

# Advocacy and Policy Engagement Training Manual

A practical guide to develop and implement  
advocacy campaigns





The Inclusive Labor Institute (ILI) is a knowledge and action hub dedicated to understanding the conditions and experiences of the essential workers who power the informal economy and the future of work. ILI believes that knowledge on the conditions of work should come from workers and that the solutions to enable more decent work must be defined by workers themselves. ILI provides a space for worker-led organizations to collect and share knowledge, share their stories and advocate for a more just, secure future for workers. ILI supports a coalition of formal and non-traditional unions by providing knowledge, services and resources to ensure that the future of work(ers) is determined by workers.

## **Acknowledgments**

We would like to thank the following individuals and institutions for their guidance, support, and invaluable insights in the development of this guide: Advocacy expert Mr. Tarek Lamouchi; Ms. Asma Ben Hassen, Ms. Rania Hadji, and Ms. Anais Dicroce for reviewing the report; as well as the Institute Taher Sebti, with whom the manual was tested and enriched through practical feedback and exchange.

## Table of Contents

|                                                            |           |
|------------------------------------------------------------|-----------|
| <b>Introduction .....</b>                                  | <b>3</b>  |
| <b>Section 1 – Understanding Advocacy .....</b>            | <b>5</b>  |
| <b>Section 2 – Strategic Foundations of Advocacy .....</b> | <b>14</b> |
| <b>Section 3 – Steps in Advocacy Planning .....</b>        | <b>20</b> |
| <b>Section 4 – Advocacy Tools .....</b>                    | <b>25</b> |
| <b>Section 5 – Advocacy Strategies .....</b>               | <b>42</b> |
| <b>Section 6 – Advocacy Tactics .....</b>                  | <b>47</b> |
| <b>Section 7 – Communication and Influence .....</b>       | <b>51</b> |
| <b>Section 8 – Political Engagement.....</b>               | <b>57</b> |
| <b>Section 9 : From Strategy to Action: .....</b>          | <b>65</b> |
| <b>Conclusion .....</b>                                    | <b>77</b> |
| <b>Handouts .....</b>                                      | <b>78</b> |

# **Introduction:**

In a world marked by persistent inequalities and multiple crises, social, economic, environmental, and political, the defense of human rights remains a central challenge. Advocacy and political engagement appear as two essential levers to ensure:

- The recognition of human rights by decision-makers and institutions;
- The effective protection of these rights against violations and discrimination;
- The promotion of inclusive and equitable public policies that strengthen dignity and social justice.

Decision-makers, whether elected officials, institutional leaders, or political actors—play a determining role: they hold the power to legislate, adopt policies, allocate resources, and ensure the implementation of commitments made. However, this power can only be exercised effectively when it is informed and influenced by the voices of citizens, civil society organizations, and the communities directly concerned.

Thus, this guide lies at the intersection of two dynamics: on one side, organized citizen action aimed at influencing and mobilizing; on the other, the responsibility of decision-makers in strengthening democratic governance and human rights.

## **The central role of decision-makers in advancing human rights**

Decision-makers hold a fundamental responsibility that unfolds through three complementary missions:

1. **Recognition of rights:**  
Integrating human rights into laws, constitutions, public policies, and regulations.
2. **Protection of rights:**  
Establishing legal, administrative, and institutional mechanisms to prevent violations and sanction abuses.
3. **Promotion of rights:**  
Designing and implementing proactive public policies to ensure equality, reduce discrimination, and strengthen access to rights for all.

## **Objectives of the guide**

The main objective of this guide is to provide a reference framework and practical tools to design, implement, and evaluate advocacy and political engagement initiatives aimed at influencing decision-makers to recognize, protect, and promote human rights.

Specifically, the guide seeks to:

- Clarify the concepts, approaches, and differences between advocacy and political engagement;
- Develop a methodology to plan and conduct campaigns targeting decision-makers;
- Present strategies and tactics for influencing political and institutional agendas;

- Illustrate mechanisms of citizen participation and constructive dialogue with decision-makers;
- Propose monitoring and evaluation tools to measure impact on the recognition and protection of human rights.

### **Target audience**

This guide is particularly intended for:

- Civil society organizations (CSOs) working on human rights causes and seeking to influence decision-makers;
- unions and worker-led organizations working on labor rights
- Community leaders, youth, and women engaged in defending and promoting rights in their regions;
- Local elected officials and institutional representatives, to strengthen their understanding of the role they play in recognizing and protecting fundamental rights;
- Trainers and facilitators who will use this guide as a pedagogical tool to promote a culture of advocacy and civic engagement;
- Citizen collectives and engaged individuals eager to actively contribute to building a more just and inclusive society.

### **Structure of the guide**

The guide is organized into ten complementary sections:

1. Understanding Advocacy
2. Strategic Foundations of Advocacy
3. Steps in Advocacy Planning
4. Advocacy Tools
5. Advocacy Strategies
6. Advocacy Tactics
7. Communication and Influence
8. Political Engagement
9. Developing and Implementing an Action Plan
10. Monitoring, Evaluation, and Sustainability

Each section combines:

- A theoretical framework to understand the role of decision-makers in recognizing, protecting, and promoting human rights;
- Practical tools (methodological sheets, analysis grids, diagrams);
- Exercises and case studies to encourage learning by doing;
- Operational recommendations for turning knowledge into concrete action.

# **Section 1 – Understanding advocacy**

Advocacy today lies at the heart of civic action, civil society work, and democratic governance. It is not simply about “*speaking on behalf of others*” — it is about creating the conditions for lasting change by influencing decisions, policies, and behaviors.

In a world where inequalities persist and where certain voices remain marginalized, advocacy becomes a collective strategy that connects **voice, evidence, and commitment**.

To understand advocacy is first to understand **power and its distribution** — who decides, for whom, how, and within what framework? It also means grasping the **levers of change** — communication, mobilization, alliances, expertise, and political dialogue — and knowing how to combine them within a coherent approach.

## **Advocacy: A process of transformation**

Advocacy is not a one-time activity, but a **strategic and ongoing process**. It often begins with an awareness of injustice or a collective need, then takes shape around an analysis of the problem, a vision for change, and an influence strategy.

The ultimate goal is not only to obtain a law or a policy measure but to **transform decision-making frameworks, institutional practices, and mindsets**.

In other words, to engage in advocacy is to move:

- from *individual complaint* to *collective cause*,
- from *observation* to *proposal*,
- from *isolated speech* to *organized voice*.

## **An interplay between four dynamics of action**

In practice, advocacy does not rely on a single form of action. It combines several **complementary approaches**:

1. **Awareness-raising**, which aims to inform and build public understanding around a given issue;
2. **Mobilization**, which gathers and engages citizens and organizations around a cause;
3. **Lobbying**, which directly targets decision-makers to influence their choices;
4. **Advocacy**, which connects and structures these three approaches into a coherent vision of change.

These dimensions reinforce one another: a strong advocacy campaign simultaneously **informs, mobilizes, and influences**.

The role of advocacy, therefore, is to **align social and political energies toward a common goal**

## **Advocacy as an exercise of citizen power**

Advocacy sheds light on the **power dynamics** between institutions, citizens, and social actors.

In most contexts, some groups enjoy privileged access to decision-making spaces, while others are excluded from them. Advocacy seeks to **redress these imbalances** by enabling marginalized voices — women, youth, informal workers, minorities — to influence public policies.

It is a tool of **empowerment**: it transforms anger into action, grievance into strategy, and participation into influence.

“To advocate is to transform injustice into an argument, and indignation into a movement.”

## Session 1: Introductory exercise – The power walk

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b> | <ul style="list-style-type: none"><li>• Become aware of the <b>structural inequalities</b> that exist between individuals based on gender, origin, social status, level of education, disability, economic situation, etc.</li><li>• Observe how <b>privileges and barriers</b> influence opportunities and access to rights within society.</li><li>• Link these <b>power gaps</b> to the challenges of advocacy by identifying marginalized groups for whom collective action is necessary</li><li>• Initiate a <b>participatory and reflective dynamic</b>, break the ice, and establish a climate of listening and empathy from the very beginning of the training.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Timing</b>     | 30 min                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Steps</b>      | <p><b>Step 1: Introduction and context setting (5 min)</b><br/>The facilitator explains the purpose of the exercise:</p> <p>“We are going to experience a symbolic activity to understand how power and privilege shape people’s opportunities and limitations. Each of you will embody a fictional character, and depending on the situations I read out, you will either take a step forward or stay in place. By the end, everyone’s position will illustrate how inequalities are constructed.”</p> <p>The trainer emphasizes <b>respect and confidentiality</b>: this is not a competition, but a collective learning experience.<br/>Participants are invited to stand side by side on the same starting line, in a large enough space (or virtually, with adaptations).</p> <p><b>Step 2: Distribution of social identities (5 min)</b><br/>Each participant secretly receives a role card briefly describing an identity.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"><li>• Rural woman without access to education</li><li>• Young university graduate living in a big city</li><li>• Undocumented migrant</li><li>• Influential businesswoman</li></ul> |

- Person with a disability
- Government official
- Independent journalist
- Young single mother

The facilitator explains that participants should **take the exercise seriously** and respond to the statements as if they were truly in the shoes of their assigned character.

### **Step 3: Reading of the statements (10–15 min)**

The facilitator reads the statements one by one.

After each statement, participants who believe their character can respond positively **take one step forward**.

**Examples of statements** (to be adapted to the training context):

1. I can go to school or university whenever I want.
2. I can express my opinions freely in public.
3. I can run for a local election.
4. I can open a bank account in my name.
5. I can move freely within my country.
6. I can obtain a loan to start a business.
7. I can visit a doctor whenever I need to.
8. My opinion is taken into account in my community.
9. I am protected by law against violence.
10. I have access to the Internet and new technologies.

At the end of the exercise, participants will find themselves **scattered throughout the space**—some far ahead, others left behind.

This **visual moment is powerful** and should be observed in silence before moving on to the debriefing phase.

### **Step 4: Debriefing and collective discussion (10–15 min)**

The facilitator invites participants to **observe the scene** and reflect on what they see:

- How do you feel seeing your position and that of others?
- How did you feel when you were unable to move forward?
- For those standing in front, did you think about those left behind?
- What does this image reflect about the society we live in?
- What would need to change for everyone to start from the same line?

Then, the facilitator connects the experience to the **objectives of advocacy** by emphasizing:

“Advocacy is precisely this collective process that aims to help those left behind move forward — to correct inequalities and transform power structures.”



|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Key messages</b>            | <ul style="list-style-type: none"> <li>➤ <b>Inequalities are structural, not individual.</b><br/>The gaps observed do not result from personal merit but from deeply rooted systems of privilege and discrimination.</li> <li>➤ <b>Advocacy seeks to rebalance power relations.</b><br/>Its goal is to change the policies, laws, and behaviors that keep certain groups “left behind.”</li> <li>➤ <b>Power is not static — it can be shared.</b><br/>Through mobilization, representation, and participation, those who are excluded can collectively strengthen their influence.</li> <li>➤ <b>Emotions are powerful learning tools.</b><br/>The empathy and discomfort provoked by the exercise are essential starting points for reflecting on social justice.</li> <li>➤ <b>No advocacy can succeed without a human understanding of others’ lived experiences.</b><br/>Before speaking on behalf of marginalized groups, one must first understand their realities and the concrete barriers they face.</li> </ul> |
| <b>Logistical requirements</b> | <ul style="list-style-type: none"> <li>• <b>Social identity cards</b> (20 to 25 varied profiles) <ul style="list-style-type: none"> <li>• These should reflect the diversity of the local society: gender, age, socioeconomic status, regional background, education level, disability, etc.</li> </ul> </li> <li>• <b>List of statements</b> (15 to 20 sentences) <ul style="list-style-type: none"> <li>• To be read aloud by the facilitator during the exercise.</li> </ul> </li> <li>• <b>Open space or large room</b> <ul style="list-style-type: none"> <li>• With a clearly marked starting line on the floor.</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                            |

## Session 2: Building a common understanding of advocacy

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b> | <ul style="list-style-type: none"> <li>• Express their <b>spontaneous representations of advocacy</b> through a collective and visual activity;</li> <li>• Identify the <b>key elements of a comprehensive definition</b> of advocacy (purpose, actors, objectives);</li> <li>• Distinguish the <b>main components of advocacy</b>: the goal (change), the challenges (obstacles), and the outcomes (effects);</li> <li>• Understand that <b>advocacy primarily targets decision-makers</b> and relies on arguments, evidence, and organized mobilization.</li> </ul> |
| <b>Timing</b>     | 65 min                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Steps | <p><b>Step 1 — Introduction (10 min)</b><br/> The trainer briefly introduces the activity:</p> <p>“Before looking at formal definitions of advocacy, we’ll start by defining it together. We’ll build a shared image using your own ideas and words.”</p> <p>They explain that the goal is to <b>collectively represent the three essential dimensions of advocacy</b>:</p> <ol style="list-style-type: none"> <li>1. What it is (the concept)</li> <li>2. What it challenges (the obstacles)</li> <li>3. What it aims to achieve (the outcomes)</li> </ol> <p>A large board or flip chart is prepared with three columns titled:</p> <p>● <b>Advocacy</b>, ● <b>Challenges</b>, ● <b>Expected Results</b></p> <p><b>Step 2 — Individual work (10 min)</b><br/> Each participant receives <b>three color-coded sticky notes</b>:</p> <ul style="list-style-type: none"> <li>• Green for <i>Advocacy</i></li> <li>• Red for <i>Challenges</i></li> <li>• Blue for <i>Results</i></li> </ul> <p><b>Instruction:</b></p> <p>“Write one word or a short phrase on each sticky note:</p> <ul style="list-style-type: none"> <li>– What, for you, summarizes advocacy;</li> <li>– What represents a challenge in advocacy;</li> <li>– What illustrates a result of successful advocacy.”</li> </ul> <p>Sticky notes remain anonymous. The trainer collects them and places them in the corresponding columns.</p> <p><b>Step 3 — Collective reading and grouping (10 min)</b><br/> The trainer reads aloud the words displayed in each column, grouping similar ideas.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• <i>Advocacy</i> → influence, change, power, justice, rights, voice, mobilization...</li> <li>• <i>Challenges</i> → resources, resistance, fear, politics, coordination...</li> <li>• <i>Results</i> → law, transparency, participation, equity, improvement...</li> </ul> <p>A brief discussion follows to identify common patterns:</p> <p>“Which words appear most often? Why? What do they tell us about our collective understanding of advocacy?”</p> <p><b>Step 4 — Small group work: toward a definition (15 min)</b><br/> Participants are divided into <b>3 or 4 small groups</b> (depending on group size). Each group must:</p> <ul style="list-style-type: none"> <li>• Write a sentence defining <i>advocacy</i>, inspired by the words in the <i>Advocacy</i> column;</li> </ul> |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | <ul style="list-style-type: none"> <li>• Formulate a sentence about the <i>challenges</i> (from the <i>Challenges</i> column);</li> <li>• And a sentence describing the <i>expected results</i> (from the <i>Results</i> column).</li> </ul> <p>They may draw on their own experiences or concrete examples.<br/>The trainer circulates among groups, providing guidance and encouragement—without correcting at this stage—to foster <b>collective reflection</b>.</p> <p><b>Step 5 — presentation and comparison (15 min)</b><br/>Each group reads its definition and statements aloud.<br/>The trainer writes them on the board.</p> <p>Then, a collective discussion highlights:</p> <ul style="list-style-type: none"> <li>• The <b>common points</b> among the definitions;</li> <li>• The <b>differences or possible confusions</b> (for example, with “mobilization” or “awareness-raising”);</li> <li>• The <b>essential elements</b> of a complete definition — purpose, targets, methods, actors, and ultimate goal.</li> </ul> <p><b>Step 6 — Consolidation and key messages (5 min)</b><br/>The trainer concludes the exercise by displaying a <b>reference definition</b> from the manual, for example:</p> <p>“Advocacy is a strategic process aimed at influencing decision-makers, public policies, and institutional practices to bring about positive change for a community or a cause.”</p>                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Key messages</b> | <ul style="list-style-type: none"> <li>➤ <b>Advocacy is a strategic process</b> aimed at influencing decision-makers, public policies, and institutional practices in order to create positive change for a community or a cause.</li> <li>➤ <b>In practice:</b> A successful advocacy effort is not a one-time action but a <b>continuous process</b> based on a combination of communication, mobilization, expertise, and strategic alliances.</li> <li>➤ <b>Advocacy is essential because:</b> <ul style="list-style-type: none"> <li>• It helps <b>address injustices or gaps</b> in public policies.</li> <li>• It provides a <b>voice for the voiceless</b> and strengthens participatory democracy.</li> <li>• It promotes <b>accountability among decision-makers</b> and enhances institutional transparency.</li> <li>• It contributes to the <b>effective implementation of human rights</b>.</li> <li>• It mobilizes <b>resources and collective energy</b> around shared causes.</li> </ul> </li> </ul> <p><b>Example:</b> Advocacy for access to safe drinking water in a rural area can lead to changes in local budget priorities and direct investments benefiting the communities.</p> <ul style="list-style-type: none"> <li>➤ <b>An effective advocacy effort can lead to:</b> <ul style="list-style-type: none"> <li>• <b>Legislative changes</b> (adoption or amendment of laws and regulations).</li> <li>• <b>Policy changes</b> (plans, strategies, and programs).</li> <li>• <b>Institutional changes</b> (better enforcement of laws, oversight mechanisms, and additional resources).</li> <li>• <b>Behavioral and attitudinal changes</b> (among citizens, decision-makers, and service providers).</li> <li>• <b>Greater accountability of governments</b> at local, national, and international levels.</li> </ul> </li> </ul> |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <ul style="list-style-type: none"> <li>➤ <b>Advocacy is never a linear process.</b> It faces multiple challenges, such as: <ul style="list-style-type: none"> <li>• The <b>complexity of the political and institutional context</b>, often unstable and unpredictable.</li> <li>• The <b>diversity of actors and interests</b>, which can sometimes be conflicting.</li> <li>• <b>Resistance or lack of political will</b> among decision-makers.</li> <li>• <b>Limited human, technical, and financial resources</b> available to advocacy actors.</li> <li>• <b>Fear of repression or stigmatization</b>, particularly among vulnerable groups.</li> </ul> </li> <li>➤ <b>Key to success:</b><br/>Anticipate these challenges through <b>thorough context analysis, strong alliances, and realistic, adaptive strategies.</b></li> </ul> |
| <b>Logistical requirements</b> | <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Three colors of sticky notes (green, red, blue)</li> <li>• Markers or broad-tipped pens</li> <li>• Large flipchart or wall panel divided into three columns (<i>Advocacy / Challenges / Results</i>)</li> <li>• Adhesive tape or sticky tack to attach the notes</li> <li>• Stopwatch or phone for time management</li> </ul> <p><b>Room setup:</b></p> <ul style="list-style-type: none"> <li>• Open space to allow movement and posting of sticky notes</li> <li>• Tables arranged in small clusters for group work</li> </ul>                                                                                                                                                                                                                                          |

## Session 3: Distinguishing between advocacy, mobilization, lobbying, and awareness-raising

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b> | <ul style="list-style-type: none"> <li>• Identify, through concrete situations, the <b>differences between advocacy, lobbying, mobilization, and awareness-raising</b>;</li> <li>• Understand the <b>specific reasoning</b> for each approach — its targets, methods, and objectives;</li> <li>• Analyze the <b>complementary relationships</b> among these four approaches;</li> <li>• Collectively build <b>clear and contextualized definitions</b> for each concept.</li> </ul> |
| <b>Timing</b>     | 45 min                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Steps</b>      | <p><b>Step 1 — Introduction by the trainer (5 min)</b><br/>The trainer introduces the activity <b>without providing definitions</b>:</p> <p>“You are going to explore four different ways of acting to influence social and political change. We will analyze real situations and work together to determine which approach each one represents.”</p>                                                                                                                               |

The trainer clarifies that these four concepts are **closely related but distinct**, and that all of them are part of a **comprehensive advocacy process**.

### Step 2 — Distribution of situation cards (5 min)

- Participants are divided into **small groups of 4 to 6 people**.
- Each group receives **four situation cards**, each describing a concrete case.
- No definitions are provided at this stage.
- **Instruction:**

“For each situation, discuss within your group and try to identify which type of action it represents: advocacy, lobbying, mobilization, or awareness-raising. Justify your choice.”

### Step 3 — Group work (15 min)

Each group reads the situation cards and decides collectively:

1. Which category the action belongs to;
2. Why;
3. Which elements helped them decide (target audience, method used, intended outcome, etc.).

During this time, the trainer circulates, listens, and **takes notes on interesting arguments or common confusions**, which will be used later for the collective discussion.

### Step 4 — Group presentations and collective construction (15 min)

- Each group briefly presents its choices and justifications.
- The trainer writes the groups’ answers on the board or flip chart under four columns:

**Advocacy | Lobbying | Mobilization | Awareness-Raising**

Once all situations have been discussed, the trainer facilitates a collective exchange:

- What differentiates these approaches?
- What do they have in common?
- In a real campaign, how can they be connected and complement one another?

Gradually, the group identifies **definitions and complementary links** between the four approaches.

### Step 5 — Summary and reference definitions (5 min)

The trainer then **projects or reads aloud** the reference definitions from the manual.

| Term                     | Reference definition                                                                                                                |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Advocacy</b>          | A comprehensive strategy aimed at influencing decision-makers and public policies to achieve lasting change in favor of a cause.    |
| <b>Awareness-raising</b> | A communication activity intended to inform and raise public awareness about a cause, without necessarily seeking political change. |
| <b>Mobilization</b>      | The process of engaging citizens and communities to support a cause and strengthen collective power.                                |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                 |                                                                                                                            |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------|
|                                | <table border="1"> <tr> <td><b>Lobbying</b></td><td>A targeted and direct action directed at decision-makers to influence a specific decision (law, regulation, budget, etc.).</td></tr> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Lobbying</b> | A targeted and direct action directed at decision-makers to influence a specific decision (law, regulation, budget, etc.). |
| <b>Lobbying</b>                | A targeted and direct action directed at decision-makers to influence a specific decision (law, regulation, budget, etc.).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                 |                                                                                                                            |
| <b>Key messages</b>            | <ul style="list-style-type: none"> <li>➤ <b>Advocacy</b> is an integrated strategy that combines communication, mobilization, and political influence.</li> <li>➤ <b>Lobbying</b> is a direct tactic, often used in an advanced phase of the advocacy process.</li> <li>➤ <b>Mobilization</b> strengthens social legitimacy and citizen pressure on decision-makers.</li> <li>➤ <b>Awareness-raising</b> sets the stage by building public understanding of the cause.</li> <li>➤ These four approaches are <b>complementary</b>: an effective advocacy campaign combines them according to the context, target audience, and available resources.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |                                                                                                                            |
| <b>Logistical requirements</b> | <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Printed <b>situation cards</b> (one set per group)</li> <li>• <b>Flipchart or board</b> divided into four columns: <i>Advocacy / Lobbying / Mobilization / Awareness-Raising</i></li> <li>• <b>Markers and adhesive tape</b></li> <li>• <b>Sufficient space</b> for group discussions</li> </ul> <p><b>Room setup:</b></p> <ul style="list-style-type: none"> <li>• Groups of <b>4–8 participants</b></li> <li>• Tables arranged in <b>clusters or circles</b> to encourage interaction and exchange</li> </ul> <p><b>Situation cards:</b></p> <ul style="list-style-type: none"> <li>• <b>Situation 1</b><br/>An NGO publishes a report on wage equality, conducts media outreach, and mobilizes its partners to pressure the government.<br/>👉 <b>Expected answer:</b> <i>Advocacy</i> — a comprehensive and structured strategy aimed at reform.</li> <li>• <b>Situation 2</b><br/>A business association meets directly with members of parliament to defend a proposed amendment to a tax law.<br/>👉 <b>Expected answer:</b> <i>Lobbying</i> — a targeted action directed at decision-makers.</li> <li>• <b>Situation 3</b><br/>Residents of a village organize a peaceful march and launch a petition demanding access to safe drinking water.<br/>👉 <b>Expected answer:</b> <i>Mobilization</i> — a collective citizen action to exert pressure.</li> <li>• <b>Situation 4</b><br/>A coalition of NGOs runs a poster and video campaign to inform the public about the dangers of climate change.<br/>👉 <b>Expected answer:</b> <i>Awareness-Raising</i> — an action aimed at informing and educating the general public.</li> </ul> |                 |                                                                                                                            |

## **Section 2 – Strategic foundations of advocacy**

Understanding advocacy is not enough to conduct it effectively. Once the concepts are clear, it becomes essential to **position oneself strategically**: to know who we are, what or whom we are acting against or with, and in what environment. It is this **capacity for analysis and organization** that transforms a good idea into a **structured and sustainable influence campaign**.

Advocacy is, above all, a **dynamic of balance and power**. Each actor operates from a specific position — with their strengths, weaknesses, beliefs, and resources — within a shifting environment that can be either favorable or hostile.

To succeed in advocacy, one must therefore understand their **own positioning**, anticipate the strategies of other actors, and read the **political and social landscape** on which the battle of ideas is fought.

### **1. Thinking strategically: The three mirrors of advocacy**

Inspired by **Sun Tzu's philosophy (The Art of War)** and adapted by the *New Tactics for Human Rights* program, the **Three mirrors framework** offers a simple yet powerful approach to strategic reflection.

Before taking action, every advocacy actor should ask three sets of questions:

#### **1. Know yourself**

- What are our values, motivations, and true objectives?
- What resources do we have (human, technical, financial, relational)?
- Who are our allies?
- Where do our limits lie?

#### **2. Know your opponent**

- Who holds the power we want to influence?
- What are their motivations, strategies, and weaknesses?
- How do they respond to pressure or dialogue?

#### **3. Know the terrain**

- What laws, policies, practices, and social dynamics frame our action?
- What opportunities or constraints does the current context present?
- How is our cause perceived by society and the media?

These three dimensions are **inseparable**: a strong advocacy effort rests on a clear understanding of oneself, others, and the environment.

They allow for **smart planning**, clear judgment, and **strategies** that can be adapted to changing realities.

“He who knows himself and knows his enemies will never be in danger, even in a hundred battles.”  
— *Sun Tzu*

## 2. Acting collectively: key roles in an advocacy campaign

Once the strategy is defined, the challenge is to determine **how to implement it**. Advocacy is never the work of a single individual — it is a **collective endeavor**, built on **complementary roles**, coordinated actions, and coherent messaging.

In every campaign, several **key roles** emerge, each acting on a different lever of change:

- **The Spokesperson** – conveys the voice of the cause and defends shared positions.
- **The Mediator** – connects, facilitates, eases tensions, and fosters dialogue.
- **The Lobbyist** – acts directly with decision-makers to influence a specific decision.
- **The Negotiator** – seeks win-win compromises and builds bridges.
- **The Mobilizer** – engages civil society and amplifies citizen pressure.
- **The Networker** – connects actors and ensures the coherence of the movement.
- **The Trainer or Mentor** – builds others’ capacities and promotes autonomy.

These roles are **neither hierarchical nor fixed**; they complement and alternate depending on the phase and context of the campaign.

An organization may play several roles at once or specialize in one, depending on its strengths and legitimacy.

The goal is not just to play a role, but to **choose the right role at the right moment — and with the right partners**.

It is this **strategic awareness** — of oneself, of others, and of power dynamics — that transforms a **reactive advocacy** into a **proactive and effective one**.

