

Penal Reform International

Training Resource: Advocacy tools in the fight against the death penalty and alternative sanctions that respect international human rights standards

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Acronyms used

ACHPR	African Commission on Human and Peoples' Rights
CSO	Civil society organisation
ECOSOC	United Nations Economic and Social Council
EU	European Union
GA	General Assembly
ICCPR	International Covenant on Civil and Political Rights
LWOP	Life without the possibility of parole
MENA	Middle East and North Africa
NGO	Non-governmental organisation
Op-ed	Open editorial
PRI	Penal Reform International
SADC	South African Development Community
UN	United Nations

Introduction

About Penal Reform International

Penal Reform International (PRI) is an international, non-governmental organisation (NGO) with Consultative Status at the United Nations Economic and Social Council (ECOSOC) and Council of Europe, and Observer Status with the African Commission on Human and Peoples' Rights. It aims to develop and promote international standards for the administration of justice, reduce the unnecessary use of imprisonment and promote the use of alternative sanctions which encourage reintegration while taking into account the interests of victims.

About this resource

This resource is part of a series of three training resources produced as part of PRI's programme of work which seeks to achieve the progressive abolition of the death penalty and implementation of alternative sanctions that respect international human rights. The innovative two-year programme, undertakes as one of its tasks to build the capacity of key stakeholders, decision-makers and local civil society organisations working on the death penalty and alternative sanctions such as life and long-term imprisonment.

PRI's programme of work will be implemented in nineteen countries across PRI's five regions worldwide.¹

This resource targets NGOs, human rights activists and civil society organisations working on the abolition of the death penalty and the implementation of alternative sanctions that respect international human rights standards. The aim of this resource is to build and strengthen civil society organisation's (CSOs) knowledge and awareness of advocacy and what advocacy methods are available for the fight against the death penalty and for alternative sanctions that respect international human rights standards. This resource covers issues related to using the media to influence, and how to build coalitions to strengthen your advocacy work.

PRI has also prepared support and reference material in the form of "information packs". These information packs address the key issues and arguments fundamental to the death penalty and alternative sanctions. The information packs have been produced in Arabic, English, French and Russian.

This training resource has been produced with the financial assistance of the European Union (EU). The contents of this document are the sole responsibility of PRI and can in no circumstances be regarded as reflecting the position of the EU.

April 2011



¹ Central Asia, East Africa, Eastern Europe, Middle East and North Africa and South Caucasus.

How to use this resource and guidance on training techniques

NOTE: You may have received this training resource as part of your participation in a PRI training session. The substance of this section on training techniques will not form part of your training. This section is designed to be used specifically for the trainers and for the training of trainers.

How to use this resource

This resource is designed to represent the basic knowledge and information needed to conduct a training workshop on a given topic in an easily accessible format. Each section includes “essential principles” that relate either to the body of international and/or regional law on the topic, or to selected best practices where they are available to demonstrate implementation. Each section will include a series of discussion questions and case studies that can be adapted for use in training activities.

This resource is intended to be adapted and modified based on thorough data-gathering and preparation that precedes every training workshop.

Training courses must be designed in such a way as to facilitate their flexible use, without imposing a single rigid focus or approach. Courses must be adaptable to the particular culture, educational, regional and experiential needs and realities of a diverse range of potential audiences within the target group.

Trainings should be constructed in self-contained modules, allowing appropriate selection and tailoring according to particular needs and objectives.

Guidance on training techniques

Training should be based on clearly articulated objectives. The objectives of the trainer should facilitate satisfaction of the needs of the trainee. At the beginning of your training ask participants what they intend to get out of the training, write down objectives, and go back to them between session.

Three basic learning objectives should form the foundation of such programmes and mirror the following needs of the trainees:

1. **To receive information and knowledge** for the work of the trainees in their professions.
2. **To acquire or reinforce skills**, so that the functions and duties of the professional group can be fulfilled effectively. Simple knowledge of standards is not enough to enable trainees to transfer these rules into appropriate professional behaviour. The acquisition of skills should be viewed as a process whereby skills are fine-tuned through practice and application. This process may need to be continued, in the light of training needs identified in specific areas of the trainees’ work, including through appropriately tailored follow-up programmes.
3. **To become sensitised, i.e. to change negative attitudes or reinforce positive attitudes and behaviour**, so that the trainees accept, or continue to accept, the need to promote and protect human rights through their work, and actually do so in the course of their duties. The question at issue is the **values** of the trainee. This, too, is a long-term process, to be reinforced by further, more technical, training.

Thus, to be effective, training should be aimed at improving knowledge, skills and attitudes in order to contribute to appropriate professional behaviour.

For maximum effect, a few basic principles should be kept in mind:

Interaction: This programme implies the use of a participatory, interactive training methodology. For effective training, participants should be fully involved in the process. As practitioners, the trainees will bring to the course a rich pool of experience, which must be actively drawn on to make an interesting and effective course.

Flexibility: It is not advisable to adopt a “military” approach in an attempt to force trainees to participate. The result of such techniques is, more often than not, resentment among trainees and, consequently, the closing of effective avenues of communication between trainer and trainees. While a certain level of control must be maintained by the trainer, the first rule should be flexibility. Questions – even challenges – from the audience should be welcomed, and should be addressed by trainers in a positive and forthright manner. Similarly, excessively rigid timekeeping can leave participants feeling frustrated and resentful and should be avoided.

Relevance: The unspoken question of the trainee throughout the course will be: “What does this have to do with my daily work?” The extent to which the trainer continuously answers this question will be an important measure of his or her success. Every effort must therefore be made to ensure that all material presented is relevant to the work of the audience, and that such relevance is made clear where it is not self-evident.

Variety: To secure and retain the active commitment of participants, it is best to vary the teaching techniques used throughout the course. Most adults are not accustomed to long classroom sessions, and a tedious and monotonous routine will leave them more conscious of the classroom than of the subject matter. A varied selection of techniques should be used, alternating discussion with role-playing and case studies with brainstorming, as appropriate to the subject matter.

The following methods and approaches can be adopted:

Presentation of standards: A short presentation on the relevant standards or principles to a given aspect of the work of the profession and on how such standards / principles can be effectively applied by the audience.

Application of participatory techniques: Enables participants to use their knowledge and experience to translate into practice the ideas and concepts referred to in the presentation; and also enables them to consider the practical implications for their day-to-day work.

Focus and flexibility: Enables participants to focus

on matters of real and current concern; and enables educators and trainers to adapt to participants’ needs as the course progresses.

Participatory techniques include:

Presentation and discussion: Following a presentation, an informal discussion is useful to clarify points and facilitate the process of translating ideas into practice. Such discussions are conducted by the presenter, who should try to involve all participants. It is useful for presenters to have a prepared series of questions available to initiate the discussion. At the conclusion of the presentation and discussion, the presenter should provide an overview or summary. Presentations should be supplemented with pre-prepared visual aids or study materials distributed in advance to all participants.

Working groups: These are created by dividing a course into a number of small groups of a maximum of five or six participants. Each group is given a topic to discuss, a problem to solve or something concrete to produce, within a short time period. The course is then reconvened and the results of the deliberations of each group are presented to the full class by a spokesperson for the group. Participants can then discuss the topics and the response of each group.

Case studies: In addition to dealing with discussion topics, working groups can consider case studies. These should be based on credible and realistic scenarios which are not too complex and which focus on two or three main issues. Case studies should require participants to exercise their professional skills when responding to them and to apply human rights standards.

Problem-solving / brainstorming: These sessions can be conducted as intensive exercises to seek solutions to both theoretical and practical problems. They require a problem to be analysed and then solutions to be developed. Brainstorming encourages and requires a high degree of participation and stimulates those involved to maximum creativity. The group should make recommendations and takes decisions on the problem. The learning or sensitisation process occurs as a result of the group discussion around each suggestion.

Simulation / role-playing: Simulation or role-playing exercises may be used to practise a skill

or to enable participants to experience hitherto unfamiliar situations. This technique is particularly valuable for sensitising participants to the feelings and perspectives of other groups and to the importance of certain issues.

Visual aids: Adult learning can be enhanced by the use of blackboards, overhead transparencies, posters, displayed objects, flip charts, photographs, slides and videos / films.

What is expected of a trainer?

