

## Session 4

### Overview of Steps in Advocacy Strategy Development

<b>Purpose</b> Outline the steps to develop and implement an advocacy strategy.	
<b>Objectives</b> By the end of this session, participants will: <ul style="list-style-type: none"><li>• Identify the steps for developing and implementing an advocacy strategy</li><li>• Describe the common features observed in several frameworks for developing an advocacy strategy</li><li>• Summarize the components of each step for developing an advocacy strategy</li></ul> <b>Total time:</b> ~1 hours	<b>Session Preparations</b> <b>Materials Needed:</b> <ul style="list-style-type: none"><li>• Session4_OverviewOfSteps_PowerPoint file</li><li>• Handout:<ul style="list-style-type: none"><li>- One set of cards per group for sorting activity</li></ul></li><li>• Prepared flip chart:<ul style="list-style-type: none"><li>- Steps in Advocacy Strategy Development (use slide 7)</li></ul></li><li>• Flip chart paper and markers</li></ul> <b>Set-Up:</b> <ul style="list-style-type: none"><li>• Small groups at tables</li></ul>

#### Advocacy Strategy Development Card Sort—20 minutes

1. Use the speaker notes, questions, and probes provided to encourage participant interaction during the session.

Show slide 1.

Explain: **The previous sessions have focused on key concepts and basic information. These next sessions will move us into the development of advocacy strategies.**

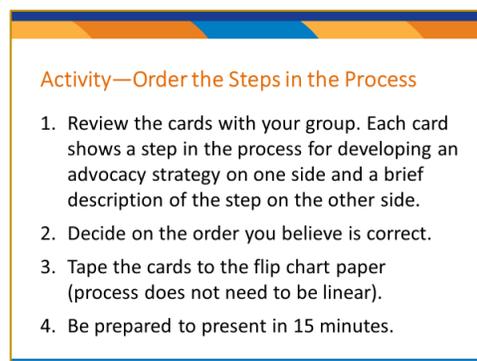
**To begin the process, this session will lay out a framework for developing an advocacy strategy that will be used for the rest of the workshop.**

2. Show slide 2.

Say: **Let's examine the steps to develop an advocacy strategy.**

Ask the participants to work in small groups at their tables (participants can be randomly assigned to a group for this activity).

Distribute to each table/small group a blank sheet of flip chart paper, a set of the preprinted cards showing the steps for advocacy strategy development, a marker, and some tape.



Introduce the activity using the instructions on the slide. Say: **Review the cards with your group; each card shows a step in the process for developing an advocacy strategy on one side and has a brief description on the other side. You may find that there are similar steps in both the policy development process and the advocacy strategy development process, but there are also many differences.**

**Discuss the steps and decide on the order you believe is correct; it may not be easy to agree on the order, but be sure to listen to everyone and do your best to reach a consensus. When you agree on the order, tape the cards to the flip chart paper. Note that the visual presentation of the order does not need to be linear; you can arrange the cards however you want and use the marker to indicate relationships between the steps.**

*Note: Because this activity occurs immediately after the session on the policy cycle, participants may immediately think about the cycle. When you answer questions, remind participants that these are separate processes.*

Allow the groups 15–20 minutes to agree on the order and prepare their flip chart. Give periodic updates about the amount of time remaining.

Circulate among the groups to answer questions and encourage the participants to reach decisions.

Ask a representative from each group to post their flip chart on the wall where all participants can see it.

Ask the participants to review the flip charts and compare the similarities and differences. Participants can move around the room or stand if needed to view the flip charts.

Conduct a discussion using these questions. Ask:

- **Did the teams all start with the same step?**
- **Was their last step the same or different?**
- **Were there any steps in the process that were ordered to occur concurrently?**
- **Were there any steps that teams thought should take place more than once?**

For each question, take responses from several participants and discuss them briefly for a few minutes before asking the next question.

Summarize common steps and differences across the flip charts and note if participants used a linear process or had multiple steps occurring at once.

Close the activity by saying: **We are going to look at a few frameworks to see how some organizations define and order the steps in this process. But first, let’s take a moment to think about why a framework for developing a strategy might be helpful.**

**Advocacy Strategy Development Overview—40 minutes**

3. Show slide 3 (title only).

Ask: **Why do you think it is helpful to have a framework for developing an advocacy strategy?** Probe for: Having a framework helps advocates use resources effectively, and they are more likely to achieve the desired objectives/outcomes even if the strategy does not unfold as planned.

