> The Annexes include additional tips, exercises, and discussion.
> - Annex 1 provides tips for running productive workshops and using the Guide.
> - Annex 2 includes more on Understanding Power (continued from Chapter 3).
> - Annex 3 is a bibliography of resources used in this Guide.

First Steps for Training and Planning

We think that all advocacy planning or training should begin with two important steps:

1. **A team-building and personal reflection activity** that allows participants to say something about themselves and learn about others in the group. This builds personal connections between people, creates an open environment, and boosts confidence. See page ... of Chapter 6: *Looking Inward* for a more in-depth explanation of why this is important. Below, in the discussion on advocacy training, we include a section on "Creating an Open Learning Process" which contains a selection of exercises for this purpose.

2. **A discussion of what advocacy is** and what the important results of effective advocacy should be. Without a common definition, some confusion and disagreement will inevitably arise and make participatory planning difficult, or even impossible. See Chapter 1, page ... , for more about defining common terms.

Besides these two important steps, advocacy planning and training should also include:

- **Review of the purpose** of a specific meeting or workshop.

- **Clarification of expectations** about what people want to gain from the overall planning or training. This will allow facilitators to clarify which expectations are realistic and appropriate given the time allotted and the program goals. It will also help identify any potential problems due to different expectations that facilitators and organizers need to consider.

- **Review of agenda** times, items and activities. This gives participants an opportunity to understand the logic of the process in light of the needs and goals and to contribute suggestions to the program.

- **Development of ground rules** to ensure that everyone is treated equally and fairly. To get buy-in, the facilitator asks participants for concrete suggestions. (See boxes, pp 42-43. Great Meetings.)

Sample Ground Rules to Consider
• No side conversations
• Share the floor
• No interruptions
• Encourage everyone to participate
• Debate ideas not individuals
• No evaluation during brainstorming
• Stay on the subject
• Be constructive
• Begin and end on time

Any advocacy training program should be based on a needs assessment that incorporates a review of participant and organizational

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Hints for Establishing Ground Rules

Groups are often resistant to establishing ground rules, either because of the time it takes or because they feel it is childish to define good behavior. A sense of humor, a declaration that you, as facilitator, need the ground rules, and a promise to keep the process of generating ground rules 'crisp' usually is enough to engage the group.

IN GENERATING GROUND RULES WE USE THIS PROCESS:
1. Ask for suggestions for ground rules. All ideas are welcome.
    Example: A group member says, 'I want everyone to be polite.'
2. Define the suggestion in terms of behavior. Asking 'what would it look like if...' helps.
    Example: The facilitator says, 'John, what would it look like to you if everyone were being polite?'
    John: 'No one would interrupt anyone and there would by no personal attacks.'
    Facilitator: 'So you are proposing two ground rules; no interruptions and no personal attacks.
3. Check with yourself to see if the ground rules really serve the group. If not, explain your concern to the group and offer an alternative.
4. Check for consensus on the ground rule.
5. After the ground rules are written, confirm that everyone can abide by them.

(See Kelsey, Dee and Pam Plumb. *Great Meetings: How to Facilitate Like a Pro.* Porland Maine: Hanson Park Press, 1999.)

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needs. Rather than provide fixed curricula, we opted to highlight the sections of the book that have been helpful to us as planners and trainers to enable you to review and arrange them according to your needs and goals. We have divided this section into three subsections: Using the Guide for 1) *focused analysis*, 2) *focused planning*, and 3) *training / learning about advocacy.*

Using the Guide for Focused Analysis

Careful **analysis** of problems, contexts, interests and power are an essential feature of good planning, and critical to advocacy success. They also lessen the risks and conflicts related to political work. The following parts of the *Guide* are especially useful for carrying out the different types of analysis. The exercises and sections of the book that are listed are sequenced in an order that has worked for our purposes, but you will have to choose which ones are the most applicable for your situation.

Power Analysis

We have found that it is helpful to begin a power analysis with a clear issue and a draft set of advocacy objectives for addressing that issue. The more you know about your aims and strategy, the better you will be able to assess the power dynamics and conflicts your actions may confront. The following tools and frameworks guide power analysis.

