

Advocacy and Communication

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Participants workbook

Objectives

After attending this workshop, participants will be able to:

- Define and understand the concepts of advocacy and lobbying;
- Understand and explain the importance of advocacy in strengthening democracy and promoting social justice;
- Identify and assess the context within which they are / will be engaging in advocacy;
- Identify the advocacy tools;
- Be able to develop a communication strategy as part of an advocacy campaign; and
- Plan and implement an advocacy campaign.

Programme

Day 1

08:30 – 09:30	Introductions
09:30 – 10:30	What is advocacy and lobbying?
10:30 – 11:00	Tea
11:00 – 12:00	The importance of advocacy for democracy
12:00 – 13:00	How government works
13:00 – 14:00	Lunch
14:00 – 14:30	How government works (continued)
14:30 – 15:00	Running a campaign: Defining the issue
15:00 – 15:30	Running a campaign: Defining the objective
15:30 – 16:00	Tea
16:00 – 16:30	Running a campaign: Using research

Day 2

08:30 – 09:00	Running a campaign: Identifying key players
09:00 – 10:00	Running a campaign: Developing a campaign strategy and using advocacy tools
10:00 – 10:30	Running a campaign: Strategic communication
10:30 – 11:00	Tea
11:00 – 12:30	Running a campaign: Strategic communication (cont.)
12:30 – 13:00	Running a campaign: Using the media
13:00 – 14:00	Lunch
14:00 – 15:30	Practice: The advocacy game
15:30 – 16:00	Tea

16:00 – 16:30 Practice: The advocacy game (continued)

Day 3

08:30 – 10:30 Practice: The advocacy game (continued)

10:30 – 11:00 Tea

11:00 – 13:00 Closure and evaluation

13:00 – 14:00 Lunch

Everyday persuasion scenarios

Scenario 1

Volunteer 1: You are an employee trying to persuade your employer to let the office close at lunchtime before the long weekend.

Volunteer 2: You are the employer and not very eager to let the office close early. All these public holidays are already affecting the productivity of the company.

Scenario 2

Volunteer 1: You are a parent who wants your teenage child to spend more time studying before the exams, rather than doing sports.

Volunteer 2: You are a teenager who believes that, if you practice very hard, you will be selected for the school's 1st or A team. Anyway, playing sports is nicer than studying!

Scenario 3

Volunteer 1: You want to convince your friend that Bafana Bafana needs a foreign, internationally experienced coach if they want to win the next African Nations Cup.

Volunteer 2: You believe only South African coaches understand our player's style and we have never done well because we normally have foreign coaches.

Scenario 4

Volunteer 1: You would like to borrow R20 from your friend until the end of the month.

Volunteer 2: You are not sure you want to lend the money to your friend – you planned to do something else with it.

What is advocacy?

Advocacy means any action geared towards changing the policies, positions or programmes of any type of institution. Advocacy is about identifying a problem in a community, coming up with a solution to that problem, establishing strong support for that solution and providing an effective implementation plan. Lobbying influential people for support is part of the advocacy process.

What is lobbying?

Lobbying comes from the verb “to lobby”, which means an attempt by citizens to influence *public officials* at a high level. Lobbying is one of the most common methods used by citizens to influence public policy. It is used to put pressure on politicians and government officials to take up the interests of the people and to support their cause.

In most democracies lobbying is recognised as a legitimate way for citizens to have their voice heard. However, critics of lobbying say that wealthy people and business are better able to spend time on and pay for various lobbying activities and therefore gain greater influence with public officials than other citizens.

Advocacy or lobbying?

Decide whether each activity represents advocacy or lobbying, and tick the correct column next to the activity.

	Advocacy	Lobbying
Writing opinion or editorial pieces for newspapers		
Organising marches, demonstrations and other protest action		
Phone calls to officials seeking support for programmes		
Appearing on radio or television to call for popular support		
Writing brief position papers or memoranda explaining the key points and evidence underlying the position which you are advocating, and sending these to specific influential people.		
Forming alliances, coalitions or networks		
Getting fellow citizens to sign petitions calling for government action		
Linking up with influential people already committed to the cause		
Lobbying influential decision makers		
Printing and distributing leaflets calling for action		
Writing letters to politicians expressing an opinion		
Creating a website providing information on a specific issue		
Boycotting and striking		
Arranging meetings with councillors and other influential people to discuss an issue		
Holding community meetings		

CASE STUDY: RAPCAN and Closure of the Child Protection Units

(RAPCAN = Resources Aimed at the Prevention of Child Abuse and Neglect)

Introduction

Resources and Prevention of Child Abuse and Neglect (RAPCAN) was involved in a campaign to stop the Child Protection Units (CPUs) from closing down.

History

RAPCAN first heard of the threat of CPUs being closed down from a television reporter, in February 2001. The SA Police Service was attempting to rationalise their special units to improve communication, make better use of resources and curb duplication of work. RAPCAN and others in the sector felt that the CPUs were among the specialised units that were, in fact, extremely stretched and under-resourced. They also felt that child abuse cases required conditions and staff training, as well as provision of child-friendly environments; and a generalised special unit would not deal that with. RAPCAN believed that closure of the CPUs would be in contravention of international and our own constitutional obligations towards children.