If participants are hesitant to answer, ask: **Have you used frameworks or processes in other parts of your work? How did the framework help you?**

After a brief discussion, advance the slide to reveal the “answers” to the question posed. Summarize by saying: **It is good to take a systematic approach and consider all key steps even if you do not go through them all.**

4. Show slide 4 (title only).

Say: **There are many examples of frameworks for developing an advocacy strategy or conducting advocacy work; we will now look at several.**

Notice that all the frameworks reflect a slightly different view—a focus on the steps for developing an advocacy strategy, contrasted with an approach that focuses on process, and another that lists the components of a strategy.

Advance the slide to reveal the first framework. Say: **This framework is from *Advocacy in Action*, a**

Why a framework for developing an advocacy strategy?

- Helpful to be systematic and purposeful and to consider all key steps
- May not actually unfold linearly or go through all steps
- Helps to plan wisely, use resources efficiently, and stay focused on the advocacy objective

Sample Frameworks  
Example 1 – Advocacy Strategy Development

Reference: Adapted from an advocacy framework developed by the International HIV/AIDS Alliance.

curriculum from the International AIDS Alliance. Compare the steps that appear in this framework with the steps in the card sort activity we just completed.

Ask: What similarities and differences do you notice?

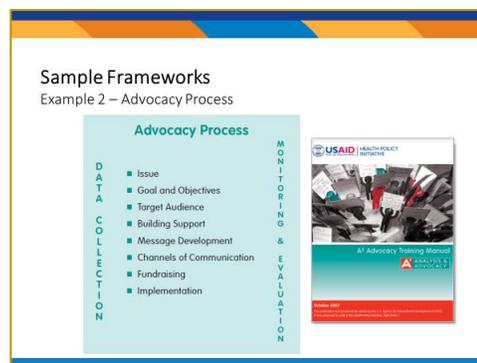
Solicit an observation from one participant.

5. Show slide 5.

Say: This framework from the *Health Policy Initiative* manual shows steps for conducting advocacy. Notice how this process is not depicted in a strictly linear manner; data collection and monitoring and evaluation (M&E) happen throughout these steps.

Ask: What other similarities and differences do you notice?

Solicit an observation from one participant.



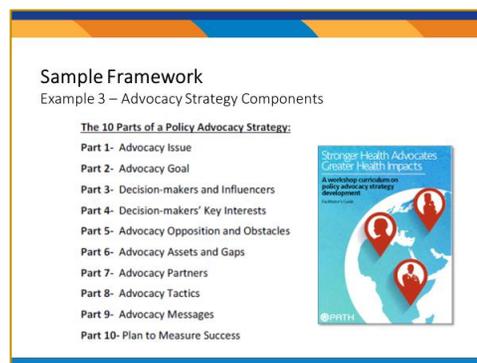
6. Show slide 6.

Say: This framework is from the curriculum, *Stronger Health Advocates Greater Health Impacts*. Notice how these components are similar to the frameworks we have already reviewed.

Ask: What other similarities and differences do you notice?

Solicit an observation from one participant.

Summarize by saying: You can see that the frameworks might be slightly different, but regardless of the focus, there is a great deal of similarity.



7. Show slide 7 (title only).

Say: For the purposes of this workshop, we have organized the process into a framework using the nine steps you organized in the small group activity.

Advance the slide to reveal the framework.



Explain: The steps in this framework are similar to the steps in the example frameworks we just reviewed.



We will briefly go over all of the steps now and explore them in more detail in later sessions.

Post the prepared flip chart showing the steps in the framework so that facilitators and participants can refer to it during this session and throughout the workshop.

8. Show slide 8.

Say: The first step is to define the issue—why is it a problem, what has the impact been, what data support your claims?

When discussing the policy development cycle, we talked about methods to define the problem. This step is similar, and you can use similar methods to define the issue.

It is important to use data to define the issue!

Step 1: Define Issue

- Clarify the problem and develop a problem statement.
- Use one of many methods to pinpoint causes.
- Brainstorm potential policy solutions.

9. Show slide 9.

Say: Once the issue is well defined, the next step is to develop an advocacy goal and objectives.

The *goal* is a general and longer-term statement of what you want to achieve.

The *objectives* are short-term actions that focus on advocacy outputs. Unlike typical objectives, in this case objectives are things that we would like someone else to do.