## Session 4: The three mirrors of advocacy

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b> | <ul style="list-style-type: none"><li>• Identify the <b>three essential fields of analysis</b>: oneself, the opponent, and the context (the terrain);</li><li>• Reflect on their <b>strengths, limitations, opportunities, and constraints</b> within the framework of an influence action;</li><li>• Understand that <b>advocacy is not only about arguments</b>, but also about <b>strategic positioning and the balance of power</b>.</li></ul> |
| <b>Timing</b>     | 30 min                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Steps</b>      | <b>Step 1 : Introduction :</b><br><br>The trainer briefly introduces the framework:                                                                                                                                                                                                                                                                                                                                                                |



|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | <p>“Like any process of influence, advocacy requires a good understanding of oneself, one’s opponents, and the environment. Sun Tzu said: <i>‘Know yourself and know your enemy, and you will never lose a battle.’</i> We are going to explore this principle as it applies to advocacy.”</p> <p>The trainer then draws <b>three circles or columns</b> on the board titled:<br/> <b>Me / Us — Others (Opponents) — The context (Terrain)</b></p> <p><b>Step 2 — Individual reflection (5 min)</b><br/> Each participant receives <b>three color-coded sticky notes</b>:</p> <ul style="list-style-type: none"> <li>• Green for “<i>Me / Us</i>”</li> <li>• Red for “<i>The Opponent</i>”</li> <li>• Blue for “<i>The Context / Terrain</i>”</li> </ul> <p><b>Instruction:</b></p> <p>“Write one key idea on each sticky note:</p> <ul style="list-style-type: none"> <li>• A <i>strength or resource</i> that your organization possesses;</li> <li>• A <i>difficulty or risk</i> linked to actors opposing your cause;</li> <li>• A <i>contextual factor</i> that influences your action (law, culture, opportunity, or constraint).”</li> </ul> <p><b>Step 3 — Collective sharing and guided discussion (15 min)</b><br/> Participants come forward and place their sticky notes inside the three circles drawn on the board.<br/> The trainer reads a few examples aloud, asks reflective questions, and identifies emerging trends:</p> <ul style="list-style-type: none"> <li>• Where do our greatest strengths lie?</li> <li>• Which opponents or obstacles are mentioned most frequently?</li> <li>• What opportunities does the current context provide?</li> </ul> <p>The trainer then helps connect the three dimensions:</p> <p>“Our internal resources are only useful if they match the realities of the context — and our understanding of opponents determines how relevant our tactics will be.”</p> <p>This discussion should be <b>short but impactful</b>, encouraging <b>strategic awareness</b> without overloading the session.</p> <p><b>Step 4 — Synthesis (5 min)</b><br/> The trainer concludes by restating the main message of the framework:</p> <p>“Advocacy is the art of balancing self-reflection, power analysis, and contextual understanding.<br/> An actor who knows themselves, understands their opponents, and reads their environment well is always better prepared than one who acts on instinct.”</p> |
| <b>Key messages</b> | <p>➤ <b>Advocacy is a strategic act</b>, not merely a moral or political one. It requires as much analysis as conviction.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <ul style="list-style-type: none"> <li>➤ <b>Knowing yourself:</b> <ul style="list-style-type: none"> <li>• Define your goals, values, and motivations.</li> <li>• Identify your resources (human, financial, technical).</li> <li>• Know your allies and network.</li> <li>• Recognize your strengths and limitations.</li> <li>• Master certain tactics and assess which ones can be applied successfully.</li> </ul> </li> <li>➤ <b>Knowing your opponent:</b> <ul style="list-style-type: none"> <li>• Identify their goals, interests, and motivations.</li> <li>• Analyze their usual strategies and tactics.</li> <li>• Assess their strengths and weaknesses.</li> <li>• Understand their methods in order to anticipate or counter their influence.</li> </ul> </li> <li>➤ <b>Knowing the terrain:</b> <ul style="list-style-type: none"> <li>• Examine existing laws, policies, and regulations.</li> <li>• Evaluate current implementation mechanisms.</li> <li>• Identify obstacles and opportunities within the social, cultural, and political context.</li> <li>• Understand how communities perceive and respond to the issue.</li> </ul> </li> <li>➤ The <b>key to success</b> lies in the combination of these three dimensions: <b>introspection, observation, and adaptation.</b></li> </ul> |
| <b>Logistical requirements</b> | <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Flipchart or large board divided into three columns: <i>Me / Us – Opponents – Terrain</i></li> <li>• Three colors of sticky notes (green, red, blue)</li> <li>• Markers or broad-tipped pens</li> </ul> <p><b>Room Setup:</b></p> <ul style="list-style-type: none"> <li>• Group seated in a <b>circle or U-shape</b>, allowing clear visibility for collective discussion</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## Session 5: The roles in an advocacy campaign

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b> | <ul style="list-style-type: none"> <li>• Identify the <b>main roles</b> involved in an advocacy campaign;</li> <li>• Understand the <b>function and complementarity</b> of these roles within a collective process;</li> <li>• Connect these roles to <b>concrete advocacy situations</b>;</li> <li>• Reflect on the <b>position of their own organization</b> within this distribution of functions.</li> </ul> |
| <b>Timing</b>     | 60 min                                                                                                                                                                                                                                                                                                                                                                                                           |

Steps

Step 1 — Interactive PowerPoint Presentation (20 min)

The trainer introduces the topic using a slideshow that presents the different roles commonly found in advocacy campaigns.

“An effective advocacy campaign relies on a diversity of complementary roles. No single actor can do everything alone — each organization or individual plays a part in the collective effort.”

| Role                            | Description                                                                              | Concrete example                                                               |
|---------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Representation                  | Carrying the voice of a group or cause to decision-makers.                               | An NGO or union presents the demands of a collective to the municipal council. |
| Mediation                       | Connecting and facilitating dialogue between divergent parties.                          | An organization facilitates a meeting between artisans and local authorities.  |
| Lobbying                        | Directly influencing decision-makers or parliamentarians.                                | Associations submit a proposed law amendment to parliament.                    |
| Negotiation                     | Seeking mutually beneficial compromises among stakeholders.                              | A coalition negotiates with a ministry to include gender equality measures.    |
| Networking                      | Creating and coordinating alliances and platforms of actors.                             | A national network coordinates joint regional campaigns.                       |
| Mobilization                    | Engaging civil society or communities in support of a cause.                             | A local campaign encourages young people to sign a petition.                   |
| Capacity building / empowerment | Strengthening the capacities of beneficiaries so they become advocacy actors themselves. | An NGO trains community leaders in public speaking and advocacy skills.        |

During the presentation, the trainer asks a few **interactive questions**:

• “Which of these roles seems closest to what you do?”

• “Which roles are often missing from your campaigns?”

Step 2 — Group work (25 min)

Practical scenario:

The trainer presents a simplified case inspired by the participants’ context:

“A coalition of local associations wants to advocate for the creation of a support fund for rural women entrepreneurs. The relevant ministry is hesitant, the media are showing interest, and a private company is offering a partnership.”

Each group:

1. Lists the roles it considers essential for the campaign.

2. Justifies its choices — why these roles, and how they complement each other.

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <p>3. Identifies the roles that are missing or difficult to fulfill in their own context.</p> <p>The trainer circulates among groups, listens, and notes key ideas.</p> <p><b>Step 3 — Group presentations and collective discussion (15 min)</b></p> <p>Each group briefly shares:</p> <ul style="list-style-type: none"> <li>• The roles they selected for their campaign.</li> <li>• The logic of complementarity between them.</li> <li>• The challenges they anticipate (e.g., lack of a network, absence of a spokesperson, etc.).</li> </ul> <p>The trainer gathers the key points on a flipchart or board and prompts reflection:</p> <p>“Which roles appear in almost all of your campaigns? Which ones are often overlooked?”</p> <p>A short collective synthesis highlights:</p> <ul style="list-style-type: none"> <li>• The <b>essential roles</b> not to be neglected.</li> <li>• The <b>importance of coordination and shared responsibilities</b>.</li> <li>• The <b>diversity of contributions</b> according to the actors’ profiles.</li> </ul>                                                                                                                                                                                                                     |
| <b>Key messages</b>            | <ul style="list-style-type: none"> <li>➤ <b>Roles are complementary:</b> representation, mediation, lobbying, mobilization — each acts on a different lever of power.</li> <li>➤ <b>The success of a campaign depends on coordination</b> between roles, not only on the strength of the arguments.</li> <li>➤ <b>Each organization must identify its natural and strategic role</b> according to its resources, influence, and legitimacy.</li> <li>➤ <b>Balanced advocacy combines voice, dialogue, and strategy</b> — speaking both to citizens and to decision-makers.</li> <li>➤ When advocacy aims to defend <b>human rights and the public interest</b>, it must be grounded in strong <b>ethical principles</b>: <ul style="list-style-type: none"> <li>• <b>Transparency:</b> clarity of objectives, methods, and outcomes.</li> <li>• <b>Credibility:</b> use of reliable data and evidence-based arguments.</li> <li>• <b>Participation:</b> inclusion of affected communities throughout the process.</li> <li>• <b>Non-violence:</b> commitment to peaceful and rights-respecting means.</li> <li>• <b>Equality and inclusion:</b> consideration of gender, age, and socio-economic diversity, and the fight against all forms of discrimination.</li> </ul> </li> </ul> |
| <b>Logistical requirements</b> | <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Computer and projector for the PowerPoint presentation</li> <li>• Flipchart or whiteboard for the group synthesis</li> <li>• Large sheets of paper or posters for group work</li> <li>• Markers and pens</li> </ul> <p><b>Room Setup:</b></p> <ul style="list-style-type: none"> <li>• Tables arranged in <b>small clusters</b> (4 to 6 participants per group)</li> <li>• <b>U-shaped or circular seating arrangement</b> for the group presentations and collective discussion</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## **Section 3 – Steps in advocacy planning**

Advocacy is not a series of isolated actions but a **strategic process** based on **analysis, planning, and evaluation**.

To be effective, it must rely on a **clear vision of the desired change**, a **deep understanding of the context**, and a **rigorous organization of efforts**.

Planning an advocacy campaign means **transforming a cause or a sense of indignation into a coherent influence strategy** — one capable of mobilizing, persuading, and achieving tangible results. This planning phase forms the **operational core of advocacy**: it enables the transition from **idea to action**, from **problem to change**.

### **Why plan?**

Planning is essential for several reasons:

- **It clarifies priorities:** not all causes can be pursued at once.
- **It structures collective reflection:** turning perceptions and concerns into concrete objectives.
- **It ensures coherence** between messages, targets, and available means.
- **It prepares for action** by anticipating obstacles, potential alliances, and levers of influence.
- **It facilitates evaluation:** through planning, the process for measuring progress is defined from the very beginning.

A good planning process is about finding the right **balance between strategic rigor and adaptive flexibility**.

It should be clear enough to **guide action**, yet flexible enough to **adjust to political, social, or institutional changes**.

### **The 10 essential steps of effective advocacy planning**

There are several models for planning advocacy: some refer to 5 steps, others to 7 or 8. But regardless of the model, the **core components remain the same**.

The model presented here brings together the **10 key steps** of a complete process — from initial reflection to final evaluation:

1. **Prioritize and identify the problem** — start from a real need and define it clearly.
2. **Conduct an in-depth analysis of the problem** — understand its causes, and its legal and social framework.
3. **Develop a vision** — define the long-term change you want to achieve.
4. **Formulate SMART objectives** — translate the vision into specific, measurable, achievable, relevant, and time-bound goals.
5. **Map and analyze stakeholders** — identify allies, opponents, and decision-makers.
6. **Choose strategies** — determine the overall direction and approaches for action.
7. **Identify tactics** — select the concrete activities to be implemented.
8. **Design key messages** — craft strong, targeted messages adapted to each audience.
9. **Develop an action plan** — organize tasks, resources, and responsibilities.

10. **Establish a monitoring and evaluation framework** — measure progress, results, and lessons learned.

### A Dynamic process

These steps should not be viewed as a simple checklist to follow mechanically. They form a **living and interactive cycle**:

- Evaluation helps define new priorities,
- Analysis informs the revision of strategies,
- Communication adapts messages according to stakeholders' reactions.

The key is not to *follow* a model, but to **understand the logic** connecting the steps:

→ **Analyze to understand,**

→ **Plan to act,**

→ **Evaluate to learn.**

## Session 6: The steps of strategic advocacy planning

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b> | <ul style="list-style-type: none"> <li>• Identify and organize the <b>10 essential steps</b> of a structured advocacy process;</li> <li>• Understand the <b>strategic progression</b> from analysis to action;</li> <li>• Memorize the <b>key contents of each step</b> through an engaging and participatory approach;</li> <li>• Recognize the <b>importance of coherence</b> between diagnosis, strategy, communication, and evaluation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Timing</b>     | 50 min                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Steps</b>      | <p><b>Step 1 — Game setup and explanation (5 min)</b></p> <p>The trainer divides participants into <b>2 or 3 teams</b>, depending on the group size, and explains the rules:</p> <p>“Around the room, you’ll find two types of cards:</p> <ul style="list-style-type: none"> <li>•  <b>‘Step’ cards</b> – each contains the title of one of the steps.</li> <li>•  <b>‘Description’ cards</b> – each explains what that step involves or includes.</li> </ul> <p>Your mission is to find all the cards and <b>reconstruct the complete puzzle</b>, by placing each description under its corresponding step, in the correct chronological order.”</p> <p>This is both a <b>competitive and cooperative activity</b> — the team that finds and arranges the full sequence correctly <b>wins the round</b>.</p> |

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            | <p><b>Step 2 — Searching and collecting the cards (10 min)</b><br/> Before the session begins, the cards are <b>scattered around the room</b> (on walls, tables, chairs, corners, etc.).</p> <p>Each team must:</p> <ul style="list-style-type: none"> <li>• Search for the cards;</li> <li>• Bring them back to their table;</li> <li>• Identify which type they belong to (<i>Step or Description</i>).</li> </ul> <p>💡 <b>Tip:</b> For large groups, prepare <b>two identical sets of cards</b> (one per team) to prevent them from competing over the same cards.</p> <p><b>Step 3 — Sequencing and assembly (20 min)</b><br/> Each team:</p> <ol style="list-style-type: none"> <li>1. Arranges the steps in the <b>logical order</b> of the advocacy process.</li> <li>2. <b>Matches</b> each step with its corresponding description.</li> <li>3. <b>Notes</b> on the arguments that justify their choices on paper (for the report-back).</li> </ol> <p>The trainer circulates among the teams, observes, and notes the most frequent hesitations (often between <b>strategy vs. tactics</b> and <b>messages vs. action plan</b>).</p> <p><b>Step 4 — Report-back and collective validation (15 min)</b><br/> Each team posts its final sequence on the wall or board.<br/> The trainer leads a participatory debrief:</p> <ul style="list-style-type: none"> <li>• <b>Compares</b> the proposed sequences;</li> <li>• <b>Asks teams to justify</b> their ordering choices;</li> <li>• Then <b>displays the correct order</b> and explains it step by step.</li> </ul> <p><b>The 10 Steps of an effective strategic advocacy process</b></p> <ol style="list-style-type: none"> <li>1/ Prioritization and problem identification</li> <li>2/ In-depth analysis of the problem</li> <li>3/ Development of a vision</li> <li>4/ Formulation of SMART objectives</li> <li>5/ Stakeholder mapping and analysis</li> <li>6/ Choice of strategies</li> <li>7/ Identification of tactics</li> <li>8/ Design of key messages</li> <li>9/ Development of the action plan</li> <li>10/ Establishment of a monitoring and evaluation framework</li> </ol> |
| <p><b>Key messages</b></p> | <ul style="list-style-type: none"> <li>➤ <b>Advocacy is a planned and thoughtful process</b>, not a series of spontaneous actions.</li> <li>➤ <b>Each step is essential</b> — skipping one weakens the entire approach.</li> <li>➤ <b>The sequence has strategic meaning:</b> analysis shapes strategy, strategy guides actions, and evaluation enables learning.</li> <li>➤ <b>Strategies and tactics are not the same</b> — strategy defines the direction, tactics translate it into concrete action.</li> <li>➤ <b>Key messages are never random:</b> they stem from a deep understanding of the issue and the target audience.</li> <li>➤ <b>The action plan brings the strategy to life</b> and coordinates efforts among different actors.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <ul style="list-style-type: none"> <li>➤ <b>Monitoring and evaluation are integral parts of the process:</b> they ensure accountability, learning, and sustainability of advocacy efforts.</li> <li>➤ <b>Planning is also a collective exercise:</b> it strengthens coherence, engagement, and legitimacy within the group.</li> <li>➤ <b>Successful advocacy means transforming a cause into an action plan — and an action plan into lasting change.</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Logistical requirements</b> | <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• 20 printed cards (10 green “Step” cards + 10 blue “Description” cards)</li> <li>• Tape or adhesive putty</li> <li>• Stopwatch or timer</li> <li>• Board or free wall for final display</li> <li>• Small symbolic prizes (<i>optional</i>)</li> </ul> <p><b>Room Setup:</b></p> <ul style="list-style-type: none"> <li>• Open space with room to move around</li> <li>• Tables for 2 to 3 teams</li> <li>• Wall space for the collective debrief and display</li> </ul> <p> <b>“STEP” CARDS</b></p> <ol style="list-style-type: none"> <li>1. Prioritization and Problem Identification</li> <li>2. In-depth Problem Analysis</li> <li>3. Vision Development</li> <li>4. Formulation of SMART Objectives</li> <li>5. Stakeholder Mapping and Analysis</li> <li>6. Choice of Strategies</li> <li>7. Identification of Tactics</li> <li>8. Design of Key Messages</li> <li>9. Development of the Action Plan</li> <li>10. Establishment of a Monitoring and Evaluation Framework</li> </ol> <p> <b>“DESCRIPTION” CARDS</b></p> <p></p> <p>Choose a clear issue based on the real needs expressed by communities. The selected problem should be precisely formulated, well-documented, and meaningful to a group of people. It is important to rely on concrete facts, reliable data, and a shared understanding of the situation.</p> <p></p> <p>Explore the legal, institutional, social, and cultural dimensions of the issue. This analysis aims to understand the root causes of the problem, the behavior of actors, and existing constraints. It helps identify potential levers of change and anticipate resistance.</p> <p></p> <p>Express the desired long-term transformation through a clear and mobilizing vision.</p> |



|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>This vision represents the ideal situation the campaign seeks to achieve and should be inspiring, realistic, and shared by all involved actors.</p> <p>■<br/>Translate the vision into precise, measurable, and achievable objectives. Objectives guide action and make it possible to evaluate the results obtained. They clearly define what is to be changed, for whom, and within what timeframe.</p> <p>■<br/>Identify the individuals, institutions, or groups who play a role in the issue. Analyze their positions, interests, and influence. Classify the actors according to their level of support, opposition, or neutrality to adapt engagement strategies.</p> <p>■<br/>Determine the guiding direction that will shape all advocacy actions. A strategy defines how to achieve the objectives by combining political analysis, communication, and social mobilization.</p> <p>■<br/>Select the concrete actions that will implement the strategy. Tactics correspond to the visible activities of advocacy: campaigns, meetings, petitions, research, public communication, etc. They should be adapted to the targets, context, and available resources.</p> <p>■<br/>Formulate a core message that expresses the advocacy position. The message should be clear, concise, credible, and tailored to the target audience. It serves to mobilize, persuade, and prompt reaction from decision-makers or the public.</p> <p>■<br/>Structure the campaign's implementation through an operational plan. This plan defines activities, responsibilities, resources, timeline, and monitoring indicators. It ensures coordination and coherence of actions.</p> <p>■<br/>Set up a system to measure progress and assess advocacy outcomes. Monitoring and evaluation verify whether the actions have produced the expected effects, identify lessons learned, and help adjust the strategy along the way.</p> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Section 4 – Advocacy tools

Effective advocacy is built above all on **rigorous analysis**. Before choosing tactics, crafting messages, or planning actions, one must understand **what needs to change, why, and with whom**. This understanding emerges from a **structured process** that moves from identifying the issue to mapping key actors.

This section of the manual therefore presents the **foundational steps of the strategic analysis phase** of advocacy — the stage where an idea or an outrage is transformed into a clear, evidence-based, and strategically targeted advocacy issue.

### **1. From many problems to prioritization**

In any social or institutional context, advocacy actors face a multitude of issues — poverty, inequality, exclusion, discrimination, lack of transparency, corruption, and more. However, a campaign **cannot address everything at once**.

It is therefore necessary to **prioritize and select issues** based on clear criteria:

- Clarity of the desired change;
- Number of people affected;
- Political and technical feasibility;
- Level of public and decision-maker support;
- Time, effort, and resources required.

Prioritization helps determine **which problem to act on now** — one that combines **impact, legitimacy, and feasibility**.

Advocacy always begins with a **strategic choice**: the **right problem at the right moment**.

### **2. Understanding the problem in depth**

Once the priority issue is selected, it must be **analyzed thoroughly** to uncover its causes, consequences, and the actors involved.

- At this stage, the **Problem tree tool** becomes essential — it visualizes causal links:
- **Root causes** at the bottom (the roots),
- The **core problem** in the trunk,
- The **visible effects** in the branches.

Another useful method is the **Eight questions approach**, which deepens understanding by exploring: Which right is being violated? Who is affected? Who is responsible? What are the consequences?

A **legal analysis** helps identify the proper **level of advocacy** needed: Is it a matter of the **absence of a law**, or of **poor enforcement of existing laws**?

### **3. Formulating the vision for change**

After diagnosing the problem, the next step is to **imagine the world if that problem no longer existed**. This is the purpose of the **advocacy vision** — it defines the horizon, the desired future state once the campaign succeeds.

The vision is not limited to a measurable goal; it expresses the **meaning and purpose of the change**, the reason why advocacy exists.  
It provides a **shared direction** for all actors involved.

#### 4. Defining objectives

From this vision, **advocacy objectives** are defined.

Objectives translate the vision into **concrete, measurable, and achievable results** within a specific timeframe.

They answer the key question:

“What do we want to change, who must act, and by when?”

A good advocacy objective follows the **SMART logic** (Specific, Measurable, Achievable, Realistic, Time-bound).

In advocacy, it always includes an **identified decision-maker**, an **action to be taken**, and an **expected decision or policy outcome**.

#### 5. Identifying stakeholders and power dynamics

Once objectives are defined, the next question is:

“Who has the power to make this change happen? Who can influence them? Who might block it?”

This is the purpose of **stakeholder mapping**, the final step in this analytical phase.

- Stakeholder mapping helps identify:
  - **Allies** to rely on,
  - **Neutral actors** to persuade,
  - **Opponents** to monitor or manage,
  - And the **power relationships** among them.

Three complementary tools can be used:

1. **Power grid** – positions actors according to their level of power and interest.
2. **Tactical map** – visualizes relationships among actors across local, regional, national, and international levels.
3. **Stakeholder spectrum** – classifies actors based on their attitude (active allies, neutrals, active opponents, etc.).

This analysis is crucial to define **strategies and tactics**: whom to engage in dialogue with, whom to mobilize, whom to influence, and **how**.

## Session 7: Prioritization and identification of the problem

|                   |                                                                                                                                                                                                                                                                                               |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b> | <ul style="list-style-type: none"><li>• Identify and prioritize the <b>most relevant advocacy issues</b> based on objective criteria;</li><li>• Understand the importance of choosing a <b>feasible and mobilizing issue</b>, rather than spreading efforts across multiple fronts;</li></ul> |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | <ul style="list-style-type: none"> <li>• Apply a <b>collective selection process</b> grounded in discussion, reasoning, and consensus;</li> <li>• Establish the <b>foundation of a priority problem</b> that will serve as the guiding thread for the rest of the advocacy process.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Timing</b> | 60 min                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Steps</b>  | <p><b>Step 1 — Introduction and explanation of the logic (10 min)</b></p> <p>The trainer introduces the session with a short presentation or discussion:<br/>         “An effective advocacy effort cannot address everything at once. We must choose our battles.<br/>         This prioritization step helps us decide which issue to focus on in order to maximize our impact.”</p> <p>The trainer explains the logic of the <b>prioritization grid</b>, emphasizing that each criterion helps assess the <b>feasibility, scope, and relevance</b> of an issue.</p> <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1 Clarity of the desired change</li> <li>2 Number of people affected</li> <li>3 Ability to draw on lived experiences</li> <li>4 Level of effort required</li> <li>5 Potential for success</li> <li>6 Estimated time to achieve results</li> <li>7 Level of public support</li> <li>8 Level of decision-maker support</li> </ol> <p>The trainer reminds participants that <b>no issue will score perfectly</b> — the goal is to <b>collectively assess which one is most strategic</b> given the context.</p> <p><b>Step 2 — Group work (35 min)</b></p> <ol style="list-style-type: none"> <li>1. Participants are divided into <b>small groups</b> (4 to 6 people).</li> <li>2. Each group selects <b>three issues</b> to compare</li> <li>3. The trainer distributes the <b>prioritization grid</b>.</li> <li>4. Groups discuss each criterion and check the corresponding box (“High / Medium / Low”) for each issue.</li> </ol> <p>The trainer’s role here is to <b>stimulate discussion</b>:<br/>         “Why does this issue seem clearer? Why does this one affect more people? What seems feasible or too ambitious?”</p> <ol style="list-style-type: none"> <li>5. Once the grid is completed, each group <b>assigns an overall score</b> or <b>selects the priority issue</b> they consider most relevant.</li> </ol> <p><b>Step 3 — Group presentations and collective discussion (20 min)</b></p> <p>Each group presents:</p> <ul style="list-style-type: none"> <li>• The <b>priority issue</b> they selected;</li> <li>• The <b>main reasons</b> for their choice;</li> <li>• The <b>decisive criteria</b> that influenced their decision.</li> </ul> <p>The trainer facilitates a collective discussion by comparing the groups’ choices:</p> <ul style="list-style-type: none"> <li>• What <b>common trends</b> emerge?</li> <li>• Which <b>criteria</b> seem most decisive depending on the context?</li> <li>• Which issues appear <b>urgent but unrealistic</b>, or <b>realistic but less urgent</b>?</li> </ul> |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | The trainer concludes by emphasizing that choosing an advocacy issue is a <b>strategic</b> , not emotional, decision — it must be based on <b>impact, feasibility, and mobilization potential</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Key messages</b>            | <ul style="list-style-type: none"> <li>➤ <b>Not every important problem makes a good advocacy issue.</b> A good issue is <b>clear, mobilizing, and achievable</b>.</li> <li>➤ <b>Prioritization is a strategic act, not a compromise.</b> It helps <b>direct resources</b> where they will have the greatest impact.</li> <li>➤ <b>Collective discussion strengthens the legitimacy of the choice.</b> <b>Consensus</b> on priorities makes the strategy more solid and widely shared.</li> <li>➤ <b>Feasibility criteria should not exclude difficult causes,</b> but should help <b>adapt the strategy and pace of action</b>.</li> <li>➤ <b>Advocacy is a marathon, not a sprint.</b> Starting with a <b>clear and attainable issue</b> allows you to learn, build credibility, and then expand your scope of action.</li> </ul> |
| <b>Logistical requirements</b> | <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Copies of the prioritization grid Handout #1 (one per group)</li> <li>• Blank sheets / pens for note-taking</li> <li>• Flipchart or whiteboard for the collective debrief</li> <li>• Colored markers</li> <li>• <i>(Optional)</i> Stickers or dots for collective voting on the issues</li> </ul> <p><b>Room Setup:</b></p> <ul style="list-style-type: none"> <li>• Groups of 4 to 6 participants</li> <li>• Room arranged with separate tables to allow focused group discussion</li> </ul>                                                                                                                                                                                                                                                                     |

