

# DPO Advocacy Skills



A training manual for  
Disabled People's  
Organisations



## **Introduction aims and objectives**

This manual has been developed by the National Council for Persons with Disability as part of our training programme to build the capacity of organisations run by and for persons with disability.

The National Council of Persons with disabilities was set up in the year 2004 by the Disability Act. NCPWD is a semi-autonomous government agency with the mission:

*“To mainstream disability issues in all aspects of socio-cultural, economic and political development.”*

The training programme was developed after a needs assessment found that national organisations have a strong need for advocacy skills to be able to influence decision makers to ensure that the rights and needs of persons with disability are addressed by the government institutions, businesses and the general public.

### **Aim of the course:**

To give participants an understanding of how to plan and do advocacy and how and when to use different advocacy techniques

### **Objectives:**

By the end of this training course participants will:

1. Understand the importance of thoroughly planning an advocacy campaign and how to do it.
2. Understand different campaign techniques and how to use them.
3. Understand the basic principles and methods of communications advocacy.
4. Understand the basic principles of popular mobilization and its advantages and disadvantages.
5. Understand some simple lobbying techniques
6. Understand how to work effectively with advocacy and campaign allies.

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# 1. What is advocacy?

Definition of advocacy:

“Activity to achieve changes in institutional practice or public behaviour in order to benefit the poor or disadvantaged directly.”

## Examples of “institutional practice” –

- ◆ Schools not teaching in sign language.
- ◆ Government not giving enough money for rehabilitating disabled people.
- ◆ Banks discriminating against persons with disability by not having wheelchair access.
- ◆ Television not providing sign language interpretation.

## Examples of public behaviour –

- ◆ People calling names to people with disabilities.
- ◆ Families not allowing people with disabilities to inherit land.
- ◆ Violence against people with albinism because of belief in witchcraft.

## 1.1 Who does advocacy?

There are three different types of advocacy:

### Advocacy done **for** disadvantaged people:

If you have greater level of skills and resources than the disadvantaged people, then doing advocacy **for** them can be the best approach. Also there may be situations in which an outsider is in a safer position to advocate than the people in the community who may be threatened by intimidation or violence if they speak out.

### Advocacy done **by** disadvantaged people

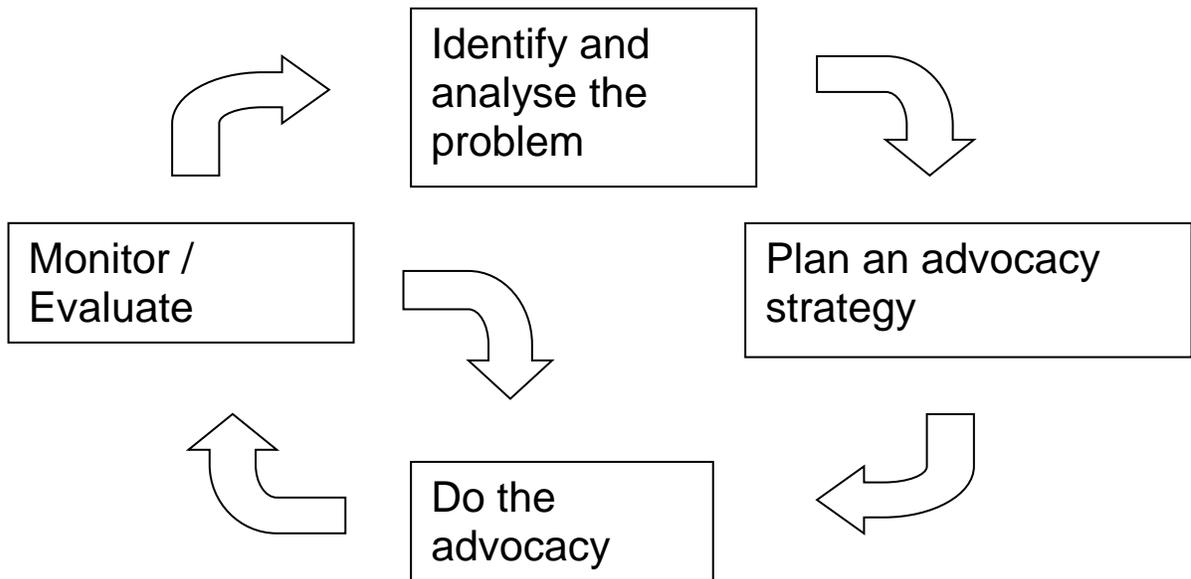
Most people see this as being the best approach. Supporting disadvantaged people **to be their own advocates** is most sustainable as it will continue even after you have left. Disadvantaged people are also best placed to talk about their own needs and demands, because they know their own needs best.

### Advocacy done **with** disadvantaged people

This is a happy medium between the two which many NGOs claim to follow. For it to be genuine disadvantaged people should be involved in choosing the issue, setting the objectives and deciding on the strategy, as well as sharing responsibility for putting the strategy into practice.

## 2. Strategic Planning of Advocacy:

### 2.1 The advocacy cycle



It is important go through all these stages to plan a successful advocacy campaign. Sometimes we may go through these stages without thinking about them but it is best to make the stages clear in order to plan properly and involve others in our advocacy campaign.

#### Why do we need to put so much emphasis on planning advocacy?

1. We have limited resources (time, money, and volunteer help). We need to make sure we use these resources effectively to achieve real changes.
2. By setting clear objectives and going through the process of planning properly it will make it easier to review and evaluate our plans and make sure we learn for next time.
3. Planning advocacy gives us the chance to involve others and get widespread support and participation in our advocacy.

### 2.2 Identifying the issue or problem to work on.

This step in the process of advocacy is really important. There are lots of problems in the world. You need to focus on the problem that is having most impact on your beneficiaries, persons with disability.

Generally problems facing persons with disability can be grouped into the following categories:

- ◆ **Lack of access to buildings and transport** – e.g. no wheelchair ramps.
- ◆ **Lack of access to health**
- ◆ **Lack of access to education**
- ◆ **Negative attitudes towards person’s with disabilities** – e.g. not sending children with disabilities to school
- ◆ **Not being able to make a living** – e.g. lack of job or land to grow crops
- ◆ **Lack of access to communications and information** e.g. no sign language interpreters.

