

# How to use this book

- Why a toolkit?** A toolkit is designed to be flexible and provide the user with options. It is not an academic textbook, a technical guide or an instruction manual.
- Imagine a real toolkit. It may contain a hammer, a spanner, a screwdriver, pliers and other useful tools. Different ones are required for different building projects and programmes; some get used a lot and others are seldom picked up. It is the same for this advocacy toolkit. It is full of useful materials, tools and exercises. Different ones will be relevant to different advocacy projects and programmes. The user has to start by opening it up to discover what is there, and then be selective, using the tools that are appropriate to the context or setting, rather than trying to use all of them at once.
- Different learning methods** Each section is self-contained, so users can select whichever sections are most appropriate to their organisation's needs. However, it would be wise to cover Part One before tackling Part Two. A section could take anything from one hour to one day, depending on the detail required.
- The toolkit can be used:
- as a five-day intensive training workshop, with the aim of achieving a skeleton advocacy strategy at the end
  - as a two- or three-day intensive training workshop, covering less detail and requiring more follow-up afterwards
  - over a period of time, in shorter training sessions at key intervals, with time in between to apply the learning and report back on progress
  - in study group learning sessions, once a week or month, studying one section at a time
  - by individuals who want to understand the basics of advocacy for their own benefit.
- Always contextualise** When used as the basis for a training workshop, this toolkit is only as good as the facilitator's understanding of it and ability to contextualise it. A facilitator needs to take the time to read the relevant sections of the toolkit, understand the theory and be confident with the practical application of the tools and exercises. The exercises often require a facilitator to 'draw out' participants' knowledge and experience by asking questions. Interactive exercises such as role plays and games are popular and effective and should be included wherever possible. A facilitator also needs to understand the context(s) participants are working in and choose activities and examples that will be particularly relevant. Finding or creating appropriate case studies to supplement the ones in this book can bring the most important issues to life in a fresh way.
- The sample timetables in Appendix 3 are designed to help facilitators plan training workshops, but they are only a starting point. The whole process of learning the theory and putting it into practice could take anything from three months to two years, depending on a whole variety of factors, such as the advocacy issue being addressed, the political context, the type of people in the group and previous advocacy experience.

# Abbreviations

AIDS	Acquired Immune Deficiency Syndrome
ARVs	Antiretrovirals
DFID	Department for International Development (UK)
DRC	The Democratic Republic of the Congo
HIV	Human Immunodeficiency Virus
INGO	International Non-Governmental Organisation
MP	Member of Parliament
NGO	Non-Governmental Organisation
PRSP	Poverty Reduction Strategy Paper
ToR	Terms of Reference
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNHCR	United Nations High Commissioner for Refugees (the UN refugee agency)