around the central volunteer, with one in front, one to the side and one behind him or her.
 2. Ask the three observers to describe the person, one at a time, based only on what they can see, not on what they know already (eg 'She has black curly hair but no face', or 'She has a nose and only one eye').
 3. Ask for another volunteer and get them to walk around the central person, describing all they can see about the person.
 4. Draw everyone back together and facilitate a discussion:
 - What can we learn from this exercise?
 - How often do we only see part of the picture?
 - Do we sometimes make judgements based on limited information?
 - What are the risks involved in this approach?
 - How can we gain a more complete picture of a situation?
 - Why might this be important in advocacy work?



EXERCISE 29 Stakeholder mapping and analysis

Aim To identify the people who have an interest in an advocacy issue, and to understand their different views

TYPE This exercise works well in large or small groups, but could be done individually

METHODS Brainstorm, plenary discussion

MATERIAL Sticky notes or blank cards

HANDOUT TOOL 25: Stakeholder mapping matrix

- STEPS**
1. Select an advocacy issue, either one that is new or one that has already been identified in earlier training exercises.
 2. Ask participants to brainstorm all the people, groups, organisations and institutions that have an interest in the issue, putting their answers on sticky notes or blank cards. (Please note these answers should be kept if you plan to do Exercises 30, 32 or 34 in this section.)
 3. Collate the answers using a table like the one shown in Step 1 of TOOL 25: Stakeholder mapping matrix.

4. Encourage a participatory discussion to ensure that every possible stakeholder has been included, and nobody significant has been excluded.
5. Draw a mapping table like the one shown in Step 2 of **TOOL 25: Stakeholder mapping matrix** (p110). Write the headlines at the top of the columns and the sub-headings that cut across the columns but leave the rest of the table blank.
6. Complete the table for all the stakeholders identified by the participants. Focus on analysing their positions and their level of influence on the issue.
7. Generate a discussion to identify:
 - Who is affected and how we will work with them in our advocacy
 - Who should be our main targets for our advocacy
 - How to target our time and resources towards the most important contacts
 - How to avoid putting all our efforts into working with those who are in strong agreement but have little or no influence.



EXERCISE 30 Allies and opponents analysis

Aim To analyse which stakeholders need to be influenced, and how best to influence them

TYPE Best suited to a group setting. Please note: this exercise only works when a stakeholder mapping and analysis has already taken place.

METHODS Brainstorm, plenary discussion

MATERIALS Sticky notes or blank cards

HANDOUT **TOOL 26: Allies and opponents matrix**

- STEPS**
1. Take the results of the stakeholder mapping and analysis, and write each separate stakeholder on sticky notes or blank cards.
 2. Draw a matrix with pen on paper, a stick on the ground, or tape on carpet. Use **TOOL 26: Allies and opponents matrix** as an example.
 3. Facilitate a discussion about where to place each sticky note or card on the matrix. Place notes or cards representing opponents to the left of the central line and sticky notes or cards representing allies to the right. If they have high influence on the advocacy issue, they should be near the top; if it is only low, they should be near the bottom. Move the sticky notes or cards around, in line with the discussion. If necessary, place a stakeholder in two different places on the matrix.
 4. Using **TOOL 26: Allies and opponents matrix** as a basis for discussion, work out what needs to be done:
 - To move as many stakeholders as possible towards the top right box
 - To maintain the position and influence of those in the top right box
 - To influence those who are not yet stakeholders to join
 - To utilise indirect access to decision-makers, eg influencing a bishop through a church leader.



EXERCISE 31 Routes of influence

Aim To understand the importance of routes of influence

TYPE Best suited to a group setting. Please note: this exercise only works when an allies and opponents analysis has already taken place.

METHODS Small groups, brainstorm, plenary discussion

MATERIAL Large pieces of paper (such as flipchart paper), pens

- STEPS**
1. Make sure the results of the allies and opponents analysis can be seen by everyone.
 2. Divide participants into small groups and give each one a piece of flipchart paper and some pens.
 3. Ask each group to pick an ally or opponent, whether an individual or an organisation, put them in the middle of the paper, and then draw lines from them to the people (eg boss, spouse, relatives, priest, etc) and ideas (eg view of economics, newspaper headlines, etc) that influence them. Be as creative as necessary!
 4. Get each group to use this information to identify how they can influence the person in the middle and how their opponents will be trying to influence them.
 5. They should repeat this for as many allies and opponents as time allows.
 6. Facilitate plenary discussion about the importance of identifying and understanding routes of influence, and who and what influences our allies and opponents. Also emphasise the importance of doing this to identify a specific individual or organisation as the target for our advocacy.



