

Subtle PERSUASION

An Easy and Effective Handbook
for Changing the World
through **ADVOCACY**

Participant HANDOUTS





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USAID
FROM THE AMERICAN PEOPLE

PREVENT
Project

Prepared by FHI 360

PARTICIPANT HANDOUT

1

SMALL GROUP EXERCISE



1

Volunteers rest after preparing sandbags



2

Trucks evacuating citizens



3

Volunteers respond to the flood



4

Arab Spring



5

LiveStrong



6

Workers wear protective equipment



7

HPV vaccine



8

Occupy Wall Street



9

Mothers Against Drunk Driving/
Students Against Drunk Driving



10

Time Man of the Year

Instructions: For each photograph answer the following question:

WHAT IS GOING ON HERE?

DEFINING ADVOCACY

For the purpose of this workshop we begin to define advocacy as the effort to:

Change public perception

Influence policy decisions

Influence funding priorities

Advocacy includes **people, communities** or **organizations** that raise awareness about issues (problems) and propose specific solutions (answers).

7 KEY INGREDIENTS TO ADVOCACY

1. **Target influential people or groups that can affect change.**
2. **Strategic communication that changes public perception and influences policy decisions, including funding priorities.**
3. **Raised awareness about the issue and solutions, especially among targeted audiences.**
4. **Use data and information to make your case about an issue.**
5. **Develop messages (and materials).**
6. **Select appropriate information channels and media outlets.**
7. **Enlist a credible spokesperson.**

ENLISTING INFLUENTIALS

When advocating for an issue, it's important to **enlist the people who have the influence** to

- **Take leadership action**
- **Take regulatory action**
- **Change policy**
- **Influence public opinion**
- **Change community practices**
- **Change attitudes and norms**

INFLUENTIAL PEOPLE IN RECENT HEADLINES

- **Take leadership action.** USAID took leadership action on gender equality and women's empowerment when, in 2011, it included in its USAID Policy Framework for 2011-2015 the following policy directive, "We are incorporating gender equality and female empowerment systematically across USAID's initiatives, on-going programs and projects, performance monitoring and evaluation and procurements."
- **Take regulatory action.** One of USAID's gender equality outcome indicators is the *number of laws, policies, and procedures* drafted, proposed or adopted to promote gender equality at the regional, national or local level.
- **Change policy.** USAID states that the gender equality and female empowerment *policy goal* is to "improve the lives of citizens around the world by advancing equality between females and males, and empowering women and girls to participate fully in and benefit from the development of their societies."
- **Influence public opinion.** Another USAID's gender equality outcome indicator is to improve prevention of or *response to* sexual and gender based violence at the regional, local or national level. Improvement in the response to sexual and gender based violence is often the result of a change in public opinion.

Another example of influencing public opinion comes from George Clooney, who, with other Hollywood actors, began an organization called Not On Our Watch (NOOW), an international advocacy and humanitarian assistance project that supports advocacy activities in Southern Sudan, Darfur, Burma and Zimbabwe. Actors and other figures in a country's popular culture can be key influencers when trying to change public opinion.

- **Change community practice.** Indonesia's STIGMA Foundation uses a peer outreach model to help men and women who inject drugs live safer, healthier, more productive lives through community organizing, advocacy, and networking. In this, and other local examples, communities have been made more aware of the rights of women and men and most-at-risk populations (MARP) for HIV infection.

In Vietnam CARE International's STEP program, seeks to ensure that both men and women have equal access to services to prevent STIs, safeguard their health, avoid gender-based violence, and participate in income-generating activities.

- **Change attitudes and norms.** Gender equity and women empowerment increases the capabilities of women and girls to realize their rights, determine their life outcomes, and influence decision-making in households, communities and societies.

Another USAID outcome indicator is the proportion of the target population reporting *increased agreement* with the concept that males and females should have equal access to social, economic, and political opportunities. In many parts of the world, this would certainly indicate a change in attitudes and norms.

Whatever advocacy activities you undertake, you'll still be reaching out to influential people.

