MODULE TEN

Introduction to Advocacy

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A Women's Guide to Security Sector Reform

Training Curriculum

DCAF
a centre for security, development and the rule of law

INCLUSIVE SECURITY

Acknowledgements

Over the last decade, Inclusive Security and DCAF have conducted dozens of training workshops with women and men in countries undergoing security sector reform processes. We wish to thank all those who have participated in these trainings, sharing their stories, their wisdom and their experience, and helped us in turn to develop the training approaches reflected in this curriculum.

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DCAF

The Geneva Centre for the Democratic Control of Armed Forces (DCAF) is an international foundation whose mission is to assist the international community in pursuing good governance and reform of the security sector. DCAF develops and promotes norms and standards, conducts tailored policy research, identifies good practices and recommendations to promote democratic security sector governance, and provides in-country advisory support and practical assistance programmes.

DCAF's Gender and Security Division works through research, technical advice and regional projects to support the development of security sectors that meet the needs of men, women, boys and girls; and promote the full participation of men and women in security sector institutions and security sector reform processes.

Visit us at: www.dcaf.ch. Contact us at: gender@dcaf.ch.

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. Contact us at: info@inclusivesecurity.org.

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MODULE OVERVIEW:
Introduction to Advocacy

Learning Objectives

- Participants are able to describe different types of advocacy approaches and activities.
- Participants are able to analyze a problem they want to address, identify relevant stakeholders, and develop a common understanding of its causes and effects.
- Participants are able to identify the knowledge, skills, and experience they bring to security sector reform.
- Participants are able to identify common barriers to CSOs and security institutions working together and strategies to overcome them.

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
- DCAF. "Gender and Security Sector Reform Training Resource Website." www.gssrtraining.ch
- Inclusive Security. *Inclusive Security: A Curriculum for Women Waging Peace*. Washington: Inclusive Security, 2009. www.inclusivesecurity.org/training-resources/
- O'Neil, Carrie and Nanako Tamaru. *Advocacy for Inclusive Security Curriculum*. Washington: Inclusive Security, 2017. www.inclusivesecurity.org/training-resources/

Time	Description
5 minutes	**10.1 Introduction to the Module** 10.1.1 Facilitator Talking Points
55 minutes	**10.2 Introduction to Advocacy** 10.2.1 Discussion: Advocacy Experiences 10.2.2 Facilitator Talking Points: The Advocacy Cycle
60 minutes	**10.3 Analyzing Problems** 10.3.1 Activity: Problem Tree Analysis
60 minutes	**10.4 Stakeholder and Relationship Mapping** 10.4.1 Activity: Creating a Stakeholder Map
15 minutes	**10.5 What Skills Do We Have to Support SSR?** 10.5.1 Activity: Knowledge, Skills, and Experience
45 minutes	**10.6 Overcoming Challenges to Collaborating with the Security Sector** 10.6.1 Activity: Confronting Fears About Cooperation
5 minutes	**10.7 Wrap up** 10.7.1 Facilitator Talking Points: Points to Take Away
	Adapting the Module **Assessment Questions**
Total Time: 4 hours 5 minutes	

10.1 Introduction to the Module

10.1.1 Facilitator Talking Points

Background for Facilitator

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

Materials Needed
None

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

Time 5 minutes

Facilitator Talking Points

- In Module 6 we talked about some of the ways in which civil society can engage in security sector reform, mapping who is already engaged with certain types of activities and security sector institutions. Getting involved in SSR requires considering the varied and different approaches to engaging with security sector institutions—in other words, what can we do and how do we do it? In Modules 7 and 8, we explored why advocating for gender equality in SSR is important, and in Module 9, we discussed how international, regional, and national laws and policies are tools and entry points for advocacy.
- This module looks at advocacy more closely. It provides an overview of advocacy and introduces a conceptual framework for thinking strategically about collective action. We will practice problem tree analysis, a tool for unpacking the root causes and effects of any kind of problem, and three activities to prepare for effective advocacy around SSR.
- After the module, you will be able to:
  - Describe different types of advocacy approaches and activities.
  - Analyze problems and develop common understanding of their causes and effects.
  - Map stakeholders with an interest in your particular SSR issue and the relationships between them.
  - Identify the skills and experience you bring to SSR.
  - Identify common barriers to CSOs and security institutions working together and how to overcome them.
- *Have the participants rearrange themselves into their working groups from Module 9, when they discussed their nation's laws and policies relevant to a specific gender-related SSR issue. (If you did not use this activity, or the groups did not work well, use groups formed in another earlier activity.)*

10.2 Introduction to Advocacy

10.2.1 Discussion: Advocacy Experiences

Background for Facilitator

This discussion gives participants the opportunity to share and hear about others' experiences as advocates. It also introduces some key terms and distinctions that are foundational to understanding effective advocacy.

