Advocacy and Policy Influencing

Training Manual for **ANEW** Members

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anew
AFRICAN CIVIL SOCIETY NETWORK ON WATER AND SANITATION

Acknowledgements

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In preparing the training sessions and writing this manual, the authors benefited from the work and experiences of many other policy and advocacy workers and trainers. Wherever possible we have tried to give credit to those whose ideas and materials we have used. We would like to thank all those colleagues whose work has inspired us over the years. Special thanks are due to the Policy Project whose excellent "Networking for Policy Change: An Advocacy Training Manual" was the source for much of the content of optional Session B on policy processes.

Last but not least, David Matthews' copyediting made valuable improvements to the text; and the design by G-Ruff Media Technologies made the contents easy to follow.

Contents

Glossary

Brainstorming	A process whereby the whole group spontaneously and freely contributes ideas regarding a specific question or issue. In the context of a training session. These ideas are often captured on a flipchart.
Buzz groups	Groups of two or three people, made up of participants who are sitting next to each other. This is designed to enable a quick discussion of a question or topic. Often used prior to brainstorming to ensure quieter members of the group feel more comfortable about making their contribution.
Gallery review	A process in which materials produced by small groups is placed on walls and all the participants have time to look at each other's work Sometimes participants are asked to formulate questions or comments on the materials they are reviewing.
M&E	Monitoring and evaluation
Q&As	Questions and answers
Role Play	An exercise where two or more individuals enact parts in an invented situation related to a training topic

Introduction

The African Civil Society Network on Water and Sanitation (ANEW) is an autonomous Africa-wide platform which aims to ensure that the diverse voices of African civil society organizations are represented and heard in the development and implementation of water and sanitation policies and plans. ANEW promotes dialogues, learning and cooperation on water and sanitation issues in Africa and provides a platform for sharing and coordinating the activities of its members.

The importance of participatory processes to accelerate the achievement of water and sanitation targets is Africa cannot be over emphasised. It is through these processes that Africa has achieved outstanding outcomes in terms of governments' commitment to improve policies and develop effective structures to meet the Millennium Development Goals (MDG) targets. The Sharm el Sheikh Declaration on water and sanitation (WATSAN) made by African Heads of States and Governments in July 2008 is one such important outcome that Africa is proud of.

These outcomes are a result of lengthy processes of diverse Civil Society Groups and their partners representing the interests of citizens, particularly the poor and marginalized groups in Africa.

However without continued targeted actions these outcomes will remain 'nice' on paper without meaningful impact. There is therefore a need to ensure that these bold commitments are translated into actions with specific aims of improving the lives of the poor people. It is through advocacy that a supportive and sustainable environment for addressing the ongoing WATSAN crisis can be created. But capacities and resources available -financial, technical and human- to CSOs in order for them to play effective roles in the WATSAN arena remain limited. A major concern is the sustainability and scalability of these efforts over time. This has been confirmed in our recent study to assess the capacity of our members to undertake effective advocacy which highlighted major capacity gaps.

To fill this gap and assist our members in accelerating the achievement of WATSAN targets in Africa, ANEW developed an advocacy training plan which aims at strengthening the capacity of our members to conduct effective advocacy. This training manual forms the basis of our advocacy training courses and has been designed as a practical tool to assist ANEW members and staff in rolling out advocacy courses.

The training manual presents some key theoretical and practical elements involved in advocacy. It draws on the authors' experiences, existing materials that have been adapted or expanded and includes newly compiled case studies to illustrate the concepts in each module.

It is our hope that our advocacy courses will contribute towards maintaining advocacy networks and developing effective skills. The tools and approaches presented in our advocacy courses can be used to affect WATSAN policy decisions at the international, regional and national levels.

Jamillah Mwanjisi
Executive Secretary

SESSION 1:

INTRODUCTIONS AND EXPECTATIONS

(75 - 90 Minutes)

Learning Objectives	To allow participants and trainers to get to know each other To share expectations for the course To provide participants with an overview of the whole course
Process **10 minutes**	Welcome to participants from the trainers and/or hosts Questions regarding logistics, housekeeping, etc. (10 mins)
25 – 30 minutes	**Introductions**
Pairs have a total of 8 minutes to complete their tasks	Each participant is asked to sit with someone they do not know. Each person in the pair has to find out from their partner: their name the name of the organisation they work for the focus for the work of the organisation
Each pair has 2 minutes to report back = 16 minutes for 8 pairs (16 people) ; 20 minutes for 10 pairs (20 people) and so on.	Tell the pairs they will have only 4 minutes each to interview one another. Ask the pairs to report to the whole group with each person providing a short introduction (no more than one minute long) about the other person in their pair.

TIP: To make the process more fun, and to limit the time spent on introductions, ask those with watches to time the introductions and indicate when 60 seconds is up.

3 - 5 minutes per trainer	Introductions from the trainer(s) outlining who they are, their experience related to Wat-San issues and their advocacy and campaigning experiences.
10 minutes	**Objectives for workshop and narration of the overall timetable** Show objectives on a PowerPoint slide or flipchart sheet. Refer participants to the objectives handout and to the course timetable. Explain that the course will combine theoretical and practical work. It will look at what is involved in developing an advocacy strategy and some of the methods used when building one. It will also cover some of the skills required to implement an advocacy strategy. Explain what will happen on each day of the training. Note that the agenda is concentrated and it is important for participants to let trainers know if they feel it is moving too fast so that the timetable can be adapted to meet their needs. Acknowledge that there are/may be different levels of experience and understanding of advocacy in the room. Request participants to assist one another so that everyone can learn together. During the course, there will be opportunities for participants to share their experiences and knowledge to illustrate issues being discussed.
10 minutes	**Expectations: "One thing you want to get from the workshop?"** Ask participants to take 3 minutes to write one thing they want to get from the course on a post-it and place it on the sheet. Review the expectations and comment on items that will and will not be covered during the course.

Ask for questions and provide answers.

Hand out red cards (or yellow cards)

Tell participants that it is important that everyone understands the ideas being presented. The cards are provided so that participants can play a role in ensuring that everyone is able to be fully involved in the course.

If discussions are moving too fast, or if anything is not clear, or if the trainers talk too fast - especially in a group where the course language is not everyone's first language - it is helpful for people to let the trainer(s) know straight away.

To make this simple, everyone has a red card (or yellow card) so that they can be like a referee at a football match and wave it to make the play stop (although they can't send trainers off the pitch!).

Ask participants to wave their red cards if anyone is speaking too fast, or too quietly, or too loudly; or if they don't quite understand something being discussed; or if things are not clear.

Note that from time to time you may ask people to repeat what they have heard or learned in a session, as repetition aids learning.

10 minutes

Introduction to Home Groups:

Tell participants that they will belong to a Home Group for the whole of the course.

At the end of each day, Home Groups will meet to reflect on the day's activities and provide feedback to the trainers on what went well, what could be improved and any other suggestions for the remainder of the workshop.

In addition, each Home Group will be given a specific responsibility each day.

Divide the participants into 3 groups of 4 - 7 people by getting them to count off 1 - 2 - 3 around the room. Ask each Home Group in turn to put their hands up so that everyone can check who their fellow group members will be.

Assign responsibilities for today:

Group One: At the end of the day, in addition to providing feedback to the trainers, the group should prepare a lighthearted review of today's work, about 5 minutes long, which can be presented to everyone the next morning. This can involve acting, singing, games, etc. but should NOT be a simple list of sessions nor a serious summary of each of the sessions.

Group Two: This group will be the shepherds today - responsible for making sure that sessions run to time and that people return from their breaks promptly.

Group Three: The responsibilities of this group are to keep an eye on energy levels and let the trainers know if an energiser is needed. If possible, the group should run the energiser themselves. If no one in the group knows an energiser, they can ask the trainer to run one instead.

Tell the participants that these responsibilities will rotate between groups each day and that you will assign responsibilities each morning.

TIP: Trainers may find it helpful to make a chart showing the different responsibilities for each Home Group each day.

TIP: In some cultures, groups will appreciate being asked to give themselves a name at the first evening reflection session. These should be shared the following morning.

5 minutes	Summarise the Session Note that it is important to spend time getting to know each other and finding out about what the course will focus on. Ask if there are any remaining questions?
Timing	75 - 90 minutes
Materials	Post it notes or small pieces of paper for expectations; flip chart paper; pieces of red or yellow paper or card
Handouts	Workshop objectives; workshop timetable
Power Point	Workshop objectives
Flipcharts	None

SESSION 1 HANDOUTS

Session 1.1 Handout

Course Objectives

(Trainers should amend the handout according to which optional elements are being included in the course.)

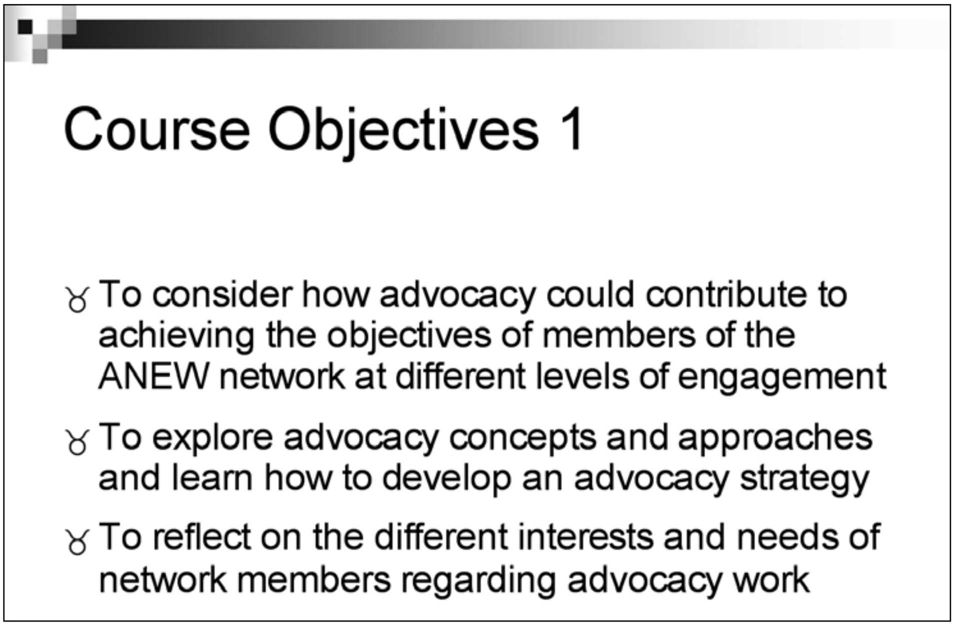
Course Objectives:

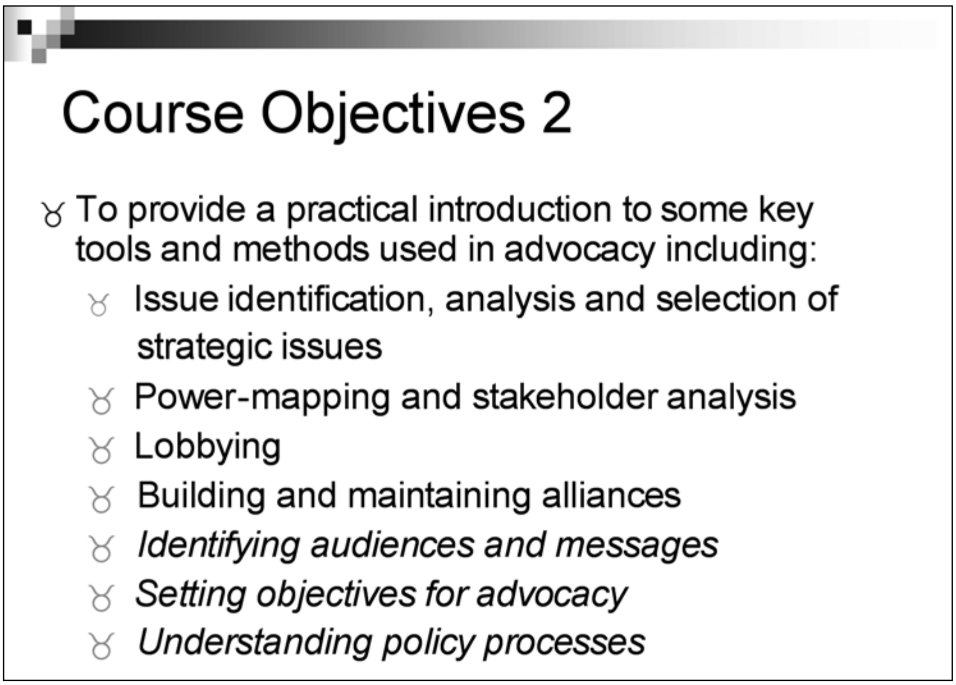
- To consider how advocacy could contribute to achieving the objectives of members of the ANEW network at different levels of engagement
- To explore advocacy concepts, styles and approaches and learn how to develop an advocacy strategy
- To reflect on the different interests and needs of network members regarding advocacy work
- To review the core skills required for effective advocacy
- To provide a practical introduction to some key tools and methods used in influencing and advocacy including:
    - Issue identification, analysis and selection of strategic issues
    - Power-mapping and stakeholder analysis
    - Lobbying
    - Building and maintaining alliances
      And/or
    - Identifying audiences and key messages
      And/or
    - Setting objectives and monitoring and evaluating advocacy

      And/or
    - Understanding the policy context

SESSION 1 POWERPOINTS

(Trainers should amend the course objectives PowerPoint slides according to which optional elements are being included in the course.)





SESSION 2:

WHAT IS ADVOCACY? WHY USE ADVOCACY?

(90 minutes)

Learning Objectives	To allow participants and trainers to get to know each other To share expectations for the course To provide participants with an overview of the whole course. To explore participants' perceptions of advocacy To develop a shared understanding of what the term advocacy refers to for the purposes of this workshop To reflect on why advocacy is popular and how it can help CSOs achieve their objectives
Process Total 20 minutes	**What is advocacy?**
2 minutes	Tell participants that you want to begin by finding out what they understand by the term advocacy. What does "advocacy" mean to them? Ask them to do a quick exercise. Explain that you are not looking for a beautifully worded definition of advocacy, only to find out what people think so that the group can 'level off' on its understanding. (2 minutes)
4 minutes	Ask buzz groups to take 4 minutes to come up with some ideas
8 minutes	Buzz groups report back in plenary - trainer to write ideas onto a flip chart (approx 8 minutes). **TIP:** It is good to collect ideas by getting one idea from each group, then going back to the first group and getting another round of ideas and so on. This allows everyone to contribute.

4 minutes	Display PowerPoint slides "What is advocacy?" and distribute handouts: Definitions of advocacy and What is advocacy? Let participants know that: There as are many definitions of advocacy as there are organisations, so it is not worth worrying too much about an exact definition. Advocacy takes place at many levels - from grassroot, community based initiatives - to work with local governments and institutions - to work at national level with central governments and large institutions - to advocacy to address regional and international institutions and inter-governmental bodies, like AU, AMCOW, UN, World Bank, etc. Advocacy can involve communities and grassroots' groups, social movements, local, national and international NGOs and many other civil groups, including faith-based organisations, trade unions, consumer groups, etc. It's important to remember that advocacy is only a method and in itself is not either good or bad. It is used by groups we might support or think of as "good" but also by groups whose views we oppose. For example, while NGO's may lobby governments for changes, so do large multinational corporations who want to make sure that policies and laws are in line with their business needs.
Total 25 minutes	**The advocacy toolbox**
2 minutes	Tell participants that in understanding advocacy, instead of definitions, it is useful to look at the types of activities involved, that is, what is in the advocacy toolkit? Combining a number of these tools to achieve your objectives is the basis for an advocacy initiative.
5 minutes	In plenary, get participants to brainstorm their ideas about the activities involved in advocacy and record these on a flipchart.

15 minutes

Show PowerPoint presentation: 'The advocacy toolbox'.

Distribute handout: the advocacy toolbox

Ask for any questions and respond to these, or ask other participants to respond. Tell participants that, for the purposes of this workshop, advocacy will be used as an umbrella term that covers all the elements in the toolbox. Refer them to the drawing in Handout 2.3 to illustrate the point.

> **TIP:** During the presentation, ask participants to tell the group about examples of where they have used the tools. If they have no examples, provide some from your own experience.

3 minutes

Summary

Tell participants that:
Ideally, before you begin your advocacy, you should develop an advocacy strategy and plan. This is something we shall return to later.

Over the next few days, the course will look at lots of these advocacy tools in more detail including

- strategy development/advocacy planning;
- issue identification;
- power mapping;
- lobbying;
- working in coalitions and alliances; etc, etc…

Total 25 minutes

Why use advocacy?

2 minutes

Introduction:

Tell participants that 10 - 15 years ago, very few CSOs or NGOs were using advocacy to achieve their aims. Although they did research into issues, NGOs often only shared this internally or sent it out to colleagues in the sector. Lobbying of decision-makers was rare and when it happened was often improvised and informal; public outreach was limited and very traditional in its approach. Nowadays many NGOs have added advocacy to their programmes.

> **TIP**: Provide a brief example of this change from your own organisation, or an organisation that you know.

3 minutes

Ask participants to talk to their immediate neighbour for a couple of minutes about why this change has happened. Buzz groups of two people for 3 minutes

10 minutes

Feedback to flipchart (10 minutes)

5 minutes

PowerPoint presentation: Why use Advocacy?

Tell participants that advocacy isn't just about getting policies or practices changed. It is also about building the strength of civil society and promoting the process of consultation to ensure that citizens can be involved in decisions that affect their lives.

Advocacy fits most naturally with a perspective that sees governments and other big institutions having responsibilities to their citizens or clients.

Thus, although people have been doing advocacy for longer than there has been a fashion for rights-based approaches, the two things are closely linked as illustrated in the PowerPoint slide:

9 minutes

PowerPoint presentation: 'Different Ways of Seeing Development'

Distribute handouts: 'Why use Advocacy?' and 'Different Ways of Seeing Development'.

Summary:
The shift in thinking amongst NGOs and CSOs about what was needed to achieve positive change was due in part to an acknowledgement that progress towards achieving sustainable and widespread impacts had been slow.

Advocacy became popular when the limitations of other approaches became obvious, and because it fits with a rights-based approach to development.

Advocacy is not just about policy change. It is a method that can be used at all levels to bring benefits beyond changing the policies and practices of target institutions and groups – it can help to democratise the way policies are made, to make governments more accountable and to strengthen civil society.

> **TIP**: If possible, provide examples from your own experience, or ask for examples from the participants of how advocacy has helped to make government more open to consultation with CSOs, or make institutions more accountable, etc.

Invite questions and comments.

Timing	90 minutes
Materials	Flipchart and marker pen
Handouts	What is Advocacy? Definitions of Advocacy Advocacy Toolbox Advocacy - an umbrella term Why use Advocacy? Different ways of seeing development
Powerpoint	What is Advocacy? Advocacy Toolbox Why use Advocacy? Different ways of seeing development
Flipcharts	None
Additional Resources	Using Elements in the Advocacy Toolbox – Exposure Visits: example from the experience of an ANEW member

SESSION 2 HANDOUTS

Session 2.1 Handout

What is advocacy?

Advocacy describes a method or approach used to:

- change policies and practices
- reform institutions
- alter power relations
- change attitudes and behaviours
- give project work a broader impact

Some Definitions of Advocacy

"Advocacy is putting a problem on the agenda, providing a solution to that problem and building support for acting on both the problem and the solution"
(An Introduction to Advocacy: Training Guide, Ritu R Sharma, Academy for Education Development)

"The term advocacy encompasses a whole range of methods and approaches used to change those policies and practices, attitudes and behaviours that function as obstacles to development and poverty eradication. While technical support and the provision of services focus primarily on the manifestations of poverty, advocacy focuses on the causes of poverty and seeks change at this level. At its best, the process of advocacy should involve those people who are affected by the problems identified; increase cooperation between NGOs and other civil groups; and expand the space for open discussion between citizens, governments and institutions."
(ActionAid UK, internal paper for country programme staff)

"Advocacy consists of actions designed to draw a community's attention to an issue and to direct policy-makers to a solution. It consists of legal and political activities that influence the shape and practice of laws. Advocacy initiatives require organisation, strategic thinking, information, communication, outreach and mobilization"

(Human Rights Manual, Marge Schuler)

"Advocacy can be defined as action aimed at changing the policies, position and programmes of governments, institutions or organisations involving an organised, systematic, influencing process on matters of public interest. In addition, advocacy can be a social change process affecting attitudes, social relationships and power relations, which strengthens civil society and opens up democratic spaces."

(Working for Change in Education - A handbook for planning advocacy, Save the Children Fund, UK)

Advocacy involves different strategies aimed at influencing decision making at the local, provincial and national levels, specifically:

- Who decides - elections, appointments, ministers, boards of advisors, judges, managing directors, etc?
- What is decided - laws, policies, national priorities, programmes, services, budgets, etc.
- How it is decided - accessibility to information, consultation and/or involvement of people in decision-making, responsiveness to citizens/stakeholders, accountability for decisions

(The Action Guide for Advocacy and Citizen Participation, Lisa Veneklasen, forthcoming)

Put simply, advocacy means fighting for our rights. Advocacy includes figuring out how bureaucracies and systems work, and fighting decisions that deny us things we are legally entitled to -- protection from discrimination, access to social assistance and health care, fair treatment by the justice system, etc. Advocacy also includes lobbying organizations, institutions, and various levels of government to change their rules and regulations that deny people the full economic, political, and legal rights set out in the United Nations' Universal Declaration of Human Rights.

(Transcend - Transgender Support and Education Society)

Session 2.2 Handout

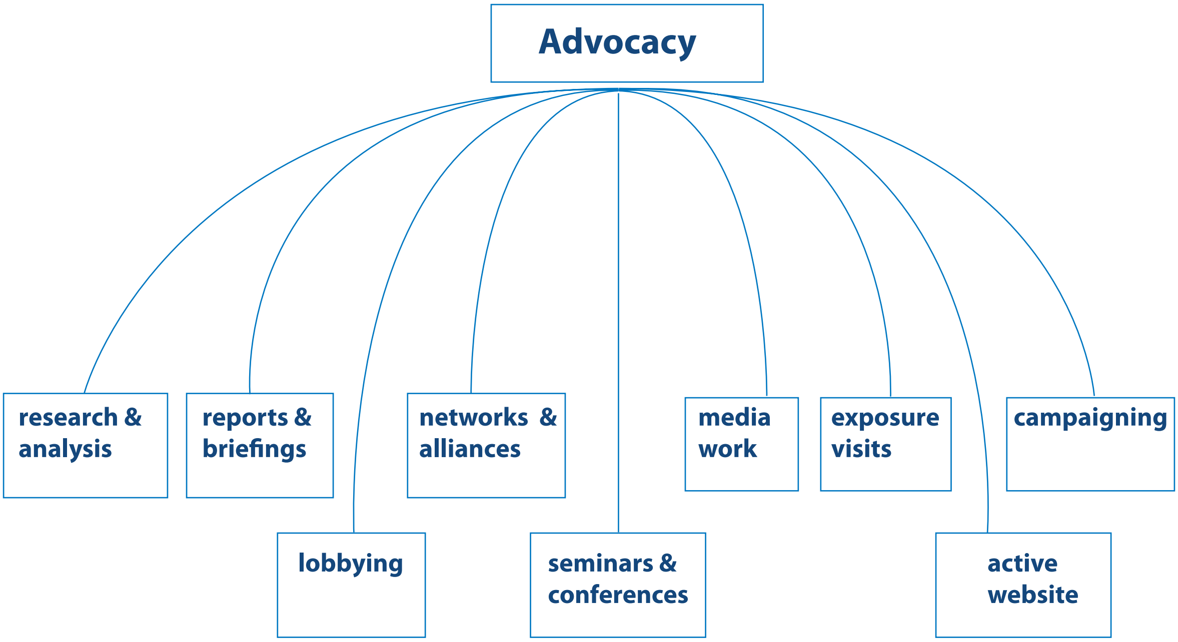
The advocacy toolbox

- Strategy development
  - research and analysis into issues - their causes and consequences
  - identification of the solutions and changes needed
  - power mapping
  - stakeholder analysis
  - setting issue and process objectives
  - outlining methods, tone and approach
  - laying out a timetable of activities and assigning responsibilities

- Reports and briefings
- Lobbying
- Networking, alliance building
- Conferences and/or seminars
- Exposure visits
- Campaigning
- Media work
- Social marketing
- Running an active website

Session 2.3 Handout

Advocacy: an umbrella term



Session 2.4 Handout

Why use advocacy?

- To achieve widespread, sustainable change
- To create a bigger and more enduring impact than is possible with grassroots, service delivery programmes alone
- To make programme impacts more sustainable
- To defend communities and programmes from adverse policy changes

To strengthen civil society and expand democratic space by:

- encouraging consultation and the participation of citizens in all levels of policy-making
- building and strengthening cooperation between NGOs and other civil groups
- establishing through interactions with decision-makers the legitimacy and credibility of civil groups

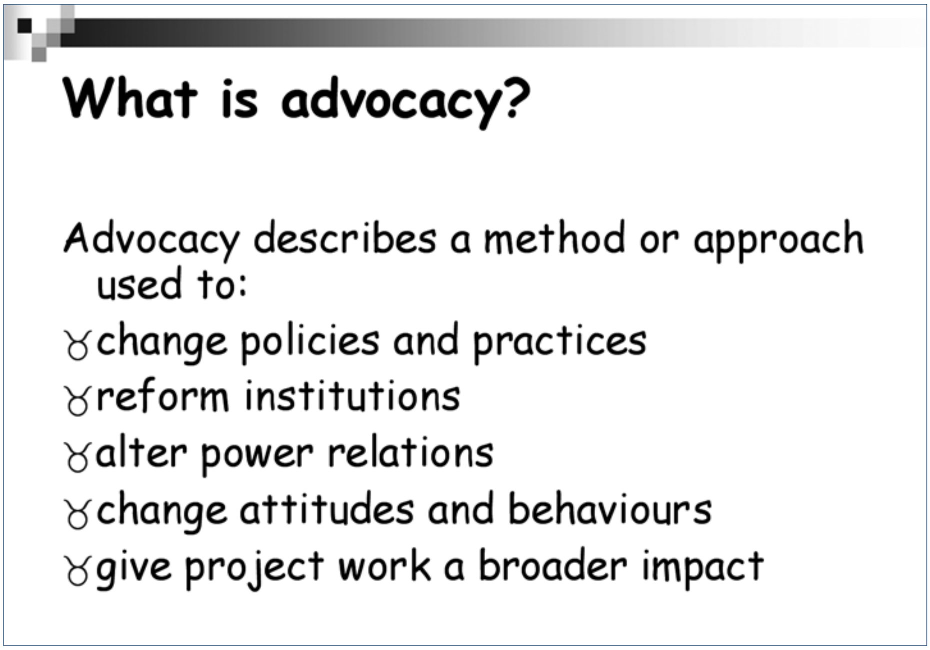
Session 2.3 Handout

DIFFERENT WAYS OF SEEING DEVELOPMENT

Traditional Service Provider	**Rights Based Worker**
(philanthropic or charity approach)	**(rights and responsibilities approach)**
Sees	**Sees**
Basic needs	Basic rights
Symptoms	Causes
Projects	Strategies
Teaching	Two way learning
Beneficiaries (passive recipients)	Constituents/citizens (active participants)
Outputs	Social change
Mission	Vision for change

(Hilary Coulby)

SESSION 2 POWERPOINTS



The advocacy toolbox 1

- **Strategy development:**
- research and analysis into issues – their causes, consequences and changes needed
- power mapping and stakeholder analysis
- setting issue and process objectives
- outlining methods, tone and approach
- laying out a timetable of activities and assigning responsibilities

The advocacy toolbox 2

- Networking, alliance and coalition building
- Writing and disseminating reports and briefings
- Lobbying
- Holding conferences and seminars
- Exposure visits
- Media work
- Campaigning
- Social marketing
- Running an active website

Why use advocacy? 1

- to create a bigger impact than is possible with grassroots programmes alone and achieve widespread, sustainable change
- to ensure the responsibilities of governments and institutions to citizens are met and rights are respected
- to make programme impacts more sustainable by engaging positive support from government and other insitutions
- to defend communities and programmes from adverse policy changes

Why use advocacy? 2

To strengthen civil society and expand democratic space by:

- encouraging consultation and the participation of citizens in all levels of policy -making
- building and strengthening cooperation between NGOs and other civil groups
- establishing through interactions with decision - makers the legitimacy and credibility of civil groups

SESSION TWO - Additional Materials

Elements in the Advocacy Toolbox - Exposure Visits: example from an ANEW member's experience

Mubu Kalaluka, Project Coordinator, Zambia Water and Sanitation Alliance (ZWASA)

Edited by Mary O'Connell and Kolleen Bouchane

The Zambian capital, Lusaka, has been experiencing cholera outbreaks every year with the situation worsening in the rainy season. The usual government response was to open a public cholera clinic for a short time and have local councils disinfect public latrines - but more sustainable and effective action was required.

During the 2008/2009 rainy season, after the first cholera death was reported, members of the Zambia Water and Sanitation Alliance (ZWASA) quickly visited the community and decided it was critical to urge the government to develop a programme of emergency preparedness to tackle this recurring situation.

Working together with the community and members of the media,ZWASA developed a list of key water and sanitation actors in Lusaka. They decided that the best way to have the biggest impact on decision makers would be to persuade them to visit the cholera affected areas and hold discussions with the affected communities. UNICEF gave its support and provided protective clothing for the visitors.

The Minister of Health, the Mayor of Lusaka , local members of parliament, councillors, and members of the media accepted the invitation and were taken on a tour of affected areas before meeting with community members.

The Minister, Mr. Kapembwa Simbao, was shocked by what he saw and immediately made a commitment to act. In the short-term, the government provided mobile water tanks and toilets, and ordered school closures in cholera-affected areas. For the longer term, the Department of Disaster Management and Mitigation Unit in the Office of the Vice President and the Lusaka District Health Management Team were instructed to prepare a cholera mitigation plan and update the sector stakeholders regularly on their progress.

The 'Exposure Visit' was very effective in making sure that decision makers were able to see for themselves the conditions in the community and speak to those at the sharp end of the crisis. This, in turn, made them feel compelled to act.

SESSION 3:

IDENTIFYING AND ANALYSING ISSUES FOR ADVOCACY (advance preparation required)

Note to translators: there is a new chart at the end of this session

Learning Objectives	To provide participants with a range of practical tools for analysing their issues, breaking them down into their component parts and exploring solutions
Advance Preparation	For the exercises in this session, it is important not to spend too much time trying to work out and agree which issues should be worked on by the small groups. If the trainers know the interests of participants and/or the key issues facing the sector in their countries or regions, it is best if they think up three relevant issues that can be worked on by the small groups. If the trainers are not familiar with the participants or the issues they are addressing, they should ask participants to write the top issue facing the sector in their country on a card or post-it note and put it on the wall. This should be done either during the introductory session or during the morning break so that the trainers have time to cluster the issues and choose the three that are most relevant to the largest number of participants. Note that the issues should be reasonably specific: For instance: "lack of clean water" could be made more specific by stating whether this refers to: urban or rural areas; or the north or south of the country all households or poor households distance from water source to household user piped household connections, or from wells/reservoirs so that the issue becomes, for example:

"shortage of wells within 500 meters of poor, rural households that can supply them with clean water"

Or, again:

"lack of sector funding" could be made more specific by referring to

for water, or sanitation, or hygiene, or all these
for the relevant ministry, central or local government, NGOs, etc.
for more wells, dams, toilets, training, civil servants, engineers, etc.
in urban or rural areas; for specific districts or provinces
for all households or poor households

so that the issue becomes:

"lack of funding at local government level to deliver hygiene training to poor communities"

Session 3:
Defining and Analysing Your Advocacy Issue (Part I)

Process
Total 90 minutes

5 minutes

Introduction: Trainers should note that in development work there are always issues that need to be dealt with. This means that there is always a need to prioritise. Careful prioritisation is especially important when considering what issues to choose for advocacy because resources are scarce and advocacy is a long-term activity.

Therefore, before beginning to develop and implement an advocacy strategy it is important to decide exactly which issue, and which part of that issue, is most important in terms of being

- a root issue that must be dealt with for widespread change to occur
- the part of an issue that causes the most problems for target populations

This is the focus of this session. After a review of some of the tools for analysing and exploring issues, everyone will try them out.

Methods for exploring issues and getting to the root of a problem:

15 minutes

Tell participants that there are many methods available to explore issues.

Inform participants that you are showing them a variety of methods because different tools will be more attractive and appropriate for different organisations and individuals. If people have done strategic planning, some of the methods will be familiar, i.e. problem trees used in strategic planning can be used in exactly the same way when exploring issues for advocacy.

After the presentation each group will be assigned a method to use.

- **PowerPoint presentation:** 'Methods for issue analysis'
- **Distribute handouts:** 'Methods for issue analysis'

Each slide should be explained to the participants.

Trainers should elaborate on the "Why" PowerPoint by pointing out that if analysis stops at the top line issue:-

- children are not going to school - without asking why, the solution that is decided on may not solve the problem at all. For example, the "solution" proposed could be to get better teachers, or provide free books, etc. whereas the real solution revolves around illness caused by unsafe water.

Trainers should note that when working with traditional service providers who are doubtful about advocacy, the visioning technique combined with the "but why" technique are useful in helping them to think beyond the immediate symptoms of an issue.

This technique allows people to see the range of potential solutions before deciding which would be most strategic for them and their organisation to address.

Practical Exercise

Process
Total 90 minutes
2 minutes

Introduction: Tell participants that they should work in their groups to explore the issue they have chosen. Form 3 or 4 small groups.

To save time, trainers should assign both the issue to be explored and the method to be used.

It is good to tell each group which method they should use.

TIP: If possible, make sure that all the methods - problem tree, issue analysis star and causes, consequences and solutions - are used. This allows participants to see how they work in practice and make an assessment of how user-friendly each one is.

25 minutes

Tell participants that they will have 25 minutes to work on their issue. They should take one or two sheets of paper and work using post-it notes/or pencils and rubbers so that they can move things about if it turns out that a cause is really an effect, or the issue they started with isn't the one they think is most central, etc.

Members of the group should keep asking each other "but why" to make sure they go deep into the issue.

TIP: Trainers should visit each group at the start of the exercise to make sure everyone has understood what is needed and to help with any difficulties in using the tools. You should re-visit each group to watch what they are doing and make suggestions as appropriate.

3 minutes

Trainers should remind groups when there is 10 minutes left to complete the exercise, and again when there is 5 minutes left.

When groups have completed their work, they should pin their sheets to the wall. In a place where it will be possible for everyone to come and look at their drawing or chart.

10 minutes

Gallery review: Ask all participants to take a quick look at each other's work and be prepared to comment or ask questions.

TIP: The trainer should ensure that people keep moving and have seen all the diagrams that have been prepared. When time is up, ask all the participants to bring their chairs back into plenary.

10 minutes

In plenary, ask participants for any comments they may have on the content. Are there any questions regarding the analysis of the issue? How easy was it to use the different methods?

TIP: Trainers make their own comments and suggestions as part of the general critique. Whatever you feel about the quality of the work, it is important to make comments in a positive way.

18 minutes

Provide a summary of the exercise for participants: Tell participants that it takes time to analyse a problem, agree on possible solutions and collect documentation and evidence to support your analysis. But this is time well spent! After all, you will be spending even more time on implementing your advocacy initiative, so it is sensible to be sure that you have a thorough understanding of the issue and have chosen the right part of it to address.

Remind participants that in real life they would have more than 25 minutes to do this analysis! They might take a whole afternoon for this. Or do a partial analysis, then go away and do some more fact-finding/research before coming back to complete it.

Recommend that, if possible, they should involve people affected by the issue in issue identification and analysis exercises, as well as in planning the process from the beginning. Those affected will have expert knowledge of the situation, and will add strength and legitimacy to the advocacy work.

- Ask if anyone has done this, If so, what was good and not so good about involving people affected?

Point out that in a real life situation, the next steps usually involve further research and analysis of the problem to fill knowledge gaps, finding out who else is addressing the issue and what solutions they have proposed.

Note that as you begin to work on an issue, your understanding and knowledge increases. This may lead you to alter your focus slightly, or to revise what it is you hope to achieve. Revising your advocacy plans in this way is a good thing. It is important not to stick rigidly to decisions made after your first attempt at issue analysis, but be prepared to be flexible and change things in line with your new knowledge.

- Ask if anyone has an example of changing the focus of their work in light of new evidence. If not, provide one from your own knowledge or experience.

Finally, before you propose solutions to the problem, or decide what policy changes are needed to address your issue, it is crucial that you stop to think about all the potential impacts of these changes. In the past, some proposed solutions, although made with the very best intentions, have had unintended consequences and caused more problems than they have solved!

- Ask if anyone has an example of well-intentioned solutions having unexpected, negative results. If not, provide one from your own knowledge or experience.

	Invite questions and answers on anything from the session.
2 minutes	**Summary:** Briefly summarise the issue analysis session and introduce the next topic. After analyzing an issue and identifying its different parts and what needs to change, the next step is to decide whether an issue is strategic.
Timing	**90 minutes**
Materials	Flip chart paper; square and rectangular post-it notes (or thick pencils and rubbers); masking tape/blue tack or other means of putting sheets onto walls; marker pens
Handouts	But-why technique Visioning the future Problem tree Issue analysis star Causes, consequences and solutions
Powerpoints	But-why technique Visioning the future Problem tree Issue analysis star Causes, consequences and solutions
Flipcharts	None
Additional Resources	Problem Tree: example from an ANEW workshop

SESSION 3 HANDOUTS

Session 3.1 Handout

Problem and Issue Analysis – the "but why" technique

What are "root causes?"

Root causes are the basic reasons behind the problem or issue you are seeing. Trying to work out why the problem exists is an essential part of finding the right solution and helps to guarantee the right responses.

What is the "but why?" technique?

The "But why?" technique is one method used to identify underlying reasons or root causes that affect an issue. It helps you to focus on the causes instead of the symptoms of problems.

Of course, the "But why?" technique is not perfect but it is an effective way of exploring the different roots of a problem and the variety of solutions that could be advocated. And it is a technique that can be used by anyone, at any time, anywhere.

The "But why?" technique examines a problem by asking questions to find out what caused it. Each time an answer is given, a follow-up "But why?" is asked.

How does the "but why" technique work?

Say your issue is that people in poor rural communities don't have access to clean drinking water; you might ask yourself "but why?" Once you come up with an answer to that question, probe that answer with another "but why?" question, until you reach the root of the problem.

EXAMPLE:
Why don't poor rural communities have access to clean drinking water? Is it due to:

- lack of hygiene education which means people don't care about clean water?
- people not knowing how to dig safe drinking water wells?
- a government's failure to implement well digging programmes?