Trainers should create their own targeted presentation notes and materials, based on the content of these prepared training resources and information packs and the particular realities on the ground. A few basic pointers should be kept in mind:

- Make eye contact with participants.
- Encourage questions and discussion.
- Do not read from your notes – be conversational and natural, speaking in a clear and animated voice.
- Watch the time – time your presentation beforehand and keep a clock or watch in view while you are making it.
- Move around – do not present from your chair. When responding to a question, approach the person who asked it. If someone seems inattentive, approach and speak directly to him or her.
- Use visual aids.
- Do not criticise – correct, explain and encourage.
- Have participants use the written materials provided – for example, make them look up standards and then read them out to the class (this teaches them how to find the human rights “rules” by themselves when the course is finished and they have returned to their duty stations). Materials which are not opened during the course are likely never to be opened.
- Be honest.
- Facilitate the participation of individuals who tend not to speak up. Draw them out with direct questions and then acknowledge the value of their comments. Pay particular attention to ensuring equal participation by women and members of minority groups.
- Do not let discriminatory, intolerant, racist or sexist remarks pass without comment. Address them as you would address any other issue encountered

during discussions, i.e. calmly, tactfully, directly and substantively. Point out the relevant standards and explain why they are important for the effective, legal and humane performance of the work of the relevant profession, and the role they play in fostering professionalism within those groups. Be prepared in advance to counter myths and stereotypes with facts.

- If you are confronted with a question which you are not prepared to respond to, refer to one of the other presenters (if there is one), or to the audience, or to the materials, or offer to provide the answer later (and be sure to follow up as promised).
 - Use repetition – people forget.
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Training guide 1:

How to build advocacy strategies

1.1 Purpose

Advocacy is a tool that can bring about change in a democracy. Advocacy is the act of working toward a goal or defending a cause or issue. It can be used to influence governments to make changes to policy and legislation or to increase public awareness on a particular issue.

Through advocacy, organisations can speak on behalf of the rights of others who are unable to speak for themselves – for example, to be a voice of a death row inmate or life/long-term prisoner, to protect the rights of those standing trial for a capital crime, to represent victims who oppose the death penalty, as well as members of the public who believe in reforming the criminal justice system in line with international human rights standards.

Advocacy is therefore the cornerstone of work undertaken by human rights activists and non-governmental organisations (NGOs) working toward the abolition of the death penalty, and the implementation of alternative sanctions that respect international human rights.

1.2 Learning objectives

- To illustrate the importance of using advocacy in your day-to-day activities.
 - To demonstrate how an advocacy strategy works, why it is a fundamental tool, and how to design your own strategy.
 - To familiarise participants with the various advocacy methods available, and how to incorporate them into your day-to-day work.
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1.3 Target audience

NGOs, Civil Society Organisations and human rights activists.

1.4 Essential principles

(i) Basic elements

- A. Advocacy is fundamentally about influencing decision-makers. It can concern the creation, reform, implementation and enforcement of policies and legislation. This can be much wider than principally influencing governments, and can include any principle or action adopted by an organisation, business or individual etc.
 - B. Advocacy is an active process, not a passive one. Your organisation may not be the only one who wants something, especially in the context of crime and justice reform, so you must be heard above all the other interests.
 - C. Advocacy is an umbrella term and there are a number of activities that can contribute to a successful advocacy strategy. Lobbying and campaigning are two such activities that can be part of advocacy work.
 - D. To be effective, advocacy has to be strategic. This can be developed through an advocacy plan, which is a systematic way to evaluate and decide the key elements of how you are going to effectively approach your advocacy. However, an advocacy plan should focus on three main issues:
 1. Who are you trying to convince? (Audience
 - this can be directed at a number of targets,
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such as government, businesses, groups of people or individuals.)

2. What are you trying to convince them of?
(Aim – can be a short-term or long-term goal. Advocacy aims linked to the death penalty can vary from full legal abolition to criminal justice reforms. Abolition is sometimes seen as more confrontational, whereas reform is usually viewed as more collaborative and/or practical.)
3. How are you going to convince them?
(Messages and delivery channels – what type of advocacy method are you going to choose to deliver your message to the audience?)

(ii) Before undertaking your advocacy plan

- A. Before you develop your advocacy plan, think carefully about what you hope to achieve. A new law or policy? Are you trying to defeat a particular proposal or piece of legislation? Pass a referendum? Then ask yourself, "What will it take to make it happen?".
- B. Understand your organisation's niche and evaluate your resources available to implement your advocacy strategy. This will include:
 - Staff.
 - Expertise.
 - Organisational strength's and weaknesses.
 - Budget.
 - Website and other online resources.
 - Publications.
 - Research and data.
 - Access to relevant government departments and key stakeholders etc.
- C. You should also evaluate external information that may affect your own organisation's actions. This should include existing laws and policies, relevant international and regional obligations, who the key decision-makers are, what other NGOs are doing in this area, and the views of your opponents (what are their key messages, who are they targeting, what resources they have?).
- D. Different countries have different legislative systems, which will impact upon their policy system. Sometimes the provincial or local government might be the target for your advocacy rather than national government. There are also different legal systems (civil law, common law and religious law). A critical element in the success of

any advocacy campaign is a good understanding of the policymaking system of the country of your focus. This includes the formal and informal ways in which policies are made at different levels. This analysis helps you to understand the opportunities that exist, including critical points of timing.

- E. Knowing what internal resources you have to hand, and what the external situations are, will enable you to make strategic decisions about what you can and can't do under your advocacy plan, and to make tactical decisions on what activities to undertake. It will help you choose the advocacy issue and approach in which the organisation will have the best chance of being successful without duplicating the work of other organisations.
- F. This knowledge helps prevent NGOs from making tactical mistakes that can alienate policy-makers. In many countries, government and political leaders remain sceptical about including civil society in policy-making, believing that they lack appropriate experience, skills and knowledge. The way to overcome this perception is to become a skilled and knowledgeable advocate.

(iii) Advocacy planning

- A. Elements of an advocacy plan include:
 - Long-term aim.
 - Objective.
 - Target audience (primary and secondary).
 - Message points.
 - Delivery channels and methods of communication.
 - Implementation plan (linked to budgetary requirements).
 - Potential partners and other supporters.
 - Monitoring and evaluation (outcome measures).
 - Time frame.
- B. Long-term aim: the overall aim is the ultimate, long-term improvement you want to see from your advocacy work, for example global abolition of the death penalty or implementation of the Standard Minimum Rules for the Treatment of Prisoners. The achievement of an aim is dependant on many factors, of which your organisation's work is only one. The aim should be long-term and general enough to capture the vision of the advocacy but focused enough to develop an effective strategy. The aim should:

- Be easily understandable and communicated; and
- Inspire people to take action.

C. Objective: your long-term aim may take many years to achieve, and so it is advisable to break this down into smaller manageable objectives that may be effectively achieved in a shorter time period (for example over two to four years). When you evaluate your possible objectives, you are searching for the most effective ways of reaching your long-term aim. There will always be a choice of objectives that need to be evaluated before final decisions on strategy are taken.

Focus is a key determinant of success of an advocacy campaign. You are better off with fewer objectives rather than more. Two or three clear objectives generally suffice.

Objectives should be clear, concise and measurable. It should be possible to measure progress against an advocacy objective (which should be done at the monitoring and evaluation stages of the advocacy strategy process).

Objectives should be SMART:

- Specific: state precisely what will be done.
- Measurable: allow programme learning and review.
- Achievable: in relation to your potential capacity and experience.
- Relevant: for your vision, mission and aim.
- Time-bound: in relation to when the work will be done.

In the real world it may be difficult to achieve making your objectives wholly SMART. However the exercise of trying to make your objectives SMART will always improve them.

D. Target audience: once your objective has been set, you can then start to deconstruct how you are going to achieve it. The next step is to identify the individuals or groups that have the greatest capacity to introduce the desired change. These are called 'targets'. Once you have a clear picture of the decision-making system, you will be able to identify your advocacy targets. The decision maker(s) at the national / regional / international level(s) might include parliamentarians, government ministers, diplomats, police chiefs, policy-makers etc. These will be your primary targets.

Often, the most obvious advocacy target is not accessible or sympathetic. This means it is necessary to work through others to reach them. This involves working with those who can deliver your message to the primary target, or 'those who can influence those with influence' or who have sympathetic views, rather than targeting the decision-maker directly. These are called secondary targets, and often include the media, other countries, donors, the public or figure-heads such as celebrities or religious leaders.

In addition to determining your targets, you need to assess the most effective way(s) in which to influence them. This involves researching the position and motivations of each target, and their sources of advice and influence, in order to decide on the best channels for reaching them on your issue. This approach is known as 'influence mapping'. Attempt to identify:

- What are their motivations and mindset?
- What are their priorities?
- What is going on in their world?
- What is important to them?
- What are their priorities?
- What barriers might impact in their taking the desired action?
- What incentives could speak to their existing motivations?
- Access points – how do they receive their information, how can you contact them? What sources of information do they find credible? What events, types of communication or engagement influence them?

