

Session 9

Create Effective Advocacy Communication

Purpose

Introduce the components of an effective advocacy message and the process to develop and deliver the message. Give participants an opportunity to design and deliver a sample message for their advocacy strategy.

Objectives

By the end of this session, participants will:

- Identify the steps to develop and deliver an effective advocacy message
- Develop an advocacy message based on their draft strategy
- Deliver and provide feedback on a one-minute message

Total time: ~3.5 hours

Session Preparations

Materials Needed:

- Session9_EffectiveAdvocacyCommunication_PowerPoint file (insert examples on slide 9)
- Handouts:
 - Crafting Advocacy Messages Worksheet
 - Case Examples
- Prepared flip charts:
 - Advocacy Communication Model (slide 2/3)
- Flip chart paper and markers

Set-Up:

- Small groups at tables

Overview of Advocacy Communication—60 minutes

1. Use the speaker notes, questions, and probes provided to encourage participant interaction during the session.

Show slide 1.

Explain: **During this session, we will identify the steps to develop and deliver an effective advocacy message, create an advocacy message based on the draft strategy, and then deliver and provide feedback on a one-minute message.**

2. Show slide 2.

Using the posted flip chart, remind participants that this is step 5 in the advocacy process.

Say:

- **Advocacy communication is a planned action that seeks to inform, persuade, or move the target audience to action so that you can accomplish your advocacy objectives.**
- **Communication can be completed through a variety of media—including video, print,**



radio, websites, and one-on-one conversations.

- The core component of the communication is a carefully planned message that translates the information you have into a compelling case for a target audience to make a decision or take action.
- Effective communication takes into account the method by which the message is delivered, the messenger, the timing, and other factors.

3. Show slide 3.

Say: As illustrated in the Advocacy Communication Model shown on the slide, the goal of advocacy communication is to move the target audience to act on the desired policy change.

Let's take a closer look at each stage:

- *Inform*, the first stage, refers to crafting messages that provide the information your target audience needs to develop a thorough understanding of the issue and the facts.
- *Persuade* is the second stage. At this stage, the audience is sufficiently informed, but they may not feel strongly about the issue. They may need to be persuaded that the issue is important or that they should adopt a specific position so that they can have an impact on the issue.
- *Action* is the final stage. Advocacy messages at this stage must push the target audience to act in order to bring about the policy change.

Post the flip chart of the Advocacy Communication Model on the wall for participants to reference during the session's activities and for the remainder of the workshop.

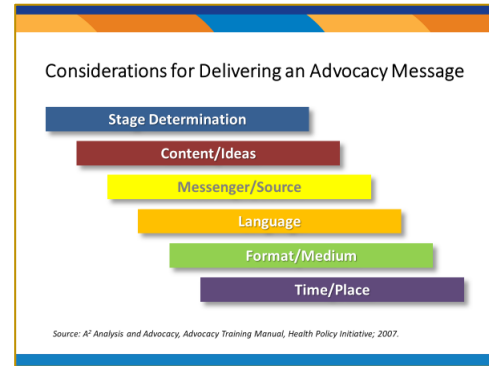


4. Show slide 4.

Say: There are several considerations to ensuring that you effectively communicate your advocacy message.

Review the considerations on slide.

Say: Let's take a closer look at each.



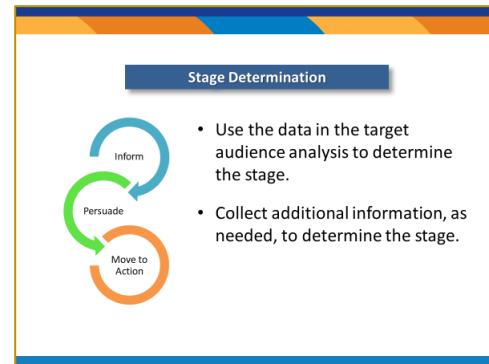
5. Show slide 5.

Say: The first consideration is whether your target audience needs to be informed, persuaded, moved to action, or all three. The target audience analysis (step 3 of the advocacy process) will help you make this determination.

A target audience may be in the *inform stage* if the target audience analysis ranking for level of knowledge indicated that the target is not sufficiently or correctly informed. Use the information from the audience analysis worksheet to develop messages that demonstrate the problem and its severity, inform the target of the impact of the problem, and relate the issue to the target's motivations and potential benefits to the target.

