



Success is only meaningful and enjoyable if it feels like your own.

Michelle Obama



BUILDING ALLIANCES

10

INTRODUCTION

Building strong strategic alliances mitigates our weaknesses with the assets of other groups or organizations. By joining our voices and strategies, working with our allies is crucial to ensuring that decision-makers act in a timely and effective manner to improve the policies and laws that directly impact the lives of girls. Allies can come from unexpected places—for example, fathers and boys can be effective allies when reaching out to traditional male authorities, religious leaders, and other gatekeepers. As advocates, we want to make sure that we communicate our expectations to our allies clearly and consistently, and support their own strategies, to ensure the best collaboration.

Session time:
1 hour (60 min)

TIME
Activity 1
Activity 2

FACILITATOR
Guide

CASE STUDIES IN ADVOCACY: LIBERIAN CHILDREN'S ACT AND CONACMI

OBJECTIVES

- To identify the strengths and challenges of working in an alliance
- To identify the best practices to build effective alliances for advocacy
- To know the facts about the LGL CONACMI Case Study as a best practice for building alliances

HANDOUTS

- Case Study "CONACMI Passage of Medical Protocol for Sexual Violence in Guatemala"
- Video "The Passage of the Liberian Children's Law"
- Worksheet "Liberia Children's Law"
- Worksheet "CONACMI Case Study"

NOTES

This session incorporates two Let Girls Lead materials: The Liberian Children's Law Video and the CONACMI case study about the passage of a protocol for treating girls who have experienced sexual violence in Guatemala. While we designed the session to incorporate both items, the facilitator may choose to address only one of these during the session.

If using the case study, participants should ideally read the case study before this session to allow participants the maximum time to read at their own pace and process the information and questions on each worksheet.

ACTIVITY ONE

30 min



Analyzing Alliance-Building in Liberia

- 1 Screen the video "The Passage of the Liberian Children's Law," available on [Let Girl Lead's YouTube Channel](#).

Remember

Distribute the worksheet "Liberian Children's Act."

- 2 Allow participants at least 10 minutes to complete the worksheet "Liberian Children's Act."
- 3 In plenary, facilitate a discussion based on the questions included in the worksheet "Liberian Children's Act":
 - What was the situation of children and girls in Liberia before the passing of the law?
 - How did Rosanna and Aisha become allies?
 - How did Rosanna and Aisha ensure that girls' voices were heard? Was it a girl-centered strategy?
 - What strategies did they employ to convince the Senate to pass the law?

10.1

CASE STUDIES IN ADVOCACY: LIBERIAN CHILDREN'S ACT AND CONACMI



NOTES

Make sure that the group identifies the different levels of alliances that are illustrated in the video: adult-youth, young girls-young boys, Rosie-Aisha, the different organizations that Aisha and Rosie represent, etc.

ACTIVITY TWO



30 min



- In what ways does the Children's Law protect the rights of girls in Liberia?
- Based on what you saw in the video and what you already know, what is an alliance? What is it useful for?
- What kinds of alliances does the video illustrate?

Analyzing Alliance-Building in Guatemala

- 1 Broadly introduce the CONACMI case study by providing a brief summary of the case, including the following:
 - CONACMI was able to pass the Protocol for Treatment of Victims of Sexual Abuse in 2009 after several failed attempts to do so.
 - Their advocacy strategy included a very diverse set of allies.

Remember

Distribute the CONACMI case study which is available for download on the [Let Girls Lead website](#)

- 2 In plenary, discuss the questions included in the worksheet "CONACMI Case Study":
 - Why had the previous attempts of the National Association Against Child Abuse (CONACMI) to improve legal protection for victims of abuse been mostly unsuccessful?
 - What was CONACMI's new advocacy approach?
 - Who were CONACMI's main allies in their advocacy approach?
 - How did CONACMI's choice of allies help to ensure that MSPAS would approve the Protocol?