For six weeks, RAPCAN was involved in this campaign to convince policy makers in the police sector to withdraw the decision to close the Child Protection Units.

Defining Aims and Process

Television exposure created awareness of the issue. Thereafter organisations held a sectoral meeting with others to decide what to do; trying to clarify issues and information. This group formulated questions amongst themselves in the meeting, to ask the SAPS for clarity; and agreed to try and set up a meeting with SAPS. Other meetings of interested NGOs were held in Gauteng and KZN. These three meetings exchanged their ideas on questions to be asked of SAPS, and decisions around campaign strategy were made by consensus and through discussion. There were 10 organisations from around the country that contributed to writing specific questions to be asked of the SAPS.

Organisations tried to see the Minister of Social Development, but to no avail. They also sent him a letter but had no response. A parliamentary monitor in the group noticed that the NCOP was meeting with SAPS, and asked to be involved. They discovered that this particular NCOP committee seemed much more in touch with people on the ground, and they had a positive meeting with the committee chairperson.

Partnerships

RAPCAN is part of the children and violence forum, comprised of national and provincial government representatives, NGOs, welfare organisations, university linked organisations. All of these stakeholders were informed about

the issues from the inception of the campaign - this was made easier using email. Each centre (Cape Town, Jo'burg and Kwazulu-Natal) had one person responsible for communication; this helped a lot to keep everyone informed and committed.

Strengths / Opportunities

The issue was clear and easily identifiable. An individual who knew the parliamentary process was closely involved in the campaign and found out about relevant committee meetings on the issue, which allowed for intervention. Email strengthened the campaign's capacity to keep stakeholders informed.

Barriers / Challenges

The campaign group found that the chair of the portfolio committee was unwilling to meet, the minister did not respond to their letters or requests, so they had to be persistent in finding other options for intervention.

Tools

RAPCAN and others used television media to publicise the issues; electronic media to keep stakeholders informed; networking with other organisations to raise appropriate questions to the SAPS; lobbying the chairperson and submissions to the NCOP committee; as well as the SAPS. These were the successful tools used. Others that were not so successful, but also tried, were letters to the Minister, and an attempt to meet with him, as well as trying to meet with the chairperson of the Portfolio Committee.

Budget

This campaign had no budget, and relied on individuals and organisations to volunteer their time, or use existing work time for the campaign (which fitted with organisational mandates).

Lessons Learned

RAPCAN learned that cross-sectoral and strong advocacy from networks made a critical difference to their argument. Also, their issue was clearly identifiable and had a defined time limit. They learned to use email effectively, and also gained some understanding of parliament (and how to approach parliamentarians), citing that this was vital knowledge when embarking on such a campaign.

Impact

The impact of the campaign on RAPCAN was that they, and others in the sector felt that they could make a difference and their voice could be heard, to ensure that children's rights would be protected. This also strengthened the network that RAPCAN works in, showing that success is a boost for morale.

The ultimate impact of the campaign was that the CPUs were NOT closed down, so the campaign could have been said to be successful. The SAPS made a public statement at Human Rights Commission hearings that CPUs would not be closed.

QUESTIONS: RAPCAN and Closure of the Child Protection Units



(RAPCAN = Resources Aimed at the Prevention of Child Abuse and Neglect)

1. What role did advocacy groups play in keeping the Child Protection Units open?
2. What would have happened if the advocacy groups were not able to influence the process?
3. Can your group come up with other examples of advocacy groups influencing government policy, especially at local government level?
4. Why is advocacy important in democracies?

Where power lies

Stakeholders	Sources of power
Government	
Civil society organisations	
Union federations	
Business	
Religious organisations	
The media	

How government works

Branches	Executive	Legislative	Judicial
			
Spheres			
 National			
Provincial			
Local			

The Constitution

The Constitution is the supreme law of the country. No one, not even the President, can act against the Constitution, and all laws passed must be consistent with the Constitution to be valid. Amongst other things, the Constitution states that South Africa must have a multi-party system of democratic government.

The three spheres or levels of government

The Constitution provides for three spheres or levels of government, namely: national, provincial and local. Each of these has legislative power over certain areas of policy and implementation responsibility for others. According to the Constitution the three levels are “distinctive, interdependent and interrelated”.

Policy and law

Each sphere or level of government is responsible for some types of legislation (law) and for policy development and implementation.

Laws are rules enacted to prescribe or prohibit certain actions, enforced by the imposition of penalties. Laws are sometimes enacted to put policy into action.

Policy refers to a course or principle of action adopted or proposed by government. Policy states what government aims to do to realise the rights enshrined in the Constitution or to address certain problems.

Separation of power in government

The Constitution entrenches the separation of power in government by providing for three separate branches of government: the Executive, the Legislature and the Judiciary. Each of these branches has its own specific powers and responsibilities. These powers and responsibilities complement and also provide checks and balances on each other so that effective governance is possible.

When planning an advocacy campaign it is important to remember this separation. Each branch, with its own set of functions, operates in different ways and at different times. *An effective campaign requires a specific targeted approach.*

The Executive branch

The Executive branch includes the President, the Deputy President, Cabinet Ministers and their departments. Each department is headed by a Director-General and staffed by civil servants. Cabinet (including the President and Deputy President) is individually and collectively accountable to Parliament.