A target audience may be in the *persuade stage* if the analysis revealed that the audience is well informed but has little motivation or perceived benefit, or perhaps is opposed to the issue. Use the information gathered about “motivations and benefits” to develop messages that sway the target audience to adopt the desired position so that they are inclined to act. Use what you learned about the audience's preferred information sources and methods for processing information to ensure that you make your case with evidence that the audience considers valid.

A target audience may be in the *action stage* if the analysis shows that they are well informed and motivated to act but have not yet taken action toward a proposed policy change.



Messages crafted for audiences in this stage tell the target audience specifically what to do.

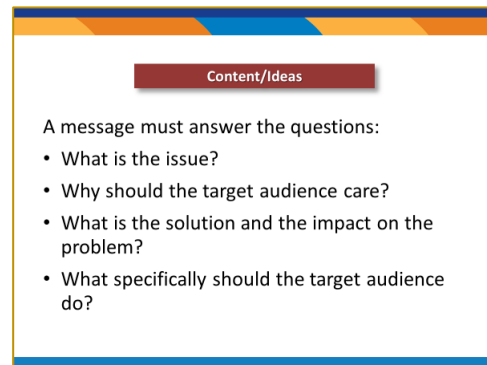
Sometimes, you may not be able to determine the stage with the information available. In those cases, you may need to collect additional information.

You will do this for each target audience that you have identified, as messages are likely to differ.

6. Show slide 6.

Say: The content of your message must address the inform/persuade/action stage of the advocacy communication model that your target audience is in. The message is the core of the communication you will create and will respond to the four questions on this slide.

Review the questions on the slide.



Content/Ideas

A message must answer the questions:

- What is the issue?
- Why should the target audience care?
- What is the solution and the impact on the problem?
- What specifically should the target audience do?

7. Show slide 7.

Say: Another consideration is the messenger, or person conveying the information.

To select the ideal messenger, consider the information collected about the target audience during the target audience analysis.

Review the information summarized on the slide.

Say: “Messenger” implies that a message will be delivered verbally, but this is not always the case. There are various media for message delivery, which will be discussed later in this session. Regardless of how the message is delivered, ultimately a person—who may send an email or make a phone call—is the messenger.



Messenger/Source

- Messenger: the person delivering your advocacy message or communication
- The ideal messenger should:
 - Represent the appropriate level of seniority
 - Be credible with the audience
 - Be an effective communicator
 - Support your advocacy goal
 - Have influence with your audience

CAUTION:
Credibility Matters!

8. Show slide 8.

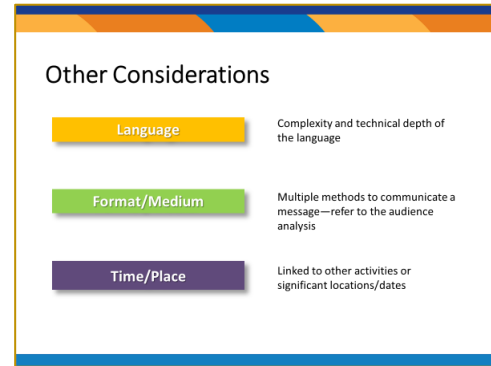
Say: The language used to communicate the message depends on the target audience and the information gathered in the audience analysis. Considerations include the technical complexity of language, phrases or words the audience may find offensive or politically sensitive, and the audience’s familiarity and comfort with the technical content. The “information processing” section of the target analysis will be useful when considering language.

The next consideration is the medium. Messages can be delivered verbally, on paper, on a website through an advertisement, on a poster, or through a press release or press conference, a dramatic play, an infographic, or other appropriate format.

Consider the insights gained during the analysis related to the target audience’s “information processing” and the audience’s stage when deciding on a medium. Some methods are more appropriate for informing a target about relevant research findings, whereas others may be more appropriate for persuasion.

Last, consider the time and place for message delivery. Timing refers to when a message is delivered—both the date, such as a national awareness day, and the time of day, such as immediately before a significant planning meeting. Place refers to the physical location where the message will be delivered, such as in an office during a private conversation, on a website, or in public associated with a large event.

The information in the target analysis can help determine the best time and place.