Be sure to reference participant experiences, as appropriate, during your talking points, particularly as you distinguish between advocacy and direct service. In many cases, participants will have experience with direct service delivery; this training is an opportunity for them to understand how to move from one level of work to the next.

Materials Needed
None

Learning Objectives
Participants are able to describe different types of advocacy approaches and activities.

Time 45 minutes

Instructions

Have participants discuss the following questions in pairs and then share some experiences with the whole group.

Reflect on a time you were involved in advocacy.

- What were you trying to achieve?
- What activities did you do?
- What were the outcomes?
- What were the challenges and successes?
- What should you have done differently?

Facilitator Talking Points

- Advocacy is a planned, deliberate, and sustained effort to advance an agenda for change.
- Individuals and organizations advocate to change policies and programs that directly affect people's lives. For example, as we discussed in Module 8, you could advocate to your Ministry of Defense for better conditions for women in the armed forces. Or, as we talked about in Module 9, you could advocate to parliamentarians for better laws on violence against women.
- To strategize for effective advocacy, it is useful to think about how advocacy differs from **direct service delivery**. In many countries, civil society organizations provide critical services that, for various reasons, the government might not be able to deliver; for example, training women in prisons or assisting victims of trafficking. This direct service delivery provides vital and immediate relief by meeting peoples' basic needs. Advocacy, in contrast, looks deeper to address the **causes** of a problem: why the needs are arising,

or why existing services are inadequate. Advocates seek to address the systems and structures that create and perpetuate problems. Neither the service provider nor the advocate is more valuable than the other, they just have different goals and outcomes. In fact, the same individuals and organizations often do both.

- Around the world, during and after conflict, women are often at the forefront of direct service work, whether it is delivering vital humanitarian aid, creating shelters that provide much-needed services for survivors, or providing psychosocial support. Often, women's involvement is limited to these areas, yet it is exactly because of these experiences that they should be involved in higher levels of policy and decision making.
- So how do we advocate? Many advocacy tactics, or activities, can be used to achieve the change you want to see. Approaches to advocacy generally fall into one of two categories:
  - **Confrontational**: This approach is characterized by using adversarial means to get your point across. Your basic message is: "You are wrong and we will force you to do things right." Confrontational activities can include strikes, protests, sit-ins, public statements, using the media to call attention to issues, and petitions.
  - **Constructive**: Constructive approaches are characterized by the use of collaborative means to get your point across. The assumption is that you all need to work collectively to change a security policy, and your goal is to help policymakers do their jobs better and more efficiently. Your basic message is: "We want to help, and here's what we think will improve your work." Constructive activities can include developing recommendations, meeting with policymakers to propose strategies for change, conducting and publicizing research about a given security problem, building alliances within the policy community, and building coalitions within civil society to speak with collective voice on an issue.
- Think back to the advocacy experiences you just shared with us. Were they confrontational or constructive?
- The type of advocacy tactic that will be most effective depends on the context you are working in. Usually advocates employ a range of tactics over time to put pressure on decision makers.

10.2.2 Facilitator Talking Points: The Advocacy Cycle

Background for Facilitator

This activity will help participants understand why planning for advocacy will make their efforts more effective and introduce a series of steps for planning an advocacy strategy.

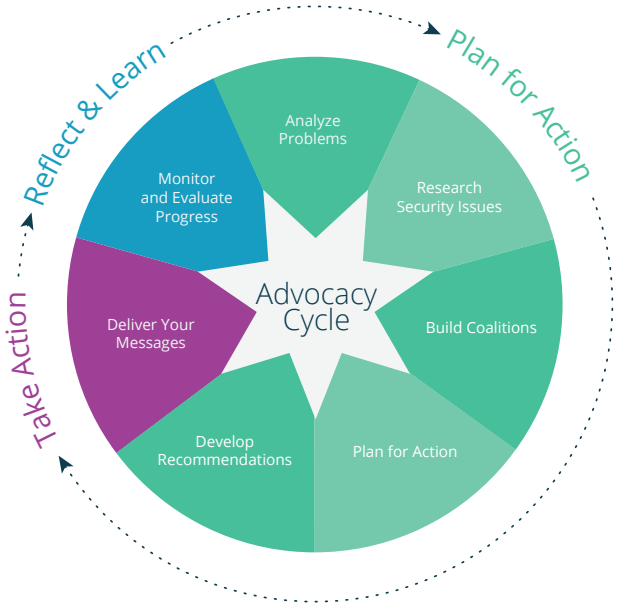
Materials Needed
Presentation slide; Advocacy Cycle handout

Learning Objectives
Participants are able to understand the importance of planning for advocacy and recall the steps of the Advocacy Cycle.