HOW TO DO AN INFLUENTIAL ANALYSIS

Three steps to an influencer analysis include:

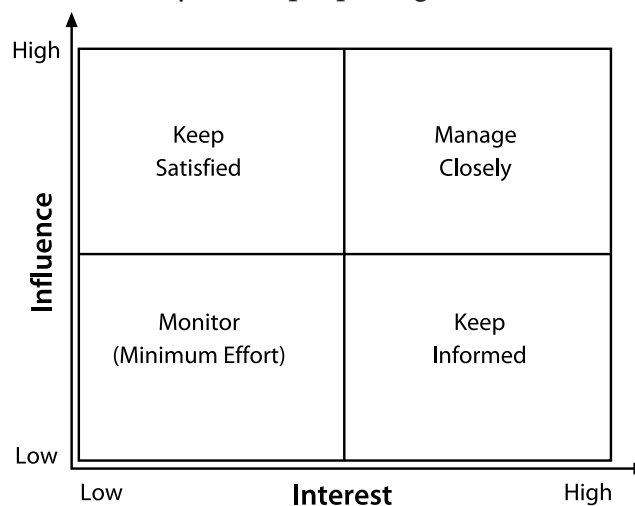
1. Working with your staff to **make a list** of all the influentials you can think of
2. **Prioritizing** your influentials. Who needs the most attention?
3. **Understanding** the motivations of your influentials. Why will they support your cause? Why won't they support your cause?

Making a list of the influentials

Work with your own staff to think of all the people who are affected by your project or cause; think of all the people who have influence or power over your project or cause; and think of who has an interest in your success. Make a list. Once you have finished the brainstorm you will have a long list of individual people and individuals in organizations that are affected by your work.

Next, you'll **prioritize your influentials** based on their influence over your work or organization and interest in your work and organization. Some influencers will have the power to advance your work, or put barriers in the way. Others will be VERY interested in what you are proposing, others won't care as much.

You'll map out your influencers on an Influence/Interest Grid that looks like this:



Next, you'll classify the influencer by both their interest in your work and their influence over your advocacy work.

High influence, interested people are those that you must fully engage and make the greatest effort to satisfy.

High influence, less interested people you'll need to share or communicate with them enough to keep them satisfied, but not so much that they become bored with your message.

Low influence, interested people you'll need to keep adequately informed. Talk to them enough to ensure that no major issues arise. These influencers can often be very helpful with moving the details and goals of your project/cause forward.

Low influence, less interested people you'll want to monitor, but with minimum effort. Don't bother them with excessive communication from you.

To understand your influencers you'll need to know how best to engage them in your project or cause and the best ways to communicate with them. Think about the financial or emotional interest they have in the outcome of your work. What motivates them? What information will they want from you? What is the best way of communicating with them—phone calls, emails, or face-to-face meetings? In order to answer any of these questions you will have to talk to your influencers directly. Once you get to know your influencers you may want to place them on your influence/interest grid as a reminder of how much you will need to engage them.

Using the *Not On Our Watch* example again, the webpage states that it is sharing its message with artists, activists, cultural leaders, governing bodies, victims and families, mass media, international press, world leaders, elected representatives, you (the reader), and communities.

Based on influence and interest of each group, where would you place them on the grid?

Sources for the influencers' analysis section include:

www.fhi360.org

www.mindtools.com/pages/article/newPPM

WHY START WITH INFLUENTIALS?

There are many good reasons to start with influencers, including:

- Having others on board helps provides safety for advocacy and builds group support.
- There is strength in numbers and it's nice to know you are not going it alone.
- Diverse groups can capitalize on each other's strengths.
- Diverse partnerships demonstrate and communicate to policy makers, opinion leaders and the public at large that the issue is so important that a wide range of interests have come together to promote change.
- Starting with influencers means the burden of time; staff, funds and other resources can be shared from the beginning of your advocacy efforts.
- You can divide responsibilities among many rather than just one or two. This helps prevent against burnout.

SIX IMPORTANT QUESTIONS TO ASK YOURSELF AND THE OTHER ADVOCATES

1. What do we want to accomplish?
2. What is preventing it from being accomplished now?
3. Who or what can affect the necessary change?
4. What has been done before on this issue? What lessons were learned?
5. Who has worked on this issue in the past?
What can we learn from them?
6. How can we find out as much about the issue as possible?

Answering these questions will help you discover as much about the issue, past and present, as you can.