## Session 8: Problem analysis

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b> | <ul style="list-style-type: none"> <li>• Conduct an <b>in-depth and structured analysis</b> of an advocacy issue before developing a strategy.</li> <li>• Use three <b>complementary tools</b>: the <i>Eight Key Questions</i>, the <i>Problem Tree</i>, and the <i>Regulatory and Cultural Analysis</i>.</li> <li>• Identify the <b>root causes, consequences, and institutional factors</b> linked to the problem.</li> <li>• Formulate a <b>clear, neutral, and relevant problem statement</b> for advocacy purposes.</li> </ul> |
| <b>Timing</b>     | 120 min                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Steps</b>      | <p><b>Step 1 — Trainer’s introduction (15 min)</b></p> <p>The trainer begins the session by recalling the logic of the process:<br/> <i>“After choosing the priority issue, we now need to understand in depth why it exists, how it manifests, and within what institutional environment it operates.</i><br/> <i>This analytical step is the foundation of any advocacy strategy.”</i></p>                                                                                                                                        |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>The trainer presents the <b>three analysis tools</b>, displayed or projected:</p> <ol style="list-style-type: none"> <li><b>1</b> The Eight key questions — to clarify and define the issue.</li> <li><b>2</b> The Problem tree — to visualize causes and effects.</li> <li><b>3</b> The Regulatory and cultural analysis — to understand the legal, political, and social framework.</li> </ol> <p>The trainer emphasizes that these tools are <b>complementary</b> and can be used either separately or together, depending on the context.</p> <p><b>Step 2 — Group work (1h20)</b></p> <p>♦ <b>Option A – If participants are working on different issues</b></p> <p>Each group selects its <b>priority issue</b> (from the previous exercise) and performs a full analysis using the three tools.</p> <p>Each group receives:</p> <ul style="list-style-type: none"> <li>• The <i>Advocacy Issue Analysis</i> handout (one per group)</li> <li>• Sticky notes, large sheets, markers, and tape</li> </ul> <p><b>Suggested process:</b></p> <ol style="list-style-type: none"> <li>1. <b>Quick diagnosis – The Eight Key Questions (20 min)</b></li> <li>2. <b>Problem tree – Causes and effects (40 min)</b></li> <li>3. <b>Regulatory and cultural analysis (20 min)</b></li> </ol> <p>Each group is encouraged to complete the three sections of the handout and connect them to form a <b>comprehensive understanding</b> of the issue.</p> <p>♦ <b>Option B – If the whole group is working on the same issue</b></p> <p>In this case, participants are divided into <b>three subgroups</b>, each focusing on a different tool:</p> <ul style="list-style-type: none"> <li>• <b>Group 1:</b> The Eight Key Questions</li> <li>• <b>Group 2:</b> The Problem Tree</li> <li>• <b>Group 3:</b> The Regulatory and Cultural Analysis</li> </ul> <p>Each subgroup explores its tool in depth, fills out the corresponding handout, and prepares a <b>concise presentation</b>.</p> <p>The goal is for each group to become an “expert” in its tool and then help others understand its contribution to the overall analysis.</p> <p>After the subgroup work (about 50–60 min),</p> <p><b>Step 3 - collective debrief</b> brings together the three analytical perspectives to build a <b>shared understanding</b> of the problem.</p> <p>The trainer then highlights the <b>connections among the tools</b> and explains how they complement each other to create a holistic analysis.</p> <p><b>Step 4 — Group presentations and collective synthesis (25 min)</b></p> <p>Each group (or subgroup) presents:</p> <ul style="list-style-type: none"> <li>• A <b>summary of its analysis</b> (3–5 minutes per group max).</li> <li>• The <b>strengths and limitations</b> of the tool it used.</li> <li>• A <b>proposed formulation</b> of the central problem.</li> </ul> <p>The trainer then facilitates a <b>collective discussion</b>:</p> <ul style="list-style-type: none"> <li>• Are the identified <b>causes and effects</b> logical and coherent?</li> <li>• Is the <b>problem statement</b> well formulated (neither too broad nor too narrow)?</li> <li>• What <b>connections</b> can be seen between the social, legal, and political dimensions?</li> </ul> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | The objective is for the entire group to reach a <b>shared, structured, and well-argued understanding</b> of the advocacy issue.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Key messages</b>            | <ul style="list-style-type: none"> <li>➤ <b>Analyzing before acting is a strategic step.</b> Effective advocacy requires understanding the <b>causes, effects, and context</b> of the problem.</li> <li>➤ <b>Problem analysis is not just an intellectual exercise.</b> It helps identify <b>concrete levers for action</b> and formulate <b>relevant messages</b>.</li> <li>➤ <b>Each tool sheds light on a different dimension:</b> <ul style="list-style-type: none"> <li>• <i>The Eight Questions</i> → framing the problem,</li> <li>• <i>The Problem Tree</i> → understanding the system's logic,</li> <li>• <i>The Regulatory Analysis</i> → identifying institutional levers.</li> </ul> </li> <li>➤ <b>Collaboration enriches the analysis.</b> Combining <b>technical, citizen, legal, and social perspectives</b> leads to a more accurate understanding of the issue.</li> <li>➤ The <b>problem statement</b> must be <b>neutral and factual</b> — it should describe a reality, not an opinion or a solution.</li> </ul> |
| <b>Logistical requirements</b> | <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• “<i>Advocacy Issue Analysis</i>” handout #2 (one per group)</li> <li>• Flipchart sheets / kraft paper</li> <li>• Sticky notes (three colors: causes, problem, effects)</li> <li>• Markers and adhesive tape</li> <li>• Board or wall space for collective display</li> </ul> <p><b>Room Setup:</b></p> <ul style="list-style-type: none"> <li>• Groups of <b>4 to 6 participants</b></li> <li>• A <b>spacious room</b> allowing movement and wall displays for group outputs</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## Session 9 : Building a common vision

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b> | <ul style="list-style-type: none"> <li>• Understand the concept of a <b>collective vision</b> in advocacy and its unifying role;</li> <li>• Identify the <b>key elements</b> of a clear and inspiring vision;</li> <li>• Formulate a <b>shared vision</b> for their advocacy campaign;</li> <li>• Recognize that <b>diversity of perspectives</b> can either enrich or hinder collective action, depending on how it is managed.</li> </ul> |
| <b>Timing</b>     | 75 min                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Steps</b>      | <b>Step 1 — Introductory game: “Finding north” (15 min)</b>                                                                                                                                                                                                                                                                                                                                                                                 |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>The trainer invites all participants to stand up and spread out around the room. He gives the following instructions:<br/> “Close your eyes. Without speaking, try to point in the direction of <b>North</b>.”<br/> “Keep your arm extended, and now... start walking slowly in that direction.”<br/> Participants begin moving — their paths cross, directions diverge, and laughter emerges.<br/> After a few moments, the trainer asks them to <b>open their eyes and stop</b>.<br/> <b>Collective debrief (5–7 min)</b><br/> Questions to ask:<br/> <ul style="list-style-type: none"> <li>• What just happened?</li> <li>• Was everyone going in the same direction?</li> <li>• What does this illustrate, in your opinion?</li> </ul> <b>Key Message to Emphasize:</b><br/> “Without a shared vision, everyone goes their own way. Even with the best intentions and energy, the group ends up scattered.<br/> In an advocacy campaign, it’s exactly the same: if there isn’t a clear and shared vision, efforts become fragmented and exhausting.”</p> <p><b>Step 2 — Introduction to the concept of vision (10 min)</b><br/> The trainer projects or displays the <b>definition</b> and <b>key guiding questions</b> for formulating a vision.<br/> <b>Suggested definition:</b><br/> A <b>vision</b> is a clear, inspiring, and positive image of the long-term change we want to see happen as a result of our advocacy efforts.<br/> <b>Characteristics of an effective vision:</b><br/> <ul style="list-style-type: none"> <li>• <b>Positive</b> – describes what we <i>want to achieve</i>, not what we <i>want to avoid</i></li> <li>• <b>Inspiring</b> – motivates people to take action</li> <li>• <b>Realistic</b> – grounded in the context, without being utopian</li> <li>• <b>Shared</b> – understood and embraced by all actors involved</li> </ul> <b>Guiding questions for formulation:</b><br/> <ol style="list-style-type: none"> <li>1. What would the ideal situation look like if our advocacy were successful?</li> <li>2. What long-lasting transformations do we hope to achieve?</li> <li>3. Who would benefit, and how?</li> <li>4. What behavioral, policy, or institutional changes do we envision?</li> </ol> “The vision is the <b>destination</b> — the objectives and strategies are the <b>path</b> to get there.”</p> <p><b>Step 3 — Group work: formulating the vision (35 min)</b><br/> Participants gather in groups according to their advocacy campaign or issue (<b>3 to 4 groups</b>, depending on the size of the class).<br/> <b>Instruction:</b><br/> “Using the guiding questions we just discussed, write a <b>vision statement</b> for your campaign.<br/> It should be <b>inspiring</b> and <b>easy to understand</b>.”<br/> Each group may first note down <b>key words or ideas</b> before drafting the final sentence.</p> <p><b>Step 4 — Group presentations and collective improvement (15 min)</b><br/> Each group presents its <b>vision statement</b> (2–3 minutes per group).<br/> The trainer leads a collective feedback session using the following guiding questions:<br/> <ul style="list-style-type: none"> <li>• Does this vision describe the world <b>as it would be if the problem no longer existed</b>?</li> <li>• Does it express a <b>lasting and positive transformation</b>, rather than an action or a</li> </ul> </p> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



|                                                                                                                                                                                                                       | <p>solution?</p> <ul style="list-style-type: none"> <li>• Is it <b>clear and understandable</b> to everyone, free of technical jargon?</li> <li>• Does it <b>inspire a sense of mobilization and collective hope</b>?</li> <li>• Can we easily <b>visualize the beneficiaries</b> and the transformation achieved through this vision?</li> <li>• Does it offer a <b>common direction</b> toward which all stakeholders can move together?</li> </ul> <p><b>Trainer's reminder:</b><br/>         "A vision is <b>not what we do</b>, but <b>what the world becomes</b> when our advocacy succeeds."</p> <p><b>Examples of real Vision statements to show participants:</b></p> <table border="1"> <thead> <tr> <th>Issue</th><th>Vision statement</th></tr> </thead> <tbody> <tr> <td><b>Increase in school violence and lack of a culture of dialogue within educational institutions</b></td><td>A peaceful community that rejects violence and embraces diversity, practices the culture of dialogue, upholds universal human rights, and respects the rule of law — where students, both girls and boys, enjoy their right to a safe educational environment.</td></tr> <tr> <td><b>The exclusion of informal workers from social protection systems, due to inadequate legal frameworks, rigid affiliation mechanisms, and the limited recognition of the diversity of informal work arrangements</b></td><td>A society in which all workers, regardless of their employment status, have effective, equitable, and adapted access to inclusive social protection, ensuring human dignity, economic security throughout the life cycle, gender equality, and the meaningful participation of informal workers in the design, implementation, and monitoring of social protection policies.</td></tr> <tr> <td><b>Exclusion of refugees and African students from medical care during COVID-19</b></td><td>A united and caring Tunisian society where everyone enjoys dignity and a decent life without discrimination, and where all social forces and groups work together to ensure that no person is excluded from the social and economic benefits guaranteed by international and constitutional standards.</td></tr> <tr> <td><b>Increased pollution in the city of Kasserine and lack of institutional accountability</b></td><td>A Kasserine community where all citizens, without distinction or discrimination, benefit equitably from the fruits of development; where the rights of future generations to a dignified life are protected; where equality, participation, and the rule of law prevail; and where women and men enjoy their right to a healthy environment and participate in decisions that affect their lives.</td></tr> </tbody> </table> | Issue | Vision statement | <b>Increase in school violence and lack of a culture of dialogue within educational institutions</b> | A peaceful community that rejects violence and embraces diversity, practices the culture of dialogue, upholds universal human rights, and respects the rule of law — where students, both girls and boys, enjoy their right to a safe educational environment. | <b>The exclusion of informal workers from social protection systems, due to inadequate legal frameworks, rigid affiliation mechanisms, and the limited recognition of the diversity of informal work arrangements</b> | A society in which all workers, regardless of their employment status, have effective, equitable, and adapted access to inclusive social protection, ensuring human dignity, economic security throughout the life cycle, gender equality, and the meaningful participation of informal workers in the design, implementation, and monitoring of social protection policies. | <b>Exclusion of refugees and African students from medical care during COVID-19</b> | A united and caring Tunisian society where everyone enjoys dignity and a decent life without discrimination, and where all social forces and groups work together to ensure that no person is excluded from the social and economic benefits guaranteed by international and constitutional standards. | <b>Increased pollution in the city of Kasserine and lack of institutional accountability</b> | A Kasserine community where all citizens, without distinction or discrimination, benefit equitably from the fruits of development; where the rights of future generations to a dignified life are protected; where equality, participation, and the rule of law prevail; and where women and men enjoy their right to a healthy environment and participate in decisions that affect their lives. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Issue                                                                                                                                                                                                                 | Vision statement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |                  |                                                                                                      |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                     |                                                                                                                                                                                                                                                                                                        |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Increase in school violence and lack of a culture of dialogue within educational institutions</b>                                                                                                                  | A peaceful community that rejects violence and embraces diversity, practices the culture of dialogue, upholds universal human rights, and respects the rule of law — where students, both girls and boys, enjoy their right to a safe educational environment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       |                  |                                                                                                      |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                     |                                                                                                                                                                                                                                                                                                        |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>The exclusion of informal workers from social protection systems, due to inadequate legal frameworks, rigid affiliation mechanisms, and the limited recognition of the diversity of informal work arrangements</b> | A society in which all workers, regardless of their employment status, have effective, equitable, and adapted access to inclusive social protection, ensuring human dignity, economic security throughout the life cycle, gender equality, and the meaningful participation of informal workers in the design, implementation, and monitoring of social protection policies.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                  |                                                                                                      |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                     |                                                                                                                                                                                                                                                                                                        |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Exclusion of refugees and African students from medical care during COVID-19</b>                                                                                                                                   | A united and caring Tunisian society where everyone enjoys dignity and a decent life without discrimination, and where all social forces and groups work together to ensure that no person is excluded from the social and economic benefits guaranteed by international and constitutional standards.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |       |                  |                                                                                                      |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                     |                                                                                                                                                                                                                                                                                                        |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Increased pollution in the city of Kasserine and lack of institutional accountability</b>                                                                                                                          | A Kasserine community where all citizens, without distinction or discrimination, benefit equitably from the fruits of development; where the rights of future generations to a dignified life are protected; where equality, participation, and the rule of law prevail; and where women and men enjoy their right to a healthy environment and participate in decisions that affect their lives.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                  |                                                                                                      |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                     |                                                                                                                                                                                                                                                                                                        |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Key messages</b>                                                                                                                                                                                                   | <p>➤ <b>The vision is the compass of advocacy:</b><br/>         An advocacy campaign often begins with <b>outrage</b>, a sense of <b>injustice to be corrected</b>, or <b>frustration</b> with a persistent situation.<br/>         But to turn that energy into effective action, there must be a <b>clear and shared direction</b> — this is the role of the vision.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                  |                                                                                                      |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                     |                                                                                                                                                                                                                                                                                                        |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                   |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <ul style="list-style-type: none"> <li>➤ <b>The vision expresses a transformation, not an activity:</b><br/>A vision does not describe what we <i>do</i>, but what we <i>want to see happen</i>. It does not list actions (“train,” “raise awareness,” “reform”) — it describes the <b>lasting and tangible change</b> in society once those actions have succeeded.</li> <li>➤ <b>A shared vision unites and gives collective meaning:</b><br/>In advocacy, actors often come from <b>diverse backgrounds</b> — associations, unions, institutions, media, researchers, citizens.<br/>The vision helps <b>build a common language</b> among them, beyond differences in mandates or organizational cultures.</li> <li>➤ <b>An effective vision is clear and inspiring:</b><br/>A good vision must be <b>understood, shared, and championed</b> by all stakeholders — including those not directly involved in the campaign. It appeals <b>to the heart as much as to reason</b>.</li> </ul> <p>For a vision to be <b>truly mobilizing</b>:</p> <ul style="list-style-type: none"> <li>• It must be <b>positive</b> — describing what we want to <i>achieve</i>, not what we want to <i>avoid</i>.</li> <li>• It must be <b>inclusive</b> — ensuring that no one is left out.</li> <li>• It must <b>inspire a desirable future</b> in which everyone can see themselves.</li> </ul> <ul style="list-style-type: none"> <li>➤ <b>The vision anchors advocacy in a perspective of systemic change:</b><br/>A vision is not a simple slogan — it is a <b>representation of the structural transformation</b> that advocacy seeks to bring about.</li> <li>➤ It connects the <b>social, economic, political, and cultural dimensions</b> of the issue.<br/>It encourages actors to think <b>beyond projects</b>, toward <b>lasting transformations</b>: better-enforced laws, changed behaviors, and recognized rights.</li> <li>➤ Ultimately, it invites us to view advocacy as a <b>collective process of transformation</b>, not merely as a one-time demand.</li> </ul> |
| <b>Logistical requirements</b> | <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Open space for the “Finding North” activity</li> <li>• Flipcharts or whiteboards</li> <li>• A3 sheets and markers for each group</li> <li>• Slide or poster displaying the <b>guiding questions</b> and the <b>definition of a vision</b></li> </ul> <p><b>Room Setup:</b></p> <ul style="list-style-type: none"> <li>• Spacious room allowing free movement</li> <li>• Groups of <b>4 to 6 participants</b> for the group work phase</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## Session 10: Formulating SMART objectives

| Objectives                      | <ul style="list-style-type: none"><li>Understand the meaning and usefulness of the <b>SMART framework</b> for formulating objectives.</li><li>Identify the <b>limitations of poorly formulated objectives</b> and propose appropriate adjustments</li><li>Distinguish what makes an <b>advocacy objective specific</b>, by integrating key elements: the <b>decision-maker</b>, the <b>action to be taken</b>, the <b>type of decision expected</b>, and the <b>timeframe</b>.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                            |                                                                                                                                |                                        |                     |                                                     |                                                    |                       |                                                          |                                                      |                       |                                                             |                                                      |                                 |                                                       |                                             |                       |                                |                                                     |   |                    |          |                                    |   |                                                         |                                                            |                                                                                                                                |   |                                                        |                                                 |                                                                                 |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|---------------------|-----------------------------------------------------|----------------------------------------------------|-----------------------|----------------------------------------------------------|------------------------------------------------------|-----------------------|-------------------------------------------------------------|------------------------------------------------------|---------------------------------|-------------------------------------------------------|---------------------------------------------|-----------------------|--------------------------------|-----------------------------------------------------|---|--------------------|----------|------------------------------------|---|---------------------------------------------------------|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---|--------------------------------------------------------|-------------------------------------------------|---------------------------------------------------------------------------------|
| Timing                          | 50 min                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                            |                                                                                                                                |                                        |                     |                                                     |                                                    |                       |                                                          |                                                      |                       |                                                             |                                                      |                                 |                                                       |                                             |                       |                                |                                                     |   |                    |          |                                    |   |                                                         |                                                            |                                                                                                                                |   |                                                        |                                                 |                                                                                 |
| Steps                           | <p><b>Step 1 — Introduction to the SMART concept (10 min)</b></p> <p>The trainer begins by explaining that, for advocacy to be effective, it must be built on <b>clear and measurable objectives</b>.<br/>These objectives make it possible to <b>track progress</b> and <b>evaluate whether the strategy is moving in the right direction</b>.<br/>The trainer then projects or displays the following table:</p> <table><tr><th>Letter</th><th>Meaning</th><th>Explanation in the context of advocacy</th></tr><tr><td><b>S – Specific</b></td><td>The objective must be clear, precise, and concrete.</td><td>It answers the questions “what,” “who,” and “why.”</td></tr><tr><td><b>M – Measurable</b></td><td>It must be possible to assess the degree of achievement.</td><td>Through indicators, evidence, or observable results.</td></tr><tr><td><b>A – Achievable</b></td><td>It must be realistic given the available means and context.</td><td>Compatible with existing resources and partnerships.</td></tr><tr><td><b>R – Relevant / Realistic</b></td><td>It must make sense in relation to the overall vision.</td><td>It truly contributes to the desired change.</td></tr><tr><td><b>T – Time-bound</b></td><td>It must have a clear deadline.</td><td>“Within six months,” “by the end of the year,” etc.</td></tr></table> <p><b>Step 2 — Interactive activity: SMART or not SMART?</b><br/><b>Duration:</b> 15 minutes<br/>The trainer reads aloud several objectives from the list below (selecting as many as desired) and asks participants:<br/>👉 Are they SMART?<br/>👉 If not, how could they be reformulated to become SMART?</p> <p><b>Examples of objectives to analyze</b></p> <table><tr><th>#</th><th>Proposed objective</th><th>Analysis</th><th>Possible reformulation (if needed)</th></tr><tr><td>1</td><td>Improve the situation of unemployed youth in Kasserine.</td><td>❌ Too general. No decision-maker, no action, no timeframe.</td><td>✅ By the end of 2026, the Ministry of Vocational Training adopts a regional employment plan for 500 young people in Kasserine.</td></tr><tr><td>2</td><td>Improve the situation of women in the informal sector.</td><td>❌ General vision, not an operational objective.</td><td>✅ By the end of 2026, the Ministry of Social Affairs adopts a social protection</td></tr></table> | Letter                                                     | Meaning                                                                                                                        | Explanation in the context of advocacy | <b>S – Specific</b> | The objective must be clear, precise, and concrete. | It answers the questions “what,” “who,” and “why.” | <b>M – Measurable</b> | It must be possible to assess the degree of achievement. | Through indicators, evidence, or observable results. | <b>A – Achievable</b> | It must be realistic given the available means and context. | Compatible with existing resources and partnerships. | <b>R – Relevant / Realistic</b> | It must make sense in relation to the overall vision. | It truly contributes to the desired change. | <b>T – Time-bound</b> | It must have a clear deadline. | “Within six months,” “by the end of the year,” etc. | # | Proposed objective | Analysis | Possible reformulation (if needed) | 1 | Improve the situation of unemployed youth in Kasserine. | ❌ Too general. No decision-maker, no action, no timeframe. | ✅ By the end of 2026, the Ministry of Vocational Training adopts a regional employment plan for 500 young people in Kasserine. | 2 | Improve the situation of women in the informal sector. | ❌ General vision, not an operational objective. | ✅ By the end of 2026, the Ministry of Social Affairs adopts a social protection |
| Letter                          | Meaning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Explanation in the context of advocacy                     |                                                                                                                                |                                        |                     |                                                     |                                                    |                       |                                                          |                                                      |                       |                                                             |                                                      |                                 |                                                       |                                             |                       |                                |                                                     |   |                    |          |                                    |   |                                                         |                                                            |                                                                                                                                |   |                                                        |                                                 |                                                                                 |
| <b>S – Specific</b>             | The objective must be clear, precise, and concrete.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | It answers the questions “what,” “who,” and “why.”         |                                                                                                                                |                                        |                     |                                                     |                                                    |                       |                                                          |                                                      |                       |                                                             |                                                      |                                 |                                                       |                                             |                       |                                |                                                     |   |                    |          |                                    |   |                                                         |                                                            |                                                                                                                                |   |                                                        |                                                 |                                                                                 |
| <b>M – Measurable</b>           | It must be possible to assess the degree of achievement.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Through indicators, evidence, or observable results.       |                                                                                                                                |                                        |                     |                                                     |                                                    |                       |                                                          |                                                      |                       |                                                             |                                                      |                                 |                                                       |                                             |                       |                                |                                                     |   |                    |          |                                    |   |                                                         |                                                            |                                                                                                                                |   |                                                        |                                                 |                                                                                 |
| <b>A – Achievable</b>           | It must be realistic given the available means and context.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Compatible with existing resources and partnerships.       |                                                                                                                                |                                        |                     |                                                     |                                                    |                       |                                                          |                                                      |                       |                                                             |                                                      |                                 |                                                       |                                             |                       |                                |                                                     |   |                    |          |                                    |   |                                                         |                                                            |                                                                                                                                |   |                                                        |                                                 |                                                                                 |
| <b>R – Relevant / Realistic</b> | It must make sense in relation to the overall vision.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | It truly contributes to the desired change.                |                                                                                                                                |                                        |                     |                                                     |                                                    |                       |                                                          |                                                      |                       |                                                             |                                                      |                                 |                                                       |                                             |                       |                                |                                                     |   |                    |          |                                    |   |                                                         |                                                            |                                                                                                                                |   |                                                        |                                                 |                                                                                 |
| <b>T – Time-bound</b>           | It must have a clear deadline.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | “Within six months,” “by the end of the year,” etc.        |                                                                                                                                |                                        |                     |                                                     |                                                    |                       |                                                          |                                                      |                       |                                                             |                                                      |                                 |                                                       |                                             |                       |                                |                                                     |   |                    |          |                                    |   |                                                         |                                                            |                                                                                                                                |   |                                                        |                                                 |                                                                                 |
| #                               | Proposed objective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Analysis                                                   | Possible reformulation (if needed)                                                                                             |                                        |                     |                                                     |                                                    |                       |                                                          |                                                      |                       |                                                             |                                                      |                                 |                                                       |                                             |                       |                                |                                                     |   |                    |          |                                    |   |                                                         |                                                            |                                                                                                                                |   |                                                        |                                                 |                                                                                 |
| 1                               | Improve the situation of unemployed youth in Kasserine.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ❌ Too general. No decision-maker, no action, no timeframe. | ✅ By the end of 2026, the Ministry of Vocational Training adopts a regional employment plan for 500 young people in Kasserine. |                                        |                     |                                                     |                                                    |                       |                                                          |                                                      |                       |                                                             |                                                      |                                 |                                                       |                                             |                       |                                |                                                     |   |                    |          |                                    |   |                                                         |                                                            |                                                                                                                                |   |                                                        |                                                 |                                                                                 |
| 2                               | Improve the situation of women in the informal sector.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ❌ General vision, not an operational objective.            | ✅ By the end of 2026, the Ministry of Social Affairs adopts a social protection                                                |                                        |                     |                                                     |                                                    |                       |                                                          |                                                      |                       |                                                             |                                                      |                                 |                                                       |                                             |                       |                                |                                                     |   |                    |          |                                    |   |                                                         |                                                            |                                                                                                                                |   |                                                        |                                                 |                                                                                 |

|    |                                                                                                |                                                             |                                                                                                                                         |
|----|------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
|    |                                                                                                |                                                             | strategy for women working in the informal sector.                                                                                      |
| 3  | Parliament adopts by December 2025 a law imposing a 40% quota of women on boards of directors. | ✓ Specific, measurable, achievable, relevant, time-bound.   | —                                                                                                                                       |
| 4  | Advocate for greater gender equality in companies.                                             | ✗ Too vague — “advocate for” is not a measurable objective. | ✓ By 2027, the Ministry of Labor integrates a monitoring mechanism for wage equality into the Labor Code.                               |
| 5  | Raise awareness among the population about the dangers of plastic.                             | ✗ Communication activity, not an advocacy objective.        | ✓ By 2026, the Ministry of Environment bans the production and import of single-use plastic bags.                                       |
| 6  | Municipalities implement participatory policies.                                               | ✗ Too broad, lacks timeframe and context.                   | ✓ The Municipality of Béja establishes by the end of 2025 a citizen advisory council composed of 50% youth and women.                   |
| 7  | Increase budget transparency at the local level.                                               | ✗ No decision-maker or measurable indicator.                | ✓ The Municipality of Jendouba publishes its full annual budget on its website by March 2026.                                           |
| 8  | Institutions must respect human rights.                                                        | ✗ Declarative, too general, and not measurable.             | ✓ By the end of 2026, the Ministry of Interior adopts a code of conduct aligned with international human rights standards.              |
| 9  | By 2027, 80% of schools in the region offer cultural activities for students.                  | ✓ SMART: quantified, time-bound, achievable, measurable.    | —                                                                                                                                       |
| 10 | Convince the media to talk about climate change.                                               | ✗ Not measurable, no decision-maker, no indicator.          | ✓ By July 2026, the Union of Local Radios signs a charter committing to broadcast at least one program per month on climate adaptation. |
| 11 | Reduce pollution in the industrial area of Sfax.                                               | ✗ No actor or method identified.                            | ✓ By 2027, the National Environmental Protection Agency enforces emission standards for companies in Sfax’s industrial zone.            |
| 12 | Promote youth participation in public affairs.                                                 | ✗ No action, no decision-maker, no timeframe.               | ✓ Before the end of 2025, the Ministry of Youth launches a national leadership training                                                 |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                     |                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                     | program for 1,000 young people.                                                                                            |
| 13                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Increase the budget allocated to reproductive health.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | ✗ Who decides? By how much? When?                   | ✓ Parliament increases by 15% the national budget dedicated to reproductive health by 2026.                                |
| 14                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Private companies support the integration of young graduates.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ✗ Too broad, not measurable.                        | ✓ By the end of 2025, the Gabès Chamber of Commerce signs a protocol with 10 local companies to host 200 interns per year. |
| 15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | End discrimination against migrants.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | ✗ Noble vision but too broad for a SMART objective. | ✓ By 2027, the Ministry of Employment revises regulations to ensure migrants' access to the labor market.                  |
| <p><b>Step 3 — Focus: The specific formulation of advocacy objectives (25 min)</b></p> <p>The trainer introduces the <b>specific formula</b> used in advocacy campaigns:</p> <p>👉 <b>Decision-maker</b> + <b>Expected action</b> + <b>Type of decision</b> + <b>timeframe</b></p> <p>This structure helps avoid vague formulations and keeps the focus on the <b>core change being pursued</b> — influencing a concrete decision made by a targeted person or institution within a defined period.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• The <b>Municipal Council of Jendouba</b> <b>adopts</b> an <b>annual maintenance plan</b> for school playgrounds by the end of <b>2025</b>.</li> <li>• The <b>Ministry of Health</b> <b>issues</b> an official notice <b>guaranteeing free access</b> to basic healthcare for women working in the informal sector by <b>June 2026</b>.</li> <li>• The <b>Parliament</b> <b>revises</b> the <b>law on associations</b> to facilitate the creation of women's cooperatives by <b>2027</b>.</li> </ul> <p>The trainer then invites participants to work in groups and <b>formulate one SMART objective</b> for their own advocacy campaign, using this structure.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                     |                                                                                                                            |
| <b>Key messages</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>➤ <b>Advocacy without clear objectives remains a simple intention.</b><br/>SMART objectives make it possible to turn a vision into a <b>concrete action plan</b>.</li> <li>➤ <b>SMART doesn't mean rigid:</b> a good objective can be revised, but it must always remain <b>measurable and realistic</b>.</li> <li>➤ <b>Advocacy objectives must target decisions.</b><br/>They are not internal activities, but <b>external changes</b> we aim to influence — laws, regulations, practices, budgets, etc.</li> <li>➤ <b>Each objective must explicitly mention the decision-maker.</b><br/>Without a clearly identified actor, the objective loses its <b>strategic strength</b>.</li> <li>➤ <b>Deadlines reinforce commitment.</b><br/>Setting a <b>time horizon</b> helps plan, track progress, and maintain accountability.</li> <li>➤ <b>Clarity of language strengthens credibility.</b><br/>A well-formulated objective is <b>understandable, verifiable, and mobilizing</b>.</li> </ul> <p><b>Golden rule of advocacy formulation:</b><br/><b>Who decides? What? How? And by when?</b></p> |                                                     |                                                                                                                            |

|                                |                                                                                                                                                                                              |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Logistical requirements</b> | <b>Materials:</b> <ul style="list-style-type: none"> <li>• Projector</li> <li>• Blank sheets or <b>templates</b> for reformulating objectives</li> <li>• Markers and sticky notes</li> </ul> |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Session 11: Linking Intermediate objectives to the overall goal — The logic of change