Time 10 minutes

Facilitator Talking Points

- It is important to plan ahead and be strategic about advocacy. It can be helpful to use a strategic framework for thinking about advocacy that breaks it down into manageable pieces; one such tool is the Advocacy Cycle. This step-by-step process will guide you through identifying the core issues you need to work on, drawing up a specific action plan to implement your advocacy work, reflecting on your successes and challenges, and recalibrating your efforts to be more effective.
- Because advocacy is a process and not a one-time event, we approach advocacy planning as a cycle; although some steps are sequential, some will run in parallel with others or may even change in order as you make progress.
- Advocacy is also a repetitive process: ongoing monitoring and review will lead to updating and adjusting the plan, as will different reactions to the advocacy among your targets. While planning is important, effective advocacy strategies are also flexible, given the ever-changing opportunities and constraints. The contexts in which we work are fluid, and we need to be able to respond accordingly.
- There are seven interlinking steps in the Advocacy Cycle: *Display the Advocacy Cycle on a presentation slide or distribute the Advocacy Cycle handout (see annex)*.



1. **Analyze Problems**: Advocacy begins by identifying and analyzing the problems you want to address. Once you've delved into a problem's causes and effects, determine the priorities within that issue and what opportunities exist for change. This will help you determine what is achievable.
2. **Research Security Issues:** Once the key issue has been identified, creating a research and data collection plan will enhance your ability to make a more persuasive case. This research can include the security concerns and needs in different communities, or how particular security problems are being addressed.
3. **Build Coalitions:** Mobilizing support for your cause is a key component of advocacy. Increasing the number of people who support your goal will make your efforts more powerful. One way to do this is by building and strengthening platforms for advocacy with likeminded stakeholders; for example, building a coalition or a network with others interested in promoting a security sector that is more responsive to and inclusive of women.
4. **Plan for Action:** Create an action plan and choose tactics to influence the legislation, policy, or institutional practice you seek to change.
5. **Develop Recommendations:** Formulate concrete recommendations for action, directed to specific security sector institutions. When crafting advocacy recommendations, you must be as specific as possible in identifying what needs to happen, who can make that happen, and how the actor identified can make that happen.
6. **Deliver Your Messages:** Once you decide who your target audiences are (e.g., politicians, civil servants, senior people in the security sector, the media), create and deliver strategic messages that will resonate with them. This often requires creating more than one message for more than one audience, but this step is crucial in attracting attention and gaining public support for your issue.
7. **Monitor and Evaluate Progress:** Advocacy is an ongoing process of learning and reflection. What does success look like? How can you improve your advocacy efforts along the way? Evaluating advocacy can help track progress towards your goal and allow you to adjust your actions as needed.

- Engaging with the security sector is an important activity throughout the Advocacy Cycle. This could include incorporating security sector institutions and actors into research activities or directly working with security sector institutions as part of your advocacy strategy.
- In sessions to follow, we will work through advocacy on gender and SSR issues at each stage of the Advocacy Cycle: analyze problems, research security issues, build coalitions, plan for action, develop recommendations, deliver your advocacy messages, and monitor and measure progress. Engaging with the security sector is addressed as a common thread throughout all of the modules.

10.3 Analyzing Problems

10.3.1 Activity: Problem Tree Analysis

Background for Facilitator

The problem tree is an excellent tool for analyzing the root causes and effects of any issue.

It is important to actively coach the groups as they complete this activity— continually asking why a factor on their tree happens can push participants to uncover more precise causes and effects.

Give each group (the same groups from the previous activity) the Problem Tree handout (see annex) and a flipchart at the beginning of the activity.

Materials Needed
Flipcharts; markers;
Problem Tree handout

Learning Objectives
Participants are able to analyze a problem and develop a common understanding of its root causes and effects.

Time 60 minutes

Facilitator Talking Points

- To advocate effectively, we need to understand the causes and effects of the problems we are trying to address. The problem tree is a simple tool for analyzing any kind of problem. It imagines a problem to be like a tree: changes at the roots can affect the whole tree.
- To complete a problem tree analysis:
  - First, identify the **problem** you wish to address, like a source of insecurity or barrier to justice. For example, women victims of domestic violence not receiving adequate assistance. Write it in as the trunk of the tree.
  - Second, identify the **causes** of the problem; in this case, that might include women don't feel comfortable reporting to the police; male police officers won't listen to women victims; not enough women police officers. Write these as the roots of the tree.
  - Third, identify the **effects** of the problem: continued domestic violence; poor mental health in children; reinforcement of attitudes accepting violence against women. Write these as the leaves of the tree.
- Then, you can try to identify solutions by reversing the causes and effects. For example, a stronger police response to domestic violence might change attitudes about what is acceptable, decreasing domestic violence.

