

## MODULE FIFTEEN

### Delivering Your Advocacy Message and Following Up



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## A Women's Guide to Security Sector Reform Training Curriculum



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## DCAF

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## Inclusive Security

Inclusive Security is transforming decision making about war and peace. We're convinced that a more secure world is possible if policymakers and conflict-affected populations work together. Women's meaningful participation, in particular, can make the difference between failure and success. Since 1999, Inclusive Security has equipped decision makers with knowledge, tools, and connections that strengthen their ability to develop inclusive policies and approaches. We have also bolstered the skills and influence of women leaders around the world. Together with these allies, we're making inclusion the rule, not the exception.

Visit us at: [inclusivesecurity.org](http://inclusivesecurity.org). Contact us at: [info@inclusivesecurity.org](mailto:info@inclusivesecurity.org).

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# MODULE OVERVIEW: Delivering Your Advocacy Message and Following Up

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## Learning Objectives

- Participants are able to identify key components for crafting a strong message.
  - Participants are able to describe and employ strategies for effectively delivering an advocacy message.
  - Participants are able to identify follow up activities related to messaging to different advocacy targets.
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## Background Resources for Trainers

- Bastick, Megan, and Tobie Whitman. *A Women's Guide to Security Sector Reform*. Washington: Inclusive Security and DCAF, 2013. [www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform](http://www.dcaf.ch/Publications/A-Women-s-Guide-to-Security-Sector-Reform)
- Inclusive Security. *Inclusive Security: A Curriculum for Women Waging Peace*. Washington: Inclusive Security, 2009. [www.inclusivesecurity.org/training-resources/](http://www.inclusivesecurity.org/training-resources/)
- International Center on Nonviolent Conflict. "Pressing Your Case: Nonviolent Movements and the Media (Parts 1-4)." [www.nonviolent-conflict.org/resource/pressing-case-nonviolent-movements-media-part-1/](http://www.nonviolent-conflict.org/resource/pressing-case-nonviolent-movements-media-part-1/)
- O'Neil, Carrie and Nanako Tamaru. *Advocacy for Inclusive Security Curriculum*. Washington: Inclusive Security, 2017. [www.inclusivesecurity.org/training-resources/](http://www.inclusivesecurity.org/training-resources/)
- Sprechmann, Sofia and Emily Peltman. *Advocacy Tools and Guidelines: Promoting Policy Change*. CARE International, 2001. [www.careclimatechange.org/files/toolkit/CARE\\_Advocacy\\_Guidelines.pdf](http://www.careclimatechange.org/files/toolkit/CARE_Advocacy_Guidelines.pdf)
- VeneKlasen, Lisa and Valerie Miller. *A New Weave of Power, People and Politics*. Warwickshire, UK, Practical Action Publishing Ltd., 2007. [justassociates.org/en/resources/new-weave-power-people-politics-action-guide-advocacy-and-citizen-participation](http://justassociates.org/en/resources/new-weave-power-people-politics-action-guide-advocacy-and-citizen-participation)

Time	Description
<b>5 minutes</b>	<b>15.1 Introduction to the Module</b> 15.1.1 Facilitator Talking Points
<b>45 minutes</b>	<b>15.2 Audiences</b> 15.2.1 Activity: Choose Your Audience
<b>160 minutes</b>	<b>15.3 Effective Messaging</b> 15.3.1 Activity: What Makes a Strong Message? 15.3.2 Facilitator Talking Points: Best Practices for Delivering an Advocacy Message 15.3.3 Activity: Role Play: Delivering Your Message
<b>30 minutes</b>	<b>15.4 Following Up</b> 15.4.1 Discussion: Following Up Your Advocacy Message
<b>5 minutes</b>	<b>15.5 Wrap Up</b> 15.5.1 Facilitator Talking Points: Points to Take Away
	<b>Adapting the Module</b> <b>Assessment Questions</b>
<b>Total Time: 4 hours 5 minutes</b>	

## 15.1 Introduction to the Module



### 15.1.1: Facilitator Talking Points

#### Background for Facilitator

This section introduces the purpose and learning objectives of the module.

