

Organise and Participate in Activities to Raise Awareness and Influence Authority Level 4

- Facilitator Guide -

The development practice project

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SOME NOTES ON FACILITATION SKILLS

What is facilitation?

Facilitation is the process of making learning easy. This is done through the use of various approaches such as small group discussions, debates, question and answer sessions, personal reflection and sharing, experiential activities and practical exercises. You allow participants to discover solutions for themselves and encourage them to internalise lessons learnt, rather than lecture on topics.

Your role as the facilitator is to:

- Give direction to the group
- Create a comfortable and friendly environment for the group
- Observe what goes on in a group
- Identify the main needs of the group
- Learn ways to address these needs
- Adjust to the level of the group – in language, content, presentation, and pace.
- Apply and practice these skills in many different situations



Key principles of facilitation

Confidentiality: What is shared in the group remains in the group. Personal and sensitive information will not be told to others. However as evaluations of the course need to be done, and lessons learnt from each course, obviously you will need to discuss some of the content with your colleagues.

Respect: We should respect each other's opinions and experiences, even if they are different from our own or we do not agree with them –this includes the facilitator, who needs to model respect for every learner's opinion and contribution, and to make sure that s/he provides opportunity for all to participate.

Non-Judgmental: It is fine to disagree with another person's point of view but not to judge or put down another person because they do not feel the same as you do. This is particularly important because as a facilitator you have a lot of power in the group (people look up to you) and so you need to make sure that you do not appear to judge or dislike someone.

Use I-statements: Using I-statements ensures that the view you are expressing comes from you. It also shows confidence and assertiveness. It clarifies that you are speaking for yourself and not for the group.

Integrity: Walk your talk! Be a role model for the group. For example, the ground



rules apply to the facilitator the same as for the participants – if it says cell phone silent, then do not answer calls in the workshop!

Do's and don'ts of facilitation

Do's	Don'ts
Plan and prepare for sessions in advance	Create a long dialogue with one participant
Show interest when listening	Criticise on a personal basis
Use simple language	Dominate the group
Act responsibly	Be biased
Be patient	Be insensitive
Allow participants to discover	Allow domination
Encourage active interaction	Go beyond time allocated
Ask for suggestions from the group in answering questions	Exaggerate enthusiasm about delivering session – be false.



Critical skills of a facilitator

Listening: You pay attention to what is being said, show interest by nodding your head and maintaining eye contact. Allow the speaker to finish without interrupting (unless they are dominating the group and haven't allowed others to speak).

Paraphrasing: You repeat what the person said using your own words (i.e. interpret or reword). This is to ensure you understand and are not making assumptions.

Summarising: You sum up by going over the main points. You help participants to gain a better understanding of the subject.

Creativity: You must always have a plan B. Be imaginative and stimulated. Make your sessions fun yet educational by ensuring that the group does not miss the learning points. You know when and how to use humour (without being offensive), ice-breakers and energisers. Identify different ways of achieving the objectives without compromising the quality of the session.

Awareness: You pay attention to what is not being said in the group, people's unspoken needs and watch out for group dynamics that need attention. You are able to "read" the energy and level of the group and adjust your programme accordingly.



Qualities of a facilitator

Good	Bad
Punctual and organised	Disorganised
Presentable	Messy, no care taken in presentation
Confident	Low self-esteem
Assertive	Passive
Friendly	Rude/impolite
Knowledgeable	Uninformed
Approachable	Intimidating
Creative and flexible	Rigid and unaccommodating

The difference between facilitation and presentation

Facilitation	Presentation
Interactive process	One way process
Use of different methods of approach	More formal
Participants discover for themselves	Audience receive the message
Facilitator works with participants as a team	Presenter delivers the message
Use different ways of facilitating (e.g. Role plays, debate, small groups etc)	Use one way of presenting – normal “lecture” style



Tips for being a good facilitator

- Remember that you are a role model. Do your best to practise the behaviour you are talking about
- Keep studying and researching, learn about the issues, develop leadership skills
- Share information, be open to new experiences – there is always something to learn
- Ensure you give accurate and updated information
- Understand your target audience
- Use target/ age appropriate activities
- Always strive to keep to time
- Use Ice-breakers and energisers that add value to sessions (and where possible, link to the content presented)
- Keep your mind open and flexible
- Have fun, love and enjoy what you are doing



OVERVIEW

Welcome to the workshop. During this course you will learn about advocacy, how to raise awareness and influence authority on key issues that affect you and your clients or community. Some of you may already have had experiences or knowledge about advocacy and you are encouraged to share your experiences.