Instructions

Have each group analyze a specific gender and SSR issue using the Problem Tree handout.
Remind them that:

- Their "core problem" should be the trunk of the tree. The problem they analyze will determine the focus of advocacy recommendations later on, so be sure that the problem is written clearly. Try to formulate a problem you think is related to the need for SSR.
- The effects of the problem will serve as the tree's leaves.
- The corresponding causes are the tree's roots.

Be sure to circulate and help the groups to refine the issue they have been working on down to a "problem."

Let participants know that they will be sharing their trees with the larger group. Encourage groups to create a rough draft before transferring it to the flipchart to share. (30 minutes)

Hang the completed Problem Trees around the room and encourage participants to do a "gallery walk."

Debrief

Discussion Questions

- How did this process help you more clearly articulate the problem and potential solutions?
- How can you apply this process in your advocacy planning?

10.4 Stakeholder and Relationship Mapping

10.4.1 Activity: Creating a Stakeholder Map

Background for Facilitator

This activity gives participants the opportunity to map the stakeholders relevant to any proposed SSR advocacy.

Materials Needed
Stakeholder Mapping 1 handout; Stakeholder Mapping 2 handout; different colored pens

Learning Objectives
Participants are able to identify a range of stakeholders with an interest in a specific security issue and the relationships between them.

Time 60 minutes

Facilitator Talking Points

- A **stakeholder** is a person with an interest or concern in something. For your SSR advocacy to be effective, you need to understand the range of persons affected by the security issue you want to address. Among these stakeholders, you will want to identify people with the power to make or influence the changes you want to see, potential allies, and any groups, individuals, or organizations who may work against your efforts.
- A stakeholder map will help you understand the context you are working in. Creating this map is an essential step toward strategic action and creating positive change.

Instructions

Distribute the Stakeholder Mapping 1 handout (see annex). Have each group:

- Write their security issue from the Problem Tree analysis at the top of the handout.
- Make a list of at least eight different stakeholders - individuals, groups, or institutions with an interest or concern in the issue. This can include those who are interested in reform and those uninterested or against it. Include as much detail as possible, including individuals' names where relevant.

Ask groups to review their lists and indicate which of the following categories each stakeholder falls into, marking each with a different colored pen:

- Potential target (Someone who you seek to influence) – circle in blue
- Potential partner (Someone who supports the change you seek) – circle in black
- Potential spoiler (Someone who opposes the change you seek) – circle in red
- Potential neutral (Someone who does not feel strongly either way) – circle in green

Next, each group will map these stakeholders to show visually how the stakeholders relate to each other. Distribute the Stakeholder Mapping 2 handout (see annex). Using this sample map, explain:

- Each stakeholder should have its own **circle**.
- Stakeholders who have a strong connection should be connected by a **solid line.**
- Stakeholders who have a weak connection should be connected by a **dotted line.**
- Stakeholders who have a broken or bad relationship should be connected by a **broken line**.

Use the following optional symbols with more advanced groups.

- Stakeholders who have a lot of influence should have **larger circles**, while stakeholders with less influence should have **smaller circles**.
- **Directional arrows** can be used to depict the direction of influence (e.g., A → B means that A has influence over B)

Distribute a flipchart and markers to each group. Each group will use their stakeholder lists to create a stakeholder map on their flipchart. (20 minutes)

The groups will likely identify a mix of individuals and institutions. For circles with institutions, have participants identify a key decision maker at that institution and write their name in the same circle.

When they are finished, have each group briefly present their maps.

Debrief

Facilitator Talking Points

- Mapping stakeholders can uncover connections or dynamics between stakeholders that you didn't previously realize. A stakeholder map can also help identify key policymakers and how you're connected (or not connected) to them. This information is useful as you develop your advocacy strategy.
- You will come back to this map throughout your advocacy planning. For instance, this map can be very useful for identifying potential partners (like coalition members), particularly ally/partner organizations that have stronger connections to certain policymakers. Constructing a stakeholder map with partners can also reveal new levels of access to policymakers.

10.5 Which Skills Do We Have to Support SSR?

10.5.1 Activity: Knowledge, Skills, and Experience

Background for Facilitator

This activity is an opportunity for participants to reflect on the specific knowledge, skills, and experience they bring to SSR.

Materials Needed
Flipchart

Learning Objectives
Participants are able to identify the knowledge, skills, and experience they bring to SSR.

Time 15 minutes

Facilitator Talking Points

- Once we have mapped our advocacy targets, allies, and opponents, it is time to think about what we bring to the table. As we explored in Module 6, civil society can play a vital role in SSR processes. A vibrant civil society represents the interests of many different parts of and groups within the community. It can highlight security needs and interests that security sector institutions might not otherwise attend to.