Session time:
1 hour (60 min)

TIME

Activity 1
Activity 2



PARTICIPANT
Guide

CASE STUDIES IN ADVOCACY: LIBERIAN CHILDREN'S ACT AND CONACMI

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- Worksheet "CONACMI Case Study"

ACTIVITY ONE



30 min

Analyzing Alliance-Building in Liberia

ACTIVITY TWO



30 min

Analyzing Alliance-Building in Guatemala

NOTES



A10.1 CASE STUDIES IN ADVOCACY: LIBERIAN CHILDREN'S ACT AND CONACMI

WORKSHEET LIBERIAN CHILDREN'S LAW CASE STUDY



You can advocate on behalf of someone, but if they can't speak on the issue themselves and how it affects them, then at the end of the day, [your] advocacy will be lacking.

Aisha Cooper Bruce,
Program Director for Social
Empowerment HOPE

1 What was the situation of children and girls in Liberia before the passing of the law?

2 How did Rosanna and Aisha become allies?



A girl advocate presenting the Children's Act Decree to President Ellen Johnson Sirleaf



Aisha Cooper Bruce and Rosana Shaack



Adolescent girl in Liberia



A10.1 CASE STUDIES IN ADVOCACY: LIBERIAN CHILDREN'S ACT AND CONACMI

WORKSHEET LIBERIAN CHILDREN'S LAW CASE STUDY



Girls in Liberia



We thought that the senators were unapproachable until we understood the true meaning of advocacy. We had thought that it meant just going and demonstrating or getting people to demonstrate, but we learned [that it] involves dialog; it is another way.

Rosana Schaack,
Executive Director of THINK

3 How did Rosanna and Aisha ensure that girls' voices were heard? Was it a girl-centered strategy?

4 What strategies did they employ to convince the Senate to pass the law?



A10.1 CASE STUDIES IN ADVOCACY: LIBERIAN CHILDREN'S ACT AND CONACMI WORKSHEET LIBERIAN CHILDREN'S LAW CASE STUDY

5 In what ways does the Children's Law protect the rights of girls in Liberia?

6 Based on what you saw in the video and what you already know, what is an alliance? What is it useful for?

NOTES





A10.1 CASE STUDIES IN ADVOCACY: LIBERIAN CHILDREN'S ACT AND CONACMI WORKSHEET SUPPORT FOR GIRLS SURVIVORS OF VIOLENCE (CONACMI)



There is a dual discourse going on in relation to sexuality and sexual violence against girls and adolescents. A judge can say that they are highly sensitized to the issue, but their judgments will continue to be based on perceptions informed by patriarchy and machismo.

Miguel Ángel López,
2009 LGL Fellow

- 1 Why had the previous attempts of the National Association Against Child Abuse (CONACMI) to improve legal protection for victims of abuse been mostly unsuccessful?

- 2 What was CONACMI's new advocacy approach?

- 3 Who were CONACMI's main allies in their advocacy approach?



A10.1 CASE STUDIES IN ADVOCACY: LIBERIAN CHILDREN'S ACT AND CONACMI WORKSHEET SUPPORT FOR GIRLS SURVIVORS OF VIOLENCE (CONACMI)



Dr. Pilar Pimentel from CONACMI (center), the Director of Coatepeque Hospital with the Prevention and Treatment of Child Abuse Committee Members. Quetzaltenango, Guatemala



A medical group from Roosevelt Hospital participating in a training on the National Sexual Violence Protocol. Guatemala City, Guatemala

4 How did CONACMI's choice of allies help to ensure that MSPAS would approve the protocol?

5 In what ways does the Sexual Violence Protocol help ensure the protection of victims of sexual abuse?

6 What was one of the major challenges in CONACMI's advocacy strategy?



A10.1 CASE STUDIES IN ADVOCACY: LIBERIAN CHILDREN'S ACT AND CONACMI WORKSHEET SUPPORT FOR GIRLS SURVIVORS OF VIOLENCE (CONACMI)



In the baseline survey we conducted, we found that about 40% of medical personnel did not know how to identify the indicators for violence in their patients and that they had no institutionalized tools to address sexual violence.