E. Message: your advocacy message(s) must be framed in the context of who your target group is, and should be tailored depending on their concerns, priorities and vested interests.

A range of messages can be used to promote different issues e.g.:

- It is morally right/wrong.
- International acceptance: particularly useful when there are international standards or a global trend.
- Democracy: the 'people want it'.
- Social/humanistic: failure to act could have an adverse impact upon society, sectors of society, or the country's individuals.
- Public health issues (physical and mental).
- Economic costs.

- F. Delivery channels and methods of communication: now that you have identified your key message(s) and your target audience, the next step in the planning process is to decide how do you deliver your message to your target audience, and more importantly, how do you convince them to act on it in a positive way?

There are all kinds of different methods that can be used to get your advocacy message across. By using a combination of these tools you will be able to build influence. These include (and will be discussed in more detail below):

- Lobbying, including international and regional lobbying and grassroots lobbying.
- Drafting policy briefings and commenting on other policy documents.
- Publication of research.
- Legal challenges.
- Letter writing, organising petitions, demonstrations and other types of popular mobilisation campaigns.
- Use of social networks to reach the public.
- Media work.
- Providing training to key people, educating your audience about myths and hypocrisies / rebuttal of opponent's arguments / correcting misinformation.
- Sharing good practices and lessons-learned from other countries / regions.
- Use of speaking events (conferences / workshops).
- Use of experts, commentators and a wide range of organisations.
- Joining coalitions and networks.

- G. Implementation plan: this is the point where you develop a work plan of tasks, assignments and deadlines. Effectively, how are you going to coordinate the activities needed to deliver the message to your target(s)?

Establish a schedule of activities for the coming 12 – 24 months. Identify who in your organisation will have responsibility for implementing it. Set achievable deadlines.

Estimate an approximate budget for each activity. This will force you to be realistic about what you can attempt. Some advocacy can be carried out without spending much money. If you have very little funds available, you will have to rely on

volunteer input for many of the tasks, and you will probably be more interested in working jointly with other NGOs. If you do have some funding for the work, you will be more able to hold some public events, or print publications, to strengthen your case. Your activities should be roughly costed and then you can assess if your plans are realistic or not. And you may decide you have to fundraise to have the resources you need.

Timing is a vital element of implementing any advocacy plan, and you should have identified a diary of key dates and events that you want to feed into, for example, key events surrounding the timing for the legislative process and the political process, elections, relevant committee dates, meetings/conferences where issues are discussed and/or decisions are taken, international and regional events etc.

Make sure you monitor progress regularly and update you advocacy strategy. Have there been any recent changes in the context of your work i.e. a new government has just been voted in, a key piece of legislation has just been struck down for being unconstitutional etc. Reassess how that will impact the wider debate, and subsequently, how this will impact your advocacy strategy.

- H. Partners and support: advocacy work is often more successful when it is carried out in coalition with other like-minded organisations. Make a list of potential partners, networks or coalitions you might be able to work with, and communicate your plans with them. The likelihood of doing so is to reduce duplication of work, share resources and capacity, and to be a more effective voice for your collective cause. (For more information on coalition building, see Guide 3 below.)
- I. Monitoring and evaluation: it is important to document and evaluate the results of your work. Identify what worked and what didn't? Why did or didn't it work? Were the reasons internal or external? The answers to these questions may make the difference in future advocacy efforts.
- J. Time frame: for each step or activity proposed, include an estimated completion date. This will vary depending on the country, the context and the exact activity.

- K. Checklist: ask yourselves the following questions before finalising your advocacy strategy:
- Likelihood of success - is the objective achievable? Even with opposition? Is there evidence to demonstrate that reaching the objective will result in real improvements?
 - Potential impact of success – will it assist many people or just a few? How will you measure impact?
 - Potential for alliances - will many people support your advocacy initiative? Do they care deeply enough to take action? Do you have the alliances with key organisations needed to achieve your objective?
 - Cost / resources needed - what are the costs of the selected strategy? Will the anticipated benefits justify the resources expended? Do you have sufficient resources to allow completion of the strategy (human and financial)? Can you fundraise to raise more resources? Do you have the skills needed to achieve the objective? Or can these be built?
 - Time it will take to achieve objective – be realistic.
 - Does the objective, and the way of working, fit with your organisation’s values?
- L. Unexpected situations will arise, so it's important to be flexible and understand that deviating from your plan is not a sign of failure. However, as you begin formulating your first advocacy plan, keep it simple. By keeping things manageable, you are more likely to have a positive and productive experience.
- M. See Annex 1 for an example of a simple advocacy strategy.
- (iv) Lobbying**
- A. Lobbying means to influence legislation or policy by influencing the opinions of decision-makers to support an organisation’s cause.
- B. The key goal for building an effective lobbying action is to build relationships with relevant decision-makers and their staff. This assures that you are known to the decision-maker, you are viewed as a credible source of information, and your input is valued and sought.
- C. To build relationships communication with decision-makers is key; this includes with their staff and with government administrators directly involved in drafting legislation / policies as well as with the implementation.
- D. Face-to-face meetings with decision-makers play an important role in lobbying. These may take a long time to arrange, so be persistent. Once you have a meeting with a decision-maker prepare well. It is usually good to go with one or two colleagues, and each of you should have a role. For example one may do introductions, another describe the research, another give personal testimony. It will probably be a short meeting. Try to make a timetable and stick to it. Have a small number of points you want to make and make sure you say them. Don’t get diverted. Keep your messages simple, and don’t offer opinions outside your direct concern. Explain clearly what position you are taking on the issue, and explain your reasoning. Ask the decision-maker to express what their opinion is. Be flattered if a decision-maker takes your argument and uses it himself. Let the decision-maker know who else supports your objectives. Always tell the truth – credibility is key to building long-lasting relationships with decision-makers.
- E. ‘Pigeonholing’ is a term used to describe when you informally take someone aside to talk to them for a brief moment. You can pigeon-hole decision-makers during breaks, in the halls, at social-events etc. Lobbyists use it to find out who supports their positions and to win others over. You can also use this time to set up a proper meeting. However, avoid harassing people.
- F. You can lobby using written representations, such as reports, fact-sheets, policy briefings or position papers.
- G. When sending letters to decision-makers, try and be personal and unique. Letters should be brief, factual and polite. Do not sound overly aggressive or offensive, and do not discuss ideology or politics. Make it clear what you are asking them what to do, and ask for a reply. Speed is often vital to your letter if it involves a particular death penalty case.
- H. Position papers and policy briefings should represent one issue and be short. Statistics and handy facts are a good idea, but link it to current

issues / legislation / policies / cases etc, so the decision-maker understands the context of your paper of briefing. You should explain both what you are for and what you are against. Explain your reasoning. Always include a solution to the problem or a request that you are asking the decision-maker to do.

- I. When lobbying a particular target, try to get them to agree to some of your recommendations or arguments. After the meeting you will want to put in writing what was agreed. If necessary follow up to ensure there is some movement towards implementation.
- J. If the target(s) oppose your position, politely inquire as to their reasons; sometimes an opponent can be turned into a proponent by correcting misunderstandings, providing accurate information or simply being a friendly face. Be polite if they don't come around to your position. Let them go about their business if they don't want to talk to you. Don't take opposition on one issue as a personal rejection. The same person might support you on a different issue.
- K. Possible ways to overcome prejudices include:
 - Opinion surveys to demonstrate popular support.
 - Demonstrate how the situation can be improved without substantial cost.
 - Demonstrate the potential costs of inactivity.
 - Refer to neighbouring countries where the issue has been addressed – use national pride (“Our country is lagging behind”).
- L. The other important role lobbyists’ play is that of educating decision-makers. No one person can possibly be an expert on every topic they need to vote on, so a lobbyist's job is to be able to tell law and policy-makers what they need to know about specific issues. Lobbyists should become experts in their specific fields so that the decision-maker has confidence to come to you for advice.

(v) International and regional lobbying

- A. International and regional lobbying is gaining importance as more political and organisational groupings such as the UN (and its various human rights bodies), the African Commission on Human and Peoples’ Rights (ACHPR), the EU, Southern

African Development Community (SADC), the American Commission on Human Rights, the Commonwealth of Nations and the Arab League are developed.