9. Show slide 9.

Note: The examples currently on the slide are U.S.- and South Africa-centric. Consider selecting new examples that reflect the country context where you are holding the workshop.

Explain: There are a variety of media that can be used to communicate a message, and each medium may be used in different situations.

Distribute the Case Examples handout, and give the participants time to review the examples.

Say: The first example, the Stop Stockouts website, was created in South Africa to allow community members to report stock outs of ARVs.

Ask one or two of these discussion questions:

- What are your impressions of this medium to share the message?
- Are you able to determine the major components of the message from this medium?
- When might such a medium be most appropriate?

Say: The second example is a public rally to support decentralizing health care in Cape Town, South Africa. In this case, a public rally was organized to demonstrate support for a specific idea.

Ask one or two of these discussion questions:

- At what stage of the advocacy communication model would you expect the target audience of a rally to be?
- When might such a medium be most appropriate?
- Is it clear who the target is for this action?

Say: The third example is of a technical brief that could be delivered during a meeting.

Ask one or two of these discussion questions:

- How can a technical brief be delivered?
- At what stage in the advocacy communication model is a brief most appropriate?



- How can a call to action be incorporated into a technical brief?

Say: The fourth example is a school walkout to demonstrate to the U.S. Congress that there is support for gun control measures. This medium is using the power of a nationwide demonstration to push for a change.

Ask one or two of these discussion questions:

- What is the benefit of events that use multiple media to share their message?
- In what stage of the advocacy communication model would such an event work best?
- What are some of the challenges with this kind of event?

Say: The last example is of a press conference, which could be used to share results of a research study or share comments from a subject matter expert on a specific issue.

Ask one or two of these discussion questions:

- How could a press conference include a description of the problem?
- In which stage of the advocacy communication model would a press conference be best?
- How do you target someone specific with a press conference?

Say: There are numerous media that can be used for advocacy communication, some of which are not discussed here and will be discussed in the next session. There is no one right medium for any situation; however, it is important to consider the target audience's stage within the advocacy communication model, what you know about your audience through the target audience analysis, the proposed solution, the current political environment, and the resources available.

Components of Effective Advocacy Messages—60 minutes

10. Show slide 10.

Say: **Now that we have discussed the considerations for effective communication, let's develop the key components of a message.**

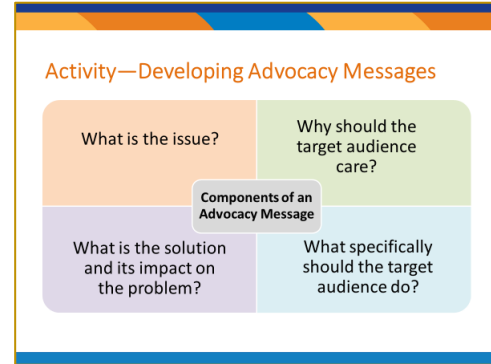
Ask the participants to move into their assigned small groups.

Distribute the handout *Crafting Advocacy Messages Worksheet* to each participant. Mention to participants that side one of the worksheet contains detailed instructions for completing the sheet, and side two is for their use.

Say: **For the next hour, you will use the *Crafting Advocacy Messages Worksheet* along with the information you gathered during the target audience analysis and power mapping activities to outline the content of the advocacy message. Continue to use the same objective your group used in the earlier activities. Select one of the target audiences you analyzed, tailor the message to where your audience is on the advocacy communications model, and identify a messenger. Capture the major points that need to be included in your message. We will refine these points into a concise and compelling speech in a later activity.**

The “what is the issue” box should reflect the problem statement. Write a few bullets about the problem and consider what, if anything, needs to be explained to your specific target audience. Consider the target audience’s stage in the advocacy communication model to determine the type and amount of information about the issue to include.

In the “why should the target audience care” box, consider what you know about your audience and the benefits component of the target audience analysis. Write a few bullets to connect the issue to priority concerns for the target audience. Note data or stories you can use to humanize the issue.



In the “solution” box, describe the proposed policy solution, how the solution addresses the problem, and why this solution is best.

Last, in the “what should the target audience do” box, reflect on your objective. Write the “ask” of the target audience as it relates to the advocacy objective. Sometimes a message may be crafted to take an incremental step toward reaching an objective, and you may not be able to ask for achieving the objective all at once. Consider the objective and the steps that will be needed to achieve the objective. Describe “what should the target audience do” and the incremental steps that will be needed to meet the objective. Initially, this may be as simple as asking for a meeting or asking for feedback on a document.

