

Subtle PERSUASION

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

Presenter NOTES





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USAID
FROM THE AMERICAN PEOPLE

PREVENT
Project

Prepared by FHI 360

INTRODUCTION



In every society, there are individuals, communities and organizations that through their actions, both small and large, have made a positive difference in the lives of people. This is the essence of advocacy. Chances are high that you have already been an advocate for an issue important to you, your family or your community.

Advocacy is the effort to change public perception and influence policy decisions and funding priorities. Advocates raise awareness about issues and propose specific solutions among different audiences, including policy-makers, experts, the media, and affected communities. Advocacy involves making a case in favor of a particular issue, using skillful persuasion and strategic action. Simply put, advocacy means actively supporting a cause and strategically working with others to support it as well.

Advocacy has been an important strategy to improve public health throughout the world. For example, it has been used to call attention to and promote improvements in services in health facilities, schools and refugee camps. It has also been used to protect the health and well-being of large populations, such as international advocacy efforts in support of routine immunization, regular cervical screening for women, and safety and protective gear for workers in high-risk occupations.

This ready-to-go training is meant to build advocacy skills and knowledge among training participants. The day long training includes interactive activities and small and large group discussions. Facilitators are encouraged to review all of the components of the training prior to conducting an actual advocacy training, so that they can adapt or revise, as required, to meet the advocacy challenges in specific countries.

Components of the training include a facilitator's guide, an accompanying power point presentation, handouts and a take-away guide for each participant. Use these training materials to undertake advocacy activities in your country, district, or community.

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Welcome

Purpose of training

Begin with a whole **Group Exercise**
(Use *Participant Handout #1*)

PRESENTER STATES OUT LOUD



We want to start this morning by sharing with you a series of photographs. Let's take a look at them now on the PPT (or in your packets with *Participant Handout #1*).

NOTE TO THE PRESENTER



Photos in packets will include:

- 2011 floods in Thailand
- Arab Spring
- Mothers Against Drunk Driving/Students Against Drunk Driving
- LiveStrong
- Occupy Wall Street
- Workers with protective gear
- Young girl getting vaccinated with HPV vaccine

PRESENTER STATES OUT LOUD

Let's take the next 10 minutes to describe what we think is going on in each photograph.

NOTE TO THE PRESENTER:



Listen for and flipchart key concepts or ideas like: building community, exercising rights, raising money, organizing people, practicing democracy, saving lives, ensuring public health. You may want to post these notes throughout the day and refer back to them to support key points.

PRESENTER STATES OUT LOUD

We can see that advocacy happens around the globe, at every level. Now we'd like to ask you,

- Have you organized or participated in a similar event or with a similar issue?
- Why did you decide to participate in these advocacy activities?

NOTE TO THE PRESENTER



Once the discussion of the participant's personal experience with advocacy has ended you can move on.

PRESENTER STATES OUT LOUD

Now that we've looked at some examples of advocacy and heard some of your own personal experiences with advocacy, let's take a moment to see how **advocacy can be defined**. Let's work now in small groups and determine how your group would define advocacy. Pick someone in your group to report back. Take 10 minutes to do this exercise.

NOTE TO THE PRESENTER



Break the large group in to small groups of 4 or 5 participants. During report backs listen for and flipchart key concepts, ideas or terms like: change, policy, law, attention, a movement.

PRESENTER STATES OUT LOUD

We can see from our discussion that advocacy can be described in many ways.



Go ahead and pull out *Participant Handout #2*.



For the purpose of this training we're **defining advocacy** as the effort to:



- **Change public perception**
- **Influence policy decisions**
- **Influence funding priorities**

Now I'd like to describe an example of each—

Changing public perception can be as strong as a shift in societal norms. In the 1970s it was typical in Hollywood comedies to include scenes of people driving drunk. Such a scene today would be taboo. Driving drunk, or even making fun of driving drunk, is no longer acceptable or considered funny. This shift has occurred, in large part, due to the advocacy work of Mothers Against Drunk Driving and Students Against Drunk Driving MADD/SADD. The public perception about the acceptability of driving under the influence has changed completely—that is, no one thinks it's okay or funny.