HOW CAN WE COLLECT EVIDENCE ON THE ISSUE?

- Call a meeting of the other groups you work with, including community or local partners. Ask them what they know about the issue.
- Find out what you can at your library, resource center, school or university.
- Talk to those most affected by the problem that you are trying to solve. Don't assume you understand everything about the problem or issue.
- Meet with your community leaders such as government officials, business leaders, educators, and religious leaders. What do they know about the issue?
- Read the newspaper, listen to the radio, and watch TV reports.
- Find out as much as you can about the opposite position on the issue. This will help you fine tune your evidence and messaging.
- Identify a group or person who has already done research on the issue. What can you learn from their research?
- If you have access to a computer, read about the issue on the internet.
- Read professional reports and white papers, review studies and surveys.

Work in your small groups and use the chart below to detail advocacy issues, solutions and related activities.

ADVOCACY Issue	ADVOCACY Solution	Related Activities

SEGMENTING YOUR AUDIENCE

Advocacy requires that you **reach out to both primary and secondary audiences**. Primary audiences on the local, state, national and global levels may include: decision makers, law makers, regulators, and enforcers. But, you must also reach those that influence the primary audiences, including the public, voters, the media, staff, religious leaders, families and friends. These are your secondary audiences.

Segmenting a specific target audience is important because you can't speak to everybody. Different people respond to different messages. The idea is to slice your audience into a distinct group or segment, but one still big enough to significantly further your goal. Then your message can “speak” right to that segment. You may want to start by working on the easiest segment first—those you think you can win over. Then move on to those more difficult to convince and change.

1. First consider who might be persuaded to do what you ask?
2. Consider what your audience “wants” not just “needs.” Does one part of the audience want something different than another part? For example, certain benefit some kind of approval, a way around a barrier?
3. Look at ways to group your audiences, such as shared perceptions, demographics, or psychology. For example, girls often smoke because they believe it will help them control their weight. This isn't true for boys. So to get girls to reject tobacco, you might want your message to address their concern about weight gain (not your concern about the dangers of tobacco use).

The key is to make sure there is a reason for your segmentation. Some reason this group needs to be addressed differently than the “other” group.

Source: Social Marketing Lite, AED, 2000

TWO COMPONENTS TO EVERY MESSAGE

Message component #1

State what you want to change.

Message component #2

State what you want the audience (reader) to do.

Change + Action = Message

Remember, one message does not “fit-all.” Your message to decision makers and your message to the general public will be very different. It’s also important to know the interests and touch points of your intended audience(s) when crafting messages. What is your audience interested in? What are they passionate about?

NOT ON OUR WATCH/EXAMPLE OF MESSAGING

Who we are

Our mission is to focus global attention and resources towards putting an end to mass atrocities around the world. Drawing upon the powerful voices of artists, activists, and cultural leaders, Not On Our Watch generates lifesaving humanitarian assistance and protection for the vulnerable, marginalized, and displaced. We encourage governing bodies to take meaningful, immediate action to protect those in harm's way. Where governments remain complacent, Not On Our Watch is committed to stopping mass atrocities and giving voice to their victims.

What we do

Not On Our Watch is committed to robust international advocacy and humanitarian assistance. Drawing upon figures with uniquely powerful voices, we develop advocacy campaigns that bring global attention to international crises and give voice to their victims. We target mass media and international press, and engage world leadership. We encourage governing bodies to take meaningful, immediate action to protect the vulnerable, marginalized, and displaced. We mobilize significant funds towards emergency, lifesaving projects to protect those in harm's way.

What you can do

You can make a difference. Stay informed. Call on your elected representatives to take action. Educate your community. Make a donation to support emergency and lifesaving programs. Take a stand. Through advocacy and action, we can end this.

Instructions: Based on this example, work in your small groups to explain who the target audience is, what NOOW wants to change, and what actions they are calling on people to take.

Who is the target audience for this message via the Not On Our Watch website?

Not On Our Watch wants to change _____.

Not on Our Watch is asking the reader to _____?

