

Organise and Participate in Activities to Raise Awareness and Influence Authority



Level 4

Learner Manual

The learning materials for Development Practice and Management were specifically designed to complement and give substance to the competence standards drafted with the assistance of community based development practitioners in South Africa. It is envisaged that practitioners, capacity builders, grant-makers and others will use these standards and learning materials, improve them and in turn share their learning with others via www.developmentpractice.org.za.

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Organise and Participate in Activities to Raise Awareness and Influence Authority

Level 4

- Learner Manual -

The development practice project

These learning materials were generated by the Development Practice project, hosted by the [Sustainability Institute](#) and in partnership with [Community Connections](#), [AIDS Consortium](#) and [Keystone](#). This project generated a set of competence standards with development practitioners in Cape Town, Johannesburg and Durban, between 2005 and 2009. This manual is part of a set of **materials consisting of a competence standard, learner's manual, facilitator's guide** and an assessment tool. More information on this project is available on the [Development Practice](#) website.

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- The project team for logistics, coordination and editing

Questions and queries on the project and materials can be forwarded to info@developmentpractice.org.za.



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OVERVIEW

Welcome to this resource guide. This guide was developed to *Organise and participate in activities to raise awareness and influence authority (Level 4)*. The manual provides information that will assist the facilitator to enable participants to acquire knowledge, skills and values to organise effective lobbying, education and advocacy campaigns, which promote the public benefit, social justice and strengthen civil society.

This standard seeks to define a level of competence required to ensure that you acquire knowledge, skills and values to organise effective lobbying, education and advocacy campaigns, which promote the public benefit, social justice, and strengthen civil society. It seeks to enable citizens to participate actively in the making of public policy, and influencing behaviour of public officials, leaders of companies or others in power in society. This involves the ability to define clear objectives for the campaign, and to adopt the methods most likely to achieve those objectives.

Below follows the Specific Outcomes and Assessment Criteria that this learner manual is based on. This means that at the end of your learning period, you will be able to practice all the points listed below. During the learning period you will be reminded to keep and file proof of your work. This is called a Portfolio of Evidence. It is a collection of evidence to show what was learnt during the course and from past experience, including all other training courses attended. Recognition of prior learning (RPL) is when all your learning is taken into account and acknowledged



when assessed for a specific standard. Outcomes are the result of your learning. At the end of each section there is a symbol for you to check your understanding.

Please read the competency standard below carefully.

NOTE: Learners are not required to develop long term strategies for complex advocacy campaigns. In this manual you will cover the content and skills you need to master the following learning outcomes:

1. Demonstrate an understanding of advocacy and lobbying in a community context and provide practical examples
2. Plan a strategy to influence authority in a specific context
3. Collaborate with relevant allies or forums to influence authority
4. Present a clear and persuasive case for a change around a specific issue
5. Reflect on and evaluate activities



SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

| Specific outcomes | Assessment criteria |
|--|--|
| <p><i>Competence in this standard means that the learner has clearly shown that s/he is able to...</i></p> | <p><i>Tasks and activities completed by the learner contain the following evidence of competence...</i></p> |
| <p>Demonstrate an understanding of advocacy in a community context and provide practical examples</p> | <ul style="list-style-type: none"> • The importance and purpose of advocacy in a community context is explained • 3 practical case studies of how to raise awareness and influence authority within the learner's community are listed • A range of strategic options to raise awareness and influence behaviour or policy is described |
| <p>Collaborate with relevant allies or forums to influence authority</p> | <ul style="list-style-type: none"> • Appropriate local allies that will support the awareness raising activities are identified e.g. <ul style="list-style-type: none"> ○ Advocacy organisations working in the relevant field ○ Government officials sympathetic to the issue • A strategy to mobilise support is described (including establishing of forums/ interest groups if none exist) • Forums and networks are identified and used to raise and address issues • Participation in relevant campaigns is described |

| | |
|---|---|
| <p>Plan a strategy to influence authority in a specific context</p> | <ul style="list-style-type: none"> ● The individuals and institutions you wish to influence are identified ● A desired change in behaviours is described ● Appropriate channels through which to raise issues are identified. ● Appropriate methods to influence authority are selected. ● Specific activities are planned and roles and responsibilities assigned. ● Possible opportunities and threats are noted ● Budget and resources are taken into consideration |
| <p>Present a clear and persuasive case for a change around a specific issue</p> | <ul style="list-style-type: none"> ● Describe the existing state of affairs and analyse its impact ● Propose reasonable changes and why these are beneficial |
| <p>Reflect on and evaluate on activities</p> | <ul style="list-style-type: none"> ● Activities implemented are evaluated and discussed (staff meetings, stakeholder feedback etc) ● Successes and challenges of activities are described and learnings identified ● Further follow up activities are planned |

Note: Tasks may be presented for an actual or hypothetical organisation but must be the **learner's original work and not copied from existing documents**. Learners should be able to explain and justify their statements

Essential Cross Cutting Competencies

1. Listen respectfully and engage in open and equal dialogue
2. Work together and solve problems creatively and collaboratively
3. Foster trusting and accountable relationships with diverse stakeholders
4. Ability to reflect critically and creatively adapt practise (Action learning cycle)
5. **Act with awareness of one's impact on and contribution to the organisational culture and outcomes.**





ACTIVITIES

There are a number of activities in the manual. These are an important part of the learning approach and you are encouraged to complete these activities as part of **your learning process**. They will become part of your own “toolkit” to help you operate more effectively. Some of these activities can also be used as part of your portfolio of evidence, which you need to compile if you wish to be assessed for competence in this standard.

Symbols used in this workbook



Important thought

This sign shows an important thought or idea for you to take note of.



Definition

When you see this sign, a term is explained here.



Self-test

This designates a self-test section - this is an opportunity for you to check your understanding and if you are unclear, to discuss with your trainer.



Case study/Example

Case studies or examples will tell you about a practical application of something that has been discussed or covered in the course.



Individual activity

This sign marks an activity – either during the class or as homework. These activities are important to complete – both for your understanding but also as they can be included as part of your Portfolio of Evidence for assessment.





Group activity

This sign means that this activity is a group work activity.





INTRODUCTION

Often when you are busy with your work in the community, there are issues that come forward that need special attention. These issues may relate to a problem or specific need in your community. In this manual we will be looking at how you can organise yourself and participate in activities to raise awareness and influence authority.

This manual will also look at how your organisation relates to the broader community and to decision-makers. In order for your organisation to attract clients, supporters and funders they need a strong, positive identity and image. Practical ways of doing this are looked at, such as developing an advocacy strategy and building partnerships.

Building partnerships are about working together with others to achieve what you cannot necessarily achieve on your own. We will be looking at how to build successful partnerships that will assist your organisation when you are trying to raise awareness or influence authority about a specific issue.



If you and your organisation want to raise awareness about specific issues in your community or influence authority about specific policies, then this course is for you. The examples and suggestions explained in this manual can be adapted and changed to suite your environment and needs.





UNDERSTANDING ADVOCACY AND LOBBYING



Individual activity

Take a few minutes to write down your expectations for this workshop and how you plan to use this information in your own organisation.

Worksheet A: Personal expectations

1. What skills would be valuable to you?

2. What specific outcome(s) do you want from this course?



3. If you achieve the goals you want from this course, how will your life be affected and how will others benefit?

4. My goals for this course are:

5. During this time I want to take the following actions to - raise awareness and influence authority in my community



What is advocacy and lobbying?



Definition

Advocacy is:

- An action directed at changing policies, positions or programmes of any institution such as government, the private sector, community and civic organisations;
- Negotiating for, defending or recommending an idea;
- Speaking up, drawing **a community's attention to an important issue and directing decision-making towards a solution;**
- Working with other people and organisations to make a difference
- Putting a problem on the agenda, providing a solution to that problem and building support for acting on both the problem and the solution;
- The process of people participating in the decision-making processes which affect their lives.