In fact, because of this change in public perception, annual traffic deaths in the U.S. have fallen to their lowest level in six decades, according to the U.S. Department of Transportation. Industry representatives cited several contributing factors for the drop, such as graduated license programs for young drivers, hands-free cell phone laws and stiffer *drunk driving penalties*.

Influencing policy decisions can take places in many arenas—local government, in businesses and workplaces, or at the federal level. Staying with the example of alcohol abuse, many businesses now have strict workplace policies against drinking or using drugs at work. Work policies now include drug and alcohol testing. But we have also seen a shift in the workplace addressing the problem of alcohol and drug addiction through employee assistance program (EAP). Policies have been established in most workplaces to address the disease of alcohol and drug addiction.

Influencing funding priorities is seen every day in Washington, DC. Think of all of the special interest groups represented in Washington. Much of their job relates to cuts, spending and funding priorities. But influencing funding priorities happens on a local level as well, taking form in city council meetings or public hearings.

Of course, there is no advocacy without advocates. Thinking again of your personal experience with advocacy in your workplace, neighborhoods, governments, environments, what words would you use to **describe your role as an advocate?**

I'll post your ideas here on the flip chart.

NOTE TO THE PRESENTER



Post the answers and listen for themes, for example:

WE HAD A PROBLEM.

I WAS DETERMINED.

I CAMPAIGNED FOR THE CANDIDATE.

I REGISTERED VOTERS.

THE STATUS QUO WAS NOT FAIR.

WE WERE MAD/FRUSTRATED/ANGRY.

WE KNEW WE COULD PUSH FOR CHANGE.

WE ORGANIZED OURSELVES TO FIGHT FOR THIS.

I WROTE TO MY REPRESENTATIVES.

WE CALLED A LAWYER WHO HELPED US.

WE MARCHED IN THE STREET/ON WASHINGTON.

WE CALLED THE PRESS.

I BLOGGED, TWEETED, TOLD EVERYBODY ABOUT THE ISSUE.

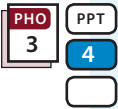
I KNEW WE COULD MAKE A DIFFERENCE.

PRESENTER STATES OUT LOUD

You all did a good job of capturing the essence of your advocacy work. Let's add to our **definition of ADVOCACY**.

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

The actions of advocates can be seen on a large or small scale. For example, the 1963 march on Washington is widely credited with helping to pass the **Civil Rights Act (1964)** and the Voting Rights Act (1965). Or a local Parent-Teacher Association (PTA) chapter president speaks to the local school board to advocate for more physical education classes at school in order to combat obesity. One can be described as large, and the other as small, but both need the same **advocacy strategies** to make a positive difference in people's lives.



Take a look at your *Participant Handout #3* as we review **7 key ingredients to advocacy**. They include:

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

We'll be discussing these key strategies throughout the day.

Now that we've spent some time defining advocacy and describing some key ingredients, let's take a look now at another question,

How does advocacy work?



Advocacy focuses on influential people. Influential people can be found at every level of our communities, districts or state. Influential people are elected officials, members of a board, a community leader, faith based leaders, a neighbor, a nurse in a hospital, popular figures in movies or media, parents, teachers.

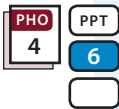
Let's take a moment to make a list of the most influential people in our lives. Let's think globally, nationally, state-wide, and locally. We'll work as a large group to generate this list.

NOTE TO THE PRESENTER



Post the answers and listen for themes.

PRESENTER STATES OUT LOUD



Let's take a look at *Participant Handout #4*. 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**

Think of these people as “influentials.” Called stakeholders in some countries, influentials are people, groups or organizations who care about the issue that you care about. An influential can help you to succeed or put up barriers to make success very difficult. Caring about your issue doesn't always mean an influential is in favor of your issue.

Let's take a look at an example of each category using advocacy on behalf of gender equity and women's empowerment throughout the region. These are described on *Participant Handout #5*–

- **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.

Now that we have an understanding of how advocacy works, let's start thinking about **how to get started**.