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b> | <ul style="list-style-type: none"> <li>• Understand the <b>logical sequence</b> between the different levels of objectives within an advocacy campaign.</li> <li>• Identify the <b>decision-makers</b> at each level and their specific role in achieving the overall change.</li> <li>• Visualize the <b>causal chain</b> linking intermediate objectives to the final goal (following the logic of the <b>theory of change</b>).</li> <li>• Formulate their own <b>coherent intermediate objectives</b> that contribute to a shared outcome.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Timing</b>     | 60 min                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Steps</b>      | <p><b>Step 1 — Introduction (10 min)</b></p> <p>The trainer begins by reminding participants that advocacy does not aim for <b>instant change</b>, but rather a <b>strategic progression</b> toward an overall goal.</p> <p>“A successful advocacy campaign is like a ladder: each rung represents an intermediate objective.<br/>You don’t jump straight to the top — you climb step by step.”</p> <p>The trainer introduces the concept of the <b>Theory of Change</b>, applied to advocacy:</p> <ul style="list-style-type: none"> <li>• The <b>overall goal</b> represents the final desired outcome (often a major policy or institutional decision).</li> <li>• The <b>intermediate objectives</b> represent the <b>steps or prerequisites</b> needed to reach that goal.</li> <li>• Each intermediate objective is <b>driven by a specific actor</b> and influenced by one or more others.</li> </ul> <p> <b>Important to explain at this stage:</b></p> <p>“These intermediate objectives are formulated at this point in the planning process, but they are not fixed.<br/>The next step — stakeholder mapping — will allow us to refine, validate, or adjust these objectives once we better understand who actually holds the power to act, influence, or block change.”</p> <p>Thus, this step <b>sets the stage for stakeholder mapping</b>, by proposing an initial hypothesis of the <b>chain of change</b>.</p> <p>◆ <b>Example to project or distribute</b></p> |

**Advocacy Topic:** Develop a **national gender-sensitive roadmap** for implementing the **2030 Agenda**.

**Overall Goal:** The **executive branch** adopts a **national gender-sensitive roadmap** to achieve the 2030 Agenda.



| Level of decision / Impact        | Relevant actor                                                       | Required change or decision                        | Influencers                                   |
|-----------------------------------|----------------------------------------------------------------------|----------------------------------------------------|-----------------------------------------------|
| <b>Final decision-maker</b>       | Head of the Executive Branch                                         | Adopt the roadmap by decree or ministerial order   | Council of Ministers, partners, civil society |
| <b>Secondary decision-maker 1</b> | Council of Ministers or Cabinet                                      | Approve the draft roadmap                          | Ministries, donors, civil society             |
| <b>Secondary decision-maker 2</b> | Sectoral Ministries or Agencies (ex/ Interior, Social Affairs, etc.) | Prepare the draft <b>sectoral roadmaps</b>         | Experts, NGOs, partners                       |
| <b>Secondary decision-maker 3</b> | Technical Partners and Donors                                        | Provide technical support for gender mainstreaming | International organizations, civil society    |
| <b>Secondary decision-maker 4</b> | Civil Society                                                        | Build alliances and thematic advocacy coalitions   | Local NGOs, media, regional networks          |

### Step 2 — Guided discussion (10 min)

The trainer facilitates a collective discussion by asking the following questions:

- How does each **intermediate objective** contribute to the next one?
- What happens if **one link in the chain** doesn't move or fails?
- What connections can you identify between **different levels of decision-making**?
- In your opinion, how might **stakeholder mapping** help refine or adjust this logic?

### Step 3 — Group work (30 min)

Each group selects its **own advocacy theme** and fills out a blank worksheet with the following columns:

| **Level of Decision / Impact** | **Relevant actor** | **Required change or decision** | **Influencers** | names will be written on post-it and put on the worksheet. Each level has a different post-it color

#### Instructions:

"Start by identifying your **overall objective**, then imagine **3 to 5 intermediate objectives** needed to reach it.

For each one, specify: **who decides**, **what decision or action** is expected, and **who influences that decision**."

The trainer emphasizes that this first version is a **working hypothesis**, to be revised later after stakeholder mapping, which will allow participants to:

- confirm the **actors who truly hold influence**,
- adjust **priorities**, and
- make the **change pathway** more realistic.

### Step 4 — Presentation and conclusion (10 min)



|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <p>Each group presents its <b>“chain of change.”</b></p> <p>The trainer highlights <b>coherent links</b> and suggests <b>adjustments or refinements</b> to strengthen the logical flow between objectives and actors.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Key messages</b>            | <ul style="list-style-type: none"> <li>➤ <b>Advocacy objectives form a logical chain of transformation.</b> Change is achieved through successive stages — not through a single political act.</li> <li>➤ ➤ <b>Intermediate objectives are dynamic.</b> At this stage, they are defined as working hypotheses, but they will be reviewed, validated, or adjusted after the stakeholder mapping phase.</li> <li>➤ ➤ <b>Stakeholder mapping informs strategic choices.</b> It helps identify truly influential actors and adjust objectives based on their power, roles, and interests.</li> <li>➤ ➤ <b>Each intermediate objective corresponds to a specific level of decision-making.</b> The role of advocacy is to ensure coherence between these levels — from local to national, from technical to political.</li> <li>➤ ➤ <b>A solid theory of change helps anticipate obstacles.</b> It makes visible the interdependencies between actors and highlights available levers of influence.</li> <li>➤ ➤ <b>Revising is not a sign of weakness, but of strategic intelligence.</b> Effective advocacy relies on continuous analysis and the ability to adapt the action plan.</li> </ul> |
| <b>Logistical requirements</b> | <ul style="list-style-type: none"> <li>• <b>Slide or poster</b> displaying the example (<i>Agenda 2030 / Gender-sensitive roadmap</i>)</li> <li>• <b>Blank worksheet</b> (A3 paper or whiteboard)</li> <li>• <b>Color-coded post-its</b> to distinguish between levels of actors or decision-makers</li> <li>• <b>Markers and stickers</b> for group visualization</li> <li>• <b>Flipchart or projector</b> for collective presentation and discussion</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

## Session 12: Stakeholder mapping

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b> | <ul style="list-style-type: none"> <li>• Identify the main stakeholders connected to their advocacy issue.</li> <li>• Analyze the relationships of power, influence, and interest among the actors.</li> <li>• Distinguish allies, neutrals, and opponents, and adapt their tactics accordingly.</li> <li>• Use three complementary strategic mapping tools: <ol style="list-style-type: none"> <li>1. <b>Power grid</b> (Power–Interest Matrix)</li> <li>2. <b>Tactical map</b></li> <li>3. <b>Stakeholder spectrum</b> (Allies–Opponents)</li> </ol> </li> </ul> |
| <b>Timing</b>     | 150 min                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Steps</b>      | <p><b>Step 1 - Introduction and context – 15 min</b></p> <ul style="list-style-type: none"> <li>• Brief presentation on the link between stakeholder mapping and strategic advocacy</li> </ul>                                                                                                                                                                                                                                                                                                                                                                     |



planning.

- Interactive discussion:

*“Why is it essential to understand the actors before choosing our strategies?”*

- PowerPoint presentation summarizing the three tools (Power Grid, Tactical Map, Stakeholder Spectrum).

### **Step 2 — Exercise 1: Power grid (Power–Interest matrix) – 45 min**

#### **Instructions:**

Each group lists the actors related to their advocacy issue, then places them in a two-axis grid:

**Power** (low → high) / **Interest** (low → high).

#### **Tasks:**

- Identify actors with **high power and high interest** → key actors to **involve**.
- Identify those with **high power but low interest** → targets to **raise awareness**.
- Identify **local actors** with strong interest → potential **allies to mobilize**.

#### **Plenary Debrief:**

Each group presents its grid (5 min per group).

The facilitator summarizes by emphasizing the strategic interpretation of the Power Grid:

**Engage, Inform, Mobilize, Monitor.**

### **Step 3 — Exercise 2: Tactical map – 45 min**

#### **Facilitator introduction:**

Explanation of the Tactical Map concept (inspired by *New Tactics for Human Rights*).

Presentation of the structure with **concentric circles**:

- **Center:** direct conflict actors (oppressed / oppressor)
- **Circles:** Local → Regional → National → International

#### **Instructions:**

Each group builds its map on a large A3 sheet:

- Place the actors according to their level of involvement.
- Use **colored arrows** to represent relationships:
  -  **Green:** partnership / mutual interest
  -  **Red:** conflict
  -  **Black:** power relation
  -  **Orange:** exploitation
  -  **Blue dotted line:** unclear or ambiguous relation

#### **Debriefing questions:**

- Which actors appear most influential?
- Where do potential alliances emerge?
- Which relationships need to be transformed or rebalanced?

### **Step 4 — Exercise 3: Stakeholder spectrum – 30 min**

#### **Instructions:**

In groups, participants position the identified actors along a line ranging from:

**Active opponents → Passive opponents → Neutrals → Passive allies → Active allies.**

#### **Task:**

Determine an engagement tactic for each category:

- **Discuss / Persuade / Raise Awareness / Monitor / Neutralize**

#### **Variant:**

If participants are working on the same advocacy theme, divide them into three

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | <p>groups:<br/>Each group applies only one of the three tools (Power Grid, Tactical Map, or Spectrum) and presents its analysis in the plenary session.</p> <p><b>Cross-presentation:</b><br/>A collective discussion follows to highlight the <b>connections and complementarities</b> between the three tools and how they strengthen one another.</p> <p><b>Step 5 — Synthesis and reflection – 15 min</b></p> <ul style="list-style-type: none"> <li>• The facilitator summarizes the key lessons from the three mapping tools.</li> <li>• Open discussion:<br/><i>“Which actors should we prioritize for engagement in the next phase?”</i></li> <li>• <b>Link with intermediate objectives formulation:</b><br/>The results of this stakeholder mapping will guide the <b>revision, validation, or adjustment of the SMART advocacy objectives</b>, ensuring they align with the actual power and influence dynamics observed.</li> </ul>                    |
| <b>Key messages</b>           | <ul style="list-style-type: none"> <li>➤ <b>Mapping means understanding the system of influence.</b> Without this step, an advocacy strategy remains blind.</li> <li>➤ <b>Each tool offers a complementary perspective:</b></li> <li>➤ <b>Power grid</b> → hierarchy of power and interest.</li> <li>➤ <b>Tactical map</b> → dynamics and relationships among actors.</li> <li>➤ <b>Stakeholder spectrum</b> → attitudes and levels of engagement.</li> <li>➤ <b>Alliances and oppositions are never static.</b> Positions evolve over time — the stakeholder map must be updated at every phase of the advocacy process.</li> <li>➤ <b>Actor analysis guides the formulation of objectives.</b> It’s at this stage that one refines <i>who to target, how, and with which leverage of influence</i>.</li> <li>➤ <b>A successful advocacy strategy is an informed strategy.</b> The better you understand the actors, the more effectively you can act.</li> </ul> |
| <b>Logistical requirement</b> | <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• A3 sheets or flipcharts (one per group)</li> <li>• Post-its in different colors (to distinguish types of stakeholders)</li> <li>• Markers in multiple colors (green, red, blue, orange, black)</li> <li>• Handouts explaining the three tools: <b>Power grid, Tactical map, and Stakeholder spectrum (Handout #3)</b></li> <li>• Computer and projector for the introductory presentation</li> <li>• Adhesive tape for displaying group outputs on the wall</li> </ul> <p><b>Room Setup:</b></p> <ul style="list-style-type: none"> <li>• Spacious room with separate working areas for 3–4 groups</li> <li>• Tables arranged in collaborative clusters (4–6 participants per group)</li> <li>• Clear wall or surface available to display the grids and maps</li> </ul>                                                                                                                         |

## **Section 5 — Advocacy strategies**

Once the advocacy objectives are defined, the next question naturally arises:

### **How will we achieve these objectives?**

This is where the notion of *strategy* comes in.

### **What is an advocacy strategy?**

An **advocacy strategy** is the set of structured and deliberate choices that guide collective action toward the desired change.

It defines the path between the **current situation** and the **desired future**, taking into account:

- the **political, institutional, and social context**,
- the **strengths and weaknesses** of the advocacy group,
- and the **alliances and resistances** identified through stakeholder mapping.

In essence, the strategy answers the question:

**“What is the best way to act in this context to influence decision-makers and achieve the desired change?”**

### **Why is a strategy essential?**

Without strategy, advocacy becomes a sequence of isolated and reactive actions.

A clear strategy allows you to:

- Align the efforts of members and partners around a shared vision of action.
- Use available resources efficiently.
- Choose the right **timing** and **approach** for each step.
- Anticipate possible reactions or resistance.

It acts as a **collective compass**, ensuring coherence between **objectives, resources, and actions**.

### **Key factors to consider**

The choice of strategy depends on two main elements:

**1** The position of the advocacy group: its capacity, influence, organization level, resources, and alliances.

**2** The institutional and societal context: level of political openness, participatory mechanisms, social and media climate.

These two parameters define the group’s **room for maneuver** and help determine which strategic approach is most suitable.

### **The four main strategic approaches**

| Context / Group strength           | Type of strategy                                    | When to use                                                       | Main goal                                                                  |
|------------------------------------|-----------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------------------|
| Weak group + Unfavorable context   | <b>Awareness &amp; rights education</b>             | When the context is hostile and power is limited.                 | Inform, raise awareness, and build a social support base.                  |
| Strong group + Unfavorable context | <b>Capacity building &amp; empowerment</b>          | When influence exists but opportunities for dialogue are limited. | Strengthen actors and prepare the ground for future change.                |
| Weak group + Favorable context     | <b>Collaboration, coordination &amp; networking</b> | When the environment is open but internal capacity is low.        | Create alliances, platforms, and coalitions for collective action.         |
| Strong group + Favorable context   | <b>Confrontation &amp; pressure</b>                 | When conditions are mature for direct action.                     | Apply influence to secure decisions, implement laws, or accelerate change. |

### Combine, sequence, and adapt

In practice, advocacy campaigns rarely rely on a single strategy.

Strategies can:

- **Combine** — e.g., *capacity building + coalition building*.
- **Follow one another** — e.g., *awareness → collaboration → pressure*.
- **Adapt** as the context evolves — e.g., shifting from *cooperation* to *confrontation* if dialogue fails.

The art of advocacy lies in choosing the **right strategy at the right time**, while remaining flexible enough to adjust as conditions change.

### Key takeaways

- An advocacy strategy is a **conscious and collective choice**, not improvisation.
- It must be **realistic, context-appropriate**, and **aligned with the group's capacity**.
- Choosing the right strategy means focusing your strengths where they matter most.
- An effective campaign is not the one that *does the most*, but the one that *acts smartly* — *in the right place, at the right time, and in the right way*.

## Session 13: Advocacy strategies

|                   |                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b> | <ul style="list-style-type: none"> <li>• Understand what an advocacy strategy is, and how it differs from a tactic or an objective.</li> <li>• Identify the different possible strategies and the conditions under which each is appropriate.</li> <li>• Use the <i>strategic choice matrix</i> to select the most suitable strategy or combination of strategies for their context</li> </ul> |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                    | <ul style="list-style-type: none"><li>• Develop an initial draft of an advocacy strategy for their own campaign.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                          |                |                |                                       |                                                        |                                                                                          |                                          |                                                          |                                                                                       |                                                    |                                                      |                                                                |                                   |                                                        |                                                                               |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------|----------------|---------------------------------------|--------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------|----------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------|-----------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------|
| Timing                                             | 70 min                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                          |                |                |                                       |                                                        |                                                                                          |                                          |                                                          |                                                                                       |                                                    |                                                      |                                                                |                                   |                                                        |                                                                               |
| Steps                                              | <p><b>Step 1 - Introduction — 10 min</b></p> <p>• <b>Interactive Presentation (5 min)</b><br/>The trainer introduces the concept of advocacy strategy:</p> <p>“A strategy is the way you achieve an objective — the path you choose based on your position, resources, and context.”<br/>“Advocacy is not just about taking action — it’s about making a series of strategic choices.”</p> <p>He/she distinguishes clearly between three notions:</p> <ul style="list-style-type: none"><li>• <b>Objective</b> → What you want to change.</li><li>• <b>Strategy</b> → How you plan to achieve it.</li><li>• <b>Tactics</b> → The concrete actions used to implement the strategy.</li></ul> <p><b>Mini discussion (5 min)</b><br/>Question:</p> <p>“In your experience, have you seen campaigns that chose the wrong strategy? Why did that cause problems?”<br/>Participant answers are written on a flipchart to highlight common mistakes — such as poor timing, premature confrontation, lack of alliances, or working in isolation.</p> <p><b>Step 2: Presentation of the strategic Choice matrix — 10 min</b></p> <p>The trainer projects or displays the <b>Strategic Choice Matrix</b> and explains its logic:</p> <table><tr><th>Strategy type</th><th>When to use It</th><th>Main objective</th></tr><tr><td><b>Awareness and rights education</b></td><td>When the group is weak and the context is unfavorable.</td><td>Build public awareness, mobilize grassroots support, and lay the foundations for change.</td></tr><tr><td><b>Capacity building and empowerment</b></td><td>When the group is strong but the context is unfavorable.</td><td>Strengthen civil society, local institutions, or key actors to prepare future allies.</td></tr><tr><td><b>Collaboration, coordination, and networking</b></td><td>When the group is weak but the context is favorable.</td><td>Rely on supportive institutions or actors to act collectively.</td></tr><tr><td><b>Confrontation and pressure</b></td><td>When the group is strong and the context is favorable.</td><td>Create a non-violent power dynamic to secure a decision or a concrete change.</td></tr></table> <p><b>Messages:</b></p> <ul style="list-style-type: none"><li>• Strategy must always be adapted to the <i>real context</i> — not chosen in theory.</li><li>• No strategy is inherently “good” or “bad” — only <i>relevant</i> or <i>irrelevant</i> depending</li></ul> | Strategy type                                                                            | When to use It | Main objective | <b>Awareness and rights education</b> | When the group is weak and the context is unfavorable. | Build public awareness, mobilize grassroots support, and lay the foundations for change. | <b>Capacity building and empowerment</b> | When the group is strong but the context is unfavorable. | Strengthen civil society, local institutions, or key actors to prepare future allies. | <b>Collaboration, coordination, and networking</b> | When the group is weak but the context is favorable. | Rely on supportive institutions or actors to act collectively. | <b>Confrontation and pressure</b> | When the group is strong and the context is favorable. | Create a non-violent power dynamic to secure a decision or a concrete change. |
| Strategy type                                      | When to use It                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Main objective                                                                           |                |                |                                       |                                                        |                                                                                          |                                          |                                                          |                                                                                       |                                                    |                                                      |                                                                |                                   |                                                        |                                                                               |
| <b>Awareness and rights education</b>              | When the group is weak and the context is unfavorable.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Build public awareness, mobilize grassroots support, and lay the foundations for change. |                |                |                                       |                                                        |                                                                                          |                                          |                                                          |                                                                                       |                                                    |                                                      |                                                                |                                   |                                                        |                                                                               |
| <b>Capacity building and empowerment</b>           | When the group is strong but the context is unfavorable.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Strengthen civil society, local institutions, or key actors to prepare future allies.    |                |                |                                       |                                                        |                                                                                          |                                          |                                                          |                                                                                       |                                                    |                                                      |                                                                |                                   |                                                        |                                                                               |
| <b>Collaboration, coordination, and networking</b> | When the group is weak but the context is favorable.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Rely on supportive institutions or actors to act collectively.                           |                |                |                                       |                                                        |                                                                                          |                                          |                                                          |                                                                                       |                                                    |                                                      |                                                                |                                   |                                                        |                                                                               |
| <b>Confrontation and pressure</b>                  | When the group is strong and the context is favorable.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Create a non-violent power dynamic to secure a decision or a concrete change.            |                |                |                                       |                                                        |                                                                                          |                                          |                                                          |                                                                                       |                                                    |                                                      |                                                                |                                   |                                                        |                                                                               |

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | <p>on the situation.</p> <ul style="list-style-type: none"> <li>• Strategies can be <b>sequenced over time</b>: for example, <i>awareness</i> → <i>collaboration</i> → <i>pressure</i>.</li> </ul> <p><b>Step 3: Illustrative example — 10 min</b></p> <p>The trainer presents a <b>real case study</b>, such as the <i>advocacy campaign for the Self-Entrepreneur Law in Tunisia</i>.</p> <p>This example shows how the strategic approach evolved over time — from awareness-raising to negotiation and finally to policy change.</p> <p><b>Step 4: Group reflection exercise — 30 min</b></p> <p>Participants return to their previously defined <b>advocacy sub-objectives</b> from session 11 and, in small groups (4–6 people), they:</p> <ol style="list-style-type: none"> <li>1. <b>Assess their position</b> (weak / strong):<br/>→ available resources, influence, alliances, legitimacy.</li> <li>2. <b>Assess the context</b> (favorable / unfavorable):<br/>→ institutional openness, political climate, social perception.</li> <li>3. <b>Position their campaign</b> on the strategic choice matrix.</li> <li>4. <b>Select</b> the main strategy corresponding to their quadrant.</li> <li>5. <b>Write</b> a short justification for their choice.</li> </ol> <p>Assignment:</p> <p>“Which strategy (or combination of strategies) seems most realistic for achieving your advocacy objective in the current context?”</p> <p><b>Step 5: Group presentations and conclusion — 10 min</b></p> <ul style="list-style-type: none"> <li>• <b>Group feedback (5 min)</b><br/>One representative from each group summarizes their choice in one clear sentence, for example:<br/><br/>“Our campaign operates in a relatively favorable context, but our resources are limited — therefore, we are choosing a <i>collaboration strategy</i>.”</li> <li>• <b>Trainer’s conclusion (5 min)</b><br/>The trainer wraps up the exercise with the following key takeaways: <ul style="list-style-type: none"> <li>• A good strategy must be <b>realistic</b>, <b>context-specific</b>, and <b>sequenced over time</b>.</li> <li>• There is <b>no hierarchy</b> between strategies — each context requires its own path.</li> <li>• This exercise lays the groundwork for the <b>next step</b>: selecting the right <b>tactics</b> and designing the <b>action plan</b>.</li> </ul> </li> </ul> |
| <b>Key messages</b> | <p>➤ <b>Each strategy has its own value.</b><br/>Awareness can prepare the ground for confrontation, while collaboration can prevent conflict.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | <ul style="list-style-type: none"> <li>➤ <b>Strategies can be combined and sequenced.</b><br/>Advocacy is a <i>dynamic process</i>, not a single isolated action.</li> <li>➤ <b>A good strategy strengthens the credibility of advocacy.</b><br/>It shows that the group acts with <i>method and intention</i>, not out of reaction.</li> <li>➤ The choice of strategies for each sub-objective depends on: <ul style="list-style-type: none"> <li>• a <b>clear understanding of the context</b> (through prior preparation, gap analysis, and situational assessment), and</li> <li>• a <b>realistic appraisal of the advocacy group's skills and available resources.</b></li> </ul> </li> </ul> |
| <b>Logistical requirement</b> | <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Slide or poster of the Strategic Choice Matrix (the one provided).</li> <li>• Handouts summarizing the four strategies (definition, when to use, examples).</li> <li>• A3 sheets for group work.</li> <li>• Colored markers and stickers.</li> <li>• Flipchart or wall space for displaying group results.</li> </ul> <p><b>Room Setup:</b></p> <ul style="list-style-type: none"> <li>• Participants seated in groups of 4 to 6.</li> <li>• Wall space available to display the matrix and group outputs.</li> <li>• U-shaped or semi-circular arrangement to encourage discussion and interaction.</li> </ul>                  |

## Section 6 – Advocacy tactics

Once the **advocacy strategy** has been chosen, the next step is to determine the **concrete actions** that will bring it to life.

These specific actions are known as **tactics**.

### **What is a tactic?**

A **tactic** is a **specific, targeted, and planned action** designed to directly implement a chosen strategy. It's the stage where a strategic idea becomes **real action on the ground**.

If the **strategy** defines the path to follow, the **tactic** represents each concrete step along that path.

### **Example:**

- **Strategy:** Raise public awareness of environmental rights.
- **Tactics:** Launch a radio campaign, produce short video clips, organize a photo exhibition, create a participatory Social Media hashtag.

Each tactic must be:

- **Linked** to a specific objective;
- **Adapted** to the target audience;
- **Realistic** given available resources and time;
- **Coherent** with the overall strategy.

### **The role of tactics in an advocacy campaign :**

Tactics turn advocacy from **concept to action**. They allow the campaign to:

- **Mobilize** citizens, partners, and media;
- **Influence** decision-makers directly;
- **Create** a visible and credible dynamic around the cause;
- **Achieve** intermediate gains that prepare for long-term change.

