

Media & Advocacy Strategy and Activities

(2 hours 15 minutes)

DRAFT - For Field Test

*Media & Advocacy Series
Staff Skill Building Library
Raising Voices*

This module is part of a *Staff Skill Building Library* developed by Raising Voices. The *Library* consists of competency based training modules designed to strengthen skills of staff implementing or supporting community-based violence against women (VAW) prevention programs. The *Library* is designed for organizations using the *SASA! Activist Kit for Preventing Violence against Women and HIV* but can be used by anyone working to mobilize their community to prevent VAW. If you are not using *SASA!* simply replace the word *SASA!* wherever you see it in the text with the name of your methodology.

This module is part of the *Media & Advocacy* series in the *Staff Skill Building Library*.

All materials in the *Library* can be downloaded at www.raisingvoices.org/staffskills.php or requested at info@raisingvoices.org The *SASA! Activist Kit* can be downloaded at www.raisingvoices.org

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Media & Advocacy Strategy and Activities (2 hours 15 minutes)

Objective

- Get inspired to harness the power of the media and local or national level policy makers to create a critical mass for social change.

Competencies

By the end of this session, participants will be able to:

- Describe the Media & Advocacy strategy and why it is important to creating a critical mass for social change.
- List some Media & Advocacy activities to be conducted in the SASA! Start phase (media tracking, policy scan and assessment, etc.)

Preparations

- Ask participants to read from the SASA! Start Phase Media & Advocacy Section: *Strategy Overview, Tips Booklet* pp. 15-20, and *Getting Started Activities* before the session. Make photocopies to distribute, as necessary.
- Pre-draw flip chart image of Circles of Influence (SASA! Introduction p. 19).
- Write Media & Advocacy Purpose on flip chart (***Why is Media & Advocacy Important*** No. 2).
- Make 1 photocopy of ***Group Work Drama Scenarios*** and cut apart scenarios.

Steps:

What is Media & Advocacy?

1. Explain:

- *As we talk about in many SASA! training sessions, in most communities, there is silence that surrounds issues of violence against women (VAW). It is considered a normal, private matter in which other people should not intervene.*
 - *The idea that VAW is a private matter is one example of a “community norm”. Community norms are sets of attitudes, values, rules and behaviors that are widely accepted in the community. What we know about community norms is that they can and do change—which means we can work to change them!*
 - *In this session, we will discuss how we can use the Media & Advocacy strategy in SASA! to create community-wide dialogue about community norms surrounding VAW and HIV, and to change the policies and practices that enforce those norms.*
 - *First, we are going to break into groups of 3-4 and discuss the definitions of the words “Media” and “Advocacy” to be sure we understand the power of this strategy to create change!*
2. Ask participants to count off to create groups of 3-4 participants. Give half the task of brainstorming a definition of “Media” and half the task of brainstorming a definition of “Advocacy”. Give each group a piece of flip chart paper and markers, and only 10 minutes to discuss a possible definition for their word.
 3. After 10 minutes, call “stop!”
 4. Invite 1 representative from each group who discussed the definition of “Media” to post their flip chart at the front, side by side with each other, and stay by their definitions.
 5. Invite each volunteer to read their group’s definition out loud.
 6. Invite the large group to comment, question, or amend the definitions and create one accepted group definition.

Note: The definition should be similar to the concept:

Media: Means of communication, entertainment or information sharing in a society. Examples include radio, television, newspaper, a local town crier, a webpage, etc.

If the group’s definition expresses the same concept or better articulates the concept, keep the group definition.