This programme is designed to provide information and skills that will equip you to improve on your advocacy practices.

The target learners are those working in community based organisations CBOs, or NGOs who work in the development sector. A basic functional literacy in English is assumed, but a formal education is not an entry requirement.

This course seeks to assist you to in understanding how to organise and participate in activities to raise awareness and influence authority.

The purpose is further to enable participants to acquire knowledge, skills and values to organise effective lobbying, education and advocacy campaigns, which promote public benefit and social justice, as well as 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 our society. This involves the ability to define clear objectives for the campaign, and to adopt the methods most likely to achieve those objectives.

In the workshop, the following specific outcomes need to be covered:



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

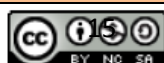
Please read the competency standard below carefully.



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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 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. 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



Course Modules

This workshop consists of 3 days of training and is divided into different modules:

- Understanding Advocacy and Lobbying
- Strategies to influence authority
- Partnerships and collaboration with allies

Activities and Principles

The workshop is experiential and learner driven. The activities are designed to assist learners to gain new knowledge and skills that will enable them to effectively influence authority and raise awareness. It attempts to follow these principles and facilitators are encouraged to do this as part of their facilitation:

- Learning needs to be built on current knowledge and inherent skill in the learner;
- Learning activities should contain real life experiences;
- Facilitators and learners work as a team;
- Discussions should be related to the learners' environment;
- Learners should be encouraged to apply their skills and knowledge in new ways;
- Learners are encouraged to participate and take responsibility for their own learning.



ORGANISE AND PARTICIPATE IN ACTIVITIES TO RAISE AWARENESS AND INFLUENCE AUTHORITY COURSE PLAN

Workshop – Day 1

Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
9h00	Welcome, expectations and overview of course	<p>Welcome and introductions: Do an introduction activity with the group to allow the group to get to know each other and the facilitator.</p> <p>Group contract: As the group will be dealing with issues that may be sensitive it is important to agree on a group contract before the start of the workshop to ensure that everyone</p>	<p>Nametags</p> <p>Coloured cards</p> <p>Koki's</p> <p>Newsprint</p> <p>Prestik</p>		



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
		<p>will feel comfortable to participate. This will include the group norms or rules for interaction within the group. Learners must also feel safe to share and ask questions.</p> <p>Expectations and Overview: Give the learners an opportunity to state their expectations for the course. Use this to introduce the different modules that will be dealt with and also to ensure that they know what will not be covered. Explain the outcomes of this Level 4 course and the assessment process.</p>	Worksheet A	All	This exercise is used to illicit the steps and processes that will be covered in the course and used to discuss expectations



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
		Briefly explain what the portfolio of evidence is about – the written or verbal presentation of their advocacy strategy will be part of their portfolio.		Present a clear and persuasive case for change around a specific issue	
9h45		Tea			
10h15	Understanding advocacy and lobbying	<p>What is advocacy?</p> <p>Divide the group into smaller groups and ask each group to brainstorm what they think advocacy is. Give them 10 minutes and then ask each group to give feedback.</p> <p>Summarise and give them the definition.</p>	<p>Newsprint</p> <p>Koki's</p> <p>Prestik</p>	Demonstrate an understanding of advocacy in a community context and provide practical	Advocacy and lobbying are explained in a basic, community context



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
		<p>What is lobbying?</p> <p>Divide the group into smaller groups and ask each group to brainstorm what they think lobbying is. Give them 10 minutes and then ask each group to give feedback.</p> <p>Summarise and give them the definition.</p> <p>Ask the group what they think the stages are that they would use to plan an advocacy strategy. Let them complete the exercise. Provide the group with input about the stages that you will use when raising</p>	<p>Newsprint/Overhead/ slide with Stages</p>	<p>examples</p>	