If it is a government failure, why is the government failing? Is it

- lack of the right equipment?
- lack of engineers or trained staff?
- lack of money?

If it is finances, why is there a lack of money for well digging? Is this because:

- Government doesn't prioritise safe drinking water?
- Aid donors don't prioritise safe drinking water?
- Local governments are not properly accountable for the funds they receive for wells?

This process will help to uncover multiple causes and solutions for an issue and allow the user to see alternatives that he or she might not have seen before. It increases the chances of choosing the right solution, because many aspects of the problem are explored during the "But why?" exercise. It is up to the user to decide which ones are most important and which ones their organization has the capacity to deal with.

The "But why?" analysis by itself doesn't lead automatically to the area you should choose for your work but it does highlight the different causes of the problem and the different paths you may take to solve it.

Why should you identify root causes?

To identify effective solutions to a problem, it is necessary to know its basic causes. Taking action without identifying what factors contribute to the problem can result in misdirected efforts. This wastes time and resources.

When should you identify root causes?

- Whenever you are planning advocacy on an issue.
- When it seems that a "solution" is addressing only the symptoms of a problem, not its underlying causes. For example, when distributing free meals is the "solution" to hunger in a community.
- When there is ignorance about, or denial of why a community problem exists.

Once you have identified root causes, to ensure broader involvement in your advocacy, you will need to complement your initial problem analysis and build your understanding of the issue through consultations with people directly affected by the issue, and through other forms of research.

(Adapted from the Community Tool Box http://ctb.ku.edu)

Session 3.2 Handout

Visioning Key Issues

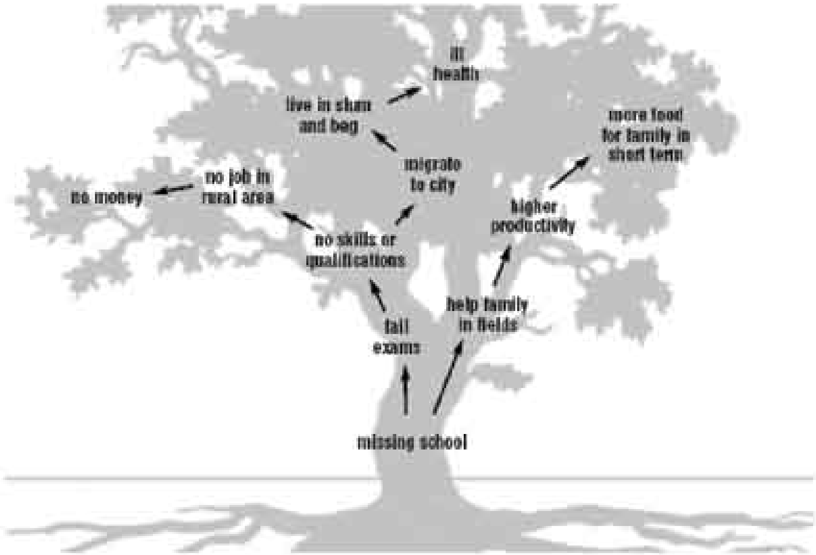
- What is your long-term vision for your society?
- What do you want your society to be like?
- What specific features would act as indicators for your ideal society?
- What needs to change for this to be achieved?
- What are the obstacles that stop this from happening?
- What are you trying to achieve with your work?
- What contribution does this make to your overall vision?
- What else is there that you could/should do?

(Hilary Coulby for ActionAid Uganda)

Session 3.3 Handout

Problem Tree *(Hilary Coulby for ActionAid Uganda)*

Example of effects in a problem tree

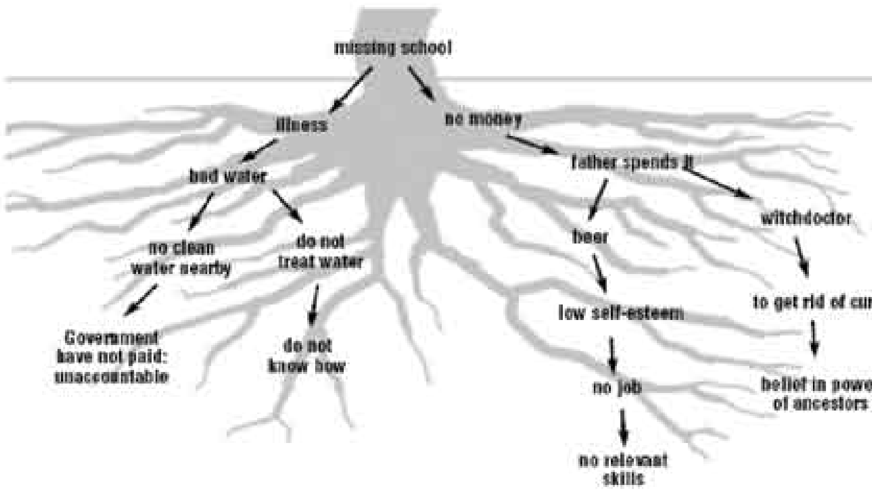


The whole exercise of the problem tree (causes and effects) is best done on a long piece of paper on the wall - so that people can see all the causes and effects and possible interventions at the same time. The paper can be written on directly or people can stick post-it notes onto it and move them around as necessary.

Step2 The problem tree

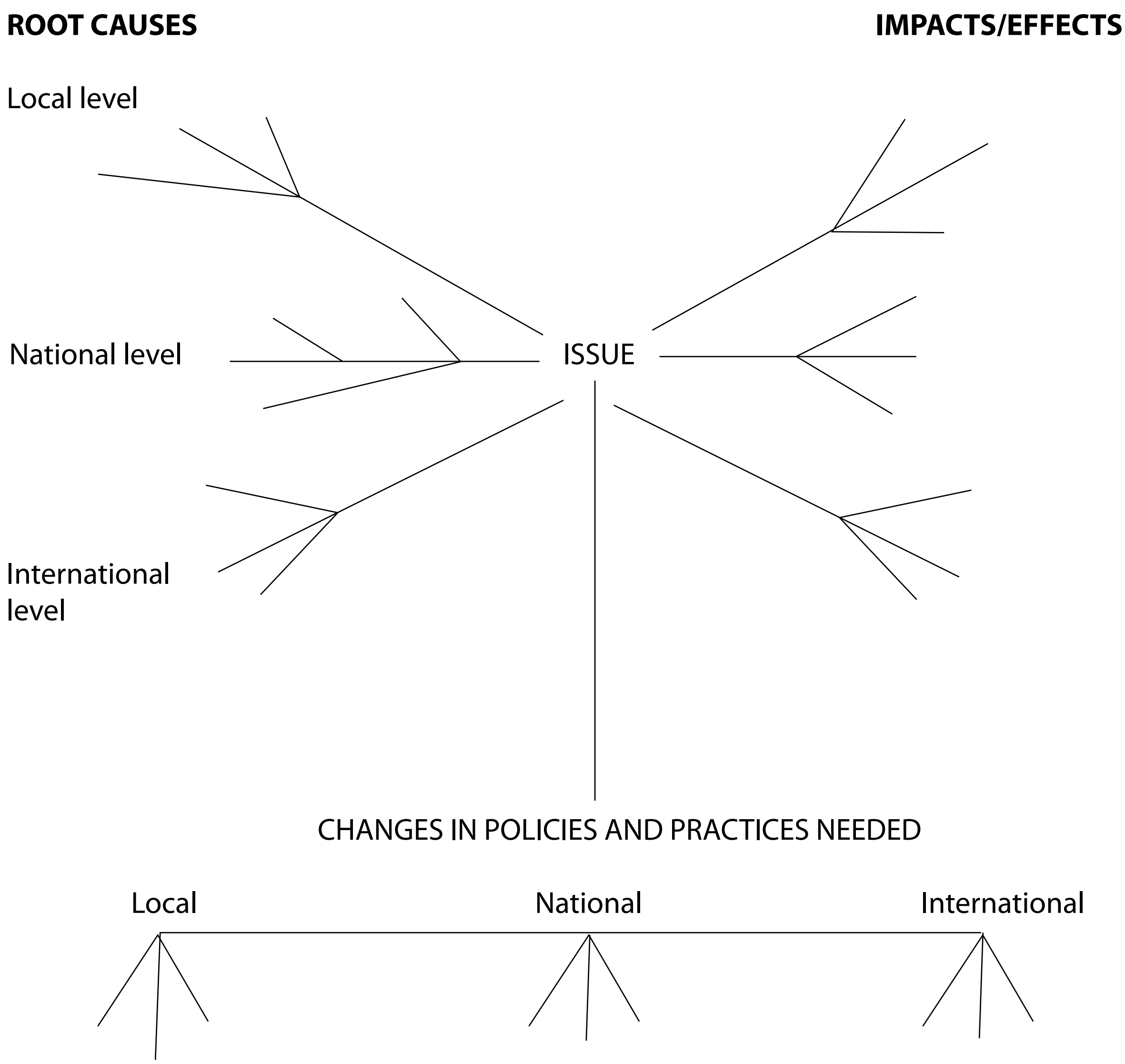
At each 'but why?' there are a variety of answers that can be given and if the 'why?' exercise is repeated for the same problem a number of times, you will be able to identify many of the root causes of the problem. A simple example is given below, although problem trees can sometimes become much larger!

Example of root causes in a problem tree



Session 3.4 Handout

Issue Analysis Star



(Hilary Coulby for ActionAid Food Rights Campaign)

Session 3.5 Handout

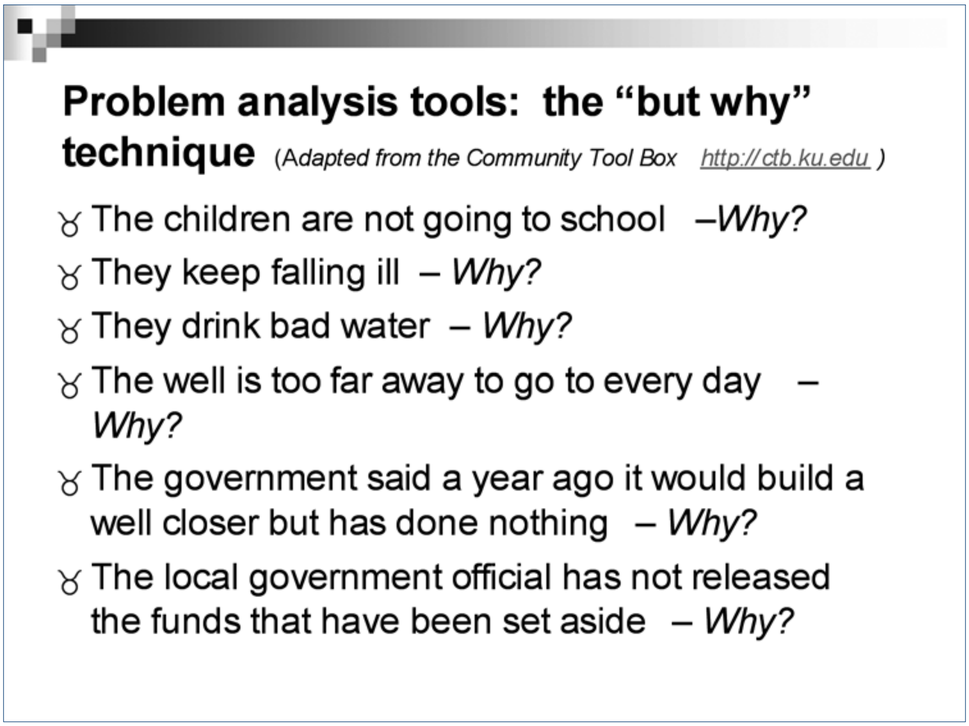
Causes, Consequences & Solutions

Issue: Lack of Access to Drinking Water in Rural Areas

CAUSES	CONSEQUENCES	SOLUTIONS
Water is a low priority in government budgets	Insufficient funding to local government Rural households use unsafe water leading to sickness Rural households walk miles to collect water	Ensure water is part of PRSP/National Development Plan budget
Ethnic bias in government favours some regions over others	Areas close to the capital city are well served with water. Remote areas in the North get little money.	Push for an equitable spread of services – necessary to achieve MDGs
Major international donors have moved their focus from Wat-San to agriculture and education	Lack of interest in aid for water from all donors Bilateral donors pushing their new agendas with Ministers Water services are “unfashionable” so ambitious politicians neglect them	Lobby international donors on the importance of clean water Make links between water, children’s and farmers’ health

(Adapted from Veneklasen and Miller, A New Weave of Politics, People and Power, 2002)

SESSION 3 POWERPOINTS



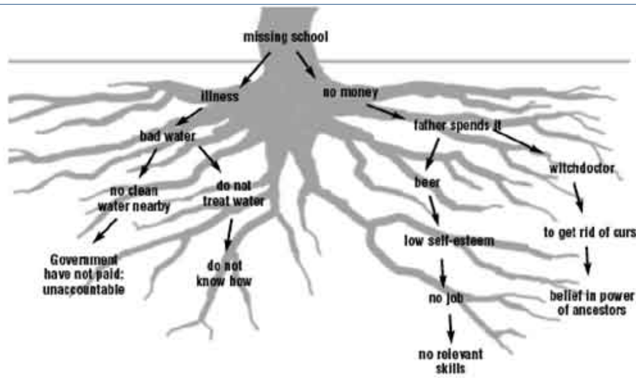
Visioning Key Issues

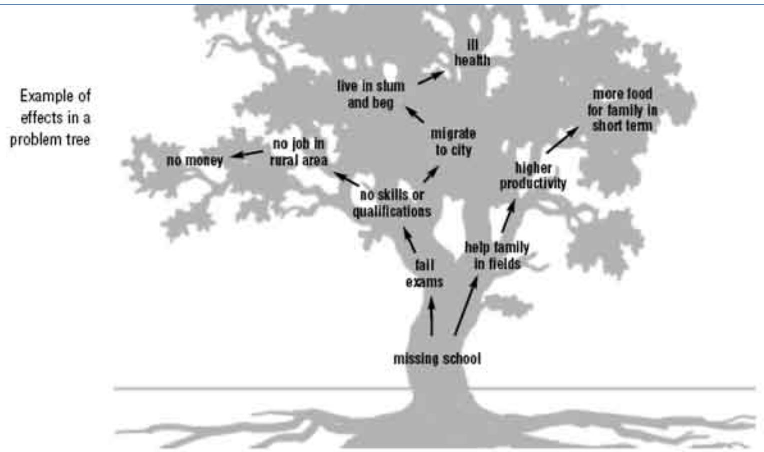
- What is your long term vision for your society?
- What do you want your society to be like?
- What specific features would act as indicators for your ideal society
- What needs to change for this to be achieved?
- What are the obstacles that stop this happening?
- What are you trying to achieve with your work?
- What contribution does this make to your overall vision?
- What else is there that you could/should do?

Step2 The problem tree

At each 'but why?' there are a variety of answers that can be given and if the 'why?' exercise is repeated for the same problem a number of times, you will be able to identify many of the roots causes of the problem. A simple example is given below, although problem trees can sometimes become much larger!

Example of root causes in a problem tree





The whole exercise of the problem tree (causes and effects) is best done on a piece of paper on the wall- so that people can see the all causes and effects and possible interventions at the same time. The paper can be written on directly or people can stick post-it notes onto it and move them around as necessary.

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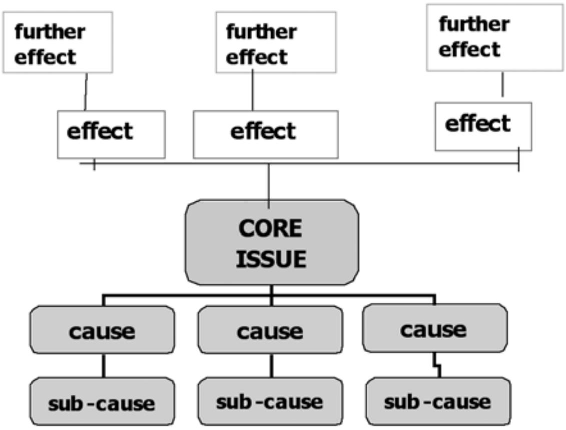
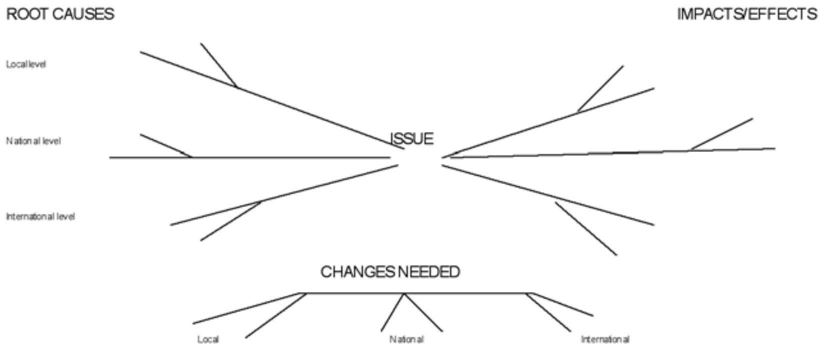


Problem Tree

Issue Analysis Star



Causes Consequences & Solutions

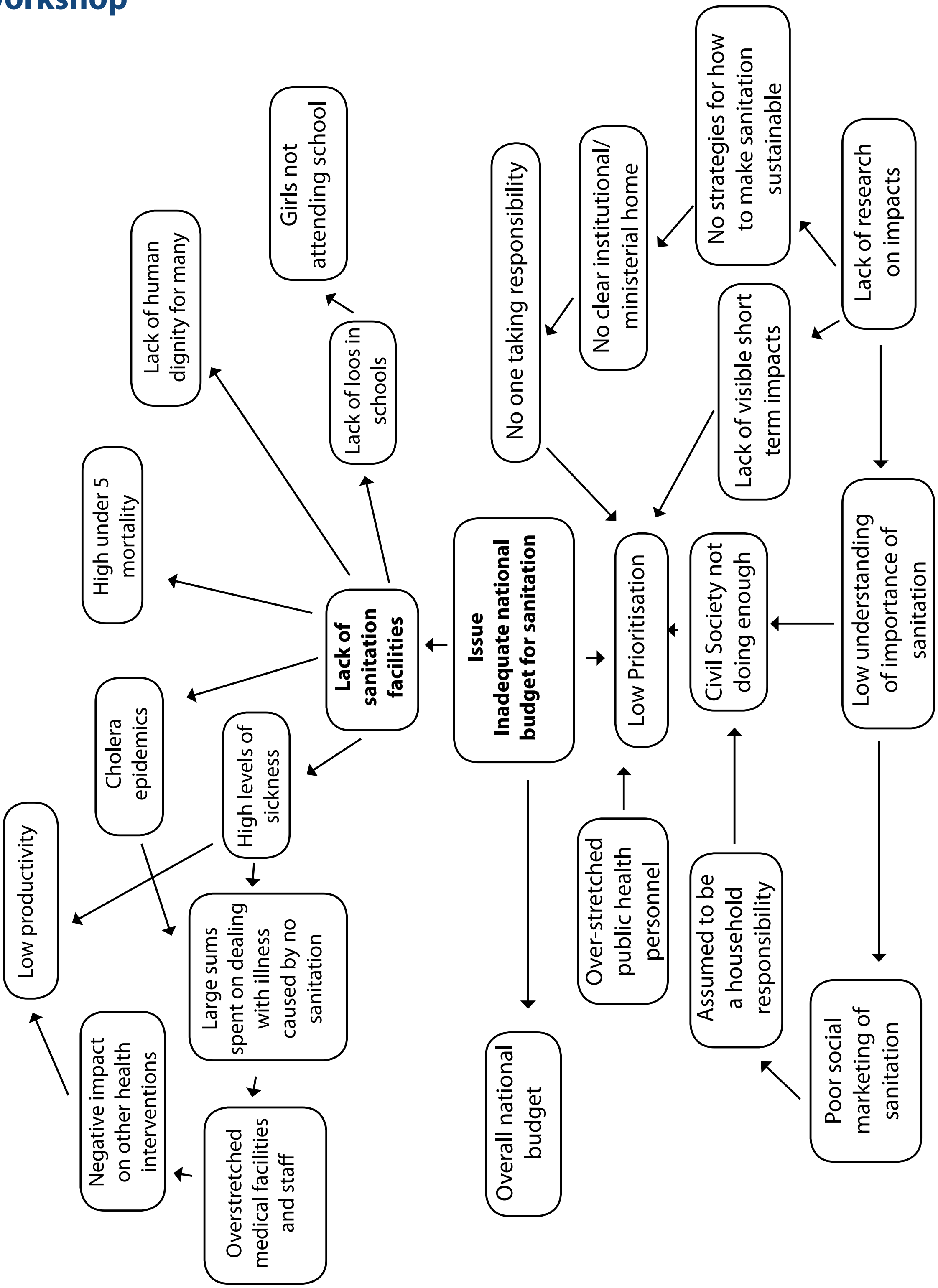
Lack of Access to Drinking Water in Rural Areas

CAUSES	CONSEQUENCES	SOLUTIONS
Water is a low priority in government budgets	Insufficient funding to local government Rural households use unsafe water leading to sickness Rural households walk miles to collect water	Ensure water is part of PRSP/National Development Plan budget
Ethnic bias in government favours some regions over others	Areas close to the capital city are well served with water. Remote areas in the North get little money.	Promote an equitable spread of services – necessary to achieve MDGs, through media and campaigning

(Adapted from Veneklasen and Miller, A New Weave of Politics, People and Power, 2002)

anew
AFRICAN CIVIL SOCIETY NETWORK ON WATER AND SANITATION

Problem Tree East Africa Sanitation- example from an ANEW workshop



SESSION 4:

BUILDING AN ADVOCACY STRATEGY

(advance preparation required)

Learning Objectives

- To review the elements contained in an advocacy strategy
- To explore criteria for strategic issues
- To understand the sequencing of activities in developing and implementing an advocacy strategy

Advance Preparation

Trainers should ensure that they have enough complete sets of cards for the Steps in the Advocacy Process exercise to allow one set each for groups of 3-4 participants

Process

Total 21 minutes

Developing an advocacy strategy

3 minutes

Introduction: Trainers should note that creating a strategy and plan for your advocacy is the basis for good monitoring and evaluation. It also provides a foundation for tracking progress and reporting to donors and Boards of Trustees. Since advocacy competes for scarce resources, people will expect you to have a well-thought out strategy and plan of action that clearly lays out what you want to achieve and how you plan to achieve it.

18 minutes

To develop a strategy you need to answer the following questions:

- PowerPoint presentation: 'Setting the scene for advocacy' (15 minutes)
- Handout: 'Setting the scene for advocacy'

> TIP: It helps participants to focus if trainers illustrate some of the elements from their own experience or ask for examples from participants.

Trainers should point out that participants will be addressing some of the elements of developing a strategy during the course, including for example, issue analysis, mapping the external environment and setting objectives for advocacy.

Total 33 minutes

Exercise: Steps in the advocacy process

Introduction to the exercise: Tell participants that alongside their advocacy strategy, it is useful for them to produce a road map of the different steps that will be needed to achieve your objectives.

Ask participants to form groups of three or four. Hand out a set of 'Steps in the Advocacy Process' cards to each group plus a sheet of flip chart paper and some tape or Blu Tac. Note that the cards include the name of an activity and a definition of that activity. The first task for the groups is to put the activities and definitions together.

Tell participants that you want them to display the cards in a pattern that demonstrates how they would order or sequence the activities when undertaking advocacy. If necessary they can use arrows to show different options or links.

When they are happy with the layout of the cards, they should stick them on a sheet of paper and place them on the wall (ideally close to each other's sheets

15 minutes

Tell them that this is just to give them a taste of what it is like trying to plan advocacy activities. They have only 15 minutes to complete the exercise. Ask them to begin.

> TIP: Warn participants when there are 3 minutes left.

Ask participants to pin their flipcharts to a wall where it is possible for everyone to look at them.

5 minutes

Gallery review: Ask participants to look at each other's charts. Trainers should review the charts at the same time.

Once everyone has had a chance to look at the charts, trainers should use one or two charts to highlight the different ways in which the cards have been set out. Trainers should point out that:

- There is no correct order for the cards.
- In real life, you might decide on an issue, then do some research, then amend the issue. Or you might start your advocacy and then raise funds, or have to fundraise before you can begin, etc.
- Some activities like monitoring and evaluation will go on all through the advocacy initiative.
- There is a much more detailed example of a road map provided in Handout 4.2

Ask participants to return to their seats.

3 minutes

Summary: In plenary, note that having a road map for your advocacy work not only helps with planning and budgeting but is also useful when you are reviewing or evaluating the initiative. When you look back at what you have done, it is important to know what you were trying to achieve and to be able to assess the tools you thought would help you to achieve it.

Also, a road map makes it easier to see what resources will be needed (staff, money, time, etc) and to reflect on whether any revisions to your plans are needed as time goes by.

Handouts: 'The advocacy cycle: Example of a roadmap for advocacy'

TIP: This is a fast moving session with lots to take in. And it is about half way through. So it is good for trainers to check with participants at this point whether everything is clear so far before proceeding.

33 minutes	**Criteria for Strategic Issues for Advocacy**
3 minutes	**Introduction:** Tell participants that some issues, or parts of issues, will be more strategic to work on than others. Strategic issues are those that are: • more likely to be successful in achieving changes in policies or practices that are fundamental obstacles to making progress • likely to produce positive and widespread benefits for poor or disadvantaged people • best suited to your organisation or network in terms of its knowledge and capacities. Whether a specific issue, or sub-issue, is strategic is dependent on the specific moment in time and the political, economic and social context in which you are working. Note that what is strategic for one organisation or network, may not be strategic for another. And what is strategic at one point in time in one context may not be in another context or at another time.
7 minutes	In plenary, ask participants for a few suggestions about what might make an issue more or less strategic for an organisation or in terms of political, social and economic contexts. Collect ideas on a flipchart. Ask if there are any questions about items on the list. Congratulate participants in having come up with some great criteria. Note that many of these appear in the presentation. **PowerPoint presentation:** Criteria for strategic issues **Distribute handout:** Criteria for strategic issues
10 minutes	Q&As

Tell participants that if an organisation or network is trying to choose between issues, it is useful to employ a checklist tool.

10 minutes

Distribute handout: 'Checklist for choosing an issue'

Show PowerPoint slide: 'Checklist for choosing an issue'

> TIP: It is important that participants have the handout as the text on the slide is too small to read easily.

5 minutes

Tell participants that the criteria on the checklist should be adapted to suit their own organisation or network, their priorities, and the context in which the advocacy will take place.

In practice, they should start with a blank grid and work with their colleagues to complete the criteria before deciding between issues.

Q&As on choosing a strategic issue (5 minutes)

3 minutes

Summary of the Session: Trainers should summarise the session highlighting that it was designed to give participants an introduction to what is involved in building an advocacy strategy and plan, and in deciding whether issues are strategic or not. During the next two days they will have an opportunity to work on some of the elements involved including ……………. (trainers to identify the sessions in days 2 and 3).

Having a strategy and choosing a strategic issue for your advocacy work is an important foundation for planning, budgeting, monitoring, reporting (to Boards and donors) and learning.

In addition, since advocacy competes for scarce resources, it is reasonable for people to expect you to have a well-thought out strategy and plan of action and know what you want to achieve and how you propose achieving it.

	Furthermore, without some foundation for your work it is all too easy to be pulled off in other directions or to under or over-estimate the value of specific advocacy activities.
Timing	90 minutes
Materials	Steps in the Advocacy Process cards Bluetac or tape for sticking cards to flipchart sheets Sheets of flipchart paper or other large sheets of paper
Handouts	Setting the scene for advocacy The advocacy cycle Example of a roadmap for advocacy Criteria for Strategic Issues Checklist for Choosing an Issue
Powerpoint	Setting the scene for advocacy The advocacy cycle Criteria for Strategic Issues Checklist for Choosing an Issue
Flipcharts	None
Exercise Materials	Advocacy planning exercise cards
Aditional Materials	Advocacy planning exercise - example Developing an advocacy strategy: example from an ANEW member

SESSION 4 HANDOUTS

Session 4.1 Handout

Elements in Creating an Advocacy Strategy

- Analyse the problem. Break down the issue into component parts and select the most strategic issue by exploring how the issue affects the people you are working with – what changes do they want or need?

- Clearly define what it is you want to see change. What solutions you and others are proposing.

- Understand policy-making processes. How do issues get onto the policy-making agenda? At what stages can effective interventions be made?

- Analyse the decision-making space. Which institutions can make decisions regarding the issue? Who decides and when? Identify primary and secondary 'targets' for advocacy and policy influencing - those who can make the decision and those who can influence these decision makers

- Think about the opportunities that exist to influence the issue

- Who are your potential allies for this work? Prioritise amongst allies and begin networking

- Who are your potential opponents? What arguments will they make and how can these arguments be dealt with

- Analyse your institutional capacity to undertake the advocacy, alongside the capacity of allies. Who will do what? When will human and financial resources be needed? Brainstorm solutions to address any weaknesses.

- Develop a strategy for influencing the primary and secondary targets, using components from the advocacy toolbox – lobby meetings, seminars and conferences, policy briefings and research documentation, exposure visits, media coverage, campaigning, etc.

- Estimate the costs involved and make a budget

- Plan and implement all specific activities and individual responsibilities
- Periodically stop to reflect on any changes in the local context, successes or failures of specific initiatives and overall advocacy strategy and make adjustments as necessary
- And think about….When will your advocacy strategy be over? What happens if you have a success in changing policy? Will you engage in developing and implementing the policy with government or stay away in case you are co-opted? What will be the impact on partners if you stop work on the issue?

(Created by Hilary Coulby – with inputs from Civicus and the Central American Advocacy Training Project of WOLA)

Session 4.2 Handout

Example: a simplified roadmap for advocacy

YEAR ONE: Assessment of the issue carried out > policy arena explored >>opportunities for influencing identified > decision-taken regarding most strategic part of the issue to work on > > advocacy strategy developed including > power map created > advocacy aims and objectives > plan of action developed > further research and analysis including policy analysis > alliances built > funds raised, etc.

YEAR TWO: > dialogue with decision-makers and other key stakeholders begins > relationships built with key stakeholders > publications produced > media work > seminars to raise awareness > issue is part of public agenda for debate > more research to provide evidence policy makers require > lobbying of key influencers > lobbying of decision makers > six monthly reviews of progress to date and lessons learned > adjustments made to strategy and plans

YEAR THREE: > lobbying continues > > more communications work and campaigning to highlight the issue > more publications produced > major stakeholder seminar convened > decision-makers begin to change their opinions > more research carried out regarding the issue and potential solutions > draft alternative policies produced and publicised with allies > six monthly reviews of progress to date and lessons learned > adjustments made to strategy and plans

YEAR FOUR: > new policies agreed > lobbying to ensure new policies have appropriate budgets and are implemented > research to address any obstacles in implementation > monitoring changes in people's lives > media work to highlight changes and/or problems in implementation > evaluation of initiative and sharing of lessons learned

(Hilary Coulby)

Session 4.3 Handout

Advocacy planning cycle

Session 4.4 Handout

Criteria for strategic issues

- Successfully addressing the issue will result in a real improvement in people's lives
- The issue(s) is significant/important to your mission and stakeholders
- It is consistent with your organisational priorities
- It is a 'root' issue that will block progress on other problems if not addressed –but dealing with it successfully will unlock possibilities for other changes
- Successfully dealing with the issue will magnify the impact of your work

  The issue fits your expertise, experience or analysis
- You know what it is you want to change, why it should change, and how it should change
- There are opportunities/possibilities to make the changes needed
- Your supporters and donors will support your work on the issue
- Your partners and constituents (beneficiaries) believe the issue is important
- The risks involved in addressing the issue are manageable
- Your organisation has a unique contribution to make on the issue and/ or can bring added value to it
- Work on the issue allows you to integrate project and advocacy work for greater impact
- Change can be achieved using methods you are comfortable with

(Hilary Coulby for Intrac with thanks to Kim Bobo, Jackie Kendall, and Steve Max: Organizing for Social Change: A Manual for Activists in the 1990)

Session 4.4 Handout

CHECKLIST FOR CHOOSING A STRATEGIC ISSUE

To compare issues and choose the best focus for your advocacy, first set out your criteria for what would make it strategic for you/your organisation. The criteria here are only an example of what might be included and should be adapted each time you select an issue. The next step is to put the title of all the possible issues in the columns to the left of the criteria. You can make as many columns as you like to reflect all the options.

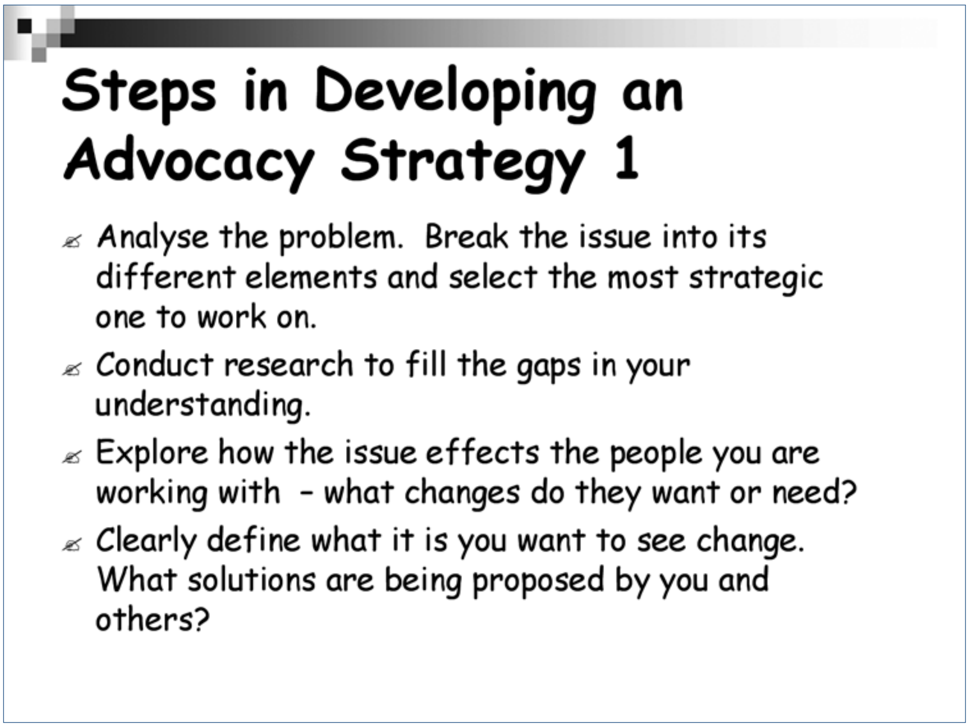
The third step is to mark each issue against the criteria in the right hand column with a tick or cross indicating "yes" and "no" answers. Finally, count the ticks. The issue with the largest number of ticks is the most strategic for you and your organisation in the current context in which you work.

Put title of issue here	Put title of issue here	Criteria
		Change will result in a real improvement in people's lives
		Issue is significant/important to your mission and stakeholders and consistent with your organisational priorities
		It is a 'root' issue that will block progress on other problems if not addressed – but dealing with it successfully will unlock possibilities for other changes
		Successfully dealing with issue will magnify the impact of your work
		You know what it is you want to change, why it should change, and how it should change
		There are opportunities/possibilities to make the changes needed
		Issue fits your expertise, experience or analysis

		Issue will be widely felt and/or deeply felt
		Issue has clear advocacy targets
		Working on the issue will enable you to raise funds
		Working on the issue will attract new supporters

Adapted by Hilary Coulby from Organizing for Social Change: A Manual for Activists in the 1990s by Kim Bobo, Jackie Kendall, and Steve Max .and A New Weave of Power, People, and Politics: The Action Guide for Advocacy and Citizen Participation by Lisa VeneKlasen with Valerie Miller

SESSION 4 POWERPOINTS



Steps in Developing an Advocacy Strategy 2

- Analyse the decision -making space. Which institutions can make decisions regarding the issue?
- Identify 'targets' - those who can make the decision and those who can influence these decision makers
- Who are your potential allies for this work?
- Who are your potential opponents? What arguments will they make, how can these arguments be dealt with?