- B. International and regional lobbying can be undertaken in a number of ways:
 - Analysing international and regional policy and implementation issues and priorities. Focusing on influencing change within the international / regional grouping, rather than at the national level. For example, through strengthening the wording of a relevant treaty, or lobbying for a resolution to be passed.
 - International and regional coordination of a number of national level advocacy strategies allows both a national and regional focus on similar issues. This is a good place to focus coalition work.
- C. Undertaking international and regional lobbying is no different to lobbying at the national level. Identify the relevant committees / departments you wish to target within the international or regional grouping; this might include for example, the UN Human Rights Council, the ACHPR’s Working Group on the Death Penalty etc. You may need to spend some time mapping the various departments and people, and identifying key dates and meetings to schedule international/regional work around.

(vi) Grassroots lobbying

- A. Lobbying decision-makers is considered direct lobbying, however there are other indirect means of lobbying, and this includes grassroots lobbying.
- B. Grassroots lobbying involves communicating with the wider public, or a specific group of the public (such as a particular geographic or social grouping), about specific legislation or policy, and calling them to action. Building relationships and empowering the local community over the long-term can sometimes be more important than any single legislative issue.
- C. Active support for a cause, issue or policy that gets its strength from the ground up rather than from the top down can have a strong influence over decision-makers. Many law-makers often cite public support as a reason to justify criminal

justice policies and practices, including the continued use of the death penalty. Therefore mobilising the general public can be a very effective advocacy tool.

(vii) Research

- A. Research is the foundation for successful advocacy. It can give your advocacy substance, and it provides you with the evidence to support your advocacy message, and enables thorough strategic analysis.
- B. Research can establish your reputation as an expert on the issue, which will help you to establish relationships with decision-makers. It may also provide you with feasible and workable solutions to your issue, and help you to analyse your issue from different perspectives. Research can also assist you in your media and public awareness work.
- C. Research also helps to personalise your issue and build empathy. You can do this by using methods such as case studies, quotations from those affected, photos etc. As far as possible, the research and the identification of potential solutions should be based on the voices of those personally affected.
- D. If research is to be useful to policymakers, it will need to be:
 - General - providing extensive background information, not just selective cases and anecdotes.
 - Accessible and easily understandable – a body of good evidence, well analysed and presented in a user-friendly format.
 - Targeted - findings presented in different formats, tailored to different audiences, with the information needs of policy makers being taken into account.
 - Relevant - appropriate to their area of work and interests.
 - Measurable - incorporating facts and statistics.
 - Timely – up to date and provided at the right time.
 - Practically useful – grounded in reality, and providing practical solutions.
 - Objective & accurate – without unsubstantiated value judgements.
 - Credible - reliable, sourced appropriately, using

accepted methods.

- Authoritative - carried out by an organisation that policy makers perceive as credible.

- E. Do not sweep data under the carpet if it does not support your case. Anticipate and unearth the arguments against you and deal with them in your advocacy work and reports.

(viii) Legal challenges

- A. Some NGOs use the law to further their cause, for example by testing dubious provisions in legislation or precedents, confirming the constitutionality of a law, or enforcing complaints.
- B. This can be done through a variety of means, including: judicial review, using an ombudsman, publicising national, regional and/or international legal standards, using the courts, enforcement authorities etc. To engage in any legal advocacy you need to have staff members (or experts) who know what they are doing.

(ix) Campaigning

- A. The aim of campaigns is to arouse public interest in a particular issue. It is a motivational exercise designed to activate members of the public to do something that leads to change. For a campaign to be a success it usually needs a large number of people to take an action. Campaigning is often linked with grass-roots lobbying.
- B. Tools of campaigning often include letter writing to officials, signing petitions, participating in public demonstrations and marches and using the media, which can put pressure on officials. For more information on how to effectively use the media, please see Guide 2 below.

1.5 Issues for discussion

- What is advocacy? How can it be used to reach your goal? Why should it be an important element of your work?
- How can you make advocacy effective?
- When planning an advocacy strategy, what considerations should you have? What sort of preparation should you do before deciding your advocacy strategy?
- What type of objectives would be applicable if your long-term aim is global abolition or implementation of alternative sanctions that respect international human rights standards?
- What type of arguments / messages can be used to support your issue?
- Brainstorm different types of advocacy methods, discuss the pros and cons of each one, and how each might work in the context of abolition of the death penalty or implementation of humane alternative sanctions.

each group, and get them to develop their own advocacy strategy. Once they have done this, get them to present their strategy to the class, justifying the decisions they have made.

1.6 Exercises

- You want to lobby a politician on the abolition of the death penalty or implementation of alternative sanctions that respect international human rights standards: discuss what tactics you would use to convince that decision-maker of your issue? How would you approach him/her, what would you ask him/her, how would you follow-up? This exercise would work well as a role-playing exercise, with some participants playing the role of the lobbyist and some playing the role of the politician.
- Your opponents are opening trying to discredit your advocacy work as well as the credibility of your organisation. Discuss what tactics you would use to counter-act the arguments of your opponents?
- In Annex 1, you will find examples of death penalty and life imprisonment issues that could be addressed through advocacy methods, and a sample advocacy strategy. Split participants up into small groups, assign a different issue to

Training guide 2:

How to do media work

2.1 Purpose

Governments often invoke public opinion as a justification against the abolition of the death penalty. While public opinion can be based on a variety of grounds, such as religious, moral, practical, scientific and economic, as is often the case, public opinion tends to vary depending on the media's portrayal of high profile cases. Public opinion can also differ according to race and ethnicity, social standing and access to education.

While it is important for governments in democratic societies to respect the will of the majority, politicians are expected to lead, not to follow, and are often required to make unpopular decisions which are for the greater good. Fundamental human rights, like the right to life and liberty, need to be protected. To do that, politicians, and more importantly, the public, must be educated about the effect and efficacy of the death penalty, and what are the alternative sanctions that could replace the death penalty.

The public are often not fully conversant in all the debates, and therefore, unable to make an informed opinion. In certain countries where the death penalty is a controversial subject, governments do not provide accurate or up to date statistics on the application of the death penalty or its alternative sanctions of life or long-term imprisonment. It is therefore essential that full and frank debate is promoted and that the public is educated so that they can form a more informed opinion.

One of the key ways of communicating to the public and politicians is through targeted media work. The media can and does shape their opinion. Developing a media strategy will help to deliver your key messages to your target audiences. Part of your strategy may be to provide statistical information, information on international and regional trends, updates on international and regional law, and to dispel commonly held myths, such as the deterrent effect of the death penalty.

The media can also be used to publicise the work of NGOs and human rights activists, such as reports and research, upcoming events, campaigns, or specific case studies that are of significance.

While there are others ways to get your messages heard, such as through public debate, blogs, social

networking sites, and posters and advertisements, using the media can be one of the most effective tools for an NGO.

2.2 Learning objectives

- To draw attention to the importance of using the media to inform public opinion.
- To demonstrate how a media strategy works, and why it is an important tool.
- To familiarise NGOs with various media outlets, how to utilise them in their day-to-day advocacy work, and practical suggestions for how to work with the media.

2.3 Target audience

Civil society organisations and human rights activists.

2.4 Essential principles

(i) Basic elements

- A. The media is one of the most effective ways to spread your advocacy message widely. Newspapers, magazines, radio, television and blogs and other social networks, communicate information to a large and diverse group of people, and therefore play a significant role in shaping public debate and influencing public opinion. In turn, public opinion plays a huge influence on legislative and, in some circumstances, judicial practice.
- B. Factors that play an influencing role in shaping public debate include international laws and standards, human rights norms and standards, regional and international trends, examples of best practice (particularly among neighbouring states), and use of statistics and case studies (victims and prisoners) to humanise the issues.
- C. Some ways in which the media can be of importance to NGOs include writing articles that create an environment of political pressure; educating the public; countering popular misconceptions; and commenting on an issue with an alternative viewpoint.

-
- D. Policy-makers and groups involved in political processes often pay close attention to the press, so using the media can help you to advance your policy issue. In some cases, criticism in the media of the government's position can also have an enormous impact – but this can be either positive or negative. Like any advocacy approach, use of the media also carries certain risks. The coverage of your organisation may be unfavourable or inaccurate, or it might mobilise opponents against your cause. The best way to ensure that media coverage will advance your advocacy goals is to think and plan ahead. Understand how the media works and be in control of the process as much as possible.
 - E. The media differs from country-to-country. In some countries there are few media outlets; in others there are many. In some countries journalists face issues that limit their freedom of expression, such as censorship and manipulation. You need to know and understand such limitations in your media. In some countries, it is appropriate to work with newspapers, in others with TV or radio stations, and in others with new media outlets.
 - F. Before you use the media, you need to have a clear message, and know who your target audience is. Then you can research the most appropriate media to deliver the message. There are often specific media outlets that are influential with policy makers. A media strategy is one way to accomplish this.
 - C. You can work with the media proactively and/or reactively. Effective forward planning can help you use the media for your own advocacy purposes, rather than be used by the media to fit their agenda.
 - D. Media strategies enable us to have clarity about what we want to achieve, how we will achieve it, what we need to do to bring this about, what resources we need and what success will look like.
 - E. The idea behind a media strategy is to create impact on your advocacy strategy.
 - F. Most importantly, the impact you are heading towards will lead to justice and less suffering in the world, no matter how small that might be.
 - G. So, the whole point is impact. This is where we need to start when we are designing media strategies. This is the aim of your media strategy. Don't get hung up on language and words, it's the thought process that is important not the labels we put on each element.
 - H. On the following page is a media strategy template designed to help you think through this process and come up with an appropriate strategy to meet your organisation's needs.