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
		awareness or influencing authority.			
	Understanding advocacy and lobbying	<p>Why do we advocate?</p> <p>Explain to the group that when raising awareness or influencing authority on an issue, it is important to look at why you want to do this. See detailed activity.</p>	Case studies	Demonstrate an understanding of advocacy in a community context and provide practical examples	3 practical case studies of how to raise awareness and influence authority within the community are listed
	Plan a strategy to influence authority in a specific context	<p>Who are the advocates?</p> <p>See detailed activity.</p>	Newsprint Koki's	Collaborate with relevant allies or forums to influence authority	The individuals and institutions you wish to influence are identified



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
		<p>Target audiences</p> <p>Using the issue that the group identified in the previous activity, ask them to answer the following questions:</p> <ol style="list-style-type: none"> 1. Who is the target audience? 2. Who is in authority? Who makes the decisions? <p>Then see detailed activity on how to identify target audiences.</p> <p>Also use this session to look at:</p> <ul style="list-style-type: none"> • Policy audience tools • Different strategies to reach 	<p>Checklists: Worksheets B & C,</p> <p>Policy audience tools</p>		<p>Appropriate channels through which to raise issues are identified</p>



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Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
		<p>an audience</p> <ul style="list-style-type: none"> Different channels through which to raise awareness <p>See detailed activity.</p>			
13h00		Lunch			
14h00	Plan a strategy to influence authority in a specific context	<p>What do you want to change, raise awareness about?</p> <p>Based on the information that they have gained thus far, ask each group member to look at what they want to change – raise awareness about – what is their issue? This will form part of their individual assignment that will take the form of either a written or verbal presentation.</p>	<p>Individual assignment</p> <p>Worksheet D: Checklist for issue identification</p>	<p>Collaborate with relevant allies or forums to influence authority</p>	<p>A desired change in behaviour is described</p>



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
		See detailed activity.			
15h00	Clear and persuasive case for change	<p>A written or verbal presentation</p> <p>See detailed activity.</p> <p>At the end of day 1 the following needs to be completed for the presentation:</p> <ul style="list-style-type: none"> • Worksheet B - D • List of effective advocates • List of strategies to reach different audiences • Policy audience research tools • A message • Different channels through which to raise awareness and influence authority 	Individual assignment	Present a clear and persuasive case for a change around a specific issue	<p>A verbal or written presentation is provided that:</p> <p>Describes the existing state of affairs and analyses its impact</p> <p>Proposes reasonable changes and why these are beneficial</p> <p>Is clear and</p>



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
					understandable
16h00	Closure for the day	<p>Final thoughts: Share any final thoughts with the group.</p> <p>Brief evaluation: Ask the group for feedback about what they experienced and learnt during the day – what did they like, not like; or would like to change for tomorrow.</p>	Post-its Koki's Newsprint		



Workshop – Day 2

Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
9h00	Recapping of Day 1	Thoughts and ideas from the previous day			
	Plan a strategy to influence authority in a specific context	<p>Steps for planning Advocacy strategy</p> <p>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. The change you seek is an immediate improvement in acceptance of people with HIV&AIDS. In order to achieve this people within your</p>	<p>Worksheet</p> <p>Newsprint (prepared with steps)</p> <p>Prestik</p> <p>Koki's</p>	Collaborate with relevant allies or forums to influence authority	Appropriate methods to influence authority are selected



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
		<p>community need to increase their understanding of HIV&AIDS and deal with their fear and denial.</p> <p>OR</p> <p>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?</p> <p>See detailed activity.</p>			
10h30		Tea			



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
11h00	Plan a strategy to influence authority in a specific context	<p>Planning activities for influencing authority and raising awareness</p> <p>Advocacy goals, objectives and activities</p> <p>Now that the group understands the definitions of advocacy and lobbying, explore what the goals and objectives are.</p> <p>Once this has been done, specific activities need to be developed.</p> <p>See detailed activity.</p>	Worksheet E, F, G	SO2	<p>Specific activities are planned and roles and responsibilities assigned</p> <p>Possible opportunities and threats are noted</p>
13h00		Lunch			
14h00	Plan a strategy to influence	<p>Roles and responsibilities</p> <p>Budget and resources</p>	Worksheet H		Budget and resources are