This module refers to the problem trees and stakeholder maps created in Module 10, so these should be displayed in the room. If you have time before starting this module, encourage participants to look at them to remind themselves of their work.

#### Materials Needed

None

#### Learning Objectives

Participants are able to identify the purpose and learning objectives of this module.

**Time** 5 minutes

#### Facilitator Talking Points

- Messaging to different audiences is a critical component of advocacy. The most effective advocates build rapport with a range of individuals and groups, such as policymakers, allies and journalists. Understanding these audiences will help you identify what is most likely to convince them to take action, whether it's convincing a decision maker to change a policy, another organization to join your coalition, or a journalist to include the perspectives of women leaders in his or her story.
- This module will help you think strategically about how to frame messages that will motivate different audiences to act. We will cover several important components of messaging, including: what kind of message you want to convey, what audience you want to reach, how to frame your message so audiences are persuaded to act, and the best way to reach your audiences.
- As we discussed in Module 14 on developing advocacy recommendations, a powerful advocacy message must be clear and compelling. Your audience needs to know what you are asking them to do, why they should do it, the positive impact their action will have, and what will happen if no action is taken.
- After this module, you will be able to:
  - Identify key components for crafting a strong message.
  - Describe and employ strategies for effectively delivering an advocacy message.
  - Identify follow up activities related to messaging to different advocacy targets.

## 15.2 Audiences



### 15.2.1 Activity: Choose Your Audience

#### Background for Facilitator

This activity will help participants identify their primary audiences and the key information they need to tailor their messages appropriately.

The recommendations from Module 14 will serve as a basis for identifying advocacy audiences, so divide participants into their groups from that module. Participants may also find it useful to refer to their stakeholder maps from Module 10.

#### Materials Needed

Presentation slides; [Choose Your Audience](#) handout

#### Learning Objectives

Participants are able to describe what information they need to know in order to tailor a message to a particular audience.

**Time** 45 minutes

#### Facilitator Talking Points

- Advocacy is about working to create change on a specific policy issue. Knowing your audience is an important component of successful advocacy. **Your audience is the individuals and/or groups you want to persuade.** You need to know their interests, agendas, and what will compel them to act. You also need to consider how best to communicate with them. In order to craft a message that is clear, compelling, and targeted, consider:
  - **Who is your audience?** Who do you want to reach? Identifying the different people and groups you want to reach with your message is the first step. The types of messages and how you deliver them will vary depending on who they are. Consider local, national, and international actors, including NGOs, constituents, policymakers, religious leaders, donors, opinion leaders, journalists, the private sector, the general public, UN agencies, and multilateral organizations. *Refer participants to their actor mappings for examples.*
  - **What does your audience already know about your issue? How much information do they have?** If this is the first time they're hearing about your policy issue, this may be a great opportunity to introduce the topic when you deliver your message. You want to be sure that your message is in accessible language that people can understand. If your audience is very familiar with your policy issue, you won't need to spend a lot of time describing the context/background and can instead focus your messaging on why it is important for them to take action.
  - **Do they already have a demonstrated opinion? Does their history/background suggest a bias or position on this issue?** If possible, it's helpful to identify whether your audience is going to be an ally or an opponent prior to delivering your message. This will help you to prepare examples, arguments, and counterarguments appropriately. If your target audience is an ally or has done something to support your cause, make sure to thank them for their work/support. An important part of messaging is building rapport and making your target audience feel valued and appreciated.
  - **What will compel your audience to take action?** Individuals are often motivated by personal gain, whether it's opportunities for advancement or building a positive reputation. Some may want to act because they believe your cause is just or because it will further the mission of their organization,

while others may be motivated by more specific factors like profit or national security. Priorities are most often shaped by a delicate mix of many diverse factors, and different audiences will have different priorities.

- **People hear how they speak.** You should craft your message in a way that will resonate with your audience. For example, if you're meeting with a religious leader, referencing UN Security Council Resolutions may not be most convincing; you may instead want to focus on religious teachings that support your stance. It is your job, as an advocate, to determine what will be most compelling for your particular audience.
  - **What is the best way to communicate with your audience?** The format of your message is very important. What is the best possible way to reach your target audience? What is possible in terms of the access/resources you have? Options can include direct meetings, rallies, community forums, newspaper articles, etc.
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## Instructions

Divide participants into the same groups from Module 14 and distribute the [Choose Your Audience](#) handout (see annex).