(ii) Writing a media strategy

- A. The media can be among the most important allies to the NGO community. Establishing good relationships with journalists is an integral part of any effective media outreach campaign.
 - B. You need to be innovative and look for opportunities to place the sort of story you want. You should aim to build your organisation into a resource for journalists – so they come to you for information and comment on your issue. This means you will have to familiarise yourself with the position of key media, identify the right person on the editorial team, and develop useful resources and expert knowledge on your issue.
-

Media Strategy

AIMS

- What do we ultimately want to achieve?
- When planning a media strategy, it is essential to develop clear and specific messages. This will lay the foundations for what you want to say and to whom.
- Link this in with your advocacy strategy.

CONTEXT

- What is it useful to know before we start?
- How long is this strategy for?
- What other documents should be read alongside it?

KEY MESSAGES

- Key messages should be short and informative.
- They should identify the situation that the campaign is addressing, the solution the NGO is seeking, and the action the public can take to help solve the problem: PROBLEM → SOLUTION → ACTION
- They should convey the most important aspects of the story, without unnecessary information.
- They should be able to be adapted for use in an interview situation.
- Usually three or four will suffice.
- Be positive: do not use a message that is totally negative. Offer a practical solution to the problem. This can inspire people.

POWER ANALYSIS

(who are you trying to influence / reach)?

- These are the people who can bring about the aims above.
- Keep in mind your target audience when crafting your key message.
- Target audiences can include the public (or specific cross-sections of the public), parliamentarians (or specific political parties), various government departments (executive, judiciary, legislative, police, prisons), international governmental organisations (UN, the EU).

WHAT ARE YOUR KEY MEDIA TARGETS

(and why)?

- These should be related to the audiences / targets you have identified above. What media do they consume / what media is likely to make them act in the way we want them to?
- What media do your target audiences have access to? What publications do they read? Do they own TVs? Radio? Phones? Computers?
- Make a list of the newspaper, radio and/or television media outlets which you would like to establish a relationship; identify the relevant person and/or department. These are your target media contacts.
- Research the kind of stories your target media covers; tailor your message to fit the different medium.
- When speaking to media targets, make sure you are to the point. Journalists often have tight deadlines, so you may only have a few minutes to speak with them.
- Give special attention to the most relevant media e.g. quality national newspapers that are read by those in power, publications related to your issue etc.

HOW ARE YOU GOING TO DO IT?

- This is where you get to be creative. What are you going to do to make this into a good story? How are you going to get journalists interested and get them to cover the story? Who do you need to work with?
- What materials will be needed, i.e. press release, report, statistics, interviews, case studies etc.?
- Think about media aspects at all stages of your advocacy strategy.
- Plan so the media has regular, varied and not too frequent approaches.
- Carefully plan the time and place of press conferences and media events (such as a peaceful march, campaign actions, photo-calls, celebrity occasions etc.).
- Link to major world or national events.
- Watch out for relevant media articles, in order to react or comment and bring your issue into coverage.
- Consider the advantages and disadvantages of using a local 'celebrity', expert, religious leader, retired politician etc. as a spokesperson.
- Be visual: pictures are much more effective and memorable than words, especially if they reinforce emotions. Think photos, short DVD footage, or create a news event that will provide good pictures for TV.
- Appeal to emotions in news stories: themes like conflict, fear, and triumph over adversity often work well with the public.

WHAT WILL SUCCESS LOOK LIKE?

(i.e. what level of coverage is realistic to expect)

NB: this will be used in the evaluation (see below) – it is your way of predicting your outcome and giving stakeholders an idea of what to expect.

WHAT RISKS DO WE NEED TO BE AWARE OF?

- Think this through. What could go wrong? What would you do if it did? Can you prevent it? Have you got the answers prepared to difficult questions? What might make it hard for you to get pick up from media outlets (any likely clashes or big media events)?

SPOKESPEOPLE

- Line these up in advance. Don't wait until the request comes in. Make sure your spokesperson knows what is expected of them / is briefed / will be available when you need them.
- Have a back-up (at least one).
- Check: are all your spokespeople white men? Can you do something about this? What about women / people from ethnic minorities / people from the field / beneficiaries of your action / partners' voices?

TIME LINE

- What will you do by when to make sure it all goes smoothly? Make sure anyone you are relying on to meet a deadline is aware it exists.

SIGN OFF (who):

- Identify someone in your organisation with responsibility for signing-off media outputs.

(iii) How to monitor your media coverage

- A. You should keep track of all coverage that your strategy generates. There are a number of ways to do this:
- Reading the papers and monitoring the media yourself: keep a record of what you find.
 - Google alerts / searches: another way of finding out what has appeared – good for international and online stories but not comprehensive.
 - Using agencies who specialise in monitoring media coverage, this does however come at a cost
- B. You should keep an ongoing record of your coverage and share it with key stakeholders at the end of the project or from time to time, if it is ongoing. The list will also be needed for the evaluation. Logging key learning as you go along (e.g. a journalist's preferences or comments on your story, key dates etc.) is also a good idea.

(iv) Evaluation

- A. Each time you do a piece of media work (excluding one-offs / reactive pieces) you should do an evaluation. A general rule of thumb is: if there is a strategy, there should be an evaluation.
- B. The main reasons for doing evaluations are:
- Learning: it is crucial that you are able to learn from experiences, so that each time you do a piece of work, you are building on past experiences. What did you learn? How would you do it better next time? What is your advice to colleagues?
 - Accountability: to your stakeholders, both internal and external.

(v) How to write a press release

- A. A press release is a common technique for presenting information to the media. It is often used to break news, spread information, publicise a story, condemn actions, and state your organisation's mandate.
- B. A press release can represent the views and interests of one organisation, or the interests of a whole group or coalition of organisations.
- C. When drafting a press release, identify what is

the story idea or subject matter that you want to introduce. Are you responding to a previous news story, or are you introducing new information into the public?

- D. Introduce key messages early. Ensure that it includes a solution or a call for action, for example, calling on a particular government to ratify or accede to a specific treaty, or to ensure that an individual's right to due process is upheld.
- E. Keep quotes sharp and quotable.
- F. Humour can work but rarely.
- G. Ethics, credibility and impartiality are the keys to responsible journalism. Therefore, ensure all facts and data is accurate and well researched.
- H. Awareness-raising can be done around key dates and events. Try and align press releases with dates such as World Day Against the Death Penalty (10 October), or Human Rights Day (10 December), or if there is an important event happening at the UN (for example, the UN GA moratorium resolution or a Universal Periodic Review process), or around national or regional events. However, avoid busy news days, for example elections.
- I. Try to humanise people in your press release, make sure you can see and hear people. Remember that it is the press release that is trying to impact the life of these people. So always refer to people, and not categories. So, for example, use 'young people' not 'juveniles', people who are 'imprisoned' and not 'prisoners'.
- J. Avoid the use of clichés.
- K. Include relevant titles of reports.
- L. Include at least one quote from an expert on the subject or a representative of your organisation(s).
- M. At the end of the press release, include contact details, a link to your organisation's website, and notes to the editor if you have other things to say that are a bit too technical or boring for the main body of the release.
- N. Always date your press release (identify whether it is for immediate release or embargoed).

- O. Include your organisation's name and logo at the beginning of your press release.
- P. Distribute to relevant media outlets (identify whether this is a local story, national, regional or international, and target the relevant news outlet). Through your media strategy you would have already identified your key media targets and the relevant person within that target to send you press release too. Respect journalists' deadlines.
- Q. Don't forget to upload the press release onto your website, and the websites of other partner organisations.
- R. Below is an example of a draft press release. For a further example, see Annex 2 below which provides a past PRI press release issued during 2010.

