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| Advocacy Toolkit |
|  |
| **International Advocacy and Alliances** |
| **5/1/2016** |

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**“Changes are products of intensive efforts.”**

**- Muhammad Yunus**

# Welcome to the CBM Advocacy Toolkit

We hope that you find the materials and links to resources in this toolkit useful. Advocacy is a vitally important part of CBM’s mission to improve the lives of persons with disabilities living in the poorest countries. This toolkit is one of the first attempts to produce a resource to support CBM staff, partners and allies in their advocacy efforts.

Advocating for the realisation of human rights of persons with disabilities is an essential part of CBM’s work and it is also part of a wider moment for inclusive development that strives for the active participation and representation of all people regardless of age, gender, disability, ethnicity, race, class, religion, sexuality or any other characteristic. Disability-inclusive development is part of this social justice movement that challenges unjust systems and exclusive policies, relations and practice. Talking about disability inclusion is not sufficient; it demands action for change and this is why having an effective advocacy plan in place is very important.

This toolkit we hope will provide you with some practical ideas for your own advocacy work to contribute to this change process, which is happening at all levels, international, regional, national and local.

The key message throughout this toolkit is that change for persons with disabilities is important and that CBM can play a major role, but that the process to bring about change must be inclusive of the voices of persons with disabilities in line with the Convention on the Rights of Persons with Disabilities (CRPD) and the universal motto – **Nothing About Us, Without Us.**

This toolkit is an open resource and we would value your feedback and contributions to help develop it further. Please share with us your ideas and suggestions on how we can improve it and link to new resources. Our hope is that this toolkit will be part of an on-going dialogue for disability inclusive development.

With thanks and appreciation in advance for your interest, contributions, solidarity and partnership,

Lars Bosselmann, Director, IAA

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# How to use the toolkit

# Who is the toolkit designed for

The toolkit has been primarily designed for CBM staff and partners who have advocacy as part of their work and who wish to develop advocacy plans. This might be as a full time advocacy coordinator in a Member Association, or within a CBM partner. However, the toolkit is not just limited to advocacy staff, it can also be used by programme staff who have advocacy as part of their role or who are interested to explore how advocacy fits within their programme work. It can also be helpful for communication and fundraising teams.

This toolkit can be used as a whole or as stand-alone chapters depending on your requirements. Ideally, advocacy planning should be done as part of the Country Plan Development Process (CPDP). Advocacy, like other forms of programme activity, is a means of achieving your programme goals, and should be part of an integrated country plan. At the very least, the Country Plan should identify the problems that you will address through advocacy and specify your change objectives, even if the more detailed advocacy planning happens later.

## Chapter breakdown

**Chapter 1: CBM and advocacy**. This chapter introduces key concepts and terms that are used in advocacy work and looks at the different approaches to advocacy. It also discusses why advocacy work is important to CBM.

**Chapter 2: Getting started on your advocacy work**. This chapter introduces advocacy planning and gives guidance on how to identify what you want to change. It also includes tips for carrying out research and guidance on how to come up with your policy position.

**Chapter 3: Identifying the best way to influence**. This chapter helps you understand the change process and how decisions are made. It looks at the external context that we all work in and how it impacts on your advocacy efforts. It provides guidance and tips on how to craft your core message, and how to communicate this core message to different audiences. It also helps you finalise your advocacy plan.

**Chapter 4: Building relationships and influencing political leaders.** This chapter introduces you to working within the constantly changing political context and gives guidance on how to build relations with decision makers and also how to influence those responsible for law and policy.

**Chapter 5: Working with the media and public engagement.** This chapter gives you some guidance on how to work with old and new media. The media is a powerful tool for getting your advocacy message out there.

**Chapter 6: Working with other organisations**. This chapter focuses on how working together for advocacy can be effective in bringing about change.

**Chapter 7**: **Sustaining advocacy.** This chapter offers some concluding remarks and suggestions for the way forward.

**Chapter 8:** **Tools you can use.** This chapter/appendix includes all of the tools that are discussed in this toolkit.

# Chapter 1: CBM and advocacy

## 1.1. What is advocacy?

Advocacy is a way of influencing people in power, for example, political leaders or influencing institutions, for example, the United Nations to achieve change that will benefit particular groups of people, or indeed all people. Advocacy done well can achieve the following:

* **Policy change.** The Millennium Development Goals did not include persons with disabilities, after a strong advocacy campaign by disability activists for the Sustainable Development Goals, persons with disabilities are now included.
* **Change in practice.** A local school does not have a ramp into the classrooms, advocacy by students with disabilities and their families’ results in a ramp being built.
* **Change in social, behavioural or political attitudes** that will benefit particular groups. Advocacy campaigns for disability inclusion raise awareness, which can positively change attitudes.

Advocacy is:

* **More than just protest** (although you might use protest as one of your tactics in advocacy) – you protest *against* something but you advocate *for* something.
* **More than just raising awareness** (although again, you might need to raise people’s awareness as one of your advocacy tactics, as part of the journey to achieve the changes you want).
* **Not about seeking more funds** for CBM or its partners (although you might advocate for increased budgets for relevant ministries, departments and programmes).

**There is no one universal way to do advocacy**. It very much depends on what you are advocating for and the context in which you are doing it. The choice of approach will depend on a number of factors:

* **The issue you are advocating for and how well is it understood?** For example, advocating for making the local transport system accessible for persons with disabilities. Does the local government; relevant policy officials and the general public understand why accessible transport is important for persons with disabilities.
* **The context in which you are planning to do advocacy.** For example, some governments and institutions are quite open to advocacy and welcome and invite input by NGOs such as CBM. However this is not always the case, some governments can be unwelcoming and hostile. Before you start your advocacy planning, it is a good idea to check if your country has any laws preventing advocacy or campaigning.
* **The capacity and constraints of your organisation**. Organisations differ on how they support and resource advocacy. Some organisations have staff working only on advocacy, while other organisations combine it with other roles e.g. programme and advocacy.

### Box 1: Top 8 Common Weaknesses of Advocacy

1. **Unclear aims and objectives**. “If you don’t know where you are going to, any road can take you there”.
2. **No influencing strategy** or ‘Theory of Change’, leading to untargeted actions, wasted effort and ultimately reduced impact.
3. **No connection to who you are advocating for**, many organisations fall into the habit of advocating on behalf of rather than involving people. For example, all campaigns for disability inclusion must involve women, men, girls and boys with disabilities.
4. **Lack of defined timeline**. Action plans that run to an internal timetable, rather than being determined by external events and opportunities.
5. **Messages that don’t move people**, because they don’t get noticed, are vague, unfocussed, bland, technical or untargeted.
6. **Poor monitoring & evaluation**, leading to lack of flexibility, no real accountability and limited learning.
7. **Lack of creativity and innovation** in developing strategies and actions, relying on whatever was done last time.
8. **Failing to focus**, trying to tackle more issues, adopt more objectives or target more audiences than resources allow.

## 1.2. Defining some advocacy terms

One of the big questions you will be asked is ‘Do we use the term Advocacy or campaigning?’ The terms advocacy and campaigning are often used in different ways by organisations. What is the difference between them? Some organisations see advocacy and campaigning as identical terms, both being umbrella terms for all forms of influencing (including, for example, lobbying and public campaigning). Some will see advocacy and campaigning as broadly the same, except that they see advocacy as being more reactive and direct, and campaigning as more planned and proactive and involving multiple channels of influence. Others use the two terms very differently. For them advocacy relates to engagement in government and inter-governmental policy processes. Campaigning, on the other hand, relates to generating support and pressure from public audiences – an approach that is more accurately referred to as “public campaigning”. **Box 2** highlights the different terms you will hear connected to advocacy. For the purposes of the CBM toolkit, we shall use the first interpretation. This means that the words advocacy and campaigning can be used interchangeably.

**Box 2: Different terms associated with advocacy**

CBM has a working definition of advocacy. Itdefines advocacy as **a system of actions directed at changing attitudes, policies, positions and actual practices in society**. This system of actions is grouped into four areas:

**A campaign** is a project or organised course of action designed to achieve a specific response from a particular audience. Campaigns can include fundraising campaigns, election campaigns, advertising campaigns and advocacy campaigns. In this toolkit a campaign means a planned advocacy project (which may or may not involve engaging the public).

**Public campaigning** is a type of campaigning or advocacy that involves generating and mobilising support from the public (or segments of the public).

**Lobbying** is a type of campaigning or advocacy that involves direct engagement with decision makers (or other individuals of high influence), usually through face-to-face meetings.

**Policy work** is a general term for engaging in policy dialogues, including official government policy consultation processes. It can include research and analysis to identify policy recommendations.

**Public Awareness / Awareness Raising** is increasing the knowledge of the public (or sections of the public) concerning the existence of a particular problem or issue.

**Public Education** is increasing the understanding of the public (or sections of the public) concerning the nature and/or causes of a particular problem or issue.

**Alliance Building** is generating, mobilising and coordinating support from other groups and organisations for a particular solution to a problem or issue.

**Activism** is mobilising activity of supporters or affected communities in order to generate publicity and/or lobby and pressurise decision makers.

1. **Awareness raising** on disability and development issues.

2. **Capacity building** internally within CBM and externally on disability inclusive development practices and the rights of persons with disabilities.

3. **Networking** with relevant government and non-governmental partners on disability issues.

4. **Lobbying key decision makers** to ensure high quality disability inclusion in development policies and programmes.

## 1.3. Who does advocacy

CBM when carrying out advocacy activities does so in a number of different ways. In line with the core principles of the CRPD, ‘**Nothing About us, without us’**, we work in a number of different ways with persons with disabilities and their representative organisations.

* **Advocacy by persons with disabilities:** Advocacy and campaigning can be led and undertaken by people who are directly affected by the issue. Very often you will see advocacy campaigns organised by persons with disabilities on disability inclusion. Persons with disabilities have the most legitimate voice and are in the best place to make judgments on any compromise positions that may be required. CBM can have a role in supporting persons with disabilities to be their own advocates but must be careful not to take control of advocacy campaigns organised by persons with disabilities.
* **Advocacy for persons with disabilities:** Organisations like CBM can often find themselves in a position where they have an opportunity to influence policy on areas such as disability inclusion and disability rights. For example, CBM member associations in the global north can influence international organisations such as the United Nations. Where possible persons with disabilities must be consulted and included and CBM must do its best to ensure this is facilitated.
* **Advocacy with persons with disabilities:** Very often a collaborative approach works best for advocacy; this is where CBM and its partners work with persons with disabilities to achieve change. An example of this is the approach CBM takes to ensure the voices of persons with disabilities in the countries we work in are present at important global meetings. (See photo below)

CBM’s partner, Risnawati Utami, Founder/Director Ohana and Chair of Indonesian National Consortium for Disability Rights speaking at the opening of UN summer meetings called the Conference of State Parties


**CBM’s partner, Risnawati Utami, Founder/Director Ohana and Chair of Indonesian National Consortium for Disability Rights speaks at a United Nations meeting on human rights, disability and development**

**1.4. What are the important advocacy issues for CBM**

As CBM’s reach is global, there are many important areas for advocacy. Some of CBM’s advocacy work can be context specific. For example, part of the work of programme staff working on areas such as a NTD’s orcateracts, can include advocacy to create better services and responses to these issues.

In addition to context specific advocacy, CBM also recognises that advocacy targeted at creating an overall inclusive society is vitally important. Persons with disabilities face a range of barriers, such as inaccessible public services and infrastructure, lack of work opportunities, training and educational opportunities, barriers to information and communication and a culture of discrimination. CBM through its advocacy works to address the barriers and discrimination faced by persons with disabilities.

## 1.5. What are the different approaches to advocacy

The majority of advocacy approaches fall into one or more of the **five approaches** summarised in the diagram below. Within each of these five broad approaches, there are many variations and strategic choices to be made. Not every approach is legal or appropriate in every country and so a full risk assessment should be undertaken as part of your planning.

In most cases, CBM’s approach to advocacy includes; a combination of **Direct Persuasion, Collaboration with policy makers and Building Support** (highlighted in blue in the diagram). Under these approaches, CBM engages in a number of different activities:

* **Consultations:** Responding to open calls for consultation by making submissions is an important way of making your case and influencing the final outcome. CBM staff and partners were involved in a number of submissions to the Committee on the Rights of Persons with Disabilities and also consultations organised as part of the 2030 Agenda. The eventual outcome from all of the 2030 Agenda consultations played a big part in ensuring persons with disabilities were referenced in the text. Some of CBM’s submissions can be found [here](http://www.cbm.org/CBM-s-engagement-in-advocacy-250844.php).
* **Policy networks:** Engaging in policy discussions with other NGOs and agencies can help to refine positions on complex issues and result in more robust and authoritative arguments. CBM works with different NGOs such as the International Disability and Development Consortium and the International Disability Alliance to influence policy. For example, see the toolkit prepared for [SDG disability inclusive indicators](http://iddcconsortium.net/sites/default/files/resources-tools/files/disability_indicators_advocacy_toolkit.pdf).
* **Lobbying:** face-to-face meetings with individuals to persuade them on the merits of a particular course of action are opportunities to present your case and to hear the position of the person you are lobbying. CBM works with partners to organise meetings with members of governments and regional bodies such as the EU. Read [here](http://www.cbm.org/CBM-partner-visits-EU-Liaison-Office-326255.php) about a visit by CBM partner to the EU institutions.
* **Changes in public opinion:** this can influence the actions of governments – whether in democratic countries or in totalitarian states. CBM has worked on a number of advocacy and awareness campaigns to change public opinion. For example, CBM Kenya in 2012 organised a very positive campaign for creating an inclusive Kenya for children with disabilities. Read more about it [here](http://kenya.cbm.org/Twende-Kazi-369999.php).

