Women’s Political Participation

Training Manual

Communication and Strategic Advocacy
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Acknowledgements

This manual was developed following a workshop on communication and strategic advocacy to increase women’s political participation. The workshop was held in Dakar, Senegal from May 30 to June 1, 2010 with the participation of the following women’s organizations:

Centre de Recherche et d’Intervention en Genre et Développement (CRIGED), Burkina Faso; Réseau de Communication d’Information et de Formation des Femmes dans les ONG au Burkina Faso (RECIF/ONG - BF), Burkina Faso; Réseau de Développement et de Communication pour les Femmes Africaines (FEMNET), Mali; Women in Law and Development in Africa (WILDAF), Mali; Association pour la Défense des Droits de la Femme (ADDF), Burundi; Collectif des Associations et ONG Féminines du Burundi (CAFOB), Burundi; Association pour un Leadership Féminin au Niger (ALFN) Niger; Association des Femmes Juristes du Niger (AFJN), Niger; Women in Research and Action (WIRA), Cameroon; Citizens Governance Initiative (CGI), Cameroon; Health, Education, Action, Leadership (HEAL) Africa, République Démocratique du Congo; Groupe de Recherche sur les Femmes et les Lois au Senegal (GREFELS), Senegal; Femmes Africa Solidarité (FAS), Senegal.

The presence of women leaders from these organizations made the workshop possible, with their enthusiasm and active participation making it lively and productive. Through their amazing sense of sharing, they made it instructive for everyone. Our first acknowledgements go out to these women who work daily to open spaces for women to express themselves and for gender equality in Africa.

We encourage these women to continue their activities in the field and guarantee them our support in creating more egalitarian African societies.

We wholeheartedly thank our various partners who make implementing the MDG3 Project activities possible. Special thanks to the Netherlands Ministry of Foreign Affairs who co-funded this publication.
Context and Objectives

Following the workshop organized in Senegal by TrustAfrica1 on strategic advocacy, this manual was developed to allow participants to relive the process of the workshop at their convenience, to guide them when they wanted to replicate the training for members of their organizations. This manual was developed for use by women’s organizations working to increase women’s political participation. It is a working document which can be adapted according to context and circumstances.

The workshop was held as part of the MDG3 Project2 whose objectives include increased women’s participation in managing public affairs. The Senegal workshop was held to build the capacity of women leaders from civil society organizations in advocacy and strategic communications. From seven countries in West Africa (Burkina Faso, Mali, Niger, Senegal) and Central Africa (Burundi, Cameroon, Democratic Republic of Congo), these women needed, by the end of the training, to be capable of developing a strategy and an action plan which allowed them to achieve the change they seek.

This manual follows the entirety of the workshop session by session recreating:

- key ideas for the themes addressed;
- group and individual exercises;
- games which set the pace of the workshop.

Facilitation Methodology

The team of facilitators used active, participatory methodology inspired by reason, and which made each participant a primary producer of workshop learnings. The choice of methodology is justified by the fact that the participants needed to leave the workshop with action plans ready to be implemented in their respective countries, given their first-hand knowledge of their political environments.

To set the pace of the workshop, various games and animated chants were used which give participants an informal way to recreate and relive the training.

1 TrustAfrica is a public foundation, which works to ensure the conditions for democratic governance and equitable development throughout the African continent. Led by Africans, we initiate exchanges, give grants, and offer technical assistance to African institutions which work to advance these objectives.

2 TrustAfrica’s MDG3 project entitled ‘Increasing Women’s Dignity’ and co-funded by the Netherlands works to increase organizations’ capacities to work towards eradicating violence against women and increasing women’s political participation in seven countries: Burkina Faso, Burundi, Cameroon, Mali, Niger, Senegal, and the Democratic Republic of Congo. For more information on the MDG3 project,

Visit our website: www.trustafrica.org/mdg3 and our blog http://omd3blog.trustafrica.org
Part One
Theory and Analysis
Session 1

Introduction

Length: 35 minutes.

Objective: Understand the workshop objectives.

Supplies: Flip-chart Paper, Index cards + Post-its.

Preparation: Prepare and hang four sheets of flip-chart paper on the wall to which participants will stick their written expectations.