SAMPLE PRESS RELEASE

LOGO

For immediate release: DATE / Embargoed until: DATE

HEADLINE (must reflect the main message)

Sub-headline (can add a second, forward-looking theme. Not always necessary)

Paragraph 1: introduce problem/issue and key messages

"Activists in XXX have criticised the Ministry of Justice for ordering two men (NAMES) to be executed by hanging on DATE despite recent calls by parliamentarians to abolish the death penalty."

Paragraph 2: short background to provide context of problem

"Justice Minister XXX announced sixth months ago that the country would reassess the use of the death penalty for all crimes. A parliamentary committee, established to undertake a full analysis of its deterrent effect, are due to release their results next month. Preliminary reports indicate that the committee were about to recommend that the death penalty be abolished after finding no evidence of a link between crime rates and executions.

Paragraph 3: quote from expert

"This sudden change in policy marks an increased stance toward being tough on crime weeks before a national election," said XXX (expert). "It does not represent a sound long-term policy decision, and we await eagerly the results of the upcoming parliamentary committee's report."

Paragraph 4: suggested solution / call for action

XXX calls on the government of XXX to implement an immediate moratorium on executions until the recommendations of the parliamentary committee have been fully analysed and made public.

Ends /

For more information: Your name / telephone number(s) / email / link to website

Notes to the editor: If you have other things to say that are a bit too technical or boring for the main body of the release you can put them here.

(vi) Letters to the editor

- A. Letters can be a very effective and relatively low-effort way to get your point across. Look out for opportunities to write letters – they occur often, and it is a good way to keep the coverage ticking over.
- B. Read the letters pages of newspapers. Note that different papers have different styles.
- C. You can be creative about signatories – someone from your organisation, a beneficiary, or someone with more perceived authority to talk on an issue (e.g. a police chief if discussing the deterrent effect of the death penalty, a person who has been exonerated from death row).
- D. Consider joint letters. This is invariably more labour intensive but can increase impact and chances of being published – especially if co-signatories are unexpected or you achieve a critical mass (e.g. other NGOs, academics, lawyers, judges etc.).
- E. Letters should be short, absolute max 400 words, 200 is better, less for tabloids. They should be dated and reference the article to which you are responding (put the headline of the article in brackets, in italics, usually after your first sentence). If you are not responding to an article or engaging in an ongoing debate, make it clear early on why you are writing, e.g. mention the event or anniversary you are using as a hook.
- F. You should have something to add to the debate or something new to say. A letter that says: “We completely agree with what you’re saying,” will rarely get used.
- G. Letters traditionally begin “Dear Sir” but if you know that the editor is a woman you could address it “Dear Madam”. You should sign off with the name of the signatory, plus your address. Some papers will not include a letter if it does not have an address.
- H. If you are emailing the letter (standard practice) then introduce the email with a short note from yourself, saying that if any edits need to be made, or they have any queries, they should contact you. Include your details.

(vii) Op-eds

- A. An open editorial (op-ed) is a newspaper article that expresses the opinions of a named writer who is usually unaffiliated with the newspaper. It can often be the views of an expert, or a well-known opinion former, such as a political or religious leader.
- B. Op-eds can be an excellent way to influence people as they are read by a lot of policy makers and also by the ‘typical reader’ of the newspaper. However, it is not easy to write a good op-ed or to get it published. For this reason it is worth thinking hard before you embark on the task, so that you avoid wasting yours and others’ valuable time on something that never sees the light of day.
- C. Here are some basic do’s and don’ts for writing op-eds:

DO

- Make sure you have enough time to write it well and that you understand what is required.
- Make it snappy, definitely newsworthy, maybe controversial or unexpected.
- Write something you would like to read.
- Write as if you are writing to someone who is intelligent but not an expert in your subject – a friend or family member;
- Use killer facts, human examples and refer to personal experience.
- Write to the specific audience of the newspaper you are sending the piece to (if you don’t know what the audience is like then find out).
- Make good relationships with editors and try to get a sense of what they want and when.
- Give editors advance notice of the piece.
- Keep an updated record of the contacts and relationships you make.
- Set deadlines and stick to them.

DON'T

- Write a long list of demands / complaints / issues.
- Be worthy, preachy or whiny.
- Cut corners.
- Rely too much on rhetoric.
- Use too many facts.
- Rehash briefing papers.
- Assume too much (or too little) knowledge.
- Pitch more than one op-ed idea to the same paper at the same time.
- Pitch an op-ed the day before you need it to be published.
- Overload papers with suggestions.
- Offer the same op-ed to more than one outlet at a time (unless you are straight with them that you are doing this and confident that it is not going to ruin your chances of getting published anywhere).
- Send op-eds in 'draft form' before sign-off is completed, unless it is absolutely essential and you know you can trust the journalist to respect changes.

(viii) Press conference

- A. Press conferences are formal, arranged meetings held with members of the press at which the organiser usually offers a statement and then answers questions from journalists.
- B. Press conferences provide an opportunity for direct communication between an individual or group and the media, and can be used to convey a major announcement or breaking news.
- C. A press conference can be successful only if members of the media will report on it. Before a group decides to hold a press conference, its staff should consider whether the subject of the conference is important enough to take the reporters away from other tasks. Bear in mind that the press conference is for the benefit of journalists. Limit the number of speakers so that there is sufficient time for journalists to ask questions once the formal presentation has been made.

- D. Remember to avoid using jargon; use basic terms that the media and public will understand.
- E. Press kits should be prepared prior to the conference and given to the members of the media. This will include a brief agenda, speaker bios, contact information and any other relevant documents.

(ix) Broadcast media (radio and television)

- A. Broadcast media are distinct from print formats because they can reach larger and more diverse populations, including those who have low literacy levels or who live in isolated areas.
- B. Within the realm of broadcast media there are a wide variety of formats which include news and feature programs, television and radio talk shows, individual radio programs, paid advertising and public service announcements.
- C. Consider both national and international broadcast stations in order to reach large audiences in multiple countries. This can play an important role in conveying a region-wide message.
- D. Propose specific story ideas. Most broadcast stations welcome ideas, such as topics for debate and suggested guest speakers.

(x) Interviews

- A. An interview is a question and answer session between a journalist and a source. Interviews present an opportunity to convey your key message and to share information and respond to current events. Interviews can take place in various formats, including radio and television, as well as in print format. The best format is live television or live radio, as your message cannot be edited to suit the reporter's agenda.
- B. Make sure you thoroughly know the topic, and research who the interviewer is, the location of interview, when and how the story will be used and the length of interview.
- C. Prepare your core messages and identify the relevant information or facts you want to put forward. Think about statistics or cases that will be able to support your key message. Make sure you

bring talking points that you want to be sure to emphasise during the interview with you.

- D. Practice what you want to say and how you want to say it.
- E. Reporters have their own agenda, so remember to stay on message. Be prepared to have two or three different ways of conveying your message without repeating the same words. Identify areas that you want to avoid so that you will not be caught by a probing interviewer.
- F. Be clear, concise and convincing. Make short, precise statements. Use your talking points.
- G. Have sound bites or quotes ready.
- H. Remember that your audience may not be familiar with your issue. Provide basic information to put your comments in context. Avoid using jargon or overtly technical language.
- I. Present a human picture; tell what has happened to a specific person.
- J. Provide numbers and statistics that help tell your story.
- K. For television interviews, avoid wearing clothing with a small pattern like stripes or checkers as it looks fuzzy on the screen. Avoid rocking back and forth or leaning too far back in your chair.
- L. Speak slowly and clearly. Avoid using unnecessary words, such as “like” or “um”.
- M. Always be calm and polite, even when challenged.
- N. Always tell the truth. Lying or exaggerating, even a little bit, damages credibility.
- O. If you are unsure of an answer, offer to follow-up with information or tell the audience where they can find more information.
- P. Ask for feedback after the interview. Did you get your key message across?

(xi) New media and internet mobilisation

- A. The internet has revolutionised the way advocacy is done in some countries around the world. It has made the dissemination of information inexpensive, efficient and easy. In countries that have high access to internet technology, it can be an effective way of mobilising geographically dispersed activists around an advocacy issue. E-mail, websites, newsgroups, list servers, chat rooms, and blogs can all be used. Mobile telephones (cell phones) are also an effective means of campaign communication and mobilisation.
-

2.5 Issues for discussion

- Why is it important for NGOs to engage in media work? What kind of impact could it have on their advocacy strategy?
- Organise a discussion on what participants think would be the key messages that they would communicate to the public and to politicians about the death penalty or alternative sanctions. Get participants to come up with a list of messages, and to prioritise them. Then get them to come up with a list of target audiences, and to link their messages to their audience.
- Organise a discussion on the different types of media, and what would be more effective for communicating their messages.
- Pick a specific thematic issue linked to the death penalty and/or alternative sanctions which has been in the news recently. Get participants to engage in mock television and/or radio interviews between participants. Interviewers should provide constructive feedback to the interviewees on their technique, and whether their key messages were delivered.