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
	authority in a specific context	Continue with the planning of the advocacy strategy using the worksheet, bearing in mind what the message and objective is of your strategy. See detailed activity.			taken into consideration
15h30	Clear and persuasive case for change	A written or verbal presentation See detailed activity. At the end of day 1 the following needs to be completed for the presentation: Worksheet B - D	Individual assignment	Present a clear and persuasive case for a change around a specific issue	A verbal or written presentation is provided that: Describes the existing state of affairs and analyses its



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
					impact Proposes reasonable changes and why these are beneficial Is clear and understandable
16h30	Closure for the day	Final thoughts: Share any final thoughts with the group. Brief evaluation: Ask the group for feedback about what they experienced and learnt during the day – what did they like, not like; or would like to change for tomorrow.	Post-its Newsprint		



Workshop – Day 3

Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
9:00	Recapping of Day 2	Thoughts and ideas from the previous day			
	Collaborate with relevant allies or forums to influence authority	<p>Building partnerships – networking and collaborating</p> <p>What is networking and building partnerships?</p> <p>Divide the group into smaller groups and ask each group to brainstorm what they think advocacy is. Give them 10 minutes and then ask each group to give feedback.</p> <p>Summarise and give them the definitions.</p> <p>Give the group some input about the</p>	<p>Newsprint</p> <p>Prestik</p> <p>Koki's</p>	Plan a strategy to influence authority in a specific context	<p>Appropriate local allies that will support the awareness raising activities are identified</p> <p>Forums and networks are identified and used to raise and address issues</p>



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
		<p>advantages and disadvantages of working in coalitions. Prepare the information on a newsprint or slide. See information in Learner manual.</p> <p>See detailed activity.</p>			
	<p>Collaborate with relevant allies or forums to influence authority</p>	<p>Developing a partnership plan</p> <p>See detailed activity.</p>	<p>Newsprint</p> <p>Prestik</p> <p>Koki's</p> <p>Worksheets I</p>	<p>Plan a strategy to influence authority in a specific context</p>	<p>Appropriate local allies that will support the awareness raising activities are identified</p> <p>Forums and networks are identified and used to raise</p>



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
					and address issues
10h30		Tea			
11h00	Collaborate with relevant allies or forums to influence authority	Strategy to mobilise support See detailed activity.		Plan a strategy to influence authority in a specific context	A strategy to mobilise support is described
12h00	Collaborate with relevant allies or forums to influence authority	Advocacy campaign See detailed activity.		Plan a strategy to influence authority in a specific context	Participation in relevant campaigns are described
13h00		Lunch			



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
14h00	Reflect on and evaluate activities			Reflect on and evaluate activities	Activities implemented are evaluated and discussed
15h30	Clear and persuasive case for change	<p>A written or verbal presentation</p> <p>See detailed activity.</p> <p>At the end of the session today all activities should be completed and added to the presentation.</p> <p>Give the learners a final date for the completion of their assignments</p>	Individual assignment.	Present a clear and persuasive case for a change around a specific issue	<p>A verbal or written presentation is provided that:</p> <p>Describes the existing state of affairs and analyses its impact</p> <p>Proposes</p>



Time	Topic	Activity/Method	Aids/Materials	Relevant SO	Assessment criteria
		when they will have to present their written or verbal presentation as part of their assessment.			reasonable changes and why these are beneficial Is clear and understandable
16h30	Closure for the day	<p>Final thoughts: Share any final thoughts with the group.</p> <p>Brief evaluation: Ask the group for feedback about what they experienced and learnt during the day – what did they like, not like; or would like to change for tomorrow.</p>			



ADDITIONAL INFORMATION

Introductions

Purpose:

- To stimulate discussion and consider the positive and negative aspects which may occur in training
- To encourage a positive learning environment where learners share and take risks

Time required: 30 minutes

Materials: Newsprint, prestik, koki's

Introduction:

Explain that the effectiveness of a training programme depends on the atmosphere and the group support established. The extent to which the group members feel accepted and part of the group will influence their ability to consider and discuss issues. This activity is one way for people to begin to get to know one another.





