

SESSION SIX: ADVOCACY IMPLEMENTATION PLAN

LEARNER OBJECTIVES

By the end of the session, participants will be able to:

1. Develop an implementation plan for the advocacy campaign

TIME

2 hours

SESSION OVERVIEW

- A. Reviewing the Advocacy Process (20 minutes)
- B. Developing an Advocacy Implementation Plan (1 hour, 40 minutes)

MATERIALS

- Flipchart and paper, markers, tape
- Handout 1B (from Session One)—Steps in the Advocacy Process on overhead transparency or flipchart

HANDOUTS

6A—Advocacy Implementation Plan

A. Reviewing the Advocacy Process (20 minutes)

STEP 1

Review the learner objective for this session.

In this session, participants will convert everything they have learned about advocacy into an implementation plan. Before developing the plan, however, the group will review the steps in the advocacy process to synthesize key learning points.

STEP 2

Present Handout 1B (from Session One)—Steps in the Advocacy Process on a transparency or on flipchart paper.

STEP 3

At this stage of the workshop it is important to review what the participants have learned about the advocacy process thus far. Take this opportunity to reinforce once again the most essential points about each step in the advocacy process.

For each step, ask the participants:

- *What are the most important considerations for this step?*
- *What did you learn about this part of the advocacy process that you didn't know before?*

Record the participants' responses on the flipchart.

STEP 4

Some possible responses are listed below:

Issue

- A problem that is felt widely by the constituents/clients of an advocacy group
- The advocates must identify the policy solution to the issue

Advocacy Goal/Objective

- A goal is a long-term vision for change while an objective is short-term and measurable
- A good objective includes the policy actor and the desired policy action as well as a timeline and degree of change if appropriate

Target Audience

- The target audience is the policy maker or institution with the direct power to affect your advocacy objective

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- The target audience is influenced by a series of secondary audiences (influentials)
 - It is essential to assess your audience's knowledge, values, and beliefs about the advocacy issue

Message Development

- Effective messages are clear, concise, and tailored to the target audience's position
- It is important to deliver a consistent message using multiple channels over time

Channels of Communication

- There are numerous options for message delivery. An advocacy group should consider the audience, timing, cost, and other factors when selecting the message format

Building Support

- Many advocates increase their visibility by forming or joining networks and coalitions
- Networks are most effective when there is a common goal and clear roles/norms within the group
- Beyond the network's membership, it is important to build support with other stakeholders such as community members, universities, religious leaders, research institutes, etc.

Fundraising

- Advocacy requires resources, though many networks share the cost of an advocacy campaign across the membership
- The implementation of an advocacy campaign requires a fundraising strategy; possible donors include local and international foundations, private companies, and international agencies

Implementation

- An advocacy campaign will be most effective if it is planned systematically

Data Collection

- Gathering and utilizing accurate, timely information supports all phases of the advocacy process

Monitoring/Evaluation

- Before beginning an advocacy campaign, the organizers should determine how they will monitor activities and evaluate results

STEP 5

Ask the participants if they have any other key lessons about advocacy that they would like to raise before moving on to the implementation plan.

B. Developing an Advocacy Implementation Plan (1 hour, 40 minutes)

STEP 1

At this point in the advocacy planning the participants will have to reach a consensus about one advocacy objective that they want to pursue.

Review with the participants the process they have gone through up to this point:

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1. Participants identified one advocacy **issue** for action
 2. They set one advocacy **goal**—a midterm or long-term change that they hoped to bring about
 3. They set three specific advocacy **objectives** that would contribute toward the advocacy goal
 4. For each advocacy objective, they identified a target **audience**; through an audience analysis, they assessed the audience’s level of knowledge and interests in the issue; in addition, they identified secondary audiences or influentials
 5. They developed and practiced delivering advocacy **messages** to those three audiences

This process was designed to reflect the elements of an advocacy campaign while sharpening the participants’ technical skills in important areas.

STEP 2

Now the group is at a key juncture. In order to proceed with the planning, they should select one of the three advocacy objectives as the focus of their first advocacy campaign.

Facilitate a group discussion about which advocacy objective they want to take on first.