EXERCISE 32 Power mapping and target identification

Aim To understand who holds the power in relation to an advocacy issue (both formally and informally) and to use this information to identify who to target in their advocacy work

TYPE Group exercise. Please note: it relies on Exercises 29 and 30 in this section having already been done.

METHODS Information analysis, small group discussion, plenary feedback

MATERIAL Paper, pens, scissors, poster tack or glue, large pieces of paper (such as flipchart paper)

HANDOUTS TOOL 25: Stakeholder mapping matrix
TOOL 26: Allies and opponents matrix

- STEPS**
1. Using the same small groups as for Exercises 29 and 30 in this section, ask participants to refer back to the sticky notes or cards and the table that show all the people, groups, organisations and institutions that have an interest in their selected advocacy issue.
 2. Hand each group a selection of pieces of paper and pens, and ask the groups to cut out circles from the paper. Each circle should represent a stakeholder, with the size of the circle relating to their perceived level of influence.

3. When the circles have all been cut out, they should be put on flipchart paper and arranged according to their relationships with each other. Lines should be drawn between the circles to show how the stakeholders relate to each other.
4. Encourage participants to identify and discuss who has what level of power. Specifically, who sets the agenda for the advocacy issue, either directly or indirectly? Whose power dominates and influences the advocacy issue? How can we influence those people, either directly or indirectly?
5. Ask each group to use this information to determine who their main advocacy targets should be.
6. Draw everyone together to share their findings and recommendations.

See also Section B2 on power and politics, and Section G5 on difficult political contexts.



EXERCISE 33 Joint advocacy – yes or no?

Aim To understand the benefits and drawbacks of jointly working with others in advocacy

TYPE This exercise works well with a group but can be used by individuals

METHODS Individual reflection, buzz groups, small group discussion, ranking, plenary discussion

MATERIAL Flipchart paper, flipchart (optional), sticky notes or blank cards, pens

HANDOUT TOOL 27: For and against joint advocacy

- STEPS**
1. Draw a line from top to bottom down the middle of a piece of flipchart paper. Label one side 'for' and the other side 'against'.
 2. Split participants into two groups.
 3. Give each group a set of sticky notes or blank cards and pens.
 4. Ask one group to brainstorm the reasons for jointly working with others in advocacy and the other group to brainstorm the reasons against.
 5. Ask each group to record the benefits/drawbacks onto sticky notes or blank cards, one per sticky note or blank card.
 6. Ask each group to place their sticky notes or cards on the appropriate side of the line on the flipchart paper.
 7. Draw everyone back together. Facilitate a plenary discussion about why each group came to their conclusions. Allow each group to challenge the other group. Discuss whether or not the benefits are greater than the drawbacks and why.
 8. Emphasise the importance of relationships in advocacy – not just one-off contact but ongoing engagement with people. Draw out the fact that advocacy is most successful and effective when people strategically combine diverse skills, expertise, contacts and resources.
 9. Distribute TOOL 27: For and against joint advocacy.

**EXERCISE 34 Working with others****Aim** To identify best options for joint advocacy**TYPE** Group exercise**TIPS** It works best if a stakeholder mapping and analysis has already been completed**METHODS** Information analysis, small group discussion, plenary feedback**HANDOUT** **TOOL 28:** Checklist for collaborative advocacy

- STEPS**
1. Using information previously collated in a stakeholder mapping and analysis, ask participants to identify stakeholders (both individual stakeholders and groups of stakeholders) who could be contacted about joint working.
 2. Divide people into small groups and allocate the identified stakeholders between them.
 3. Give out **TOOL 28: Checklist for collaborative advocacy** to each small group.
 4. For half the small groups, ask them to brainstorm ideas of possible existing joint advocacy initiatives and to work through the questions in the left-hand half of the tool. Ask the other small groups to work through the right-hand half of the tool.
 5. Bring people back together and discuss whether or not they want to go ahead with joint advocacy with their identified stakeholders. If yes, why? If not, why not?