Focused Analysis: Power Analysis	
The Power Flower	p. #
Conceptual discussion about power	p. #
Structural Analysis	p. #
Naming the Powerful	p. #
SWOT Analysis	p. #
Force-field Analysis	p. #
Power Map	p. #
Discussion of different kinds of conflict	p. #

Focused Analysis: Problem Analysis	
Anatomy of a Problem	p. #
Tips for Developing a Problem Statement	p. #
Causes-Consequences-Solutions Analysis	p. #
Triangle Analysis	p. #
Discussion on prioritizing and defining the issue including the Checklist for Choosing an Issue	p. #
The SWOT Analysis	p. #

Focused Analysis: Contextual Analysis	
Vision of Political Decisionmaking	p. #
The Power Flower	p. #
Conceptual discussion about power	p. #
Structural Analysis	p. #
Naming the Powerful	p. #
Historical Analysis of Political Landscape	p. #

Focused Planning: Advocacy Planning	
Power Flower	p. #
Structural Analysis	p. #
Naming the Powerful	p. #
Historical Analysis of Political Landscape	p. #
Vision of Political Decisionmaking	p. #
Discussion and examples about Vision, Mission, and Strategy	p. #
Discussion and exercises for prioritizing issues	p. #
Tips for developing a Problem Statement	p. #
Causes-Consequences-Solutions Analysis	p. #
Triangle Analysis and Mapping of Strategies	p. #
Advocacy Impact Chart	p. #
Different Advocacy Strategies for Different Moments	p. #
Levels of Policymaking Arenas and Process	p. #
SWOT Analysis	p. #

Using the Guide for Focused Planning

Similar to the Focused Analysis above, we have listed exercises and sections of the book that are relevant to the broadly defined **planning** tasks below. Again, you will want to select from these in order to design the combination of steps and tools that best suit your purposes. Most of the planning proposed below will require about three full days, but the constituency-building piece may take four to five days.

Planning Policy Work

Policy work is part of a more comprehensive approach to advocacy that includes citizen education and organizing, media and other strategies. It is important to affirm this at the beginning and end of policy planning. The *Advocacy Action Impact Chart* and the *Vision of Political Decisionmaking* can be helpful for that purpose as well as the example in Chapter 11 entitled *"Why won't policy change in itself bring about social change?"* on p. ###. The following selection can assist in planning and designing policy-focused work.

Focused Planning: Policy Work	
Problem Statement	p. #
Triangle Analysis and Mapping of Strategies	p. #
Chapter 11: Policy Hooks and Political Angles, especially Levels of Policymaking Arenas and Process, International Rights Advocacy and A Note on Formulating Policy Alternatives	p. #
Lobbying: Getting to the Table	p. #
Formal and Informal Lobbying	p. #
Tips for a Lobbying Visit	p. #
Talking Points	p. #
Presenting Your Case to Decisionmakers	p. #
Two Negotiation Strategie	p. #
Negotiation Simulation	p. #
Political Responsibility and Accountability	p. #

Focused Planning: Media Planning	
What is advocacy? What is citizenship?	p. #
What is Political Consciousness? Fostering Political Consciousness	p. #
Features of Participatory Learning	p. #
Legal Rights and Citizen Education Programs: Reflections from Participatory Learning	p. #
Anatomy of a Problem	p. #
Problem Statement	p. #
Causes-Consequences-Solutions Analysis	p. #
Forcefield Analysis	p. #
Review entire Chapter 13: Media and Message Development	p. #

Focused Planning: Constituency-building	
What is Advocacy? What is Citizenship?	p. #
Vision for Political Decisionmaking	p. #
What do we mean by constituent?	p. #
How Constituency-building Changes Strategies	p. #
What is Political Consciousness? Fostering Political Consciousness	p. #
Features of Participatory Learning	p. #
The Importance of Participation in Advocacy Planning	p. #
Making Participation Work	p. #
Constituent Credibility Checklist	p. #
Anatomy of a Problem	p. #
Some Guiding Questions to Get Specific About Problems	p. #
Participatory Approaches for Defining Problems	p. #
Knowing your constituents	p. #
Some thoughts on power differences within groups	p. #
Constituency-building Ways to Identify Problems through the end of Chapter 8	p. #
Analyzing for Priorities	p. #
Causes-Consequences-Solutions Analysis	p. #
Triangle Analysis and Mapping of Strategies	p. #
Checklist for Choosing an Issue	p. #
Dimensions of a Citizen-Centered Advocacy Strategy	p. #
Message Development	p. #
Message Delivery	p. #
Alternative Media for Citizen Outreach and Education	p. #
Developing Local Leaders	p. #
Political Responsibility and Accountability	p. #

Using the Guide for Training/ Learning about Advocacy

The following lists are a few general designs for different types of training workshops. The exercises and sections of the Guide are sequenced in a way that has worked for our training purposes. Again, these reference lists are meant to inspire and focus your use of the Guide, but not as a curriculum per se.