### **Methods of identifying the problem**

You need to consult the people you represent to find out what is the most important problem or issue for them. You need to make sure that this process is as **participatory** as possible. This means you should involve the persons with disabilities you represent in planning identifying what problems are most important for them

Here are some methods of consulting you members:

#### **Group discussions:**

These could happen during a scheduled group meeting or you could organise a special meeting to identify issues that your organization will campaign on. It could take place in a large community meeting or a small “focus group” of 8 to 15 participants. The advantage is that they can provide a forum for everyone to share ideas. The disadvantages are that they can stray from the topic and it can be difficult to get people to agree.

#### **Ranking and Rating Exercises**

These exercises can help you to find out which problem your members would like to address out of a number of options. This could be done during a meeting by voting or by sending out a questionnaire.

**More information is given in the appendix** (*Participatory Approaches: A facilitator’s guide p.138*)

**Use previous research:** You can read reports and the results of surveys that have already been carried out. This is usually cheaper and quicker than carrying out research yourself. Two very important sources of research on disability in Kenya are:

- ◆ State of Disabled Peoples Rights in Kenya (2007) Report  
Available from: [www.yorku.ca/drpi/files/KenyaReport07.pdf](http://www.yorku.ca/drpi/files/KenyaReport07.pdf)
- ◆ “Kenya National Survey for Persons with Disabilities: Preliminary Report” 2008 which is available on: [www.cbs.go.ke](http://www.cbs.go.ke)

The disadvantage is that existing research may be out of date.

**Interviews:** Talking to people over the phone or face-to-face. This could include talking to both your members (persons with disabilities) and other key stakeholders such as teachers in special schools, DSDOs and people who provide services to persons with disabilities. This is a very flexible technique, you can choose what questions to ask and change the questions depending on the situation. You also build a personal relationship with the interviewee. The disadvantages are that interviews take time and are expensive in travel and communication costs.

**Surveys using questionnaires:** Sending a list of questions to people for them to complete and return. The advantages of this method is that you can include a large number of people in diverse locations. You need to be careful about how you write the questions because sometimes they will be misunderstood. It is also sometimes difficult to get people to return questionnaires.

Because people respond individually in a survey or interview it is not the best way to build collective spirit or enable people to find common ground. It's therefore better to use a questionnaire together with a focus group discussion, workshop or other type of group building event.

## ***2.3 Analysing the problem***

Once you have identified a problem to work on you need to analyse the problem by looking at its causes and effects and thinking about what is the best way to solve the problem. By doing this you will identify a more specific issue to work on and identify aims and objectives of the campaign.

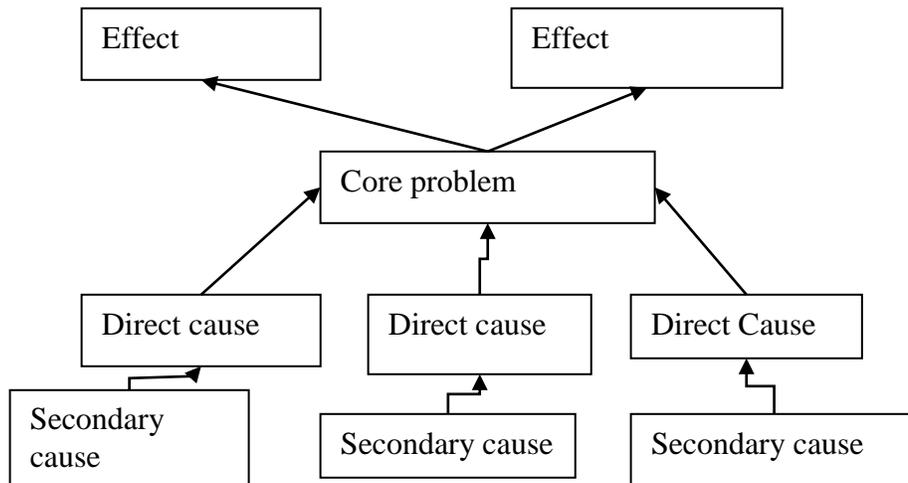
### **Problem Tree Analysis**

#### **Step 1 create a Problem Tree**

One of the most effective ways of doing this is by forming a problem tree. This is a visual mapping tool that you can do with your members and the key stakeholders of the campaign.

The problem tree helps you to analyse the situation and identify a **core problem or issue** that you want to focus on. The tree has a trunk that represents the core problem, roots that represent the causes of the problem, and branches that represent the effects.

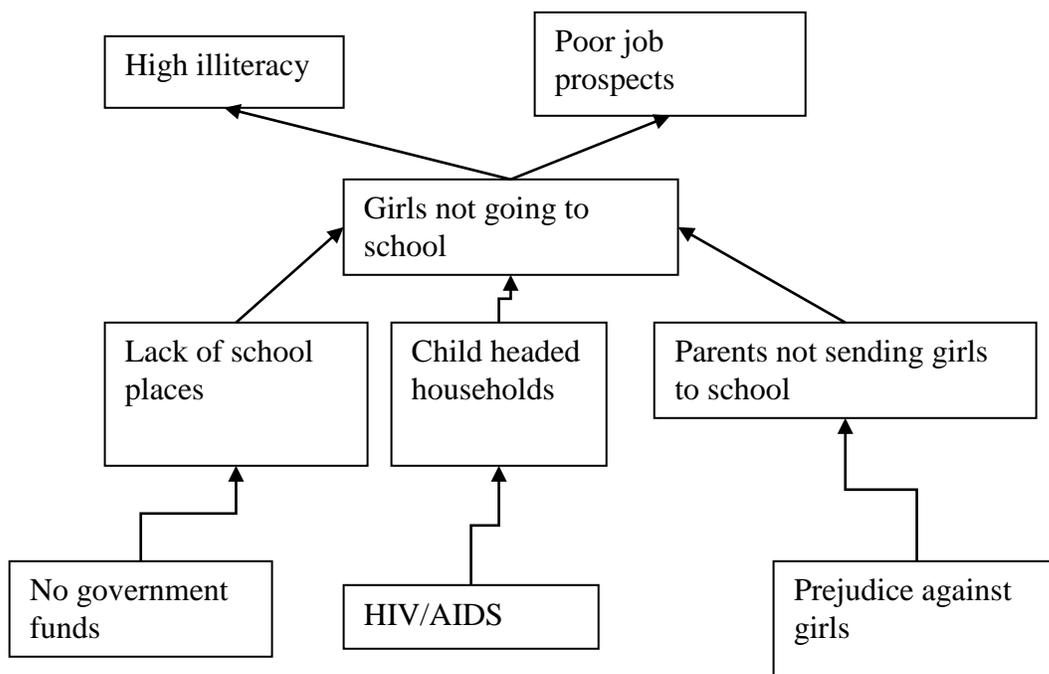
**A Problem Tree diagram:**



To start the tree write the causes and effects on small pieces of paper and stick them onto a large piece of paper or a wall.