Workshop introduction

Introduce the workshop, the themes it will address and the objectives to be achieved over the three-day training. Highlight that the workshop will address strategic advocacy and that it seeks to teach participants the full process necessary to develop an advocacy strategy and action plan which will facilitate the change they seek in their specific area of increased women’s political participation in their communities.

Participant expectations

After introducing the workshop, ask participants to write their expectations on post-its. To help participants to express their expectations, choose one of the following options:

- Answer these questions:
  - What do you want to Know by the end of the training?
  - What do you want to be Able to do by the end of the training?
  - How would you like to Feel at the end of the training?
  - Do you have Other types of expectations?

- Complete the following sentences:
  - I will be Happy if ………………………………………………………………
  - I will be Unhappy if ………………………………………………………………
  - I really Want ………………………………………………………………
  - I Do Not Want …………………………………………………
Examples:

- I want to know how to build alliances for advocacy.
- I want to be able to master approaches to developing advocacy for women’s political participation.
- I want to feel comfortable in planning advocacy. I want to feel capable of training organizations for advocacy.

At the end of the workshop, verify whether or not participants’ expectations have been met. Ask participants to attach the post-its on the 4 flip-charts on the wall marked:

- “Know”, “Able”, “Feel”, “Other.
- Happy, Unhappy, Want, Do not want, ….

Familiarize yourself with these expectations and show how the workshop’s agenda will allow for these expectations to be met.
Session 2

Majesty, Excellency, Honorable

Length: 30 to 45, depending on the size of the group.

Objective: Allow participants to get acquainted/Ice-breaker.

Supplies: Index cards, badges, markers.

Preparation: Cut the index cards into small rectangles to fit into the badges

Process: Icebreaker, Overview of the agenda

To allow participants to get acquainted and to make facilitate interaction, ask each participant to identify themselves by giving their first and last names, organization, title and nickname.

As part of a training which is linked to women’s increased participation in political life, you can let participants pick a politically honorific title (Excellency, Honorable, Majesty…). Participants should put themselves in the place of decision-makers towards whom most of the activities will be oriented. The title chosen is followed by the participants’ nickname (usually a short form of their first name).

Examples:

Honorable Bali, the Deputy
Her Excellency Bispo, the Minister

Her Majesty De Val, the Queen
Ombudswoman Ninuche, the Mediator

Note: The choice of titles may give you an idea about the political aspirations of the participants.
Session 3

Problem Analysis

Length: 1 hour 45 minutes.

Objective: Shared analysis of the issues around women’s political participation

Supplies: PowerPoint Presentation, Flip-chart Paper + Markers

Process: Overview of context, discussion.
Invite one of the participants who you have prepped beforehand to present the issues around women’s participation in political life.

She will highlight, amongst others, the following issues:
- some women do not exercise their rights as citizens;
- loss of solidarity between women;
- women allow themselves to be used, do not see themselves as political actors;
- women’s socio-cultural and religious submission;
- domestic responsibilities;
  lack of confidence and self-esteem;
- women’s perception of a woman’s role and identity;
- negative perceptions of women politicians.

Following this presentation, call the other participants to speak about the problems listed and add any from their own experiences. On flip-charts, write the problems identified by the participants. Use a practical exercise to push participants to share problems without using theoretical language.

Practical Exercise: Silent Theater

Divide the participants into small groups and give them this scenario:
“In a village of the deaf and the mute, activists are invited to convey their message about the issues that women face in politics. The activists must use gestures and facial expressions to communicate”.

Each group chooses an issue to represent and has 3 minutes to prepare a 60 second theatrical piece. After 3 minutes of preparation, each group presents its theatrical production. Once they have finished, ask the audience to describe:

- what is happening on the stage;
- the various characters;
- the various messages which the group tried to convey.
Session 4

Power Analysis

Length: 1 hour.

Objective: Develop a clear vision of the actors to target (individuals, groups or institutions, primary targets) and those who influence the targets (secondary targets).

Supplies: Flip-chart Paper, Post-its, Scotch Tape

Preparation: Draw a chart representing the actors and the axes (see the example in this session).

Process:
I: Identify all those who play a role in the situation
II: Arrange the actors in three categories (Positive, Neutral, Negative)

Divide the participants in different groups. You can choose to regroup them by community so that, given their knowledge of the issues they experience together, the group can efficiently address the exercises.