The Executive has the following responsibilities:

- Implementation of national legislation;
- Development and implementation of national policy;
- Preparation and initiation of legislation; and
- Coordination of the functions of state departments and administrators.

The key structures of the Executive include:

- Policy Task forces;
- Departmental Advisory Committees;
- Inter-departmental Committees;
- Inter-ministerial Committees or Cabinet Sub-Committees;
- The Coordination and Implementation Unit (CIU);
- Other policy specific structures;
- Technical Committees; and
- MinMEC.

The key players in the Executive are:

- The President;
- The Deputy President;
- The National Minister;
- The Provincial Premiers;
- The MEC's;
- Ministerial and MEC Advisors;
- Departmental Civil Servants; and
- State Law Advisors.

Power may be located in different places in the various ministries and departments. In some departments, the Minister is very strong and involves him or herself in every policy matter. In other ministries, the Minister may tend to leave the detail to his or her special advisors or senior civil servants. Invariably, especially on important policy matters, the president's office is involved and needs, therefore, to be lobbied. It is important to find out how things work in the ministries and departments that affect the particular issue you are concerned about, so that you can target the right people.

Key points of intervention with the Executive

1. **Prior to policy formulation:** "Put an idea into the mind of the Minister." Meet with the Minister and/or his/her advisors and senior civil servants.
2. **During the policy formulation phase:** "Help Government make up its mind in the direction you want." Meet with the Minister and his/her advisors and senior civil servants, as well as the policy task team (if there is one) or technical committee (if there is one).
3. Comment on the **Green Paper** (if there is one).
4. Get the Parliamentary Portfolio Committee involved as early as possible (see below).
5. Engage with the Deputy President's **Co-ordination and Implementation Unit (CIU)** prior to Cabinet ratification of the draft bill or policy.
6. Comment on the **White Paper** (if there is one).
7. During the Parliamentary stage (see below).

Green Paper: When government publishes a Green Paper it is presenting its preliminary thinking to the public and all interested stakeholders. At this point, it has not necessarily made up its mind. After it has received written or oral submissions from the public and consulted with relevant stakeholders, the government will go back and revise or elaborate on the Green Paper.

White Paper: The result of this revision or elaboration is the publication of a White Paper which is, in effect, a statement of intent. It is a detailed policy plan which often forms the basis of legislation.

Government is not required to use the Green and White Paper process. Sometimes, for example, government will draft a policy document, and then leap from that to a draft bill. Sometimes the government will simply publish a bill or announce a new policy.

Government can decide what process it wishes to follow in each case. As a result, advocacy organisations have to be alert, constantly listening and looking out for signs that government is planning to introduce a new policy. Forming links with people in the departments is vital to create an early warning system.

The Legislative branch

Parliament

Parliament is the National Legislature. It consists two chambers: the National Assembly and the National Council of Provinces (NCOP).

Schedule 5 of the Constitution establishes the powers vested in Parliament. It may:

- ❑ amend the Constitution;
- ❑ pass legislation, including laws where both national and provincial government have responsibility, including health, education, housing, welfare and transport (see schedule 4 of the Constitution);
- ❑ delegate its legislative power, except the power to amend the Constitution;
- ❑ pass laws in areas of policy where provinces have exclusive responsibility, only under certain circumstances.

The main roles of the National Assembly are:

- ❑ providing a forum for public consideration of issues;
- ❑ scrutinising and passing legislation;
- ❑ electing the President,
- ❑ overseeing the Executive branch, including the Cabinet and all of the departments, and holding them accountable.

The **National Council of Provinces** is made up of nine provincial delegations, each consisting of 10 delegates. Thus, each province is represented equally. Each delegation is generally proportionally representative of the political parties that were elected to the legislature in that province. Each delegation consist of:

- four special delegates consisting of the Premier of the province or, if the Premier is not available, any member of the provincial legislature designated by the Premier either generally or for any specific business, and three other special delegates;
- six permanent delegates appointed by the provincial legislature.

The NCOP ensures that provincial interests are represented at national level and is a way of maintaining links between provinces and central government. It has the power to initiate, amend or reject national legislation, especially in those areas where provinces have overlapping legislative and executive authority. However, while it can often delay the passing of bills, it cannot block national bills that do not affect the provinces.

Parliament is the most accessible branch of government, where organisations and individuals involved in advocacy may impact decision-making in relation to law and policy.

The role of political parties

At this point in time it is not easy to say how much influence each of the political parties has on policy-making. It probably depends on the area of policy. Each party has its own internal structures, such as the ANC's National Executive Committee (NEC), which play an important role in determining the positions that party will take on key issues. These structures can be useful targets of advocacy campaigns.

What are the parliamentary committees?

Parliamentary committees are where much of the real work of Parliament takes place. They serve a number of purposes:

- increase the amount of work that can be done;
- ensure that issues are debated more fully than is possible in plenary sessions;
- enable MPs to develop expertise and in-depth knowledge of the committee's area of work;
- allow members of the public to make submissions on specific matters, which is not possible in full parliamentary session;
- provide a forum where people have to give evidence or produce documents relevant to the committee's work.

