IPPF International Planned Parenthood Federation
Western Hemisphere Region

From choice, a world of possibilities

Handbook for Advocacy Planning

HANDBOOK FOR ADVOCACY PLANNING

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PEFC/04-4-0008

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This edition consists of 1,000 copies.
Mexico, D.F., January 2010.

We are very proud to share with you this publication, which is the result of three years of work by the Advocacy team of the International Planned Parenthood Federation/Western Hemisphere Region (IPPF/WHR). This *Handbook for Advocacy Planning* is part of the series *Advocacy Tools*. It aims at building the capacities of IPPF Member Associations, as well as other organizations, to design and implement effective projects that will facilitate the advancement of the political agenda in favor of sexual and reproductive rights.

Advocacy is central to the work of the IPPF. It is only with governments' steady political and financial commitment that we will be able to achieve both universal access to reproductive health and the protection of sexual and reproductive health rights of all individuals, so that they may exercise these rights freely.

To develop this handbook, the IPPF/WHR Advocacy team reviewed several proposals and designed a methodology that was implemented and tested with the IPPF Member Associations in three Caribbean and seven Latin American countries. Each workshop conducted allowed us to change and strengthen our methodological model to produce the tool we are offering you here.

IPPF/WHR also hopes that this handbook will contribute to the work of the organized civil society in favor of sexual and reproductive rights. It aims at strenghtening civil society's Advocacy actions as well as to provide a tool to systematically influence the domestic and international political scenes. As a result, this tool will help civil society organizations to demand greater transparency and accountability to their governments regarding health care and sexual and reproductive rights.

We hope that this publication will fulfill its goals and become a reference point for Advocacy work.

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ACKNOWLEDGMENTS

The development of the methodology presented in this handbook was possible thanks to the support of the Board of Directors of the International Planned Parenthood Federation/Western Hemisphere Region (IPPF-WRG). To strengthen the political work of Member Associations and of the movement for Sexual and Reproductive Rights movement, the IPPF-WHR decided to invest in the creation of Advocacy tools.

The work of María Antonieta Alcalde, Gabriela Cano, and Rodrigo Arróniz was invaluable. They designed, tested, and assessed each session, and edited the handbook.

Many other people contributed to the production of this handbook. We particularly thank Amanda Claremon, Erica Allen, Pierre LaRamee, Laura Malajovich and Alexandra Garita for their valuable contributions to the design of this methodology, and Flor Hunt, Victoria Ward, Rebecca Koladycz, Alejandra Meglioli, Giselle Carino, Marcela Rueda, Jennifer Friedman, Carrie Tatum, Victoria Fuentes and Jocelyn Ban for their comments, which enriched this publication in a valuable way.

Furthermore, we would also like to express our great appreciation for the help of the Member Associations that allowed us to test and improve our methodology through the design and implementation of Advocacy projects. Thanks to the Asociación Chilena de Protección de la Familia (APROFA), Asociación Dominicana Pro-Bienestar de la Familia (PROFAMILIA), Asociación Panameña para el Planeamiento de la Familia (APLAFA), Asociación Pro-Bienestar de la Familia Nicaragüense (PROFAMILIA), Barbados Family Planning Association (BFPA), Centro de Investigación, Educación y Servicios (CIES), Fundación Mexicana para la Planeación Familiar (MEXFAM), Instituto Peruano de Paternidad Responsable (INPPARES), Saint Lucia Family Planning Association (SLFPA), and Trinidad and Tobago Family Planning Association (TTFPA).

We could not end without thanking the Governance and Transparency Fund of the UK Department for International Development (DFID), Hewlett Foundation, Agencia Española de Cooperación Internacional para el Desarrollo (Spanish Agency for International Cooperation for Development) (AECID) and the United Nations Population Fund (UNFPA) , whose financial support made it possible to design and print this handbook.

INTRODUCTION

Cooperation between civil society and the government is a practice that strengthens democratic values, thus benefiting both the State and the population.

Like in any social construction, laws, norms, codes, public policies, and government programs change – evolving or regressing – in response to their sociohistorical context. Legislators and public officials or civil servants have the authority to, and are responsible for, managing the processes whereby such laws, norms, codes, public policies, and government programs are designed, modified, or reformed. Nonetheless, society as a whole, and particularly non-governmental organizations, has the duty to get involved in these processes. Organizations must do so not only as part of citizens' obligation to observe, participate, and demand compliance, but also in order to contribute knowledge, experiences, and viewpoints that assertively and appropriately respond to society's needs.

Developing Advocacy activities entails carrying out a series of highly specialized actions. Associations must analyze political processes, State structure, current legislation at the various government levels, international commitments, and the social, economic, geopolitical, and human development context. With this information, they can suggest timely changes to legislation, public policy, and government programs to the appropriate agencies (Parliament, the Courts, Departments, Ministries, and others).

We must engage in Advocacy work because each nation must have the legal and institutional mechanisms to protect and promote the rights of their citizens, and thus foster the welfare of people and communities. We must also engage in Advocacy work because our efforts to inform, raise awareness, and articulate our work with decision makers, State and government actions addressing a specific issue will correspond to the reality that determines them.

HOW THIS HANDBOOK WORKS

The handbook is divided into an introductory module and thirteen work modules.

The first four modules are devoted to raising the associations' awareness regarding the relevance of Advocacy work, explaining concepts, and introducing the Advocacy models used by IPPF/WHR.

Modules 5 to 13 provide a step-by-step guide to designing effective Advocacy projects.

Modules are divided into sessions, and sessions, into activities.

In each module you will find the following elements:

OBJECTIVE OF THE MODULE

The change we expect to achieve through the implementation of the various sessions comprising the module

DURATION OF THE MODULE

The time that will be needed to complete all the session of the module.

MODULE DEVELOPMENT

Shows a compilation of the basic elements of the sessions that comprise the module

MATERIALS

Supplies needed to carry out the session. In most cases, these include stationery and reference documents.

CENTRAL THOUGHTS

Key notions that you must consider before starting the activities of the module and the sessions.

SUPPORT DOCUMENTS

It is the list of documents that will be used during the module. All the documents shown in these boxes could be found as addendums at the end of each module.

SESSION OBJECTIVES

They specifically describe what participants will be able to do at the end of the session. Facilitators must write Learning Objectives on a flip chart before each session so that participants can go over them at the begining of a new session.

DURATION OF THE SESSION

The time you must devote to all the activities included in the session

PREPARATION

What you need to do before starting the session. This generally refers to making copies of documents or creating flip charts.

EXPECTED OUTCOMES

The tangible final results of the session. The documents, definitions, decisions or actions that should be develop during the session.

ACTIVITIES

The actions that you must carry out, described step-by-step. It also indicates the estimated time you will need to do so, the flip charts you must use, and when to hand out support documentation.

Activities have been designed based on a participatory logic. Groups should be co-ed. Ideally these groups should be comprised of fifteen to thirty people who have different levels of knowledge and experience regarding Advocacy activities. If groups have fewer than fifteen or more than thirty members, you must revise the methodology to adjust it to the group size, especially regarding the time frame.

NUMBER OF THE SESSION OR ACTIVITY (in orange the sessions, and in grey the activities)

NAME OF THE SESSION OR ACTIVITY

NAME OF THE MODULE

What follows is a table with the modules and sessions making up this handbook.

Modules	Sessions	Objectives At the end of the session, participants:	Duration
	INTRODUCTORY SESSION		**1 HR 40 MIN**
I/S1	Introductions	Will know the members of the group that will participate in the planning workshop, including the facilitator	30 min
I/S2	Reviewing Workshop Objectives	Will be familiar with the objectives of the workshop	10 min
I/S3	Sharing Expectations	Will have shared expectations regarding the workshop	20 min
I/S2	Coexistence Agreements	Will have agreed upon rules to be observed throughout the workshop	15 min
I/S3	Reviewing the Agenda and Working Materials	Will be familiar with programmed activities and with the working materials provided to them	15 min
I/S3	Logistics Information	Will have logistics information concerning the workshop	10 min
MODULE 1	**ADVOCACY AND ITS RELEVANCE**		**2 HRS 40 MIN**
M1/S1	What is Advocacy?	Will clearly define the concept of Advocacy	45 min
M1/S2	Advocacy and Related Concepts	Will differentiate between Advocacy strategies and other related strategies	1 hr 10 min
M1/S3	Why we Should Not do Advocacy Work	Will identify the relevance of Advocacy actions for the advancement of sexual and reproductive rights	45 min

Modules	Sessions	Objectives At the end of the session, participants:	Duration
MODULE 2	**COMPREHENSIVE ADVOCACY MODEL**		**45 MIN**
M2/S1	Comprehensive Advocacy Model	Will identify the components of the IPPF/WHR Advocacy model and their relevance	45 min
MODULE 3	**GOVERNANCE: BASIC CONCEPTS**		**2 HRS 35 MIN**
M3/S1	Presentation and Discussion of Governance Concepts	Will understand the concepts of governance, transparency, participation, and accountability, and how they relate	1 hr 30 min
M3/S2	How Do These Concepts Relate to Our Work?	Will identify the relationship between governance, transparency, accountability, and participation, and the relevance to their work	1 hr 5 min
MODULE 4	**ADVOCACY PLANNING MODEL**		**1HR 15 MIN**
M4/S1	Advocacy Planning Model	Will identify the steps toward effective Advocacy planning	1 hr 15 min
MODULE 5	**POLITICAL MAPPING**		**5 HRS 40 MIN**
M5/S1	Introduction to the Methodology	Will understand the significance of creating political maps as an input to developing Advocacy projects	35 min
M5/S2	Presenting the Political Map	Will acquire in-depth knowledge of how the state works and how it responds to the various demands connected with the issue of interest	4 -5 hrs
M5/S3	Good, Bad, or Nonexistent	Will identify legal and public policy gaps within the state in relation to the issue of interest	45 min

Modules	Sessions	Objectives At the end of the session, participants:	Duration
MODULE 6	**DEFINITION AND ANALYSIS OF THE PROBLEM**		**1 HR 30 MIN**
M6/S1	Choosing the Problem you Want to Address	Will clearly identify the problem to be tackled through an Advocacy strategy	30 min
M6/S2	Analyzing the Problem	Will define causes and consequences of the problem to be addressed	1 hr
MODULE 7	**DEFINITION OF THE ADVOCACY EXPECTED RESULT**		**2 HRS**
M7/S1	Defining the Advocacy Expected Result	Will clearly identify the relevance and the basic components of an Advocacy Expected Result (AER) Will determine the Advococay Expected Result for their project	2 hrs
MODULE 8	**ANALYSIS OF THE TARGET AUDIENCE AND THE SECONDARY AUDIENCE**		**5 HRS 10 MIN**
M8/S1	Analyzing the Target Audience	Will clearly identify the target audience for the Advocacy project and define the necessary strategies to work with this audience	1 hr 45 min
M8/S2	Analyzing the Secondary Audience	Will clearly identify the secondary audience for the project and define the necessary strategies to work with this audience	2 hrs
M8/S3	Audience analysis	Will devise the necessary strategies to work with the target and secondary audiences	1 hr 25 min

Modules	Sessions	Objectives At the end of the session, participants:	Duration
MODULE 9	**ANALYSIS OF POTENTIAL ALLIES**		**1 HR 30 MIN**
M9/S1	Networks and Coalitions	Will identify potential allies that may contribute to the achievement of the AER Will determine whether it is necessary to create a new institutional space or to strengthen an already existing one	1 hr 30 min
MODULE 10	**SELF-ASSESSMENT**		**2 HRS 15 MIN**
M10/S1	SWOT (Strengths, Weaknesses, Opportunities, and Threats)	Will identify strengths, weaknesses, opportunities, and threats within their organization or group to achieve the Advocacy Expected Result they have chosen	1 hr
M10/S2	Strategies	Will define strategies that will enable them to transform weaknesses into strengths and threats into opportunities, as well as to profit from their strengths and opportunities	1 hr 15 min
MODULE 11	**CAUSAL PATHWAY**		**6 HRS 10 MIN**
M11/S1	Introduction to the Causal Pathway	Will understand the components of the causal pathway	45 min
M11/S2	Defining the General Objective of the Project	Will set the general objective for the Advocacy project	1 hr 25 min
M11/S3	Developing the Project's Specific Objectives	Will develop well-defined specific objectives for the Advocacy project	2 hr 35 min

Modules	Sessions	Objectives At the end of the session, participants:	Duration
M11/S4	Developing Key Activities	Will identify key activities to achieve each specific objective of the Advocacy project	1 hr 25 min
MODULE 12	**DEVELOPING THE ADVOCACY STRATEGY**		**1 HR 30 MIN**
M12/S1	Introduction to the Logical Framework	Will be familiar with the Logical Framework tool developed by the IPPF/WHR	40 min
M12/S2	Understanding Indicators for an Advocacy Project	Will know what an indicator is and how to make use of it	50 min
MODULE 13	**NEXT STEPS**		**45 MIN**
M13/S1	Developing the Agenda for the Next Meeting	Will define next activities, dates, and who will be responsible for those activities	45 min

FACILITATION ADVICE

Good facilitators know the topics they are addressing. They must have good command of the concepts they will work on during the workshop, as well as updated and sufficient information about the issues connected with a potential Advocacy project. In this case, these issues are human rights, health care, sexual and reproductive rights, lobbying, political influence, inter and intrasectoral networking strategies, gender equality and equity, youth, as well as, the structure of the IPPF.

Facilitators must:

- Carefully prepare sessions in advance, so that they can print, obtain, and/or develop all the necessary materials
- Maintain a respectful stance regarding opinion diversity, without losing sight of the values underlying human rights: freedom, equity and equality, justice, and dignity
- Avoid imposing their opinion on the group in any way
- Encourage participation of all group members so that more than just a few people make comments
- Constantly keep an eye on the group's spirits; make sure that the energy level is maintained (through energizing exercises and other techniques) and that group members are alert to their need to rest
- Ensure that discussions do not become arguments
- Promote the creation and observance of coexistence agreements during the sessions
- Prevent competition among participants and teams that might undermine group solidarity
- Foster trust and confidentiality during the sessions

PRACTICAL ADVICE

At some moments, participants will have to analyze concepts in order to create their own definitions or to define or specify a situation. Instead of giving them the answers, ask questions that will direct their attention to a specific point or topic. Let them be the ones to identify and decide what is important.

For instance, instead of telling them that the lack of health care programs specifically designed for people living with HIV/AIDS bears negative consequences on community development, you might ask them to think and discuss what happens with communities that do not have health care programs for people living with HIV/AIDS.

If the group does not start sessions on time, do not get desperate or angry. Just remind group members at the beginning of the sessions that you are running "x" minutes late and that they will have to make up for the delay at the end of the session, and be strict with the timing. If it is impossible for them to stay later, cut breaks and meal times, but let the group know that you are making these changes because of some people's tardiness. These measures tend to promote punctuality.

FIVE BASIC STEPS PRECEDING EACH SESSION

- Make enough copies of all support documents.
- Create the flip charts you need for each session. Do not forget to have flip charts with the agenda and the objectives of the session.
- Carefully review the methodology. Try to understand the logic of the activities, and analyze the time frame according to the number of participants in your group. Make any necessary adjustments.
- Check the room where you will be working. Think of the most suitable way to set up the furniture (chairs, tables, blackboards). If you find any ventilation, lighting, or sound problems, solve them.
- Prepare the material you will use – markers, flip chart paper, and adhesive tape. Do not forget attendance sheets or your camera.

SOME PLAYFUL EXERCISES

It is often necessary to incorporate playful exercises into the workshop in order to promote trust and a cooperative spirit among participants, or to increase their energy level. Below you will find some exercises for this purpose.

BREAKING THE ICE

Interviews

Divide the group into pairs, and ask participants to interview each other following the script provided in the box. Participants should write down the answers on a piece of paper and introduce their interviewee to the group at the end of the exercise. It is more practical if they stick a photograph to the piece of paper and put up all the pieces of paper on a visible part of the wall, so that everyone can become familiar with the rest. You will need to print participants' pictures in advance.

Interview script

- Name
- Age
- Residence
- Occupation
- What do you like best about your work?
- What was the last movie you saw at the theater?
- What is the first thing that comes to mind when you hear the word **sex**?
- If you could make one wish, what would you ask for?

And We Agree!

Sit the group in a circle and ask members to form pairs with someone who:

- has read one of the books they have read
- has eaten the same thing for breakfast
- shares the same hobby
- wears the same shoe size

The rule is to avoid forming pairs with the same person twice during the game. At the end, facilitators will ask for volunteers who must tell the group when it was easier or harder for them to find a pair.

Oh My Habits!

Give each person a blank piece of paper. Ask participants to print the name of their favorite fruit in large letters. When they are done, each person must say the following sentence, filling out the blank with the fruit he or she wrote on the piece of paper: "I am *María* and every day when I wake up I wash my *orange*".

ENERGIZING, REVITALIZING

These exercises require physical contact. Before conducting them, make sure that all participants are comfortable with physical contact.

Good Morning with the Body

You need to have an odd number of participants. Include or exclude yourself as necessary.

A volunteer must tell the group to say "good morning" by joining a part of the body with the same part of the body of the other person, as we do when we shake hands. For instance: Good morning with the *knee.*

Participants must join their knee with the knee of the other person. The person who has no partner may decide whom to greet. Participants can neither greet the same person nor use the same part of the body twice.

Warm Feelings

Ask group members to make a circle and leave a little space between them. Next, ask them to rub their hands in order to generate a feeling of warmth, and indicate where they must place their hands. After three turns, you may ask volunteers to decide where to put the feeling of warmth. Examples:

- Rub your hands and put the warmth on the shoulders of the person on your right
- Rub your hands and put the warmth on the cheeks of the person on your left
- Rub your hands and put the warmth on your own belly button

In Order of Appearance in the World

Ask the group to stand in an open part of the room. Now tell them that this exercise must be conducted in silence; they are not allowed to talk. Ask them to form a line according to the order of their birth dates. The youngest person should be first, and the oldest, last.

Give them three minutes to form the line, and then ask them to say their birth date one by one so as to confirm that everybody is in the right place. This exercise is useful to talk about assertive communication and co-responsibility.

WAYS OF DIVIDING A GROUP

As a general rule, teams with more than six people are not practical. Teams this large become difficult for all members to participate, and teams this size often require a moderator. Furthermore, if all members actually want to talk, they will need more time to complete the task. There are several techniques to divide groups into teams. The most common ones are:

Numbering

If you want to divide the group into four teams, ask participants to number themselves from one to four in the order they are seated. Then all those who got number 1 form a team, those who got number 2 another team, and so on.

According to the order of the names in the attendance sheet

Decide how many teams you want. Read the sheet, and form the teams in keeping with the order of the list.

According to similarities among participants

Sometimes the group must divide into teams that share something, for instance, all those who work for the same organization, who are interested in the same topic, who have the same information, and so on.

The obvious and most practical thing to do is to let participants form the groups according to their own judgment. If the activity does not require a minimum/maximum number of members per team, it is easy. Otherwise, you can ask one or more people to change teams in order to conduct the activity. If necessary, decide who must switch, and to which team.

DISCUSSION AND ANALYSIS TECHNIQUES

The various activities of this handbook suggest different discussion and analysis techniques. The most common ones are described below:

Brainstorming

The goal is to create a semantic field around a certain concept. This technique promotes both the emergence of new ideas and the participation of all group members.

Write the concept or idea that you want to analyze in a place that is visible for the whole group. Either spontaneously or in order, people will voice words or thoughts associated with the concept. At the end you will have a set of ideas surrounding the central concept, which will assist the group in creating definitions or meanings.

When you place the ideas in a visible spot, make sure to write in large, legible letters and dark colors. List the ideas. Alternate between two colors.

Plenary session

Raise the topic or concept you want to discuss with the group as a whole. Ask participants to give their opinions about it one at a time, and to speak for one minute at the most. Summarize what has been discussed. Make sure participants do not get sidetracked so that the group can make progress.

When the group reaches a saturation point, facilitators must systematize what has been discussed in order to come up with a standardized or agreed-upon idea.

Team discussion

This activity encourages in-depth analysis. Make sure that all team members participate, and that someone takes notes of the team's conclusions and of the method they used to reach them.

As a general rule, each team's thoughts must be analyzed in the plenary so as to enrich the work of all teams and build common ground for understanding.

Buzz group.

This exercise facilitates involvement, especially in groups whose members are not very talkative, or when you need to motivate discussion and participation.

Form pairs of people who are sitting next to each other. There may be a three-person team if necessary. Ask each pair to discuss the topic for two minutes. When time is over, ask for volunteers to share their thoughts with the group.

As in plenary sessions, make sure participants do not get sidetracked, and remember to summarize what is being said.

DECISION-MAKING MECHANISMS

As they carry out workshop activities, group members will have to make decisions and stick to them. For this reason, they must agree on the method they will use to make such decisions. It is appropriate to take some time to reflect on each of these mechanisms.

Next you will find general information concerning decision-making tools that you can use with the group when the need arises. It is worth mentioning that ideally, the group should use consensus as its decision-making mechanism in this workshop. Nonetheless, this is also a decision that the group must make.

Among the various mechanisms, there are:

- Authoritarian type, whereby one person or a group of people make/s the decision according to what he/she/they believe/s is most suitable and to his/her/their own interests. These mechanisms do not take into account the opinion of all the people involved in the process, nor do they ensure that the group will be happy with the decisions;
- Inclusive type, which allow those involved in the process to give their opinion. These mechanisms, such as voting, however, do not provide significant spaces for sharing knowledge and experience;
- Fully inclusive and participatory type. They focus on promoting the fair and equal contribution of all those involved in the process, and open spaces for participants to think and to enter into agreements. These mechanisms, such as consensus building, are based on dialogue, and work well with groups that have common interests.

CONSENSUS

Advantages	Challenges
• Extracts the experience and knowledge of all people involved • Encourages the expression of all opinions • Fosters analysis of topics already discussed • Generates sounder decisions and greater commitment from the entire group • Promotes solidarity and cooperation • Renders people into active agents in the decision-making process	• Requires that group members share interests and goals • Requires that those involved have the same and sufficient information on the topic • Takes longer than other mechanisms • Calls for a neutral moderator

If you use this mechanism, it is likely that the decision made will not be seen as "the best decision." However, the whole group will consider it a good decision to which it can commit.

HOW DO YOU BUILD CONSENSUS?

When the group faces the dilemma of having to make a decision, facilitators must:

- Explain the topic under discussion to the group and what decision they need to make regarding this topic;
- Foster the creation of a diverse, participatory space for the exchange of ideas and opinions, leaving room for dissent;
- Summarize every discussion in a clear and neutral way;
- Guide the group to make a decision based on shared information and debate.

What can be done when there are strong conflicting opinions that make it difficult to reach consensus?

- Remind participants that consensus is a process that requires individuals to adopt the group's opinions over their own. In this regard, the method values the opinions of all group members.

- Clearly point out conflicting opinions and have a round of comments. First give the floor to two or three people who are in favor of the decision, and then to two or three people who are against it. After these rounds, ask the group once again to give their opinions on the decision in order to see whether positions have changed and consensus is possible.

- If consensus is not possible, ask those in favor of the decision to introduce other options incorporating the concerns of group members who are against it. Ask those who are against it to do the same, including the concerns of the people who are in favor. Ask the group if any of the new options is acceptable. Facilitate discussion to reach consensus.

- If consensus cannot be reached, ask those who are strongly against the decision to develop and share arguments supporting it. Ask those who are strongly in favor to develop and share arguments rejecting it. By having people adopt the opposite view, you make them look at the phenomenon from a different angle so that they can perceive new aspects of it. This switch may lead participants to soften their position and reach consensus.

- Ask the group to take a break, or postpone the decision for a later stage of the session. Tell them to use this time to reflect upon the best decision for the group, regardless of whether or not it matches their own.

- As a last resort, if you do not see that consensus is likely, you may suggest that the group agree to vote for a specific decision.

As part of the preliminary work for the workshop, it is important to define the schedule. The modules described in the handbook may be implemented in five full days. Below you may find a suggestion of how to distribute them.

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Morning	Introductory session (1 hr. 40 min.)	Module 4 Advocacy Planning Model (1 hr. 15 min.)	Module 7 Definition of the Advocacy Expected Result (2 hrs.)	Module 9 Analysis of potential allies (1 hr. 30 min.)	Continues: Module 11 The Causal Pathway (1hr. 25 min.)
	Module 1 Advocacy and its relevance (2 hrs. 40 min.)	Module 5 Political mapping	Module 8 Audience analysis	Module 10 Self Assessment (2 hrs. 15 min.)	Module 12 Development of Advocacy strategy (1 hr. 30 min.)
Afternoon	Module 2 Comprehensive Advocacy Model (45 min.)	Continues: Module 5 Political mapping (5 hrs. 20 min.)	Continues: Module 8 Audience analysis (5 hrs. 10 min.)	Module 11 The Causal Pathway (4 hrs 45 min.)	Module 13 Next steps (45 min.)
	Module 3 Governance: Basic concepts (2 hrs. 35 min.)	Module 6 Definition and analysis of the problem (1 hr. 30 min.)			Evaluation and closing (45 min.)

INTRODUCTORY MODULE
PLANNING ADVOCACY PROJECTS

OBJECTIVES OF THE MODULE

To offer participants the essential information for the development of the workshop.

To lay the foundations for creating the right working environment.

MODULE DEVELOPMENT

Sessions		Objectives At the end of the session, participants will:	Duration
S1	Introductions	Know the members of the group that will participate in the planning workshop, including the facilitator	30 min.
S2	Reviewing workshop objectives	Be familiar with the objectives of the workshop	10 min.
S3	Sharing expectations	Have shared their expectations regarding the workshop	20 min.
S4	Coexistence agreements	Have agreed upon the rules they will observe throughout the workshop	15 min.
S5	Reviewing the agenda and working materials	Be familiar with programmed activities and working materials provided for them	15 min.
S6	Logistics information	Will have logistics information concerning the workshop	10 min.

