CSF

FACILITATOR'S GUIDE FOR ADVOCACY AND POLICY INFLUENCE

FOR CSOs IN SOUTH SUDAN

2020

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INTRODUCTION

The facilitator's guide should be used together with the Advocacy Training manual. The guide is organized into two main sections that are aligned with the Advocacy manual and provides tools, techniques and exercises that a facilitator can use to deliver training based on the content of the Advocacy manual.

Section 1 provides an overview of a good facilitator and the basic principles for facilitating advocacy training events. These principles cover key areas that all facilitators should keep in mind when undertaking any training, planning, or evaluation intended to strengthen civil society efforts to advocate for change in public policies and programs.

Section 2 consists of training guides for conducting advocacy workshops. The first part focuses on the concept of advocacy. A full conceptual understanding of advocacy is key to the planning of successful advocacy initiatives. The second part in this section provides tools and techniques for training civil society actors on the eight steps that make up basic methodology for the planning of advocacy campaigns.

Using the Training Guides

Each of the 10 training guides, two general and one for each of the eight steps described in the Advocacy Training manual, is organized in a similar way. Each begins with a summary page listing the learning objectives, key concepts, practical techniques, and learning indicators for the guide. The core of each guide is a set of practical techniques that can be used in training sessions, with instructions for using each one. Most of the guides include worksheets to use with the techniques, as well as graphic resources that facilitators can use as handouts or as models for displays to illustrate the ideas discussed.

The facilitator using a particular training guide should first read the summary and the key concepts. He or she can then choose one or more of the practical techniques that seem most appropriate for the group's campaign, taking into account its objectives, the characteristics of the group, and the time available. The facilitator can choose the worksheets and resources that are most useful with the technique selected and photocopy them for use in preparing the session.

SECTION ONE: BASIC PRINCIPLES OF FACILITATING ADVOCACY EVENTS

The facilitation of advocacy training sessions or of other group processes related to advocacy initiatives requires a variety of technical, pedagogical, political, and artistic skills and knowledge. Facilitators should have at least a primary school education, with good reading comprehension and writing skills. They also need a commitment to advocacy, and the willingness to continue to learn by experimenting with new techniques and methods. It can be said that facilitators are not born, but rather develop through practice and continuous effort to improve and grow.

To be a facilitator also requires a strong commitment to the empowerment of other people. It is important to remember that a facilitator exercises considerable power and influence within the organizing and educational campaigns that s/he seeks to strengthen. For this reason, the facilitator should always be conscious that s/he has a responsibility to promote democratic participation and to seek to empower the group, community, or coalition with which s/he is working. Everything that a facilitator says or does—or does not say or do—has consequences for organizing and educational efforts. These consequences may not always be readily evident, but in the long run may either benefit or hurt a group.

It is therefore important to ensure that decisions made as part of an organizing or educational effort reflect a collective understanding and are based on the experiences of the group. They should not be based solely on the criteria and experiences of the facilitator.

Functions and Responsibilities of a Facilitator

A facilitator should:

- Contribute to the building of common understandings based on the group's own organizing experiences.
- Contribute to the building of common understandings based on the group's educational experiences.
- Learn new things.

- Make the group more aware of its own internal dynamics.
- Stimulate democratic participation.
- Help the group to identify its problems and analyze their causes.
- Motivate the group to define and achieve its objectives.
- Help the group to work through internal conflicts in a constructive manner.
- Plan a logical and orderly process geared toward clear objectives.
- Prioritize and summarize important points.
- Go back to decisions made by the group and urge participants to follow up on them.
- Facilitate evaluation as an integral part of group processes.

Qualities and Skills of a Facilitator

A facilitator should be creative and dynamic, yet at the same time observant and sensitive to the needs and mood of the group. He or she should be patient and flexible, responsive to questions, and open to criticism. It is very important to be committed to gender inclusiveness and to respect cultural and ethnic differences. Finally, the facilitator should be consistent in his or her practices and statements.

Practical Tips for Facilitators

The following are general tips for the design and facilitation of advocacy training sessions or of meetings to plan or evaluate advocacy initiatives.

Before the event

1.Define the objectives of the session with leaders or representatives of the organization (or organizations) that will participate in it. This is especially important when the organization has requested that the session take place. A facilitator should be clear about how this particular event fits within the organization's overall structure and programmatic activities. S/he should try to ensure that it is consistent with the organization's stated mission and objectives.

2.Ensure that the people with whom you are coordinating the event have the backing of the organization and its membership in order to avoid such problems as manipulation, poor attendance, or lack of credibility.

3.Arrange for the facilitation to be done by a team of facilitators.

4.Make sure that whatever technical equipment is needed for the event is available and functioning properly.

5.Gauge the participants' true level of commitment to and involvement in the group's advocacy initiative.

6.Obtain as much information as possible about the organization: its history, current objectives, structure, activities, and internal dynamics. Information can be gathered through interviews, informal conversations, documents, and minutes.

7.Bear in mind the characteristics of the people who are going to participate: their ages, ethnicity, race, gender, knowledge and experience related to the issue, level of formal schooling, responsibilities within the organization, and level of political awareness.

8.Deal with logistical aspects of the event: the schedule, time allotted for lunch, where and how to hang up newsprint, the size of the space, the noise and temperature levels, the availability of break-out space for small group work, and so on.

9.Ensure that the specific objectives of the session contribute to the organization's overall objectives.

10.Ensure the logical sequencing of the content to be presented and select training techniques that will fulfill the specific learning objectives of the event.

11.Be familiar with all the materials that will be used during the session, ensuring their appropriateness for the particular group and issue under discussion.

12.Maintain good communication and coordination within the team of facilitators, agreeing in advance on each person's role and responsibilities.

During the event

1.Make good use of the physical space available.

2.Allow participants the opportunity to express their hopes for the session so that they feel as though their opinions are taken into account from the beginning. Agree upon a schedule and some basic ground rules—the need to be punctual, to listen to other people's opinions, to be brief, to avoid excessive repetition, to respect others, and so forth. In order words, clarify expectations and the "rules of the game."

3.Create work groups of participants that will have specific responsibilities and tasks during the event to assist the team of facilitators.

4.Before presenting content, agree on how to handle the taking of minutes. It is important to be clear about the type of minutes that are needed, who will prepare them, with what inputs, and by what date. Explain that the minutes will serve as a report to be given to the team of facilitators. They should record the interests and needs expressed by the participants, analyze any difficulties that arose, and note which techniques were most helpful and appropriate and which achieved the best results.

5.Maintain fluid communication among members of the facilitation team, and model a participatory and democratic work style characterized by mutual respect.

6.Use a variety of presentation techniques (cards, newsprint, transparencies, the blackboard, etc.) to convey information and help participants follow a sequence of topics.

7.At the end of each step in the methodology, summarize it and highlight the main points of the discussion in order to clearly mark the end of one step and the beginning of another.

8.Make visual contact with all of the people in the group of participants. Do not direct your attention at only one person or one subgroup of people. When participants speak, they should speak to the entire group and not just to the facilitator.

9.Be creative and use appropriate new techniques to communicate with the participants. Know when to switch to a different technique (for example, after a long plenary, a serious discussion, a sad or emotional moment, or a break or meal). Varying the techniques helps keep participants energized and alert. Do not, however, go overboard and allow the techniques to distract from the content being presented or to curtail debate among the group participants on contentious issues.

10.Recognize and deal with the conflicts and disagreements that arise during the session. It is counterproductive to continue to present content when it is obvious that conflict is brewing or that feelings are not being expressed.

11.Address comments or statements made by any participant that are racist, sexist, homophobic, or otherwise offensive, by questioning underlying behaviors or attitudes instead of attacking the person. The facilitator should make every effort to create a safe and congenial environment in which all participants feel respected.

12.Maintain a high level of motivation within the group throughout the session. It is important to create a positive and friendly environment by using techniques that allow the participants to get acquainted with one another.

13.Do not be afraid to make mistakes! Group facilitation is not an exact science, but rather a trial-and-error exercise. Popular educators often say that "a person who never makes mistakes is someone who is not practicing.

SECTION TWO: TRAINING GUIDES

2.1 TRAINING GUIDE FOR KEY ADVOCACY CONCEPTS AND PRINCIPLES

Learning Objectives

- To reflect on the concept of advocacy, particularly its desired outcomes and the factors that contribute to civil society's success with advocacy initiatives.
- To analyze opportunities for and threats to advocacy, given the national and/or regional context.

Key concepts

1. What is advocacy?

2. Why engage in advocacy?

3. What factors contribute to the success of advocacy initiatives?

Practical techniques

- Constructing a definition of advocacy
- Advocacy in a word
- Brainstorming about advocacy
- Advocacy puzzles
- Analyzing sources of power for advocacy
- Manila paper

Learning Indicators

1. The generation of theoretical inputs related to the concept of advocacy, its desired outcomes, and the factors that contribute to its success.

2. The identification of opportunities for and threats to advocacy given the national and/or regional context.

Practical Techniques

Technique 1: Constructing a definition of advocacy

Objective of this session

- To draw out participants' ideas about the concept of advocacy and use those ideas as the starting point for a discussion

Use of this technique

This technique stimulates full participation and facilitates the identification of common understandings and essential elements that can be used to form a more developed concept of advocacy. It is especially useful in working with large groups (20 or more participants), although it can also be used with smaller groups.

Process

1. Each participant is given a sheet of paper on which to write, as concisely as possible, his or her definition of advocacy.

2. Participants are paired off (preferably with people they do not know) in order to share their definitions. Each pair should combine their definitions to come up with a new definition of advocacy that incorporates both ideas. This new definition is written on a new sheet of paper.

3. Each pair joins with another pair, forming groups of four, and repeats the process to come up with one definition for each foursome.

4. In plenary, each group of four presents the definition of advocacy that it has been constructed. The facilitator will ask if other participants have questions to clarify the definitions that are presented, without getting into a discussion of their substance.

5. The facilitator asks several questions to encourage a discussion about all of the definitions:

- What are the common threads that run through all the definitions?
- What are the differences between the definitions?
- What are the main elements and key words associated with each definition?
- What is missing?

6. With input from the participants, the facilitator constructs one definition of advocacy that is based on the ideas presented by all of the participants

Technique 2: Advocacy in a word

Objective of this session

- To stimulate an exchange of ideas about the concept of advocacy.

Use of this technique

This technique helps participants focus on key aspects of the concept of advocacy. It is especially effective with large groups of more than 25 participants.

Process

1. Each participant is given a card and instructed to write down one word that conveys what advocacy means to him or her.
2. All the cards are posted so that everyone can see them.
3. The facilitator reads all of the cards aloud. Participants discuss the cards and group together those that have similar ideas. At the end, the facilitator summarizes the main points that have been discussed by the group.

Technique 3: Brainstorming about advocacy

Objective of this session

- To share ideas about the desired outcomes of advocacy and the internal and external factors that enhance civil society's capacity to engage in advocacy.

Use of this technique

This technique helps groups strengthen their understanding of the meaning of advocacy. It should be used with groups that already have a minimal understanding of the concept on both a theoretical and a practical level.

Process

1. Each participant is given three cards. Three sheets of newsprint are posted in the front of the group. One of the following questions is written on each sheet of manila paper, leaving an empty space under the question to hang up cards:

- Why do we engage in advocacy?
- What factors within civil society organizations can enhance their capacity to engage in advocacy?
- What factors in the political environment of a country can enhance the capacity of civil society organizations to engage in advocacy?

2. Each participant responds to the three questions, writing one response on each card. Participants are encouraged to write short phrases, preferably fewer than eight words, using letters that are large enough to be seen easily from a distance.

3. Participants hang their response cards on the three sheets of manila paper.

4. The facilitator reads aloud the cards under the first question, allowing participants to ask clarifying questions about the meaning of what others wrote on their cards (without discussing their substance). Then, the facilitator asks participants if they have more ideas to add to those already listed. The facilitator then groups together cards with similar ideas, summarizing the main points. The same process is repeated for the remaining two questions.

5. The facilitator makes a short presentation on the desired outcomes of advocacy and the minimum conditions that need to be present within civil society organizations and in the country environment. Then s/he asks the participants to comment

Technique 4: Advocacy puzzles

Objective of this session

To start a discussion about key aspects of advocacy, differentiating between the desired outcomes of advocacy, the sources of civil society's power, and the internal and external factors that enhance civil society's capacity to engage in advocacy.

Use of this technique

This technique allows a number of issues to be covered quickly and dynamically in a participatory fashion. Its purpose is similar to that of the previous technique, but it is less dependent on the group's capacity to generate ideas to be analyzed.

Preparation

The facilitator decides on three symbols and makes three different colored puzzles in the shapes of those symbols. For example, there might be puzzles in the shape of:

- A door, to represent sources of civil society's power
- A key, to represent the factors that enhance civil society's capacity to engage in advocacy
- A padlock, to represent the desired outcomes of advocacy.

Each puzzle is cut into pieces. Each piece has written on it an idea, expressed in very few words, about one aspect of the advocacy process.

Process

1. Each participant is given one or two pieces of the puzzles, depending on the number of participants.
2. The facilitator asks the participants to work together to put the puzzles together, but does not explain how many puzzles there are or what they represent.
3. Once all of the puzzles are put together, the facilitator asks the participants to arrange them in a logical order. In plenary the participants discuss the meaning of each of the puzzles, reflecting on the common elements of all of the pieces in each. The participants give a name to each puzzle.
4. The facilitator guides a final discussion using the following questions:

- Why did we put the ideas in this order?
- Do you agree with the way the puzzles were used to represent different aspects of advocacy? Why or why not?
- What other elements should be included in each puzzle?

- Which elements should not be included?

5. The facilitator summarizes the ideas about advocacy that the group has discussed.

Technique 5: Analyzing sources of power for advocacy

Objective of this session

- To stimulate reflection and discussion about the main elements that contribute to civil society's power vis-à-vis that of the state.

Process

1. The facilitator draws two circles on a sheet of newsprint, one that represents civil society and another that represents the government. The facilitator draws an arrow from the civil society circle toward the government circle, emphasizing that civil society is powerful and that it can exercise its power in order to influence the state.

2. The participants pair off, and each pair receives two cards. Working together, they answer the following two questions, writing each response on a card:

- What are the sources of civil society's power?
- What are the sources of the government's power?

3. In plenary, the pairs attach their cards to the newsprint, next to the "civil society" and "government" circles that correspond to their answers.

4. The facilitator summarizes the ideas of all of the pairs about the sources of power for civil society and for the government. Participants are encouraged to contribute more ideas to the discussion.

5. The group and the facilitator briefly discuss a specific situation where advocacy is taking place, suggesting specific actions that would take advantage of the sources of civil society's power.

Technique 6: Manila paper

Objective of this session

To discuss the state of advocacy in the country, identifying the strengths and weaknesses of initiatives that have been undertaken and challenges for the future.

Use of this technique

This technique requires that participants have some understanding of the concept of advocacy and of social movements in their country; although a high level of formal education is not required.

Process

1. The participants form four or five small groups. The facilitator gives each small group two sheets of manila paper, scissors, glue, markers, and several newspapers.
2. The small groups clip images from the newspapers that are examples of advocacy. The images are to be glued onto the first sheet of manila paper in a creative way.
3. On the second sheet of manila paper the small group should draw other images of advocacy that it thinks are important, but that were not found in the newspaper. If everyone in a small group feels that all of the key aspects of advocacy are reflected in the newspaper clippings, then the second sheet of manila paper can be left blank.
4. After the sheets of manila paper are hung up around the room, the facilitator asks several questions to help the participants analyze the "posters."

- What do we see in the posters?
- What are some of the different ways that advocacy is done in our society?

5. After all of the presentations, the facilitator uses the following questions to guide a general discussion:

- What are some things that have been done well during advocacy efforts in our country?
- What are some things that have not been done well?
- Given our reality, what are some challenges that must be faced when engaging in advocacy?

6. The facilitator summarizes what has been said, and then gives a brief presentation about the strengths and weaknesses of previous advocacy

initiatives in the country and challenges for the future.

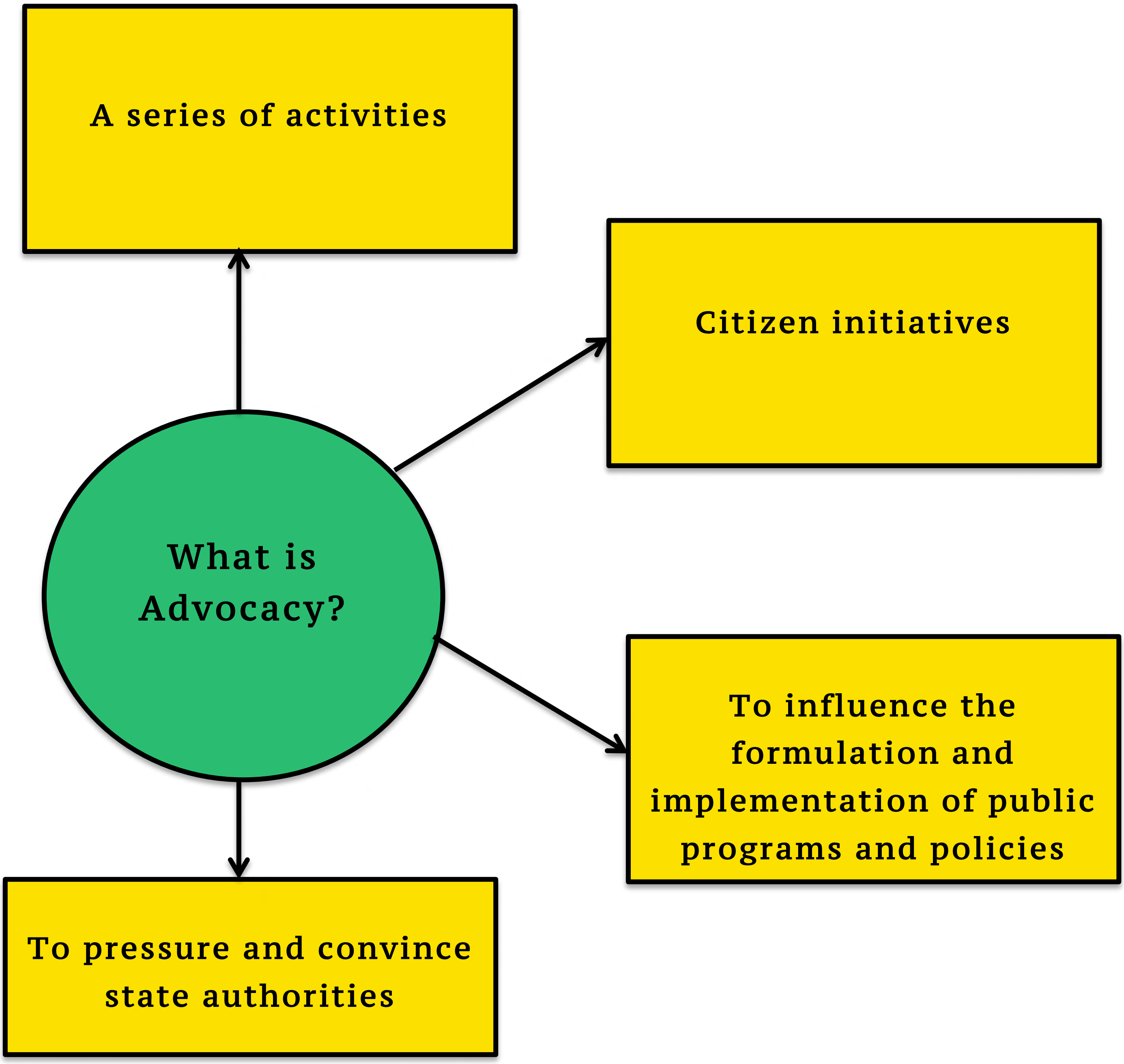
Time

1 hour and 40 minutes in total:

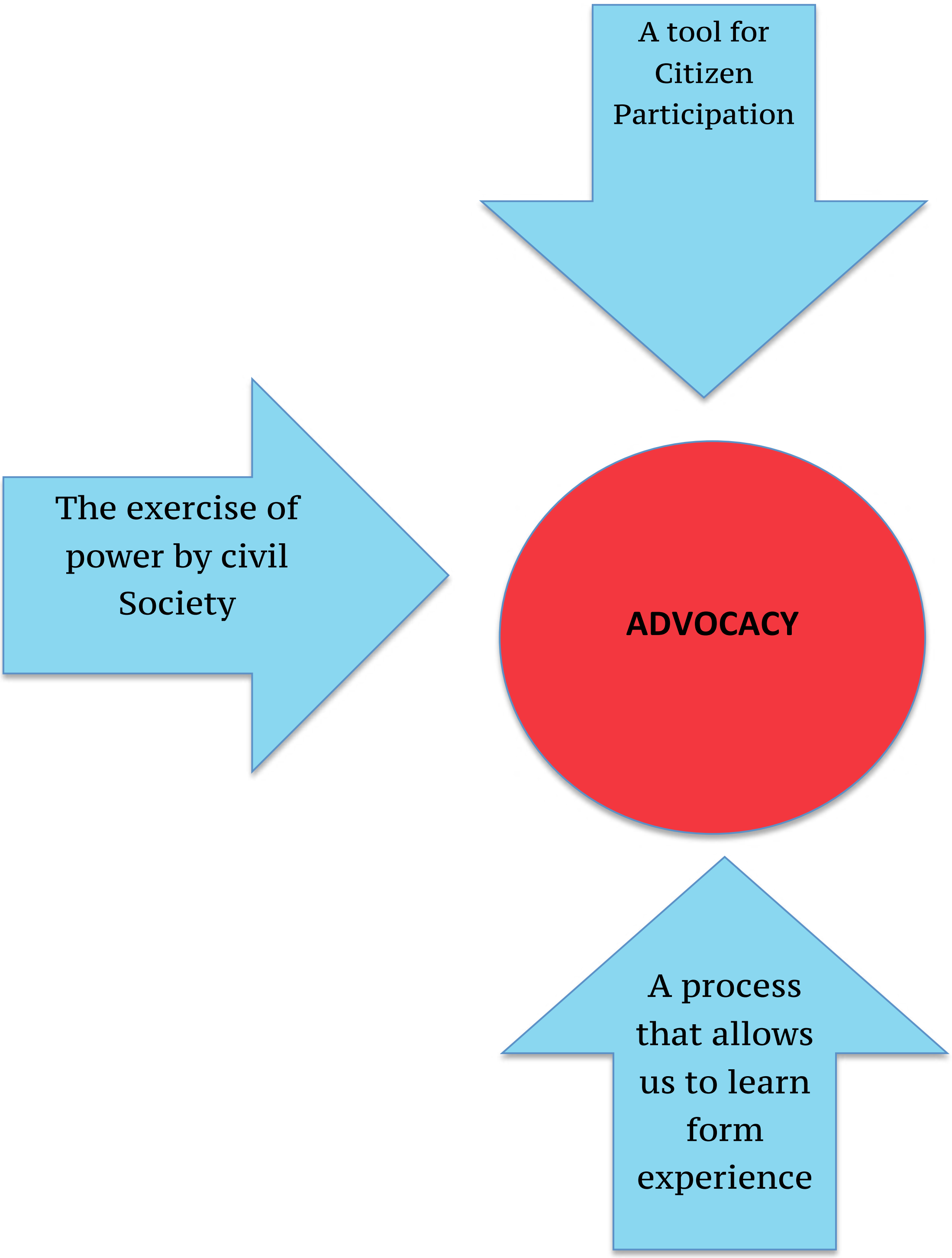
- 30 minutes for small group work
- 30 minutes for analysis of the posters
- 25 minutes for general discussion
- 15 minutes for the final presentation and wrap-up.

Resources for Introduction to Advocacy

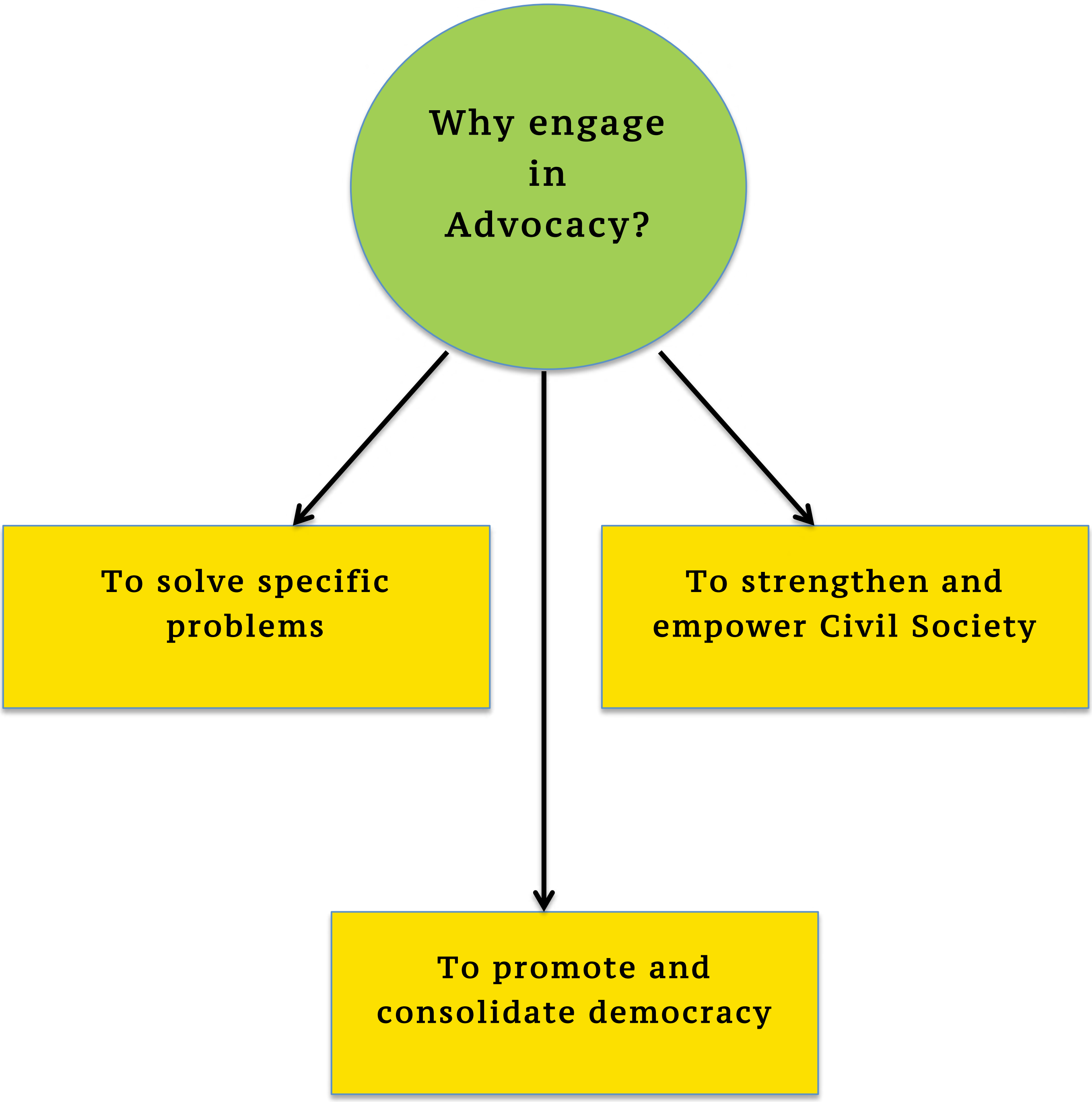
Resource 1



Resource 2


A tool for Citizen Participation
The exercise of power by civil Society
ADVOCACY
A process that allows us to learn form experience

Resource 3


Why engage in Advocacy?
To solve specific problems
To strengthen and empower Civil Society
To promote and consolidate democracy

Resource 4

Factors within CIVIL SOCIETY ORGANIZATION that increase the capacity to do advocacy

- Internal Democracy
- Willingness to interact with the government
- Willingness to build and consolidate alliances
- Long-term vision for societal transformation
- A clear mission statement

Resource 5

Factors in the POLITICAL ENVIRONMENT OF A COUNTRY that contribute to the capacity to do advocacy

Openness to democracy

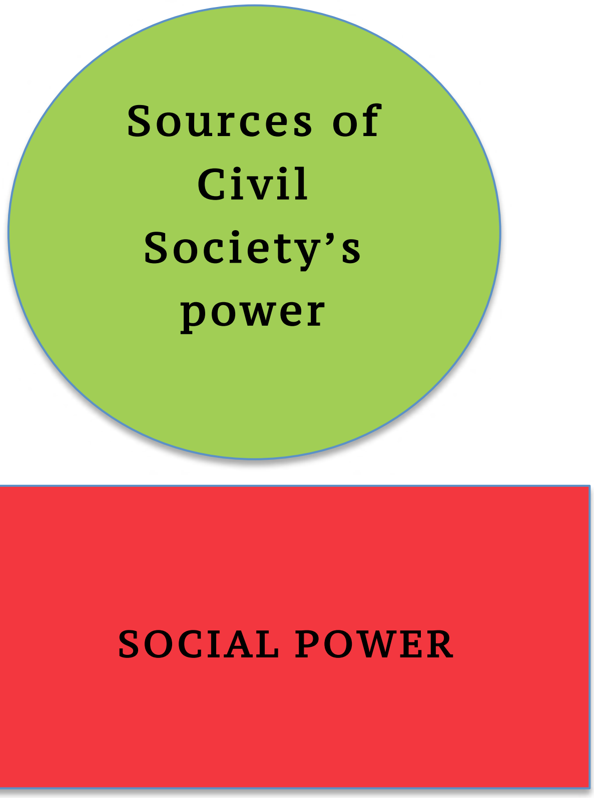
Social, economic, and cultural equity

Decentralization

Democratization of media access

Transparency and accountability

Resource 6



- Organization
- Unity
- Consciousness
- Popular vote
- Credibility
- Alliances
- Internal democracy
- Human and economic resources
- Willingness to struggle
- Understanding of the current situation
- Ability to mobilize large numbers of people
- Good leaders
- Ability to bring people together across different sectors, classes, races/ethnicities, etc.

Resource 7

Sources of Civil Society's power

Technical Capacity

- Capacity to formulate alternative proposals
- Research capacity
- Capacity for negotiation
- Capacity to do analysis
- Information management capacity
- Methodological knowledge about advocacy

Resource 8

BASIC REQUIREMENTS FOR DOING ADVOCACY

Knowledge of how state institutions work function

Information management

Educational opportunities

Clear agreements within the group

Understandin g of the political context

Availability of human and economic resources

2.2 TRAINING GUIDE: A STEP-BY-STEP APPROACH TO PARTICIPATORY PLANNING OF ADVOCACY INITIATIVES

Learning Objectives

- To facilitate critical reflection about the way that participants have done advocacy in the past, with a goal of identifying the strengths and weaknesses of their efforts and drawing out lessons learned, both theoretical and methodological.
- To reflect upon the logic of the participatory planning methodology for advocacy.

Key Concepts

1. Logic of the participatory planning methodology for advocacy.
2. Steps of the participatory planning methodology for advocacy.

Practical Techniques

1. Analyzing past advocacy experiences.
2. Logic of the advocacy methodology.

Learning Indicators

1. Identification of strengths and weaknesses in the participants' past efforts to do advocacy.
2. Articulation of lessons learned and/or the methodological steps for advocacy, based on the participants' experiences.
3. Logical ordering of the eight steps of the participatory planning methodology for advocacy.

Step 1: Identify and analyze the problem

Summary

Learning Objectives

- Understand the steps involved in identifying and analyzing a specific problem when planning an advocacy initiative.
- Understand the steps involved in defining and prioritizing the causes of the problem.