Group activity

1. Ask learners to introduce themselves giving the following information: Name, area in which they work something they like very much and something they don't like. These questions can be substituted by anything that you want.
2. Begin the activity by introducing yourself.
3. As introductions take place, the facilitator may choose one of these options to help learners feel more at ease and encourage them to share
 - listen to each, as they share their information
 - make eye contact
 - show support by nodding and show understanding by rephrasing or summarising what was said or done.

Expectations



Group activity

1. Explain to the group that it is always a good idea for the facilitator to find out what a group is thinking and it would be nice to keep a record of this to look back on at the end.
2. Going round the circle, ask each group member in turn to express one thing they want and one thing they do not want from the workshop. They should be encouraged to say “I want ...” and then “I do not want” Finish with your own statements.
3. Do not make any comments about their wants and concerns as you go round the circle, but record them on the flip chart.
4. Once everyone has stated a want and a concern, you should make some comments. If any hopes are beyond the scope of the workshop, you should explain this now. You could reassure people about their fears.

It is also a good idea to allow the learners to set personal expectations for the course. These may take the form of an action plan that will help them look at their strategies for influencing authority or raising awareness about specific issues.



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 outcomes 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.



Definition

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

- Conducting information, education and communication campaigns;
- Building networks;
- Community organising e.g. protest marches, petitions

Why do we advocate?

Purpose:

- To allow learners to examine the reasons behind the advocacy campaign

Time required: 30 minutes

Materials: Newsprint, prestik, koki's

Case studies



Group activity

Brainstorm the definitions of advocacy and lobbying.

1. Explain to the group what, when raising awareness or influencing authority on an issue, it is important to look at why you want to do this.

- 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
2. Ask the group to look at the different case studies and look at the reasons for advocacy in each of the case studies. You can also ask the group to provide examples of their own advocacy campaigns and then examine the reasons for these campaigns.
 3. Let each learner also complete the individual activity. This will be added to their written or verbal presentation.

Who are the advocates?



Definition

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.



Group activity

1. Ask the group to think of their own organisation. Who would they identify as the advocates in their organisation? Let them brainstorm it and write down a list on newsprint.
2. Let them give feedback to the bigger group.
3. Ask them to now think about who should speak on behalf of their organisation when raising awareness or influencing authority – who is the spokesperson of their organisation.

Target audiences

Purpose:

- To provide learners with the opportunity to identify the primary and secondary audiences for their advocacy strategy
- To provide an opportunity to use the policy research tools when getting to know your audience
- To list the strategies to use to reach an audience

Time required: 60 minutes

Materials: Newsprint, prestik, koki's

Worksheet B & C



Group activity

1. Using the issue that the group identified in the previous activity, ask them to answer the following questions:
 - Who is the target audience?
 - Who is in authority? Who makes the decisions?



Definition

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.



Group activity

2. Explain to the group the different tools that can be used to get to know your audience
 - Observation
 - Surveys or polls
 - Focus groups
 - Interviews
3. Let them complete the worksheet to describe how they would use each of the tools in policy audience research to get to know the opinions, beliefs and attitudes of their audience with regards to the advocacy issue. If they need more space, please ask them to add their own page for this exercise when

handing it in as part of your written or verbal presentation.

4. Ask the group to now use Worksheet D and E to complete the process of identifying their target audiences.



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 B: Checklist for audience identification

Advocacy Objective:	
Primary audience (targets)	Secondary audience (Influential)



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)







Individual activity

5. Once the group has completed the process of identifying who their target audience is, provide them with the information about the different strategies that can be used to reach different audiences.

What do you want to change, raise awareness about?