Each portfolio committee is responsible for monitoring the department it oversees, scrutinising what it does, investigating and making recommendations on any aspect of the legislative programme and the budget,

rationalisation of the department, restructuring, functioning, organisation, structure, personnel, policy formulation and any other relevant matter.

Each committee elects its own chairperson, although the majority party caucus effectively determines who is chairperson. Nonetheless, some minority party members were selected by the ANC to chair committees on the basis of their individual expertise.

A committee may make enquiries and hear evidence, and it must debate, amend and put forward proposals for legislation. Committee meetings are generally open to the public, although committees may decide to close their meetings to the press and public if they have good reason to do so.

A parliamentary committee can summon anybody, including the President, a Minister or any department official, to appear before it to supply information. It provides a forum where ordinary citizens or their organisations can make formal representations to government on new laws or policy during the parliamentary process. **The committees are therefore key structures to utilise for advocacy.**

There are four types of parliamentary committee:

- ❑ Portfolio Committees
- ❑ Select Committees
- ❑ Ad Hoc Committees
- ❑ Joint Standing Committees

Key players in Parliament

- ❑ Speaker of the National Assembly and the Leader of the NCOP
- ❑ Leader of Government Business
- ❑ Committee Chairpersons
- ❑ The “Inner Circle” on committees
- ❑ Political party structures
 - ❑ Chief Whips
 - ❑ Caucuses
 - ❑ Study groups

Key points of intervention in the parliamentary processes

- ❑ Parliamentary questions and interpellations
- ❑ Portfolio Committee public hearing/submission

- ❑ Audience with the study group prior to committee decision-making and report-making
- ❑ Opposition briefing prior to first reading
- ❑ The Provincial Loop (for section 76 bills)
- ❑ Snap debates

Public access to Parliament

The Constitution says that there must be public access and involvement in Parliament. Members of the public have the right to attend the meetings of Parliamentary Committees and all sittings of the National Assembly and the NCOP. You can stay informed regarding parliamentary agendas through the media, by contacting the Public Participation Information Section at Parliament, or through a political party. Members of the public also have the right to contact any MP or member of the NCOP to inform them of their views. This can be done through constituency offices or directly to the offices of Parliament in Cape Town.

The types of bills that can be introduced in Parliament

There are four types of bills that come before Parliament with different procedures for each.

1. Bills that do not affect the provinces (Section 75 of the Constitution)
2. Bills that affect the provinces (Section 76 of the Constitution)
3. Amendments to the Constitution (Section 74 of the Constitution)
4. Money bills (by which Parliament allocates money to the various departments; these are introduced into the National Assembly by the Minister of Finance – Sections 77 and 75 of the Constitution).

Who can submit bills in Parliament?

Bills may be submitted by:

- ❑ Ministers
- ❑ MPs
- ❑ Parliamentary Committees

How does a bill become law?

A bill is proposed legislation that has been introduced in parliament. Parliament must either accept (pass), reject or amend a bill. All bills must be considered and voted on by both chambers -- the National Assembly and the National Council of Provinces. If they pass a bill, amended or unamended, the bill is sent to the President for his assent and signature and it then becomes law. Once a bill becomes law we refer to it as an *Act of Parliament*.

The judicial branch

The judiciary is the third branch of government. The Constitution vests the judicial authority in the courts. Their role is to enforce the law, with respect to

all individuals, companies and the government. The courts are independent and subject only to the Constitution and the law which they are to apply impartially, and without fear, favour or prejudice. The courts include (in order of their hierarchy):

- ❑ the Constitutional Court,
- ❑ the Supreme Court of Appeal,
- ❑ the High Courts,
- ❑ the Magistrates' Courts,
- ❑ the Small Claims Courts.

Why is the Constitutional Court important in advocacy?

The Constitutional Court is the highest court and decides only constitutional matters. It can determine whether a policy, a law, an amendment to a law, or even an amendment to the Constitution itself is consistent with the Constitution. It can hear any matter involving the interpretation, protection or enforcement of the Constitution.

Provincial government structures

Executive

The Premier of the province together with the Executive Council carries out provincial executive functions. The Premier is elected by the Provincial Legislature. The Executive Council consists of the Premier and no fewer than five and no more than 10 members appointed by the Premier from the members of the Provincial Legislature.

Legislative

South Africa's nine provinces are governed by Provincial Legislatures that may pass their own provincial constitutions and pass legislation dealing with matters that fall within their jurisdiction, as determined in the national Constitution. The Provincial Legislatures also consider national bills which affect the provinces and give a mandate to their representatives on the National Council of Provinces. In the "provincial loop", the four-week legislative cycle of laws affecting the provinces, bills are discussed in provincial parliamentary committees. These committees may hold hearings on such bills, and these hearings would provide an opportunity for advocacy organisations to lobby at the provincial level.

Local government structures

Section 151 (1) of the Constitution states that "the local sphere of government consists of municipalities, which must be established for the whole territory of the Republic." The Constitution further states that a municipality has "the right to govern, on its own initiative, the local government affairs of its community, subject to national and provincial legislation, as provided in the Constitution." This provision further elaborates the relative independence of local

municipalities in governing the affairs of communities in their areas of jurisdiction.