Tell groups that they will have 15 minutes to complete the worksheet for two target audiences. The target audiences should align with the "who" of the recommendations they drafted previously. Talk through one of the examples on the sample handout to help explain the task.

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## Debrief

### Facilitator Instructions

Have each group share one of the audiences they identified and what types of arguments might convince them to take action.

## 15.3 Effective Messaging



### 15.3.1 Activity: What Makes a Strong Message?

#### Background for Facilitator

This section introduces basic messaging concepts that apply to all audiences. It also gives participants an opportunity to practice brainstorming and delivering messages under time constraints.

This activity uses the problem tree analysis from Module 10 and the recommendations from Module 14.

#### Materials Needed

Presentation slides; [Problem, Solution, Action](#) handout

#### Learning Objectives

Participants are able to identify key components for crafting a strong message.

**Time** 45 minutes

#### Facilitator Talking Points

- A good advocacy message captures the core of what you are trying to say. How you choose to frame an issue will influence how people see that issue; sharing certain kinds of information will shape their perspective.
- You should use what you know about the policy issue, what you know about your audience, and your own personal experience to create a strong advocacy message.
- When crafting an effective message, you want to:
  - **Be clear and concise:** You should be able to clearly describe, in simple language, the issue at hand and how it can be addressed. Be sure to avoid any jargon (even the terms “civil society” or “UNSCR 1325” will not be familiar to all audiences) and make sure your message will be easily understandable to your audience.
  - **Be targeted:** Determine what will motivate your chosen audience(s) to take action. For example, if facts and figures will be most compelling, use your research and knowledge to identify the most compelling facts and examples that can help bring those statistics to life.
  - **Convey urgency.** Your message should convince your target audience that your policy issue is important and requires a timely response. For example, in the problem tree analyses we completed in Module 10, the leaves of the tree (the effects) are what happens when women are excluded; use these effects to craft a strong message (i.e., if we don’t take action, these things will happen).
  - **Include a “human element”:** Anecdotes can be very powerful tools for conveying your message. Consider what images or stories might help illustrate the problem you seek to address. Whether you are telling your own story or sharing the stories of others, you need to know which stories/examples most clearly support and drive home your message.



- **Problem, solution, action.** The structure of “problem, solution, and action” is a great way to think about framing your message. It can be helpful to remember the “20/80 rule”—20% of the time on problems, 80% on solutions and actions. Most advocates make the mistake of doing the reverse. The problem is critically important, but if we don’t offer new solutions, we won’t get anywhere. The problem and solution will get the audience to listen and become invested. It will make them feel a sense of urgency and realize that the problem must be addressed.
    - **Problem:** What is the main issue you are trying to address? Look back at your problem analysis and use your identified effects of the problem to convey urgency. Your description of the problem and its potential negative effects needs to be illustrative.
    - **Solution:** Introduce your proposed solutions—these are the advocacy objectives you identified in your recommendations.
    - **Action:** This is where you describe how the audience can help you reach your objectives. Give specific, targeted asks—what specific action can this person take to support your cause?
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## Instructions

Distribute the [Problem, Solution, Action](#) handout (see annex).

Give participants 10 minutes to individually brainstorm the components of their message, for one of the target audiences they identified in the previous activity. Invite them to use their problem tree analysis to give them ideas.

In pairs, have participants practice delivering their message using a maximum of three minutes. Remind them to stick strictly to the three-minute time limit. If there is enough time, have them practice their answer a few times and give each other feedback. They should provide feedback on content as well as delivery. Let participants know that following this activity, they will deliver their messages to the large group.

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## Debrief

### Discussion Questions

- How did this activity go? Did you find it difficult under these time constraints? (5 minutes)



## 15.3.2 Facilitator Talking Points: Best Practices for Delivering an Advocacy Message

### Background for Facilitator

In this activity, you will share best practices for delivering an advocacy message. The tips are focused on policymakers as a key audience, but they have broad application.