A **well-chosen combination of tactics** gives life to the strategy, ensuring a clear and progressive path from **analysis → mobilization → political influence**.

### **Strategy vs. Tactic: an essential distinction**

| Element          | Strategy                                | Tactic                                     |
|------------------|-----------------------------------------|--------------------------------------------|
| Nature           | General orientation                     | Concrete action                            |
| Guiding question | <i>How do we achieve the objective?</i> | <i>What do we do, with whom, and when?</i> |



| Element  | Strategy             | Tactic                                                                                     |
|----------|----------------------|--------------------------------------------------------------------------------------------|
| Duration | Medium or long term  | Short term                                                                                 |
| Scope    | Broad scope          | Targeted and measurable                                                                    |
| Example  | Cooperation strategy | Bilateral meeting, creation of a joint committee, signing of a memorandum of understanding |

## Session 14: Advocacy tactics

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Objectives | <ul style="list-style-type: none"> <li>Clearly distinguish between a <i>tactic</i> and a <i>strategy</i>.</li> <li>Identify the tactics that best align with their campaign's overall strategy.</li> <li>Link each tactic to a <b>specific objective</b> and a <b>precise target audience</b>.</li> <li>Design a <b>balanced combination of tactics</b> (communication, action, influence, coalition-building, etc.) with the available resources.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Timing     | 50 min                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Steps      | <p><b>Step 1 : Introduction — 10 min</b></p> <p><b>Purpose:</b> Remind participants of the link between <b>strategy</b> and <b>tactics</b>.</p> <p>The trainer introduces the session as follows:</p> <p>“Once the strategy is chosen, we must decide how to implement it. Tactics are the <b>concrete actions</b> you will carry out to translate your strategy into action on the ground.”</p> <p><b>Illustration of the link:</b></p> <ul style="list-style-type: none"> <li><b>Strategy</b> = the road</li> <li><b>Tactics</b> = the steps taken to move forward</li> </ul> <p><b>Concrete examples:</b></p> <ul style="list-style-type: none"> <li><b>Collaboration strategy</b> → <i>Multi-stakeholder dialogue, multi-stakeholder platform, bilateral meetings, drafting a joint memorandum.</i></li> <li><b>Awareness strategy</b> → <i>video, testimonials, exhibitions, media campaigns.</i></li> <li><b>Confrontation strategy</b> → <i>peaceful sit-ins, petitions or open letters, public questioning of authorities, viral campaigns.</i></li> <li><b>Capacity-building strategy</b> → <i>training workshops, mentorship programs, online courses, development of manuals or toolkits.</i></li> </ul> <p><b>Step 2 – Presentation of the handout (10 min)</b></p> |

The trainer distributes and projects the handout **“Choosing Strategies and Tactics.”**

**Facilitation method:**

1. Briefly review the **four strategies** (from the previous session) to refresh understanding.
2. Show how **each strategy** can be translated into a **set of practical actions (tactics)** listed in the handout.
3. Emphasize that **tactics can be combined**:

“A single campaign can integrate communication tactics, political advocacy actions, and community mobilization activities.”

**Step 2 – Practical case example (5 min)**

The trainer presents the **case of the “Self-Entrepreneur Law” advocacy campaign in Tunisia.**

**Key message:**

“The success of this campaign came from the fact that the tactics chosen supported the strategy — not the other way around.  
Every action directly served a step in the influence process.”

**Step 3 – Group Reflection Exercise (20 min)**

**Instructions:**

- Participants revisit the **strategies** they selected in the previous session.
- In small groups (4–6 people), they use the **‘Strategies and Tactics’ handout** to select **3 to 5 concrete tactics** aligned with their chosen strategy.
- For each selected tactic, they answer the following three questions:
  1. **Why this tactic?**
  2. **Who is the main target audience or decision-maker?**
  3. **What immediate result is expected?**

**Trainer’s role:**

- Move between groups to ensure coherence between **strategy, objective, and tactics.**
- Encourage diversity — remind participants not to focus only on communication tactics.

**Example:**

| Strategy         | Objective                                          | Tactics                                                                                                                           |
|------------------|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <b>Awareness</b> | Raise public awareness of domestic workers’ rights | Produce a short audio series, display posters in local markets, publish testimonial articles, organize a municipal awareness day. |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <p><b>Step 4 – Group presentations and synthesis (10 min)</b></p> <p>Each group presents in 5 minutes:</p> <ul style="list-style-type: none"> <li>• Their <b>strategy</b>,</li> <li>• The <b>tactics</b> they selected, and</li> <li>• One sentence explaining the <b>rationale</b> behind their choices. The groups can be challenged and asked about the choice of the tactics. Suggestions of improvement or modifications will be shared with them.</li> </ul> <p><b>Trainer’s conclusion:</b></p> <p>“Tactics are the concrete tools of strategy.<br/>A good tactic is <b>feasible, context-appropriate</b>, and moves the group closer to its goal <b>without exhausting its resources</b>.”</p>                                                                                                                                                                                                             |
| <b>Key messages</b>            | <ul style="list-style-type: none"> <li>➤ <b>A tactic only makes sense when linked to a strategy.</b> It must serve a clear objective — not just be chosen for the sake of “doing something.”</li> <li>➤ <b>Tactics are multiple and complementary.</b> Communication, political action, training, coalition-building... each contributes a different form of influence, and together they strengthen the campaign.</li> <li>➤ <b>Coherence matters more than quantity.</b> It’s better to have a few well-targeted tactics than many scattered and disconnected actions.</li> <li>➤ <b>The best tactics are realistic and context-appropriate.</b> They take into account available resources, time, and the acceptable level of risk.</li> <li>➤ <b>Tactics should be evaluated.</b> Every action is a learning opportunity — helping to adjust, refine, and strengthen the overall advocacy strategy.</li> </ul> |
| <b>Logistical requirements</b> | <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Printed copies of the “<i>Strategies and Tactics Selection</i>” handout (one per group)</li> <li>• Flipchart or whiteboard to list and categorize types of tactics</li> <li>• A3 sheets and colored markers for group work</li> <li>• Projector to display the <i>Self-Entrepreneur Law</i> campaign case study</li> </ul> <p><b>Room setup:</b></p> <ul style="list-style-type: none"> <li>• Small groups of <b>4 to 6 participants</b></li> <li>• <b>Wall space</b> available for displaying group work</li> <li>• <b>U-shaped seating arrangement</b> to facilitate discussion and plenary exchange</li> </ul>                                                                                                                                                                                                                                |

## Section 7 – Communication and influence

### **Communication is the visible engine of advocacy.**

Even the most solid analyses or well-designed strategies lose their impact if they are not translated into clear, targeted, and compelling messages.

A successful advocacy campaign is not only about defending a cause — it's about **convincing, mobilizing, and influencing** diverse audiences.

The message becomes the **strategic weapon** of advocacy: it turns a complex issue into a simple, understandable, and inspiring idea.

“Silent advocacy is invisible advocacy.”

### **The message: the heart of advocacy communication**

The advocacy message is the concise expression of the change being sought.  
It must:

- Translate the issue into a mobilizing call to action.
- Explain why it's urgent to act now.
- Inspire action or support.

A strong message is:

- **Targeted:** adapted to the audience.
- **Structured:** built around a clear central argument.
- **Motivating:** able to provoke a reaction.
- **Repeatable:** easy to understand and share.

### **The Five qualities of an effective message**

| Criteria           | Definition                                                                |
|--------------------|---------------------------------------------------------------------------|
| <b>Credibility</b> | Realistic, supported by facts, testimonials, or reliable sources.         |
| <b>Conciseness</b> | Straight to the point — short sentences and simple words.                 |
| <b>Relevance</b>   | Speaks the audience's language and connects with its interests or values. |
| <b>Urgency</b>     | Demonstrates why action is needed now and triggers emotion or awareness.  |
| <b>Values</b>      | Rooted in justice, equity, and human dignity.                             |

### **The three dimensions of the message**

| Dimension       | Main goal                                     | Primary audience                                         | Example                                                   |
|-----------------|-----------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------|
| <b>Rational</b> | Convince through logic and concrete benefits. | Political decision-makers, institutions, private sector. | “Investing in small-scale farming creates 30% more jobs.” |

| Dimension        | Main goal                                   | Primary audience                          | Example                                                 |
|------------------|---------------------------------------------|-------------------------------------------|---------------------------------------------------------|
| <b>Emotional</b> | Mobilize through empathy and shared values. | General public, media, community leaders. | "No mother should risk her life to feed her family."    |
| <b>Factual</b>   | Support the message with verifiable data.   | Donors, experts, specialized journalists. | "80% of young informal workers lack social protection." |

### Building a strategic message: three key steps

1. **Clarify the objective**  
→ What specific change do we want to provoke?
2. **Identify the target**  
→ Who must we reach for that change to happen?
3. **Adapt tone and arguments**  
→ Which words, images, facts, or emotions will have the greatest impact on this target?

### Anticipating reactions and objections

A powerful message is prepared for pushback. Before addressing the target, teams should:

- Anticipate opposing arguments.
- Identify possible areas of agreement.
- Prepare counter-arguments based on facts or comparable experiences.

Advocacy is not a battle of slogans — it is a **strategic conversation**.

### Key takeaways

- **The message is the main weapon of advocacy.** It turns a cause into an understandable and engaging idea.
- **There is no universal message.** Each target has its own language, expectations, and preferred channels.
- **Message strength lies in balance**, between emotion, reason, and evidence.
- **To communicate is to influence — not impose.** The tone, timing, and choice of words can determine the success or failure of a campaign.

## Session 15: Crafting messages tailored to target audiences

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b> | <ul style="list-style-type: none"> <li>• Understand the core principles of an effective advocacy message.</li> <li>• Distinguish between the three dimensions of a message — <b>rational</b>, <b>emotional</b>, and <b>factual</b>.</li> <li>• Adapt the <b>content</b>, <b>tone</b>, and <b>format</b> of the message to different target audiences.</li> <li>• Design and test concrete messages for their own advocacy campaigns.</li> </ul> |
| <b>Timing</b>     | 60 min                                                                                                                                                                                                                                                                                                                                                                                                                                          |

|       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Steps | <p><b>Step 1 - Introduction and framing — 10 min</b></p> <p><b>Objective:</b> Connect communication to the overall advocacy process.</p> <p>The facilitator introduces:</p> <p>“To communicate is to make your advocacy exist.<br/>Even the best analyses and strategies have no impact if they are not shared, understood, and supported.”</p> <p><b>Open discussion:</b></p> <p>“In your opinion, what makes a message powerful?”<br/>The facilitator collects 3–4 responses, then introduces the <b>five key criteria</b> of an effective advocacy message:<br/><b>credibility, conciseness, relevance, urgency, and values.</b></p> <p><b>Transition:</b></p> <p>“We will now learn how to craft messages that influence different types of audiences — because we don’t speak the same way to a minister, a local community, or a donor.”</p> <p><b>Step 2 - Interactive presentation — 10 min</b></p> <p>The facilitator explains, using a slide or visual chart, the <b>three dimensions of an advocacy message</b>:</p> <ol style="list-style-type: none"> <li>1. <b>Rational</b> (logical and evidence-based) → aimed at policymakers, institutions, and the private sector.</li> <li>2. <b>Emotional</b> (values and empathy-driven) → aimed at the general public, media, and community leaders.</li> <li>3. <b>Factual</b> (data and evidence-driven) → aimed at donors, experts, and specialized journalists.</li> </ol> <p>In practice, these message types are not mutually exclusive: depending on our level of knowledge and understanding of the target audience, two or even all three types of messages can be strategically combined for the same audience to increase influence, persuasion, and impact.</p> <p><b>Mini interactive exercise:</b></p> <p>“If you had to convince a Member of Parliament to adopt a law on rural women’s labor, which message dimension would you emphasize?<br/>And what about when addressing the media?”</p> <p>→ 3–4 participants share their ideas to illustrate how <b>message adaptation</b> depends on the audience.</p> <p><b>Step 3 - Handout presentation — 5 min</b></p> |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

The facilitator distributes the ‘**Communication vs target audience**’ handout and explains briefly:

- Each row corresponds to a specific audience (political, legislative, executive, community, media, donor, expert).
- For each, it highlights:
  - the **language** to use,
  - the **most effective influence tools**,
  - and whether the actor is a **primary or secondary decision-maker**.

#### Key message:

“A message only has impact if it speaks the language of its audience.  
This handout is your roadmap to choosing the right words and channels.”

#### Step 4 -Group practical exercise — 25 min

##### Instructions:

- In small groups (4 to 6 people), participants select **one of their advocacy campaigns**.
- Using the **handout** and the principles covered earlier, each group formulates **three different versions** of the *same* message, each tailored to a specific target audience:

1. **A political decision-maker** (e.g., minister, member of parliament, mayor)
2. **The general public or media**
3. **A partner or donor**

##### Steps for the group work:

1. Define the **advocacy issue** and the **objective** of the campaign.
2. Draft a **clear, engaging, and coherent** message for each target audience.
3. Ensure that each message meets the **five key criteria**:
  - Credible
  - Concise
  - Relevant
  - Necessary
  - Value-driven
4. Identify the **dominant dimension** of each message (rational, emotional, or factual).



##### Example (to show before group work):

**Context:** Advocacy for the formalization of informal work.

| Target Audience        | Adapted message                                                                                | Dominant dimension |
|------------------------|------------------------------------------------------------------------------------------------|--------------------|
| Minister of employment | “Formalizing informal work will increase local tax revenues by 25% and reduce job insecurity.” | Rational           |
| General public         | “Thousands of informal workers live without protection. Together, let’s restore their rights.” | Emotional          |

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                  |                                                                                                                         |                |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-------------------------------------------------------------------------------------------------------------------------|----------------|
|                                  | <table><tr><td><b>Donors / Funding partners</b></td><td>“80% of Tunisia’s microenterprises remain informal — investing in formalization means investing in economic stability.”</td><td><b>Factual</b></td></tr></table> <p><b>Step 5 - Presentation and conclusion — 10 min</b></p> <p>Each group reads its <b>three messages aloud</b>.<br/>Other participants <b>vote</b> for the most convincing message for each target audience.</p> <p><b>Debriefing questions:</b></p> <ul style="list-style-type: none"><li>• Which messages were the clearest and most impactful?</li><li>• What elements (emotion, evidence, tone, phrasing) made them effective?</li><li>• What common mistakes should be avoided?<ul style="list-style-type: none"><li>– Too technical</li><li>– Too general</li><li>– Too long</li><li>– Too abstract</li></ul></li></ul> <p><b>Facilitator’s closing message:</b></p> <p>“Your message is the <b>audible fingerprint</b> of your advocacy.<br/>If you only have one minute to speak, this is what people will remember.<br/>Work on it, test it, and keep adapting it to your audience — it’s the heartbeat of your influence.”</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Donors / Funding partners</b> | “80% of Tunisia’s microenterprises remain informal — investing in formalization means investing in economic stability.” | <b>Factual</b> |
| <b>Donors / Funding partners</b> | “80% of Tunisia’s microenterprises remain informal — investing in formalization means investing in economic stability.”                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Factual</b>                   |                                                                                                                         |                |
| <b>Key messages</b>              | <ul style="list-style-type: none"><li>➤ <b>The message is the bridge between the cause and the change.</b> It’s not just a catchy slogan — it’s the <i>strategic translation</i> of a complex issue into a clear, understandable, and mobilizing idea.<br/>A strong message connects <b>facts, emotions, and universal values</b>.</li><li>➤ <b>An effective message speaks to the head, the heart, and the conscience.</b><ul style="list-style-type: none"><li>○ <b>To the head</b>, through logic and evidence (rational arguments, data, analysis).</li><li>○ <b>To the heart</b>, through emotion and human connection (stories, testimonies, symbols).</li><li>○ <b>To the conscience</b>, through values and justice (equity, dignity, responsibility).</li></ul></li><li>➤ The art of advocacy is finding the right <i>balance</i> among these three dimensions, depending on the audience and the context.</li><li>➤ <b>A universal message is a useless message.</b> Each audience has its own language, expectations, and reference points. Adapting tone, vocabulary, and channels is not optional — it’s essential. Talking to a minister means <i>arguing with facts</i>. Talking to a citizen means <i>inspiring action</i>.</li><li>➤ <b>Credibility outweighs creativity.</b><br/>In advocacy, <b>solid evidence</b> is worth more than flashy slogans.<br/>A credible message is short, precise, grounded in reliable sources, and delivered by <b>legitimate messengers</b> — experts, witnesses, or respected community leaders.</li><li>➤ <b>Test, listen, adjust.</b> A message is never final.<br/>It should be <b>tested, measured, and refined</b> based on feedback from the field,</li></ul> |                                  |                                                                                                                         |                |



|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | media, and decision-makers — so it remains <i>alive, relevant, and impactful</i> throughout the campaign.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Logistical requirements</b> | <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>Handout #5</i>— “Communication vs Target Audience” (1 copy per participant)</li> <li>• Flipcharts or A3 sheets for drafting messages</li> <li>• Markers and colored pens</li> <li>• Projector to display the Three Dimensions of a Message grid</li> <li>• Whiteboard or free wall space for group presentations</li> </ul> <p><b>Room Configuration:</b></p> <ul style="list-style-type: none"> <li>• Small working groups of 4 to 6 participants</li> <li>• U-shaped layout to encourage open discussion and visibility</li> <li>• Wall or board space for displaying and comparing group messages</li> </ul> |

## Section 8 — Political engagement

The goal of advocacy is to influence public policy, and this inevitably involves engaging with those who design, vote on, or implement legislation — political decision-makers. Knowing how to talk to them is a strategic skill at the heart of any advocacy effort.

### 1. Why political engagement is essential

Political figures — elected officials, ministers, governors, municipal councilors — hold the **levers of decision-making**.

They control the **legislative, budgetary, and administrative mechanisms** needed for lasting change.

But they are not only *targets*: they can become **allies, spokespersons, or champions** for a cause.

👉 Convincing them, however, does not depend only on strong arguments — it requires understanding their **motivations, constraints**, and the **political context** they operate in.

### 2. Understanding the logic of decision-makers

Political leaders do not make decisions in isolation. They are influenced by multiple interconnected factors:

#### a. Motivations

- **Legitimacy and reelection**: maintaining a positive image among constituents.
- **Media visibility**: being associated with positive and popular causes.
- **Influence within their party**: balancing internal power dynamics.
- **Personal convictions**: genuine commitment to values or the common good.
- **Symbolic wins**: looking for tangible “political victories” to showcase.

#### b. Constraints

- **Power dynamics**: alliances and opposition can limit their freedom to act.
- **Overloaded agendas**: competing priorities often push some issues aside.
- **Institutional barriers**: bureaucracy, procedures, and hierarchical dependencies.
- **External pressures**: media, lobby groups, political interests.

Understanding these dynamics helps identify the right *angle of approach*: presenting your cause not only as a social need but as a **political opportunity**.

### 3. From contact to influence

An effective advocacy effort is not just about **getting a meeting** — it’s about **building a lasting relationship** based on trust, credibility, and mutual relevance.

A successful meeting with a decision-maker:

- Relies on **thorough preparation** (research their profile, priorities, and timing).

- Delivers a **clear, concrete, and targeted message**.
- Ends with a **specific, realistic ask**.
- Is followed by **continuous engagement** — thank-you notes, updates, follow-ups.

👉 It is this “before–during–after” continuity that turns a simple contact into a true relationship of influence.

#### 4. The three key stages of political engagement

##### 1 Before the meeting — Preparation

- Know the decision-maker: their priorities, constraints, and interests.
- Define a clear and achievable objective.
- Prepare a concise and persuasive message (e.g., a one-pager).
- Anticipate objections and prepare responses.

##### 2 During the meeting — Strategic communication

- Be clear, concise, and respectful of their time.
- Start with a **strong message** supported by a key fact and a human story.
- Listen actively and respond strategically to cues.
- Make a **specific request** (“Would you support this amendment?” “Could you attend our event?”).

##### 3 After the meeting — Follow-up and consolidation

- Send a thank-you message and any promised materials.
- Share information with your allies and networks.
- Follow up at the right time to remind them of commitments made.
- Maintain the relationship over time (updates, invitations, recognition).

#### 5. Adapting the approach to the decision-maker’s level

Each decision-making level operates differently.

The key is to **adjust your discourse and tactics** according to the context:

- Tailor your message to the **language of power** and the **institutional level**.
- Link your cause to the **interests of the decision-maker**, without compromising your mission.
- Balance **rational** (policy arguments), **emotional** (human impact), and **strategic** (political relevance) dimensions.

##### To remember

- Political engagement is about **building influence**, not just communication.
- Decision-makers are people with **interests, fears, and ambitions** — understanding them increases your impact.
- Advocacy that connects **technical credibility**, **emotional resonance**, and **strategic timing** is the one that **drives real change**.

## Session 16 : Engaging decision-makers

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b> | <ul style="list-style-type: none"> <li>• <b>Identify</b> the key motivations and constraints that influence political actors and decision-makers.</li> <li>• <b>Understand</b> why careful preparation is crucial before meeting a decision-maker in the context of advocacy.</li> <li>• <b>Differentiate</b> between best practices to apply <i>before, during, and after</i> an advocacy meeting.</li> <li>• <b>Formulate</b> concrete follow-up actions to strengthen political engagement within their own advocacy campaigns.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Timing</b>     | 45 min                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Steps</b>      | <p><b>Step 1 - Introduction and context setting — 5 min</b></p> <p><b>Objective:</b><br/>Draw out participants' understanding of the role of politicians in advocacy.</p> <p><b>Facilitation:</b></p> <ul style="list-style-type: none"> <li>• The trainer asks:<br/>“Why do you think politicians are key actors in advocacy?”</li> <li>• Collect a few responses, then highlight:<br/>→ They are the ones who hold the power to <b>decide, vote, and allocate resources</b>.<br/>→ But their engagement doesn't happen by chance — it requires understanding their <b>logic, motivations, and constraints</b>.</li> </ul> <p><b>Transition:</b><br/>“Before knocking on an elected official's door, you need to know what drives them, what holds them back, and how to turn a single meeting into a long-term influential relationship.”</p> <p><b>Step 2 - Guided discussion: motivations and constraints — 10 min</b></p> <p><b>Facilitation:</b><br/>Lead an interactive discussion around two key questions:</p> <ol style="list-style-type: none"> <li>1. <i>What motivates a politician to support a cause?</i><br/>→ Expected answers: public image, electorate, visibility, personal convictions, symbolic success, influence.</li> <li>2. <i>What might discourage or limit their engagement?</i><br/>→ Expected answers: institutional constraints, competing priorities, party opposition, time pressure, external influence.</li> </ol> <p><b>Synthesis (to note on flipchart):</b></p> <ul style="list-style-type: none"> <li>• <b>Motivations:</b> legitimacy, visibility, influence, conviction, political benefit.</li> <li>• <b>Constraints:</b> power dynamics, bureaucracy, competing priorities, party/media pressure.</li> </ul> |

**Key message:**

“Understanding both motivations and constraints is the foundation of smart advocacy — it helps you adapt your approach, language, and timing.”

**Transition:**

“This is why a meeting with a decision-maker can’t be improvised.

Let’s move to the exercise: What should you do before, during, and after a political meeting?”

**Step 3 - Group exercise: Before – During – After — 20 min****Objective:**

Identify best practices and common pitfalls at each stage of a meeting with a decision-maker.

**Instructions:**

Divide participants into three groups:

- **Group 1:** What to do *before* the meeting
- **Group 2:** What to do *during* the meeting
- **Group 3:** What to do *after* the meeting

Each group has to:

1. List **best practices** to apply.
2. Identify **common mistakes** to avoid.
3. Prepare **1–2 key takeaway sentences** to present in plenary.

**Reference material (on slide or poster):**

- **Before:** prepare message, research the decision-maker, define clear objectives, prepare materials.
- **During:** be clear, concise, and respectful; listen actively; make a precise ask.
- **After:** follow up, thank them, share documentation, maintain the relationship.

Distribute handout #6

*Tip:* Use three flipcharts labeled “**Before / During / After**” to visualize results during the debrief.

**Step 4 - Feedback and synthesis — 10 min****Plenary sharing:**

Each group briefly presents its conclusions (**1–2 minutes each**).

**Trainer’s synthesis and additions:**

- **Before** → Know the decision-maker well and define a *clear, realistic objective*.
- **During** → Use time effectively, *adapt your message* to the context, and make a *specific, actionable request*.