Notes



| Stage | Description |
|-----------------------------------|---|
| Raising community awareness | <p>This means placing an issue on the community’s agenda and ensuring that it is given a profile. This requires targeting the relevant decision-makers and beginning the process of informing the general community. At this stage, the decision-makers may try to ‘hide’ the issue or tell the community that it is not an issue and that it is just something a “few noisy activists are promoting”. You need to begin to formulate alternative solutions to present to the community. Importantly, the alternatives you are proposing need to be economically, socially, politically and culturally feasible.</p> |
| Building community opposition | <p>This means ensuring that the majority of the general community come to oppose the current situation and/or policies you are aiming to change. The outcome you want is that the general community join you in the call for change.</p> |
| Building support for alternatives | <p>At this stage, the community and decision-makers are prepared to consider and accept change. Alternative solutions will be accepted when you reach the stage where the majority of the community recognises the problem and the proposed solutions and are prepared to make the necessary changes, even if they are unpopular or difficult. However, be aware that the change which occurs may not be the type of change which was part of your original vision. Again frustration can occur as the advocates may feel that they have to compromise. Advocates need to decide upon the degree of compromise they are prepared to accept.</p> |



Adapted from: Tool Box for Building strong and healthy community organisations working in HIV/AIDS and Sexual Health (Part 1)

Why do we advocate?

When planning an advocacy and lobbying campaign where you will raise awareness about a specific issue, it is important to look at why you want to do this. This will help you to focus your strategy on the right people and also to have a clear plan. Some of the reasons for advocacy are:

- To build support for a particular cause
- To influence others to support a cause
- To try and influence or change legislation that affects a specific issue or cause



Individual activity

Think about your own campaign or one you know of and write down or discuss why you want to raise awareness about a specific issue?



Who are the advocates?

Effective advocates often are service providers who are firmly grounded in the communities that they serve. They have first-hand experience in dealing with the problems in a community which lead them to seek far-reaching and broad solutions. Their foundation in the community gives them the credibility with policy makers and the media. They are strongly convinced of the need for action and change. An effective advocate constantly interacts with the people whose lives they hope to improve or with whom they are able to facilitate a process of change.



Important thought

As members of a CBO, you and your organisation may therefore be an important advocate.

It is important that the organisation clarifies who their public spokesperson will be. Who will do the talking when it comes to influencing those in authority or raising awareness about specific issues? Generally, this decision is made by the board of the organisation. It is best if the identified person has a nominated back-up if not available. If everyone in the organisation is able to speak publicly to decision-makers or the media, the organisation may be in danger of giving different messages.





Self-test

You should be able to:

- Define advocacy and lobbying
- Give an example of advocacy and lobbying in a your community Explain the different stages of the advocacy process
- Describe a range of options to raise awareness and influence authority

Please ask your facilitator if you are unsure of any of the above.

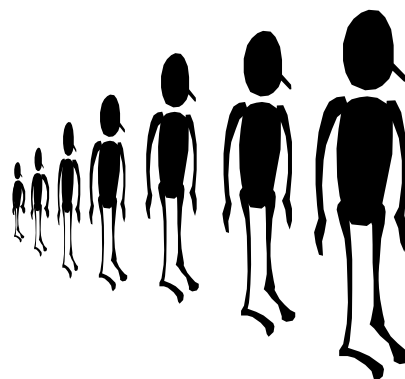
Target audiences

There are two important target audiences to look at when planning to raise awareness or influence authority about a specific issue. It is important to know who the people or organisations are that make decisions about certain issues as well as to have a clear understanding of your community. One way of separating the audiences into groups is to identify primary and secondary audiences.

- People or organisations who make decisions



Decision-makers have traditionally been government officials and politicians, and they are your primary audience. Today we see that decisions are also made by members of the private sector and other civic and community organisations. For example, drug companies have a role to play in increasing access to HIV treatment, by ensuring compassionate access and by producing treatments that are affordable.



Other decision-makers may include:

- Politicians
- Government officials
- Community leaders
- Religious leaders
- Business and private sector leaders
- Advisory or policy bodies established by government e.g. the Gender Commission
- Trade unions
- Leaders from other organisations
- Media
- Donors
- Other governments and international organisations

The secondary audience are individuals or groups that can influence the decision-makers. The opinions and actions of this group are important in achieving the advocacy objective as they can influence the opinions and actions of the decision-makers.

- The community

The community is also a very important target audience to work with when raising awareness and influencing authority. To effect change, advocacy and lobbying should be focused on winning over general community opinion. Often campaigns are limited because they have only focused on attempting to change the minds of some of the people who hold power – generally speaking, the decision-makers will only change their minds and their policies when there is pressure from the wider community to do so.

Your audience can be a broad, loose group such as parents or it can be a highly specified group such as an individual parent organisation located in the province of a key person that you want to influence. The key to effective advocacy is focussing on audiences that can have an impact on the decision-making process.

Identifying target audiences

“Policy mapping” is a tool used to identify and learn about specific audiences. The steps of policy mapping are to:



- List key decision-makers and the individuals or groups that can influence these decision-makers.
- Rank the decision-makers by importance

Policy audience research

Once you have identified your primary and secondary audiences, you need to learn about their opinions, attitudes and beliefs with regards to your advocacy issue and objective. A number of tools can be used for this, namely observation, surveys or polls, focus groups and interviews.

Observation

This is the most common way to gather information about audiences cheaply and quickly:

- Talk to people who are familiar with the group or individual
- Talk to other advocates and colleagues (this is especially useful in issues and **their true opinion may be different from their “official” position**)
- Read speeches or other documents written by the key organisation or individuals
- Review the results of recent polls, surveys or focus groups
- Attend open meetings where the individual or group will be speaking or participating.



Surveys or polls

Survey techniques are generally used to learn about large audiences e.g. youth or parents.

- Ask about surveys or polls that might be planned by donor agency projects, the media or other organisations to which you might add a few questions related to your issue
- Polls or surveys should be conducted by organisations that the primary audience would find credible

Focus groups

Focus groups give an in-depth perspective on what people think and why. This method is particularly useful in testing policy messages.

- Limit discussion to a few, narrow topics.
- Participants should come from similar backgrounds and share similar characteristics such as age, gender etc. so that they will feel comfortable stating their true feelings.

Interviews

Conduct individual interviews with a representative if you cannot afford to do a survey, poll or focus group.



- Limit questions to a few topics and be sure that the people being interviewed are truly representative of your audience.



Individual activity

Ask yourself the following questions:

Who is the target audience?

Who is in authority? Who makes the decisions?



Worksheet C: Checklist for audience identification – What does your audience know and think?

| Advocacy Objective: | | | |
|---------------------|--|--|--|
| Audience | Audience knowledge about the issue/objective | Audience beliefs and attitudes about issue/objective | Issues that audience care about (may be unrelated to your issue) |
| | | | |
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Strategies to reach different audiences

Decision-makers and other people in positions of influence

- Policy presentations
- Policy seminars and workshops
- Lobbying process
- Letter writing campaigns
- Briefings

Colleagues

- Policy research
- Articles in journals or newspapers
- Conferences, workshops etc.

General public

- Public relations
- Educational materials
- Canvassing
- Petitions



What do you want to change?

Before we can look at what we need to change, we need to understand that each advocacy strategy needs to have certain elements to ensure that it reaches its target audience and creates the desired change:

These elements are:

- Issue identification
- Goals and objectives
- Select a target audience
- Shape the message
- Build support
- Fundraising
- Implementation
- Evaluation

Issue identification

A good issue is one that matches most of the following criteria.

- Be widely felt by many people
- Have broad support
- Result in real improvement in policies and programmes
- Be supported by sound data
- Be easily understood
- Be easy to communicate about
- Be achievable
- Help build alliances with other groups



- Have a clear timeframe that works for you
- Build grassroots leadership
- Link local concerns with national issues
- Strengthen NGO links and accountability to grassroots
- Be consistent with your values and vision
- Provide an opportunity to promote specific programmes



Individual activity

Select your three priority issues and rank them (high – medium- low) against the criteria.