In the first part of the exercise, ask each group to write on post-its:

• the names of all the actors (political, economic, cultural) who have any responsibility for the various problems identified.
• the policies, practices and beliefs which influence women’s political participation

In the second part of the exercise, invite the groups to arrange within the chart:

• the actors identified according to the positive, negative or neutral orientation of their actions.
• the policies, practices and beliefs according to their positive negative or neutral influence on women’s political life.
**Example: Power analysis for Niger-Cameroon-DRC**

<table>
<thead>
<tr>
<th>Actors</th>
<th>Economic</th>
<th>Political</th>
<th>Cultural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive</strong></td>
<td>Microcredit</td>
<td>Congafen MNSD PNDS</td>
<td>Traditional chiefs association</td>
</tr>
<tr>
<td></td>
<td>Women’s groups and organizations</td>
<td>CDS Rahama</td>
<td>Progressive Muslim associations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Faith-based organizations</td>
</tr>
<tr>
<td><strong>Neutral</strong></td>
<td>Niger economic actors’ association</td>
<td>Governor of the North Kivu province <strong>RDC</strong></td>
<td>Islamic association</td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td>Excessive purchases for ceremonies (weddings, baptisms, funerals)</td>
<td>MONUC</td>
<td>Association of Muslim women</td>
</tr>
<tr>
<td></td>
<td>Use of unequal funding for campaigning</td>
<td>Mayor of Goma <strong>DRC</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Axes</strong></td>
<td><strong>Policies</strong></td>
<td><strong>Practices</strong></td>
<td><strong>Beliefs</strong></td>
</tr>
<tr>
<td><strong>Positive</strong></td>
<td>Quota law</td>
<td>Matriarchy allowing women to be heads of households</td>
<td>Use of the Koran to teach women’s rights</td>
</tr>
<tr>
<td></td>
<td>CEDAW</td>
<td></td>
<td>ANDDH</td>
</tr>
<tr>
<td></td>
<td>Draftcode on the Maputo Protocol</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Constitution du Niger</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Law banning excision</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Neutral</strong></td>
<td>Electoral code of 1981- <strong>Cameroon</strong></td>
<td>-----</td>
<td>Tabat. Loumana. RDP Janaa</td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td>Lack of a Family Law, laws on quotas - Cameroon</td>
<td>Practice of succession</td>
<td>Islam (that a woman must be 100% subservient to a man)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Land use and inheritance</td>
<td>Girls don’t need to go to school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Girls forced to be vendors instead of going to school</td>
<td>Stereotype: housewife</td>
</tr>
</tbody>
</table>
Once the groups have filled out their charts on flip-chart paper, invite them to post them on one of the walls in the room in order to:

- allow other participants to learn from the presentation of actors in other communities;
- allow for a global analysis which highlights the trends where the political, economic and cultural actors axis crosses the policies, practices and beliefs axis.

Lead the participants to extract the links between the actors listed, influences between them, incoherencies in their actions, and the nature of their actions.
**Trends from the crossing of actors**

<table>
<thead>
<tr>
<th>Actors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Political</td>
<td>+</td>
</tr>
<tr>
<td>Economic</td>
<td>+ -</td>
</tr>
<tr>
<td>Cultural</td>
<td>+ -</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Axes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Policies</td>
<td>+</td>
</tr>
<tr>
<td>Practices</td>
<td>-</td>
</tr>
<tr>
<td>Beliefs</td>
<td>-</td>
</tr>
</tbody>
</table>
Session 5

The Proposed Solution

Length: 1 hour.

Objective: A collective commitment to the proposed solution allowing the objectives to be met.

Supplies: Flip-chart Paper, PowerPoint.

Process: Presentation of the opportunities and solutions
Invite one of the participants to present the solutions and opportunities likely to help resolve the problems highlighted.

Next open the debate so that participants have a common vision about the solutions which could contribute to creating change.

Using a practical exercise, push participants to share these solutions without using theoretical language. This will be the continuation of the Silent Theater.

Practical exercise: Silent Theater (continued) and discussion

In this second part of the Silent Theater, invite participants to represent the solutions in their game.

Note: In addition to being fun, the Silent Theater practical exercise allows participants to understand how important it is to communicate through gests.
Session 6

The Objectives of Advocacy and Change

Length: 1 hour.

Objective: Development of a shared vision of the change expected, draft objectives which contribute to this change

Process: Vision/projection exercise
Vision/projection exercise:

Get participants to project themselves into an ideal society to which they aspire, and for which they would work tirelessly. Get them to keep this vision in mind.