## 1.6. How CBM advocates

Advocacy in CBM takes place in CBM’s international office, regional offices, at country level in the countries we work in (with partners and persons with disabilities) and in CBM Member Associations.

* **International:** In 2011, CBM established a department for International Advocacy and Alliances (IAA). The IAA team leads CBM’s advocacy and alliances work at an international level and also supports, coordinates and strengthens our advocacy and alliances work across CBM’s member associations. The European Union Liaison Office (EULO) forms part of the IAA department.
* **Regional:** CBM has a number of different regional offices, which include an advocacy focus. Examples of these include CBM’s Asia Central Regional Office and CBM’s South Asia Regional Office.
* **Member Association:** CBM member associations include advocacy in their strategy. Some MAs such as CBM Australia and CBM Germany have a number of staff working on advocacy. While other MAs such as CBM Ireland have one staff person sharing both programme and advocacy duties.
* CBM Partners: There are many examples of advocacy which CBM partners engage in. **Box 3** gives an example of how self-help groups launched by a CBM partner in Ghana helped bring change in the local community in attitudes towards people with psychosocial disabilities.

### Box 3: Self-help groups in Ghana advocate for change

The Sandema self-help groups initiative was launched by CBM partner - the Presbyterian Community Based Rehabilitation (CBR) in Sandema, Ghana. There are now 23 self-help groups in theupper-east region of Ghana, each with up to 100 members. Ghana has high numbers of people with mental illness and epilepsy and they face significant discrimination in their community. Most are unaware of their rights and many are poor, with no means of livelihood. They often cannot afford their medications. The result is that people do not access mental health care. Once established, the Sandema self-help groups hold monthly meetings that include: a talk (usually led by a health or social worker), discussions on personal hygiene, problems with treatment (such as the drug adverse effects on the members) and financial matters (for example loan recovery). Meetings are usually closed with singing and dancing.

The Sandema self-help groups embrace best practice for inclusive development work. Mental health services users are at the centre of the programme. Persons with psychosocial disabilities actively participate in the formation of the groups, deciding on their structure and decision-making processes. Once the groups are established, they are responsible for defining the agenda of meetings, thematic priorities and advocacy initiatives. The self-help groups are based on equality and non-discrimination on grounds of disability, gender, age, ethnicity, HIV status or faith. Furthermore, by including capacity building exercises amongst group activities, these groups have gained the skills to effectively advocate and lobby for themselves.

To-date, the advocacy effort of Ghanaian self-help groups have led to the following results:

• Local disabled persons organisations (DPOs) have incorporated persons with psychosocial disabilities into their umbrella organisation.

• Mental health has been incorporated in government hospitals and mental health services established at primary health care levels.

• The Ghanaian Health Service and National Health Insurance Scheme have begun to provide free psychotropic drugs to those who need them.

• District councils have allocated poverty reduction strategy funds to mental health service users as a vulnerable group for the first time.

# Chapter 2: Getting started on your advocacy work

## 2.1. Introduction to advocacy planning

As you start to think about how you are going to make your advocacy plan, one of the most important things to remember is that **advocacy needs structure**. A structured approach to advocacy planning is important as it helps you to be strategic and make better choices. The better choices you make, the more chance you have of ensuring that advocacy you do has impact and you get the change you want. Having a structure to your advocacy plans also means that it can be open and transparent and enables others to participate more effectively.

There are many different ways that you can structure your advocacy planning. This toolkit proposes using the **Advocacy & Campaigning Cycle** (see Figure 1). It is made of five different phases, which are fundamental to any advocacy project, no matter how large or small, or the time available for planning and implementation.

The five phases of the Advocacy & Campaigning Cycle are:

1. **Know what you want to change**
2. **Identify the best influencing strategy**
3. **Devise your action plan**
4. **Implement your action plan**
5. **Monitor and evaluate progress**

A sixth element links all the phases together is **management & coordination**.

**Figure 1: Advocacy & Campaigning Cycle**

Within each phase, a number of **steps** are suggested that you can follow to help make informed and strategic choices. Sometimes the choices are obvious and you don’t need to use a tool to set them out, but often the tools can help to clarify our thinking both individually and collectively, leading to a shared analysis that is owned by all. The steps do not always have to be followed in a single linear path – so there is room to work on different phases at different times.

## 2.2. Know what do you want to change

Knowing what you want to change is the **first step** on the way to developing your advocacy plan. Persons with disabilities can face a number of barriers in their daily lives, e.g. accessing important services such as health care and education. They can also face discrimination in accessing employment opportunities and are often left behind when disasters occur. Some key facts about persons with disabilities are highlighted in **box 4** below.

### Box 4: Key facts about persons with disabilities

* Persons with disabilities make up 15% of the world’s population.
* There is a cycle of disability and poverty, with persons with disabilities being among the poorest and people in poverty being at greatest risk of acquiring a disability.
* At least one third of the world’s 72 million children who are not in school have a disability.
* There are an estimated 3.5 million refugees and internally displaced people living with disabilities worldwide.
* People with a disability have a greater need to access health services and experience higher levels of unmet health needs than people without a disability.
* The International Labour Organization (ILO) estimates that 470 million people of working age have a disability, with unemployment among people with a disability as high as 80 per cent in many countries.
* Social isolation and taboos around discussion of personal hygiene increase exclusion for people with a disability from promotion and education of WASH.
* Women and girls with a disability face triple discrimination, being female, having a disability and being among the poorest of the poor.

Advocacy is usually easier and more effective if you can focus down to particular issues. **The challenge of this first step is to identify and select a particular problem or issue to address**. An important question at this beginning stage to ask yourself is: What change are you advocating for? There are a number of different reasons as to why advocacy takes place. It could be for a change in:

* **Policy:** For example, an advocacy campaign targeted at the Ministry of Education to adopt a strategy for improving access for girls and boys with disabilities to early childhood interventions.
* **Practice:** For example, a campaign to ask local health districts to provide health information in alternative accessible formats.
* **Skills:** For example, lobbying the local government offices to collect disability-disaggregated data.
* **Knowledge:** For example, an awareness campaign targeted at persons with disabilities to learn more about their human rights.
* **Attitude:** For example, lobbying Members of Parliament to understand that accessible transport increases the participation of persons with disabilities in opportunities in their local community.
* **Behaviour:** For example, persons with disabilities create their own campaigns to demand basic services from the local government officials.

The different key terms you will find when starting to think about advocacy planning are outlined below in **box 5.**

### Box 5: Key terms used in advocacy

The **aim** of an advocacy project is the reason for doing the advocacy. Your aim is not to change a policy or increase a budget – it is to change people’s lives or the world we live in. If you don’t specify this in your aim, there is the danger that you get too focussed on the policy environment, make too many assumptions about what people need, and become detached from your other programming work.

In order for this aim to be fulfilled, it is likely that many different actors need to take a number of different actions. In our analysis, we shall try to identify these changes – they are the **recommendations** that we can set out in a position paper.

However, it is also likely that the range of recommendations is too broad for us to do effective advocacy on all of them. Therefore, we need to select a small number of recommendations (possibly just one) on which we shall focus our advocacy efforts to make it happen. These will be our advocacy **objectives**.

If we are influencing institutions (such as governments, international organisations or companies), we can only express our objectives as changes in their **policy** or their **practice** (government legislation being a particular form of policy).

If we are influencing people (whether named individuals or types of people), we can only express our advocacy objectives as changes in their **knowledge**, **skills**, **attitudes** or **behaviours**.

## 2.3 Identifying the problem you want to solve

Advocacy is usually easier and more effective if you can focus on a particular problem/issue or set of problems/issues. The challenge you will always face is how to select the problem.

As part of the CBM programme framework, the Country Situation Analysis (CSA), Gap Analysis, Capacity Analysis and Partner Portfolio Assessment should have helped you identify your programme priorities and areas of intervention for advocacy. So you may have already selected them.

If you are revisiting your Country Plan and exploring adding an advocacy dimension to it, then you will need to go back to your original analysis and possibly extend it so that it includes a mapping and assessment of the national policy context (e.g., what relevant government policies are in place, what policy gaps are there, and which policies are not being implemented nationally or locally?).

Generally the PESTLE Analysis and SWOT are used to carry out a situational analysis. Both of these tools are in Chapter 8. PESTLE is explained in the **box 6** below.

**Box 6: What is the PESTLE?**

**PESTLE** is a framework for external analysis. External analysis can sometimes seem like it is a very big task as there are so many factors that need to be taken into account. The PESTLE focuses in on six different categories and these are:

**Political:** factors can include (but are not limited to) the relevant policy positions ofdifferent political groups and the political power of those groups, the proximity of elections (if any), the profile of this issue within the political discourse and the degree of polarisation of opinion, etc. For example, a piece of analysis you might do is find out how many of the political groups have statements about the inclusion of persons with disabilities.

**Economic**: factors may include income and/or poverty at national, district, community and household levels, the cost of providing related services, inflation rates, national and international economic policy, etc.

**Sociological:** factors can include demographic patterns (e.g., population numbers broken down into age groups, gender, ethnic origin, marital status, occupation, geographic location, etc.), education levels, belief systems, media leadership, etc.

**Technological:** factors could include the extent of the public’s access to mobile phones and internet, technical innovations related to the issue, etc.

**Legal:** factors would include the legal position on NGO advocacy as well as legislation related to the advocacy issue.

**Environmental**: factors could include any ecological aspect to the issue as well as climate-related factors that could impact on our ability to enact the advocacy plans.

Once you have identified the advocacy issue, it should be expressed in terms of a problem faced by persons with disabilities, rather than as a policy problem.

Examples of problems/ issues to address are:

* Many children with disabilities in rural areas are failing to complete primary education.
* Persons with disabilities are unable to cast secret votes in national and local elections.
* Women with disabilities cannot access their local health clinic.
* People with psychosocial disabilities face stigma and isolation.

There are a number of methods you can use to select the problem you wish to address. The RIPE criteria in **box 6** helps you think through some important questions. A good idea is to have a group together to brainstorm these answers to these questions and make sure that persons with disabilities are included in the group.

### Box 6: RIPE criteria

Once you have made the selection of a problem to address through advocacy, you can move on to the next step (step 3) to research and analyse the problem in more detail.

### Is the problem RIPE?

**Relevant**

* Does this fit within the Strategic Objectives set out in the GPS?
* Does this link with your service provision priorities and experience?
* Will partners and persons with disabilities in your country see this as an important issue?

**Important**

* Does this affect significant numbers of people?
* Does this have a significant impact on people’s lives?

**Potential**

* Do you think that the policies and practices that are creating or maintaining the problem can be changed?
* Do you think that CBM and its partners can play a significant role in making that change happen?

**Empowering**

* Will doing advocacy on this problem help empower or build the capacity of your partners and other DPOs?
* Will doing advocacy on this problem build the experience and advocacy capacity of your team and MAs?

## 2.4. Research so that you know the facts

The problems or issues that CBM wants to tackle are usually complex, so before we can say with any confidence what the solutions are, we need to understand the various causes of the problem/issues and how it affects people.

To do this we need to:

* Collect relevant information and analyse it.
* Ensure those who are affected by the problem are included the research otherwise solutions will not be effective. For example there is no point to solve access for people who are deaf, if you do not ask them and include them in the process.

While at the research stage you are mainly concerned with information that will guide your analysis, you may also need to use that information as evidence to help convince others when you implement your advocacy plan, for example, your senior management team and board of directors. **Box 7** provides some tips for you to keep in mind when planning your research.

### Box 7: Some tips for starting your research

* **Make it participatory:** This means supporting those who would benefit from the change to share their perspectives, develop strategies and undertake action.
* **It needs to be evidence based:** Evidence refers to the facts and information which support your advocacy campaign.
* **Ensure it is consistent:** Include some of the same questions in every research activity to help build knowledge and evidence.
* **Make sure it is transparent:** Tell people what you will do with the information and tell them how they can find out about the final results of the research.
* **Keep it confidential:** Find out if people want to remain anonymous – if it is a sensitive topic make it confidential. Identify how to store information to preserve confidentiality.
* **Always manage risks:** Identify if the research can cause harm and brainstorm ways of preventing this. If it still seems too risky… don’t do it.