Remember, we are just capturing the key points and information for the message in this activity. These will be refined into a statement in a future activity.

11. Show slide 11 (title only).

Say: We have discussed the content of the message and the considerations for crafting a message. Now let’s look at what characteristics will make the completed message more effective.

Ask: What do you think are the characteristics of effective communication? Probe for: items listed on the slide

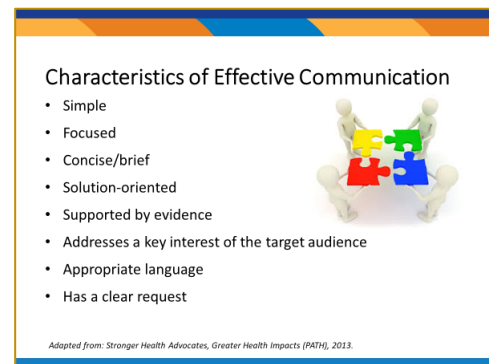
Advance the slide to reveal the characteristics.

Say: Much like the characteristics you suggested, evidence shows that the most effective communications are simple, targeted, and focused on the solutions.

Effective messages are supported by clear, compelling evidence and delivered using language appropriate for the target.

Most importantly, the message will contain a clear, simple request for a particular action.

Remember, a careful target audience analysis is required to determine the audience’s depth

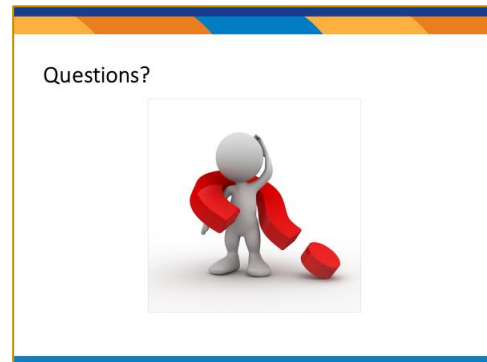


of knowledge on the issue so that messages are pitched at the right level to inform, persuade, or move the target to act.

12. Show slide 12.

Ask: **Before we move to the next activity, what questions do you have about what we have discussed thus far?**

Answer any questions that participants raise. Give other participants an opportunity to answer the questions; provide additional guidance as needed.

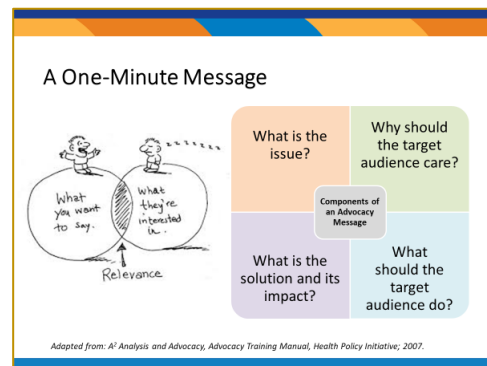


Effective One-Minute Messages—1.5 hours

13. Show slide 13.

Say: **In this activity, we will take the notes you wrote in the last activity about the components of your message and form them into one type of format/medium—a single, concise, persuasive speech.**

Sometimes advocates have the opportunity to deliver a short message to a target audience without notice (for example, if you see the minister of health at a conference, or you are invited to a dinner that an influential faith leader is also attending). Because of this possibility, it is important to prepare a concise, one-minute message about your advocacy strategy. That way, if presented with this opportunity, you can quickly adapt it to the target audience you've run into. The one-minute message is also known as an "elevator speech," as you should be able to deliver it in the time it takes to ride an elevator with someone. Let's discuss how to transform your message into an elevator speech.



14. Show slide 14.

Say: The message will contain all the information you have already collected in your worksheets but will be adapted so that you can deliver the message in one minute.

There are a few factors to consider when developing an elevator speech that will make the message interesting to the listener.

First is *the hook*. A hook is a statement that captures the attention of the listeners to make them want to hear more. This could be data, a story, or something else depending on the audience.

Second is that *data are shared in a relatable way*. Present supporting data in a manner that is easy to understand. For example, saying that “only one out of 10 sex workers has access to free condoms” is more compelling than, “4,385,463 sex workers in our country do not have access to condoms.”