Ask participants to close their eyes for 2 minutes during which you will repeat the following: “Having identified the problems regarding women’s participation in political life, and having responded with appropriate solutions, the change you sought has happened. Society is truly transformed. Your objectives are reached. This is your vision of the society you are fighting for”.

After 2 minutes, invite the participants to open their eyes and describe either in writing or in a drawing their vision of this new society. On index cards, each participant describes their vision of their transformed society or community.

Invite a few participants to share their visions with the entire group. This vision is shared as an oral political discourse in front of an audience formed by the other participants.

Example shared vision: “I thought first of a nightmare in which despite our fight as women, men succeeded in minimizing women, which saddened me given all of the hope and interventions for women. Then, there was a relentless woman who set an example by ferociously challenging authority, refusing to give in and keeping women’s dreams alive, believing in herself, positioning herself, not giving in and resisting.”
Session 7

Defining Objectives

Length: 1 hour.

Objectives: Define specific change objectives for political practices.
   A shared vision of the expected impacts per objective.

Process: Exercise: In working groups of 2-3, develop SMART objectives and their expected impacts.
Distribute index cards with the different visions of all the participants. Each participant receives someone else’s card. Next, invite them to highlight the words or phrases they find relevant in the other participants’ visions. On flip-chart paper list the words or phrases which will enrich the other visions.

Guide the participants to draw upon this list of words and their personal visions to now, in their respective groups, formulate the advocacy goal they want to take on, following the following phrasing:

A (country) where X (who) does/is/has Y (what) in order to/so that Z.

Examples: A Burkina Faso where men actively and harmoniously participate in the nation’s development for all to benefit from.

A DRC where women occupy decision-making positions to maintain peace throughout the country with particular attention to the eastern provinces.

A Cameroon where, freed from social pressures, women fully participate in the country’s political arena for a more equal society.

**Defining objectives**

Depending on the goal each group defines, invite them to identify three (3) SMART (Specific, Measurable, Attainable, Realistic, Time-bound) objectives. The objectives for the first year will help define action plans.

Examples:

Objective 1: Encourage women to seek and attain at least 50% of high level positions in their political party by May 2011.
Objective 2: Get the President to take on a decree to enforce the law for equality before May 2011.
Objective 3: Increase the number of women in rural areas who have identity cards and are registered to vote by at least 10% by May 2011.
Session 8

Identifying targets

Length: 1 hour.

Objective: Identify all actors reached or who should be reached in order to seek to policy and practice change.

Supplies: Flip-chart Paper + Markers

Process: I: Identify the decision-makers

II: Identify the secondary and tertiary influences upon these decision-makers (from the national to the international level).
Identifying targets

Lead participants to identify the actors concerned by the change they seek in their respective communities who, through their decisions, could bring about change. Invite participants to review their power analysis. Ask them to identify the actor and/or groups with influence and who can bring about change either through their actions or by exercising their power.

Lead them in identifying the actors with influence over groups or individuals who have influence at the second level of power.

Ask them to be as specific as possible, giving names, titles and roles.

Invite the groups to chart the circle of influence of the primary decision-maker identified.

Specific advocacy actions should be targeted towards this actor.

The circle of influence allows participants to identify the people closest to the primary decision-maker who have influence over this person. This circle represents two levels of influence.
Part Two
Strategy
Session 9

Advocacy: Strategies, Tactics and Actions

Length: 1 hour.

Objective: Develop understanding of the campaigning process as a strategy and the elements of campaigning as tools for change.


Process: Game: The mat. Brainstorming on the definition of campaigning and the elements of a campaign.

PowerPoint Presentation on what is a campaign.
Mat Game:

The objective of the game is to turn the mat over. According to the following instructions:

- ask all participants to stand on the mat with the least possible space between them;
- ask two volunteers to leave the mat. They leave the group to play the role of strategists;
- ask the strategists to lead the participants on the mat until they have managed to turn the mat over without taking their feet off of it;
- only the strategists have the right to speak;
- participants on the carpet remain completely silent for the entire game and only act upon the strategists instructions.

After 10 minutes, if the first team of strategists does not succeed in turning over the mat, ask a second group on the carpet to replace the first two strategists. Give them 5 minutes to try.