What are the objects of local government?

Municipalities are charged by the Constitution to strive to achieve the following objects, within their financial and administrative capacities. Section 152 of the Constitution set the objects as follows:

- To provide democratic and accountable government for local communities;
- To ensure the provision of services to communities in a sustainable way;
- To promote social and economic development;
- To promote a safe and healthy environment; and
- To encourage the involvement of communities and community organisations in the matters of local government.

Each **municipality must have a Municipal Council** which must meet at least quarterly. The municipal council must conduct its business in an open manner, and may close its sittings or authorise its committees to close their sittings only when it is reasonable and justifiable to do so having regard to the nature of the business which is conducted.

Political Structures

The Municipal Structures Act gives effect to Municipalities to have different political structures and office bearers to execute different functions at political level. It is therefore important to understand the different roles and responsibilities of each of these political structures and offices.

The Council

The Council is the legislative arm of the Municipal Council which is the highest decision making body. This body is chaired by the Speaker. The role of the Council is to receive reports and recommendations from Executive (Mayoral) Committee and other Council Committees of Council. The Council may delegate certain powers and functions to political structures, office bearers or administration for effective functioning of the Municipality.

The Speaker

The Speaker is the Chairperson of the Council which is the Legislative Arm of the Municipal Council and is responsible for the following functions amongst others:

- To structure the legislative and executive functions of the Municipal Council to ensure the effective functioning of the Municipality.
- To protect and monitor governance standards through checks and balances between the legislative and executive arms of Council.
- To drive Council Agenda system and grouping of Departmental items with the Executive (Mayoral) Committee and the Municipal Manager.
- Drives the formulation of policy to implement Code of Conduct and chairs the Council's Rules and Ethics Committee.
- Oversee the establishment and ensure for effective functioning of ward committees and other community participatory systems.
- Act as the appeal authority in terms of Access to Information Act.

Executive (Mayoral) Committee

The role of Executive (Mayoral) Committee amongst others is to:

- Receive reports from other Council Committees of Council and make recommendations to Council when it cannot dispose of the matter in terms of its delegated powers;
- Recommend to Council strategies, programmes and services to address priority needs of the Municipality through IDP;
- Monitor the management of the Municipality's Administration and oversee provisions of services to communities;

Council Committees

Section 79 Committees

The Council may establish one or more Committees necessary for the effective and efficient performance of any of its functions. Under this section the Council appoints members amongst councillors determine the functions and appoint the Committee Chairpersons and may authorise the committee to co-opt advisory members.

Section 80 Committees

The Municipal Council which has Executive (Mayoral) Committee may appoint in terms of section 79 Committees of Councillors to assist the Executive (Mayoral) Committee. These types of Committees are chaired by members of the Executive (Mayoral) Committee.

Committee System

The Council Committees can be categorised under the following main areas:

- Portfolio Committees
- Geographically-based Committees
- Issue-related Committees

The local government system creates many opportunities for public participation. Council meetings and decision-making processes are open to the public. Members and officials of the municipalities are easier to reach than in any other sphere of government. As indicated above Council is the legislative arm of the municipalities and the various council departments will be tasked to deliver and implement on the policies and plans of the municipality. Local government does not only provide services, it also has a governing function. This means that the elected council must govern and represent its communities. To do this the council has to find out what the public's view are on certain issues and then it should be able to respond to the needs of the public.

Ward committees

Ward committees constitute one of the mechanisms whereby community participation in local governance is made possible. Metropolitan and certain local municipalities may establish ward committees. The Ward committee should comprise of the ward councillor and not more than ten people.

Council Departments

Local government is responsible for planning, developing and maintaining a system that can deliver services to communities. The council departments are an integral part of this system and are concerned with delivery of services to the community. The department comprises of officials who appointed to work in a municipality because of the skills or knowledge they have. Since the officials appointed on a professional capacity, they are expected to conduct themselves in a professional manner by rendering the services for which they are paid. The officials are also expected to carry out the policy decisions of the council.

How can local government structures be used in advocacy?

Through the councillors, the committees, and the staff of local government, CSOs can advance their advocacy positions. Local ratepayers associations are also valuable structures through which local issues can be addressed.

Running a campaign: Defining the issue

You are a member of a women's group concerned about primary health care issues in your area. At recent meeting you have identified the absence of a nearby clinic as a serious problem. Read through the following article and, from your perspective, identify what the issue is.