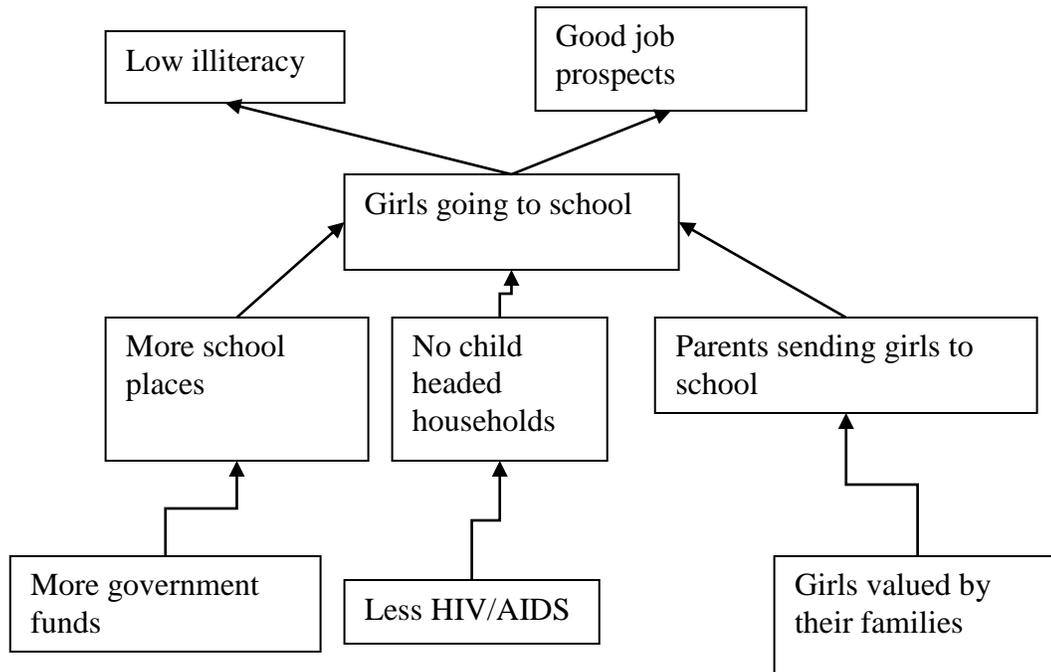
The group can then negotiate the relationship between the cards and how they should be placed. The tree can be re-framed by making one of the causes or affects the core problem, and re-adjusting the other cards around it.

**Example of a problem tree:**



## Step 2 Turn the problem tree into a solution tree:

All you need to do is change the statements into their opposites: i.e. make the negative of each sentence.



The solution tree helps you to be more specific about the issues you want to campaign on. You may want to choose one of the roots of the tree to focus your campaigning efforts. Each of the “secondary solutions” to a problem can help to form the objectives of your campaign.

For instance in the example above the **campaign issue** might be:  
*Lack of school places limiting the number of girls attending school.*

One of the objectives of the campaign might be:  
*Increase the amount of funding given by the government for school places for girls.*

### Criteria for identifying things to campaign for:

Campaign issues should:

**Result in a real improvement in people’s lives:** Visible changes in people’s lives give your supporters / members motivation to continue to campaigning. They also get more support for your organization. E.g. The setting up of special

units in schools, the building of new schools, and provision of sign language interpretation in hospitals are things that people can see and have impact on their lives.

**Give people a sense of their own power:** It should involve your members and supporters in campaigning so that they want to get more involved in campaigning. E.g. All members at a local level can get involved in campaigning for more special units in their local schools, but it would not be so easy to get your members involved in a campaign for ratification of the UN Convention of the Rights of People with Disability.

**Be widely felt:** If a lot of people are affected by an issue it is a good idea to choose that issue. E.g. Many people would be affected by campaigning to make Matatus more disability friendly but not so many would be affected by a campaign to make the national theatre disability friendly.

**Build lasting organisation and alliances:** The issue should lend itself to networking and organisation building. E.g. Campaigning on the issues of HIV or women with disabilities would provide opportunities to work with new allies such as women's groups and health campaigners.

**Promote awareness and respect for rights:** By campaigning on issues that are already in the UN Convention on Rights of PWDs or the Disability Act then you could raise awareness about the rights of persons with disabilities.

**Have a clear target:** A target is a person or group of people who have the power to respond to your demands. By focusing your campaign on an individual person or group you help to make it more understandable to your supporters and make it more likely that you will be successful.

## **2.4 Setting objectives**

The objectives of the campaign should be:

**Specific:** Don't use vague language like "sensitise" and "empower" or words that can be interpreted in different ways. Be specific about what you will do, how you will do it and who you will involve.

**Measurable:** Give numbers of people, groups, organizations, etc to be targeted.

**Achievable:** Is the campaign you have chosen winnable? Considering the resources, staff and supporters you have and the alliances you can build can you achieve what you have set out to do?