Returning to plenary, whether or not the carpet has been flipped over, ask the following questions:

- what were the strengths and weaknesses of the strategists?
- did they consult each other before starting?
- did they agree on the approach to take (Alliance Building)?
- did they take the time to understand what was happening on the carpet, the various positions and the potential obstacles (Research)?
- how did they communicate the instructions to the group on the carpet (Messages, Media)?
- did they mobilize the active participation of the group on the carpet (Popular Mobilization)?
- did they try to negotiate with the facilitator to change the rules of the game (Lobbying)?

Use these questions to highlight the various elements required in an advocacy strategy which you will elaborate upon in the next five sessions.
Session 10

Elements of Advocacy I: Research

Length: 1 hour.

Objective: Clarify the difference between campaign research and other types of research

Supplies: PowerPoint Presentation and Flip-chart Paper

Process: PowerPoint Presentation and discussion.
Research

Campaign research is action research. The data obtained through this type of research is meant to help in decision-making and planning for immediate actions to achieve set objectives. Highlight that this research should help to answer the following questions:

• what are the facts and key data which could help to build a coherent, credible argument geared to your targets to encourage them to achieve your objectives?

• which of the target’s connections and circles of influence have you identified and how will you reach them?

Literature reviews and interviews with affirmed resource persons are important to obtaining this information.

Ask participants to return to their working groups and, for each specific objective, define the elements of research needed based on the objective defined.

Examples:

Objective 1: Get 35% of the women in Cameroon to register to vote before the 2011 presidential elections

• Research the percentage of women currently registered on the electoral lists;
• Research data on women of voting age;
• Research information regarding the level of consideration for women’s concerns in candidates’ electoral campaigns;
• Identify the needs/obstacles for women to register to vote.

This information can be sought through national institutions in charge of statistics or demography.
Session 11

Elements of Advocacy II: Alliance Building

Length: 1 hour.

Objectives: Identify allies and potential partners and define an alliance building plan

Supplies: Flip-chart Paper

Process: Review of the (positive) target list and brainstorming on potential alliances
Ask participants to review their chart of actors and to pay attention to the neutral or positive actors.

Ask the groups to identify their allies – those without whom it would be difficult or even impossible to achieve their objectives. This refers to those with considerable influence and/or significant power to mobilize and who bring credibility to their initiatives.

Note to participants that their allies can be Non Governmental Organizations (NGOs) or local, national or international associations working for the same causes. These organizations can in fact provide very useful information which is drawn from their experiences and/or capable of influencing decision-makers’ decisions/initiatives.

Building a coalition to advocate a single cause ensures greater impact upon the targets and widens the audience.

Remind participants that knowing potential opponents to their projects will help them to optimize their relationships with allies.

Participants identify the allies with whom they will collaborate for each objective.

Examples:

**Objective 1:** Encourage women to seek and attain at least 50% of high level positions in their political party by May 2011.

*Allies:*

- Political party leaders
- Ministry of Women.

**Objective 2:** Get the President to take on a decree to enforce the equality law before May 2011.

*Allies:*

- Consultative group which started lobbying on the law for equality.
- Gender Laboratory.

**Objective 3:** Increase the number of women in rural areas who have identity cards and are registered to vote by at least 10% by May 2011.

*Allies:*

- League of Senegalese Lawyers
Session 12

Elements of Advocacy III: Lobbying

Length: 1 hour.

Objective: Develop a practical understanding of lobbying

Process: Presentation on lobbying. Review the list of (negative) targets and brainstorm on influencing tactics.

Group work on various scenarios and lobbying opportunities

Supplies: List of targets, Scenarios
Present this definition of lobbying to participants: lobbying is a process in which organizations, groups or individuals commit to influence a powerful decision-making target for a cause of the public interest or for their own interests. Open the discussion around this definition.

Next ask for volunteers to share their lobbying experiences. This exchange will open the debate around lobbying and highlight the various steps in strategic lobbying.