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <ul style="list-style-type: none"> <li>• <b>After</b> → Ensure proper <i>follow-up</i>, express thanks, and <i>build on the relationship</i> for future collaboration.</li> </ul> <p><b>Closing message:</b><br/> “A meeting with a decision-maker is not a one-time event — it’s a step in building a long-term political relationship.<br/> What truly makes the difference is not the meeting itself, but the <i>preparation</i> and the <i>follow-up</i>.”</p> <p><b>Final Step:</b><br/> Distribute the ‘<b>Political engagement</b>’ <b>handout</b> to all participants.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Key messages</b>            | <ul style="list-style-type: none"> <li>➤ <b>Politicians are strategic partners, not just targets.</b> Effective advocacy relies on understanding their logic, priorities, and constraints.</li> <li>➤ <b>Behind every political decision lies a mix of interests, convictions, and calculations.</b> Understanding this helps you frame your message in a way that serves both your cause <i>and</i> the decision-maker’s goals.</li> <li>➤ <b>A political meeting is never improvised.</b> <ul style="list-style-type: none"> <li>• <i>Before:</i> gather information, plan, and prepare.</li> <li>• <i>During:</i> listen, adapt, and persuade.</li> <li>• <i>After:</i> maintain contact, follow up, and strengthen the relationship.</li> </ul> </li> <li>➤ <b>Advocacy takes time — relationships matter more than meetings.</b> Success depends less on what is said during the meeting than on what is built before and after it.</li> <li>➤ <b>Professionalism and consistency build political trust.</b> Credible advocacy is recognized through rigor, clarity, and the ability to keep commitments.</li> </ul> |
| <b>Logistical requirements</b> | <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Three flipcharts or posters labeled “Before / During / After.”</li> <li>• Colored markers.</li> <li>• Post-its or index cards for group ideas.</li> </ul> <p><b>Room Setup:</b></p> <ul style="list-style-type: none"> <li>• Room arranged into three working corners — one per group.</li> <li>• Wall space available for posting and group feedback.</li> <li>• Maximum 6 to 8 participants per group to encourage interaction and participation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## Session 17: Political meeting simulation

|                   |                                                                                                                                         |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b> | <ul style="list-style-type: none"> <li>• Prepare for and conduct an effective <b>advocacy meeting</b> with a decision-maker.</li> </ul> |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------|

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | <ul style="list-style-type: none"> <li>Adapt posture, message, and argumentation according to the <b>level of the decision-maker</b> (local, regional, national).</li> <li>Formulate <b>specific and realistic requests</b>, while managing time and objections constructively.</li> <li><b>Evaluate the strengths and limits</b> of their approach to improve future advocacy practices.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Timing</b> | 75 min                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Steps</b>  | <p><b>Step 1 - Introduction and setup — 5 min</b></p> <p><b>Objective:</b> Connect the simulation to the previous session.</p> <p>The facilitator introduces:<br/>         “You’ve already identified what to do before, during, and after a political meeting. Today, we’re going to <i>experience</i> it through three simulations: a meeting with a governor, a local elected official, and a minister. You’ll need to convince, adapt your messages, and manage the constraints of time, language, and power.”</p> <p><b>Distribute:</b> <i>Handout 7 – Political Meeting Checklist</i></p> <p><b>Role presentation:</b></p> <ul style="list-style-type: none"> <li>Three tables/scenarios are set up, each representing a type of decision-maker.</li> <li>Three different advocacy groups (or subgroups) will meet them in turn.</li> <li>The remaining participants act as observers and complete an <i>observation grid</i> provided by the facilitator.</li> </ul> <p><b>Step 2 - Group preparation phase — 20 min</b></p> <p><b>Objective:</b> Allow each group to prepare its intervention strategy.</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>Each group receives a <b>scenario sheet</b> (real or fictional) describing:             <ul style="list-style-type: none"> <li>The <b>advocacy issue</b> (e.g., women’s economic inclusion, waste management, youth entrepreneurship support).</li> <li>The <b>decision-maker</b> to be met (governor, elected official, or minister).</li> <li>The <b>available time</b> (10 minutes).</li> <li>The <b>meeting objective</b> (e.g., securing support, budget allocation, signature, or public endorsement).</li> </ul> </li> <li>The groups prepare:             <ul style="list-style-type: none"> <li>Their <b>main message</b> and <b>2–3 key arguments</b>.</li> <li>One <b>clear and realistic request</b> to make.</li> <li>A <b>role assignment</b> for each member (spokesperson, technical support (researcher, expert...), observer).</li> <li>A <b>prepared response</b> to a likely objection.</li> </ul> </li> </ul> |

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | <p><b>Facilitator’s reminder:</b><br/> “Be concrete. You have only ten minutes. Go straight to the point: <i>who speaks, what you ask for, and why now.</i>”</p> <p><b>Step 3 - Simulation of political meetings — 30 min</b></p> <p><b>Objective:</b> Immerse participants in a realistic exercise of negotiation and political communication.</p> <ul style="list-style-type: none"> <li>• Each simulation lasts <b>7 minutes of role play + 3 minutes of instant debrief.</b></li> <li>• The facilitator either plays or designates volunteers to act as the decision-makers:</li> </ul> <p><b>Scenario 1: Governor (regional level)</b><br/> → Sensitive to economic issues, seeks local solutions, but limited by administrative resources.</p> <p><b>Scenario 2: Local elected official (municipal level)</b><br/> → Close to the field, attentive to public opinion, but influenced by political balances within the municipality council between the political parties.</p> <p><b>Scenario 3: Minister (national level)</b><br/> → Focused on major indicators, structural reforms, and international visibility.</p> <p><b>Observers</b> take notes on:</p> <ul style="list-style-type: none"> <li>• Clarity of the message.</li> <li>• Adaptation to the decision-maker’s profile.</li> <li>• Effectiveness of the request.</li> <li>• Handling of objections.</li> <li>• Attitude and posture of the speakers.</li> </ul> <p><b>Step 4 - Group debrief — 20 min</b></p> <p><b>Objective:</b> Draw lessons from the simulations to strengthen political advocacy skills.</p> <p><b>Guided discussion:</b></p> <ol style="list-style-type: none"> <li>1. What worked well during the different meetings?</li> <li>2. What mistakes weakened the credibility of the advocacy effort?</li> <li>3. What differences did you notice between the three levels of decision-makers?</li> <li>4. How can preparation, clarity, or posture be improved next time?</li> </ol> <p><b>Facilitator’s conclusion:</b><br/> “Each level of decision-maker has its own language, leverage, and constraints. Effective advocacy means knowing how to adjust your discourse to the person in front of you — while staying true to your cause.”</p> |
| <b>Key Messages</b> | <p>➤ <b>Political power is multifaceted.</b> Governor, elected official, or minister — each operates within a different framework, with distinct motivations and room for action. Adapting your approach to each level is essential.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <ul style="list-style-type: none"> <li>➤ <b>An advocacy meeting is not a presentation, but a strategic exchange.</b> It's as much about <i>listening</i> as it is about <i>speaking</i>. Observing the decision-maker's signals and seizing moments to reframe your message are key advocacy skills.</li> <li>➤ <b>Credibility is built through details.</b> <ul style="list-style-type: none"> <li>• A message that is <b>clear, factual, and concise</b>.</li> <li>• A <b>realistic, well-formulated request</b>.</li> <li>• A <b>respectful and professional attitude</b> throughout the interaction.</li> </ul> </li> <li>➤ <b>Objections are not refusals — they are openings.</b> Each objection reveals a concern, fear, or barrier that can be addressed through evidence, empathy, or strategic reasoning.</li> <li>➤ <b>Collective preparation ensures coherence.</b> Every team member should master the message and the ask, projecting <b>unity, coordination, and seriousness</b>.</li> <li>➤ <b>A meeting is a step, not an end.</b> What truly matters is the <b>follow-up</b> — maintaining contact, nurturing trust, and building a <b>long-term political relationship</b> that strengthens future advocacy efforts.</li> </ul> |
| <b>Logistical Requirements</b> | <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• <i>Political Meeting Checklist</i></li> <li>• One <i>observation grid</i> per participant (to assess message clarity, posture, adaptation, and the nature of the request)</li> <li>• <i>Timer or stopwatch</i></li> <li>• <i>Table and chairs</i> arranged to simulate meeting settings</li> <li>• <i>Flipchart or whiteboard</i> to record key points during the debrief</li> </ul> <p><b>Room Setup</b></p> <ul style="list-style-type: none"> <li>• Three distinct spaces (or “corners”) simulating the three levels of decision-makers (governor, local elected official, minister)</li> <li>• Tables arranged face-to-face for each simulation (2–3 participants maximum per meeting)</li> <li>• Remaining participants seated in a U-shape or semi-circle around the simulation areas to observe the interactions effectively</li> </ul>                                                                                                                                                                                                                                                                                                                                    |

## **Section 9 : From strategy to action:**

In any advocacy process, strategy sets the direction — but action turns it into reality.

This phase marks the transition from the conceptual to the practical, from “*what to do*” to “*how to do it*.”

It requires **rigor, anticipation, and adaptability**.

Advocacy is not only about defining objectives and selecting tactics; it must also:

- Assess the **risks** associated with each action,
- **Plan** their implementation of actions over time,
- Clarify **roles and responsibilities**, and
- Establish a **monitoring system** to make adjustments along the way.

### **1. Managing risks to act more effectively**

Advocacy often takes place in dynamic or even unstable contexts — political tensions, conflicting interests, financial limitations, or institutional/media resistance.

Every tactic — whether a protest, parliamentary lobbying, media campaign, or legal action — carries its own risks.

These risks should not be seen as obstacles but as **strategic indicators**:

They help **anticipate difficulties**,  
**reinforce internal coherence**, and  
**protect** both the campaign and its actors.

A solid risk analysis allows you to:

- Identify potential **internal and external threats**,
- Assess their **likelihood** and **severity**,
- Define **prevention and mitigation** measures,
- Prepare **alternative plans** to ensure continuity.

A well-prepared advocacy effort is not one that avoids crises,  
but one that **withstands them without losing focus**.

This approach strengthens the **resilience**, **credibility**, and **safety** (psychological, legal, and physical) of those involved.

### **2. The action plan: linking strategy, tactics, and implementation**

Once risks are identified, the next question is **who does what, when, with what resources, and for what results?**

The **action plan** is the concrete translation of the strategy.

It transforms ideas and intentions into a structured sequence of activities — planned, prioritized, and measurable.

It is the **compass** of the campaign — aligning efforts, partners, and timing around the same objectives.

A strong action plan:

- Defines **specific objectives** and related activities,
- Assigns **clear responsibilities**,
- Identifies the **necessary resources** (human, financial, material),
- Integrates **monitoring indicators** to track progress.

It is not a static document but a **living tool**, to be updated in response to:

- Contextual shifts,
- New political opportunities,
- Lessons learned from monitoring and practice.

In short, the action plan is to advocacy what a **map** is to a traveler: it doesn't eliminate the unexpected, but it helps you stay on course.

### 3. From risk to action: A strategic cycle

Risk analysis and action planning form a single, continuous cycle of strategic thinking:

**Analyze risks → anticipate obstacles**

**Plan actions → operationalize strategy**

**Implement → test, learn, and adjust**

**Monitor and adapt → strengthen relevance and sustainability**

One without the other is incomplete:

- A plan without risk analysis is **fragile**,
- A risk analysis without an action plan is **theoretical**.

#### Key takeaways

- Moving from strategy to action requires **preparation, clarity, and agility**.
- **Risk analysis** secures the journey before taking the first step.
- The **action plan** provides a shared roadmap for the entire team.
- Together, they form the foundation of a **realistic, coherent, and sustainable** advocacy effort.

## Session 18 : Risk analysis

### Objectives

- **Identify** potential risks associated with each advocacy tactic.
- **Assess** the likelihood (*probability*) and **severity** (*impact*) of each risk.

|                                     | <ul style="list-style-type: none"><li>• <b>Propose</b> mitigation measures or alternative scenarios to secure successful implementation.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                 |                   |              |                                                                                |          |                    |                                     |   |   |    |      |                                                               |                             |   |   |    |      |                                         |                             |   |   |    |          |                                                 |                                    |   |   |    |          |                                                                                |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------------|--------------|--------------------------------------------------------------------------------|----------|--------------------|-------------------------------------|---|---|----|------|---------------------------------------------------------------|-----------------------------|---|---|----|------|-----------------------------------------|-----------------------------|---|---|----|----------|-------------------------------------------------|------------------------------------|---|---|----|----------|--------------------------------------------------------------------------------|
| Timing                              | 45 min                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                 |                   |              |                                                                                |          |                    |                                     |   |   |    |      |                                                               |                             |   |   |    |      |                                         |                             |   |   |    |          |                                                 |                                    |   |   |    |          |                                                                                |
| Steps                               | <p><b>Step 1 - Theoretical Introduction (10 min)</b></p> <p>The facilitator opens the session:</p> <p>“Every advocacy tactic — whether a media campaign, demonstration, parliamentary lobbying, or legal action — carries potential risks. Some are <b>external</b> (repression, loss of credibility, negative media coverage), while others are <b>internal</b> (partner disagreements, lack of resources, communication errors). Analyzing these risks beforehand means being able to act wisely and ensure the continuity of advocacy efforts, even when the context shifts.”</p> <p>The facilitator reminds participants that:</p> <ul style="list-style-type: none"><li>• A <b>tactic</b> is a concrete, targeted action derived from a broader strategy (e.g. press conference, public demonstration, parliamentary meeting, digital campaign, strategic litigation, etc.).</li><li>• Each tactic must align with available resources, the political environment, and existing alliances.</li></ul> <p>He/she then presents the basic tool for the exercise — a <b>risk assessment table</b> with examples:</p> <table><tr><th>Identified Risk</th><th>Probability (1–5)</th><th>Impact (1–5)</th><th>Score (P×I)</th><th>Severity</th><th>Recommended Action</th></tr><tr><td>Denial of meeting with the minister</td><td>3</td><td>4</td><td>12</td><td>High</td><td>Seek alternative entry points via Parliament and media allies</td></tr><tr><td>Lack of financial resources</td><td>4</td><td>3</td><td>12</td><td>High</td><td>Diversify funding sources, reduce costs</td></tr><tr><td>Division among CSO partners</td><td>2</td><td>5</td><td>10</td><td>Moderate</td><td>Strengthen coordination, adopt a shared charter</td></tr><tr><td>Police repression during a protest</td><td>5</td><td>5</td><td>25</td><td>Critical</td><td>Prepare an alternative scenario (strategic litigation, international advocacy)</td></tr></table> <p><b>Step 2 – Collective recap of key tactics (5 min)</b></p> <p>The facilitator invites participants to recall the advocacy tactics discussed in previous sessions, listing them aloud (e.g. public mobilization, lobbying, media actions, digital campaigns, training, coalition-building, etc.). This quick reminder sets the stage for identifying risks specific to each type of tactic.</p> | Identified Risk | Probability (1–5) | Impact (1–5) | Score (P×I)                                                                    | Severity | Recommended Action | Denial of meeting with the minister | 3 | 4 | 12 | High | Seek alternative entry points via Parliament and media allies | Lack of financial resources | 4 | 3 | 12 | High | Diversify funding sources, reduce costs | Division among CSO partners | 2 | 5 | 10 | Moderate | Strengthen coordination, adopt a shared charter | Police repression during a protest | 5 | 5 | 25 | Critical | Prepare an alternative scenario (strategic litigation, international advocacy) |
| Identified Risk                     | Probability (1–5)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Impact (1–5)    | Score (P×I)       | Severity     | Recommended Action                                                             |          |                    |                                     |   |   |    |      |                                                               |                             |   |   |    |      |                                         |                             |   |   |    |          |                                                 |                                    |   |   |    |          |                                                                                |
| Denial of meeting with the minister | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 4               | 12                | High         | Seek alternative entry points via Parliament and media allies                  |          |                    |                                     |   |   |    |      |                                                               |                             |   |   |    |      |                                         |                             |   |   |    |          |                                                 |                                    |   |   |    |          |                                                                                |
| Lack of financial resources         | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 3               | 12                | High         | Diversify funding sources, reduce costs                                        |          |                    |                                     |   |   |    |      |                                                               |                             |   |   |    |      |                                         |                             |   |   |    |          |                                                 |                                    |   |   |    |          |                                                                                |
| Division among CSO partners         | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 5               | 10                | Moderate     | Strengthen coordination, adopt a shared charter                                |          |                    |                                     |   |   |    |      |                                                               |                             |   |   |    |      |                                         |                             |   |   |    |          |                                                 |                                    |   |   |    |          |                                                                                |
| Police repression during a protest  | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 5               | 25                | Critical     | Prepare an alternative scenario (strategic litigation, international advocacy) |          |                    |                                     |   |   |    |      |                                                               |                             |   |   |    |      |                                         |                             |   |   |    |          |                                                 |                                    |   |   |    |          |                                                                                |

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            | <p><b>Step 2 – Group work (20 min)</b></p> <p>Participants are divided into groups, each working on the tactics they previously developed.<br/>Every group receives a <b>blank risk analysis sheet</b> (based on the table shown earlier).</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li><b>List the main risks</b> associated with your chosen tactics.<br/>(Example: for a “media campaign” — misinterpretation of the message, loss of control on social media, counter-campaign from opponents, etc.)</li> <li><b>Assess each risk</b> by assigning: <ul style="list-style-type: none"> <li><b>Probability</b> (1 = low / 5 = very likely)</li> <li><b>Impact</b> (1 = low / 5 = very severe)</li> <li><b>Calculate the score</b> = Probability × Impact</li> </ul> </li> <li><b>Classify the risks</b> according to their severity: <ul style="list-style-type: none"> <li><b>1–5</b> → <i>Low</i> → monitor</li> <li><b>6–10</b> → <i>Moderate</i> → mitigate</li> <li><b>11–15</b> → <i>High</i> → prevent</li> <li><b>16–25</b> → <i>Critical</i> → develop an alternative scenario</li> </ul> </li> <li><b>Propose at least one mitigation measure</b> or an <b>alternative scenario</b> for the highest-scoring risks. Decisions are guided by predefined risk thresholds and ongoing monitoring. The original tactic is maintained as long as risks remain manageable; mitigation measures are activated when risk indicators signal potential harm, reduced effectiveness, or unintended consequences.</li> </ol> <p><i>The facilitator moves between groups to support reflection, clarify definitions, and help differentiate political, institutional, media, and human risks.</i></p> <p><b>Step 4 – Collective debrief and discussion (10 min)</b></p> <p>Each group briefly presents its work, highlighting <b>one or two critical risks</b> it identified. The facilitator summarizes common findings on the board:</p> <ul style="list-style-type: none"> <li>Which tactics appear most risky in the current context?</li> <li>Which ones are easier to control or manage?</li> <li>Which preventive measures could apply to all campaigns?</li> </ul> <p><b>Discussion:</b></p> <p>“Risk should not paralyze — it should prepare.<br/>A strategic advocacy effort isn’t the one that avoids risks, but the one that anticipates, manages, and learns to bounce back from them.”</p> |
| <p><b>Key messages</b></p> | <ul style="list-style-type: none"> <li>➤ <b>Every tactic carries specific risks.</b> No advocacy tool is neutral — communication can backfire, pressure can lead to political resistance, and litigation can polarize the debate.</li> <li>➤ <b>Risk is a strategic indicator, not an obstacle.</b> Effective advocacy anticipates crises, prepares backup plans, and remains agile in the face of uncertainty.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <ul style="list-style-type: none"> <li>➤ <b>Diversity of tactics reduces exposure.</b> Combining awareness, cooperation, and gradual pressure helps balance the weaknesses of each approach.</li> <li>➤ <b>Risk analysis should be participatory.</b> It is a tool for <b>collective learning</b> — strengthening group cohesion, clarity, and resilience.</li> <li>➤ <b>Mitigation measures protect both the cause and the people.</b> The <b>psychological, legal, and physical safety</b> of advocacy actors is just as important as political results.</li> </ul>                                                                     |
| <b>Logistical requirements</b> | <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Flipchart or whiteboard</li> <li>• A3 sheets for each group</li> <li>• Markers and post-its</li> <li>• Printed or projected <i>Risk Analysis Table</i></li> <li>• Slide reminding participants of the different <i>types of advocacy tactics</i></li> </ul> <p><b>Room Setup:</b></p> <ul style="list-style-type: none"> <li>• 5 groups of 4 to 6 participants each</li> <li>• Tables arranged in islands/groups to encourage teamwork and discussion</li> <li>• A wall or display panel for posting group sheets during the debrief and restitution session</li> </ul> |

## Session 19: Developing the action plan

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b> | <p>Translate their advocacy objectives and strategies into a <b>concrete, structured, and realistic action plan</b>.</p> <ul style="list-style-type: none"> <li>• Identify <b>responsibilities, resources, and timelines</b> associated with each activity.</li> <li>• Define <b>monitoring indicators</b> to measure the progress and effectiveness of their advocacy campaign.</li> </ul>                                               |
| <b>Timing</b>     | 60 min                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Steps</b>      | <p><b>Step 1 - Theoretical introduction – 10 min</b></p> <p>The trainer opens the session with this central idea:</p> <p>“Advocacy doesn’t succeed through intentions or slogans, but through organized implementation.</p> <p>The action plan is your campaign’s compass — it tells the team where it’s going, how, with whom, and at what pace.”</p> <p>He/she then presents the <b>key components of an effective action plan</b>:</p> |

| Element                       | Description                                               | Example                                               |
|-------------------------------|-----------------------------------------------------------|-------------------------------------------------------|
| <b>Specific Objective</b>     | Concrete result to achieve.                               | Amend Article 15 of the Social Security Law.          |
| <b>Activity</b>               | Concrete action to reach the objective.                   | Meeting with members of the parliamentary committee.  |
| <b>Responsible party(ies)</b> | Person(s) or organization(s) in charge of implementation. | Advocacy coordinator, partner association.            |
| <b>Required resources</b>     | Human, financial, and material means.                     | Transport budget, experts, meeting room.              |
| <b>Timeline</b>               | Deadline and sequence of implementation.                  | Month 1: preparation; Month 2: parliamentary meeting. |
| <b>Monitoring indicator</b>   | Measure of progress or outcome.                           | Number of MPs met, written commitments obtained.      |

### Step 2 – Group briefing and instructions (10 min)

The trainer invites participants to reflect on cohesion between the elements developed earlier:

“You have identified your objectives, strategies, and tactics.  
Now it’s time to translate all of that into an operational plan.”

#### General instructions:

Each group will build their campaign’s action plan by specifying:

- Key activities
- Responsible actors and partners
- Required resources
- Timeline
- Monitoring indicators

The trainer distributes a **blank action plan template** (Handout #10).

### Step 3 – Group work (30 min)

Participants work in the same groups that developed their campaigns.

Each group should:

1. **Select one specific advocacy objective** (realistic and measurable).
2. **List 3 to 5 main activities** to achieve it.
3. **Complete the action plan sheet.**
4. **Verify cohesion** between activities and objectives, feasibility over time, and clear role allocation.

The trainer circulates among the groups to:

- Check the clarity of objectives.
- Encourage precision (“Who? When? How?”).

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <ul style="list-style-type: none"> <li>• Help formulate <b>simple yet meaningful indicators</b>.</li> </ul> <p><b>Step 4 – Presentation and discussion (15 min)</b></p> <p>Each group presents its action plan in a <b>maximum of 5 minutes</b>, covering:</p> <ul style="list-style-type: none"> <li>• The <b>chosen objective</b>,</li> <li>• <b>One or two key activities</b>,</li> <li>• The <b>main indicators</b>,</li> <li>• And <b>one point of caution</b> (e.g., missing resources, external dependencies, political uncertainty, etc.).</li> </ul> <p>The trainer facilitates the collective discussion with guiding questions:</p> <ul style="list-style-type: none"> <li>• “Which activities seem immediately feasible?”</li> <li>• “Which ones depend on external factors or decisions?”</li> <li>• “What partnerships or resources will be critical for success?”</li> </ul> <p><b>Conclusion:</b></p> <p>“An action plan is not a static document — it’s a living tool.<br/>It should be reviewed and adjusted regularly based on progress, challenges, and new political opportunities.<br/>A campaign that adapts is a campaign that endures.”</p>           |
| <b>Key messages</b>            | <ul style="list-style-type: none"> <li>➤ <b>The action plan turns strategy into reality.</b> It acts as the team’s roadmap, ensuring coherence between the vision, objectives, and available means.</li> <li>➤ <b>Every activity must be linked to a specific objective.</b> If an action doesn’t clearly contribute to an advocacy goal, it’s likely unnecessary or distracting.</li> <li>➤ <b>Clarity in responsibilities is a success factor.</b> “When everyone is responsible, no one is responsible.” Each activity must have a clearly designated lead person or organization.</li> <li>➤ <b>A good plan is realistic, sequenced, and flexible.</b> It should outline short-, medium-, and long-term priorities while remaining adaptable to political shifts or unforeseen challenges.</li> <li>➤ <b>Monitoring indicators ensure accountability.</b> They make it possible to measure progress, learn from experience, and demonstrate tangible results.</li> <li>➤ <b>The action plan is also a tool for mobilization.</b> It motivates partners, strengthens coordination, and enhances the campaign’s credibility with both decision-makers and donors.</li> </ul> |
| <b>Logistical requirements</b> | <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Flipcharts or A3 posters for each group.</li> <li>• Markers, post-it notes, tape/sticky tack for display.</li> <li>• Action plan template board (printed or projected).</li> <li>• Slide with a reminder of the plan structure and coherence criteria.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |



|  |                                                                                                                                                                                                           |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Setup :</b> <ul style="list-style-type: none"> <li>• Groups of 4 to 6 people.</li> <li>• Arrangement in clusters or round tables.</li> <li>• Wall or space for displaying the action plans.</li> </ul> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Session 20: Monitoring and evaluation

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b> | <ul style="list-style-type: none"> <li>• Build <b>relevant and measurable indicators</b> for their campaigns.</li> <li>• Learn to <b>read, interpret, and complete a monitoring and evaluation (M&amp;E) table</b> effectively.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Timing</b>     | 60 min                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Steps</b>      | <p><b>Step 1 - Introduction and context – 10 min</b></p> <p>The trainer opens the session with a <b>participatory discussion</b>:</p> <p>“An advocacy campaign doesn’t end with action. It continues through its ability to produce tangible results, to learn from its experiences, and to last over time. But how can we know if we’re progressing, succeeding, and ensuring that our achievements are sustainable?”</p> <p><b>Session objective (announced):</b></p> <p>“We’ll explore how to measure and track our progress — and how to transform our results into lasting learning.”</p> <p>The trainer then provides a <b>brief reminder of the three key concepts</b>:</p> <ul style="list-style-type: none"> <li>• <b>Monitoring</b> = observing the implementation regularly.</li> <li>• <b>Evaluation</b> = analyzing results and impacts.</li> <li>• <b>Capitalization</b> = drawing lessons, sharing them, and ensuring sustainability.</li> </ul> <p><b>Step 2 — Exercise: Building advocacy indicators (25 min)</b></p> <p><b>Objective:</b> Understand and formulate <b>concrete, realistic, and measurable indicators</b> for an advocacy campaign.</p> <p><b>Method:</b> Group work.</p> <ul style="list-style-type: none"> <li>• The trainer divides participants into <b>three groups</b>, based on the campaigns they’ve been developing in previous sessions.</li> <li>• Each group chooses <b>one specific advocacy objective</b> they’ve already defined.</li> <li>• From that objective, they must formulate <b>3 to 5 indicators</b>, including: <ul style="list-style-type: none"> <li>○ <b>2 output indicators</b> (activities completed),</li> </ul> </li> </ul> |

- **2 outcome indicators** (observable changes),
- **1 impact indicator** (long-term or structural change expected).

**Example (to present visually):**

| Level          | Guiding question       | example of indicator                                  |
|----------------|------------------------|-------------------------------------------------------|
| <b>Output</b>  | What have we done?     | Number of meetings held with MPs                      |
| <b>Outcome</b> | What have we achieved? | Public commitment from a minister                     |
| <b>Impact</b>  | What has changed?      | Increase in the number of women with access to credit |

### Step 3 — Mini-analysis of an M&E table (20 min)

**Objective:** Learn to read, interpret, and enrich a **monitoring-evaluation table**.

**Method:** Collective plenary work.

The trainer projects or distributes a simplified **M&E table** such as:

| Objective                            | Indicators                          | Sources of Verification         | Results Obtained                   | Analysis / Comments          | Corrective Actions                                   |
|--------------------------------------|-------------------------------------|---------------------------------|------------------------------------|------------------------------|------------------------------------------------------|
| Facilitate women's access to finance | Number of women supported;          | CSO reports,                    | 120 women supported;               | Strong media visibility,     |                                                      |
|                                      | commitment from Ministry of Finance | official note from the Ministry | ministerial announcement scheduled | confirmed political interest | Follow-up with the Ministry to ensure implementation |

**Instructions for discussion:**

1. Identify the **strengths** of this table (clarity, completeness, realism).
2. Suggest **additional sources of verification** (meeting minutes, media coverage, testimonies, social-media analytics, field reports).
3. Discuss **corrective actions** that could be taken if progress stalls (e.g., partner re-engagement, message reframing, alternative lobbying channel).

**Guided questions for group reflection:**

- How do we know if a campaign is moving in the right direction?
- What makes a good indicator of success?
- How should a team react when an indicator stagnates or declines?

### Step 4 — Conclusion (5 min)

Each group shares **one indicator** they consider the most useful and realistic, explaining **why** it best measures advocacy progress.

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | <p>The trainer closes the session with this key message:</p> <p>“Measuring isn’t just about accountability — it’s about learning and improving. Advocacy is a living process: it grows stronger with each cycle of observation, analysis, and collective learning.”</p>                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Key messages</b>           | <ul style="list-style-type: none"> <li>➤ <b>Monitoring keeps you on course:</b> it shows whether actions are progressing as planned.</li> <li>➤ <b>Evaluation helps you understand real effects</b> and improve future strategies.</li> <li>➤ <b>Capitalization turns every experience into a resource for the future.</b></li> <li>➤ <b>Clear and measurable indicators strengthen credibility</b> and make it easier to communicate results to partners and decision-makers.</li> <li>➤ <b>Monitoring and evaluation are not administrative burdens</b> — they are strategic learning tools that build collective intelligence and strengthen advocacy impact.</li> </ul> |
| <b>Logistical requirement</b> | <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Paperboards or A3 tables for each group.</li> <li>• Blank indicator sheets.</li> <li>• Printed <b>Monitoring &amp; Evaluation (M&amp;E) table</b> (handout #11).</li> <li>• Markers, post-its, and colored pens.</li> <li>• Projector or wall display for collective review.</li> </ul> <p><b>Room Configuration:</b></p> <ul style="list-style-type: none"> <li>• Groups of <b>4 to 6 participants</b>.</li> <li>• <b>Clustered tables</b> to encourage teamwork.</li> <li>• A <b>central wall or board</b> dedicated to displaying group work and facilitating collective discussion.</li> </ul>        |

## Session 21 : Sustainability and continuity

|                   |                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b> | <ul style="list-style-type: none"> <li>• <b>Identify</b> good practices and lessons learned from participants’ advocacy experiences.</li> <li>• <b>Understand</b> the importance of documenting, sharing, and institutionalizing achievements.</li> <li>• <b>Propose</b> concrete sustainability measures to ensure the continuity of results beyond the project’s duration.</li> </ul> |
| <b>Timing</b>     | 30 min                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Steps</b>      | <b>Step 1 - Introduction — 5 min</b>                                                                                                                                                                                                                                                                                                                                                    |

The trainer opens the session by explaining:

“Even a successful advocacy campaign can lose its impact if its results are not consolidated, shared, or institutionalized.

knowledge consolidation is to learn from what we have done.