7. Repeat the process in No.’s 4-6 for “Advocacy” definitions.

Note: The definition should be similar to the concept:

Advocacy: The ongoing process of influencing decision-makers, systems and structures at different levels to change policies, laws, attitudes and power relations for the betterment of people affected by the issue.¹

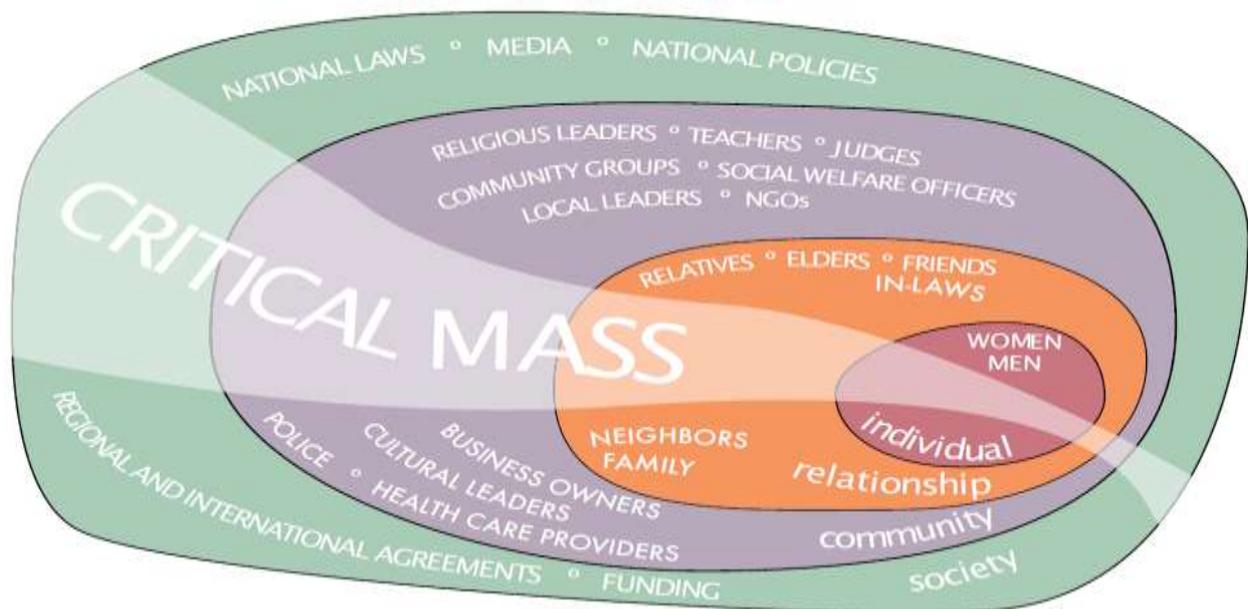
If the group’s definition expresses the same concept or better articulates the concept, keep the group definition.

Why is Media & Advocacy important?

¹ Adapted from an advocacy skills-building workshop, India HIV/AIDS Alliance, India, November 2002. *Media and Advocacy Strategy and Activities Module, Media & Advocacy Series*
www.raisingvoices.org/staffskills.php

1. Explain: *Now that we have discussed what Media & Advocacy are, we can talk about how this strategy in SASA! can help us to create social change.*
2. Post pre-written Media & Advocacy Purpose, and invite volunteer to read aloud: The Media & Advocacy strategy aims to influence public priorities, by making violence against women and its connection to HIV/AIDS a popular media topic and a catalyst for new policies and practices. Engage local leaders, policymakers and journalists to effect wider change in your community.
3. Ask: *Thinking about the purpose of the Media & Advocacy strategy, why is this strategy important to creating social change?*
4. Solicit responses, e.g.
 - To influence not only a community's norms but also the policies and practices that enforce those norms.
 - To get the attention of the gatekeepers and opinion leaders guiding the community's development (e.g., local government officials, cultural leaders, journalists, ministries, parliamentarians and donors).
 - To provoke community-wide dialogue among the general public with media features on power, violence against women and HIV/AIDS.
 - To have this community-wide dialogue persuade gatekeepers and opinion leaders to take action.
5. Post flip chart of SASA! Circles of Influence.