Step 2: Set Goals and Objectives

- Goal: general statement of what the group hopes to achieve in the long term (three to five years)
- Objective: short-term actions that you want someone else to take to achieve the goal

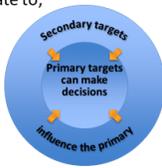
10. Show slide 10.

Say: The next step is to identify whom you will be advocating to, or the target audiences of your advocacy work. There are two types of target audiences. *Primary* target audiences are the decision-makers who have the authority to bring about the desired policy change. *Secondary* target audiences are people who have access to and can influence the primary audience.

Ask: Who are some typical primary target audiences?

Step 3: Identify Target Audiences:  
Decision-makers and Influencers

- Target audiences: whom we advocate to; there are primary and secondary
  - Primary: *decision-makers* who have the authority to bring about the desired policy change
  - Secondary: people who have access to and are able to *influence* the primary audience
- Identify interests and positions of target audiences relative to the advocacy goal and connections to you/your group.



Probe for: the minister of health, the chief of staff of a division, the head of a health committee, a specific parliamentarian.

Say: A good understanding of the policymaking process is important, because you will need to understand the decision-making chain to know whom to target and when.

In other instances, the primary decision-maker is simply not accessible. In this case, you may need to shift focus to secondary target audiences, who are known to influence the primary decision-maker.

Ask: Who are some typical secondary target audiences?

Probe for: a well-known business leader, a religious leader, a celebrity who is friendly to your cause, an academic with expertise related to your cause.

During this step, we will conduct an analysis of the identified target audiences to better understand their interests and positions.

#### 11. Show slide 11.

Say: Step four consists of identifying partners, because a partnership can be more effective than one person or organization working toward an advocacy goal alone. Partnerships can bring more skills, resources, and connections to reach a specific goal. Partners can be:

- Allies—people with whom we advocate; they help us to achieve our objectives and goal
- Networks/alliances/coalitions—groups of organizations and individuals working together to achieve changes in policy, law, or programs for a particular issue

Say: In the session where we explore this step, we will discuss different types of partnerships and what attributes to look for in a partner.

Step 4: Engage in Partnerships

- Partnerships can be more effective than solo advocacy; more skills, resources, connections
  - Allies: whom we advocate with; they help us to achieve our objectives and goal
  - Networks/alliances/coalitions: groups of organizations and individuals working together to achieve changes in policy, law, or programs for a particular issue
  - Different types of networks: informal/formal, personal/professional, temporary/ongoing

12. Show slide 12.

Say: To manage this step of the process, we will introduce the *Advocacy Communication Model* for guidance on how to inform, persuade, and move target audiences to act.

We will also explore messengers and activities to deliver messages in this session.

**Step 5: Create Effective Advocacy Communication**

- Translates the issue into a concise and compelling case for a target audience
- A process that takes the target audience's knowledge, interests, and skills into account

Advocacy Communication Model

13. Show slide 13.

Say: Activities are the concrete actions an individual or organization can take to reach an objective. Activities contribute directly to objectives, which feed into the advocacy goal.

Activities can be direct or indirect to reach a target audience and can be public or private. There are a range of different types of activities we will discuss for this step, including media, events, meetings, development of publications, and generating evidence.

**Step 6: Plan Advocacy Activities**

- The specific actions an individual or organization can take to help realize the advocacy objectives
- A range of events/actions can be considered "activities," including media, events, meetings, development of publications, and generating evidence.

14. Show slide 14.

Say: The next step in the process is assessing resources to take stock of what is available and what is needed to accomplish the goals and objectives. Resources may include staff or volunteer time, expertise, materials, and funding. For some advocacy efforts you may already have the necessary resources; regardless of whether the resources are already available or need to be procured, you need to budget the resources appropriately to meet your goal.

**Step 7: Assess Resources**

- Conducting the work requires resources and funding to support activities.
- Consider a range of donors to provide resources and/or fund the work.
- Articulate your vision and potential outcomes to convince donors.
- Budget activities and resources appropriately.

15. Show slide 15.

**Say:** Success—progress toward and achievement of your goals and objectives—can only be demonstrated if it is tracked through a strong M&E plan. M&E for advocacy is a bit more specialized than M&E for programs.

**Step 8: Develop Monitoring and Evaluation Plan**

- Purpose: To demonstrate progress toward your goals and objectives and define success for advocacy strategy
- Consider factors that make monitoring and evaluation (M&E) of advocacy different.
- Decide on methods for collecting data and measuring success.
- Develop indicators for your advocacy strategy.