2.6 Exercises

- Divide participants into small groups, and get them to devise a media strategy for an NGO whose main goal is either abolition of the death penalty, or implementation of alternative sanctions that respect international human rights standards. Get participants to present their media strategies, and to comment on each others work.
- In small groups again, get participants to draft a press release. This could be on any issue related to the death penalty or alternative sanctions which is important to their country, region, or internationally. This could include ratification of the Second Optional Protocol to the ICCPR, the World Day Against the Death Penalty, the UN GA moratorium resolution, or local issues such as changes to legislation, fair trial standards, or recent cases that have been in the press. Each group should identify which type of newspaper/s they would like to get their press release into, and how they would go about doing that. Get participants to comment on the effectiveness of each other's press releases and newspaper choices, both for journalistic style as well as for content. Use the sample press release and the examples at Annex 2 to guide you.

Guide 3:

Coalition building

3.1 Purpose

Coalitions may be formed for a variety of purposes. However, they are generally formed when a small group of people, come together and decide there is a need for collaboration or joint action on a particular issue or cause in their country, region or at the international level. By working together collaboratively, organisations can frequently accomplish goals that they may not be able to accomplish alone.

The purpose of a coalition may be straightforward, such as to share information, or to fill knowledge gaps. These activities are relatively low risk; participation in such a forum carries neither high resource requirements nor imposes high levels of responsibility on the part of individuals to the work of the coalition.

At a more ambitious level, a coalition may be formed with the purpose of carrying out joint advocacy on controversial or challenging topics, influencing national policy or legislation, filling implementation gaps or acting as a watchdog. In this case the responsibilities of members of the coalition toward each other will be significantly higher, with correspondingly higher resource requirements and risks. In coalitions that tackle such challenges tensions may often be high and more attention is needed to the maintenance and management of the coalition.

Whatever the purpose, a coalition is likely to develop and change over time – depending on both internal factors (the internal dynamics of the coalition and its ability to draw in members) and external factors (the status of policy and legislation).

It is therefore crucial to maintain collective agreement within the coalition as to its purpose, so as to ensure that the work of the coalition is effective and has a long-term impact on the issue or cause at hand.

3.2 Learning objectives

- To demonstrate the benefits of working in collaboration with other like-minded organisations.
- To understand the obstacles of working in coalition.
- To identify the process of establishing a coalition, and how to effectively manage and maintain a coalition.

3.3 Target audience

Civil society organisations and human rights activists.

3.4 Essential principles

(i) What is a coalition?

- A. There are typically three main models of joint working -
1. Networks: primarily for information sharing
 2. Coalitions: usually formed for a single issue or campaign.
 3. Alliances/partnerships: longer-term strategic partnerships.

In this resource, the term ‘coalition’ will be used as the primary model of joint working for an advocacy campaign on a single issue.

- B. The aim of a coalition is often to bring greater political and popular support to a particular issue or cause. Coalitions are invaluable in policy advocacy because they create structures for organisations to share ownership of common goals.
- C. Generally, coalition members can come from NGOs, international organisations, bar associations, local unions or relevant government departments (however this list should not be exhaustive). Sometimes it is government who takes the lead in forming a coalition.
- D. Coalition members often come in very different forms, and offer diverse expertise and experiences in both thematic and geographic areas. While some coalitions can be broad, others can have a more specific purpose within a particular issue. For example, a coalition focused on death penalty work might be one that represents a tripartite partnership between civil society, the judiciary and lawyers in one country order to focus on public defence work. Alternatively, it might bring together a broad variety of organisations across the globe to focus on international advocacy.
- E. Coalitions can come in different shapes and sizes, including:
1. Formal: members formally join the coalition, pay dues, and are identified as coalition members on letterhead, coalition statements etc.

2. Informal: there is no official membership, so members are constantly changing. With membership turnover, the issues and tactics of the coalition may also shift.

F. Collaboration does have disadvantages. Therefore, before collaborating, both the positive and negative consequences of coalition action need to be evaluated as thoroughly as possible.

(ii) Benefits of coalitions

A. Advantages of collaborating may be immediate or long term, direct or indirect. If there are no immediate or direct benefits, it is essential that each partner believes that the long-term benefits outweigh the costs of participation.

B. Advantages can include:

1. Enlargement to your base of support, networks and connections; gives strength in numbers, you can achieve more together than you can alone.
2. Provides safety for advocacy efforts and protection for members who may not be able to take action alone, particularly when operating in a hostile or difficult environment.
3. Magnifies existing financial and human resources by pooling them together and by delegating work to others in the coalition. Becoming a partner in a coalition can open many resources, such as new skills, new knowledge, new equipment and facilities, new services, and become exposed to new methods, new ways of working and new ideas.
4. Enhances the credibility and influence of an advocacy campaign, as well as that of individual coalition members.
5. Consistent and reliable information exchange and a better understanding of policy and legislation, as well as thematic and geographical issues / contexts.
6. Coordinated needs assessment: a coalition can better identify the gaps in policy / legislation. They can identify more critical problems and set a course of action that makes better use of available resources.
7. Improved communications.
8. Improved public image.
9. Improved evaluation of programmes.

(iii) Obstacles

A. There are a number of obstacles or problems that can affect a coalition, these problems can be overcome and are not reasons to avoid coalitions - they are just things to be wary of. These include:

1. Can be difficult to agree common objectives.
2. Managing a coalition can be time-consuming and bureaucratic. Shared decision-making can be slow.
3. May be dominated by one powerful organisation. Or larger or richer organisations can have more say in decisions.
4. May require you to compromise your position on issues or tactics.
5. You usually get less credit for your agency's work. Often the coalition as a whole gets recognition rather than individual members.

B. Turf protection and mistrust must be overcome. If collaborative partners mistrust each other, they won't be receptive to new ideas, nor will they be willing to share resources. Most of the advantage of working together is lost, in fact, there may be negative outcomes.

C. Reaching consensus can take time. Many partners may need approval of a higher authority or more study time. Depending on how well the group communicates or how often it meets, decision by consensus could make acting on a problem slow and ineffective.

D. Limited resources may cause otherwise valuable partners to decide not to collaborate. Devoting resources to a coalition may reduce resources available for other high-priority projects.

E. Taking a policy position that is inconsistent with one of the partners may cause the partner to be uncooperative, ineffective or to drop out.

F. Members in crisis may cause cooperation to decrease. Member organisations are sometimes faced with internal crises such as budget cuts, changes in administration, or other short term problems. The coalition may face its own crisis, such as the withdrawal of a key member, or an outside pressure group that disagrees with or doesn't understand the coalition's position.

(iv) How to establish a coalition

- A. If there is already an appropriate coalition, then you should join this and explore ways in which your organisation can add value to the work of current members. But if there is no existing coalition, then you could bring together a number of key organisations to propose a new coalition covering the issue. This could include organisations from your local province or nationally, or it could focus on more regional or international organisations.
- B. The main elements needed in the formation of a coalition are:
 - A clear mission and purpose.
 - The involvement of committed individuals and organisations that share this mission.
 - Realistic objectives and tasks.
- C. The first meeting of the coalition should work towards achieving a common understanding of mission and purpose. This must be clearly stated, so that new organisations that join will comprehend the nature of their commitment. Coalition members should also acknowledge any differing self-interest, so as to recognise differences but promote trust and respect among the members. A name will also have to be agreed, and a common 'ask' or goal which each member agrees to respect.
- D. In the early stages of a coalition, membership is likely to be small and limited. It is sometimes an advantage to start with a small group of committed members, rather than inviting many members who have limited knowledge of the purpose of the coalition and who are therefore not yet fully committed. If the coalition is successful, participation and membership will become attractive to new members whose commitment will then be higher.

(v) How to manage coalitions

- A. Advocacy requires hard work and a long-term commitment. It is easy for people's enthusiasm to wane. The synergy that comes from people working together productively on an important issue can sustain efforts, even through difficult times. Coalitions exist to enable their members to co-operate and work together. They take

energy to develop and maintain because they involve building trust. Therefore, once a coalition has been established, a management structure must be agreed upon to ensure that the coalition works effectively and efficiently to purpose. This should take into account how the Coalition makes decisions and manages its affairs, how it relates to the outside world and how accountability is maintained.