Instructions

Referring to the slide, have each participant write down the particular knowledge, skills, and experience they as individuals or their organization brings to a discussion of the gender-related SSR issue they have been thinking about. (5 minutes)

Ask them to share the knowledge, skills, and experience they have identified with the group, and try to solicit responses from everybody. Record key areas of knowledge, skills, and experience on a flipchart. (10 minutes)

Debrief

Facilitator Instructions

Wrap up by highlighting the range and depth of knowledge, skills, and experiences in the room. This breadth and variety will contribute to making security institutions more gender sensitive and to ensuring that the security and justice needs of both women and men are met.

10.6 Overcoming Challenges to Collaborating with the Security Sector

10.6.1 Activity: Confronting Fears About Cooperation

Background for Facilitator

This activity gives participants an opportunity to develop strategies to overcome potential difficulties and barriers in working with the security sector.

Participants should continue to work in their thematic groups. You can provide a handout to guide small group work or put the questions on a presentation slide.

Materials Needed
Flipchart; markers; Confronting Fears About Cooperation handout or presentation slide

Learning Objectives
Participants are able to identify common barriers to CSOs and security institutions working together and strategies to overcome them

Time 45 minutes

Facilitator Talking Points

- We all know that while women's organizations have much expertise to offer, sometimes women's groups and other civil society organizations may have to advocate for their right to inform and influence SSR processes. Security sector decision makers might resist your involvement. Likewise, some CSOs may be hesitant about getting too closely involved with the security sector. Let's have a frank discussion about the fears, barriers, and challenges that exist for security institutions and CSOs when considering engaging cooperatively in an SSR process.

Instructions

Provide groups with the Confronting Fears About Cooperation handout (see annex) or display the questions from the handout on a presentation slide. Remind them to keep thinking about the skills they bring to their particular gender/security issue and have each group complete the handout together. If necessary, share some examples of relevant fears, etc. as suggested below:

- Fears/challenges/barriers/arguments against engaging with the relevant security sector institution(s) from the perspective of CSOs, e.g.:
  - Women's organizations sometimes do not have the contacts, security language, or technical expertise to be able to effectively contribute to SSR.
  - Women's organizations may fear losing some of their independence if they work with the security sector.
  - Personal safety concerns can prevent civil society activists from speaking out.

- Fears/challenges/barriers/arguments against engaging with women or CSOs from the perspective of the security sector, e.g.:
  - Women are assumed not to have security expertise.
  - International and national SSR advisers often don't understand the importance of broad participation and don't know how to include both men and women.
  - SSR processes often have no budget for increasing the broad participation of men and women.
- Practical realities that may limit engagement by either security institutions or CSOs, e.g.:
  - Security institutions may not be allowed to release certain kinds of information to CSOs.

Ask each group to present one challenge and one strategy to overcome it. Facilitate a discussion about how fears and barriers might impact planning for action, incorporating examples from the small group work. Then discuss strategies, noting key approaches on a flipchart. (20 minutes)

Debrief

Facilitator Instructions

Note that successful engagement starts with recognizing fears, challenges, and barriers that might exist on the part of security institutions and/or CSOs. In some cases, these fears may not amount to anything more than stereotypes and ignorance. In other cases, they might be based on a desire to control and protect access and information—something that can often be legitimately challenged. In yet other cases, fears may be based on past experiences—in which case CSOs and security institutions alike will benefit from an honest reckoning of unsuccessful previous attempts to work together.

10.7 Wrap Up

10.7.1 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 will understand the main points of this module.

Time 5 minutes

Facilitator Talking Points

- There are different ways to advocate for security sector reform. At different times, advocacy can be more constructive or more confrontational. The approach you choose will depend upon the institution you want to engage with, the topic you work on, and how best to achieve the changes you want to see.
- It is useful to think about the different phases of advocacy. One way to do so is through the seven stages of the Advocacy Cycle. *Revisit the steps of the Advocacy Cycle, as needed.*
- The strongest basis for any advocacy is to think carefully about the problems you are trying to address and examine their underlying (root) causes. This can help you identify what changes might alter these causes and therefore solve or lessen the problem. A problem tree analysis is an effective tool for this process.
- Stakeholder mapping can uncover connections or dynamics between actors and can help to identify key policymakers and how you're connected (or not connected) to them. This information will be useful as you develop your advocacy strategy.
- We discussed again the skills and knowledge that civil society contributes to SSR... *Go back to the results of Activity 10.5.1 and summarize a few key points*.
- Successful engagement starts with recognizing the existing fears, challenges, and barriers to communication and cooperation that might exist between security sector institutions and/or CSOs.
- In the modules to follow, we will continue to work through the different stages of the advocacy cycle to make our gender and SSR advocacy as effective as possible.

