



We thought that the senators were unapproachable until we understood the true meaning of advocacy. We had thought that it meant just going and demonstrating or getting people to demonstrate, but we learned [that it] involves dialogue; it is another way.

Rosana Schaack,
LGL Fellow and
Executive Director of THINK



INTRODUCTION TO ADVOCACY

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INTRODUCTION

This chapter introduces participants to the essential elements that contribute to a successful advocacy strategy, as well as the planning methods that are involved in each step. [Let Girls Lead](#) has found that participants often conflate advocacy with specific elements that are involved in an advocacy strategy. For example, participants have initially defined advocacy strictly as social mobilization (protesting) or lobbying. Therefore it is important to take the time to ensure that all participants share a common understanding of what advocacy is and what it is not.

Before developing an advocacy strategy, participants must complete background research to understand the political context in which they will be working. Section 4.2: Advocacy Research and Preparation guides participants as they conduct research into the laws and policies that impact the lives of adolescent girls in their country. This research includes an analysis of international agreements that their country may have ratified or signed, as well as more local (state or city) policies that impact the lives of girls either positively or negatively.

Let Girls Lead participants have often been surprised to learn about the laws that already exist in their countries that are not being implemented, and also that laws often contradict one another. Sometimes the job of the advocate is not to demand the passage of new laws, but to demand implementation of existing laws or call for the removal of policies that contradict ratified laws. Without this research step, participants may end up designing an advocacy strategy that does not reflect the political and legal reality of their country.

WHAT IS ADVOCACY?



Session time:
1.5 hours (90 min)

TIME

Activity 1
Activity 2
Activity 3



FACILITATOR
Guide

OBJECTIVES

- To clearly define the term “advocacy” and outline the basic questions and issues involved in advocacy
- To distinguish between advocacy and other related strategies that often get confused with advocacy
- To introduce the basic stages involved in designing an advocacy strategy



MATERIAL

- Objectives written of flip chart paper
- Blank flip chart paper with markers
- Activity charts: “Avocacy and Other Strategies”—one copy per participant and one version copied onto a flipchart to share with the group.
- Projector

ACTIVITY ONE



30 min

Advocacy Definitions

- 1 Review the session learning objectives and invite questions or comments.
- 2 Explain to participants that you have placed several definitions of advocacy around the room. Reveal one of the definitions and ask a participant to read it out loud to the group. Repeat this until all of the definitions have been revealed and read out loud once.
- 3 Invite the group to go around the room to the different flip charts and read and reflect on the different definitions to themselves.
- 4 After the group has read all the definitions, announce that when they hear the Word “GO” they are to run and stand next to the definition that best defines advocacy for them. Say, “On your marks, get set, GO!” and make sure that everyone moves directly to their favorite definition. If some participants hesitate or change their mind, make a note of it to ask about later in the discussion. 5 min
- 5 Once participants have chosen a definition, ask them talk to each of the teams that have formed around their selected definitions. Ask them to identify the words or phrases in the definition that attracted them to this particular definition. It is important to focus on the positive qualities of the definition they chose, and not the shortcomings of the other definitions! 5 min
- 6 When all groups have finished, ask them to share their findings with the group by highlighting the key words in their definition and talking about them. If no one chose particular definitions, ask the group why they did not like that particular definition. If certain people changed their definition early on, ask them why they changed their mind. 5 min
- 7 From where they stand around the room, ask the following question: When you hear the phrase “advocacy”, what words come to mind? Remind the group to share all that they associate with advocacy, not just what is in the definitions. Write down each contribution on a blank flipchart. If some words are repeated, only mark the repeated word with a star to indicate its popularity.

4.1

WHAT IS ADVOCACY?



HANDOUTS

- “Advocacy Definitions, one per participant”
- “Comparing Advocacy with Related Strategies, one per participant”
- PPT Presentation “Advocacy: Why and How?”



PREPARATION

Before the session, write down each of the advocacy definitions found on the handout on separate sheets of flip chart paper and put them up on the walls around the room. Cover each definition so that participants cannot read them when they enter the room. Reveal each definition as you select a participant to read it.