DURATION OF THE MODULE

Between 1 hour and 40 minutes and 2 hours, depending on the activity chosen for the introductions.

MATERIAL AND EQUIPMENT FOR THE SESSIONS

- PFlip chart paper
- Color Markers
- Adhesive tape
- Colored cards
- Blank paper
- Glue (glue sticks)

SUPPORT DOCUMENTS

- Documents included in the information folder for the workshop (outcome of the political mapping, information on IPPF, etc.)

▶ NOTES

If you have enough time, it is advisable to devote some extra time to the Introductions activity. Conduct an exercise that allows people to get to know each other better, for instance, the ice-breaking game "Interviews."

Before you start this session, participants must register and receive all the supplies and information they need to be part of the workshop. This includes information materials, badge, name tent holder, notebook, pens, and so on.

CENTRAL THOUGHTS

The introductory session is important because it starts the process of group integration and of introduction of the workshop's components. At the same time, it lays the foundations for an organized coexistence during the sessions, and enables participants to thoroughly analyze the activities they will carry out and the support documentation they will have at their disposal.

Sharing expectations is very useful. The process helps to perceive the group's familiarity, knowledge, and experience regarding the topic, as well as to identify the most appealing aspects of the workshop and participants' common interests.

OBJECTIVES

At the end of the session participants will:

- know the members of the group that will participate in the planning workshop, including the facilitator;
- be familiar with the objectives of the workshop;
- have shared their expectations regarding the workshop;
- have agreed upon the rules they will observe throughout the workshop;
- be familiar with programmed activities and acquainted with the working materials provided for them;
- have received logistics information concerning the workshop.

PREPARATION

- ☐ Create flip charts with instructions for each exercise. If you choose option "B" for the Introductions activity, print a photograph of each member of the group, including your own.
- ☐ Create a flip chart entitled "Parking Lot."

ACTIVITIES

Introductions	Welcome all participants. Briefly introduce yourself and indicate to the group members that the goal of the first activity is for them to get to know each other.
Option A **(30 min.)**	Ask participants to introduce themselves one by one. They should state their name, age, organization/field of work, why they are interested in participating in the workshop, their previous experience regarding the Advocacy issue at hand, and their favorite hobby. In order to make this exercise more dynamic, try to have participants take only one minute at the most. You can have participants throw a ball to each other to indicate whose turn it is. This way, everybody will pay attention to what is going on.
Option B. **(50 min.)**	Form random pairs and ask participants to interview each other following the script. They must write down the answers on a piece of paper, where they will also stick the photograph of their partner. Script: Name Age Residence Occupation The last movie they saw at the theater What they like best about their job The first thing that comes to mind when they hear the word sex What they would wish for if they could make any wish
Introductions in the plenary session	When all the pairs have finished, ask each person to come to the front and introduce his or her interviewee. Put up the pieces of paper in a visible spot and leave them there for the remainder of the workshop.

Reviewing workshop objectives **(10 min.)**	Show the group the flip charts where you wrote the workshop objectives. Make sure that there is enough space between the objectives you wrote, and place them on a visible spot. Ask volunteers to read them one by one. Pause to ask group members if everything is clear and to answer any questions they may have.
Sharing expectations **(20 min.)**	Hand out three color cards and markers. Ask participants to think of the expectations they have regarding the workshop – the things they would like to have learned or accomplished at the end. Point out that they may have more than one expectation, but that they must write one on each card. Once they are done, ask them to take adhesive tape and stick their expectations on flip chart paper. Put the flip chart you prepared with the sign that reads "Parking lot" on a visible wall. Explain that this space will be used to stick those issues that interest participants but that are not contemplated in the program. Try to have them discuss these issues in informal settings during the workshop, for instance, during meals. Explain that some expectations will probably not be included in the workshop program, and will therefore be placed in the parking lot. Now that everybody has placed his or her expectations on the flip chart, ask a volunteer to go to the front and read the cards. Identify those expectations that you believe will not be covered, and explain to the group that you will move them to the Parking lot. Close the activity by telling participants that the workshop aims at fulfilling all the expectations listed on the flip chart.
Coexistence agreements **(15 min.)**	Ask participants to think up rules that will make their work easier during the sessions. Give them an example: being prompt, or requesting permission to speak by raising a hand. Write down the rules suggested by the group on a flip chart placed in a visible spot. If you deem it necessary, think of two or three agreements that you would like to include, and state them as well (e.g. turning off cell phones, being prompt, asking for permission to speak, and so on).

Coexistence agreements **(15 min.)**	Now that you have the whole list, read it aloud and ask the group to think whether they are willing to adopt all these agreements. If there are discrepancies regarding one or more, discuss it/them during the plenary session so that the group makes a decision about it/them. The final list of agreements must remain in a visible spot throughout the workshop.
Reviewing the schedule and the working materials **(15 min.)**	Place the flip chart with the schedule in a place where everybody can see it. Ask a volunteer to read it while you briefly explain what you will work on in each session. Ask group members if they have questions or comments. Ask participants to look at the documents they received as part of the workshop materials. Request volunteers to read the titles of the documents aloud while you briefly explain their content and usefulness. Ask the group if they have questions or comments.
Logistics information **(15 min.)**	It is often necessary to clarify logistic issues, for instance, information about the facilities where the sessions are being held, pending issues regarding registration, and so on. This is the time to do so. It is advisable to provide a phone number or any other way to contact the person in charge of logistic support. If this is one of the facilitator's responsibilities, let group members know, so that they can come to you if they need help or if they have questions or comments.

1

ADVOCACY AND ITS RELEVANCE

Page

MODULE 1
ADVOCACY AND ITS RELEVANCE

OBJECTIVES OF THE MODULE

- To reinforce participants' knowledge about the meaning of Advocacy.
- To increase the organization's commitment to perform Advocacy actions.

MODULE DEVELOPMENT

Sessions		Objectives At the end of the session, participants will:	Duration
S1	What is Advocacy?	Clearly define the concept of Advocacy	45 min.
S2	Related concepts	Differentiate between Advocacy strategies and other related strategies	1 hr 10 min.
S3	Why we should not do Advocacy work	Identify the relevance of Advocacy actions	45 min.

CENTRAL THOUGHTS

In recent years, many social organizations have gradually incorporated Advocacy work into their plan of action. Unfortunately, they are often unclear about the meaning of Advocacy. They confuse it with other kinds of strategies such as information, education, and communication (IEC), and therefore their political action and effectiveness are reduced. The sessions comprising this module are intended to strengthen the concept of Advocacy as a series of activities aiming at bringing about sound political change that will benefit the population.

DURATION OF THE MODULE

2 hours 40 minutes

MATERIAL AND EQUIPMENT FOR THE MODULE

- Flip chart paper
- Color markers
- Adhesive tape

SUPPORT DOCUMENTS

- Support document M1/S1/D1 Advocacy Definitions
- Support document M1/S2/D1 Advocacy and Other, Related Strategies
- Support document M1/S2/D2 Comparison chart of Advocacy and Other, Related Strategies
- Support document M1/S3/D1 Why We Should Not Do Advocacy Work

NOTES

This unit can be used independently of Advocacy planning to raise a group's awareness of the significance of incorporating a political influence strategy into their everyday work, or just to strengthen the concept of Advocacy.

For some social organizations, Advocacy work may provoke uneasiness or fear. In some places, "formal" politics is perceived as a corrupt arena for action; sometimes, political action may entail confronting powerful people or agencies. It is important to address these concerns in order to reinforce the organization's commitment to Advocacy work, understanding the latter as a crucial strategy for organizations committed to permanent change. Such change can only be attained if civil society gets deeply involved in political action and demands transparency and accountability from the government.

SESSION 1. WHAT IS ADVOCACY?

DURATION OF THE SESSION

45 minutes

MATERIAL FOR THE SESSION

- Flip chart paper
- Color markers
- Adhesive tape
- A8 Cards

OBJECTIVE

At the end of the session participants will be able to clearly define the concept of Advocacy.

PREPARATION

- Choose the definitions provided in the support document M1/S1/D1 *Advocacy Definitions* that you deem most appropriate for the group. Write them down on on a separate flip chart.
- Put up the definitions on different spots of the workspace. Cover them with another flip chart or fold them so that participants cannot see them.
- Make copies of support document M1/S1/D1 *Advocacy Definitions.*

EXPECTED OUTCOMES

At the end of the session the group should be able to create its own definition of Advocacy. The ability to accomplish this goal, however, depends on the size of the group and the amount of time you have. During this session, group members must at least identify the elements they want to incorporate into their organization's definition of Advocacy, with which they will work later.

ACTIVITIES

Introducing the session **(5 min.)**	Present the objectives of the module. Ask participants if they have any questions or comments. Place the objectives in a visible spot during the entire module.
Teamwork **(20 min.)**	Show the group the definitions of Advocacy that you copied from the support document M1/S1/D1 *Advocacy Definitions* and placed on different spots of the workspace. Ask participants to stand up, walk around the room to read each definition, and stand next to the one they think best explains the concept of Advocacy. Once everybody has chosen a definition, tell group members to join those who are standing next to the same definition in order to talk about its main features. When all the teams have finished their discussion, ask them to share their thoughts with the whole group. Write down the elements highlighted by each team on a flip chart. It is important to encourage teams to focus their comments on those aspects of their own definition that they consider positive, not on those of the other definitions that they consider negative.
Brainstorming **(5 min.)**	Stand in front of the group with a flip chart and markers ready. Ask participants what comes to their mind when they hear the word Advocacy. Write down all the contributions on the flip chart. If some concepts recur, just check the phrase or word that was repeated. It is likely that group members will have different levels of experience in Advocacy work. You must, therefore, make sure that all participants feel comfortable to speak, regardless of the extent of their knowledge.
Reflection **(10 min.)**	After brainstorming, ask group members which terms are most relevant. Underline them with a marker and have participants discuss them. We recommend that you highlight the following ones (if they emerge during brainstorming): change, political influence, dialogue, defense, persuasion, and decision-making, among others.

Conclusion **(5 min.)**	Ask participants to go back to their seats. Hand out copies of support document M1/S1/D1 *Advocacy Definitions*. Close the session with some thoughts regarding the components highlighted by the group during brainstorming and during the definition exercise. Tell them that they will use these components later on to create their own definition.

SESSION 2. ADVOCACY AND RELATED CONCEPTS

DURATION OF THE SESSION

1 hour 10 minutes

MATERIAL AND EQUIPMENT FOR THE SESSION

- Flip chart paper
- Color markers
- Adhesive tape

OBJECTIVE

At the end of the session participants will differentiate between Advocacy strategies and other, related strategies.

PREPARATION

- Write down on the flip chart M1/S2/D1 *Advocacy and Other Related Strategies.*
- Choose a place in the workspace, preferably in front of the group, where you can put several flip charts papers in such a way that they will be visible to all participants.
- Make copies of support document M1/S2/D1 *Advocacy and Other Related Strategies*. You need at least one copy for each participant.
- Become familiar with support document M1/S2/D2 *Comparison Chart of Advocacy and Other, Related Strategies*. Make a copy for each participant.

ACTIVITIES

Advocacy is often confused with other types of strategies with which it shares some features. It is important to distinguish between Advocacy and other strategies so as to clarify **what is** and **what is not** Advocacy work. During this session, participants will study similarities and differences among these concepts.

Brainstorming **(5 min.)**	Place yourself in front of the group, beside the flip chart with the brainstorming ideas that emerged during the previous session. Have markers ready. Read the terms considered most important by the group. Ask participants to identify which of these terms are most commonly confused with Advocacy. If there are not enough concepts, ask them to think of others, even if they are not on the list. You can offer some of the concepts that are most often confused with Advocacy. These are: • Information, education, and communication (IEC) • Community mobilization • Public relations • Social marketing • Fundraising • Lobbying The advisable number of concepts depends on the size of the group – group members will form as many teams as concepts they chose, and each team should have three or four members.
Demonstration in plenary session **(10 min.)**	Show the group the M1/S2/D1 *Advocacy and Other Related Strategies*. Write in the first column the concepts or strategies chosen by the group. Make sure to write Advocacy in the last row. As an illustration, fill out the first row of the chart together with the group. For instance, if the first concept is community mobilization, ask the group: • What is the typical target audience of a community mobilization strategy? Some possible answers are: "the residents of a specific town," "decision makers," and "young people". Write the answers in the second column. • What are the typical goals of a community mobilization strategy? Some possible answers could be: "to increase knowledge," "to raise awareness," and "to promote change."Write the answers on the third column. • What are the typical activities of a community mobilization strategy? Answers may be "demonstrations," "sit-ins," and "mass letter writing," among others.

Demonstration in plenary session **(10 min.)**	In IPPF/WHR's experience with this exercise, some groups tend to use existing projects as an example and then expand on them. For instance, for IEC they could suggest: • Training young people to use condoms in the right way • Target audience: young people • Objective: to increase young people's knowledge about the significance of correct condom use • Activities: workshops and material production Even though this approach may be useful, it reduces the potential of the exercise. That is why it is important to explain to group members that they should answer the questions with classic or typical examples of each strategy.
Teamwork **(20 min.)**	Divide the group into as many teams as concepts you have written on the chart. Include Advocacy but exclude the concept you used to illustrate the exercise. While there are different techniques to divide a group into teams, we recommend that to optimize time, you number participants sequentially according to the quantity of teams you want to form. Then ask them to join those who have the same number as they have. Ask each team to fill out the table columns on a flip chart by answering the questions you posed earlier. • What is the typical target audience of the strategy they are analyzing? • What are its typical objectives? • What are its typical activities? Give the teams fifteen minutes to fill out their charts. Ask them to choose a representative to present their work to the group. As the teams finish, ask them to put up their flip chart papers in order on a visible, previously identified spot.

Presentations and reflection in the plenary session **(30 min.)**	Once all the teams have finished, ask group members to go back to their seats (or to gather around the space where all the flip charts have been placed). Tell the representative of the first team to present the team's work to the group. When all the teams have presented their work, stand in front of the group and ask participants to identify similarities and differences among the various strategies. Compare Advocacy with each of the other strategies, pointing out similarities and differences. Emphasize that, unlike other strategies: • Advocacy must always have one or more decision maker/s as its target audience • Advocacy must always have political change as a goal, and such change must be attained through a decision made by the target audience that is favorable to our cause. Advocacy activities can be as diverse as the group desires. This is one of the reasons why Advocacy is easily confused with other strategies. Advocacy can use IEC, public relations, lobbying, or community mobilization to achieve its goals. Make sure that you include all participants' comments and that you answer all their questions. The group can use support document M1/S2/D2 *Comparison Chart of Advocacy and Other, Related Strategies* as the basis for its analysis.
Conclusion (5 min.)	Hand out copies of support document M1/S2/D2 *Comparison Chart of Advocacy and Other, Related Strategies*. Close the session by reminding participants that in order to distinguish an Advocacy strategy from other similar strategies, it is helpful to ask the following questions: • Is the target audience a decision maker? • Is the main goal to generate political change? If one of the answers is no, it is likely that this is not an Advocacy strategy.

SESSION 3. WHY WE SHOULD NOT DO ADVOCACY WORK

DURATION OF THE SESSION

45 minutes

MATERIAL AND EQUIPMENT FOR THE SESSION

- Flip chart paper
- Color markers
- Adhesive tape
- A8 cards

OBJECTIVE

At the end of the session participants will understand the relevance of Advocacy actions for the advancement of sexual and reproductive rights

PREPARATION

- Write the questions listed in support document M1/S3/D1 *Why We Should Not Do Advocacy Work* on separate cards, one question per card.
- During this session, the group will work with some questions that challenge the appropriateness of social organizations' implementing Advocacy strategies. That is why it is very important that you familiarize yourself with the questions and with potential answers to them.

ACTIVITIES

Teamwork **(15 min.)**	In a plenary session, tell the group that Advocacy work may prove to be controversial for some social organizations, and that for this reason, it is important to discuss the reservations participants may have regarding this issue. Divide the group into six teams. Make sure that each team has between two and four members. Hand out a card with a question from support document M1/S3/D1 *Why We Should Not Do Advocacy Work* to each team. Give the teams ten minutes to read the question on their card and to ponder the following ones: • Have you ever heard this type of comment? • What do you think is the cause of these fears or reservations? • How would you answer this question? Ask each team to choose a representative to report on its work to the group.

Presentations to the plenary session **(20 min.)**	Once all teams have finished, ask participants to go back to their seats. Ask the representative of the team that finished first to read the question aloud and share the team's thoughts with the group. Ask the rest of the participants if they have anything to add. Make sure that everyone who wants to participate does so, and that comments are made in an orderly way. Do the same thing with each team.
Brainstorming **(5 min.)**	When all teams have finished their presentations, stand in front of the group with a flip chart and markers ready, and ask participants: **Why is it important for your organization to engage in Advocacy work?** Write the answers on the flip chart. Some potential answers are: Because, • It is part of our social responsibility • If we don't do it, who will • Laws and policies restrict or increase our ability to act and work • Advocacy work promotes more transparent governments • It is indispensable to empower citizens • It demands accountability from governments
Conclusions **(5 min.)**	Close the session by stressing that Advocacy work is crucial to achieve long-term change. Emphasize also that it is desirable for social organizations to work in a coordinated manner. In this way, they may ensure that their governments commit both politically and financially to promoting and guaranteeing sexual and reproductive rights, that they fulfill their commitments, and that they are accountable to their citizens.

M1/S1/D1
DEFINITIONS OF ADVOCACY

Below you will find several definitions of Advocacy that were developed by various organizations.

"Advocacy is speaking up, drawing a community's attention to an important issue, and directing decision makers toward a solution. Advocacy is working with other people and organizations to make a difference. "
CEDPA: Cairo, Beijing and Beyond: A Handbook on Advocacy for Women Leaders.

"Advocacy is a process that involves a series of political actions conducted by organized citizens in order to transform power relations. The purpose of advocacy is to achieve specific changes that benefit the population involved in this process. These changes can take place in the public or private sector. Effective advocacy is conducted according to a strategic plan and within a reasonable time frame."
Fundación Arias (Arias Foundation)

"Advocacy refers to the planned process of organized citizens to influence public policy and programs."
Corporación PARTICIPA 2003

"Advocacy is defined as the promotion of a cause or the influencing of policy, funding streams or other politically determined activity."
Advocates for Youth: Advocacy 101

"Advocacy is a set of targeted actions addressed to decision makers in support of a specific political cause."
Policy Project, 1999

"Advocacy is the deliberate process of influencing political decision makers."
Cooperative for Assistance and Relief Everywhere (CARE), 1999

"Advocacy is a set of political actions implemented according to a strategic plan and aiming to focus the attention of the community on a specific problem and guide decision makers toward a solution."
International Planned Parenthood Federation – Western Hemisphere Region

M1/S2/D1

COMPARISON CHART OF ADVOCACY AND RELATED STRATEGIES

Strategy or concept	Target audience features	Typical objectives	Typical activities

M1/S2/D2

COMPARISON CHART OF ADVOCACY AND RELATED STRATEGIES

Comparing Advocacy with…	**Target audience** Similarities and differences	**Objectives** Similarities and differences	**Activities** Similarities and differences
Information, Education, Communication (IEC)	An IEC strategy may have as its target audience any specific population (young people, women, men, the population of a certain community, etc.), while the target audience of an Advocacy strategy must always be a decision maker.	An IEC strategy may have objectives such as behavioral change or increasing the knowledge or capacities of its audience. An Advocacy strategy will expect its audience to make a decision that will favor the Advocacy project, that is, political change.	Both strategies have a broad range of activities that may sometimes coincide.
Community mobilization	As is the case with IEC, community mobilization may have as its target audience any specific group, or the population at large, including, of course, decision makers. An Advocacy strategy, however, will always have a decision maker as its target audience.	Usually, community mobilization seeks to raise awareness, increase knowledge, change perceptions, or generate political change. An Advocacy strategy always seeks to generate political change.	When community mobilization seeks to achieve political change, it may be part of an Advocacy strategy.
Public Relations	The target audience for a Public Relations strategy is usually consumers, donors, or decision makers. An Advocacy strategy, by contrast, only has decision makers as its target audience.	The classic objective of a Public Relations strategy is to improve the image and/or the presence of an organization. An Advocacy strategy must always seek political change.	A Public Relations strategy may be useful for Advocacy work if this strategy seeks to influence decision makers who may bear impact on the political life of a community.

Comparing Advocacy with…	**Target audience** Similarities and differences	**Objectives** Similarities and differences	**Activities** Similarities and differences
Fundraising	A fundraising strategy usually has as its target audience people or organizations with the potential to provide the implementing organization with financial resources. As is the case with Advocacy strategies, in some cases the audience comprises political decision makers.	Advocacy strategies always seek to generate political change, which may sometimes have financial repercussions for the organization. Nonetheless, unlike fundraising strategies, their main goal is political change.	The activities of these two strategies are usually different.
Lobbying	Just like an Advocacy strategy, a Lobbying strategy has decision makers as their target audience	Just like an Advocacy strategy, a Lobbying strategy has the objective of generating political change through influencing decision makers.	The main difference between Lobbying and Advocacy can be found in the way they operate. Lobbying implies a direct dialog or interaction with decision makers, while Advocacy includes a number of wider actions. While lobbying is determined by the possibility of having access to decision makers, an Advocacy strategy enables political incidence even when direct access to decision makers is not feasible.

M1/S3/D1

WHY WE SHOULD NOT DO ADVOCACY WORK

- Why make such an effort to change the laws when we all know that in our countries norms are not observed?
- In my country politics can be regarded as corrupt and dirty. Why get involved in a sphere that has such a bad reputation?
- Advocacy work entails getting involved in highly controversial issues, which may place the rest of our work (e.g. health services provision) at risk. Don't you think it is irresponsible to endanger the organization in order to do Advocacy work?
- Advocacy work implies antagonizing powerful groups, such as some conservative sectors. Why make enemies?
- Advocacy work is not self-sustaining. Consequently, maintaining this work is very costly for the organization, and may jeopardize our institutional development and sustainability goals.
- We have worked well for many years without needing to get involved in politics. Why do so now?

2

COMPREHENSIVE ADVOCACY MODEL

Page

MODULE 2
COMPREHENSIVE ADVOCACY MODEL

OBJECTIVES OF THE MODULE

To promote reflection on the significance of having a conceptual framework for Advocacy planning.

MODULE DEVELOPMENT

Sessions		Objectives At the end of the session, participants:	Duration
S1	Comprehensive Advocacy model	Will identify the elements of the IPPF/WHR Advocacy model and their relevance	45 min.

CENTRAL THOUGHTS

The comprehensive Advocacy model was designed based on the working experience of the IPPF Western Hemisphere Regional Office. It is a visual tool that allows us to explain the conceptual framework underlying the implementation of the IPPF/WHR Advocacy strategy.

Even though this outline may be useful, each organization must ponder, design, and appropriate its own vision of Advocacy work.

DURATION OF THE MODULE

45 minutes

MATERIAL AND EQUIPMENT FOR THE MODULE

- Computer projector
- Laptop
- Power Point

SUPPORT DOCUMENTS

- Support document M2/S1/D1 Comprehensive Advocacy Model
- Support document M2/S1/D2 Notes to Explain the Holistic Advocacy Model

SESSION 1. COMPREHENSIVE ADVOCACY MODEL

DURATION OF THE SESSION

45 minutes

MATERIAL AND EQUIPMENT FOR THE SESSION

- Computer projector
- Laptop
- Power Point

OBJECTIVE

At the end of the session participants will be able to identify the components of the IPPF/WHR Advocacy model and their significance.