Adapting the Module

Less Time

10.2.1 Discussion: Advocacy Experiences (SAVE 15 MINUTES)

By this stage in the training, participants may have already shared their advocacy experiences; if this is the case, you can simply refer briefly to some examples previously shared.

10.2.2 Facilitator Talking Points: The Advocacy Cycle (SAVE 10 MINUTES)

Some audiences may already have completed an advocacy training, and these sections can be completed more quickly.

10.3.1 Activity: Problem Tree Analysis (SAVE 30 MINUTES)

This exercise could be done more quickly if you lead participants through creating a Problem Tree as a large group (as opposed to breaking up into small groups).

10.6.1 Activity: Confronting Fears About Cooperation (SAVE 10 MINUTES)

With less time, ask half of the groups to work on fears/challenges/barriers/arguments from a CSO perspective, and the other half on fears/challenges/barriers/arguments from security institutions' point of view.

More Time

10.3.1 Activity: Problem Tree Analysis (ADD 30 MINUTES)

Instead of allowing each small group to choose their own gender and SSR issue, facilitate a group brainstorm of the range of problems that participants might want to address with their advocacy.

In pairs or triads, have participants discuss what they think is the most pressing gender and SSR-related problem their community faces. Invite participants to share their suggestions, noting them on a flipchart. Once you have a good list of problems, ask participants to vote on which they want to analyze and have each small group work on the same problem. The gallery walk will show how each small group interprets the causes and effects of the problem differently.

Assessment Questions (Blank)

Q.10.1 Advocacy means: (select one)

a. A pact or treaty among individuals or groups, during which they cooperate in joint action.
b. A planned, deliberate, and sustained effort to advance an agenda for change.
c. A tactic to ensure that people think the way you do.
d. A set of activities that address direct needs like delivering humanitarian aid, providing shelter, and building schools.

Q.10.2 Stakeholder mapping is useful for advocacy because: (select all that apply)

a. It can help you get a broad view of the actors involved in an issue and the dynamic between them.
b. It can help you figure out who your allies and partners can be.
c. It can help you figure out who might be opposed to your agenda.

Assessment Questions (Answer Key)

Q.10.1 Advocacy means: (select one)