Practical techniques

- Brainstorming to identify the problem
- Criteria Triangle

STEP 1: PRACTICAL TECHNIQUES

Technique 1: Brainstorming to identify the problem

Objectives of this session

- To generate a list of possible problems to be addressed, keeping in mind the group's mission and vision.
- To make a collective decision about which problem the group wants to solve.

Use of this technique

This technique can be used to ensure that the chosen problem relates to the group's mission and vision, decreasing the possibility of an arbitrary list of problems. It encourages participation, helping the group to reach consensus on the problem to be addressed.

Process

1. The facilitator explains that problems to be addressed through advocacy should be ones that can be resolved by changes in public policies and should relate closely to a group's vision and mission.
2. The participants present the group's previously established mission and vision statements, clarifying concepts or doubts. If no such statements exist,

the facilitator asks the participants to explain the group's identity, what it does, and what it hopes to accomplish. The facilitator notes the inputs on manila paper. When participants come from several different organizations, the facilitator can either ask them to share each organization's mission statement or make up a hypothetical common mission statement for this exercise.

3. Each person is given a card. Based on the mission statement, each participant writes down on his or her card one possible problem that the group might address by undertaking an advocacy initiative.

4. One after the other, the participants come forward and hangs their cards on the wall.

5. The facilitator reads all of the cards aloud and asks if anyone has clarifying questions. With assistance from the participants, the facilitator groups similar ideas and eliminates problems that have no public policy angle, reducing the list on the wall to a maximum of 10 problems.

6. Before the training session, the facilitator has prepared a sheet of manila paper with a table based on Worksheet 1 ("Table for Selecting a Problem"). The table is presented to the group and the facilitator places the cards with the problems in the left-hand column, one per row.

Worksheet 1 for step 1: Table 1 for selecting a problem

Problem	Votes	Total Points
1.		
2.		
3.		
4.		
5.		

7. The participants are asked to suggest criteria that the group can use to select one problem to work on together. Three main criteria should be emphasized. The problem should be:

- Deeply felt by a significant section of society
- Politically and technically feasible to solve
- Motivating for the group.

8. Each person is given three slips of paper, numbered from 1 to 3. Each participant comes forward to vote for the three problems that s/he considers to be the most appropriate for the group to address through an advocacy initiative, according to the criteria that have been discussed. A participant gives 3 points to the problem that s/he considers most important, 2 points to the problem that is second in importance, and 1 point to the problem that is least important. The slips of paper are placed in the middle column of the table on the rows corresponding to the problems chosen.
9. The facilitator adds up the points for each problem. The problem with the most points will be the one that the group deems most suitable for advocacy. Based on the input from this exercise, the group should make a decision about which problem it will work on.

Time

1 hour and 15 minutes in total:

- 15 minutes to explain the general framework and present the mission
- 5 minutes for brainstorming
- 15 minutes to synthesize the ideas
- 20 minutes to decide on selection criteria
- 10 minutes for voting
- 10 minutes for final reflection.

Variations

Instead of slips of paper, the participants can use a marker to write the numbers in the middle column.

The number of votes per person can be reduced to one or two, a modification that is especially useful when working with a large group.

Technique 2: Criteria Triangle

Objective of this session

- To apply the three main selection criteria to several problems in order to compare them and prioritize the problem to be addressed.

Use of this technique

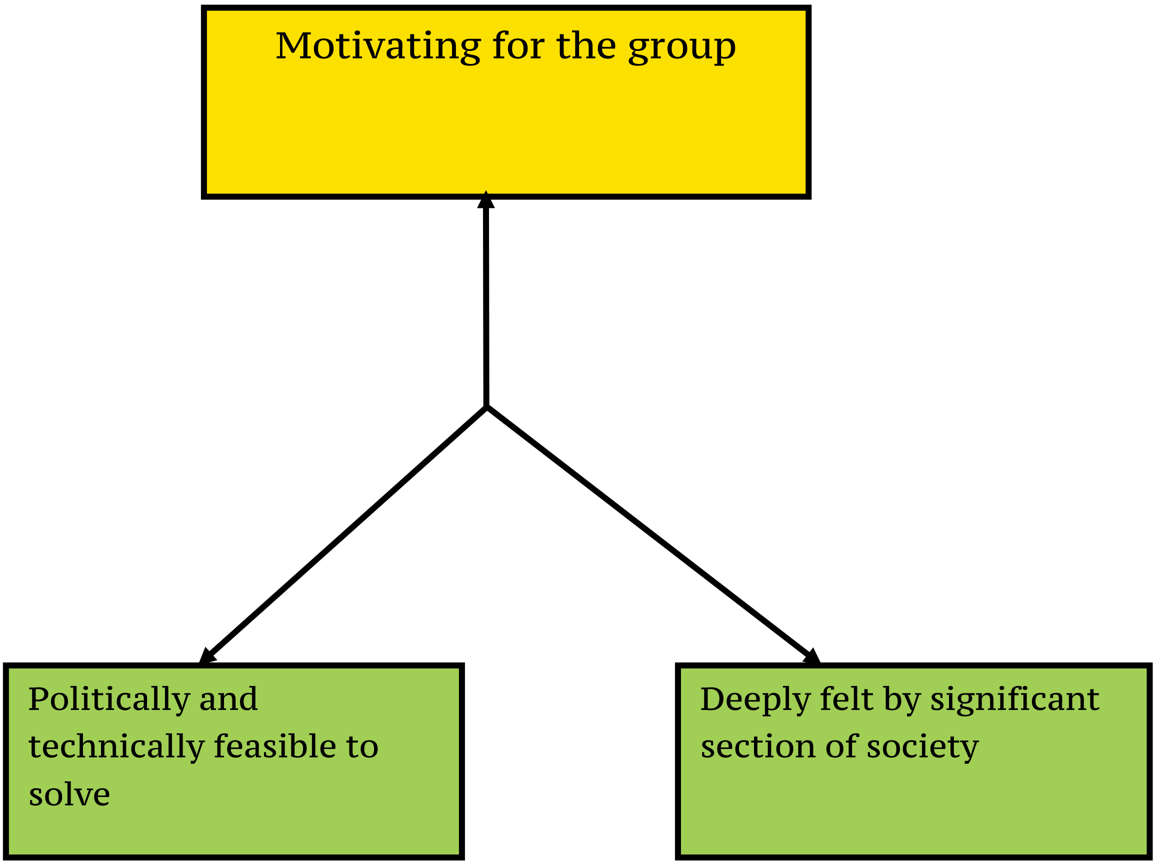
This technique is used after the group has discussed the three criteria used to select problems for advocacy, and has reduced the list of possible problems to three or four.

It is not always necessary to use this technique. In some cases Technique 1 is sufficient to ensure that the chosen problem fulfills all three criteria and is clearly the best option for the group.

Process

1. For each of the problems to be considered, the facilitator draws a figure with three arrows emanating outward from the center on a sheet of newsprint. Each of the arrows leads to one of the three key criteria (see Worksheet 2, "Criteria Triangle").

Worksheet 2 for step 1: Diagram of Criteria Triangle



2. Ask the participants to place a dot on each arrow, showing the extent to which the problem fulfills that criterion according to the group's collective analysis. If the problem does not fulfill the criterion at all, the dot will be placed close to the center. If the problem fulfills the criterion to some extent, the dot will be placed further out on the line. If the problem completely fulfills the criterion, the dot will be placed at the tip of the arrow.

3. Next, for each problem, the facilitator connects the three dots, forming a triangle. The problem with the biggest triangle is the one that most closely meets the three criteria.

4. The results are discussed and a group decision is made about which problem to address.

Technique 3: Analysis of causes and consequences

Objectives of this session

- To examine in depth the causes and consequences of a problem that has been identified.
- To prioritize one cause and identify contributing factors for that cause.
- To prioritize one contributing factor for which a solution will be sought.

Use of this technique

Different groups can analyze different problems simultaneously. This technique is especially useful when the participants come from different institutions, regions, or sectors.

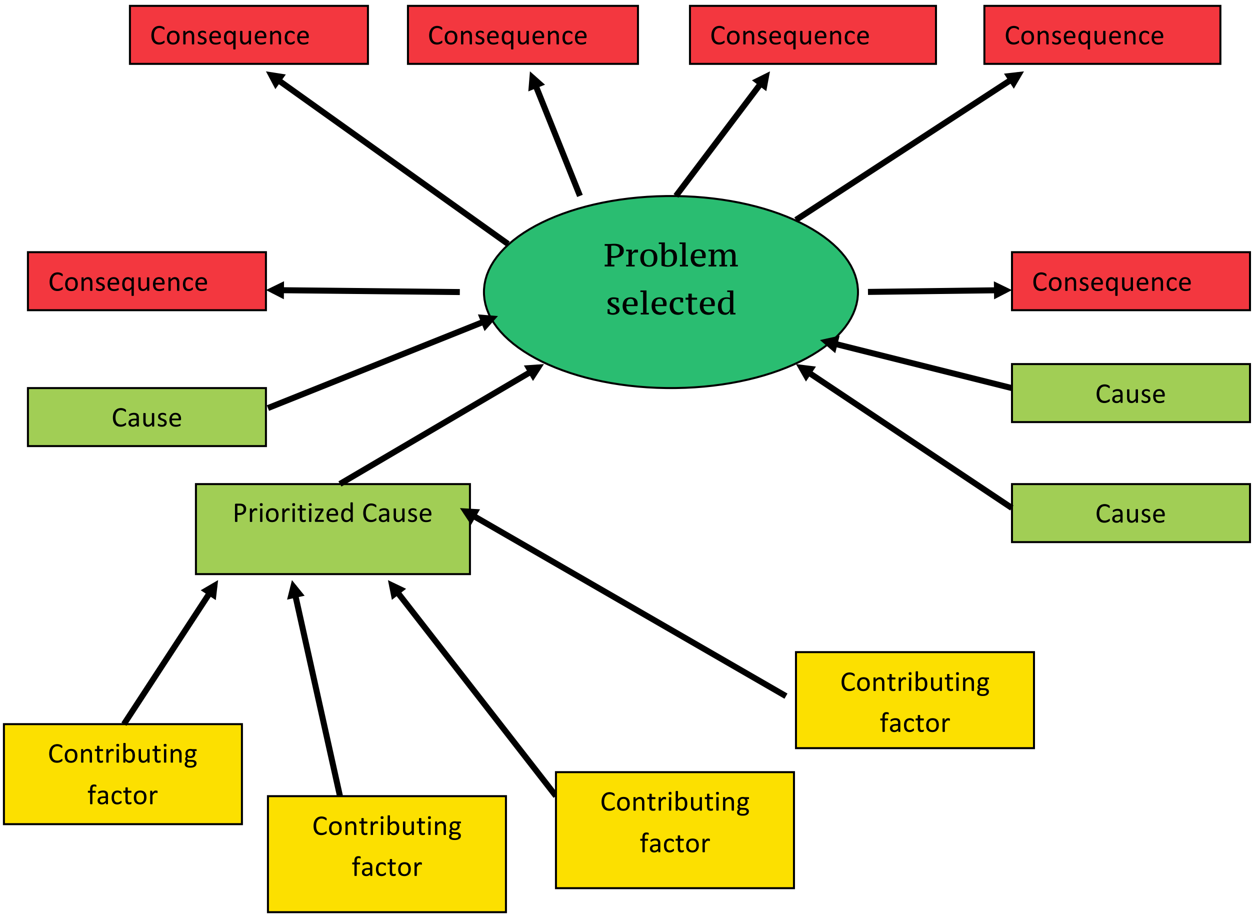
Process

1. Affinity groups are formed (by organization, sector, region, or issue focus) to analyze a previously identified problem. All the affinity groups can analyze the same problem or each one can work on a different problem.
2. Each affinity group is given cards of three different colors, two sheets of manila paper, and copies of Worksheet 3 ("Analysis of Causes and Consequences"). Each affinity group should complete the following tasks:

- Write the problem in the center of a sheet of newsprint.
- Write the problem's main consequences on (up to eight) cards of the same color, and arrange them on the top half of the newsprint. Write the main causes of the problem on (up to eight) cards of another color and arrange them on the bottom half of the newsprint.
- Discuss the causes and select one priority cause to examine in depth.
- Generate a list of the factors that contribute to the selected cause and write them, one by one, on (up to eight) cards of a third color. Place these factor cards next to the cause that has been selected.
- Select one of the contributing factors as a specific problem for which a possible solution will be sought. The prioritization of the main cause and of the main contributing factor should be based on a discussion about the three

criteria for the selection of problems.

Worksheet 3 for step 1: Diagram Analysis of Causes and Consequences



3. The affinity groups present their work in plenary, and participants ask clarifying questions.

4. The facilitator encourages reflection about the group work, inviting participants to make comments on the work of others. Attention should be focused on the application of the criteria to the examination of causes.

As a wrap up, the facilitator should discuss with the group the objectives of Step 1 and its importance in the planning of advocacy initiatives. Worksheet 4 ("Summary Analysis of the Selected Problem") may be used to record the results.

Selected problem: ____

Worksheet 4 for step 1: Summary Analysis of the Selected Problem

Consequences of the problem
1.
2.
3.
4.
Main causes of the problem
1.
2.
3.
4.
Main cause that is prioritized
1.
Contributing factors to the prioritized cause
1.
2.
3.

Resources for step 1

Resource 1

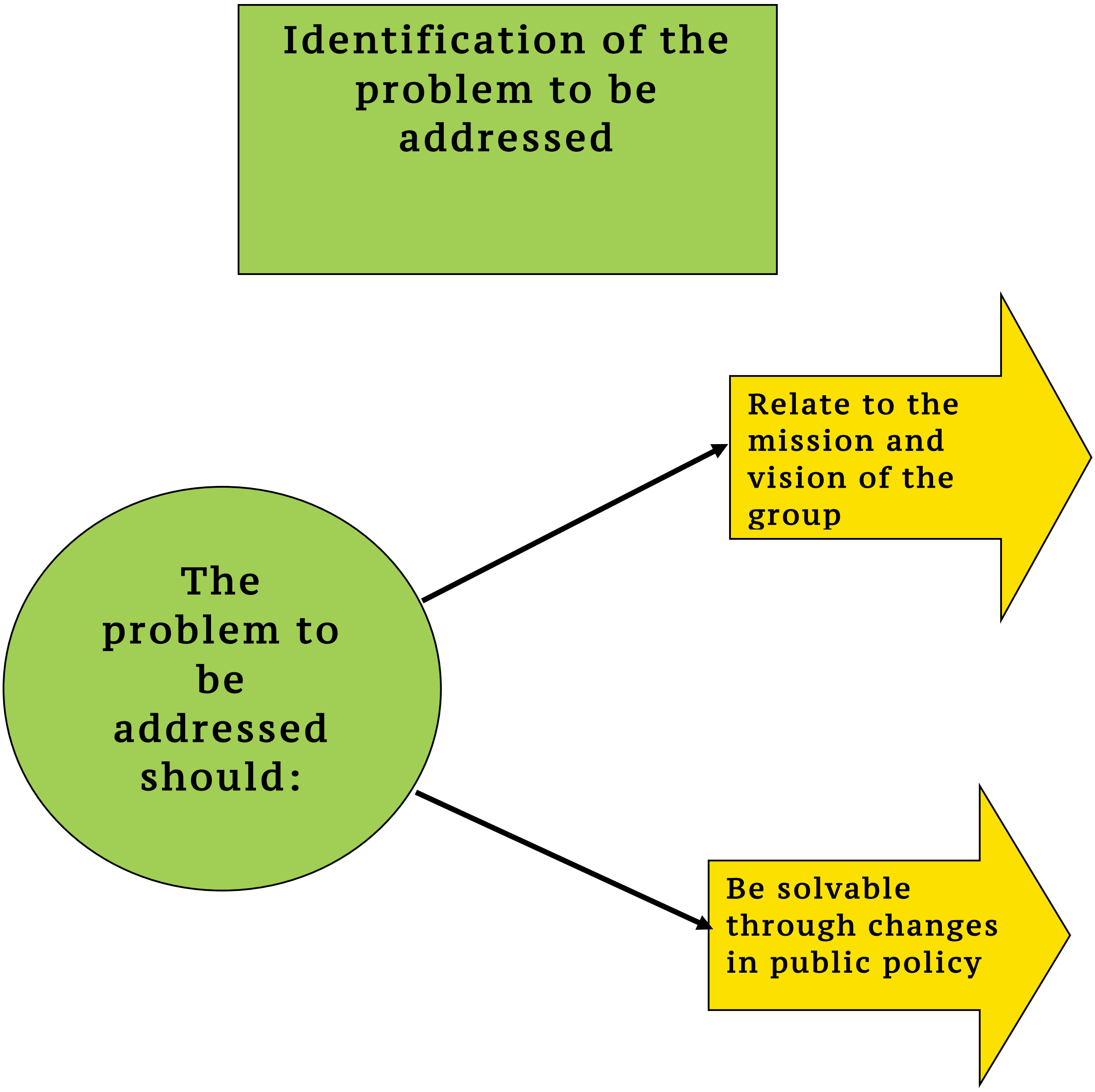
STEP 1: IDENTIFY AND ANALYZE THE PROBLEM

What is the problem that we want to solve?

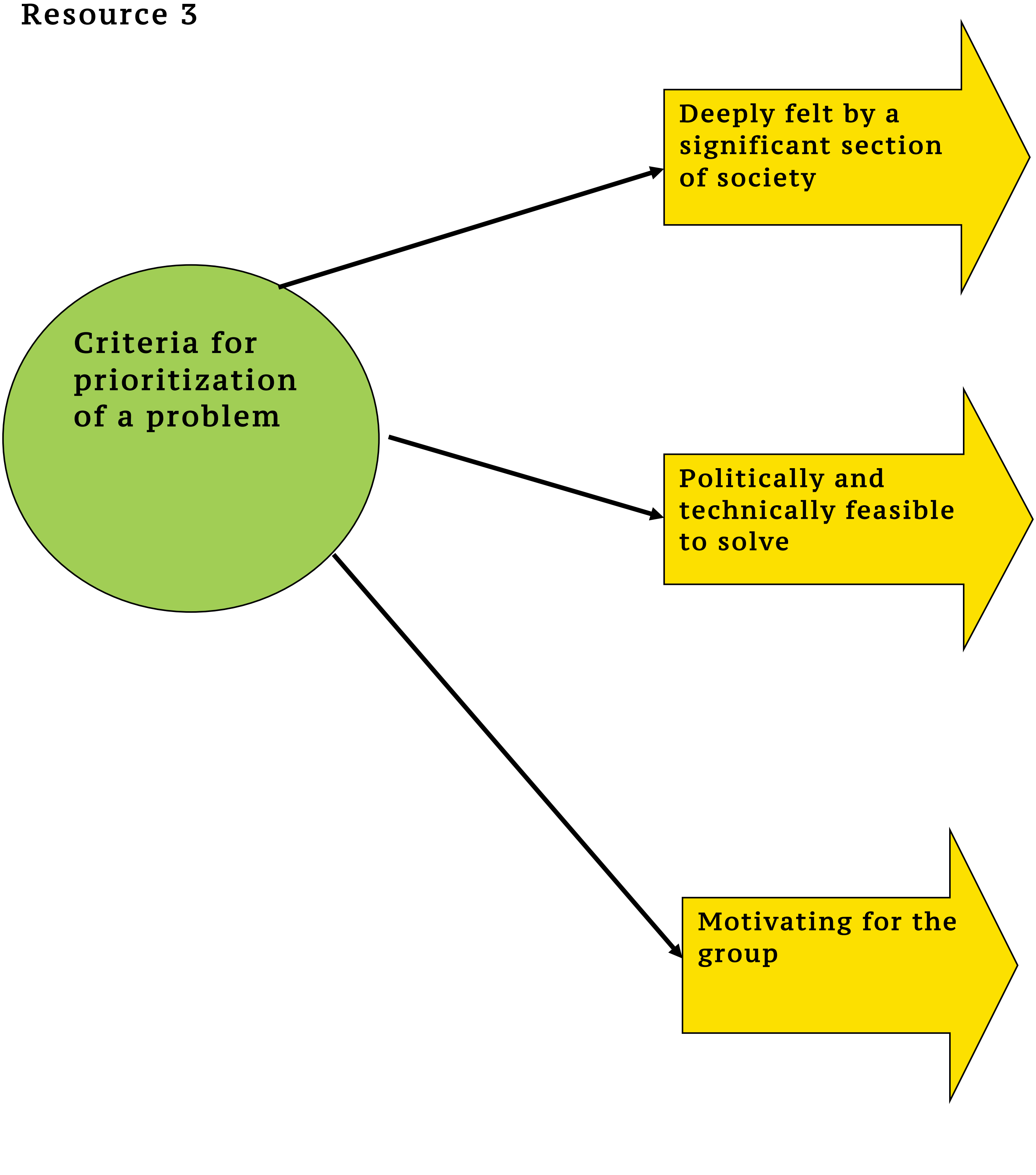
PURPOSE OF THE STEP

To identify and analyze a problem in depth so that it can be solved through an advocacy proposal

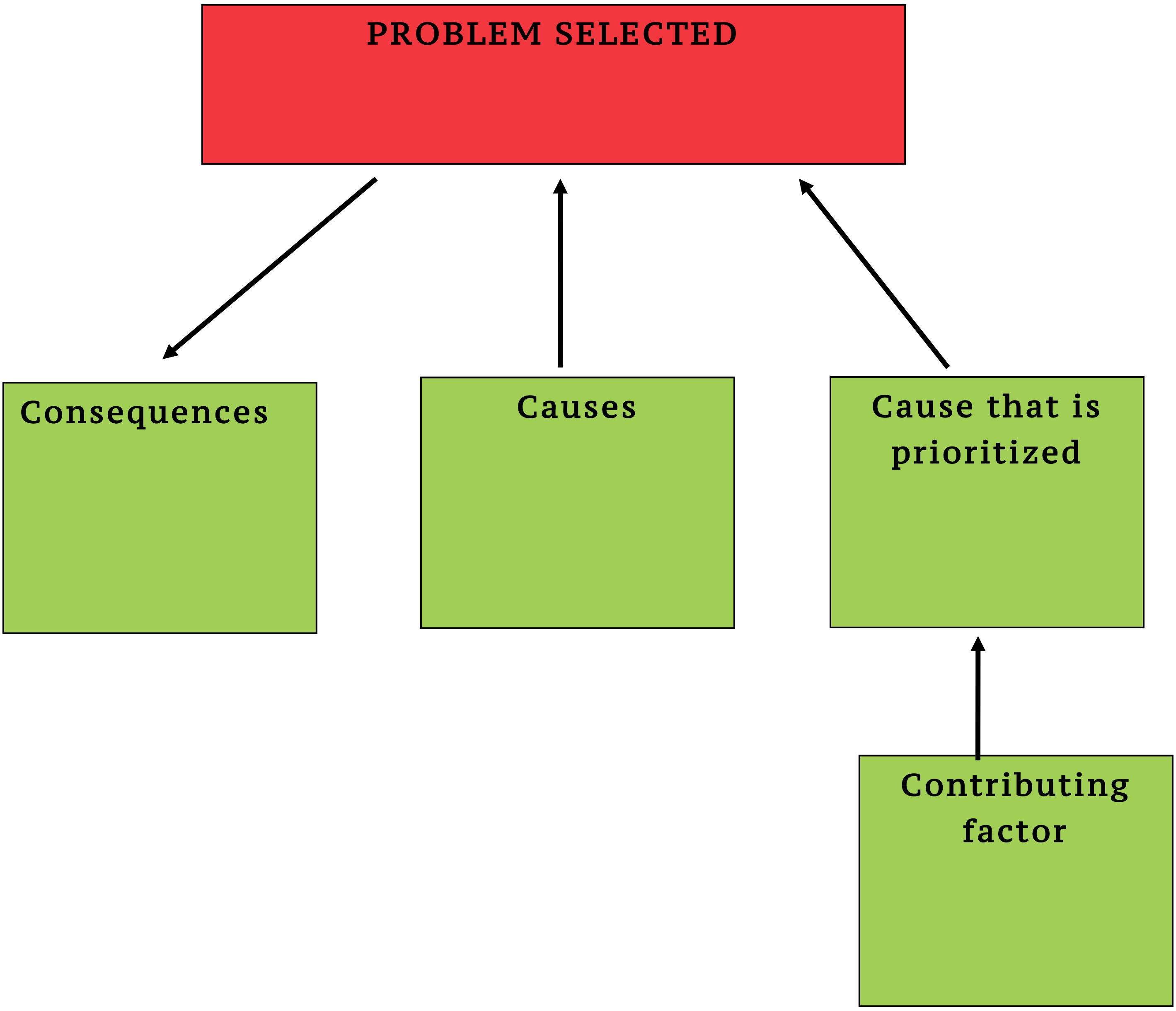
Resource 2


Identification of the problem to be addressed
The problem to be addressed should:
Relate to the mission and vision of the group
Be solvable through changes in public policy

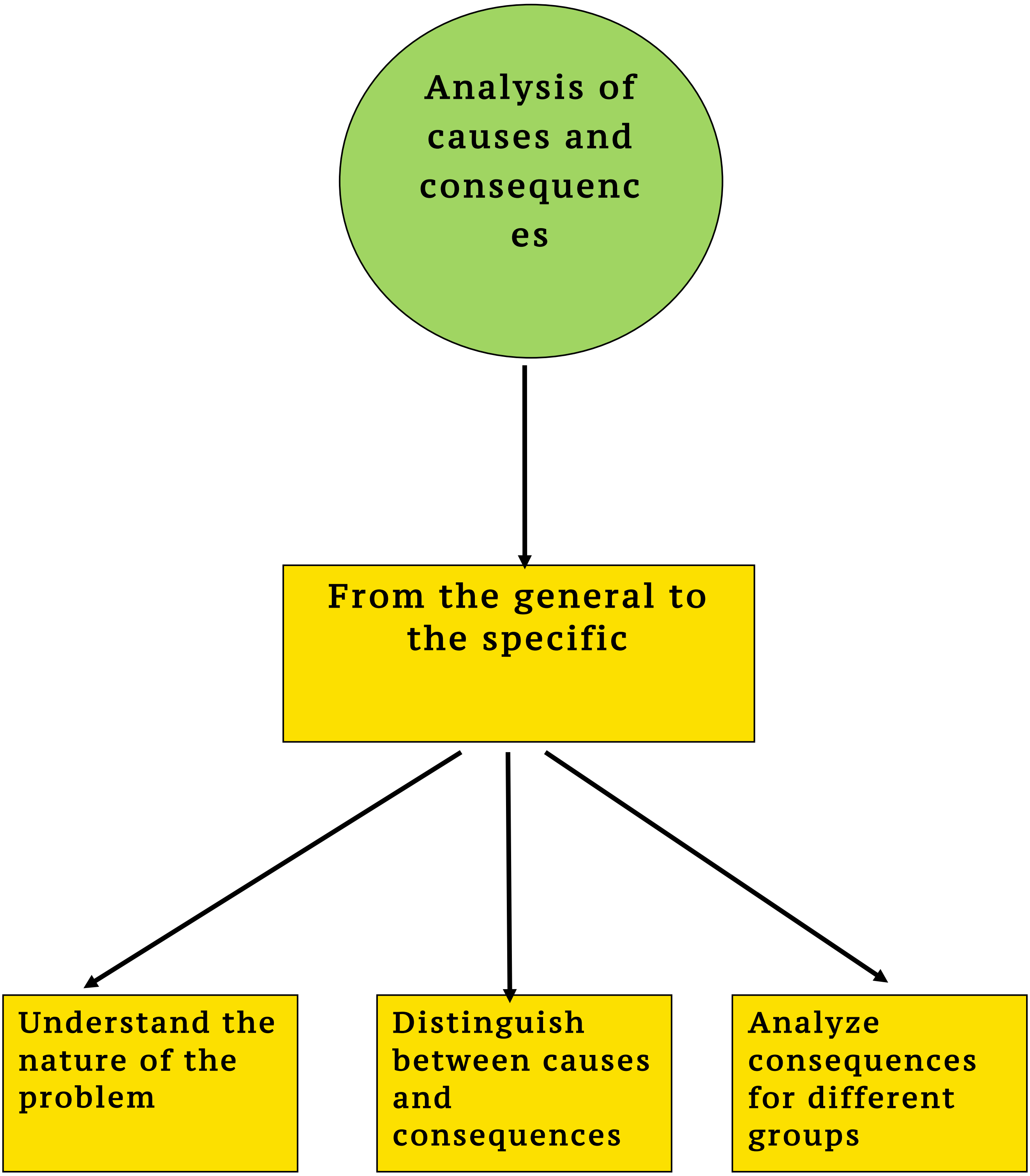
Resource 3


Criteria for prioritization of a problem
Deeply felt by a significant section of society
Politically and technically feasible to solve
Motivating for the group

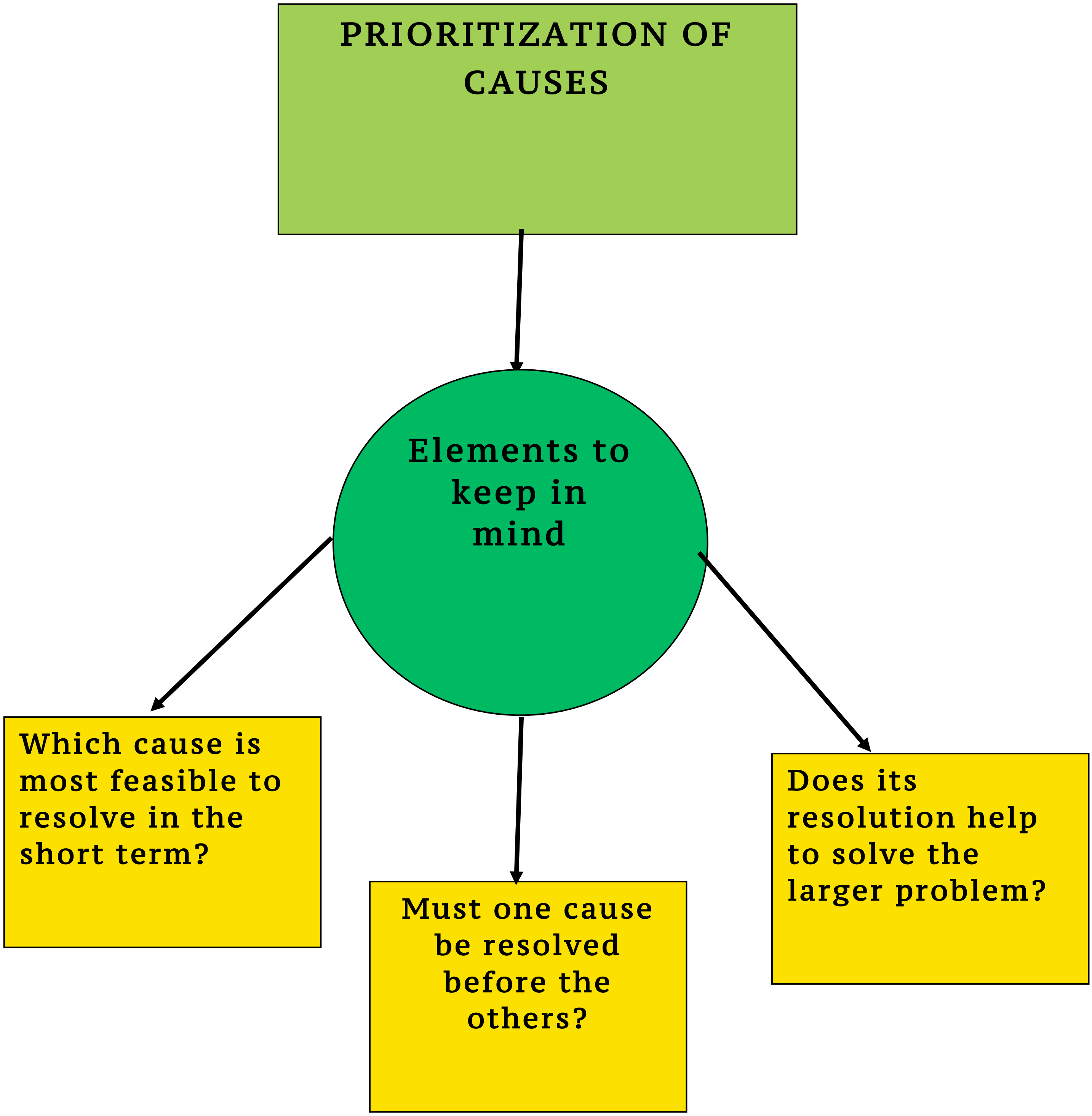
Resource 4


PROBLEM SELECTED
Consequences
Causes
Cause that is prioritized
Contributing factor

Resource 5


Analysis of causes and consequenc es
From the general to the specific
Understand the nature of the problem
Distinguish between causes and consequences
Analyze consequences for different groups

Resource 6


PRIORITIZATION OF CAUSES
Elements to keep in mind
Which cause is most feasible to resolve in the short term?
Must one cause be resolved before the others?
Does its resolution help to solve the larger problem?