Distribute the handout [Tips for Messaging to Policymakers](#) (see annex).

### Materials Needed

[Tips for Messaging to Policymakers](#) handout; presentation slides

### Learning Objectives

Participants can describe strategies for effectively delivering an advocacy message.

**Time** 25 minutes

### Facilitator Talking Points

- What are some tools or approaches that can help you to get your message across effectively? What would you recommend doing at a meeting or speaking engagement where you have the opportunity to deliver your advocacy message? What are particularly good approaches for meeting with security sector actors?
- Throughout the course of your advocacy campaign, you will likely meet directly with policymakers to advocate for your cause and deliver recommendations. Policymakers can be busy people with many demands on their time. Therefore your message needs to be concise, impactful, and memorable. Here are some tips for communicating with policymakers and conducting an in-person advocacy meeting:
  - **Decide who is going to speak.** If you are attending the meeting with colleagues, make sure you determine **ahead of time** who is going to speak when, so that not everyone talks at once. Some options are: one person opens, another person presents the recommendations, and a third person closes; or, one person is the main presenter and the others are there to help answer questions.
  - **Have a strong opening:** Your opening is how you will introduce yourself and establish your legitimacy. It should be a few sentences that explain what or who you're representing. It should be in simple language and free of jargon. It should be memorable and grab the audience's attention. For example: "We represent a strong network of women's organizations from every province in Afghanistan who are doing the impossible. We have solutions to the challenge of terrorism in our country. After all, every extremist has a mother and every extremist is someone's son."
  - **Structure your message by "problem, solution, action."** Remember the 20/80 rule—20% of the time on problems, 80% on solutions and actions. Before going into a meeting, you should be able to summarize what you hope to convey (your key message) in three sentences: problem, solution, action.

- **Consider what questions you want to ask.** Questions help you learn about your target (both the person and the organization or institution). Ask about:
  - Their capacity to support implementing your recommendations
  - What you can offer them as an expert, and how civil society can be more supportive of their work
  - Feedback on your recommendations—Are they realistic? What would strengthen them?
  - Relevant information about the changing nature of the process (e.g., what is preventing parties from signing the agreement, who the key influencers are, etc.)
- **An advocacy meeting can and should be a conversation.** You should ask questions and pause for reactions throughout. Any time the conversation starts to move away from your main points, pivot the conversation back on track. For example:
  - “That is a good question, but what about...”
  - “That point is very important, but it is most important to remember that...”
  - “What people really need to know is...”
- **Leave something in writing.** Consider leaving your recommendations, position paper, or a document that conveys the problem, solution, and action in writing. The policymaker may choose to share it with his/her colleagues, so consider making your written recommendations broader than what you cover in the meeting.
- **Presentation style, as well as substance, matters:**
  - Be confident—speak loud, clearly, and slowly enough to be understood, and make eye contact.
  - Be clear—know your topic, your message, and the arguments for and against the change you want to see.
  - Be engaging—look directly at your audience, put some energy behind your message and into your voice, vary your pitch and tone, be expressive with your face and hands.
  - Be thoughtful—don’t answer questions you don’t know, use examples to illustrate your point, acknowledge the challenges and difficulties that exist for your audience/target institution.
  - Listen—hear what your target has to say and try to both acknowledge concerns and present solutions.
  - Convey urgency—your message matters!
  - Practice, practice, practice! There is no substitute for practice, so make sure you do plenty of it.



## 15.3.3 Activity: Role Play: Delivering Your Message

### Background for Facilitator

This role play gives participants an opportunity to practice what they've learned. Each group will select a specific policymaker that they would like to target, played by a facilitator.

This can be a challenging activity. Emphasizing this can help to ensure that participants have a positive experience. Before the groups give each other feedback, it might be useful to recap with them how feedback should be **constructively** critical. As a facilitator, be mindful that participants may only focus on what went wrong, so encourage them to also give positive feedback, or facilitate the debrief in a structured way to ensure this (e.g., invite comments on what went well then comments on what could be improved). As a facilitator, you should also give positive as well as constructively critical feedback to each group.