a. A pact or treaty among individuals or groups, during which they cooperate in joint action.
b. A planned, deliberate, and sustained effort to advance an agenda for change.
c. A tactic to ensure that people think the way you do.
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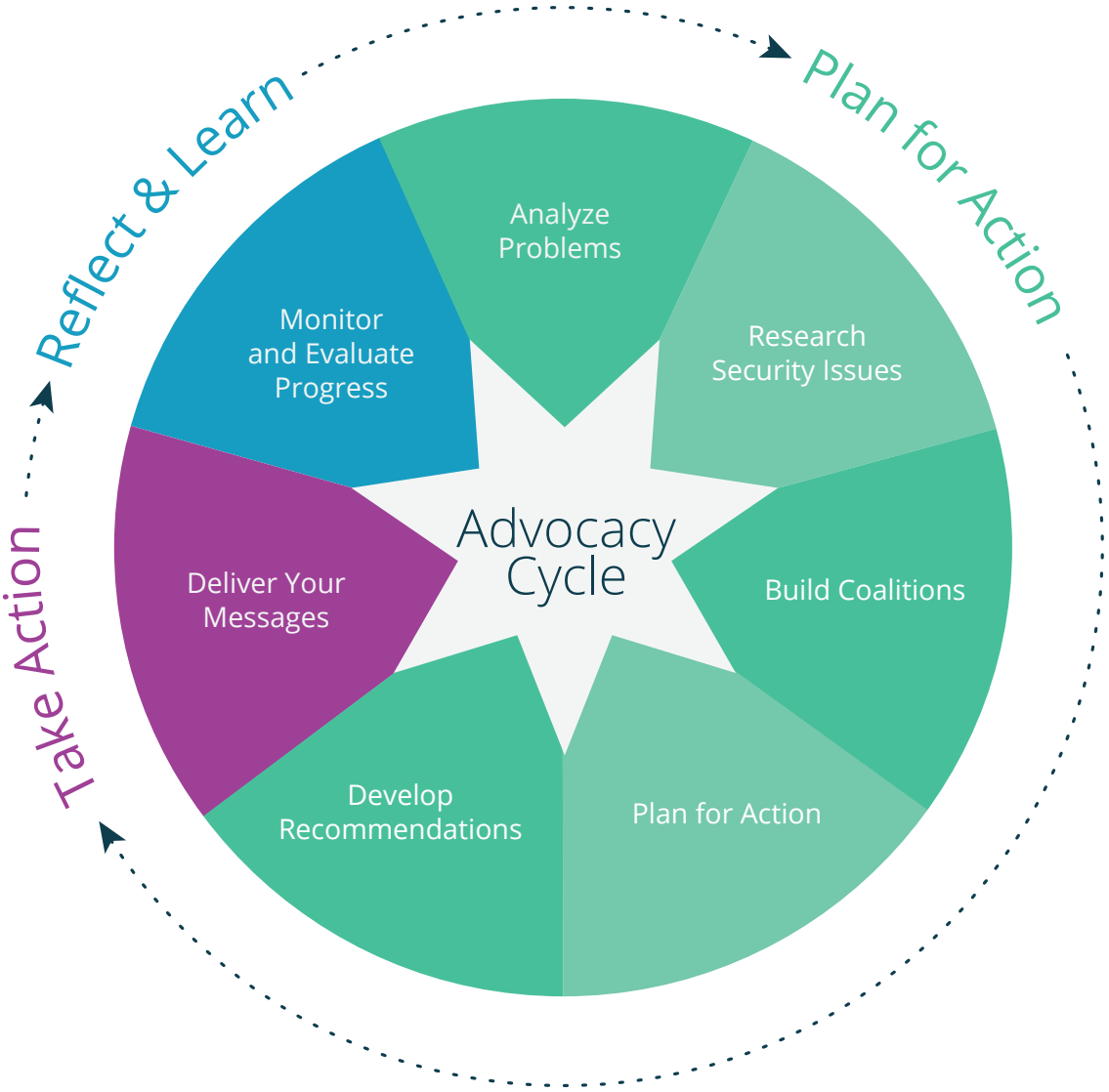
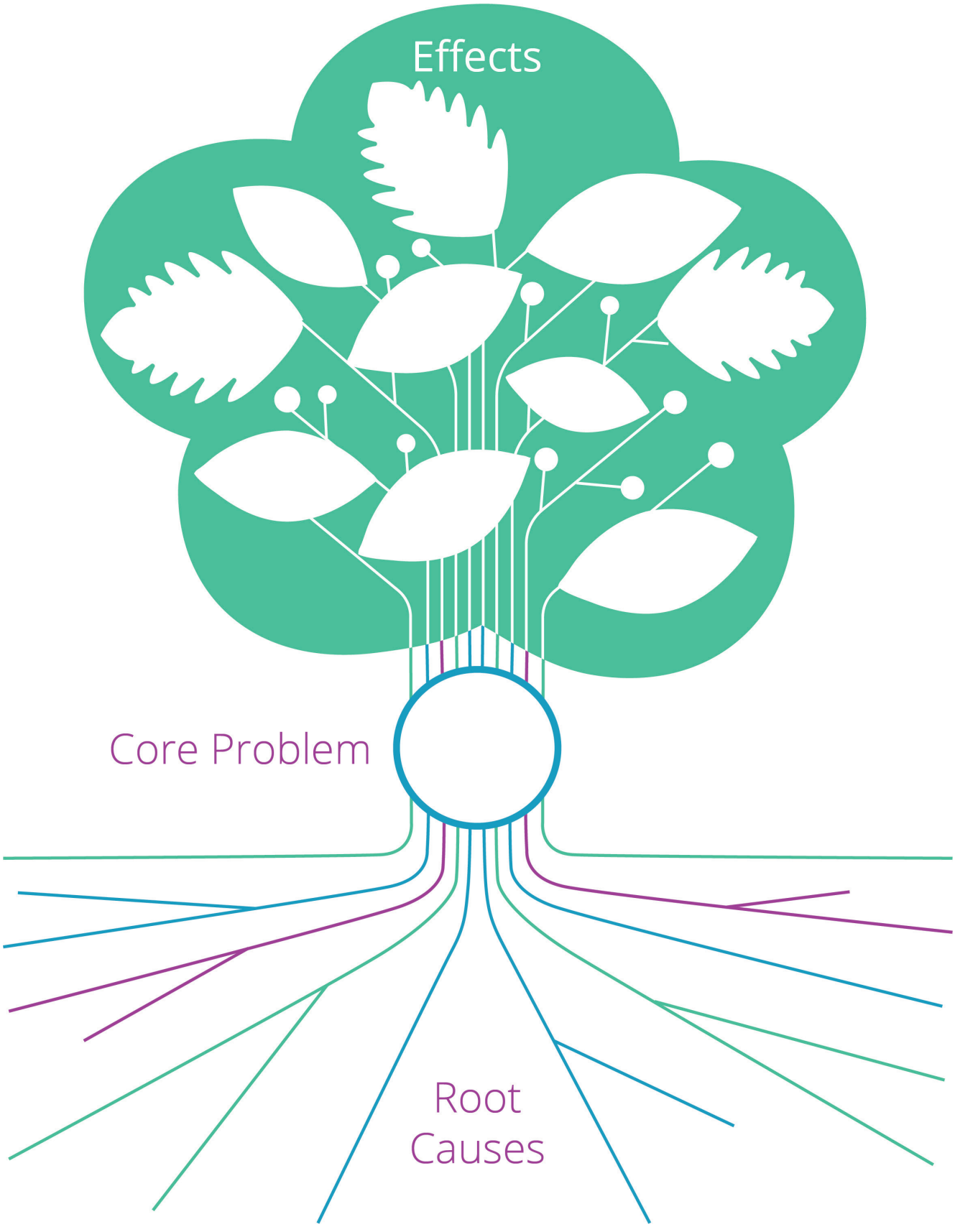
ANNEX