Dr. Haroldo Oquendo,
CONACMI Legal Representative

- 7 Identify at least one key lesson that came from CONACMI's advocacy campaign.

NOTES



DEVELOPING ADVOCACY NETWORKS AND ALLIANCES

 Session time:
? minutes

TIME
Activity 1
Activity 2
Activity 3

 **FACILITATOR**
Guide

OBJECTIVES

- To identify the strengths and challenges of working in an alliance
- To identify the best practices to build effective alliances for advocacy

ACTIVITY ONE

 ? min

Proverbs Say It All

- 1 Ask each person to think individually about sayings or proverbs in their culture and language that illustrate the importance of working with others to accomplish a goal. The proverb could also be applicable to advocacy in some way. For example: “Many hands make light work” applies to networks because the more we work with others, the lighter our own individual work will be. “Strike when the iron is hot” applies to advocacy because it refers to the importance of timing the action perfectly.
- 2 Each participant writes down at least 2-3 proverbs related to working with others or a proverb applicable to advocacy in some way.
- 3 In plenary, facilitate a brainstorm of proverbs along with the explanation of how these proverbs or sayings are related to working with others or with advocacy. If possible, write down each proverb so that none are repeated. Each participant should contribute at least one proverb. If there is time, solicit additional proverbs.
- 4 Facilitate a discussion about the proverbs using these questions:
 - Why do you think these proverbs exist?
 - What do these proverbs tell us about advocacy?
 - Why is it important to work together?

MATERIAL

- Flip charts
- Markers

HANDOUTS

- PowerPoint presentation “Working with Allies and Networks”
- Handout “Best Practices in Alliance-Building”
- Worksheet “Identifying Potential Allies”

ACTIVITY
TWO

25 min

PowerPoint Presentation: Alliance-Building

Slides 1-2: Defining an Alliance

- A connection of people, groups, or institutions around a common cause, goal, or effort
- An alliance formed to systematically work towards a common goal

2 min

Slide 3: Benefits of Working in Alliances/Networks

- More support
- More strength
- Bigger impact
- More objectivity
- Diversity
- More credibility
- Up-to-date information
- Access to more resources
- Shared resources
- Contacts
- Exchange
- Avoids duplicating work

3 min

Slide 4: Risks of Working in Alliance with Others

- Failure to comply by one of the parties
- Lack of commitments
- Difficulty in reaching agreements
- Slow, making decisions and taking action
- Lack of equality (resources and power)
- Competition

3 min

Slides 7: Criteria for Forming Alliances

- Agreement in values and interests
- Cause is congruous with us and respect for commitments
- Clear work plan, attainable goals and objectives also knowing the achieved goals
- Projection

3 min

10.2

DEVELOPING ADVOCACY NETWORKS AND ALLIANCES

Slide 8: Questions to Ask When Considering Allies

- Organization's mission: How close is their mission to the efforts to achieve the Expected Advocacy Result (EAR)?
- Trust: Is there a prior trust link between you?
- Complementarity: What resources could the ally organization contribute as a complement to the advocacy initiative?

3 min

Slide 9: Tips for a Successful Alliance

- Involve prestigious and strong people
- Use novel strategies
- Make sure it provides personal and/or professional satisfaction
- Consider a serious network with clear and objective information
- Ensure balanced decision-making
- Set a clear internal organization for the network

3 min

Slide 10: Tips for Success

- Clarify roles, functions, and obligations
- Share leadership functions within the group
- Use all of the members' resources Be open to change, innovation, and creative solutions
- Show interest in members' achievements just as in the group's

3 min

Slide 11: More Tips for Success

- Make a commitment to maintain communication in the group
- Allow disagreements
- Encourage constructive criticism and useful feedback
- Encourage solidarity, trust, and group support
- Offer support and respect for individuals and their expectations