Council undecided on allocation of R 3m	
<p>23 May – According to the Mayor of Maluti Municipal Council, Mr. Enoch Seilane, the council has yet to decide how it will use the 3 million rand it received from the Department of Provincial and Local Government for the improvement of facilities in the area. Mr. Seilane said on Tuesday that the Municipal Council was still debating whether the funds would go towards the construction of a new sports stadium or the extension of street lighting to previously unserviced areas. He said that a decision was expected within the next two months, since the funds have to be allocated during this budget cycle.</p> <p>Speaking at the annual Mayors Ball, the Mayor also categorically denied that there were truth in the rumours that he is in favour of the construction of the sports stadium because one of his relations owns a construction company, and stated that these rumours were part of a campaign to discredit him. The Mayor has faced stiff opposition from members of his own party and some community groups since his inauguration.</p> <p>An anonymous source within the majority party has recently told this publication that there is widespread dissatisfaction within the caucus and at grassroots level with the authoritarian management style of the mayor. According to the source, many community groups would like to</p>	<p>make more input on how the funds are spent.</p> <p>Meanwhile, Superintendent Wendy Oberholzer, the spokesperson for the local police station, has welcomed the possibility of more street lighting, citing decision of the Community Police Forum (CPF) decision last year to advocate for this. The SAPS believe that street lighting will go a long way towards bringing down crime in crime ridden areas. She dismissed as a temporary hitch the recent withdrawal of the Youth Club from the CPF, saying that they discussions are under way to get the team on board again. The soccer team withdrew in protest at the what it perceived as the “the lack of prioritisation of alternative leisure options for the youth”.</p> <p>In a separate development, Ms. Mpho Monnyaneng, announced on Friday that a mass meeting will be held in Ward 4 on Saturday 7 June. At his meeting a new Ward Committee will be elected. Cllr. Monnyaneng said she regretted the <i>en masse</i> resignation of the previous Ward Committee, but that the Council does not always have to pander to the wims of Ward Committee members. She stated that there are no independent studies that show that other facilities should take precedence over the proposed new developments. – <i>Staff reporter</i></p>

Running a campaign: Defining the objective

An objective is a statement that says what you want to achieve with the campaign. Objectives should be:

S pecific
M easurable
A chievable
R ealistic
T ime - specific

An advocacy objective aims to *change* the policies, programmes or positions of governments, institutions or organisations.

Your advocacy objective is *what* you want to change, *who* will make the change, by *how much* and by *when*.

Running a campaign: Defining the objective

Define objectives for the following scenarios:

Scenario 1

The local police station is completely understaffed compared with other stations in the province. You want this to change.

Scenario 2

The Municipal Council wants to apply for a permit to allow 4x4 vehicles on the beach. You think they should not because these vehicles caused too much damage in the past.

Scenario 3

The Municipal Council wants to build a market for hawkers, but this will mean hawkers may not trade anywhere else. As a member of the Hawkers Association you are against this.

Scenario 4

You are concerned that some Stokvels do not manage their financial affairs well. Sometimes people lose large amounts of money.

Scenario 5

Government is considering hosting bidding to host the Olympic Games again. You believe the last time was a huge waste of money and effort, and do not want that to happen again.

Running a campaign: Using research

No campaign will succeed without detailed, compelling facts and figures.

Research can be used to:

- ❑ Affect what is considered changeable in a policy process;
- ❑ Choose an advocacy goal;
- ❑ Directly influence decision-makers – the primary audience of an advocacy programme;
- ❑ Inform the media, public or others – the secondary audience, who indirectly influence decision-makers;
- ❑ Support an existing advocacy position;
- ❑ Counter opposition positions or arguments;
- ❑ Alter the perceptions about an issue or a problem;
- ❑ Challenge myths or assumptions;
- ❑ Confirm policy actions and programmes that work; and
- ❑ Reconsider strategies that are not working.

Running a campaign: Identifying the key players

Key players are the people who have to be persuaded for the campaign to be successful. These key players can be divided into primary and secondary audiences.

The **primary audience** includes decision-makers with the authority to influence the outcome of your objective directly. These are the individuals who must actively approve the policy change. These decision-makers are the primary targets of an advocacy strategy. **These are the people to lobby!**

The **secondary audience** comprises individuals and groups that can influence the decision-makers (or primary audience). The opinions and actions of these influential people are important in achieving the advocacy objective in so far as they affect the opinions and actions of the decision-makers. Your secondary audience may contain opposition forces to your objective, and **will include potential partners**. If so, it is important to include these groups on your list, learn about them and address them as part of your strategy.

Running a campaign: Identifying the key players

Advocacy objective:	
Primary audience “Targets or people to lobby”	Secondary audience “Influential people or potential partners”

Running a campaign: Developing a campaign strategy

Possible campaign strategies:

Writing to an MP or your local councillor	
Producing a campaign newsletter	
Going on a hunger strike	
Organising a mass picket or boycott	
Doing media interviews	
Sending out press releases	
Having lunch with the editor of a local newspaper	
Persuading an opposition party councillor to ask a question in the council meeting	
Civil disobedience – breaking the law in order to attract attention to your cause	
Paying for a newspaper advertisement	
Attracting the interest of an international NGO (like Amnesty International)	
Taking the council to court	
Sending a written submission to the council	
Organising a one-day strike in support of the campaign	
Selling T-shirts supporting the campaign	
Producing a newsletter setting out the various options government has	
Asking for a private meeting with the relevant councillor	
Lobbying members of the Ward Committee	
Forming an alliance with a network of community organisations	
Monitoring the Local Council	

Running a campaign: Developing a campaign strategy

The advocacy tools:

- **Information:** Gathering, managing and disseminating information lays the basis for determining the direction of an advocacy campaign. Research is one way of gathering information.
- **Research:** Conducting research and policy analysis uses the information from various sources and develops it into policy options which become the key content of an advocacy campaign.
- **Media:** Various media are used to communicate the campaign message to the different stakeholders.
- **Social mobilisation:** Mobilising the broadest support from a range of stakeholders, including the public at large, is essential to building the influence of the campaign.
- **Lobbying:** Convincing the decision-makers who have the power to make the desired changes involves a set of special knowledge and skills.
- **Litigation:** Sometimes, using the court system to challenge a policy or law can reinforce an advocacy campaign.
- **Networks, alliances and coalitions:** Sharing of information and resources, and strength in unity and commonality of purpose are key to the success of advocacy work.