Steps in Developing an Advocacy Strategy 3

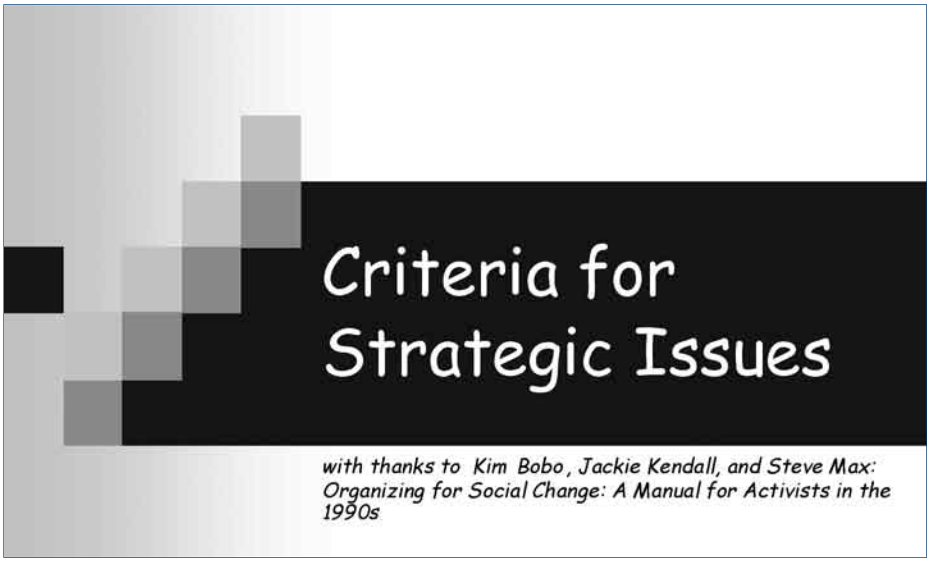
- Think about the opportunities that exist to influence the issue
- Analyse your institutional capacity to undertake the advocacy, alongside the capacity of allies. Who will do what? When will human and financial resources be needed? Brainstorm solutions to address any weaknesses.
- Develop activities for influencing your targets, using the advocacy toolbox

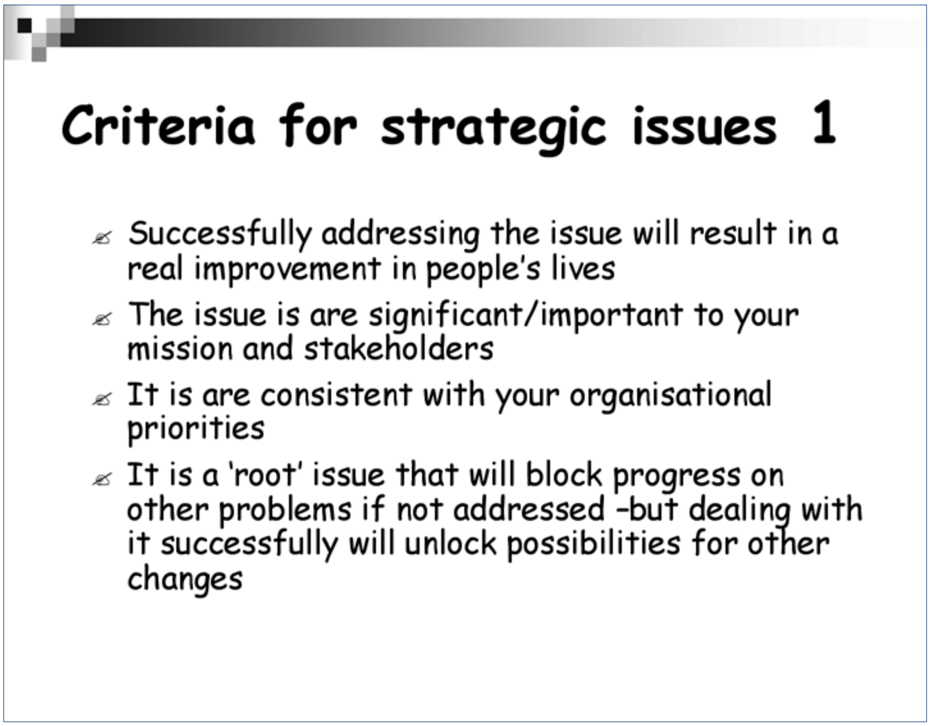
Steps in Developing an Advocacy Strategy 4

- Plan and timetable all specific activities and individual responsibilities
- Periodically stop to reflect on:
  - any changes in the local or international context
  - successes or failures of specific initiatives
  - the progress of your overall advocacy strategy
- Make adjustments as necessary

Planning for advocacy

The planning cycle:


Criteria for Strategic Issues
with thanks to Kim Bobo, Jackie Kendall, and Steve Max: Organizing for Social Change: A Manual for Activists in the 1990s


Criteria for strategic issues 1
Successfully addressing the issue will result in a real improvement in people's lives
The issue is are significant/important to your mission and stakeholders
It is are consistent with your organisational priorities
It is a 'root' issue that will block progress on other problems if not addressed -but dealing with it successfully will unlock possibilities for other changes

Criteria for strategic issues 2

- Successfully dealing with issue will magnify the impact of your work
- The issue fits your expertise, experience or analysis
- You know what it is you want to change, why it should change, and how it should change.
- There are opportunities/possibilities to make the changes needed
- Your supporters and donors will support your work on the issue

Criteria for strategic issues 3

- Your partners and constituents (beneficiaries) believe the issue is important
- The risks involved in addressing the issue are manageable
- Your organisation has a unique contribution to make on the issue and/or can bring added value to it
- Work on the issue allows you to integrate project and advocacy work for greater impact
- Change can be achieved using methods you are comfortable with

CHECKLIST FOR CHOOSING AN ISSUE

Put title of issue here	Issue 2	Issue 3	Criteria
			Change will result in a real improvement in people's lives
			Issue is significant/important to your mission and stakeholders and consistent with your organisational priorities
			It is a 'root' issue that will block progress on other problems if not addressed –but dealing with it successfully will unlock possibilities for other changes
			Successfully dealing with issue will magnify the impact of your work
			You know what it is you want to change, why it should change, and how it should change
			There are opportunities/possibilities to make the changes

SESSION 4 Exercise Materials

Advocacy Planning Exercise Cards

Issue	The problem that requires a policy action
Goal and Objectives	Goal: a statement of the general result you want to achieve. Objective: incremental steps towards achieving your goals that are • Specific • Measurable • Achievable • Realistic • Time-bound

Fundraising	Identify and attract resources (money, equipment, volunteers, supplies, space) to implement your advocacy campaign
Implementation	Carry out a set of planned activities to achieve your advocacy objectives (action plan)

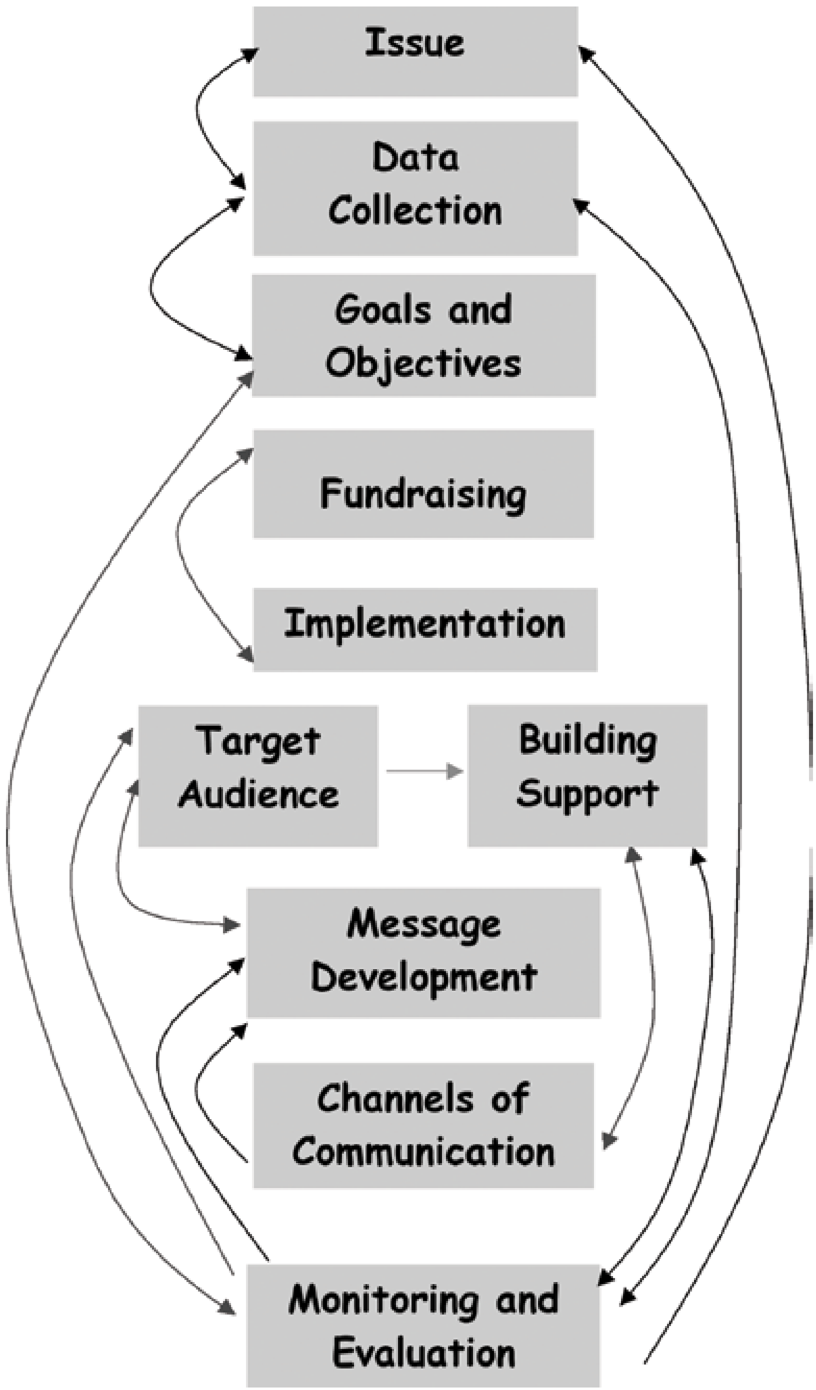
Data collection	Gathering, analysing and using appropriate quantitative and qualitative information to support each step of your campaign
Message development	Statements tailored to different audiences that define the issue, state solutions and describe the action that need to be taken

Building support	Building alliances with other groups, organisations, or individuals who are committed to support your issue.
Channels of communication	The means by which a message is delivered to the various target audiences e.g. radio, television, fliers, press conferences, meetings

Target audience	The policymakers you are trying to make support your issue e.g. parliamentarians, local officials, ministry officials
Monitoring and evaluation	Monitoring: a process of gathering information to measure progress towards your advocacy objectives. Evaluation: a process of gathering and analysing information to determine if the advocacy objectives have been achieved

SESSION 4 Additional Resources (1)

Advocacy Planning Exercise – Example



SESSION 4 Additional Resources (2)

Developing an Advocacy Strategy: example from an ANEW member's experience

Mubu Kalaluka, Project Coordinator, Zambia Water and Sanitation Alliance (ZWASA)

Edited by Mary O'Connell and Kolleen Bouchane

In 2006, the Government of Zambia, through the Ministry of Local Government and Housing (MLGH), developed a National Rural Water Supply and Sanitation Programme (2006-2015).

Following a careful analysis of the new Programme, the Zambia Water and Sanitation Alliance (ZWASA)[1] discovered that its guidelines for the implementation of sanitation and hygiene programmes were confusing – to the extent that some ZWASA members could not work out which one they should follow.

ZWASA realised that a strategy was needed to solve this problem so that the Programme would be successful. Having identified the issue in their analysis of the government programme, ZWASA then identified which government body had decision-making powers to change the national programme. They drew together the key stakeholders, those with power or influence who would have to implement the programme; collected communities' recommendations (taking the approach of working with those affected); and used evidence to make the case (policy recommendations) for the promotion of affordable latrine options for poor communities as part of the government's National Programme.

ZWASA was able to engage with the government throughout this process. Final inputs were delivered to the Minister and Parliamentary Committee responsible for approval and these recommendations were incorporated into the National Programme.

[1] The Zambia Water and Sanitation Alliance (ZWASA) members include some 300 local and international partner organisations, individuals and institutions working in water and sanitation

SESSION 5:

ADVOCACY STYLES AND APPROACHES AND WHY POLICY CHANGE IS NOT ENOUGH

Learning Objectives	▸ To understand the advantages and disadvantages of different styles and approaches to influencing and advocacy ▸ To consider why policy change alone is not enough
Process	**Different approaches to advocacy**
2 minutes	**Introduction**: Remind participants that yesterday they experimented with tools to help explore our issues, and to identify which part of the issue might be most strategic in terms of advocacy work. They also looked at the elements needed to build an advocacy strategy. Tell them that this morning you would like them to reflect on the different approaches they might take in their advocacy work.
Total 25 minutes	**Style and tone of advocacy**
10 minutes	**Introduction and presentation**: Tell participants that in addition to different approaches, they may choose to use different styles and take different tones in their advocacy. These are often related to different ideas about how to achieve change. **PowerPoint Presentation**: 'Advocacy - style and tone' **Handouts**: 'Advocacy – style and tone
5 minutes	Q&As
10 minutes	Invite some comments on the different sorts of approaches and styles that would be appropriate for participants' issues, organisations, and political and cultural contexts

Total 25 minutes **1 minute**	**Introduction** - Another basic question to be answered is about the approach you will take to your advocacy. Will you carry out your advocacy on behalf of those you expect to benefit; with those people/groups; or will you facilitate them to do the advocacy themselves?
10- 12 minutes	**Practical Exercise:** Ask participants to form 3 small groups. Divide the three approaches between the groups: Group A: advocacy on behalf of those you expect to benefit Group B: advocacy with the people you expect to benefit Group C: facilitating the people expected to benefit to do the advocacy themselves Ask the groups to come up with some quick thoughts on the advantages and disadvantages of these approaches and put these down on a flipchart. Also reflect on whether the approach you're thinking about would be more suited to some issues than others? Ask groups to write their answers on a flip chart. Tell them they have 10 - 12 minutes **TIP**: Trainers should visit each of the groups to ensure they have understood the exercise. Trainers should tell groups when they have 3 minutes left to work.
5 minutes x 3 groups =15 minutes	**Feedback**: Ask each group in turn to pin up its flip chart and give a brief account of what is on it.
5 minutes	Ask for comments and give your own comments if appropriate.
	PowerPoint slide: 'Different approaches to advocacy'
5 minutes	**Handout:** 'Different approaches to advocacy'

Total 33 minutes

Why Policy Change is Not Enough

Ask participants to assume that as a result of their advocacy, they have managed to get government to change its policy on their issue. This is a significant achievement. But is it enough? What else might be required for the outcomes you want to actually happen?

Buzz groups – 5 minutes
Feedback – 8 minutes

8 minutes

PowerPoint Presentation and Summary: 'Policy change not enough'

Handout: 'Policy change is not enough'

Total 8 minutes

Summary:
In this session we have looked at the different approaches you can take in your advocacy and the style of advocacy you may opt for. In practice, many organisations combine different approaches and styles to achieve their aims, or work with allies to achieve such combinations in the overall advocacy initiative.

When considering your approaches it is important to remember that policy change alone is not enough. Policies need to be accompanied by implementation so that their potential benefits reach your constituents.

Implementation can only be guaranteed where there is a strong civil society, including strong grassroots organisations that can advocate for their rights. We should think about this when it comes to deciding the approach we take to advocacy.

Also, you will remember that in analysing your issues, yesterday changes that were needed involved different levels - community/grassroots, national and international. These are the levels at which advocacy can and should be taking place if the outcomes are to meet your goals for change.

	Of course, no single organisation has to work at all these levels, or take on all the different approaches and styles. But it is worth thinking about the sorts of network partners or alliances needed to make sure that someone will do so.
Timing	85 minutes
Materials	Flipchart paper and marker pens
Handouts	Different approaches to advocacy 'Advocacy - style and tone' 'Policy change is not enough
Powerpoint	Different approaches to advocacy Advocacy - style and tone Policy change is not enough
Flipcharts	None
Additional Materials	Advocacy Styles and Approaches: example from an ANEW member's experience

SESSION 5 HANDOUTS

Session 5.1 Handout

CHOOSING THE STYLE AND TONE FOR YOUR ADVOCACY

What sort of change do you want/expect to achieve?

Incremental change:

- Pros – may shift terms of the debate, achieve concrete changes for people, and set positive precedent for future change
- Cons – small changes can be used to legitimise an unjust system

Radical change

- Pros – ambitious, inspiring and has the potential to completely resolve the issue
- Cons – may not be feasible, if it doesn't happen it may breed cynicism, there may be unintended consequences of the change (i.e. the alternative may be worse than the what went before, what will happen is not certain)

ADVOCACY STYLE FOR INCREMENTAL CHANGE

- Persuasion, dialogue and constructive engagement
- Known as insider strategies and emphasise policy research and analysis, lobbying, seminars, exposure visits, etc.
    - Pros – can increase influence by becoming trusted source of advice.
    - Cons – possibility of co-option

ADVOCACY STYLE FOR RADICAL CHANGE

- Oppositional advocacy, exerting pressure
- Known as outsider strategies with emphasis on public campaigning, direct action and protest, media work, etc.
    - Pros - can build the pressure required to force a change
    - Cons - may not be invited to negotiation table and/or discredited

SOLUTION: COMBINE PERSUASION AND PRESSURE

- Set concrete, achievable, short term objectives in times of stability
- Ensure that these changes support, and do not undermine, more radical long term goals.
- Theory and experience both indicate that a combination of persuasion and pressure is most effective
- This combination may be achieved by different organisations taking on different roles to achieve shared objectives
- They may be sequenced – one organisation trying persuasion first and pressure later when no progress is made

NOTE: In conflict and/or restricted democracies the use of 'pressure' may be impossible or counterproductive

What to do when:

- during periods of social and economic stability incremental change is likely to have more success
- during times of upheaval or high public awareness, more radical change may be possible
- need to be alert to, and capitalise on, change opportunities

Adapted from Ruth Mayne by Hilary Coulby)

Session 5.2 Handout Three Approaches to A dvocacy

Approach to advocacy	For or on behalf of those affected by an issue	With those affected by an issue	By those affected by an issue
Advocacy done by	• INGOs/CSOs and national level NGOs/CSOs + trade unions, professional lobbyists, political representatives, etc.	• Coordinated alliances of CSOs/ NGOs and local people, groups or communities. Or between INGOs and local NGOs/ CSOs	• Local communities or groups often with initial support from NGOs/CSOs
Common characteristics	• Issues often identified by outsiders • Based on limited local knowledge - may fail to understand real issue	• Issues identified by people directly affected. • Resources, capacity building, planning and activities are shared	• Issues identified by communities/ grassroots groups • Capacity building often provided by NGOs/CSOs who may also be involved in joint planning
Advantages	• Less time consuming • Less consultation needed • Less expensive • Can move fast if necessary • Quick access to decision-makers more likely • Good access to information from a wider context	• Good understanding of issue from grassroots up • Issues likely to be priorities for communities • All involved likely to be taken more seriously by government • Increases access of communities to decision-makers	• Empowering - poor see themselves as agents of change • Communities are fully committed to the issue • Uses local resources and potential • Builds capacity of community members – in terms of knowledge and advocacy skills

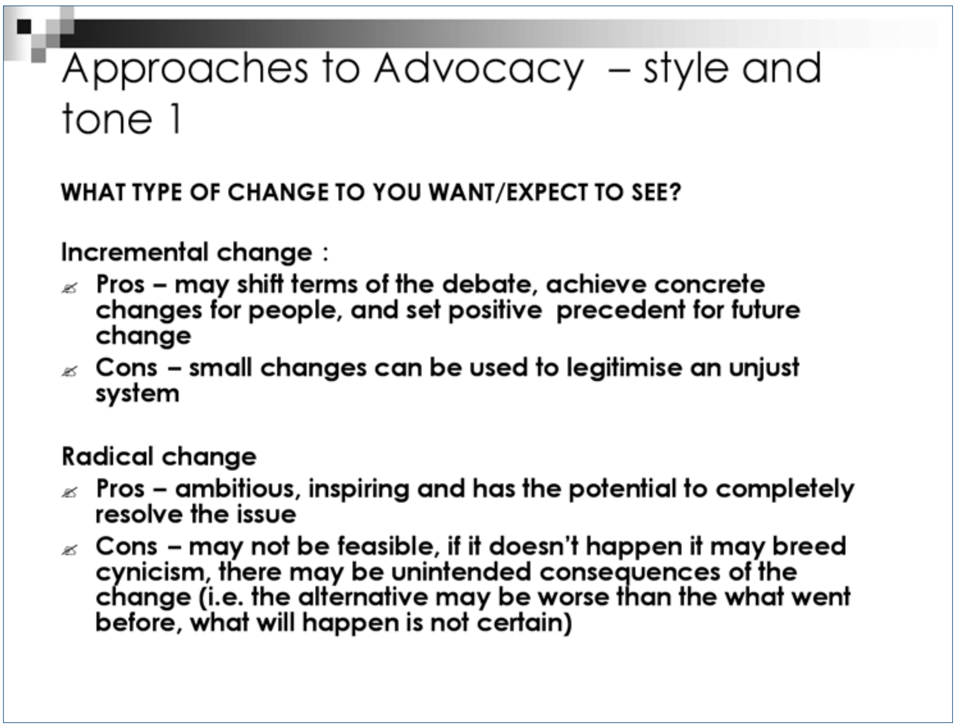
	• Can easily focus research to get right information at right time	• Builds capacity of grassroots communities • Communities understand issue in a wider context • May be self-sustaining	• Sustainable • Can correct power imbalance and improve governance
Disadvantages	Likely to duplicate or strengthen existing power relations between e.g. North –South or centre and periphery. Disempowers those directly affected. Fails to use local expertise - unlikely to increase local capacity. No guarantee that it will lead to real changes in people's lives at national/ local level. Easy to bring in personal interests/ ambitions	• NGO often in control and sets agenda • Slower due to need for agreement between all parties • Slower due to need to build capacity and involvement • NGOs/CSOs may get too focussed on local aspects of issue and miss the bigger picture • Communities may be too emotionally involved and over-confident	• Changes in policy and practice may take longer • Capacity building can be costly in terms of time and money • Access to fewer resources and less information • May lead to conflict within communities • Governments may be suspicious and view grassroots advocacy as a form of resistance • Risk of violent revenge by vested interests • Failure to succeed may lead to apathy

Session 5.3 Handout

POLICY CHANGE IS NECESSARY BUT NOT ENOUGH

- Policy change is not the ultimate goal for advocacy, only the means to achieve goals that lead to beneficial changes for poor people
- A legal and policy framework for citizens' rights to government services is important, but is not enough to ensure these are delivered
- Policy and legal changes will not change attitudes, values and behaviours. This requires education and social change
- Integrated, multi-level strategies are required to ensure that successful policy advocacy results in implementation of these policies – and implementation leads to genuine and positive changes
- Strong and active civil groups and citizens are required to ensure effective and accountable government. Without this, delivery of the potential benefits of policies and programmes may be absent.
- Ideally, policy advocacy should be linked to longer-term efforts for social and economic transformation

SESSION 5 POWERPOINTS



Approaches to Advocacy – style and tone 2

Persuasion, dialogue and constructive engagement

- Known as insider strategies and emphasise policy research and analysis, lobbying, seminars, exposure visits, etc.
  - Pros – can increase influence by becoming trusted source of advice.
  - Cons – possibility of co -option

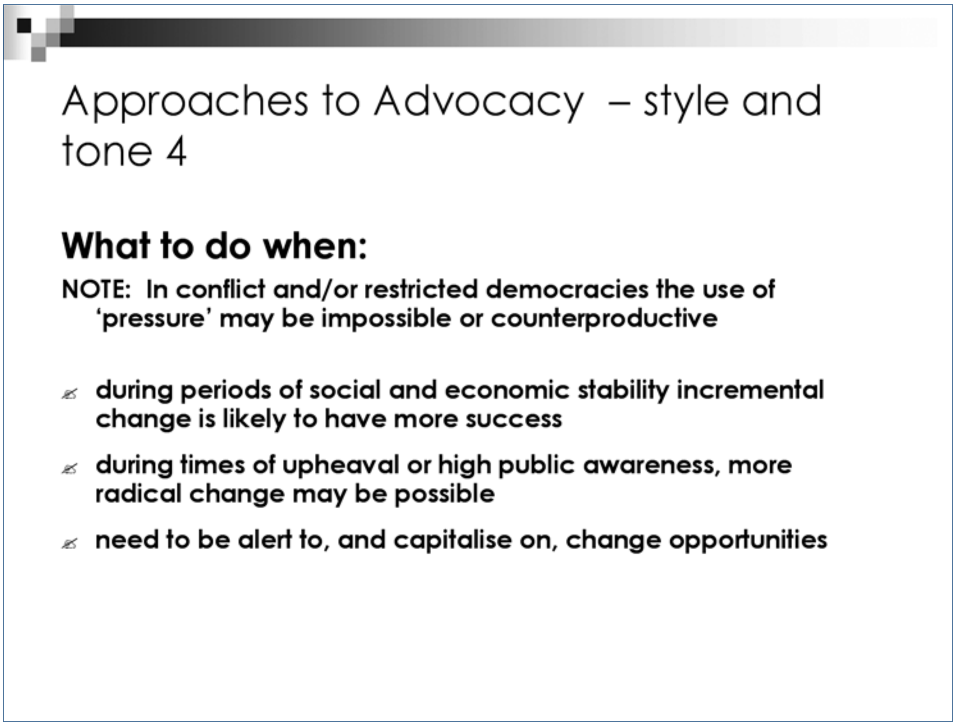
Oppositional advocacy, exerting pressure

- Known as outsider strategies with emphasis on public campaigning, direct action, media work, etc.
  - Pros - change rarely happens without pressure.
  - Cons - may not be invited to negotiation table and/or discredited

Approaches to Advocacy – style and tone 3

SOLUTION: COMBINING PERSUASION AND PRESSURE

- Set concrete, achievable, short term objectives in times of stability
- Ensure that these changes support, and do not undermine, more radical long term goals.
- Theory and experience indicate that a combination of persuasion and pressure is most effective
- This combination may be achieved by different organisations taking on different roles to achieve shared objectives or by one organisation trying persuasion first and pressure later when no progress is made


Approaches to Advocacy – style and tone 4
What to do when:
NOTE: In conflict and/or restricted democracies the use of 'pressure' may be impossible or counterproductive
during periods of social and economic stability incremental change is likely to have more success
during times of upheaval or high public awareness, more radical change may be possible
need to be alert to, and capitalise on, change opportunities


3 different approaches to advocacy

Advocacy can be done:

For/on behalf of people affected

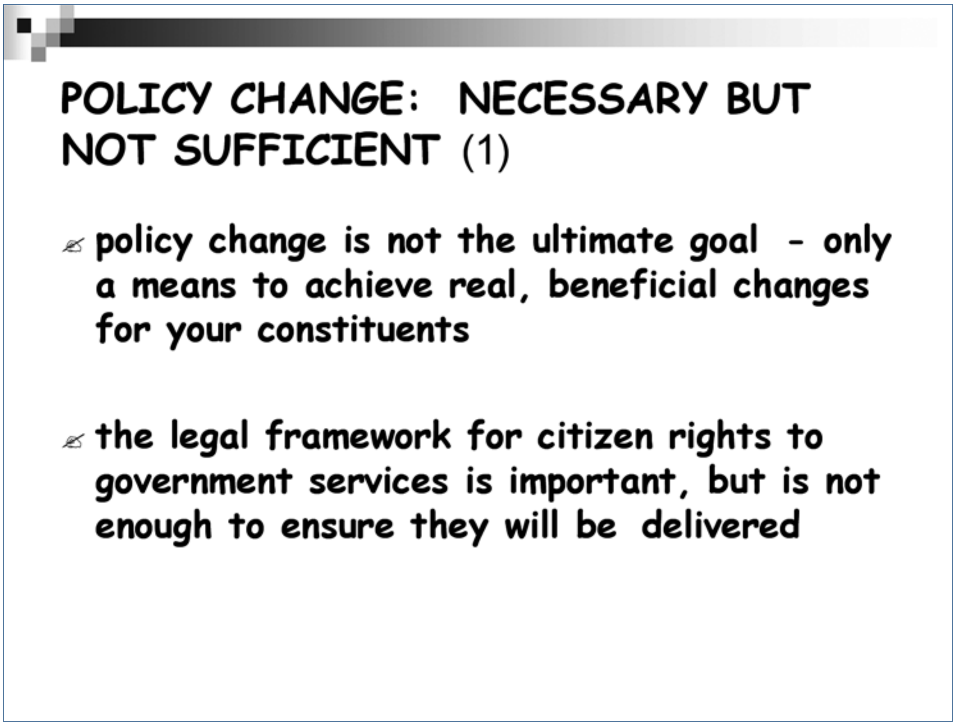
with ………… people affected

by ……… people affected

Three Approaches to Advocacy

Approach to advocacy	For or on behalf of those affected by an issue	With those affected by an issue	By those affected by an issue
Advocacy done by	INGOs/CSOs and national level NGOs/ CSOs + trade unions, professional lobbyists, political representatives, etc.	Coordinated alliances of CSOs/NGOs and local people, groups or communities. Or between INGOs and local NGOs/ CSOs	Local communities or groups often with initial support from NGOs/ CSOs
Common characteristics	Issues often identified by outsiders	Issues identified by people directly affected; or nationally rather than internationally.	Issues identified by communities/grassroots groups
Advantages	Less time consuming Less expensive Can move fast if necessary Quick access to decision -makers more likely	Good understanding of issue from grassroots up Issues likely to be priorities for communities All involved likely to be taken more seriously by government	Empowering - poor see themselves as agents of change Communities are fully committed to the issue Uses local resources and potential
Disadvantages	Likely to duplicate or strengthen existing power relations Disempowers those directly affected No guarantee will lead to real changes in people 's lives	NGO often in control and sets agenda Slower due to need for agreement between all parties Slower due to need to build capacity and involvement	Changes in policy and practice may take longer Capacity building can be costly in terms of time and money Access to fewer resources and less information


Why Policy Change
is Not Enough


POLICY CHANGE: NECESSARY BUT NOT SUFFICIENT (1)
policy change is not the ultimate goal - only a means to achieve real, beneficial changes for your constituents
the legal framework for citizen rights to government services is important, but is not enough to ensure they will be delivered

POLICY CHANGE: NECESSARY BUT NOT SUFFICIENT (2)

- policy and legal changes will not change attitudes, values and behaviours – this requires education and social change
- integrated, multi -level strategies are required to ensure that advocacy results in policy implementation and a positive impact

POLICY CHANGE: NECESSARY BUT NOT SUFFICIENT (3)

- strong and active civil groups and citizens are required to ensure effective and accountable government - without this delivery of the potential benefits of programmes and policies may be absent.
- policy advocacy should be linked to longer - term efforts for social and economic transformation

SESSION 5 Additional Resources

Advocacy Styles and Approaches: example from an ANEW Member's experience

Shirley Hawa Nibi, GrassRootsAfrica

Edited by Mary O'Connell and Kolleen Bouchane

GrassRootsAfrica (GRA) is a grassroots support organization in Ghana with a special focus on human rights, social and economic justice and national policy sovereignty and well-being. Currently it is implementing the Local Civic Coalitions Project (LCC), a governance project in the Upper Eastern corridor.

Before GRA gets involved in advocacy, it works with Local Civic Coalitions (LCCs) as well as the District Assemblies (Local Government units) and other stakeholders to identify key issues. If an issue cannot be resolved locally and needs interventions at national level, for example, GRA does advocacy on behalf of the Coalitions. LCCs also host consultations at community and district level at which they identify issues that they then take up themselves using advocacy and other methods.

Advocacy by the communities affected

The Local Civic Coalition (LCC) in Datuko in the Upper East region identified the absence of health workers at the local health centre as a key issue they wanted to address.

The LCC approached GRA which facilitated a meeting between the LCC and the District Health Director. The result was a commitment by the Health Director to ensure that there would be at least one health worker present every day. Over the last six months this commitment has been honoured with at least one staff member in the clinic every day.

The approach of working with the affected community in advocacy, and the success they had in achieving their objective through engaging with decision-makers, significantly increased the confidence of the LCC leaders. They have since tackled other issues facing their community by themselves. Unfortunately, on some occasions, local government staff has refused to see LCC representatives as they do not recognize their authority. GRA is trying to address this by writing to all the District Assemblies to introduce the LCCs.

Advocacy on behalf of/for the communities affected

Communities in small towns are required to contribute 5% of the capital cost of their water facilities but have complained both to CONIWAS members and to their local MPs that they don't have enough money to pay these contributions. CONIWAS and other stakeholders have lobbied government to absorb the 5% community contribution.

They are focusing their attention initially on water services in areas affected by Guinea worm so as to highlight the negative impact on communities who cannot afford the 5% contribution and are thus denied access to safe water systems. As a result of the advocacy by CONIWAS and its allies, such as the Association of WATSAN Boards, the government of Ghana in its mid-year budget review in August 2009 has abolished the 5% community contribution.

The advantage of working on behalf of communities was that it was relatively easy to engage some MPs in the advocacy. Those MPs representing poor communities really knew what the communities were going through so they supported the advocacy on the communities' behalf and this really helped the argument in Parliament – not just for communities in Guinea Worm-affected areas but for all poor communities. Nevertheless there was some resistance from stakeholders, especially those whose operations were dependent on collecting the 5% and didn't want to lose it. They argued that if communities did not make a contribution they would have no sense of ownership and would not maintain the water systems once installed. However, CONIWAS argued that communities who contributed their time and labour rather than cash to develop the water systems were fully capable of sustaining them.

NGOs and networks that take up advocacy on behalf of people should expect some resistance from those who stand to lose out if change takes place. And be aware that when their legitimacy is challenged, NGOs need to be able to demonstrate that they have the support of the afflicted communities.

Example: Working with those affected by an issue

GrassRootsAfrica (GRA) is working with an LCC in the Pwalugu Town area in the Upper East region. The LCC identified the lack of a water facility in one of its communities as an issue for advocacy. The community has to fetch all its water from villages about 4-5 miles away. The community had asked GRA to do the advocacy with them because they didn't think they would be successful in approaching the District Assembly office by themselves.

To prepare the evidence to enable advocacy to take place, GRA staff are carrying out GPS mapping of water sources in the area to demonstrate the distances the communities have to walk to get access to safe water. When the maps are ready, GRA will do advocacy with the LCC to get the District Assembly and the Community Water and Sanitation Agency to provide the community with a borehole, in line with government's own policy on access to water sources.

Working with the affected communities is enabling them to strengthen their position but because of the remoteness of the area and the distances to be travelled, engaging in this way puts pressure on the time and resources of GRA staff.

SESSION 6:

Mapping Power and Influence

Note to translators: there are two new charts at the end of this session

Learning Objectives	▸ To identify key institutions and individuals with power and influence over sector issues ▸ To familiarise participants with the power-mapping tool
Process	**Introduction to exercise** (3 minutes) Trainers should tell participants that having identified the most strategic issue yesterday, another key element in developing an advocacy strategy is to assess out who can make change happen, who can make the decision and who influences them. Understanding who has the power to change policies and practices is a key element in developing an advocacy strategy. This session will focus on the power mapping tool, but will also introduce briefly 'stakeholder analysis' – so you have the option of using this in the future.
Total 12 minutes **1 minute**	**Introduction:** Trainers should note that power is not just about formal political structures. Other groups, institutions and individuals may have a lot of power or influence.
2 minutes	Ask Buzz groups to think about the following question: taking your country as an example, who in your society has power and/or influence?
6 minutes	Collect some ideas in plenary and record on a flipchart.

> **TIP:** The buzz and collection of ideas should be very quick - and is just to get participants thinking not to arrive at a complete list. The emphasis in this session is the power mapping exercise.

Total 10 minutes
5 minutes

PowerPoint Slide: 'Some groups with power or influence'

Distribute handout: 'Some groups with power or influence'

5 minutes

PowerPoint Presentation : Powermap – an example with notes (see below)

Distribute handout: Powermapping Example

Q&As and comments

Total 55 minutes
5 minutes

Practical Exercise:
Introduction: Trainers should tell participants that

- Power mapping helps you to work out who has the most influence over the decision to change and who influences whom. This helps you to be clear about which people and groups you need to prioritise in your work.
- Ask participants to work in country-based groups and use one of the issues that they already worked on in the identifying issues exercise (the one with problem trees and issue analysis stars). The task is to create a power map showing who can make the decision needed to achieve change, who else has power over the issue, and who can influence the people with power.
- Recommend that they start their map using post-its – so that things can be moved around later if necessary
- Begin by identifying the most important decision-maker on the issue and put this on a post it in the centre of a sheet of flip chart paper
- Then start adding post-its with other decision-makers or organisations and people with influence
- Be as specific as possible – instead of media, identify the particular programmes decision-makers watch or the papers they read; instead of government, identify which department or ministry, and if possible the relevant people involved, etc.

- There is 30 minutes available for the exercise
- Say that trainers will visit each group to provide assistance

2 minutes

Ask for questions

30 minutes

Practical exercise (30 minutes)

> **TIP:** Give participants a warning when 10 minutes remains and when 5 minutes remains.
>
> **TIP:** If they have time for this, ask participants to draw lines or add arrows to their map showing the chains of influence – that is, who influences who.

When time is up ask for the charts to be put up on walls.

8 minutes

Gallery review: ask everyone to look at the different powermaps. If they don't understand anything, they should ask questions.
Ask just one volunteer to explain their map – they have 5 minutes to do this.

> **TIP:** Trainers should note that:
> - there is no "right" format or layout for the maps – except that their design should be helpful to their users!
> - maps become more detailed the more work you do on an issue. This means that it is good practice to keep your maps so that you can review and amend them every six months or so as your knowledge grows.

5 minutes

Trainers should ask for questions about the example and/or make any observations regarding the power map.

5 minutes

Powerpoint presentation: 'Stakeholder analysis'
Distribute handout: 'Stakeholder analysis'
Trainers should note that the slide is shown for reference purposes and because some people may be familiar with this type of analysis from strategic planning. Stakeholder

analysis doesn't tell you as much as a power map but it may be useful to at least work out who your opponents and allies are.

Nevertheless, after drawing their powermaps, it can be useful to use the stakeholder analysis tool to clarify whether institutions and individuals are allies or constituents, targets or opponents.

5 minutes

Summary

Ask participants if the power mapping useful? Point out that:

- In real life, they would have more time to do this exercise
- Experience shows that as you engage in advocacy your knowledge of who has power increases all the time. It is good practice to re-draw a power map from time to time as part of a regular reflection on who you should prioritise in terms of your advocacy and campaigning work.

5 minutes

- As your knowledge increases, you can also make your power map more sophisticated by adding chains of influence, and/or drawing circles of different sizes around individuals and institutions to indicate which groups/people are most powerful.

Timing	90 minutes
Materials	Flip chart paper, post it notes, marker pens
Handouts	Some groups with power and influence Example power map Stakeholder analysis
Power Point	Some groups with power or influence Example power map Stakeholder analysis
Flipcharts	None
Additional Resources	Power and Influence Maps: two examples from an ANEW workshop exercise

SESSION 6 HANDOUTS

Session 6.1 Handout

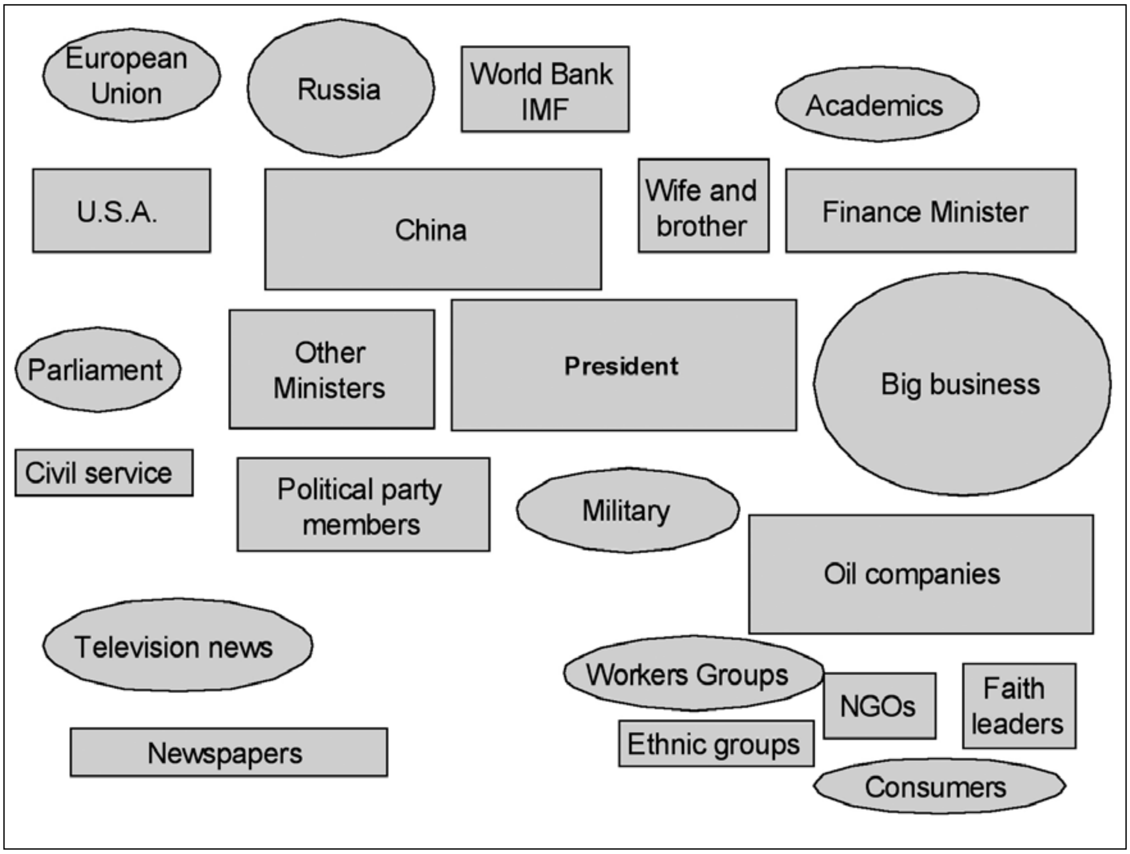
SOME GROUPS WITH POWER OR INFLUENCE

- Politicians and parties (elected, appointed) in formal government
- Civil servants
- Faith-based organisations and faith leaders
- Business associations and big companies
- Military bodies
- Lawyers, judges, doctors, academics, teachers and other professionals
- Media - including television, radio, newspapers and magazines
- Trade unions and workers associations
- Consumer organisations and consumer groups
- Women's groups
- NGOs and civil society organisations
- Regional institutions – EU, regional trade groups, etc.
- International institutions – World Bank/IMF, World Trade Organisation, UN agencies, etc.