ACTIVITY TWO

 60 min

- 8 Ask the group to return to their seats. Distribute copies of the handout with advocacy definitions for their reference. Close the session with a reflection on the elements that were repeated several times in the brainstorming exercise and definitions. 5 min

Advocacy and Related Strategies

- 1 Using the brainstorm from the previous activity, read the terms that the group considered most important (those with more stars) and ask them to identify which ones are commonly mistaken for advocacy. Ask if there are any other additional terms they can think of that are not on the list and add them.
 - 2 The following elements should be included are:
 - Information, education, and communication (IEC)
 - Community mobilization
 - Public relations
 - Social marketing
 - Fundraising
 - Lobbying5 min
 - 3 If the group does not mention all of these, you can suggest them.
- Display the prepared activity chart on the flipchart: Advocacy and other strategies and complete the first row of the table as an example using one of the concepts mentioned above. For example, for community mobilization, ask the group:
- Who is the target audience of a community mobilization strategy? Some possible answers are “citizens of a specific population,” “decision makers,” “younger people.” Write the answers in the second column.
 - What are common goals of a community mobilization strategy? Possible responses include “increasing awareness,” “sensitization,” “promote change,” etc. Write the answers in the third column.

4.1

WHAT IS ADVOCACY?

- What are some common activities in a community mobilization strategy? Some answers can be “marches or demonstrations,” “sit-ins,” “letter-writing campaign or mass mailing.”

10 min

- 4 After completing the example on flipchart, divide the participants into six small groups of 2-3 people per group and assign each group one of the following:

- Information, education and communication (IEC)
- Public relations
- Social marketing
- Search for funding
- Lobbying
- Advocacy

- 5 Ask each team to complete a row of the table on their activity chart, following the example on the flipchart and answering the following questions:

- Who is the target audience for your strategy?
- What are common goals for this strategy?
- What are common activities for this strategy?

- 6 They have 15 minutes to work in teams. Rotate among the teams to respond to questions and doubts. When they finish, ask them to choose someone to present their finding to the larger group. They will have five minutes to present. If the team has not answered all of the questions, complete the row using input from the larger group.

- 7 Once all teams have finished, ask the group to return to their seats and ask them to observe the similarities and differences among each of the strategies.

20 min

- 8 Compare advocacy with each of the other strategies noting their similarities and differences, reminding the group of the following:

- Advocacy must always be directed at a policy maker or decision maker.
- Advocacy should always result in political change via a positive response to our cause from a policymaker or decision maker.
- Activities can be very diverse. This is one of the elements that can make the definition of advocacy confusing, because advocates can have IEC, public relations, lobbying, or social mobilization as key activities to achieve their goals.

4.1

WHAT IS ADVOCACY?

- 9 Invite comments and questions from the group.



Distribute

The handout: Comparing Advocacy with Related Strategies.

- 10 Close the session by reminding the group that to distinguish between advocacy and a related strategy, it is important to ask the following questions:

- Is the target audience a policy or decision maker?
- Is the main objective of the strategy to generate political change?

If any of the answers to these questions is “no”, then most likely your strategy is *not* an advocacy strategy.

20 min

ACTIVITY THREE



20-30
min

PPT Presentation. Advocacy: Why and How?

- 1 Explain that this PowerPoint presentation covers the very basic components of an advocacy strategy—it is an overview of the tools and activities that will help in designing an advocacy strategy. If this session is part of a longer workshop, explain that the workshop will cover all of the different planning tools and stages of the advocacy planning process in much greater detail as the group participates in the workshop.
- 2 Give the PowerPoint presentation, taking time within in each slide to address any questions or make clarifications as needed.

NOTES

WHAT IS ADVOCACY?



Session time:
1.5 hours (90 min)

TIME

Activity 1
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Activity 3



PARTICIPANT
Guide



OBJECTIVES

- To clearly define the term “advocacy” and outline the basic questions and issues involved in advocacy
- To distinguish between advocacy and other related strategies that often get confused with advocacy
- To introduce the basic stages involved in designing an advocacy strategy

ACTIVITY ONE

 30 min

Advocacy Definitions: Review Different Definitions of Advocacy and Discuss All of the Different Issues Related to Advocacy



MATERIAL

- Objectives written on flipchart paper
- Blank flipchart paper with markers
- Activity chart “Advocacy and Other Strategies”—one copy per participant and one version copied onto a flipchart to share with the group.
- Projector

ACTIVITY TWO

 30 min

Review the Different Strategies Related to Advocacy



HANDOUTS

- Worksheet “Defining Advocacy”
- Handout:
 - “Comparing Advocacy with Related Strategies, one per participant”
 - “Advocacy Definitions, one per participant”
- PPT presentation “Advocacy: Why and How?”