**Relevant:** Is the objective relevant to the problem you have identified?

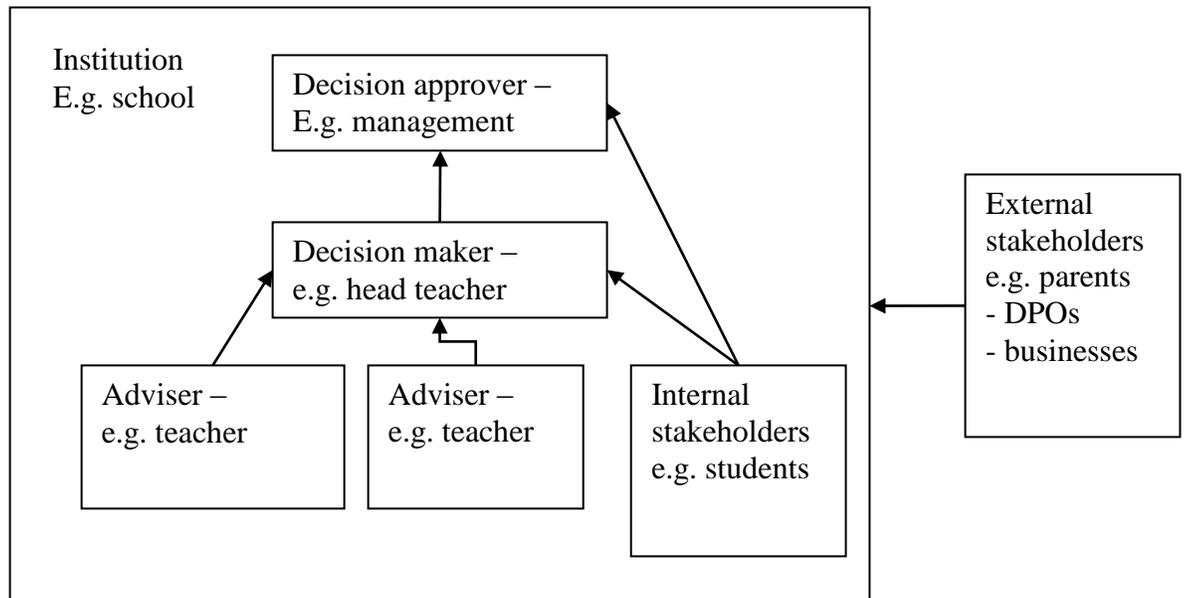
**Time bound:** Be clear about when you hope to achieve an objective.

## **2.5 Power analysis**

Once you have identified the issue and objectives of your advocacy you need to identify who you will need to influence in order to achieve this aim. This can be done through conducting a power analysis.

In the following example you are trying to influence a school to make it more accessible for persons with disabilities.

### Simple Power analysis: Influencing a school to make it more accessible to children with disabilities



You should also identify how much influence each stakeholder in the diagram has over the issue and how important the issue is for the stakeholder. For example the issue is very important for parents of children with disabilities but may not be so important to the teachers.

When conducting a power analysis you need to identify the stakeholders that have:

- ◆ **High influence and high importance:** e.g. the teacher. These people are key to finding ways to convince them of the importance of your issue.
- ◆ **High importance but low influence:** These people are key to the process. In this example they would be the parents and students. You should try to empower these people to have more influence.
- ◆ **Low importance but high influence:** Care should be taken with these stakeholders. Their interests could conflict with those of your advocacy campaign. For example, a teacher could not want more access for children with disabilities into their school because it would take money

from other projects. You may need to convince these stakeholders to agree with your point of view. Or you could try to reduce their influence over the decision making process.

From the power analysis you will be able to identify the following categories of people:

**Target:** The individual decision maker with the power to respond to your advocacy demands. These can be divided into the primary target (in the example in the diagram this is the headmaster) and the secondary targets who have some influence over the primary target (in the diagram this could be the teachers).

In a presidential system the primary target is usually the President, but it usually very difficult to access him or her or there may be a great political risk of putting him or her in the spotlight of your campaign. For that reason campaigns usually choose secondary targets such as Ministers, key advisers to the president or senior civil servants who have influence on this issue.

**Opponents:** These are influential people and institutions who oppose your advocacy campaign.

We will talk more about how to deal with Targets and opponents in the chapter on **Lobbying**.

**Allies:** Influential individuals and organizations that support your advocacy campaign.

We will talk more about how to deal with allies in the chapter on **Building Alliances**.

**Note: For more information see Appendix 4 Stakeholder Analysis**

## ***2.6 Key messages of your advocacy***

Once you have done your problem analysis and power analysis then you should be able to identify three key messages of your advocacy:

- 1. What is the problem and what are the social, political and economic costs of the problem?** (these can be identified from the problem tree analysis)

In the example of increasing access of children with disability into the school the problem would be lack of access of children with disabilities to the school. The costs are marginalisation of people with disability, lack of education of persons with disabilities and persons with disabilities not being able to contribute to the economy because of their lack of education.

**2. Who or what is primarily responsible?** (this can be identified from the power analysis)

In the school example the person responsible might be the headmaster of the school who has not provided facilities for children to access the school.

**3. What are your concrete policy demands and proposals?** (This should come from your solutions tree analysis) – there should be no more than two or three demands.

In the school example this could be:

1. Buying equipment for the school to make it more accessible including a brailing machine and wheelchair ramps.
2. Employing a trained teacher trained in special needs education to improve integration to the school.

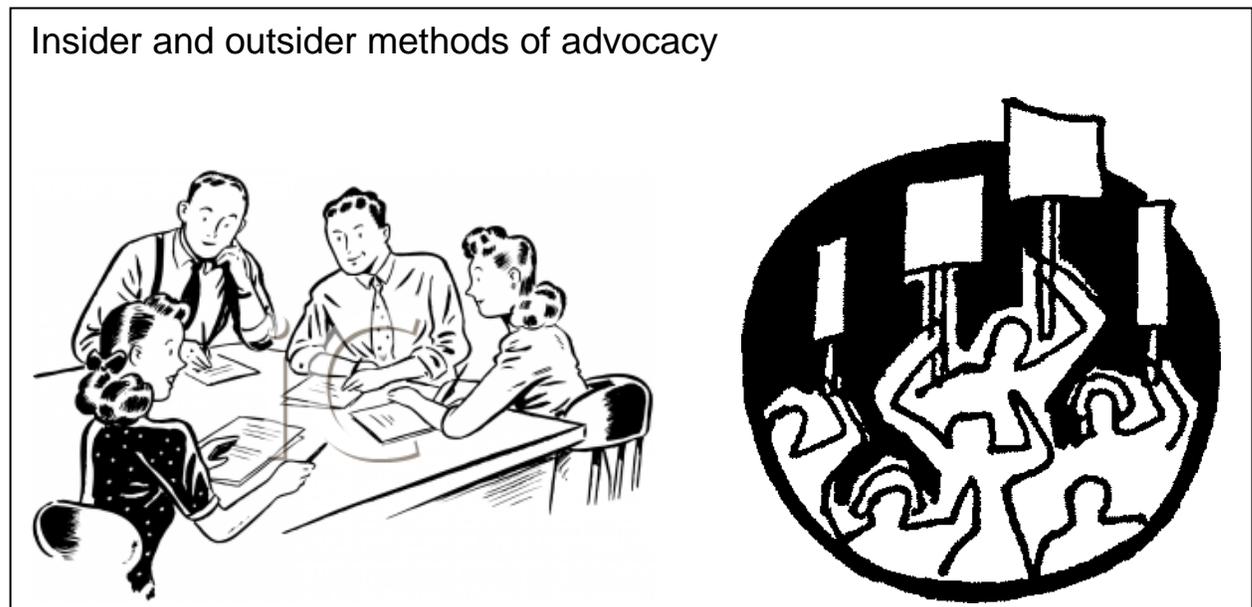
### 3. Choosing methods of advocacy

Once you have identified the main targets of your campaign you are ready to identify methods of advocacy to influence the target. Methods of advocacy can be divided into four categories which are covered in future chapters:

1. Communications and Media
2. Popular Mobilisation
3. Lobbying
4. Building Alliances

#### Insider or outsider methods of advocacy?

You should think about **how the decision maker will perceive you** when you choose a method of advocacy. Will they perceive you as an insider or outsider?



#### Insider advocacy methods

This involves working closely with the advocacy target to build a strong working relationship cooperating with the target where appropriate.

For example, in the case of influencing a school to accept more children with disabilities *insider methods* would include:

- holding a meeting with the head teacher.
- giving the head teacher information about how they could make the school more accessible and where they could get Braille machines from etc.
- giving information about the benefits of integrating children with disabilities into the school.

-praising the school in the local media about progress it has made and encouraging it to do more.

### **Outsider advocacy methods**

This involves setting yourself apart from the advocacy target, holding public demonstrations and publicly criticising the advocacy target.

For example in the case of influencing a school to accept more children with disabilities it could include:

- Criticising the head teacher in a media interview for not making enough progress.
- Holding a demonstration outside the school

**Note:** You should be very careful about using extreme outsider methods of advocacy. This is likely to cause a bad relationship with the advocacy target and could prevent future possibilities of insider advocacy.

## 4. Communications and Media

Communication is vital to effective advocacy. Firstly, good communication among your colleagues and supporters is important to keep them focused on the advocacy goal. Secondly, external communications are vital to put pressure on decision makers by raising awareness about your issue and your demands

Communication materials include posters, leaflets, press releases, videos or audio recording.

The **media** is newspapers, radio, television and the internet. If you can get regular media coverage it is a lot cheaper than producing your own materials or paying for advertisements in newspapers. Also you are likely to access many more people through the media.

### **Tips for media and communication:**

- ◆ Always think about your audience when writing communications materials or giving a media interview. What type of language would they understand? What would appeal to them?
- ◆ Think carefully about which media you will target? What type of media do the people you are trying to target read or listen to?
- ◆ Keep your messages short, simple and focused on the key messages identified above.
- ◆ Use real life stories and quotes. People are more interested in hearing about individual people's stories than abstract concepts or statistics.
- ◆ Present solutions to the problem and be positive.
- ◆ Tell the audience how they take action and what they can do to help.

### **4.1 Planning communication advocacy**

When planning communication advocacy you first need to think about two questions which help you to decide what your primary message should be and how you will deliver that message

**1. Who is your audience?** What is their age, gender, class, employment status and race? Where do they live and work? What languages do they speak? Do they read? Do they buy newspapers and have access to internet, radio or TV? What are their primary sources of information? And most importantly **what appeals to them?**

**2. What is the purpose of the communication?**

This could be to change the attitudes or beliefs about disability. It could be to get them to take action for example to come to a demonstration. It could be to give them new knowledge or understanding about disability. It could be to put pressure on the decision maker to take action.

## **Getting the message right**

The message will always depend on the primary audience you are trying to communicate with and the action you are trying to get them to take. When communicating with a mass audience you should always try to keep the message as simple and brief as possible. Try to use real life stories and quotes. Use clear facts but don't use too many statistics.

You should think about how your audience will respond to the message. Negative messages can have impact and shock people into action but if messages are too negative they can make people depressed, pessimistic and unlikely to take action. You must be clear about the problems but also about how they can be solved.

## **How to deliver the message?**

There are countless different types of communication or "medium" which are listed below. When choosing which medium of communication to use you should think about:

**Use a medium which is popular with your audience:** If you are trying to influence a politician you should try to target national media or local media in their constituency. Think about which types of media are likely to be read by decision-makers. However, if you are trying to change the attitudes of people in rural areas you might consider using theatre or music which is easy to understand for people who don't read or write.

**What is your organisation's ability to work with that medium?** What skills are needed? What resources are needed? Will we have to pay (e.g. for an advertisement or to print posters etc?)

## ***4.2. Different Types of Communication:***

### **Print:**

- ◆ Newspapers and magazines
- ◆ Journals bulletins, newsletters, updates
- ◆ Posters, leaflets, fliers, action alerts, pamphlets, car stickers
- ◆ Reports and studies
- ◆ Letters to decision makers.

### **Electronic**

- ◆ Radio
- ◆ Television
- ◆ Videos and films
- ◆ Internet

## **Drama and folk art forms**

- ◆ Street theatre and puppet shows
- ◆ Song, music and poems
- ◆ Dance

## **Tools for getting media coverage**

**Press releases:** These can publicise a forthcoming event for example a demonstration or press conference. They can be sent to publicise some new research or in response to something that is in the news, for example the killing of people living with albinism in Tanzania.

*Tips for writing press releases:*

- ◆ Make sure the first paragraph is interesting enough to be covered
- ◆ The first paragraph should also say:
  - What is happening?
  - When is it happening?
  - Where is it happening
  - Who is involved?
  - Why is it important?
- ◆ Use a direct quote in the first two paragraphs.
- ◆ Use one fact or numbers to show it is important
- ◆ Use short sentences of no more than 25 words
- ◆ Use paragraphs containing no more than 2 to 3 sentences.
- ◆ Keep the length to one page.
- ◆ Use simple language without jargon.
- ◆ Avoid lots of adjectives and adverbs.
- ◆ Proofread it before you send it.

*Layout*

- ◆ Put the date and release details at the top of the page. Say whether the information is “FOR IMMEDIATE RELEASE” or “EMBARGOED FOR RELEASE”. An embargo means that the information must not be released until a specified date and time.
- ◆ At the end of the release, put *–END–* and list contact names and numbers where the journalist can get more information.

## **Press conferences**

A news conference lets you announce a story to a number of journalists at once. It usually involves three to five speakers making presentations followed by questions from journalists.

However, press conferences can be costly to organize. Sometimes you can achieve the same result by sending press releases and briefing materials to journalists from your office.

There is a checklist on organizing a press conference in the appendix (p.247 “A New Weave of Power, People and Politics”).

### **Letters to the editor**

Most newspapers and magazines have a “letters page” where readers can write in to express their opinions. Letters are widely read and provide a good opportunity to promote a cause or debate issues.

Letters should be short and to the point. Short letters of around 100 words can be very effective. A letter should make one main point and end with a call to action.

The impact can be increased if letters are signed by more than one signatory, representing different organizations or interests. If your letter is responding to an article in a daily newspaper, you should submit it to the paper within a couple of days.

### **Television and radio interviews**

This can be one of the best ways of getting to a wide audience. Television and radio are often more likely to cover events such as demonstrations or performances where it will be possible to get interesting images or sound recordings.

Before you agree to an interview make sure you know:

- ◆ What programme you will be on.
- ◆ Whether it is live – this means the interview is broadcast at the same time as you are speaking - or pre-recorded to be broadcast later.
- ◆ Who the interviewer is, what their interview style is (confrontational, conversational, etc.) and if possible their views on your issue.
- ◆ What reason are they giving you the interview.
- ◆ What you are likely to be asked and how long you will be given to talk.

Select spokespeople who will come across well – they should be knowledgeable, appear confident and show a passion for what they are doing. Sometimes it is good to offer an ordinary person who is affected by the issue. Even though they may not be as confident as an “expert” the human issue of their story and their passion for the issue may make them more popular.

### **Preparing for an interview**

- ◆ Focus on one main message and come back to that message again and again in different ways.
- ◆ Keep your answers simple and use stories and examples. Don't use jargon.
- ◆ Be enthusiastic about the subject. People will usually remember your passion for an issue more than what you say.
- ◆ Do not allow the interviewer to sidetrack you from your main message.
- ◆ Do not become defensive or angry.
- ◆ Rehearse and practice your answers in front of a mirror.
- ◆ If you are going to be on television ask the journalist what to wear.

### **Soap operas / Drama serials**

These can be a great way of changing attitudes and behaviours. For example in the UK HIV/AIDS campaign groups asked a TV production company to have an HIV positive character in their show. This really helped to increase people's understanding of HIV and changed people's attitude to HIV positive people.

The same could be done for persons with disabilities. This could be done by approaching a company that already makes a popular soap opera and asking them to include a person with a disability and depict their life and disability in a positive way.

### **Other types of media:**

**Phone in shows on the radio:** You could either ask a radio station to produce a show specifically for you or phone in to an existing programme

**Political comic strips:** These often appear daily in national newspapers. You could approach the author to ask them to produce a strip on disability.

**Internet:** This can be through producing a website or sending out emails to your supporters to mobilize support.

**Newsletters:** These are a good way to inform you supporters and allies about the progress of your campaign.

**Posters and car stickers:** These are good for communicating simple messages.

**Pamphlets, comic books and photo novels:** These will probably get a big audience where information is scarce. The challenge is to make sure that they are simple enough for your target audience to understand, especially if literacy levels are low.

**Street Theatre and songs:** These can reach a wide range of people, especially those who people who can't read or write. These can be effective in rural areas where people don't get television or newspapers. They can also be a good way of starting discussions.

## 5. Popular Mobilisation

Popular mobilisation is any activity that builds and uses the strength of numbers of your supporters to exert political pressure. It could include organising a public meeting, organising a demonstration or bringing a group of your grassroots members to meet with a decision maker.

The disadvantage of protests is that they can be seen as confrontational and undermine your relationship with the decision maker. They can also get out of control.

### Popular mobilisation tips:

- ◆ Use the media to create publicity before, during and after an event.
- ◆ Be creative: a demonstration could take any form for example, an all night vigil, a tea party, a picnic etc.
- ◆ It is important to make things fun or interesting to get large numbers of people involved.
- ◆ Use popular mobilisation as an opportunity to educate your members and help them learn new skills such as planning and public speaking.
- ◆ Make sure you are safe. Carefully consider the political environment before organising a demonstration. You can guard against trouble-makers becoming involved in the demonstration by appointing community leaders to “marshal” the demonstration and informing the police before a demonstration takes place.

### 5.1 Planning popular mobilization

Actions should:

- ◆ **Be thoroughly planned**
- ◆ **Be fun and creative** – you will be relying on volunteers to get involved in your action or event so make it something interesting that is fun to get involved in.
- ◆ **Take account of the political environment** – make sure that the participants don't have to take unnecessary risks by getting involved in popular mobilization.
- ◆ **Inspire participants** and give them a sense of the possibilities of working together for change
- ◆ **Offer opportunities for participants** to learn new skills such as planning, public speaking, recruitment.

Before you organise an event participants should have clarity and agreement about the issue they are campaigning on.

## **5.2 When to do popular mobilisation:**

It is a good idea to do popular mobilization at times when politicians and decision makers are looking for popular support. At these times they will be more open to pressure from the general public. These times include:

- ◆ **Before elections and referenda**
- ◆ **When politicians are visiting a particular area**
- ◆ **When public consultation is being held** – for example when planning a new road.