What do you think should be the first step in advocacy activities?

NOTE TO THE PRESENTER



Lead this large group discussion and post the answers on flip chart, while listening for themes.

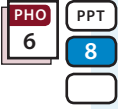
PRESENTER STATES OUT LOUD

That was a good discussion on what we think could be a first step in advocacy activities. For the purpose of this training, the first step to advocacy is finding and **enlisting your influentials that are in favor of the issue**.



Remember, influentials are those people, groups or organizations that care about the issue that you care about. An influential can help you succeed, or can put up barriers that make it very difficult to succeed.

They will influence your work in some way—either positively or negatively. For this step you are looking for the influentials who will impact your advocacy work in a positive way.



Take a look at **Participant Handout #6**. You'll start by doing an influentials analysis. There are 3 steps including:

1. Working with your staff to **make a list** of all the influentials you can think of
2. **Prioritizing** your influentials
3. **Understanding** your influentials

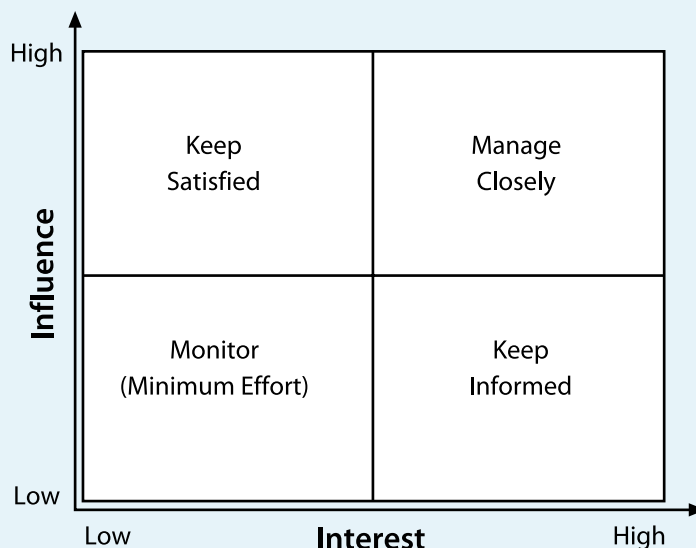


For **making the list** you'll work with your own staff to think of all the people who are affected by your work; think of all the people who have influence over your work or organization; and think of those who have an interest in your success or your failure.



Once you and your staff have finished making a list of the influentials, you'll **prioritize your influentials** based on their interest and influence. Some will have the influence 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 influentials on an Influence/Interest Grid that looks like this:



You'll classify (prioritize) the influentials by how much interest they have in your advocacy work and how much influence they have over your advocacy work. Each grid represents a specific kind of influential. For example,

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 influentials 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.

PPT

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To **understand your influentials** 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 influentials directly.

If you can't get access to influentials directly, invite those who work with the influential.

Once you get to know your influentials you may want to place them on your influence/interest grid as a reminder of how much you will need to engage them.

PPT

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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?

Note: Sources for the influential analysis section include www.fhi360.org and www.mindtools.com/pages/article/newPPM

PRESENTER STATES OUT LOUD

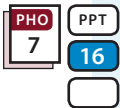
Why do you think it is important to start with influentials?

NOTE TO THE PRESENTER



Lead this large group discussion and post the answers and listen for themes.

PRESENTER STATES OUT LOUD

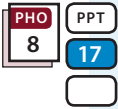


Now let's take a look at *Participant Handout #7*. There are many good reasons to start with influentials, including:

- 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 at 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 partners 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.

Of course working with influentials doesn't mean the work will be easy. Often influentials can be your competitor. You have to learn to separate your feelings of competition with others, from your feelings for the issue you care about. It's also important to remember that working on an issue with a diverse group means you are going to have to compromise with some organizations or individuals. Working with influentials doesn't always mean a perfect fit, but you can work toward common a common goal.



Once we begin to reach out to and enlist influentials we need to ask ourselves a number of questions to move forward. *Participant Handout #8* in your packet includes **six important questions to ask yourself, your staff and 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.