Lobbying Training: 3 days	
What is advocacy?	p. #
Perceptions of Power and Political Change Strategies	p. #
Heading to the Corridors of Power	p. #
Lobbying: Getting to the Table	p. #
Ranking Decisionmakers	p. #
Formal and Informal Lobbying Exercise	p. #
Tips for a Lobbying Visit	p. #
Presenting Your Case to Decisionmakers Exercise	p. #
Talking Points	p. #
Legislative Traps	p. #
Advice for Getting to the Negotiating Table	p. #
Key Points for Developing a Negotiation Plan	p. #
Two Negotiation Strategies	p. #
Negotiation Simulation	p. #
Dealing with Strong Opposition	p. #
Maneuvering Power in Shadow Negotiation	p. #
Tips for Shifting the Balance of Power in Negotiations	p. #
"Why won't policy change in itself bring about social change?"	p. #

Intensive Advocacy Training: 10 days	
What is advocacy? What is citizenship?	p. #
Vision of Political Decisionmaking	p. #
Naming Assumptions	p. #
What is Power?	p. #
Chart on Power, Political Participation and Social Transformation	p. #
Features of Participatory Learning	p. #
The Importance of Participation in Advocacy Planning	p. #
Making Participation Work	p. #
Constituent Credibility Checklist	p. #
Anatomy of a Problem	p. #
Some Guiding Questions to Get Specific About Problems	p. #
Participatory Approaches for Defining Problems	p. #
Problem Statement, Causes-Consequences-Solutions Analysis	p. #
Triangle Analysis and Mapping of Strategies	p. #
Dimensions of Advocacy Strategies	p. #
Draft Goals and Objectives	p. #
SWOT Analysis	p. #
Forcefield Analysis	p. #
Power Map	p. #
Message Development	p. #
Mass Media Advocacy	p. #
Lobbying: Getting to the Table	p. #
Presenting Your Case to Decisionmakers	p. #
Negotiation Simulation	p. #
Affidamento	p. #
Pros and cons of coalitions	p. #
Political Responsibility and Accountability	p. #

Introduction to Advocacy: 2.5 days	
2 advocacy stories (Chad, p. X; DSWP, p. X; Via Campesina, p. X; "Why won't policy change in itself bring about social change?") (p. ###)	p. #
What is advocacy?	p. #
What is citizenship?	p. #
Vision of Political Decisionmaking	p. #
Naming Assumptions	p. #
Discussion of democracy (Chapter 2), power and empowerment	p. #
Problems - Issues - Advocacy Strategies	p. #
Causes - Consequences – Solutions Analysis	p. #
Triangle Analysis and Mapping of Strategies	p. #
Factors Shaping an Advocacy Strategy and Different Advocacy Strategies for Different Moments	p. #
Dimensions of an Advocacy Strategy and Charting Advocacy Impact	p. #

Media for Advocacy Training: 3 days	
What is advocacy?	p. #
Vision of political decisionmaking	p. #
Chart on Power, Political Participation and Social Transformation	p. #
What is Empowerment?	p. #
Chapter 13: Messages and Media: Reaching and Educating, especially Message Development	p. #
Framing Your Message	p. #
Message Development Exercise: Slogans	p. #
Mass Media Advocacy	p. #

Constituency-building and Citizen Participation Training: 6 days	
What is advocacy?	p. #
What is a Good Citizen?	p. #
Citizenship as "Makers and Shapers"	p. #
Perceptions of Power and Political Change Strategies	p. #
Vision for Political Decisionmaking	p. #
What do we mean by constituent?	p. #
How Constituency-building Changes Strategies	p. #
Fostering Political Consciousness	p. #
Features of Participatory Learning	p. #
The Importance of Participation in Advocacy Planning	p. #
Making Participation Work	p. #
Constituent Credibility Checklist	p. #
Anatomy of a Problem	p. #
Some Guiding Questions to Get Specific About Problems	p. #
Participatory Approaches for Defining Problems	p. #
Knowing your constituents	p. #
Power Differences Within Groups	p. #
Constituency-building Ways to Identify Problems through the end of Chapter 8	p. #
Analyzing for Priorities	p. #
Causes-Consequences-Solutions Analysis	p. #
Triangle Analysis	p. #
Checklist for Choosing an Issue	p. #
Advocacy Action and Impact Chart	p. #
Message Development	p. #
Alternative Media	p. #
Developing Local Leaders	p. #
Political Responsibility and Accountability	p. #

Creating a Conducive Learning Process: The Personal is Political

In education and organizing work, it is important to begin with exercises that affirm people's sense of self and build their connection to others. We weave the personal with the political to create the shared commitment that provides the foundation for successful group collaboration. Our experience has shown that several of these exercises need to be included at different moments in a course or workshop in order to strengthen relationships and communication.

The approach of each kind of activity should be tailored to different audiences. More professional and university educated groups such as human rights lawyers or researchers initially may resist these types of personal exercises, especially exercises that use art or creativity as a starting point. Once they have participated in them however, they usually appreciate the cooperative and reflective climate such exercises produce. It is best to begin with exercises that are more comfortable or less threatening.

Basic communication and listening skills can also help enhance group learning and effectiveness. We present some exercises and simple tips on the next few pages that focus on these areas.