DEVELOPING MESSAGES

As you develop messages for your own advocacy work, consider the following questions:

1. Is our message easy to understand?
2. Is the language we used appropriate for each audience(s)?
3. Does it respect cultural and social norms? This is very important if developing messages for audiences who live in a different culture than you.
4. Is the message truthful? Will it be perceived as truthful?
5. Is the message based on evidence?
6. Is the message and what it is asking of people realistic?
7. Did we test the message with members of the target audience(s)?

TRADITIONAL AND NON-TRADITIONAL OUTLETS AND CHANNELS

- Face to face short meeting with a decision maker to discuss the issue.
- Briefing documents, presentations, fact sheets, editorials in the newspaper, radio discussion, or TV interview.
- Conferences

Digital activism is made up of non-traditional channels including:

Social media

- Create a cause specific hashtag to monitor and spread the reach of your message.
- Leverage trending, and appropriate hashtags in creative ways.
- Run a competition or contest with your users.
- Create a custom designed Facebook page with engaging content and regular calls to action.
- Feature followers who have been very active or have given of their time/money.
- Allow your users to brand themselves using your materials to increase message reach, such as with **Violence Unsilenced**.

mAdvocacy (mobile advocacy)

mAdvocacy uses mobile technologies (cell phones, smart phones and tablets) to push advocacy messages to your audience's mobile device.

- Can use either SMS text messages, or an app.
- In June 2011 smart phone users spent 74 minutes on websites, and **81 minutes on smart phone mobile apps**.
- In 2011, for the first time, ever, more smart phones and tablets were sold than were laptop and desktop computers.
- An example of an mAdvocacy campaign would be **One mAdvocacy App**.

YouTube

- Create a YouTube channel and post compelling video calls to action.
- Make videos that are short, engaging and creative, such as “**we are one**”.
- Use YouTube's **Call To Action** feature and earn free ad space on YouTube videos.

Blogging

- Use blogging to explain your position on the issue.

Build a website around your advocacy

- Ensure that the website has social share buttons.
- Ensure your call to action and how your audience can get involved are **clearly stated and displayed on your site.**
- Guerrilla tactics such as the Occupy Movement.

HOT SEAT EXERCISE

Working in pairs, each of you should jot down a few notes about an issue that is very important to you as you imagine preparing your community/village/town for disasters. Are you concerned about clean water? First aid? Disease outbreak? Patient surge in health clinics? Other?

Then take about 5 minutes to frame a message that illustrates your concern. Then use your notes and practice sharing your message in a face-to-face, short meeting with a partner. You have only 5 minutes to convince them what needs to be changed and what they will do to help.

Partners, you'll play the role of a decision maker/community leader who doesn't know a lot about the disaster preparedness, but cares a great deal about their community.

Then switch roles.

FINDING AND PREPARING A SPOKESPERSON

While messages and channels are being developed also consider finding and preparing a spokesperson. A few things to keep in mind when determining you spokesperson(s)

- Are they articulate?
- Are they credible? Trustworthy?
- Do members of the primary and secondary audiences respect the spokesperson?
- Are they an expert or authority?
- Are they known/recognized by the audiences?
- How many spokespersons should we have?