As you move forward it's important that **what you and other advocates know about the issue is credible.** What you share with others about the issue from this moment on must be based on evidence. There are many ways to collect credible information about the problem and possible solution.

PRESENTER STATES OUT LOUD

How would you go about collecting evidence on an issue?

NOTE TO THE PRESENTER



Lead this large group discussion and post the answers and listen for themes.

PRESENTER STATES OUT LOUD



Your ideas on collecting evidence are very good. *Participant Handout #9* lists other ideas to consider when collecting evidence on an 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 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.

Using the evidence gathered, you can focus on educating community leaders, groups and others about the importance of the issue.

Our focus today is disaster preparedness – to protect communities from potential illness, loss of life or economic loss. As an example of disaster preparedness, the chart below details advocacy issues, solutions and activities related to preparing for an influenza pandemic.

ADVOCACY Issue	ADVOCACY Solution	Examples of ADVOCACY Activities
<p>Communities should be prepared for an influenza pandemic, as assistance might not be able to reach localities if the outbreak is severe.</p>	<p>Encouraging national and district officials to develop or adapt an existing policy on non-pharmaceutical interventions (actions such as isolation, quarantine, closing of schools and businesses that will lessen the risk of transmission from person to person).</p>	<p>Support the mobilization of community groups to begin pandemic preparedness activities together. Working with the media to provide them with information on NPIs so that they can address the issue in advance to educate their communities.</p>
<p>Personal protective equipment can protect health workers from exposure to the pandemic virus, and can help prevent transmission to others.</p>	<p>Encouraging national and district officials to develop or adapt an existing policy on non-pharmaceutical interventions (actions such as isolation, quarantine, closing of schools and businesses that will lessen the risk of transmission from person to person).</p>	<p>Writing to local health organizations, ministries of health, or clinics to encourage them to hold training workshops on how to use personal protective equipment to help prevent the transmission of infectious disease.</p> <p>Working with government or professional/private organizations to develop and distribute posters or other materials to educate health care providers on how to use PPE and how to prevent virus transmission during a pandemic.</p>
<p>Pandemic influenza is not just a health issue, it will impact several sectors.</p>	<p>Encourage the formation of a district or local-level task force to plan and coordinate preparedness activities among several actors (government, community-based organizations, civil society groups, humanitarian organizations, private sector, unions).</p>	<p>Meet with community, civic and faith leaders to encourage them to become involved. Provide them with key messages and appropriate contacts and sources of information so that they can better understand the gravity of the situation.</p>
<p>Pandemic influenza planning will help countries prepare for other disease outbreaks, natural disasters, and other crises.</p>	<p>Urging for the development of – or adaptation of existing – preparedness and response plans for health facilities, government officials and community groups.</p>	<p>Work with different organizations to hold meetings, set up feedback and review platforms for the development of cross-sectoral plans. Make sure to invite organizations involved in health, security, disaster management, education, civil society, and food security).</p>



Work in your small groups and using the blank chart on your *Participant Handout #10*; let's practice detailing advocacy issues, solutions and any related activities.

ADVOCACY Issue	ADVOCACY Solution	Related Activities

NOTE TO THE PRESENTER



Give participants the chance to work in their small groups to explore together an advocacy issue and solution related to disaster preparedness. They can discuss in their group to determine the related advocacy activities. Their handout asks them to come up with one issue and solution, but if they come up with more, that's great.

Call time after 15 minutes and then move on to the section on audiences.

PRESENTER STATES OUT LOUD

Once your **evidence is gathered** your next decision is to determine **who are we going to reach?**

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Advocacy requires that you **reach out to both primary and secondary audiences**. Primary audiences on the local, state, national and global levels 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. They make up your secondary audiences. We'll have a chance to practice determining audiences, developing messages and delivering messages when we work through a case study this afternoon. Once audiences have been determined, it's time to segment them. Let's take a look at *Participant Handout #11*.

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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.

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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.

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1. First consider who might be persuaded to do what you ask.