Information gathered through research can be **quantitative.** This can mean using involving numerical data, often comparing different groups or trends over time, documenting how funding is spent, etc. An example of a quantitative research finding is a statement such as: 5% of girls with disabilities enrol in schools. **Having statistics and data is important for your advocacy work, particularly with policy makers and government officials.**

Information gathered can also be **qualitative.** This is usually through using the written or spoken word, or someone’s story. Both types of information can help us to understand the situation and both can be used as evidence.

**Box 8** provides an example of how a person with a disability’s story can be told.

**Box 8: Individual testimony: Abdul Gafur**

**My name is Abdul Gafur and I live in Gaibandha**. I am 50 years old.

One day I was driving a cart and I had an accident. The cart turned upside down, and I tried to pull it back to its right position. I was hurt severely on my back and after that my problem started. I tried many treatments in many of the hospitals and clinics but my condition did not change. Before the accident I had a normal life. I was involved with many livelihoods: like business, part ownership in shops, also some dealerships, so there were many options that I had for making money.



**After the accident, I tried to take treatment at hospitals and they provided me with a stick to walk.** I tried to walk but I was so weak that I could not walk. **My life totally changed because I lost all the opportunity to continue with earning a living.** There was nothing I could do. I felt very bad at that time, as I was always a working man, so it was very disappointing for me to sit idle. And neighbourhood people would mistreat me – they would not mix with me.

At that time I lived with my in-laws, and had to spend a lot of money for treatment which resulted in nothing. I was really financially constrained. Then my father-in-law died and our condition worsened.

I moved around on a small trolley. I had learned to make these woven goods; I had taught myself by watching other people making them. I used the trolley to go to sell the goods and my son used to help me. A person from the local organisation GUK met me on the street and invited me to the office. The organisation supported me well. They provided me with a tricycle which is much better for moving around—it lets me visit people and take food for my cows and feed them myself. **I can move very far and my son can go to school instead of pushing my trolley. I don’t like to sit idle; I always want to do something.** I have to work because I have to run the family. As my son is studying in class 4, I need money to support his education.

I am a member of a self-help group comprising twenty-five persons. We meet every month and we discuss the problems the members face sometimes and work out how to resolve problems. We also save money, each of the members. **The savings of the group are used for loans within the group—any group member can request to take a loan and pay it back.** All group members received a loan from GUK for different purposes. We are all doing quite well now.  
*Photographer: Wahid Adnan/Drik/CDD/CBM Australia, Bangladesh  
Image Copyright: © 2011 CDD/CBM Australia*

- See more at: <http://www.endthecycle.org.au/stories/Abdul#sthash.RyjLXOCM.dpuf>

Finally, there are a number of ways you can do research and it very much depends on the resources and the time you have available to you.

* **Desk research.** This is an easy way to find out and gather what information from credible sources is already available. For example, policy reports or previous research reports conducted. This should give enough to undertake your analysis.
* **Primary research.** If there are some significant gaps in the available data from your desk research, you may need to undertake or commission some new research, this is called primary research and can include:
  + Surveys and questionnaires.
  + Interviews (one-to-one or group interviews).
  + Operational data (e.g., counting users of a particular service).
  + Case studies (based on interviews, photographs and videos).

## 2.5. Get the right outcome by having a clear policy position

Earlier sections have highlighted how to identify the causes, effects and potential solutions to a particular problem or issue. The next task is to write this up as a coherent policy position – probably in the form of a short **Position Paper**. This forms the basis as to how you communicate what you want.

**A Position Paper** should normally be no longer than two pages. It should describe the problem and how it affects people, and set out your **recommendations** for the actions that different actors should take to resolve the problem. Keeping Position Papers short makes it easier for colleagues to understand the position and also for them to be formally agreed. However, they can reference other more detailed research papers that support their conclusions. Chapter 8 has an example of a position paper.

The recommendations that you have set out in your agreed Position Paper are likely to relate to many different actors. They could relate to policymakers, government officials and political representatives. While you should continue to reference that broad analysis in your advocacy, to be effective you should select a small number of recommendations (possibly just one) to be your advocacy objectives.

You should select the recommendation on the basis of what is most strategically appropriate in your current context. You could choose:

* The most important one (***the big hitter***)
* The easiest one **(*the low hanging fruit*)**
* The timeliest one **(*the ripe fruit*)**
* The one that needs to happen first to enable the others to happen **(*the key*)**
* The one that is easiest to explain **(*the crystal*)**
* The one that is most emotive **(*the heart puller*)**
* The one that no one else is addressing ***(the orphan)***

Whichever recommendation you choose to be your advocacy objective, it is important you understand why you have chosen it. It is also important that it is measureable. Objectives of your advocacy plan should be written as outcomes not activities, and made **SMART (Specific, Measurable, Achievable, Relevant and Time-bound**). An example of advocacy outcomes for the IAA department is highlighted in **Box 9**. Once you have agreed your advocacy objectives, you can move onto the next phase of identifying the best influencing strategy. This is covered in Chapter 3.

### Box 9: Successful advocacy outcomes for IAA department

* Persons with disabilities are included in the 2030 agenda.
* Inclusive international cooperation policies and processes exist at national level.
* Tangible steps have been taken to implement and monitor the CRPD with regard to international cooperation (with a focus, but not limited to Article 32).
* Inclusive development advocacy is supported by research and is based on priorities set by people with disabilities in developing countries.
* CBM has promoted the inclusion of persons with disabilities in emerging development issues.
* CBM influences international humanitarian processes to include persons with disabilities in humanitarian response, in line with CRPD.

# Chapter 3: Identify the best way to influence

An influencing strategy sets out the overall approach you will take to influence the decision making process for the outcome you want. An influencing strategy usually identifies the target audiences that you need to engage with and the messages that you will use.

There are **five main steps to develop an influencing strategy**:

## 3.1. Understand the change process

The questions that you need to be able to answer will vary according to what you are trying to change – institutional policy, institutional practice or individual behaviour.

|  |  |  |
| --- | --- | --- |
| **Institutional Policy** | **Institutional Practice** | **Individual Behaviour** |
| * Where is the decision made? * Who makes the decision (and who has to approve the decision)? * How is the decision made? * When will/could the decision be made? * What influences the decision? | * Who is responsible for that practice? * Why does this practice take place? What factors influence that practice? * What are the incentives and barriers to adopting the change that you are promoting? | * Why do they practice the behaviour that you want to change? What needs do they have that this behaviour meets? * What are the incentives and barriers to adopting the change that you are promoting? |

For institutional policy, it can be useful to map out the decision making process into a flow chart.

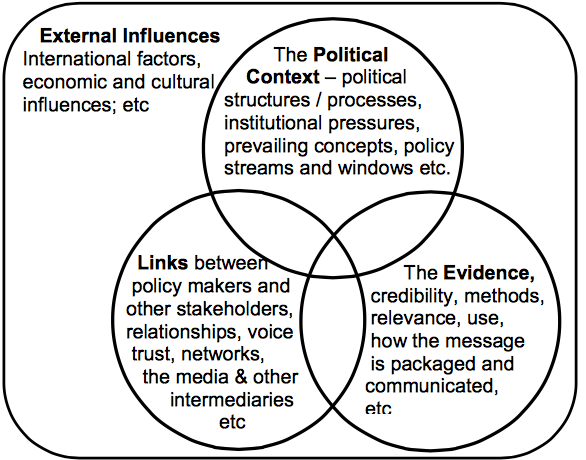
## 3.2. Analyse the external context

It is important to remember that advocacy does not take place in a vacuum. You need to understand the external factors that will affect your choice of advocacy strategy. External factors can be:

* *The political context* - for example how open is your government to advocacy? What type of government is in power, is it left, right, centre?
* *Social, economic and cultural influences* – for example some social and some cultural attitudes might result in viewing persons with disabilities from a charity perspective, this could present challenges when doing advocacy.
* *International factors*- for example changing trade policies, changing donor aid policies and global frameworks such as Sustainable Development Goals can all influence how successful your advocacy is or is not.

Figure 2 below highlights the external context and what you need to be aware of.

#### Figure 2: External Influences



Suitable tools that you can use to help assess the external context such as PESTLE are included in the tools section, see chapter 8.

## 3.3. Assessing your own capacity to influence change

Alongside looking at the external environment, you also need to look inward at your own capacity (and that of your partners) to influence change through advocacy.

In order to make an informed choice of strategy you need to take into account your capacity as an organisation or network to influence the change you want. Areas to consider include:

* **Financial resources** – What funds are available to employ dedicated staff, hire expert support, undertake research, produce materials, hold events or do other advocacy activity?
* **Information resources** – What research and evidence do you have to support your analysis and arguments? How credible is the evidence? How can you fill any research gaps?
* **Human resources** – How much time do your people have to enact the strategy? Are they working on this advocacy full-time or is it competing with other projects that they are working on? What is the timeline for those other projects?
* **Knowledge and Skills** – Do your people have all the knowledge and skills that are needed to plan and implement your advocacy strategy? How can you fill any knowledge and skill gaps?

Suitable tools that can help you assess your capacity are, SWOT analysis and Power and Influence. You can find them in Chapter 8.

## 3.4. Selecting your approach and identifying your audiences

Informed by your understanding of the change process, the external context and your capacity, you are now in a position to confirm your approach and to identify the target audiences you need to engage with to wield maximum influence. You need to make some clear strategic choices about who to engage with. It is important to know that each audience you select will need to be communicated and engaged with in a targeted way. Therefore if you select too many, you spread yourself too thin and only have a superficial contact with them: no impact will be achieved and no change will result. So you should prioritise and select clear channels (and chains) of influence so that the effects of your advocacy reach the decision makers.

When building support, advocates must select and target those stakeholders who have the most influence over the decision-making process.

* **Some will not agree with your analysis** (even if they share your overall aim) – these you either need to persuade that your analysis offers the best and most realistic solution, or decrease their influence over the decision making process (if you feel that their position is so entrenched that they will never be persuaded).
* **Some will agree with your analysis** but do not think that the issue is a priority (compared with other issues that they want to address) – these you need to persuade that the issue is vitally important so that their influence is felt more strongly by the decision makers.
* **Some will agree with you and see the issue as important** – these you may want to coordinate or build alliances with in order to have a stronger collective voice and reduce duplication of effort. Some of these may have very little influence and you may also want to help build their capacity and influence.

The most appropriate tool to use in this scenario a Stakeholder analysis which you can find in Chapter 8. Once you have selected your target audiences you can set out your influencing strategy in the form of an influence map.

## 3.5 What is your core message

**Your Core Message is the most important argument, idea or fact that you need to get across to your different target audiences to win support for your advocacy objectives.** The Core Message should be expressed as a phrase of no more than 8 or 10 words. Defining the message this way forces you to keep it clear and focussed. It’s not a slogan, so you don’t need to worry how pretty or memorable the actual words are – it’s a definition of a message that you can communicate in lots of different forms, from long speeches and reports to simple images and sound bites. Each time you communicate, you need to be getting across the idea contained in the proposition, using the method that is most appropriate for that particular audience.

Developing your core message is very much about what you want your audience to hear. Once we have a sense of who the target audiences are, reaching them requires crafting persuasive messages. These messages must always be rooted in the same basic truth, but should be tailored to different audiences, depending on what they are ready to hear. In most cases advocacy messages will have two basic components:

* An appeal to what is right, and
* An appeal to the audience’s self-interest.

In order to focus your communications and ensure that your messages are consistent and coherent, you can set out a communications plan within your advocacy strategy. This communication plan can have a number of elements:

* The core message that you want to get across. This message must be simple and understandable by everyone. It is not easy to reduce complex issues facing persons with disabilities to one simple statement. But it needs to be done, because **complex and overly technical messages do not get attention.** Once you have your audience’s attention, there will be many more opportunities to explain the issue in detail**.**
* Guidelines on how to get the core message across, including the use of visual images. Having a human face to a campaign is very important to connect with people.
* Parameters on what to say and what not to say .
* Protocols on who can act as a spokesperson and what sign-offs are needed on campaign communications. Who delivers the advocacy message is very important. **Keep in mind** that involving persons with disabilities in preparing and sharing advocacy messages is a vital way to gain credibility and bring added strength to advocacy efforts. It draws on the authenticity of voices speaking up for themselves, which provides its own source of power.

In addition to agreeing a core message, it helps to set some clear guidelines and parameters for your communications to ensure that your campaign is credible. Here is a list of useful points to consider.

* Communications should be **accurate, avoiding exaggeration**. Providing data and statistics increase the credibility of your campaign.
* Communications should be **easily understood**, the guidelines can set out what terms should and should not be used anddefining them as necessary.
* Communication should **protect the privacy and safety of activists and beneficiaries**. The guidelines should be clear on when and how their photos and names can be used and what the protocols are for gaining permission for their stories and images to be used.
* Communications should **protect the dignity of affected communities**, and promote positive frames about disability and development, guidelines can set out how those affected communities are to be described and pictured.
* Communications **should not perpetuate negative stereotypes** or further marginalise affected communities.