Worksheet D: Issue identification: Checklist

| Issue 1 | Issue 2 | Issue 3 | Will the issue |
|---------|---------|---------|---|
| | | | 1. Be widely felt by many people |
| | | | 2. Have broad support |
| | | | 3. Result in real improvement in policies and programmes |
| | | | 4. Be supported by sound data |
| | | | 5. Be easily understood |
| | | | 6. Be easy to communicate about |
| | | | 7. Be achievable |
| | | | 8. Help build alliances with other groups |
| | | | 9. Have a clear timeframe that works for you |
| | | | 10. Build grassroots leadership |
| | | | 11. Link local concerns with national issues |
| | | | 12. Strengthen NGO links and accountability to grassroots |
| | | | 13. Be consistent with your values and vision |
| | | | 14. Provide an opportunity to promote specific programmes |



Once you have identified the issues you are ready to look at the message that you want to send – what do you want to raise awareness or influence authority about? This is the advocacy message. A message is a concise and persuasive statement about your advocacy goal (refer to Module 2) that captures what you want to achieve, why and how. The message should also include the specific action you would like the audience to take.

Five key elements of messages

- The content and ideas
- The language
- The source or messenger
- The format
- The time and place of delivery.



Important thought

REMEMBER: the audience drives the message – so know your audience. Once you have identified your audience, get to know them, understand how they think and what motivates them.

Message content, development and delivery

Ask yourself the following questions about your message:

- What do you want to achieve/change?
- Why do you want to achieve/change this?
- How do you propose to achieve it?

When you are going to deliver your message, remember the following:

- Deliver a consistent message to an audience through a variety of channels over an extended period of time
- Make sure that your message is being delivered by a credible source
- Create a message that the audience will understand
- Include actions that the audience will be encouraged to take

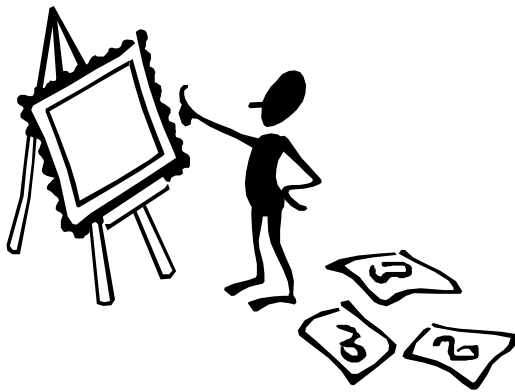
When actually developing a key message to raise awareness or influence authority, keep in mind the basics:

| | |
|---|-----------|
| K | keep |
| I | it |
| S | short and |
| S | simple |

It is really important to also test your message before you go out and deliver it. Even if you can afford to share the message with just a few members of the target audience get some feedback, before moving forward. Also be sure that the message tells the audience what action to take, especially when the message has to do with influencing or changing policy issues.

When developing a message you need to focus on the following three things:

1. Statement – that is your KEY MESSAGE
2. Evidence - this needs to be SUPPORTED BY FACTS
3. Example - this is the STORY or SITUATION of the issue e.g. a mother of a child with a disability seeks to find access to a school for her child.



Examples of Message Developing



Statement: Women must no longer be victims of violence. Violence against women has long been tolerated and women have suffered in silence. It is time to break the silence. The seriousness and extent of the problem has been ignored.

Evidence: One woman is physically abused every 8 seconds and one is raped every 6 minutes. Most cases of abuse are perpetrated by someone known to the victim.

Example: If the leading newspapers announced tomorrow that a new disease had afflicted 3 to 4 million citizens over the past year, we would all be seized by seriousness of the illness. Yet when it comes to the 3 to 4 million women who are victimised each year, the alarm rings softly.

Notes



Different channels through which to raise awareness and influence authority



Definition

A channel is the means by which a message gets from one individual or group to another.

There are two primary types of channels:

- Mass media
- Interpersonal or face-to-face

When looking at different channels, it is also important to look at the format that the message will be presented in. The format in which the message is presented must be appropriate to the audience and channel.

Examples of formats:

- Television or radio spots
- Print media
- Conferences, symposia and meetings
- Face-to-face



Self-test

You should be able to:

- Describe a desired change in behaviour
- Identify appropriate channels through which to raise issues

Please ask your facilitator if you are unsure of any of the above.



STRATEGIES TO INFLUENCE AUTHORITY

Steps for planning an advocacy strategy



Example

You become aware that people living with HIV&AIDS are experiencing discrimination in your community, such as being treated poorly when they go to the local shops or being denied services to which they are entitled. You can build an advocacy strategy around this issue. The change you seek is an immediate improvement in acceptance of people with HIV&AIDS. In order to achieve this people within your community need to increase their understanding of HIV&AIDS and deal with their fear and denial.

The following steps can help you when planning your strategy:

Step 1: Define the task and assign responsibility

This step will depend to some degree on what has generated the need for the advocacy strategy. Is it a strategy for a specific issue or more general issues that you want to raise awareness or influence authority about?

Like all planning tasks, the board of the organisation, needs to nominate who is going to be responsible for developing the advocacy strategy. It is a good idea to



form a small team that can look at this. This team can consist of members of the board, volunteers, paid staff and clients.

Step 2: Conduct a situation analysis

The purpose of the situation analysis is to gain an understanding of all of the factors that relate to the issue you are concerned with. It helps to identify the problem and formulate a solution. This stage may take time, as it can be complex to tease out what exactly the issue is, who the targets are, what influence you can have and what feasible solutions there are? The following questions can be helpful:

- What do you want the strategy to achieve?
- How will you know if the strategy has been successful?
- Who is the target audience? Who are the key decision-makers? Who or what can influence these decision-makers?
- What advocacy activities have you undertaken before? How successful were they? What did you learn from past experience?
- What types of lobbying tools can you use?
- Who are the supporters, friends or partners and how can they help achieve the goal?
- What, if any, are the risks in lobbying and advocating this issue?
- What languages do we need to use to ensure that you reach all potential audiences?
- Who will be responsible for implementing the strategy?
- What time frame will the strategy cover?



- What resources will you need? Do you already have the resources?
- What are the costs/budgets?
- What advocacy skills do you already have within the organisation?
- What skills do you need to build?
- What are the alternative responses you can argue for? In what ways do you want to see the situation improve?
- Are these alternative responses economically, socially and culturally feasible?

Step 3: Identify target audiences and strategies

Based on the information gathered from the situation analysis, identify your targets and strategies. For example, if the problem is about the treatment of people with HIV&AIDS by local businesses, then your targets might be the business owners, the media, the clinic, community leaders and politicians and the general community. Your aim is to target as many individuals, groups or organisations as possible to get them to call for change.

Then you need to identify the lobbying strategies you will use to influence authority or raise awareness. It is important that your strategy looks specifically at what you want the targeted person or organisation to do. For example, if you want to advocate for more responsible media coverage of issues regarding HIV&AIDS, you need to be specific about what you want the media to change; what do you want them to actually do; how will you make it happen?



Step 4: Develop a draft strategy

Take all the information that you have gathered and write it onto your Advocacy strategy worksheet.

Step 5: Submit for approval (to board if necessary)

Like all strategies, plans or policies they should have approval from your board before they are implemented.

Step 6: Implement and evaluate

It is important that the implementation of the strategy is constantly reviewed to assess its impact.

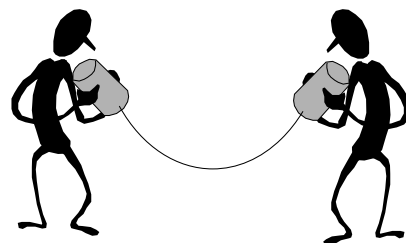
Notes



Methods to influence authority

Advocacy data and research is an important tool to assist with issue identification, selecting target audiences and identifying the person(s) whom you need to influence. It can also help you to:

- Affect what is considered changeable in the policy process
- Choose an advocacy goal
- Directly influence decision-makers (the primary audience of the advocacy programme)
- Inform the media, public and other (the secondary audience) who indirectly influence decision-makers
- Support an existing advocacy position
- Counter oppositional positions or arguments
- Alter the perceptions about an issue or problem
- Challenge myths and assumptions
- Confirm policy actions and programmes that work
- Reconsider strategies that are not working



Advocacy Goals, Objectives and Activities



Definition

The advocacy goal is the subject of your effort. It is what you hope to achieve over the next 5 – 10 years. The advocacy goal can be general and can be your vision e.g. **“to reduce childhood malnutrition to improve the health of children.”**

You can check your goal against the following checklist:

- Will the goal attract the support of many people? Do people care about the goals enough to take action?
- Will you be able to raise awareness about the goal?
- Will you be able to raise money or other resources to support your work on the goal?
- Is the goal easy to understand?
- Will the goal help build partnerships with other sectors, NGOs, leaders or stakeholders?