To sustain is to ensure that what we have achieved continues to exist without us.”

He then projects or reads the following quote to spark discussion:

*“Advocacy is truly sustainable when the cause outlives the project.”*

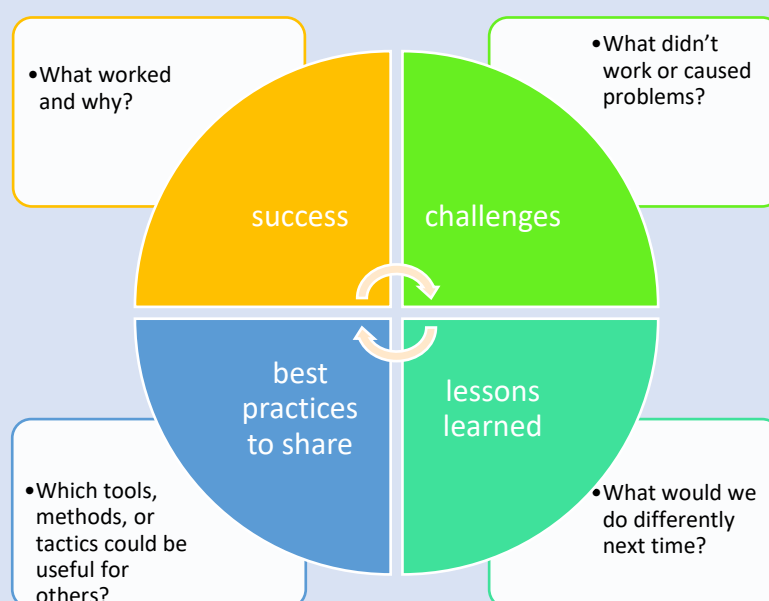
#### Quick introductory questions:

- What have you learned from your campaign so far?
- How can we make sure all the work doesn’t stop once the funding ends?

#### Step 2 — Exercise: The knowledge consolidation wheel (15 min)

🌀 **Objective:** Identify key lessons learned and explore ways to leverage them.

**Method:** Small group work : Each group receives a “Capitalization Wheel” template divided into four sections.



#### Step 3 — Discussion: How can we sustain our achievements? (10 min)

**Objective:** Reflect on strategies to ensure the long-term durability of achieved results.

The trainer displays the four **sustainability levers** and invites groups to share concrete examples from their own experiences:

| Sustainability lever | Reflection questions                                              | Possible examples                                                       |
|----------------------|-------------------------------------------------------------------|-------------------------------------------------------------------------|
| Institutionalization | How can we embed our results into policies, laws, or regulations? | Drafting an amendment, integrating the initiative into a municipal plan |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                        |                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Local capacity building</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Who needs to be trained to continue the advocacy work? | Young leaders, local CSOs, journalists                                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Alliances and networks</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | How can we maintain collective momentum?               | Multi-stakeholder platform, joint committee, WhatsApp follow-up network |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Sustainable financing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | How can we ensure continued resources?                 | Municipal grant, sponsorship, integration into a partner's project      |
| <p><b>Collective discussion led by the trainer:</b></p> <p>“Which of your achievements are at risk of disappearing if you don’t take action? What can you do now to strengthen and sustain them?”</p> <p><b>Step 4 - Closing — 5 min</b></p> <p>The trainer concludes:</p> <p>“To capitalize is to tell our story so it can inspire and guide others. To sustain is to turn our victories into institutions, skills, and lasting relationships. A successful advocacy effort never truly ends — it evolves.”</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                        |                                                                         |
| <b>Key messages</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>➤ <b>Capitalization</b> transforms experiences into collective learning.</li> <li>➤ <b>Sustainability</b> anchors advocacy results within institutions, practices, and networks.</li> <li>➤ A <b>well-thought advocacy effort</b> always considers durability from the very beginning of the action plan.</li> <li>➤ Advocacy achievements are only truly <b>solid</b> when they are documented, shared, and institutionalized.</li> </ul>                    |                                                        |                                                                         |
| <b>Logistical requirement</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• A3 sheets for the “Capitalization Wheel”</li> <li>• Colored markers and pens</li> <li>• Whiteboard or flipchart for group debriefing</li> <li>• Poster displaying the four sustainability levers</li> </ul> <p><b>Room Setup:</b></p> <ul style="list-style-type: none"> <li>• Groups of 4 to 6 participants</li> <li>• Circular or cluster seating arrangement</li> <li>• Space available for displaying group outputs</li> </ul> |                                                        |                                                                         |

# **Conclusion**

Throughout this manual, we have seen that advocacy and political engagement are not improvised actions but structured processes requiring:

- A clear analysis of the problem and stakeholders.
- The definition of precise, realistic, and measurable objectives.
- The thoughtful selection of strategies and tactics suited to the context.
- Targeted and differentiated communication for each stakeholder group.
- The ability to engage and influence political decision-makers with preparation and professionalism.
- A strong focus on monitoring, evaluation, and capitalization to ensure long-term sustainability.

Effective advocacy therefore combines strategic rigor, tactical creativity, and perseverance over time.

To strengthen your future advocacy campaigns, it is recommended that you:

- Always prepare in advance: craft a clear message, adapt your arguments, and know your decision-makers.
- Work in coalition: unity builds credibility and amplifies influence.
- Diversify your tactics: combine awareness-raising, cooperation, pressure, and—when necessary—strategic litigation.
- Maintain impeccable ethics: transparency, respect, and factual accuracy.
- Anticipate risks and develop alternative scenarios to stay agile amid uncertainty.
- Integrate systematic monitoring and evaluation to learn and continuously improve.

Advocacy does not end with theory — its effectiveness lies in action. Each participant, each organization, holds the power to be an agent of change.

Political and social transformation is a long process, but every act of advocacy, however small, contributes to building a fairer, more equitable, and more sustainable society.

Advocacy is not the privilege of experts or large institutions — it is a tool for every engaged citizen.

# Handouts

## Handout #1: Prioritizing advocacy issues

| Criteria                                                                                                                                                                                                                                                                      | Issue #1            | Issue #2            | Issue #3            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------|---------------------|
| <b>1. Clarity of the required policy or practice change</b><br>For an initiative to succeed, it is essential to know what type of policy or practice change is needed. If your advocacy issue is not clearly defined, it will be more difficult to develop a strong strategy. | High / Medium / Low | High / Medium / Low | High / Medium / Low |
| <b>2. Number of people affected in my community / my country</b><br>If a large portion of the population is affected, it is probably an important issue!                                                                                                                      | High / Medium / Low | High / Medium / Low | High / Medium / Low |
| <b>3. Possibility of grounding the work in lived experiences</b><br>If you can draw on the lived experiences of people directly affected by the issue and work in partnership with them, your advocacy will gain legitimacy.                                                  | High / Medium / Low | High / Medium / Low | High / Medium / Low |
| <b>4. Level of effort required</b><br>How much time, energy, and resources will this require?<br>(very little effort = high; moderate effort = medium; significant effort = low)                                                                                              | High / Medium / Low | High / Medium / Low | High / Medium / Low |
| <b>5. Potential for success</b><br>What is the                                                                                                                                                                                                                                | High / Medium / Low | High / Medium / Low | High / Medium / Low |



|                                                                                                                                                                                                                                           |                     |                     |                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------|---------------------|
| likelihood of success?<br>If the chances of success are low, it is not a good issue to prioritize!                                                                                                                                        |                     |                     |                     |
| <b>6. Estimated time to achieve success</b><br>The shorter the time required, the better (less than 6 months = high; 6–18 months = medium; 2 years or more = low).<br>This criterion should be balanced with the importance of the issue. | High / Medium / Low | High / Medium / Low | High / Medium / Low |
| <b>7. Level of public support</b><br>If the public is supportive, your chances of success increase (supportive = high; neutral = medium; opposed = low).<br>Some important issues require building public support through advocacy.       | High / Medium / Low | High / Medium / Low | High / Medium / Low |
| <b>8. Level of support from decision-makers</b><br>If political decision-makers are supportive, your chances of success also increase.                                                                                                    | High / Medium / Low | High / Medium / Low | High / Medium / Low |

## Handout #2: Analysis of the advocacy issue

### Identification of the problem

It is very important to clearly define the issue or problem on which the group will focus. It is difficult to create an action plan to address a broad or general problem. It is necessary to narrow the scope and choose a clear starting point.

Key points:

- It is important to identify a concrete and specific problem that you can address.
- This is the first step in creating your strategy – making decisions about what is important to achieve.
- Take into account the human rights violation you are seeking to address in your problem statement.
- Do not be surprised if your problem statement continues to be refined throughout the five stages of the process. You should keep revising it to make it as clear and precise as possible.
- Points to consider:  
It stems from the violation of the rights of one or more groups of people.
- It is aligned with the organization's objectives and capacities.
- It generates public interest.
- Resolving it will lead to a clear improvement in people's living conditions.
- It is related to Human Rights.

**Note:** The problem must be expressed in a negative form.

### Tool 1: Analysis through 8 key questions (Rapid diagnosis)

1. Who is affected by the problem?
2. Which right is violated?
3. What are the consequences?
4. What are the root causes?
5. When does the problem occur?
6. Where does it mainly occur?
7. What evidence exists of the problem?
8. What is the link with our organization's objectives?

This tool helps formulate a clear and concise problem statement.

### Tool 2: The Problem tree

An analytical tool to understand the causes and effects of an advocacy issue.

Objective of the tool:

The problem tree helps analyze an advocacy issue in depth by identifying:

- its causes (roots),
- its central manifestation (trunk),
- its consequences (branches).

It is a visual and participatory tool that helps better understand the structure of a problem, encourage collective discussion, and lay the foundation for a coherent change strategy.

Why use this tool in advocacy?

The problem tree allows you to:

- Trace an issue back to its root causes rather than focusing only on symptoms.
- Identify priority areas for action (causes that can be influenced).
- Build a strong argument based on facts and logical links.
- Prepare the transformation of the problem tree into an objectives tree, the next planning step.

### **Preparation steps:**

1. Formulating the central problem:

- Choose a single, precise problem (not the absence of a solution).
- Formulate it as a negative, observable, and concrete situation.

Tips:

- The problem should relate to an injustice, failure, or gap that advocacy can address.
- It should be neutral, avoiding judgments or embedded solutions.

2. Identifying causes (roots):

- Ask: "Why does this problem exist?"
- Write each cause on a card and place it below the trunk.
- Link causes by distinguishing between:
  - Direct causes (immediate)
  - Indirect causes (structural, underlying)

3. Identifying consequences (branches):

- Ask: "What are the consequences of this problem?"
- Write each consequence on a card and place it above the trunk.
- Group related consequences.

4. Checking coherence:

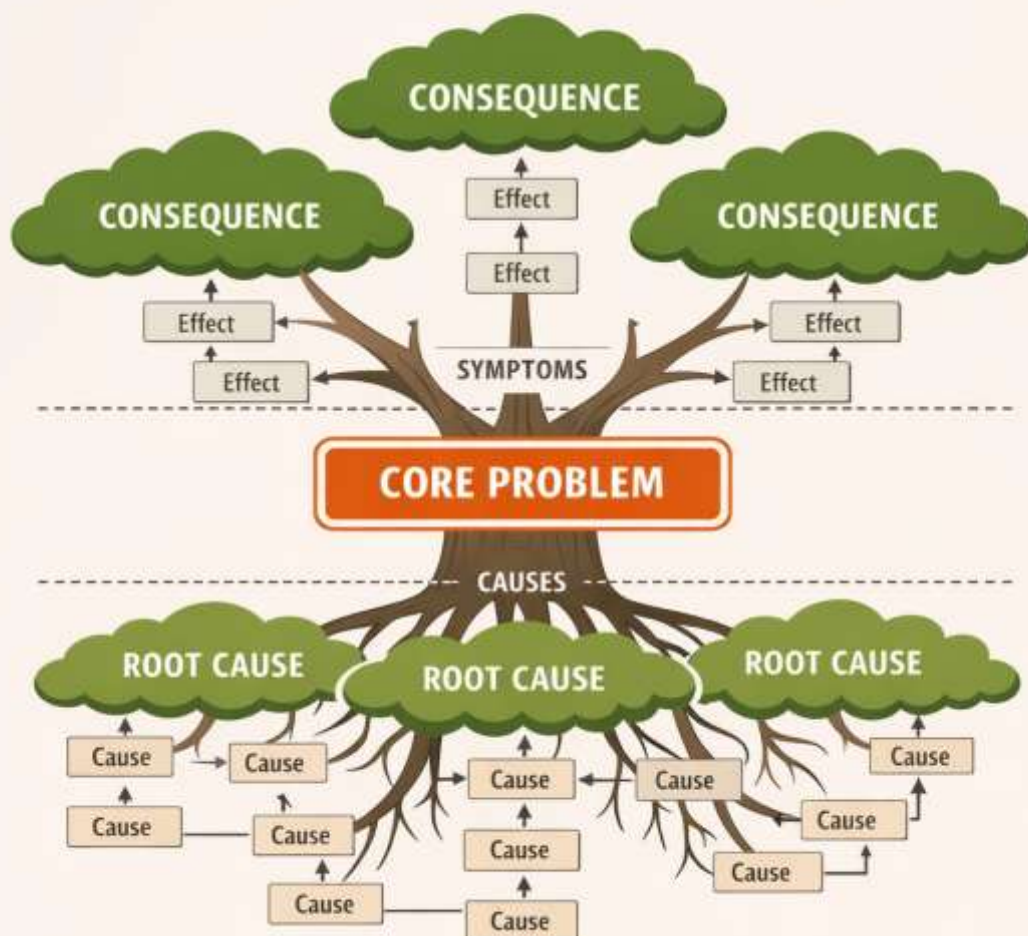
- Read the tree from bottom to top: do the causes explain the problem?
- Read from top to bottom: do the effects logically result from the problem?
- Adjust, rephrase, or reorganize as needed.

A successful problem tree tells a logical story of the issue.

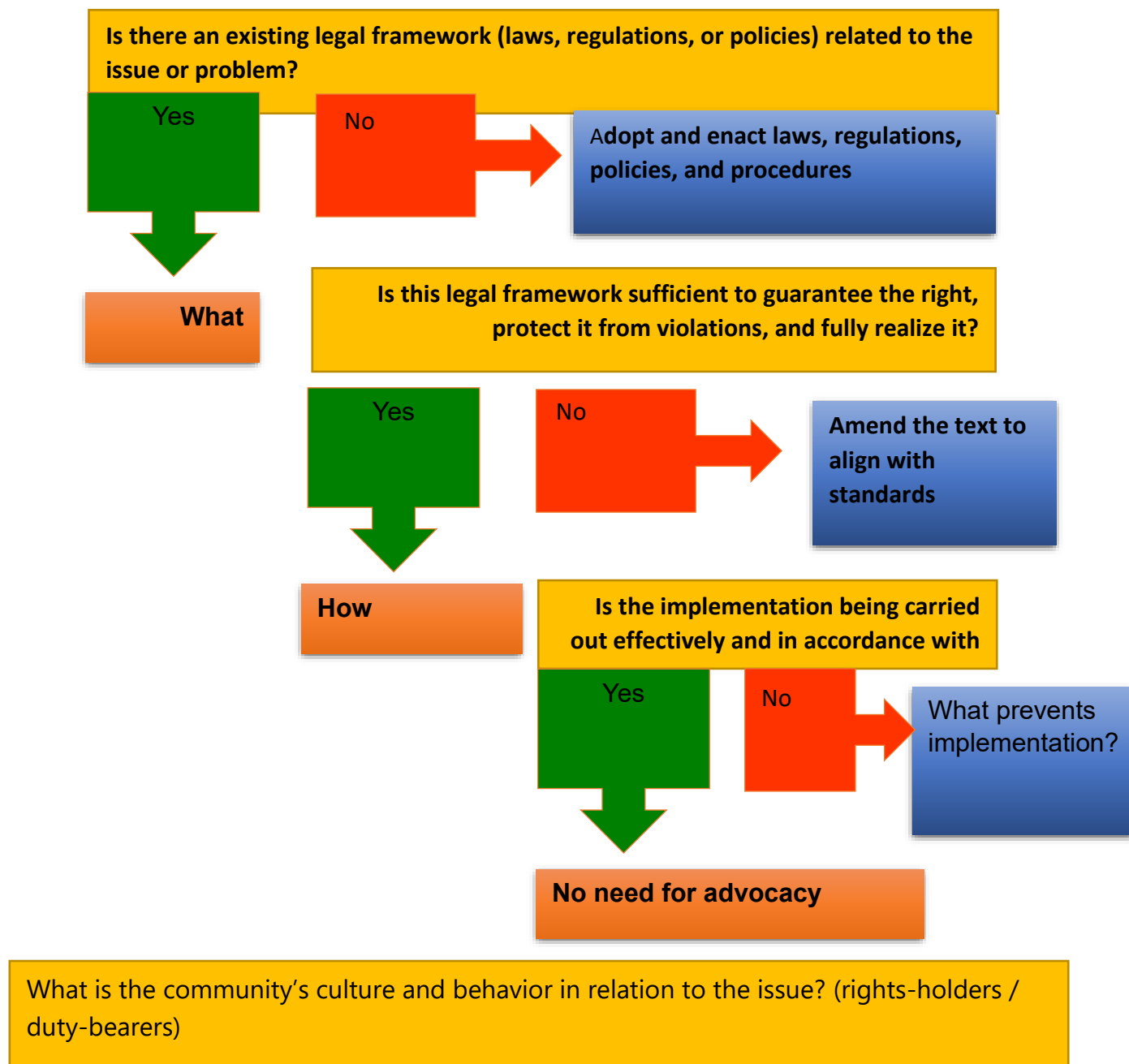
### **Common mistakes to avoid:**

- Formulating solutions instead of problems.
- Confusing causes and effects.
- Mixing several problems in one tree.
- Ignoring structural causes (laws, norms, budgets, governance).
- Skipping this step: without analysis, advocacy remains superficial.

# Problem Tree Template



### Tool 3: Regulatory analysis of the advocacy issue



## Handout #3: Stakeholder mapping tools

### A. Power grid (Power–interest grid)

Inspired by strategic advocacy mapping methods

#### Purpose of the tool

The Power Grid is a visual tool for strategic stakeholder analysis.

It makes it possible to classify stakeholders according to two fundamental dimensions:

- **their level of power** (capacity to influence or make decisions), and
- **their level of interest** (degree of engagement or concern regarding the advocacy issue).

The objective is to determine the most appropriate engagement strategy for each category of actors.

#### Why use the Power grid in advocacy?

- Understand who truly holds the power to influence decisions.
- Identify key allies and priority targets.
- Adapt communication and engagement tactics to each type of actor.
- Better manage time, resources, and advocacy efforts by focusing on the most promising levers of influence.

#### Implementation steps

##### **1** Identify relevant stakeholders

List all stakeholders related to the problem or the solution:

- Public institutions, elected officials, civil servants
- NGOs, associations, trade unions
- Media, opinion leaders
- Private sector
- Communities, vulnerable groups
- Donors, international organizations

👉 Include potential allies as well as opponents and undecided actors.

##### **2** Assess their level of power

For each actor, ask yourself:

- Do they have the power to make or block a decision?
- Can they influence other powerful actors?
- Do they have resources or recognized legitimacy?

Assign a level:

● **High power** | ● **Medium power** | ● **Low power**

### 3 Assess their level of interest

Ask yourself:

- Is this actor directly affected by the problem?
- Do they have a personal or institutional interest in seeing change occur?
- Are they neutral, supportive, or opposed to your cause?

Assign a level:

● **High interest** | ● **Medium interest** | ● **Low interest**

### 4 Position stakeholders in the grid

Draw a two-axis matrix:

|            | High interest                                                   | Low interest                                           |
|------------|-----------------------------------------------------------------|--------------------------------------------------------|
| High power | ◆ <b>Key decision-makers</b> → Convince and directly engage     | ○ <b>Decision-makers to sensitize</b> → Build interest |
| Low power  | ● <b>Mobilizable communities</b> → Give voice, build capacities | ● <b>Peripheral actors</b> → Inform, monitor           |

#### Strategic reading of the grid

##### 1. High power / High interest: Key actors

- These are your strategic allies or your main advocacy targets.
- They must be closely involved and regularly consulted.
- Example: a parliamentarian committed to your cause or a minister concerned with the issue.

**Tactics:** Collaboration, negotiation, co-production of solutions.

##### 2. High power / Low interest: Critical decision-makers

- They have the power to decide, but not yet the will to do so.
- Their support is often decisive for the success of the campaign.

**Tactics:** Targeted awareness-raising, arguments based on political, economic, or social benefits.

##### 3. Low power / High interest: Communities and grassroots actors

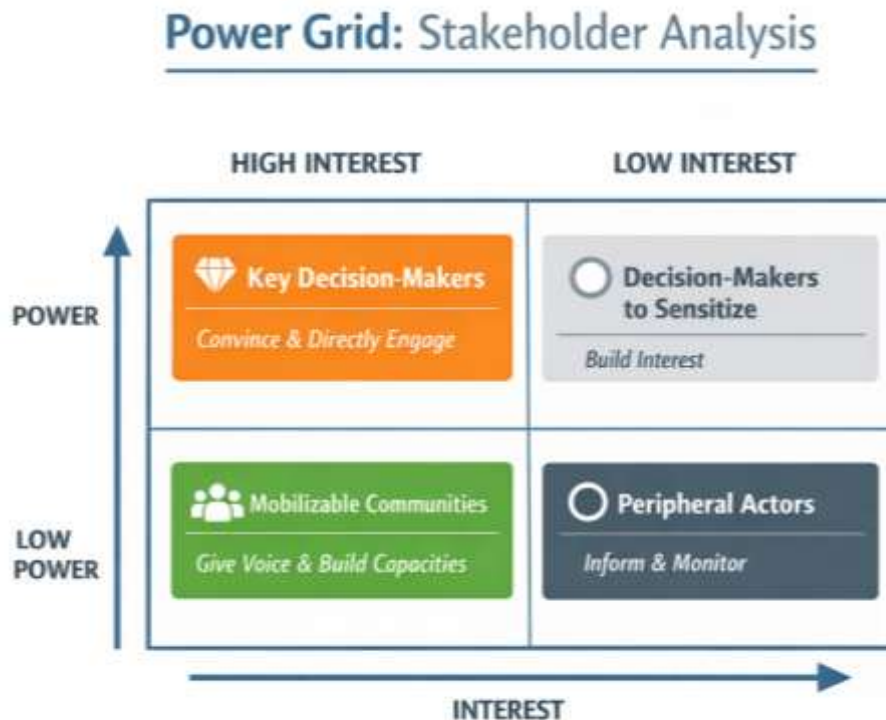
- They are directly affected and often highly motivated, but do not have decision-making power.
- They are essential for giving legitimacy and weight to advocacy.

**Tactics:** Mobilization, training, participatory communication, testimonies.

##### 4. Low power / Low interest: Peripheral actors

- They are not opposed, but have no direct stake in the issue.
- It may be useful to keep them regularly informed, as their position may evolve.

**Tactics:** Informational communication, monitoring, benevolent neutrality.



### Practical tips

- Update the grid at each new stage of the advocacy process (it evolves!).
- Combine this tool with the **Spectrum of allies** to enrich the analysis.
- Seek to move certain actors within the grid; for example, transform a decision-maker with **high power / low interest** into one with **high power / high interest**.

### B. Tactical map

Inspired by the *New Tactics for Human Rights* methodology

#### Purpose of the tool

The tactical map helps to understand the system of actors surrounding an advocacy issue: who the direct protagonists are, the institutions involved, the allies and opponents; the levels at which they operate; and the relationships that connect them.

It makes it possible to identify where to apply pressure, with whom to cooperate, and which power relationships must be transformed in order to advance the cause.

#### Steps to complete the tactical map



### 1 Identify the core of the conflict

At the center of the map, place the two main actors:

- **The oppressed / affected group** (rights-holder or direct victim)
- **The oppressor / holder of direct power** (institution, actor, or group responsible for the problem)

These two parties represent the main relationship of conflict or injustice that your campaign seeks to transform.

👉 **Example:** high school students vs. the school administration in a campaign against school violence.

### 2 Place actors according to levels of intervention

Around the central core, distribute the other stakeholders according to four levels of influence:

- **Local:** municipalities, community leaders, local associations, women's or youth groups.
- **Regional:** governorates, professional chambers, regional directorates, trade unions.
- **National:** ministries, parliament, national media, political parties, large NGOs.
- **International:** donors, UN agencies, embassies, international NGOs.

👉 Include any stakeholder related to the problem or the solution, whether they are affected by the situation or capable of influencing it.

### 3 Identify and represent the types of relationships between actors

Connect the actors using arrows and color codes according to the nature of the relationship:

| Type of relationship               | Meaning                                         | Suggested color / Symbol |
|------------------------------------|-------------------------------------------------|--------------------------|
| 🤝 Mutual interest relationship     | Collaboration, support, partnership             | Green                    |
| ⚡ Conflict relationship            | Opposition, tension, blockage                   | Red                      |
| 👊 Power / domination relationship  | Asymmetric power, control, unilateral influence | Thick black              |
| 💼 Exploitation relationship        | One actor benefits at the expense of another    | Orange                   |
| ? Unclear / ambiguous relationship | Vague relationship, dependence, mistrust        | Blue dashed              |

👉 Use arrows in both directions to indicate reciprocal relationships, or in one direction only to show unilateral influence.