(Hilary Coulby)

Session 6.2 Handout

POWER MAP EXAMPLE



Session 6.3 Handout

STAKEHOLDER ANALYSIS

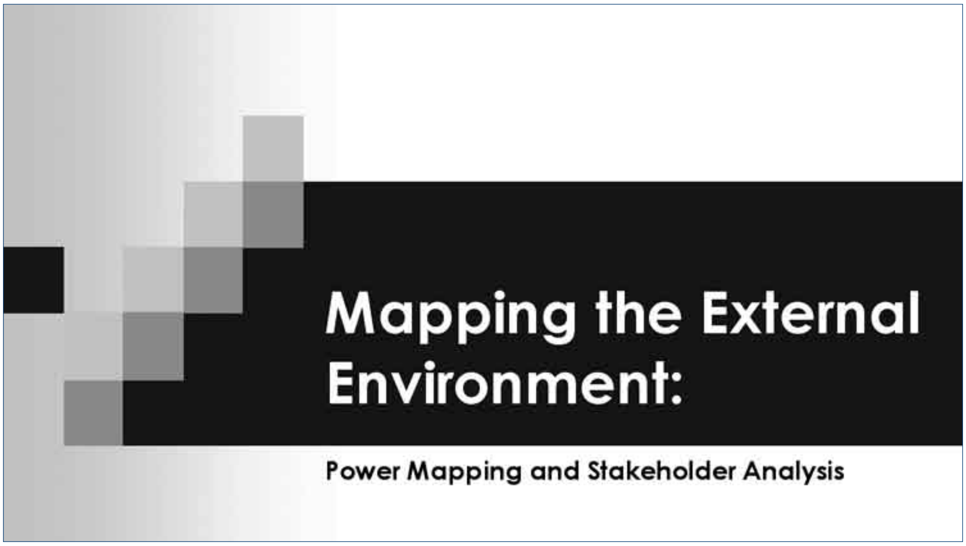
Targets:
decision-makers; people who have the power to make the necessary changes; people with influence over decision-makers

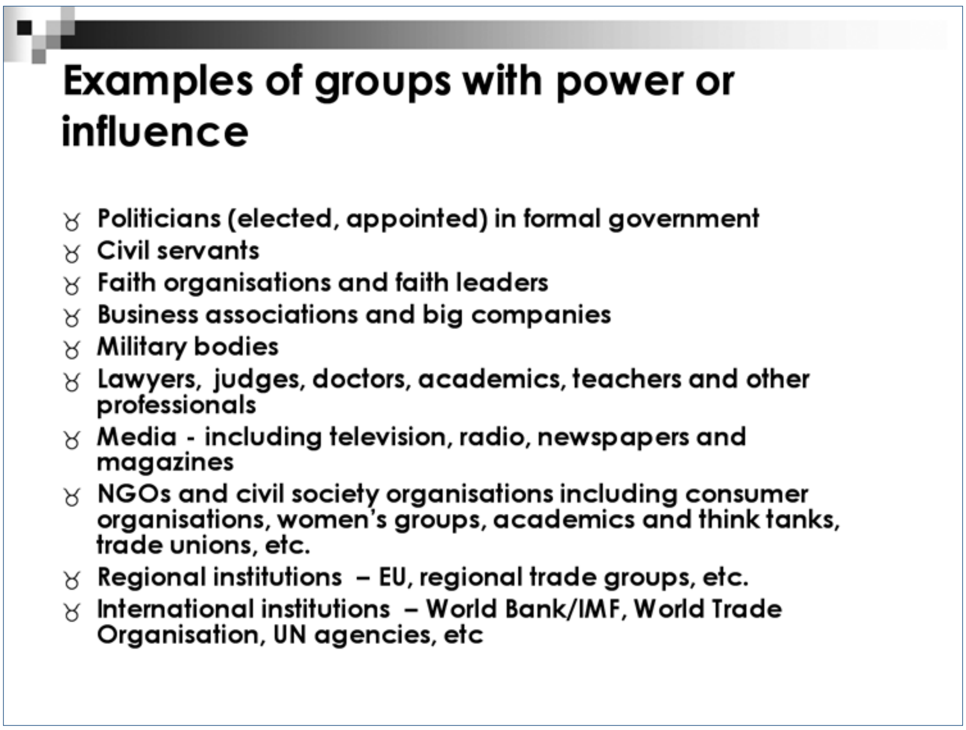
Constituents:
the people you work with and for; those who are expected benefit from your advocacy

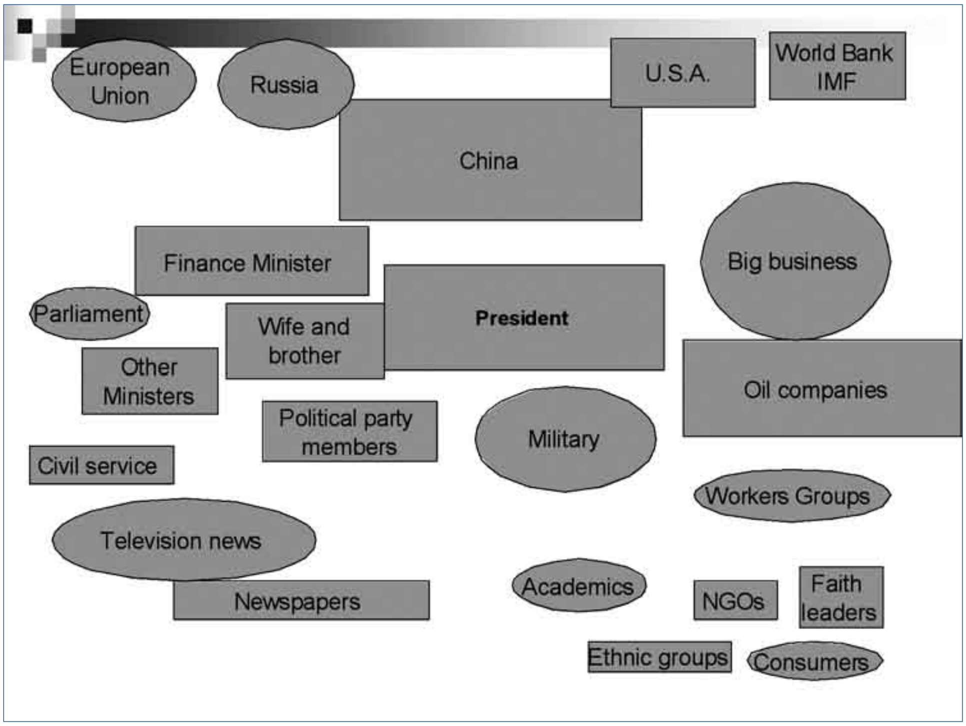
Allies:
those who share your aims and can help to influence or put pressure on the decision-makers

Opponents:
those who are opposed to what you want to achieve and will try to block the changes you want to see

SESSION 6 POWERPOINTS





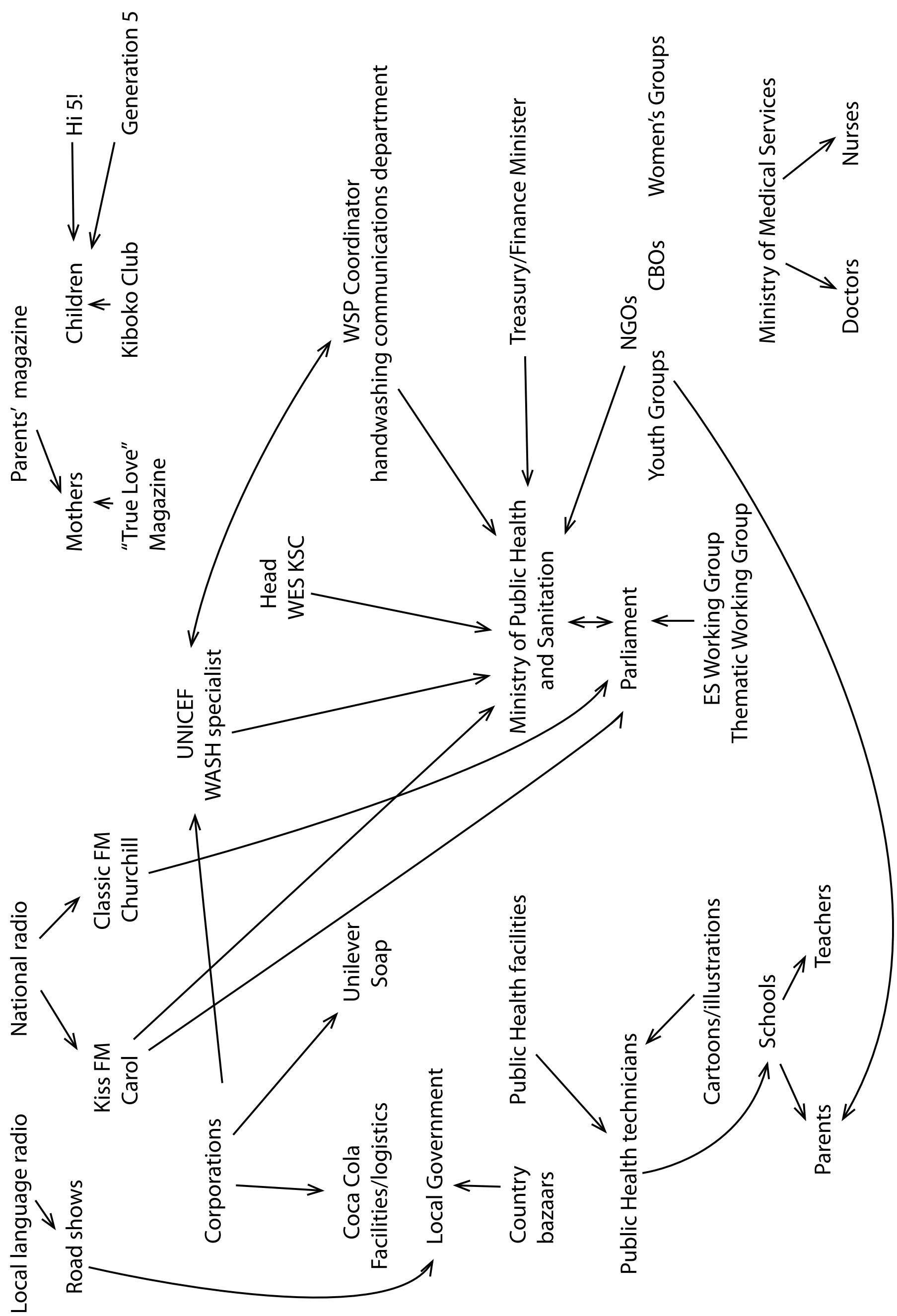


Stakeholder analysis

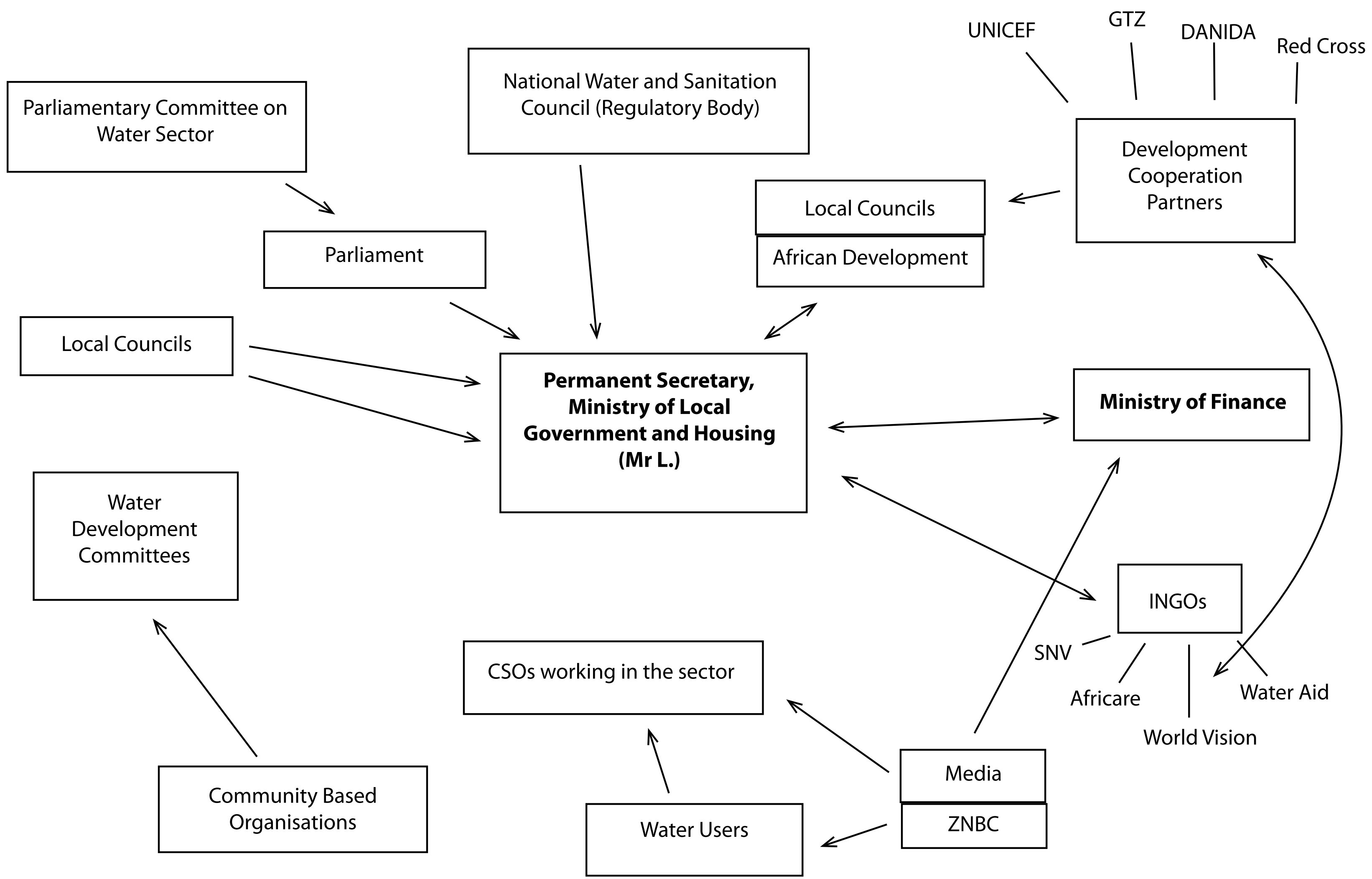
Targets:	**decision -makers; people who can ensure change**
Constituents:	**the people you work with; those who are expected to benefit**
Allies:	**those who have the same goals; those who can influence or pressurise the decision -makers**
Opponents:	**those who are opposed to what you want to achieve**

SESSION 6 Additional Resources

Hand Washing in Kenya: power and influence map - example from a workshop exercise



Water and Sanitation in Zambia: power and influence map from an ANEW workshop



SESSION 7:

Advocacy and ANEW Network members

Day Two

Learning Objectives	To look at how advocacy has been used by ANEW members and the ANEW network at different levels (community level, national level, regional and Africa-wide levels, etc.). What worked well and what lessons were learned
Advance preparations	Trainers need to print out enough question templates so that everyone has a copy (see Session Seven Materials below)

Process
10 minutes

Introduction to the Session

Trainers should explain the objectives for this Session are to look at how advocacy has been used by ANEW members and the ANEW network at different levels - community level, national level, regional and Africa-wide levels, etc.
And to see what worked well and what lessons can be learned for the future.

But before doing this, ask the participants a couple of questions:

What is the added value for your organisation of being part of the ANEW network?

Take 3 or 4 answers. Then ask:

What does your organisation bring to ANEW?

Take 3 or 4 answers

Summarise: Learning and sharing is an important reason for being part of a network. This is as true for advocacy as it is for any other area of work. So next we shall move on to look at examples of advocacy and lessons learned.

Then ask:

What does your organisation bring to ANEW?

Take 3 or 4 answers

Summarise: Learning and sharing is an important reason for being part of a network. This is as true for advocacy as it is for any other area of work. So next we shall move on to look at examples of advocacy and lessons learned.

Total 70 minutes

Examples of advocacy by ANEW or its members

8 minutes

Introduction to exercise

Trainers should let participants know that after the introduction to this session that they will be asked to move into groups of 4 to 5 people, so that there are 4 groups in total. (NOTE: There must be an even number of groups so that they can be paired for the exercise)

Explain that groups will work in pairs with one group interviewing the other. After 15 minutes, the groups will swap roles so that the group that the interviewees now become the interviewers. (This means that all groups will have the opportunity to play both roles.)

Explain that each group will be given one 'interview template' (see handout). One person from each group should take responsibility for making a note of the responses of the other group and report back on these later on.

Trainers should explain that the exercise will focus on drawing out a couple of examples of advocacy success stories from the participants which illustrate the added value of advocacy and the lessons that were learned. These might be about advocacy that has taken place at any level - from the grassroots to national or Africa-wide or international levels.

Tell participants that there will not be time to spend much time describing these examples in any great detail - the objective of the first question in the interview process is to share some examples or "success stories" of their advocacy experience - highlights but without all the details (given time limits)

Divide people into 4 groups by getting them to count off 1,2,3,4. Note that the first thing groups must do is to ask for a volunteer to re-count an advocacy success story that they were personally involved in.

2 minutes

PowerPoint slide: "Questions to be asked by interviewers"

Handout: "Questions to be asked by interviewers"

Tell participants the two questions are:

- **Q1. Do you have a "success story" from your own experience of advocacy on a Wat-San issue?**
- **Q2. What lessons can be shared about the reasons it was successful?**

Group Work

> **TIP:** If participants speak different languages or if people prefer to work in one language it is good to create language groups and then split that group of people into two small groups.

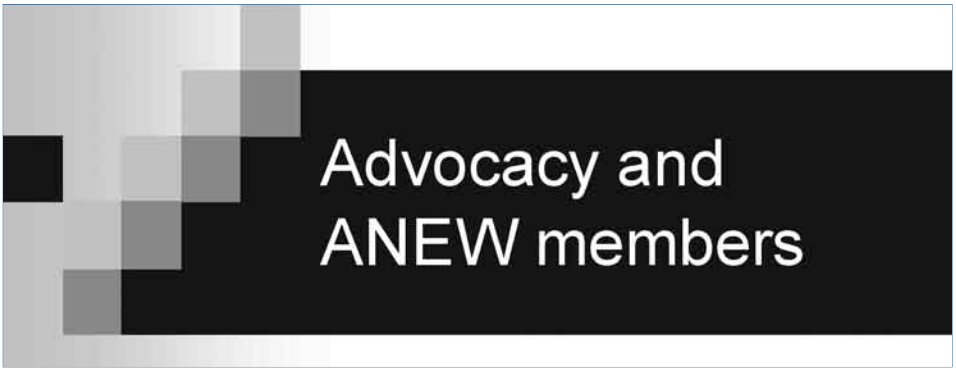
30 minutes

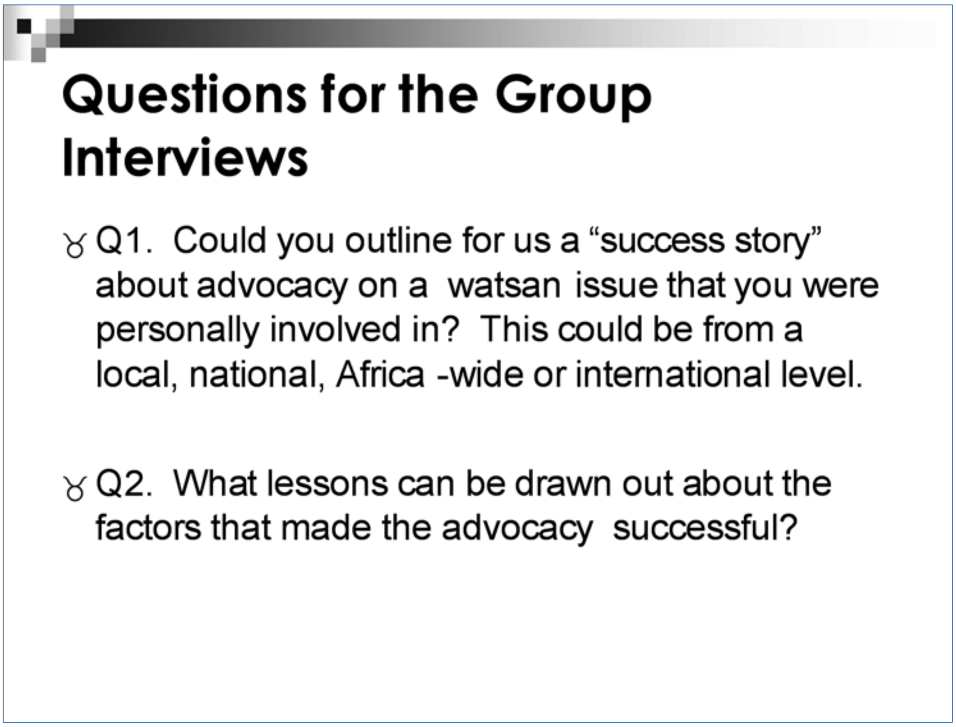
Trainers should ask people to move into groups and give each group 2 copies of the handout for reference. Remind them that their first task is to find a volunteer in each group who was personally involved in an advocacy success story and would like to talk about it. Ask them not to take too much time over this.

> **TIP:** Trainers should give everyone notice that they have only 3 or 4 minutes left and ensure that groups swap roles promptly.

20 minutes	Ask the groups to swap roles after 15 minutes, so the second group has a chance to ask the questions. Bring everyone back into plenary. Tell them that each group will only have 5 minutes to present the result of their interviews. Ask for a volunteer to time the sessions. Request groups to assign 1 or 2 members who will capture on flipcharts the key success factors being discussed while the story is being told.
10 minutes	Ask each pair of groups to present their example. 4 x 5 minutes In plenary trainers should ask everyone if they have anything to add regarding success. Trainers should highlight some of the lessons that have interested them personally, and analyse some of the success factors listed, emphasising implications for ANEW advocacy.
10 minutes	**Session Summary** In plenary ask participants for their thoughts on the success stories and lessons and how these might influence future advocacy by ANEW or ANEW members. Take one or two comments. Finish by commenting on any thoughts and ideas emerging from the final plenary discussion **Summary:** Trainers should summarise the session, noting that there have been some impressive successes amongst network members and that it is good to learn from these.
Timing	90 minutes
Material	Interview sheets one per person; each group should have a pen and notebook/paper to record the advocacy story; flipcharts and marker pens
Handouts	None
PowerPoint	1 PowerPoint slide with the 2 interview questions
Flipcharts	None
Exercise materials	Interview template
Additional Resources	Examples of successful advocacy by ANEW members – (1) Ghana and (2) Uganda

SESSION 7 POWERPOINTS





SESSION 7 Excercise Materials

Advocacy and the ANEW Network Interview template

Question 1 - Success stories *(allow 8 minutes for questions and answers)*

Q1. Could you outline for us a "success story" about advocacy on a Wat-San issue that you were personally involved in? This could be from the local, national, Africa-wide, international level.

Check that the following supplementary questions have been asked answered:

What were you trying to change?

Were the people affected involved in any way?

What did you expect the outcome to be?

Who was the main decision-maker?

Who were your allies? Who were your opponents?

What advocacy tools did you use - lobbying, media, seminars, exposure visits, etc?

What was the immediate result?

Are there any long-term outcomes yet?

Question 2 - Success factors *(allow 7 minutes questions and answers)*

Q2. What lessons can be drawn out about the factors that made the advocacy successful?

Check that the following supplementary questions have been asked or answered:

What parts of the national context made the advocacy more likely to succeed?

What difference did the involvement or lack of involvement of people directly affected have?

What were the positive effects of being involved in a network or alliance?

How were you able to get access to decision-makers?

What was the impact of your use of the different advocacy tools/activities?

SESSION 7 Additional Resources (1)

Examples of Successful Advocacy involving ANEW and its Members

Shirley Hawa Nibi, GrassrootsAfrica

Edited by Mary O'Connell and Kolleen Bouchane

The Coalition of NGOs in the Water and Sanitation Sector in Ghana (CONIWAS) participated actively in the development of the Ghana National Water Policy which was launched in 2007. Their two-pronged advocacy approach included coordinating the responses and submissions from civil society organisations to the development of the government's sector policy, as well as undertaking small lobby meetings with officials from the Ministry of Water, Works and Housing. A critical point in their advocacy was to clearly make the case that water should be viewed as a human right and a social good in addition to being acknowledged as an economic good.

With the right to water now established in the Government policy CONIWAS has turned its advocacy efforts towards the Constitution which does not as yet acknowledge the right to water. From 2010 the strategy of CONIWAS will be to lobby key institutions including the Water Directorate at the Ministry as well as Members of Parliament across Ghana to acknowledge the Right to Water in an Act of Parliament. CONIWAS intends to push for national legislation to make this right enforceable in law, and to further include sanitation as an explicit human right in such legislation.

One of the challenges CONIWAS now faces is the seeming reluctance of many African countries to make such legislation, and the negative influence of such reluctance to the few progressive countries that may attempt to do so. At the Pan-African level the role of The African Civil Society Network on Water and Sanitation (ANEW) in engaging the African Ministers Council on Water (AMCOW) at the continental level on the same issue will provide great leverage to the CONIWAS local effort, and to all other country civil society organisations (CSOs) who would also like to consider similar advocacy. Working as a member of a Pan-African network will be more effective in this kind of advocacy than working as a lone player at the national level.

The key lesson here is that some issues that may appear to be entirely within national domains are strongly influenced by the continental and international agenda. Countries try to learn from each other in things they do or do not do in their respective countries.

SESSION 7 Additional Resources

Examples of Advocacy involving ANEW and its Members NATIONAL SANITATION CAMPAIGN, UGANDA, 2008

Yiga Baker Matovu

Background

In 2006 official figures claimed that national sanitation coverage in Uganda was between 50 – 60% but the Joint Monitoring Program of WHO/UNICEF, using a different definition of a latrine, put it at 33%.

All stakeholders interested in improving sanitation worked together under the umbrella of the National Sanitation Working Group (NSWG) at national and regional level to build awareness and call for action on sanitation. This included the three Ministries that have responsibility for the issue and the district political and technical leadership as well as CSOs.

Obstacles

The NSWG identified the obstacles hindering improvement of sanitation in the country. These included the following:

- Lack of prioritisation of sanitation:

  There was no specific allocation of budgets.

  Accounts from the Ministries did not show how much money was being allocated to sanitation.

  Politicians and leaders had little appreciation of the importance of sanitation and failed to provide a lead.

  Sanitation was not seen as a vote winner - there was no motivation for politicians to promote it.

- Following the national restructuring of the civil service, there were insufficient staff with the capacity and/or responsibility for promoting and delivering sanitation services mostly at village and parish level.

- Inadequate coordination at Local Government level.

Based on this analysis the group started a national sanitation promotion campaign with stakeholders sharing its costs and taking on various implementation roles.

Campaign demands

- District and Local Governments should have a clear plan and budgets for sanitation
- There should be a specific budget line for water and sanitation at national level
- Awareness about sanitation should be created at community, district and national level.

Campaign targets

- National politicians and officials; technical personnel and influential members of society such as cultural and religious leaders;
- District and Local Government officials and politicians

Outcomes

The campaign was a success and a national budget line for sanitation was approved by the Accountant General. Also political leaders at different levels shared good practices and also became aware of the importance of promoting sanitation. After the campaign, the wife of the President took an interest in the issue of improving sanitation inviting the National Sanitation Working Group to share their plans and offering to do what she could to help.

Success Factors

- Getting agreement that all stakeholders should work together
- Being able to reach a consensus on what was needed so that high levels of motivation were created amongst key stakeholders
- Ministers visiting Local Governments, taking part in discussions and making public speeches to emphasise what should be done to improve sanitation.
- Good performing districts sharing experiences.
- Linking the national campaign directly to the international "End Water Poverty Campaign" (although the national campaign did not use the same branding because blue and black were the colours of a political party!).

- Linking the campaign to the Millennium Development Goals and the 2008 International Year of Sanitation.
- Developing a creative and engaging a set of campaign activities including:
    - Police, teachers and the general public participating in processions to attract media attention
    - Messages being put out on TV and radio
    - Distribution of information packs that included case studies from districts that had implemented good sanitation programmes
    - Awards for those who had implemented good sanitation programmes prior to the start of the campaign
    - Delivering key messages on the benefits of sanitation and hygiene.

Challenges

- Finding a date when different high level people were all available to carry out the regional launches in different regions was always difficult and led to delays
- Developing models for how money disbursed to districts could be "ring-fenced" for sanitation and not diverted to other programmes
- Convincing district level officials and elected officials of the value of sanitation remains a challenge.
- Dealing with the fact that some National Sanitation Working Group members failed to contribute promised campaign funds on time
- Sustaining the campaign in the light of the above challenges.

SESSION 8:

Reaching a Wider Audience

(Advance Preparation Required)

Learning Objectives	▸ To provide an introduction to public outreach ▸ To allow participants the opportunity to build their skills in effective communication through identifying audiences and developing messages
Advance preparations	Collect materials that are clearly targeted at different audiences Prepare a flip chart for the Messages Section "30 Second Exercise" (see below)

Timing

Total 20 minutes

Process

2 minutes

Introduction to communicating with a wider audience

Tell participants that it is not possible to cover everything to do with communications, campaigning and media work in a short course but there is time to look at some of the basic building blocks for successful work in this area.

8 minutes

Audiences

Introduction: Trainers should note that before you start communicating, it is very important to think about the audience you want to reach.

PowerPoint Presentation: Audiences

The first thing to be clear about is why you want to reach a particular group or groups. How do you expect them to help achieve your aims and objectives? Note that, these questions are as vital when publishing a report as they are for engaging in media work or campaigning.

With limited resources in terms of money, people and time, prioritising your audiences is the key to effective outreach.

Having a power map (see Session 5) that identifies the decision-maker(s) and those that have most influence on them is a good foundation for making these decisions.

Having identified and prioritised your audiences the next thing is to think about the best way to get through to them.

Different audiences read different publications, watch different television programmes, listen to different radio programmes, and use the internet in different ways. And, of course, some audiences may not read at all let alone have access to TVs or computers. For this reason, you need to be clear about the audience you are trying to reach with each public document you produce.

Furthermore, for the purposes of sophisticated communication, there is no such thing as the general public. Young people, old people, women, men, academics and farmers, sports fans and fashion fanatics - all will respond to different approaches, different styles and different use of language.

To make the point clear, trainers should ask participants to think for a moment - would a long technical report be the best way to get your message across to teenagers? Would a computer game have much impact on members of government?

10 minutes

Show participants examples of materials designed for specific audiences. (If there are not enough for everyone to have one, ask them to pass them around.) Once everyone has seen the materials, hold them up and ask the participants to guess the target audience for each example.

Ask participants if they have any examples of producing materials for a specific target audience.

Ask for any comments or questions.

TIP: A longer but more involving way to run the last part of this section is to make up a small set of cards for each participant. On each of the cards write the name of a different audience, for example, youth, women, farmers, sports fans, etc. The cards should name all target audiences demonstrated by your materials.

When you hold up the materials, the participants should raise the card they believe represents the target audience.

NOTE: If you choose this option you will need to cut out 10 minutes from somewhere else in the Session

In conclusion trainers should say that this is a very brief introduction to audiences but that it should be enough to get people thinking about future external communications.

Total 20 minutes

Exercise: Getting Your Message Across

Advance Preparation:

Trainers should prepare a flip chart with the information that participants must try to get across to the decision-maker in the 30 second exercise:

- who you are,
- the name of your organisation and what it does
- what you are trying to achieve
- why you want to achieve it
- what you would like them to do

5 minutes

Introduction to exercise: Trainers should tell participants that, alongside knowing their audience, an essential part of effective communication is to have a clear message about your issue and what you want to see changed. In a moment, we shall see what is involved in developing a message but first of all there will be a game to illustrate this point.

Ask participants to imagine that they are standing outside a government building or smart hotel. To your surprise the most important decision-maker comes out of the building and stands next to you waiting for his/her car to arrive. You can see the car coming and know you will have only 30 seconds to tell him/her about what you are trying to achieve.

The message you need to get across should include the following facts:

- who you are,
- the name of your organisation and what it does
- what you are trying to achieve
- why you want to achieve it
- what you would like this person to do

Trainers should refer them to the flip chart sheet that they have prepared.

Get everyone to stand up in the middle of the room and form pairs.

5 minutes

One person in the pair gives the other their message. After 30 seconds the facilitator/trainer asks the second person in the pair to give their message.

After another 30 seconds ask everyone to form a new pair with someone they haven't spoken to, and repeat the process.

TIP: An alternative is for the trainer to start the process by allowing 60 seconds for the exercise, then reducing the time for the second round to 45 seconds; then reducing the time again to 30 seconds for the third round.

5 minutes

While everyone is still standing, the trainer should identify 2 - 3 individuals at random and ask what they remember of the message given by their first pair partner. Then check with the person who gave the message whether this is what they wanted to get across to the person listening.

Trainers should note that usually practice makes perfect. And that this can be a real life situation, especially when lobbying at big meetings when decision-makers have very little time.

Congratulate everyone and ask them to take their seats.

Developing a message

PowerPoint presentation: What is a message?

Handouts: What is a message?

Total 20 minutes
12 Minutes

Tell participants that the term "message" is used as a technical term by communication specialists and campaigners to describe a series of short sentences that describe:

- What they want to achieve regarding their issue
- Why they want to achieve it - the positive or negative consequences of no action
- How they propose to achieve it - what needs to change in terms of policy or practice or behaviour, etc.
- What action they want the audience to take

For external communications, it is usual to add another sentence at the beginning that:

- Names the organisation and outlines what it does

Note that, once the basic message for your issue has been produced, this can be used within your organisation, as well as with external audiences.

Messages can be referred to over and over again and are the foundation for all sorts of communications including press releases, materials sent to supporters, decision-makers and so forth.

Of course, the basic message will be adapted for different audiences - so that the language used is appropriate to what each audience can engage with. But the basic message must be understandable for everyone - an ageing relative, the person in the local shop, the office assistant, etc.

Note that NGO people are not always very good at writing messages. Common mistakes include:

- Trying to include too much information
- Using "insider" jargon and acronyms that ordinary people don't understand
- Using complicated language
- Not wanting to say things in a definite way but instead always softening their statements with words like "sometimes" "mostly" etc.

8 minutes

Introduction to Practical Exercise: writing a message...

Ask participants to write a message about their own issue. This should consist of four sentences (not long paragraphs!) that describe:-

- What they want to achieve their issue
- Why they want to achieve it - positive or negative consequences of no action
- How they propose to achieve it - what needs to change in terms of policy or practice or behaviour, etc.
- What action they want the audience to take

TIP: It is useful to keep the PowerPoint slide with the four points in a message on the screen so that participants can refer to it.

Note that participants should use their own organisation for the example and a real issue/problem they are addressing at the moment.

12 Minutes

Trainers should:

- hand out sheets of paper, or file cards for participants to write on
- tell participants that writing messages isn't very easy and takes practice, but they should just see how far they can get in the next 10 minutes
- let participants know that they should expect to have to cross things out, make corrections and add things as they go – this is normal - the result will not be very tidy but this doesn't matter as long as they can understand what they have written
- ask if there are any questions
- ask everyone to begin work – they have 10 minutes

Tell participants when there are 3 minutes left to complete the task

10 Minutes

Ask participants to get into pairs. One person should read their message to the other. The listener should provide constructive criticism regarding how the message could be improved. Think about whether the language is simple enough for anyone to understand? Is the content clear?

Then they should swap roles. They have only five minutes each for this exercise.

TIP: The trainer needs to time the exercise and tell people when to swap over. The swap should be made regardless of progress in the pairs' discussions. Remind people this is only an exercise!

5 Minutes

Bring everyone back into plenary. Ask for two volunteers who are pleased with their amended message to read them out. Ask the rest of the group if they can think of any improvements to the message that would make it easier to understand. Suggest they think about this from the point of view of someone who knows nothing about the issue or NGO work.

TIP: The trainer should make their own comments on the messages and note if they contain any jargon, acronyms, whether is everything clear, etc.

Summary

Suggest that each participant may wish to keep their card as it could be useful in their real work.

3 Minutes

Participants will have learned that preparing basic messages is not easy. It takes time and skill to summarise your issue clearly and briefly. It is worth taking time because once you have captured your basic message this can be used within your organisation, as well as with external audiences.

It is good practice to test your messages on your colleagues and friends to ensure that they are clear.

Messages can be referred to and refined over and over again as a foundation when preparing press releases, sending materials to supporters, etc. However, please note that the basic message will be adapted and re-worded to suit specific audiences.