5 min

10.2

DEVELOPING ADVOCACY NETWORKS AND ALLIANCES

ACTIVITY
THREE

 60 min

Identifying Possible Allies

- 1 Divide the full group into smaller groups based on interest or EAR. Ask each smaller group to gather in front of their political map.
- 2 Give groups 30 minutes to identify the government and non-government organizations that could get involved with their advocacy efforts and that could join the effort to attain the EAR. 30 min
- 3 Pass out the handout “Best Practices in Alliance-Building” as a reference while the groups are working. Let them know that the handout contains information similar to what they just reviewed in the PowerPoint presentation. The handout is to help them think about potential allies. Ask the groups to point out which organizations could join the core planning group of the strategy to advance their EAR. 10 min
- 4 Tell the groups that some of the mentioned organizations may have been international or government organizations. While they are important as allies, sometimes they are unable to join the core group, because their missions limit their political activity in the country.
- 5 Fill out the worksheet “Building Networks.” Add the following to each list:
 - The person to approach in each organization to suggest this alliance
 - Whether to invite the organization into the core group
 - At which stage the organization can get involved20 min
- 6 Thank the group for their work and dedication

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DEVELOPING ADVOCACY NETWORKS AND ALLIANCES

 Session time: 1.8 hours (110 min)

TIME

Activity 1
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Activity 3

 **PARTICIPANT**
Guide

OBJECTIVES

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- To identify the best practices to build effective alliances for advocacy
- To know the facts about the Let Girls Lead CONACMI case study as a best practice for building alliances

ACTIVITY ONE

 20 min

Proverbs Say It All

- 1 Participants discuss the link between proverbs/sayings and the importance of working with others in an advocacy strategy.

MATERIAL

- Flip charts
- Markers

ACTIVITY TWO

 30 min

Defining Alliances and Their Best Practices

- 1 Define of an alliance and what is it useful for.
- 2 Discuss the sharing of best practices for building alliances.

HANDOUTS

- PowerPoint presentation “Working with Allies and Networks”
- Handout “Best Practices in Alliance-Building”
- Worksheet “Identifying Potential Allies”

ACTIVITY THREE

 60 min

Identifying Potential Allies

- 1 Participants identify organizations and contact points for potential alliances using their power maps.
- 2 Reflect on possible contributions of allies and building a core group.



A10.2 DEVELOPING ADVOCACY NETWORKS AND ALLIANCES

HANDOUT BEST PRACTICES IN ALLIANCE-BUILDING

- 1 Identify actors through mapping and profiles.
- 2 Avoid prominence: Practice horizontality respecting different points of view.
- 3 Think of the goal group as the main actor.
- 4 Get to an agreement on approach methodologies.
- 5 Establish joint plans and goals.
- 6 Define clear strategies and activities, with specific people in charge, time, and methods for verification (monitoring and evaluation!).
- 7 Identify required resources.
- 8 Sensitize all the actors that are part of it.
- 9 Establish a system for gathering and distributing information.
- 10 Conduct self-evaluation and self-monitoring for continuous improvement and institutionalization.



Tips for Successful Alliances

- Involve prestigious and strong people.
- Use novel strategies.
- Make sure it provides personal and/or professional satisfaction.
- Consider a serious network with clear and objective information.
- Balance decision making.
- Set a clear internal organization for the network.
- Clarify roles, functions, and obligations.
- Share leadership functions within the group.
- Use all of the members' resources.
- Be open to change, innovation, and creative solutions.
- Show interest in members' achievements just as in the group's.
- Commit to maintain communication in the group.
- Allow disagreements.
- Encourage constructive criticism and useful feedback.
- Encourage solidarity, trust, and group support.
- Show support and respect for persons and their expectations.



A10.2 DEVELOPING ADVOCACY NETWORKS AND ALLIANCES

HANDOUT BUILDING NETWORKS AND ALLIANCES FOR ADVOCACY

Identifying Potential Allies

Organization	Most appropriate person to contact within the organization	Will it be in the core group? (yes/no and why)	When will you approach it to begin an alliance? (month/year)	Person(s) who will approach the organization with the alliance proposal