- *Which of the three objectives does the group feel most prepared to undertake?*
- *Which objective will make the greatest contribution toward achieving the broader advocacy goal?*

STEP 3

Once the participants have reached consensus about the objective to pursue, they are ready to develop an implementation plan.

Distribute Handout 6A—Advocacy Implementation Plan (two pages).

STEP 4

As you review the handout with participants, highlight the following points:

- The advocacy implementation plan is intended to help the network identify specific next steps.
- Participants should begin by writing out the selected advocacy objective across the top of the worksheet.
- They should then identify the discrete activities necessary to achieve the advocacy objective. They should include information about message development and delivery to target audiences, among other activities.
- For each activity, the group should identify the resources needed to support that activity. Resources may be material, financial, human (i.e., technical expertise), or technological.
- For each activity, the participants should indicate who is responsible for making it happen.
- They should assign an appropriate time frame or due date for each activity.

STEP 5

You can review the partially completed worksheet as an example.

STEP 6

Divide the participants into three working groups and assign each the same task (see flipchart):

STEP 7

After the three working groups have completed the assignment, ask one representative from each group to briefly present their plan.

STEP 8

Post all three implementation plans on the wall. Identify any activities that were mentioned by more than one group. Using these common activities as a starting point, help the group combine the three plans into one implementation plan. If the groups approached the objective differently (which they often do), the final product will represent everyone's input.

STEP 9

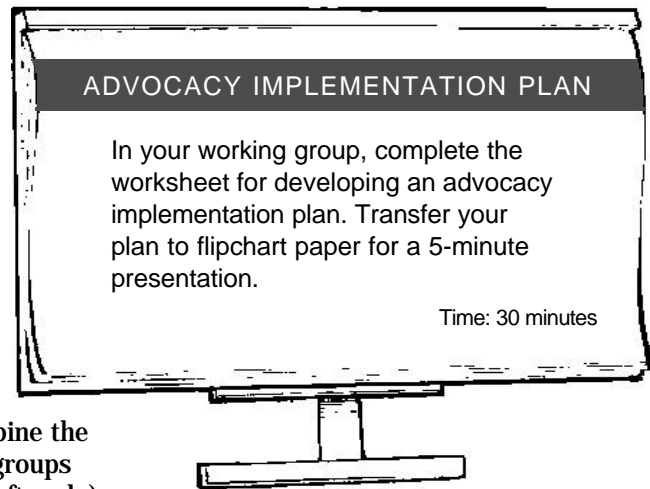
Special attention should be paid to the “**person(s) responsible**” column. Does the group agree with the task distribution? Is the workload shared among many people?

STEP 10

Another key point is the monitoring and evaluation of the implementation plan. Did the group designate a time to meet at the end of the campaign to document lessons learned?

STEP 11

Check for any final questions or comments about the implementation plan. If the group is satisfied with the plan, they are ready for action!



HANDOUT 6A ADVOCACY IMPLEMENTATION PLAN

Advocacy Objective:

ACTIVITY	RESOURCES NEEDED	PERSON(S) RESPONSIBLE	TIME FRAME

HANDOUT 6A ADVOCACY IMPLEMENTATION PLAN/PARTIALLY

Advocacy Objective: To persuade the school Board in District X to implement a pilot family life education (FLE) curriculum in secondary grades 7 through 9, beginning in the next academic year.

ACTIVITY	RESOURCES NEEDED	PERSON(S) RESPONSIBLE	TIME FRAME
Request to attend the monthly school board meeting to present the idea	Contact with a school board member	Advocacy network chairperson	1 week (June 15)
Develop fact sheet for decision-makers with data on: <ul style="list-style-type: none"> • model programs in neighboring countries • link between FLE and reduction in early pregnancy, school attrition, STDs/AIDS 	<ul style="list-style-type: none"> • Data • Format for fact sheet • Paper • Printing capacity 	Network's research/ data team and communication team	3 weeks (July 7)
Attend school board meeting to present the argument and secure support for pilot program	<ul style="list-style-type: none"> • Strong communicators • Fact sheet • Brochure/contact information for the network 	Advocacy network chairperson and coordinator of communication team Network chair	1 month (July 15)
Reconvene the network to monitor the activities listed above and evaluate results	Implementation plan		5 weeks (July 22)