## **5.3. Examples of popular mobilization:**

Popular mobilization could be any technique that shows public support for your campaign, it doesn't have to be a rally or a demonstration. These could be things like:

### **Wearing a badge or a t-shirt**

**Holding a publicity stunt** - For example you could chain yourselves to a public building, stage a die in where you enter a government office and lie down or you could offer to push a prominent politician around Nairobi in a wheelchair. You need to be creative and do something that will catch media attention.

**Signing a petition** – a petition is a list of names and signatures that support an issue that can be submitted to a politician or decision-maker. Collecting signatures for a petition can give your supporters a chance to talk to people face-to-face about your campaign issue.

### **Sending post card, email or writing a letter to a decision maker**

**Consumer boycotts of a business:** This is where customers refuse to use a particular business or buy a product. This can help to change the policy of a business for example to employ more persons with disabilities.

### **Case Study: “The Great Supermarket Till Receipt Collection”**

For example Christian Aid a British development aid charity organised “The Great Supermarket Till Receipt Collection”. The campaign aimed to force supermarkets to improve the pay of workers who produced food for the supermarkets.

The receipts were sorted and given to the relevant supermarkets, with an explanation that the people who spend all that money care about the way workers who make the food are treated. The campaign participants also regularly returned to supermarkets to ask about progress being made.

The campaign managed to collect £15million of receipts, showing a huge amount of public support for the issue.

**Strike or picket:** This type of activity would need the support of trade unions. It could also be another way of getting an employer to employ more persons with disabilities.

**Public meeting:** This would typically bring together citizens with political leaders to discuss problems. In the meeting citizens can ask questions, make demands or propose solutions.

## **6. Lobbying:**

*Definition:* “Direct one-on-one communication with decision makers and other people who have influence on decision makers.”

Lobbying can be through formal meetings and letters to decision makers or informal through conversations in the market, restaurants and other social settings. It is very important to build relationships with decision makers for this to be successful.

You should try to find out as much information as possible about your lobbying target. Including where they stand on your issue (see above under power analysis) if they are an MP where is their constituency?

### ***6.1 Steps of successful lobbying***

#### **STEP 1: Research rules and procedures**

Make yourself familiar with how decisions are made in government.

Through which procedures and rules can the laws be changed and decisions made? Which parliamentary committees, ministries have power on this issue? This will involve observing how parliament works and talking to people on the inside if possible.

Which political parties are powerful and how can you influence the policy of those political parties? You could also think about large aid donors such as USAID ( the American donor agency) and UNDP (United Nations Development Programme). They can often influence what happens in government because of the large amount of money they give to the Kenyan government.

#### **STEP 2: Research and classify who has power**

The power analysis should be able to help you with this step. Think about who are your targets, allies and opponents.

If there will be a vote on a particular law that you support or oppose it is important to estimate votes and focus your lobbying on those most likely to be won over.

### **STEP 3: Inform and build relationships**

Lobbying requires a series of formal and informal one-to-one contacts with decision makers, and a steady stream of information to back up your case. Don't just visit decision makers when you need something from them. Combine one-on-one visits with briefings, mailings and invitations to your events.

One-to-one visits can be extremely effective. It is also helpful to meet the decision maker informally at places where they may socialise. For example at church, the rotary club etc.

It is also very effective to visit politicians as a small group, for example of constituents of an MP. But you must decide what each of you are going to say before the visit.

#### **Lobbying visit tips:**

- ◆ Introduce yourself and your organisation, what you do and who you represent.
- ◆ Express appreciation for past support if possible
- ◆ Be personal when possible
- ◆ Be prepared for a conversation
- ◆ Have the three main communication points ready (see above)
- ◆ Be able to tell the target what they can do to help (e.g. writing a letter to the main decision maker, attending a meeting, giving a message of support etc.)
- ◆ Try to get a commitment from the decision maker
- ◆ Follow up the meeting with a letter summarising the key points.

**Note:** Be confident. As a citizen, you have the right to voice your opinion. You don't have to be an expert. You just need to know what you want and what people in power can do on your issue.

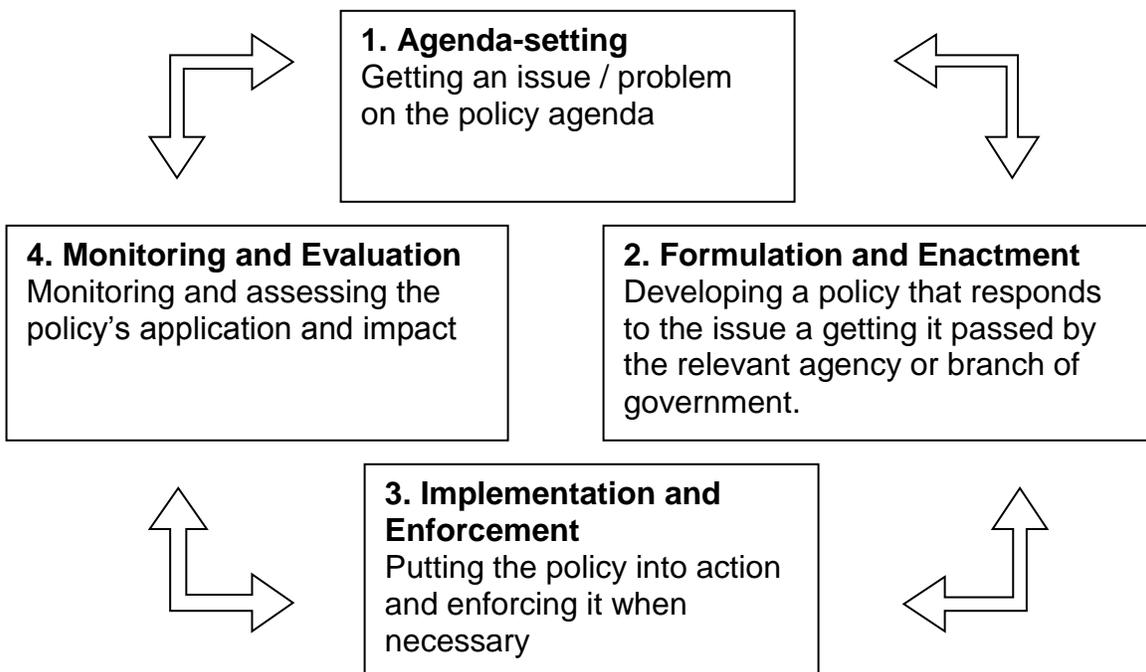
### **STEP 4: Get attention by showing strength**

Use popular mobilization techniques to assist your lobbying strategy. For example you can ask your supporters to write to an MP before your lobbying visit, you can present a petition to the MP or hold a publicity stunt outside their offices.