PREPARATION

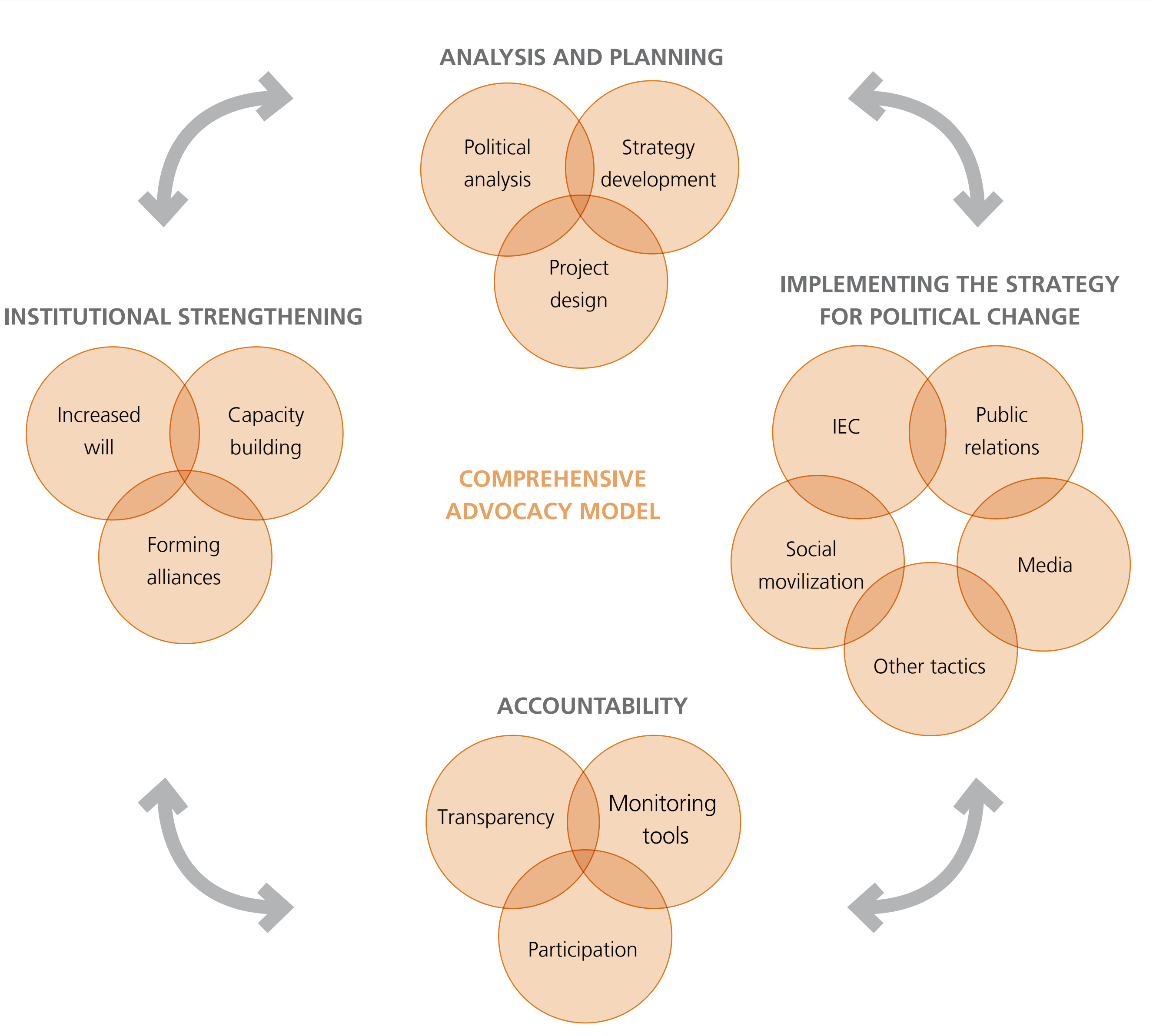
- Transcribe support document M2/S1/D1 *Comprehensive Advocacy Model* onto a flip chart or a Power Point presentation. Write or type in large letters.
- Make copies of support document M2/S1/D1 *Comprehensive Advocacy Model*
- Familiarize yourself with support document M2/S1/D2 *Notes to Explain the Comprehensive Model*

ACTIVITIES

Session Presentation (5 min.)	Present the objectives of the module to the group. Ask participants if they have questions or comments. Place the objectives in a visible spot during the entire module.
Presentation **(30 min.)**	Place or project support document M2/S1/D1 *Comprehensive Advocacy Model* in front of the group. Explain to participants that this model was designed based on the working experience of the IPPF/WHR, and that IPPF/WHR understands Advocacy as an ongoing process that includes internal and external organizational elements. Based on support document M2/S1/D2 *Notes to Explain the Comprehensive Advocacy Model*, analyze each component of this model together with the group.

Presentation **(30 min.)**	Explain to participants that accountability is extremely important, and therefore, the following module will thoroughly discuss some key concepts in relation to governance, transparency, and accountability. End the presentation by stressing the idea that Advocacy work is a continuum encompassing at least the components included in the graphic. Invite participants to share their impressions and questions concerning the model.
Conclusion **(10 min.)**	Hand out copies of support document M2/S1/D1 *Comprehensive Advocacy Model*. Close the session with some thoughts on the relevance of social organizations' defining their Advocacy model and strategies, as the IPPF/WHR has done.

M2/S1/D1
COMPREHENSIVE ADVOCACY MODEL



Institutional strengthening. Traditionally, this is one of the first tasks in doing Advocacy, especially when the organizations conducting it do not have a tradition of political work. Advocacy entails engaging in a dialogue with decision makers and visualizing the organization's political approach. It is essential, therefore, that before setting in motion an Advocacy project, basic agreements are reached concerning the organization's political stance in relation to the problem or issue to be addressed. These agreements should be reached, especially but not exclusively between the executive director, the board of directors, and managing staff.

Even though this may be the first task in Advocacy work, it is worth pointing out that institutional strengthening must be a constant feature in every project of this nature. It entails enhancing the knowledge and skills of the staff, authorities, and volunteers in order to carry out successful political work, and forming alliances with both civil society organizations and the public sector, as well as with academics, the media, and the private sector, in keeping with the needs of the project that is being implemented.

Analysis and planning. These components refer to the indispensable task of creating political maps and undertaking clear planning processes in order to build sound Advocacy projects. Both the Handbook on Advocacy Planning and the Handbook on Political Maping and analysis address this task in detail, for it is certainly a fundamental step when starting any Advocacy project.

Yet it is also crucial that political mapping and analysis become everyday, systematic processes within the context of project implementation.

Implementing the strategy for political change. This component refers to the implementation of the Advocacy plan or project previously designed. As the graphic shows, this stage may include a broad range of tactics and activities, but all of them must focus on achieving the proposed political change or the Advocacy Expected Result.

Organizations must implement their Advocacy projects in accordance with their plan and in adherence to the monitoring and assessment tools they developed for it.

Accountability. It is essential for Advocacy plans to incorporate components that promote accountability, especially after the political change or commitment has been achieved. The plan must include transparency criteria for budget allocation and execution, monitoring tools, accountability, and permanent spaces for dialogue with civil society.

3

GOVERNANCE: BASIC CONCEPTS

Page

MODULE 3
GOVERNANCE: BASIC CONCEPTS

OBJECTIVES OF THE MODULE

- To reinforce participants' knowledge regarding the meaning of governance, transparency, accountability, and participation.
- To increase the organization's commitment to appropriating these basic concepts, which are associated with their everyday work.

MODULE DEVELOPMENT

Sessions		Objectives At the end of the session, participants will:	Duration
S1	Introduction and discussion of governance concepts	Understand concepts of governance, transparency, participation, and accountability, and how they relate to each other	1 hr 30 min.
S2	How do these concepts relate to our work?	Identify the relationship between governance, transparency, accountability, and participation, on the one hand, and their work, on the other	1 hr 5 min.

CENTRAL THOUGHTS

Governance implies more than government; it involves relationships among citizens, leaders, and public institutions. This concept covers a broad range of people and organizations, including Parliament, the legal system, public officials, businesses, political parties, media, unions, faith-based groups, and other civil society groups, as well as the Executive Branch.

Governance is essential to reduce poverty and to enable people to exercise their economic, social, cultural, civic, and political rights. Nonetheless,

DURATION OF THE MODULE

2 hours 35 minutes

MATERIAL AND EQUIPMENT FOR THE MODULE

- Flipchart
- Color markers
- Adhesive tape
- Projector
- Laptop

SUPPORT DOCUMENTS

- Support document for presentations M3/S1/D1 Governance and Transparency
- Support document M3/S1/D2 Concepts of Governance, Transparency, Accountability, and Participation
- Support document M3/S1/D3 Examples of Governance, Transparency, Accountability, and Participation

improving governance and building effective States take time. We cannot attain good governance by transferring institutional models from developed to developing countries. Nations must create their own institutions, and these institutions must evolve through a process of debate and negotiation between State and citizens in the various national contexts.

In this way, the concept of governance, which in the past had been understood as the government's institutional capability, has acquired a broader meaning that includes two main components. First, responsiveness, or the extent to which public policy satisfies citizens' needs; second, accountability, which refers to the government's capacity to create mechanisms that allow citizens to monitor those in power. While accountability may be seen as a relevant mechanism to combat poverty and social injustice, it cannot be divorced from the need to enforce rights and to appropriately allocate resources. Any accountability mechanism entails monitoring both how rights are enforced in practice and how such enforcement affects the population's access to goods and services that must be provided by the government. Accountability failure may lead to prevailing corruption and inadequate decision making, that is, decision making biased toward elite groups that neglects the great majority of the population. Such behavior may result in feelings of rights deprivation. Accountability thus requires the active participation of civil society, as well as transparency (the openness of the organization about its activities) and access to information. The latter will enable citizens to find out whether leaders and public organizations are complying with the expected standards.

SESSION 1. PRESENTATION AND DISCUSSION OF GOVERNANCE CONCEPTS

OBJECTIVE

At the end of the session participants will be able to understand the concepts of governance, transparency, participation, and accountability, and how they relate to each other.

DURATION OF THE SESSION

1 hour 30 minutes

PREPARATION

- Develop your presentation based on support document for presentations M3/S1/D1 *Governance and Transparency*.
- Transcribe onto separate sheets the definitions contained in support document M3/S1/D2 *Concepts of Governance, Transparency, Accountability, and Participation*. Write in large letters. It is important to use separate sheets for the title of concepts, because during the exercise the group must establish the connection between title and concept.
- Make copies of support document M3/S1/D1 *Governance and Transparency.*
- Transcribe onto separate sheets the examples contained in support document M3/S1/D3 *Examples of Governance, Transparency, Accountability, and Participation.*
- Make copies of the DFID document.

MATERIALS FOR THE SESSION

- Flip chart paper
- Color markers
- Adhesive tape
- Projector
- Laptop

ACTIVITIES

Presentation of the session (5 min.)	Present the objectives of the module and ask participants if they have any questions or comments about this session.
Introducing the concepts: Reflection (5 min.)	Start your presentation by explaining to the group why it is relevant to strengthen the good functioning of the government by means of accountability mechanisms. Use the graphic in the first slide of your presentation.

Teamwork **(10 min.)**	Divide the group into four teams. Place the titles of the concepts of governance, transparency, accountability, and participation in a visible spot. Hand out the definitions you prepared in advance using support document M3/S1/D2 *Concepts of Governance, Transparency, Accountability, and Participation*. Give one to each team. Ask them to analyze the concept they received and to determine under which title it belongs. It is important for the teams to highlight the key words of their definition in order to assign it to the chosen concept.
Presentation to the plenary session **(10 min.)**	Ask each team to choose a representative to report on its work. Invite the representative of the first team to tell the group under which title they placed the concept they analyzed. Tell him or her to highlight the arguments that led to their conclusion. Ask the team to place the concept under the corresponding title. Follow the same procedure with each team.
Presenting the concepts **(40 min.)**	Using the presentation you developed with the help of support document for presentations M3/S1/D1 *Governance and Transparency*, introduce the definitions of the concepts and explain how they relate to each other. The main idea is that governance requires accountability, and accountability requires transparency. Furthermore, both transparency and accountability need citizen participation in order to be effective. It is important that throughout the presentation you ask participants' opinions, pose questions, and give examples.
Teamwork **(10 min.)**	After the presentation, ask participants to return to the teams of the previous exercise. Give each team one of the examples you prepared using support document M3/S1/D3 *Examples of Governance, Transparency, Accountability, and Participation*. Ask each team to determine whether the action they received is an example of governance, transparency, accountability, or participation.

Presentation to the plenary session **(10 min.)**	Ask each team to choose a representative to report on its work. Ask the representative of the first team to explain what kind of action is the example they analyzed, and how they reached their conclusion. Ask the team to place the concept under the corresponding title. Follow the same procedure with each team.
Conclusion **(5 min.)**	Ask participants to go back to their seats. Hand out copies of support document M3/S1/D1 *Governance and Transparency* and of the DFID document. Close the session with your thoughts regarding the components stressed by the group when identifying each concept.

SESSION 2. HOW DO THESE CONCEPTS RELATE TO OUR WORK?

OBJECTIVE

At the end of the session participants will be able to identify how the concepts of governance, transparency, accountability, and participation are connected with our everyday work.

PREPARATION

- Write the following question on flip chart paper: How does good government facilitate the advancement of sexual and reproductive rights?

DURATION OF THE SESSION

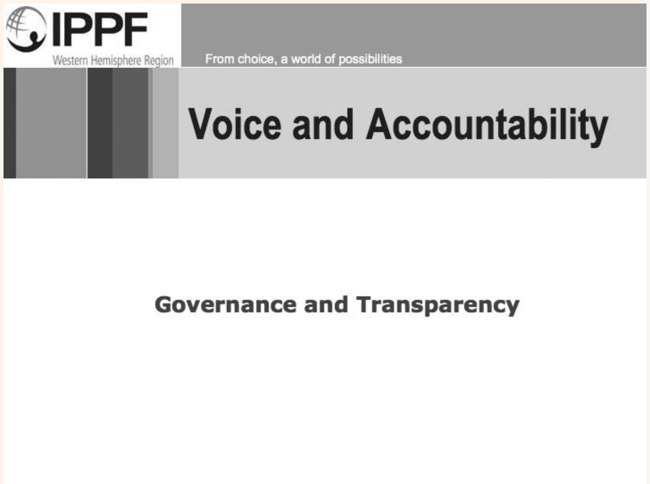
1 hour 5 minutes

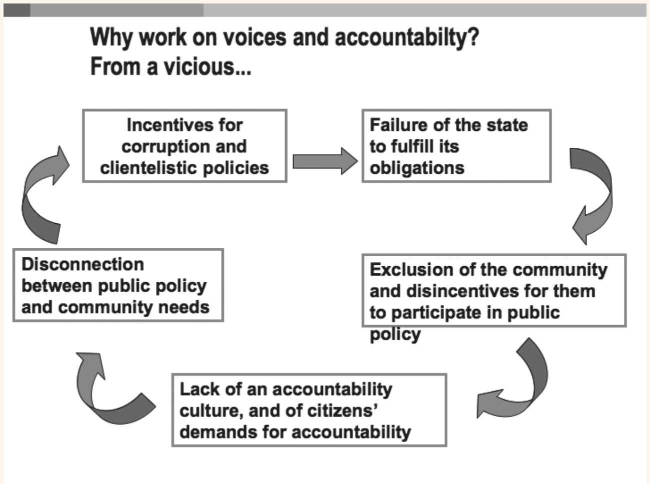
MATERIALS FOR THE SESSION

- Flip chart paper
- Color markers
- Adhesive tape

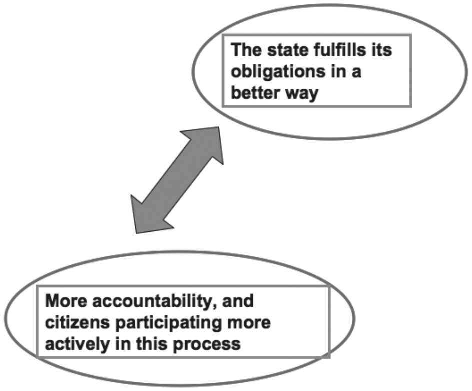
ACTIVITIES

Presenting the session (5 min.)	Present the objectives of the module. Ask participants if they have any questions or comments.
Teamwork **(30 min.)**	Divide the group into teams of at least three people each. The most practical way to do so is by institution or workplace. If there are not enough people from the same institution or workplace, it is advisable that participants form new teams so that they can discuss with other people. Introduce the question: How does good government facilitate the advancement of sexual and reproductive rights? Ask each team member to discuss why the concepts you presented are relevant for their everyday work, and to think of specific examples where they carried out actions associated with the analyzed concepts. If there is not enough time for debate and subsequent reflection on the examples, we recommend that you do the latter, for it is a way to think about the relationship between these concepts and everyday work, which they have already been analyzing.
Presentation to the plenary session **(20 min.)**	Ask each team to choose a representative to report on their work. Suggest that representatives share their team's thoughts with the group.
Conclusion **(10 min.)**	Close the session with some time for thought. Go over the relationship between the analyzed concepts and their contribution to improved government functioning and to the government's fulfillment of its obligations. Ask participants how they put these concepts into practice in their everyday work.


IPPF
Western Hemisphere Region
From choice, a world of possibilities
Voice and Accountability
Governance and Transparency


Why work on voices and accountabilty?
From a vicious...
Incentives for corruption and clientelistic policies
Failure of the state to fulfill its obligations
Exclusion of the community and disincentives for them to participate in public policy
Lack of an accountability culture, and of citizens' demands for accountability
Disconnection between public policy and community needs

… to a virtuous cycle



Team exercise

- These definitions correspond to what concept?
  - Governability
  - Transparency
  - Accountability
  - Participation

What do we mean by Governance?

- **<u>Governance</u>: A way of ruling that aims to achieve enduring economic, social, and institutional development, thus promoting a healthy balance between the state, civil society, and private sector of the economy.**

What makes good governance?

Institutional capacity of the state

The extent to which leaders, governments, and public institutions are able to achieve their goals, that is, to formulate and implement policy effectively.

What makes good governance?

Institutional capacity of the state

Responsiveness

The extent to which public policy and institutions respond to the needs of all citizens in order to guarantee their rights.

What makes good governance?

Institutional capacity of the state

Responsiveness

Accountability

The government generates mechanisms that allow citizens, civil society, and the private sector to subject leaders, governments, and public institutions to scrutiny.

What makes good governance?

Institutional capacity of the state

Responsiveness

Accountability

What makes good governance?

Accountability

- Accountability: The government generates mechanisms to allow citizens, civil society, and the private sector to subject leaders, governments, and public institutions to scrutiny. This means that the people in power must explain and justify their behavior to citizens or face appropriate actions through an institutionalized relationship.

Response → **The state or the service provider explains and justifies its actions to citizens.**

Fulfillment → **The person or agency in charge of 'calling to account' judges whether the state has fulfilled its obligations. If it has not, appropriate actions are carried out.**

Accountability

Formal
- **Formal relations within the state that grant a state actor the power to demand explanations from, or impose punishment on, another state actor**

Informal
- **Citizens become directly involved in the process of demanding that those in power either take responsibility for their acts or face sanctions.**

Mixt
- **Alliance between citizens and public institutions to improve oversight of state actions.**

Transparency: A condition for Accountability

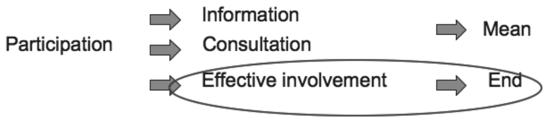
- **Transparency:** It refers to the openness of institutions and to citizens' access to information regarding their activities. Transparency and access to information enable citizens to find out whether leaders or public organizations are complying with expected standards.
- **Accountability needs transparency to be effective.**

Accountability concerning what?

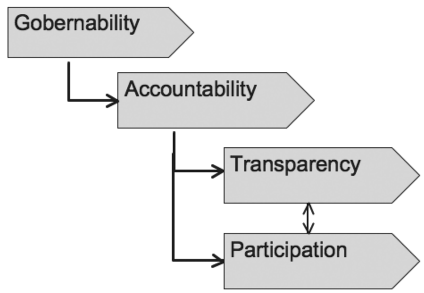
Source: Rights, Resources and the Politics of Accountability. Newell et al. 2002

Participation for accountability

- **<u>Participation</u>**: It may be defined as the process whereby actors influence the decision-making process. In other words, it is the means whereby we may influence public policy decisions. Nonetheless, there are different approaches to this matter.



In conclusion...



Why is it useful for advocacy?

- To select an adequate advocacy strategy, understanding this as the actions leading to create a political change within the State.
- Being familiar with the decision making process empower citizens to participate

http://webarchive.nationalarchives.gov.uk/+/http://www.dfid.gov.uk/funding/gtf-thoughts.pdf

What do we mean by governance?

- Governance is about more than government. It is about relationships between citizens, leaders and public institutions. This covers a wide range of people and organisations, including parliament, the judiciary, civil servants, businesses, political parties, the media, trade unions, faith and other civil society groups, as well as the executive arm of government.

- Governance is also about recognising the important role played by the institutional arrangements within which all organisations operate – the formal and informal rules of the game. These range from formal legal rules, to the underlying traditions and values which shape people's behaviour within organisations.

- It is about politics, understood as all the activities of cooperation, conflict and negotiation involved in decisions about the use, production and distribution of resources – i.e. the relations of people, resources and power in diverse institutional contexts.

- Governance is central to poverty reduction and enabling people to meet their economic, social, cultural, civil and political rights. However, improving governance and building effective states takes time. Good governance cannot be constructed by transferring institutional models from rich to poor countries. Countries need to create their own institutions, and these evolve through a process of contestation and bargaining between the state and citizens within different country contexts. It also requires careful prioritisation and sequencing of reform. Not everything can be done at once, especially in countries with limited resources and capacity.

- Understanding the political processes that affect the lives of poor people is critical for identifying real opportunities for change. A professional, well planned and 'technical' approach to institutional development and service delivery is indeed necessary, but unless it sits within a wider assessment of the political context for reform and change, it will not be sustainable.

- What is also needed is an understanding of how power structures and struggles impact on the day-to-day lives of poor people at the local level. These local political relationships are in turn framed within complex power relations at the national and international level.

What makes governance good?

- DFID's 2006 White Paper sets out three characteristics for good governance:

  - **State capability** – the extent to which leaders, governments and public institutions are able to get things done; to formulate and implement policies effectively.

  - **Accountability** – the ability of all citizens, civil society and the private sector to scrutinise leaders, governments and public institutions and hold them to account. This includes, ultimately, the opportunity to change leaders by democratic means.

  - **Responsiveness** – whether public policies and institutions respond to the needs of all citizens and uphold their rights.

- All three characteristics are needed to make states more authoritative, legitimate and effective, to tackle poverty and to improve people's lives. For example, there is no guarantee that a more capable health ministry will focus on the diseases killing the poorest people unless it is responsive and accountable. Or a state may pass progressive legislation on women's rights, but without accountability mechanisms there will be no consequences if it fails to implement the policy.

- Defining governance through state capability, accountability and responsiveness implies a shift away from a narrow focus on specific policy interventions or formal institutions. It enables support for better governance to be adapted depending on country context, and to build on what is already in place - be they formal or informal institutions.

- This framework reflects the understanding that strengthening governance requires an equal focus on improving accountability and enabling responsiveness, alongside the more traditional emphasis on the capacity and authority of governments. The framework highlights the need to focus on the political settlement between states and empowered citizens in different political contexts; this settlement lies at the heart of state legitimacy.

- Building effective states is about helping to strengthen these relationships from the global to the village level; identifying and developing common interests and incentives for positive change. Incentives for good governance are heavily influenced by the international economy, the behaviour of other governments and the private sector. The responsibility for development cannot therefore be located only at the level of the nation state.

- Likewise, international initiatives designed to address issues of global governance must be matched with action to mobilize local constituents for change, build local institutions and strengthen political accountability. This is important in developing and developed countries.

Accountability & transparency

- The Governance and Transparency Fund aims to strengthen governance by supporting demand-side accountability. Poverty persists in large part because poor and marginalised groups are voiceless, disempowered and unable to hold others to account. The information and mechanisms to claim their rights, to seek redress and to hold power holders to account are often non existent, weak or stacked in favour of the more powerful.

- Accountability failures can lead to pervasive corruption; poor decision making that is elite-biased and neglects large swathes of the population. This can lead to a sense of disenfranchisement and alienation and can promote a culture of impunity and a break down in the rule of law. In its more extreme forms this can lead to violence and conflict.

- Accountability exists when one actor – usually a holder of power, public or private – must explain and justify his or her behaviour to another actor, and/or face the threat of sanction. It is defined by institutionalised relationships - relationships that are regular, established and accepted. These relationships may be formal or informal, and may be legal, financial, social, political, or electoral.

- Accountability can usefully be categorised in terms of horizontal, vertical and diagonal mechanisms:

    - **Horizontal accountability** consists of formal relationships within the state itself, whereby one state actor has the formal authority to demand explanations or impose penalties on another. It thus concerns internal checks and oversight processes. For example, executive agencies must explain their decisions to legislatures, and can in some cases be overruled or sanctioned for procedural violations.

- **Vertical forms of accountability** are those in which citizens and their associations play direct roles in holding the powerful to account. Elections are the formal institutional channel of vertical accountability. But there are also informal processes through which citizens organize themselves into associations capable of lobbying governments and private service providers, demanding explanations and threatening less formal sanctions, like negative publicity.

- **Diagonal accountability** are those in which citizens and their associations play direct roles in holding the powerful to account. Elections are the formal institutional channel of vertical accountability. But there are also informal processes through which citizens organize themselves into associations capable of lobbying governments and private service providers, demanding explanations and threatening less formal sanctions, like negative publicity.

- Demand-side' or 'social' accountability refers to these vertical and diagonal mechanisms. Accountability processes often require that the state or service provider explain and justify its actions to citizens, a process often referred to as 'answerability'. Accountability is strengthened when a state or other power holder is obliged to fully disclose why it took the actions it did and on what evidence.

- Accountability relies upon transparency (an organisation's openness about its activities), and access to information; it is almost certainly undermined by corruption, weak capacity, capture or elite bias. Transparency and access to information enable citizens to investigate whether or not leaders and public organisations have met the standards expected of them.

- However, effective social accountability goes beyond answerability. It also incorporates some element of enforcement. Here, the 'accountees' judge whether the state has fulfilled its obligations in light of the available information, and on the basis of prevailing standards of public conduct. If found wanting, a penalty is applied.

The role of civil society and media

The varied roles of civil society organisations include many activities that change the lives of poor people by strengthening governance. In addition to the provision of basic services and humanitarian relief, which are more closely linked to complementing state capability, civil society has an important role in promoting state accountability and enabling responsiveness.

- Pressing for better public services, pushing political leaders to improve the performance of the state, identifying who benefits from public spending (especially the poor), bargaining around taxation issues, lobbying for land rights, organising and fighting for women's rights, campaigning against corruption or brokering relationships between poor people and local authorities - the list of approaches is extensive. How effective these activities are is equally variable and context specific.

- Like civil society, the media also has a critical role to play in strengthening governance. Citizen empowerment requires information, a human right. Participatory policy making necessarily requires informed citizens in order for it to be meaningful. A well-managed, independent media can thus strengthen the demand side of accountability.

- The media is both an important instrument for voice (especially in contexts where the poor have few or no opportunities to make their voices heard), creating a platform for diverse views, as well as for accountability purposes, through awareness raising, generating public debate and informed public opinion, and campaigning for action. The negative publicity that the media can generate to highlight aspects of poor governance is an important source of sanction.