Resource 7

LESSONS LEARNED

Move beyond generalities.

Do not confuse causes and consequences.

Analyze specific aspects of the problem.

Problems that are deeply felt tend to generate social power.

Get advice from others to pinpoint the problem.

Obtain the information needed to formulate strategies.

Involve those who are affected by the problem.

Step 2: Formulate the proposal

Summary

Learning Objectives

- To understand the importance of formulating a precise and detailed proposal that states exactly what the advocacy initiative seeks to accomplish.
- To know the steps in formulating an advocacy proposal and the elements it should contain.
- To apply the criteria for the formulation of advocacy proposals to a specific situation.

Key Concepts

1. Identification of possible solutions.
2. Prioritization of one solution.
3. Formulation of the advocacy proposal.
3. Political, institutional, and cultural changes.
5. Importance of secondary goals.
6. Lessons learned from experience

Practical Techniques

- Generating possible solutions
- Formulating an initial proposal
- Brainstorming about criteria
- Improving the initial proposal: Round 1
- Improving the initial proposal: Round 2.
- Defining secondary goals for the initiative.

Learning Indicators

1. Formulation of a precise and viable proposal using agreed criteria.
2. Visualization of the potential impact of the proposal, keeping in mind the three advocacy criteria, the internal goals, and necessary political, institutional, and cultural changes.

STEP 2: PRACTICAL TECHNIQUES

Technique 1: Generating possible solutions

Objectives of this session

- To identify several possible solutions for the prioritized cause of a specific problem.
- To select one of the possible solutions to use as the basis for an advocacy proposal.

Use of this technique

This technique allows the group to brainstorm possible solutions and then analyze them more carefully. There may be an informal agreement or consensus within the group from the beginning about which solution is most appropriate for an advocacy proposal.

Nonetheless, the facilitator should insist that the group analyze several possible solutions in order to avoid possibly making a premature decision without examining less obvious factors.

Process

1. In plenary, the group should go back to the problem and the one particular cause of that problem that was identified as a priority in Step 1. A specific advocacy initiative will be developed to address this cause. The facilitator writes the cause in a visible place on a sheet of newsprint and then asks the group:

"What solution shall we propose in order to solve this problem?"

2. The facilitator writes down ideas for possible solutions on a sheet of manila paper. After a maximum of 15 possible solutions have been suggested, the

group is asked to analyze the list and to combine similar ideas. Proposals that the group deems unrealistic should be eliminated. The result of this process should be a shorter list.

3. Three small groups are formed to analyze the solutions on this list. Each group is given a copy of Worksheet 1 ("Table for Analysis of Possible Solutions"). The facilitator distributes the ideas for possible solutions among the small groups, giving a maximum of five ideas to each group.

Identified problem:____

Worksheet 1 for step 2: Table Analysis of Possible Solutions

Possible solution	Would it solve the problem?	Is it feasible to achieve?	Would our group become stronger?	Who would benefit from this solution?	Doubts: What don't we

4. Each small group analyzes several possible solutions and picks the one it thinks is most appropriate.

5. The small groups present their conclusions in plenary. The group now has three possible solutions to consider.

6. On a sheet of newsprint, the facilitator presents Worksheet 2 ("Table for Comparison of Possible Solutions"). The worksheet can also be made into handouts and given to the participants. The facilitator writes the three possible solutions to the problem in the second row of the table, under the headings for possible solutions 1 through 3.

Worksheet 2 for step 2: Table Comparing Possible Solutions

Criterion	Possible solution #1	Possible solution #2	Possible solution #3
Would generate favorable public opinion			
Data exist to show that it would help to solve the problem			
Can be achieved in the short or medium term			
Decision-makers for the proposal are identifiable			
Politically feasible			
Technically feasible			
Economically feasible			
Motivating and unifying for the group			
Would contribute to forming and strengthening alliances and coalitions			
Would stimulate the mobilization of people affected by the problem			
Total points			

7. The participants analyze the three possible solutions in relation to each of the 10 criteria on the matrix, writing the number 0, 1, or 2 by each one to indicate the extent to which it fulfills the criterion.

   0 = does not fulfill the criterion
   1 = somewhat fulfills the criterion
   2 = completely fulfills the criterion
   Note: In groups of more than 15 participants it is recommended that people pair off and that each pair vote only once.

8. The facilitator adds up the points for each of the three possible solutions.

The solution with the most points will be the one that the group has determined to be the most appropriate for the advocacy proposal.

9. The facilitator asks the group to comment on this particular solution and makes note of any concerns that are raised.

10. The facilitator summarizes the main points and wraps up the discussion.

STEP 2: PRACTICAL TECHNIQUES

Technique 2: Formulating an initial proposal

Objective of this session

- To formulate an initial advocacy proposal, keeping in mind the essential components of a proposal.

Use of this technique

Techniques 1 and 2 should be used in sequence to ensure that the proposal that is formulated will really help to solve the identified problem.

Process

1. Three or four small groups form, with 5 to 7 persons each. Using the solution that has been prioritized by the participants as the starting point (in Technique 1), each small group answers the following questions:

- What do we want to accomplish?
- How are we going to accomplish this? Using what mechanisms?
- What person or state institution has decision-making power on this matter? What is the "space" where the decision will be made?
- In what time frame do we want to accomplish this?

2. Each small group formulates as concise a proposal as possible (no more than one paragraph), using the answers to the questions as inputs.

3. The small groups present their initial proposals in plenary

4. The facilitator stimulates discussion about the various proposals.

Note: If the intention is that the whole group work on the same problem and use the same advocacy proposal during the rest of the training, or if the group will actually undertake an advocacy initiative, it will be necessary to combine all of the proposals drafted by the small groups into one consensus proposal.

Technique 3: Brainstorming about criteria

Objectives of this session

- To reflect upon and discuss the main criteria that should be used to evaluate the viability of an advocacy proposal.
- To apply these criteria to the initial proposal formulated by the group.

Use of this technique

- This is a fast-moving, participatory technique that helps ensure that the participants themselves have a voice in shaping the criteria to be applied to advocacy proposals.

Process

1. Each participant is given a card. Each participant writes on the card one criterion that s/he thinks is important to keep in mind when formulating an advocacy proposal (in addition to the questions that were answered during Technique 2).
2. Each person comes to the front, reads aloud what s/he has written, and displays the card to the group. After all the cards are on display, the participants group those with similar ideas and separate those, which are different.
3. The facilitator, with the support of the group, summarizes the criterion that has been generated for each grouping of cards. Later, the facilitator presents the criteria from this manual as a complement to the group's ideas.

Technique 4: Improving the initial proposal: Round 1.

Objectives of this session

- To evaluate the initial proposal, applying the criteria that were previously identified in order to gauge its effectiveness, feasibility, and likely contribution to the strengthening of the group or coalition that is engaging in advocacy.

- To generate inputs that can be used to improve the initial proposal.
- To ensure that the proposal is appropriate in light of the social, political, and economic context in which the advocacy initiative will take place.

Process

1. Participants re-form the same small groups that worked together previously to formulate the initial proposals. If the initial proposal was formulated in plenary, then new small groups should be formed.
2. Each small group fills out Worksheet 3 ("Table for Evaluating an Initial Proposal"), reviewing the initial proposal criterion by criterion. For each criterion, the small group identifies the positive aspects and the weaknesses of the proposal, noting these in the appropriate columns of the row. In the last column on the right, they note suggestions on how to improve the proposal so it better fulfills the given criterion.

Initial proposal: ____

Worksheet 3 for step 2:Table evaluating an Initial Proposal

Criterion	In what way does the proposal fulfill the criterion?	In what way does the proposal fail to fulfill the criterion?	What can be done to improve the proposal?
Will it generate favorable public opinion?			
Do data exist to show that its approval would help to solve the problem?			
Can it be achieved in the short or medium term?			
Can a person or persons be identified who will make decisions about the proposal?			
Is it politically feasible?			

Is it technically feasible?			
Is it economically feasible?			
Is the time frame realistic given the process used to make decisions?			
Is it motivating and unifying for our group?			
Does it contribute to forming and strengthening alliances and coalitions?			
Does it stimulate the mobilization of people affected by the problem?			
Other criteria?			

Improved proposal____

Note: Keep in mind that the criteria serve as a general guide to use in refining a proposal. One does not necessarily need to fill out the entire table if a criterion does not seem pertinent, or if the proposal cannot be improved with respect to every criterion.

3. In plenary, each small group makes recommendations about how to improve the wording of the initial proposal, explaining why it believes that the changes are needed.

4. After all the small groups have presented their recommendations; the facilitator leads a general discussion and does a final wrap-up.

Technique 5: Improving the initial proposal: Round 2

Objectives of this session

- To reflect on the potential impact of an advocacy initiative in the context in which it will be carried out.
- To consider the political, institutional, and cultural changes that will be needed, even if the advocacy proposal is approved, in order to solve the problem.
- To further strengthen the proposal in light of these considerations.

Use of this technique

This technique is helpful when a group is planning a real advocacy initiative, not just engaging in a hypothetical exercise.

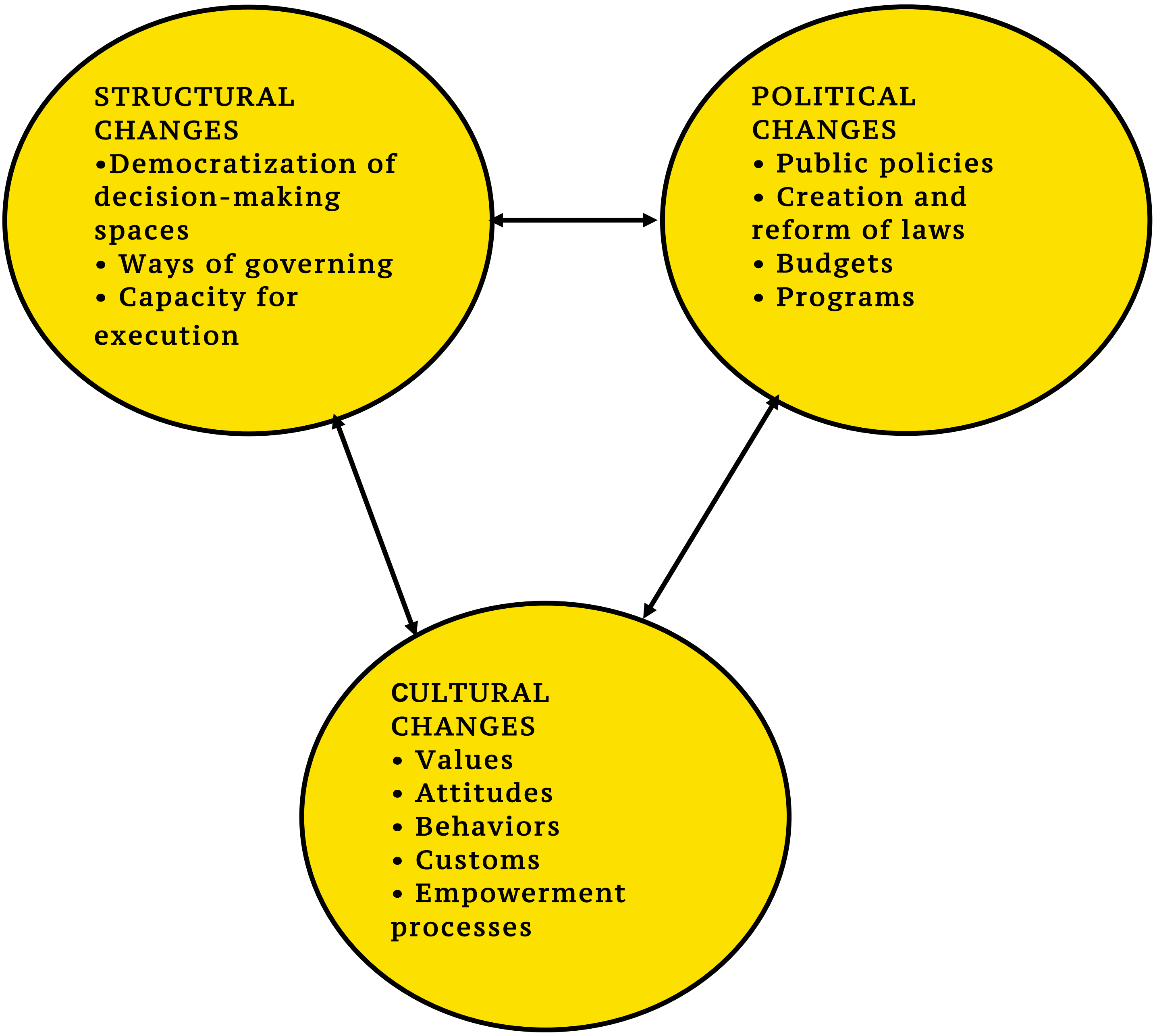
Process

1. The facilitator asks the group:
"What types of changes should result from an advocacy initiative?"

2. The facilitator encourages discussion and writes the responses on a sheet of newsprint.

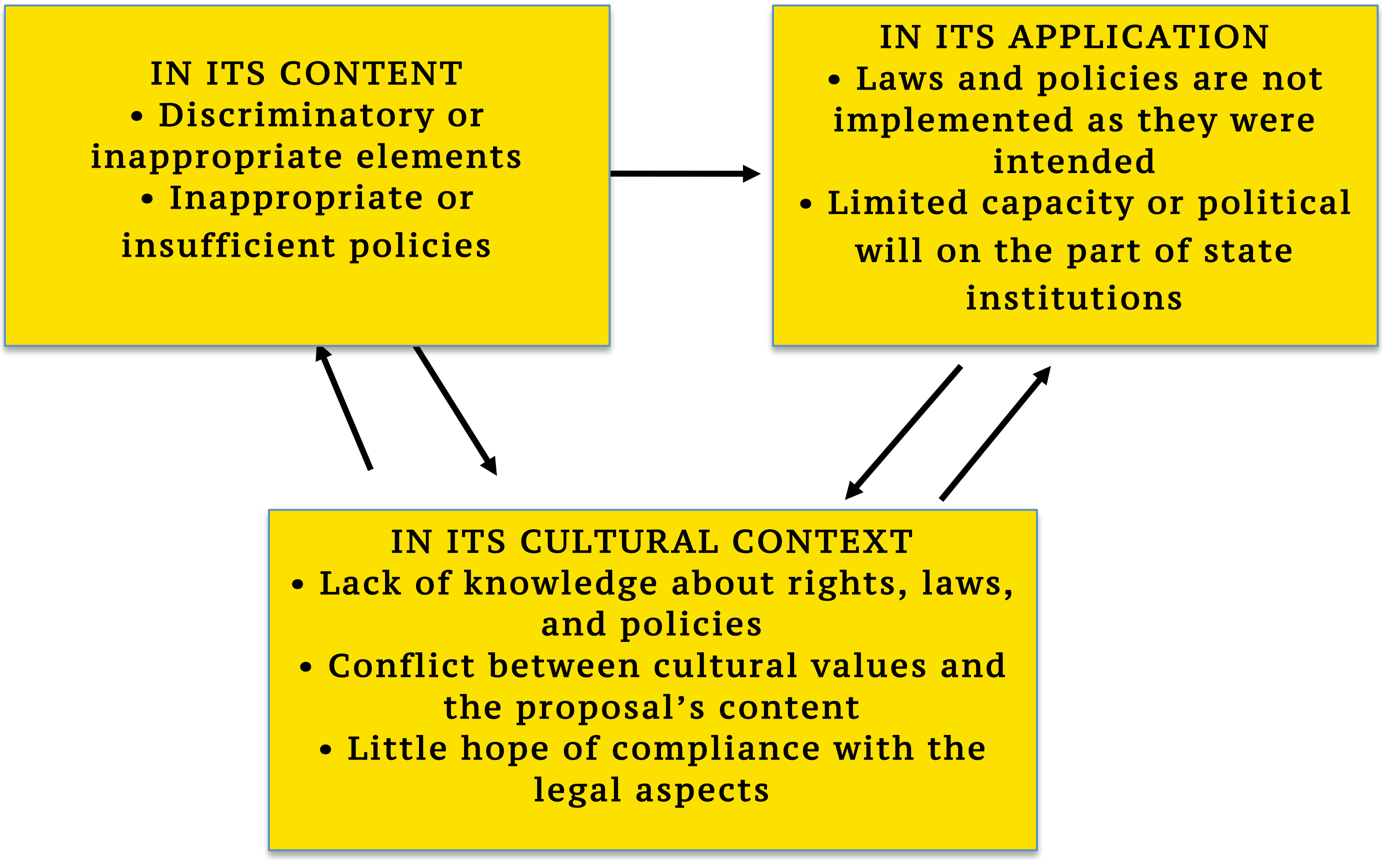
3. The facilitator presents three handouts: Worksheet 4 ("Dimensions of Change in Advocacy"), Worksheet 5 ("Framework for Analysis of Alternative Solutions through Legal or Political Reforms"), and Worksheet 6 ("Reflections about Advocacy Proposals"

Worksheet 4 for step 2: Dimensions of Change in Advocacy



Worksheet 5 for step 2: Framework for Analysis of Alternative Solutions through Legal or Political Reforms

What should be the focus of our solution?



4. The facilitator leads a group discussion around the following questions:

"In which of the three dimensions of change should we focus our proposal so that it contributes to solving the problem?"
"How can we make our proposal more effective?"

5. The facilitator recaps the main points and, if necessary, changes the wording of the proposal one more time.

Worksheet 6 for step 2: Reflections about Advocacy Proposals

If the state has not adopted an appropriate policy to solve the problem . . .

Proposals to make or reform public policies

- General content
- Coverage
- Target population

If existing policies are not being implemented . . .

Changes in process

- Internal functioning
- Technical and financial capacity

If people do not know their rights and how to exercise them . . .

Proposals to create initiatives to educate and raise sensitivity about issues

Technique 6: Defining secondary goal for the initiative.

Objective of this session

- To define the secondary goals of the advocacy initiative, to supplement the primary goal of getting the proposal approved. These include both internal goals (for the group or coalition that is engaging in advocacy) and external goals (outside the group or coalition).

Use of this technique

This technique is most appropriate in cases where a group or coalition is really planning an advocacy initiative.

Process

1. The facilitator gives each participant two cards of different colors.
2. The facilitator asks:
   "In addition to approval of the advocacy proposal, what else do we want to have accomplished at the end of this process?"
3. The facilitator explains that one color will represent goals that are external and the other will represent goals that are internal to the group or coalition. Participants are asked to write one suggested goal on each card.
   Each person reads his or her card to the group and displays it for all to see, grouping it with other cards that show similar ideas.
4. The facilitator summarizes the ideas that have been presented and, with the support of the group, determines secondary goals for the advocacy process.
5. Optional: The group can also define indicators for the secondary goals, that is, elements that will be used to measure the results to determine whether the goals have been achieved. The facilitator forms three or four small groups and gives each the task of generating ideas for indicators for the established goals. The group discusses the ideas and refines the indicators in plenary.

Time

1 hour and 25 minutes in total:

- 10 minutes to write down goals

- 15 minutes for the presentation
- 10 minutes to synthesize the ideas

Resources for step 2

Resource 1

How to make advocacy proposals more precise?

MOVE FROM DEMANDS THAT ARE:

- General
- Abstract
- Confusing and subjective
- Directed toward everyone and no one
- A lengthy list
- So broad that they will never be achieved

TO PROPOSALS THAT ARE:

- Concrete
- Specific and precise
- Clear and objective
- Realistic
- Targeted directly at the person or persons with decision-making power
- Clear about what we want
- Achievable
- Helpful in evaluating the impact of our advocacy effort

Resource 2

STEP 2 FORMULATE THE PROPOSAL

What do we want to accomplish?

PURPOSE OF THE STEP

Formulate a detailed proposal that states exactly what is to be accomplished, in what time frame, and who the decision-makers are.

Resource 3

IDENTIFICATION OF ALTERNATIVE SOLUTIONS

The solution should be:

- Reasonable
- Sustainable
- Feasible
- Possible

PRIORITIZATION OF ONE SOLUTION

WHAT THE PROPOSAL SHOULD CONTAIN

What do we hope to accomplish?

How do we hope to accomplish it?

Who are the decision-makers with regard to the proposal?

By when?

Resource 4

CRITERIA FOR A PROPOSAL

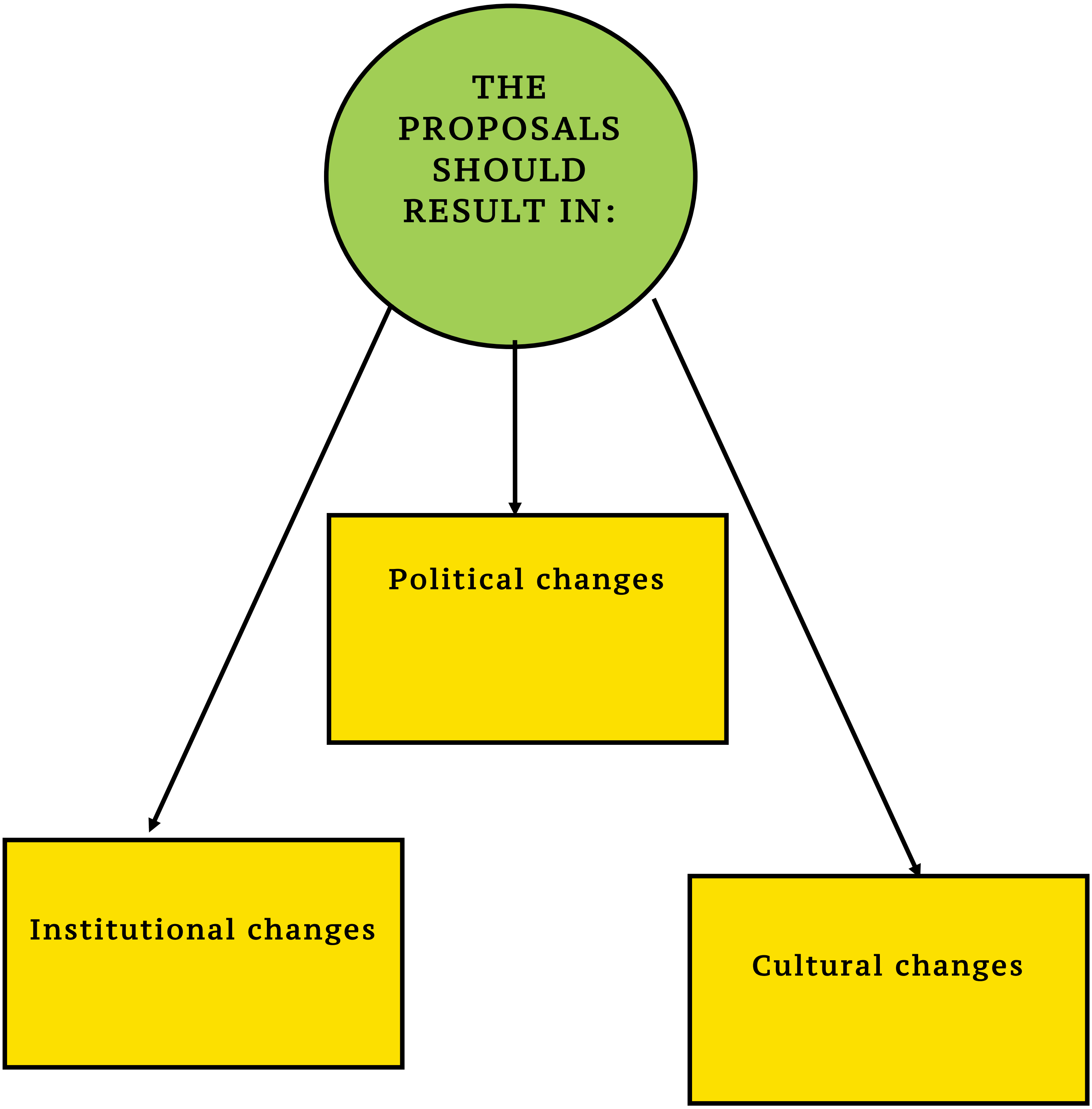
Effectiveness:
- Generates favorable public opinion
- Its approval will contribute to solving the problem

Feasibility:
- Achievable in the short or medium term
- Decision-makers are identifiable
- Politically feasible
- Technically feasible
- Economically feasible
- Time frame is realistic

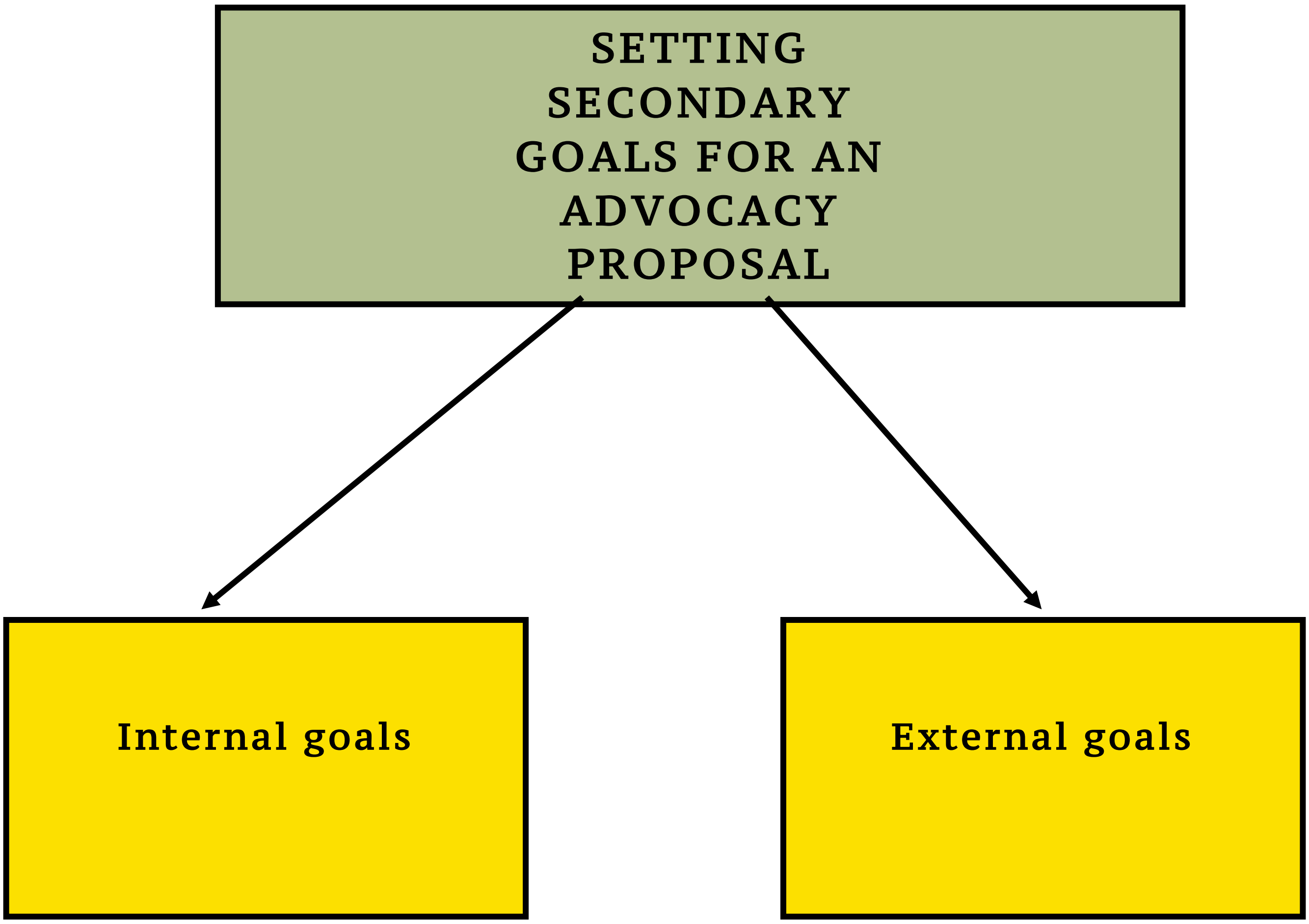
Contributes to strengthening the group:
- Motivates the members
- Creates a sense of unity
- Helps to form or strengthen alliances
- Stimulates the mobilization of people affected by the problem

Also keep in mind:
- The importance of information
- Political realities at that particular moment

Resource 5


THE PROPOSALS SHOULD RESULT IN:
Political changes
Institutional changes
Cultural changes

Resource 6


SETTING SECONDARY GOALS FOR AN ADVOCACY PROPOSAL
Internal goals
External goals

Resource 7

LESSONS LEARNED

Focus on one demand. Long lists of demands are not advocacy proposals.

Make proposals specific. General proposals are ambiguous, can be interpreted in different ways, and do not solve the problem.

Ensure that there are mechanisms for participation.

Direct the proposal at the body or person with decision-making power.

Consult others about the proposal before launching it.

Be certain that the proposal responds to the problem.

Step 3: Analyze the decision-making spaces

Summary

Learning Objectives

- Establish the importance of analyzing the decision-making space for each advocacy proposal.
- Understand how to analyze a decision-making space.
- Apply the process of analysis to one particular decision-making space.
- Identify possible gaps in information about the decision-making space.

Key Concepts

1. Why analyze the decision-making space?
2. Who will make the decision about the proposal?
3. What process will be used to make the decision?
4. When will the decision be made?
5. Lessons learned from experience.

Practical Techniques

- Brainstorming with cards
- Analysis in small groups

Learning Indicators

1. Identification of the decision-maker(s).
2. Analysis of the decision-making process and formulation of a calendar of activities.
3. Identification of possible information gaps.

STEP 3: PRACTICAL TECHNIQUES

Technique 1: Brainstorming with cards

Objective of this session

- To generate a discussion about the importance of analyzing the decision-making space for an advocacy proposal, highlighting important aspects.

Use of this technique

This technique encourages participation because it quickly elicits the ideas of individual participants. It requires an effort on the facilitator's part to stimulate the discussion and to organize and synthesize many different ideas so that none is left dangling.

Process

1. Each participant is given four cards, of four different colors. The facilitator writes the following four questions horizontally across the top of a large blackboard, noting the color of the corresponding answer cards. There should be sufficient space under each question to hang several cards.

- What is an example of a decision-making space?
- Why do we analyze the decision-making space?
- What should be the focus of this analysis?
- How can we gather more information about a space?

2. Each participant writes an answer to each of the four questions on the cards. (In groups of more than 15 participants it is recommended that each person be given only two cards and answer only two of the questions.)
3. Beginning with the first question, participants come forward and hang their cards under the question. The facilitator reads the answers aloud and asks if there are questions to clarify what has been written. With the group's help, the facilitator summarizes all of the inputs, grouping similar ideas together and inviting comments from the group. The same process is repeated with the remaining questions.
4. Building on the group's ideas, the facilitator makes a brief presentation about the content of the step using cards or transparencies.

Technique 2: Analysis in small groups

Objective of this session

- To analyze the decision-making space for a particular advocacy proposal.

Use of this technique

This technique can be used to analyze hypothetical situations or as part of the planning process for a real advocacy initiative. The participants need to have some knowledge, experience, or information about the decision-making space for in-depth analysis. In some cases the facilitator may need to provide the participants with additional information.

Process

1. The participants re-form the same small groups that they were in previously when they formulated their advocacy proposals (between 3 and 6 persons per group).
   Each small group does an analysis of the decision-making space.
2. Each small group is given Worksheet 1 ("Analysis of the Decision-Making Space"), on which the following questions appear:

- What is the decision-making space for this proposal?
- Who exactly has decision-making power with regard to the proposal?
- What process (formal or informal) will be used to make the decision?
- In what time period will the decision be made?

Each group writes its responses to these questions on a sheet of manila paper

Advocacy proposal____

Worksheet 1 for step 3: Table Analysis of the Decision-Making Space

What is the decision-making space?	
Who exactly has decision-making power with regard to the proposal?	
What process (formal or informal) will be used to make the decision?	
In what time period will the decision be made?	

3. Each small group presents its answers, followed by a general discussion. The facilitator encourages in-depth analysis by asking some of the following questions:

- At what points in the decision-making process can proposals and inputs be put forward by outsiders?
- At what points in the decision-making process can we have influence?
- What happens after a decision is made?
- What mechanisms exist for follow-up?
- What information are we lacking?
- What can we do to fill each information gap?

4. When doing a wrap-up of this step, the facilitator should emphasize the importance of gathering information to use in the analysis, of identifying information gaps, and of following up later to fill these gaps.

Variation 1: Analysis of a Hypothetical Case

If there are time constraints, or if the facilitator wants to keep things simple, s/he can use a hypothetical case to allow participants to practice analyzing a decision-making space. This case should relate to the advocacy interests of the participants. The facilitator can prepare cards with the first and last names of fictitious actors who operate within the hypothetical space. Later, in plenary, the same four questions listed in step 2 above can be used to start a discussion. To end, the facilitator summarizes the ideas and methodologies related to the step.

Time

1 hour in total:

- 20 minutes for the presentation of the hypothetical case with its actors
- 40 minutes of discussion and wrap-up.

Variation 2: The Fishbowl

When a group of participants is already working on a particular advocacy proposal, discussion can take place in plenary. This variation is less time-consuming than the others.

5. Six chairs are placed in a circle. Five participants volunteer to sit in five of the chairs and the sixth chair is left unoccupied. The remaining participants sit in a larger circle around the circle of volunteers.
6. The facilitator carefully explains the instructions for the fishbowl. One by one s/he asks the four questions (from the list in step 2 of this technique) and the small group in the inner circle discusses them. The rest of the participants in the outer circle listen to the discussion. When someone from the outer circle wants to join in the discussion, s/he can go sit in the empty chair in the inner circle and speak. When this happens, any person in the inner circle who would like to withdraw from the discussion can move to the outer circle, leaving an empty chair for someone else to occupy.
7. The facilitator records the main points of the discussion on a sheet of newsprint to be referred to later during the wrap-up.
8. After discussion of the first two questions, the volunteers in the inner circle can be changed so that everyone has an opportunity to participate.

Time

Approximately 1 hour, depending on the depth of the discussion.

Resources for step 3

Resource 1

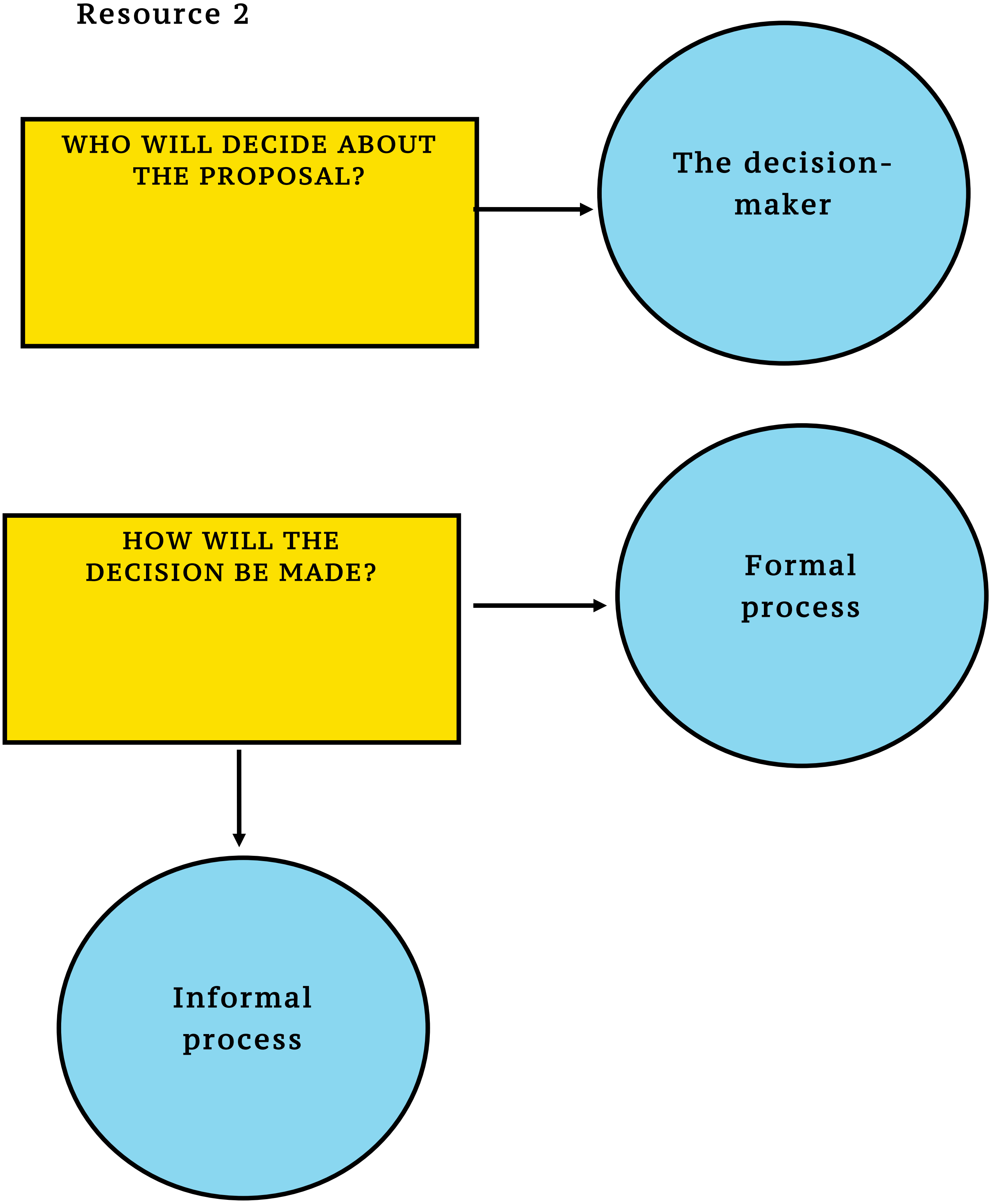
STEP 3:
ANALYZE THE DECISION-MAKING SPACE

How and when will decisions be made about the proposal? Who will make them?

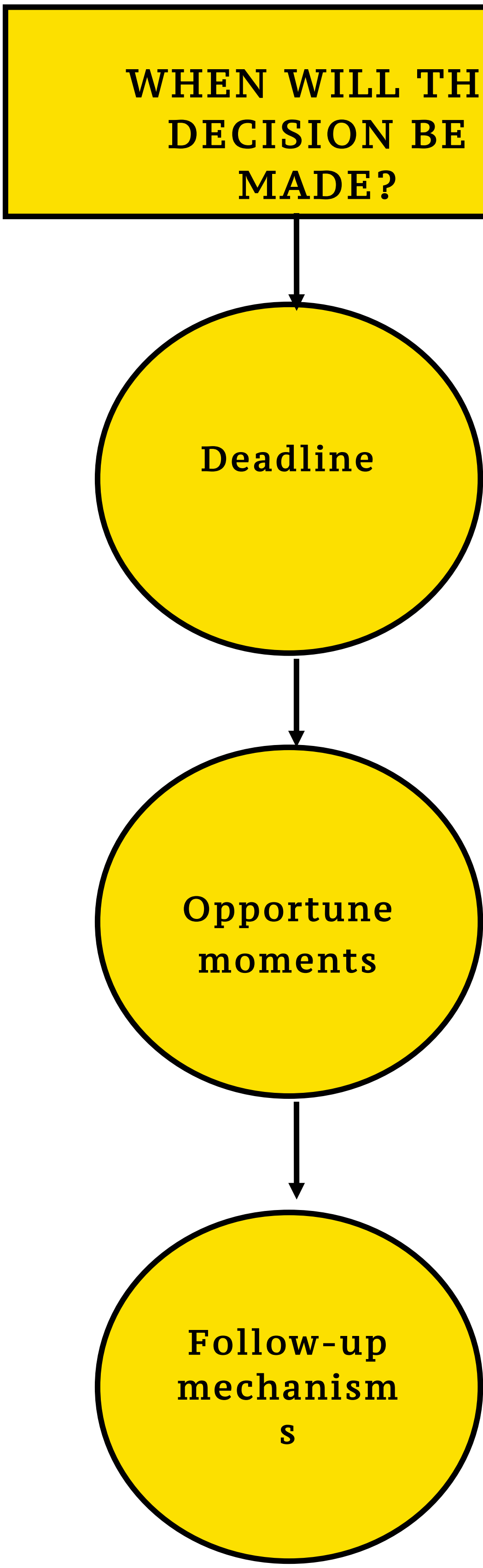
PURPOSE OF THE STEP

To identify who has the decision-making power with regard to the proposal, what the decision-making process will be, and the specific time frame (if any) in which the decision will be made.

Resource 2


WHO WILL DECIDE ABOUT THE PROPOSAL?
The decision-maker
HOW WILL THE DECISION BE MADE?
Formal process
Informal process

Resource 3


WHEN WILL THE DECISION BE MADE?
Deadline
Opportune moments
Follow-up mechanisms

Resource 4

LESSONS LEARNED

Design strategies to fill information gaps.

Know the institutional structure of the state.

Get objective, up-to date, and relevant information.

Do research and seek expert advice.

Understand the public policy process.

Do systematic follow-up of new information

Step 4: Analyze Channels of Influence

Summary

Learning Objectives

- Establish the importance of identifying and analyzing the channels for influencing the decision- maker.
- Understand the essential elements involved in identifying channels of influence.
- Apply the criteria for identifying channels of influence to a specific advocacy initiative.
- Establish the importance of using good information to do objective analysis.

Key Concepts

1. Why identify channels of influence?
2. Identification of actors.
3. Classification of actors as allies, undecided persons, or opponents.
4. Prioritization of key actors.
5. Analyzing the interests of the decision-maker and key actors.
6. Lessons learned from experience.

Practical Techniques

- Introducing the step.
- Power mapping.
- Analyzing the interests of key actors.

Learning Indicators

1. Learners are able to identify actors in relation to an advocacy initiative.
2. Learners are able to classify and prioritize key actors.
3. Trainees are able to identify the interests of the decision-maker and the key actors.

STEP 4: PRACTICAL TECHNIQUES

Technique 1: Introducing Step 4

Objectives of this session

- To introduce Step 4 by using the ideas of the participants to talk about essential elements in the identification and analysis of channels of influence.

Use of this technique

This technique is a participatory way to begin. It allows the group to generate its own criteria for the analysis of channels of influence.

Process

The facilitator starts the discussion by asking:

- What are channels of influence?
- What is the purpose of identifying and analyzing the channels of influence?
- What things should we keep in mind in order to identify the channels of influence?
- The facilitator records the responses on a sheet of newsprint, and, after several minutes of discussion, summarizes what the participants have said.
- The discussion feeds into an initial presentation by the facilitator with cards, newsprint, or transparencies to clarify the purpose of the step and its relation to the other steps of the methodology.
- The concept of power mapping is introduced and the group is asked to comment on it.
- Building on this discussion, the facilitator continues the presentation, using cards to clarify the use of the power map and to explain the definitions of allies, opponents, and undecided persons. S/he emphasizes that the classification of different people is based upon their interest in the proposal and their power to influence the decision-maker in relation to the proposal. Finally, the facilitator shares some of the lessons learned from experience.
- After a brief discussion, the facilitator ends the session by reminding the participants of the main points that have been touched upon.

Time

40 minutes in total:

- 15 minutes for an initial discussion
- 15 minutes for the presentation
- 10 minutes for the final discussion and wrap-up.

Technique 2: Power mapping

Objectives of this session

- To apply the concepts and methods for the identification of channels of influence to a particular advocacy proposal.
- To prepare a "power map" that visually depicts the people who can potentially influence a decision-maker in relation to an advocacy proposal.

Use of this technique

This technique stimulates participation and creativity. It is challenging and complex, especially when applied to real-life situations. It also highlights the fact that a group needs access to objective and accurate information in order to learn the interests and influence of different actors.

Process

- Three small groups are formed, as in the preceding three steps. The groups will work on the same advocacy proposal, with the same decision-maker, as they did previously.
- The facilitator gives each small group 30 cards, 10 each of three different colors. S/he explains that each color refers to a category of people—allies, opponents, or undecided persons.
- Each small group identifies allies, opponents, and undecided persons, between 5 and 10 people in each category. Each actor's name is recorded on a card of the appropriate color, along with the institution he or she represents. The group members should discuss why they believe that each of the persons identified wields influence over the decision-maker before writing the name

on a card.

- The facilitator distributes three worksheets to each group: Worksheet 1, “Matrix to Prioritize Allies”; Worksheet 2, “Matrix to Prioritize Opponents”; and Worksheet 3, “Matrix to Prioritize Undecided Persons.” Using the worksheets, each group priorities the actors in each of the three categories, based on their level of interest in the proposal and their power to influence the decision-maker.

Worksheet 1 for step 4: Matrix to prioritize allies

Power to influence the decision-maker	10										
	9				Person A						
	8										
	7										
	6										
	5										
	4										
	3										
	2										
	1										
		1	2	3	4	5	6	7	8	9	10
	Level of interest in the proposal										

Instructions: For each ally, rate the person’s power to influence the decision-maker and their level of interest in the proposal on a scale of 1 to 10. Write the person’s name in the cell where the corresponding row and column intersect. For example, Person “A” rates 9 on power to influence and 4 on level of influence.

Worksheet 2 for step 4: Matrix to prioritize opponents

Power to influence the decision-maker	10										
	9										
	8										
	7										
	6										
	5								Person B		
	4										
	3										
	2										
	1										
		1	2	3	4	5	6	7	8	9	10
	Level of interest in the proposal										

<u>Instructions:</u> For each opponent, rate the person's power to influence the decision- maker and their level of interest in the proposal on a scale of 1 to 10. Write the person's name in the cell where the corresponding row and column intersect. For example, Person "B" rates 5 on power to influence and 8 on level of interest.

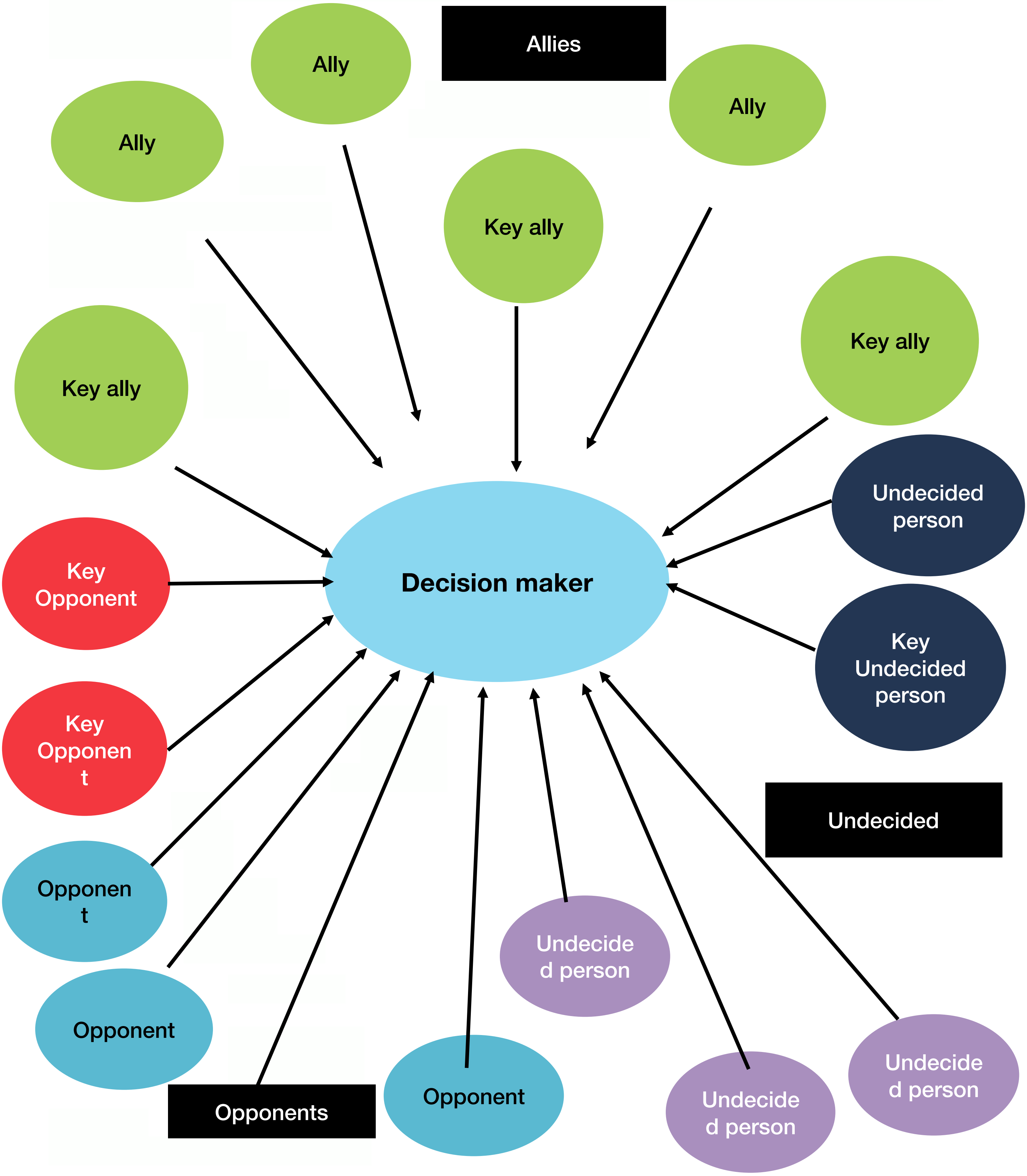
Worksheet 3 for step 4: Matrix to prioritize undecided persons

Power to influence the decision-maker	10										
	9										
	8										
	7										
	6		Person C								
	5										
	4										
	3										
	2										
	1										
		1	2	3	4	5	6	7	8	9	10
	Level of interest in the proposal										

Instructions: For each undecided person, rate the person's power to influence the decision-maker and their level of interest in the proposal on a scale of 1 to 10. Write the person's name in the cell where the corresponding row and column intersect. For example, Person "C" rates 6 on power to influence and 2 on level of interest.

- The facilitator posts a sheet of manila paper titled "Power Map," with the name of the decision-maker written in the center (see Worksheet 4 below for an example). The manila paper is divided into three parts, one for each category of actor. For example, the part on top might be marked "allies," the part on the left "opponents," and the part on the right "undecided persons."

Worksheet 4 for step 4: Power Map



- The facilitator posts a second sheet of manila paper with the title "Information Gaps." S/he tells the participants that as items come up in discussion where more information is required, s/he will record them on the newsprint. A third sheet of manila paper is put up beside it with the title "Strategies for Filling Information Gaps."
- Next, one person from each small group comes to the front and reads aloud the names of allies written on the group's cards, hanging the cards on the part of the newsprint designated for allies. The names of key allies with the most interest and influence should be hung closest to the name of the decision-maker; these will be the names located in (or closest to) the upper-right quadrant of the matrix on the worksheet. If the name of an ally has already been placed on the newsprint, there is no need to repeat it.
- After each small group shares the names of allies, the rest of the participants are asked for their comments. The goal is to correct any information that is erroneous, to identify points where more information is needed, and to reach a consensus about which allies are most important for this particular advocacy proposal. The facilitator should record information gaps on the newsprint and ask the participants to share ideas about how to fill the gaps, recording these ideas on the newsprint as well.
- The same process is repeated with the cards for opponents and undecided persons.
- The facilitator summarizes the discussion and closes the session.

Time

2 hours in total:

- 60 minutes in small groups
- 40 minutes for presentations by the small groups
- 20 minutes for the final discussion.

Variation 1

After the presentations of the small groups, the matrixes can be used in plenary to prioritize the key actors. In addition, the actors from all three categories can be superimposed on one matrix so as to visualize the positions of all of the key actors.

Variation 2

Three small groups are formed and each is given 10 cards. One small group identifies allies, the other opponents, and the third undecided persons. The cards for each small group are a different color.
When it comes to time to present the different actors, each member of a small group sticks one of the cards on his/her chest and role-plays that person, explaining who s/he is, what his/her position is with respect to the proposal, what his/her interests are, and how s/he is able to influence the decision-maker.

Variation 3

A soccer field can be used as an illustration when it comes time to present the different people on the power map who can influence the decision-making process. On several sheets of manila paper the facilitator draws people running on a soccer field. One team is trying to make a goal (the group that is promoting the advocacy initiative and its allies), while another is playing defense (the opponents). There are a few undecided persons who are running around the field randomly and are not on either team. The decision- maker is represented by the goalie, because if the team is successful in convincing him or her, the proposal will be approved. Each team (category of actors) wears uniforms that are a different color. The group promoting the initiative and its allies should be represented by two colors that are similar, but not exactly the same.

Technique 3: Analyzing the interests of key actors

Objectives of this session

To develop arguments and strategies of influence based on an analysis of the interests of the decision-maker and of other key actors.

Use of this technique

In training sessions where the objective is to learn about the participatory planning method for advocacy using hypothetical examples, this technique is an option. It can be used in an abbreviated way to show the usefulness of analyzing the interests of key actors.

If the civil society organization or group is actually planning an advocacy initiative, this technique is essential. Ideally it should be repeated several times throughout the planning process. The arguments and strategies that are developed using this technique will be picked up again in Step 6 of the methodology.

This technique complements the power mapping exercise and requires that the group have a good deal of information about the key actors.

Process

1. When the group has finished the power mapping exercise, the facilitator repeats the names of the key actors who have been prioritized by the participants and writes their names on a fresh sheet of manila paper. The key actors should be a mix of allies, opponents, and undecided persons.

   The facilitator starts a discussion in plenary based on the following questions:

- What do we want from the decision-maker?
- What do we want from the allies?
- What do we want from the opponents?
- What do we want from the undecided persons?

   The responses are written on a sheet of manila paper. During the discussion, the facilitator should guide the group toward understanding that they want to convince the decision-maker to approve the proposal, convert the support of allies into concrete actions, neutralize the negative impact of opponents, and persuade undecided persons to support the proposal.

2. Once the key actors have been determined, two or three small groups are formed to analyze their interests and to develop strategies or arguments based on these interests. The names of the key actors are distributed among the small groups. Each small group is given Worksheet 5 ("Table to Analyze the Interests of Key Actors") and replicates the table on a sheet of manila paper. Names of key actors are written in the left-hand column of the table, and the remaining cells are then filled in for each person in the corresponding row.

Worksheet 5 for step 4: Table to analyze the interest of key actors

Key actor	Actor's classification (decision-maker, opponent, ally, or undecided person)	Actor's personal, political, ideological, economic, and party interests with respect to the proposal	Arguments or strategies geared toward the actor

3. One by one the small groups present their work in plenary.
4. The facilitator invites comments about the work of the other small groups with the purpose of improving the analysis and providing new information.
5. The facilitator highlights the main points of the discussion so that later the group can return to them in Step 6 when planning the initiative. It is recommended that the main strategies or arguments that have been defined by the groups be recorded on a sheet of manila paper.

Time

1 hour and 10 minutes in total:

- 20 minutes for the initial discussion in plenary
- 25 minutes for work in small groups
- 15 minutes for presentations by the small groups
- 10 minutes for the wrap-up.

Resources for Step 4

Resource 1

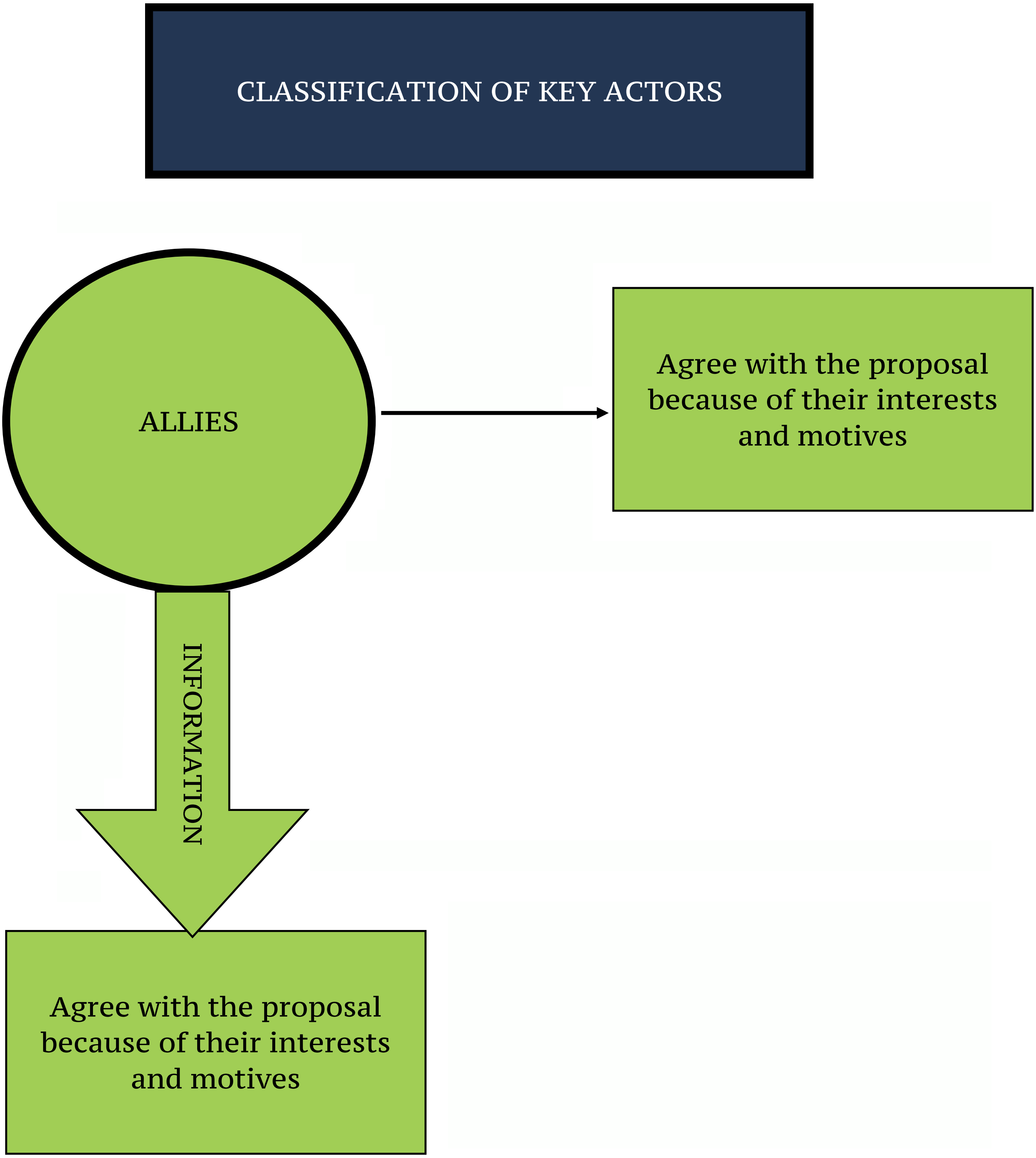
STEP 4: ANALYZE CHANNELS OF INFLUENCE

Who are the actors that can influence the decision-making process?

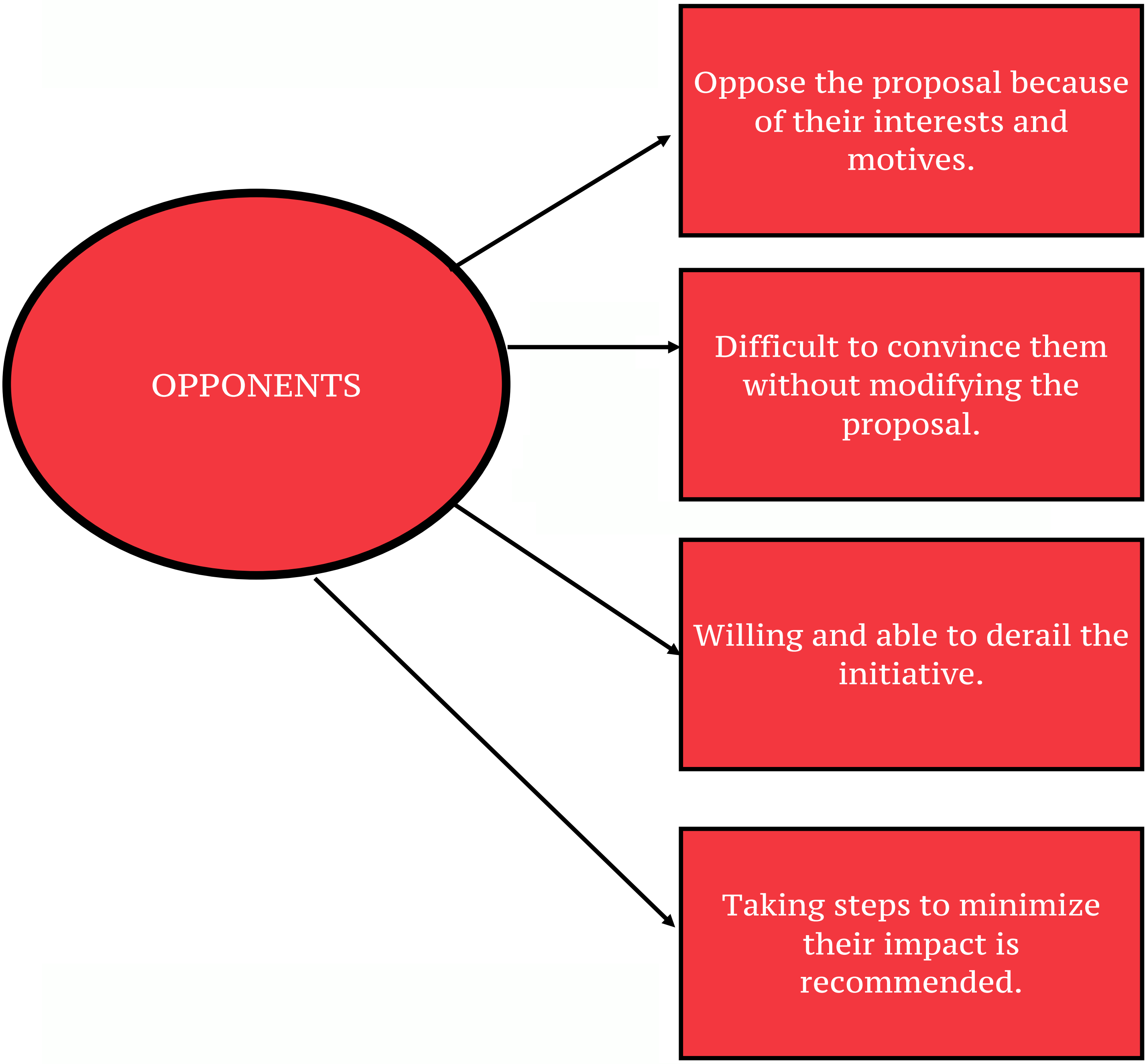
PURPOSE OF THE STEP

Identify those persons who have the power to influence the decision-maker and use this information to define effective advocacy strategies.

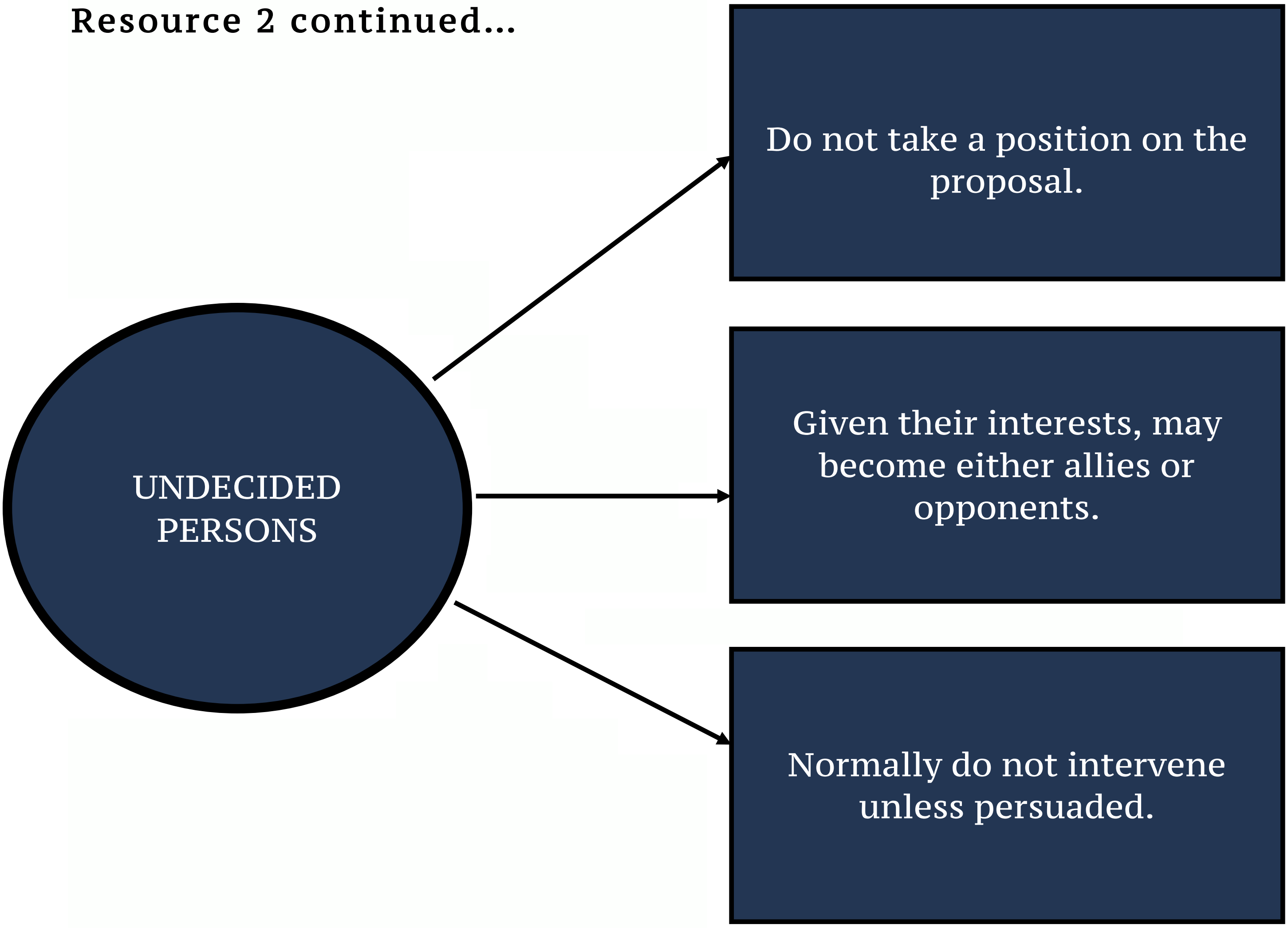
Resource 2: Classification of key actors



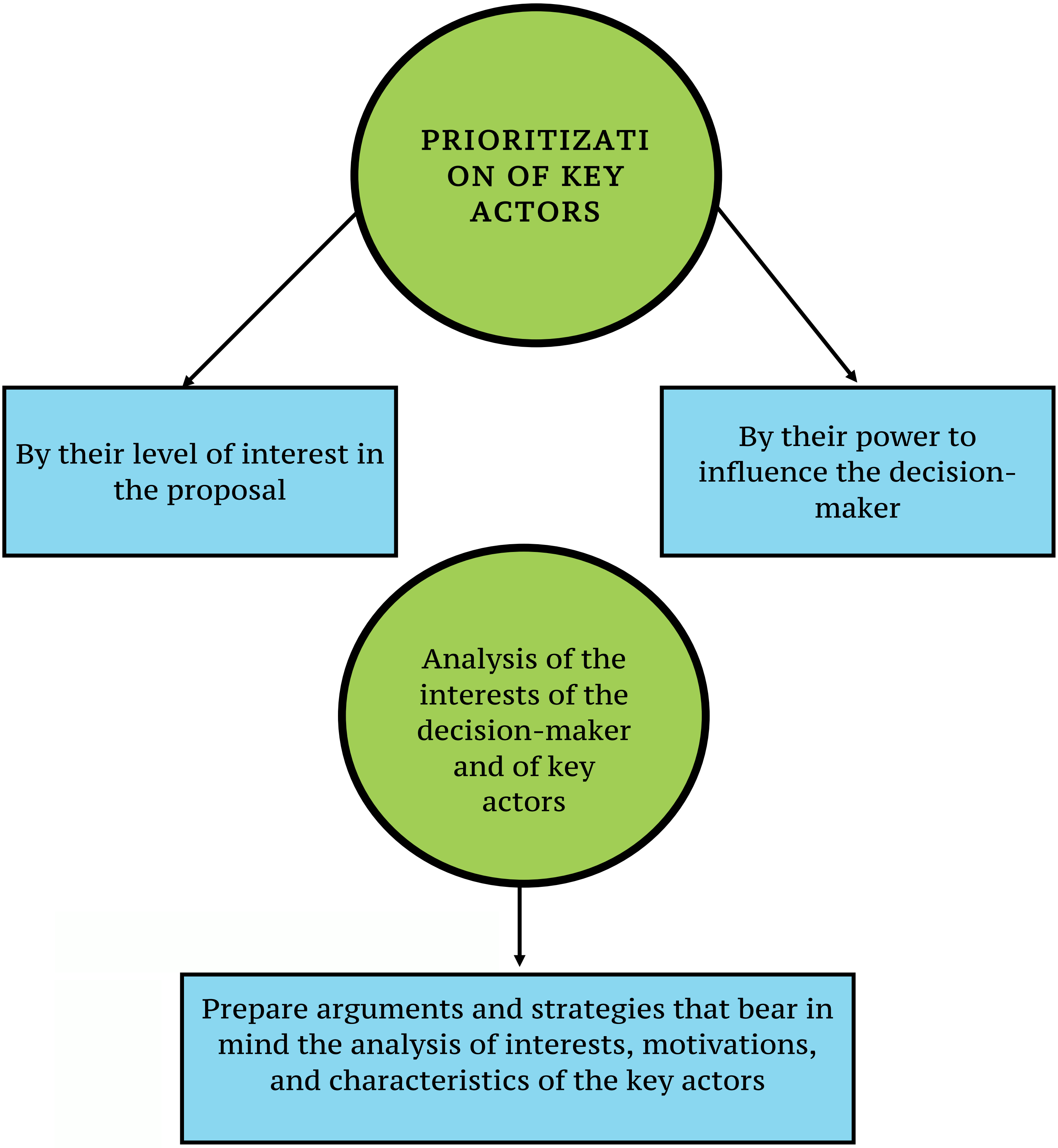
Resource 2 continued:



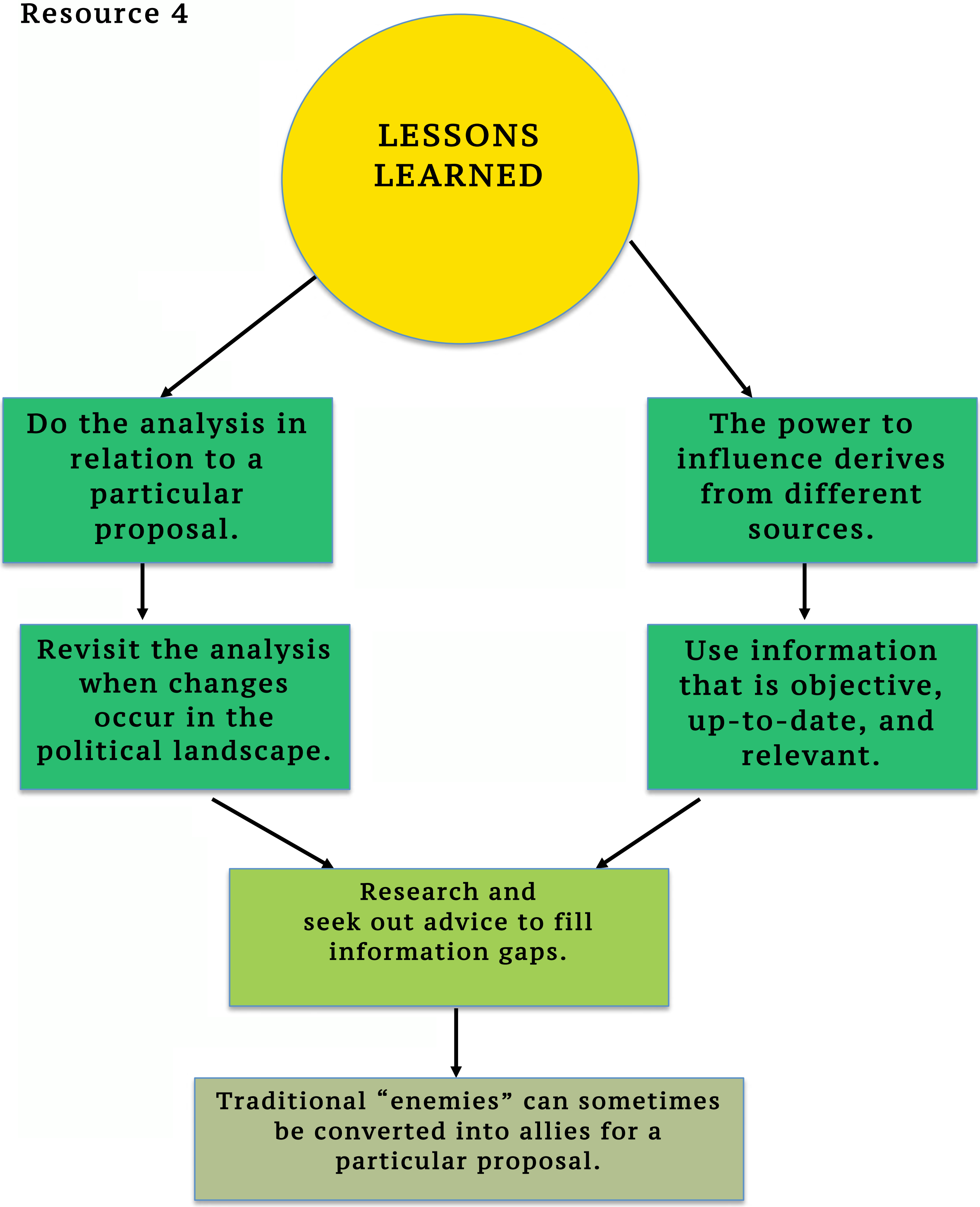
Resource 2 continued…



Resource 3:


PRIORITIZATION OF KEY ACTORS
By their level of interest in the proposal
By their power to influence the decision-maker
Analysis of the interests of the decision-maker and of key actors
Prepare arguments and strategies that bear in mind the analysis of interests, motivations, and characteristics of the key actors

Resource 4


LESSONS LEARNED
Do the analysis in relation to a particular proposal.
The power to influence derives from different sources.
Revisit the analysis when changes occur in the political landscape.
Use information that is objective, up-to-date, and relevant.
Research and seek out advice to fill information gaps.
Traditional "enemies" can sometimes be converted into allies for a particular proposal.

Step 5: Do a SWOT Analysis

Summary

Learning Objectives

- To establish the importance of doing self-analysis that is objective and self-critical with respect to an advocacy initiative.
- To share important elements to keep in mind when identifying strengths, weaknesses, opportunities, and threats, and devising solutions.
- To apply the criteria for doing a SWOT analysis using a hypothetical example or a specific advocacy initiative.

Key Concepts

1. Self-analysis: identification of internal strengths and weaknesses.
2. Identification of opportunities and threats in the political environment.
3. Lessons learned from experience.

Practical Techniques

- Introducing self-analysis.
- Self-analysis exercise.
- Prioritization of strengths and weaknesses.

Learning indicators

1. Identification and prioritization of the group's strengths and weaknesses in relation to an advocacy initiative.
2. Generation of a list of actions that might be taken to overcome the weaknesses.
3. Identification and prioritization of the most important opportunities and threats in the political environment.
4. Generation of a list of actions that take advantage of opportunities and minimize threats.

STEP 5: PRACTICAL TECHNIQUES

Technique 1: Introducing self-analysis

Objective of this session

- To begin a reflection about this step of the methodology by exploring its purpose and the key aspects of self-analysis.

Use of this technique

This technique is especially useful to help differentiate between a general diagnostic survey of an organization or a community and the self-analysis step within an advocacy planning process. Unless this distinction is clear, the findings of the self-analysis may not be applied properly.

Process

1. The facilitator asks the participants:
   - What is a self-analysis?
   - Why is self-analysis helpful?
   - When should self-analysis be done?

   During the initial discussion, the facilitator records the answers that the participants give on a sheet manila paper.
2. The facilitator makes a presentation about self-analysis using transparencies, sheets of paper, or cards. S/he mentions its purpose, its relationship to the other steps of the basic advocacy methodology, specific aspects of self-analysis, and lessons learned from experience. Emphasis should be given to the fact that self-analysis of an organization is not done in a general way, but rather in relationship to its capacity to undertake a particular advocacy initiative.
3. The group asks questions and holds a brief discussion.
4. The facilitator synthesizes and ties together the main points of the discussion.

Time

40 minutes in total:

- 15 minutes for the initial discussion
- 15 minutes for the presentation
- 10 minutes for the final discussion

Technique 2: Self –analysis exercise

Objective of this session

To do a self-analysis of the strengths and weaknesses of the group that is undertaking an advocacy initiative, focusing on key aspects as determined by the same group.

Use of this technique

It is important to ensure that the self-analysis is done within the context of a particular initiative, and that it takes into account the important aspects identified by the group.

Process

1. The facilitator asks the following question in plenary, and each participant writes his or her own answers on cards:

"What are the most important aspects that we should keep in mind when doing a self-analysis of our group or coalition?"

The participants write one important aspect on each card, using a maximum of three cards per person. It is a good idea to give some examples before they begin writing (for example, the ability to bring people together for meetings, access to the decision-maker, capacity to do research). It is fine if the participants write the same aspects that the facilitator mentioned in the earlier presentation on their cards.

2. The participants hang their cards on a sheet of manila paper or on a blackboard in a visible place in front of the group. With the help of the group, the facilitator groups the cards with similar ideas and discards duplicate answers, narrowing the number of aspects down to five or six. These are posted on a separate sheet of newsprint, and if necessary each can be written on a new card.

3. The facilitator prepares a sheet of newsprint with the "Table for Participatory Self analysis" (see Worksheet 1 for an example). The facilitator hangs the cards in the column entitled "Key Aspects." Each participant uses a marker to write an "x" beside each of the aspects on the list. If s/he considers a particular aspect to be a weakness for the group, the "x" is written in the left-hand column, and if it is a strength, in the right-hand column. Remind the group that the purpose of the initiative.

Worksheet 1 for step 5: Table for Participatory Self-analysis

KEY ASPECT	SELF-ANALYSIS	
	WEAKNESS - -	STRENGTH + +
Knowledge of the issue		
Capacity to bring people together for meetings and to mobilize the grassroots		
Levels of consensus and clarity regarding vision and mission		
Relations with mass media outlets		
Technical resources		
Capacity for strategic and operational planning		

4. The facilitator then starts a discussion in plenary by asking:

"Given what we have said so far, what are our most important strengths as a group?"

Every time someone mentions one of the aspects, the facilitator asks why s/he considers it to be strength. If others believe that the same aspect is a weakness, ensure that the group listens to what they have to say as well. Later, the facilitator helps the group reach a consensus. The most important strengths are posted on a sheet of newsprint that is divided into two columns (for strengths and weaknesses).

5. The same process is repeated for weaknesses.

6. As an input into the analysis of strengths and weaknesses, the facilitator may want to remind the group of the sources of civil society's power, which were discussed earlier during the introduction to advocacy. To aid in the identification of strengths and weaknesses, the facilitator asks:

"Which sources of power do we actually have, which ones do we not have, and why?"

7. Reference is also made to the goals that were established by the group during Step 2 of the participatory planning methodology. The facilitator asks the group the following questions to start a reflection:

- Are the conditions present for us to be able to accomplish the goals that we have set for ourselves?
- What things are we doing well?
- What things do we need to improve?

8. The facilitator draws the discussion to a close by making reference to the lists of strengths and weaknesses generated by the group.

Time

1 hour and 10 minutes in total:

- 15 minutes to establish what the key aspects are
- 15 minutes for individual "voting"
- 30 minutes for the discussion

- 10 minutes for wrap-up.

Variation

The participants can be given cards of two different colors (two or three cards of each color) and instructed to write down the most important strengths and the most serious weaknesses. The facilitator specifies which color corresponds to strengths and which to weaknesses. The participants come to the front to hang up their cards. The facilitator organizes the cards, grouping those with similar ideas, until there is one list of the main strengths and weaknesses of the group with relation to the one particular advocacy initiative.

Technique 3: Prioritization of strengths and weaknesses

Objectives of this session

- To prioritize the strengths and weaknesses that have been identified with respect to the advocacy initiative.
- To come up with a list of ways to overcome the main weaknesses and take advantage of the main strengths, as a way to help define strategies.

Use of this technique

This technique is useful to ensure that the prioritization of strengths and weaknesses reflects a balance between their potential impacts on the accomplishment of the proposal and on the achievement of the group or coalition's internal goals.

Process

1. Two small groups are formed, one to analyze strengths and the other to analyze weaknesses. The group analyzing strengths is given Worksheet 2, "Matrix to Prioritize Strengths." The group analyzing weaknesses is given Worksheet 3, "Matrix to Prioritize Weaknesses." Each group reproduces its matrix on a sheet of manila paper.

Worksheet 2 for step 5: Matrix to Prioritize Strengths

Impact on ability to get the proposal approved	10										
	9										
	8										
	7										
	6										
	5										
	4										
	3										
	2										
	1										
		1	2	3	4	5	6	7	8	9	10
	Impact on the ability to meet internal goal										

Strength 1 Strength 2 Strength 3 Strength 4

Worksheet 3 for step 5: Matrix to Prioritize Weaknesses

Impact on ability to get the proposal approved	10										
	9										
	8										
	7										
	6										
	5										
	4										
	3										
	2										
	1										
		1	2	3	4	5	6	7	8	9	10
	Impact on the ability to meet internal goal										

Weakness 1 Weakness 2 Weakness 3 Weakness 4

2. The facilitator gives the small groups the lists of strengths and weaknesses that were generated during Technique 2, preferably with fewer than 10 items on each list. Participants consider each strength or weakness in terms of two criteria: its impact on the group's ability to get the proposal approved, and its impact on the group's ability to meet internal goals. Each strength or weakness is rated on a scale of 1 to 10 for each of the two criteria, as shown on the matrix. The small group assigns a color or symbol to each strength or weakness and places it on the matrix in the cell where the two ratings intersect. Afterwards, each group should identify the three or four weaknesses or strengths they consider to be most important.
3. Worksheet 4 ("Table to Analyze and Overcome Weaknesses") and Worksheet 5 ("Table to Analyze and Make Use of Strengths") are given to

the respective groups.

Each small group fills out its table based on the strengths and weaknesses that it has prioritized.

Worksheet 4 for step 5: Table to Analyze and Overcome Weaknesses

Weakness	Causes of the weakness	Possible consequences for our initiative in terms of:		Proposed solution
		Ability to get the proposal approved	Ability to meet internal goals	

Worksheet 5 for step 5: Table to Analyze and Make Use of Strengths

Strength	Factors that contribute to this strength	Possible consequences for our initiative in terms of:		Possible ways to play up this strength
		Ability to get the proposal approved	Ability to meet internal goals	

4. After the presentations by the small groups, the facilitator encourages the participants to share comments that will help fine-tune the analysis and provide useful information for the design of strategies.
5. The facilitator summarizes what has been said and explains that this information will feed into the next step and the design of strategies.

Time

1 hour and 40 minutes in total:

- 60 minutes for work in small groups
- 20 minutes for presentations by the small groups
- 15 minutes for discussion
- 5 minutes for drawing conclusions.

Variation 1

When the group is small, the work on the matrixes and tables can be done in plenary.

Variation 2

This variation is simple and fast moving, but it allows a group to do in-depth analysis. It involves prioritizing strengths and weaknesses without using the two criteria from the matrix, and later brainstorming actions that might be taken to overcome the group's weaknesses. It is especially useful for large groups or when time is short.

a. After the group has made a list of its strengths with respect to the advocacy initiative (a maximum of eight strengths), each person is given three slips of paper, each of a different color. The numbers 1, 2, and 3 are written on the slips of paper.

b. Each participant comes forward and votes for the three strengths that s/he considers to be the most important, according to their possible impact on the accomplishment of the proposal and on democratic practices within the group or coalition.

Participants place the number 3 next to the strength that they consider most important. (Note: Instead of slips of paper, people can write 1, 2, or 3 with a marker.)

c. The same process is followed for weaknesses.

d. The facilitator adds up the number of points for each strength and weakness, indicating which one has the highest number of points. These will be the priorities.

e. Finally, in plenary, the facilitator helps the group to identify actions that might be taken to overcome each of the weaknesses that have been prioritized.

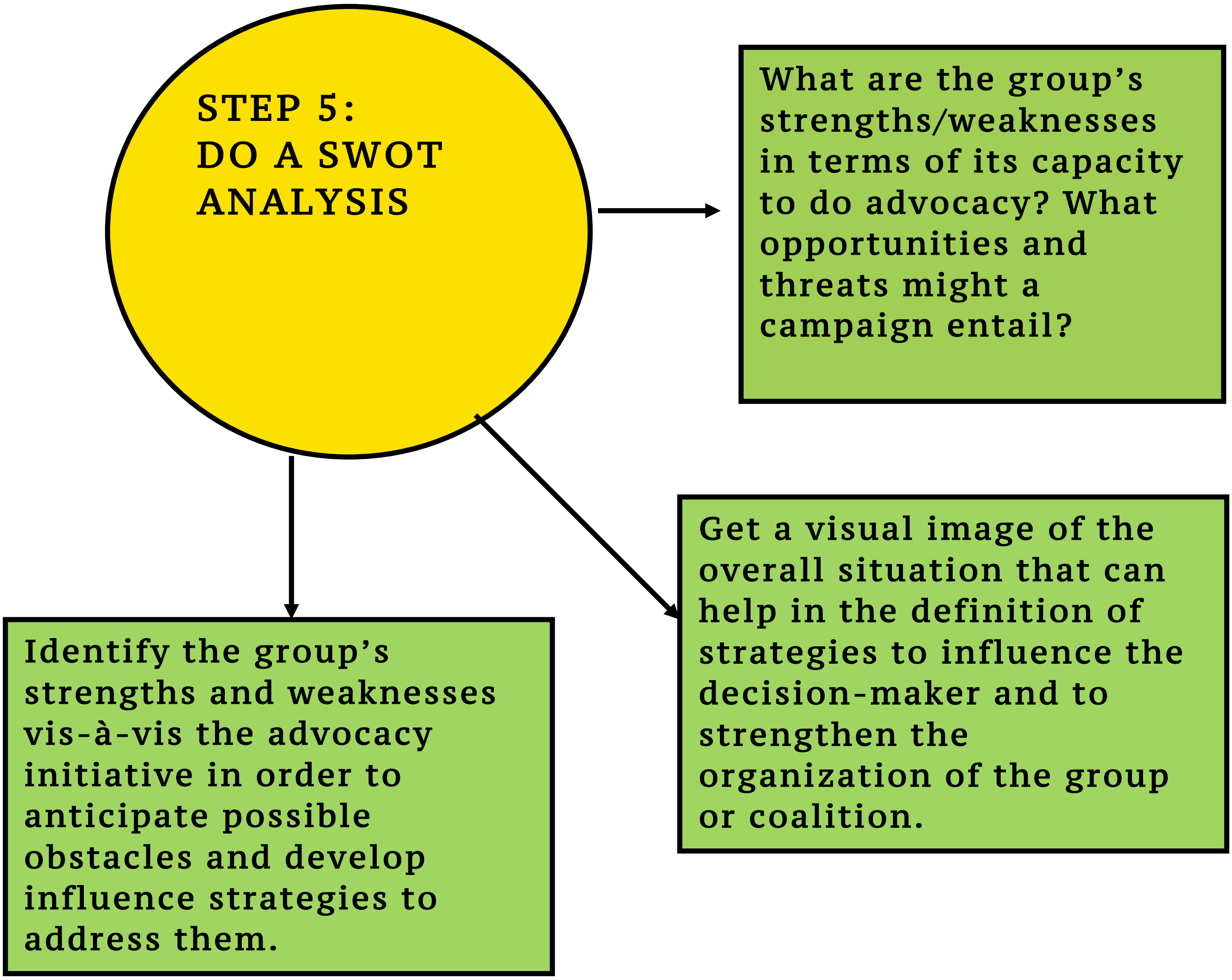
Time

45 minutes in total:

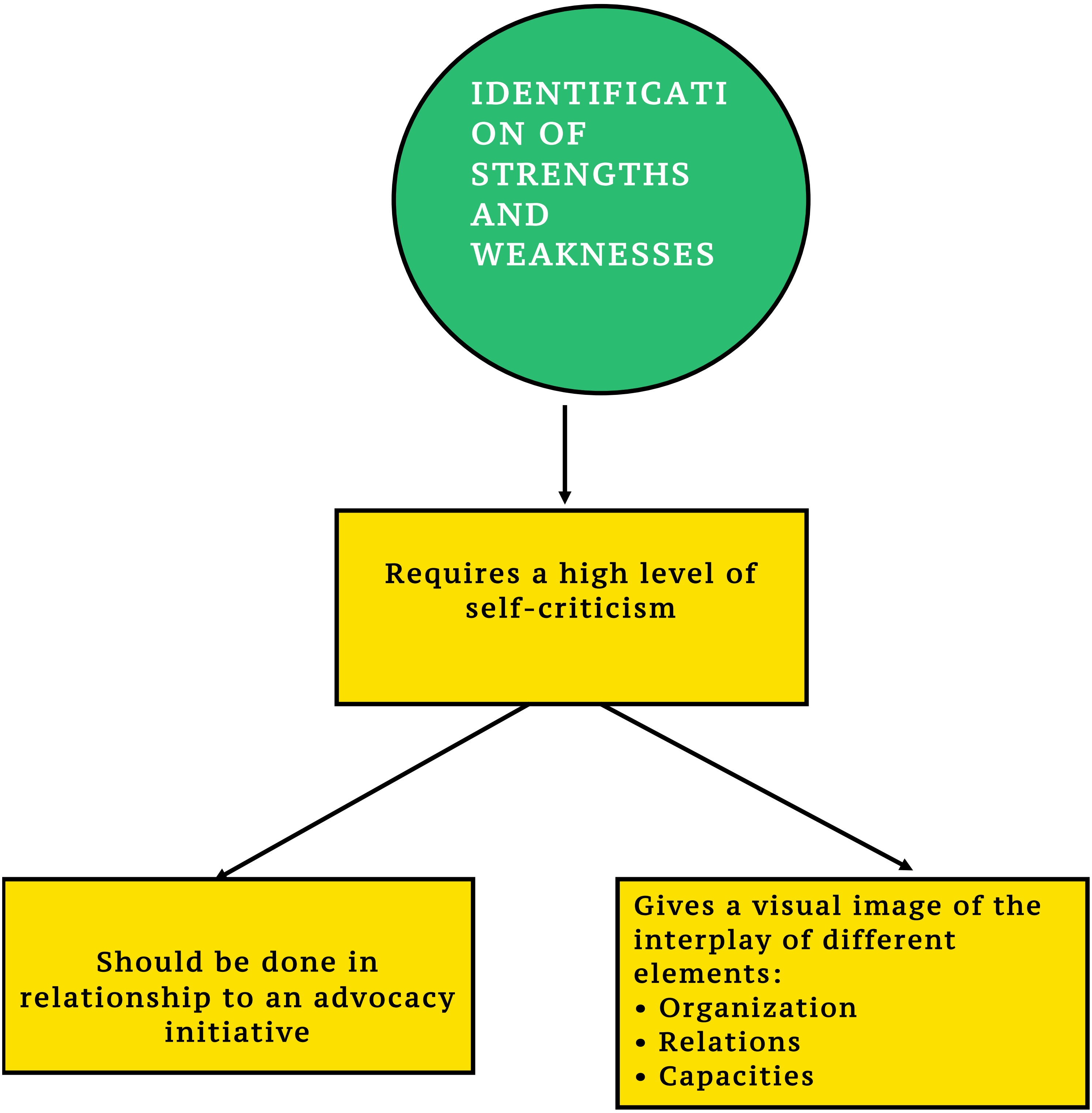
- 10 minutes for the voting
- 10 minutes to determine the strengths and weaknesses that are priorities
- 20 minutes to fill out the table
- 5 minutes for the final wrap-up.

Resources for step 5

Resource 1



Resource 2



IDENTIFICATION OF STRENGTHS AND WEAKNESSES
Requires a high level of self-criticism
Should be done in relationship to an advocacy initiative
Gives a visual image of the interplay of different elements:
• Organization
• Relations
• Capacities

Resource 3

ASPECTS TO KEEP IN MIND

Organizational Situation

Legitimacy and representatively

Diversity

Quality of leadership

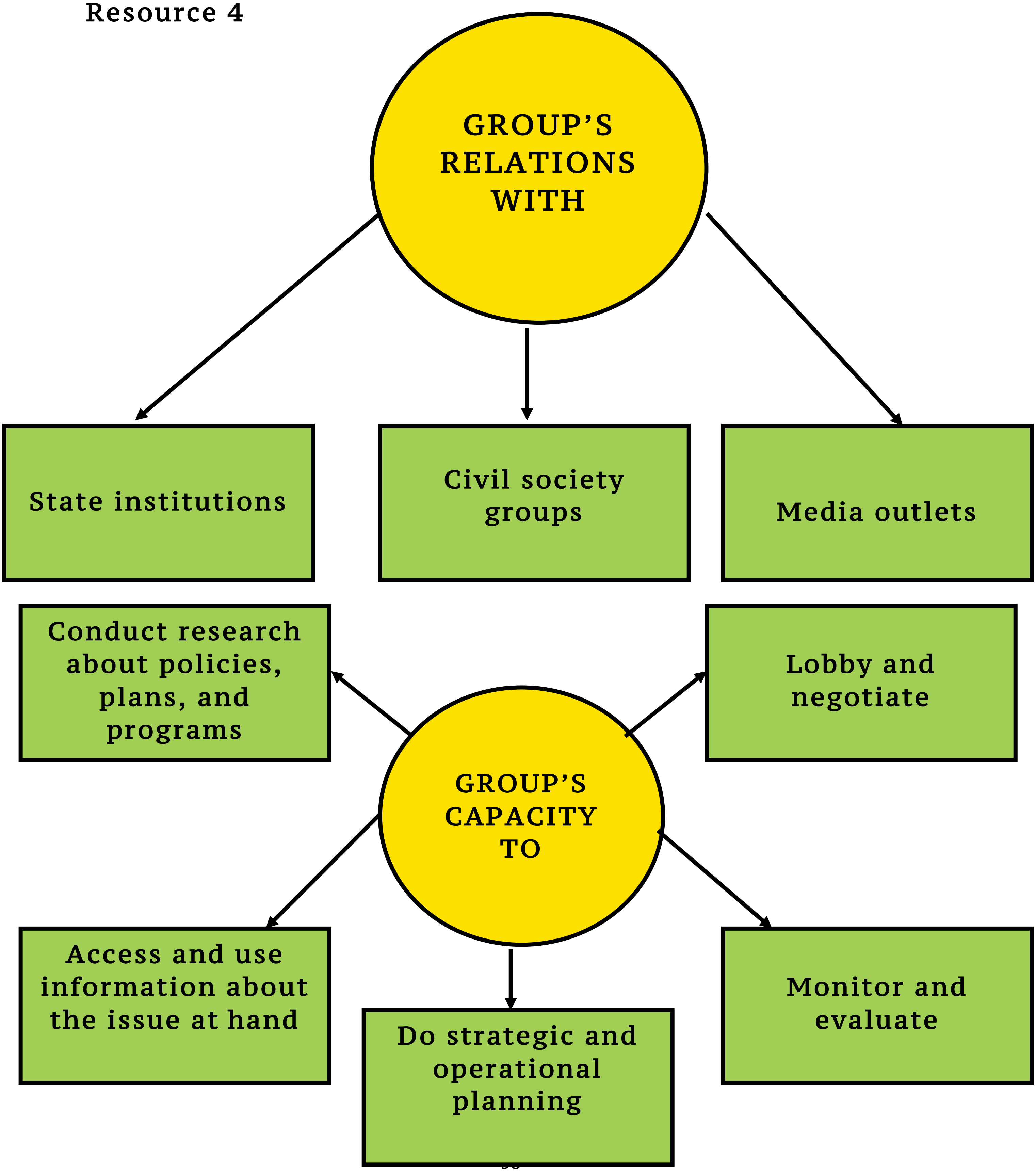
Geographic reach

Possibility of building alliances and coalitions

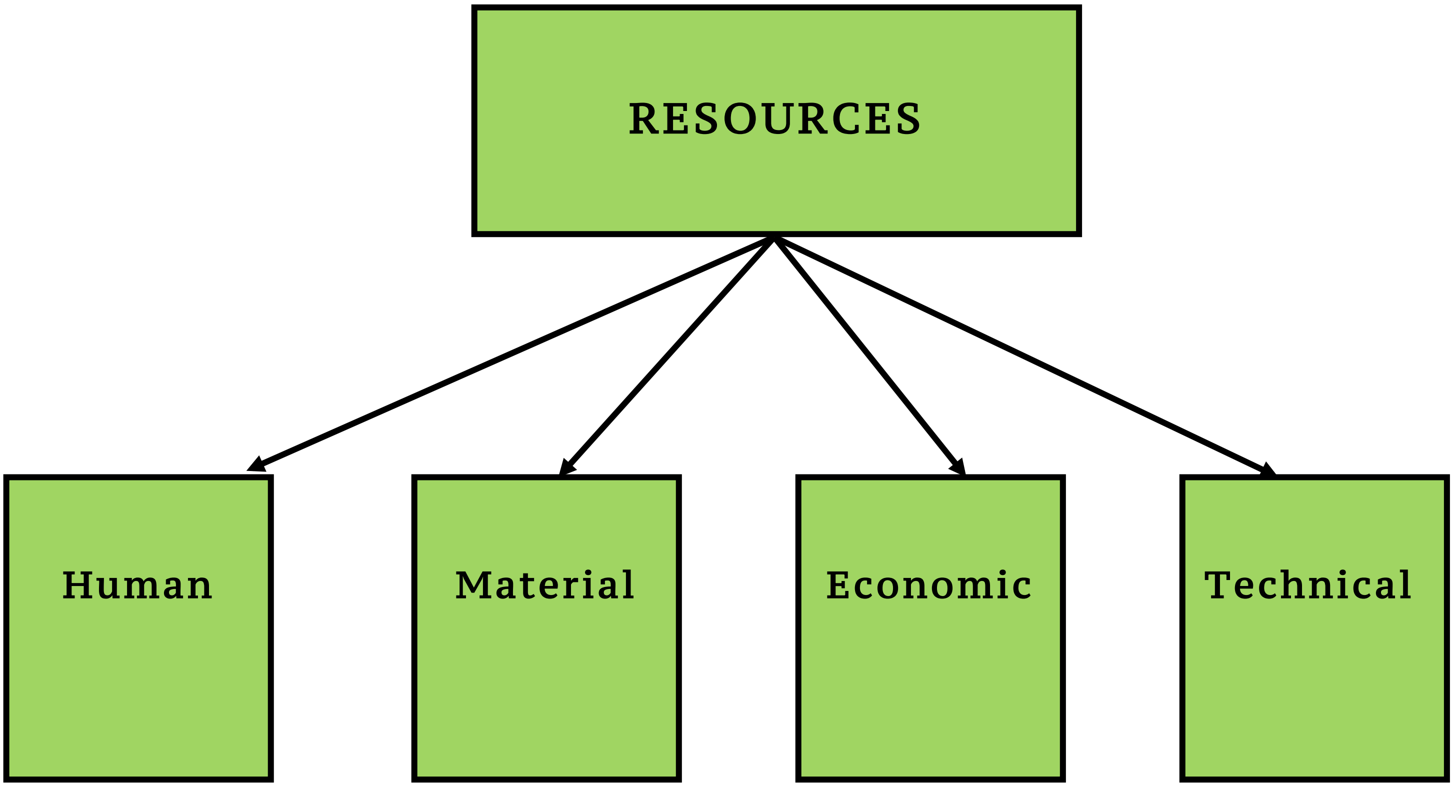
Equitable participation

Levels of consensus and clarity regarding mission

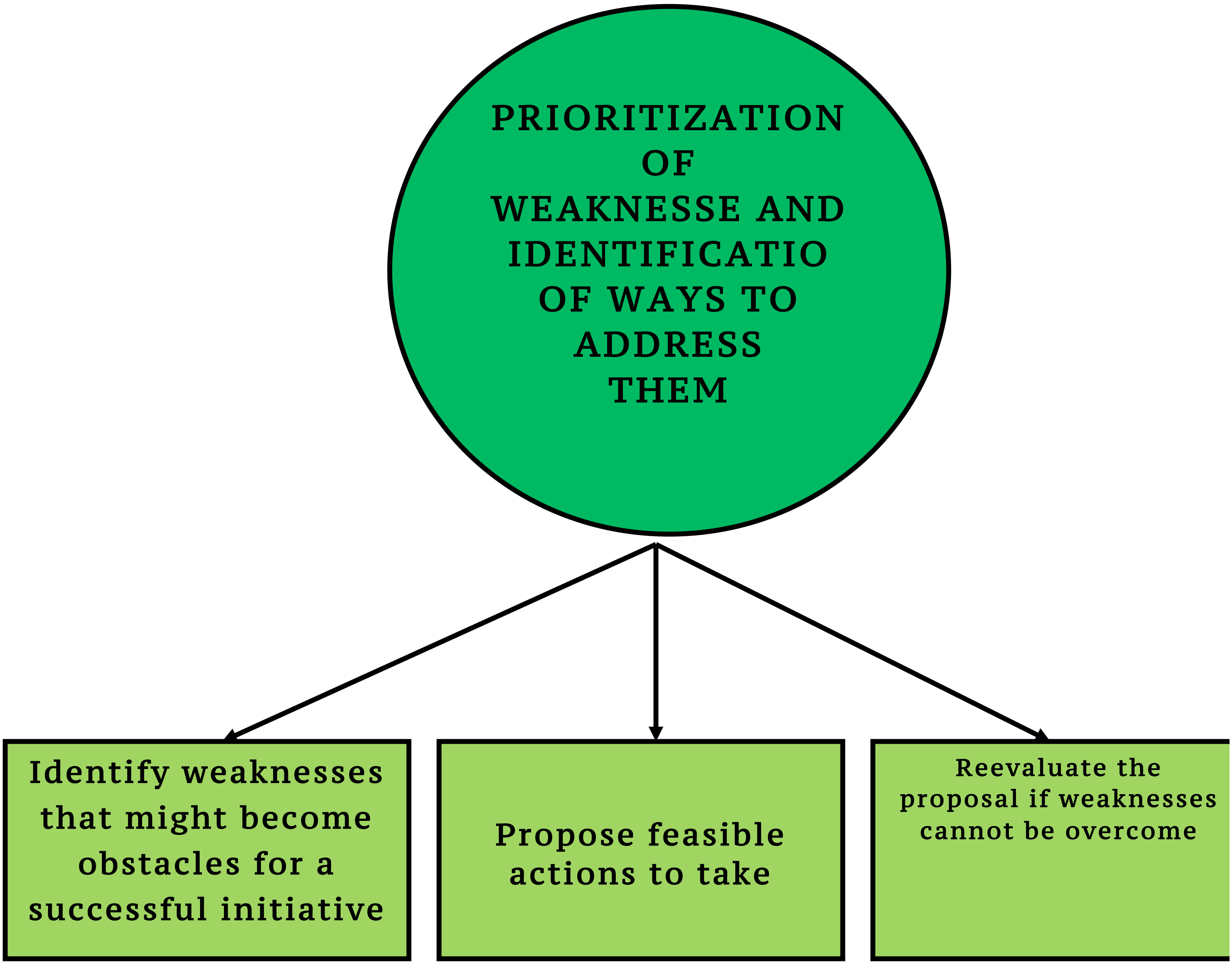
Resource 4


GROUP'S RELATIONS WITH
State institutions
Civil society groups
Media outlets
Conduct research about policies, plans, and programs
Lobby and negotiate
GROUP'S CAPACITY TO
Access and use information about the issue at hand
Do strategic and operational planning
Monitor and evaluate

Resource 5



Resource 6


PRIORITIZATION OF WEAKNESSE AND IDENTIFICATIO OF WAYS TO ADDRESS THEM
Identify weaknesses that might become obstacles for a successful initiative
Propose feasible actions to take
Reevaluate the proposal if weaknesses cannot be overcome

Resource 7

LESSONS LEARNED

- Invest in strengthening the group's organizational capacity over the medium term.
- Dedicate enough resources and time for the planning and execution of the initiative.

Step 6: Design Advocacy Strategies

Summary

Learning Objectives

- Clarify different types of advocacy strategies and reflect on the importance of each one with regard to a particular advocacy initiative.
- Collect information that will help in the implementation of different strategies.

Key Concepts

1. What is a strategy?
2. Types of advocacy strategies.
3. Lessons learned from experience.

Practical techniques

- Initial discussion of strategies.
- Socio-dramas about strategies.

Learning Indicators

1. Learners are able to define the five principal strategies of influence.
2. Learners will have collected information about current events and political, economic, and social trends to use in the planning of advocacy strategies.

STEP 6: PRACTICAL TECHNIQUES

Technique 1: Initial discussion of strategies

Objective of this session

- To begin a reflection about the importance of using different types of strategies within advocacy processes.

Use of this technique

This technique can be used both with groups that have experience-doing advocacy and with groups that have little experience.

Process

1. The facilitator uses the following questions to guide are reflection in plenary:

- What is a strategy?
- Why do we design strategies before we take actions?
- What are some common advocacy strategies?

During the discussion, the facilitator records the answers on sheets of manila paper.

2. The facilitator does a presentation about the concept of advocacy strategies, using VIPP cards.

Time

45 minutes in total:

- 30 minutes for discussion
- 15 minutes for the presentation.

Technique 2: Socio-dramas about strategies

Objective of this session

To delve more deeply into advocacy strategies in a hands-on fashion by exploring how they may play out in real-life situations.

Use of this technique

Socio-dramas are a creative way to get people to reflect on things that happen in real life. They tend to be most effective with large groups (more than 20 participants).

Process

1. Four or five small groups form and each one prepares a socio-drama about a selected advocacy strategy. The groups should try to act out, in a humorous way, how their strategy is most often used by civil society.

2. The groups present their socio-dramas. After each presentation, the facilitator asks the following questions to encourage more in-depth analysis:

- What did you observe in the socio-drama?
- What things were done well?
- What things did not work?
- What suggestions might we make regarding the use of this strategy?

3. The facilitator wraps up by summarizing the uses, advantages, and disadvantages of the various strategies and the suggestions that were made for making them more effective.

Time

1 hour and 35 minutes in total:

- 20 minutes in small groups to prepare socio-dramas
- 1 hour to present and analyze the socio-dramas
- 15 minutes for wrap-up and final discussion

Resources for step 6

Resource 1: Table of advocacy strategies .

Strategy	Usefulness	How to do it	Practical advice
Lobbying	• Communicate the proposal to others • Get to know the positions of key actors and of the decision-maker. • Fine-tune the power map. • Improve our arguments.Motivate allies and persuade the person with decision-making power and undecided persons	• Identify and prioritize actors who will be targeted for lobbying. • Set objectives and goals for each targeted person. • Analyze the positions, interests, and motivations of key actors in relation to the proposal. • Develop arguments to use with each person. • Be clear about conclusions that are reached and agreements that are made. • Evaluate the meeting. • Do follow-up	• Prepare adequately for meetings. • Set a date and time for lobbying visits. • Decide ahead of time what agenda items will be discussed during the visit. • Limit our messages and arguments to a small number of key points. • Name spokespersons for the group and decide what points they will stress in each lobbying visit. • Formalize agreements by putting them in writing. • Identify other ways of influencing the person we are lobbying. • Follow up with the people who have been visited. • Be clear about what is and what is not negotiable. • Keep in mind the type of decision-making power or influence exercised by the people we are lobbying.

Organizing	• Form and strengthen the group or coalition that will participate in an advocacy initiative. • Decide together on an internal structure for the group or campaign doing advocacy. • Motivate the affected population and incorporate it in the advocacy process	• Figure out who will be part of the core group that is in charge of the campaign. • Define mechanisms for communication and for decision-making. • Decide how to manage economic resources that are contributed to the campaign • Meet with groups, organizations, or sectors with similar interests, telling them about the advocacy proposal. • Ensure that the core group has enough time and human, material, and technical resources available to function well. • Create committees with responsibilities for a particular aspect of the campaign (e.g. fundraising, press	

		work). • Put in place mechanisms for monitoring and evaluation. • Find effective mechanisms to communicate with the affected population. • Develop ways for the affected population to participate in the campaign.	

Education and awareness-raising	• Gather and share information • Make people aware of the problem and proposed solution.	• Identify individuals, groups, and/or sectors (audiences) whose sensitivity we want to raise. • Set objectives and goals for education and for raising sensitivity about the problem. • Develop issues and general arguments. • Determine the methods that will be used to do education and sensitivity-raising. • Carry out the activities. • Evaluate. • Do follow-up	• Prioritize the target audience or audiences. • Keep in mind the factors of time and resources. • Make sure that the people who are planning and implementing this strategy are adequately equipped to do so. • Educate and raise sensitivity with a view to generating enough social power to influence the decision-making process on the advocacy proposal. • Be creative about finding cheap and effective ways to educate and raise sensitivity. • Ask for the support of individuals and institutions with similar interests and perspectives.

Media work	• Place the issue on the public agenda. • Build the group's credibility as a source of information. • Shape public opinion that is favorable to the proposal. • Place pressure on the decision-maker.	• Define objectives for the media strategy. • Target the audiences that we want to reach. • Formulate the message. • Analyze and prioritize different media outlets. • Carry out activities that will help us gain more media access. • Evaluate on an ongoing basis	• Bear in mind the characteristics of our target audience when crafting our message for the press. • Think about the content, language, source, format, timing, and placement of the message. • Be creative and bold to attract the attention of the press and convince them of the importance of the issues. • Do intensive follow-up with specific journalists and media outlets. • Offer complete and objective information in order to raise our credibility as a news source.

Mobilization	• Get the attention of the press. • Involve the affected population. • Generate political will for lobbying and negotiation. • Put pressure on the decision-maker	• Identify and prioritize those actors that we want to influence. • Set objectives with a view to maximizing our power to influence. • Assess our capacity to mobilize. • Determine what type of mobilization is needed. • Set the place, date, and schedule of the mobilization. • Develop our messages. • Delegate tasks. • Announce the activity and invite individuals and/or groups to participate. • Do advance work with the press. • Communicate the results of the activity. • Do follow-up.	• Plan mobilizations that will increase the level of sympathy for the issue and complement other advocacy strategies. • Effectively communicate the motive of the mobilization. • Ensure that the mobilization is held at an appropriate time in the decision-making process and on a day and time when there will be maximum participation. • Ensure that the mobilization demonstrates social power in support of the campaign and not the lack thereof. • Take measures to avoid repression and violent confrontation • Keep the population interested and informed after the mobilization

Resource 2

STEP 6: DESIGN ADVOCACY STRATEGIES

How can we influence the decision that is made about the proposal?

PURPOSE OF THE STEP

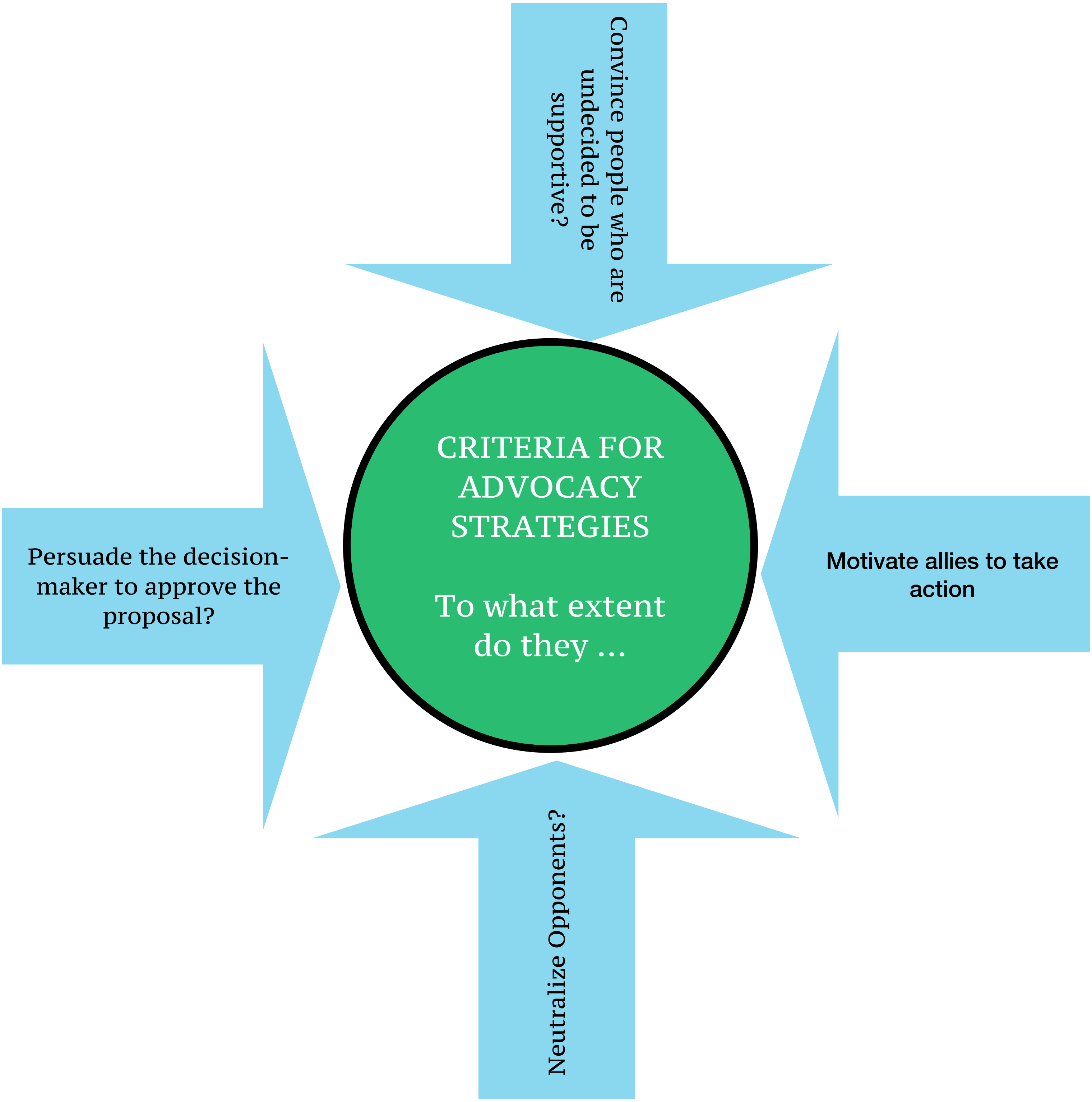
Make decisions about the strategies that will be used to influence the decision-maker and other key actors so that the proposal is approved.

Resource 3

What is a strategy?

A set of activities carried out to accomplish an objective.

Resource 4


Convince people who are undecided to be supportive?
Persuade the decision-maker to approve the proposal?
CRITERIA FOR ADVOCACY STRATEGIES
To what extent do they …
Motivate allies to take action
Neutralize Opponents?

Resource 5


Lobbying
Organizing
Advocacy Strategy
Media Work
Education and raising-awareness
Mobilization

STEP 7: DEVELOP AN ACTIVITY PLAN

Summary

Learning Objectives

- Establish the importance of planning specific activities for an advocacy initiative and their relationship to work done during previous steps.
- Know the basic elements in planning activities.
- Recognize the importance of preparatory tasks in planning advocacy campaigns.
- Carry out a practice exercise in which these planning elements are

Key concepts

1. Preparatory tasks.
2. Concrete activities to influence the decision-making space.
3. Lessons learned from experience.

Practical Techniques

- Introduction to planning.
- Drafting the proposal summary.
- Menu of activities.
- Planning in groups.
- Socio-drama about carrying out the plan.

Learning Indicator

1. The development of an organized and coherent activity plan for a particular advocacy situation, based on all the preceding steps of the planning methodology.

STEP 7: PRACTICAL TECHNIQUES

Technique 1: Introduction to planning

Objective of this session

- To reflect on the importance of planning activities within advocacy initiatives and the essential elements to work through during the planning.

Use of this technique

This is an easy and participatory way to introduce the concept of planning and its usefulness in advocacy work, giving examples from real life.

Process

1. The facilitator asks the group:

- What does it mean to plan?
- How is planning helpful?

The facilitator asks the participants to mention times in their lives when they had to plan. Drawing on these examples, the participants share ideas about the usefulness of planning.

2. Next, the following questions are used to start a discussion about planning advocacy initiatives, recognizing the need to plan but also the effort it implies:

- Why do we plan our advocacy initiatives?
- What might happen if we do not plan before we act?
- What effort is implied in planning?

The facilitator records the responses on a sheet of manila paper.

3. The facilitator asks for six volunteers and gives each one a card. The following questions are written on the cards, but are not in any particular order:

- What activity are we going to do?
- Why are we going to do it?
- How are we going to do it?
- When are we going to do it?
- Who among us will have primary responsibility for making sure that it happens?
- What resources will we need?

4. The facilitator asks the group to put the questions in logical order, beginning with the one that is the highest priority.
5. The group discusses planning as an exercise in which we are always responding to questions and finding concrete ways to put our ideas into action.
6. The facilitator makes a presentation about the key concepts in Step 7, followed by a brief discussion about planning.

Time

1 hour and 10 minutes in total:

- 20 minutes for the initial discussion
- 20 minutes for ordering and discussing the questions
- 30 minutes for the presentation and final discussion.

Technique 2: Drafting the proposal summary

Objectives of this session

- To stress the importance of preparing a proposal summary sheet that presents the problem the group is trying to solve, the group's proposal, and the main arguments in favor of the proposal.
- To do a practice exercise to implement the elements from the proposal summary sheet.

Use of this technique

This technique is especially useful during the planning of a real advocacy initiative, but it can also be applied to a hypothetical situation as long as the group has sufficient knowledge of the arguments that would be made to persuade the decision-maker.

Process

1. The facilitator explains the main elements to be included on the proposal summary sheet and hands out Worksheet 1, "Proposal Summary Sheet (Example)," to the participants.
2. Three or four small groups are formed. Each small group prepares a draft of a proposal summary.
3. The small groups present their drafts in plenary.
4. The proposal summary of each small group is critiqued with regard to its precision and clarity and the arguments that it puts forth.
5. The facilitator leads a discussion aimed at reaching consensus on a proposal summary.

Time

1 hour in total:

- 25 minutes in small groups
- 15 minutes for presentations
- 20 minutes for reflection and reaching consensus about the proposal summary.

Worksheet 1 for step 7
Proposal Summary Sheet (Example)
Proposal to press for implementation of 35% women representation

The Revitalized Agreement on the Resolution of the conflict in the Republic of South Sudan (R-ARCSS) provided for a quota of 35% women representation in all political and public offices and at all levels. This is a critical step forward in a country whose public and political sphere has been traditionally dominated by men. Further, the structural barriers faced by women, make meeting the 35% quota a daunting task. While it is crucial to address underlying power structures and discriminatory practices that continue to impede women's political participation, these are complex issues with no fast and easy solutions.
Not withstanding, these challenges should not be viewed as a reason to continue excluding women. Rather they highlight the critical need to devote time and resources to address these barriers.

Following the appointment of National Ministers to the Revitalized Transitional Government of National Unity (R-TGoNU) and State Governors, it was noted with concern that the appointments fell short of the 35 percent commitment on women's participation. In an effort to avert further under appointments of women in other positions of R-TGoNU, Civil society continues to be vocal about the need for women to be represented in the various levels of government.

In order to push for implementation of the 35% women quota, all stakeholders, including women themselves need to properly understand the content of the R-ARCSS, including the gender provisions, in order to engage parties to the agreement to participate effectively. In Jonglei State, Jonglei Civil Society Network (JCSN) is leading an effort to educate and sensitize different stakeholders on the provisions of the 35% women quota, their role in promoting women's representation and their participation in the dissemination and implementation of the R-ARCSS with a focus on the 35%

women quota. JCSN intends to work closely with female and male journalists in raising awareness and educating the general public on the importance of women's involvement in political and public offices as well as the relevant provisions contained in the R-ARCSS. Further, JCSN will utilize its wide civil society membership to ensure involvement of women at all levels, including grassroots women, in advocating for greater women's representation across political and public offices in Jonglei State.

JCSN also plans to analyze the 35% of all positions established by R-ARCSS and provide baseline data on the current situation of women representation in Jonglei State. Thereafter, JCSN will engage with decision-makers and women representatives from all political parties in the State to influence the parties to implement their commitments to the 35% women quota. At the same time, JCSN will adopt multi-stakeholder consultations to identify the most qualified and issue driven women who can actually exert influence of women in politics and decision-making. The network will also develop or adopt a tool that they can use to effectively monitor the implementation of the 35% quota provision at all levels of Jonglei State.

Technique 3: Menu of activities

Objectives of this session

- To visualize several important advocacy strategies.
- To list a menu of activities for each strategy.
- To generate inputs for the activity plan.

Use of this technique

This technique is very participatory.

Process

1. The facilitator recaps the five main advocacy strategies, encouraging discussion about the usefulness of each one. It is important to emphasize that the most effective advocacy initiatives tend to use multiple strategies.

2. Two or three small groups are formed, and the strategies are distributed among them. Each small group then makes a menu, or list, of the specific activities that correspond to its strategy.

3. The small groups present their lists in plenary.

4. In plenary, participants discuss the potential usefulness and disadvantages of each possible activity included on the lists. The facilitator asks the group to recall its earlier analysis of the sources of power, reminding participants that the activities adopted should enhance civil society's sources of power.

Time

1 hour and 10 minutes in total:

- 30 minutes in small groups
- 25 minutes for presentations by the small groups
- 15 minutes for reflection and wrap-up.

Technique 4: Planning in groups

Objective of this session

- To do a planning exercise in groups, based on either a real-life or a hypothetical situation.

Use of this technique

This practice exercise aids in understanding the logic of planning and reinforces planning skills and habits. In a real advocacy initiative, this technique results in a plan that will later be implemented.

Process

1. Three or four small groups are formed
2. One small group is assigned to plan preparatory tasks for the advocacy campaign. The five advocacy strategies are distributed among the other small groups.
3. The facilitator gives each small group a blank activity plan for each strategy it has been assigned. The facilitation team should determine which of the three possible tables used for this technique is most appropriate for use with a particular group. The basic table (Worksheets 2 and 3) is the simplest and most useful for the initial stage of planning and for training sessions based on hypothetical situations. The first variation (Worksheet 4) includes indicators for each activity, and the second variation
   (Worksheet 5) includes external factors and risks. If necessary, the facilitator can adapt one of the tables with additional elements.
4. Each small group makes a first attempt to plan activities corresponding to the strategies it has been assigned.
5. The small groups present their work in plenary.

6. The results of the small group work are discussed. In plenary, the plans of the small groups are fine-tuned and modified to strengthen the integrity and coherence of the overall activity plan and the feasibility of its execution.

Time

1 hour and 45 minutes in total:

- 45 minutes for small group work
- 40 minutes for small group presentations
- 20 minutes for discussion and modification of the plans.

Worksheet 2 for step 7: Table for Activity Plan

Strategy:				
Activity	**Desired outcome**	**Responsible person**	**Date**	**Resources**

Worksheet 3 for step 7: Table for Activity Plan (Example)

Strategy: Lobbying				
Activity	**Desired outcome**	**Responsible person**	**Date**	**Resources**
Jonglei Civil Society Network to meet with its members.	1. Roles and responsibilities clarified. 2. Plan to reach women at County and Payam level finalized.	Chairperson – Jonglei Civil Society Network	1–10 March	
Meeting with women leaders from all the Counties and across political parties	Consensus built to on engagement strategy to influence political parties leadership and decision makers to support increased women representation	Jonglei Women Association and consultant	10–20 March	

2- day meeting with female and male journalists in Jonglei State.	1. Newspaper articles on R-ARCSS provisions on 35% women's quota. 2. Radio programs on the importance of women's participation in leadership and decision making	Media Committee of Jonglei Society Network	20–21 March	
2 days multi-stakeholder dialogue with State Authorities and Political Party representatives in the State	1. Institutional support for implementation of 35% women quota in Jonglei state 2. Political parties commit to increasing women representation within their parties	JCSN planning committee and Consultant	1–2 April	
Awareness raising and sensitization of women up to the grassroots on 35% women quota and what the numbers mean in Jonglei State	Women at all levels able to describe the 35% women quota Women at all levels using the allocated seats for women to advocate to political parties and authorities for more women representation	Focal CSOs at each county	8-9 April	

Conduct lobbying meetings with political party leaders at state level (SPLM, SSOA, IO, OPP,) for full implementation of 35% women quota	Secure commitment from political parties' leadership to increase women representation within their own party leadership Secure commitment from political parties' leadership to nominate more women for seats allocated to them	JCSN advocacy committee Consultant	14-15 April	
Forward names of qualified and issue based women to political parties as potential nominees	State authorities and/or political parties nominate or appoint women leaders from the list of qualified women	JCSN advocacy committee	24-25 April	

Technique 5: Socio-drama about carrying out the plan

Objective of this session

- To anticipate potential difficulties that may arise when the activity plan is executed, as well as practical ways to deal with them.