Definition

The advocacy objective aims to change the policies, programmes or positions of governments, institutions or organisations. The advocacy objective is what you want to change, who will make the change, how and by when. Generally the timeframe for an advocacy objective is 1 – 3 years. The objective is a realistic step toward a larger goal or vision and should be SMART.

| | |
|---|--------------------------------|
| S | specific |
| M | measurable |
| A | action-oriented and achievable |
| R | realistic |
| T | time-bound |





Important thought

For an objective to be more realistic it is important to identify the anticipated outcome right from the start. This is very important for the evaluation of the impact of the advocacy effort.

When setting objectives is it important to define criteria for your objective. Criteria are questions or standards that are used to select a goal or compare different objectives. Examples are:

- Is the objective achievable?
- Does the data show that achieving this objective will have a real impact on the problem?

The SMART checklist can be used to help you in making an informed choice about what advocacy objectives to pursue. By testing your advocacy objective to these criteria, you will gain valuable information about what you can expect to encounter if you choose a particular objective and which areas might need improvement or more attention during the process.



Definition

Activities are actions you need to take to achieve your objectives. A simple way to plan your activities when wanting to raise awareness about an issue or influence authority to change something is the following:

| Objective | Activity / Action | Who | When | How |
|--------------------|----------------------------|--|--|--|
| Your advocacy goal | Steps to achieve this goal | Person who is responsible for taking the action or implementing the activity | Time frame for implementing the activity | Budget and resources needed for the activity |



Individual activity

Determine the goal. Your goal should answer the question: “What do you want to achieve - raise awareness or influence authority about?”

Then set up to 3 objectives for your campaign. Remember the objectives are the **specific things you want to achieve?”**



Worksheet E: Advocacy Goals and Objectives

| Goal |
|------|
| |

| Objective 1 |
|-------------|
| |

| Objective 2 |
|-------------|
| |

| Objective 3 |
|-------------|
| |



Worksheet F: Advocacy Objective Worksheet

| Criteria | Objective 1 | Objective 2 | Objective 3 |
|---|-------------|-------------|-------------|
| Write objective in the columns) | | | |
| Is the objective specific? | | | |
| Is the objective measurable? | | | |
| Is the objective achievable? Even with opposition? | | | |



| | | | |
|---|--|--|--|
| Is the objective realistic? | | | |
| Is the objective time bound? Does it have a clear time frame? | | | |



Worksheet G: Activity chart

| Goal: | | | | |
|-------------|----------------------|-----|------|-----|
| | | | | |
| Objective | Activity / Action | Who | When | How |
| Objective 1 | | | | |
| | | | | |
| | | | | |
| Objective 2 | | | | |



| | | | | |
|-------------|--|--|--|--|
| | | | | |
| | | | | |
| Objective 3 | | | | |
| | | | | |
| | | | | |



Roles and responsibilities

Another important part of your Advocacy strategy is to allocate specific activities to specific people who can take responsibility for the implementation of these activities. There are different general responsibilities that need to be allocated, including:

- Who will speak on behalf of your organisation?
- Who will do the research into the issue that you want to raise awareness about?
- Who will make contact with the different target audiences – primary and secondary?
- Who will be responsible for building partnerships and support for the issue?



The other roles and responsibilities will be specific to the activities that you have developed, that will allow you to reach your advocacy goal.

Budget and resources

If your strategy is going to be successful, it is very important that you make sure that you have adequate resources to implement your strategy. One of the ways to ensure this, is to use activity based budgeting. That means that resources are allocated to each activity

Cost can be sub-divided into the following:

1. Direct costs
2. Indirect costs / overheads (e.g. general office staff)
3. Time related costs (e.g. rent increase)
4. Labour costs (medical aid; training; uniform; vehicle allowance; pension; bonuses; salaries/wages)
5. Material & equipment costs
6. Transport costs
7. Preliminary costs (e.g. establishment of a project site)
8. General costs
9. Project office costs
10. Project team costs





Individual activity

Use the worksheet to complete the planning of your strategy by adding the people who are responsible and the budget or resources needed.

Worksheet H: Advocacy strategy

| Advocacy strategy – worksheet | |
|---|---|
| Period of time: | |
| Aim: | |
| Objectives: | |
| <ul style="list-style-type: none">•• | <ul style="list-style-type: none">•• |



| Target | Strategy/tool | Action | Budget | Time line | Responsibility | Follow up |
|--------|---------------|--------|--------|-----------|----------------|-----------|
| | | | | | | |
| | | | | | | |





Self-test

You should be able to:

- Select appropriate methods to influence authority
- Set goals and objectives for your advocacy strategy
- Assign specific roles and responsibilities for the planned activities
- Identify possible opportunities and threats
- Consider budget and resources when planning your awareness activities and objectives

Please ask your facilitator if you are unsure of any of the above.

PARTNERSHIPS AND COLLABORATION WITH ALLIES

Building partnerships – networking and collaborating



Definition

Networking is a powerful tool and generally community organisations are good at it. Connecting with other people in the community is what **‘networking’** is all about! There is however no fixed definition of what **‘networking’** means. It can range from informal chats with colleagues to formal meetings. Networks are informal and fluid and therefore quite easy to create and maintain.

An advocacy network consists of individuals or organisations that are willing to assist one another or collaborate. An advocacy network is built consciously and deliberately to assist in reaching an advocacy objective.

Notes





Definition

A coalition is defined as a temporary combination between groups with similar missions, values, aims and objectives. Each individual group retains its individuality and independence, but as a whole they work collectively to achieve a common goal. Coalitions can be formal or informal. Generally a coalition is more structured than networking. Formalising the structure can take several forms:

- Establishing an inter-agency group
- Establishing a new organisation whose only purpose is to provide the coordination and support to the coalition

These networks can be national, regional and international.

Notes



Advantages and disadvantages of working in coalitions

Networking and coalitions is not about making all community organisations the same. Effective and constructive networking supports and accepts diversity.

| ADVANTAGES | DISADVANTAGES |
|--|--|
| Enlarges your base of support | Distracts you from other work; can take too much time away from regular organisational tasks |
| Provides safety for advocacy efforts and protection for members who may not be able to take action alone | May require you to compromise your position on issues or strategies |
| Magnifies existing resources by pooling them together and by delegating work to others in the coalition | May require you to give in to more powerful organisations. Power is not always distributed equally among coalition members; larger or richer organisation can have more say in decisions |
| Increases financial and programmatic resources for an advocacy campaign | You may not always get credit for your work; sometimes the coalition as a whole gets recognition rather than individual members. Well-run coalitions should strive to highlight |



| | |
|---|--|
| | their members as often as possible |
| Enhances the credibility and influence of an advocacy campaign, as well as that of individual coalition members | If the coalition process breaks down it can harm everyone's advocacy by damaging members' credibility |
| Helps develop new leadership | |
| Assists in individual and organisational networking | |
| Broadens the scope of your work | |

Steps in building an advocacy network

Before you look at forming an advocacy network, ask yourself the following questions:

- 1) Who should be in the network?
- 2) How does one meet potential network members?
- 3) How does one get them interested in the advocacy objective?
- 4) How can they help the network?