Propose this 10 step approach to strategic lobbying:

1. **Understand the problem.** Good understanding of the problem helps in defining the change objectives you seek;

2. **Master the political environment.** Have a clear idea of the political environment, understand how this environment evolves and identify the appropriate moments to initiate actions for significant impact;

3. **Choose your targets.** Identify the primary targets who will help achieve the objectives identified;

4. **Define the request.** Clearly define what you want, what you expect to achieve;

5. **Refine the request.** Know exactly what role each one of your targets should play to advance your cause in a way which does not waste time;

6. **Organize the meeting.** Take every step necessary to get the most out of your meetings;

7. **Build and master your argument** (prepare for counter-arguments). Prepare yourself to respond to counter-arguments from those you interact with (usually negative actors), which presupposes that you will sufficiently inform yourself about those you meet with to know their arguments, actions, positions and opinions on the issue you are raising;

8. **Solicit a commitment.** Make sure that your meeting with the decision-maker leaves a trail, for example drafting a report noting the commitments made;

9. **Follow-up on the commitments made.** For example a mail which details the various points discussed, an informational note for the press, …

10. **Prepare for the unexpected.** Because you have no control over the political environment which is constantly changing.
**Role-play: Lobbying**

Form groups in which each group will have a decision-maker on one side and lobbyists on the other. Give them 10 minutes to prepare and 5 minutes in their roles in one of these sample scenarios:

- The Minister for Foreign Affairs of the transitional government of Niger receives a civil society delegation advocating for a 10 to 25% increase in the quota of women in political positions nationally.

- During a dinner, Burkinabe civil society activists find themselves at the same table as the sister of the President of Burkina Faso. They advocate using their tablemate to get to her brother, the President.

- A powerful religious man in the Democratic Republic of Congo meets with a few members of his congregation. The members have the opportunity to ask him to reach out to political decision-makers.

**Do’s. Don’t. During lobbying.**

Once the game has ended, invite the actors to comment on their own lobbying performances. This game helps to highlight what to do and what not to do in a lobbying situation.
Session 13

Elements of Advocacy IV: Popular Mobilization

Length: 1 hour.

Objective: Develop understanding, analysis and practice of mobilization

Supplies: Inflatable Balloons and Pins.

Process: Share experiences and brainstorm on popular mobilization tactics.

Present and discuss experiences.
**Game: Balloons and Pins,** adapted from Dignity International’s “Balloons and Pins” game.

Begin by distributing inflatable balloons to all participants. Prepare them for the game as follows:
- Squeeze your balloon to test its texture;
- Take the time to inflate your balloon, tie it and give it a name that describes your affection for the balloon;
- Touch your balloon, feel it with your fingers, enjoy playing with your balloon.
- The balloon in your hands is very important to you: It is your balloon and you must protect it at all costs.

Next give each participant a pin. Reiterate:
- Do everything in your power to protect your balloon which you love so much.
- Preciously safeguard and carefully protect your balloon;

Next ask: “Are you ready to protect your balloon at all costs?”
Invite participants to protect their balloon at all costs. Count 3, 2, 1, Go!
- Protect your balloon!!!

Typically, you’ll notice that all participants try to destroy other participants’ balloons as if responding to a call and don’t stop until there are no more balloons to destroy.

Returning to plenary, lead the participants in a discussion of the following questions:
- Who is responsible for this mass destruction?
- Why was everyone determined to destroy the balloons of others?
- Was there anyone who did not break any balloons and why?

Use this reflection to push participants to identify:
- who orchestrated the destruction,
- who was the first to attack,
- similar mass movements in their real lives.

Specify that these movements can be positive or negative and that as activists, each of them should know how to incite the public to positive mass actions.
Popular Mobilization: using positive mass movements in a positive way. Detail the process necessary to create a critical mass which encourages change in political/economic behaviors for the social good.

1. **Understand the problem.** Identify for whom we want to mobilize the public to encourage change.

2. **Know your target.** Subdivide target into various homogenous categories for targeted, efficient actions;

3. **Develop your arguments and be informed.** Give information in a simple engaging way to show the importance of the problem, proposing a convincing and attractive solution and its process.

4. **Be informed.** Disseminate arguments to a large critical mass.

5. **Raise Awareness.** Be able to make the problem personally relevant to your targets. Having received your information they should be able to personally take on the issue and feel responsible for it.

