

## 11. Session plan: Advocacy

Volunteer	
<b>Learning objectives</b>	
By the end of the session participants shall be able to: <ul style="list-style-type: none"><li>• Define advocacy.</li><li>• Explain the importance of advocacy.</li><li>• Explain the advocacy cycle.</li></ul>	
<b>Time allocated</b>	
<ul style="list-style-type: none"><li>• 90 minutes.</li></ul>	
<b>Resources needed</b>	
<ul style="list-style-type: none"><li>• Whiteboard or flipchart</li><li>• Flipchart paper and markers</li><li>• Copies of the advocacy questions</li><li>• Copy of the advocacy scenarios.</li></ul>	
<b>Preparation</b>	
Familiarise with: <ul style="list-style-type: none"><li>• Advocacy module session plan and Participant Manual content.</li></ul> Write: <ul style="list-style-type: none"><li>• Flipcharts of the text within each of the boxes headed <b>Write on BOARD</b> in advance of the session to help the flow.</li></ul> Print: <ul style="list-style-type: none"><li>• Four copies of the advocacy questions (1 copy for each group) printed from the session resources folder or end of session plan</li><li>• One copy of the scenarios for the activity printed from the session resources folder or end of session plan</li></ul>	
<b>Trainer's notes:</b>	
<i>In this session the aim is to provide information to the participants on how they can support advocacy initiatives in the community. It is important that they understand the different stages of the advocacy cycle so that they can provide guidance to stakeholders who may not know how to go about advocacy activities.</i>	

## 11.1 Introduction (5 minutes)

*Volunteer*

**Introduce** the session.

**Write on BOARD:**

Advocacy learning objectives:

- Define advocacy
- Explain the importance of advocacy
- Explain the advocacy cycle

**Read out** the learning objectives from the board.

## 11.2 What is advocacy? (10 minutes)

**Ask:** Can anyone explain what we mean by 'advocacy'?

**Acknowledge** responses.

**Explain:**

- It is an activity that aims to influence decisions within economic, political, or social systems and institutions.
- It can be carried out by an individual or a group.
- Advocacy is mentioned throughout the CBR Guidelines as a suggested activity for CBID programmes.

**Ask:** Can anyone give an example of an advocacy activity?

**Acknowledge** responses.

**Explain:** Advocacy activities might include media campaigns, public speaking, or demonstrations.

**Ask:** Has anyone been involved in advocacy activities?

**Acknowledge** responses and ask follow up questions such as:

- Who was involved in planning the activity?
- How many people were involved?
- Who were you trying to influence with the activity?
- What was the outcome?

**Trainer's notes:**

If none of the participants has an example to share, you can use your own. You might also add this example to those given to highlight that children can also be advocates.

Children with disabilities played an important role in negotiations during development of the Convention on the Rights of Persons with Disabilities. In January 2006, during the sixth round of negotiations, a group of children from Bangladesh, China and the United Kingdom went to New York to present their perspectives on why the Convention needed to include specific measures to protect their rights. In a widely circulated written statement, they highlighted the need for recognition of the importance of ending institutionalization, challenging violence and abuse, ensuring access to services and information. At the Convention's signing ceremony in March 2007, two young disability advocates from Nicaragua and Armenia reminded delegates of the need to pay special attention to the situation of children with disabilities in the implementation of the new Convention. The participation of these young people affirmed that children with disabilities can be effective advocates for their own rights and are entitled to be involved in decisions that affect them.

### 11.3 Why advocacy is important (5 minutes)

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**Ask:** Why is advocacy important?

**Acknowledge** responses.

**Explain:**

- Advocacy is important to ensure that people – particularly the most vulnerable groups in society such as persons with disabilities – are able to have their views heard on all issues.
- It is a method to defend and safeguard rights that might otherwise be compromised or ignored by people in positions of power who do not consider the opinions or wishes of persons with disabilities.
- It entails influencing legislation, policies and regulations.

### 11.4 Advocacy cycle (10 minutes)

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Direct participants to the cycle of advocacy diagram in their Participant Manual.

**Explain:**

- The cycle of advocacy is similar to the cycle of activities we use for a project or programme – known as the Project Cycle.
  - The advocacy cycle begins with identifying what you would like to **change** – the issue. The next step is designing the best influencing **strategy**. This may involve gathering and analyzing information to support your case and considering the causes and effects of the issue on which you are advocating and identifying possible solutions.
- Then you will develop an advocacy **plan** which will detail what you are going to do, when you are going to do it and who will be responsible for what.
  - The next step is **implementation**, and the next is **monitoring** and **evaluation**. This cycle can be repeated many times during an advocacy campaign, with your monitoring and evaluation helping you to make any necessary changes to your advocacy plan.