In other words you need the following elements to create a network:

- A clear purpose or mission
- Individuals and organisations that share the mission
- Commitment to participation and collaboration



In order to maintain the network, you need:

- Clear norms
- Informal or loose organisation
- **Members' database**
- Inventory of skills of members
- Communication system
- Documentation of network activities
- Shared leadership functions
- Participatory planning and decision-making
- Setting realistic goals and objectives
- Financial requirements
- Attract members with expertise lacking in the network
- Attract powerful, individual champions to your network
- Sub-groups to take on specific tasks
- Spread responsibilities across the members to avoid burn-out
- Use all resources available to the network
- Meet only when needed
- Keep meetings brief and have a specific agenda
- Keep an attendance list and record meetings
- Difficult issues should be discussed openly during meetings
- Use members with facilitation skills to help reach consensus and resolve conflicts
- Foster trust and collaboration among members
- Keep members motivated by acknowledging their contributions



Developing a partnership plan

Before you start on your partnership plan you need to understand a few definitions first:



Definition

A partnership is a special kind of relationship in which people or organisations combine their resources to carry out a specific set of activities. Partners work together for a common purpose and for mutual benefit. Building partnerships is about relationships that are:

- In-depth
- Involve a few carefully selected targets
- Have specific, practical goals

Partnerships offer a variety of different forms of support such as:

- Access to people and places
- Good ideas
- A helping hand
- Knowledge and skills
- Practical support
- Influence
- **“in kind” support**
- Money and other resources
- Political support
- Lessons learnt

Gaining these resources can help an organisation and the community. Additional benefits include:

- A wider response with different types of organisations and sectors becoming involved
- A more coordinated response that includes a better referral system among different partner organisations
- A larger response with community efforts being scaled up by larger institutions such as government
- Better support and policies for the primary target audience
- More financial and technical resources.
- Stronger services and access to vulnerable communities.
- Fewer political constraints.
- More effective and creative programmes through the sharing of lessons and experiences

Now you are ready to develop your partnership plan. This plan consists of 7 steps, namely:

- Step 1: Preparing a planning framework
- **Step 2: Revisiting the organisation's mission and community priorities**
- Step 3: Identifying opportunities and challenges
- Step 4: Prioritising goals for building partnerships
- Step 5: Selecting partners
- Step 6: Deciding how to approach partners
- Step 7: Selecting an outreach team



Step 1: Preparing a planning framework

The planning framework shows the steps that the organisation will take to build partnerships. It is easier to build partnerships when you have a clear idea of the mission, the priorities of the community, the opportunity and challenges for responding to the issue and the people and/or organisations involved. The plan will help to ensure that you build partnerships that are effective and strategic. These can also help to make sure that working with others is as useful as possible and that time and resources are put to best use.

Step 2: Revisiting the organisation's mission and community priorities

By looking again at your organisation's mission and the priorities and issues of the community, you can build partnerships that are helpful and relevant to your work. By doing this you do not get caught up in trying to do too much or in doing something that is only of small benefit.

Step 3: Identifying opportunities and challenges

Now you need to look at the position of your organisation in relation to the broader community and context of the issue that you want to raise awareness or influence authority about. One way of doing this is to draw a partnership map that shows the larger opportunities and challenges which shape the response to the issue you have identified. The partnership map will show the different people and organisations that influence the issue. On the map you can add both existing and potential partners.



Step 4: Prioritising goals for building partnerships

You will find that there are many challenges and opportunities. With limited time and resources you cannot address them all at once. It is therefore important to:

- Select one or two challenges or opportunities that you want to address
- Consider why you want to address them
- Say what you want to do about them

This means that you need to prioritise the challenges and opportunities on the partnership map. Then you can set specific goals for building partnerships. This gives direction to your efforts in the specific area and provides a standard for measuring the success of your partnerships.

Step 5: Selecting partners

Select partners by considering all the information that you gathered in the previous steps and those that will assist you in achieving your goals.

Step 6: Deciding how to approach partners

Once you have decided on your goals for building partnerships and what you want from each partner, you need to consider how to approach each partner. Thinking about how you are going to approach potential partners can help to ensure that both you and the partner make a good first impression. The way in which an approach is made should be appropriate to the position and interests of the potential partner and to the capacity of your organisation. It is important to be clear about what you are requesting from the partner and what you bring to the partnership.



Step 7: Selecting an outreach team

This is the group of people that will go out and approach potential partners. When looking at your team within the organisation, look at what each member can bring to building the partnership.

You now need to identify advocacy organisations working in the relevant field and government officials that you would need to bring into the partnership as part of your advocacy strategy.

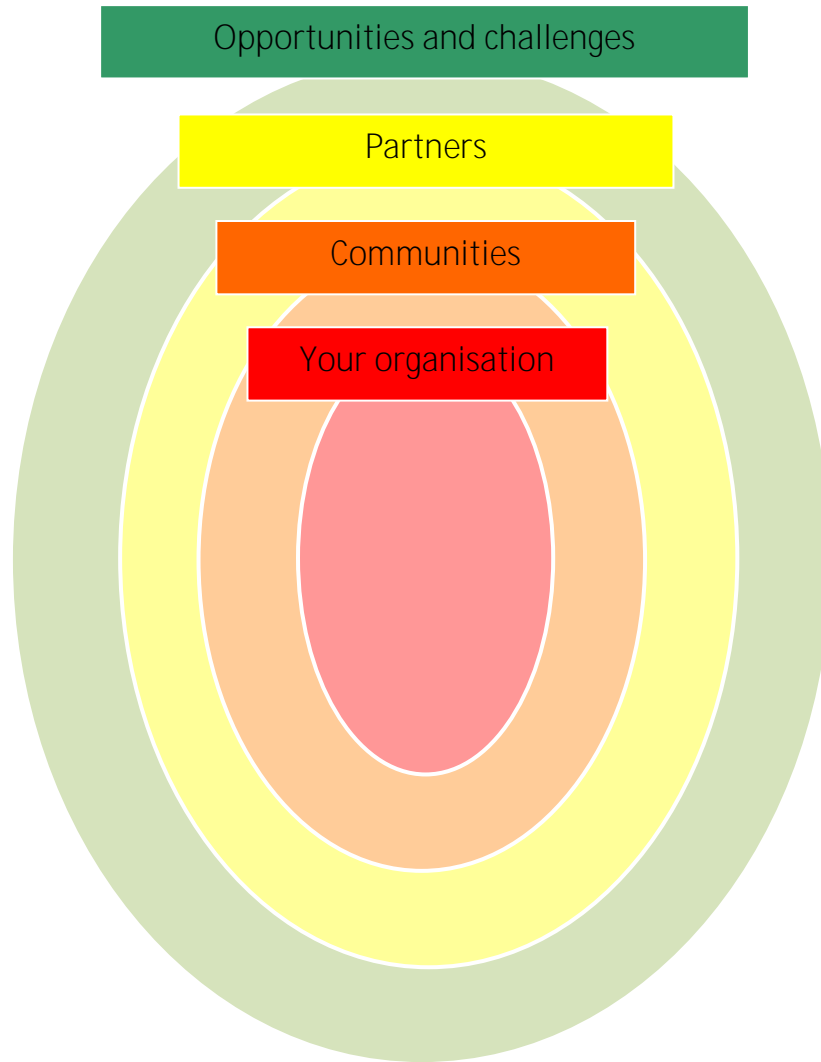


Individual activity

Make a list of the advocacy organisations working in your field as well as the government officials you need to work with, when raising awareness or influencing authority.



Worksheet I: Building partnerships: Opportunities and challenges





Participation in relevant campaigns

There may be many advocacy campaigns running in your community at a time. Maybe your organisation wants to run a campaign. It is important that you choose the campaigns that you participate in carefully.

Advocacy outreach begins with developing the basic messages of your advocacy campaign. These messages, their audiences, and the delivery of the one to the other, will influence your overall outreach strategy.

These questions can assist you in planning your overall campaign strategy and they can guide your specific outreach efforts. Namely:

1. What do we want? (Goals) What is it you want your audience to do once they've heard your message?
2. Who can give it to us? (Target Audiences) Which segment of the public is in the best position to hear and act effectively upon our message? (NOTE: The **“general public” is not a target audience.**)
3. What do they need to hear? (Messages) What is the best language or use of words that will impact them powerfully and move them to action?
4. Who do they need to hear it from? (Messengers) Who is this particular target audience most likely to listen to?
5. How do we get them to hear it? (Delivery) What is the best medium to reach them (e.g., print, radio, television, email)?



6. What have we got? (Resources; strengths) What resources do we already have at our disposal– good messages, graphic artists, web-savvy specialists, motivating speakers– that can help us achieve our communications objectives?
7. What do we need to develop? (Challenges; gaps) Who do we need to bring in? What skills do we need that we don't have? What organisational culture issues might hamper our efforts?
8. How do we begin? (First steps) What are some things we can do right away to get the effort moving forward? Then what will we do after that?
9. How will we know it's working, or not working? (Evaluation) What mechanisms will we put into place to measure the impact of our message and our approach?