Third is *humanizing the content*. Provide a compelling example by adding a human face to the story, such as an anecdote based on personal experiences. Review how the target audience processes information to determine the best way to humanize the story and connect it to the interests of the target.

Last, include *a call to action*, or a request that directs the listener about what to do next. Consider the advocacy objectives and what you want the target audience to do to accomplish those objectives. Remember, initially you may need to ask for small steps toward the objective. An “ask” can be as simple as asking an influencer or secondary target audience to set up a meeting or review a technical brief, as long as it is a concrete step toward your objective.

What makes a speech compelling

- Includes a “hook”
- Shares data in a relatable way
- Humanizes the pitch
- Contains a “call to action”

15. Show slide 15.

Say: Here's an example of a message that is missing one component. Which component is missing?

Read aloud: Members of key populations are unlikely to go for HIV testing because of stigma, discrimination, lack of confidentiality, coercion, and fear of repercussions, in addition to a lack of appropriate health services, resources, and supplies. However, because HIV incidence and prevalence are higher in key populations, it is important that key population members get tested and then linked to care if they are HIV positive. **(Issue)** UNAIDS recommends that HIV testing services be available in locations and settings acceptable and convenient to members of key populations, including community-based services. **(Solution)**

However in ABC land, Policy 123 issued by the Ministry of Health only permits testing by trained nurse practitioners at regional facilities. **(Issue)**

During a visit to XYZ region, Sue, a sex worker, told me she'd like to go for HIV testing, but given her work hours and the stigma she feels when she travels to the regional clinic, which is two hours away, she doesn't think she'll go in for testing. **(Why Care)**

Ask these discussion questions:

- Who is the target audience in this example?
- What stage of the model is the target in?
- Does the message have a hook?

Follow up by asking: What is missing from this example? How could this be stronger? Probe for: the "what can the target do" is missing.

Ask: What might the call to action be in this situation? Probe for: To help Sue and others in her situation get access to HIV testing, the MOH should appoint a technical working group to review Policy 123 and look at the feasibility of NGOs conducting HIV testing at the local level. **(Action Desired)**

Identify the missing component in the example below:

Members of key populations are unlikely to go for HIV testing because of stigma, discrimination, lack of confidentiality, coercion, and fear of repercussions, in addition to a lack of appropriate health services, resources, and supplies. However, because HIV incidence and prevalence are higher in key populations, it is important that key population members get tested and then linked to care if they are HIV positive.

UNAIDS recommends that HIV testing services be available in locations and settings acceptable and convenient to members of key populations, including community-based services.

However in ABC land, Policy 123 issued by the Ministry of Health only permits testing by trained nurse practitioners at regional facilities.

During a visit to XYZ region, Sue, a sex worker, told me she'd like to go for HIV testing, but given her work hours and the stigma she feels when she travels to the regional clinic, which is two hours away, she doesn't think she'll go in for testing.

Develop/Deliver a One-Minute Message—80 minutes

16. Show slide 16.

Say: **Now that you have an idea of what to include in a one-minute message, you will have a chance to develop one of your own and role play delivering it.**

In your small groups, use the information you wrote on the Crafting Advocacy Messages Worksheet in the previous activity to develop a one-minute message for your target audience.

At the end of the 40 minutes, one person from each group will deliver the message as a role play. We will all listen to the message and provide feedback.

While the small groups are working on their message, move from group to group to answer participants' questions and give updates about the amount of time remaining.

Before they deliver the messages, ask each group to share who is the target audience, who is the messenger, the "stage" of the target audience, and the time and place of the message delivery.

During the delivery of the messages, one facilitator should time the delivery and the other should take notes to provide feedback to each group and encourage other participants to also provide feedback.

Note: Sometimes it is helpful for a facilitator to demonstrate or role play a one-minute message.

17. Show slide 17.

Say: **Communication is a critical component to conducting advocacy. Effective communication means a message that is (1) tailored to match your target audience's stage in the advocacy communication model and the findings from your target analysis and (2) conveyed in a clear, persuasive manner.**

Note: Remind participants to retain their flip charts and handouts, because these will be needed later in the workshop.