Chapter 8 provides an example from CBM Kenya on how to plan for communications.

## 3.6 Finalising your advocacy plan

Having developed and agreed your influencing strategy (setting out the target audiences you are going to engage with, what your influencing objectives are for each audience and your core message), you are now able to develop your action plans.

The four key steps in this process are:

Agree strategy & coordination mechanism

Finalise M&E and risk management plans

Compile integrated action plan & budget

Plan activities to engage each audience

**Step 1: Plan activities to engage each target audience**

Action plans set out in more detail how you will engage with the target audiences you have selected. It is best to start by looking at each audience individually to work out what is the best method of achieving your influencing objective with them.

It is likely that a series of actions will be needed to engage each target audience, with each action having its own specific purpose in the journey towards the overall influencing objective for that audience. However, as it is not possible to know for certain how audiences will respond to youractions, it is unwise to plan actions far in advance. Instead action plans should be updated on a regular basis in the light of the monitoring data you gather, enabling you to be flexible in your tactics within the boundaries of a longer-term strategy.

* Audience Engagement planning template
* Creative brief template
* AIDA model for planning communications activities

**Step 2: Compile integrated action plan and budget**

Although you start your action planning by looking at each audience separately, the action plans have to be pulled together into a single integrated action plan and timeline with a budget attached. This ensures that each action is resourced, is enacted at the optimum time and that there is synergy between the different strands. A Rolling Action Plan template is included in the appendix.

**Step 3: Finalise Risk Management and M&E plans**

* Risk Management

Ideally, you should have been building up your understanding and analysis of the risks associated with the advocacy as you were developing the plan. At this stage, you are in a position to do a final analysis of the risks and how you are mitigating and managing them, before deciding whether the resulting risk profile is acceptable.

* Monitoring & Evaluation

Each of the actions that you have planned should also have included in their plan how you will monitor their effectiveness. The influencing objectives for each of your target audiences also form the basis of your progress indicators. At this point in the planning process, you can bring together all these indicators and review whether they will be sufficient to provide the information you need to manage the advocacy and identify what actions you need to take next (as well as providing enough robust data that is documented to support any external reviews in the future). If necessary, you can identify additional indicators and sources of information that are required and ensure that a sufficient budget is allocated to cover all the M&E work.

**Step 4: Agree strategy and coordination mechanism**

The final piece of the jigsaw is to set out how the advocacy is going to be coordinated, how internal communications will be managed and how decisions will be made. Will it fall to an individual reporting to a reference/steering group, or will it be run by a project team working together?

Now the complete plan can be written up and put forward for approval. Management approval should be based on an assessment of whether the plan:

1. Sets out an aim and SMART objectives based on a comprehensive problem analysis, supported by credible research
2. Has a realistic influencing strategy or Theory of Change
3. Has a clear and compelling message that supports the long-term aim of the advocacy and is consistent with CBM’s values
4. Has realistic action plans that are in line with the influencing strategy
5. Has an acceptable level of risk based on a credible risk analysis
6. Includes a plan for monitoring and evaluation
7. Can be adequately resourced

# 

# Chapter 4: Lobbying and influencing political leaders

## 4.1. Introduction to lobbying

Lobbying means trying to influence the actions of decision makers such as business leaders and politicians in order to pass legislation or conduct an activity that will help a particular group. It is a focused form of advocacy that can be done by anyone.[[1]](#footnote-1) Examples of different groups who lobby include, corporations, farmers and private sector. However it is not only an option for these groups, over recent years it has become part of many NGO’s ways of working.

Countries have rules for lobbying, some have a register for lobbyists, other countries have more informal methods. For example, there are close to 5,000 registered lobbyists at the European Commission and Parliament and there are an estimated 15,000 lobbyists in Brussels.[[2]](#footnote-2)

**Question:** Do you know the rules in your country for lobbying? Do you need to register?

Lobbying can take a number of different forms:

* **Media/Public events/press conferences** where political leaders and policy officials are invited to attend. For example, you might have a press conference about the Agenda 2030 and what it means for persons with disabilities in your country.
* **Awareness raising seminars and issue based meetings**. This is a softer form of lobbying but helps get your message across in a positive way. For example, a meeting on the CRPD.
* **Campaigns such as letter writing.** This can be a campaign directly targeted at political leaders. For example, a letter writing campaign to change the law on legal capacity.
* **Direct face to face meetings** with political leaders and policy officials. These can take the form of proactive meetings and reactive meetings. A proactive meeting is something that has been scheduled e.g. a briefing session. A reactive meeting is where advocates call for urgent meetings due to a new change in policy that has negative implications.

## 4.2. Why should we use lobbying as part of our advocacy?

Talking to political representatives and policy officials is an important way of influencing changes in law and policy. A good example to highlight how lobbying is important to organisations such as CBM is the CRPD. Since the adoption of the CRPD in 2006, persons with disabilities and DPOs throughout the world have lobbied their political representatives to reform national and local laws to be more disability inclusive. Box 10 highlights an example of where CBM has supported persons with disabilities and DPOs to raise awareness and lobby government officials about their duties under the CRPD.

### Box 10: Representatives of the Government of El Salvador Attend a workshop on the CRPD

The workshop on the CRPD and its requirements was held in San Salvador, El Salvador, at the National Council of Comprehensive Attention to Persons with Disability (CONAIPD). The event was organised by the Network of Survivors and People with Disability Foundation, the National Council of Comprehensive Attention to Persons with Disability (CONAIPD), the Home of Cerebral Palsy (HOPAC) and the support of CBM, with the aim to train and sensitise government representatives of their responsibilities as duty bearers to guarantee the fulfillment of the CRPD in

the country.

## 

## 4.3. Developing contact lists of political/policy officials

In many countries, political representatives and policy officials can be found easily on the internet, through personal contacts (for example other colleagues in the NGO sector) and also through political parties. In other countries, these lists may not be so accessible to everyone, or lobbying itself might not even be possible. So it is always important to check first.

Even with easy access to information, and politicians and policy officials open to meetings, finding out who is the right person can be time consuming. The questions below are useful to ask yourself for identifying who is the best political or policy official to meet.

* Do you know/or can you find out the officials with responsibility in the area in which you are campaigning?
* Which officials have decision-making powers?
* What is the hierarchy of officials in the department? Minister, Junior Minister?
* Do you know who are the best people to speak to in opposition? For example, the opposition’s health or educations spokesperson?
* Do you know if any of the politicians have spoken on disability in the past (can be word searched from many parliament records);
* Do you know who the key politicians are at national and regional/state level (for example, members of regional political bodies);
* Do you know members who reside in key constituencies, such as the Prime Minister’s and Education Minister’s.

## 4.2. Building relationships with political leaders

Building a relationship with political leaders can be challenging because political representatives change on a regular basis due to election cycles etc. So it is important as you identify who you want to meet (as described above), that you also make sure to know who the policy officials are as these can be unaffected by political cycles. Building a relationship can take time, so you need a clear and focused strategy for relationship building. The tips below provide some guidance on how to build relationships:

* **Meet at regular intervals.** How you decide to do this is up to you. There are a number of pro-active methods such as organising briefings on key topics of interest e.g. 2030 Agenda and disability, maybe twice a year. Depending on how open they are to meeting, you could also try for informal briefings over a cup of coffee, or at a meeting you are both attending.
* **Keep communication open.** Keeping in regular contact with them by sending short and concise updates. One page briefing notes are helpful to politicians and policy officials as they are quick and easy to read.
* **Be reliable and credible.** In your dealings with politicians and policy officials make sure you have credible information and evidenced based messages.
* **Offer the spirit of partnership.** An important part of your advocacy work is showing politicians and policy officials how you can be helpful. Many times when it comes to disability and inclusion, they do not know where to start, so helpful information to guide them can be much appreciated.

## 4.3. Conducting effective meeting with political/policy officials

One of the most effective ways of lobbying is the face-to-face meeting. This section gives you guidance on the different steps to follow.

**1. Making the appointment**

Whoever you are trying to meet, when you request a meeting you will also have to explain the purpose – the topic for discussion, why you want to meet them and why it would be valuable for the politician to meet you. This will probably require you to highlight your credentials and sources of power.

It is important to note that the more senior the target, the more likely it is that they will only meet you with their subordinates present to support them. Most Ministers in government will not meet you alone. So, it is helpful if you can find out when making the appointment who else will also be in attendance. Try asking the secretary of the Minister who else has been invited. If you are meeting more than one person, you need to decide whether you should go alone or take one or two other people with you. Try to avoid delegations of more than three persons.

**2. Preparing for the meeting**

The key to successful lobbying is preparation:

Know who you are meeting

* What do they know and believe about the issue and you?
* What are their priorities?
* What type of personality do they have?

Be clear why you want to influence this person

* What could they do, and what do you want them to do?

Decide what you want from this meeting

* It is unlikely that you will achieve all your goals in one meeting, so you need to establish some form of process and on-going dialogue.
* This might involve, for example, a second meeting, an agreement to visit your project, or a commitment to take some intermediate action.
* Be clear about your position and your bottom line.

Prepare and rehearse your arguments

* Identify your sources of power.
* What are the arguments most likely to succeed with the targets? What evidence do you have to support these arguments?
* What counter-arguments are they likely to put forward and how will you respond to them?

Agree your roles and who will say what

* Don’t feel that everyone in your delegation should have an equal say, even if they come from different organisations within your network. One person should take the lead, with others there to respond to specific questions or issues.
* For example, the Lead Member for your delegation should be the person that has the most individual power and influence over the target. They will do most of the talking from your side, including setting out the main case and bringing the others into the discussion when required. Other members could be primed to respond to questions about the research evidence or specialist aspects of the issue.
* Agree what you will wear so that you dressed appropriately.

**3. Establishing rapport**

You must arrive on time for the meeting, even if the target then makes you wait.

When you are invited in to meet the Minister/official, greet them warmly and politely, ensuring that everyone is properly introduced (exchanging business cards is helpful) and that their credentials (sources of power) are subtly referenced. You then need to follow established protocol and quickly establish some form of rapport. How this is done varies widely from culture to culture. For example, in some societies, it is expected to drink tea and talk about mutual contacts or unrelated events for some time before it is considered polite to start talking about the subject of the meeting. In other contexts, this ‘grounding process’ is expected to be much quicker, and a lengthy pre-amble will be regarded as time wasting. If you are an outsider to the culture of the Minister/official you are meeting, take advice from an experienced local.

The purpose of this rapport-building process is to ensure that everyone is relaxed and comfortable and thus more likely to listen openly and engage in genuine dialogue. At some point, the Minister/or official will probably indicate that the formal part of the meeting is to begin by either addressing the topic directly themselves or by inviting you to speak.

**4. Dialogue**

The meeting should all be about dialogue, so you need to listen to the Minister/official as much as you speak to them.

* The main thing to remember is that you are not trying to win an argument; you are trying to influence the target and reach an agreement. If you try to prove yourself more clever or better informed than the target by winning an argument, it is likely that you will lose in the long run by creating an enemy.
* Targets will only change their viewpoints if they know that they are being heard and their motives are respected. Lobbyists need to be assertive to ensure that their arguments are put forward, but not aggressive.
* If invited, you can begin by briefly stating your case – a summary of the issue and what you want from the target. You shouldn’t spend long doing this – a minute or two at most – as the target probably knows all this (or they wouldn’t have agreed to meet you in the first place). The purpose is to set the scene for the dialogue to follow.
* Listen to their response (including any non-verbal signals). Probe them for more details if you don’t understand their position or arguments.
* Answer their objections, but keep focussed on your priorities and what you want them to do (don’t get distracted or side-tracked).
* Keep calm.
* Pick up on any openings they are offering you.
* Explore different options.
* If it is appropriate, take notes of what is said.

**5. Reaching agreement**

It is important that you before you leave the meeting; something is agreed that will enable the lobbying process to continue. If nothing is agreed, then the process is over and you are back to square one (or even worse, as it will now be harder to get another meeting).

So, when you are about 75% of the way through the scheduled time for the meeting, you need to be moving the conversation back to what you want the target to do and agreeing the next steps. This may involve exploring some compromises, using “if…then” language – i.e., “if you agree to visit our project and meet the people affected by the current policies, then we can arrange for some journalists to be present” or “if you instruct your team to review the current policy, then we can bring in some of our experts to support them”. At the end of the meeting, sum up what has been agreed.

**6. Reflection and review**

The first step is for your delegation to de-brief among yourselves:

* De-brief immediately (before you go back to your offices)
* Review what was said and gauge potential for further movement
* Plan your next steps
* Give each other feedback

Then you should write up the notes of the meeting and circulate them to your colleagues and network partners as appropriate (balancing the needs of confidentiality and transparency).

**7. Follow up**

You should also write straight away to the people you met, thanking them for the meeting and confirming in your letter what was agreed at the meeting. In this way, you are putting the agreements on the record and making it harder for the targets to change their minds.