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2. Consider what your audience "wants" not just "needs." Does one part of the audience want something different than another part? For example, certain benefits, some kind of approval, or a way around a barrier?

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3. Look at ways to group your audiences, such as shared perceptions, demographics, or psychology. For example, American girls often smoke because they believe it will help them control their weight. This isn't true for American boys—they smoke for different reasons. 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).

PPT

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Once you have determined your primary and secondary audiences you need to decide **what your message to them will be**. Messages should state what you want to **change** and what you want your audience to **do** (see *Participant Handout #12*). Remember, one message does not “fit-all.” Your message to decision makers and your message to the general public may be very different.

PHO

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Let’s go back to the *Not On Our Watch* organization. Let’s take a look at the messaging on their web page. They break up their message by Who We Are; What We Do; and What You Can Do. The messaging is in your packet on *Participant Handout #13*.

Can we ask for a volunteer to read each section?

VOLUNTEER READS OUT LOUD

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.

PRESENTER STATES OUT LOUD

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Thank you for volunteering. Based on this example we would like you to work in your small groups (or facilitate in the whole group) to explain who the target audience is, what NOOW wants to change, and what actions they are calling on people to take.

NOTE TO THE PRESENTER



Let the participants work in small groups, or lead this as a large group discussion and post the answers/themes.

PRESENTER STATES OUT LOUD

PHO

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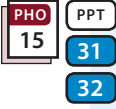
30

As you **develop messages** on what you want to change and what you want the audience to do, consider the following questions found on your *Participant Handout #14*.

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?



Once your messages have been developed, refined and tested, the next step is to determine **how to deliver the message**. Let's take a look at traditional and nontraditional channels and outlets on *Participant Handout #15*. Traditional channels include:

- 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.

NOTE TO THE PRESENTER



If you are able to work with the internet during the training, show the samples above, by clicking on words that are underscored.

PRESENTER STATES OUT LOUD



Now let’s do some practicing. Let’s break up into 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 a disaster. Are you concerned about water? First aid? Patient surge in health clinics? 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 your partner. You only have 5 minutes to convince them that the issue is important, and what THEY can do to help. What are you asking them to do?

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.

NOTE TO THE PRESENTER



Take about 15 minutes for this “hot seat” exercise. Process the exercise by asking them if the exercise was easy, hard, stressful. Then move on to the next section. Use *Participant Handout #16*.

PRESENTER STATES OUT LOUD



While messages and channels are being developed also consider **finding and preparing a spokesperson**. Take a look at *Participant Handout #17* which covers a few things to keep in mind when determining your spokesperson.

- 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?

Most of us are aware of the Occupy Wall Street movement, which sprung up in lower Manhattan and various cities across the nation

in October of 2011. Now several weeks old, the movement has been reported on, celebrated as a success, but also criticized on many fronts. One of the strongest criticisms has been the lack of a national spokesperson or influential leader.

How do you think it hurt or helped the movement not to identify a spokesperson?

Do you think the Occupy Wall Street movement will change the way advocacy groups use spokespersons? Why or why not.

PRESENTER STATES OUT LOUD

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To finish up our last activity this morning (or afternoon) we need to take a look at monitoring, evaluating and refining on *Participant Handout #18*. 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.

NOTE TO THE PRESENTER

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Close this section with a conclusion using *Participant Handout #19* that shows all of the building blocks for advocacy.

PRESENTER STATES OUT LOUD

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You did a great job in your discussion groups this morning on understanding advocacy.

For the next part workshop we're going to use a case study on Nipah virus and work in our small groups so that we can practice advocacy as it would apply to preparing for disasters. In your packet is a document called Case Study on Nipah Virus. Let's go ahead and pull that out.

SOURCES FOR THIS TRAINING INCLUDE:

Drawing Attention to Pandemic Influenza through Advocacy: How to Get Started, USAID (2009).

Social Marketing: A Practical Resource for Social Change Professionals, AED (2008).

Social Marketing Lite: A Practical Resource Book for Social Marketing, AED (2000).

WEB SOURCES USED FOR THIS TRAINING INCLUDE:

www.fhi360.org

www.mindtools.com