### Materials Needed

[Problem, Solution, Action](#) handout

### Learning Objectives

Participants are able to employ strategies for effectively delivering an advocacy message.

**Time** 90 minutes

### Instructions

Have each group select a specific policymaker to target and spend 30 minutes preparing a five-minute advocacy message for them. The group should work together to help craft one message, either using one from the "Problem, Solution, Action" activity or something new. They should practice delivering the message a number of times, trying different approaches to improve upon their delivery. The message can be delivered by just one group member or more.

When the groups are ready, invite each to deliver their message to the policymaker (played by a facilitator). Ask for a volunteer to keep time and notify the group when their five minutes is done.

The rest of participants will observe the interaction and evaluate each group on three criteria:

- Was the message clear (could you identify the problem, the solution, and the action)?
- Was the message well-argued and compelling (did the message include relevant research, illustrative points, or examples)?
- Was the message delivered well (could you hear what was being said, was there good eye contact, how was the speed of delivery, etc.)?

Following the role play, the audience should share their feedback on the above criteria. Encourage them to provide positive as well as constructive critical feedback. Following the participants' feedback, the facilitator should also comment—ending on a positive observation. (5-8 minutes per role play and 5 minutes for feedback and debrief after each.)

### Debrief

#### Discussion Questions

- What went well? What could be improved?
- What was unexpected?
- How was this similar or different to other meetings you've been in?
- What was most difficult about the meeting?
- What would you do differently next time?

## 15.4 Following Up



### 15.4.1 Discussion: Following Up Your Advocacy Message

#### Background for Facilitator

This discussion will help participants understand the importance of follow up and allow them to brainstorm follow-up activities for certain advocacy targets.

#### Facilitator Talking Points

- Now that you have delivered your advocacy message, there are a number of things you'll want to follow up on, in both the short- and long-term.
- In the short-term: Did the target commit to anything specific? How did they communicate this commitment?
- If your target makes a commitment, it is a good idea to repeat the commitment in-person during your meeting, as well as in a follow-up email, phone call, or letter—even if the commitment is simply to keep you informed about something. You want to make it clear that you understand that a commitment has been made. It may be appropriate to ask for confirmation of that commitment and/or a deadline by which your target will meet it. Remember that you may be reporting back to coalition partners as well as your own organization, so you need to be clear about the outcomes of your meeting.
- In the longer term, you will want to monitor:
  - Has your target met their commitment? If so, you should contact them to acknowledge this. If not, you should remind them, so that they know you are serious about holding them to their commitments.
  - Are there circumstances that might cause you to revise your advocacy message and/or strategy? E.g., Are there new developments making the issue more pressing? Are there new stakeholders? Has your target's situation changed?
- Follow up is also an important component of monitoring, which we will consider in the next module.
- Consider a few of the audiences on your [Choose an Audience](#) handout. Write down three activities that you might complete to follow up with them after an initial meeting. (10 minutes)
- Let's hear from some of you before we close. (10 minutes)
- Remember that advocacy requires long-term relationship building with advocacy targets. Don't get discouraged if one or two meetings don't yield big changes!

#### Materials Needed

Filled-out [Choose Your Audience](#) handout

#### Learning Objectives

Participants are able to identify follow up activities related to messaging to different targets.

**Time** 30 minutes

# 15.5 Wrap Up



## 15.5.1 Facilitator Talking Points: Points to Take Away

### Background for Facilitator

This section highlights the main points of the module.