Running a campaign: Strategic Communication

What is strategic communication in advocacy? Strategic communication is any planned communication activity that seeks to achieve one of the following communication goals: inform, persuade, motivate or move to action.

There are five questions which can help your advocacy group reach agreement on target audience, take-away messages including the supporting data for these messages, channels of communication and evaluation. It also gives you a practical tool for monitoring whether your communication activities are consistent with the communication strategy for advocacy.

A Communication Strategy.

1. Which audiences need to be reached or audience analysis?
2. What do we want people who hear our message to do?
3. What messages could be appropriate?
4. Which channels of communication would be most effective?
5. How will the communication process be monitored and evaluated?

Using the decision-making template to structure the communication strategy ensures that only communication activities that support your advocacy objectives are undertaken.

Decision-making Template and Developing a Communication Strategy

Advocacy Objective:

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AUDIENCE	DESIRED ACTION	MESSAGE	CHANNELS	EVALUATION

Audience

As needed in an advocacy strategy, your communication strategy needs to reach different types of people whose support is critical to your advocacy action. It is useful to identify the primary and secondary audience as these audiences assume different roles in the task of promoting change. (See Section: Identifying Advocacy Audience)

Desired action

Desired action is a specific action, performed toward a target, in a given context, at a specific time. Some actions are easier to influence than others. Using the decision-making template, you could specify the type of action your advocacy strategy would like to promote among various target audiences. By identifying the action your campaign would like to influence, you become aware of factors that influence audiences' willingness to take these actions. Critical to selecting feasible actions is to ask the question, "what do we want people to do?" The steps in defining the action for communication in advocacy:

Step 1: What is the objective/issue?

Step 2: Who is responsible for the problem?

Step 3: How do we create a segment of several audiences?

Step 4: What do we want them to do?

Step 5: What are the benefits and barriers people have?

Take-away message

A take-away message is the target audience's response to the message put out by the communicator: it is what the audience hears versus what the communicator says. Good take-away messages focus on the people's needs, not the advocacy coalition's desire to communicate a message about its strategy. To be effective, a take-away message targets people's beliefs or opinions, and answers the question, "What does this have to do with me?" Take away messages must be culturally sensitive, memorable, and concise.

There are five key elements of messages. Content is only one part of a message. Other non-verbal factors such as who delivers the message, where a meeting takes place or the timing of the message can be as, or more, important than the content alone. In addition, sometimes what is not said delivers a louder message than what is said.

- Content/Ideas: What ideas do you want to convey? What arguments will you use to persuade your audience? What do you want to achieve? Why? How do you propose to achieve it? What action do you want your audience to take?
- Language: What words will you choose to get your message across clearly and effectively? Are there words you should or should not use?
- Source/Messenger: Who will the audience respond to and find credible?
- Format: Which way(s) will you deliver your message for maximum impact? e.g. Radio, webpage, internet, a meeting, brochure?
- Time and Place: When is the best time to deliver the message? Is there a place to deliver your message that will enhance its credibility or give it more political impact?

Some tips for Message Development and Delivery:

Deliver a consistent message to an audience through a variety of channels over an extended period of time. Messages will not be absorbed by audiences and influence their opinions overnight - repetition is vital. Consistency is also crucial so don't change your message until it has been absorbed by your audience. Deliver the same message in different ways, using different words, so it does not become boring.

Make sure that your message is being delivered by a source that the audience finds credible. The messenger is often as important as the message itself.

Create a message that the audience will understand. Use the language of the target group. Avoid technical terms and jargon. If your message presentation uses charts, keep them clear, simple and easy to understand. Use words and phrases that have positive images, rather than terms that may have negative connotations.

Channels of Delivery

Various means of relaying messages include face-to-face meetings, in groups or individual counselling sessions, and mass media. Each target audience will need to be reached through channels of communication that the group considers credible and accessible. Television may not reach the poor who often live in isolated villages with no access to electricity. Print materials will not be useful to those who are unable to read. Radio signals may reach a community but people may not have batteries available all year round. Face-to-face communication may be the main channel of communication for reaching the poor. A practical approach is to use multiple channels of communication frequently enough.

The tools of electronic networking--computers, modems and Internet accounts, web sites--are becoming more and more common and successful advocacy alternatives. Many citizens although they intuitively sense the potential of this technology, are casting about for effective strategies for

applying the power of electronic networking to their work. While most community-based organizations regularly communicate with their constituency by mail, phone and fax, few are using email and the Web effectively to communicate with their activist base. The number of people in our region who are "online" continues to grow, and we feel most groups are missing a huge opportunity to reach out electronically to their own online membership and help them become powerful and effective activists.