Circles of Influence



6. Explain: *As we see throughout SASA!, it is important to engage every circle of influence in order to create a critical mass for social change—individual, relationship, community and society.*
7. Ask: *Thinking about the different strategies in SASA!—Local Activism, Training, Communication Materials and Media & Advocacy, which ones would best impact which circle of influence?*

8. Solicit responses, e.g.
 - Training and communication materials cut across all the levels.
 - Local Activism makes a lot of impact on the individual, relationship and community levels.
 - Media & Advocacy is important especially for societal level impact, as well as a tool to influence key community—and even relationship and individual level—opinion leaders.
9. Explain: *Since the Media & Advocacy strategy's main contribution is to creating change at community and societal levels of influence, in this next activity we are going to think concretely about how use of the media and strategic advocacy efforts might impact stakeholders at those levels.*
10. Invite participants to look at the examples at community and societal levels of the circles of influence drawing. As a group, select two types of people—one to represent the community level and one to represent the societal level (e.g. Community: religious leader and Societal: Member of Parliament).
11. Write these names on the top of 2 separate flip chart papers.
12. Invite participants to first try to put themselves inside the life and mind of the community level representative the group has chosen and brainstorm the following questions:

Thinking as _____ (e.g. a religious leader)

 - Who do you listen to? What influences you?
 - What media do you use (read, listen to, etc)?
13. Repeat the large group brainstorm, answering the same questions for the societal level representative the group has chosen.
14. Explain: *Now we are going to break into small groups and create dramas to illustrate the impact media and advocacy work can have on the thoughts and opinions of people who have influence over the community and societal levels.*
15. Break participants into 3 groups, by having them count off 1-3.
16. Distribute a scenario to each group, giving them 10 minutes only to create their drama, and 3 minutes only to present it. Ensure Groups 1 & 2 know they are thinking like and depicting a drama about the community level representative (e.g. religious leader) and Group 3 knows they are thinking like and depicting a drama about the societal level representative (e.g. member of Parliament).
17. Go between groups as needed, to clarify and guide the drama creation.
18. After 10 minutes, call “stop!”
19. Invite groups to perform dramas, in order (group 1, group 2 and group 3).
20. After all dramas have been performed, ask: *What difference did it make to these influential decision makers to have positive media discussion and coordinated advocacy about VAW issues?*
21. Solicit responses, ensuring participants understand that the media and advocacy work depicted by groups 2 and 4 greatly influenced the mindsets and public actions of both decision makers.
22. Summarize: *We can see that we can use the SASA! Media & Advocacy strategy to change social norms--and strengthen the laws and policies those new social norms that prevent VAW and HIV.*

Media & Advocacy Activities Overview

1. Explain:

- *There are many Media & Advocacy activities described in SASA!*
- *They are designed so anyone can use them. You do not need to have a million U.S. dollars for a fancy television advertising campaign, or to be an advocacy expert—you can create change through engaging a local radio station, local journalists, or local government officials with basic activities.*

2. Ask: *What are some of the activities you may choose in the Start phase of SASA!?* (Distribute photocopies of *SASA! Start phase Media & Advocacy – Getting Started Activities*, and give participants 1-2 minutes to review, if necessary.)

3. Solicit responses, and fill in the gaps in their memories as needed. e.g.

SASA! Start Phase Media & Advocacy Activities

• Track media coverage	Document which journalists and shows are covering which subjects, and what type of stories each media outlet seems to cover.
• Create relationships with journalists	Contact journalists when they do a story on VAW or HIV. Give them feedback on their reporting. Contact them when you have a story idea. Send them information about VAW and HIV.
• Create a press kit	Make a folder with information about your organization as well as specific information about the event, issue or story that you are trying to get covered in the media.
• Engage community leaders	Create a list of leaders, identify which leaders are keys to SASA!'s success, and arrange to meet with key leaders.
• Conduct a policy scan and assessment	Create a list of possible policies at the local, institutional and national levels (depending on your organization's capacity and the local context). Gather information on and analyze existing policies.
• Create a plan for your advocacy work	Create a plan to decide which policy change to focus on, who you will seek to engage in change, and how you will reach them.

Note: It is not necessary to copy down this table or go over every aspect of it with participants. It is all written in SASA! Start phase Media & Advocacy – Getting Started Activities.

4. Summarize:

Validation Option: Activity in Training

This activity allows for group validation of the competency:

- List some Media & Advocacy activities to be conducted in the SASA! Start phase.