If you agreed at the meeting to do something, make sure you do it promptly and well. You can then plan your next meeting or activity.

# Chapter 5: Working with the media and public engagement

## 5.1. Why do we need to engage the public

On a day-to-day level, the life experiences of persons with disabilities are determined by their interactions with other people: in their homes and local communities, on the roads and in shops, at their workplace and in houses of worship. By helping the public to understand the rights and needs of persons with disabilities, we can make those daily interactions more positive.

Supportive public attitudes can also encourage governments, businesses and others to adopt and implement policies that expand opportunities for and improve the lives of persons with disabilities.

**5.2. How can we reach them**

There is no ‘one size fits all’ approach, so we need to be clear which parts of the public we wish to reach and why we wish to reach them. We have to identify which mix of channels helps us to reach the people we want with the messages we want to get across and in the most cost-effective way. Now more than everthere is a variety of mediums for advocates to spread the word of the campaign or advocacy message. There are two categories used to describe the media.

* **The old media:** cable television, radio, movie and music studios, newspapers, magazines, books and most print publications are all considered old media.
* **The new media:** most commonly refers to content available on-demand through the Internet, accessible on any digital device, usually containing interactive user feedback and creative participation. Common examples of new media include websites such as online newspapers, blogs, or wikis, video games and social media.

However getting your message out there is not just restricted to the above media forms, there is also less formal methods, such as community group meetings, church sermons and town hall meetings.

Important note before you start your communications work, CBM has guidance on the use of image and language. This is on sharepoint.

**5.3. What do the media want?**

Getting media attention is not always easy. The bottom line for the all media forms is that they want an audience – to buy their product or to enable them to sell advertising. Even government-owned media want a large audience to justify their existence.They get an audience by giving their readers, listeners or viewers what they want: topical, relevant, interesting and entertaining stories.

To get the media to cover your issue, you must present it in a way that meets the needs of the media, as well as being true to your own priorities and values. Just because a story is “worthy” does not mean that is “newsworthy”.

In presenting your advocacy issue, think about the following questions:

* **Is it news?** Is there some information here that will be new to the audience and may make them sit up and pay attention?
* **Is it topical?** Why should the media cover this issue now? Is there some hook that they can hang the story on, such as an international conference or a relevant anniversary?
* **Is it interesting?** People like stories about people, so rather than just talking about the issue, talk about the effect the issue has on individual people.
* **Is it visual?** TV and newspapers want pictures.
* **Is it relevant?** What is the relationship between the audience and the story? Does the issue affect them, or can they do something to change the situation?

Some general tips about the media:

1. **Know your media** – read it/watch it/listen to it so that you know their style and the types of stories that they like to cover, and who the journalists and editors are. Having an up to date media list with journalists’ names and contact details is very important. In many countries, much of this information is easy to find on the Internet. A good number of journalists have twitter accounts so you can tweet directly at them, as well as emailing and calling them. In countries where journalists and press do not operate in a public way, liaising with NGOs and people in the know can help make those introductions.
2. **Build relationships** with editors/producers and with journalists – these are the people who decide whether your issue is covered and what slant they put on the story. You want them to know you and to trust you. You can do this a number of ways:

* **Meet at regular intervals for coffee and informal chats**. One of the best ways to build a relationship with journalists is to meet them on a regular basis to discuss updates. This could be a way to informally brief them if a story is coming up.
* **Organise tours and visits**. For example, take journalists to visit communities affected by the issue, where they can interview individuals and take pictures. Perhaps the tour could have some politicians travelling with the journalists?
* **Provide them with good quality and reliable information**. The key to a successful relationship with journalists is giving them accurate, reliable and researched information. Journalists generally do not have the time to do in-depth research, so giving them reliable credible information, makes their job easier.
* **Develop a role for yourself/or colleague as a spokesperson on the issue**. Send short news updates, stories to journalists on a regular basis and be present at the different press events.

## 5.4. Working with old media

The easiest way to get coverage in old media without having your message distorted is through sending letters to the Letters Page or by calling phone-in programmes on the radio. In both instances, keep your message short and to the point.

However, you will probably want to get more coverage in the media than these opportunities allow. Broadly speaking there are different forms of old media that advocates traditionally use include:

**Print Media:**

* News stories (with photos where possible).
* Features (with photos where possible, but longer and more in-depth than news stories).
* Photo spreads (without much accompanying text).
* Editorials (written by the Editor).
* Opinion pieces or “Op Eds” (written by outsiders to the paper, such as yourself).
* Letters to the Editor, often called the Letters Page.
* TV and Radio usually have news stories, feature programmes and panel discussions, with radio also having phone-in programmes.

**Press Releases**

Press Releases should be written to engage the journalist in the story and to give them the bare bones and facts that they can use to write their article. There are some conventions to follow to encourage the journalist to read it rather than just throw it in the bin (some media outlets can receive hundreds of press releases every week). The 8 tips below are to guide you when writing a press release and in the tool section, chapter 8 you will find an example of a press release.

1. **Always use headed paper** showing your organisations name, address and phone number. At the end of the press release also include the name and contact details (including out of normal office hours) of an individual in your organisation that journalists can contact for more details.
2. **Always type the press release**, using wide margins and 1.5x or 2x line spacing (so that editors can make their own notes between lines).
3. **Only write on one side of the page**. If using more than one page, always number the pages and put “MORE FOLLOWS” at the bottom of every page except the last one, which should have “ENDS” at the bottom.
4. **Keep the press release short** – no more than two sides of paper.
5. **Give all the basic information** in the first paragraph – who, what, where, when, why and how.
6. Include a short and direct quote, naming the person giving the quote and their position/title.
7. Give the press release a short and descriptive headline.
8. Date the Press Release. Above the headline, write “FOR IMMEDIATE RELEASE” or “EMBARGOED UNTIL date & time”. Use embargoes sparingly – journalists don’t like them.

**Media Interviews**

Media interviews are the gold standard as it gives you direct access to a very large audience, either through broadcast TV, radio or print. For all media interviews, the key to giving good interviews is preparation. Some points to consider for preparing for media interviews include;

* What do you want to say.
* How are you going to say it.
* What do you not want to say.
* Do you have your facts and figures ready.
* Is your message simple and understandable.
* Do you have a “sound-bite” – a short and memorable phrase that sums up your argument or position.
* Remember that there is no such thing as “off the record”.

TV and radio interviews can either be live or pre-recorded. Although live interviews can feel more stressful, they are better as what you say is being broadcast unedited. Pre-recorded interviews may never be broadcast, and if they are broadcast they will be edited with the journalist extracting what he or she sees as your most interesting or controversial comments. Chapter 8 gives a good example from CBM Kenya as to how they worked on a radio programme.

Some general rules:

* Turn up early (especially for live interviews, or you may lose your slot).
* Keep calm and polite – passionate is good, angry isn’t.
* Get your main points in as soon as possible (the interview may be shorter than you think).
* Keep to the point – don’t get side-tracked or waffle, and don’t be afraid of repeating your main points.
* If you don’t know the answer to a question then say so, and bring the topic back to your main issue. (E.g.: “I can’t answer that, but what is most important is that….”).
* Practice, practice, practice – ask your colleagues to role-play an interview so that you are better prepared.

## 5.5. Working with new media

One of the quickest and easiest ways to get your message and story out there is using social media. The use of social media is growing in both poor and rich countries. Some countries however do restrict access to it. The benefits of social media is that

* **It is immediate and direct** and instead of the content being filtered through journalists and editors, the content is shared through on-line communities so is more relevant and trusted.
* **It is also widely used** among the political and business elite so it can be a useful form of influence in policy advocacy,

The typical social media forms are: Facebook, Twitter, LinkedIn. YouTube and Vimeo are video channels where advocates and campaigners have their own channels to spread their message. Each of these different forms of media can have different audiences.

CBM International has a twitter account: [@CBMworldwide](https://twitter.com/CBMworldwide).

CBM International has a facebook page: <https://www.facebook.com/cbm.international?fref=ts>

**Sharing news and stories on social media**

You can post information and share stories on your own social media channels, or you can post onto the channels of others. CBM has some rules and regulations for social media, please look in chapter 8.

Some tips for posting content:

* **Be personal** – let your personality show, being transparent about who is posting and using humour when appropriate. Try to speak as an individual to another individual, rather than simply broadcasting as if you were writing a newsletter.
* **Be reliable** – only share content from trusted sources. Don’t get caught up in political debate by sharing stories that are not directly related to your work.
* **Be visual** – pictures with text are more likely to be shared than just text on its own.
* **Be social** – the main advantage of social media is that it can be a conversation, so share and comment on other people’s post and encourage others to comment on yours.

**Blogs**

A blog is an article or essay that is ‘posted’ on your website or blogging platform to be read by subscribers or the general public. You can make it open for people to comment on, and it is a good way to start a conversation on an issue.You might draw attention to your latest ‘post’ by linking it to a Facebook update or a ‘Tweet’ on Twitter, or people might find your post through a Google search.

**7 tips for writing a good blog:**

* **Know why you are writing it** and what message you are trying to get across.
* **Map out the structure** so that each paragraph makes one key point, with an introduction at the beginning and conclusion at the end.
* **Have an engaging title**, with some keywords in the title and repeated through the text (so that search engines are more likely to pick it up).
* **Write using a conversational tone** using simple language and avoiding jargon (even if you are writing for a specialist audience). Use metaphors to illustrate the points you are making, but try not to use clichés.
* **Link to your website** and ask readers to take an action or comment.
* **Post often** – this attracts more readers than long and infrequent posts.
* **Promote the post** as widely as you can.

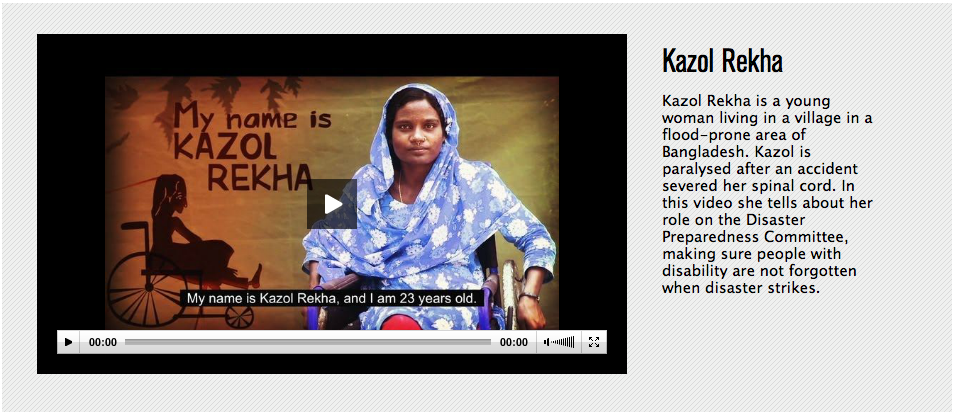
CBM staff regularly contribute to CBM’s blog, you can find it [here](http://blog.cbm.org)

**Video**

A specialist form of blogging is called video blogging or vlogging. Capturing testimonies of persons with disabilities on video (with their permission) and sharing them on your website or social media channels can help to bridge the gap between persons with disabilities and the wider public. You can also video examples of how persons with disabilities have their rights denied (such as steps into a public building making it inaccessible to wheelchair users).

Videos can be filmed without necessarily having any specialist equipment. Most digital cameras and smart phones can capture video, although the sound can be poor if there is a lot of background noise or the people speaking are far away.

Videos can also be professionally filmed and this is particularly important for running long-term campaigns. A good example of a video produced professionally is the End the Cycle campaign which is managed by CBM.

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## 5.6. Working with other outlets to spread your advocacy message

**Using traditional community media**

More labour intensive and time consuming, but potentially more engaging, is the use of ‘community media’. This covers a wide range of techniques including community theatre, public talks, community meetings and workshops, and educational posters. Where community media allows interaction and dialogue, it is especially good at promoting understanding and attitude change.

**Working with community & faith leaders**

Possibly the most trusted of all the communication channels are community leaders and faith leaders. Although you have less control over the messages that they put out, if you can get a community or faith leader to become a champion for your cause you will gain a direct access into their constituencies.

# Chapter 6: Working with other organisations

## 6.1. Why is it important to work with other organisations

NGOs often work with others to do advocacy in networks, coalitions, forums, platforms and alliances. Although these terms are used very loosely, they can imply certain structures.

## 6.2. What are the ways we can work together on advocacy

NGOs engaged in advocacy can often feel powerless in relation to governments and other actors. Joining with others in an advocacy alliance can make their combined voice louder and more authoritative. Some of the benefits from working together on advocacy include:

* Sharing knowledge can result in a stronger analysis and body of evidence in support of the advocacy.
* Sharing resources can enable more to be done.
* Alliance members can engage with and mobilise different channels of influence so that decision-makers are hearing the same messages from multiple sources.
* Some members will have greater legitimacy in the eyes of policy-makers.
* A joint policy position makes it harder for policy-makers to play one NGO off against another, and protects NGOs from being singled out and criticised or victimised.