Note: This think-piece was produced by DFID's Effective States Team, Policy and Research Division. It is aimed at helping potential applicants to the GTF by offering some ideas about governance and transparency. However, GTF proposals will not be judged against these ideas - it should NOT be seen as an elaboration of GTF criteria. Nor does this document represent a formal statement of DFID policy.

EXAMPLES OF GOVERNANCE, TRANSPARENCY, ACCOUNTABILITY, AND PARTICIPATION

- A government abides by a Public Information Access Act and publishes budget documents in a detailed and timely manner (transparency).
- The government holds public hearings where citizens can demand information and where it responds to the demands (accountability).
- Citizens form an advisory council to make their opinions heard during the design of a Poverty Reduction Program (participation).
- A government implements actions negotiated among civil society, government, and private sector actors at advisory roundtables, (governance).

4

ADVOCACY PLANNING MODEL

Page

MODULE 4
ADVOCACY PLANNING MODEL

OBJECTIVES OF THE MODULE

To increase participants' knowledge about the steps they must take to plan an Advocacy project.

MODULE DEVELOPMENT

Sessions		Objectives At the end of the session, participants will:	Duration
S1	Advocacy Planning Model	Identify the steps for effective Advocacy planning	1 hr 15 min.

CENTRAL THOUGHTS

Influencing the political sphere may be a complex task because of the various factors affecting such work. Nonetheless, Advocacy planning is rarely systematic, and often it is a response to opportunities and threats emerging in the political scene. Even though some significant experiences have resulted from such projects, our potential for success increases if we implement the project after a sound planning process.

The planning model offered here is the result of the research, adaptation, creative work, and experimentation carried out by the Advocacy team of the IPPF/WHR on the basis of several alternatives. This process allowed us to design and test our product in more than fifteen workshops in different Latin American and Caribbean countries. The methodology provided in this handbook is the result of such effort.

DURATION OF THE MODULE

1 hour 15 minutes

MATERIAL AND EQUIPMENT FOR THE MODULE

- Flip chart paper
- A8 cards or paper in two or three different colors
- Color markers
- Adhesive tape

SUPPORT DOCUMENTS

- Support document M4/S1/D1 Steps for Advocacy Planning
- Support document M4/S1/D2 Advocacy Planning Model

SESSION 1. ADVOCACY PLANNING MODEL

DURATION OF THE SESSION

1 hour 15 minutes

MATERIALS FOR THE SESSION

- A8 cards or paper in two or three different colors
- Color Markers
- Adhesive tape

OBJECTIVE

At the end of the session participants will be able to identify the steps toward effective Advocacy planning.

PREPARATION

- Depending on the size of the group, prepare two or three sets of cards with each of the Advocacy planning steps that are listed in support document M4/S1/D1 *Steps for Advocacy Planning*. If possible, use a different color for each set.

ACTIVITIES

Presenting the Session **(5 min.)**	Present the objectives of the module to the group. Ask if there are any questions or comments. Place the objectives in a visible spot and leave them there for the duration of the module. Explain to participants that, even though planning for advocacy strategies is often quick and a reaction to opportunities and threats in the political scene, determining basic steps for effective planning is essential for the success of these strategies.
Teamwork **(20 min.)**	Divide participants into two or three teams (depending on the size of the group). Give each team a set of cards with the Advocacy planning steps, which you prepared in advance based on support document M4/S1/D1 *Steps for Advocacy Planning*. Ask them to read all the cards and place them in the order that must be followed, in their opinion, when planning an advocacy project.

Teamwork **(20 min.)**	Distribute flip chart paper and adhesive tape to all the teams so that they can stick the cards in the desired order for their presentation in the plenary session. Ask each team to choose a representative to report on the outcome of their work.
Presentation **(15 min.)**	Ask each representative to present the order his or her team chose for the Advocacy planning steps. Ask the rest of the participants if they have questions or comments regarding the team's choice.
Group reflection **(15 min.)**	Once all the teams have presented their work, analyze the various suggestions with the whole group. Have participants identify shared and unshared choices. Ask their opinion. It is important not to make judgments about the rightness or wrongness of the choices during this discussion. Even though they may differ, that does not mean that some are accurate and others are not.
Presentation **(15 min.)**	Present support document M4/S1/D2 *Advocacy Planning Model*. Explain that while we recommend this one, there are many ways to plan Advocacy projects, and the most important planning quality is to ensure that all the model components are incorporated into the planning process. The model comprises three steps that may be completed in varying orders. We suggest, however, that you conduct the Audience Analysis first, then the Analysis of Potential Allies, and finally, the Self-Diagnosis. Make sure that you introduce the model as a suggestion, not as "the only" possible way to plan an Advocacy project.
Conclusions **(5 min.)**	Close the session by making certain that all participants have understood the sequence of the proposed model, even if they suggested a different order.

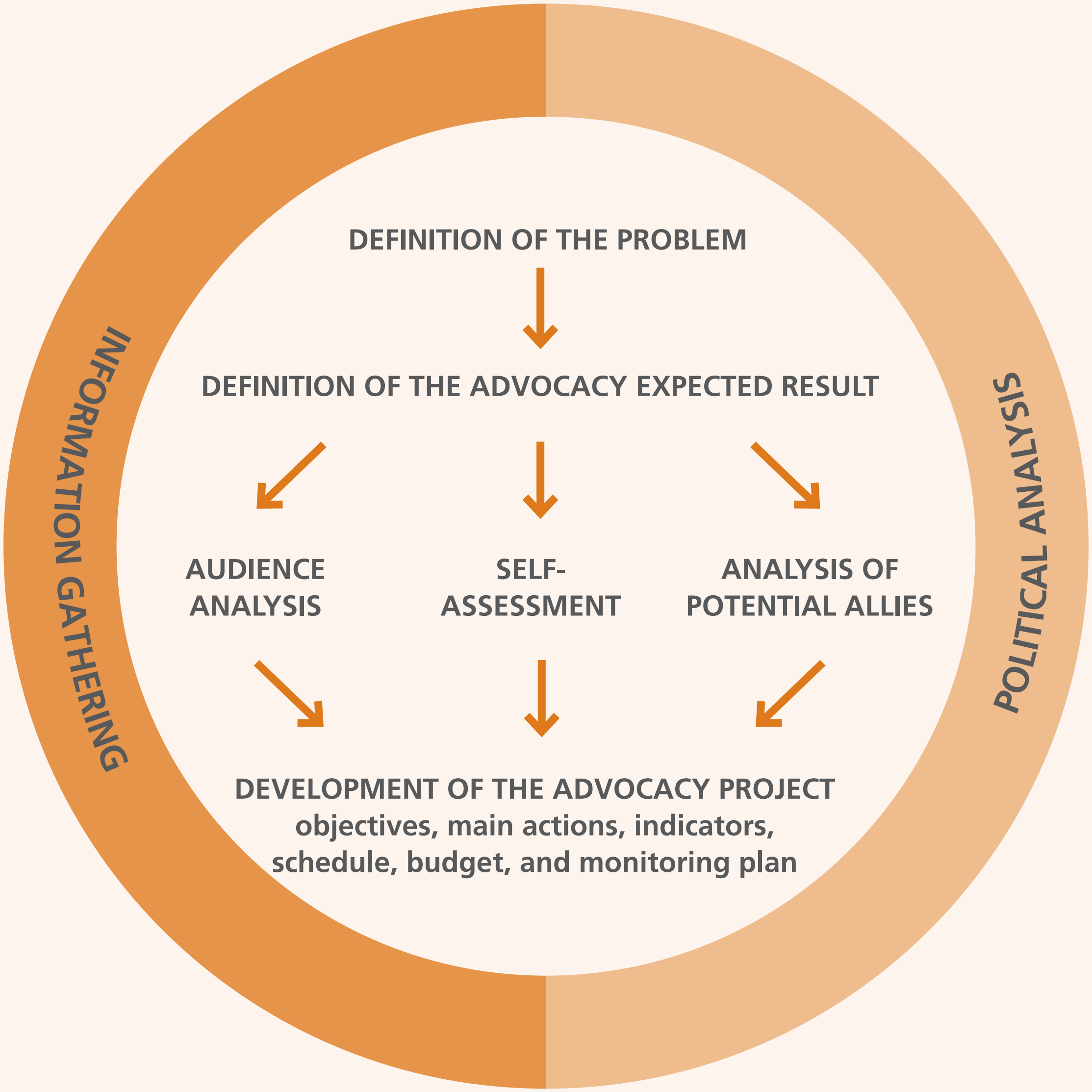
M4/S1/D1

STEPS FOR ADVOCACY PLANNING

DEFINITION OF THE PROBLEM	Identify the topic or question that might be solved or improved through a specific political change.
DEFINITION OF THE ADVOCACY EXPECTED RESULT	Clearly specify the political change that will be promoted by means of the Advocacy project, as well as the decision maker who will constitute its target audience.
AUDIENCE ANALYSIS	Determine target and secondary audiences. Assess their power level, position regarding the Advocacy Expected Result, and interest in achieving it.
SELF-ASSESSMENT	Identify the organization’s strengths, weaknesses, opportunities, and threats regarding the achievement of the Advocacy Expected Result.

ANALYSIS OF POTENTIAL ALLIES	Identify the organizations, people, and institutions that may support the achievement of the Advocacy Expected Result.
DEVELOPMENT OF THE ADVOCACY PROJECT	Define the basic components of an Advocacy project: objectives, main actions, indicators, schedule, budget, and monitoring plan.
INFORMATION GATHERING	Collect all the necessary information for Advocacy planning and use it to define each component of the project.
POLITICAL ANALYSIS	Reach a thorough understanding of the political setting where the project will be implemented.

M4/S1/D2
ADVOCACY PLANNING MODEL



5 POLITICAL MAPPING

Page

MODULE 5
POLITICAL MAPPING

OBJECTIVES OF THE MODULE

- To become familiar with the tool and method used to create a political map and to get to know and understand the results generated by the political map.

DURATION OF THE MODULE

5 hours 40 minutes

MODULE DEVELOPMENT

Sessions		Objectives At the end of the session, participants will:	Duration
S1	Introduction to the Methodology	Understand the significance of creating political maps as an input for developing Advocacy projects	35 min.
S2	Introducing the Political Map	Acquire in-depth knowledge of how the State works and how it responds to the various demands connected with the issue of interest	4 -5 hrs.
S3	Good, Bad, or Nonexistent	Identify legal and public policy gaps in relation to the issue of interest	45 min.

MATERIAL AND EQUIPMENT FOR THE MODULE

- Laptop
- Projector
- Flip chart paper
- Color markers
- Adhesive tape

SUPPORT DOCUMENTS

- Support document M5/S1/D1 What Is a Political Map?
- Support document M5/S3/D1 Legislation and Public Policy Analysis

CENTRAL THOUGHTS

The time has finally come to publicly present the results of the workshop on political mapping in Advocacy planning. To date, the mapping team has already conducted all or most of the activities and has produced a broad diagnosis of the country's political situation. This diagnosis focuses on the analyzed topic, but does so in the context of the country's institutional framework. Conveying the acquired knowledge to workshop participants entails a new effort by the person or persons who will present the map. They will have to clarify the modes of State organization and operation in order to reach decisions connected with the Advocacy issue.

Presenters should accompany their discussion of the conclusions reached in each case with anecdotes and experiences they underwent during their own work in Advocacy. It is also relevant to convey the changes perceived surrounding the Advocacy issue as the mapping process progresses. They should also foster group participation throughout the activity, as participants' input will be important for facilitators to be able to identify the group's strengths and weaknesses and use the acquired knowledge to define the AER, includeing objectives, activities, and indicators. The political map offers a baseline to compare with once the Advocacy project is completed.

Let's get to work!

SESSION 1. INTRODUCTION TO THE METHODOLOGY

DURATION OF THE SESSION

35 minutes

MATERIALS FOR THE SESSION

- Flip chart paper
- Color markers
- Adhesive tape

OBJECTIVE

To understand the significance of political mapping as an input for the creation of Advocacy projects.

PREPARATION

- Prepare a presentation using the support document M5/S1/D1 *What Is a Political Map?*

EXPECTED OUTCOMES

At the end of the session participants will appreciate the significance of creating a political map as a basic input for the development of an Advocacy project. They will also understand the methodology used to create the map. Such understanding will make it easier for them to grasp the structure of the session and the logic underlying the fieldwork.

ACTIVITIES

Presenting General Aspects of the Political Map (5 min.)	Show the slides or flip chart you created using document M5/S1/D1 *What Is a Political Map?* Discuss participants' opinions regarding the definitions you presented. Invite them to contribute their own ideas about the scope of a political map (its usefulness).
Introducing the Axes and Categories Used to Create the Political Map **(10 min.)**	Describe the axes used during the political mapping stage: • Identifying entry points to the political system • Understanding the political-structural context • Key actors Briefly discuss the objectives of each axis shown in the slides.
Presenting the General Categories that Make Up the Political Map **(10 min.)**	Describe the categories used for each axis in three flip chart papers (slides).
Conclusions (5 min.)	Ask participants if they have questions or comments. If so, ask some of them to voice their questions and request that they be brief. Stress the fact that they will have a chance to engage in a more complex discussion when you show the following slides.

SESSION 2. PRESENTING THE POLITICAL MAP

DURATION OF THE SESSION

4 - 5 hours

MATERIALS FOR THE SESSION

- Laptop
- Projector

OBJECTIVE

To acquire more thorough knowledge of how the state works and how it responds to the various demands connected with the issue of interest. To identify points of entry and key actors.

PREPARATION

- Prepare your presentation in Power Point or any other application that allows you to show slides on a screen. Alternatively, you may create flip charts to substitute for each slide. The tables in the political mapping section were designed in such a way that they may be used to describe the mapping process. They were created for outlining information and thus facilitating qualitative analysis and the presentation of the map during the Advocacy workshop.

ACTIVITIES

The facilitator presents the political map that was developed on the basis of the diagnosis conducted during the first stage of the handbook on Advocacy.

Presenting the political-structural context	Present the tables for the following categories: • **Social structure.** Show the slide/s with social indicators (statistics) and ask group members whether they agree with the figures. Stress the fact that we must monitor statistics and compare them with several sources in order to have a comparative view. Use addendum 1.1.1.A. • **Legal structure.** Present the slide/s with the legal framework. Start with the Constitution (in one slide) and show laws in sequential order according to their ranking (as many slides as necessary, ideally no more than three). Use addenda 1.2.1.B, 1.2.1.C, 1.2.1.D, and 1.2.1.E.

Presenting the political-structural context	You must show the tables used to create the political map. With each slide, mention some of the conclusions reached when developing the map regarding the appropriateness or inappropriateness of existing laws in relation to the topic of the workshop. Ask participants if they agree with the analysis.
	• **Executive Branch.** Plans, programs, and government actions. Present sheets or slides with the tables used during the mapping state. Use addenda 1.3.3.A, 1.3.3.B, and 1.3.3.C • **Legislative Branch.** Show the tables and graphics on balance of power and number of parliamentary seats for each party that were used in Section 2.3.2 of the political map. Present addendum 1.4.2.A with the committees (and number of members) whose work is connected with the Advocacy issue. If appropriate, show table 1.4.2.B and explain the status of the bills linked to the chosen issue that you found during the mapping process. Also show tables 1.4.1, 1.4.1.B, and 1.4.1.D if you consider it necessary for the workshop,. Explain how this information relates to the strategy they must consider if the group chooses Parliament, Congress, or the Assembly as their target audience.
	Based on the analysis conducted during the political mapping stage, show the tables and flip charts that are appropriate for the purpose and objectives of the workshop.
	• **Territorial structure**. Choose the tables and graphics that, according to the results of the analysis conducted during the political mapping process, are appropriate for the topic and objectives of the Advocacy workshop. Present addenda 1.5.1A, 1.5.1B, and 1.5.1C.
	We recommend that you give the floor to every participant who wants to give an opinion at all times during the presentation. If any of these opinions conflict with your exposition, open a brief debate (five minutes at the most). Offer the arguments that led the mapping team to these conclusions, and moderate the debate with the group. If there are substantive differences, we recommend that you wait until the end of the session for the mapping team to meet with those who expressed their disagreement or who have different data. In this way they can reconcile their perspective and make adjustments if needed.

Presenting the political-structural context	Show the slides with those aspects of the political structural context section that are most relevant for the Advocacy workshop and for the analysis of the national political setting. We recommend that you stress the following elements: • The influence of the country's electoral system on political actors' loyalty toward their party, their constituency, or other interest groups; the influence of the country's electoral calendars on the Advocacy project and on the decisions made by political actors due to the nearness/remoteness of electoral competitions. We recommend that you use the addenda for section 2.1 as a basis. • The most relevant ideological features of political parties and Advocacy opportunities provided by the organization's knowledge of the population sectors that the parties seek to represent. We recommend that you use tables in section 2.2. The balance of power among the various political parties. Use tables in section 2.3. You should ask participants to voice their questions or comments in relation to every slide/flip chart that you show. You should clarify any reasonable doubt that may be cleared up with a short answer. Emphasize that this map has been developed with the help of a handbook of political analysis that is geared toward readers who are not necessarily experts on the matter.
Political actors	Show the slide with the political actors who were identified as key actors during the political mapping process. Depending on the workshop's objectives, give as much background information as necessary. If they are part of the Executive Branch, include the level of power they wield according to their post and if they are part of the Legislative Branch, their party and/or committee. Addenda for section 3.1 will serve as support material to create the slides or flip charts. Let the group know that this identification of key actors is preliminary, and that it will serve as a basis to study decision makers in more detail once the group has chosen the AER. Ask if any of the participants have useful information in regards to this stage of planning.
Social actors	Explain to the group that the topics related to social actors will be reviewed during the following section surrounding the creation of the power map.

Conclusion **(5 min.)**	End by reviewing the newly acquired information along with group members. Ask participants if they believe that this information is relevant for the development of the Advocacy project.

SESSION 3. GOOD, BAD, OR NONEXISTENT

OBJECTIVE

To identify gaps and achievements in legislation and public policy connected with the chosen issue, based on participants' experience with the application or implementation of these laws and policies.

DURATION OF THE SESSION

45 minutes

PREPARATION

- Make a flip chart using support document M5/S3/D1 *Legislation and Public Policy Analysis.*

MATERIALS FOR THE SESSION

- Flip chart paper
- Color markers
- Adhesive tape

EXPECTED OUTCOMES

At the end of the session participants will have analyzed existing, pending, and nonexistent laws or policies in relation to the Advocacy issue. This analysis will serve as the framework for the next activity.

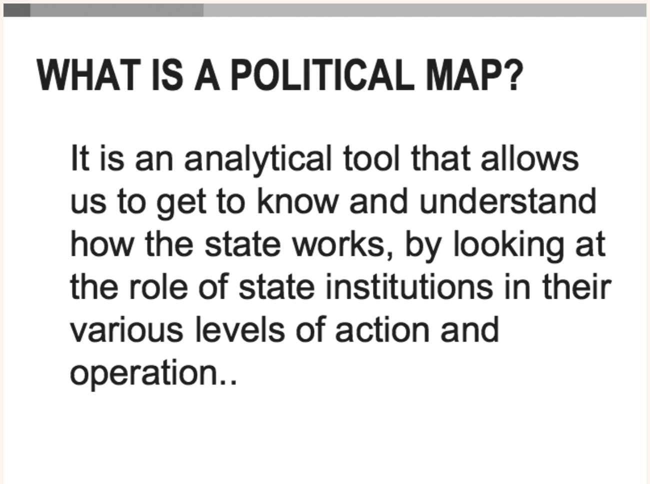
ACTIVITIES

Introduction	Briefly explain to the group that you will work in teams in order to analyze both legislation and public policy. Divide the group into at least three teams, and ask team members to sit together.

Exercise	Show slide or support flip chart M5/S3/D1 *Legislation and Public Policy Analysis*. Explain that you will classify laws connected with the Advocacy issue (including the Constitution) in: • Acceptable laws in terms of both wording and content. In other words, laws that work, respond to the population's needs, and are in agreement with your approach to the Advocacy issue. • Existing laws where content must be somewhat modified to address the challenges faced by the Advocacy issue. • Nonexistent laws that should be created in order to supplement, promote, or favor state action in relation to the Advocacy issue. The teams should classify public policies in the same way: • Existing public policy that works adequately and does not need to be changed in any way. • Existing public policy in which operation does not lead to the expected results or that has not been adequately designed and therefore, requires some modification (modifications may include budgetary issues). • Nonexistent public policy that should be created in order to respond to the challenges faced by the Advocacy issue. Remind the group (and stress the fact) that legislation changes take place in parliaments or congresses, while public policy design is the job of the Executive Branch, its ministers, and its technical areas. All teams must work on each of the six points. When they finish, they must also choose representatives who will come to the front to present the results of their work to the rest of the group. We recommend that you summarize the team's conclusions at the end of each presentation, highlighting coincidences between legal and public policy gaps. If there are evident discrepancies in the teams' analysis, have at least two rounds of discussion on the point that has caused disagreement so that the teams have a chance to support their arguments. Once an agreement has been reached, ask each team to place its flip chart on the wall. Thank all the teams for their participation.

Conclusions (5 min.)	Ask if they have questions or comments. If so, choose some of them and ask participants to be brief. Close the session by pointing out the most relevant challenges faced by the political mapping group. Share some anecdotes that occurred while gathering or analyzing information. Emphasize the dynamic nature of political maps. These maps follow the country's political changes, even if such changes do not take place constantly or at every level at the same time. Political actors shift more often and more dynamically than established political processes or the institutions and laws that govern a country. For example, it is easier for a minister to change his or her technical team, or even for a prime minister or president to change, than for political processes such as the electoral system, the territorial organization, or the laws to alter. The map is built starting from the most stable components of the state and gradually moving to the most dynamic components. In this way, we already have the general framework and do not need to entirely redo our map due to the replacement of a person or a team. Thank participants before ending the session.

M5/S1/D1
WHAT IS A POLITICAL MAP?



Political Map

A political map enables us to become familiar with structural, ideological, and contextual circumstances affecting decision-making processes.

Political Map

The political map offers information that allows us to get to know the circumstances in which one or more Political Actors make decisions, and thus anticipate the direction these decisions will go.

What is it For?

- Building political citizenship begins with an adequate knowledge of how the state works and of its scope.
- It allows us to learn how the public interest sphere works and to understand the interaction between Civil Society and the Political System.

What is it For?

- To develop an adequate advocacy strategy.
- Knowing the making decision process builds active citizenship.

M5/S3/D1

LEGISLATION AND PUBLIC POLICY ANALYSIS

1. LEGISLATION

1.1. Which existing law or laws need to be modified?

1.2. What law or laws need to be created?

2. PPUBLIC POLICY

2.1. Which existing public policies are implemented either partially or not at all?

2.2. Which existing public policies operate within a reasonable and acceptable margin?

2.3. What public policies do not exist and should be created?

6 DEFINITION AND ANALYSIS OF THE PROBLEM

Page

MODULE 6
DEFINITION AND ANALYSIS OF THE PROBLEM

OBJECTIVES OF THE MODULE

- To clearly define the problem that will be addressed through the Advocacy strategy.
- To increase participants' knowledge of the problem they want to address.

MODULE DEVELOPMENT

Sessions		Objectives At the end of the session, participants will:	Duration
S1	Choosing the Problem you Want to Address	Clearly identify the problem they will tackle by means of an Advocacy strategy	30 min.
S2	Analyzing the Problem	Have defined causes and consequences of the problem they want to address	1 hr.

DURATION OF THE MODULE

1 hour 30 minutes

MATERIAL AND EQUIPMENT FOR THE MODULE

- Flip chart paper
- Color markers
- Adhesive tape

SUPPORT DOCUMENTS

- Support document M6/S2/D1 Problem Tree

SESSION 1. CHOOSING THE PROBLEM YOU WANT TO ADDRESS

DURATION OF THE SESSION

30 minutes

MATERIALS FOR THE SESSION

- White cards (A8) or post-its
- Color markers
- Adhesive tape

OBJECTIVE

At the end of the session participants will be able to clearly identify the problem they will tackle through an Advocacy strategy.

PREPARATION

- Make sure that there is an empty space (wall, flip chart) in front of the group.

EXPECTED OUTCOMES

Participants will have reached consensus about the issue or problem to be addressed. They will also have idenitified the main (political) causes of the problem.

ACTIVITIES

Presenting the Session (5 min.)	Present the objectives of the module to the group. Ask if there are any questions or comments. Place the objectives in a visible spot and leave them there during the entire module.
Group Reflection **(20 min.)**	The group must reach the planning stage of the Advocacy strategy with a clear conceptualization of the problem it wants to address. It is essential to take the time to ensure consensus.
	Hand out a card to each participant. Ask participants to write down the problem they want to solve (or contribute to solving) through an Advocacy strategy. Make clear to participants that the problems they suggest should: • **Affect a broad sector of the population.** Should be something a lot of people are concerned about. • **Be current.** They should exist at present, not in the future. For instance, we recommend that you avoid approaches such as, "If candidate X wins, he or she will veto the reproductive health act."

Group reflection **(20 min.)**	• **Be specific.** Encourage participants to avoid ambiguous concepts and to be as specific as possible. Instead of stating, for example, "many young women die in labor," it would be better to say, "the high morbimortality among adolescents due to unplanned pregnancies." • **Refer to existing negative situations.** rather than to the lack of solutions. Otherwise, the group will tend to analyze only one solution instead of having a comprehensive approach. For instance, rather than saying that a "lack of resources to train teachers in comprehensive sex education," they might say, "teachers who are poorly trained in comprehensive sex education."
	It is okay for a person to have more than one card, but make sure that they write one problem on each card.
	Ask those who have finished to place their cards on a wall or flip chart in front of the group. Once everybody has written his or her suggestion, ask the group to analyze all the problems and identify those that are similar. Place all similar problems together. Then ask participants to determine which ones are the cause or consequence of the others. If a problem is a cause, place it above. If it is a consequence, place it below. Once they have established these interrelations, group members must identify the most relevant suggestion/s. Ask them which problem would be the most strategic one to address through their Advocacy project. Facilitate the discussion so as to reach consensus on the problem to be tackled. If group members cannot reach consensus, ask if it is possible to connect the two most relevant suggestions, or if they want to work with both of them simultaneously.
	Working on two problems at the same time means doubling efforts and resources, both for planning and for implementing the Advocacy project. Before making this decision, make sure that the group is aware of this.
Conclusion **(5 min.)**	Write the chosen problem on the flip chart. End the session by congratulating the group on taking the first step toward planning its Advocacy project. Make sure that all participants are committed to their decision.