16. Show slide 16.

**Say:** The last step in the process is to pull together everything you’ve discussed into a concise strategy.

As outlined on the slide, the strategy includes everything discussed in each of the previous steps.

Once drafted, you might revise the strategy several times before implementing it. A strategy is typically a “living document” updated to the reality of the work as implementation gets under way and it becomes apparent that changes are needed.

**Step 9: Draft and Implement Strategy**

Strategy should include:

- Background
  - Problem statement
  - Evidence
  - Root cause and policy solution
- Advocacy goals and objectives
- Allies and partners
- Activities
  - Target audience(s)
  - Advocacy message and channel
  - Responsible people/committees and required resources
  - Desired timeframe
- Monitoring and Evaluation Plan

17. Show slide 17.

**Say:** Remember, the steps in the advocacy process serve as a guide; you do not need to be overly rigid in implementation. Each step is important, but sometimes you may complete several steps at once, or you might need to go back and revisit previous steps.

**Ask:** Are there any questions about the process in general or about particular steps? Are there any concerns that you would like to raise before we proceed?

**Questions?**

- Step 1: Define Issue
- Step 2: Set Goals and Objectives
- Step 3: Identify Target Audiences: Decision-makers and Influencers
- Step 4: Engage in Partnerships
- Step 5: Create Effective Advocacy Communication
- Step 6: Plan Advocacy Activities
- Step 7: Assess Resources
- Step 8: Develop Monitoring and Evaluation Plan
- Step 9: Draft and Implement Strategy

**Wrap-Up—5 minutes**

18. Show slide 18.

Conclude the session by reviewing the learning objectives, summarizing the key concepts and definitions, and clarifying any participant questions.

Learning Objectives—Session 4

- Identify the steps for developing and implementing an advocacy strategy
- Describe the common features observed in several frameworks for developing an advocacy strategy
- Summarize the components of each step for developing an advocacy strategy

## Session 4. Activity Cards

### **Order the Steps in the Advocacy Strategy Development Process**

The following pages contain the “cards” for the card sort/step-ordering activity. Follow the instructions below to create the cards.

- 1) Print each of the five sheets sheet single-sided.
- 2) Cut each sheet along the dotted line as indicated.
- 3) Fold each sheet along the dotted line as indicated.
- 4) Place a small piece of tape or some glue along the edges away from the fold (optional).
- 5) Make one set of the nine cards for each of the small groups. *[Hint: To help keep the sets organized, print each set on different color paper.]*

Cut →

## Define issue

## Set goals and objectives

Fold →

- Issue or problem that requires a policy action or change

- Goal: general statement of what the group hopes to achieve in the long term (three to five years)
- Objective: short-term achievements that contribute to the advocacy goal

Cut →

# Identify target audiences, decision-makers, and influencers

# Engage in partnerships

Fold →

- Target audiences: whom we advocate to. There are primary and secondary target audiences:
  - Primary: decision-makers who have the authority to bring about the desired policy change
  - Secondary: people who have access to and can influence the primary audience
- Need to identify interests and positions of target audiences relative to the advocacy goal, as well as connections to you/your group

Partnerships can be more effective than solo advocacy; more skills, resources, connections

- Allies: who we advocate with; they help us to achieve our objectives and goal
- Networks/alliances/coalitions: groups of organizations and individuals working together to achieve changes in policy, law, or programs for a particular issue
- Different types of networks: informal/formal, personal/professional, temporary/ongoing

Cut →

# Create effective advocacy communication

# Plan advocacy activities

Fold →

- Translates the issue into a concise and compelling case for a target audience
- A step-by-step process that takes the target audience's knowledge, interests, and skills into account

- Actions an individual or organization can take to support an objective
- Can be direct, indirect, public, or private and include a range of actions such as events, development of materials, gathering data/evidence, and more

Cut →

## Assess resources

## Monitor and evaluate policy advocacy

Fold →

- Identify and attract resources (money, equipment, volunteers, supplies, and space) to implement your advocacy campaign.

Monitoring: a process of gathering information to measure progress in implementing the advocacy action plan

Evaluation: a process of gathering and analyzing information to determine if the advocacy objectives have been achieved (the effect of the activities)

Cut →

# Draft and implement strategy

Fold →

- Develop and then carry out a set of planned activities to achieve your advocacy objectives.