Individual activity

Using the questions above, evaluate the current campaigns that are running in your community or that your organisation is involved in. Based on the information, choose 1 campaign that would be appropriate and relevant for your organisation to participate in.





Individual activity

Written or verbal presentation

At the end of each day you will have an opportunity to use the day's information to prepare a presentation (written or verbal). The presentation needs to look at the following aspects:

- 1) Describe the existing state of affairs in your community and analyse its impact
- 2) Proposes reasonable changes and why these are beneficial
- 3) Needs to be clear and understandable

Please attach all the different worksheets during each session as part of your presentation.



OTHER COMPETENCIES

Communication skills

Verbal communication



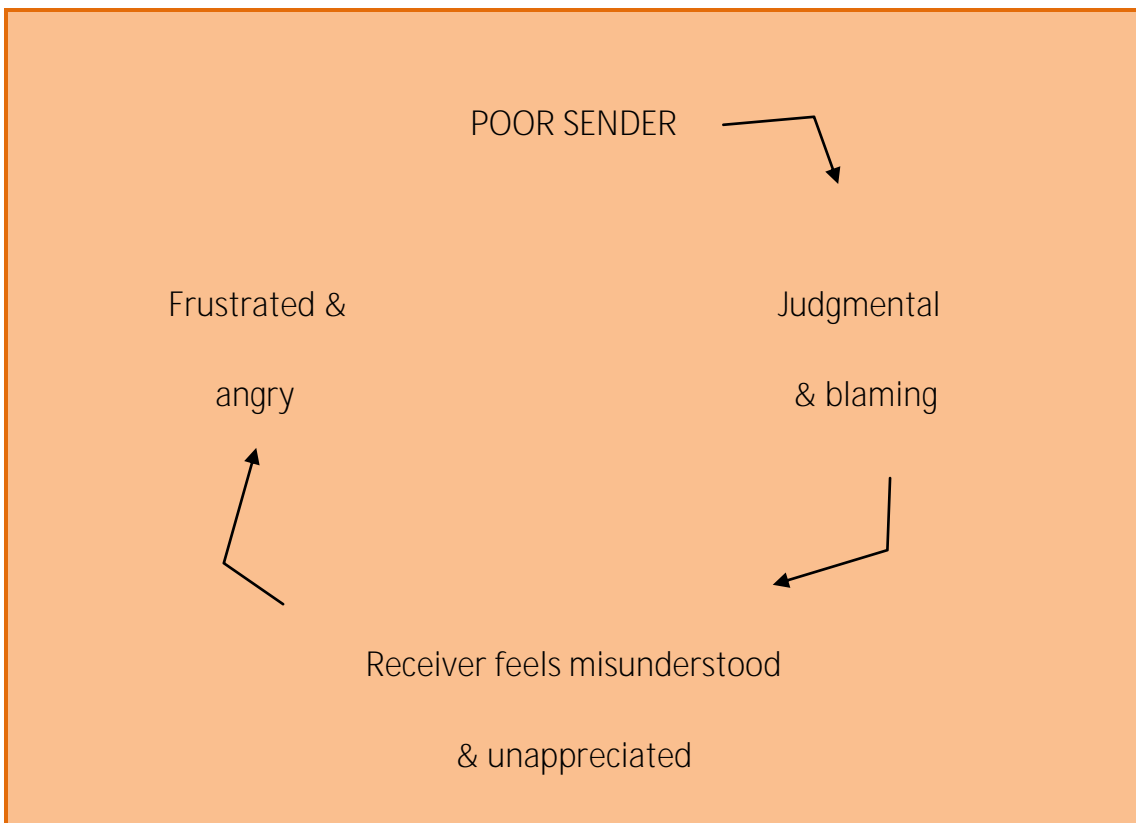
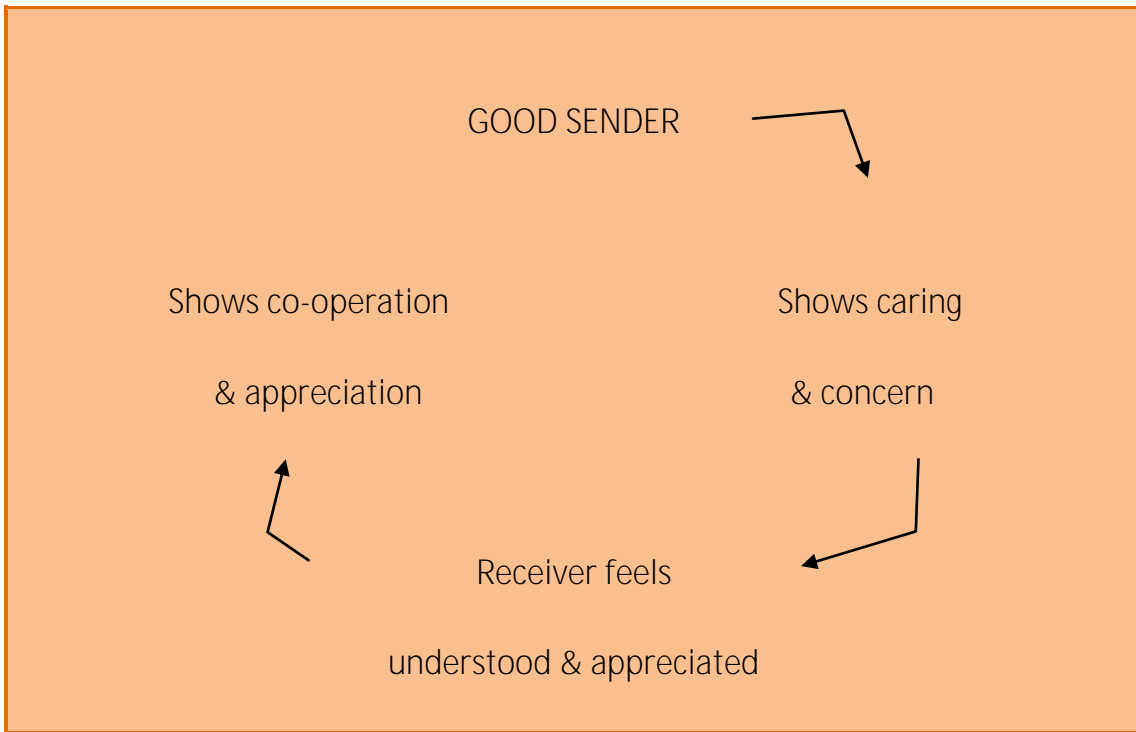
Definition

Good communication involves a **SENDER** and a **RECEIVER**.

The aim of good communication is to improve the atmosphere one lives in by:

- improving our understanding of each other
- helping us appreciate other people and to feel appreciated by them
- improving the way you feel about yourself and those around you

If communication is poor we feel misunderstood and unappreciated and this leads to feelings of frustration and anger.



Good Communication

(sender and receiver)

- Clear and simple messages
- Respect
- Genuineness
- Empathy - understand other persons point of view
- Balance - give each other a chance to speak

Poor communication

(sender and receiver)

- Not listening - sticking to preconceived ideas
- Not balancing - not allowing the other person a chance to speak
- Loaded words - using words that are:
 - blaming
 - judging
 - condescending



Non-verbal communication



Definition

Non-verbal communication is all the ways in which we can communicate or send messages without using words.

- Eye contact
- Facial expression
- Hand gestures
- Posture
- Appearance
- Vocal cues
- Tone of voice
- Proximity
- Orientation

Functions of Non-verbal Communication

- Replaces verbal messages
- Reinforces verbal messages
- Contradicts verbal messages - say one thing and feel another
- Sends ambivalent signals - feel two things at the same time



Problems in communication

Mistakes the communicator makes

- Verbal & non-verbal behaviour differs
- **Message isn't clear**
- The **message isn't direct**
- Over-generalises - use words like always, never
- **The communicator doesn't show his/her true underlying feelings, shows aggression or withdraws when hurt**
- Rejects the person instead of the behaviour
- **The communicator doesn't ask for feedback**, although he realises he could be misunderstood

Mistakes the receiver makes

- **Doesn't listen carefully, thinks about other things or what to answer**
- Listens in a critical or evaluative way
- Bad self-image, hypersensitive towards any feedback
- **Doesn't show empathy and clings to his/her part of the truth**
- **The receiver doesn't make sure that he interpreted the message correctly**
- **Doesn't say he's hurt or sad and withdraws**



Difference between men and women

- **Women have a need for empathy when they complain. She's not seeking a solution. Men believe it's their role to help her solve her problems, by giving a solution.**
- Women utter little understanding sounds while the other person talks, to show that they really care, men are usually silent
- Men want facts, not emotions when they try to prove a point. Women concentrate on their feelings about a situation
- Both men and women have different personalities, backgrounds and experiences, and both should accept that they may feel differently about things, but are able to understand the other person



Important thought

Effective communication is when the receiver of the message interprets the message exactly in the way that the sender of the message meant it.