SESSION 2. ANALYZING THE PROBLEM

DURATION OF THE SESSION

1 hour

MATERIALS FOR THE SESSION

- Flip chart paper
- Color markers
- Adhesive tape

OBJECTIVE

At the end of the session participants will be able to define causes and consequences of the problem participants want to address.

PREPARATION

- Draw the image of the tree shown in support document M6/S2/D1 *Problem Tree*, on a piece of flip chart paper.

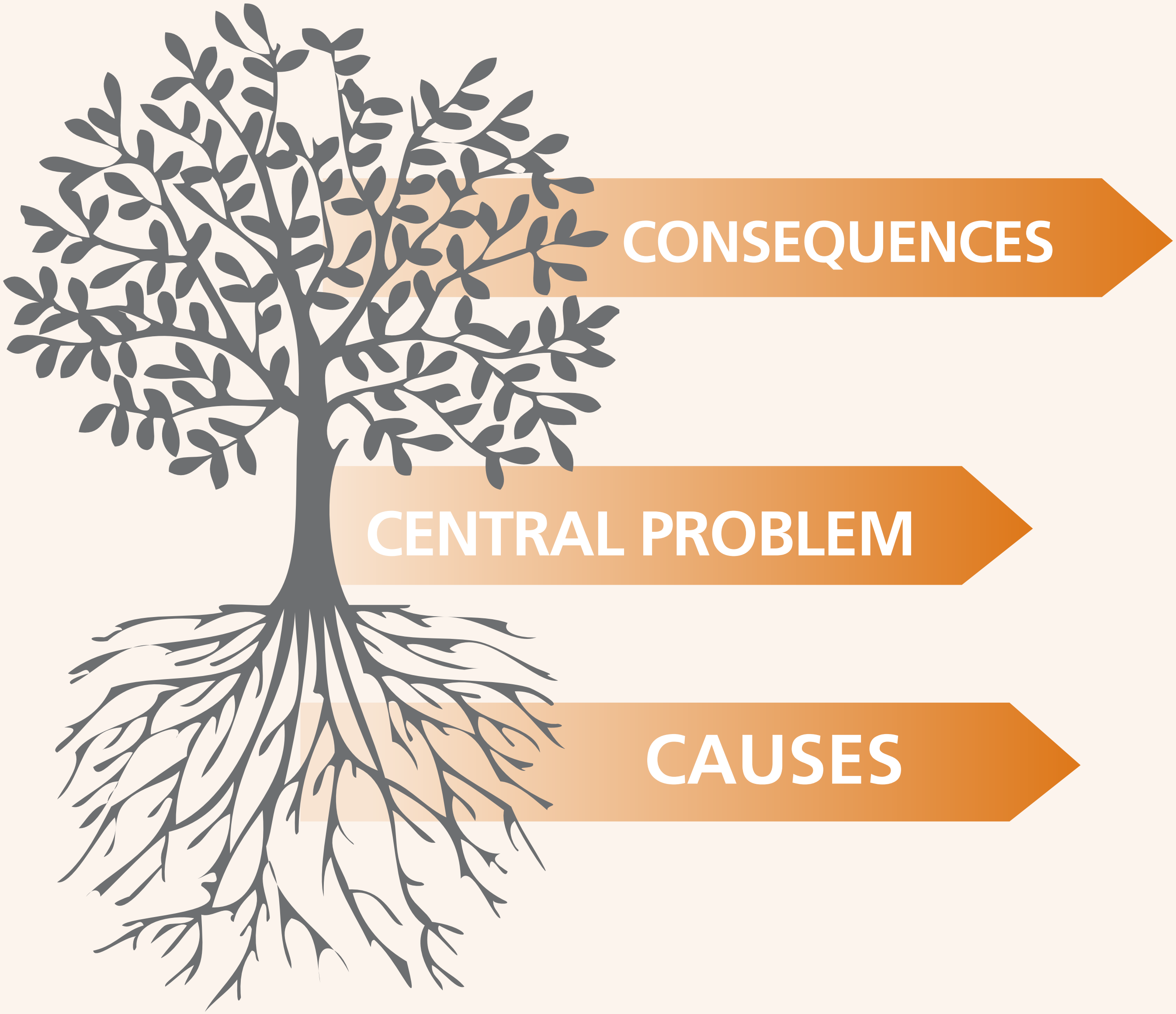
ACTIVITIES

Teamwork **(25 min.)**	Once the group has chosen the problem, discuss the need to analyze it in greater depth. To do so, you will use the problem tree technique. Its goal is to clearly identify the causes and consequences of a problem. Show group members the tree drawing that you prepared in advance. Explain to them that they will divide into small teams and that each team must create its own tree for the problem the group chose earlier (if the group has eight members or less, this exercise can be carried out in a plenary session). Divide the group into teams of approximately six members. Before doing so, provide instructions for the exercise. Ask participants to write down the central problem on the trunk of the tree, and to take ten minutes to identify the causes of this problem, which must be written on the roots. Then they should take ten more minutes to determine the consequences of the problem, and write them on the branches of the tree. Stress the fact that they must identify causes and consequences separately, always linking them to the problem and not to each other. In other words, they must not establish a direct relationship between causes and consequences. Ask each team to choose a representative to report on its work.

Group Reflection **(30 min.)**	Ask each team to present their work. Once all teams have presented, explain to participants that they must prioritize among the various causes of the problem. Ask them to take a minute to assess their priorities based on the three R's: • Causes must be related to the work the government performs or should perform (socio-cultural causes such as sexism are hard to address through a short-term Advocacy project). • They must be relevant to the solution of the problem in the context of the project and of the organization. • They must be realistic and easy to solve. Ask participants to share the causes they would prioritize with the group, based on the previously indicated criteria, and why. Facilitate discussion until consensus is reached with regard to the main causes. The group should identify at least two or three main causes.
Conclusion **(5 min.)**	Close the session by mentioning that this exercise will be of use throughout the whole planning process, and even afterward. If possible, place the trees in a visible spot and keep them there during the rest of the workshop.

M6/S2/D1

PROBLEM TREE



7

DEFINITION OF THE ADVOCACY EXPECTED RESULT

Page

MODULE 7
DEFINING THE ADVOCACY EXPECTED RESULT (AER)

OBJECTIVES OF THE MODULE

To enhance participants' knowledge of the significance and basic components of an Advocacy Expected Result.

MODULE DEVELOPMENT

Sessions		Objectives At the end of the session, participants:	Duration
S1	Definition of the Advocacy Expected Result	Will clearly grasp the relevance and basic components of an Advocacy Expected Result (AER) Will define the Expected Outcome for their Advocacy project	2 hrs.

CENTRAL THOUGHTS

A key aspect of Advocacy work is clearly identifying the political change we want to promote, because this change will be our guiding light throughout the entire project. The definition of the Advocacy Expected Result is, therefore, one of the most significant steps in this kind of work. That is why you must devote enough time and care to this module.

Advocacy work usually involves addressing sensitive or controversial matters, especially if we are doing Advocacy on sexual and reproductive rights. For this reason, one of the main aspects of designing a successful strategy is discussing and reaching agreements regarding those aspects of our project that might be controversial. You must also make sure that the whole group shares the same notions, perceptions, and principles in this regard.

DURATION OF THE MODULE

2 hours

MATERIAL AND EQUIPMENT FOR THE MODULE

- Flip chart paper
- Color markers
- Adhesive tape

SUPPORT DOCUMENTS

- Support document M7/S1/D1 Components of the AER
- Support document M7/S1/D2 Specifications of the AER
- Support document M7/S1/D3 Questions to Help Define the AER

NOTES

In order to achieve the objectives of this module, participants must have developed the political map and problem tree.

SESSION 1. DEFINING THE ADVOCACY EXPECTED RESULT

DURATION OF THE SESSION

2 hours

MATERIALS FOR THE SESSION

- Flip chart paper
- Color markers
- Adhesive tape

OBJECTIVE

At the end of the session participants will be able to clearly grasp the significance and basic components of an Advocacy

EXPECTED RESULT

Define the Advocacy Expected Result for their project

PREPARATION

- Prepare support document M7/S1/D1 *Components of the AER* on a flip chart
- Prepare support document M7/S1/D2 *Specifications of the AER* on a flip chart
- Identify a spot in the workspace, preferably in front of the group, where you can place several flip charts in such a way that they are visible to all participants.
- Make a copy of support document M7/S1/D3 *Questions to Define the AER* for each participant.

ACTIVITIES

Presentation in Plenary Session **(15 min.)**	Explain to the group that the precise definition of what we call the Advocacy Expected Result is a critical aspect of a successful Advocacy strategy, because this outcome will be the guiding light for all ensuing work Show participants the flip chart with support document M7/S1/D1 *Components of the AER*. • Determine the political change or action they wish to promote For instance, "establishing an official norm regarding use and promotion of emergency contraception or creating a Sexual and Reproductive Health Act."

Presentation in Plenary Session **(15 min.)**	To complete this step, it is important to refer to the problem trees created by group members in Module 6, especially to the main causes they identified, and to the political map. Both exercises should have provided a clear vision of urgent needs concerning this issue and of opportunities to exert influence. Ask participants to refer to such findings.
	• Identify the political actor with the power to decide in favor or against the change the group wants to achieve For example, this actor may be a person (e.g. the health minister) or a group of people (e.g. Congress).
	Once the group has defined the political change or action it wants to achieve, it is crucial to identify the person who has the decision making power to produce such a change. That is why you must refer to the political map, especially to the section describing the decision making process.
	• Define the specifications of the political change or action they want to achieve Show participants the flip chart with support document M7/S1/D2 *Specifications of the AER*. It is worth considering the following features: • Time frame to achieve the AER (a year, one legislative term, etc.) • Basic elements or principles that it must include (gender perspective, rights, respect for sexual diversity, etc.) • Geographic scope (nationwide, town council X, etc.) • Target population or populations (the whole population, especially young women, commercial sex workers, etc.) • Related budget changes that the law, program, plan, or policy will require in order to be effectively implemented (a budget allocation for its implementation) Tell the group that an example of a Advocacy expected result could be: By the end of the project, the Ministry of Health, in collaboration with sexual and reproductive rights civil society organization, develops the Sexual and Reproductive Health National Plan with gender perspective and base on a Human Rights framework that includes, among other strategies on reduction of maternal mortality, youth friendly services, access to legal abortion and services for people living with HIV and allocates sufficient funding for its implementation.

Presentation in Plenary Session (15 min.)	The more detailed the Advocacy Expected Result, the more inputs the group will have to promote an Advocacy strategy in keeping with its expectations.
Teamwork **(30 min.)**	In **Module 5** participants identified the main causes of the problem. Divide the group into as many teams as main causes were defined. If group members agreed upon a single cause, they may divide into small groups to discuss possible actions in various spheres. It is desirable that participants work on the cause about which they have most experience or knowledge. That is why we recommend that each participant decide which team he or she should join. If this procedure dramatically affects the distribution of the teams, you may ask some participants to join the one that has the fewest members. Ask each team to develop its Advocacy Expected Result taking into account all the questions you mentioned during your explanation. Each team must choose a representative to report on its conclusions.
Presentation in Plenary Session **(15 min.)**	Ask representatives to come to the front one by one and present the Advocacy Expected Result designed by the teams. Invite the group to provide feedback to each of the teams.
Teamwork (20 min.)	Hand out copies of support document M7/S1/D3 *Questions to Define the AER*. Ask participants to go back to their teams and answer them as objectively as possible.
Presentation in Plenary Session (20 min.)	Ask representatives to come to the front one by one and present the analysis of the Advocacy Expected Results. Invite the group to offer feedback to each team.

Group Reflection **(15 min.)**	Explain to the group that if its resources are limited, it should choose only one Advocacy Expected Result. For this reason, based on each team's analysis, ask the teams to pick the one that: • Is more likely to be achieved within the established time frame. • Will have the greatest impact on the population they want to benefit. It would be best if the decision were made by consensus. If this is not feasible, have participants vote.
Group Reflection **(15 min.)**	If it is not possible to choose only one Advocacy Expected Result, tell group members to work with two at the most, but add that doing so may hinder both the planning and the implementing processes.
Closing the Session **(5 min.)**	Write down the Advocacy Expected Result on a flip chart and place it in a visible spot. Thank participants for their work and for their will to reach a consensus, if they did.

POLITICAL CHANGE OR ACTION

(THE DECISION YOU WANT MADE)

+

POLITICAL ACTOR

(DECISION MAKER)

+

SPECIFICATIONS

(ELEMENTS OF THE DECISION)

AER SPECIFICATIONS

What follows are some issues that should be considered among the AER specifications:

- Time frame to achieve the Advocacy Expected Result
- Basic components or principles that it should include
- Geographic scope
- Focus population or populations
- Human and financial resources needed to implement it

M7/S1/D3

QUESTIONS TO DEFINE THE AER

Question	Yes	No	Notes
Is it possible to achieve the AER even with opposition?			
Are there qualitative and/or quantitative data to prove that the expected result will improve the lives of the people affected?			
Do you have the knowledge and skills to implement an Advocacy strategy on this issue?			
Can this cause attract support from a large group of people?			
Have you forged alliances with people or organizations that are critical for the achievement of the Advocacy Expected Result?			
Is it possible to obtain money or other resources to support your work on this issue?			

8

ANALYSIS OF THE TARGET AUDIENCE AND THE SECONDARY AUDIENCE

Page

MODULE 8
ANALYSIS OF THE TARGET AND SECONDARY AUDIENCES

OBJECTIVES OF THE MODULE

To improve participants' tools to analyze audiences

MODULE DEVELOPMENT

Sessions		Objectives At the end of the session, participants will:	Duration
S1	Target Audience mapping	Clearly identify the target audience of the Advocacy project	1 hr 45 min.
S2	Secondary Audience mapping	Clearly identify the secondary audience of the Advocacy project	2 hrs.
S3	Audience analysis	Devise the necessary strategies to work with the target and secondary audiences	1hr 25 min.

CENTRAL THOUGHTS

When we carry out Advocacy activities, we must identify the addressee of our messages. The target audience is the person or people to whom we address our Advocacy messages so that they will act in favor of our issue. The people who are indirectly related to the Advocacy issue or to the target audience are known as the secondary audience.

DURATION OF THE MODULE

5 hours 10 minutes

MATERIAL AND EQUIPMENT FOR THE MODULE

- Flip chart paper
- Felt-tip pens
- Adhesive tape
- Small white and colored stickers or labels (you may use round labels)
- Colored pencils
- Post-its or quarter-letter size cards

SUPPORT DOCUMENTS

- Support Document M8/S1/D1 Audience Analysis Chart
- Support Document M8/S1/D2 Instructions for Audience mapping
- Support Document M8/S1/D3 Diagram: Audience Map
- Support Document M8/S3/D1 Analysis of Audience Maps

NOTES

To conduct this session, it is essential to have previously gathered as much information as possible about the decision makers involved with the chosen issue. In addition, the group must have already defined the Advocacy Expected Result (AER).

If the group chose more than one AER, it must create a target audience map and a secondary audience map for each AER. For this reason, we recommend to carry out this activity in groups divided by AER.

If the group chose only one AER, it may create both maps simultaneously, depending on the size of the group. This will allow you to save time.

SESSION 1. ANALYZING THE TARGET AUDIENCE

DURATION OF THE SESSION

1 hour 45 minutes

MATERIALS FOR THE SESSION

- Flip chart paper
- Felt-tip pens
- Adhesive tape
- Small white and colored stickers or labels (you may use round labels)
- Colored pencils

OBJECTIVES

At the end of the session participants will be able to clearly identify their target audience

PREPARATION

- Make a copy of support document M8/S1/D1 *Audience Analysis Chart* for each participant.
- Transcribe support document M8/S1/D2 *Instructions for Audience Mapping* onto a flip chart.
- Draw support document M8/S1/D3 *Audience Map* on a flip chart.
- Find a spot in the workspace, preferably in front of the group, where you can place several flip charts so that they will be visible to all participants.

EXPECTED OUTCOMES

Defining specific lines of action to work with the target audience

ACTIVITIES

Presentation in Plenary Session **(10 min.)**	Place the objectives of the session in a visible spot and read them to the group. Tell participants that as you discussed during the previous module, one of the key aspects of Advocacy work is clearly defining the target audience and differentiating it from the secondary audience. Stress the difference between audiences and mention that in this module you will analyze them separately, starting with the target audience – those who are directly involved in the decision making process. Make sure that the group clearly understands the difference between these audiences. Explain to participants that the target audience is dynamic and that, as was the case with the political map, they will need to revise it throughout the implementation of the project. Advocacy work should lead audience members to modify their position in favor of the objective of the project. For this reason, the analysis of the members of the target audience must be as thorough and detailed as possible.
Teamwork **(45 min.)**	It is important to first study the target audience and then the secondary audience. If there is not enough time, you can work on both audiences simultaneously, assigning each of them to different teams.
	Explain to participants that they will work in teams, and that they will first focus on the target audience and then on the secondary audience. For this reason, it is essential to keep both activities separate. Present and explain flip chart M8/S1/D2 *Instructions for Audience Mapping.* Explain that you will work in two stages. **First stage.** Distribute the phptocopies of the document M8/S1/D1 *Audience Analysis Chart*. For the brainstorming exercise, it is important to include every person directly and formally involved in making the decisions needed to achieve the AER. Those actors who bear influence on the decision-making process but are not directly concerned with it will be analyzed when mapping the secondary audience. We recommend that you give an example of the latter, for instance, "the Catholic Church" or "the first lady." Both can be very influential, but do not wield formal power in the decision making process.

<table>
<tr><td>Teamwork

(45 min.)</td><td>Ask the teams to complete the matrix of support document M8/S1/D1 Audience Analysis Chart. Explain the categories listed below. Emphasize that objectivity is critical for this exercise:

Power. It refers to the authority of a certain actor to make decisions required by the AER, or in other words, the extent of their involvement regarding the achievement of the AER. They should use a scale from 1 to 3.
Position. It refers to the actor's specific position concerning the achievement of the AER. For instance, the actor can be fully in favor, somewhat in favor, undecided, somewhat against, or fully against the fulfillment of the AER. They should use a scale from –3 to +3. It is important to highlight that the actor's position must be defined in direct relation to the AER, and not in relation to the issue in general. There may be people who agree with the need to strengthen HIV prevention projects but do not believe that such strengthening should occur through the integration of HIV and reproductive health programs.
Interest. It refers to the actor's willingness to commit to the achievement or prevention of the AER. For instance, his or her willingness could be high, medium high, indeterminate or neutral, medium low, low, or nil. Participants should use a scale from 0 to 6. Actors may be interested in advancing or hindering the achievement of the AER. It is worth noting that the fact that actors are in favor of a certain issue does not necessarily mean that they are willing to invest their "political capital" to achieve the AER.

Divide the group into teams of eight members at the most. Ask the teams to start working.</td></tr>
<tr><td>Teamwork

(30 min.)</td><td>Once the teams have finished the chart, show them flip chart M8/S1/D3 Audience Map and present the Second Stage of flip chart M8/S1/D2 Instructions for Audience Mapping.

Explain that they must transfer the three components of the chart (interest, position, and power) to the Map of Actors Diagram:

Interest should be written on the vertical axis
Position, on the horizontal axis
Power will be graphed by means of the size of the figure representing the actor. You can use drawings or labels shaped as circles. Use one circle for power level 1, two for power level 2, and so on.

Ask the teams to transfer the result of their chart to the flip chart with the Diagram: Audience Map.</td></tr>
</table>

Presentation in Plenary Session **(20 min.)**	Ask the teams to choose a representative. Each team will show its target audience map. After each presentation, ask if there are any questions or comments. If so, facilitate discussion. If all the teams worked on the same audience (target audience), it is important to identify similarities and differences among the charts so as to reach consensus on the placement of each actor. If the teams worked simultaneously on the target and secondary audiences, you should make sure that the whole group agrees with the analysis.

SESSION 2. ANALYZING THE SECONDARY AUDIENCE

OBJECTIVE

At the end of the sessions participants will be able to clearly identify their secondary audience

PREPARATION

- Ensure that the flip chart that you made base on the support document M8/S1/D3 *Diagram: Audience Map* is placed where all the group can see it.
- Identify a spot in the workspace, preferably in front of the group, where you can place several flip charts so that everybody can see them.

EXPECTED OUTCOMES

Laying out concrete lines of action to work with secondary audiences

DURATION OF THE SESSION

2 hours

MATERIALS FOR THE SESSION

- Flip chart paper
- Felt-tip pens
- Adhesive tape
- Stickers or small white and colored labels (you may use round labels)
- Colored pencils

ACTIVITIES

Presentation in Plenary Session **(5 min.)**	Explain to group members that they will now carry out an exercise similar to the previous one, but that this time they will work on the secondary audience. Remind them that the secondary audience comprises those actors who, while not participating formally in the decision making process connected with the AER, have the power to influence its achievement. Some examples of secondary audience are members of civil society organizations, church authorities, columnists and journalists, relatives and friends of decision makers, and the private sector. Also explain that, like the target audience map, the secondary audience map is dynamic, and that we expect that as the project progresses, this audience's position will become closer to ours. For this reason, the map must be regularly updated. Tell the group that for this excersice they will use the same instructions that for the Target Audience mapping and present flip chart you made based on the support document M8/S1/D2 *Instructions for Audience Mapping*
Teamwork **(60 min.)**	Explain to participants that they will work in the same teams that analyzed the target audience. Remind them that in the first stage they will conduct a brainstorming exercise to identify members of the secondary audience. Once these have been identified, ask participants to complete the matrix in document M8/S1/D1 *Audience Analysis Chart*. Make sure that participants remember the definitions of all the categories they will use (power, position, and interest), and that the analysis they conduct should be as objective as possible.
Teamwork **(30 min.)**	Once the teams have completed the chart, ask them to transfer their conclusions to the flipchart with the *Diagram: Audience Map*, as they did in the previous exercise.
Presentation in Plenary Session **(20 min.)**	Ask each team to choose a representative to present its secondary audience map. After the presentation, ask participants if they have any questions or comments. If so, facilitate discussion. If all the teams worked on the same audience (secondary audience), it is important to identify similarities and differences and to reach consensus regarding the placement of each actor.

Conclusion **(5 min.)**	Ask each team to place its secondary audience map with the lines of action in a visible spot. Explain that they will go back to this map when they lay out the specific objectives of the Advocacy project. Close the session by explaining that the audience maps are "live," dynamic tools that are constantly changing. That is why the Advocacy project must regularly update these maps so as to ensure that the devised strategy always responds to reality.

SESSION 3. AUDIENCE ANALYSIS

OBJECTIVE

At the end of the session participants will be able to devise the necessary strategies to work with the target and the secondary audiences.

PRELIMINARY WORK

- Prepare flip charts or slides (Power Point if possible) based on support document M8 /S3/ D1 *Analysis of Audience Maps*. Make a copy of the document for each participant.
- Make copies of the presentation for all participants.

EXPECTED OUTCOMES

Defining specific lines of action to work with the target audience

DURATION OF THE SESSION

1 hour 25 minutes

MATERIALS FOR THE SESSION

- Felt-tip pens
- Post-its or quarter-letter size cards

ACTIVITIES

Presentation in Plenary Session **(20 min.)**	Once all the teams finish the target and secondary audiences mapping, show them the presentation you developed based on document M8/S3/D1 *Analysis of Audience Maps*. Explain that the strategies they devise will depend on the location of most or of the most powerful members of the target audience. Some of these strategies may be: • **Convincing:** In the case of audiences very interested in the AER but with an intermediate position, you must increase their knowledge on the issue or problem and show them that the AER is the appropriate response for it. Strengthening the audience's trust and belief in your organization or network is critical for this type of strategy. Actions may include seminars taught by experts, forums, awareness-raising workshops, production of specialized materials, and private meetings. • **Persuading:** In the case of audiences with a favorable position but with medium interest in the AER, you must show that your cause is supported by the population sectors whose opinion they value. These sectors may be constituents (when audience members have been elected) other decision makers, power groups, or public opinion leaders, among others. Actions may include public demonstrations, mass letter writing, forums led by experts, newspaper articles, paid announcements, and communication campaigns. • **Neutralizing:** In the case of audiences that are somewhat or fully against the AER and are very interested in it, you will need to counteract their influence. This is a highly delicate task. You must avoid using unethical practices or victimizing your opponents at all costs. Even though neutralization strategies are important, they should not become the focus of the Advocacy project because they will promote reactive rather than proactive actions. Activities may include creating databases of arguments and counterarguments, and monitoring the approach, support organizations, and funding sources of opponent groups. • **Monitoring:** In the case of audiences that are against the AER but that have little or medium interest in it, you must systematically monitor their behavior so as to identify their movement toward other sections of the audience map in a timely way – especially their increasing interest with regard to the preventing the AER. Actions may include analyzing legislative records and monitoring the media.