Keep your basic message the same for a good amount of time. Audiences often only hear and absorb messages after they are repeated over an extended period of time, so don't change them just because you are tired of hearing it. It is likely that you will be bored with it long before others.

Timing	90 minutes
Material	For the "audiences" section, materials that are clearly aimed at different types of audience (e.g. children/men not women/sports fans, etc.) A5 or other large file cards; ordinary pencils or biros; flipcharts and marker pens
Handouts	Audiences What is a message?
PowerPoint	What is a message? Examples of good and bad messages
Flipcharts	30 Second Exercise What you need to get across to the decision-maker: • who you are, • the name of your organisation and what it does • what you are trying to achieve and • what you would like them to do
Additional Resources	Audiences and Messages: example from an ANEW member's experience A lesson in the need to think carefully about how your message will be received by your audience

SESSION 8 HANDOUTS

Session 8.1 Handout

Audiences

For sophisticated communications work there is no such thing as the general public. Young people, old people, women, men, academics and farmers, sports fans and fashion fanatics – all will respond to different approaches, different styles and different use of language.

Different audiences read different publications, watch different television programmes, listen to different radio programmes, and use the internet in different ways. Some audiences may do none of the above. To achieve success in communications work, it is important to be as specific as possible about the audience that you wish to target.

Target audiences should be identified at the planning stage for all external communications.

A specific target audience enables the development of appropriate styles of materials that speak the audience's language and are disseminated via the types of media they engage with.

Experience demonstrates that audiences respond better to messages that are tailored and relevant to them. Examples of clear audience targeting can be found in commercial advertising. But our own common sense tells us that the language and style of communication that is likely to attract youth/teenagers is less likely to be persuasive in relation to middle-age civil servants.

When planning external communications, questions that should be addressed include:

- Who is the target audience?
- Why do you want to reach this particular group? How do you expect them to help achieve your aims and objectives?
- What will attract them to your issue?
- What language do they respond to?
- What are their preferred types of media?

Session 8.2 Handout

What is a Message?

"If you can't write your idea on the back of my calling card, you don't have a clear idea." David Belasco (a famous theatrical producer tired of listening to hopeful writers give accounts of their plays)

A message is a concise and persuasive statement about your advocacy objective that captures:

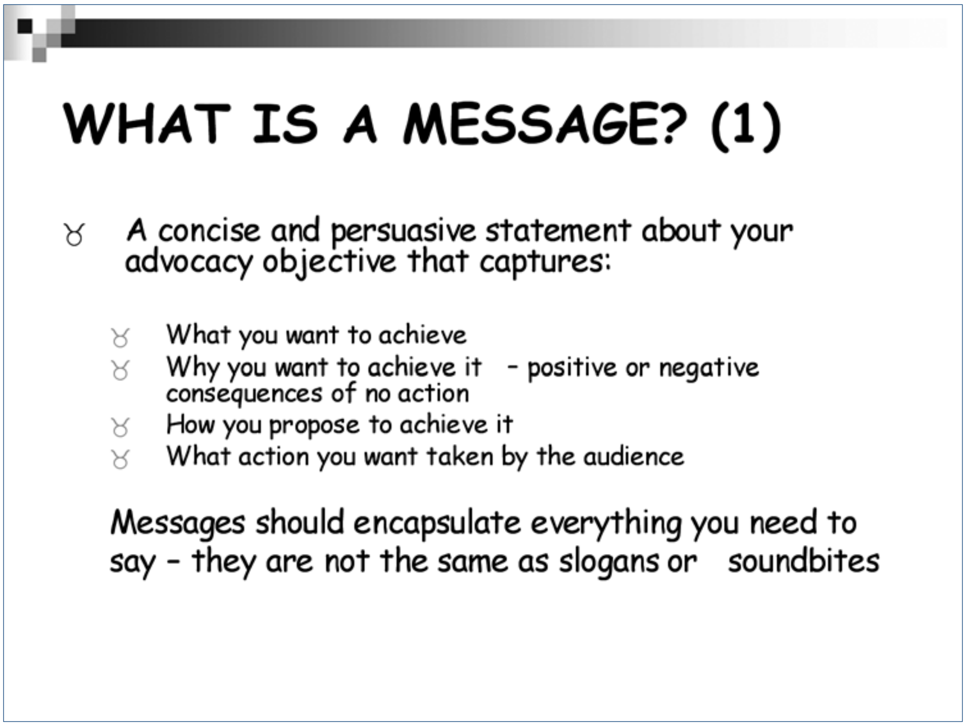
- What you want to achieve
- Why you want to achieve it – positive or negative consequences of no action
- How you propose to achieve it
- What action you want taken by the audience

Messages should encapsulate everything you need to say – they are not the same as slogans or sound-bites.

A good basic message:

- uses clear, brief arguments
- uses simple and unambiguous language that is easily understood
- only addresses one issue at a time
- is persuasive and convincing
- can be tailored to fit specific audiences

SESSION 8 POWERPOINTS



WHAT IS A MESSAGE? (2)

- A good basic message:
  - can be tailored to fit specific audiences
  - uses clear, brief arguments that will persuade the audience
  - uses simple, unambiguous words that are easily and clearly understood (Think carefully whether there are words you should not use?)

"If you can't write your idea on the back of my calling card, you don't have a clear idea."

(David Belasco)
Theatrical Producer

SESSION 8 Additional Materials

Tailoring messages and using specific media to reach specific audiences – some examples from Kenya

Elizabeth K. Wamera
Edited by Hilary Coulby, Mary O'Connell and Kolleen Bouchane

Example One – Reaching Politicians

To bring to the attention of politicians and government ministries to the issue of how a lack of toilets in public schools was causing low pupil attendance, a Kenyan NGO used the media. It was careful to ensure that the right media vehicles were targeted with its messages, in order to reach specific audiences.

Newspapers: The NATION is Kenya's leading newspaper with a high circulation and is read by legislators and government officials. But to get something into the paper that is sure to be read by politicians it has to be a scoop, or a very good piece of investigative reporting. An example would be a report from a specific constituency on how an NGO has to provide a public service that should have been paid for by funds made available through their legislator. Or how, if public funds had been used properly, problem X or Y would not exist.
A headline like "Women still walking many kilometres to fetch water while local development funds are spent on a new constituency office" would be the sort of thing to attract the attention of legislators as well as other stakeholders.

National radio: Shows that attract the attention of politicians include the breakfast shows of the two FM stations with the highest listener ratings. Both breakfast shows hold opinion counts on air when issues are being discussed.

The presenter commonly known as "Carol" (Caroline Mutoko) is particular popular. She is a tough-talking journalist who takes time to do her research for issues that are discussed live on her morning show on KISS FM. Carol takes a special interest in issues that negatively affect women and girl children so would respond positively to stories demonstrating that women and girls are suffering unfairly because of a lack of sanitation in public schools. She often makes live on-air calls to legislators linked to an issue to challenge them about why they are not behaving properly or taking action on an issue.

Another popular breakfast show presenter is "Churchill" (Daniel Ndambuki), a well-liked comedian who works for Classic FM. He discusses critical issues with a light but satirical touch and, like Carol, often phones legislators live on-air to discuss issues of interest to the public during the breakfast show.

Legislators take these two presenters so seriously, that it is common for issues discussed on their morning shows to be raised on the floor of parliament on the same afternoon. Where an opinion count has taken place on air, these figures are likely to be used in such discussions!

Example Two – Reaching Mothers and Children

Getting a message over about the importance of hand-washing to young children and their mothers required two different communication channels.

To reach the children, television programmes aimed at the under-10s and aired between 3 and 6 pm were chosen. In Kenya the most popular of these are Hi 5!, the 5th Generation and Club Kiboko.

For the mothers, the focus was on magazines. *True Love* and *Parents* are magazines that are mostly read by women (both career women and housewives). Their content is targeted at these women and include articles on anything from shopping to love stories, nutrition to furniture, gynaecology to cosmetics and, of course, child care. These magazines were used to transmit the need for handwashing by both parents and children over a three month period during the campaign. The message was adapted to attract the attention of mothers of children aged under 5, with a headline that read **"Mum holds our lives in her hands, so let us help her keep her hands clean and beautiful."** This was placed above a coupon that could be collected and submitted by family members to a soap manufacturer to win a prize like a makeover for the mums!

KEY LESSONS LEARNT:

It is important to be inventive and adapt basic messages so that they are attractive to the target audience. In Kenya this could include:

- Using language or making links to what is considered "fashionable", "the in-thing", the buzz word
- Transmitting messages in ways that use the latest technology like sending SMS/ text messages through cell phones
- Working with celebrities - every age group has someone that they look out for. These could include sports champions, TV or music stars, the first lady, or in Kenya, US President Obama's grandma!

SESSION 8 Additional Materials

A lesson in the need to think carefully about how your message will be received by your audience: shared by a company that made a mistake

A soft drink company wanting to introduce an energy drink in a Muslim society came up with an advert depicting a very tired man lying on the sand under a blazing hot sun. The next picture depicted the same man drinking the energy booster and recovering his energy.

This poster was designed in such a way that the two pictures appeared along each other as shown below:

What the designer of this poster did not take into consideration is that Arabic is read from right to left!

Tired man lying on the sand under a hot sun	→	**Rejuvenated man jumping up, full of energy**

So, when the poster was released…. No one tried the new drink, because the message it gave was that the drink would sap their energy and leave them lying, tired out on the sand under a hot sun.

Tired man lying on the sand under a hot sun	←	**Rejuvenated man jumping up, full of energy**

SESSION 9:

Setting Objectives for Advocacy

Note to translators – all the PowerPoint slides have been NOTE to trainers: this is a short session lasting 75 minutes changed and need new translations

Learning Objectives

- To introduce a foundation for setting objectives for advocacy
- To explore ways in which advocacy initiatives can be monitored and reviewed

Process

Setting aims and objectives for advocacy

Total 15 minutes

3 minutes

Introduction: Tell participants that this session will look at the foundations for monitoring and evaluating advocacy. It will focus on setting objectives for advocacy and the importance of focusing on outcomes. Both these elements are essential for monitoring progress and learning lessons from the experience of implementing an advocacy strategy.

There has been a lot of fuss made about the difficulties of assessing and evaluating advocacy. Why do you think people might think evaluating advocacy is difficult?

4 minutes

Buzz groups: Ask participants to form buzz groups of 2 - 3 people to think about this for 4 minutes.

6 minutes

Feedback to flipchart - trainers should ask for one reason from each buzz group in turn until there are no more suggestions

2 minutes

Summary: Trainers should assure participants that monitoring and evaluating (M&E) advocacy is no more difficult than monitoring and evaluating any other type of development work. The issue of whether the changes that can be seen were only a result of your initiative or were affected by changes in context or the activities of others. Beyond this, M&E for advocacy is no different from M&E for other development initiatives.

Total 25 minutes
4 minutes

Setting Objectives for Advocacy

Introduction: Tell participants the key to sound monitoring and evaluating for advocacy is to set clear aims and objectives. These should be put in place from the day you start planning an initiative.

Good planning is essential for good monitoring and evaluation. Indeed, setting clear objectives and having a clear statement regarding expected outcomes is part of developing an advocacy strategy and the basis for monitoring and evaluating advocacy and allowing lessons to be learned.

It is also important to have a record of which activities and tools were planned, as well as an account of when progress was expected to be made on different objectives. Often planned activities change and the anticipated pace of progress is different from original expectations. It is useful to reflect on why this occurred.

All too often this type of information is held in the heads of staff rather than being set out explicitly, which means that when new staff take over it is difficult for them to track events and almost impossible to learn lessons from past experience.

The first step is in laying the foundations for monitoring and lesson learning is to identify the aims, activities, outputs and outcomes for the advocacy initiative.

10 minutes

PowerPoint presentation: 'A basic guide to terminology; setting objectives for advocacy'

Handouts: 'A basic guide to terminology; setting objectives for advocacy'

TIP: Trainers should suggest that participants look at Handout 9.1 which may be helpful to refer to while the PowerPoint presentation takes place.

8 minutes

Q&As

2 minutes

Trainers should note that it is very useful to set "process" objectives alongside policy and reform objectives. Improving governance, strengthening civil society and opening democratic space are significant achievements and should be an integral part of any advocacy initiative. And in some circumstances can be achieved even if the overall aim for advocacy doesn't happen.

15 minutes total

The importance of focusing on outcomes

4 minutes

Introduction: Trainers should ask if everyone is clear about the difference between an output and an outcome. If not, ask if any of the participants is willing to try to explain the difference.

Trainers should note that:

- outputs are defined as the products, capital goods and services which result from an advocacy initiative - for example briefing papers produced; conferences held; etc.
- outcomes are defined as the short, medium or long term results both positive and negative of an advocacy initiative (direct or indirect, intended or unintended) observable in terms of social, economic, or other indicators or in behavioural, institutional and societal changes that take place.

5 minutes

Ask participants to form buzz groups to answer the question - why is it important to focus on outcomes, not just outputs?

8 minutes

Feedback to flipchart – trainers should ask each group in turn to provide one answer until everyone has had a chance to speak. Finally, ask if there are any new or different ideas.

8 minutes

PowerPoint presentation: 'Focusing on outcomes'

Handout - 'Focusing on outcomes'

Total 5 minutes

A note on the handouts on roadmaps and indicators

3 minutes

Roadmaps: Trainers should tell participants that it is useful to draft a rough plan of how you expect your advocacy initiative to proceed. This should show what you expect to happen when and include a rough schedule of the activities you are expecting to roll out.

Having such a **timetable/plan/roadmap** will make it easy to check whether progress is going as planned and within the expected time frame. It also makes it easier to see what resources will be needed (staff, money, time, etc) and to reflect on whether any revisions are needed.

This timetable/plan/ roadmap is the same document that would be produced during an advocacy planning exercise - which was discussed in Session 4 - 'Developing an advocacy strategy'.

A simplified example of a roadmap is provided in Handout 9.4

2 minutes

Indicators: Trainers should let participants know that there is no time in this short session to explore setting indicators for advocacy. But in case people are interested in this topic they might like to look at the Handout 9.5 that provides some suggestions about the sort of indicators that could be used when establishing monitoring and evaluation criteria for advocacy initiatives.

5 minutes

Summary of the Session:

Trainers should ask if there are any questions on issues raised in the session and remind participants that the session has provided only a brief introduction to the building blocks for monitoring and evaluating advocacy. The most important factor when planning advocacy is to establish your aims and objectives and to make clear statements about what you expect the short, medium and long-term outcomes to be.

Timing	75 minutes
Material	1 - 2 flipchart stands and flipchart paper; marker pens;
Handouts	A guide to terminology Setting objectives for advocacy Focusing on outcomes

	Example roadmap for advocacy Indicators
PowerPoint	A guide to terminology; setting objectives for advocacy; focusing on outcomes
Flipcharts	None
Additional Resources	Achieving multiple objectives - policy change + democratic gains: example from an ANEW member's experience

SESSION 9 HANDOUTS

Session 9.1 Handout

A Basic Guide to Terminology

Aim	**The overall purpose of the advocacy initiative:** *To improve poor people's health by increasing access to safe drinking water*
Objectives	**Specific things to be achieved in the short and medium term on the way to achieving the aim:** *To increase the national budget for clean water provision; to increase public support for the right of every household to have access to clean water; to improve relations between government and WATSAN CSOs*
Activities	**What will be done:** *Research into the issue; building an alliance of CSOs; running a public campaign; organising a seminar; etc.*
Outputs	**The products, capital goods and services which result from an advocacy initiative e.g.** *2 briefing papers – published and distributed; alliance formed and engaged in; petition produced and signed by 10,000 people; a seminar held with key stakeholders; etc.*
Outputs	The short, medium or long term results both positive and negative of an advocacy initiative (direct or indirect, intended or unintended) that are observable in terms of social, economic, or other indicators or in behavioural, institutional and societal changes that take place. **SHORT TERM:** *The issue is part of national debates; politicians are asking for an increase in next year's budget; new strategy for water being prepared* **MEDIUM TERM:** *Budget increased; strategy rolled out; government-CSO consultative group formed* **LONG TERM:** *80% households have access to safe water; child mortality decreased*

(Hilary Coulby for Oxfam Hong Kong

Session 9.2 Handout

Setting Objectives for Advocacy

Primary Objectives for Advocacy

- Changes in laws and policies
- Implementation of laws and policies
- Reform of institutions
- Changes in attitudes and behaviour
- Increasing democratic space – legitimacy of civil groups, freedom of information and space to speak out
- Civil society gains – increased cooperation, solidarity,
- South – North partnership gains – reduced dependence
- Getting the issue on the agenda for public debate

Secondary Objectives for Advocacy

- Increasing support and active membership
- Fundraising
- Developing the profile and reputation of your organisation

(Hilary Coulby for Oxfam Hong Kong

Session 9.3 Handout

FOCUSING ON OUTCOMES

In addition to setting advocacy objectives, it is important to focus right from the start on what outcomes you want to see, for the following reasons:

- Outcomes reduce the danger of being too activity-focused, i.e. objectives can sometimes become a list of `things we intend to do'. This can lead to an M+E process that only looks at 'did we do the activities we said we would'.
- Being 'outcome-focused' makes it more likely to look at the impact of the activities, rather than the activities themselves.

It is useful to compare actual outcomes against the anticipated outcomes – changes are not always predictable.

Focus on more than just the policy outcomes or other main aims of your initiative. Since large scale change is rarely immediate and very difficult to achieve, you need to identify significant shorter term achievements.

Important outcomes that can be monitored include, for example, the extent to which an advocacy initiative has built the capacity of the organisations involved. Strong civil society organisations will be needed to monitor any policy gains and to hold governments accountable for policy implementation. Capacity built today could mean policy gains tomorrow.

Outcomes: some factors to measure:

- **Policy gains:** Specific changes in policy, practice and/or institutional reforms
- **Implementational gains:** the extent to which policies are implemented and the extent to which implementation has had positive outcomes for the people and communities expected to benefit
- **Political and democratic gains:** the extent to which CSOs gain increased recognition as legitimate actors; the increase in democratic space within which NGOs and other civil groups can work; the improvements in access to governments and other institutions; increases in freedom of information
- **Civil Society gains:** the degree to which the capacity of CSOs/NGOs is strengthened; the improvements in cooperation between civil groups; the extent to which CSOs have acquired the skills needed to hold decision-makers to account

- **Partnership gains:** the extent to which national or regional networks have been developed that can effectively address decision-makers at these levels; the extent to which traditional inequalities between e.g. grassroots and national, or CSOs in the South and North are eroded
- **Organisational gains:** increased profile, respect as a credible source of information, increased funding

(Hilary Coulby with thanks to CIIR, Helen Collinson, Jane Covey and IDR)

Session 9.4 Handout

Example of a Roadmap for Advocacy

YEAR ONE: Assessment of the issue carried out > policy arena explored >> opportunities for influencing identified > decision taken regarding most strategic part of the issue to work on > > advocacy strategy developed including > power map created > advocacy aims and objectives > plan of action developed > further research and analysis including policy analysis >> alliances built > funds raised, etc.

YEAR TWO: > dialogue with decision-makers and other key stakeholders begins > relationships built with key stakeholders > publications produced > media work > seminars to raise awareness > issue is part of public agenda for debate > more research to provide evidence policy makers require > lobbying of key influencers > lobbying of decision-makers > six monthly reviews of progress to date and lessons learned > adjustments made to strategy and plans

YEAR THREE: > lobbying continues > > more communications work and campaigning to highlight the issue > > more publications produced >> major stakeholder seminar convened > decision-makers begin to change their opinions > more research carried out regarding the issue and potential solutions > draft alternative policies produced and publicised with allies > six monthly reviews of progress to date and lessons learned > adjustments made to strategy and plan

YEAR FOUR: > new policies agreed > lobbying to ensure new policies have appropriate budgets and are implemented > research to address any obstacles in implementation > monitoring changes in people's lives > media work to highlight changes and/or problems in implementation > evaluation of initiative and sharing of lessons learned

(Hilary Coulby for Oxfam Hong Kong)

Session 9.5 Handout

Indicators for monitoring and evaluating advocacy: an example

Aim: To improve the lives of poor urban communities

Objectives: To change the current policy
To create a public debate around the issue to support the change

Activity Indicators

- Number and type of documents/publications produced for decision-makers and those that influence them
- Number of meetings/lobbies/presentations, etc. held with decision-makers and influencers
- Number of meetings with/phone calls to journalists
- Number of members and number of meetings of your advocacy coalition

Progress Indicators

- The issue has been discussed **X** times in **X** political forums
- Political statements have been made by opinion leaders and decision makers X times
- A commitment to review policy has been made/policy review has begun
- **X** favourable articles or programmes about the issue have appeared in the media

Outcome Indicators – Policy and Practice

- Government/institution changes its policy (for the better)
- Policy rolled out for implementation by relevant institutions
- Policy change has positive impact on poor people by ……………..

Outcome Indicators – Governance and Democratic Space

- The first meeting between civil groups/NGOs and **X** government department takes place
- Government holds **X** number of meetings with civil groups/your coalition

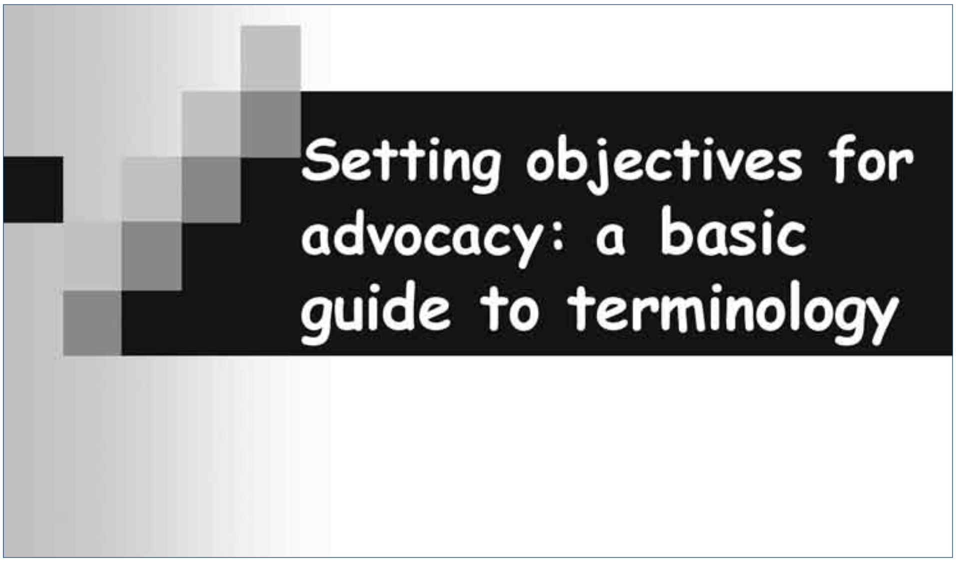
- Local government officials meet with community members **X** times
- Government initiates a consultation with civil groups on this/another issue
- Government establishes formal mechanisms to ensure community participation in monitoring the roll out of the new policy/programme

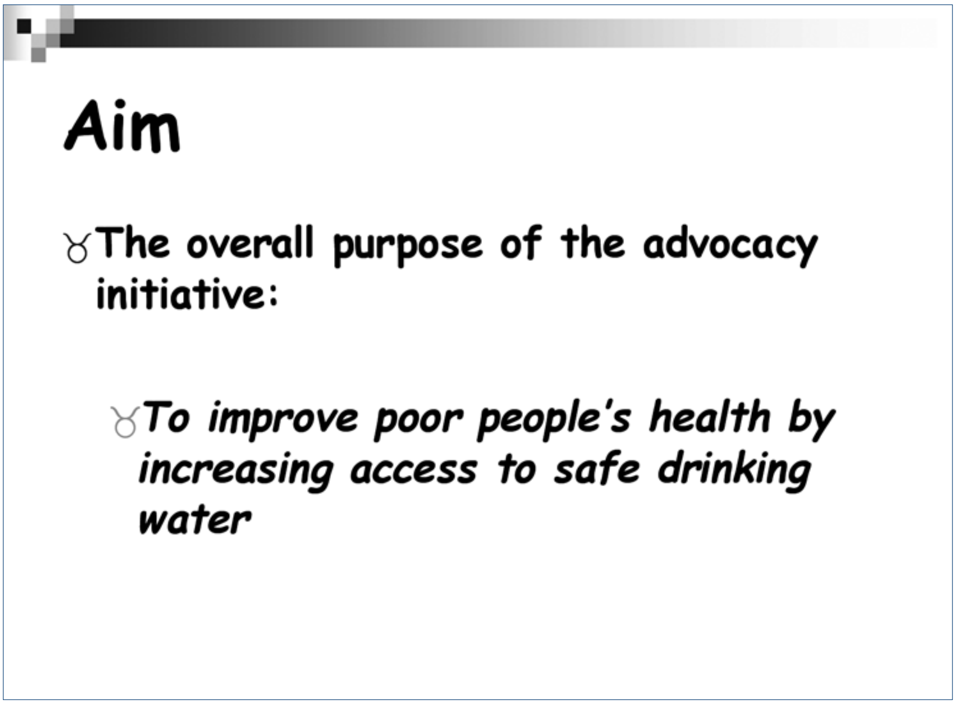
Organisational Gain Indicators

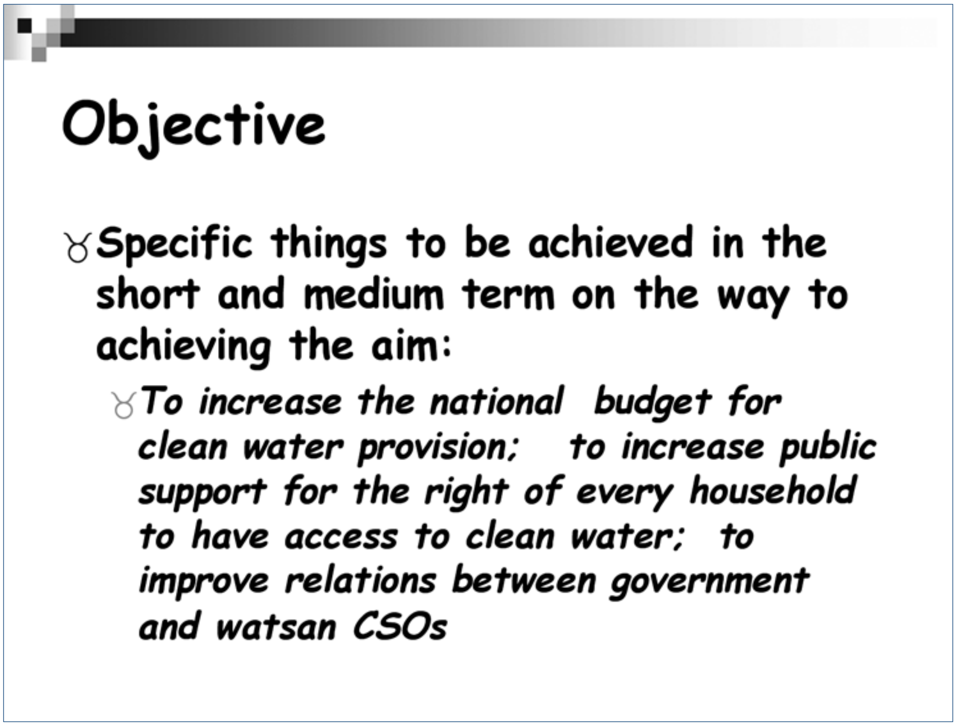
- Advocacy targets are more willing to meet with staff (number of meetings)
- Advocacy targets approach the organization for information and advice (**X** number of times)
- The number of enquiries from the media/politicians/public increases from **X** to **X**.
- Number of members/supporters/campaigners increases from **X** to **X**
- Donors make statements indicating they like the addition of advocacy to the organisation's activities

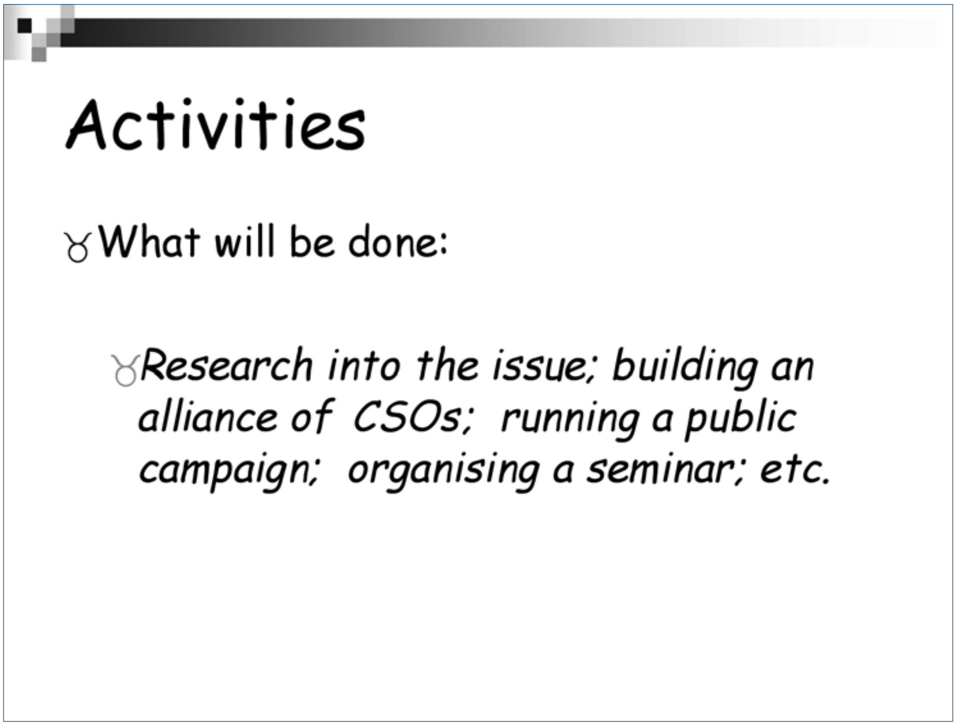
(Hilary Coulby – for Oxfam Hong Kong)

SESSION 8 POWERPOINTS






Objective
Specific things to be achieved in the short and medium term on the way to achieving the aim:
To increase the national budget for clean water provision; to increase public support for the right of every household to have access to clean water; to improve relations between government and watsan CSOs

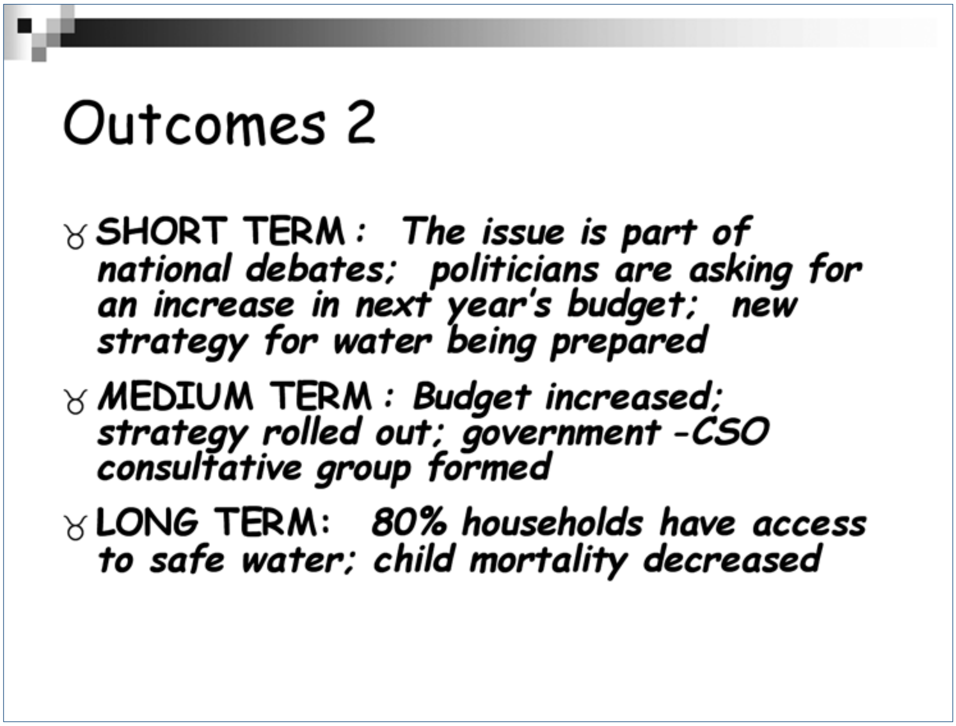

Activities
What will be done:
Research into the issue; building an alliance of CSOs; running a public campaign; organising a seminar; etc.

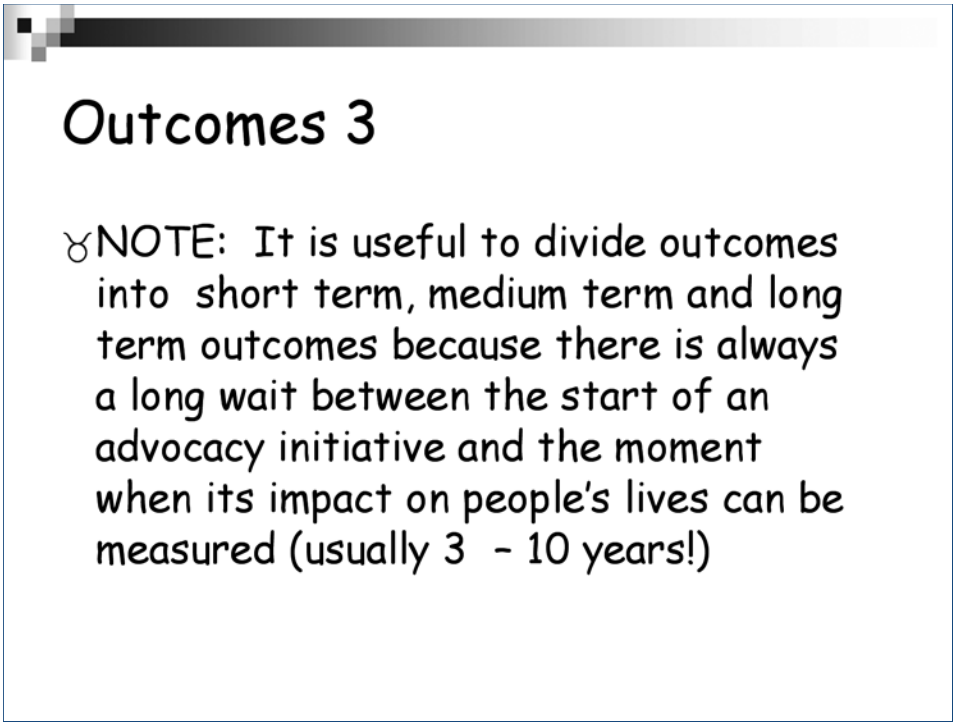
Outputs

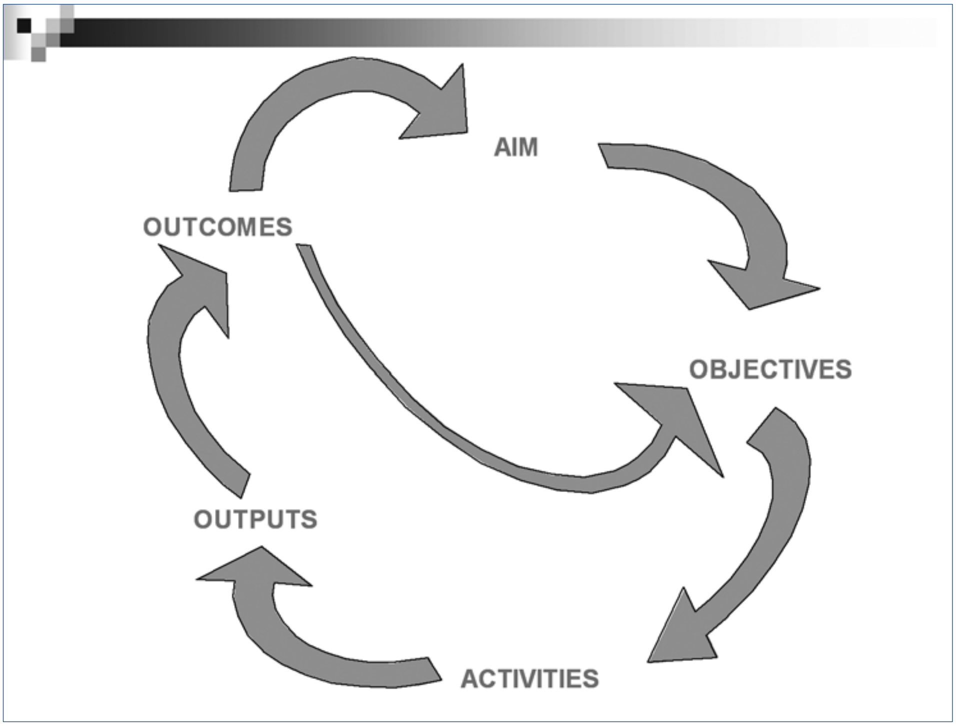
- The products, capital goods and services which result from an advocacy initiative
  - *2 briefing papers – published and distributed; alliance formed and engaged in issue; petition produced and signed by 10,000 people; a seminar held with key stakeholders; etc.*

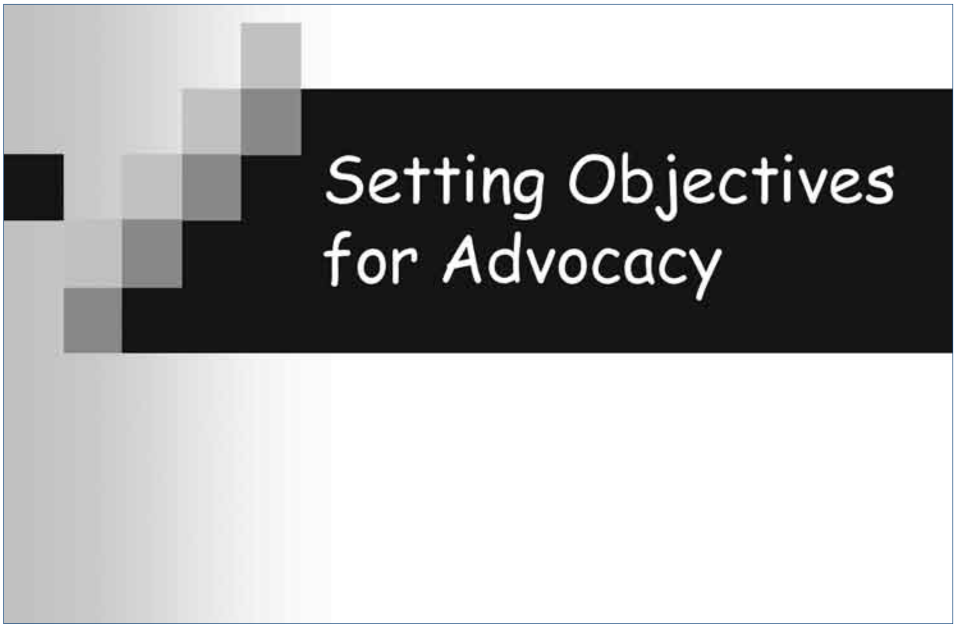
Outcomes 1

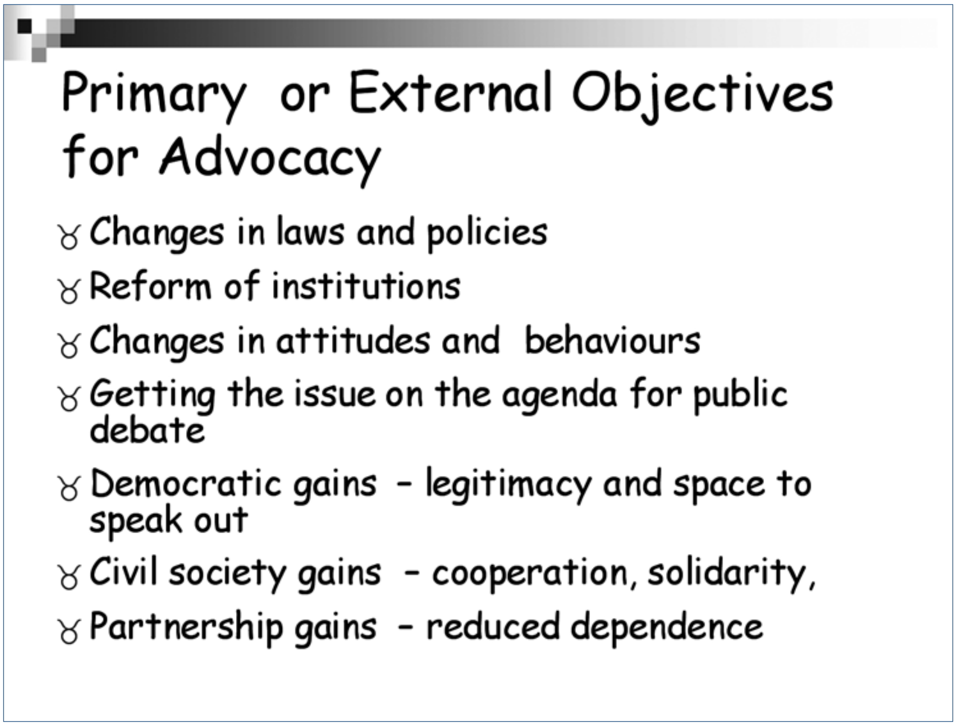
- **The short, medium or long term results of an advocacy initiative (positive or negative, direct or indirect, intended or unintended) seen in terms of changes in social, economic, or other indicators or changes in behaviours or institutions, etc.**


Outcomes 2
SHORT TERM : The issue is part of national debates; politicians are asking for an increase in next year's budget; new strategy for water being prepared
MEDIUM TERM : Budget increased; strategy rolled out; government -CSO consultative group formed
LONG TERM: 80% households have access to safe water; child mortality decreased


Outcomes 3
NOTE: It is useful to divide outcomes into short term, medium term and long term outcomes because there is always a long wait between the start of an advocacy initiative and the moment when its impact on people's lives can be measured (usually 3 – 10 years!)