In addition, sharing of expertise promotes learning among the members of the alliance, which can also facilitate peer support and encouragement. It should be recognised that the above are only potential benefits – they will not happen automatically. They depend on the way that the joint advocacy is organised.

There are four possible scenarios for CBM country programmes to do joint advocacy work:

1. Working with an existing project partner to do some joint advocacy.
2. Partnering with a new CSO specifically to do joint advocacy.
3. Joining an existing network or alliance to do advocacy.
4. Forming an advocacy alliance.

**Box 11** highlights an example of how CBM worked in coalition/or in alliance with other organisations for the 2030 agenda.

### Box 11: CBM working with allies for disability inclusion

The main focus of CBM’s international advocacy for 2014 – 2015 was at the UN. CBM’s UN Advocacy Officer, Elizabeth Lockwood worked with CBM partners and allies to influence the process. The first half of 2014 resulted in the Open Working Group concluding its series of meetings on the post-2015 development framework. CBM and its partners and allies attended the majority of these meetings, [gaining support from Member States](http://blog.cbm.org/member-states-strongly-support-the-inclusion-of-persons-with-disabilities-at-the-un/) and CBM had the opportunity to share the [policy briefs it developed](http://www.cbm.org/Key-policy-briefs-and-position-papers-470122.php). The Open Working group published its report in July and it [contained a number of references to disability](http://blog.cbm.org/final-owg-document-released-after-26-hours-of-negotiations/).

In addition to the Open Working Group meetings, a number of other high level meetings and events happened in 2014, these included the thematic debates and consultations of the President of the UN General Assembly and the publication of the UN Secretary General’s Synthesis Report on the post-2015. As 2014 drew to a close, CBM and it’s partners and allies received [some nice words about being effective advocates](http://blog.cbm.org/persons-with-disabilities-are-the-most-effective-advocacy-group-at-the-un/) from Member States at a lunch organised to launch a joint International Disability and Development Consortium (IDDC) and International Disability Alliances (IDA) advocacy briefing on persons with disabilities and post 2015.

In 2015, the UN adopted the 2030 Agenda which includes the Sustainable Development Goals. Up until the adoption, CBM and its allies kept up pressure on governments to ensure disability-inclusive development goals. While, the SDGs are adopted, CBM will now focus its advocacy on the implementation of the SDGs to ensure that persons with disabilities are included.

**6.3.** **Risks of joint advocacy**

Not only is it possible that the benefits of joint advocacy will not be realised, there are also some risks and challenges:

* The statements and actions of one member will impact on the reputation of the others, but you have no control over what they say or do.
* Negotiating internal agreement based on consensus can result in a broad range of unfocussed objectives and bland messages.
* Coordinating activities can require a lot of time and energy.

Alliances can also become dysfunctional because:

* Members may have different views about the purpose of the alliance and their role in it.
* Alliances may be dominated by one or two members, squeezing out the voices of others.
* Competition between members (or between members and the network itself) for resources, visibility and credit for any achievements.
* Lack of resources to coordinate and/or undertake activities.
* No clear objectives or strategy.

**6.4. Advocacy with existing and new partners**

This scenario is probably the easiest to implement and has the advantage of rooting advocacy in your other programme work.

However, there is a danger that you are imposing an advocacy agenda on your existing partners through your funding power. This may not be an overt imposition – the fear of losing CBM’s support may be enough to shape the plans of local partners beyond where they would otherwise wish to go. Therefore you need to take care in how you introduce the idea of advocacy to partners, so that their participation is based on their own values and plans and not being funding-driven.

It is possible that your country plan has identified issues for advocacy where new partnerships are needed – for example, with associations of persons with disabilities to promote a rights-based agenda.

As you would when embarking on any new partnership, you need to assess and manage the risks and be very clear about mutual expectations. To ensure full ownership of a shared strategy, partners should be actively involved in the whole advocacy planning process.

## 6.5. Joining or forming an advocacy alliance

Alliances only work if everyone shares a vision of what the alliance is for and the form that it needs to take to fulfil that vision.

**Tips for establishing a network, alliance or coalition**

1. **Be clear about your purpose**: Develop membership criteria and mechanisms for including new members and sustainability. Resolve what the network/alliance or coalition will and will not do. Invite potential members to determine as a group the alliance’s purpose, scope and priorities. Decide how it will make decisions.
2. To make things more manageable **appoint a small steering committee**, for example of five people, representative of the whole group. The steering committee can facilitate advocacy planning and strategy decisions. Ensure communication and consultation among members, resolve problems and conduct outreach. The steering committee must be answerable to the group.
3. **Develop a code of conduct** to ensure mutual respect and responsibility. If  
   this is followed, member organizations can more easily be held accountable without finger-pointing and resentment. Remember that each member will have different strengths. Ensure that rules or collaboration acknowledge diversity in capacity and resources.
4. **State clearly what you have in common and what you don’t.** A coalition’s goals must be clear, so that organizations fully comprehend their commitment when they join. At the same time, coalition members must openly acknowledge differing interests. By recognizing these differences, coalition leaders can promote trust and respect among the members, without sacrificing common values and vision.
5. **Let the membership and the issue suggest the coalition’s structure and style.** Coalitions can be formal or informal, tightly organised or loose and decentralised. The type of coalition chosen will depend on the kind of issue as well as the styles of the people and organizations involved. Coalitions evolve naturally and should not be forced to fit into any one style.
6. **Make fair, clear agreements and stick to them**. Coalition tasks and responsibilities should be clearly defined and assignments equitably apportioned. Everyone should know their role and what they need to do. If members are falling down on the job, they should be supported promptly. Meetings should allow opportunities for members to report on their progress.

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# Chapter 7: Conclusion

## 7.1. Follow up and sustaining advocacy in CBM

As outlined at the beginning of this toolkit, advocating for the realisation of human rights of persons with disabilities is an essential part of CBM’s work and it is also part of a wider moment for disability inclusive development. CBM’s reach is global, regional, national and local and it offers many opportunities for advocacy work on a range of topics. We hope this toolkit goes some way towards supporting your advocacy work, whether you are just starting or you already have implemented and managed successful campaigns.

In conclusion we would ask three things from readers of this toolkit that could be helpful to advancing advocacy within the CBM family.

1. **Test out part or all of the toolkit**. This toolkit is constantly evolving, feedback is important to develop it into a resource that is useful for advocacy staff in CBM and also its partners
2. **Share your advocacy experiences**. Sharing your advocacy successes and also failures is important to creating sustainable advocacy within CBM. Sharing can happen in a number of ways, email exchanges, participation in community of practice, writing up and documenting lessons learnt and sharing them with other advocacy staff.
3. **Improve awareness about the benefits of advocacy**. Within your own organization, whether that is an MA, partner or DPO, communicate with fellow staff members and also members of your board on the importance of advocacy.

At the end of the day, CBM should have an approach to advocacy as an integral part of its programme work.

# Chapter 8: Advocacy Planning and Implementation Tools and Templates

This chapter presents the tools and templates that were highlighted in this toolkit for advocacy planning and implementation.

1. PESTLE
2. SWOT Analysis
3. Power and Influence
4. Stakeholder analysis
5. Audience Engagement planning template
6. Creative brief template
7. AIDA model for planning communications activities
8. Social Media Regulations
9. Press Release
10. Position Paper

# 1. PESTLE

A tool often used in strategic planning is the PESTLE analysis. What is the PESTLE? PESTLE is a framework for external analysis. The task of external analysis can sometimes seem like it is a very big task as there are so many factors that need to be taken into account. The PESTLE focuses in on six different categories and there are:

PESTLE stands for:

**Political:** factors can include (but are not limited to) the relevant policy positions of different political groups and the political power of those groups, the proximity of elections (if any), the profile of this issue within the political discourse and the degree of polarisation of opinion, etc. Some examples of actions you can take under the political part:

* Find out how many of the political groups have positive statements about the inclusion of persons with disabilities.
* Find out when district, regional and national elections are taking place

**Economic:** factors may include income and/or poverty at national, district,

community and household levels, the cost of providing related services, inflation

rates, national and international economic policy, etc. Some example of actions you can take here include:

* Finding out if the government has allocated any budget towards disability
* Collect data and statistics on poverty and disability

**Sociological:** factors can include demographic patterns (e.g., population

numbers broken down into age groups, gender, ethnic origin, marital status,

occupation, geographic location, etc), education levels, belief systems, media

readership, etc. Some example of actions you can take here include:

* Finding out what census data there is on persons with disabilities

**Technological:** factors could include the extent of the public’s access to mobile

phones and internet, technical innovations related to the issue, etc. This is important if you are thinking to run campaigns using mobile technology.

**Legal:** factors would include the legal position on NGO advocacy as well as

legislation related to the advocacy issue. Some example of actions you can take here include:

* Finding out your country’s laws for advocacy work
* Finding out what laws exist to protect the rights of persons with disabilities.

**Environmental:** factors could include any ecological aspect to the issue as well as climate-related factors that could impact on our ability to enact the advocacy

plans.

Having listed all the factors, **you should then identify which of these may be significant to your work** – either as opportunities or threats. You should then take account of these factors in your planning, and possibly do more research on the factors.

# 2. SWOT

One of the most widely used analytical tools available, a SWOT analysis can be performed at a variety of levels. Typically displayed in a 2 x 2 matrix, SWOT stands for **Strengths, Weaknesses, Opportunities and Threats**. Strengths and Weaknesses are internal to the organisation, while Opportunities and Threats are external. In some circumstances, it may be more useful to substitute Constraints for Threats (making it a SWOC analysis).

|  |  |
| --- | --- |
| **Strengths** | **Weaknesse**s |
| **Opportunities** | **Threats/Constraints** |

Although an individual can do this, as with most analytical and planning tools, this is best done in a group as a participatory exercise – broadening the perspective, challenging assumptions and generating ownership of a shared analysis.

**Step 1:** **Be clear about the focus of the SWOT analysis**.

For example, a SWOT analysis of CBM overall will be different to a SWOT analysis of CBM’s ability to influence health policy in a particular country.

**Step 2: Identify the different factors**

Research and/or brainstorming can be used to generate the factors, which should be listed as bullet points in each box

**Step 3:** **Rank the factors within each category**

The factors in each box can be ranked in order of importance, or grouped as high, medium and low significance. (This step is often forgotten, but without doing a ranking you have just done a SWOT listing, not a SWOT analysis).

**Step 4:** **Reflect on the analysis**

Consider how to utilise your strengths, minimise your weaknesses, take advantage of opportunities and counter any threats.

**3. Power & Influence**

Power is the ability to act or affect something strongly. The power to influence someone can come from six sources, each dependent on how that person perceives you:

**Expert knowledge:**

The audience believes the organisation’s case because it perceives it as being based on expert knowledge (at least as expert as opposing voices).

In the short-term, this perception may be built through publishing well-documented research. Credibility could be enhanced through the endorsement of and/or participation in this research by acknowledged ‘neutral’ experts.

In the long-term, this perception is only built through the audience’s experience of the organisation’s previous messages. Have they been authoritative before? Any instance of being proved wrong or partial can undermine an organisation’s expert authority for some time.

**Legitimate:**

The audience believes that the organisation has the right to speak out on a particular issue. This can be because the issue clearly impacts on the organisation’s public work, or because the organisation has some form of statutory or official status within a particular policy arena.

Lack of perceived legitimacy undermines an organisations influence significantly, but once legitimacy is established with a particular audience on an issue, further strengthening a sense of legitimacy will not add extra power.

**Representation:**

The audience believes that the organisation is representing the views of others – for example, members, supporters, project partners, etc. The level of influence that arises from this depends on the importance of the constituency being represented, and how explicit the process of representation is. Organisations need to be careful not to undermine their case by over-claiming their representativity.

* Has there been a formal and transparent process of reaching a representative position? Is this position consensual or majority based? Was the constituency pre-screened to exclude opposing viewpoints?
* Is the constituency being represented clearly defined? To what extent is the target audience concerned about the views of this constituency? Are their views likely to be shared by other constituencies?

**Reference:**

The audience sees the values and underlying beliefs of the organisation as being close to their own, or to which they would like to associate themselves. This could arise from a shared political or religious identity, or the ‘halo effect’ of NGOs being seen as modern-day saints. This identity can be very clear for some organisations, and unclear for others.

Establishing an organisational identity is a long-term process, and can be affected by the ‘identity’ of the spokesperson. Associations with other organisations or celebrities can also help establish in the audience’s eye what you stand for.

Reference power is perhaps at its strongest when it is based on personal relationships. Targets will be more open to hearing the views of people they know and like. Building personal relationships with influential actors is a valuable tactic for lobbyists.

The above sources of power can be applied in relation to any audience, whether it be the advocacy target itself or to intermediate audiences. The sources listed below are typically only applied in relation to the target or decision maker as audience.