Did participants list and accurately explain activities in the *SASA! Start Phase Media & Advocacy - Getting Started* booklet, as described in the table? If so, then the group demonstrated the competencies. If not, further training is recommended.

- *These Getting Started activities are designed to help us to create plans to engage local media and advocate with local opinion leaders in our communities strategically.*
- *As we have seen, the Media & Advocacy strategy is important to SASA! because it helps us not only to influence social norms beyond our communities but also helps us to institutionalize the changes in norms we are achieving. Without Media & Advocacy, we could not create the same type of lasting social change!*

5. Thank the group for their participation.

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Validation Options

Validation is another way to say “assessment” or “pre/post-test”. It is used to determine whether the participants in a training learned what the facilitator intended for them to learn. Instructions for how to use each validation method can be found in *Training Validation Methods: A how-to guide for assessing participant learning* downloadable at www.raisingvoices.org/staffskills.php

Select validation methods for each competency using the table below:

1. Choose whether the competency (specific skill) needs to be validated at a group or individual level.
2. Looking at the validation methods listed in that category (group or individual), select only **one** of the validation methods marked with an 'X' for each competency.
3. Plan a time in the training agenda to use the validation method you've chosen to test each competency.

Suggested Validation Methods

Competency (Specific skill)	Group Validation <i>Use if it is sufficient for the group, as a whole, to demonstrate the competency</i>					Individual Validation <i>Use if essential for each participant to demonstrate the competency her/himself</i>			
	Activity in Training*	Game Show	Card Game	Answers Bingo	Pick and Play	Activity in Training*	Exit Interview/ Role Play	Game Show (All Play)	Written Quiz
Describe the Media & Advocacy strategy and why it is important to creating a critical mass for social change.**		X	X	X	X		X	X	X
List some Media & Advocacy activities to be conducted in the SASA! Start phase.**	X	X	X	X	X		X	X	X

* Activity in Training includes many possibilities, depending on the module, including brainstorming, group practices, debates, agree/disagree/not sure exercise, and others.

**See Validation Questions for this competency, to be used in Game Show, Card Game, Answers Bingo or Pick and Play methods, on next page.

Validation Questions

- Why is the Media & Advocacy strategy important to creating and sustaining social change to prevent violence against women and HIV?
- Name 2 Media & Advocacy activities your organization might do in the Start phase of SASA!
- Facilitator's Note: Find out what the participants really learned! These cards can be cut out and used with Game Show, Card Game, Answers Bingo or Pick and Play validation methods. Full descriptions of how to use each of these validation methods are available in the *Staff Skill Building Library*. Download at: www.raisingvoices.org/staffskills.php and go to *Training Validation Methods: A how-to guide for assessing participant learning*.

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Handout: Group Work Drama Scenarios

Scenario 1: Community Level Representative

In your community, there is no advocacy about violence against women (VAW) issues. No one talks about it or considers it important. You tune in a lot to the media to get a sense of what people are thinking, but all the media messages either ignore VAW or blame the survivor. You open a newspaper and see an article about a selfish, terrible local woman who has divorced her husband, who is a famous and upstanding man in your area. There is no mention that she was being abused by him.

Scenario 2: Community Level Representative

Imagine a scenario where there were local activists sending you information, starting meetings, inviting you to speak, and who even organized marches to Parliament. You turn on the radio and there they are, you open the newspaper and the stories being printed talk about the costs of violence against women (VAW) and the benefits of nonviolence. You turn on the television and there are thought-provoking ads with respected leaders saying they have started to wake up to the issues of VAW in the community, and encourage you to do the same.

Scenario 3: Societal Level Representative

In your community, there is no advocacy about VAW issues. No one talks about it or considers it important. You tune in a lot to the media to get a sense of what people are thinking, but all the media messages either ignore VAW or blame the survivor. You turn on the radio and hear a program on how so many teenage girls are getting pregnant and being kicked out of school. The commentator says that his father used to advise other parents that it is a waste of time to send girl children to school, since they are not serious students. He used to think he was old fashioned, but with this new information he thinks he might have been wise.