Advocacy Cycle



Problem Tree



Stakeholder Mapping 1

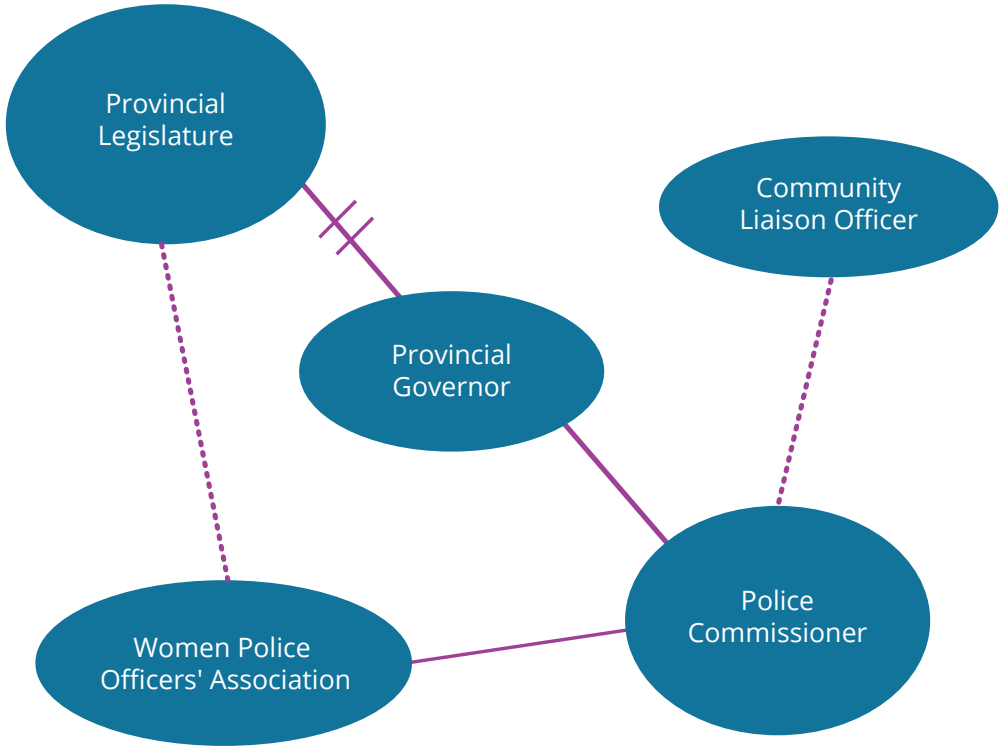
Problem/Security Issue

Step 1 | List all the stakeholders who have a stake in your problem/security issue

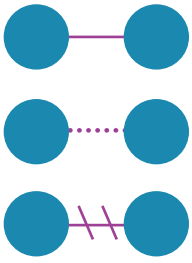
Step 2 | Use colors to indicate each stakeholder's relationship to the issue

- Potential target (Someone you seek to influence) – circle in blue
- Potential partner (Someone who supports the change you seek) – circle in black
- Potential spoiler (Someone who opposes the change you seek) – circle in red
- Potential neutral (Someone who does not feel strongly either way) – circle in green

Stakeholder Mapping 2



Symbol Legend



Solid line = Actors have a strong relationship

Dotted line = Actors have a weak relationship

Broken line = Actors have a broken or bad relationship

Confronting Fears About Cooperation

1. **List any fears/challenges/barriers/arguments against engaging with relevant security sector institution(s) from the perspective of civil society organizations:**

2. **List any fears/challenges/barriers/arguments against engaging with women or CSOs from the perspective of security sector institution(s):**

3. **List any practical realities that may limit engagement by either security institutions or CSOs:**

4. **List strategies that can be used to overcome fears, challenges, and barriers and build trust:**

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