#### Analyze the dynamics and priorities

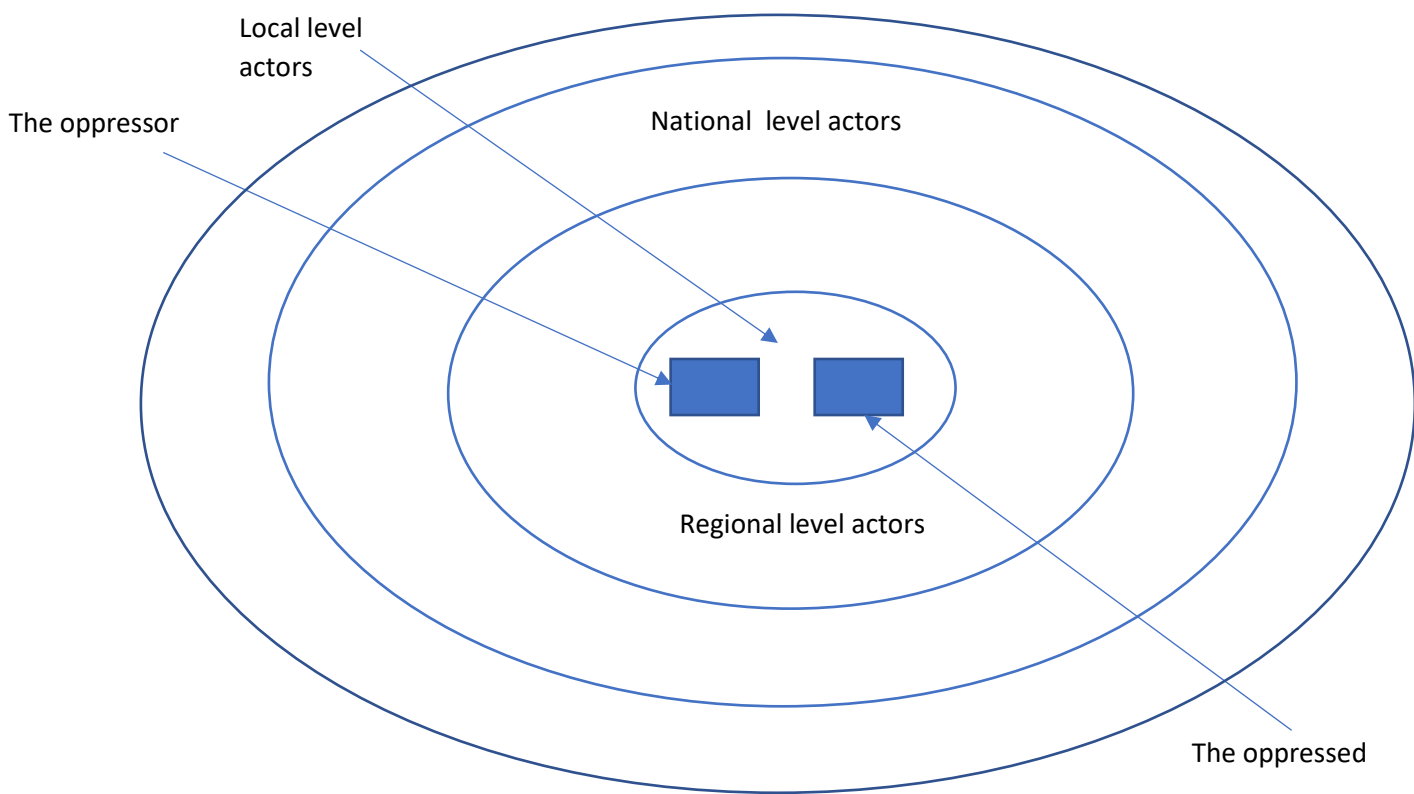
Once the map is completed, step back to analyze:

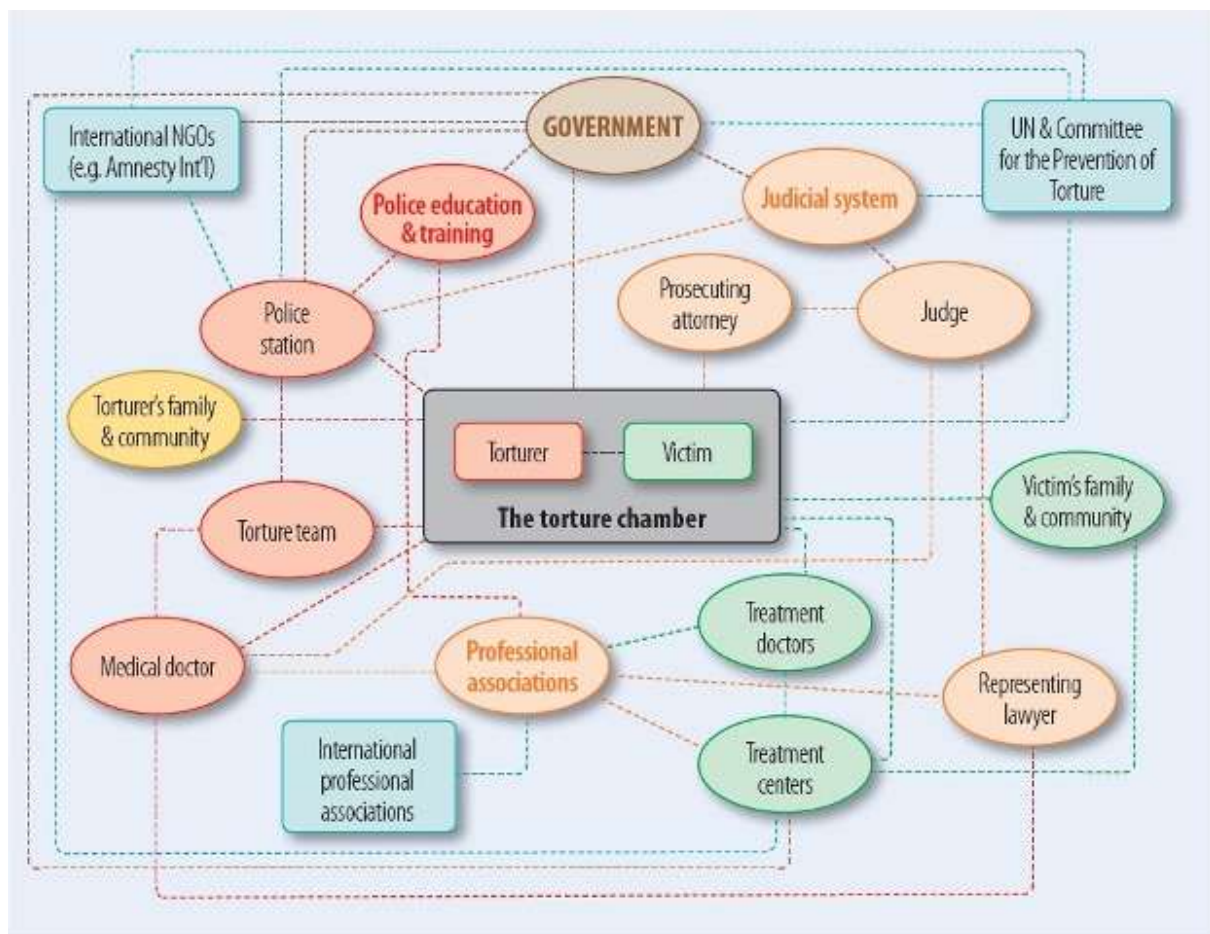
- Who influences whom? Which relationships are decisive?
- Where are the blockages? Which relationships need to be changed?
- With whom should we work? Which actors are strategic for our cause?
- Whom should we avoid? Which actors could harm the campaign or divert it from its objectives?

#### Methodological advice

The tactical map is a dynamic analytical tool: it should be reviewed and updated as your understanding of the stakeholders evolves.

It directly informs the mapping of allies and opponents and helps refine your intermediate objectives.





Source: [Article: Identify the Levers of Change - New Tactics](#)

## The Stakeholder spectrum

### Purpose of the tool

The Stakeholder Spectrum helps to understand the positions, attitudes, and levels of engagement of the different actors around an advocacy issue.

It makes it possible to visualize who supports the cause, who opposes it, and who may shift from one side to the other, in order to choose the most appropriate influence tactics.

### Why use this tool in advocacy?

- Identify the forces and resistance surrounding the desired change.
- Determine engagement and communication priorities.
- Build strong alliances and manage the risks of confrontation.
- Adapt tactics according to each actor's position.

### Steps for implementation

#### 1 Identify all stakeholders

Start by drawing up a comprehensive list of actors:

- Government institutions, elected officials, public administrations.
- Civil society organizations, trade unions, associations.
- Private sector actors, professional chambers.

- Media, opinion leaders, influencers.
- Community groups, youth, women, minorities.
- Donors, international NGOs, technical partners.

Include both those who support, oppose, or are still indifferent to your cause.

## 2 Assess their position on the issue

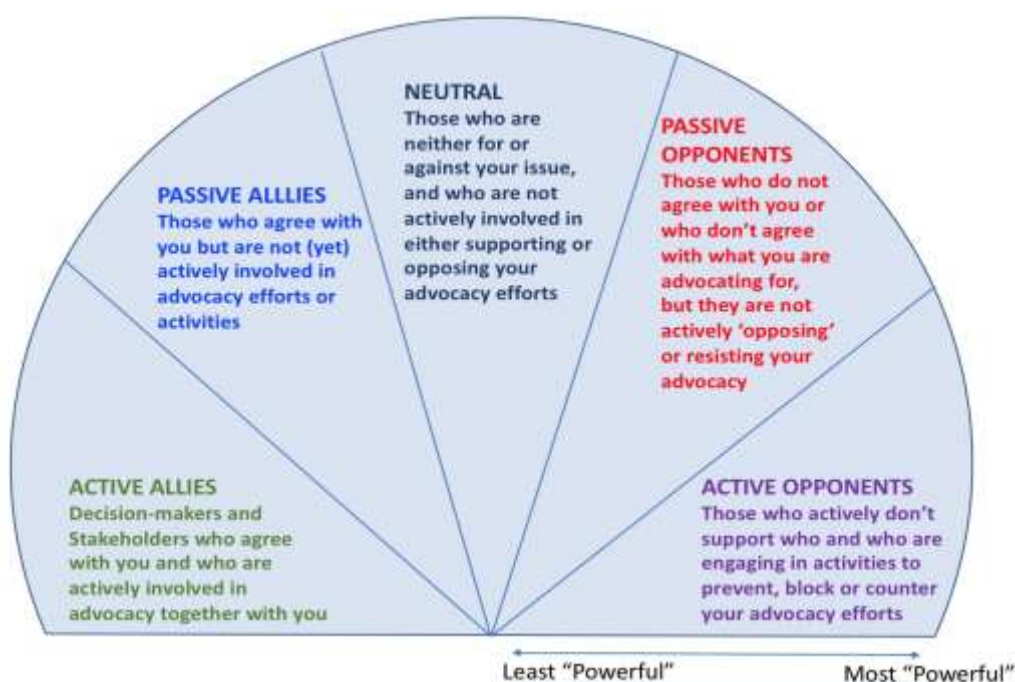
For each actor, assess their current stance:

- Active or passive support?
- Open or silent opposition?
- Indifference, lack of awareness, or strategic neutrality?

## 3 Place actors on the spectrum

Draw a horizontal line (the spectrum) ranging from active opposition to active support.

Place each actor according to their attitude and level of power.



## 4 How to engage with each category

For each category, define how to interact:

- Tactics to keep them motivated and active, or to increase their engagement and participation:

### DISCUSS

- Tactics to spark their interest and encourage them to become active allies: **PERSUADE**
- Tactics to educate them so that they become passive allies: **CONVINCE**
- Tactics to challenge the group's position and increase their perception that maintaining this position may put them at risk, thus pushing them toward neutrality: **MONITOR**
- Tactics that put them under such pressure that any action they take against you becomes costly, pushing them to become passive adversaries: **NEUTRALIZE**

## Handout #4: Selection of strategies and tactics

### Strategies:

|                                   |                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                     |                                     |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
|                                   | Favorable institutional and societal context                                                                                                                                                                          |                                                                                                                                                                                                                                                                     |                                     |
| Advocacy group in a weak position | <b>Collaboration, coordination, and networking strategy:</b><br><br>When the advocacy group has limited human and financial resources and the external environment is conducive to institutional and societal change. | <b>Confrontation and pressure strategy:</b><br><br>When the advocacy group is in a strong position (resources, capacities, societal and institutional acceptance) and the external environment is conducive to change.                                              | Advocacy group in a strong position |
|                                   | <b>Awareness-raising and rights education strategy:</b><br><br>When the advocacy group has limited human and financial resources and the external environment is not conducive to change.                             | <b>Training and capacity-building strategy:</b><br><br>When the advocacy group is in a strong position (resources, capacities, partnerships) and the community or institutions concerned by the change lack sufficient knowledge or capacity on the advocacy issue. |                                     |
|                                   | Unfavorable institutional and societal context                                                                                                                                                                        |                                                                                                                                                                                                                                                                     |                                     |

**Tactics:**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Collaboration, coordination, and networking strategy</b> <ul style="list-style-type: none"><li>• Multi-stakeholder dialogue</li><li>• Form networks, alliances, coordination mechanisms, working groups, and think tanks.</li><li>• Develop a joint action plan and adopt a common charter.</li><li>• Organize joint workshops.</li><li>• Create an online platform.</li><li>• Set up communication systems (groups on platforms and social media).</li><li>• Establish coordination mechanisms (newsletters, regular meetings, etc.).</li><li>• Allocate co-funding, mobilize resources, and exchange complementary resources or experiences.</li><li>• Produce shared materials or organize joint activities.</li><li>• Prepare policy notes and documents (policy briefs).</li></ul> | <b>Confrontation and pressure strategy</b> <ul style="list-style-type: none"><li>• Official correspondence and direct meetings.</li><li>• Proposing alternative policies and mobilizing public support.</li><li>• Petitions and open letters in the media.</li><li>• Shadow reports.</li><li>• Complaints and claims (national or international strategic litigation).</li><li>• Sit-ins, strikes, boycotts, civil disobedience, gatherings, and demonstrations (traditional or symbolic).</li><li>• Media exposure and public denunciation.</li><li>• Denunciation in national and international forums (particularly those linked to the agenda).</li></ul> |
| <b>Awareness-raising and rights education strategy</b> <ul style="list-style-type: none"><li>• Production of print, audio, and video materials.</li><li>• Information or awareness-raising campaigns.</li><li>• Production of studies and policy briefs/summaries.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Training and capacity-building strategy</b> <ul style="list-style-type: none"><li>• Training of trainers.</li><li>• Peer education.</li><li>• Workshops.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Producing statistics and visual diagrams and disseminating them on digital platforms.</li> <li>• Publishing press releases.</li> <li>• Open letters to public opinion through the media.</li> <li>• Organizing open days, awareness caravans, and outreach events.</li> <li>• Media and communication activities (directly or via social media).</li> <li>• Participation in fairs and exhibitions.</li> <li>• Publishing comparative or successful experiences and good practices.</li> <li>• Testimonials.</li> <li>• Storytelling.</li> </ul> | <ul style="list-style-type: none"> <li>• Training workshops.</li> <li>• Online training (MOOCs, etc.).</li> <li>• Drafting training manuals and guides.</li> <li>• Production of guidelines.</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Handout #5: Communication vs target population

| Nature of the decision-maker (Final or Secondary) | Nature of language and arguments used for persuasion                                                                                                                                                                                                                                                                                              | Examples of influence tools                                                                                                                                                                     |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Political</b>                                  | <ul style="list-style-type: none"> <li>- Technical and simplified (without detailed theories or methodologies), highlighting the target's interests.</li> <li>- Comparable successful experiences.</li> <li>- Linking the issue to the target's obligations toward the local community (e.g., voters) and the international community.</li> </ul> | Policy briefs/notes, statistics, shadow reports, media pressure, strategic litigation, mobilization, denunciation in national, regional, and international forums...                            |
| <b>Legislative</b>                                | <ul style="list-style-type: none"> <li>- Simplified technical (without detailed theories or methodologies), highlighting the target's interests.</li> <li>- Linking the issue to the roles of the legislative branch in law-making and government oversight.</li> </ul>                                                                           | Policy briefs/notes, statistics, shadow reports, media pressure, strategic litigation, mobilization, direct meetings...                                                                         |
| <b>Executive</b>                                  | <ul style="list-style-type: none"> <li>- Simplified technical (without detailed theories or methodologies), highlighting the target's interests.</li> <li>- Linking the issue to political power orientations and government/parliamentary obligations.</li> </ul>                                                                                | In-depth research studies, policy briefs, statistics, alternative policies, shadow reports, strategic litigation, mobilization, denunciation in national, regional, and international forums... |
| <b>Local communities or affected groups</b>       | <ul style="list-style-type: none"> <li>- Simplified and non-technical (based on concrete examples), highlighting the target audience's interests.</li> <li>- Connecting the subject to their daily lives.</li> </ul>                                                                                                                              | Audiovisual materials, testimonies, media and awareness campaigns, mobilization, media and communication, public activities...                                                                  |
| <b>Media</b>                                      | <ul style="list-style-type: none"> <li>- Simplified and non-technical (based on concrete examples), original and engaging.</li> <li>- Connecting the subject to people's daily lives.</li> </ul>                                                                                                                                                  | Statistics and summary data, audiovisual materials, testimonies.                                                                                                                                |



| <b>Nature of the decision-maker (Final or Secondary)</b> | <b>Nature of language and arguments used for persuasion</b>                                                                                                                                                                    | <b>Examples of influence tools</b>                                                                                                         |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Partners and donors</b>                               | <ul style="list-style-type: none"> <li>- Simplified technical, highlighting the target's interest in relation to their strategic orientations.</li> <li>- Innovation, creativity, and use of models or experiences.</li> </ul> | Policy briefs, project proposals, recommendations from specialized committees and bodies, direct meetings.                                 |
| <b>Experts or Consultants</b>                            | <ul style="list-style-type: none"> <li>- Specialized technical (detailed theories and methodologies).</li> <li>- Documented and reliable comparative experiences.</li> </ul>                                                   | In-depth research, reliable scientific and technical studies, scientific sources, reports issued by scientifically credible organizations. |

### **Learn to speak the language of your targets**

#### **Find common ground**

List the aspects of your issue on which you and your targets may agree (policies, public opinion, shared values, etc.).

#### **Anticipate and prepare for arguments and unexpected opposition**

Prepare responses to possible objections your targets may raise regarding your advocacy issue (including those from actors who are otherwise likely to support you).

Ask yourself: will facts be more convincing, or will real-life stories have a greater impact?

Write down your response ideas for each of your targets.

#### **Prepare to meet them in their own environment**

What are the formal and informal spaces where civil society can contribute to shaping your targets' policies?

What is the best setting in which to meet your targets in order to deliver your message effectively?

## Handout #6: Political engagement

Politicians hold a central place in advocacy because they possess the power to legislate, allocate budgets, and define public priorities. Engaging them strategically is not just about presenting a demand; it is about building a credible dialogue that links their **political interests** with **citizens' needs**. Successful advocacy transforms a single meeting with a decision-maker into a lasting relationship of influence and collaboration.

### 1. Understanding politicians and their motivations

Effective engagement is impossible without a deep understanding of a politician's motivations, constraints, and environment. Policy-makers do not make decisions in a vacuum; their choices are shaped by personal, partisan, institutional, and social interests.

#### 1.1 Motivations

- **The quest for legitimacy and Re-election:** Many politicians seek to strengthen their image with voters to increase their chances of being re-elected.
- **Public image:** They are highly sensitive to media reputation and their positioning as defenders of specific causes.
- **Internal party influence:** Decisions often depend on power dynamics and loyalty within their own political party.
- **Personal convictions and ideologies:** Some are driven by their values or vision for society, which can serve as a prime entry point for advocacy.
- **Political or symbolic wins:** They often look for visible and rewarding "political victories."

#### 1.2 Constraints

- **Power dynamics:** An elected official may be convinced by an idea but held back by political opposition or party lines.
- **Competing priorities:** Overloaded political agendas can push certain causes to the background.
- **Institutional constraints:** Many decisions depend on long procedures (budgets, legislative cycles).
- **External pressures:** Influence from lobbies, media pressure, and demands from other interest groups.

#### 1.3 Adapting advocacy to motivations

Effective advocacy must:

- **Appeal to electoral interests:** Show how the cause can improve their image with their constituents.
- **Value their role:** Highlight the opportunity for them to become a "champion" or leader on the subject.

- **Emphasize collective benefit:** Link the request to the general interest to avoid appearing as a narrow interest group.
- **Provide concrete solutions:** Politicians appreciate practical, realistic proposals they can easily champion.

## 2. Preparing for a meeting with a decision-maker

A meeting is a crucial step. Success depends less on the meeting itself and more on the **preparation** beforehand. Serious preparation builds credibility and maximizes the chance of obtaining concrete commitments.

1. **Define a clear objective:** Formulate exactly what you expect (information, public support, a written commitment, support for a bill).
  - *Example:* "Secure MP X's support to file an amendment on Article 15" rather than "discussing the situation of youth."
2. **Collect information on the decision-maker:** Research their background, party, committees, and past public stances.
  - *Tip:* Prepare a 1-page "**Decision-Maker Profile**" for the team to review.
3. **Identify the right timing:** Align the meeting with "windows of opportunity" (budget season, election campaigns, international days).
4. **Prepare a key message:** Develop a simple, hard-hitting main message supported by a maximum of 3 arguments (factual, rational, emotional).
  - *Tip:* Use the "**One-pager**" rule—a summary note to leave behind.
5. **Anticipate Objections:** Prepare clear, factual answers for likely pushback (limited budget, other priorities).
6. **Organize the advocacy team:** Decide who speaks, who provides technical details, and who takes notes.
7. **Prepare supporting materials:** Policy briefs, infographics, and documented testimonies in both digital and print formats.

## 3. Conducting the meeting

Meetings are often short (15–30 minutes). Every minute must be used effectively.

1. **Introduction (2–3 min):** Thank them, introduce your organization, and state the purpose of the meeting.
2. **Present the problem (5 min max):** Use 1 or 2 strong data points and a human story (testimony) to illustrate the issue.
3. **Propose a solution (5 min max):** Present realistic solutions and emphasize the benefits for both the citizens and the decision-maker.
4. **Ask for a clear commitment (5 min max):** Avoid vague phrases. Ask: "Will you file this amendment?" or "Will you speak at our June conference?"

5. **Conclusion and follow-up (2–3 min):** Summarize the points, thank them again, and specify the next steps (sending info, next meeting).

#### **4. After the meeting: Follow-up and consolidation**

The most important stage is the follow-up; this is where trust is built and commitments are turned into reality.

- **Send a Thank-You message:** Within 24–48 hours, recap the points discussed and the commitments made.
- **Provide promised documentation:** Send the policy briefs or data immediately.
- **Share with allies:** Inform your partners/coalition to ensure the message remains consistent across the board.
- **Active follow-up:** Call or email in the following weeks to check on progress. Invite them to field visits or roundtable discussions.
- **Build a lasting relationship:** Don't just reach out when you need something. Send useful info periodically and publicly acknowledge their support when they act positively.
- **Capitalize and learn:** Write an internal report. Analyze what worked and what didn't to adjust your future strategy.

## **Handout #7: Practical checklist – Meeting with a decision-maker**

### **Before the meeting**

- ☐ Define a clear objective (what we want to achieve).
- ☐ Prepare one key message and three arguments (factual, rational, emotional).
- ☐ Research the decision-maker (background, priorities, public positions).
- ☐ Anticipate objections and prepare responses.
- ☐ Assign roles within the team (spokesperson, expert, note-taker).
- ☐ Prepare a concise written brief (maximum 1 page).

### **During the meeting**

- ☐ Greet the decision-maker and briefly introduce the organization and the purpose of the meeting.
- ☐ Present the problem in a simple, illustrated way.
- ☐ Propose a concrete solution tailored to the decision-maker's role.
- ☐ Make a clear and specific request.
- ☐ Listen actively and respond respectfully to the decision-maker's reactions.
- ☐ Close on a positive note and outline next steps (sending information, follow-up).

### **After the meeting**

- ☐ Send a thank-you message within 48 hours.
- ☐ Share the promised documents (advocacy brief, report, testimonials).
- ☐ Inform partners/coalition members about the meeting and any commitments made.
- ☐ Plan a follow-up or a second meeting.
- ☐ Keep a follow-up calendar up to date (dates, political deadlines).
- ☐ Document and share lessons learned to strengthen the strategy.

## Handout #8: Political meeting observation checklist

### Observation Checklist (To be distributed to observers)

| Criteria                                                | Yes                      | No                       | Comments |
|---------------------------------------------------------|--------------------------|--------------------------|----------|
| The message was clear and structured                    | <input type="checkbox"/> | <input type="checkbox"/> |          |
| The request was specific and realistic                  | <input type="checkbox"/> | <input type="checkbox"/> |          |
| Arguments were tailored to the decision-maker's profile | <input type="checkbox"/> | <input type="checkbox"/> |          |
| The group listened actively and responded effectively   | <input type="checkbox"/> | <input type="checkbox"/> |          |
| The tone and demeanor were appropriate                  | <input type="checkbox"/> | <input type="checkbox"/> |          |
| Time management was effective                           | <input type="checkbox"/> | <input type="checkbox"/> |          |
| The overall attitude inspired confidence                | <input type="checkbox"/> | <input type="checkbox"/> |          |
| Objections were handled constructively                  | <input type="checkbox"/> | <input type="checkbox"/> |          |
| The group secured a concrete commitment                 | <input type="checkbox"/> | <input type="checkbox"/> |          |

## Handout #9: Risk assessment table

For each risk, evaluate the **Probability** (1 to 5) and the **Impact** (1 to 5).

**Scale:** 1 = Very Low / 5 = Very High.

**Calculate the score:** Probability × Impact.

### Risk Level & Action key

| Score | • Severity | • Action required                                         |
|-------|------------|-----------------------------------------------------------|
| 1–5   | • Low      | • <b>Monitor:</b> Keep an eye on the situation.           |
| 6–10  | • Moderate | • <b>Mitigate:</b> Take steps to reduce the risk.         |
| 11–15 | • High     | • <b>Prevent:</b> Implement specific preventive measures. |
| 16–25 | • Critical | • <b>Contingency:</b> Plan a full alternative scenario.   |

Tactic : \_\_\_\_\_

| Identified risk | Probability<br>(1- 5) | Impact (1<br>– 5) | Score P*I | Severity | Mitigation<br>measures |
|-----------------|-----------------------|-------------------|-----------|----------|------------------------|
|                 |                       |                   |           |          |                        |
|                 |                       |                   |           |          |                        |
|                 |                       |                   |           |          |                        |

Tactic : \_\_\_\_\_

| Identified risk | Probability<br>(1- 5) | Impact (1<br>– 5) | Score P*I | Severity | Mitigation<br>measures |
|-----------------|-----------------------|-------------------|-----------|----------|------------------------|
|                 |                       |                   |           |          |                        |
|                 |                       |                   |           |          |                        |

| Tactic : _____  |                       |                   |           |          |                        |
|-----------------|-----------------------|-------------------|-----------|----------|------------------------|
| Identified risk | Probability<br>(1- 5) | Impact (1<br>– 5) | Score P*I | Severity | Mitigation<br>measures |
|                 |                       |                   |           |          |                        |
|                 |                       |                   |           |          |                        |

| Tactic : _____  |                       |                   |           |          |                        |
|-----------------|-----------------------|-------------------|-----------|----------|------------------------|
| Identified risk | Probability<br>(1- 5) | Impact (1<br>– 5) | Score P*I | Severity | Mitigation<br>measures |
|                 |                       |                   |           |          |                        |
|                 |                       |                   |           |          |                        |

| Tactic : _____  |                       |                   |           |          |                        |
|-----------------|-----------------------|-------------------|-----------|----------|------------------------|
| Identified risk | Probability<br>(1- 5) | Impact (1<br>– 5) | Score P*I | Severity | Mitigation<br>measures |
|                 |                       |                   |           |          |                        |
|                 |                       |                   |           |          |                        |



## Handout #10: Action Plan

| Overall goal :          |            |         |        |             |          |           |                     |        |          |  |
|-------------------------|------------|---------|--------|-------------|----------|-----------|---------------------|--------|----------|--|
| Intermediate objectives | Strategies | Tactics | Action | Responsible | Timeline | Frequency | Required ressources | Budget | Comments |  |
|                         |            |         |        |             |          |           |                     |        |          |  |
|                         |            |         |        |             |          |           |                     |        |          |  |
|                         |            |         |        |             |          |           |                     |        |          |  |
|                         |            |         |        |             |          |           |                     |        |          |  |
|                         |            |         |        |             |          |           |                     |        |          |  |
|                         |            |         |        |             |          |           |                     |        |          |  |
|                         |            |         |        |             |          |           |                     |        |          |  |
|                         |            |         |        |             |          |           |                     |        |          |  |
|                         |            |         |        |             |          |           |                     |        |          |  |
|                         |            |         |        |             |          |           |                     |        |          |  |
|                         |            |         |        |             |          |           |                     |        |          |  |
|                         |            |         |        |             |          |           |                     |        |          |  |
|                         |            |         |        |             |          |           |                     |        |          |  |
|                         |            |         |        |             |          |           |                     |        |          |  |
|                         |            |         |        |             |          |           |                     |        |          |  |
|                         |            |         |        |             |          |           |                     |        |          |  |
|                         |            |         |        |             |          |           |                     |        |          |  |

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

### Handout #11: Advocacy monitoring and evaluation sheet

| Objectives/<br>Expected<br>results | Tactics | Indicators | Verification<br>source | Results acheived | Analysis /<br>Commentary | Actions / follow up |
|------------------------------------|---------|------------|------------------------|------------------|--------------------------|---------------------|
|                                    |         |            |                        |                  |                          |                     |
|                                    |         |            |                        |                  |                          |                     |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |