



LEGISLATIVE ADVOCACY TOOLKIT

Participants' Handbook

How we work

www.ifrc.org

Saving lives, changing minds.



Strategy 2020 voices the collective determination of the IFRC to move forward in tackling the major challenges that confront humanity in the next decade. Informed by the needs and vulnerabilities of the diverse communities with whom we work, as well as the basic rights and freedoms to which all are entitled, this strategy seeks to benefit all who look to Red Cross Red Crescent to help to build a more humane, dignified, and peaceful world.

Over the next ten years, the collective focus of the IFRC will be on achieving the following strategic aims:

1. Save lives, protect livelihoods, and strengthen recovery from disasters and crises
 2. Enable healthy and safe living
 3. Promote social inclusion and a culture of non-violence and peace
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Introduction

The Legislative Advocacy Toolkit has been designed for use by the IFRC and National Societies to strengthen their legislative advocacy knowledge and skills, and as a resource for conducting legislative advocacy trainings. This legislative advocacy training package focuses on the “how to”, and provides a step by step guide on how to initiate discussions on advocacy, develop and implement a National Society owned advocacy strategy in a systematic, coherent and engaging way. It is anticipated that this toolkit will be a useful resource to support a range of advocacy initiatives: not only those led by the IFRC’s Disaster Law Programme (DLP), but by other programmes and departments too.

The IFRC’s DLP has been working with National Red Cross and Red Crescent Societies and key partners for over a decade to advocate, influence and support tangible legal and policy change. With DLP teams based in the Americas, Asia Pacific, Africa, and at the global level in Geneva, the IFRC has contributed to the development and adoption of disaster law procedures in over 30 countries, three regional treaties, and has been active in over 100 countries.

National Red Cross and Red Crescent Societies are well-placed in their unique role as ‘auxiliary’ to their public authorities in the humanitarian sphere to carry out advocacy activities in the interests of the most vulnerable. The term ‘auxiliary role’ (meaning to complement, supplement or support) will be unpacked as part of this legislative advocacy toolkit. It is a crucial element of National Societies’ positioning, status and ability to influence law and policy processes in the national context, yet it is a term which still requires de-mystification and a stronger understanding among National Societies and their partners, to fully realize and utilize the potential and responsibility that comes with it.

The components of the Legislative Advocacy Toolkit, including this Participants’ Handbook, were developed by an independent consultant, Jonathan Ellis, with technical support and inputs from the global IFRC DLP team. The new toolkit was trialed at a pilot Legislative Advocacy training in Nepal in November 2017, of which the learning, challenges and best practices have been addressed and incorporated into the final toolkit.

Course objectives

By the end of the workshop participants will be able to:

- Define advocacy
- Explain the auxiliary role and how it can be leveraged to support National Society advocacy
- Navigate their external policy and advocacy environment, including identification of targets, coalitions and partners, and how to address / minimize the opposition.
- Develop an advocacy message
- Apply a variety of advocacy tools to develop their advocacy strategy
- Commence discussions and development of an advocacy strategy
- Understand how they can review their advocacy and sustain momentum
- Share this learning with colleagues

What this course does

This course sets out a practical definition of legislative advocacy in the context of the Red Cross / Red Crescent Movement, and offers a variety of practical tools to help develop an advocacy strategy. There is a strong emphasis during the course on the importance of advocacy planning being based on the reality of the external environment and country context.

Throughout the course, there are opportunities for participants to apply the advocacy tools on the priority issues identified by their National Societies, and within their own country context. At the end of the course there is then the opportunity to consolidate the different approaches and to begin to forge an advocacy strategy.

The advocacy strategy grid and template offers participants a road map for developing their strategy, and they will be able to record their progress throughout the course as they engage with each of the advocacy tools. The idea is that participant work together to add building blocks to their advocacy knowledge and skills, and then at the end of the course they review these building blocks and pull them together into one cohesive plan to take forward.

What this course does not do

This course will not tell participants which issues to advocate on, or which approaches they should adopt for their advocacy. Rather, the course will assist participants on how to define their own external environment, how to select their issue, and then how to construct an advocacy strategy.

This course also does not assume that the National Society will use all the advocacy tools. Rather, the toolkit sets out an advocacy approach, and National Societies are invited to select which of these tools they see as relevant and helpful in their own national context.

Who should do this course

This course is designed for National Society staff at the leadership and technical levels. It can be tailored depending on the level and capacity of the participants. Ideally, participants should be the staff or volunteers who are involved in the promotion of legal or policy change, with a mix of leadership, and the relevant technical teams.

Pre-requisites for this training

Ideally, participants will have read the workshop material and any relevant background reading prior to the training. Either as volunteers or staff, they will have a good understanding of the work of their National Society and their operational and policy priorities.

They will come to the workshop with an idea of an issue which is confronting their National Society and for which they would like to construct an advocacy strategy to find solution to their issue and the associated ask.

Using this participants' handbook

This handbook offers a step-by-step approach to help participants develop their own advocacy strategy, messages and skills.

Each module consists of the following parts:

- **Learning outcomes** – what the participant should learn from this session
- **Session content** – an overview of the key content and learning in the session.
- **Examples** – practical examples will be included on the various advocacy tools to help bring the learning to life for the participants.
- **Exercises** – all the advocacy tools will have a practical exercise(s) to help the participants to apply their learning on their own issue and within their own context such as group work and role plays.
- **Materials** – if there are additional materials available for participants at the workshop these will be included here.
- **Further reference** – links to additional material from within the Red Cross Red Crescent Movement or more generally on advocacy will be listed here, particularly if they can be accessed online.

In particular, the materials produced by the [Global Road Safety Partnership](#) are often referenced. It is suggested that these materials should be used by participants in their own time at the end of the workshop, as they can be a useful element to consolidate learning.

Module 1 (a) What is advocacy?

DAY 1

Total time 60 minutes

Learning outcome

This introductory session seeks to demystify legislative advocacy and offer clarity around definitions. It also seeks to explain the full spectrum of advocacy, the different use of language and where the Red Cross and Red Crescent sits on this spectrum.

Session content

The first session seeks to define advocacy but also invites participants to think about why advocacy is important to them.

Advocacy is not a new concept for the Red Cross Red Crescent Movement, and this workshop is building on an established tradition of seeking legal or policy change based on our humanitarian experience. Some participants may be familiar with the term 'humanitarian diplomacy'. Legislative advocacy can be considered as a form humanitarian diplomacy, in that it seeks to influence opinion leaders and decision makers to act in the interests of the most vulnerable. Many different terms can be used for advocacy, diplomacy, influence etc. In the end, it does not matter what you call it or what terminology you use - but rather that you are seeking policy or practice change.

Legislative advocacy is focused on achieving legal and policy change at the national and local level

The session also looks at different approaches to advocacy, how legal and policy change happens and what is needed to be able to undertake advocacy.

Examples

The cookie story:

A good definition of advocacy was explained by a man called Mark Latimer at a conference many years ago. After being asked how he would define advocacy, he invited the audience to picture the scene of a small girl at home in her kitchen with her mother.

The little girl had a problem: she was hungry. But she knew the solution to her problem: she wanted a cookie from her mother's cookie jar on the top shelf. She also knew that her mother had the power to give her one.

At first, she tried the direct approach and said, "Mum, Mum, can I have a cookie?" Her mother said, "No".

DAY 1

Module
1 (a)

She then said, “You gave me a cookie yesterday”, so she was using historic precedent – she was a clever girl. Her mother still said, “No”.

She then said, “You gave my little brother a cookie.” Her mother again repeated, “The answer is no.”

She then thought for a while and ran next door to the lounge where her father was watching television, and said, “Dad, Dad – Mum won’t give me a cookie.”

And that story is the most basic yet effective definition of advocacy I have ever heard. The little girl was:

- clear on the **problem**,
- she was very clear on the **solution** to that problem,
- she was also very clear who had the **power** to make the change she wanted to see
- and she then sought to **influence** that person.

Critical to this story is her focus and persistence – she didn’t give up despite her initial failure.

Materials / handouts:

Handout 1: Six theories on how policy change happens

Pathways for change: six theories of how policy change happens - Organizational Research Services

Reflecting on the six theories on how policy change happens in your group discuss which theory relates to each scenario below:

- The government announces an end to the detention of children for immigration purposes, but the detention of adults remains in place
- The relaxation of travel restrictions in East Berlin leading to the collapse of the Berlin Wall
- Contract cleaners working together to put pressure on their employer to pay them a decent living wage
- The National Society is invited to meet the Government Minister to make the case for a new Red Cross Law
- Organizations come together from across Civil Society to make the case for First Aid to be taught in schools
- The National Society begins to consider whether its public messages on the need for policies to strengthen resilience are really understood by the government

Handout 2: Legislative Advocacy Strategy Planning Grid

The legislative advocacy strategy grid is designed to help participants take note of their learning throughout the workshop.

Legislative Advocacy Strategy Planning Grid

1. What is advocacy and why is it important to you?	
2. What is your issue? But why is it an issue?	
3. Is there a common understanding of your external environment?	
4. What evidence have you got or do you need?	
5. What is your advocacy message? What are you trying to change?	
6. Can you do the elevator pitch?	
7. How credible are you and what are the risks?	
8. Do you know who your target is and how to reach them? Which partners / allies / coalitions could you work with?	
9. How are you using the opposition to help you?	
10. Have you got a theory of change?	
11. Have you got a plan for success?	
12. When and how are you going to review progress?	

DAY 1

Module
1 (a)

DAY 1

Module
1 (a)**Handout 3:****Legislative Advocacy Strategy Template****Introduction**

This template for building a legislative advocacy strategy provides the framework for such a strategy and suggests the key questions that you will need to answer. This template is designed to complement the Legislative Advocacy grid and to help begin to draft the advocacy strategy.

1. Defining advocacy for your National Society

What does advocacy mean for your National Society and what is the link with the auxiliary role?

2. Defining your advocacy issue

What is your issue?

Be clear about why you have selected your issue. Think about:

- *Experience and evidence*
- *Clear solution*
- *'Win-ability'*
- *Views of service users*
- *Interest from target*

But why is it an issue?

3. The external environment for advocacy

What is your common understanding of your external environment?

Think about:

- *How does change happen in your society?*
- *Where does power lie in your society? And with regards to your issue?*

4. The evidence for advocacy

What evidence have you got or do you need?

Think about:

- *What evidence of your problem do you have?*
- *What do the 'but why' questions tell you that you need for evidence?*
- *Does the evidence already exist?*
- *Rapid and revealing – ideally macro and micro – numbers and human stories*
- *Who is going to do it – you / an ally / or someone independent?*

5. Defining your advocacy message

What is your advocacy message?

Remember the three-stage approach:

- Firstly, your message needs to engage and capture the interest of your target
- Secondly you need to show your target that change is possible and that they can do something to make this change
- And finally, you need to make a request or an 'ask' of them

6. The elevator pitch for your advocacy message

What is your elevator pitch? (Use the elevator pitch handout)

Think about:

- Your introduction
- How you describe the issue
- How you describe your solution
- What your ask is

7. Your credibility and the potential risks with your advocacy

How credible are you and what gives you the legitimacy to advocate on your issue?

What are the risks? (Use the risk register template)

8. Your advocacy target

Do you know who your target is, how to reach them and who influences them? Which partners / allies / coalitions could you work with? (Use the influence tree template)

9. The opposition to your advocacy

How are you using opposition to help you? (Use the opposition matrix template)

10. Developing a theory of change for your advocacy

Have you got a theory of change? (Use the theory of change template)

Think about the immediate small steps you need to take, and also the bigger steps over time to help you reach your goal.

11. Plan for success

What is your plan for dealing with your advocacy success?

12. Reviewing your advocacy strategy

When and how are you going to review progress?

Further reference

[2009 IFRC Humanitarian Diplomacy policy](#)

DAY 1

Module 1 (b)
Understanding and capitalizing on the auxiliary role**Total time 90 minutes****Learning outcome**

For participants to gain a deeper understanding of their auxiliary role, what it means and the associated roles and responsibilities. Participants should feel comfortable explaining the auxiliary role and how to harness it to undertake legislative advocacy..

Session content

The session will guide participants through the auxiliary role from the formal definition, to an awareness that the auxiliary role can be shaped in different ways, in different countries, by different factors.

The critical point is that the auxiliary role defines the relationship between the government and National Society and establishes it as the space for dialogue and for a two-way relationship. In essence, the auxiliary role is the backbone for legislative advocacy as it provides a seat at the table. The challenge is: how can we best utilize and harness this position for the purposes of legislative advocacy?

You will be asked to reflect on the following questions:

1. What is your understanding for the auxiliary role in your country?
2. Where has it / or has it not been applied, and why?
3. How is the auxiliary role perceived externally in your country?

Further reference

31st International Conference of the Red Cross and Red Crescent background report:

Furthering the auxiliary role: Partnership for stronger National Societies and volunteering development

30th International conference of the Red Cross and Red Crescent background document:

The specific nature of the Red Cross and Red Crescent Movement in action and partnerships and the role of National Societies as auxiliaries to the public authorities in the humanitarian field.

IFRC Fundamental Principles leaflet

Module 2 Defining your issue

DAY 1

Total time 30 minutes

Learning outcome

This session seeks to help participants to select their advocacy issue and then introduces a tool to help them understand their problem and make sure that they are aware of the root cause of the problem - not just the superficial cause.

Session content

This session emphasizes the importance of having a clear focus in advocacy. The enemy of effective advocacy is a lack of focus.

The session explores how you might use selection criteria to choose your advocacy issue and introduces an advocacy tool called the 'but why?' technique, to help you to get to the very root of your issue.

Further reference

[Setting policy priorities – Global Road Safety Campaign](#) (A detailed step by step guide for prioritizing your issues and developing your advocacy message)

DAY 1

Module 3
The external environment**Total time 60 minutes****Learning outcome**

For participants to explore the realities of their own external environment and country context, and to share assumptions and to come to a common understanding of the external environment as the context for their advocacy. Participants will understand the central importance of rooting their advocacy in the realities of their own external environment.

Session content

There are four key elements to this module: to think about how change happens in society, where power lies, how things have been changed in the past, and for the participants to reflect on what they know about their external environment.

Further reference

[Political mapping 'How to' Guide – Global Road Safety Campaign](#) (A detailed framework for producing a political map for your advocacy).

Module 4 Evidence for advocacy

DAY 1

Total time 30 minutes

Learning outcome

For participants to understand the importance of evidence to support advocacy with the warning that research can be a 'handbrake' on dynamic advocacy. To help participants think about their evidence needs, there are key questions to drive evidence for advocacy.

Session content

This session focuses on the importance of evidence for advocacy. There are key questions offered to you, which are designed to help you think about what you may need in terms of evidence, but also to challenge you to assess whether the evidence already exists within or outside your organization.

Further reference

British Red Cross, *Not so straightforward* (2015). (A review of the impact of the withdrawal of publicly funded legal support for refugee family reunion in the UK).

DAY 1

Module 5
Developing your advocacy message**Total time 30 minutes****Learning outcome**

For participants to understand how to construct an advocacy message, focusing on the problem and the solution.

Session content

The session focuses on how to construct an advocacy message and the importance of focus and clarity. Once communicated, your target needs to be 100% certain as to what your message is: there should be no ambiguity.

Materials / handouts:**Handout 4: Good or Bad advocacy messages**

Reflect on the following advocacy messages, intended for the relevant public authorities; do you think that they are examples of good or bad practice in developing an advocacy message?

- We are concerned that only one in five students get a chance to learn first aid in schools. We want to see a generation of life-savers come through our nation's schools. Will you meet with us to discuss how we might work together to make that happen?
- We think the country is ill prepared for a natural disaster. We want to know what you are going to do to make us all better prepared.
- We are concerned that refugees are struggling to be re-united with their families due to the lack of legal support. We know that these cases are complex and they can only be re-united with legal support. Would you read our report that shows how the RCRC can work with you to ensure more people can be re-united with their families?
- We are worried about the high levels of conflict in our society. We cannot afford to do nothing – future generations are relying on us. What are you going to do to tackle this issue?
- Poverty is at record levels in our country – it is just not sustainable. We need real action and not just words. What are you going to do to tackle this issue?
- The RCRC is uniquely placed to assist public authorities to respond to crises through our auxiliary role. However, many officials that we work with don't know about our auxiliary role. Would you meet with me to discuss how we might champion the need for a new RCRC Act so that we have a legal base for our work, and to support the public authorities?

Further reference

Talking with policy makers – Global Road Safety Campaign (Useful practical advice before, during and after meeting policy makers)

Guide to the Auxiliary role of Red Cross Red Crescent National Societies, available for the *Africa, Americas, Asia Pacific, Middle East and North Africa regions*.

DAY 1

Module
5

DAY 1

Module 6 (a)
Elevator pitch**Total time 45 minutes****Learning outcome**

For participants to be able to construct a 15 to 30 second pitch which conveys the essence of their advocacy message including both their problem and their solution.

Session content

This session introduces another advocacy tool – the elevator pitch. How can you most effectively communicate your advocacy message in 15-30 seconds? This tool is the basic building block for your advocacy.

Elevator pitch considerations:**Problem**

**What is the problem?
Why is it a problem?**

Solution

**What is the solution?
How do you know it
will work?**

Ask

What is your ask?

Examples

Hi! I'm X from the Red Cross. We are concerned that at best only one in five schools teach their children basic first aid techniques. We don't think that's enough. We'd like to see every child given the chance to learn first aid so that we see a generation of lifesavers. We think we could do more. Would you meet with me to discuss how we might make this happen?

Materials / handouts:**Handout 5: Elevator pitch template**

Key points to consider:

As you begin to construct your succinct elevator pitch, think about the following questions:

1. How will you introduce yourself?

2. How will you set out your advocacy problem?

3. How will you explain your desired solution?

4. What do you want from your target – what is your immediate ask?

Module 6 (b) Elevator pitch in action

DAY 2

Total time 30 minutes

Learning outcome

For participants to feel more confident in constructing and delivering their elevator pitch on their chosen issue.

Session content

This is an opportunity to further develop your elevator pitch. You might want to consider some different target audiences and how you could modify your pitch if you were speaking to the following audiences, for example:

- **Government minister** – you know that they have the power and influence so your aim is to get their interest and understanding as to why they should get involved in your issue.
- **Opposition politician** – they will not have the power but they might be helpful in raising the issue from another perspective.
- **Potential ally or partner organization / alliance** – you will want to interest them and show them how their support would be useful to your advocacy work and why this would be of interest or benefit to them e.g. it may be relevant to a related project or priority area of work.
- **The business leader** – if you could get their interest, s/he could be a surprising ally for your advocacy. You need to be thinking – how is my issue relevant to their agenda?

DAY 2

Module 7
Credibility and risk**Total time 60 minutes****Learning outcome**

For participants to reflect on what gives their National Society credibility to speak out on a particular issue, on the risks associated with advocacy and what can be done to reduce those risks. Above all, for participants to be able to embrace risk as an essential part of the management of their advocacy.

Session content

The first part of the session looks at credibility for National Society advocacy. You will be invited to consider what gives a National Society credibility to speak out and where they get their mandate from.

The second part of the session looks at risk and encourages you to see risk as a central part of undertaking advocacy. When developing an advocacy strategy, you should include a risk register in your strategy and this risk register needs to be reviewed on a regular basis

Examples

At the British Red Cross, they are clear that their credibility to speak out on refugee issues came from their operational experience on the ground supporting refugees in 60 locations across the UK. They maintained that this operational footprint and their interaction with their service users gave them a mandate to speak out.

An example of a risk register for advocacy

Risk	Likelihood (1 low – 4 high)	Impact (1 low – 4 high)	Action to reduce the risk
Advocacy issue is embraced by just one political party	2	4	Ensure there is engagement with all the political parties
Lack of support from own supporters for advocacy issue	1	3	Ensure regular communication with supporters in run-up to launch and then on-going responses to any concerns

Risk	Likelihood (1 low – 4 high)	Impact (1 low – 4 high)	Action to reduce the risk
Attack in the media about the advocacy	2	4	Develop good network of allies who will be ready to speak out publicly in defence of the campaign
Breach or perceived breach of Fundamental Principles	2	4	Ensure mandate and role of the NS to speak out on the advocacy issue is clear, and that allies and target audiences know and understand this. Ensure advocacy messages are clearly based on the NS mandate and position.

DAY 2

Module
7

Materials / handouts:

Handout 6: Risk register template (as above)

Further reference

Managing risk – Global Road Safety Campaign (A detailed framework for managing risks and dealing with crises)

DAY 2

Module 8**Who is your target and how to reach them: the influence tree, working in partnerships and coalitions.****Total time 90 minutes****Learning outcome**

For participants to learn the importance of focusing on a target who has the power to make the desired change, to appreciate the importance of the direct approach, and to value the creative thinking process about identifying possible roots and channels to influence the target via the 'influence tree' exercise. This module will also consider the importance of working in partnerships, alliances and / or coalitions, and how this can strengthen an advocacy approach.

Session content

The key advocacy concept here is the influence tree. It is helpful to see the influence tree as the roadmap for the advocacy journey. The influence tree presents the different routes and channels available to you as you seek to advocate on your message.

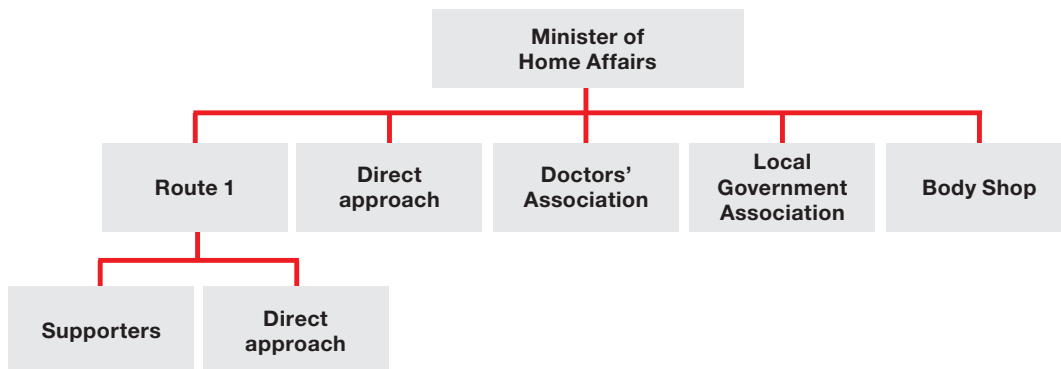
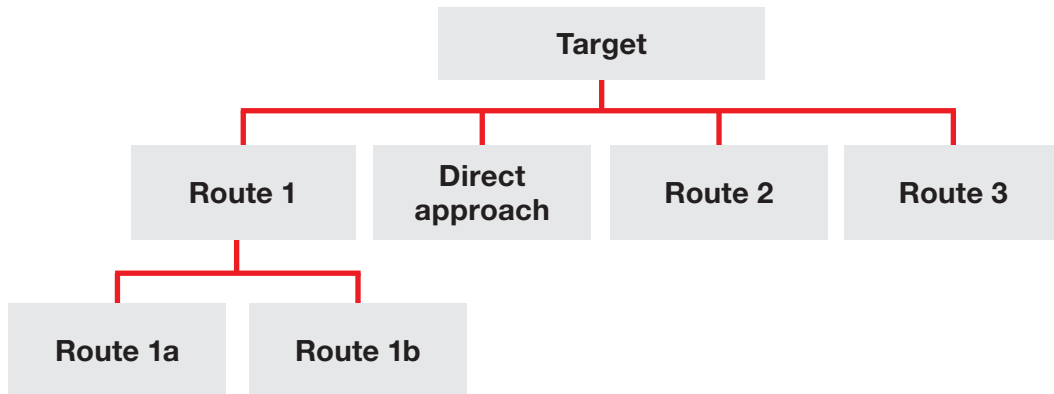
Examples

In the presentation, there is an example of an influence tree where the target is the Minister for Home Affairs. In this example, in addition to the direct approach there are several different channels outlined such as Members of Parliament, a doctors' association, the local government association and a private company, the Body Shop. The critical point here is to be thinking of different channels of influence. Having the Body Shop in the equation shows how you might find new organizations as allies or partners to help with your advocacy.

Materials / handouts:

Handout 7: Influence tree template

Influence tree in theory



Further reference

[Building advocacy partnerships – Global Road Safety Campaign](#) (Practical advice on how to undertake a self-assessment for your National society and how to identify potential stakeholders.)

DAY 2

Module 9
Using the opposition**Total time 90 minutes****Learning outcome**

For participants to appreciate the importance of the opposition to their advocacy and to understand how a clear understanding of this opposition can help them to select the most appropriate and effective advocacy message. At the same time, the importance of working with and understanding more 'neutral' audiences or those who haven't formed a specific opinion will also be considered.

Session content

This session is focused on another advocacy tool: the opposition matrix. This is a highly useful tool in choosing your advocacy message by reflecting on opposing arguments. You are also encouraged to think about influencing people who may have a 'neutral' or 'undecided' position - they can be just as difficult to influence as the opposition! This session will help you prepare for possible meetings with, for example, a government minister or for a media interview.

Examples

The example of advocating for the entitlement to work for asylum seekers is included in the presentation for this session. The critical learning point here is that looking at different perspectives can open the possibility of using the argument that if asylum seekers could work, then they would pay taxes, thereby contributing to the economy. This argument allowed the advocates to begin to build more support on this issue.

Materials / handouts:**Handout 8: The opposition matrix template****The opposituin matrix**

Argument against issue	Argument for issue

Module 10 Theory of change

DAY 2

Total time 90 minutes

Learning outcome

For participants to understand the importance of having a 'theory of change' for their advocacy, and to appreciate the importance of reviewing it on a regular basis.

Session content

This session seeks to define a theory of change by considering the importance of building (and maintaining) momentum in advocacy. It is important that the theory of change is rooted in an analysis of the external environment because, if not, it will become little more than 'fantasy advocacy' (i.e. unrealistic). And don't forget to review your theory of change on a regular basis!

Materials / handouts:

Handout 9: Theory of Change template

DAY 2

Module
10

Template to build a theory of change

Advocacy goal:

Advocacy target:

First action

So that

Second action

So that

Third action

So that

Fourth action

So that

Fifth action

So that

Sixth action

So that

Seventh action

Further reference

Strategic planning – Global Road Safety Campaign

Elements of an advocacy campaign – Global Road Safety Campaign

(Both documents will give participants who are looking for more detail a good overview and summary of the key parts of an advocacy campaign)

Module 11 Planning for success

DAY 3

Total time 60 minutes

Learning outcome

For participants to understand the importance of having a 'plan for success' for their advocacy, and to be clear on their next steps and the roles and responsibilities for taking the theory of change and advocacy strategy forward.

Session content

This session looks at what you will do when you achieve your advocacy goal, and why it is important to have a 'plan for success' for when you achieve a breakthrough on your advocacy.

Further reference

[Guide to Implementation Framework – Global Road Safety Campaign](#)

(A very helpful summary of what you need to think about when your target has agreed in principle with you and now you need to implement the policy to achieve real change.)

[Concluding an advocacy campaign – Global Road Safety Campaign](#)

(A useful checklist of things to think about when looking to bring your advocacy to an end)

DAY 3

Module 12 (a)
Development of an advocacy strategy**Total time 120 minutes****Learning outcome**

For participants to pull together all their learning over the course of the training, together with their practical experience applying the various advocacy tools to their own issue. This module will allow for the initial development of a practical advocacy strategy to drive forward your advocacy agenda.

Session content

This session is your opportunity to review your progress so far, reflect on how you have used all the advocacy tools and begin to pull together your advocacy strategy using the advocacy strategy template.

In your group it will be helpful to review and agree on our:

- Advocacy message
- Influence tree
- Opposition matrix

For the theory of change, consider the following:

- assigning responsibility for each activity
- agreeing timelines for each activity
- identifying resource needs

Materials / handouts:

Handout 10: The legislative advocacy strategy template (see handout 3)

Module 12 (b) Advocacy presentations, feedback and next steps

DAY 3

Total time 60 minutes

Learning outcome

For participants to have the opportunity to pitch their advocacy strategy and demonstrate their learnings from the workshop and how they are going to apply this learning in practice. Also, for participants to be challenged on how they plan to review and monitor their advocacy strategy on a regular basis.

Session content

The groups are invited to present their advocacy strategies and then respond to questions or comments.

DAY 3

Module 13
Summary and reflections**Total time 30 minutes****Learning outcome**

For participants to be offered time to reflect on the presentations and key learning points, and invited to offer their feedback and thoughts on the workshop.

Session content

By the end of the workshop, you will have covered a lot of information and will have had the courage to deliver your advocacy presentations and to receive feedback. This session is the final chance to take stock of the progress made throughout the course, ask any questions and share your views, before you then leave the workshop and continue developing your advocacy strategy.

You will also have an opportunity to reflect back on the 'advocacy thermometer' that was introduced at the beginning of Module One, and to see how the comfort levels and understanding of advocacy have improved among participants since the first advocacy thermometer test.

And don't forget to complete the evaluation form that will be handed to you, thank you!

The Fundamental Principles of the International Red Cross and Red Crescent Movement

Humanity The International Red Cross and Red Crescent Movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavours, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, cooperation and lasting peace amongst all peoples.

Impartiality It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

Neutrality In order to enjoy the confidence of all, the Movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

Independence The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

Voluntary service It is a voluntary relief movement not prompted in any manner by desire for gain.

Unity There can be only one Red Cross or Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

Universality The International Red Cross and Red Crescent Movement, in which all societies have equal status and share equal responsibilities and duties in helping each other, is worldwide.

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