**Materials Needed**  
None

**Learning Objectives**  
Participants understand the main points of this module.

**Time** 5 minutes

### Facilitator Talking Points

- In this module, we practiced delivering advocacy messages and received constructive feedback from our peers. This is invaluable! It is a good idea to continue to do this: ask a colleague if they will listen to you practice your “pitch” and give you feedback, role playing your advocacy target.
- Delivering advocacy messages requires more than walking into a meeting and delivering your recommendations. Messaging means that you are adequately prepared and have thoughtfully developed your key talking points prior to any meeting. Remember:
  - **Know your audience.** In order to be compelling, you need to know your audience, whether its policymakers, allies, or your constituents. The more you know about them, the more you can tailor and craft your message to touch on their priorities and interests.
  - **Be clear and concise.** You should be able to clearly describe the policy issue, your advocacy goal, and what you intend to do to achieve your advocacy goal. Remember: “Problem-Solution-Action.”
  - **Use examples to illustrate key points.** Anecdotes can be very powerful tools for conveying your message. Learn how to tell stories that explain the problem you seek to address. Whether you are telling your own story or sharing others’ stories, you need to know which stories/examples most clearly support and drive home your message.
  - **Convey urgency.** Your message should convince the audience that your policy issue is important and deserves their attention. Think of what can happen when women are excluded (e.g., the leaves of your problem tree); use these effects to craft a strong message (i.e., if we don’t take action, these things will happen).
  - **Practice makes perfect.** While you may know what points you want to make, practicing your message can only help you solidify your narrative. This is especially true for storytelling—you may discover that there are certain phrases that convey your message very clearly.
- Delivering your advocacy message, however, is only one part of advocacy. It is also important that you follow up and hold stakeholders accountable regarding any commitments they make.

# Adapting the Module

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## Less Time



### **15.3.1 Activity:** What Makes a Strong Message? **(SAVE 20 MINUTES)**

Skip the activity and practice in pairs, focusing only on the presentation of best practices. Participants can develop messages as part of the role play activity instead.



### **15.4.1 Discussion:** Following Up Your Advocacy Message **(SAVE 20 MINUTES)**

Skip the exercise and simply highlight the key points regarding follow up.

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## More Time



### **15.3.3 Activity:** Role Play: Delivering Your Message **(ADD 30-60 MINUTES)**

Have participants work in pairs so that more people present, and/or invite everyone who would like to practice presenting. You can also spend more time coaching participants during the role play.

## Assessment Questions (Blank)

**Q.15.1 Advocacy messages should have three components: problem, solution, and action.**

True      False

**Q.15.2 Monitoring whether a person makes any commitments and delivers on those commitments are aspects of: (select one)**

- a. Following up an advocacy message.
- b. Planning advocacy.
- c. Fundraising.

## Assessment Questions (Answer Key)

**Q.15.1 Advocacy messages should have three components: problem, solution, and action.**

True      False

**Q.15.2 Monitoring whether a person makes any commitments and delivers on those commitments are aspects of: (select one)**

- a. Following up an advocacy message.
- b. Planning advocacy.
- c. Fundraising.



# ANNEX

# Choose Your Audience – Sample

<b>Problem/Security issue:</b> Women's exclusion from peace and security institutions, particularly the national police						
<b>Audience</b> <i>Name and Institution</i>	<b>Ability to influence our security issue</b> <i>Why do we want to advocate to this individual? What change can they make?</i>	<b>Existing knowledge of our security issue</b> <i>What do they know? How much information do they have?</i>	<b>Stance on our security issue</b> <i>Are they an ally or an opponent? What is their position? If they are an ally, what have they done to support your cause?</i>	<b>Motivation to take action</b> <i>What are their personal interests? What are the objectives of their job? What will motivate them to take action?</i>	<b>Ideas for messaging</b> <i>What types of arguments may convince them to take action?</i>	<b>Format</b> <i>What might be the best way to reach them?</i>
John Smith, National Commissioner of the Police Service	Sets national policies relating to the recruitment and retention of police officers  Could set up a commission to assess whether each police department has adequate numbers of women police officers	Aware that women are underrepresented in the police force	Says he is an ally, but has not taken any actions in favor of inclusion	Primary responsibilities: A functioning police force and national to local security  Public figure, wants to look good  Facing problem of increasing sexual violence across the country	"Why Women" arguments for how women's inclusion can help improve security – more women officers will make him look good at his job to the community and to donors  How more women police officers can help mitigate sexual violence at the community level	Access him at public meetings  Seek direct, in person meeting
Terry Jones, Mayor	City X is a major city, so Jones could influence other mayors and national level policymakers by speaking from his experience of greater women's inclusion in the police force	City X launched a police recruitment and training campaign specifically targeted at women. Higher rates of women police officers have corresponded with declining crime rates	Ally – regularly cites that women's recruitment has led to less crime	Elections coming up next year  Potential interest in running for higher office (governor or President)  Better relations with communities could attract voters	How more publicity around women's inclusion could strengthen his re-election campaign  How he could help shape local security priorities across the country	Seek direct, in person meeting with his staff
Members of communities most affected by violence in City X	Put pressure on policymakers; Convince others to join the movement.	There are high levels of mistrust between these communities and police generally. People have begun to see more women police in communities and there is some awareness about the link between declining crime rates and more women police officers	Some community leaders are allies but there is a lack of awareness in the community generally	They are most affected by the violence so investment in this initiative is high	Emphasize the difference women police officers make with local examples	Op-ed in widely read newspaper, radio interview on well-regarded station known to be regularly accessed by communities