MONITORING, EVALUATING AND REFINING

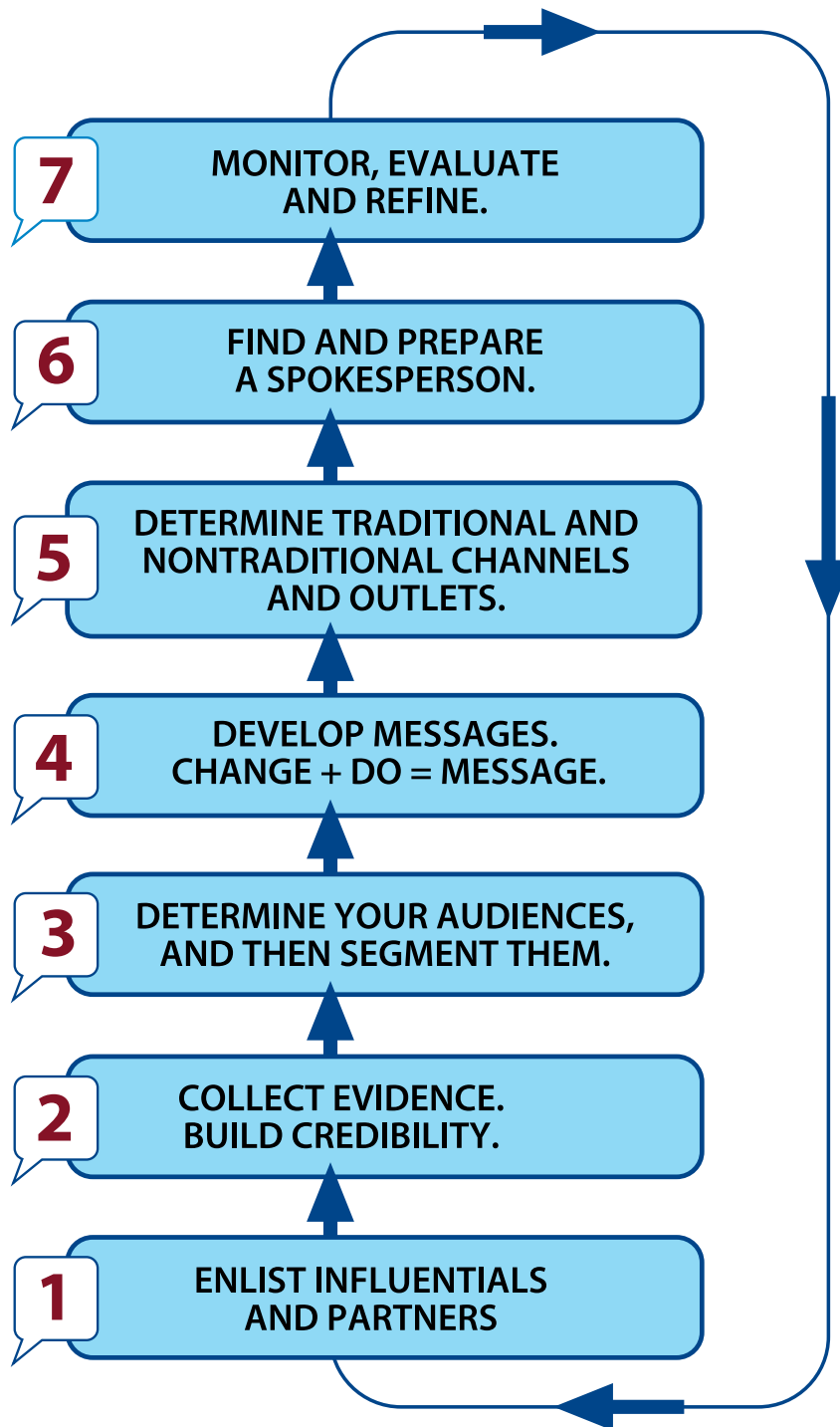
To finish up our last activity this morning (or afternoon) we need to take a look at monitoring, evaluating and refining. Monitoring and evaluating your advocacy work is the best way to determine if your activities are making a difference. Don't wait until a project is over to evaluate. It's important to evaluate the process of your activities as they occur. You need to know whether your advocacy activities are making a difference. Part of your activities may be working, while others may not.

An evaluation of activities should be designed **BEFORE** your advocacy activities are even launched.

Some evaluation should be ongoing and measure your efforts regularly—either daily, weekly or monthly. This is called a process evaluation. That way, if one approach is not working, the process evaluation gives you the opportunity to try another approach (or several approaches) until you reach your goal.

Outcome evaluation measures how successful you are in meeting your objectives.

BUILDING BLOCKS OF ADVOCACY



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TRAINING EVALUATION



Please circle the most appropriate response to each question. Please explain your response.

1. Do you think the training workshop sessions were helpful?

Not helpful

Somewhat

Very helpful

Please explain:

2. Do you think the training workshop sessions were clear and understandable?

Not at all

Somewhat

Very

Please explain:

3. How effective did you think the trainer was?

Not effective

Average

Very effective

Please explain:

4. Was enough time allocated for each of the sessions?

Not enough

Enough

More than enough

Please explain:

5. One thing I learned today was.....

6. One thing I feel differently about is...

7. One thing I am still unsure of is.....

8. One thing I'd like to go back and try is...

9. What suggestions do you have to improve the training workshop?