ACTIVITY THREE

 30 min

Overview of advocacy with Presentation “Advocacy: Why and How”



A4.1 WHAT IS ADVOCACY? HANDOUT ADVOCACY DEFINITIONS



- 1 “Advocacy is speaking up, drawing a community’s attention to an important issue, and directing decision makers toward a solution. Advocacy is working with other people and organizations to make a difference.”
CEDPA: Cairo, Beijing and Beyond: A Handbook on Advocacy for Women Leaders
- 2 “Advocacy is a process that involves a series of political actions conducted by organized citizens in order to transform power relations. The purpose of advocacy is to achieve specific changes that benefit the population involved in this process. These changes can take place in the public or private sector. Effective advocacy is conducted according to a strategic plan and within a reasonable time frame.”
Fundación Arias (Arias Foundation)
- 3 “Advocacy refers to the planned process of organized citizens to influence public policy and programs.”
Corporación PARTICIPA 2003
- 4 “Advocacy is defined as the promotion of a cause or the influencing of policy, funding streams or other politically determined activity.”
Advocates for Youth: Advocacy 101
- 5 “Advocacy is a set of targeted actions addressed to decision makers in support of a specific political cause.”
Policy Project, 1999
- 6 “Advocacy is the deliberate process of influencing political decision makers.”
Cooperative for Assistance and Relief Everywhere (CARE), 1999
- 7 “Advocacy is a set of political actions implemented according to a strategic plan and aiming to focus the attention of the community on a specific problem and guide decision makers toward a solution.”
International Planned Parenthood Federation – Western Hemisphere Region



A4.1 WHAT IS ADVOCACY?

HANDOUT COMPARING ADVOCACY TO RELATED STRATEGIES

Comparing Advocacy to	Target Audience Similarities and differences	Objectives Similarities and differences	Activities Similarities and differences
Information, Education, Communication (IEC)	An IEC strategy may have as its target audience any specific population (young people, women, men, the population of a certain community, etc.), while the target audience of an advocacy strategy must always be a decision maker.	An IEC strategy may have objectives such as behavioral change or increasing the knowledge or capacities of its audience. An advocacy strategy will expect its audience to make a decision that will favor a political change.	Both strategies have a broad range of activities that may coincide.
Community mobilization	Like IEC, community mobilization may have as its target audience any specific group, or the population at large, including, of course, decision makers, an advocacy strategy, however, will always have a decision maker as its target audience.	Usually, community mobilization seeks to raise awareness, increase knowledge, change perceptions, or generate political change. An advocacy strategy always seeks to generate political change.	When community mobilization seeks to achieve political change, it may be part of an advocacy strategy.
Public relations	The target audience for a public relations strategy is usually consumers, donors, or decision makers. An advocacy strategy, by contrast, only has decision makers as its target audience.	The usual objective of a public relations strategy is to improve the image and/or the presence of an organization. An advocacy strategy must always seek political change.	A public relations strategy may be useful for advocacy work if this strategy seeks to influence decision makers who may bear impact on the political life of a community.
Fundraising	A fundraising strategy usually has as its target audience people or organizations with the potential to provide the implementing organization with financial resources. As is the case with advocacy strategies, in some cases the audience comprises political decision makers.	Advocacy strategies always seek to generate political change, which may sometimes have financial repercussions for the organization. Nonetheless, unlike fundraising strategies, their main goal is political change.	The activities of these two strategies are very different from one another.
Lobbying	Just like an advocacy strategy, a lobbying strategy has decision makers as its target audience.	Just like an advocacy strategy, a lobbying strategy has the objective of generating political change through influencing decision makers.	The main difference between lobbying and advocacy can be found in the way they operate. Lobbying implies a direct dialog or interaction with decision makers, while advocacy includes a number of wider actions. While lobbying is determined by the possibility of having access to decision makers, an Advocacy strategy enables political incidence even when direct access to decision makers is not feasible.



A4.1 WHAT IS ADVOCACY? PPT ADVOCACY HOW AND WHY?



OBJECTIVES

- To outline the basic questions and issues involved in advocacy
- To introduce the basic stages involved in designing an advocacy strategy



ADVOCACY: HOW AND WHY?

ADVOCACY PREPARATION AND RESEARCH

Introduction

As agents of social change, it is our responsibility to address the various challenges experienced by our girls in our country and all around the world. To be effective change makers, we must learn how to address problems in a strategic and systematic way by developing detailed and concrete advocacy strategies, programs, and projects.