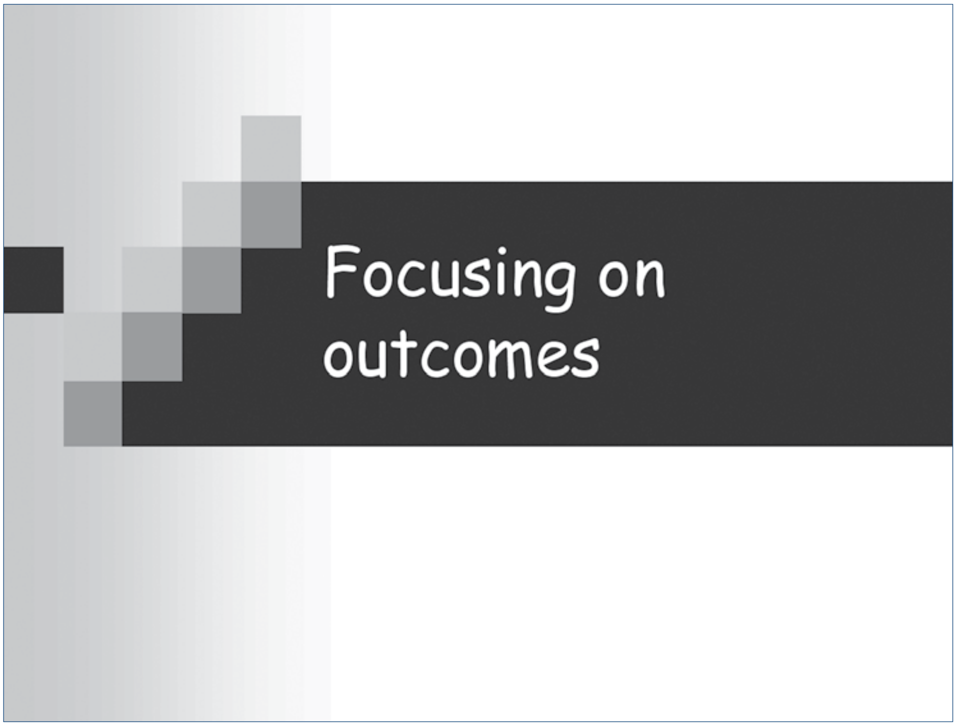

AIM
OBJECTIVES
ACTIVITIES
OUTPUTS
OUTCOMES

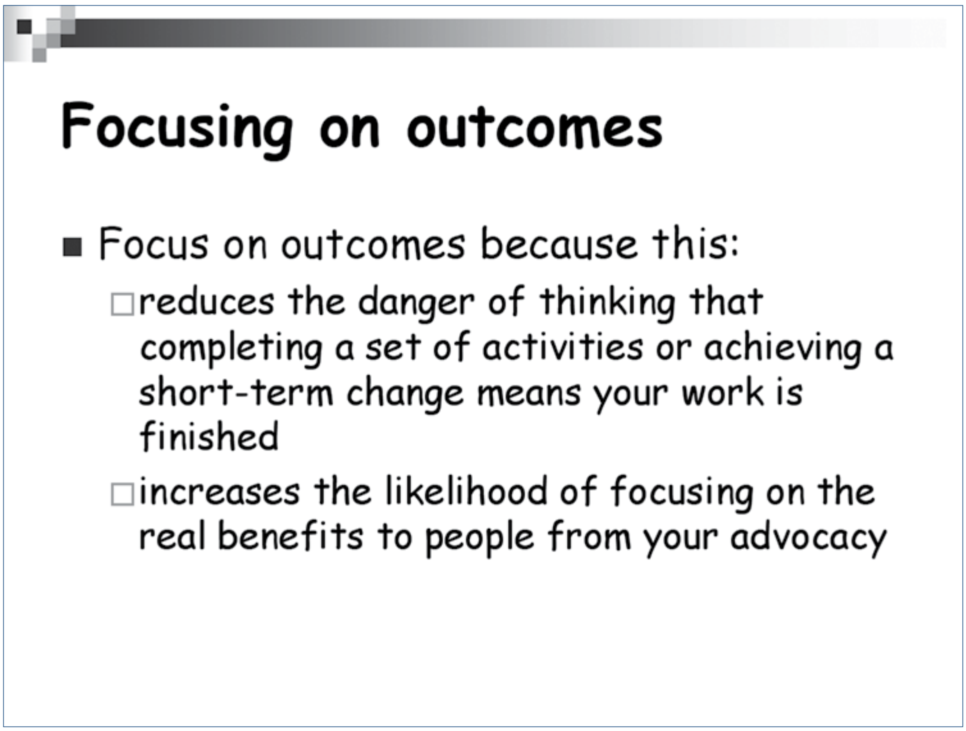

Setting Objectives for Advocacy


Primary or External Objectives for Advocacy
Changes in laws and policies
Reform of institutions
Changes in attitudes and behaviours
Getting the issue on the agenda for public debate
Democratic gains - legitimacy and space to speak out
Civil society gains - cooperation, solidarity,
Partnership gains - reduced dependence

Secondary (Organisational) Objectives for Advocacy

- Increasing support and active membership
- Fundraising
- Developing the profile and reputation of your organisation


Focusing on outcomes


Focusing on outcomes
Focus on outcomes because this:
reduces the danger of thinking that completing a set of activities or achieving a short-term change means your work is finished
increases the likelihood of focusing on the real benefits to people from your advocacy

Focusing on outcomes

- Compare actual outcomes against expected outcomes - change does not always produce predictable results
- Focus on more than *policy* outcomes or other main change aims of your initiative. Large scale change is difficult to achieve and takes years, so it is good to identify significant shorter term, achievable outcomes

Outcomes: some factors to measure

- Policy gains:
  - specific changes in policies, institutions, etc.
- Implementational gains:
  - the extent to which policies are implemented and the extent to which implementation has had positive outcomes for the people and communities expected to benefit

Outcomes: some factors to measure

- Political and democratic gains:
  - the extent to which CSOs gain increased recognition as legitimate actors,
  - increases in democratic space within which NGOs and other civil groups can work;
  - improvements in access to governments and other institutions; increases in freedom of information

Outcomes: some factors to measure

- **Civil Society gains** :
  - Civil Society gains: the degree to which the capacity of CSOs/NGOs is strengthened;
  - improvements in cooperation between civil groups;
  - the extent to which CSOs have acquired the skills needed to hold decision -makers to account

SESSION 9 Additional Materials

Achieving multiple objectives - policy change + democratic gains: example from an ANEW member's experience

Nadjiam Djirabaye
Edited by Mary O'Connell and Hilary Coulby

Lack of access to clean drinking water is having a severe negative impact on the health of the majority of the population in Chad. In 2001, despite the inclusion of the right to a healthy environment in the 1996 constitution, only 17% of the rural population and 30% of the urban population had access to safe drinking water.

The Association pour la Defense des Droits des Consommateurs (ADC), with support from Consumers International, engaged in advocacy on the right to water in which community capacity building and mobilisation played a central role. To understand all the issues better, ADC undertook research together with poor communities so that joint learning took place.

When the research was complete ADC organised a national level workshop to share and validate the results. Alongside ADC and representatives from community water committees and other NGOs, the workshop was attended by a large number of staff from the water and sanitation ministries and the national Water Company. The result of their discussions was that that the research recommendations were incorporated into the national water and sanitation document. The meeting raised the profile of ADC and the community-based water committees. As a result ADC was able to participate in the development of the Code of Water with the National Water Committee as well as in developing and monitoring the implementation of the strategic plan for water (the Schema Directeur de l'Eau, SEDA).

ADC's next step was to provide training and awareness-raising for communities on the constitution and their right to water. This motivated communities to take action. Community water committees, together with ADC, successfully lobbied the government to remove the tax on the first 14 cubic meters of water, thereby making water more affordable to the poorest households.

As a result of their advocacy with ADC, many communities have become empowered to demand their rights in all spheres, not only in relation to water and sanitation. Through committees, they can be represented at national level, for example through the National Water Committee, and are able to meet directly with government. As a result, citizens are much more visible in decision-making processes and have much better access to information.

SESSION 10 & 11:

Lobbying, influencing and making your voice heard

(advanced preparations required)

Learning Objectives	▸ To provide an introduction to the theory and practice of lobbying ▸ To reflect with participants on why people change their minds
Advanced Preparations	Trainers should prepare/amend lobbying exercise briefing sheets for lobbyists and decision-makers in line with the interests and experience of the participants (see Session Ten & Eleven Materials below). Copies should be made to give to each group of participants, so that there is one per person.
Process	**TIP:** The timings for this session vary with the number of participants and it is important that trainers review and adjust the Session timings in advance of the workshop. In addition, the Session is a double one and happens in two parts – before and after a break, regardless of the number of participants. If the number of participants means there should be four role plays, it is recommended that trainers leave out the Q&A session in the lobbying theory section regarding participants views on what should and should not be done when lobbying; and leave out the final section on body language. If there will be only two role plays (four paired groups) then these sessions and the discussions following each role play can easily be extended. Trainers need to work out the best place to take a break. Note that it is alright to have the break during the time allotted for preparing the role play. This may allow

participants who are running short of time to fetch their drinks and continue working through the break.

Note that if trainers wish to adjust the time of the break, whoever provides the refreshments should be given advance warning.

Part I
Total 40 minutes

Lobbying theory

5 minutes

Introduction: Trainers should note that in this session the focus will be on a specific skill required for successful advocacy – that of lobbying. Lobbying can be defined as "direct interactions with decision-makers or those that influence them, with the intention of persuading them to adopt a specific point of view or cause."

Tell participants that the workshop will not be covering lobbying ethics or the technicalities of making first contact with your lobby target, but there are handouts providing some basic information on these issues if anyone wishes to follow them up.

Handout: S10.1 Definitions of lobbying

S10.2 Making first contact

S10.3 Lobbying ethics

Successful lobbying is much more than simply having a chat with someone. It requires planning and plenty of practice to become truly successful. In this session we shall look first at some lessons for lobbying that are drawn from a group of experienced lobbyists. Then everyone will have a chance to practice their lobbying skills.

Ask the participants to take a minute to think about:

What things should you do whilst lobbying? What should you not do? (1 minute)

10 minutes

In plenary ask for feedback and record on a flip chart

(9 minutes)

PowerPoint presentation: 'Successful lobbying'

S10.2 Handout - 'Top tips for successful lobbying'

TIP: Trainers should provide examples of the different elements on the PowerPoint from their own experience of lobbying – or ask the participants if they have examples to share.

Practical Exercise: Prepare a lobby

Divide participants into an even number of paired groups – e.g. 1a and 1b, 2a and 2b, etc. Within each pair of groups, 2 or 3 people will be decision-makers and the rest will be lobbyists.

TIP: It is important for the lobbying group not to exceed a maximum of 5 people. If numbers are bigger than this, it is best to set up another pair of groups and reduce the numbers in each pair. Otherwise, some lobbyists will not have the chance to speak.

If it is necessary to have three pairs of groups, it is acceptable for two pairs to work separately on the same lobbying exercise.

Provide members of each group with a lobbying exercise sheet. Tell the decision-makers and the lobbyists NOT to share their briefs with each other! And NOT to do their preparation work within hearing distance of each other.

Trainers should note that the briefs outline: Who the lobbyists/decision-makers are; the issues they want to address; and who they will be meeting.

The briefs also give instructions for preparing for the lobby meeting and thinking about: what they want to /can achieve in the meeting itself; which issues they will prioritise; who will talk about what; what arguments they expect the decision-makers to use; how they will persuade the other side of their case.

TIP: If trainers have the time, they may wish to prepare new lobby briefs to meet the specific interests, experience and context of the people coming to the workshop.

Tell participants that the trainer(s) will visit each group to answer questions once they are working on the exercise. Groups have 30 minutes to prepare.

Hand out lobbying exercises

TIP: Prepare a 'stage' for the lobbying role play while the groups do their work. Ideally, there should be a table with seats on one side for the decision-makers, and on the other side for the lobbying group. The position of the table and chairs on the stage should allow everyone in the audience to see the body language and faces of both lobbyists and decision-makers – this may mean a slightly artificial arrangement of the seats.

Seats for the audience should be arranged in a series of narrow semi-circles to allow everyone a good view.

Trainers should tell groups when there are five minutes of preparation time remaining. Be strict about time. Remind groups that in real life they would have much more time but this is only an exercise.

Lobbying role plays

First get everyone ready. Select one paired group of lobbyists and decision-makers to be the first to do the role play. Everyone else is the audience. The audience and the decision-makers should take their seats. The lobbyists should stand to one side.

Total 90 minutes for 3 paired groups

(Each role play takes 10 minutes + 15 minutes for comment = 25 minute)

Adjust timings below to fit the number of role plays)

> **TIP:** Just before the role plays begins, it is important for the trainer to try out different seats to test the view of the stage and ask people to move them as necessary.

5 minutes

Before the role plays begin, the trainer should tell everyone that the audience should watch and listen carefully. After each role play they will be asked for their comments on what they think went well, and what didn't in terms of the messages and the body language, etc.

> **TIP:** It is fun for the trainer to play the role of the decision-makers' assistant. They should take the lobbyists into the room and interrupt the meeting when time is up to say the decision-maker(s) are needed elsewhere. Alternatively they might close proceedings by announcing an important call, asking if anyone wants a drink etc.

10 minutes

Role play 2 (repeat previous process)

15 minutes

Role play 3 (repeat previous process)

Ask everyone to help get the room back in order and returning chairs to plenary.

The importance of body language

PowerPoint presentation: Assertive body language

Handout: Assertive body language

Trainers should speak to the PowerPoint slides, illustrating them with the appropriate gestures and providing illustrations from their own experience.

> **TIP:** To ensure an overall positive feel, trainers should find areas to congratulate the performers on and encourage the audience to applaud the "performers" at the end of each role play.

10+15 minutes

10+15 minutes

15 minutes

Summary

Congratulate participants on their 'performance'. Even very experienced lobbyists are still learning and improving all the time but the participants clearly have the potential to be good.

Tell participants that, for successful lobbying, there is nothing more important than preparation.

Remember that decision-makers are being asked to do things all the time by different interest groups. Try to think about why they should give priority to your issue and do what you want? This almost always requires more than presenting straightforward evidence and facts. It is important to come up with ideas about why it would be good for the decision-maker to do what you want – how would they benefit? You also need to be able to counter the arguments of your opponents.

Alongside preparation, what you also need is patience. None of us changes our minds easily. When thinking about how to persuade someone to change their mind, it is helpful to think about occasions when you changed your own mind. What was it that made you change - the message, who or what delivered the message, the particular time when it was delivered, etc.

Usually, people do not change their minds immediately, so do not expect the decision-maker to do so. Instead:

- Expect to have further meetings with him or her and their staff;
- Expect to have to provide more evidence, to offer more solutions;
- Expect that change will happen slowly and incrementally, that change is a long game – and that the bigger the issue, the longer it takes.

Finally, think about what you will do if the decision-maker says yes. That is, plan for success. For example, if invited

	would you be willing to help re-draft the policy, or monitor its implementation? Would it be good to work with your target decision-maker? Or should you keep your distance? What will your organisation and network need to do to ensure changes at one level result in real benefits for the people affected by the issue? Role Plays x 3 Role play 1 – approximately 10 minutes After the role play ask the "performers" to remain where they are and: ▸ ask one or two lobbyists how they think the meeting went ▸ ask one of the decision-makers how they think the meeting went ▸ ask for one or two comments from the audience Then the trainers can add any comments of their own.
Timing	180 minutes
Material	Table and chairs; flipchart paper and stand; marker pens
Handouts	What is lobbying? Lobbying ethics Making first contact Top tips for successful lobbying
PowerPoint	Top tips for successful lobbying Assertive body language
Flipcharts	None
Excercise Materials	Lobbying exercises x 2 pairs of groups

SESSION 10 & 11 HANDOUTS

Session 10.1 Handout

What is Lobbying?

A Lobby

A group, organization or association engaged in trying to influence legislators or other public officials in favour of a specific cause. Originally the term referred to persons frequenting the lobbies or corridors of government buildings in order to speak to lawmakers.

Lobbying

The definition of the activity of lobbying is a matter of differing interpretations. Mostly, lobbying is limited to describing **direct attempts to influence policy makers, public officials or other decision makers through personal interviews and persuasion**.

However, some people use the term inter-changeably with advocacy and for them it covers all attempts to influence directly or indirectly any policy, practice or government activity, and includes any attempt to influence legislators, their staff, civil servants, and members of regulatory agencies

Lobbyist

The person or entity that does the work of lobbying

Session 10.2 Handout

Making the first approach to lobby targets

When you begin work on a new advocacy initiative, there is always a moment when you need to arrange a lobby meeting with a person or institution that you don't know. This is not as difficult as it may seem.

Step One

Find out who is the right person in the organisation or institution by:

- Searching institutional websites, or
- Asking alliance or network partners, or
- Speaking to advocacy colleagues in other agencies, or
- Asking relevant friends and relatives

Step Two

Call them or their administrator/secretary/PA and:

- say briefly who you are, what your organisation does and why you would like to arrange a meeting with the decision-maker
- the person will tell you whether you have approached the right person. If not, ask them to give you the name and contact of the person you should speak to
- use the opportunity of the phone call to check the spelling of person's name, and their job title
- be friendly and respectful whoever you are talking to – this person may be the key to getting access to higher level decision makers
- if you are given the appointment straight way congratulate yourself and prepare for the meeting.

Step Three

If you are not able to arrange an appointment on the phone – this is common because people usually want evidence that you are who you say you are, write a brief letter (not an email) to the person outlining

- basic information about your organisation or alliance
- basic information about your advocacy issue and main concerns

- stating you would welcome a meeting to find out more about the decision-makers/institutions policy/thinking on the issue and discuss your concerns
- saying you would be pleased to invite them to your office, or to go to theirs

Wait two weeks. If you haven't heard anything, follow up with a phone call, politely asking whether they have received your letter and whether an appointment would be possible, or if not, if there is someone else in the institution you could speak with.

(Hilary Coulby for INTRAC)

Session 10.3 Handout

Lobbying Ethics

What ethical dilemmas does lobbying present?

Since the ethical foundation of lobbying is the vigorous public debate necessary for informed decision making, ethical dilemmas related to lobbying tend to arise when the behaviour of lobbyists and lawmakers undermine the fairness and transparency of the process and do not contribute to the common good.

Fairness

The most obviously unethical (and illegal) practice associated with lobbying is paying a policy maker to vote in a favourable way or rewarding him or her after a vote with valuable considerations. If this practice is allowed, people and organizations with money will always win the day. But even with outright gifts to lawmakers outlawed, there are subtler ways to "buy" undue influence including paying for congressional travel and lavish meals. Local officials are faced with similar temptations - tickets to games or concerts, dinners in expensive restaurants, etc.

Fairness questions also arise when some lobbyists have easier access to lawmakers than others. Frequently discussed is the problem of 'revolving door lobbyists' - people who once served as public officials and then go into the private sector and work to influence their former colleagues. In addition to relationships with lawmakers, they may, for example, still have access codes to offices, use lawmakers' exercise facilities, or otherwise have easier entrée to the corridors of power.

Other kinds of relationships can also undermine fairness. Especially on the local level, policy makers are often lobbied by people they know socially. It is incumbent upon public officials to avoid influence that might arise out of their friendships. All politicians may be influenced by organizations or industries that have made significant contributions to their party or election campaign.

Transparency

One way to improve the fairness of the lobbying process is to make sure that possible sources of influence are visible to the public. This goal is behind the initiatives in a number of countries either requiring lobbyists to file reports on what they have discussed with lawmakers, or that civil servants/politicians declare any "presents" or contributions made to them, and/or any fees paid to them, and/or membership of Boards or organizations. Various proposals have been offered to strengthen these transparency provisions, but problems remain.

(Adapted by Hilary Coulby from: Judy Nadler and Miriam Schulman, Santa Clara University, USA, www.scu.edu/ethics/practicing/focusareas/government_ethics/introduction/lobbying.htm)l

Session 10.4 Handout

Top Tips for Successful lobbying

PREPARE, PREPARE, PREPARE!

- Be clear what you want
- Know the views of the people to be lobbied
- What's in it for them - why should they change their views?

Develop your messages

- Be simple and explicit
- What is the issue?
- What do you want them to do about it?
- Use examples that will engage their interest
- Prepare a short brief - large type

Plan and rehearse

- Consider the best time and place for a meeting
- Be sure you know the venue
- Arrive in good time
- Dress appropriately
- Be polite, acknowledge status
- Give name cards

Use negotiating techniques

- Be conscious of your body language
- Relax, keep your voice calm
- Listen actively - don't interrupt, demonstrate empathy
- Ask questions
- Keep to time - brief is best; don't get distracted, stick to your plan

Build relationships: the messenger can be as important as the message

- Consistency of personnel builds trust and transparency
- Being a credible and reliable source of information makes people listen
- Consider involving someone who is directly affected by the issue
- Be friendly, use social skills
- Keep in regular contact
- Always finish a meeting by suggesting another one would be useful

Hilary Coulby for INTRAC

Session 11.1 Handout

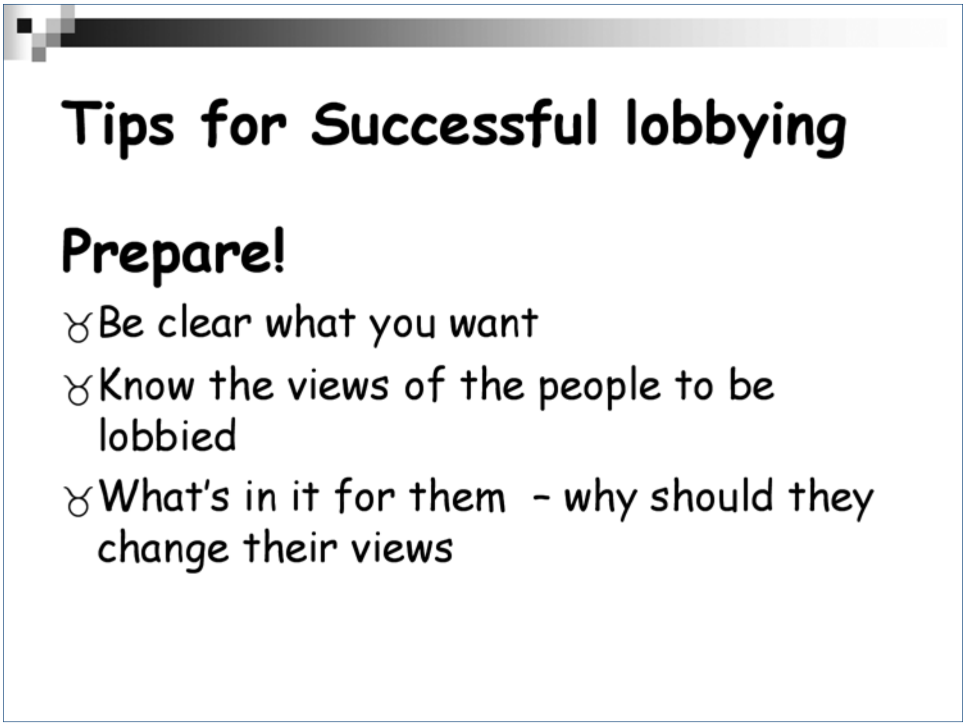
Assertive Body Language

Assertive 'body language' gives your message more chance of being heard:

- Make direct eye contact and maintain this for at least 50% of the time
- If addressing a group – make sure you make eye contact with everyone and continue to do so throughout the meeting
- Allow other people an appropriate amount of personal space
- Maintain an erect posture when standing or sitting – no slouching!
- Avoid 'closed' body positions – crossing your arms, leaning away from the other person
- Sit upright, no leaning back in your chair, no 'wide' postures
- Never put your hands on your hips; never shake your finger
- Stay on the same level as the person/group you are addressing – stand if they are standing, sit if they are sitting
- Speak clearly, audibly and calmly
- Do not allow negative emotions to be heard through your tone of voice
- Use appropriate facial expression and gestures to add emphasis to your words

Smile!

SESSION 10 & 11 POWERPOINTS



Tips for successful lobbying

Develop your messages:

- Be simple and explicit
- What is the issue
- What do you want them to do about it
- Use examples that will engage their interest
- Prepare a short brief – large type

Tips for successful lobbying

Plan and rehearse

- Consider the best time and place for a meeting
- Be sure you know the venue
- Arrive on time; be prepared to leave before time
- Dress appropriately
- Be polite, acknowledge status
- Give name cards

Tips for successful lobbying

- Be conscious of your body language
- Relax, keep your voice calm
- Listen actively – don't interrupt, demonstrate empathy
- Ask questions
- Keep to time – brief is best; don't get distracted, stick to your plan

Tips for successful lobbying

- Keep in regular contact
- Build relationships: the messenger can be as important as the message
  - Being a credible and reliable source of information makes people listen.
- Consider involving someone who is directly affected by the issue
- Be friendly, use social skills
- Always finish a meeting by suggesting that another one would be useful

Assertive Body Language -

gives your message more chance of being heard

Assertive Body Language 1

- Make direct eye contact and maintain this for at least 50% of the time
- If addressing a group – make sure you make eye contact with everyone and continue to do so throughout the meeting
- Allow other people an appropriate amount of personal space
- Maintain an erect posture when standing or sitting – no slouching!
- Avoid 'closed' body positions – crossing your arms, leaning away from the other person
- Sit upright, no leaning back in your chair, no 'wide' postures

Assertive Body Language 2

- Never put your hands on your hips; never shake your finger
- Stay on the same level as the person/group you are addressing - stand if they are standing, sit if they are sitting
- Speak clearly, audibly and calmly
- Do not allow negative emotions to be heard through your tone of voice
- Use appropriate facial expression and gestures to add emphasis to your words

Smile

SESSION 10 & 11 Excercise Materials

ANEW Lobbying Exercise: 1a (3 – 5 people)

You are all senior members of staff from NGO members of ANEW working in Yekna, which is a developing country. Over the last year ANEW has been discussing problems in the Water and Sanitation (WATSAN) sector and members agree that it is time to get engaged with advocacy. This will be targeted at two key stakeholders in the WATSAN sector – government and donors.

The issues that have been put forward for advocacy at national level are as follows:

- The need for an increased funding to the WATSAN sector from government which is not giving WATSAN services any priority in the national budget. The spending allocated to the sector is still extremely low compared to other sectors despite the fact that the MDGs on water will not be met unless a large increase in funding happens.
- One way to achieve this would be for government and donors to work together to get Yekna's debt burden reduced, or cancelled, with a large proportion of the released refunds going to improving water and sanitation services.
- Government spending on WATSAN should involve the procurement of materials and parts from local suppliers to encourage the development of the local private sector.
- A Parliamentary Committee on Water and Sanitation should be established that could champion WATSAN services.
- Government needs to ensure that water projects are integrated with sanitation and hygiene promotion, and this should be complemented with use of appropriate and cost-effective technologies.

You have requested and been granted a short meeting with the Minister for Water and Forests that will take place on the day before the annual forum where government and bilateral and multilateral donors discuss and agree sector plans. The Minister has been in place for 18 months and is friendly towards NGOs but not powerful in the Cabinet.

TASK

You are meeting to decide on your strategy for the meeting with the Minister.

What are your objectives for the meeting/ what do you think you can achieve?

Which issues will you raise? What are the key points that you will make about them?

Is there anything you need know from the Minister?

What arguments do you expect the Minister to use? How can you persuade him/her of your case?

Assign roles and decide who will say what.

NOTE: You can use pretend/fake facts and figures to support your case – but these should be reasonable! You may also bring pretend materials/reports, etc. to the meeting

ANEW Lobbying Exercise - 1b (2 - 3 people)

You are the most senior civil servant(s) and the Minister at the Department for Water and Forests in Yekna, which is a developing country. The Minister took office 18 months ago and is committed to improving WATSAN services.

The water and sanitation sector in Yekna is not given any priority by the national government and the Ministry is not considered important by the President and his inner circle of Ministers. Sector development currently depends almost completely on support from external donors.

This means that the Minister has been keen to cooperate with NGOs and the donor community because she relies on their support in delivering water and sanitation services.

The annual meeting with big bilateral and international donors will take place tomorrow. In discussions, donors have said that the only way to solve the WAT-SAN problems faced in Yekna and reach the MDGs is to involve the private sector. Donors want the Ministry to agree to international firms taking up management contracts with the national water company and with district water authorities. Donors say that if such a move takes place, they are prepared to invest an extra $20 million per annum to the sector.

The Ministry knows that in other countries NGOs have been hostile to private sector involvement in WATSAN services. But you hope that since this is not privatisation as such, and comes with increased sector funding, they may accept that such a move is necessary.

In any case, the public services are hopeless and haven't been able to improve over the last few years. So the Ministry can see no alternative solution to private sector involvement. In addition, everyone at the Ministry is well aware that if the President hears of the donor offer, he will say yes immediately, and may sack those who refuse to cooperate.

A meeting has been set with a delegation from the ANEW network later today and you need to think about how you will persuade them to support the proposed management contracts.

TASK

You need to decide on your strategy for the meeting with ANEW members.

What are your objectives for the meeting/ what do you think you can achieve?

What are the key points that you will make? How can you persuade ANEW members of your case?

What arguments do you expect ANEW to use?

Is there anything you need know from ANEW members?

Assign roles and decide who will say what.

NOTE: You can use pretend/fake facts and figures to support your case – but these should be reasonable! You may also bring pretend materials/reports, etc. to the meeting

ANEW Lobbying Exercise - 2a (3 – 5 people)

You are all senior members of ANEW staff working in Genesla – a least developed country where more than 70% of the national budget is funded by aid.

Over the last year ANEW has been discussing problems in the WATSAN sector. This has led to a decision to begin advocacy targeted at bilateral and multilateral donors regarding the poor coordination of their activities in the sector. Your analysis is that:

- Poor coordination between bilateral and multilateral donors has lead to donors having lots of different types of projects spread unevenly across the country, with some districts (often the most remote/poorest) getting no assistance at all.
- NGOs themselves are weak in terms of coordinating their work but work has begun to change this situation.
- The health sector has shown considerable progress since the introduction of a Sector Wide Approach (SWAP). This has shifted donor support from individual projects to an arrangement where donors contribute to strengthening the entire

sector through direct support to the Ministry of Water based on mutually agreed priorities.

- You want WATSAN donors to do the same thing because you believe better coordination in both planning and implementation will be beneficial, especially for those remote and poor communities that currently are excluded from service provision.
- ANEW members want any new SWAP approach to include a national level forum that is open to NGOs, community organisations, academics and other relevant stakeholders.
- The government has a bad reputation for corruption, especially at district level, but recently committed itself to improving accountability.

You have arranged a short meeting with representatives from the Africa Development Bank and the UK's Department for International Development (DfID). This will take place on the day before the annual forum of government and donors to discuss and agree sector plans. The Africa Development Bank has been active in the sector for many years; DFID work on WATSAN issues is new.

YOUR TASK is to prepare for the lobby meeting and decide on your strategy

What are your objectives for the meeting/ what do you think you can achieve?

Which issues will you raise? What are the key points that you will make about them?

Is there anything you need know from the donors?

What arguments do you expect the donors to use against having a Sector Wide Approach?

How can you persuade them of your case?

Assign roles and decide who will say what.

NOTE: You can use pretend/fake facts and figures to support your case – but these should be reasonable. You can also bring pretend materials/reports to the meeting.

ANEW Lobbying Exercise - 2b (2 – 3 people)[1]

You are senior representatives from the Africa Development Bank, the GTZ, representing the German Foreign Ministry, and DFID, the UK Development Ministry. You all work in

[1] If only two people ignore references to, and role of, GTZ

Genesla, a least developed country where more than 70% of the national budget is funded by aid.

The Africa Development Bank and GTZ have been active in the country for many years and have come to the conclusion that working through the government achieves very little because of high levels of corruption.

DFID has only recently begun working in the WAT-SAN sector in Genesla and, although it does not say this publicly, believes that careless grant making and unrealistic projects entered into by other major donors has been one reason why corruption has grown.

In advance of the annual WAT-SAN sector forum some tensions have arisen between DfID, GTZ and the AfDB. DfID believes that donors should move to direct budget support, and introduce a Sector Wide Approach (SWAP). The AfDB and GTZ want donors to continue working on a project-by-project basis.

DfID thinks that if NGOs could be involved in ensuring accountability, through budget monitoring or citizen's score cards, it would be the best way forward. They have been lobbying the Africa Development Bank and GTZ about this.

The AfDB has a low opinion of NGOs who it sees as a bunch of unrealistic dreamers who should stay out of national policy issues, not least because they cannot even coordinate their own work. NGOs will never result in changes of the scale needed to resolve Genesla's WAT-SAN problems. GTZ are more positive about NGOs but believe they lack the ability to organise widespread citizen-based monitoring.

All organisations are committed to consultation with civil society so you have agreed to meet with a new NGO network on WATSAN issues called ANEW. This will take place on the day before the annual forum of government and donors to discuss and agree sector plans and you expect the lobbyists to have a series of demands.

YOUR TASK is to prepare for this lobby meeting

Is there anything that you want to achieve from the meeting?

Is there anything you want or need from the ANEW NGOs? Is there anything you need to know about their plans?

Which issues will you raise with them? What are the key points that you will make about them?

How will you respond to whatever issues they raise with you?

Assign roles and decide who will say what.

NOTE: You can use pretend/fake facts and figures to support your case – but these should be reasonable. You can also bring pretend materials/reports to the meeting.

SESSION 12:

Final Session and Course Evaluation

Learning Objectives	▸ To review the overall course content and provide an opportunity to resolve concerns and understand anything that isn't clear ▸ To give participants the opportunity to think about next steps – as individuals and as a network ▸ To evaluate the course content and delivery so lessons can be learned
Advance Preparations	Print out course evaluation sheets (see Session Twelve Materials) – one per participant. Make sure you have cards and envelopes, or paper and envelopes – one set per participant.
Process	**NOTE:** All timings for this session are approximate. The number of issues for clarification or resolution that a group may raise cannot be predicted. Sometimes there are lots, other times there is only one or none at all.
5 Minutes	**Introduction to the final session:** Tell participants that this is the last, but not the least important session of the workshop. In the next 60/90 minutes they will be reviewing the overall course content and providing a space for questions regarding areas that are still confusing or regarding concerns about advocacy. They will also have an opportunity to consider the next steps for their organisations as members of the ANEW network, and for themselves as individuals using advocacy. Finally, there will be a course evaluation to give everyone an opportunity to comment on the proceedings and give trainers the information they need to improve the design and delivery of future courses.

Total 30 - 40 Minutes

Review of areas covered by the course

5 Minutes

Trainers should summarise the different areas covered by the course by pulling together all the elements that provide the basis for developing an advocacy strategy, and all the areas that concerned the skills required to implement one.

5 Minutes

Tell participants that they now have an opportunity to raise areas that still need further clarifications, or have raised concerns. Ask them to form buzz groups of 2–3 people. Tell them they have 4–5 minutes to come up with anything - although doing so isn't compulsory!

Feedback to flipchart

TIP: Trainers should collect all the areas raised before beginning the clarification session

12 - 22 Minutes

Clarifications: It is recommended that before answering themselves, trainers first refer each question/issue to the participants to see if anyone has an answer. If someone gives a good answer, all the trainer needs to do is endorse it. If there is no good answer, the trainer should either provide one, or if not able to do so, should say that it is something they will follow up and communicate with the group about after the course.