Presentation in Plenary Session **(20 min.)**	• **Engaging:** In the case of audiences that are somewhat or fully in favor and have a high interest, you must seek to include them in the project to promote your initiative. There are many ways to do so. Inclusion does not necessarily have to be public or formal. What is important is that this audience appropriates the cause of achieving the AER as its own. Actions may include private meetings, specialized forums for this audience (such as parliamentary groups), training workshops, production of materials to be used by this audience, and consultancy services.
Teamwork (45 min.)	Tell the group that the analysis of audience maps will provide information that will help them define the major lines of action they must implement to achieve the AER. Explain that based on the previous presentation, an example of a major line of action may be: **Enhancing the awareness of Parliamentarians, in general, but especially that of the Health, Human Rights, and Youth Committees about the need to increase the budget for HIV prevention.** It is important to make clear that we are not looking for specific activities such as conducting workshops, producing materials, and so on. Rather, we want broader lines of action such as training, awareness-raising, and capacity building. Ask participants to go back to their teams and define the major lines of actions for the main groups in their target audience maps. Once they have done so, ask them to write each line of action on a post-it or card (one line of action per post-it) and place them on their target audience map. Once most of the teams have finished ask them to do the same exercise with their secondary audience. We recommend that you use only one color of post-its or cards for the target audience map and a different one for the secondary audience one, in order to facilitate the subsequent analysis of major lines of action.

Presentation in Plenary Session **(15 min.)**	Ask each team to choose a representative to report on its work. Each representative will present and explain the major lines of action defined by his or her team in each of the audience maps. After each presentation, ask participants if they have questions or comments. If so, facilitate discussion.
Conclusion (5 min.)	Ask each team to place its target audience maps with the lines of action in a visible spot. Explain to participants that they will go back to these maps when they lay out the specific objectives for the Advocacy project. The audience analysis exercise may be exhausting. For this reason, we recommend that you close the session by thanking group members for their commitment to this task.

AUDIENCE ANALYSIS CHART

Name	Institution/ Organization	Post	Power (1 to 3)	Position (-3 to +3)	Interest (0 to 6)

M8/S1/D2

INSTRUCTIONS FOR AUDIENCE MAPPING

FIRST STAGE

- Draw the following table on flip chart paper

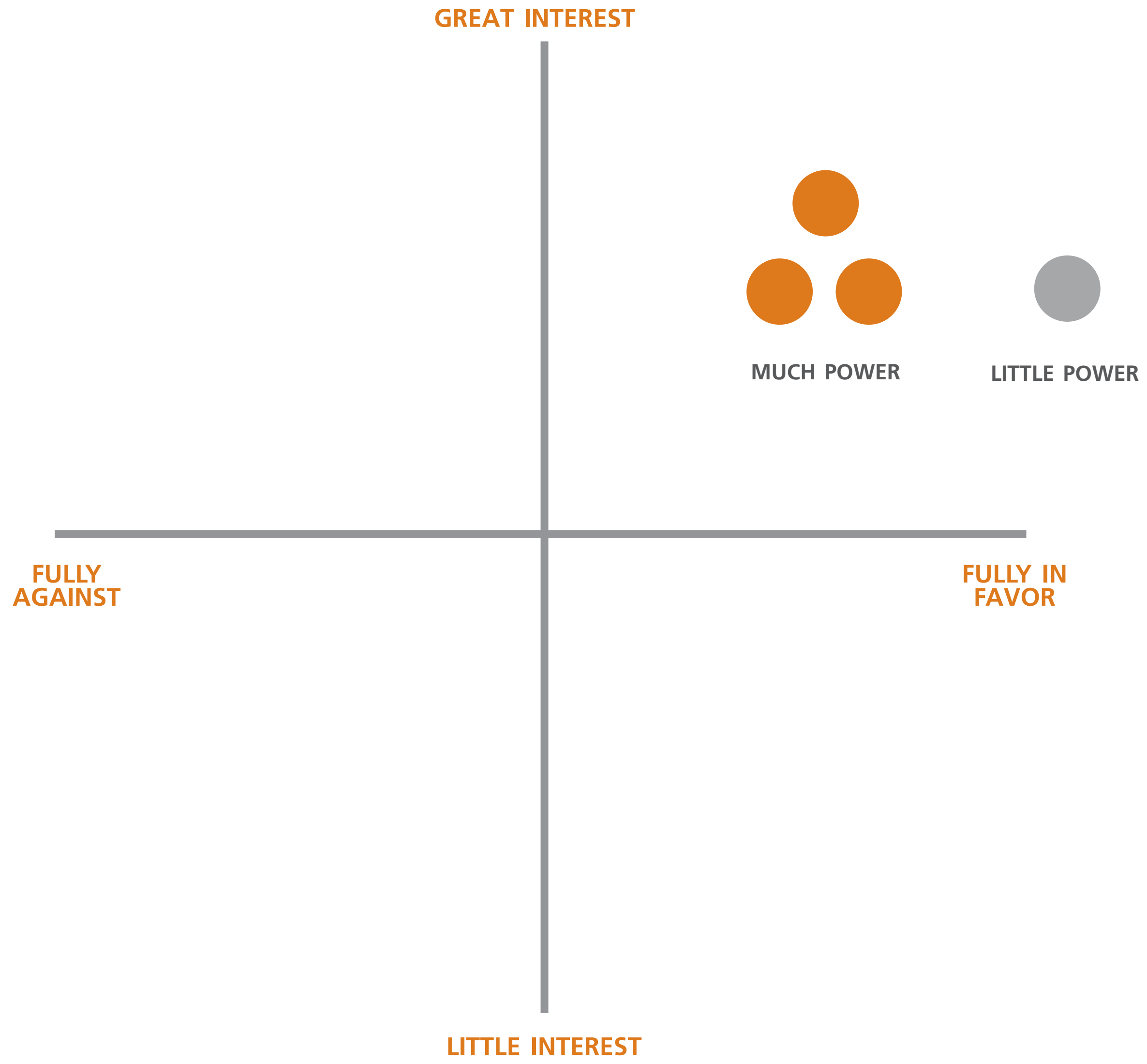
Name	**Institution or organization**	**Post**	**Power** (0 to 5)	**Position**(-5 to +5)	**Interest** (0 to 5)

- Conduct a brainstorming exercise to name all the people who form the audience you are analyzing. For the Target audience, make sure that they are all decision makers connected with the AER. For the secondary audience, make sure they can all influence the decision related with the AER.
- Insert them in the table above.
- For each person identified during the brainstorming exercise, determine his or her power to make decisions, his or her position regarding the AER, and his or her interest in achieving or preventing it.

SECOND STAGE

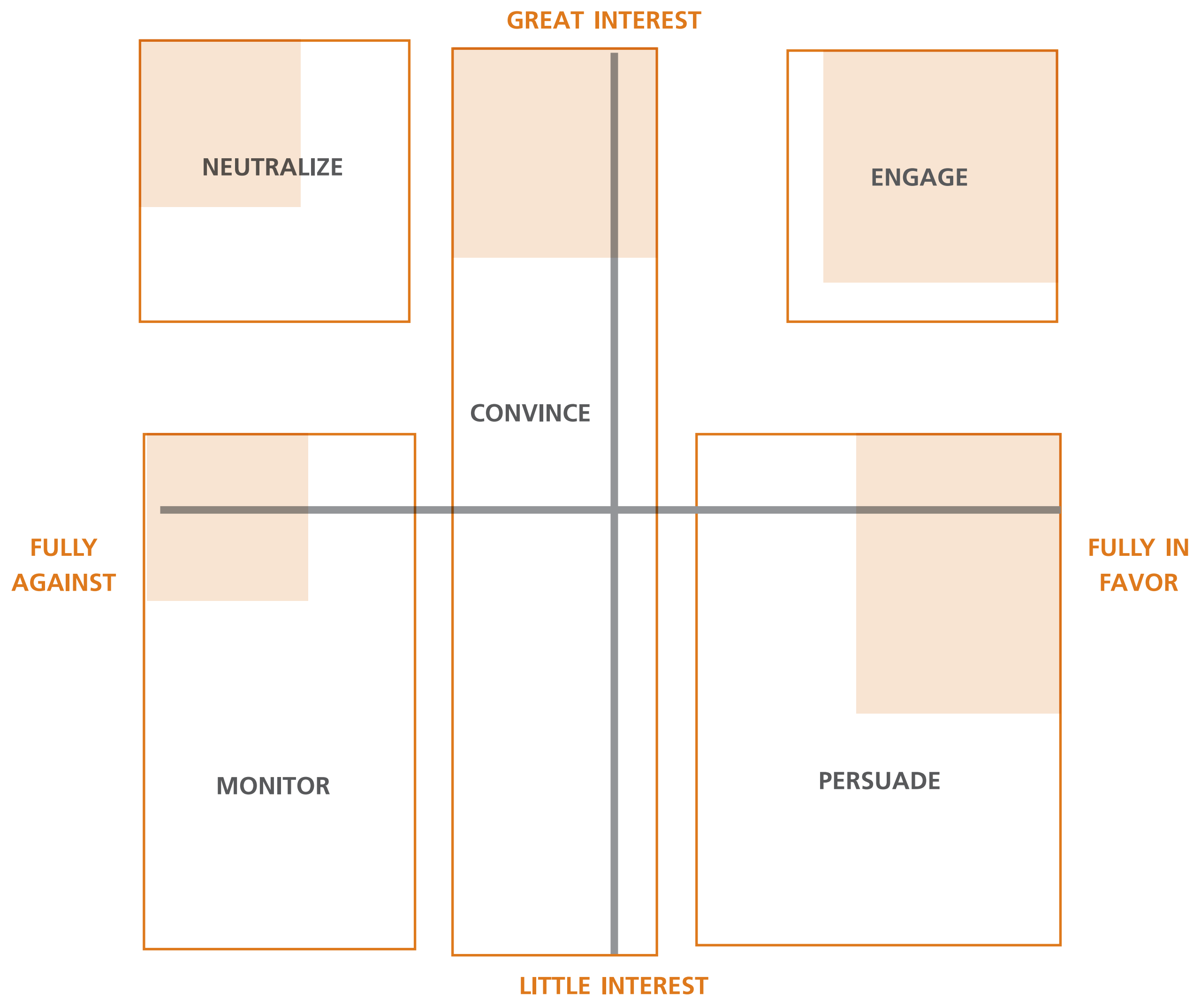
- Write your Advocacy Expected Result in the appropriate space.
- For each actor you identified during the brainstorming exercise, draw a paper symbol and label it.
- Stick each symbol on the appropriate place on the map, regarding with the power, position and interest on the AER they have.

DIAGRAM: AUDIENCE MAP



M8/S3/D1

ANALYSIS OF AUDIENCE MAPS



9

ANALYSIS OF POTENTIAL ALLIES

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MODULE 9
ANALYSIS OF POTENTIAL ALLIES

OBJECTIVES

To generate basic tools to strengthen alliances for the organization's Advocacy work.

MODULE DEVELOPMENT

Sessions		Objectives At the end of the session, participants:	Duration
S1	Networks and Coalitions	Will identify potential allies that may contribute to the achievement of the AER Will determine whether they must create a new institutional space or strengthen an already existing one	1 hr 30 min.

CENTRAL THOUGHTS

Even though a single organization can perform Advocacy actions in an isolated way, most experiences show that Advocacy work is much more effective and sustainable if it is carried out by well-organized networks, alliances, or coalitions.

When analyzing potential allies, it is also essential to identify existing collective work spaces. You may then decide if any of these spaces satisfies the needs of the Advocacy strategy or can be adapted to do so. You can thus avoid duplicating efforts and optimize learning and resources.

At the same time, it is important to understand that members can participate in different ways in a collective space such as this. If you aspire to create a new space, you must take into account that this is a hard task requiring strong commitment on the part of the founding group. The latter must

DURATION OF THE MODULE

1 hour 30 minutes

MATERIAL AND EQUIPMENT FOR THE MODULE

- Flip chart paper
- Markers of different colors
- Adhesive tape

SUPPORT DOCUMENTS

- Support document M9/S1/D1 Recommendations for Creating and Maintaining Collective Spaces

NOTES

To meet this module's goals, you should start by asking if an alliance or network already exists whose work contemplates the achievement of the Advocacy Expected Result, and if this network can take up the group's cause as its own. This may be a potential starting point.

coordinate the resources, experience, energy, and time of all members so as to build a solid space from which to promote the Advocacy Expected Result.

Remember that allies are also important because their voices are different from yours – their perspective responds to their institutional identity. The legitimacy of a message or a strategy depends on the organizations that support it – their history and the public recognition they have.

DURATION OF THE SESSION

1 hour 30 minutes

MATERIALS FOR THE SESSION

- Flip chart paper
- Color markers
- Adhesive tape

SESSION 1. BUILDING NETWORKS AND COALITIONS

OBJECTIVE

At the end of the session participants will:

- Identify potential allies with whom to form networks and coalitions
- Determine whether they must create a new group or strengthen an alliance in order to advance the Advocacy Expected Result.

PRELIMINARY WORK

- Make a copy of support document M9/S1/D1 *Recommendations for Creating and Maintaining Collective Spaces* for each participant.

ACTIVITIES

Presentation in Plenary Session **(5 min.)**	Present the objectives of the session and ask participants if they have any questions. Explain that to conduct Advocacy work, collective spaces must be built that will enhance our actions. That is why we need to identify those organizations that should be incorporated into our Advocacy strategy because the AER may be part of their agenda.

Brainstorming **(40 min.)**	Read the AER aloud. Ask group members to think of non-governmental organizations that may be interested in working with them to achieve it. Have them write the names of these organizations in their notebooks.
	Throughout the entire exercise, stress that participants must take into account, choose, or identify organizations with which they work regularly (such as those that are part of the women's movement or the HIV movement), and "non-traditional" ones that may become allies for this specific goal (such as those that are part of the transparency and accountability movement or environmental organizations).
	Ask participants to stand up with their notebooks, walk over to the place where they placed the problem trees they produced in **Module 6**, and review the issues that were defined as consequences of the problem (the branches of the tree). Ask them to reflect on the organizations or people who might be interested in preventing or mitigating these consequences and to write them down in their notebooks. Finally, ask participants to go over to the spot where they placed the secondary audience maps, identify the organizations and people in favor of achieving the AER, and write down in their notebooks those who could be potential allies in the Advocacy cause. Ask group members to go back to their seats. Stand in front of them with flip charts and markers ready. Ask them which of the organizations and people they identified may be interested in achieving the AER. List them on the flip chart.
Reflection **(30 min.)**	Once the brainstorming is over, point out that when organizations cooperate in networks and coalitions, they engage on different levels of joint work. Some organizations are very close and work together systematically. Others join in only for specific actions or to work on a particular issue, and stay informed after that. Yet they do not belong to the core, constantly active group that makes decisions about the project. Discuss which organizations should belong to the core group, and where the main decisions about the project should be made. Some issues to consider are:

Reflection **(30 min.)**	• **Mission.** How close is the mission of the organization to the work that must be performed to achieve the AER? • **Trust.** Is there already a bond of trust between you and the organization in question? • **Complementarity.** What resources might this organization contribute to the project, and how would it complement the Advocacy initiative? Read again the names of the organizations that were suggested and ask the group members to point out the ones that should be added to the core group. These organizations must be the first ones with which you share the project and who you invite to join in on your endeavor.
	Some of the organizations mentioned during the brainstorming may be international cooperation agencies or government agencies. If that is the case, you must emphasize that these agencies should not be part of the core group that implements a strategy to promote political change. In most cases, their mission constrains their political action at the national level. While they can be significant allies, they will not be part of the alliance that will advance the AER.
	Once you have the list of organizations that should coordinate the efforts to achieve the AER, ask the participants to think whether collective spaces (networks, coalitions, alliances, etc.) already exist in their countries which include these organizations and where this Advocacy initiative may be incorporated. If the answer is yes, discuss the possibility of strengthening this collective space through the Advocacy project and of adding the achievement of the AER to its agenda. If the answer is no, discuss the need to create a new space, and explain that such a task would require much dedication and effort at the beginning of the project. Hand out copies of support document M9/S1/D1 *Recommendations for Building and Maintaining Collective Spaces*. Point out that even if some organizations will not be part of the core group, you should devise communication strategies to keep them informed and incorporate them to some of the project's activities.
Closing the Session (5 min.)	To conclude, mention that you will determine how to incorporate each actor as you adapt the project plan, but that you can start working with some organizations right away. Finally, thank the group for its work.

Some basic recommendations for creating and maintaining collective spaces for Advocacy action (networks, collectives, coalitions, alliances, etc.) [1]

A. Building Stage

- Establish a clear purpose or mission that includes the achievement of the Advocacy Expected Result.
- Involve both individuals and organizations that share this mission.
- Create an explicit commitment to participation and collaboration.

B. Maintenance/Growth Stage

- Organization.
- Establish a flexible organizational structure where all members may find a clear space for participation.
- Define clear roles for each member.
- Develop an inventory of resources including members' knowledge, contacts, and experience, as well as the financial and material resources that each institution can contribute to the collective space.
- Create annual work plans specifying activities and persons responsible for them. These plans must include actions that will cover the gaps identified through the resource inventory (training, fundraising, recruiting new members, etc.).

C. Leadership

- Share leadership functions both for decision making and for the development of a common vision.
- Divide into working subgroups to take on specific tasks according to members' competence.
- Distribute responsibilities among all members so as to reduce the work load.
- Foster participatory planning and decision making.
- Establish clear transparency and accountability mechanisms, both inward and toward the general public.
- Promote trust and cooperation among members.
- Maintain motivation by recognizing each member's contributions.

1 Adapted from "Networking for Policy Change An Advocacy Training Manual", Policy Project, 1999.

D. Communication

- Create a database with information about members (names, addresses, mission of the organization, type and focus of the organization, etc.).
- Establish a communication system that ensures that all members have updated information (a list of e-mails, a phone tree, etc.).
- Meet only if necessary.
- For meetings:
  * Set a specific agenda and circulate it in advance.
  * Go over all the items in the agenda in the quickest possible way.
  * Start and end the meeting at the established time.
  * Rotate facilitating and minute-taking functions.
  * Keep an attendance list for meetings.
  * Circulate minutes as soon as possible. Make sure that they clearly specify agreements and next steps.
- Resort to network members with experience as group facilitators when you need to reach consensus or solve internal conflicts.
- Discuss difficult points openly during meetings.

E. Documentation

- Make sure that you design clear indicators to monitor the work of the network.
- Keep a graphic record of all the network's activities (photos, videos, etc.).
- Establish a clear mechanism to present reports of all the network's activities. Reports must include schedule, format, and person in charge.
- Keep a diary to document the network's activities, decisions, etc.

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SELF-ASSESSMENT

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MODULE 10
SELF-ASSESSMENT

OBJECTIVES OF THE MODULE

To enhance participants' tools to analyze internal and external factors that will affect the achievement of the AER and to devise strategies to tackle them.

MODULE DEVELOPMENT

Sessions		Objectives At the end of the session, participants will:	Duration
S1	SWOT (Strengths, Weaknesses, Opportunities, and Threats)	Identify strengths, weaknesses, opportunities, and threats faced by their organization or group concerning the achievement of the Advocacy Expected Result	1 hr.
S2	Strategies	Define strategies that will enable them to transform weaknesses into strengths and threats into opportunities, and to take advantage of strengths and opportunities	1 hr 15 min.

CENTRAL THOUGHTS

Groups and collectives must include a self-evaluation process among their activities. Self-diagnosis will help them determine their supply of tangible and intangible resources to take advantage of the opportunities present in their environment and to address the challenges they face.

The SWOT analysis will allow them to determine the "capital" they possess, as well as the environment and circumstances surrounding their group, in relation to the Advocacy work. With this information, they must clearly establish the actions they will carry out to achieve the changes or outcomes they have defined.

DURATION OF THE MODULE

2 hours 15 minutes

MATERIAL AND EQUIPMENT FOR THE MODULE

- Flip chart paper
- Color markers
- Adhesive tape
- Post-its (minimum size 6x4)

SUPPORT DOCUMENTS

- Support document M10/S1/D1 SWOT Matrix

NOTES

It is important that, in conducting this assessment, group members are clear about the minimum number of steps they must take with regard to their own organization in order to make progress in their Advocacy work.

SESSION 1. SWOT ANALYSIS

DURATION OF THE SESSION

1 hour

MATERIALS FOR THE SESSION

- Flip chart paper
- Color markers
- Adhesive tape

NOTES

To carry out this session's activities, group members must have defined their Advocacy Expected Result (AER) and analyzed their target and secondary audiences. In other words, it is desirable that they have already conducted the analysis of potential allies.

OBJECTIVE

To have participants identify their organization's strengths, weaknesses, opportunities, and threats regarding the achievement of the Advocacy Expected Result.

PREPARATION

- Make a copy of the support document M10/S1/D1 *SWOT Matrix* for each participant.

EXPECTED OUTCOMES

A completed SWOT Matrix, and lines of action to address it.

ACTIVITIES

Presentation in Plenary Session (10 min.)	Ask participants if any of them has worked with the SWOT diagnosis technique before. Ask those who have done so to share their views on what this technique is, its usefulness, and the challenges it poses. If no group members are familiar with the SWOT technique, explain that it is a self-diagnosis that allows us to identify the main internal (Strengths and Weaknesses) and external (Opportunities and Threats) factors that may affect the achievement of the AER. End your discussion by mentioning that, despite the existence of other diagnostic techniques, you will use SWOT because it offers the opportunity to plan activities that allow organizations to maximize opportunities and control risks. Hand out support document M10/S1/D1 *SWOT Matrix* to all participants. Explain the components of the matrix. Before going on to the next activity, make sure that all group members voice their questions regarding the matrix and that you answer them all. Do not forget to stress that the analysis they will conduct must be focused on achieving the AER.
Teamwork **(30 min.)**	Depending on the size of the group, divide it into two or four teams. If there are two teams, one must work on Strengths and Weaknesses, and the other, on Opportunities and Threats. If there are four teams, each will work on one category. Ask participants to share their ideas about the meaning of the category they were assigned, based on the explanations in support document M10/S1/D1 *SWOT Matrix*. Participants should then complete the corresponding section(s) of the SWOT matrix. Ask them to copy this/these section/s on a flip chart and to list the factors/situations they identify. Invite group members to exhaustively analyze the factors and situations involved in their strategy.
Presentation in Plenary Session **(20 min.)**	Ask each team to choose a representative to report on its work. After each presentation, ask all group members if they would like to add anything or if they have any questions or comments. If so, facilitate the discussion.

SESSION 2. DEVISING STRATEGIES BASED ON THE SWOT ANALYSIS

DURATION OF THE SESSION

1 hour 15 minutes

MATERIALS FOR THE SESSION

- Flip chart paper
- Color markers
- Adhesive tape
- 4 packs of post-its of four different colors (minimum size 4 x 6; may be replaced by thin bond paper postcard-size cards, also in four different colors)

OBJECTIVE

To have participants define the strategies that will enable them to transform weaknesses into strengths and threats into opportunities, and to take advantage of strengths and opportunities.

PREPARATION

- Have the flip charts you used in the previous session (SWOT Analysis) ready for use.

EXPECTED OUTCOMES

The creation of concrete strategies that will enable the group to transform weaknesses into strengths and threats into opportunities, as well as to take advantage of the presented strengths and opportunities.

ACTIVITIES

<table>
<tr>
<td>Explanation in Plenary Session

(10 min.)</td>
<td>Explain to group members that identifying the various components of the SWOT Matrix is only useful if it helps them make decisions about the project, and that as you did when you analyzed the actors, you will seek to define some major lines of action.

Remind them that some examples of major lines of action are to:

• "Strengthen our alliances with strategic actors (e.g. networks, NGOs) that monitor public policy connected with health and sexual rights in the country/region"
• "Increase the organization's management's skills and knowledge with regard to communication and influence"</td>
</tr>
</table>

Explanation in Plenary Session **(10 min.)**	It is important to clarify that you are not looking for concrete activities (e.g. workshops, producing material, etc.) but for broader lines of action such as training, raising awareness, and capacity building. You will continue to use the SWOT Matrix throughout the implementation of the project. Among other things, it will serve to assess whether you have made progress in transforming weaknesses into strengths. It will constitute a baseline that must be updated regularly.
Teamwork **(30 min.)**	Divide the group into the same number of teams as you did when you worked on the SWOT Matrix in the previous session. Try to form groups with different participants in order to promote diversity of viewpoints regarding the analyzed categories. Hand each team the flip chart(s) completed during the previous session. Ask the teams to discuss the following questions depending on the flip chart(s) they have: • **Strengths:** What kind of lines of action should we include to ensure that this project takes advantage of our strengths? • **Weaknesses:** What kind of lines of action should we include in order to transform our weaknesses into strengths? • **Opportunities:** What kind of lines of action should we include to ensure that this project takes advantage of available opportunities? • **Threats:** What kind of lines of action should we include in order to transform threats into opportunities, or at least minimize threats? Once they have defined the lines of action, ask the teams to write each one on a post-it or card (one line of action per post-it) and to place them on a flip chart. Participants should use different colors for each category so that all the lines of action derived from that category are of the same color. If you do not have four colors, you can use one color for actions responding to internal factors (strengths and weaknesses) and another color for those responding to external factors (opportunities and threats).

Presentation in Plenary Session **(30 min.)**	Ask each team to choose a representative to report on its work – to present and explain the strategies it devised. After each presentation, ask group members if they have questions or comments. If so, facilitate the discussion. Make sure that all pertinent contributions are written in the right color and placed on the appropriate flip chart.
Conclusion **(5 min.)**	Ask each team to put the flip charts with the strategies the group devised in a visible spot, and explain that you will go back to this work when you introduce the objectives for the Advocacy project. The outcome of this session – the major lines of action devised by the teams – will be used in following sessions. You must, therefore, make sure that the flip charts containing them are not discarded and that the lines of action are clearly registered in the minutes.