Listening skills

The discipline of Listening

Listening effectively requires the ability to concentrate and focus on another and the ability to HEAR WHAT IS NOT BEING SAID.

To stay focused on another person, we must:

- Be aware when we are feeling disempowered, and be willing to deal with that.
- Know when our buttons are being pushed, and not react to it.
- Recognise our need to interrupt and just not do that.
- Listen with an open attitude and compassion for the best results.

The art of listening

Skills of listening include being real, being open and transparent, caring and demonstrating a non-possessive love, and allowing ourselves to experience the inner world of the other person.

Listen to feelings, and reflect back to them by rephrasing or summarising what was said, giving your understanding and clarification of the situation. This will give you an insight into the person and their feelings.



Listen Accurately

Note how you interpret other people's body language and words. Both verbal and non-verbal language were learned when we were children, and were specific, perhaps unique, to the environment in which we learned them.

Watch for the part of you that cannot cope and so avoids or denies what is said. When we are told something that is just too unpleasant or unsafe for us, we may not truly hear or understand what is said.

When confronted with examples of this, we may condemn, threaten, educate, ignore or demean others for their inadequacies. You will recognise all these strategies as being attempts to protect our sense of self and avoid the task of acknowledging parts of ourselves that we do not want to face.

The consequences of good listening

- Helps us to explore our own values and attitudes, and reflect on what we want for ourselves.
- Listening to others will increase their awareness of self. They will value and accept themselves more, much as their listener has valued and accepted them. Acceptance is a pre-cursor to positive change.
- Instead of being focused on what others think, the person listened to will become more attentive to their own views and values and more flexible



Problem-solving skills



Definition

What is problem-solving?

A technique to consider a real life situation, find the underlying problems in the situation, consider the solutions for the problems, decide on the most suitable solutions and then apply the solution to the problem to solve the problem.

We are confronted by different problems and issues every day. The purpose of good problem solving skills is to:

- Have people consider and reflect upon a variety of problems that can take place in the context of the community
- Practice research – to find solutions to the issues
- Work with real problems and issues and
- Discover ways of dealing with the problems and issues.

Steps for problem-solving

Step 1: Brainstorm the sub-problems that related to the big problem

Ask yourself the following about the problem – what, how, when, where, why?



Step 2: Formulate underlying problem

Now you need to find the root of the problem. Ask yourself the following questions to help you formulate the problem:

- What must be done?
- What is the aim?
- What must be achieved?

Step 3: Brainstorm solutions

Again you need to ask what, why and how?

Step 4: Formulate criteria and evaluate best solutions

Step 5: Plan of Action



Action learning cycle

Adapted from *Action Learning for Development: use your experience to improve your effectiveness*, by James Taylor, Dirk Marais and Allan Kaplan.



Definition

What is Action Learning or Experiential Learning?

“Experiential Learning is the process of consciously learning from experience in order to improve future practice. Action Learning is an approach to the development of people in organisations which takes the task as the vehicle for learning. It is based on the premise that there is no learning without action and no sober and deliberate action without learning”

Mike Pedler

“Action Learning is learning from concrete experience, through group discussion, trial and error, discovery and learning from and with each other. It is a process by which groups of managers/leaders or “learners” generally work on real issues or problems, carrying real responsibility in real conditions”.

Ortrum Zuber-Skerrit



Action Learning is a more conscious form of the *natural way that human beings learn from experience*, from doing, from living. Simply put it is about learning from our experience, learning from our actions and then applying these learnings back into our next experience or our next action. It is about ongoing cycles of improved learning and doing.

It is an ancient form of learning. We have all been doing this all our lives, usually unconsciously, sometimes consciously. Some of us do it better than others. The point however is *that through being more conscious of how we naturally learn we can improve the way we learn and help other people to learn more effectively*.

An Action Learning centred approach values the *experience* of the learner above other sources of learning and in so doing brings respect into the learning relationship - respect for the learners by the facilitators and respect for the learner by themselves. But we can also value the experience of others. Learning from the related experience or the stories of others can also be valuable, particularly if the story is richly told and in such a way that the listeners re-experience the story for themselves.

Action Learning is in contrast to being *taught* by experts. Of course, inputs, ideas or theories from books, teachers or facilitators are valuable, but usually these are useful *after* the learner has identified, reflected on and learnt from their own experiences. If we are only taught theoretically then we usually struggle to find a place to put this theory - but by starting with own experience and drawing possible



learnings from these, we help learners to create *hooks on which to hang new concepts and theories* from the outside.

Why is Action learning important?

If a central purpose of a developmental practice is to help people to become more independent, to stand on their own feet, then Action Learning becomes a central process of helping people to become independent learners, learning more from their own experience and becoming less dependent on experts for knowledge or **guidance. Helping people to become more conscious, confident and skilled “action learners” should be a central purpose to almost any developmental process.** The capacity to learn independently from own experience becomes the hallmark of sustainability.

Methodologically, in our training or in facilitating developmental processes in communities or organisations, if we help learners to work with their own experiences and draw learnings, these are immediately relevant. Learners are more likely to *own* their learning, to *feel* the learning - it can *live* more actively inside them. What they learn they can more readily apply in their own lives.

Action Learning can also be based on immediate experience. If in our training or learning programmes we use active, experiential exercises with learners (especially where they have little or no prior experience), then the experience becomes theirs to learn from. Handing them learnings (teachings!) on a plate does not penetrate



to *their* feelings and *their* will and does not assist them to apply learnings to their lives or practice and may just remain a frustrating intellectual curiosity.

Good stories from elsewhere that are dramatically told can become learning experiences because they enable us to feel and experience the drama as if we were part of it. This is probably why in older cultures, stories and myths have always been such an important means of passing on learnings from generation to generation (before Education arrived and suppressed so many of them).

Action or Experiential learning, the ability to learn from your own experience is the foundation of empowerment, of sustainable development.

The Action Learning Cycle as a Tool

Action Learning is a continuous cycle - the end of each learning cycle becomes the beginning of the next cycle.

Action: Doing/experiencing and recalling the experience: nobody knows your experience or your actions better than you do. To become more conscious of our **“experience” while acting, can impact on the next step quite dramatically.**

Some useful questions: *What significant things happened? Describe the events. Who was involved, what did they do? What picture emerges? How did I/we feel?*



Reflection: Re-examining and thinking about the event or action, means to make it more conscious, to analyse it, to evaluate it, to understand it better or on a deeper level. The problem is that we do not do this normally. Often it is only as a result of a crisis that we reflect, that we stop to take a deeper look. A more pro-active approach is vital to become a good action learner. This is **very much a “brain storm” activity where we would look at the event from different angles.**

Some useful questions: *Why did it happen, what caused it? What helped, what hindered? What did we expect? What assumptions did we make? What really struck us? Do we know of any other experiences or thinking that might help us look at this experience differently?*

Learning: Reflection is no guarantee that learning has taken place! Very often **people “reflect” on practice and repeat the same mistake over and over again.** Therefore the distinction between reflection and learning in the Action Learning Cycle is important; learning here is the process of distilling or drawing out the core generalised lessons; **moving from “what actually happened” to “what tends to happen as a result of such circumstances”.** Be careful of jumping to learning before adequate reflecting has taken place.

Some useful questions: *What would we have done differently? What did we learn, what new insights? What was confirmed? What new questions have emerged? What other theories help us to deepen these learnings?*



Planning: This is the key link between past learning and future action (and learning). The core “insights” from the previous step must now be translated into decisions that will ensure improved practice and these decisions then need to become part of the plan. Planning that is unrelated to learning from the past is nearly always a waste of time!