Total 10 Minutes

Next steps for individuals:

Tell participants that you want to start the 'next steps' session by getting them to think of two or three things that they will do as a result of the course. These things should be written on the cards provided and put in the envelopes, which they should address to themselves. In two months time, the ANEW Office will post the envelopes to each participant as a reminder of their good intentions! They have 10 minutes to do this.

TIP: If asked, trainers should clarify that the address to be used may be their work or home address - the important thing is that it is of a place where they expect to be in 2.5 months time.

Total 30 Minutes

8 Minutes

Next steps for the ANEW network and its members:

Trainers should ask participants to form buzz groups to think about:

- Anything in the course that has highlighted possible opportunities and challenges for the ANEW network?
- Anything ANEW should be doing to support the advocacy of its members?
- Anything that the ANEW network should be doing in terms of network-based advocacy?

8 Minutes

Feedback to flipchart.

14 Minutes

Ask for any comments on the suggestions and issues raised. Tell participants that their comments will be shared with ANEW staff and be fed into strategy considerations.

10 Minutes

Course Evaluation

Trainers should handout course evaluation forms and ask everyone to complete them before the final messages and goodbyes.

TIP: Almost everyone sees completing evaluation forms as a chore, so it is important that they all stay in the room to do this work - if people leave without completing the form, trainers are unlikely to see it again.

Final Summary

5 Minutes

Trainers should thank the participants for their contributions to the course and make appropriate remarks about how good it has been to work with them.

Timing	90 minutes
Materials	Envelopes and cards for individual next steps Evaluation forms
Handouts	Course evaluation form
Power Point	None
Flipcharts	None

SESSION 12 HANDOUT

ANEW Advocacy Course - Evaluation form

1. How would you assess the training methods used (please tick the appropriate comment):

Presentations	Poor	Satisfactory	Good	Very Good
Group Work	Poor	Satisfactory	Good	Very Good
Handouts	Poor	Satisfactory	Good	Very Good
Facilitation	Poor	Satisfactory	Good	Very Good

Comments ....

....

2. Which parts of the workshop did you find most useful?

Comments ....

....

3. What parts of the workshop did you find least useful?

Comments ....

....

4. What suggestions do you have to improve future training sessions?

....

....

5. What has been the most important piece of learning for you?

Comments ....

....

6. Overall Ratings for the Workshop

	Poor	Satisfactory	Good	Very Good
Overall rating for the workshop				
Quality of training materials				
Venue				
Food				
Accommodation				

Comments ....

....

Is there anything else you would like to comment on?

....

....

OPTIONAL: Name

....

OPTIONAL SESSION A:

Working in advocacy networks and alliances

Learning Objectives

- To provide an introduction to working in advocacy networks, alliances and coalitions
- To explore the advantages and disadvantages of this type of work
- To review what makes for an effective alliance

Process

5 Minutes

Introduction (5 minutes)

For the purposes of this session the terms alliance, network and coalition will be used inter-changeably.

According to dictionary definitions, alliance or coalition should be a closer, more purposeful group than a network but in practice network-based CSOs and NGOs are sometimes operating more closely to achieve advocacy goals than others in alliances or coalitions who simply meet and exchange information. Hence the decision not to get too excited about terminology.

This session will draw on the experience of participants to explore the advantages and disadvantages of working in alliances. We shall also look at ways of working that help to emphasise the good things about being in an alliance and minimise the bad things.

Total 25 Minutes

Understanding the range of participants' experiences (20 minutes)

4 Minutes

Under the umbrella exercise:

TIP: It is not necessary to have an umbrella! All that is needed is to establish two clear points at opposite corners for participants to move to.

Preparations: Ask participants to create a space in which it is possible to establish two opposite corners (or sides) in the room. In one corner the trainer stands with an open umbrella. The other corner is empty.

Participants should begin the exercise standing in the middle of the room.

Tell participants that if their answer to a question is YES they should come under the umbrella. If their answer is NO they should go to the opposite corner. Make sure everyone understands what they should do.

The facilitator/trainer asks a series of questions (see below) and people move quickly from one corner to the other.

Example Questions:

- Have you been part of an advocacy or policy alliance/coalition/network?
- Have you been part of a local alliance/coalition/network that had a specific purpose or wanted to change something?

> **TIP:** If any participants go to the NO corner, try to help them think of an informal alliance that they may have been part of, e.g. within their family to plan a big event, or persuade a family member of something; etc.

15 Minutes

Have you participated in a national alliance or group?

Have you been part of an international network or alliance?

Have you coordinated an alliance or network?

Have you ever left or resigned from an alliance/coalition/network?

> **TIP:** After each question, the facilitator/trainer may ask one or two of the group under the umbrella to elaborate regarding their experience:

5 Minutes	Ask participants to come back into plenary. Facilitator/trainer should then summarise the level and variety of experience in the room.
Total 30 Minutes	**The advantages and disadvantages of alliances and coalitions**
10 Minutes	Participants should form buzz groups of two or three and list the advantages and disadvantages of being in an alliance/network
10 Minutes	Plenary feedback to flipchart - first advantages and then disadvantages
10 Minutes	**Powerpoint presentation:** Advantages and Disadvantages of Working in Alliances and Networks **Handout:** Advantages and Disadvantages of Working in Alliances and Networks **Case Studies:** Working in Networks and Alliances
Total 25 Minutes	**Maintaining a successful network or alliance** Plenary discussion, examples of difficulties faced by participants in relationship to membership of advocacy networks/alliances and how these could be resolved. (15 minutes) **Powerpoint presentation:** Building and Maintaining your Alliance (10 minutes) **TIP:** Ideally, the facilitator/trainer should provide examples from their own experience to illustrate the points in the presentation. **Handouts:** Advantages and Disadvantages of Alliances; Sustaining And Maintaining Alliances And Networks; Building a Strong Alliance
5 Minutes	Summary of the session by facilitator/trainer

Timing	90 minutes
Materials	Umbrella (optional); 1 or 2 flipchart stands and flipchart paper; marker pens
Handouts	Advantages and Disadvantages of Alliances; Sustaining And Maintaining Alliances And Networks; Building a Strong Alliance
Power Point	Advantages and Disadvantages of Working in Alliances Building and Maintaining your Alliance
Flipcharts	None
Additional Resources	The advantages and disadvantages of networks: example from an ANEW member's experience

OPTIONAL SESSION - A HANDOUTS

Session A.1 Handout

Advantages and Disadvantages of Working in Alliances, Coalitions and Networks

Advantages:

- Can involve groups with different skills and experience
- Can reach wider variety of donors, policy-makers, media
- Coordinated activities mean less duplication
- Broad participation increases credibility and legitimacy
- More groups mean a larger 'voice'
- Participants operating in different geographical locations can create momentum and impact on public opinion
- Cooperation allows for division of labour and sharing of resources
- Any backlash from authorities will be diffused among participants

Disadvantages:

- Requires active management
- Progress towards aims may be slower
- Can be very time consuming even as participant
- May need to compromises to arrive at a common view and plan of action
- Some participants may take more than they give
- Your organisation's individual profile may be lost
- Some participants may grab public profile for themselves

If you want to walk fast, walk alone
If you want to walk far, walk together

West African proverb

(Hilary Coulby for INTRAC)

Session A.2 Handout

Sustaining and Maintaining Alliances and Networks

Adapted from Helen Collinson: helen@hcollinson90.freeserve.co.uk

- **Don't treat participation in an advocacy network as an `add-on'.** If advocacy is one of your responsibilities, then undertaking advocacy through relevant networks will be part of your job. Being part of a network uses up some of your time, for which you are paid by your organisation. It is good practice to negotiate and agree the time you should spend on network activities with your manager, and include this in your workplan.
- **Keep your own organisation informed of the network's activities and progress.** Encourage colleagues to be involved in, and contribute to the work of the networks you belong to by asking them to comment on draft mission statements, advocacy strategies etc. This will ensure that your organisation and colleagues will support you when disputes arise between network members. Remember: you are representing your organisation in the network, not participating as an individual.
- **Don't wait until you have refined every aspect of the network's mission, purpose and advocacy strategy before undertaking any advocacy activities.** Some networks get stuck trying to clarify every aspect of how they will work but this may discourage busy advocacy workers from participating. If you wait too long before doing something, there is a danger the network will turn into a `talk shop'.
    - Once the common ground between members is clear, it is good to start to hold private, relationship-building/information-gathering meetings with policymakers, or introductory seminars where different opinions about the issue are shared. This can be done even if you are not yet ready to hold high-level, public meetings. Doing this will encourage group cohesion and help shape the network's identity, unity of purpose and advocacy strategy.
- **Engage a network coordinator.** Experience shows that networks with coordinators are more effective than those without. Having a coordinator is highly recommended even if members can only afford to jointly fund someone who is part-time. The alternative is for someone within the network to get permission from their organisation to use a specified amount of their work time to network coordination. Without a coordinator, individual members will find it very difficult to maintain and service the network alongside their responsibilities in their own organisations.

- When appointing a coordinator, look for someone who will provide leadership and group facilitation, and not just administrative skills. A contracted coordinator should facilitate consensus-building and mediate between members when there are differing opinions. This requires special skills. Also look for someone who can motivate network members without dominating them.
- Finally, there may be occasions when the coordinator will have to represent the network to external audiences. So communication skills and ability to interact well with a range of different audiences should be considered during recruitment.

- Once you've appointed/selected the coordinator and agreed on the network's advocacy strategy, **don't just leave the Coordinator to carry out the strategy on his/her own**. Set up a management group to provide support and guidance.
- For lobby meetings it is important for at least 1-2 network members always to accompany the Coordinator. Otherwise, policymakers may question whether your network is really a network or only an individual! Also **Coordinators can only represent positions on which the network has reached a consensus.** If other issues outside this position are raised by policymakers, individual organisations may be better placed to deal with these.
- Network members and coordinators attending network lobbying meetings must **make it clear if they are speaking on behalf of the organisation that employs them or if they are speaking on behalf of the network to which their organisation belongs.** Speaking out on issues when the network has not reached a consensus could damage the network and its individual members, or cause it to split.
- **Address difficulties as they arise.** A decline in network membership is a clear indicator that the network is having problems. It is important that coordinators and lead members watch for early warning signs that something is going wrong and minimise difficulties by finding out about members' concerns and working to resolve problems. Everyone involved in the coalition will benefit from having an opportunity to talk about what is, and is not, working. Common early warning signs include reduced numbers attending meetings; meetings that consist primarily of announcements or discussions about procedures; challenges to authority; battles between members; and general lack of enthusiasm amongst members.
- **Regularly renew and revitalise your network or coalition.** Hold a retreat/all day meeting in a new venue to discuss challenging or exciting new issues. Provide training for members. Arrange for presentations by external speakers at meetings. Facilitate members' attendance at conferences. Hold 'lunch meetings' between

'regular meetings' to bring together key members on topics of shared interest; or create small planning groups or subcommittees to work between full meetings of the network. In addition, the contributions of each member should be actively acknowledge and valued. When members enjoy working together, the network is likely to be more successful.

- **Celebrate and share successes.** Too often, coalitions focus on problems and next steps without pausing to appreciate their accomplishments. Taking time to celebrate success improves the morale of members. Sharing successes with member organisations allows them to see that the coalition is playing a vital role in addressing the issue.

(Created by Helen Collinson and adapted by Hilary Coulby)

Session A.3 Handout

Building a Strong Alliance

FORMATION STAGE

- Establish a clear purpose or mission
- Involve individuals and organisations that share the mission
- Build a commitment to participation and collaboration

MAINTENANCE/GROWTH STAGE

Organisation

- Define clear, specialised roles
- Establish a loose or fluid organisational structure; vertical, hierarchical structures don't build strong networks
- Compile a skills inventory including the skills/expertise of individual members and institutional resources (fax, internet, meeting space, etc.)
- Prepare to fill expertise gaps by recruiting new members
- Establish a communication system (i.e. telephone tree)
- Create an NGO member database (name, address, organisation's mission, type and focus of organisation, etc.)

Leadership

- Share leadership functions (i.e., rotating coordinating committee)
- Set realistic goals and objectives
- Divide into sub-groups/task forces to take on specific tasks according to expertise
- Spread responsibilities across all members to avoid 'burn-out'
- Promote participatory planning and decision-making
- Foster trust and collaboration among members
- Keep members motivated by acknowledging their contributions

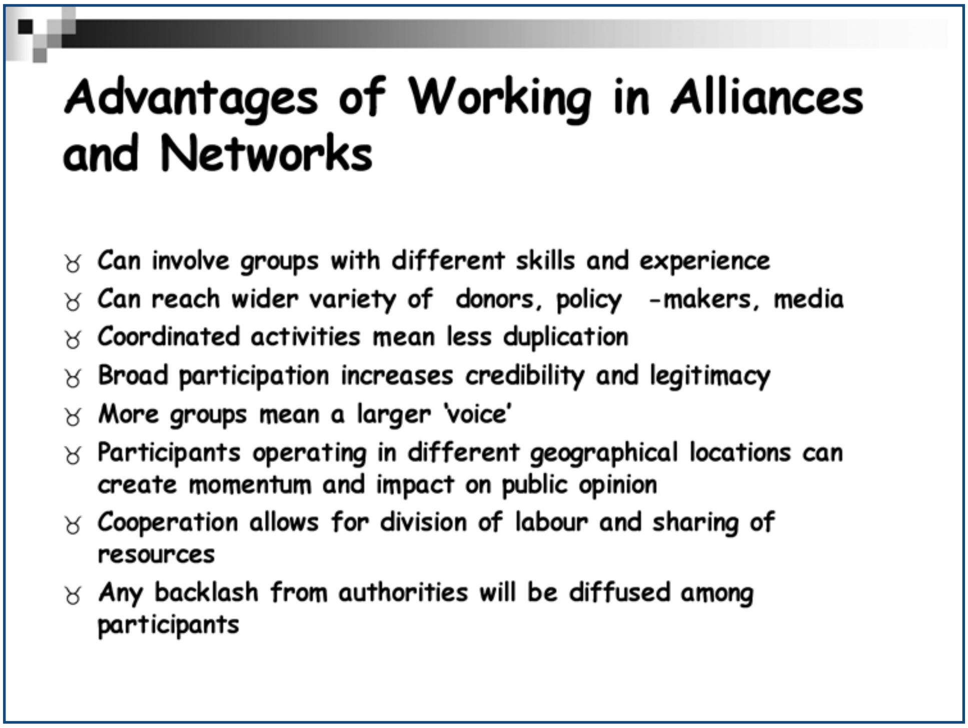
Meetings/Documentation

- Meet only when necessary
- Set a specific agenda and circulate it ahead of time

- Follow the agenda and keep meetings brief; finish meetings on time
- Rotate meetings and facilitation roles
- Keep attendance list and record meeting minutes to disseminate afterwards
- Use members' facilitation skills to help the network reach consensus and resolve conflict
- Discuss difficult issues openly during meetings
- Maintain a network notebook to document network activities, decisions, etc.

(Adapted from Networking for Policy Change: An Advocacy Training Manual, The Policy Project/USAID)

SESSION-A POWERPOINTS



Disadvantages of working in alliances and networks

- Requires active management
- Can be very time consuming even as participant
- May need to compromise to arrive at a common view and plan of action
- Some participants may take more than they give
- Individual profile of your organisation may be lost
- Some participants may grab public profile for themselves

Building and Maintaining a Network, Alliance or Coalition

Adapted from Helen Collinson and Networking for Policy Change

Building a Network or Alliance

Adapted from Networking for Policy Change: An Advocacy Training Manual, The Policy Project/USAID

- **Establish a clear purpose and set realistic goals and objectives**
- **Involve a wide range of individuals and organisations that share that purpose**
- **Promote participatory planning and decision -making**
- **Share leadership functions, rotate meeting venue and chairing/facilitation roles**
- **Spread responsibilities across all members to avoid burnout**

Building your Network or Alliance

- Employ best practice in meetings:
  - Meet only when necessary
  - Have an agenda that is circulated ahead of time
  - Follow the agenda and keep meetings brief; finish meetings on time
  - Don't allow big organisations or individuals to dominate discussions
  - Keep attendance lists and meeting minutes to disseminate afterwards
  - Establish 3 – 4 alternative dates for the next meeting with those present but fix these by email to involve those who have missed the meeting

Maintaining your network or alliance

with thanks to Helen Collinson

- Don't treat participation in an advocacy network as an `add-on'.
- Don't wait until you have refined every aspect of the network's mission, purpose and advocacy strategy before undertaking any advocacy activities
- Engage a network coordinator – or at minimum assign a network member who has time allotted to this work by their manager

Maintaining your network or alliance

with thanks to Helen Collinson

- Foster trust and collaboration among members
- Keep members motivated by acknowledging their contributions
- Address difficulties as they arise
- Keep your own organisation informed of the network's activities and progress
- Make it clear when you are speaking on behalf of the advocacy alliance and when you are speaking on behalf of your own organisation.

Maintaining your network or alliance

with thanks to Helen Collinson

- **Renew and revitalise your network or coalition e.g. through having**
  - **seminars and trainings**
  - **Inviting outside speakers.**
  - **Forming special interest sub -groups that meet between full network meetings**
- **Celebrating and sharing successes**

SESSION A - Additional Resources

The Advantages and Disadvantages of Networks: example from an ANEW member's experience

Michael Negash, WaterAid Ethiopia
Edited by Mary O'Connell and Kolleen Bouchane

WASH Ethiopia Movement, part of the global WASH network of the Water Supply and Sanitation Collaborative Council, is a coalition uniting more than 70 governmental, non-governmental, faith based, media and private sector organisations, as well as UN agencies.

The network was established in 2004 by concerned government and non-governmental organisations to promote a change in behaviour on water, sanitation and hygiene and increase the political and social commitment for progress in these areas.

The benefits of being part of this network are that many actors within the sector are able to come together and work for one common goal. This enables them to disseminate messages on water, sanitation and hygiene and mobilise the public, with a strong collective voice. It also increases opportunities to engage continuously with the media and to be an important forum for learning and experience sharing. The network also has strength in numbers when it comes to influencing the government – particularly on the need to integrate education, health and water policies and services.

The network is not without challenges however, including weak participation by members because of their workloads outside the network, decision processes that take much longer than working alone and members who can be more focused on their individual/organisational objectives than on common network objectives.

Overall, working in a network can be challenging but if approached in a systematic and strategic manner, it is very effective for advocacy and social mobilisation, preventing the duplication of efforts and enabling the best use of resources.

OPTIONAL SESSION B:

Policy processes

IMPORTANT NOTE TO TRAINERS: This session is designed for participants who come from different countries and/or are working on different aspects of water and sanitation policy. It can be used for participants who all work on the same issue in the same country, or address only one target (e.g. World Bank or UN, etc.) but the results of the policy process mapping exercise will either be very similar or will expose potentially embarrassing differences in levels of knowledge amongst participants. In such circumstances, outputs from the exercise need to be handled sensitively.

When working with participants who are addressing a single issue or advocacy target in the same country it is recommended that trainers consider the participants' level of expertise. If it is low, or if there are very different levels of expertise in the room, it would be preferable to replace the policy process mapping exercise with a detailed presentation on the policy process. This could be given by trainers themselves if they have the relevant knowledge, or by an outside expert. Whoever is doing this presentation should focus on answering the questions that form the guidance for the policy processes mapping exercise:

- How are new policy ideas generated, or the space to revise existing policies created? Who does this?
- How is a proposed policy issue introduced into the formal decision-making process? Who can do this?
- What is the consultation process for discussing and perhaps altering, the policy proposal? Who can be involved in this?
- What is the process for approving or rejecting the proposal? Who makes decisions and at what levels? Who can participate in any consultations?

- If approved, what are the steps required to move the proposal to the next level of decision-making?

After the presentation, there should be an extended Q&A session to allow participants to clarify any unclear points.

NOTE: If time allows for an extended session on policy, good ideas for policy related training activities can be found in: ***Networking for Policy Change: An Advocacy Training Manual*** The POLICY Project, The Futures Group International, October 1999 *http://www.policyproject.com/pubs/AdvocacyManual.pdf* and ***Monitoring Government Policy – a toolkit for civil society organisations in Africa***, ChristianAid, CAFOD and Troccaire, *http://trocaire.org/policyandadvocacy/policydocument.php?id=98*

Advance Preparations

Trainers should prepare a flipchart with a basic example of a policy map based on the one provided at the end of the handout section.

Learning Objectives

- To review why understanding of policy processes is important for advocacy
- To identify important stages in policy processes that are relevant to the issues being addressed by participants

NOTE TO TRAINERS: It is best not to spend too much time on definitions. The idea of starting with a brainstorm on "what is policy" is just to be sure everyone shares similar ideas. After a quick brainstorm, it is good to move onto showing the

Process

5 Minutes

PowerPoint slides with definitions and to tell participants that there is more detailed information in their handout but the focus of this session is not on definitions but on why understanding policy processes is important for advocacy.

Introduction to policy processes and why they are important for advocacy

Trainers should point out that in most countries, what happens in relation to water and sanitation service delivery and water resource management is governed by the policies and laws developed by central and local government. So, when advocating on 'Wat-San' issues, it is important to know about the current policy frameworks that determine what governments should be doing.

TIP: Trainers should note that policy-making is done by organisations other than governments. For example, bilateral and multilateral donors and UN institutions have policies on a variety of issues, including water and sanitation. And, at another level, NGOs also have policies on, for example, personnel/human resources issues, financial accounting, etc.

But for this session, the focus will be on government policies – whether at central or provincial or local levels.

Trainers should remind participants that:

- No two countries in the world formulate policy in exactly the same way. And no two sectors will have exactly the same process.
- The formal policy processes everywhere may be subject to influence by a variety of interest groups/ stakeholders ranging from ruling elites to NGOs, big business to trade unions.
- Policy formulation is a highly political process.

- Final policy decisions might be taken in the interests of achieving political popularity or personal gain, rather than based on the available evidence.

Total 10Minutes

4 Minutes

Tell participants that you don't want to spend a long time on definitions but it is important to be clear about what we mean by policy. In plenary, ask participants to volunteer what the word "policy" means to them.

Take answers from 4 - 5 participants.

Then move on to the PowerPoint slides.

4 Minutes

PowerPoint Presentation: What is Policy?

Speak to presentation and refer participants to handouts

"What is Policy" and "Public Policies on Water and Sanitation: examples from Kenya".

2 Minutes

Ask for Questions and Clarifications but try not to get sucked into very long discussions about, for example, the difference between a policy and a law, etc. Emphasise that you want to spend most of the time in the session on looking at why policy is important

The importance of understanding policy processes and the context in which they exist.

Total 20Minutes

5 Minutes

Trainers should note that while it is important to understand the policies that affect your issue, for advocacy purposes it is equally important to know the process by which policies are formulated and approved.

In plenary, ask participants to answer the question "Why is it important to understand policy processes". Take suggestions from 3-4 people and write these onto a flipchart.

Speak to the PowerPoint presentation: "Importance of understanding policy processes"

Handout: Importance of understanding policy processes

10 Minutes

Emphasise that:

- A critical element in the success of any advocacy effort is a thorough understanding of the policy process in the network's country.
- This understanding includes how issues are identified; how policies are formulated and implemented; which institutions and individuals are involved; what are the roles, relationships, and balance of power among institutions and individuals; and how, when, and where to act to achieve maximum impact from advocacy efforts.
- An in-depth knowledge of the policy environment can help the ANEW network and its members identify and recognize advocacy opportunities and critical points of entry both to influence the policy process and guide the network's selection of advocacy issues.
- As well as understanding the formal process that the government follows to make policy decisions, it is useful to understand the informal processes and who is involved in these. If you cannot participate, can you influence those that do?
- Monitoring the political, economic, social, cultural and technological environments will ensure you are up to date with emerging issues that are linked to policies and that you are aware of the positions being taken by government, politicians, religious and community leaders with respect to these issues.
- Remember that opportunities to influence policy and policymakers can arise at any time – not just when formal policy processes are taking place.
- In many countries, government and political leaders remain sceptical, if not fearful, of NGOs and other representatives of civil society participating in the policy arena.
- There is a common perception among policymakers that NGOs lack the experience, skills, and knowledge required for policy analysis and formulation.

This perception leads to a reluctance or refusal to listen to, or collaborate with, networks in their advocacy efforts.

- As a result, it is vital that network members demonstrate a clear and accurate understanding of the process followed and the players involved in making policy decisions.

3 Minutes

Ask if there are any questions or comments.

Total 50Minutes

Mapping Policy Processes

3 Minutes

Introduction: Trainers should explain that during the next exercise they will be asked to produce a map of a policy process in their country, or one related to an institution that they need to address to achieve the policy changes they want to see.

These are the questions that usually need to be answered when exploring policy processes:

PowerPoint: Questions to be answered

5 Minutes

Handout: Questions to be answered

How are ideas or issues generated for new or revised policies? Who does this?

- Where and how are issues drafted and reviewed? Who can be involved in this?
- What is the process for discussing and/or altering the proposal? Who are the players involved?
- Who approves or rejects the final policy proposal?
- If approved, what are the steps to implementing the policy?

20 Minutes

Exercise: Mapping the Policy Process

Show participants a flip chart sheet with an outline example of a policy process (see example provided at end of handout section below). Note that in most countries the process will include drafting, consideration by the ministry responsible, and an approval process. Ask participants to take a piece of flipchart paper and draw a policy process map for the issue they are working on in their country (or regional/international target institutions). This should identify key features of the process of policy development as well as identifying which stakeholders are involved, in line with the questions above. Tell them they have 20 minutes to complete their maps.

TIP: If some participants are working on the same issue, or in the same country they should be invited to work together on the map. Otherwise, participants should work in random pairs so they can ask each other questions and discuss options.

TIP: Trainers should visit each of the pairs/small groups to ensure they understand the exercise and are working well

TIP: Let participants know when they have 5 minutes left to complete their maps

7 Minutes

Gallery Review: Ask everyone to put their maps up on the wall and to look at what each other have produced.

10 Minutes

Note that there is not time to talk about all the maps.

Ask if anyone has questions or comments relating to a map?

Ask if someone would like to volunteer to give a short explanation of their map. Ask for reflections on the exercise from participants – what did they learn?

3 Minutes

Summary of the Exercise

Trainers should note that discovering all the details of the steps in a policy process and who is involved isn't simple. One purpose of doing the exercise is to find out what you still need to know. To find out about processes it is useful to ask friends and colleagues working on the same issue what they know. If they don't know everything, then you may need to talk to specialist academics or friendly civil servants or politicians or aid donors to get the information needed.

One way to do this, without making it too obvious, is to invite the 'expert' to give a presentation to a group of NGOs, or NGOs and others involved in the issue such as faith groups, unions, community members, businesses, etc. If you are inviting an external speaker you could brief them to address the questions below.

Meanwhile, the mapping exercise has shown that everyone has a good basic understanding and some maps have very detailed information.

Total 7 Minutes 3 Minutes	**Note on two final things to remember: formal vs real policy processes; and why policy change alone may not be enough to achieve change**
	Trainers should not that there is a difference between the formal or official process for policy development and what actually happens in practice. This is true for almost all governments and institutions. To illustrate what you mean show ▸ **PowerPoint slides:** the formal and real policy processes (from RAPID) ▸ **Handout:** formal versus real policy processes Trainers should note that a good advocacy strategy takes into account the "informal" influences on policy development and policy making.
2 Minutes	**A reminder that policy change is necessary but not enough**
2 Minutes	Trainers should remind participants that getting a government or institution to change its policy, or pass a new law, while being a significant achievement that is worth celebrating is not the end of your advocacy work. Policies need to be budgeted for and implemented before real change happens.
Timing	90 minutes
Materials	Flipchart paper, marker pens
Handouts	What is Policy?

	Public Policies on Water and Sanitation: examples from Kenya
	The Importance Of Understanding Policy Processes
	Mapping Policy Processes: Key Questions to be Answered
	Policy Processes – Theory and Reality
	Why Policy Change is Necessary but not Sufficient
Power Point	What is Policy
	Policy Processes – why it is important to understand them
	Policy Processes – Theory and Reality
	Why Policy Change is Not Enough
Flipcharts	Flip chart example map of process of policy development (see additional resources)
Additional Resources	Policy Process Maps: two examples from an ANEW workshop

OPTIONAL SESSION - B HANDOUTS

Session B.1 Handout

What is Policy?

"Policy is rather like an elephant, you know one when you see one, but it is hard to describe" (anon)

"The general principles by which a government is guided in its management of public affairs."
Black's Law Dictionary 7th Edition, 1999

"A set of ideas or a plan for action followed by a business, a government, a political party, or a group of people" *Cambridge Dictionary of American English*

Some Notes on Public Policy

In all countries, governing bodies enact laws, make policies, and allocate resources. This happens from the lowest level of local government through to the highest level of central government.

Public policy can be defined as regulatory measures, courses of action, laws, and funding priorities relating to specific topics that are designed, approved and implemented by a government or its representatives. Public policy reflects the priorities of government and, ideally, society.

Some policies, such as those related to taxation, affect almost everyone in one way or another. Other policies are targeted at specific sectors, e.g. water or health, or at specific groups within society, e.g. water users, people with disabilities, or low-income families.

The term public policy is general and can refer to a variety of policy tools that governing bodies use to effect change including, e.g. binding regulations that have the force of law; or guidelines for actions or behaviours; or budgetary incentives to encourage particular types of action or behaviour.

Policy Statements

Policy statements are formal expressions or articulations of public policy. They can be made verbally but are usually contained in documents.

Policy Outputs/Policy Implementation

Actions actually taken in pursuance of policy decisions and statements - i.e. free basic water laws are passed and enforced.

Session B.2 Handout

Public Policies and Laws on Water And Sanitation: Examples From Kenya

Source: *Kenya Water Sector Policy Overview Paper, Ngigi, A. and Macharia, D, ENABLE – Energy for Water – Health – Education, Kenya, May 2006 http://www.enable.nu/publication/D_1_7_Kenya_Water_Policy_Overview.pdf*

1974 National Water Master Plan

The primary aim of the Master Plan was to ensure the availability of potable water, at a reasonable distance, to all households by the year 2000. The Plan required the Government to provide direct water services to consumers, in addition to its other roles of making policy, regulating the use of water resources and financing activities in the water sector.

The legal framework for carrying out these functions was found in the Water Act, Chapter 372 of the Laws of Kenya.

1999 National Water Policy

National Government developed a fully fledged policy, which tackled issues pertaining to water resources management, water and sewerage development, institutional framework and financing of the sector.

The Policy also stated that the Water Act, Chapter 372 would be reviewed and updated.

2002 Water Act

This established an autonomous Water Resources Management Authority, destined to manage and protect Kenya's resources. It also shaped an institutional framework that gave responsibility for providing decentralised services to seven regional Water Services Boards (WSB).

Session B.3 Handout

The Importance of Understanding Policy Processes

(adapted from Networking for Policy Change: An Advocacy Training Manual, the Policy Project, The Futures Group International, October 1999: http://www.policyproject.com/pubs/AdvocacyManual.pdf)

- A critical element to the success of any advocacy effort is a thorough understanding of the policy process in the network's country.
- An in-depth knowledge of the policy environment and policy processes ensures that you will be aware of advocacy opportunities and able to identify critical points of entry for policy influencing. This should influence your choice of strategic issues for advocacy.
    - This understanding should include:
    - how issues are identified
    - how policies are formulated and implemented
    - which institutions and individuals are involved
    - the roles, relationships and balance of power among institutions and individuals involved
    - how, when, and where to intervene to achieve maximum impact from advocacy efforts
- In addition to understanding the formal rules and procedures that the government follows to make policy decisions, it is important to monitor the political, economic, socio-cultural, and technological context to keep abreast of emerging issues and the positions of government, political, religious and local leaders with respect to these issues.

- Opportunities to influence policy and policymakers can arise at any time.
- In many countries, government and political leaders remain sceptical, if not fearful, of NGOs and other representatives of civil society participating in the policy arena.
- There is a common perception among policymakers that NGOs lack the experience, skills, and knowledge required for policy analysis and formulation.

This perception leads to a reluctance or refusal to listen to, or collaborate with, networks in their advocacy efforts.

- As a result, it is vital that organisations and alliances demonstrate a clear and accurate understanding of the policy process followed and the players involved in making policy decisions.

Session B.4 Handout

Analysis of Policy Processes: Key Questions to be Answered

(Source: adapted from Networking for Policy Change: An Advocacy Training Manual, the Policy Project, The Futures Group International, October 1999: http://www.policyproject.com/pubs/AdvocacyManual.pdf)

- How are ideas or issues generated for new or revised policies? Who does this?
- Where and how are issues drafted and reviewed? Who can be involved in this?
- What is the process for discussing and altering the proposal? Who are the players involved?
- Who approves, or rejects, the final policy proposal?
- If approved, what are the steps to implementing the policy?

Session B.5 Handout

Policy Processes – Theory and Reality

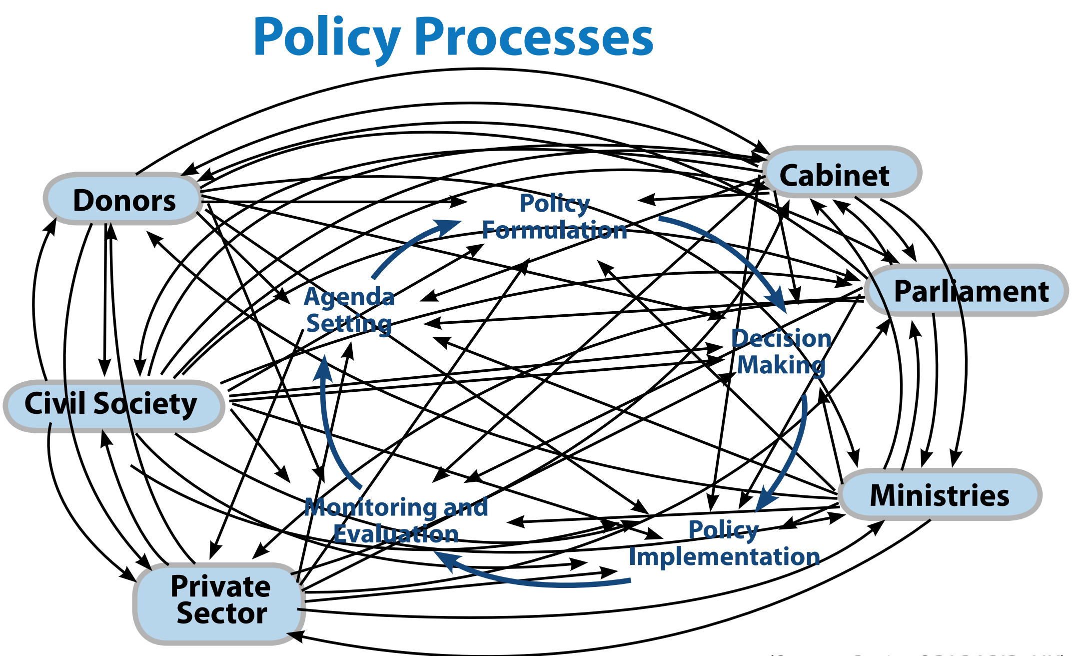
(Source: Strategies to Enhance Research Impact: Six Lessons, John Young, ODI RAPID project, UK

http://www.slideshare.net/ODI_Webmaster/strategies-to-enhance-research-impact-six-lessons-presentation)

Traditionally policy processes were described like this:

Identify the problem
Commission research
Analyse the results
Consult with key stakeholders
Choose the best option
Establish the policy
Evaluate the policy
Implement the policy

In reality, policy processes look like this:



(Source: Projet ODI RAPID, UK)

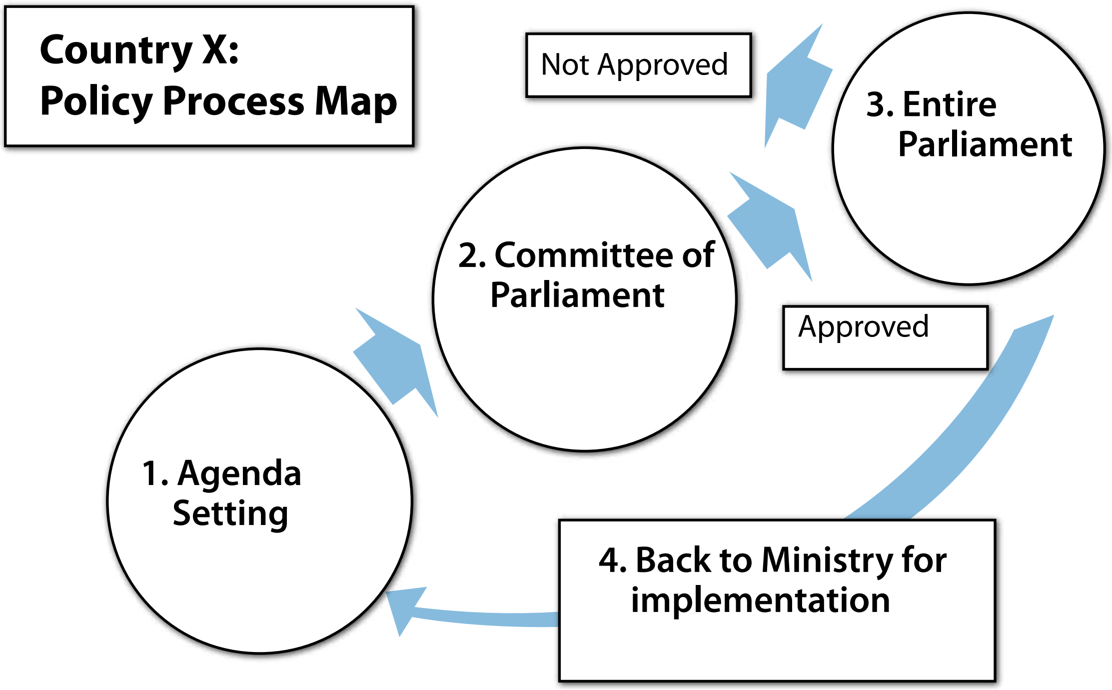
Session B.6 Handout

Policy Change: Necessary But Not Sufficient

- policy change is not the ultimate goal for advocacy, only the means to achieve a goal that leads to beneficial changes for poor people
- the legal framework for citizens' rights and entitlements is important, but is not enough to ensure democratic participation or the delivery of policy measures
- integrated, multi-level strategies are required to ensure that advocacy results in policy implementation and a positive impact on poverty
- strong and active civil groups and citizens are required to ensure effective and accountable government - without this the potential benefits of programmes and policies may be lost.
- policy advocacy should be linked to longer-term efforts for social and economic transformation

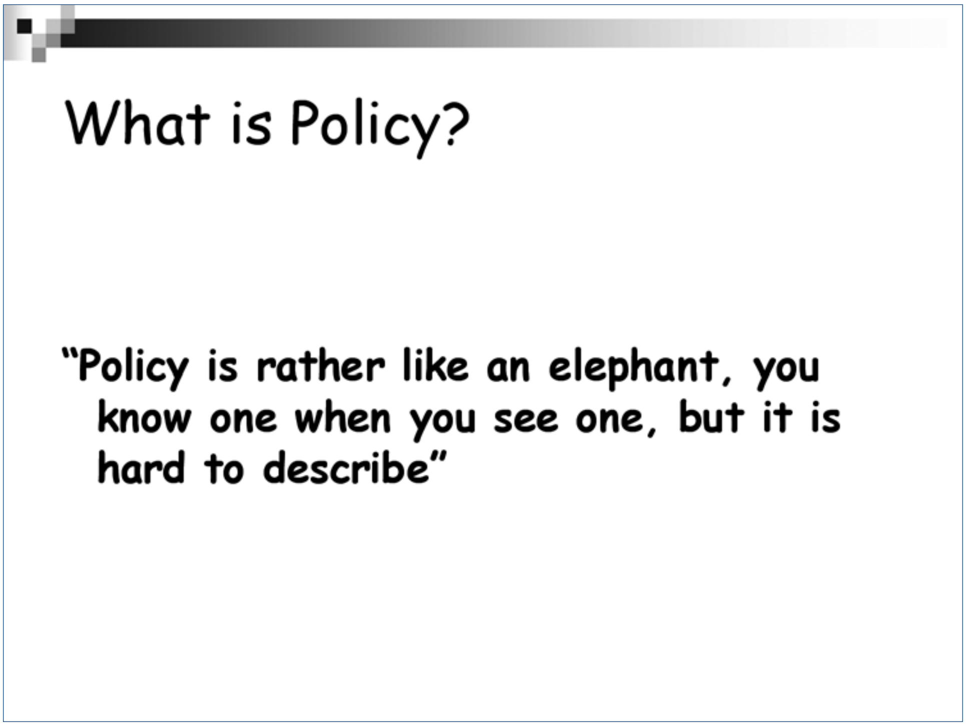
Session B Flipchart

Example Map for a Policy Process



- President
- Prime Minister
- Ministers

OPTIONAL SESSION-B POWERPOINTS



What is Policy?