Activity—Develop a One-Minute Message

Using your current examples, develop a one-minute message (40 minutes):

- Use the worksheets from the previous activities
- Use the target audience from the previous activity
- Decide the context
 - Time/place
 - Who is delivering the message
- Role play delivery of the message

Adapted from: A' Analysis and Advocacy, Advocacy Training Manual, Health Policy Initiative, 2007.

Points to Remember

- Content—What information does the target audience need? What stage of the model are they in?
- Language—use audience-appropriate language, know their interests, situation, and vocabulary
- Select a credible messenger
- Choose a format/medium that enhances your message
- Pick a strategic time/place for message delivery

Wrap Up—5 minutes

18. Show slide 18.

Conclude the session by reviewing the learning objectives, summarizing the key concepts and definitions, and clarifying any participant questions.

Learning Objectives—Session 9

- Identify the steps to develop and deliver an effective advocacy message
- Develop an advocacy message based on your draft strategy
- Deliver and provide feedback on a one-minute message

Session 9. Handout

Case Examples Handout

Case Example	Medium Used to Communicate the Message	Issue	Works Well Because	Medium Is Appropriate for
Stop Stockouts Website created in South Africa to allow community members to report stock outs of ARVs.	Website allowing community reporting on an issue	Ensuring the South African government addresses the stock-outs of ARVs at clinics in compliance with country laws	Holds the government publicly accountable and allows the public to contribute. The target audience is well informed about the issue and this holds the government accountable to act.	Informing a large target audience (e.g., government officials in South Africa) regarding an issue; publicly holding a decision-maker accountable; crowd-sourcing information.
Public Rally to demonstrate support for health care decentralization	Public rally	Decentralization of health care	Demonstrates the support for a cause, will often gain attention through other media (TV, Internet, newspaper, etc.).	Moving an already educated target audience to action (audience in the “persuade” or “move to action” stage) or demonstrating support for an issue.
Technical Brief on an issue	Technical brief	Impact of global health issues on the workforce	Can summarize the landscape and make thorough and thoughtful policy arguments. Can be used as a thought piece to distribute at events or as helpful information to leave behind after a face-to-face meeting.	Best used when trying to inform or persuade a target audience toward a course of action. Also, best suited for an audience that appreciates the details and technical documentation.
School Walkout to demonstrate to the U.S. Congress that there is support for gun control measures	Walkout	Gun control measures in the U.S.	Nationwide movement using multiple formats, including a hashtag for social media, the physical walkout, and the media coverage that a large event attracts.	Moving an already educated target to action (target in the “persuade” or “move to action” stage) or demonstrating the support for an issue.
Press Conference	Press conference	Any specific issue or breaking news item	Allows a person or people to speak extensively on a specific issue and respond to questions or concerns. Also will likely have media coverage.	A press conference may be appropriate for a target at any stage in the advocacy communication model. A press conference can be used to inform, persuade, or move to action.

Crafting Advocacy Messages Worksheet—Detailed Instructions

Instructions: Write the name of a key target audience, the messenger you selected to influence that audience, your stated objective, and the audience’s stage in the advocacy communication model. Next, read the questions and related information provided in each of the shaded boxes below and write the answers on the other side of this worksheet.

Target audience with decision-making responsibility:

Messenger who can influence the audience:

Advocacy objective:

Target’s stage in the advocacy communication model
(inform, persuade, or move to action):

What is the issue?

- Include the problem statement and consider what, if anything, should be further explained for the specific target audience.
- Consider the target audience’s “stage” in the advocacy communication model to determine the level of information you need to provide about the issue.

Why should the target audience care?

- Consider what you know about your target audiences and the “benefits” component of the target analysis.
- Connect the issue to priority concerns for your audience. Include data or stories to humanize the issue.

Components of an Advocacy Message

What is the solution and its impact on the problem?

- List the proposed policy solution and why this solution is best.
- Include data to explain how this solution can address the problem and why it is the best solution.

What specifically should the target audience do?

- Write what you are asking the target audience to do, related to your advocacy objective.
- Consider the objective and the steps that will be needed to achieve the objective. Sometimes a message may be crafted to take an incremental step toward reaching an objective.