An effective advocacy strategy relies on the accuracy of knowledge about the situation of adolescent girls at national and local levels, along with a comprehensive analysis about how the effects of existing legal and policy frameworks on girls. This advocacy preparation and research helps participants think critically about current legal frameworks surrounding human rights, sexual and reproductive health rights, and existing social and economic protections. It provides the foundation for thinking about which advocacy approach might be most strategic to improve the lives of adolescent girls and young women

Situational Analysis

What elements should we include in a situational analysis of girls and young women?

A number of factors influence the daily life of girls and adolescents in each country-for. For example: social, cultural, and religious factors; poverty and urbanization; laws and policies on human rights; the existence and quality of health services and education; the number and quality of programs of civil society (nongovernmental and multilateral projects that influence the daily lives of adolescents); and cultural factors such as ethnicity or language.

What can we achieve with a good situational analysis of girls and young women?

A situational analysis allows us to understand the origin of a problem; the importance of a specific issue; the person or people it affects; its possible effects on the future; and what resources, allies, and opportunities we currently have to face the problem. This analysis allows us to determine which problems are most urgent and to choose appropriate solutions. Being aware of the available resources to address the issue at hand and having a realistic understanding of the resources needed to implement a successful advocacy strategy or activity help us better meet the challenges we face.

4.2

ADVOCACY PREPARATION AND RESEARCH



NOTES

Remember: Information must be up to date and accurate to be useful to make strategic decisions about how to plan the most effective advocacy strategy. When researching data and laws, make sure that the source of the data is reliable. In the case of research on laws, make an effort to acquire the original text of the law. Whenever possible, verify the information from at least two different sources.



A complete situational analysis of adolescent girls and young women in any community, country, and region must include research on relevant legal, socio-economic, religious, and cultural factors. The next four exercises form the basis of a successful and well-informed advocacy strategy.

It is likely that not all the information that you require is available. If that is the case, make a note to help identify gaps in the information available and areas for further research and programming. You will also likely need to seek further information and/or revise the first version of this work to strengthen the political map that you will develop later in the advocacy planning process.



Advocacy Research Exercise 1

Please collect data and information on laws, policies, protocols, and government programs affecting adolescent girls in their communities. Focus your attention on the laws and policies that most directly impact adolescent girls: sexual and reproductive health, education, human rights, etc.

This analysis should include both the laws and policies that protect adolescent girls and those laws and policies that discriminate against them.

Compile a list by the following categories:

- Laws
- Policies
- Programs

For each item in the list, enter the name, the date of enactment, and a brief description.

Be sure to research information both on laws and policies that are already ratified and on those that are under legislative consideration.

With every law, policy, or program, please describe how it impacts girls, and specify whether it is a policy, law, or national or local program. Because laws are often ratified with no means or budget for implementation, try to research the level of implementation and/or application of the law, policy, or program.

NOTES





Advocacy Research Exercise 3

To learn about the reality of adolescent girls and young women in your community, you need the most specific and current information about issues that impact their lives. Please research current national and local-level statistics and data on the following topics as they relate to adolescent girls:

- **Sexual and reproductive health:** Rates of teenage pregnancy, abortion, HIV/AIDS and other STIs
- **Education:** Literacy rates, education and retention at primary and secondary level
- **Gender-based violence:** Family and domestic violence, rape, the effects of armed conflict (if applicable)
- **Employment:** Employment rates, poverty, migration
- **Harmful cultural practices:** Early marriage, sexual cleansing rites, female genital mutilation
- **Other information relevant:** To your area of interest and your professional focus

Remember to cite the source of the information (title and author of the report, title and author of the article, website links, and date). Often, government census data is not disaggregated by gender, age, or ethnicity, so some of the information may be difficult to find. Remember to look for reports and analyses by other international and local nongovernmental organizations that may have already done this kind of important research.

NOTES



Advocacy Research Exercise 4

Talk to the leadership of your institution to complete an organizational analysis in regard to the organization's work with adolescent girls. Include as much detail as possible. This interview will help inform the SWOT (strengths, weaknesses, opportunities, threats) analysis component of your advocacy planning and also help identify the need for partners and networks with other organizations whose work complements and balances that of your organization.

Ideally, conduct the interview with the director of the organization. Use and fill out the following form for your interview.