Supporting Data

Supporting data is the information the communicator uses to persuade target audiences that the recommended behaviour results in benefits claimed by the program.

The advocacy game

We trust that you will not only have fun playing this game, but will also consolidate what you have learnt in the workshop. The purpose of this game is to develop your advocacy skills by drawing up and acting out a strategy for a campaign.

This pack includes everything you will need to play your part. Remember to, throughout the game, use what you've learnt about the nature of advocacy at local level and how you can effectively make your community's voice heard.

Scenario:

You are members of a women's self help organisation in White Waters Municipality. Your organisation has a workshop where women make household goods such as brooms, feather dusters, mats and other objects which can be used in the home. Your members then sell these on the street. Most of your members have no other source of income.

Purpose of the meeting:

The local newspaper recently reported that the White Waters Municipality is planning to build a market place for all informal traders on the edge of the central business district. Informal traders will then only be allowed to trade at this market. However, your members have raised concerns that the area earmarked for the development of the market is far from the major transport routes. They are afraid that this might mean they do not sell as many items as they used to, as fewer people will see their products and it will not be convenient for their customers to go to the market.

Members were also wondering how they will get along with the farmers who sell fruit and vegetables on the street and the artists who sell curios to tourists. Would there be enough space for everyone?

PROCESS	TIME GUIDE
<p>1. Introduction</p> <p>Facilitator sets the scene, reading through the scenario. Take some time to ensure that you fully understand the scenario. Please ask questions if anything is unclear.</p>	
<p>2. Have the first meeting with others in your campaign group</p> <p>Once you are sure you understand the scenario and the role you must play, break into your smaller groups to begin your campaign planning. Remember to take on the role of those in this scenario – use your imagination to put yourself in the shoes of those dealing with this particular campaign.</p>	
<p>3. Define the issue</p> <p>Remember to focus on important points around the problem. You have been given a three month deadline – what is the main issue(s) at the heart of the problem and the reason for your campaign. Try to summarise this in one sentence or paragraph. This will determine what your strategy and actions are.</p> <p>Come back to the main group to discuss and define the main issue. It will help to see what others have defined as their issue. A central issue or two relating to the campaign can be identified through consensus in the main group. Then break into your groups again, to continue.</p>	
<p>4. Define your aims</p> <p>Looking at the issue that you have decided to focus on, define the aim(s) of your campaign that will last for the next three months. Try to make this a concrete, achievable goal, so that you can look back in three months and say: yes, it was achieved, or no, it wasn't achieved.</p>	

<p>5. Identify your stakeholders</p> <p>The chart you have been given in the pack, shows three different categories of stakeholders:</p> <p><i>Groups affected by the campaign</i> (either negatively or positively): this is a comprehensive look at all the people who will be affected by this particular scenario</p> <p><i>Potential partners</i>: This is the group of people who may have the same or similar interests as yours, and would be useful partners in strengthening your campaign</p> <p><i>People to lobby</i>: these are the people who you MUST convince in order for your campaign to be successful</p>	
<p>6. Develop your campaign</p> <p>The campaign plan includes the following sections on the chart:</p> <p><i>Action</i>: This is where you should list the advocacy actions that you will undertake during this campaign (next three months)</p> <p><i>Motivation</i>: This is where you need to outline the motivation or reason for the particular action you are taking</p> <p><i>Target</i>: Here you should define the target for the particular activity e.g. if the action is a community meeting, the target will be the community affected by the issue, if it is writing a letter to the Mayor, the target will be the Mayor or the council.</p> <p><i>When</i>: Here you should decide when, in the next three months (which is the life of the campaign) you will be doing this activity.</p> <p><i>Resources needed and cost</i>: This is where you assess what you will need in terms of time, people and money to accomplish this activity.</p>	
<p>7. Lobbying task</p> <ul style="list-style-type: none"> ▪ Write a letter to the press to promote your views ▪ Write a half-page submission to the council to promote your aim ▪ Prepare an input for your meeting with one of the <i>people to lobby</i>. ▪ Prepare a campaign slogan or sound byte. 	

The advocacy game

What is the Issue?

What is the heart of the problem and the main reason for your campaign?
(Try to summarise it in one sentence or paragraph)

The advocacy game

What are your Aims?

Having defined the issue, what do you plan to achieve through your campaign? (Set concrete goals for the next three months, so that you can look back and identify whether your aims have been achieved)

The advocacy game

Stakeholder analysis

Groups affected by the campaign	Potential partners (People to get on board)	People to lobby

The advocacy game

Campaign Plan

Action	Why? (Motivation for action)	Who is your target for this action?	When?	Resources needed

Workshop evaluation

Please answer the following questions as well as you can. You do not have to write your name on these pages.

Name of the workshop:

Date:

Place:

Name of trainers:

What was the most useful part of the workshop?

Which sections of the workshop do you think can be improved? How?

Do you have any suggestions on how the trainers can improve?

Do you have any other comments about the workshop?

Thank you