- B. The various management structures for coalitions are likely to vary significantly and evolve over time as the purpose or goal of the coalition changes. Management structures do not need to be complex. However, some discussion and agreement on key aspects of governance early on in the life of the coalition may help to avoid disputes and disappointments later. Importantly, the coalition needs to provide space for regular reviews of all aspects of the coalition to enable it to adapt and change as need. One type of governance style can include a participatory or decision-making structure, such as a joint steering group or committee.
- C. Some coalitions may find it useful to prepare documentation, like a constitution or mandate that describes the various aspects of governance. Coalition partners will need to have a clear understanding of the degree to which agreements set out in documents carry legal obligations and, if they do, whether these match the resources and interests of the participating organisations. The process of preparing this type of documentation may help coalition members to iron out any differences and establish the mechanisms for operating the coalition. In some cases the process may be more useful than the document itself.
- D. Coalition tasks and responsibilities should be clearly defined and assignments equitably distributed on the basis of the members' areas of expertise. At the heart of every successful coalition, there should be a small group of leaders who are deeply committed to both the issue, and to ensuring that the goals of the coalition take precedence over the narrow interest of individual member organisations. Regular meetings should allow members opportunities to report on their progress.

- E. The coalition's structure and decision-making processes should also be agreed, since issues like the level of contributions, involvement in decision-making and leadership can sometimes cause dissent. More democratic methods, such as rotating leadership, can help, although they may slow down decision-making and management.
- F. Establish regular communication. Make sure that all coalition members are updated regularly on what other members are doing, what needs to be done, and what progress has been made. If the coalition is well organised early on, unnecessary problems can be avoided. Everyone involved must understand and sign up to the coalition's mission, structure, operating procedures, and tasks – as a bare minimum. A coalition's power lies in its ability to present a united front.

(vi) Managing membership

- A. The challenge for any coalition is to define membership in a way that is as inclusive as possible for all those who can contribute to the aims of the coalition. Diverse membership can be an added strength to a coalition because it brings different resources, experiences and expertise. Particular consideration needs to be given to the possibility of government working within the coalition, and the impact that might have.
- B. The coalition should ensure that the strengths of each partner in the coalition are used. Ask each potential member to assess their skills, resources and contacts to determine what they would be willing to contribute to the coalition. The coalition should allow each group to contribute its unique approach, with different groups taking different angles and approaches. But it is important that groups work together on agreed priorities, rather than all functioning independently.

3.5 Issues for discussion

- What is a coalition? How can one be established?
- What is the difference between a coalition and a partnership or a coalition and a network?
- What are the benefits of working in a coalition?
- What are the obstacles of working in a coalition?

3.6 Exercises

- You have identified a dozen various organisations in your country who work on various aspects linked to the death penalty and/or life imprisonment. This includes NGOs who work at the national and international level, a faith group, a trade union organisation, a law firm who specialise in capital / life imprisonment cases, an academic institute who undertakes research, and the national ombudsman. You believe that these organisations would benefit from forming a coalition.
 - Consider how you would encourage them to join the coalition.
 - How would you want to establish and manage this coalition?
 - What would its purpose be?
 - How would it work?
 - What sort of activities would it undertake?
 - How would you go about establishing its credibility?
 - How would you identify other potential coalition partners?

ANNEX 1:

Example of advocacy strategy

Some examples of death penalty and life imprisonment linked issues that could be addressed through advocacy methods:

- Abolition of mandatory death sentencing.
- Death sentences should be applied only for the “most serious crimes”.
- Improvement of fair trial standards.
- Ratification of the Second Optional Protocol to ICCPR.
- Voting in favour of UN GA moratorium resolution.
- Implementation of alternative sanctions that respect international human rights standards.
- Abolition of life without the option of parole (LWOP).
- Implementation of the Standard Minimum Rules for the Treatment of Prisoners (SMR), or the UN Rules for the Treatment of Women Prisoners and Non-custodial Measures for Women Offenders (Bangkok Rules).

On the following page is an example of a basic advocacy strategy for one of these issues. While the content to an advocacy plan will vary, the aim of this example is to identify an approach that could be used to address this issue.

ADVOCACY PLAN: PRACTICE EXAMPLE	
Aim	Abolition of the death penalty.
Objective	To ban the use of mandatory death sentencing for all crimes.
Target audience(s)	<i>Primary:</i> Ministry of Justice, Parliamentary Committee on Crime and Justice, Attorney General's Office, Public Prosecutor's Office, Judges, National Bar Association. <i>Secondary:</i> Media, criminal defence lawyers.
Message(s)	Death penalty is irrevocable. Death penalty is the most extreme penalty, and should be applied with caution. An individual should be able to mitigate an execution because of extenuating circumstances.
Channels of communication	Lobbying primary targets. Undertaking legal research on different jurisdictions and their approach to mandatory sentencing. Training on sentencing guidelines and mitigating sentences. Using the media to educate the public and influence primary targets. Legally challenging the constitutionality of mandatory sentences.
Implementation plan / next steps	Twelve month period: <ol style="list-style-type: none"> 1. Schedule and hold meetings with primary targets to assess positions / opponents / allies / opportunities (months 1-2). 2. Create presentations to set out key messages and to be used at those meetings (months 1-2). 3. Undertake research and draft publications (months 2-8). 4. Set up visits by politicians / judges from neighbouring states to share lessons learned in removing mandatory sentencing (month 5-7). 5. Host a public meeting to present findings of research; disseminate publication of research findings to primary and secondary targets (month 8). 6. Hold follow-up meetings to discuss substance of research and any other updates (ongoing). 7. Ensure criminal justice officials are aware of legal implications of mandatory sentencing through an educating campaign – send letters, use the media (ongoing) etc. 8. Undertake training on sentencing guidelines and mitigation of sentences (identify relevant officials to train, prepare training materials) (months 9-12). 9. Assist parliamentary committees with updated information – produce and disseminate position papers and policy briefings (ongoing). 10. Undertake media work – draft op-eds, identify potential story ideas, react to news items etc (ongoing). 11. Identify any potential legal challenges to effectively challenge the constitutionality of mandatory death sentences (ongoing). 12. Identify any 'celebrities', religious leaders, politicians who could be spokespersons for the cause (ongoing).
Building support / responsible partners	World Coalition Against the Death Penalty, local human rights lawyers, Amnesty International, Penal Reform International etc. Other countries within the neighbourhood who have banned mandatory death sentences.
Monitoring and evaluation	Monitoring (should be done regularly): <ol style="list-style-type: none"> 1. Outcome of meetings. 2. Number of people contacted and their reactions. 3. Stakeholder meetings and progress on strategies and milestones. 4. Quality of research produced; number of research reports distributed; reactions to research. 5. Number of people trained. 6. Number of judges, lawyers etc. calling for a ban on mandatory sentencing. 7. Number prosecutors not asking for mandatory death sentence. Evaluation: <ol style="list-style-type: none"> 1. Outcome of advocacy: what impact? Has there been any change? Lessons learned.

ANNEX 2:

Example of press release

For immediate release: 11 November 2010

The world moves closer towards universal abolition of the death penalty

On 11 November 2010, the United Nations General Assembly's Human Rights (Third) Committee for the third time called upon states to establish a moratorium on executions with a view to abolishing the death penalty.

The resolution was adopted by 107 votes in favour of the resolution. 38 states voted against the resolution and 36 abstained. For the first time Russia was a co-signatory to the resolution.

"The results are encouraging for abolitionists worldwide," said Jacqueline Macalesher, Penal Reform International's Anti-Death Penalty Project Manager. "This resolution received more support than in previous years, and less direct opposition, indicating a growing global movement towards abolishing this cruel and arbitrary sentence and commitment to upholding the right to life." continued Macalesher.

Today, 136 of the 192 UN Member States have abolished the death penalty in law or in practice. However the USA, despite 15 of its states having abolished and 19 having not executed anyone since 2009, remained in the company of China, Iran, Iraq and Singapore, in continuing to vote against the moratorium resolution.

Abolitionists expect the resolution to be endorsed by the General Assembly at its plenary session in December.

Penal Reform International urges all UN Member States who retain the death penalty to immediately establish a moratorium on executions, and take the necessary steps towards full abolition.

Ends/

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Notes to editor:

PRI's current programme of work on the abolition of the death penalty focuses on supporting governments and other stakeholders in progressing towards abolition and implementation of human rights standards in criminal justice systems, particularly concerning the treatment of death row, life and long-term prisoners. The programme of work is being carried out in five regions: the Middle East and North Africa, Eastern Europe, South Caucasus, Central Asia and the Great Lakes region of East Africa.

The programme is supported by the European Union's Instrument for Democracy and Human Rights (EIDHR).

For more information on PRI's work on the abolition of the death penalty and alternative sanctions that respect international human rights standards please contact:

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ISBN 978-0-9535220-3-3

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