Name and position of person interviewed _____

Organization name _____

Length of time at the organization _____

1 The organization's main objective is:

2 The organization's beneficiary population is (total size and general description):

3 The main objectives of the organization's programs are:

4.2

ADVOCACY PREPARATION AND RESEARCH

4 The organization's main activities include:

5 The institution and personnel are involved in the following networks and umbrella groups (organizations that bring together various groups):

6 The institution works with and/or is associated with the following organizations and external agencies:

7 The organization's annual budget is:

8 The organization's primary sources of funding are:

4.2

ADVOCACY PREPARATION AND RESEARCH

9 The organization's programs that impact teens and young women are:

11 The organization's current advocacy activities are:

12 The organization's main strength as an institution is:

13 The organization's biggest challenge as an institution is (please take time to probe into this question beyond the budgetary challenges that all organizations face!):

14 Other important information about the organization includes:



Advocacy Research Exercise 5

A central value of Let Girls Lead is placing the needs and voices of adolescent girls at the center of our work and advocacy. That is why you must take time to talk in person with at least one adolescent girl (10-19 years old) with whom you work or whom you know personally. If possible, talk to someone outside your immediate family circle. Before starting the interview, please explain to your interviewee that these questions are part of your preparation to work on an advocacy strategy, and that you would like to learn a little about her experiences as a teenager. Explain that her participation in the interview is completely voluntary, and she can refuse to participate if she prefers. The questions below provide a basic guide, but you can edit and develop additional questions if you like.

Name of girl interviewed _____

Age of girl interviewed _____

1 Please describe a typical day for you: What do you do every day?

2 What is your favorite part of the day? What is your least favorite of your daily chores, and why? What is the most difficult thing that you have to do every day, and why is it difficult?

3 What do you do when you are at home?

4.2

ADVOCACY PREPARATION AND RESEARCH

4 Do you go to school? If you do go to school, what is your favorite subject? If you do not go to school, why not?

5 What would you like to be when you grow up?

6 How is your life different from that of your siblings or other children your age? Why do you think it is different?

7 Do you live with your parents, relatives, and/or brothers/sisters? If not, with whom do you live, and why?

8 Are you married? If yes, at what age were you married, and how old was your husband when you married? Do you have children? If yes, how many and what ages?

4.2

ADVOCACY PREPARATION AND RESEARCH

9 Do you have a job, whether informal or formal? If yes, what kind of work do you do?

10 If you had a big problem (like someone threatened you or was abusing you), what would you do? Whom would you tell?

11 What else would you like to share with me about your life and the things that you most enjoy?

NOTES



THE ADVOCACY CYCLE

 Session time:
70-80 minutes

TIME
 Activity 1
 Activity 2

 **FACILITATOR**
 Guide

OBJECTIVES

- To describe how political advocacy is a process in favor of a long term political change
- To identify and define the methodological steps to effectively create an advocacy plan
- To name the ideal order of the methodological steps for effectively creating an advocacy plan

ACTIVITY ONE

 20 min

Steps and Methodology for Advocacy Planning: Team Work

- 1 Introduce the session objectives and ask if there are any questions or comments. 3 min
- 2 Remind participants that we are reviewing the basic steps to carry out political advocacy. Sometimes these steps are cut short or lead quickly from one to the next— there is not one ideal or perfect way to carry out political advocacy —our model outlines overall planning steps.
- 3 Divide participants in groups of 4-5 people, and ask each group to go to a different area in the classroom.
- 4 Hand out one set of cards and masking tape to each group. Each group must read the steps and put them in the order they think they should follow to carry out an advocacy strategy. They have 10 minutes to discuss and tape the “feet” in the order the group decides. They can tape the feet to the wall or the floor using masking tape.
- 5 Visit each group while they discuss the order of the steps and offer clarification if needed, without telling them the answer. Each group must choose a person to present the order they decided upon. 12 min

MATERIAL

- Markers
- Masking tape for each group
- Cut out each individual foot/step by “The Feet” and give one complete set to each group of five people
 - Ensure that the steps are mixed up so that they are in no particular order
- Flip chart with the session objectives clearly written on it

HANDOUTS

- “The Feet”
- “Steps for Advocacy Planning”
- “Model for Advocacy”

ACTIVITY TWO

 50-80 min

Presentations and Discussion

- 1 Each group takes 3-5 minutes to share the results in a group discussion, explaining the reasons why they decided to put the steps in that particular order. (This activity’s exact timing depends on the number of teams) 15-25 min

4.3

THE ADVOCACY CYCLE



NOTES

The steps Gathering Information and Political Analysis, must be taken during the whole time the advocacy strategy lasts, especially if the problem could be identified more easily by adolescent girls than by adults. Information gathering may include such tools as focus groups, individual interviews with key people, or surveys. However, to identify the Expected Political Advocacy Result, the problem must have already been defined, and a strong analysis made of the policies and laws already existing regarding this topic, to identify a realistic result. We also need to make a mapping of actors during the whole process, to build alliances and trace the progress.