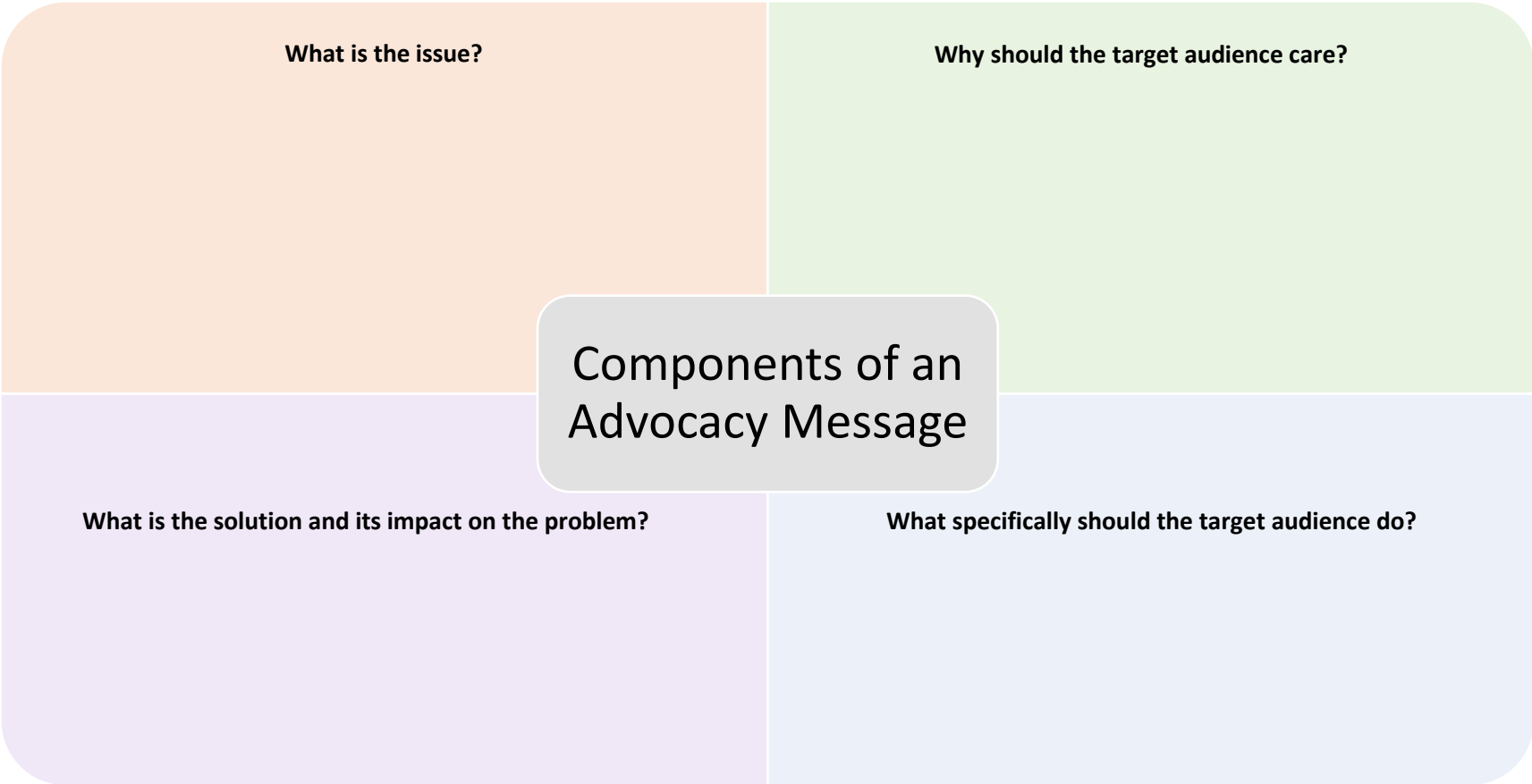
Adapted from: *Stronger Health Advocates, Greater Health Impacts. A Workbook for Policy Advocacy Strategy Development.* PATH; 2013.

Crafting Advocacy Messages Worksheet

Instructions: Write the name of a key target audience, the messenger you selected to influence that audience, your stated objective, and the audience's stage in the advocacy communication model. Next, answer the questions in each of the shaded boxes below.

Target audience:
Messenger:

Objective:
Target audience's stage:



Adapted from: *Stronger Health Advocates, Greater Health Impacts. A Workbook for Policy Advocacy Strategy Development.* PATH; 2013.