- As CBID volunteers, knowing the advocacy cycle can help you to help community members to plan and implement advocacy activities.

**Ask** if there are any questions or comments.

## 11.5 Advocacy strategies (60 minutes)

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**Ask:** Who has influence and responsibility in the community and might be a target for advocacy?  
**Acknowledge** responses.

**Refer to the** 'Influence and responsibility' diagram in the Participant Manual.

**Explain:**

- The Participant Manual identifies a range of organizations and individuals that have influence and responsibility in different areas, as you can see from this diagram. It doesn't include all stakeholders but a cross section of many of them.
- In the next activity we are going to look at who is responsible for ensuring that the needs of persons with disabilities are being met in this community and how we might influence them.

**Write on BOARD:**

- Who would you involve in the strategy?
- What advocacy activities might you choose?
- Who would you address your advocacy efforts to?
- What outcome would you be trying to achieve?

<b>Activity: advocacy strategies</b>	
Groups	Divide participants into four groups
Instructions	<p><b>Give</b> each group one of the four scenario cards.</p> <p><b>Give</b> each group a copy of the advocacy strategy questions from the end of the session plan.</p> <p><b>Ask</b> the groups to consider how they might advocate for the topic they have been assigned. Who would they involve in the strategy, what might the strategy include, and who would they address their advocacy efforts to? What would be their desired outcome? Ask them to use the chart as a prompt and to refer to the Participant Manual for the questions they need to answer.</p> <p><b>Emphasize</b> they shouldn't just say they would 'carry out sensitization'; or 'carry out advocacy' but give details on the kind of activities they might do.</p> <p><b>Explain</b> they will have 30 minutes to discuss their scenario and 3 minutes to present their recommendations to the rest of the group.</p>
Monitor	<b>Check</b> the groups understand the task and are considering all the questions on the board. Halfway through the time, remind them to consider all four areas highlighted on the board.
Time	<b>Allow</b> 30 minutes for the groups to discuss the task and 3 minutes for each group to feedback. (Total time 55 minutes including changeover).
Feedback	<b>Ask</b> each group to come to the front in turn and, using the headings on the board, feedback to the rest of the participants. After each presentation allow 1-2 minutes for discussion.

**Highlight** that the activity has shown that CBID volunteers can support advocacy strategies in a variety of ways. Volunteers are often in a good position to support people with similar challenges to organize themselves to advocate for their rights.

**Emphasise** the importance of always ensuring that advocacy activities are non-violent and non-aggressive. Stay in control of the advocacy process and ensure that people with other agendas do not get involved. For example, if you are organizing a demonstration, do not include strangers, but focus on including people that are passionate about the issue but will advocate responsibly.

**Ask** if anyone has any thoughts on an advocacy activity that would benefit from stakeholders working on together.

**Close** the session.

**Advocacy scenarios – print and cut into strips**

1. Moses uses a wheelchair to get to school. When the weather is good he pushes himself the two miles from his house to the school. But during the rainy season the road gets waterlogged and he needs to use a taxi. However, the taxi drivers insist on charging Moses double fare to take his wheelchair. What kind of advocacy could help and how?



2. Martha has a hearing impairment. She has excellent sewing skills and has applied to a local cooperative for a job many times but has always been turned down. What kind of advocacy could help and how?



3. Gladys and Peter have three children. Two of them are at school, but the third they keep hidden in the house and neighbours say she is a child called Mary who is about six years old who has cerebral palsy. What kind of advocacy could help and how?



4. Tiwonge is HIV positive and has a visual impairment. He attended a meeting on HIV and AIDS run by a local NGO focusing on HIV and AIDS, but they suggested he does not come to future meetings as they will be showing films and using powerpoint presentations. They said he should rather contact his local Organisation of Persons with Disabilities (OPD) to *'get more specific information for his condition'* as they put it. What kind of advocacy could help and how?

## **Advocacy strategy questions**

Think about these aspects of your advocacy strategy:

- Who would you involve in the strategy?
- What advocacy activities might you choose?
- Who would you address your advocacy efforts to?
- What outcome would you be trying to achieve?