- A set of ideas or a plan for action followed by a business, a government, a political party, or a group of people

- A purposive course of action followed by an actor or set of actors in dealing with a problem or matter of concern.

Cambridge Dictionary of AmericanEnglish

What is Policy?

Public policy

- The general principles by which a government is guided in its management of public affairs.

Policy Statement :

- A formal expression or articulation of public policy

Black's Law Dictionary 7th Edition, 1999

Policy Processes: and why it is important to understand them

Adapted from Networking for Policy Change: An Advocacy Training Manual
The POLICY Project

Importance of understanding policy processes

- In addition to understanding formal policy processes, it is important to monitor
  - the positions taken by key stakeholders on these issues
  - emerging debates on the issue in the political, economic, social, cultural and technological spheres
- These can help to identify opportunities to influence policy and policymakers – which can arise at any time.

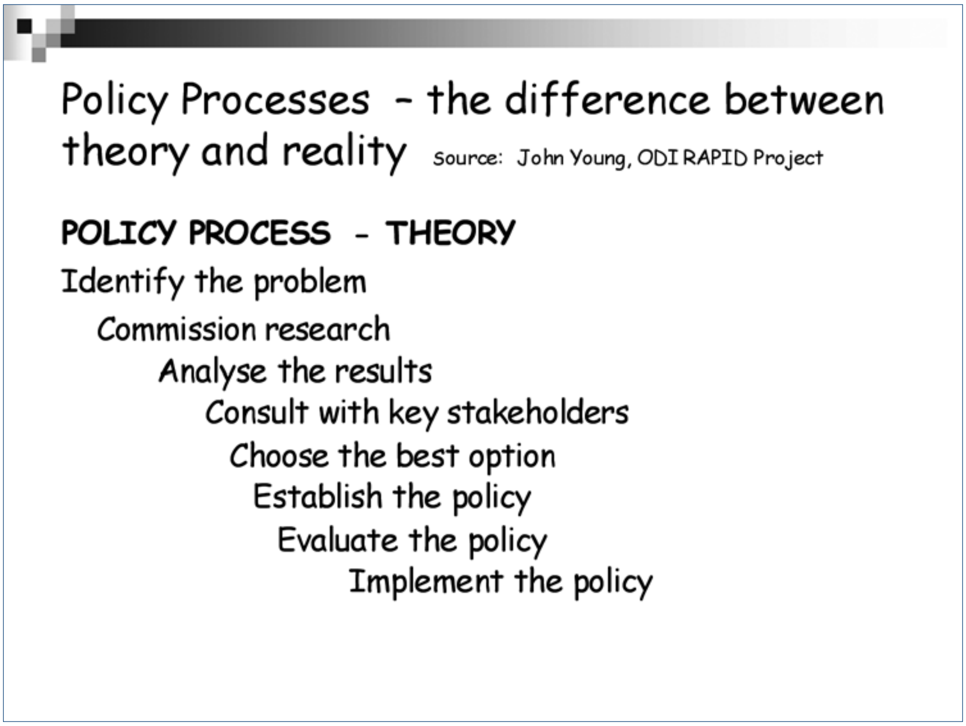
Importance of understanding policy processes

- In many countries, governments and political leaders are suspicious or doubtful about the participation of NGOs and civil society groups in the policy arena
- Policymakers often think NGOs lack the experience, skills and knowledge required for policy analysis and formulation
  - This perception leads to a reluctance or refusal to listen to or involve NGOs and civil society
- To counteract this, it is vital to demonstrate an accurate understanding of the policy process and who is involved in making policy decisions

Policy Processes: Key Questions

- How are ideas or issues generated for new or revised policies? Who does this?
- How is a proposed issue introduced into the formal decision -making process? Who can do this?
- What is the process for discussing, debating, and, perhaps, altering the proposal? Who are the players involved?
- How is the proposal approved or rejected? Who makes decisions - at what levels?
- If approved, what are the steps to move the proposal to the next level of decision making?

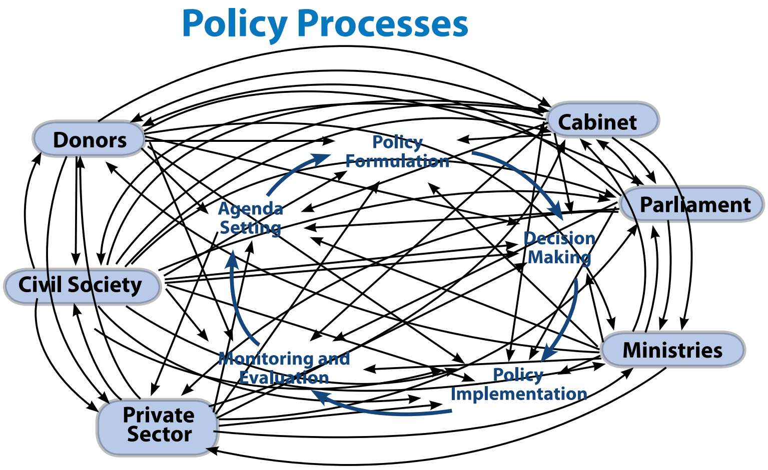

Policy Processes:
two things to remember


Policy Processes – the difference between theory and reality
Source: John Young, ODI RAPID Project
POLICY PROCESS - THEORY
Identify the problem
Commission research
Analyse the results
Consult with key stakeholders
Choose the best option
Establish the policy
Evaluate the policy
Implement the policy

Policy Processes – the difference between theory and reality

Source: John Young, ODI RAPID Project

POLICY PROCESS – REALITY



POLICY CHANGE: necessary but not sufficient to ensure change

- policy change is not the ultimate goal for advocacy - only a step towards achieving real change
- policy and legal changes will not change attitudes, values and behaviours – this requires education and social change
- policies and legal frameworks are important but not enough to ensure policies are implemented

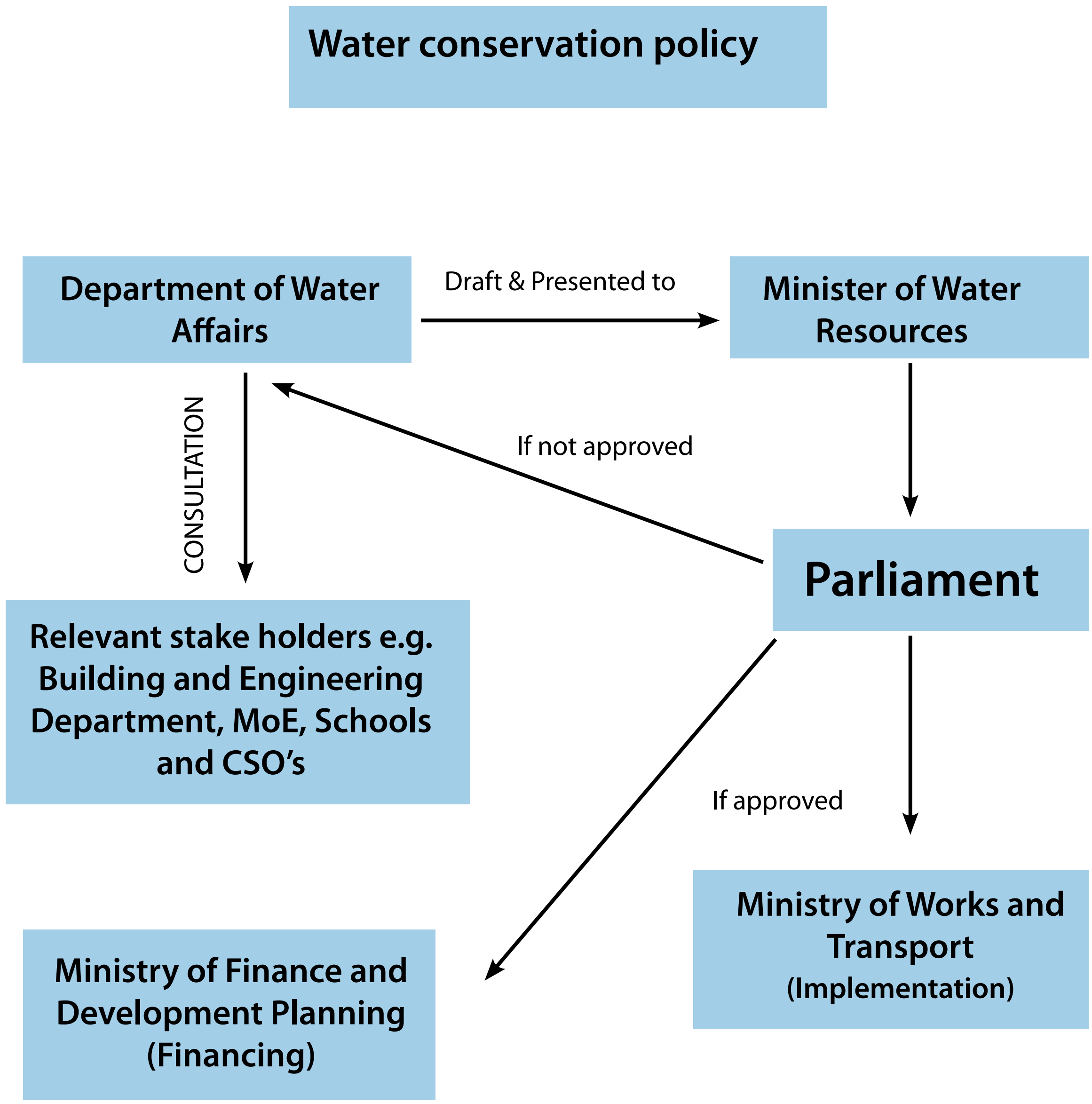
POLICY CHANGE: necessary but not sufficient to ensure change

- integrated, multi-level strategies are required to ensure that advocacy results in policy implementation and a positive impact
- strong and active civil groups are needed to ensure effective and accountable government
- without this, delivery of the potential benefits of policies and programmes may not happen.

SESSION B - Additional Resources

Policy Process Maps: two examples from an ANEW workshop

BOTSWANA



Ghana Process for National Budget (Stage 2) Preparation and Approval

Parliament	Debates and gives final approval
↑	
The Cabinet	Discusses and approves plans and budgets
↑	
Ministry of Finance and Economic Planning + National Ministries Planning + National Ministries	Checks Regional plans against sector plans and budgets, collates and refers to Cabinet
↑	
REGIONAL	Regional Coordinating Council Collates and prioritises District plans & budgets
↑	
DISTRICT PLANS & BUDGETS	Assemblies & Decentralized units of the various Ministries and Departments. Collect, analyze & prioritise plans from Towns/Areas; produce plans and budgets (Priorities don't always reflect realities)
↑	
TOWN / AREA COUNCIL	Collects & prioritises Unit plans and budgets Refers to Districts (Low capacity, priority setting may be wrong)
↑	
UNIT	Plan for the community Draws up budgets (Sometimes very low capacity or does not function at all)

OPTIONAL SESSION C:

Training Methods and Tips for Trainers

(Note: this session is intended for training trainers and should be omitted where this is not an objective for the workshop)

Learning Objectives

- To introduce potential trainers to the training manual and the overall purpose of this training of trainers
- To explore how people learn and the implications for designing and delivering training sessions
- To provide potential trainers with tips to enhance their effectiveness

Process
Total 15 Minutes

5 Minutes

Introduction to the Manual

Introduce the session by explaining to participants that the overall purpose for the workshop is to enhance their skills in training on policy and advocacy. The idea is that they will be able to help the ANEW secretariat to roll out advocacy training at national level in their own countries.

To assist potential trainers, an ANEW training manual has been produced and this is what they have in front of them. As participants will see, the manual is divided into a set of separate sessions – they have already experienced Session One before the break: Introductions and Workshop Objectives.

Encourage participants to open their manuals and look through the contents. Point them to this Session (Session Zero) and the previous Session One (which in the manual will follow Session Zero).

At the end of each session, they will find hard copies of the Session handouts, plus hard copies of the PowerPoint slides used by the trainers and, in some cases, diagrams providing examples from exercises, or case studies illustrating Session issues.

Ensure everyone has found these.

Note that the timings in the manual are provided as a guide. When it comes to running each session, it is usual to adapt timings to the needs and interests of the participants. If the manual says 5 minutes but participants have finished their discussions then move on. If they need a bit longer, let them continue – but remember you will have to catch up later, perhaps by having no discussion at another point. It is important not to run over time. As a trainer, you cannot expect people to be punctual and disciplined in their learning unless you set an example yourself.

Tell participants that when rolling out the training they may wish to alter Session outlines to make them relevant to different audiences. Of course, they may do this. The manual is simply there to provide a base to work from.

To give trainers the maximum flexibility in how they use it, the manual has been written as a series of separate Sessions. This allows them to be arranged in whatever order is best. Furthermore, all the parts of each Session are timed so that it is also possible to pull out and use part of a Session, if that is needed. Or specific parts can be replaced with a different process more suited to the participants.

However, it is essential to have an introductory session and a concluding session. It is also highly recommended that you include something on "what is advocacy", regardless of the level of experience of participants as it is important that everyone has a shared understanding of how the term is being used in the workshop.

Note that it is strongly recommended that when trainers are preparing to give a specific training, they replace the timings on the left hand column manual with real times, i.e. 9.00 am, 9.15, 10.05, etc. This makes it simple to quickly see whether a session is running to time or not and make the necessary adjustments. Trying to add up the minutes from the start of the session is simply not possible while presenting and working with participants.

5 Minutes

Ask if there are any questions.

Explain that, in relation to the manual, the way this training of trainers workshop will work is to demonstrate the sessions included using the same process, handouts and PowerPoint slides. The idea is that participants will be able to see how they might roll out an advocacy and influencing course in the future. In addition, participants will be asked to run sessions themselves later in the workshop, so they can see how the manual works in practice, as well as getting some practical experience of running a training session.

Throughout the workshop, there will be spaces provided for participants to reflect on the training methods, and the content of the Sessions. As a result, what is intended in practice to be a three-day workshop will take four days with the training of trainers element.

5 Minutes

Ask for questions.

Total 15 Minutes

Under the Umbrella Exercise

Say that the first thing you want to do is to get an idea about the levels of experience and knowledge in the room.

Ask participants to move into an open space. Establish two corners. One is the **yes** corner. The other is the **no** corner. Participants stand in the middle between the two corners. The trainer stands in the yes corner. (The exercise takes its name from the fact that trainers sometimes stand under an open umbrella but this detail is not a necessity.)

Tell participants that if their answer to a question is yes, they should move to the yes corner. If it is no they should move to the opposite corner.

Trainers should then ask the following questions:

Have you been trained in advocacy?

Have you attended a training session on any issue?

Have you trained others on any issue?

Have you trained other people in advocacy?

Have you done any advocacy work?

Have you been trained as a trainer?

TIP: It is useful to ask such people a bit more about their experiences during this exercise as these can be drawn on during the workshop and when deciding on training teams to roll out the participants' sessions.

TIP: Trainers should make a mental note of who has experience of running trainings and training in advocacy.

When the questions have all been answered, ask participants to return to their seats.

Total 15 Minutes	**Some Training Basics**
	PowerPoint Presentation: Some Training Basics and Handout Session Zero 1: Some Training Basics
	Speak to the PowerPoint presentation.
10 Minutes	Everyone has a different way of learning. That is why trainers combine speech with having the same words on a flipchart or PowerPoint slide for people to look at. It is also important to have exercises that allow participants to learn by doing.
5 Minutes	Q&As
Total 15 Minutes	**Facilitation and Enhancing Communications**
1 Minute	Introduction: Tell participants that (almost) everyone has been on a training course and we can use this experience to review what works well in trainings.
6 Minutes	Buzz groups: Ask participants to work with one or two of their neighbours and take 5 - 6 minutes to think about the things that make a trainer and training sessions effective.
10 Minutes	Feedback: Ask each group one by one for just one point and record this on a flipchart. When all of the groups have given one point, ask if anyone has anything else to add to the list.

3 Minutes	Summarise the list and tell participants that what they know about trainings should inform how they lead training workshops.
15 Minutes	**Enhancing Communications PowerPoint Presentation** Handout: Session Zero 2 Speak to the PowerPoint presentation and remind participants that they have a handout. **TIP:** It makes things more memorable and amusing if the trainer illustrates some of the elements on the PowerPoint slides. It is also advisable for trainers to accept and answer questions during the presentation as well as at the end.
10 Minutes	Q&As
15 Minutes	**Summarise the Session** Trainers should point participants to Handout Session Zero 3, which provides some practical tips for when they are preparing and delivering training. They may like to refer to this when they are rolling out sessions on Day 4

Timing	90 minutes
Materials	Umbrella (optional); flipcharts and marker pens
Handouts	Some training basics Facilitation and enhancing communications Tips for trainers: before and during training
Power Point	Some training basics Facilitation and enhancing communications
Flipcharts	None
Additional resources	More tips for trainers

OPTIONAL SESSION - C HANDOUTS

Session C.1 Handout

SOME TRAINING BASICS

- *Training is a process though which knowledge, skills, and attitude are delivered to enable people to develop their capacity.*
- *Cascade training is a process by which one cadre of colleagues develops the skills and knowledge to pass on their learning to colleagues working at different levels or in different locations.*

- Training is more effective if visuals are used to communicate. Use visual aids and body language to help overcome language barriers.
- Training is more effective if participants actively engage in exercises and other workshop proceedings. Training should be as interactive as possible within time constraints.
- Choose words, stories, numbers, and cases that capture interest
- Use real examples, ideally from your own experience or knowledge
- Use humour if it is natural for you to do so

"I hear and I forget.

I see and I remember.

I do and I understand."

Confucius

(Adapted from: Networking for Policy Change: An Advocacy Training Manual, THE POLICY PROJECT, October 1999, http://www.policyproject.com/pubs/AdvocacyManual.pdf ; and

Guidelines For Training Of Trainers, International Labour Organization, International Programme On The Elimination Of Child Labour Bangkok, September 2002

http://www.ilo.org/public/english/region/asro/bangkok/child/trafficking/downloads/tia-f.pdf)

Session C.2 Handout

ENHANCING TRAINING COMMUNICATIONS

Body Language or Nonverbal Communication

- Maintain eye contact with everyone in the group when speaking. Try not to favour certain participants.
- Move around the room without distracting the group. Avoid pacing or addressing the group from a place where you cannot be easily seen.
- React to what people say by nodding, smiling, or engaging in other actions that show you are listening.
- Stand in front of the group, particularly at the beginning of the session. It is important to appear relaxed and at the same time be direct and confident.

Smile!

Verbal Communication

- Be aware of language barriers; let people talk in the language they are most comfortable in (ask someone else to translate if necessary).
- Be aware of your tone of voice. Speak slowly and clearly.
- Avoid using slang, jargon or other "special" language.
- Encourage participants to speak and provide them with positive reinforcement. Be sure that participants have space to talk.
- Ask open-ended questions that encourage responses. If a participant responds with a simple yes or no, ask "Why do you say that?"
- Let participants answer each other's questions. Say: "Does anyone have an answer to that question?"
- Do not interrupt people; do not make judgements of people's responses (for example, by saying, "That's not right" or by humiliating anyone. If you do, apologise immediately).
- Do address concerns, questions, issues as raised by participants, but stick to the main messages you want to get across.
- Do not let arguments dominate the discussion; encourage participants to re-focus on the main topic.

- Do not panic when the group is silent; wait patiently for them to think about what they want to say. If silence persists, ask people to form buzz groups to discuss the question.

(Adapted from: Networking for Policy Change: An Advocacy Training Manual, THE POLICY PROJECT, October 1999, http://www.policyproject.com/pubs/AdvocacyManual.pdf ; and Guidelines For Training Of Trainers, International Labour Organization, International Programme On The Elimination Of Child Labour Bangkok, September 2002

http://www.ilo.org/public/english/region/asro/bangkok/child/trafficking/downloads/tia-f.pdf)

Session C.3 Handout

Tips for Trainers: before and during training

Before the training begins

Prepare well and rehearse!

- If there is time, communicate with prospective participants asking them for information about their experience and knowledge of the subject of the training and requesting they identify the top three things they would like to learn about. Adapt the course to fit these expectations where possible.

And/or

- If there is time, circulate a draft timetable and objectives for participants to comment on.
- Prepare all training materials (handouts, visual aids, background materials, resources' list/bibliography and workshop stationery/supplies) in advance.
- Organise or check that all logistics are in place (venue, room layout, refreshment breaks, and audio-visual equipment) in advance.
- Read each unit and review all materials and activities before each training session so that you are fully comfortable with the content and process.
- Make sure you have a watch or clock with you to keep an eye on the time.
- Have comfortable shoes with you – a lot of time will be spent on your feet.
- Organize all the materials you need for the session and place them close at hand.
- Make sure you have a glass of water nearby – in case of coughing fits

When you begin the training

- Start on time and clearly establish yourself as the facilitator by calling the group together.
- Welcome participants and make sure they are relaxed and energised.
- Familiarize participants with each other and with organizations represented; facilitate name learning possibly with names on stickers. Use an exercise for this - especially if participants do not already know each other.

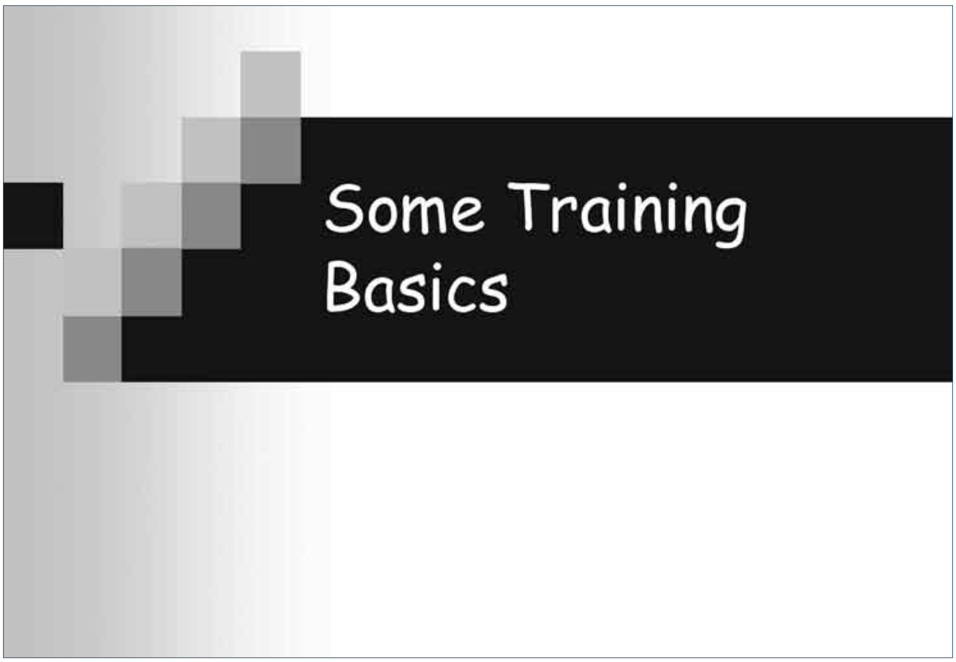
- Don't forget to introduce yourself and outline your experience.
- Ensure all participants understand the aims and objectives of the workshop.
- Agree 'ground rules' for the workshop with participants (e.g. mutual respect, one speaker at a time, no mobile phones, etc.)
- List expectations, and get a sense of the level of knowledge present among participants

During the training

- As far as possible, stay within the planned time frames.
- Use a variety of communication methods: show visual aids, encourage plenary discussion, group work, individual work, role-playing, etc.
- Remember to incorporate energisers to invigorate participants who are sleepy or looking bored, and refresh participants who have been working hard.
- Start every day with a review of what happened the previous day. Then introduce the agenda for the day.
- For every training block (90 minutes) explain what they will do, then do it, then summarize what was done including a list of key points. (Consider asking participants to do this.)
- End every day with a brief summary of the areas covered and some key things learnt.
- Ask participants to evaluate the training both daily and at the end of the workshop
- Always build in time for an evaluation of the full training course - improvements can always be made.
- At the end of the workshop, have a strong closing session where you review aims and expectations, summarize what was learnt, commit to action, and close with appreciation and congratulations

(Adapted, with additions from Hilary Coulby from: Networking for Policy Change: An Advocacy Training Manual, THE POLICY PROJECT, October 1999, http://www.policyproject.com/pubs/AdvocacyManual.pdf ; and Guidelines For Training Of Trainers, International Labour Organization, International Programme On The Elimination Of Child Labour Bangkok, September 2002 http://www.ilo.org/public/english/region/asro bangkok/child/trafficking/downloads/tia-f.pdf

OPTIONAL SESSION-C POWERPOINTS



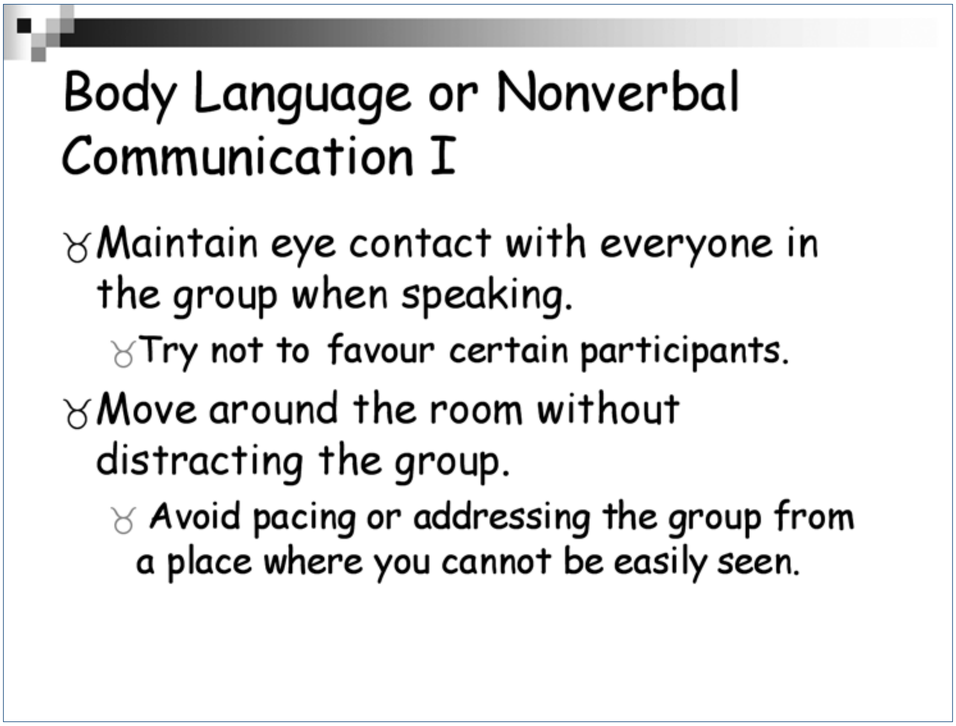
Training techniques

- Training is more effective if visuals are used to communicate at the same time as you are speaking.
- Training is more effective when the process is as interactive as possible within time constraints.
- Training is more effective if participants actively engage in exercises and other practical activities.

"I hear and I forget.
I see and I remember.
I do and I understand."

Confucius


Enhancing Training
Communications


Body Language or Nonverbal
Communication I
Maintain eye contact with everyone in the group when speaking.
Try not to favour certain participants.
Move around the room without distracting the group.
Avoid pacing or addressing the group from a place where you cannot be easily seen.

Body Language or Nonverbal Communication II

- Stand in front of the group, particularly at the beginning of sessions.
- React to what people say by nodding, smiling, or engaging in other actions that show you are listening.
- It is important to appear relaxed and at the same time be direct and confident.

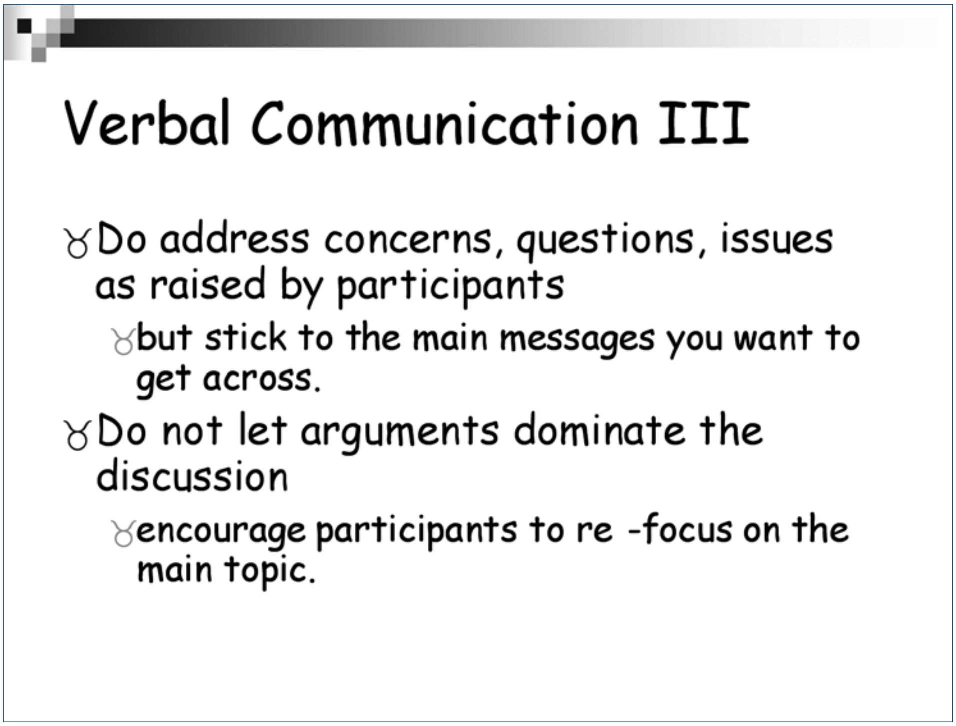
Smile!

Verbal Communication I

- Be aware of language barriers
  - let people talk in the language they are most comfortable in (ask someone else to translate if necessary).
  - Be aware of your tone of voice. Speak slowly and clearly .
  - Avoid using slang, jargon or other "special" language

Verbal Communication II

- Encourage participants to speak and provide them with positive reinforcement when they do.
  - Ask open -ended questions that encourage responses.
  - Let participants answer each others' questions. Say "Does anyone have an answer to that question?"
- Do not interrupt people; do not make judgements of people's responses
  - If you do, apologise immediately.


Verbal Communication III
Do address concerns, questions, issues as raised by participants
but stick to the main messages you want to get across.
Do not let arguments dominate the discussion
encourage participants to re -focus on the main topic.

SESSION C - Additional Resources

More Tips for Trainers

BASICS

- Prepare well in advance for the training and familiarise yourself with the content of each session. Have all the resources and materials that you will need ready and to hand before the training starts.
- Unless you know that there will be a clock on the wall of the training room, bring a small clock and put it in a position where you can glance at it easily. Looking at your watch while training makes it obvious to participants that you are concerned about timings and may be distracting to participants.
- Before participants arrive, check the seating to make sure that everyone can see the flipchart and screen and adjust as necessary. Try to have everyone seated in a semi-circle if space allows, so that participants can all see each others faces.
- Always face the participants when speaking to them. If you need to read PowerPoint slides, set up the laptop so that you can see the PowerPoint slides on its screen while looking at the audience.
- When giving a PowerPoint presentation, ask participants to share their own examples of the points being raised, or provide examples from your own experience. This helps people to understand and remember the points.

FLIPCHARTS

- Try to stand to one side of the chart when writing and keep turning your head and body so that the participants can see your face
- Start writing as soon as people start talking
- Accept all points raised and write them down even if they seem odd or wrong – later you can ask questions about them, seek the views of other participants on them, etc.
- If people/groups repeat points that are already on the chart, don’t write them again, simply given the original point an extra tick
- To enable you to be more engaged with participants, consider asking for a volunteer to record feedback from participants

- Label all flipcharts with a title that describes their content
- Put flipcharts up on the walls as soon as they are finished – some participants find it helpful to remind themselves of topics by looking at them during the workshop
- Especially if wall space is limited, it is helpful at the end of each day to move old flipcharts to less prominent places in order to create space for the ones that will be created the next day

DEALING WITH DIFFICULTIES

- People are most likely to feel sleepy in the first session after lunch – so it is best to have sessions with small group work or a practical exercise in this slot.
- Human brains work best when fully hydrated – ensure that drinking water is easily available for participants.
- It is common for three or four people to do most of the talking in plenary sessions. The use of small buzz groups ensures everyone gets a chance to say what they think and join in discussions.
- If two or more people constantly chat to each other during sessions, move them apart by asking all participants to change their seats and sit by new people to gain a fresh perspective.
- Similarly, if any participant seems to dominate or disturb small group work, try to arrange groups in such a way that the person works in a different group for each exercise.
- If you need to stop an individual who is making a very long statement, or close down a discussion try using body language. Look at them directly and gesture with your hands and face to indicate you wish to speak. Or move to stand close to them. When they pause, thank them for their contribution but tell them that you need to move on, so it would be great it they could quickly make their point.

SUGGESTED TIMETABLE FOR A THREE DAY COURSE

DAY ONE

Session One:	Introductions
Session Two:	What is Advocacy
Session Three:	Defining and analysing issues for advocacy
Session Four:	Developing an advocacy strategy and strategic issues

DAY TWO

Session Five:	Advocacy Styles and Approaches and the Need to Focus on Outcomes
Session Six:	Mapping Power and Influence
Session Seven:	Advocacy and the ANEW Network
Session Eight:	External communications: audiences and messages

DAY THREE

Session Nine:	Monitoring and Evaluating Advocacy
Session Ten and Eleven:	Lobbying and influencing
Session Twelve:	Course Evaluation and Next Steps

Optional Sessions that could replace anything on DAY TWO

Session A:	Building and maintaining networks and advocacy alliances
Session B:	Policy Processes

COURSE TIMETABLE (TEMPLATE)

	DAY ONE	DAY TWO	DAY THREE	DAY FOUR
9.00 – 10.30		▸ Review of yesterday ▸ Introduction to the day	▸ Review of yesterday ▸ Introduction to the day	▸ Review of yesterday ▸ Introduction to the day
10.30–10.50	BREAK	BREAK	BREAK	
10.50–12.30				
12.30–13.30	LUNCH	LUNCH	LUNCH	LUNCH
13.30– 5.00				
15.00–15.20	BREAK	BREAK	BREAK	BREAK
15.20–16.45				▸ Course Evaluation
16.45	Home Groups	Home Groups	CLOSE	
17.00	CLOSE	CLOSE		

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http://www.wateraid.org/documents/plugin_documents/advocacy_sourcebook_2.pdf

Networking for Policy Change: An Advocacy Training Manual
The POLICY Project, The Futures Group International, October 1999
http://www.policyproject.com/pubs/AdvocacyManual.pdf

Monitoring Government Policy – a toolkit for civil society organisations in Africa
http://trocaire.org/policyandadvocacy/policydocument.php?id=98

Advocacy Toolkit: Understanding Advocacy
Tearfund
http://www.tilz.info/frameset.asp?url=topic.asp?id=7497&cachefixer=cf20325645073335

A New Weave of Power, People & Politics: The Action Guide for Advocacy and Citizen Participation
VeneKlasen, Lisa with Valerie Miller, World Neighbors, Oklahoma City, Oklahoma USA, 2002 ISBN 0-942716-17-5

An Introduction to Advocacy: TRAINING GUIDE
Ritu R. Sharma
http://www.dec.org/pdf_docs/PNABZ919.pdf

Advocacy Guidance Notes, BOND
http://www.bond.org.uk/pubs/index.html#uk including: The what and why of advocacy; Participative advocacy; Getting the Message Across; Monitoring and Evaluating Advocacy

Advocacy - What's it all about? (including a section on mainstreaming) WaterAid, November 2001
http://www.wateraid.org/documents/advocacysb.pdf

Change Management Infokit (This site has lots of other useful resources.)
JISC, *www.jiscinfonet.ac.uk/infokits/change-management*

Developing Effective Coalitions: an eight step guide
Cohen, Baer, Satterwhite, Prevention Institute, *www.preventioninstitute.org/pdf/eightstep.pdf*

Tools for Policy Impact: a handbook for researchers
ODI, London *http://www.odi.org.uk/resources/download/156.pdf*

Bridging Research and Policy in International Development
ODI RAPID Briefing Paper, October 2004, UK *http://www.odi.org.uk/resources/download/159.pdf*

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