One way of assessing a group's ability to devise Advocacy strategies is by conducting a SWOT analysis. SWOT is an acronym that refers to four words, namely, Strengths, Weaknesses, Opportunities, and Threats. The SWOT Matrix comprises four sections that enable us to distinguish the relevant from irrelevant, the internal from external, and the positive from negative in an Advocacy strategy. If we analyze the information collected in a SWOT matrix, we can know where we are right now, where we wish to be, and what steps we need to take to be able to achieve what we want.

	POSITIVE	NEGATIVE
INTERNAL FACTORS	**STRENGTHS** What works well now; the actions, approaches, resources, mechanisms, and so on that must be maintained and strengthened in order to achieve the AER. "Cooperation among organizations, strategies to disseminate information, alliances with institutions, available resources…"	**WEAKNESSES** What does not work well now; actions, approaches, mechanisms, resources, and so on that must be modified or fixed to achieve the AER. "Lack of suitable decision making mechanisms, insufficient resources, lack of information, weak alliances…"
EXTERNAL FACTORS	**OPPORTUNITIES** What you can see in the short, medium, or long term; actions, circumstances, resources, mechanisms, approaches, and so on that are worth prioritizing and pursuing to achieve the AER. "Launching a nationwide campaign to commemorate the ICPD Program of Action; start of the bidding process to obtain public funding…"	**THREATS** What appears as a potential obstacle in the short, medium, or long term; actions, circumstances, mechanisms, and so on that once identified must be tackled to make sure they do not interfere with the achievement of the AER. Parliamentary debates on secular education; economic factors (budget cuts to the programs that matter to us); political changes such as elections…"

Fill out the Matrix chart. Remember that the more detailed your analysis, the easier it will be to derive a plan of action from it that will help to strengthen the Advocacy strategy, and therefore to achieve the Advocacy Expected Result (AER).

	POSITIVE	NEGATIVE
INTERNAL FACTORS		
EXTERNAL FACTORS		

CAUSAL PATHWAY 11

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MODULE 11
THE CAUSAL PATHWAY

OBJECTIVES

- To have participants become familiar with the structure and use of the Causal Pathway as a supporting tool in the analysis and development of the various components of an Advocacy project.
- To have participants complete the Causal Pathway with all the components of the Advocacy project.

MODULE DEVELOPMENT

Sessions		Objectives At the end of the session, participants will:	Duration
S1	Introduction to the Causal Pathway	Understand the components that make up the causal pathway	45 min.
S2	Defining the General Objective of the Project	Define the general objective of the Advocacy project	1 hr 25 min.
S3	Formulating the Project's Specific Objectives	Formulate well-written specific objectives for the advocacy project	2 hrs 35 min.
S4	Devising Key Activities	Identify key activities to achieve each of the specific objectives of the Advocacy project	1 hr 25 min.

DURATION OF THE MODULE

6 hours 10 minutes

MATERIAL AND EQUIPMENT FOR THE MODULE

- Flip chart paper
- Color markers
- Adhesive tape
- Post-its

SUPPORT DOCUMENTS

- Support document M11/S1/D1 The Causal Pathway
- Support document M11/S2/D1 Recommendations for Writing Good Goals
- Support document M11/S3/D1 The Specific Objectives

NOTES

This module must be implemented once all the previous ones have been completed because the problem tree, the audience analysis, and the SWOT are indispensable inputs for the Causal Pathway.

SESSION 1. INTRODUCTION TO THE CAUSAL PATHWAY

DURATION OF THE SESSION

45 minutes

MATERIALS FOR THE SESSION

- Flip chart paper
- Markers
- Adhesive tape

OBJECTIVE

To have participants understand the components that make up the Causal Pathway as part of the process of development of the Advocacy project.

PREPARATION

- Prepare a flip chart for each component of the Causal Pathway. Write the title (Goal, AER, etc.) at the top of the flip chart. Use flip chart M11/S1/D1 *The Causal Pathway* as your model.
- Study the format and become familiar with it before the session.
- Make a copy of support document M11/S1/D1 *The Causal Pathway* for each participant.

EXPECTED OUTCOMES

A complete Causal Pathway with a goal, specific objectives, and Advocacy activities for the project.

ACTIVITIES

Presentation of the Session **(5 min.)**	Present the objectives of the session and ask if there are any questions or comments. Answer the questions. Explain to participants that, at this stage, they will begin to transform the analysis they conducted so far and the products they developed into an Advocacy project with concrete implementation, monitoring, and evaluation strategies.

Plenary Session **(35 min.)**	Show the four flip charts that make up the Causal Pathway and place them in a visible spot. Use the flip charts where you copied support document M11/S1/D1 *The Causal Pathway* to explain how this pathway will help you understand the logic of the project. In this way, the activities you propose will be geared toward fulfilling the objectives. The latter, in turn, will serve to achieve the Advocacy Expected Result, which will contribute to meeting your goal. Explain the concept of a goal. First introduce the definition, and then offer an example of a well-written general objective. Goal Point out that the goal is the change you want to achieve regarding the situation or circumstance you seek to influence. It is a long-term goal. It is the great ambition that guides the rest of the group's expectations (the AER, the specific objectives, and the key activities). Example: To improve the quality of life and increase the life expectancy of women living with HIV/AIDS in the Dominican Republic Ask participants to give examples of goals. Discuss whether these examples bear the features you described earlier. Write one or two of the examples offered on the flip chart of the Causal Pathway. Repeat this exercise with each component of the Causal Pathway, based on the information provided below. Advocacy Expected Result Remind group members that the Advocacy Expected Result is the concrete political change that they seek to achieve by implementing the Advocacy project, and that it usually comprises the political actor and/or decision maker/s, the concrete political change they want to accomplish, and the specific components of this change. Example: In the next session, Congress will pass a Sexual and Reproductive Health Act that contemplates the recognition of the sexual rights of all people, including youth.

Plenary Session **(35 min.)**	Specific Objectives Explain that objectives are phrases that state the changes you seek to accomplish throughout the implementation of the project, which will contribute to achieving the Advocacy Expected Result. We typically define three types of specific objectives for Advocacy projects: • Objectives that refer to strengthening alliances with organizations, networks, and people in order to promote the Advocacy project; • Objectives that refer to the institutional strengthening needed to successfully implement the Advocacy project, and finally, • Objectives referring to increasing the target audience's political will to carry out the necessary actions to achieve the Advocacy Expected Result. Key Activities Key Activities are the actions that are carried out in keeping with the specific objectives and that are indispensable in achieving them. Example: Holding informational meetings with civil society organizations to form coalitions and develop an agreed-upon plan of action. Ask participants if they have any questions about the components of the Causal Pathway. Answer them.
Closing the Session **(5 min.)**	Explain to group members that in the following modules you will complete the Causal Pathway on the basis of the analysis you carried out and the components you identified during the workshop. You will start with the most general one (Goal) and will end with the most specific one (key activities).

SESSION 2. DEFINING THE GOAL

OBJECTIVE
To have participants set the goal for their Advocacy project.

PREPARATION
- Make sure that participants can see the problem trees (which should have remained on the wall).
- Make sure that everybody has a copy of the support document M11/S1/D1 *The Causal Pathway* format.
- Write down examples of good goals on a flip chart.
- Write down the definition of goal on a flip chart.
- Create a flip chart using support doccument M11/S2/D1 *Recommendations for Writing Good Goals*.

EXPECTED OUTCOMES
A clearly formulated goal for the Advocacy project

CENTRAL THOUGHTS
The first step to complete the Causal Pathway is defining the goal. The latter must allude to an ambitious, long-term change that will improve the lives or health of the population. We do not expect to meet a goal during the life of the project; it would be almost impossible for a single project to do so. For this reason, we must see this goal as something that the project will contribute to achieving.

Some people will wonder why it is useful to formulate a goal if we do not aspire to meet it. It is important because we are laying the foundations to define common purposes. Furthermore, having a shared goal makes it easier for all those involved in the project to know in what direction they are working. The goal will be a guiding value or principle, a sort of North Star for the project. Its measurement will not be included among the evaluation mechanisms. Only rarely may organizations meet their goal – when they are fortunate enough to have enough time and resources to do so.

DURATION OF THE SESSION

1 hour 25 minutes

MATERIALS FOR THE SESSION

- Flip chart paper
- Power point (optional)
- Color markers
- Adhesive tape

ACTIVITIES

Presenting the Session **(5 min.)**	Present the objectives of the session. Ask if there are any questions or comments. Answer the questions. Place the objectives in a visible spot.
Plenary Session **(15 min.)**	Present the definition of a goal that you wrote on a flip chart: "The relevant, long-term change you seek to achieve." Stress that goals must reflect long-term changes and high ideals, such as: • Improving governance • Increasing access to services • Improving quality of life and health Mention that due to constraints to the scope of most programs (resources, geographic coverage, and time frame), a single program rarely achieves the goal on its own. Rather, it contributes to achieving it. Consequently, we do not expect most local health and sexual rights programs to measure their direct impact through changes related to the goal.
Presentation in Plenary Session **(10 min.)**	Show the flip chart with examples of well-written objectives: • To reduce the incidence of HIV infections among young people (aged 15 to 24) in Brazil. • To contribute to the reduction of maternal morbidity and mortality caused by unsafe abortions by increasing access to safe abortion services in Peru • To reduce gender-based violence in San José by increasing legal protection for women. Ask participants if they believe these objectives are well written, and why.

Plenary Session **(30 min.)**	Show flip chart M11/S2/D1 *Recommendations for Writing Good Goals.* Recommendations: Social problem you want to address Make sure that the goal refers to a relevant and concrete social problem Example: Gender-based violence or maternal mortality due to unsafe abortions. Desired effect or change Specify the change this goal aims to help achieve – counteracting, reducing, or eliminating the defined problem. Example: Reducing maternal mortality by three quarters. Focus population and location Specify the population that will be benefited by the change. Example: Young people (aged 15 to 24) in Brazil. Means to fulfill it (optional) Sometimes the goal can be more specific if you describe how you expect to contribute to its fulfillment. Example: • To reduce the number of unplanned pregnancies among young people by increasing access to Comprehensive Sex Education. • To reduce the number of unplanned pregnancies among young people through the promotion of youth-friendly services in all the country's states/provinces. Ask group members if they have any questions regarding the components of a well-written goal. Answer the questions. Explain that now they will write the goal of their project based on the work they performed during the problem tree exercise. Remind group members the problem they chose during that exercise. Facilitate the discussion of each aspect of the goal:

<table>
<tr><td rowspan="4">Plenary Session

(20 min.)</td><td>Social problem they want to address
Must be a problem that was written on the tree.

Desired effect or change
Ask participants what long-term impact they would like to produce.</td></tr>
<tr><td>Remind them that this is the “ideal” that will guide their work, but that they should not expect to achieve it during the implementation of the project.</td></tr>
<tr><td>Focus population and location
Ask the group which would be the specific population that it would benefit.

With these elements, write down the goal of the project in the appropriate flip chart of the Causal Pathway.</td></tr>
<tr><td>You do not need to invest too much time in defining the goal. In some groups there may be participants who want to take the opportunity to broadly discuss the social problems of their community or country. For this reason, it is important to focus the discussion.</td></tr>
<tr><td>Closing the Session

(5 min.)</td><td>Congratulate the group for finishing the first step of the Causal Pathway. Explain that the next component is the Advocacy Expected Result, which you already defined in Module 7.

Ask a volunteer to write down the AER in the appropriate space of the Causal Pathway.

End the session by pointing out that the group has already completed half the Causal Pathway.</td></tr>
</table>

SESSION 3. FORMULATING THE SPECIFIC OBJECTIVES OF AN ADVOCACY PROJECT

OBJECTIVE

To have participants formulate well-written objectives for their Advocacy project.

PREPARATION

- Print a copy of the support M11/S3/D1 *The Specific Objectives* document for each participant.
- Prepare the necessary flip charts for the session:
  - Components of a SMART specific objective
  - Examples of well-written specific objectives
- Make sure that the flip charts where participants created the Audience Maps and the SWOT Matrix, including the post-its or cards with the lines of action, are in a visible and accessible spot.

DURATION OF THE SESSION

2 hours 35 minutes

MATERIALS FOR THE SESSION

- Flip chart paper
- Color markers
- Adhesive tape

EXPECTED OUTCOMES

Well-written specific objectives for the Advocacy project.

ACTIVITIES

Presenting the Session **(5 min.)**	Place the objectives of the module in a visible spot. Ask participants if they have any questions. Answer them. Explain to group members that during this module they will formulate the specific objectives of the Advocacy project with the help of the major lines of actions they wrote down on the colored post-its (or cards) when they analyzed the target and secondary audiences and the SWOT.

Plenary Session **(20 min.)**	Ask group members to walk with their notebooks to the place where they put the flip charts with the audience maps and the SWOT, and to review the lines of action written on the post-its or cards. They must group the lines of action according to their similarities. Ask them to think if lines of action can be grouped according to the type of change they seek, namely: To increase the knowledge, skills, etc., of the people in your organization; to increase the political will of decision makers; and so on. Ask participants to write in their notebooks in which categories they would group the lines of action.
	At this stage they must not move the post-its or cards.
	Emerging categories usually concern the following issues: • Institutional strengthening: Lines of action related to the areas within the organization that must be reinforced in order to perform more effective Advocacy work. • Alliance strengthening: Lines of action connected with the work of other organizations, networks, or people, and the steps needed either to strengthen existing alliances or to create more solid ones. It includes some actions associated with the secondary audience. • Increasing the political will of decision makers: The lines of action directly linked to the target audience in the first place, but also to the secondary audience; how to transform threats into opportunities when conducting the SWOT analysis.
	Sometimes other categories emerge that are linked to working with the media or with very influential secondary audiences. Group members should decide if they can place their work with such audiences within the realm of increasing the political will of decision makers (since this is the ultimate goal), or if it deserves to have its own category. In the same way, sometimes "neutralization" and monitoring of opposition groups may emerge as a category in and of itself. Group members must decide if they want to leave it as a separate category or if they would rather include it within institutional or alliance strengthening, since it aims to enhance the organization's and/or network's tools to tackle opposing groups and arguments.

Teamwork **(20 min.)**	Randomly divide group members into two teams. Ask them to share the categories they used to group the lines of action. Once everyone has read his or her categories, team members must find similarities and try to reach an agreement concerning which categories they want to present in the plenary session. Ask the teams to analyze the logic behind each category and the actions related to it. This information will serve them to assess the significance of each category for the achievement of the Advocacy Expected Result. Ask each team to choose a representative to report on its results.
Plenary Session **(30 min.)**	Ask each team to put forth the categories that should be used to group the lines of action and to write them down on a flip chart. Facilitate discussion in order to reach consensus. Once consensus is reached, write the agreed-upon categories on separate flip charts. As we already mentioned, the outcome of this exercise normally includes the three following categories: one that refers to the work within the organization, another one focused on strengthening alliances, and a third one devoted to working directly with the target audience. Make sure that the group agrees on at least these three categories. It is important to point out that the more categories the group defines, the more complex the project will be. For this reason, we recommend that you encourage group members to define five categories at the most. Once these have been established, stand in front of the place where you placed the flip charts with the audience maps and the SWOT. Unfold and read each post-it or card. Ask the group in which category it belongs. Stick it on the appropriate flip chart. Make sure that all the lines of action have been placed under a category. Explain to the group that the major lines of actions or categories will help them formulate the specific objectives of the project.

Presentation in Plenary Session **(30 min.)**	Based on the presentation suggested in support document M11/S3/D1 *The Specific Objectives*, describe the features of well-written objectives. Then show the supporting flip chart Specific Advocacy Objectives Are SMART: • **Specific** (to avoid diverging interpretations) • **Measurable** (to monitor and evaluate them; think of some process or results indicators) • **Appropriate** (to the problem, the goal, and your organization) • **Realistic** (they must be realistic, that is, achievable within available time and with available resources) • **Time-bound** (must be fulfilled within a specific time frame) Have a round of comments to analyze the meaning and significance of each attribute. Place the flip chart in a visible spot during the rest of the session. Now show support document M11/S3/D1 *The Specific Objectives* with examples of specific objectives. Ask participants to analyze these objectives, in pairs, for three minutes. They must determine how they relate to the "SMART" structure and to the features you discussed: • To increase the knowledge and political will of the deputies of the 52nd Legislature regarding the significance of passing a specific sexual and reproductive rights act. • To increase the number of programs that educate men about the importance of women's health care. • To train sixty educators in condom use promotion. • To empower teenage mothers. • To consolidate a regional alliance with at least ten organizations interested in achieving the AER. Ask the members of each pair to share their thoughts with the group. Discuss them in order to clarify or expand on them. Finally, mention that as a general rule, specific objectives must include verbs that imply change rather than a specific action. For instance:

Presentation in Plenary Session **(30 min.)**	• Increase • Decrease • Strengthen • Improve • Reduce Hand out support document M11/S3/D1 The *Specific Objectives.* Thank the group for their participation.
Teamwork **(30 min.)**	Divide participants into as many teams as major lines of action or categories they defined. Ask them to formulate specific objectives based on your description. Give each team the flip charts with the appropriate post-its or cards. If group members have no experience in formulating specific objectives, they will need more help. Given the relevance of this activity, you must devote enough time to each team so as to make sure that they write suitable objectives.
Plenary Session **(15 min.)**	Ask the first team to present its specific objective. Ask participants if they have any comments. Make sure that the objective bears all the features of a SMART specific objective and that it is geared toward change (e.g. that it has a verb such as increase, strengthen, decrease, generate, and so on). The final specific objectives should be listed on the flip chart of the appropriate component of the Causal Pathway. Once all the teams have presented their objectives and these have been discussed and written down on the flip chart, ask a volunteer to read them all.
Conclusion and Closing the Session **(5 min.)**	Explain to the group that laying out specific objectives is one of the most significant aspects of project design. Congratulate group members for the work they performed. Ask a volunteer to comment on how the format of the Causal Pathway helps or does not help the development of the Advocacy project.

SESSION 4. ESTABLISHING KEY ACTIVITIES

DURATION OF THE SESSION

1 hour 25 minutes

MATERIALS FOR THE SESSION

- Flip chart paper
- Markers
- Adhesive tape

OBJECTIVE

To have participants identifiy key activities to fulfill every specific objective of the Advocacy project.

PREPARATION

- Make sure that the flip charts with the major lines of action and their respective post-its or cards are placed in a visible and accessible spot.
- Write down on a flip chart the appropriate verbs to use when developing key activities.

EXPECTED OUTCOMES

The complete Causal Pathway with the goal of the Advocacy Expected Result, the specific objectives, and the key activities for the project.

ACTIVITIES

Presenting the Session (5 min.)	Present the objectives of the session. Ask if there are any questions or comments. Answer the questions.
Plenary Session (15 min.)	Explain to group members that, in this session, they will develop the most specific component of the Causal Pathway – the key activities.

Plenary Session **(15 min.)**	Show the support document with the list of verbs used to describe activities: • Train • Provide • Produce • Establish • Create • Carry out • Develop • Gather • Convince Ask them to provide more examples of verbs, and add them to the list (e.g. raise awareness, reach consensus, design, implement, orchestrate, etc.). Explain to group members that, when establishing key activities, they do not need to describe all the actions they will perform during the implementation of the project, only the most significant ones. For instance, a key activity may be to coordinate the forum, "The reality of contraceptive supply nationwide". At this time it is not necessary to include all the activities needed to hold the forum, such as appointing an organizing committee, sending invitations, and choosing presenters. Explain that when they create the work plan, they will devise strictly operational activities. Point out that it would be best to list the activities in the Causal Pathway in chronological order, that is, in the order they expect them to happen.
Teamwork **(30 min.)**	Ask participants to go back to the teams that formulated the specific objectives. Explain that now they will develop concrete activities to fulfill these objectives. Give each team the flip chart with the post-its or cards of the specific objective that they will work on. Ask the teams to study the major lines of action written on the post-its or cards and to derive from them the key activities they will carry out to fulfill the specific objective. Point out that they must include those actions that are not written on the post-its or cards but that are necessary to achieve this specific objective.

Teamwork **(30 min.)**	Once they have written down the key activities, ask the team to copy them onto a flip chart in chronological order. Ask teams to choose a representative to report on the outcome of their work.
Plenary Session **(30 min.)**	Ask each team to present the key activities it planned. Invite the group to state whether these activities: • Are relevant to the fulfillment of the specific objective they are addressing • May really be implemented by the organization • Are suitable for the Advocacy project Have the group agree on the key activities for each specific objective. Reflection must focus on actions at the most concrete and realistic level possible. You should not discard any action or activity a priori, but the ones you choose must be those that you will actually put into practice.
Conclusion **(5 min.)**	Close the session by congratulating group members on completing the Causal Pathway. Explain that at this stage they already have the basic elements to develop an Advocacy project.

4 Key Actions to Achieve Steps 2 and 3	3 Specific Objectives	2 Advocacy Expected Result	1 General Objective (long term)

EXAMPLE: THE CAUSAL PATHWAY

4 Key Actions to Achieve Steps 2 and 3	3 Specific Objectives	2 Advocacy Expected Result	1 General Objective (long term)
• Conduct education and training processes, summon experts; update available information by means of in-depth research and diagnosis, increase available funding for the strategy, etc.Organize informational meetings, form a coalition of allies, develop an agreed-upon action plan • Conduct a media campaign, organize workshops in key spaces (schools, hospitals, unions), negotiate with cultural centers to have them distribute information (leaflets, posters)	• Throughout the implementation of the Advocacy strategy, strengthen the organization's institutional capability • In the first trimester of operation of the Advocacy strategy, forge and consolidate alliances with 27 political actors in order to promote our strategy • To place the issue in the public arena throughout the implementation of the strategy • To promote civic participation in favor of our AER during the second and third trimesters of implementation of the strategy • To engage in a dialogue with and become a source of information for the state starting in the second trimester of implementation of the strategy	New legislation and protocols will be created that will force the Ministry of Health of the Dominican Republic to guarantee sufficient and good-quality free services and medications for all people living with HIV/ AIDS	To improve the quality of life or increase the life expectancy of people living with HIV/ AIDS in the Dominican Republic

RECOMMENDATIONS FOR WRITING GOALS

- Social problem you want to address
- Desired effect or change
- Focus on population and location
- Means to achieve it (optional)

M11/S3/D1

THE SPECIFIC OBJECTIVES

WHAT IS A SPECIFIC OBJECTIVE?

- Specific objectives are statements about the changes you expect to accomplish during the implementation of your project
- Unlike the Advocacy Expected Result, you should fulfill (and measure) your project's objectives with the resources and in the time you have
- They are the driving force of your work, because they provide the staff in charge of implementing the project with the exact direction they must endeavor to take
- They indicate the components of the project that must be monitored and measured
- They reflect the logic underlying the design of the project, thus supplying a logical link between your work and your goal
- They describe what must be done to achieve the expected advocacy outcomes sought by the project
- They focus on what can be achieved, and therefore serve to guide the staff in charge of implementing the project
- They represent an agreement between the project and the external world regarding what the project commits to accomplishing in a certain time frame and with a certain budget

"SPECIFIC OBJECTIVES ARE SMART":

- Specific (to avoid diverging interpretations)
- Measurable (to monitor and evaluate them; think of some process or results indicators)
- Appropriate (to the problem, the goal, and your organization)
- Realistic (they must be realistic, that is, achievable within available time and with available resources)
- Time-bound (must be fulfilled within a specific time frame)

EXAMPLE OF A SPECIFIC OBJECTIVE:

"During the first trimester of operation of the Advocacy Project, forge and consolidate alliances in favor of the Advocacy Expected Result with 75% of the parliamentarians who are members of the Gender Equity Committee"

As a general rule, objectives must include verbs that signal change, for instance:

- Increase
- Strengthen
- Reduce
- Decrease
- Improve
- Enhance

12

DEVELOPING THE ADVOCACY STRATEGY

Page

MODULE 12
LOGICAL FRAMEWORK AND INDICATORS

OBJECTIVES

- To understand the Logical Framework tool developed by the IPPF-WHR: what it is, what it is for, and how it works.
- To understand what indicators are, and their use.

MODULE DEVELOPMENT

Sessions		Objecives At the end of the session, participants will:	Duration
S1	Introduction to the Logical Framework	Be familiar with the Logical Framework tool developed by the IPPF-WHR	40 min.
S2	Understanding the Use of Indicators in an Advocacy Project	Know what indicators are and will understand their use	50 min.

CENTRAL THOUGHTS

The IPPF-WHR Logical Framework is one of the various existing tools for project development. We suggest that you use it because it has been validated and has proven its effectiveness during the planning process of Advocacy projects.

Besides organizing the parts of a project, the Logical Framework makes it easier to monitor and evaluate progress because it has sections that include indicators and measuring mechanisms.

EXPECTED OUTCOMES

Example of the IPPF-WHR Logical Framework completed by participants.

DURATION OF THE MODULE

1 hour 30 minutes

MATERIAL AND EQUIPMENT FOR THE MODULE

- Flip chart paper
- Color markers
- Adhesive tape

SUPPORT DOCUMENTS

- Support document M12/S1/D1 Logical Framework Format
- Support document M12/S2/D1 What Are Indicators?

SESSION 1. INTRODUCTION TO THE LOGICAL FRAMEWORK

DURATION OF THE SESSION

30 minutes

MATERIALS FOR THE SESSION

- Flip chart paper
- Color markers
- Adhesive tape

OBJECTIVE

At the end of the session participants will be familiar with the Logical Framework tool developed by the IPPF-WHR

PREPARATION

- Make a copy of support document M12/S1/D1 *Logical Framework Format* for each participant.
- Copy the same document onto a flip chart. Complete it with the general objective, Advocacy Expected Result, specific objectives, and key activities developed in the previous module (The Causal Pathway). Place it in the front of the room, but fold it so that the group cannot see it.