2 The rest of the participants share questions or comments about the order all the groups chose.

3 After everybody has presented their order, analyze the order differences from one group to the next, focusing on extreme differences and asking for opinions. There is no absolutely correct way to order the steps, and we can see there is logic behind every variation. The most important thing is that all of the steps are considered and that planning is done according to the social and political context, considering the time available.

15 min

4 If no team has already done so, present the suggested order of steps for advocacy planning in this order:

- Definition of the Problem
- Definition of the Expected Advocacy Result
- Audience Analysis
- Analysis of Possible Allies
- Self-Diagnostic (SWOT)
- Development of the Advocacy Project
- Gathering Information
- Political Analysis



15 min

5 End the session by requesting final questions or comments, and distribute the “Steps for Advocacy Planning” and the “Model for Advocacy” handouts with the advocacy steps and definitions to the participants.

5 min

THE ADVOCACY CYCLE

Session time:
90 minutes

TIME
Activity 1
Activity 2

PARTICIPANT
Guide



OBJECTIVES

- To identify and define the methodological steps to effectively create an advocacy plan
- To name the ideal order of the methodological steps for effectively creating an advocacy plan
- To describe how political advocacy is a process in favor of a long term political change



MATERIAL

- Markers
- Masking tape for each group
- Cut out each individual foot/step by “The Feet” and give one complete set to each group of five people
 - Ensure that the steps are mixed up so that they are in no particular order
- Flip chart with the session objectives clearly written on it

HANDOUTS

- “The Feet”
- “Steps for Advocacy Planning”
- “Model for Advocacy”

ACTIVITY ONE

20 min

Steps for Advocacy Planning: Team Work

Participants will work in teams and organize the cards with the steps for advocacy planning.

ACTIVITY TWO

50-60 min

Presentations and Discussion

Teams will present the order in which they organized the steps. Then, the trainer will show the ideal order to put them in.



A4.3 THE ADVOCACY CYCLE

HANDOUT THE FEET

Definition of the Problem

Identify the main issue or problem that could be solve or improved by means of a specific political change

Self-Diagnostic (SWOT)

Identify the strengths, weakness, opportunities, and threats your organization should consider in working towards achieving the Expected Advocacy Result

Definition of the Expected Advocacy Result

Clearly define the political change to be promoted through the advocacy project, as well as the decision maker who will be the target audience

Development of the Advocacy

Define the basic elements of and advocacy project, goals, main actions, indicators, timetable, budget, and monitoring plan

Audience Analysis

Establish the target and secondary audiences and examine the level of power, the position, and the interest they may have towards the achievement of the Expected Advocacy Result

Gathering Information

Gather all the necessary information for advocacy planning and use it in the definition of each of the projetct's elements

Analysis of Possible Allies

Identify the organizations, people, and institutions who may favor the achievement of the Expected Advocacy Result

Political Analysis

Deeply explore the political context within which the project will be implemented



A4.3 THE ADVOCACY CYCLE

HANDOUT STEPS FOR ADVOCACY PLANNING CARDS¹



Definition of the Problem

Identify the issue or problem that could be solved or improved by means of a specific political change

Analysis of Possible Allies

Identify the organizations, people, and institutions that may favor the achievement of the Expected Advocacy Result.

Definition of the Expected Advocacy Result

Clearly define the political change to be promoted through the advocacy project, as well as the decision maker(s) who will be the target audience.

Development of the Advocacy Project

Define the basic elements of an advocacy project, goals, main actions, indicators, timetable, budget, and monitoring plan.

Audiences Analysis

Establish the target and secondary audiences and examine the level of power, the position, and the interest they may have towards the achievement of the Expected Advocacy Result.

Gathering Information

Gather all the necessary information for advocacy planning and use it in the definition of each of the project's elements.

Self-Diagnosis

Identify the strengths, weaknesses, opportunities, and threats your organization should consider when working to achieve the Expected Advocacy Result.

Political Analysis

Deeply explore and understand the political context within which the project will be implemented.



A4.3 THE ADVOCACY CYCLE HANDOUT MODEL FOR ADVOCACY PLANNING