# Choose Your Audience – Blank

<b>Problem/Security issue:</b>						
<b>Audience</b> <i>Name and Institution</i>	<b>Ability to influence our security issue</b> <i>Why do we want to advocate to this individual? What change can they make?</i>	<b>Existing knowledge of our security issue</b> <i>What do they know? How much information do they have?</i>	<b>Stance on our security issue</b> <i>Are they an ally or an opponent? What is their position? If they are an ally, what have they done to support your cause?</i>	<b>Motivation to take action</b> <i>What are their personal interests? What are the objectives of their job? What will motivate them to take action?</i>	<b>Ideas for messaging</b> <i>What types of arguments may convince them to take action?</i>	<b>Format</b> <i>What might be the best way to reach them?</i>
Audience 1						
Audience 2						

# Problem, Solution, Action

**Instructions:** Choose one audience and prepare your message.

## Audience:

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### Problem

What is the main issue you are trying to address? Try to convey urgency.

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### Solution

Introduce your proposed solutions. These are the advocacy objectives you identified in your recommendations.

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### Action

Deliver 2-3 specific actions your audience can take. This is where you describe how the audience can help you reach your objectives. Give specific, targeted asks—what can this specific audience do to help address the security issue?

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### Remember!

- Spend 20% of the time on the problem and 80% of your time on the solution
- Be clear and concise
- Make it targeted
- Include the "human element"

# Tips for Messaging to Policymakers

## Preparing for your interview

- Assess your target audience—Who are they? What do they know? What will compel them to take action?
  - If they've taken action on your security issue, make sure to thank them for their actions/support.
- Develop your "opening": Who you are; who you represent; why your message is legitimate
- Craft your message—Problem, Solution, Action
  - 20% of your time on problems, 80% on solutions and actions
  - The problem and solution are designed to engage the policymaker, to make them feel a sense of urgency and realize that the problem must be addressed, before you request action.
  - **Problem:** Why are you there? Look back at your problem analysis, remember what you identified as the effects of the problem. Use these to convey urgency. Your description of the problem needs to be illustrative.
  - **Solution:** Introduce your proposed solutions—these are the objectives you identified in your recommendations. The solution is what the policymaker can help you achieve.
  - **Action:** This is where you describe how the policymaker can help you reach your objectives. Give specific, targeted asks—what can this specific policymaker do to help address the security issue?
- Incorporate a human element: Consider what images or stories might help illustrate the problem you seek to address. Whether you are telling your own story or sharing the stories of others, you need to know which stories/examples most clearly support and drive home your message.
- Determine what can you leverage that will motivate the policymaker to take action. If personal anecdotes will be most compelling, use your knowledge and network to identify the right examples. If facts and figures will be most compelling, use your research and knowledge to identify the most compelling facts, and also examples that can help bring those statistics to life.
- Decide ahead of time who will facilitate and/or speak in your meeting.

## 7 Characteristics of a Successful Advocacy Meeting

1. Say who you are and who/what you represent.
2. Demonstrate some understanding of your target's interests.
3. Describe the issue that you are going to address.
4. In a conversational tone, frame a specific problem, identify your proposed solution, and deliver your ask.
5. If the policymaker commits to a specific action, give a pleasant and positive response, but push with statements like "Can I count on you to do [X]?"
6. Leave something in writing.
7. Follow up with the policymaker or his/her office.

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