ACTIVITIES

Presenting the Session **(5 min.)**	Present the objectives of the module to the group. Ask if there are any questions or comments. Place the objectives in a visible spot for the length of the module. Explain participants that during this session they will transfer the inputs produced in the previous module to a tool that will serve as a basis for monitoring and evaluating their project – the Logical Framework.
Plenary Session **(30 min.)**	Hand out copies of support document M12/S1/D1 *Logical Framework Format* to all group members. Ask them to study it. Explain that this format has been adapted from the Guide For Designing Results-Oriented Projects and Writing Successful Proposals created by the IPPF-WHR, which may be found at http://www.ippfwhr.org/es/node/282.

Plenary Session **(30 min.)**	Explain to the group members that, like the Causal Pathway, the Logical Framework is a method to graphically organize their project. However, while the Causal Pathway is focused on the project's theoretical vision, the Logical Framework provides details on how the project will be monitored and evaluated. Review the concepts of the Logical Framework that participants already know from the Causal Pathway module. Ask for volunteers to explain each of the following concepts. If necessary, help them with their explanation: • Goal • Advocacy Expected Result • Specific objectives • Key activities Once the four concepts have been explained, show the flip chart you prepared with the above-mentioned fields already filled out in the Logical Framework. Point out that with the work they have already performed, group members have already completed most of this tool.
Group Reflection and Conclusion **(5 min.)**	Request the opinion of two or three volunteers on how this format helps to clearly organize the ideas underlying the development of an Advocacy project. Ask participants with experience in working with other Logical Frameworks to share their views about the advantages and challenges of this specific format.

SESSION 2. ADVOCACY INDICATORS

DURATION OF THE SESSION

50 minutes

MATERIALS FOR THE SESSION

- Flip chart paper
- Markers of different colors
- Adhesive tape

OBJECTIVE

At the end of the session participants will know what indicators are and will understand their use.

PREPARATION

- Make a copy of support document M12/S2/D1 *What Are Indicators?* for each participant.
- Make sure that participants have support document M12/S1/D1 *Logical Framework Format* on hand.

EXPECTED OUTCOMES

The creation of at least two advocacy indicators

ACTIVITIES

Presenting the Session **(5 min.)**	Mention that this activity will be devoted to analyzing some of the components of a monitoring and evaluation plan for Advocacy projects. Ask if anybody has experience in conducting monitoring and evaluation activities. If so, ask he/she/them to share it with the group. Explain to participants that to evaluate an Advocacy project, they must establish appropriate indicators, and that this task requires specific knowledge. For this reason, they are likely to need expert support. Distribute support document M12/S2/D1 *What Are Indicators?* Ask the group to go back to the teams that conducted the previous activity and to read and discuss the support document.

Group Reflection **(40 min.)**	Ask each team to establish the difference between process and results indicators. Once the teams have finished their discussion, remind them that process indicators measure either the implementation of activities or their effectiveness. Results indicators, in turn, tell us whether or not we fulfilled a specific objective. For instance, if the specific objective is to strengthen an organization's institutional advocacy capabilities, a process indicator may be "number of Advocacy workshops carried out," while a results indicator may be "number of staff members who have strengthened their Advocacy skills." Remember that as their name suggests, indicators indicate what we are going to measure rather than the direction of the expected change (e.g. condom use in the last sexual relation). It is important to limit the total number of indicators we select in order to be realistic about the work we can and must perform – gather, process, and report data for each indicator. It is not necessary to have an indicator for every activity. Team members must get ready to voice their thoughts. During the plenary session, ask the teams to share their views on the support document. Make sure that group members understand what indicators are, their use, and how to create them, as well as the difference between process and results indicators. Ask participants to name at least two people, organizations, or institutions with experience in monitoring and evaluating Advocacy projects that might work with them to develop indicators for this project. If the organization has a monitoring and evaluation division, they should be involved it in this task. The IPPF-WHR also has vast experience in developing indicators for Advocacy projects. It might, therefore, be another resource for organizations, especially for member organizations of the Federation. Thank group members for their participation.
Conclusion (5 min.)	End the session by mentioning that creating Advocacy indicators may be a complex task, but that it is important to devote enough time and resources to it because indicators will be the basic tool with whichh to measure the success of the project.

M12/S1/D1

LOGICAL FRAMEWORK FORMAT

Title of the Project:	Establishing an Official Norm on HIV/AIDS Prevention and Care
Goal Related to the problem you want to solve	Reduce the incidence of HIV/AIDS infections among adolescent women between 15 and 25 years old in the City of Guadalajara
Advocacy Expected Result	By the end of the project the Ministry of Health through the HIV/AIDS National Program develops, in collaboration with women and HIV/AIDS organizations, a National Plan on HIV/AIDS prevention and care targeted to young women, and allocates sufficient resources to do implement it.
Specific Objective No #: 1 What you want to achieve?	Increase the knowledge and political will of the Minister of health and the HIV/AIDS National Program senior staff about the importance to develop a National Plan on HIV/AIDS prevention and care targeted to young women

Key Activities	Indicators	Means of Verification	Frequency	Person Responsible
1.1 Develop and print a research on the incidence of HIV/AIDS on young women and its social and economical impact. 1.2 National symposium on young women and HIV AIDS to present the research.	**Process** • Number of articles in targeted media supporting the creation the National Plan on HIV/ AIDS and young women, by year	• MA media tracking forms	• Annually	Social media organization
1.3 Prepare a technical proposal on the structure and content of the National Plan on HIV/AIDS prevention and care for young women 1.4 Media campaign to promote the need for a National Plan on HIV/AIDS prevention and care for young women 1.5 Series of meeting with the HIV/AIDS National Program senior staff	**Results** • Number and type of favorable decisions made by the government to address HIV/AIDS prevention and care for young women by year • National Plan for HIV/AIDS prevention and care targeted to young women created	• Political Maps	• Annually	Project Coordinator

Title of the Project	
Goal	
Advocacy Expected Result	
Specific Objective No #:	

Key Activities	Indicators	Means of Verification	Frequency	Person Responsible
No.	**Process**			
	Results			
No.	**Process**			
	Results			
No.	**Process**			
	Results			

INDICATORS

Excerpt from the Guide for Designing Results-Oriented Projects and Writing Successful Proposals developed by the IPPF-WHR. Available at http://www.ippfwhr.org/es/node/282

An indicator is a measure of a concept or behavior. It is not necessarily the concept itself but a reflection of that concept. For instance, an abstract concept such as gender equity will require that you find specific, concrete measures that reflect gender equity, such as the male-to-female ratio of peer educators or the proportion of IEC materials that use gender-sensitive language. The principal types of indicators are process and results indicators.

PROCESS INDICATORS

These indicators provide evidence of whether the project is moving in the right direction to achieve an objective. Process indicators give information about the activities being implemented, such as what and how many activities were conducted and who participated in the activities. Because process indicators provide information about the implementation of activities, they should be collected throughout the life of the project.

Qualitative or process information about the quality of activities – which answers the question, "How well were the activities carried out?" – can also be collected. However, because change cannot be measured by qualitative data, process information is not technically an indicator. Nonetheless, the way in which services and activities are conducted is an important issue that can relate to the achievement of objectives. Thus, including qualitative information can be a vital part of data collection.

Project monitoring consists of collecting process indicators and reviewing them periodically. Process indicators and qualitative information may also inform the final evaluation of the project. Frequently, process data can shed light on the reasons a project intervention worked (or didn't work).

RESULTS INDICATORS

These indicators provide information about whether and expected change occurred, either at the program level or at the population level. Results indicators measure the changes that your program's activities are seeking to produce in your focus population (in other words, the objectives). This type of indicator is often stated as a percentage, ratio, or proportion to allow you to see what was achieved in relation to the total population (the denominator).

Results indicators should be a direct reflection of your objectives. Because results indicators tell whether or not an objective was achieved, every objective should include at least one results indicator.

When selecting indicators, you should ensure that they are clear and precise. Definitions should be provided for any terminology used. If indicators are written as percentages, both the numerator and the denominator must be specified. The following example illustrates what we mean.

Example of a poorly written indicator – where the denominator is not specified:

Percentage of youth who know three modes of HIV transmission.
In this example, the numerator is the number of youth who know three transmission modes. What is the denominator? The total number of youth in the program? In the community? In the country?

Example of a well-written indicator – when the denominator is specified:

Percentage of youth participating in the training session who know three forms of HIV transmission.
In this example, the numerator is the number of youth who know three modes of transmission. The denominator is the total number of youth participating in the training sessions.

While indicators measure change, they should not indicate the direction of the change. For example, instead of writing "increase in age at first sexual intercourse," write "age at first intercourse among males and females aged 10 to 19 in City X." Later on, the data will show if this age increased, decreased, or stayed the same.

Refer to your conceptual model to help determine appropriate indicators. Look carefully at the results section of the model – in other words, what must happen among the focus population in order to contribute to the project goal? Ask yourself, what would be an indicator that those things have occurred?

In identifying indicators for each level of the model, you will probably identify several different ones. Your next step will be to select the most appropriate indicators, keeping in mind the resources available to collect and analyze data. It is useful to remember that the donor will expect you to provide data and information on each indicator in your logical framework, so you should include only those that are feasible and best reflect the outcome you are attempting to measure. Think about which indicators will truly provide information useful to project staff in knowing whether the project is on the way to meeting the objectives (process indicators) and whether the objectives have been achieved (results indicators).

In seeking a gender perspective, your project may need to disaggregate indicators by gender, where appropriate. You may also consider disaggregating data by age, for example, an indicator may be "number of youth, by age and gender, who complete the six-week educational sessions on HIV prevention." This will help you know whether you are attracting more women than men, or vice versa, allowing your project to adjust your recruitment strategies as needed. It will also help you know whether you are reaching young people, or those in an age group you are targeting.

ISSUES TO CONSIDER WHEN SELECTING INDICATORS:

- Relevance
- Availability of information
- Ease in measuring
- Understandability
- Resources (money, personnel expertise and time)
- Donor interest
- Gender perspective
- Youth perspective

It is best to select several indicators for each objective, since objectives usually have different dimensions. However, select a manageable number of indicators, keeping in mind the availability of information and the resources that will be available during your project (both human and financial). After a discussion with project staff and other collaborators, choose only the best indicators.

The Logical Framework should be simple and useful to your project. Moreover, it is not necessary to have an indicator for every activity. Process indicators relate directly to activities, but it is easy to select more than are necessary or advisable. Having too many indicators will burden the project in data collection and analysis. Results indicators should relate directly to your objectives, and they provide program managers and donors with information on changes that occurred among the focus population. There needs to be at least one results indicator for each objective.

PROCESS VS. RESULTS INDICATORS

Sometimes it is difficult to determine if an indicator is a process or results indicator, because a process indicator for one objective may be a results indicator for a different objective. For example, the indicator "number of clinical services provided to youth aged 15 to 24, by type of service" may be a process indicator (since it gives information about activities being implemented), but if the objective is to increase access to clinical services, the number of services provided could be a results indicator. The important thing to remember is that the indicator relates to the objective.

Whenever possible, use the many indicators that have already been devised for sexual and reproductive health projects. Please see the references at the end of this section for lists of sample indicators. The following are examples of process and results indicators related to the goals, objectives, and activities described earlier.

HIV PROJECT—INDICATORS:

Process Indicators:

- HIV prevention counseling checklist developed
- Number and percentage of clinic staff participating in training sessions, by position, by clinic

Results Indicators:

- Percentage of staff participating in training sessions with favorable attitudes toward and correct knowledge of HIV issues (as indicated by a score of at least 150 on the *Attitudes About AIDS Scale*), by clinic
- Percentage of clinic staff participating in training sessions who correctly demonstrate how to use a condom, by clinic

EMERGENCY CONTRACEPTION PROJECT – INDICATORS:

Process Indicators:

- Number of people sensitized/trained in emergency contraception by type: peer educators, women who have experienced gender-based violence, service providers, counselors, women's groups, police officers, legal personnel
- Number of women identified in SRH consultations as as experiencing gender-based violence, by type of violence

Results Indicators:

- Number of emergency contraception kits (including condoms, emergency contraception packet, IEC materials) distributed to other organizations, by type of organization
- Percentage of women identified as experiencing gender-based violence who received emergency contraception

ADVOCACY TO ADDRESS UNSAFE ABORTION – INDICATORS:

Process Indicators:

- Number of media spots conducted by project staff and partners about abortion issues, by topic and media type (print, television and radio)
- Number of people participating in awareness-raising activities, by type of activity (community forums, media events, policy discussion groups) and type of participant (policy makers, women's group representatives, NGO representatives)

Results Indicators:

- Percentage of people participating in awareness-raising activities who can identify three consequences of unsafe abortion, by type of participant
- Percentage of people participating in awareness-raising activities who can identify three strategies to address unsafe abortion, by type of participant

RESEARCH AND DISSEMINATION PROJECT – INDICATORS:

Process Indicators:

- Number of peer educators trained, by age, gender and type of site (community- or center-based)
- Number of sexually active youth receiving peer education session, by age, gender and type of site (community- or center-based)
- Number of sexually active youth receiving peer education session who report using a condom at last intercourse, by age gender and type of site (community- or center-based)

Results Indicators:

- Number of publications and presentations about research results, by type
- Number of organizations receiving results of research study

ADVOCACY PROJECT- INDICATORS

Process Indicators:

- Number of legislators who have become aware of the significance of a legislative change (disaggregated by age and political party)
- Number of organizations that endorsed the paper addressed to decision makers containing language suggestions for the document under negotiation.
- Number of legislative committees that attended the strategic discussion meetings

Results Indicators:

- Number of legislators who maintained or changed their position in favor of the legislative bill

What follows is an example of a poorly written indicator:

Increase in percentage of people using a condom

Why is this Indicator Poorly written?

- The indicator should not specify the direction of the change (the direction is specified in the objective).
- This indicator is imprecise because it does not specify the point in time at which condom use will be measured – will condom use be measured at first intercourse, last intercourse, or every intercourse?
- The denominator (base population) is not clear. Among whom will condom use be measured? All the people in the world, all the people in the country, all the members of the community, all those participating in the project, people of a certain age? Will it include only those who are already sexually active?

How can this indicator be improved?

Percentage of sexually active young people (aged 15 to 24) participating in the project who report using a condom at last intercourse, by age and gender

NEXT STEPS

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Page

MODULE 13
NEXT STEPS

OBJECTIVE

To define the agenda for the next meeting.

MODULE DEVELOPMENT

Sesssions		Objectives At the end of the session, participants will:	Duration
S1	Developing the Agenda for the Next Meeting	Define activities, dates, and people responsible for the activities they will carry out	45 min.

PREPARATION

- Make a copy of support document M13/S1/D1 *Guidelines for Writing the Project* for each participant.
- Make a copy of support document M13/S1/D2 *Format of the Agenda for the Next Meeting* for each participant.

EXPECTED OUTCOMES

A preliminary agenda for the next meeting with a set date.

DURATION OF THE MODULE

45 minutes

MATERIAL AND EQUIPMENT FOR THE MODULE

- Flip chart paper
- Color markers
- Adhesive tape

SUPPORT DOCUMENTS

- Support document M13/S1/D1 Guidelines for Writing the Project
- Support document M13/S1/D2 Format of the Agenda for the Next Meeting

SESSION 1. DEVELOPING THE AGENDA FOR THE NEXT MEETING

DURATION OF THE SESSION

45 minutes

MATERIALS FOR THE SESSION

- Flip chart paper
- Color markers
- Adhesive tape

PREPARATION

- Make a copy of support document M13/S1/D1 *Guidelines for Writing the Project* for each participant.
- Make a copy of support document M13/S1/D2 *Format of the Agenda for the Next Meeting* for each participant.

ACTIVITIES

Presenting the Session (5 min.)	Place the objectives in a visible spot. Read them and make sure that everybody understands them.
Plenary Session **(35 min.)**	Explain participants that you will need to plan a follow-up meeting because you will not be able to develop all the components of the project during the workshop. Ask them which activities they believe must be carried out to finish the Advocacy project. Make a list of all their ideas on a flip chart. It is advisable to devote a few minutes to this discussion so that you may analyze how the Logical Framework will support the development of the project. Once group members have expressed their ideas, go over all of them and ask the group which of these activities should be conducted in the next meeting, and which may be planned but will not be finished in that meeting. Check activities with two different colors, one for each category. Ask for a volunteer to come to the front and try to define a tentative agenda for the next meeting.

Plenary Session **(35 min.)**	Make sure to include at least these points in the agenda: • Review the Causal Pathway: go over the work completed so far in order to clarify doubts or share ideas. • Write the narrative project description: the project must be described in detail in a separate section. Review support document M13/S1/D1 *Guidelines for Writing the Project* to learn about the basic components of a narrative description of the project. • Translate the Causal Pathway into the Logical Framework: so as to build the structure that will allow the group to organize the planned actions and to assign roles. • Present the project to the team that will cooperate with the group in the design of monitoring and evaluation indicators for the Advocacy project: in order to have useful monitoring and evaluation instruments. • Develop a general schedule for the project's activities: start planning the steps to take and the order in which they should be taken. • Estimate the budget for the project: so as to know what resources are needed for the implementation of the Advocacy project. • Present the project to the people and organizations identified as relevant for the development of the project: in order to start or strengthen an alliance to promote the achievement of the AER. Explain to the group the work involved in each of these activities and why it is important to conduct them. Ask group members to define a date for the next meeting. Try to have them choose a date that is appropriate for the whole group, or at least for a large part of it.
Group Reflection and Conclusion **(5 min.)**	Hand out support documents M13/S1/D1 *Guidelines for Writing the Project* and M13/S1/D2 *Format of the Agenda for the Next Meeting*. Ask participants to copy the agenda and to keep it as a record of and reminder for the next meeting.

NOTES

It is important to keep in mind that designing indicators is a task that requires certain knowledge and experience. For this reason, group members may consider seeking external support if no member has the necessary knowledge and skills.

At the same time, group members should define from the start modes of communication among themselves that are sufficient, appropriate, and accessible for everyone, for many of the challenges involved in teamwork relate to communication problems.

Another issue that tends to bring about conflict is decision making. The group needs to decide which mechanisms it will use to make collective decisions. Invite participants to think of inclusive mechanisms that foster fair and egalitarian participation but that do not hinder progress. Sometimes it may be useful to find someone with expertise in group coordination and promotion of participatory leadership to facilitate the meeting and share information with the group.

Finally, it is worth stressing that this exercise must (ideally) be translated into concrete actions. Consequently, when developing the plan everybody must keep in mind that dates, responsibilities, activities, etc. are real and must, therefore, be taken seriously; they are no longer part of the workshop's exercises.

Invite participants to choose coordinators for the next meeting. Coordinators must make sure that the meeting takes place in due time and form.

Checklist for proposals

Check the appropriate box after completing each step:

PREPARATION

- ☐ Step 1: Review keys to success in the process of project development:
- Collaboration among programs, evaluation, and finance departments
- Form a proposal writing team, and prepare a work plan for proposal development
- Identify and involve stakeholders and collaborators in the community
- Obtain all possible information about the donor (interests and requirements)

- ☐ Step 2: Conduct a needs assessment (review of the literature, conducting focus groups, interviews)

- ☐ Step 3: Create a conceptual model (diagram on one page)

- ☐ Step 4: Develop a Logical Framework (complete this before beginning to write the proposal)

STEP 5: PREPARE SECTIONS OF THE PROPOSAL

- Begin writing the proposal after the preparatory steps have been completed. Use the format presented below when the donor does not have its own requirements. If the donor has its own requirements, it is important to follow them closely. If the donor does not specify how long the proposal should be, it should generally be less than 15 pages , and less than 10 pages for a small project.

- ☐ Title Page
- Name of project
- Name of the organization submitting the proposal (include logo)
- Contact person
- Project duration
- Name of potential donor and date submitted

- ☐ Table of Contents (1 page)
- List all sections and include page numbers.

- ☐ Executive Summary (1 page)
- Include key information from each section of the proposal (write this section last).

- ☐ Introduction and Justification (1–2 pages)
- Include a discussion of problems to be addressed and present statistics or findings.
- Include discussion of your organization and how your experience enables you to address the problem and be successful.

- ☐ General and Specific Objectives (1/2 page)
- The general objective refers to broad and lofty changes that are needed to confront a problem. The project will most likely only contribute to addressing the problem, rather than eradicate it. The general objective should indicate the beneficiaries, focus population, or group involved.
- Specific objectives should be SMART: specific, measurable, appropriate, realistic and time-bound. Specific objectives refer to changes you would like to see in the beneficiary population or their environment. Objectives should be achievable in the proposed project time period, and should refer to the project location.

- ☐ Key Activities (3–4 pages)
- Begin this section with a two- or three-paragraph narrative that summarizes the main activities or strategies.
- List each specific objective, and then the key activities to support them. Describe the activities – who will conduct them, how long each activity will last, what tools or materials you will use, how you will attract people to your activities, etc.

- ☐ Monitoring and Evaluation (1 page)
- Include only a narrative section here. Describe who will be responsible for evaluation, how the project will be monitored and evaluated (methodologies), and the major process and results indicators.
- Refer to the Logical Framework, which will be included in the Annexes section.

- ☐ Gender (1/2 page)
- Describe the gender inequities that are related to the health problem that your project seeks to address. Discuss strategies your project will employ to change gender norms or satisfy the needs of its beneficiaries.

- ☐ Key Personnel (1 page or less)
- Write about who will work on the project (management, administration, training, evaluation, finance). If volunteers will play an important role, discuss this.

- ☐ Strengths and Innovation (1/2 page)
- Highlight the project's strengths and aspects of your project that are innovative. Think about what makes your project stand out from others. You may restate the factors that you think will lead to the project's success.

- ☐ Sustainability (1/2 page)
- Describe some strategies that you will employ to continue the project once the funding ends. Describe ways to generate local income or seek other funders.

- ☐ Budget (2 pages)
- Create a detailed budget for the project. For the donor, include a summary budget in a table format (with subtotals for major categories), on which the project will report. Also include a separate narrative summary (budget notes) describing the components of each item and their purpose.
- Be consistent with the key personnel section.

STEP 6: INCLUDE ANNEXES

- ☐ Annex A: Conceptual Model (optional)
- ☐ Annex B: Logical Framework
- This is a table that includes the general and specific objectives. For each specific objective, list the key activities, process and results indicators, methodologies, and frequency of data collection.
- ☐ Annex C: Work Plan
- This is a timetable of activities.
- ☐ Annex D: Other Annexes
- Other annexes that could be useful: monitoring and evaluation plan, , study instruments, information on participants, CVs, photos, and quotes from beneficiaries.

GUIDELINES FOR A CONCEPT PAPER

Often, prior to developing a full proposal, which can be a lengthy and detailed document, it is advisable to develop a shorter document called a concept paper. This document is generally two to five pages long and gives an overview of your ideas for a new project.

In a concept paper, you will present most of the sections that are also in a proposal; the difference is that these sections can be brief. Each of the different sections – Introduction and Justification, Goal, Specific Objectives, Key Activities, Monitoring and Evaluation, Strengths and Innovation, and Budget –should be described in a few paragraphs. You may present an overall budget figure and the major expense categories that will compose the budget.

Remember, at this stage, you do not need to have all the details worked out; the concept paper is designed to determine whether a donor is interested in receiving a full proposal. Preparing a concept paper before writing a long proposal will save you time. Donors also appreciate the opportunity to review a shorter document to determine their interest in the project.

For a concept paper, use the following format.

- Name of Organization
- Title of Project
- Potential Funder
- Date Submitted
- Justification: What problem will the project address?
- Experience of the Organization: Why is your organization qualified to address this problem (a few paragraphs)?
- Goal and Specific Objectives
- Key Activities
- Indicators (related to each specific objective)
- Strengths and Innovation: Why is this project innovative or why will it succeed?
- Monitoring and Evaluation
- Budget

M13/S1/D2

FORMAT OF THE AGENDA FOR THE NEXT MEETING

Title of the Project		
Meeting Place		
Meeting Date		
Meeting Time		
Person/People Responsible for Reconfirming and Sending Reminders		
List of Participants	Name	Contact (e-mail/phone)
Facilitator		

Material and Equipment Needed		Person Responsible
Topics to Discuss	TOPIC	Person/People responsible for Preparing Supplies, Summoning People, etc.
	1. Reviewing the Causal Pathway	
	2. Translating the Causal Pathway into the Logical Framework	
	3. Writing the Narrative Description of the Project	
	4. Presenting the Project to the Team that will Support the Group in the Design of Monitoring and Evaluation Indicators	
	5. General Schedule for Project Activities	
	6. Estimated Budget for the Project	
	7. Discussing the Means of Communication to be Used by the Group	
	8. Other(s):	

International Planned Parenthood Federation

Western Hemisphere Region

From choice, a world of possibilities

Advocacy efforts are a central element in the work of the International Planned Parenthood Federation (IPPF). We realize that everyone's sexual and reproductive rights will not be recognized, protected, and freely exercised without the firm and permanent financial and political commitment of governments.

In this **Handbook for Advocacy Planning**, the IPPF Western Hemisphere Region (IPPF-WHR) presents a step-by-step guide for designing effective Advocacy projects. Our goals are to facilitate the planning process, to promote the correspondence between the projects and the political and social context in which they will be implemented, and to make sure that they comply with basic execution, monitoring and evaluation requirements.

With the **Advocacy Tools Series**, the International Planned Parenthood Federation – Western Hemisphere Region (IPPF-WHR) presents a set of materials intended to add to the work in pro of sexual and reproductive rights performed by its Member Associations and other civil society organizations. The series aims to strengthen their advocacy activities, to contribute systematically to international and national political change, and to achieve more government transparency and accountability in matters related to health and sexual and reproductive rights.