Use of this technique

This technique encourages participation and creativity. It should be used after the plan has been developed. It obligates the participants to ground their plan in reality before executing it, by focusing on verbal communication skills and the arguments to be made.

Process

1. Three or four small groups are formed. They can be the same small groups that were used during Technique 4.
2. Each small group prepares a socio-drama to show how it will carry out the

activity plan or, at minimum, one of the strategies in the plan. Members of the small group assume the roles of those in the core group and other key actors.

3. The socio-dramas are presented in plenary.
4. The following questions are used to reflect on each of the socio-dramas in plenary:

- What did you observe?
- What aspects went well?
- What aspects went badly?
- Were the desired outcomes achieved? Why or why not?
- What suggestions do we have related to the execution of the plan?

  After all of the presentations, the facilitator does a wrap-up and summarizes the main points.

5. The small groups meet again to modify the work plan to take into account the suggestions that were made.
6. The modified plans are presented a second time.

Time

1 hour and 50 minutes in total:

- 30 minutes in small groups to prepare the socio-dramas
- 50 minutes to present the socio-dramas and discuss them
- 15 minutes for work in small groups to improve the plans
- 15 minutes for the final presentations.

Variation

The entire group can collaborate to produce one socio-drama that covers various different aspects of the plan. In this case, participants are assigned different roles—for example, core group members, the decision-maker, and influential opponents and allies. If desired, some people can be designated as observers.

Worksheet 4 for step 7: Table for Activity Plan (Variation)

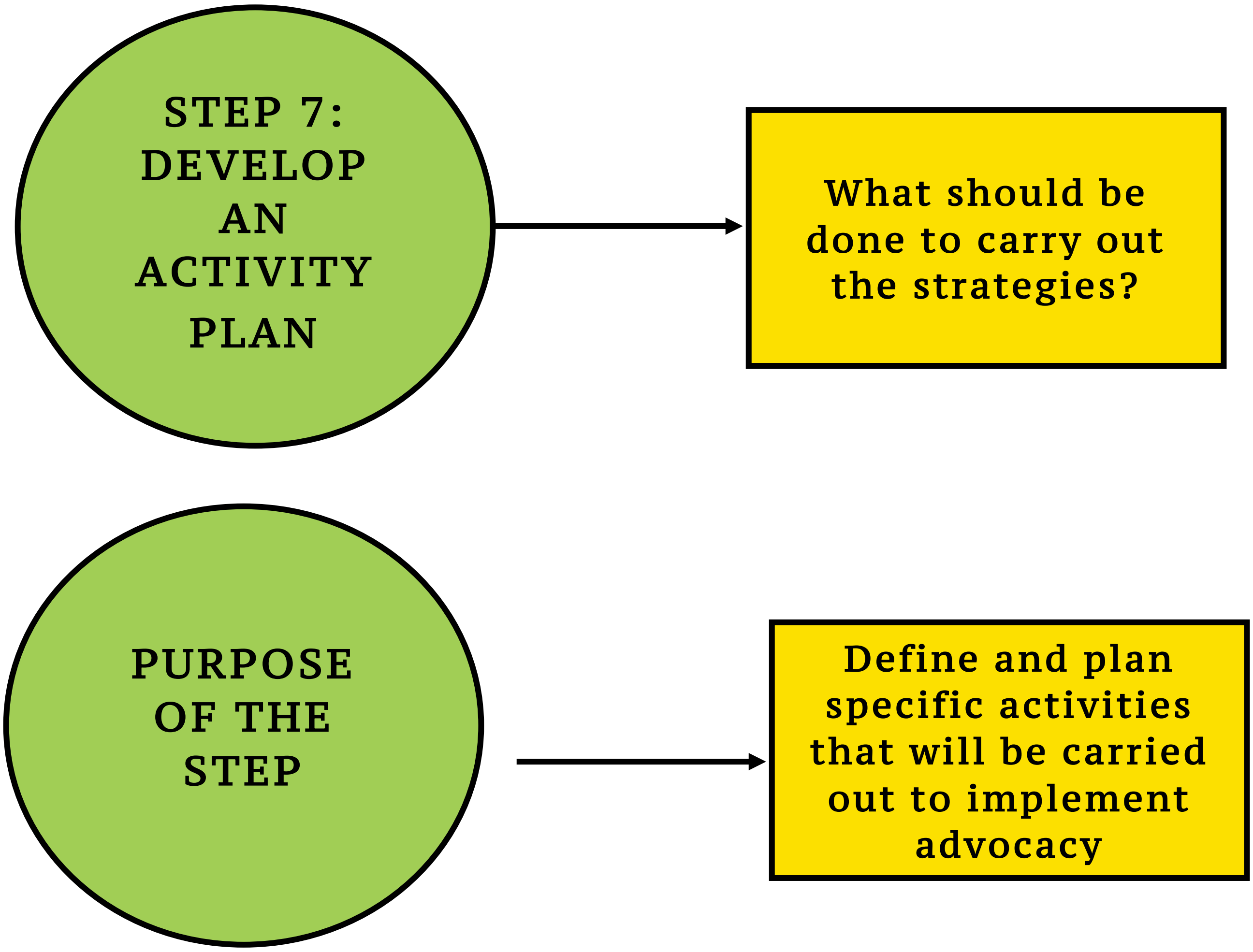
Strategy:					
Activity	**Desired outcome**	**Indicators**	**Responsible person**	**Date**	**Resources**

Worksheet 5 for step 7:Table for Activity Plan (Variation)

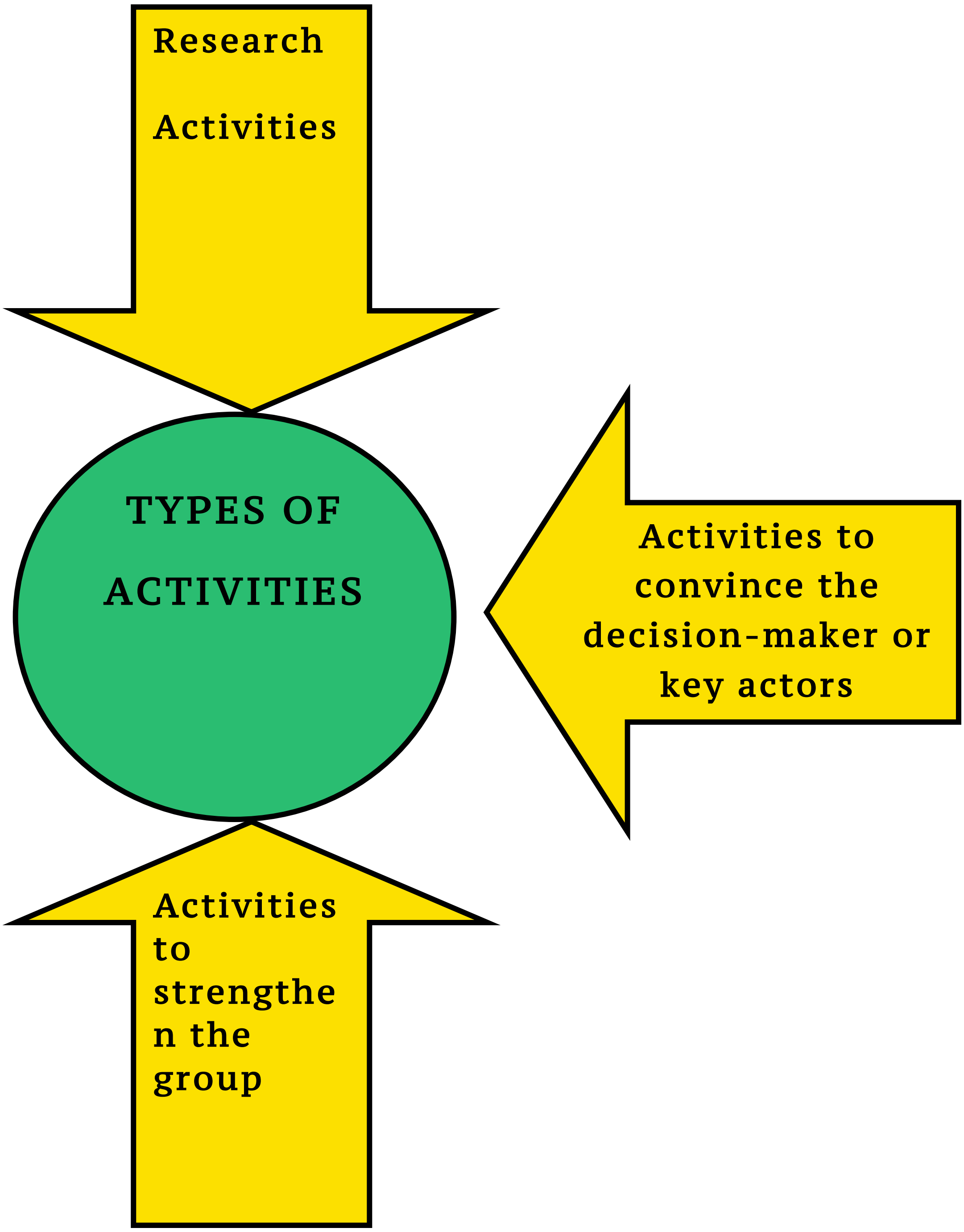
Strategy:					
Activity	**Desired outcome**	**Indicators**	**Responsible person**	**Date**	**External factors/risks**

Resources for step 7

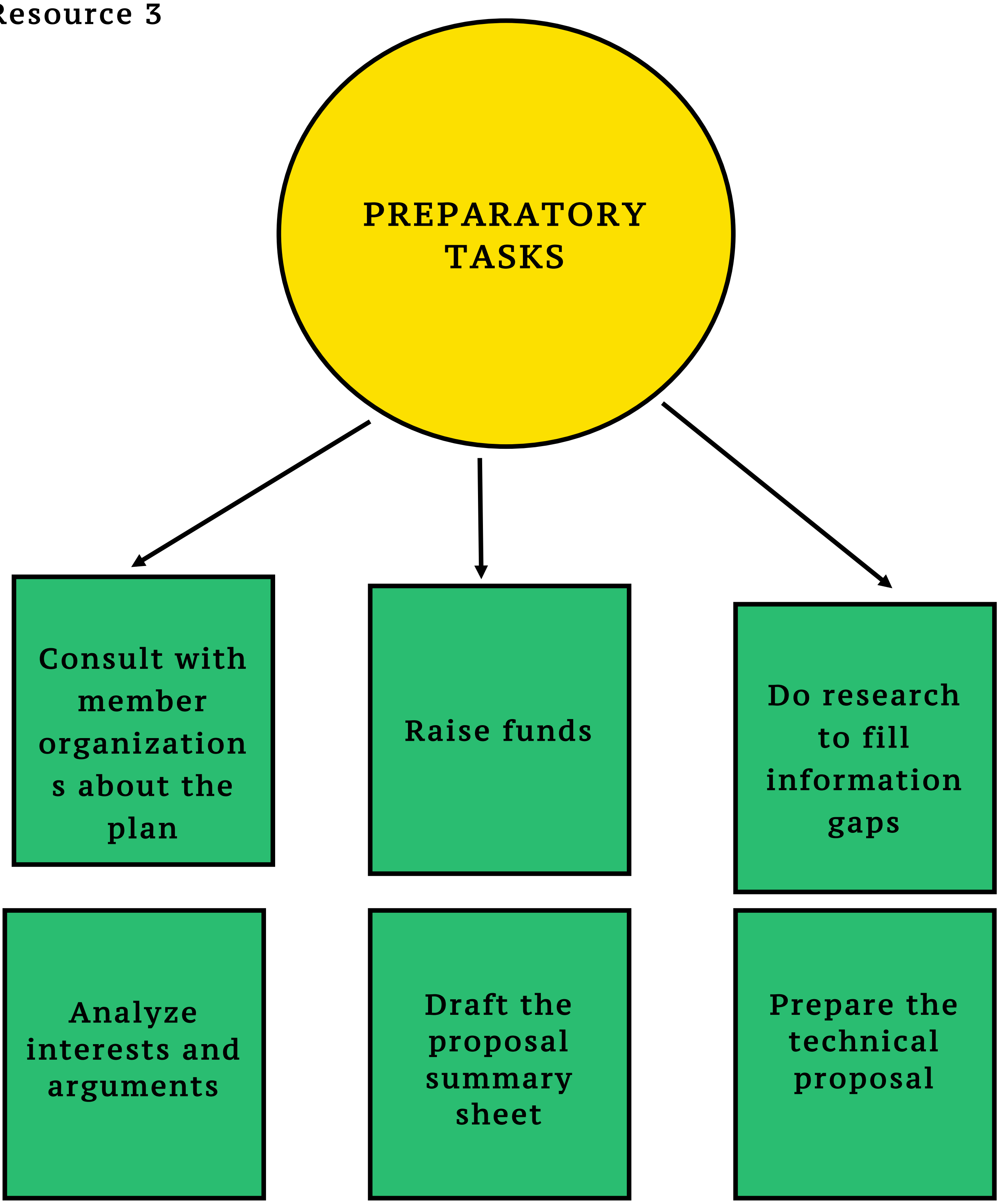
Resource 1



Resource 2


Research
Activities
TYPES OF
ACTIVITIES
Activities to convince the decision-maker or key actors
Activities to strengthen the group

Resource 3

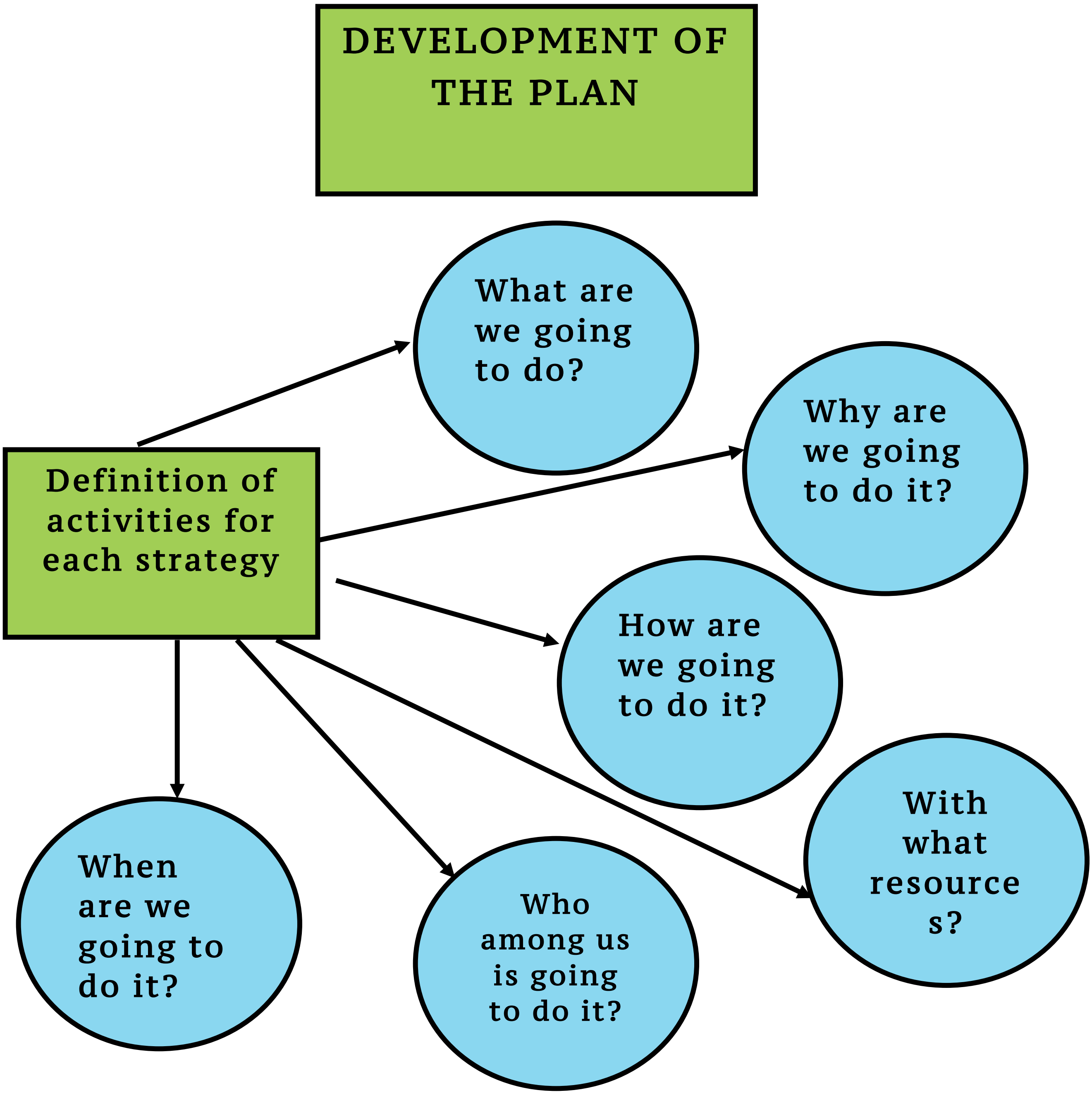

PREPARATORY TASKS
Consult with member organizations about the plan
Raise funds
Do research to fill information gaps
Analyze interests and arguments
Draft the proposal summary sheet
Prepare the technical proposal

Resource 4

LESSONS LEARNED

Planning group should be small but representative.	Define indicators for each activity.	Create commissions and define their responsibilities
Revisit the strengths and weaknesses that have been identified.	Determine the dates on which activities will occur and ensure they are in a logical sequence.	Ensure institutional backing from participants.
Distribute tasks among several different people.	Write the plan and distribute it to member organizations.	Raise the necessary resources.

Resource 5


DEVELOPMENT OF THE PLAN
Definition of activities for each strategy
What are we going to do?
Why are we going to do it?
How are we going to do it?
With what resources?
Who among us is going to do it?
When are we going to do it?

STEP 8: Monitoring, Evaluation and Feedback

Summary

Learning Objectives

- Establish the importance of continuously evaluating advocacy processes.
- Share criteria for evaluating the planning process.
- Share criteria for evaluating the execution of the plan.
- Share criteria for evaluating the impact of the advocacy initiative.
- Apply what has been learned to a particular advocacy initiative.

Key Concepts

- Why evaluate?
- Evaluation of the planning process.
- Evaluation of the plan's execution.
- Evaluation of impact.
- Lessons learned from experience.

Practical Techniques

- Introduction to evaluation.
- Fast evaluation by core ideas.
- Evaluation of a case study.
- Evaluating the execution of an activity plan.
- General evaluation of the initiative.
- Collective evaluation of the impact of the initiative.

Learning Indicators

1. The generation of criteria for the evaluation of planning processes and of the execution and impact of an advocacy initiative.
2. The evaluation of the planning, execution, and impact of a particular initiative.

STEP 8: PRACTICAL TECHNIQUES

Technique 1: Introduction to evaluation

Objective of this session

To start a discussion about the importance of evaluation and the different aspects of an advocacy initiative that should be evaluated.

Use of this technique

This technique introduces the basic concept of evaluation without necessarily requiring a real evaluation of a planning process or of the execution or impact of an advocacy campaign.

Process

1. Each participant is given a card of one of three colors. According to the color of their card, each participant answers one of the following questions:

- Why evaluate an advocacy process?
- What aspects should be evaluated?
- When should they be evaluated?

2. The participants hang up their cards on the wall or on the blackboard under the corresponding question.

3. The ideas on the cards are discussed, and new ones are added.

4. The facilitator makes a brief presentation with sheets of newsprint, cards, or transparencies about the importance of evaluating the planning process, the execution of the plan, and the impact of the advocacy initiative.

Time

45 minutes in total:

- 10 minutes for brainstorming
- 20 minutes for discussion
- 15 minutes for the presentation.

Technique 2: Fast evaluation by core ideas

Objective for this session

- To evaluate an advocacy planning process step-by-step, around selected "core ideas," in a fast-paced, visual, and participatory way.

Use of this technique

This technique gives an overview of the advocacy planning process, highlighting general tendencies and common successes and problems. Since it is used to introduce evaluation, it does not identify causes or come up with possible solutions.

Process

1. The facilitator asks the group:

   "What are the most important things to keep in mind when we evaluate our advocacy planning process?"

   The facilitator writes the participants' ideas on a sheet of newsprint. After listening to several ideas, s/he tries to synthesize them and to help the group reach a consensus on the three or four core ideas that are most important. If it is not possible to trim down the long list of ideas, each person can come forward and "vote" individually for the idea that s/he considers to be most important, placing a symbol or mark by that idea on the manila paper.

2. Three small groups of participants are formed to fill out Worksheet 1 ("Table for Initial Evaluation of the Planning Process, by Steps and Core Ideas"). The facilitator may wish to adapt the table based on the core ideas selected by the group. Each step of the planning process is rated on a scale of 1 to 10, reflecting the group's evaluation of how the step was performed with respect to the core idea. A "1" represents the poorest evaluation, and a "10" is an excellent evaluation. The totals are added up for each step and each core idea.

Worksheet 1 for step 8: Table for Initial Evaluation of the Planning Process, by Steps and Core Ideas

	Core ideas				
Step	Quality of research and information management	Quality of analysis of current situation	Level of participation by the affected population	Level of participation by women	Total points
1.Identification and analysis of problem					
3. Formulation of proposal					
4. Analysis of Decision making space					
5. Analysis of channels of influence					
6. SWOT analysis					
7. Design of advocacy strategies					
8. Development of activity plan					
Total points					

Instructions: Write a number from 1 to 10 to evaluate the way that each step was carried out with respect to the core idea. “1” represents a very poor evaluation and “10” represents an excellent evaluation. Add up the totals for each step and each core idea.

Worksheet 2 for step 8: Table for Initial Evaluation of the Planning Process, by Steps and Core Ideas (Example)

Step	Core ideas			
	Quality of research and information management	Quality of analysis of current situation	Level of participation by the affected population and by women	Total points
1.Identification of the problem	8	5	7	**20**
2. Formulation of the proposal	7	5	4	**16**
3. Analysis of decision-making space	5	7	2	**14**
4. Analysis of channels of influence	4	6	3	**13**
5.SWOT analysis	8	7	6	**21**
6. Design of advocacy strategy	6	7	5	**18**
7.Development of activity plan	8	6	3	**17**
Total points	**46**	**43**	**30**	

3. The small groups present their conclusions in plenary.

4. The facilitator stimulates a discussion about the evaluations that have been presented, highlighting similarities and differences in the viewpoints of the small groups.

5. The facilitator asks the group the following questions in order to pinpoint

successes and failures and their causes:

- At what point was our planning most effective? Why?
- At what point did we have the most difficulties? Why?
- What have been our weaknesses during the planning process?
- What can we do to improve our capacity to do advocacy planning?
- The facilitator summarizes the points made by the participants and asks them to name concrete actions that could be taken to address difficulties or weaknesses.

Note: The formation of the small groups is critical to the success of this exercise. At times, putting men and women in separate groups can serve to highlight different points of view. Then the group can discuss the differences in plenary.

Time

1 hour and 30 minutes in total:

- 15 minutes to generate core ideas
- 30 minutes in small groups
- 45 minutes for discussion in plenary.

Technique 3: Evaluation of a case study

Objective of this session

- To evaluate a real advocacy planning process.

Use of this technique

This technique can be applied to a real process with which the participants are familiar, or to a case study that is available in written form. If a case study is used, it should preferably be one that relates to the political context in which the participants live, and for which there are extensive data.

Process

1. Three small groups are formed. If a written case study is to be used, copies should be given to the small groups to read.

2. Worksheet 3 ("Table for Evaluation of the Planning Process, Step-by-Step") is passed out to the small groups. The groups answer the questions in the table, describing the facts (what happened) and commenting on them.

Worksheet 3 for step 8:Table for Evaluation of the Planning Process, Step by Step

QUESTIONS	FACTS	COMMENTS
Step 1: Identification and analysis of the problem Was in-depth analysis of the problem carried out? Is the problem experienced by many people? Is the problem related to our mission?		

Step 2: Formulation of the proposal Was there good analysis of the way the proposal would help solve the problem? Was our proposal feasible? Was our proposal motivating and one that people could unite behind? Did we promote institutional and cultural changes? Did we set clear and realistic goals? Did we modify the proposal when it was necessary without losing the essence of its content?		
Step 3: Analysis of the decision-making Space Did we identify the decision-maker correctly? Did we understand the institutional processes for decision-making? Did we take into account the informal decision-making processes? Did we identify the best moments to influence the decision? Did we properly manage information about the decision-making space?		

Step 4: Analysis of channels of Influence Did we accurately prioritize the actors with the most influence? Did we get concrete support from important allies? Did we successfully neutralize the impact of opponents? Were we able to convince the undecided persons? Were we able to fill information gaps?		
Step 5: SWOT analysis Did we correctly identify our main strengths and weaknesses with respect to the initiative? Did people and groups identify with the proposal? Did we make the most of our strengths? Were we able to limit the impact of our weaknesses? Did we correctly identify opportunities and threats and find ways to take advantage of or overcome them?		

Step 6: Design of advocacy strategies Were the strategies used effective? Did we use a variety of strategies? Did we effectively implement education and sensitivity raising as a strategy? Did the affected population participate in carrying out the strategies? Did we do a good job with the press?		
Step 7: Development of an activity Plan Did we do what we set out to do? Was our plan clear and realistic? Did we break out of traditional roles in the distribution of responsibilities? Did we modify our plan when necessary?		
Step 8: Continuous evaluation Did we do evaluation throughout the process? Did we do evaluation at key moments in the process? Did we incorporate the conclusions of the evaluations in our actions?		

3. The small groups present the conclusions of their work in plenary.

4. In plenary, the participants discuss the analysis that has been done by the small groups, attempting to isolate the causes and effects of difficulties where they occurred. The facilitator shares a reflection on the advantages and difficulties of evaluating advocacy processes.

Worksheet 4 for step 8: Table for Evaluation of the Planning Process, Step by Step (Example)

QUESTIONS	FACTS	COMMENT
Step 1: Identification and analysis of the problem Was in-depth analysis of the problem carried out? Do many people experience the problem? Is the problem related to our mission?	In-depth analysis of the problem was done from different points of view. It is a problem that affects half of the population in a significant way. The initiative was built around the mission.	The problem of gender discrimination runs very deep and therefore will not be solved with just one initiative

Step 2: Formulation of the proposal Was there good analysis of the way the proposal would help solve the problem? Was our proposal feasible? Was our proposal motivating and one that people could unite behind? Did we promote institutional and cultural changes? Did we set clear and realistic goals? Did we modify the proposal when it was necessary without losing the essence of its content?	The proposal was very specific and directly related to the problem. We tried to bring about institutional changes in the Ministry of Labor, involving civil society in the planning and monitoring. The proposal was not very understandable and therefore did not motivate very many people. We had to modify the proposal a bit because the Ministry of Labor had little institutional capacity.	We became aware that the Ministry of Labor is very weak, with a low budget, little vision, and limited national coverage

Step 3: Analysis of the decision making Space Did we identify the decision-maker correctly? Did we understand the institutional processes for decision-making? Did we take into account the informal decision-making processes? Did we identify the best moments to influence the decision? Did we properly manage information about the decision-making space?	We identified the decision-maker correctly, but it was difficult for us to understand the institutional and personal factors that influenced his decisions. The processes were very technical and it was difficult for us to get clear answers. We were under a lot of time pressure because the time frame for making the decision was moved up. We were not able to get the proposal approved in its entirety	We obtained information about formal decision-making processes, but in practice they were not used to make decisions. Institutional decisions were unjust and were based on personal interests.

Step 4: Analysis of channels of influence Did we accurately prioritize the actors with the most influence? Did we get concrete support from important allies? Did we successfully neutralize the impact of opponents? Were we able to convince the undecided persons? Were we able to fill information gaps?	In general, we did properly identify those people with the most influence. We did get support from allies, but it was difficult for us to neutralize opponents. Including undecided persons was critical, even though it modified the focus of the proposal.	It was difficult for us to get precise information about the key actors.

Step 5: SWOT analysis Did we correctly identify our main strengths and weaknesses with respect to the initiative? Did people and groups identify with the proposal? Did we make the most of our strengths? Were we able to limit the impact of our weaknesses? Did we correctly identify opportunities and threats and find ways to take advantage of or overcome them?	We correctly identified our own strengths and weaknesses. We underestimated the importance of the relationship with key actors. We were able to improve our relationships with key actors, but the lack of communication and democracy within our coalition was a problem.	

Step 6: Design of advocacy Strategies Were the strategies used effective? Did we use a variety of strategies? Did we effectively implement education and sensitivity raising as a strategy? Did the affected population participate in carrying out the strategies? Did we do a good job with the press?	The strategies were effective, but we did not always involve the affected population; this put the validity of the proposal at risk. We did not adequately prepare our press strategy and had to do it on the fly.	Relationships with key actors helped us generate more pressure and put the issue on the table with the support of the press.

Step 7: Development of an activity Plan Did we do what we set out to do? Was our plan clear and realistic? Did we break out of traditional roles in the distribution of responsibilities? Did we modify our plan when necessary?	Only partially accomplished. There was quite a bit of women's participation. Nonetheless, there was not as much participation by grassroots or rural women. Disagreements occurred because of the different interests of the members of the coalition, but we worked in a coordinated way. We had to modify the proposal so that it would be more feasible. We implemented it in a more moderated way.	We did not realistically assess the fact that we had very little time and few resources available to execute the plan.
Step 8: Continuous evaluation Did we do evaluation throughout the process? Did we do evaluation at key moments in the process? Did we incorporate the conclusions of the evaluations in our actions?	We did not do very systematic evaluations, even though we did carry them out at important moments in the advocacy process. We changed our focus based on the evaluations.	The mechanism for evaluation was not very clear. The evaluations were not always participatory. There was a lack of clarity about who was going to participate in the evaluations and at what level the impact would be evaluated.

Time

1 hour and 50 minutes in total:

- 1 hour to fill out the table in small groups
- 30 minutes for presentations
- 20 minutes for the final discussion.

Note: If the participants are going to read the case studies, then more time needs to be allotted for the work in small groups.

Technique 4: Fast evaluating the execution of an activity plan

Objective for this session

To evaluate the execution of an activity plan, activity by activity.

Use of this technique

This technique can be used to evaluate an activity plan after it has been carried out or to do ongoing evaluation during an advocacy process. In the latter case the technique enables mid-course adjustments to be made.

Process

1. Three to five small groups are formed. Each evaluates one aspect of the activity plan that was developed previously.
2. The small groups fill out Worksheet 5 ("Table for Evaluation and Follow-up of an Activity Plan"). The first two columns, on planned activities and desired outcomes, come directly from the original activity plan. The rest of the columns refer to what happened during implementation of the plan and recommended changes for the future.

Worksheet 5 for step 8: Table for Evaluation and Follow-up of the Activity Plan

Planned activities	Desired outcomes	Actual outcomes	Reasons why completed/not	Necessary adjustments

General comments:

3. The small groups present their conclusions in plenary.

4. The participants are invited to comment on the conclusions of the small groups and on the proposed adjustments to the plan in a plenary discussion. The facilitator tries to help the group reach consensus about the adjustments that will be made in the plan.