## 6.2. Phases of policymaking:

Remember that lobbying does not end once the law has been changed. You need to go through a series of stages before the policy you are advocating for is implemented and you can be sure it has had an effect. These stages could take a number of years. You will need to use lobbying and other advocacy techniques at each stage in this cycle.

**Phases of Policymaking** (from Valerie Miller and Jane Covey, *Advocacy Source Book*, IDR 1997)



## 7. Building Alliances

### 7.1 Working in partnership / coalitions:

Working with other organisations and that share the same aims as you can be an important way of increasing your strength and resources. They can help you to get to get access to decision makers.

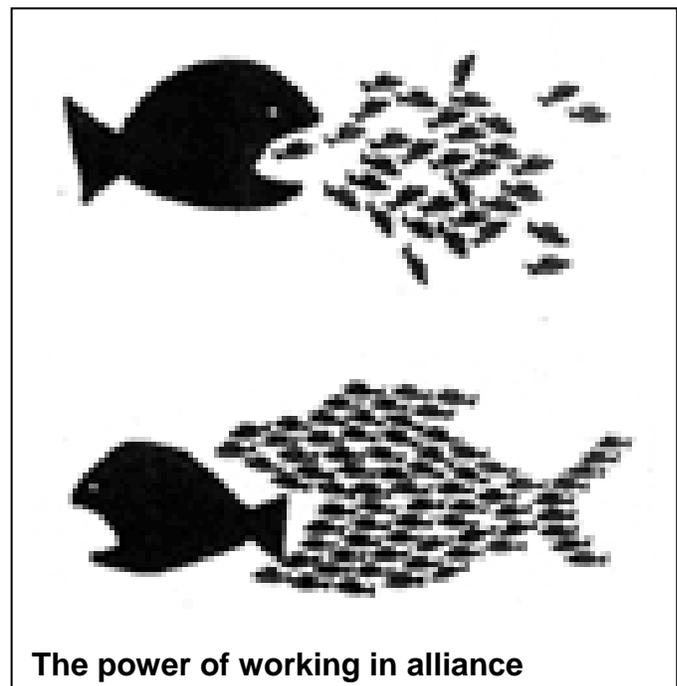
However, the disadvantage of working in partnerships is that there can be internal conflict, which can take a lot of time to resolve.

#### Tips for working in partnerships / alliances:

- ◆ Use your power analysis to establish which organisations to partner with. They will be the ones that have influence and share your concerns on your advocacy issue.
- ◆ Stay focused. Be clear about the advocacy issue you will work on together.
- ◆ Be clear from the start about how you will work together, what you will and won't do together. Divide roles between organisations depending on your strengths and weaknesses
- ◆ Be imaginative. For example DPOs in Voi have partnered with a theatre group to help them spread positive messages about people with disabilities and with an environmental organisation.
- ◆ Don't just consider disability in a box. For example think about partnering with other groups that are working on the right to access to education such as parents groups.
- ◆ Show mutual respect and be responsible towards each other.

### 7.2 Reasons to make an alliance

- ◆ To strengthen your political voice and power – by working together.
- ◆ To make sure everyone is speaking the same message.
- ◆ To support policies or political candidates.
- ◆ To achieve a political victory that might not happen otherwise.
- ◆ To avoid duplicating and fill gaps.
- ◆ To be more coordinated in your advocacy and to share tasks between members of your coalition.



### **7.3 Challenges of working in alliance**

**Communication barriers** – This could be language problems, lack of telephones and email or lack of regular meetings. Without proper communications some members will be uninformed and excluded from decisions. You should make sure that there are regular meetings and communication newsletters to avoid these problems.

**Undemocratic decision making** – Generally alliances work better when they are more democratic. However, decisions sometimes need to be made quickly without consultation. In a large coalition some organisations may feel left out of decisions. One way around this is to have clear decision-making structures. You may want to elect members to a five member steering group that could make day-to-day decisions.

**Loss of independence** – smaller organisations can feel overwhelmed in large coalitions with large partner organisations. You should make sure that smaller organisations have the chance to be involved in all activities of the coalition to avoid this problem.

**Money tensions** – Money is often a source of distrust. Sometimes those with more funding feel that they should have more control. Your financial procedures should be transparent to avoid these problems.

## 8. Evaluation of campaigns

Evaluation has many different definitions but it basically means learning from past experience. Evaluation is a crucial part of the advocacy cycle.

Evaluation has many benefits including:

- ◆ Helping you to learn from past experience to improve performance.
- ◆ Identifying future needs or the next steps in a campaigning.
- ◆ Making all supporters and staff members feel valued so they know that they have done good work.
- ◆ Reporting back to donors.

Any evaluation should involve **looking at the objectives** of your advocacy campaign and asking three separate questions:

1. **What went well and why?**
2. **What went badly and why?**
3. **What could be improved for the next time?**

### **Evaluation meeting**

This can be done immediately after a key event, or campaign milestone, with key stakeholders to answer these questions. Alternatively it can be done at the next group meeting. Everyone should be given the chance to contribute.

### **Quantitative and qualitative measures**

You should use both qualitative information and quantitative information for answering these questions. For example, how many people signed a petition is a quantitative measure. By contrast a reduction in discrimination against persons with disabilities is a qualitative measure.

For best results it is best to think at the beginning of an advocacy project how you will evaluate a project and what information you will need to collect in order to evaluate the project.

### **Focus on impact and outcomes**

The success of your project should not just depend on the outputs of your work, for example the events you have held or the number of posters you have distributed.

The true measure of success of a campaign is the impact of the project – whether the lives of disadvantaged people – persons with disabilities were improved by the project.