**Trade:**

The organisation has resources or information that the target wants, and which can be exchanged for the target agreeing with the organisation’s messages.

For NGOs, this is typically more significant when influencing partner organisations who they also fund, rather than in influencing government bodies. However, the power of information should be under-estimated, and this may be highly significant when assessing the influence of opponents (for example, trans-national companies).

**Reward & Punishment:**

The main opportunity for non-profit organisations to reward or punish the target is through praise or criticism. In a face-to-face negotiation, a little praise can go a long way. However, making the praise or criticism public can give it extra weight, depending on the organisation’s strategy and its influence with these other public audiences.

This power can be enhanced through increasing an organisation’s ability to communicate its view (by building its relationships with the media, for example) and the degree of trust that public audiences have in the organisation (relating to the sources of power outlined above).

It should be emphasised that all the above sources of power are dependent on the audience’s perception of the organisation, rather than on any objective reality. Therefore an organisation’s power will vary significantly between different audiences.

**4. Stakeholder Analysis**

In advocacy, a stakeholder analysis is used to map out the various stakeholders and their relative power and influence, so that we can select the best target audiences and develop our influencing strategy.

It involves 4 stages:

1. Identify the stakeholders
2. Analyse the stakeholders
3. Sort the results
4. Select target audiences and their influencing objectives

**Identify the stakeholders**

* The aim here is to brainstorm a long and comprehensive list of individuals, types of people, institutions or types of institution who are either affected by the issue or who can influence its outcome.
* Participants should be encouraged to be creative in their suggestions, so the rules of brainstorming should be strictly applied (all suggestions accepted and written down, no discussion or criticism of ideas until the brainstorm is over, keep the pace quick and the mood light-hearted). It is recommended to use the left-hand side of several sheets of flip chart paper for the brainstorm, leaving the right-hand sides for the analysis.
* When the brainstorming is over, you may need to clarify how some of the stakeholders are defined so that their description is specific. You may also need to divide some stakeholders into smaller groups (or perhaps combine stakeholders into larger groups) so that each group can be said to share a broadly common position and interest on the issue.

**Analyse the stakeholders**

For each of the stakeholders listed, assess them against the three criteria:

1. How influential, relative to the others, can the stakeholder be over the decision maker?

* High
* Medium
* Low

1. To what extent does the stakeholder agree or disagree with your objective or position on the issue?

* Solidly in favour – so aligned to their values or interests that they could not be persuaded to change
* In favour – supportive but not integral to their beliefs and therefore could be persuaded otherwise
* Neutral – has no impact on their vested interests or beliefs and genuinely has no position.
* Against – sceptical or instinctively against, but not integral to their beliefs so could be persuaded otherwise. Probably support your overall aim.
* Solidly against – fundamentally against their values, beliefs or interests that they could never be persuaded to support your objective (even if they support your overall aim)

1. How importantly, relative to the others, does the stakeholder currently view the issue (and therefore how much attention are they giving it)?

* High
* Medium
* Low

The results can be recorded by drawing a table on your wall chart:

|  |  |  |  |
| --- | --- | --- | --- |
| **Stakeholder** | **Influence of stakeholder over DM** | **Attitude of stakeholder to our objective** | **Importance of issue to the stakeholder** |
| Stakeholder 1 | H | AA | M |
| Stakeholder 2 | M | N | L |
| Stakeholder 3 | L | P | H |
| Stakeholder 4 | L | PP | H |
| Stakeholder 5 | M | AA | L |
| Etc |  |  |  |

AA = Solidly Anti; A = Anti; N = Neutral; P = Pro; PP = Solidly Pro

L = Low; M = Medium; H = High

Hopefully, you and your colleagues will be able to make informed judgements to answer these questions without further research, based on your existing knowledge of their attitudes and professional interests. Disagreement in your team about the answers may indicate that the category of stakeholder needs to be divided into more specific groups. If you still can’t decide, then further research may be needed.

Although these three questions are quite simple, the combination of the answers gives us a deep and powerful tool to prioritise and select our target audiences.

**Sort the results**

It is hard to interpret the results when they are displayed on a table, so to make it easier we transfer the results onto the ***Allies & Opponents Matrix***:

The Matrix should be written on large wall charts, and the names of all the stakeholders written in the appropriate boxes according to the analysis set out in the table. The vertical axis represents the influence of the stakeholder and the horizontal axis shows their attitude to your position. The 3rd dimension – how important is the issue to the stakeholder, relative to the other issues they face – is represented by the use of a particular colour or symbol.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Influence of the stakeholder over the decision maker | High |  |  |  |  |  |
| Medium |  |  |  |  |  |
| Low |  |  |  |  |  |
|  |  | AA  (Solidly Anti) | A  (Anti) | N  (Neutral) | P  (Pro) | PP  (Solidly Pro) |
|  |  | Attitude of the stakeholder to your objective | | | | |

Importance of the issue to the stakeholder:

High = red, Medium = blue, Low = green

(Or if working in black-and-white)

High = , Medium = , Low = 

**Select target audiences and their influencing objectives**

From the Allies & Opponents matrix, you can easily identify who are your most significant allies, opponents and neutrals (who we might call “the battleground”).

However, the stakeholder groups are not fixed in their positions and you can try to influence them. You want to shift the balance of power and ideas in your favour, so that there are more stakeholders in the top right corner who see the issue as important.

Using this graph, you can identify suitable target audiences whom you think you can access and influence in order to achieve that shift in the balance of power and ideas. Depending on where the stakeholder is on the matrix, you will have one of the five following influencing objectives for your engagement with that audience:

* Persuade the stakeholder to agree with your position *(mainly for influential neutrals and soft opponents)*
* Persuade the stakeholder that the issue is important *(mainly for potential allies with high influence but low interest)*
* Build alliances *(with allies)*
* Help to increase the influence of the stakeholder *(mainly for allies with low influence)*
* Reduce the influence of the stakeholder *(mainly for opponents with high influence)*

Recognising that your resources are limited and that engaging with a stakeholder and shifting their position on the matrix will require considerable sustained and focussed effort, you need to be quite selective in your choice of target audiences.

When you have selected your audiences, present your chosen strategy in an Influence Map, setting out on each arrow the influencing objective that is appropriate for that audience.

**5. Audience Engagement planning template**

This template can be used to support your action planning to engage a specific target audience that you have identified in your influencing strategy. The actions listed should be specific and realistic – this is what you will actually do, not a wish list.

Action plans for all your different target audiences will transferred to a single integrated action plan, which will also set out planned dates for each activity and who is responsible for them.

|  |  |  |
| --- | --- | --- |
| Audience: |  | |
| Influencing Objective: |  | |
| Starting point and other useful information: |  | |
| Engagement Activity | | Purpose/Objective |
|  | |  |
|  | |  |
|  | |  |
|  | |  |
|  | |  |

# 6. Creative Briefs Template

Creative Briefs help you to plan the production of communications materials (both physical materials and electronic communications) so that they achieve the results that you want, as set out in your influencing strategy and action plan. You can also adapt them to use for planning advocacy events and other engagement activities.

The brief should be completed by the person in charge of the engagement with that audience. The brief can then be given to someone else, such as an outside design agency or a junior member of staff or volunteer, so that they can produce what is required. However, even if the person writing the brief is also the person producing the material, writing out the brief in this way can help clarify their thinking and keep them focussed on the desired outcome.

|  |  |
| --- | --- |
| Activity/Title | *Taken from your Audience Engagement Plan or Action Plan.* |
| 1. Audience | *As specified in the influencing strategy.* |
| 1. Overall advocacy objective | *Taken directly from the advocacy strategy. Should be the same for all audiences, materials & activities in this advocacy campaign.* |
| 1. Influencing objectives for this audience | *Taken directly from your influencing strategy or audience engagement plan. Should be the same for all activities with this audience.* |
| 1. Purpose of activity | *What you need to achieve with this specific activity (so that you will get closer to achieving your influencing objectives with this audience).* |
| 1. Description of activity | *What the communication activity is (ie, poster, video, web page, email, seminar, etc) that will best achieve the purpose given above.* |
| 1. Delivery | *How will this be seen/heard by the target audience? How will you distribute it?* |
| 1. Accompanying materials | *Will this have to work on its own, or will it be part of a package of other materials? What are they?* |
| 1. Action | *What action do you want the audience to take as a result of this material/activity?* |
| 1. Why should they? | *What are the motivating factors to take this action?*  *(from the perspective of the audience)* |
| 1. Why not? | *What are the reasons that they may not take this action (from the perspective of the audience)* |
| 1. Response | *How can the audience get more information or contact you?* |
| 1. Other information | *Any other information that will be helpful to the designer* |
| 1. Evaluation | *How will you monitor the response of the audience and evaluate the effectiveness of the action?* |
| 1. Technical specifications | *Branding guidelines, mandatory inclusions for legal reasons, etc.* |
| 1. Budget guide | *What is available for design and production, etc?* |
| 1. Deadlines | *When should the design be ready?*  *When should the materials be produced?* |
| 1. Author of the Creative Brief |  |
| 1. Date of the Creative Brief |  |

# 7. AIDA model for planning communications activities

When planning how to engage a particular audience to take action – either through a single communication activity or a series of communications – it can be helpful to use the AIDA model to understand the four stages that you have to take the audience through.

AIDA was developed and is widely used in the commercial advertising industry. Below, we explore how it can be adapted for use in advocacy and campaigning.

The four stages are:

1. Attention
2. Interest
3. Desire
4. Action

**Attention**

The first stage in any communications is to get the audience’s attention. Whether you are targeting one individual or a larger group, you are competing with many other communications and need to stand out from the crowd.

Commercial advertisers attract attention either by being bigger, being everywhere or by being different – using creativity to attract attention. Advocates and campaigners can do the same.

**Interest**

Once you have their attention, you also need to engage the audience’s interest so that they listen to, watch or read your message. Most good campaigns use story-telling. As human beings, we are programmed to be interested in stories about other individuals, stories that can engage our empathy.

It is a mantra of journalism that you don’t write stories about issues, you write stories about people and how they are affected by issues. Advocate and campaigners should do the same.

**Desire**

You have to take that interest and turn it into something positive. You need to provoke your audiences to desire the solution you are advocating for, and to desire to be part of making that solution happen. You have to show that the solution is possible, that it is important, and that it needs the audience’s action to make it possible. Essentially, you have to communicate your ‘theory of change’ in a clear, concise and compelling way.

**Action**

Having the desire to act is not enough, you need to support your audience to take the action that you and they want before the desire is lost and interest wanes. Create a sense of urgency and try to remove any barriers to taking immediate action by providing all the resources and information that they need.

# 8. Example of Press Release

**OFFICIAL LOGO OF CBM HERE**

**Date: Wednesday, 13 February 2013**

**Embargo: 00.01, Friday 15 February 2013**

**Title: OVERSEAS AID PROGRAMME MUST INCLUDE PEOPLE WITH DISABILITIES**

CBM has today asked the Parliamentary committee to conduct an annual review of the progress being made by donor agency in the implementation of the commitments made to people with disabilities in the recently adopted Sustainable Development Goals. The call was made by CBM at a meeting with the Committee this morning. Speaking to the TDs and Senators, CBM CEO, (Name), explained that people with disabilities make up one seventh of the world’s population – an estimated one billion people.

“Unfortunately the needs of people with disabilities were not included in the Millennium Development Goals and this had a real impact on the lives of such people, particularly in the poorest parts of the world.

“Thankfully, the recently adopted Sustainable Development Goals are inclusive of people with disabilities and each country around the world is expected to deliver on the goals both in their domestic policies and those supported by their aid programmes.

“Critical to the successful implementation of the Sustainable Development Goals will be an effective monitoring system that includes organisations representing people with disabilities and national parliaments. In this context, we have asked the Foreign Affairs and Trade Committee to host an annual review of (donor agency name) work to specifically measure and assess the progress being made in delivering on the commitments made to people with disabilities in Ireland’s overseas aid programme.”

CBM’s CEO (Name) commended (donor agency name) for devoting more resources to addressing the needs and rights of people with disabilities through a range of specific initiatives and through ensuring that mainstream overseas development work is more disability-inclusive.

(Name) concluded by saying that CBM and other organisations are currently working with (donor agency name) to develop a process for monitoring this work to ensure that the commitments made to people with disabilities are delivered upon.

**Notes to Editors**

CBM is an international Christian development organisation, committed to improving the quality of life of persons with disabilities in the poorest countries of the world.

**FOR FURTHER INFORMATION, CONTACT NAME AND NUMBER**

# 9. The Role of Media in Facilitating Disability Inclusion: Mainstreaming Disability into Media Practice and Reporting

**Media and Disability**

The interaction between Persons with disabilities (PWDs) and the media in Kenya has largely focused on points of activism - challenging attitudes, practices, and policies, whilst urging for a better representation of themselves and their experiences. A 2007 study titled *Media Coverage of Gender and Disability in Kenya* emphasises that proper and effective reporting on disability issues is vital for the inclusion of disability in the development agenda and within society. Although Kenyan journalists occasionally report about disability, they have hardly any training on how to do it in a humanising and non-stigmatising manner. The findings from the study records that the *Daily Nation* (the most widely read paper in Kenya) had only 0.003 percent gender and disability stories during the period of the study and only allocated 0.24 per cent of space for reporting on gender and disability. Apparently, these stories are used as fillers in view of their poor weighting as news. This trend still persists in 2014.