6. **Mobilize.** Propose one/a few actions for the first initiatives to be implemented to achieve your objectives: go further than giving information. Your targets should have a clear idea of the actions to be undertaken after having been sensitized. Through mass mobilization you will get a real sense of the target’s level of awareness;
7. **Commitment.** The critical mass takes on its own initiatives to advance the cause;

8. **Opinion leaders.** Those who the masses trust and pay immediate attention to. Invite opinion leaders to take a stand for the cause you are defending or to adopt changes that you want to see in the population, in order to influence the masses or decision-makers;

9. **Ensure contact.** Create and give yourself the means which will allow you to respond to the public who adhered to your call to action. Make a long-term relationship with them. After this activity, get contact information (telephone number, email address, …);

10. **Share your progress.** Communicate to those who have led the fight with you, as they have worth and power, which you should encourage them to use regularly.

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**Exercise: Drivers of mobilization**

The objective of the exercise is to:

- Identify the issues that unify and mobilize communities.

- Get participants to identify 3 to 4 elements which instantly get the public to react to the government.

The groups write these elements in the chart you have already prepared.

The exercise tries to identify issues/subjects/themes which make the public react. The final goal is to develop a message and a discourse linked to these issues, and to take these issues/subjects/themes into account in the action plan to mobilize the public to action.

**Example:**

<table>
<thead>
<tr>
<th>Population</th>
<th>Government</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What units them</strong></td>
<td><strong>What makes them react</strong></td>
</tr>
<tr>
<td>Football</td>
<td>Public grievances/strikes</td>
</tr>
<tr>
<td>Religion</td>
<td>Sit-ins</td>
</tr>
<tr>
<td>Cost of Living</td>
<td>Marches</td>
</tr>
<tr>
<td>Public manipulation</td>
<td></td>
</tr>
<tr>
<td>Corruption</td>
<td></td>
</tr>
</tbody>
</table>
Session 14

Elements of Advocacy V: Developing Messages and the Media

Length: 1 hour.

Objective: Analyze messages and practice developing messages

Process: Presentation and discussion. Analyze the various tools in working groups.

In groups, develop target messages for campaigning.

Supplies: PowerPoint Presentation on developing messages, posters, flyers, ads.
Developing messages

Develop a convincing message requires:

- the issue is well understood.
- the messages’ targets were well studied and are well known.

Developing messages implies:

- a central message that everyone uses to develop their positions.
- secondary messages which specify the issues and are catered to the targets.

Characteristics of efficient of messages. Adapted from ‘Words That Work: It’s Not What You Say, It’s What People Hear’ Frank I. LUNTZ.

- **Simplicity.** Small words, understandable to the public, have the greatest impact.
- **Brevity.** Short sentences are more easily retained.
- **Credibility.** The message should make sense and be coherent. The credibility of the message should also be linked to the personality of the person delivering it.
- **Persistent.** Repeat the message to allow the target to understand and appropriate it to avoid confusion around your message.
- **New.** Messages should offer a new perspective in the flood of messages that already exist.
- **Sound.** Ensure that the flow of words has a pleasant sound which can be remembered quickly and for a long time by the target. Also, associating a sound will help to reinforce your message.
- **Aspiration.** The message should be able to convey the public’s and the targets’ aspirations. They should be able to feel involved.
- **Hope/identity.** Create an identity for your message to spark interest.
- **Visual.** On television or on posters the messages should be accompanied by images.
- **Importance of the issue.** The message should correspond with the issue.
Exercise 1: Message analysis.

Divide the participants into groups.

Based on the characteristics listed below, ask the groups to analyze various communications tools (posters, Internet sites, brochures, radio or television announcements).

Invite the groups to analyze the tools chosen.

Mobilizing the press.

Ask participants who have developed good relations with the press to share their experiences with the others.

After sharing, invite them to comment and discuss. Then summarize their discussion on this issue:

Building a win-win relationship with the press implies:

- Understanding the nature and business of the press: private, commercial enterprise who work to sell advertising space;

- Meeting the challenge of attracting the press: make your issue and your activities interesting to the public;

- Making the press a lasting ally. Create a sustainable relationship:
  - establish a list of journalists who are interested in your issue, the cause you’re defending;
  - maintain the relationship with journalists by sending them, for example, your stance on issues for them to publish;
  - write and send articles to the press about your activities and issues that interest them;
  - never get in the habit of paying the press when they cover your activities which are not for publicity.

Split the participants into two groups. One group prepares a television or radio interview. The other drafts a press release of 300 words or less.
Give each group 10 minutes to prepare.

Invite the first group to give their interview to the press and the second group to present the press release they drafted.

The other participants comment on the two exercises and highlight the “dos” and “don’ts”.