Time

2 hours in total:

- 1 hour in small groups
- 30 minutes for the presentations in plenary
- 30 minutes of discussion and consensus.

Technique 5: General evaluation of the initiative

Objective of this session

- To start a discussion about the success of an advocacy initiative.

Use of this technique

This technique allows participants to evaluate the initiative in a general and simple way, examining accomplishments and difficulties within the overall advocacy experience. It is a participatory technique that can be used by groups that lack literacy skills and would have difficulty filling out tables.

Process

1. The facilitator asks the group the following questions:
   Was the proposal approved?

- Why or why not?
- What were the external causes of the success or failure?
- What were the internal causes of the success or failure?

2. The group engages in discussion of the advocacy process, guided by the four questions. The facilitator helps the group uncover the roots of any difficulties that were experienced, with a view to proposing new activities to address them.

Time

1 to 2 hours, depending on the situation.

Technique 6: Collective evaluation of the impact of the initiative

Objective of this session

- To evaluate the impact of an advocacy initiative based on previously established criteria.

Use of this technique

This is a visual and participatory evaluation that uses criteria defined by the group.

Process

1. The facilitator stimulates discussion with the following question:

   “What criteria can we use to measure the impact of an advocacy initiative?"

The responses are written on a sheet of newsprint. The participants then attempt to narrow the list to four or five criteria for each of the three levels of impact that were mentioned in the key concepts for Step 8. Each criterion is written on a card.

2. The facilitator presents Worksheet 6 ("Table for Evaluating the Impact of Advocacy by Criteria") on a sheet of manila paper. The cards are placed in the "Criteria" column on the table.

3. Instructions: Record the value given to each of the criteria by marking an "X" on the appropriate line.

Worksheet 6 for step 8: Table for Evaluating the Impact of Advocacy, by Criteria

Level of Impact	Criterion	- A little -	+ A lot +
1. Solving specific problems through public policies			
2. Strengthening and empowering civil society			

4. Each participant comes forward and writes an "x" with a marker beside each criterion in one of the two right-hand columns, to show that the

advocacy had either "a little" impact or "a lot" of impact with respect to that criterion (see Worksheet 7 for an example of a completed table)

Worksheet 7 for step 8: Table for Evaluating the Impact of Advocacy by Criteria (Example)

Level of Impact	Criterion	- A little -	+ A lot +
1. Solving specific problems through public policies	Approval of the proposal	XXXX	XXXXXXXX
	Application or implementation of the proposal	XXXX	XXXXXXXX
	Public discussion of the issue	XXXX	XXXXXXXX
	Issue put on the agenda	XXXX	XXXXXXXX
	Government plans take into account the affected population	XXXX	XXXXXXXX
	Progress in solving the problem	XXXX	XXXXXXXX
	Legalization of the group or coalition	XXXXXXX	XXXXXXXX
2. Strengthening and empowering civil society	Greater knowledge about the way the state functions	XXXX	XXXXXXXX
	Capacity to generate proposals	XXXX	
	New nontraditional allies	XXXX	XXXXXXXX
	Ability to do social auditing of public policies and programs	XXXX	XXXXXXXX
	Greater credibility	XXX	XXXXXXXX
	Sensitivity raised about the issue	XXXX	XXXXXXXX
	Formation of sustainable alliances	XXX	XXXXXXXX
	Empowerment at the local level	XXXXX	XXXXXXXX
	Participation of sectors that have little representation	XXXX	
	Establishment of other mechanisms for state-civil society interaction	XXXX	XXXXXXXX

5. The results of this exercise are discussed using the following questions:

- At what level have we been able to have an impact?
- At what level have we had little impact?
- At what level is there disagreement?
- In plenary, the group examines the criteria one by one, discussing why people voted the way they did and listening to different arguments from within the group.

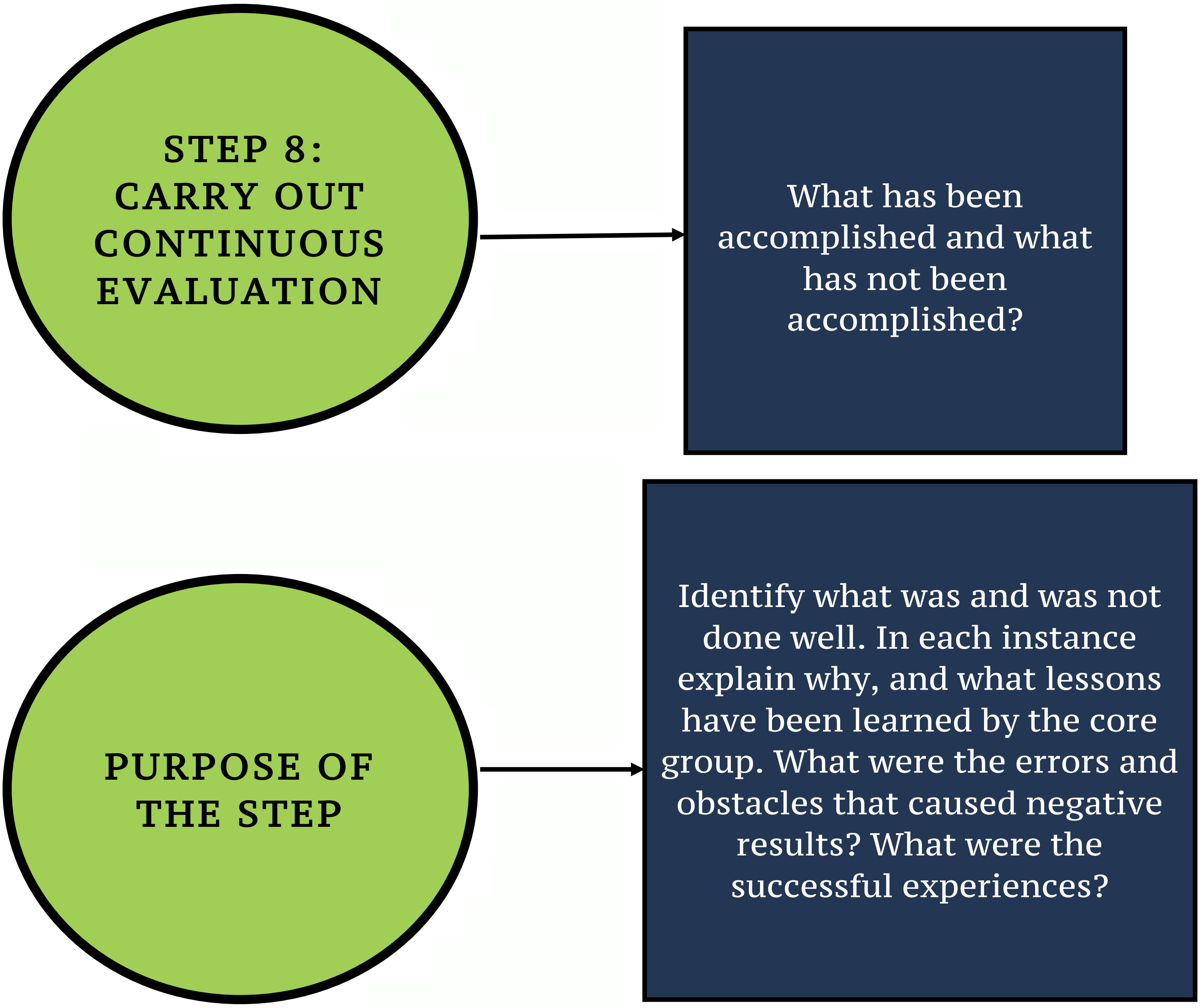
Time

2 hours in total:

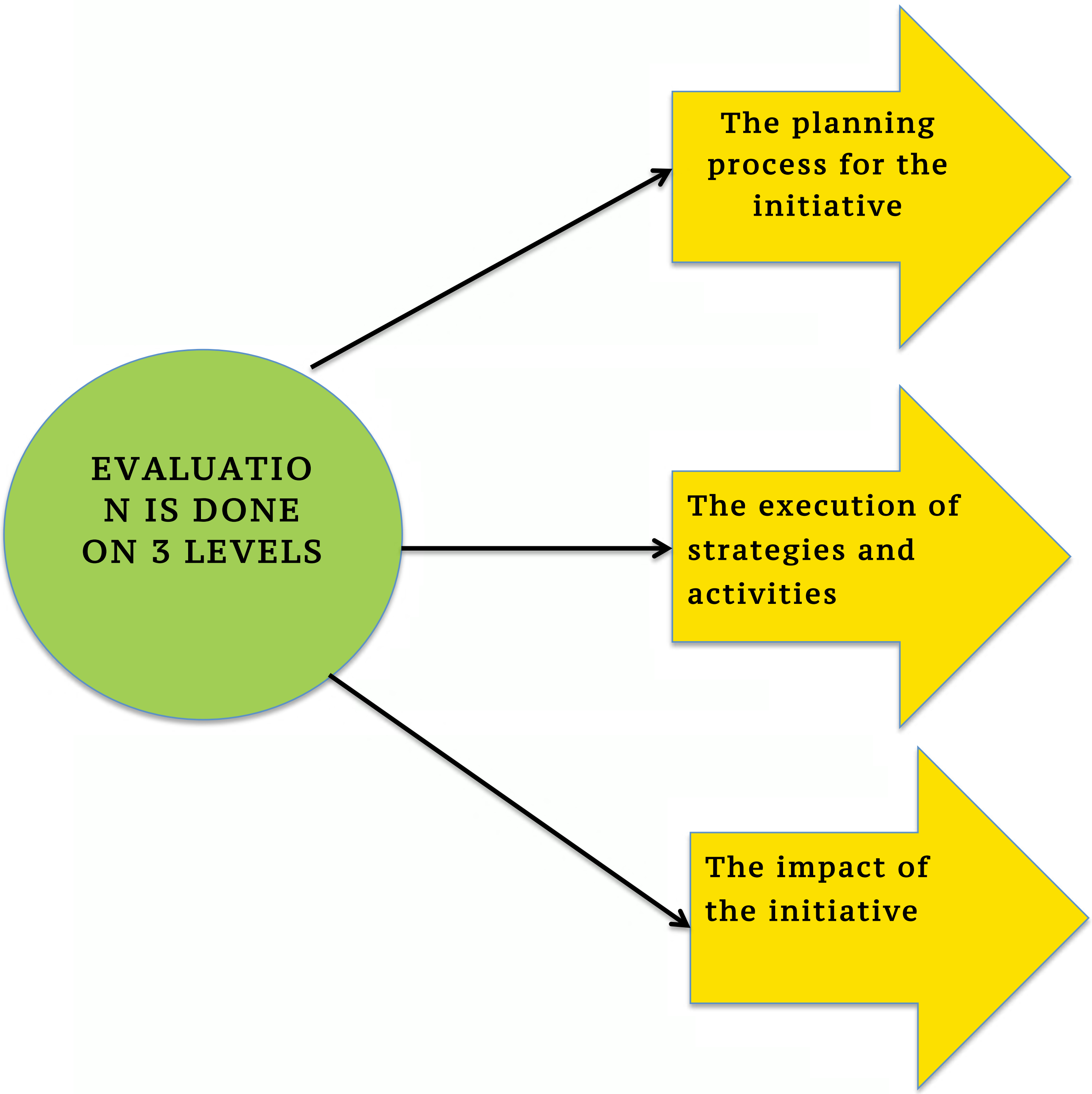
- 30 minutes to set and fine-tune criteria
- 90 minutes to record opinions and discuss the results.

Resources for Step 8

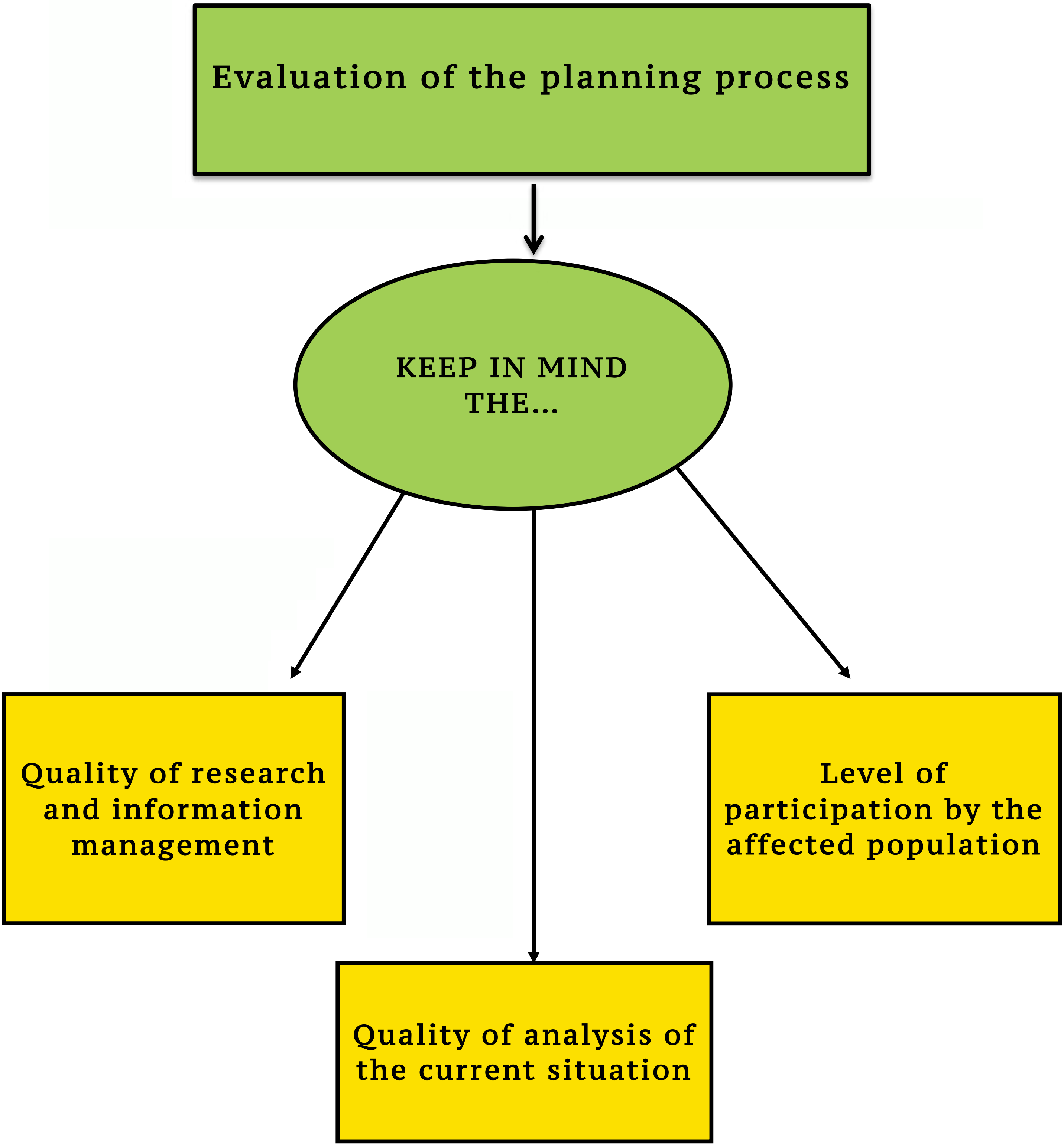
Resource 1



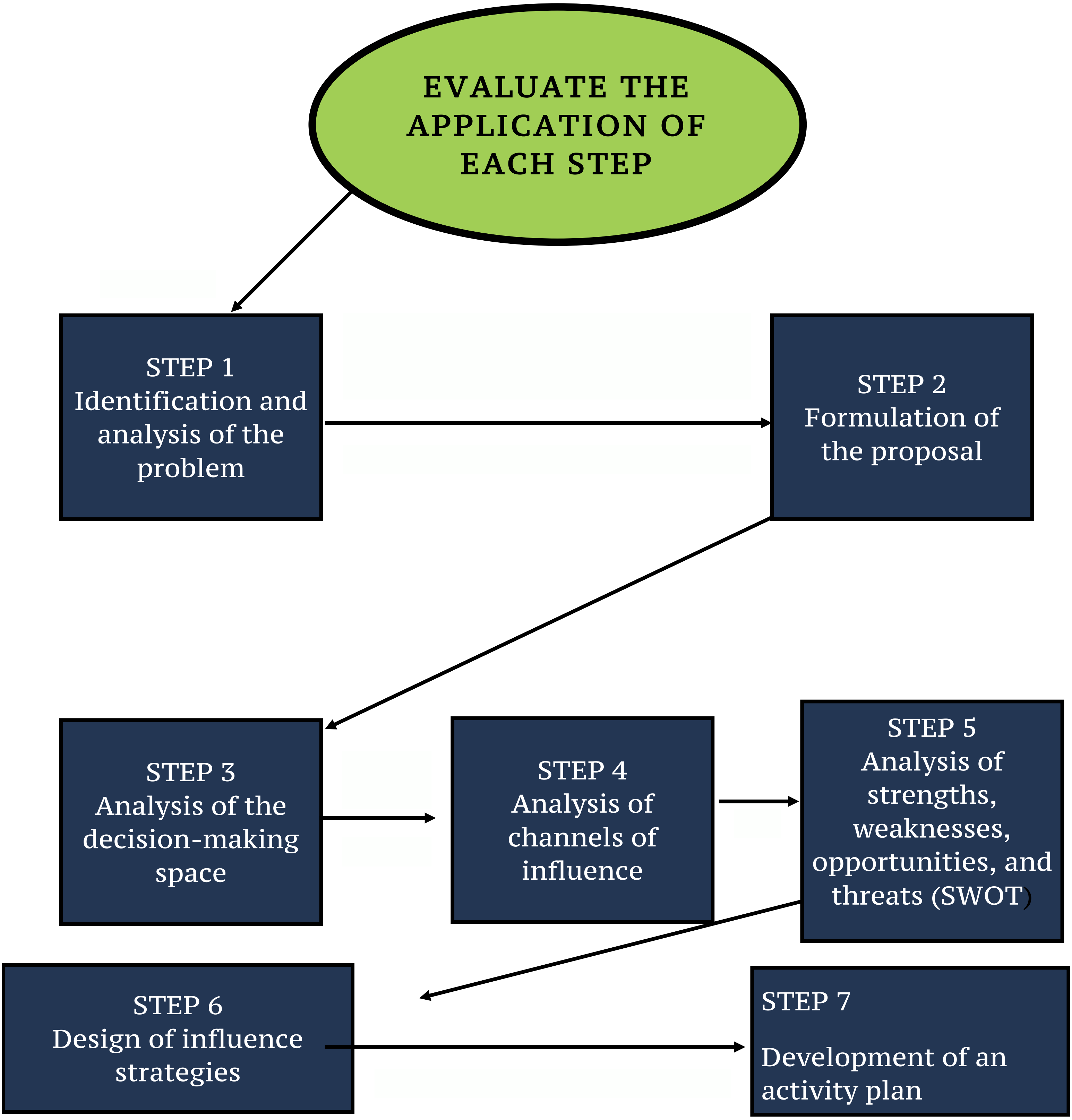
Resource 2


EVALUATIO
N IS DONE
ON 3 LEVELS
The planning process for the initiative
The execution of strategies and activities
The impact of the initiative

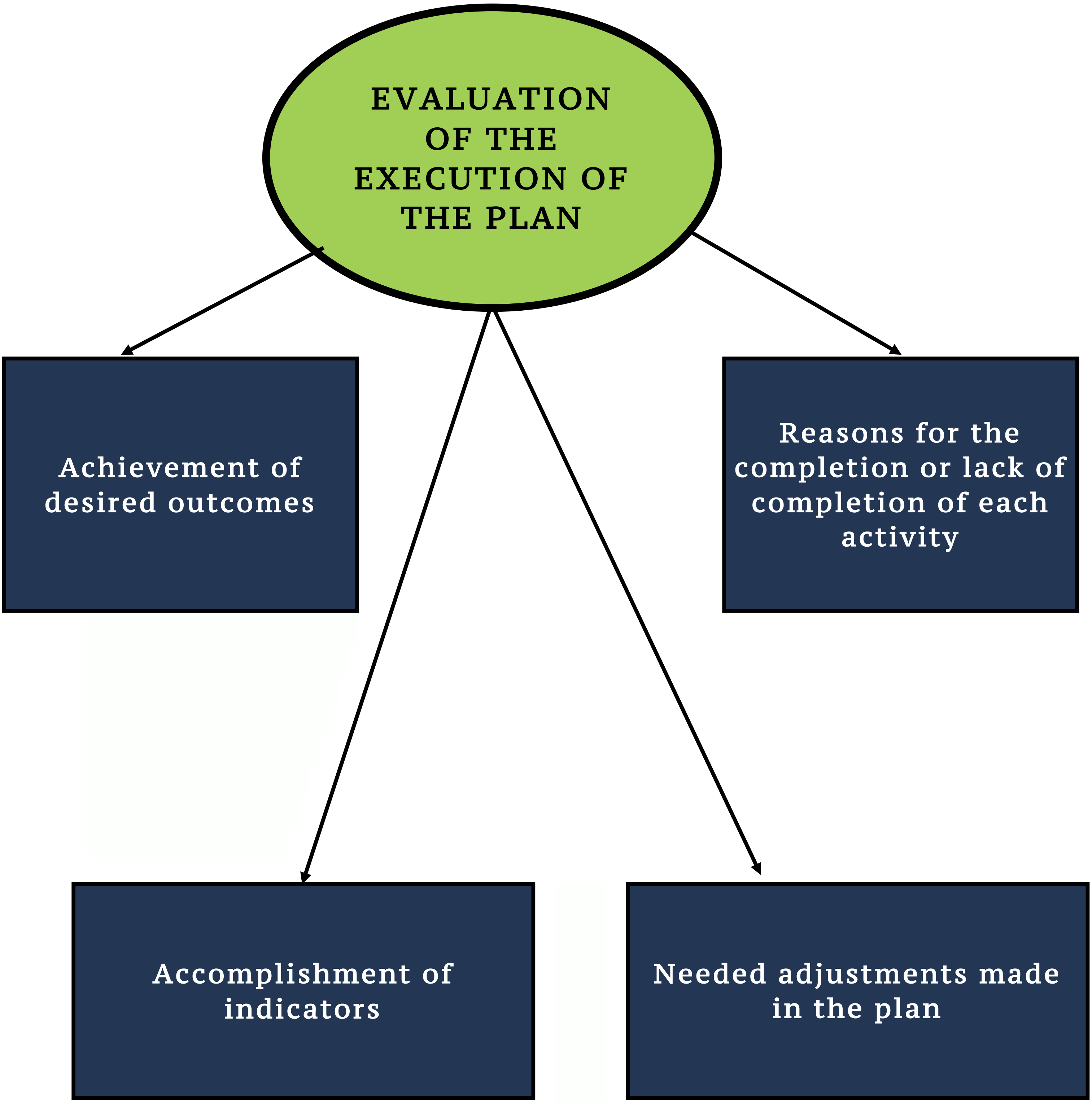
Resource 3


Evaluation of the planning process
KEEP IN MIND THE...
Quality of research and information management
Level of participation by the affected population
Quality of analysis of the current situation

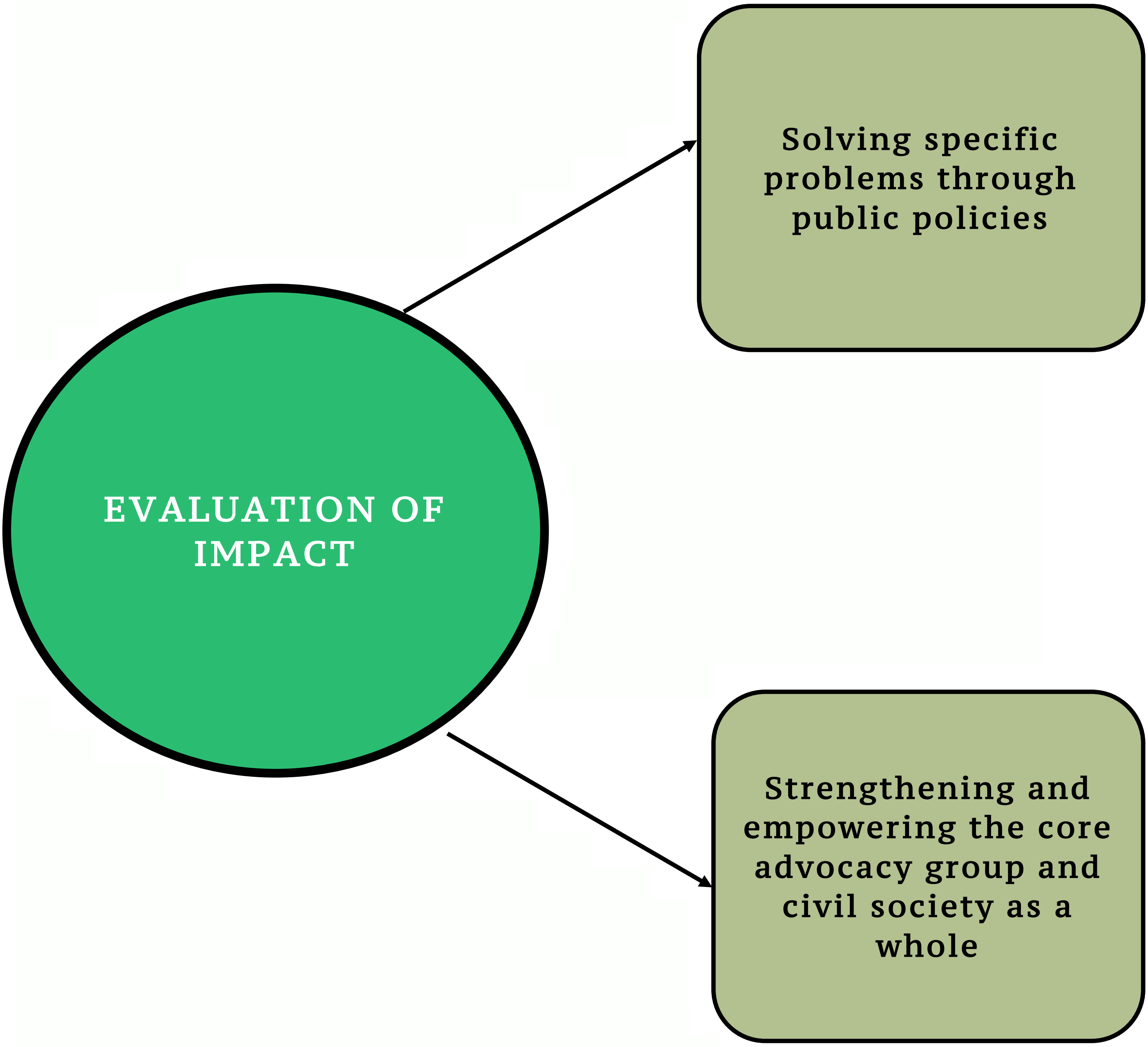
Resource 4


EVALUATE THE APPLICATION OF EACH STEP
STEP 1 Identification and analysis of the problem
STEP 2 Formulation of the proposal
STEP 3 Analysis of the decision-making space
STEP 4 Analysis of channels of influence
STEP 5 Analysis of strengths, weaknesses, opportunities, and threats (SWOT)
STEP 6 Design of influence strategies
STEP 7
Development of an activity plan

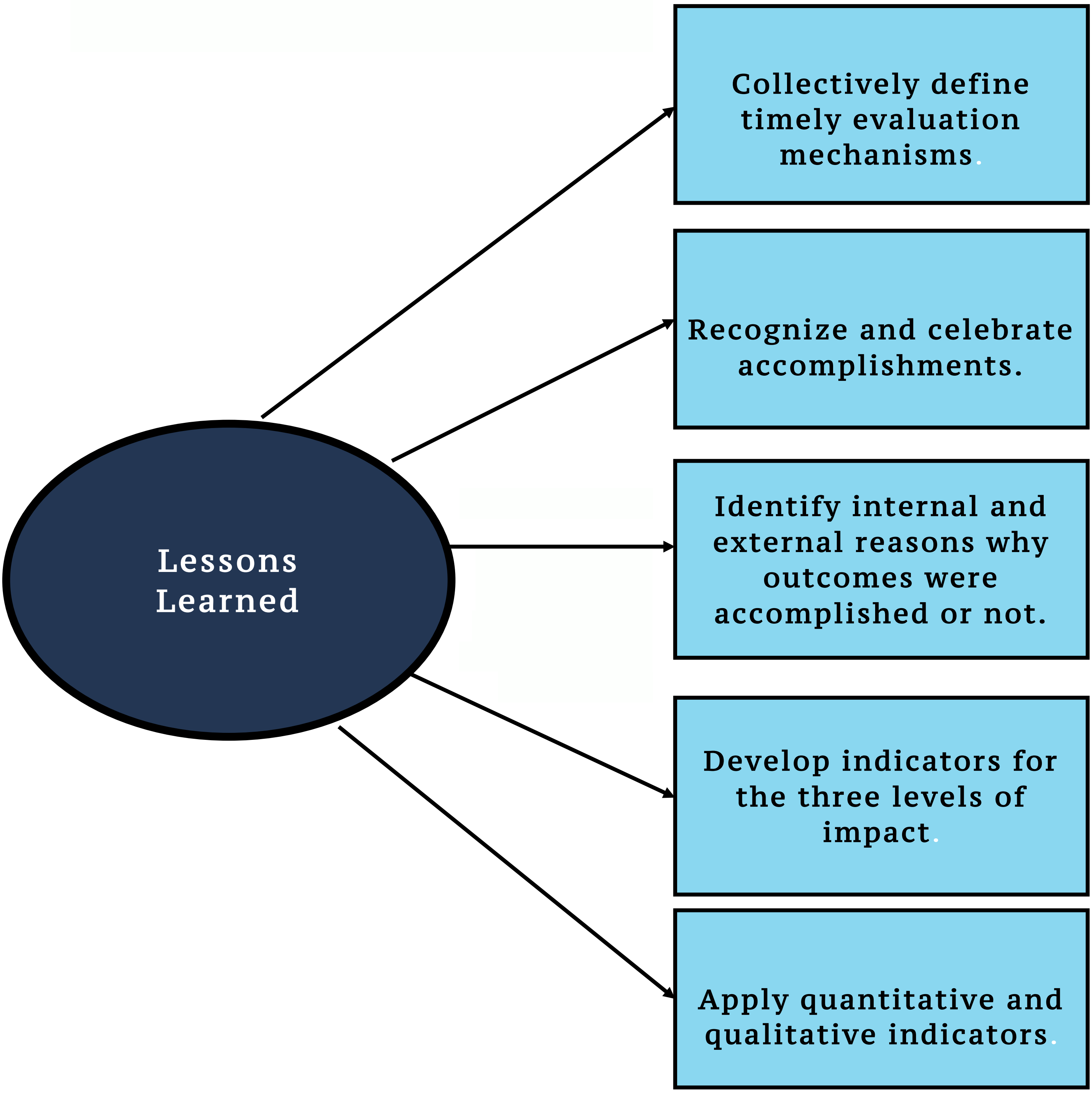
Resource 5


EVALUATION OF THE EXECUTION OF THE PLAN
Achievement of desired outcomes
Reasons for the completion or lack of completion of each activity
Accomplishment of indicators
Needed adjustments made in the plan

Resource 6


EVALUATION OF IMPACT
Solving specific problems through public policies
Strengthening and empowering the core advocacy group and civil society as a whole

Resource 7


Lessons Learned
Collectively define timely evaluation mechanisms.
Recognize and celebrate accomplishments.
Identify internal and external reasons why outcomes were accomplished or not.
Develop indicators for the three levels of impact.
Apply quantitative and qualitative indicators.