Personal Reflection & Team-Building Exercises

Introductions
Personal introductions are essential at the start of a workshop. They break the ice, develop a sense of community and build trust. Asking people to share something positive about their lives or work can set a good starting tone. For example: Think about a person who inspired you to become involved in this

work – what is one important quality about that person? Or: Think about the organization you work in – what is one of the things about the organization that makes you proud to be a part of it? Or: What has been one major event in your life that drew you to work on advocacy and human rights?

Personal posters/photo collages
Creating a collage that represents a person's life is a visual way to describe and affirm an individual's sense of self and connections to others. The approach is especially appropriate if a group is going to be spending an extended period of time together. Even in situations where people supposedly know each other, this type of exercise can be useful. Unless organizations are very small, people rarely have a sense of the richness of their colleagues' lives or talents. Before the event, ask individuals to bring photos or other images that represent different aspects of their life – personal, professional, political, community etc. During one of the first evenings together, provide participants with colored paper, tape and markers to create their collage. For those who do not have images, provide a selection of magazines. After everyone has finished, place the posters on the wall and have each person explain the highlights.

Personal Storytelling
Simple storytelling can deepen bonds between people and affirm individual life journeys. Storytelling can also be the starting point for developing leadership and examining the effect of power on people's lives. Conversation in an informal setting gives everyone a chance to share their stories in a relaxed way. Specific questions to guide stories should be tailored to different groups: What got you involved in advocacy? What got you involved in social justice work? What are the major turning points in your life that have made you who you

are? This exercise can also be done as a drawing using the image of a river to represent the directions and flow of life.

Personal sources of inspiration

Sharing sources of personal inspiration reinforces group relationships and helps address burnout. Before an event, ask participants to bring something that inspires them in their work and that they draw strength from in moments of discouragement. For example, they could bring a piece of poetry, prose, song, a painting, a photo, a story etc. In a relaxed setting, have people share their examples. This can lead to a deeper discussion on survival strategies that people use to counter the pressures and risks of political participation.

Paper quilt

Working together on a paper quilt allows people to combine their individual expression with the group and build a special sense of community. Each person first designs their own square. They then combine their square with others to create a complete quilt. The theme for the quilt will vary according to the group. For example, people can design a piece to represent why they are involved in advocacy or what a workshop has meant to them. Provide participants with a pre-cut square, an assortment of materials to draw or construct their square. After everyone has explained the meaning of their square, the group works together to place the pieces. When everyone is satisfied with the overall design, the pieces are glued to a stiffer background paper and the quilt is hung on the wall.

Communication

The ability to communicate effectively is fundamental to internal organizational issues such as problem-solving, leadership, planning, coalition-building, and conflict resolution. It is also a central piece of lobbying and media work.

The fundamentals of communication

Simply put, communication involves two people interacting with one another. Each person brings their own values, beliefs, prejudices and life experiences to the interaction, and each takes on different communication roles at different moments — as speaker or listener. Each tries to convey meaning to the other, sometimes with words or gestures, sometimes with silence. Given different backgrounds, cultures, and means of expression, any communication between people has the potential for distortion and misunderstanding. When working with organizations and coalitions, that potential is compounded.

The ability to listen carefully and interpret meaning effectively are important skills for any communication. However, most people are not good listeners. Too often, we are thinking about what we are going to say next and not really paying careful attention to the other person's points of view. The *Communication and Listening Techniques* chart below provides questions designed to promote better interpersonal understanding and interaction. It can be used as the basis for an exercise. After reviewing the chart, people can break into pairs and have a conversation applying the questions to their discussion.

Communication and Listening Techniques		
The following examples provide a reference for helping people frame questions and responses that promote better communication.		
Types	**Purpose**	**Possible Responses**
Clarifying	- To get at additional facts - To clarify understanding	- Can you clarify that? - Do you mean this...? - Can you give me an example? - Is this the problem as you see it now? - Let me see if I'm understanding...
Paraphrasing / Restatement	-To check meaning - To show you are listening and that you understand what the other has said	- As I understand it then, your suggestion is... - To be clear, this is what I am hearing you say.
Neutral	-To convey that you are interested and listening -To encourage the person to continue talking	- I see. - That's very interesting - I understand.
Reflective	- To show that you understand how the other feels about what s/he is saying - To help the person to evaluate his or her feelings	- You feel that... - It was a disturbing thing, as you saw it. - You felt like you didn't get a fair shake.
Probing	- To help the person explore all sides of the problem	- This is what you have decided to do... and the reasons are? - What other ways are there to look at it? - How do you think other people see it? - What other information might help?
Summarizing	- To bring all the discussion into focus - To serve as a springboard for discussion of new aspects of the problem	- These are the key ideas I have heard you express. - If I understand, you are feeling / thinking...

Adapted from *Training for Transformation*, Volume II, 1995 and Sam Kaner, *Facilitators Guide to Participatory Decision-Making*, New Society Publishers, Philadelphia, 1996