Part Three
Action Plans
Session 15

Action Plans

Objective: Develop a Campaign Action plan

Process: Each working group defines the most relevant activities to achieve the objectives set. Present the plans in plenary.

Invite participants to split into their working groups to develop a coherent narrative around the various strategic elements defined since the beginning of the workshop and produced their strategic advocacy action plans.

Ask participants to develop their action plans for their first year objectives.

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The strategy should contain:

- **Problem**
- **Solution**
- **Goal**
- **Primary Target**
- **Secondary Targets**
- **Alliances**

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**Research**
- Themes of popular mobilization
- Actions aimed at the Government
- Primary message
- Secondary messages
- Chronogram of activities for 1 year

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*Example: Senegal action plan*

1. **Problem**
   Women are not sufficiently represented in Senegalese political life.

2. **Proposed solution**
   Push women to engage in greater numbers and seek higher positions.

3. **Goal sought**
   A Senegal where men and women equally exercise their political rights for an equal society.

4. **Objectives, primary and secondary targets, alliances and research elements required.**
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Primary Targets</th>
<th>Secondary Targets</th>
<th>Alliances</th>
<th>Research Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women represent at least 50% of the high level positions in political parties by May 2011</td>
<td>Female politicians</td>
<td>NGOs working for women’s political participation</td>
<td>Political party leaders, Women’s Ministry, AS, EF, MF et PE</td>
<td>Number of women elected</td>
</tr>
<tr>
<td></td>
<td>Political party leaders</td>
<td></td>
<td></td>
<td>Studies on women’s political participation (level, obstacles, limitations, drivers)</td>
</tr>
<tr>
<td></td>
<td>Voters</td>
<td></td>
<td></td>
<td>Evaluation of competencies and capacity building for female politicians (and potential)</td>
</tr>
<tr>
<td>Get the President to take on a decree to enforce the equality law before May 2011</td>
<td>The President of Senegal</td>
<td>Consultative group which initiated lobbying on the law for equality</td>
<td>The President of Senegal</td>
<td>How representative female politicians are</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Women’s movement</td>
<td>Consultative group which initiated lobbying on the law for equality</td>
<td>Laws and international conventions related to the statutes and women’s political rights</td>
</tr>
<tr>
<td></td>
<td></td>
<td>National Assembly</td>
<td></td>
<td>Identify allies and pressure groups to influence the law</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parliamentary Commissions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase the number of women in rural areas who have identity cards and are registered to vote by at least 10% by May 2011</td>
<td>Women who are not registered for or do not have voter cards</td>
<td>Public administration AJS FAWE UNICEF GREFELS</td>
<td>EDS and other reports/demographic and statistical studies League of Senegalese Lawyers</td>
<td>Identify the number of women who are not registered for or do not have voter cards</td>
</tr>
<tr>
<td></td>
<td>Rural communities (wisemen, village chiefs, religious chiefs, men)</td>
<td></td>
<td></td>
<td>Identify targets, communication channels and languages</td>
</tr>
</tbody>
</table>
5. Subjects/themes of popular mobilization.
- Wrestling
- Faith
- Peace/national stability
- Importance of social and familial values and ‘teranga’

6. Messages (primary and secondary)
Primary Message: promote greater political participation of women at all levels of political life
Secondary Messages:
- Re-evaluate women’s status as full societal actors
- Promote women’s political and economic rights.

7. Activities per objective. Implementation period.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women represent at least 50% of the high levels posts in political parties by May 2011.</td>
<td>- Establish a mentoring system for young candidates until the start of the electoral campaigns</td>
</tr>
<tr>
<td></td>
<td>- Organize a simulation of an equal parliament</td>
</tr>
<tr>
<td>Get the President to adopt a decree enforcing the law for equality by 2011.</td>
<td>Lobbying towards:</td>
</tr>
<tr>
<td></td>
<td>- influential targets</td>
</tr>
<tr>
<td></td>
<td>- foreign financial partners ex. USAID, EU, AFD</td>
</tr>
<tr>
<td>Increase the number of women in rural areas who have identity cards and are registered to vote by at least 10% by May 2011.</td>
<td>- Citizenship caravan led by women’s associations, militant artists to help women register to vote</td>
</tr>
<tr>
<td></td>
<td>- Media campaign pushing people to register</td>
</tr>
</tbody>
</table>
Credits

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