**Legal frameworks that govern media and access to information in Kenya**:

The Constitution of Kenya

1. Article 7 (b) : Promotes the development and use of indigenous languages, Kenyan Sign language, Braille and other communication formats and technologies accessible to persons with disabilities.
2. Article 27 (4) : The State shall not discriminate directly or indirectly against any person on any ground, including race, sex, pregnancy, marital status, health status, ethnic or social origin, colour, age, disability, religion, conscience, belief, culture, dress, language or birth.
3. Article 44
   1. Every person has the right to use the language, and to participate in the cultural life, of the person’s choice.
   2. A person belonging to a cultural or linguistic community has the right, with other members of that community--
      1. to enjoy the person’s culture and use the person’s language; or
      2. To form, join and maintain cultural and linguistic associations and other organs of civil society.
4. Article 54
5. A person with any disability is entitled--
6. to be treated with dignity and respect and to be addressed and referred to in a manner that is not demeaning;
7. to access educational institutions and facilities for persons with disabilities that are integrated into society to the extent compatible with the interests of the person;
8. to reasonable access to all places, public transport and information;
9. to use Sign language, Braille or other appropriate means of communication; and
10. To access materials and devices to overcome constraints arising from the person’s disability.
11. The State shall ensure the progressive implementation of the principle that at least five percent of the members of the public in elective and appointive bodies are persons with disabilities.
12. Article 56: The State shall put in place affirmative action programs designed to ensure that minorities and marginalized groups...(d) develop their cultural values, languages and practices
13. Article 120
14. The official languages of Parliament shall be Kiswahili, English and Kenyan Sign language, and the business of Parliament may be conducted in English, Kiswahili and Kenyan Sign language.
15. In case of a conflict between different language versions of an Act of Parliament, the version signed by the President shall prevail.
16. According to the Performance Contracting Division, every public institution must adhere to a performance contracting element on disability mainstreaming as a performance indicator which is part of the mainstream performance contracting process.

In order to fast tract disability mainstreaming within the public service, the Performance Contracting Division has:

* 1. Established a disability mainstreaming committee
  2. Mandated all staff within the public service to undergo Disability Sensitization Training on the provision of services for persons with disabilities.
  3. All public institutions are required to submit a biannual report to the National Council of Persons with Disabilities so that the Council can interrogate the gains gaps and lessons learnt in as far as disability mainstreaming within the public service is concerned.

Proposed Legal Amendments

1. The persons with disabilities (amendment bill) 2013: Section 39 (cap 14)

All television stations shall provide a sign language inset or sub-titles in all newscasts and educational programmes and in all programmes covering events of national significance.

CBM RO Communications team approach to changing attitudes within households, through traditional media

Of the media's many roles, we have identified four that can be singled out for emphasis:

1. Serving as a vehicle for the transmission of ideas, images, and information. Moreover;
2. A communicative space for public discourse and of the discursive public;
3. The media are also an arena of sign communication and sign communities;
4. Finally, the media constitute a process of performing social identities and identifying social performances;

Most perceptions about disability are formed within households and in communities, but media communicate values, attitudes, and beliefs, as well as play a major socializing influence as carriers of information and education. They are also central in shaping events within households and in determining how the body is perceived by the general public.

Moreover, media are key in identity formation and can contribute in stigma reduction and the enhancement of self-esteem among people with disabilities; while reflecting public attitudes regarding disability, they also shape them.

To understand how media frame the way disability is constructed in society, we would need to look at media content (representations, stereotypes, presence and absence), media technologies (access and technological determinism), and media policies (language, technology, content, scheduling). Language and images are central to media representations of disability, portraying it as an abnormality, impairment, illness, or a tragic loss of "normal healthy functioning".

By emphasising the medical aspects, media may unconsciously promote emotions of sympathy or even awe and victimhood. The medico-charitable perceptions ignore the individuality, agency, and abilities of people with disabilities. Media can reverse these perceptions through programming that looks at disability issues in a holistic manner and by linking disability with culture, poverty, governance, corruption, gender, and so on. They can provide models of people with disabilities who are bringing about changes in families and communities. Through the provision of alternative models in the media, new behaviour can be learnt and modified.

**Our Engagement Concept**

In spite of some gains in disability rights reporting, media in Kenya have a long way to go in order to represent persons with disability in their completeness. Most media present persons with disabilities as objects of pity whose accomplishments must be held in awe. Yet the industry can play a central role in attitude and policy change at household, community, and national levels.

In order to enhance the role of media in Kenya in bringing to the fore disability issues, facilitating pro-disability behaviour, and ensuring the implementation of policies that protect the rights of people with disabilities, stakeholders in the media industry need to deliberately mainstream disability into their programmes and broadcast formats.

To achieve this, CBM RO Communications Team has collaborated with the Media Council of Kenya (MCK), as well as, the National Council of Persons with Disabilities (NCPWD) to achieve the desired disability sensitization in the media. The collaboration addressed the following challenges:

1. **Awareness raising**: understanding of the various types of disability and barriers within the community, and information needs (and current gaps) for persons with disabilities
2. **Participation:** The existing network of DPOs that the respective media fraternity can link up with to create a reliable knowledge on issues disability and inclusive information formats to cater for various impairments
3. **Increase capacity of media practitioners** in addressing practical and specific adaptation solutions to raise awareness on diversity and inclusion whilst preparing programming content advocating for disability inclusion within the various sectors in society
4. **Removing barriers:** Implementation of inclusive communication with deliberate inclusion of sign language interpretation/subtitles in all visual media (TV), including pictorial posters for important announcements to accommodate psychosocial challenges especially in emergencies and recovery situations.

**Key Components of Engagement**

Key principles for disability inclusion

Awareness raising and capacity building of the media

Persons with disabilities must be active participants in planning, implementation and monitoring legal frameworks championing universal accessibility (physical access and rights to information) and inclusion. Therefore barriers to active participation have to be removed and information channels enhanced.

* Action points

The Media Council of Kenya and media practitioners will be made aware of the barriers and how to package effective information to persons with disabilities with various forms of disability. This will include:

Making media communication accessible to:

* Persons with hearing impairments
* Persons with visual impairments
* Persons with cognitive impairments (learning disabilities and psychosocial disabilities)

This will ensure that persons with disabilities can access information (sometimes information is not always accessible to the above mentioned groups).

* Tools adopted in 2015

A comprehensive introductory training on disability and inclusion (with assimilation exercises) for the Media Council of Kenya (MCK) staff and Trainers of Trainers was conducted on December 4th 2015. The one day practical disability sensitization training was aligned to the 2015 theme of the International Day of Persons with Disability – “INCLUSION MATTERS”. The training targeted the core departments within the institution on cross cutting issues related to disability legislation, inclusion and media practice. This training was to act as a building block for future sensitization workshops on disability inclusion in the media industry.

**Outputs from the training**

1. Greater awareness and appreciation of disability and barriers to inclusion as well as how to eliminate the common disability misconceptions.
2. Awareness on how to achieve disability mainstreaming within MCK with emphasis on accessibility and human resource policies for the institution.
3. Identification of a focal point (Media Training Coordinator) within MCK who will be dedicated to training and sensitizing various media practitioners periodically on diverse disability issues. This help in periodic monitoring aimed at promoting disability inclusive programming and reporting. The MCK focal point will also:

* Support the continued discussion with CBM and NCPWD on how to create disability sensitization trainings for journalists in Kenya in an endeavour to mainstream disability reportage in mainstream media.
* Inclusion of the NCPWD in the formulation and running of the 2016/17 voter education programme spearheaded by the Independent Electoral and Boundaries commission (IEBC) in collaboration with the MCK. This will ensure the program captures the interests of Persons with Disability and content is accessible to all.

**Future engagements**

* Awarding excellence in Disability Rights reporting
* In order to recognize journalists and media houses that have made strides in increasing the quantity and quality of disability rights reporting, CBM hopes to introduce and/or sponsor a “Disability Rights” reporting category in the annual 2016 MCK Media Awards.

**Output**

* Encourage specialization in disability rights reporting alongside increasing content that facilitates the achievement of an inclusive society where the rights of Persons with disabilities are recognized and respected.
* Engagement forum
* 2016 MCK Media Awards

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# 10. Radio- Programme QFM -ABC’s on Disability and Barriers experienced by Persons with Disabilities

**About the Program**

CBM Kenya and Nation Media Group developed a radio program “ABC’s on Disability.” The program is aired every Friday from 11:00 Hrs. to 12:30 Hrs on Nation Media Group’s *Swahili* Radio Station QFM.

Communication Objectives

Through this partnership, we hope to achieve the following outcomes through the radio program slots that will feature content on disability in Kenya.

1. To create awareness on ABC’s of disability and barriers experienced by persons with disability;
2. To uncover the myths associated with disability and alleviate negative notions on disability in Kenya.
3. To use the platform for advocacy for rights of persons with disability
4. To provide a professional opinion on prevention and treatment of various types of impairments;

**Communication tools**

|  |  |
| --- | --- |
| Objective | Tools |
| Public awareness | Beneficiary life stories with gender, social economic, geographic locations and religious consideration included. |
| Professional opinion | Various CBM, Government and civil society representatives sharing technical insight into the identified disability themes. |
| Build up to the miracles day | Presenter messages and audience responses |

**Disability themes and program content**

|  |  |
| --- | --- |
| Theme | Program focus |
| Eye health | Visual impairment/ blindness as a result of cataract, trachoma, and instances of low vision and albinism. |
| Orthopedics | Physical impairment as a result of congenital malformations and trauma (accidents) – the risk of acquiring a physical disability, and quality of life thereafter |
| Intellectual disabilities | An understanding of autism and dyslexia – early diagnosis and management of the learning curve for children diagnosed with the condition. |
| Psychosocial disabilities | An understanding of cerebral palsy, how to provide care and information on support services and groups |
| Inclusive education and child protection | An understanding of the learning needs of children with disabilities, educational resources and institutions supporting inclusive education, and how to protect children with disabilities from physical, emotional and sexual abuse in learning institutions |

**Key messages**

1. What causes disability (Genetic versus environmental contributors, alongside environmental, cultural and attitudinal barriers);
2. The need to see the person first, and not the disability;
3. Real life examples of the potential of persons with disabilities to contribute to social, economic and political development;
4. Advisory information on the focal institutions (State and Non-State) that can support persons with disabilities and their families to access social services and social-economic opportunities**;**

**Expected outcomes**

1. Heightened public awareness on:
   1. The different forms of disability;
   2. The common disability stereotypes and perceptions of persons with disabilities;
   3. The common barriers faced by persons with disabilities;
   4. Examples of role models with disabilities in the society (men and women, boys and girls with disabilities);
   5. The potential of persons with disabilities to contribute to development through active participation;
   6. The legal frameworks that protect and support persons with disabilities.
2. Where to seek help and support in relation to health and social services, and self-help/support groups.
3. Information on the upcoming miracles day campaign slated for December 2015.
4. Increased awareness on current in-country advocacy platforms for the inclusion of men and women, boys and girls with disability in county planning processes and participation in community life.

**EVALUATION OF THE COMMS OBJECTIVES**

|  |  |
| --- | --- |
|  | Measure |
| Public awareness | Audience participation through Callings, Text messages, Facebook post and comments on CBM Kenya page and QFM page, Twitter comments and questions |
| Attitude of the audience towards disability | Evaluate the participatory messages over the period, to evaluate if the audience are appreciating the different distinctions in all matters disability |
| Audience reach | QFM comparative report of audience reach per program |

**About the partners**

Nation Media Group

The Nation Media Group (NMG) founded by His Highness the Aga Khan in 1959 has become the largest independent media house in East and Central Africa. Nation Media has been a strong champion for change in society, especially in areas of improvement in health and socio-economic advancement. As the leading multi-media house in the East African region, it has print as well as electronic media and the Internet which attracts a regular readership quite unparalleled in the region

CBM Kenya

CBM Kenya is a local Kenyan registered disability and development organization – part of CBM International, one of the leading disability development organizations in the world - whose primary purpose is to improve the quality of life of persons with disabilities and those at risk of disability. CBMs work in Kenya has been ongoing for over 40 years and is run by a coordination team under the supervision of a Board of Directors. CBM Kenya proposes to increase the number of children with disabilities accessing primary education by providing orthopedic and rehabilitation services to them.

1. Credit: www.businessdictionary.com/definition/ lobbying.html#ixzz22rPZnzzB [↑](#footnote-ref-1)
2. http://www.oecd.org/gov/ethics/lobbying.htm [↑](#footnote-ref-2)