Some useful questions: *So what does this mean for practice? What do we want? What do we want to do, to happen? How? What are we going to do differently? How will we not repeat the same mistake? What do we have to let go of or stop doing? What steps will we use to build these new insights into our practice?*

Resistances to learning

The model also helps us to identify the four most common resistances to learning. They happen when one segment is overemphasized at the expense of the other three. Although these examples are all caricatures they do help us to identify the resistances to learning.

1. *The Activist (Action)*

Activists prefer immediate action and reflection; learning and planning are seen as a waste of time. All the focus is on getting things done with little or no “thinking” about what is really happening. **If something does not work** an activist may easily jump into trying something different rather than taking the time to think about what happened?



2. ***The “Navel-gazers” (Reflection)***

Navel-gazers prefer to spend lots of time on “serious thinking” and arguing the finer points. They intellectualize very easily and love debates. Organisations developing this specific resistance to learning spend their lifetime debating every single little issue! Unfortunately very little gets done!

3. ***The “Easy-learners” (Learning)***

They want the “bottom line” very quickly. The emphasis is on quick answers - ready made solutions - they jump to learnings very easily, without taking the time to reflect on the actual experience, so that the learnings lack depth.

4. *The Blue-print people (planning)*

They believe everything is in the plan and will spend days and weeks developing “the plan” (the blueprint), often with very little consultation and reflection on the past and often with just as little intention of actually executing the plan. Some do execute the plan, but this makes the do-phase very painful for others because the plan is not something that can be adjusted, it is a blueprint, a master plan that has to be followed to the letter. One of the strengths of the Action Learning approach is that it favours regular rethinking and re-planning.



All these “passions” are necessary to produce excellence, but if a passion for one segment excludes (or down plays) the importance of the other segments, we have a serious resistance to learning with negative outcomes as the final result.

Applications of action learning: Some examples

The Action Learning Cycle can be used as a “frame” to guide the process of working consciously from past experience into the future. It can be applied to many challenges:

Individuals

- Report writing - Action Learning can be used as a very useful frame or guide for a field report
- Personal life visioning/planning - unpacking your life experience
- Own project planning and evaluation
- Development counselling (mentoring) or supervision

Groups and organisations

As a guide to work with and learn from case studies from the field

- Strategic Planning (departments, projects, organisations) - evaluation and project planning
- Action research on some specific issue
- Courses or structured learning processes (e.g. with case studies or experiential exercises)

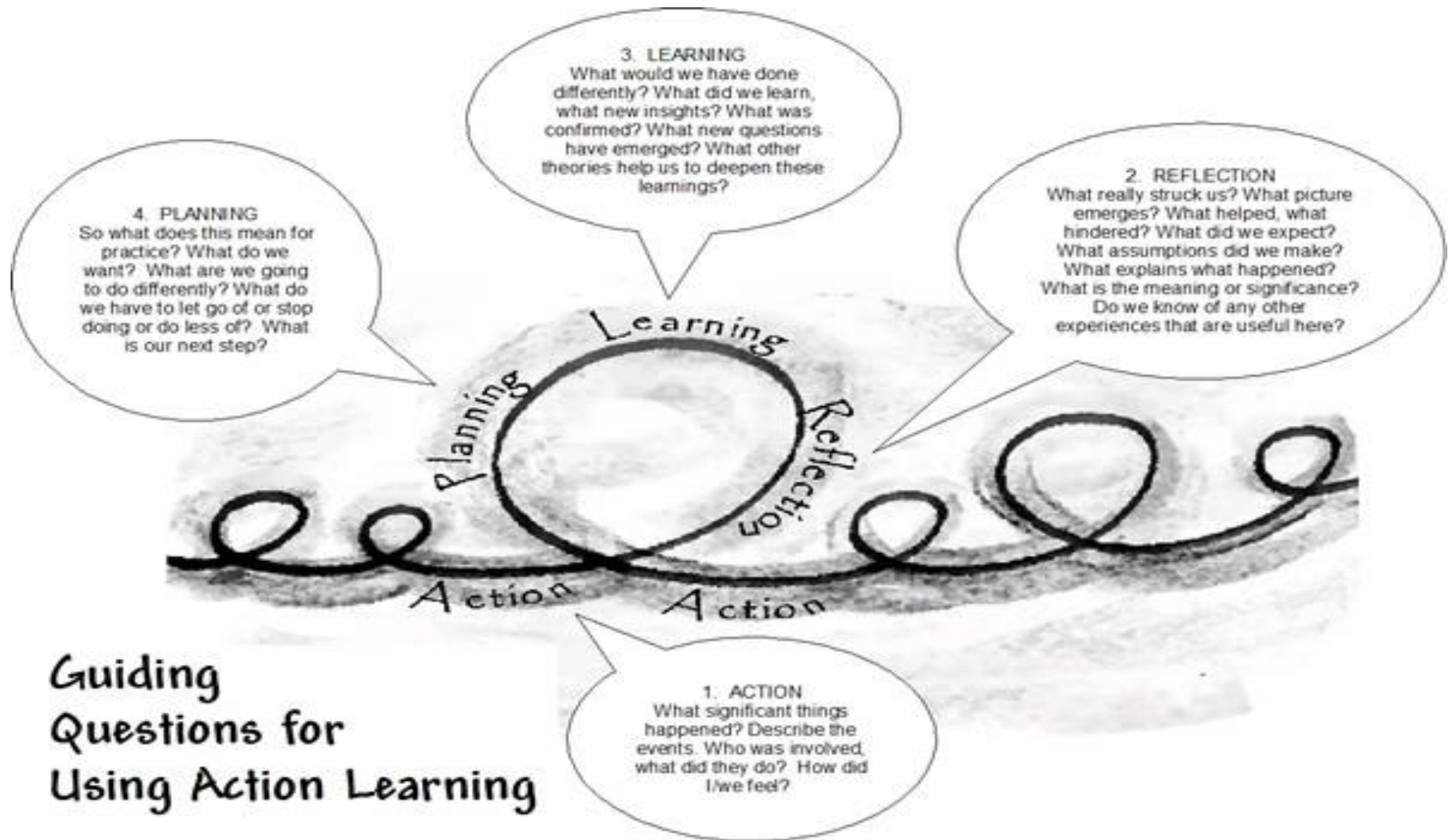


Communities

- Helping leaders or members to make sense of their experience
- As a guide for programme progress meetings
- Strategic planning with larger groups like a village or town

A country or nation reflecting on some serious issue e.g. the Truth and Reconciliation Commission in South Africa. (Where the nation is looking back at its Apartheid past and coming to terms with everything that happened, drawing lessons from that for future generations.)





USEFUL WORDS

Advocacy is an action directed at changing policies, positions or programmes of any institution such as government, the private sector, community and civic organisations.

Lobbying describes the tools and strategies you use to influence decision-makers and other organisations.

Primary audience Decision-makers have traditionally been government officials and politicians, and they are your primary audience.

Secondary audience are individuals or groups that can influence the decision-makers.

Advocacy message is about the message that you want to send; the message that you want to raise awareness or influence authority about.

Advocacy goal is the subject of your effort. It is what you hope to achieve over the next 5 – 10 years. The advocacy goal can be general and can be your vision.

Advocacy objective aims to change the policies, programmes or positions of governments, institutions or organisations. The advocacy objective is what you want to change, who will make the change, how and by when. Generally the timeframe for an advocacy objective is 1 – 3 years.



- Activities** are actions you need to take to achieve your objectives.
- Networking** is a powerful tool and generally community organisations are good at it. Connecting with other people in the **community is what 'networking' is all about. As networks** are informal and fluid, they are quite easy to create and maintain.
- Advocacy network** consists of individuals or organisations willing to assist or collaborate with one another. An advocacy network is built consciously and deliberately to achieve an advocacy objective.
- A coalition** is defined as temporary combination between groups with similar missions, values, aims and objectives. Each individual group retains its individuality and independence, but as a whole they work collectively to achieve a common goal. Coalitions can be formal or informal.
- A partnership** is a special kind of relationship in which people or organisations combine their resources to carry out a specific set of activities. Partners work together for a common purpose and for mutual benefit.
- Tax Exempt** Because of particular circumstances, the law says that you do not have to pay tax that other people have to.