Purpose:

- To plan activities for influencing authority and raising awareness
- To identify the issues involved
- To plan a specific message for your advocacy strategy
- To examine the different channels through which to raise awareness and influence authority

Time required: 45 minutes

Materials: Newsprint, prestik, koki's

Worksheet D





Definition

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



Individual activity

1. Use Worksheet D: Checklist for Issue identification. 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



Individual activity

2. Once you have identified the issue you are ready to look at the message.
3. When **developing** a message you need to focus on the following three things:
 - **Statement** – that is your **KEY MESSAGE**
 - **Evidence** - this needs to be **SUPPORTED BY FACTS**
 - **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.
4. Divide the group into smaller groups and ask each group to develop a message, based on a common issue that they have identified. Their message must have a statement, evidence and a clear example.
5. Once the groups have developed their messages, ask them to present it to the larger group.
6. With all the messages developed, look at the 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

Written and verbal presentation

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

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

Steps for planning Advocacy strategy

Purpose:

- To allow learners to use the steps they have learnt about in a practical example
- To encourage learners to apply knowledge in real situations

Time required: 45 minutes

Materials: Newsprint, prestik, koki's



Example

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. 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.

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?



Definition

Step 1: Define the task and assign responsibility

Step 2: Conduct a situation analysis

Step 3: Identify target audiences and strategies

Step 4: Develop a draft strategy

Step 5: Submit for approval

Step 6: Implement and evaluate



Individual activity

1. Explain the steps of an advocacy strategy to the group. Write them down on newsprint or make a slide with the steps on.
2. Tell the group that they can now start to build their own strategy around a specific issue.
3. Give them the two examples above and let them choose 1. Using the examples build an advocacy strategy around the issue, using all the steps.

Advocacy goals and objectives

Purpose:

- To allow learners to identify advocacy goals and objectives
- To list the necessary activities needed to make the advocacy strategy successful
- To look at possible weakness and opportunities that may influence the plan
- To allocate roles and responsibilities to different people in the plan
- To allocate budget and resources were needed

Time required: 60 minutes

Materials: Newsprint, prestik, koki's

Worksheet E, F & G



Group activity

1. Now that the group understands the definitions of advocacy and lobbying, explore what the goals and objectives are.
2. Ask the group to use the worksheets to complete the goals and objectives for their strategy to raise awareness and influence authority.



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.”

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.

Activities are actions you need to take to achieve your objectives.



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



Individual activity

1. Now that the group has completed the goals, objective and activities for their advocacy strategy, they need to allocate roles and responsibilities to the different people in their organisation who will be responsible for implementing these activities.
2. Let them look at the following questions:
 - Who will speak on behalf of your organisation?
 - Who will research 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?

Budget and resources

Cost can be sub-divided into the following:

- Direct costs
- Indirect costs / overheads (e.g. general office staff)
- Time related costs (e.g. rent increase)
- Labour costs (medical aid; training; uniform; vehicle allowance; pension; bonuses; salaries/wages)
- Material & equipment costs
- Transport costs
- Preliminary costs (e.g. establishment of a project site)
- General costs
- Project office costs
- Project team costs



Individual activity

3. Continue with the planning of the advocacy strategy using the worksheet, bearing in mind what the message and objective is of your strategy. Each learner now has to also add resources and budget to their planning.

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



Partnerships and collaboration with allies



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! It can range from informal chats with colleagues to formal meetings. As networks are informal and fluid, they are quite easy to create and maintain.



Group activity

1. Divide the group into smaller groups and ask each group to brainstorm what they think advocacy is.
2. Give them 10 minutes and then ask each group to give feedback.
3. Summarise and give them the definitions in the Learner manual.

Developing a partnership plan

Purpose:

- To stimulate discussion and consider the different steps in developing a partnership plan

Time required: 60 minutes

Materials: Newsprint, prestik, koki's

Introduction:

NOTE: This activity forms part of the individual assignment of the learner and will be used to add to their written or verbal presentation.



Individual activity

1. Explain the definition of a partnership to the group. Ask them what they think the advantages of partnerships are and write it on the newsprint.

2. Show them the different steps for developing a partnership plan.

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

3. Use the following questions for discussion to look at the various steps in developing a partnership plan:

Step 1: Preparing a planning framework

- Why is it important to have a planning framework for partnership work?
- How difficult or easy was it to put the steps in order? Was it obvious which ones should come before others?
- How are these planning steps for building partnerships different or similar to planning steps for programme work?

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

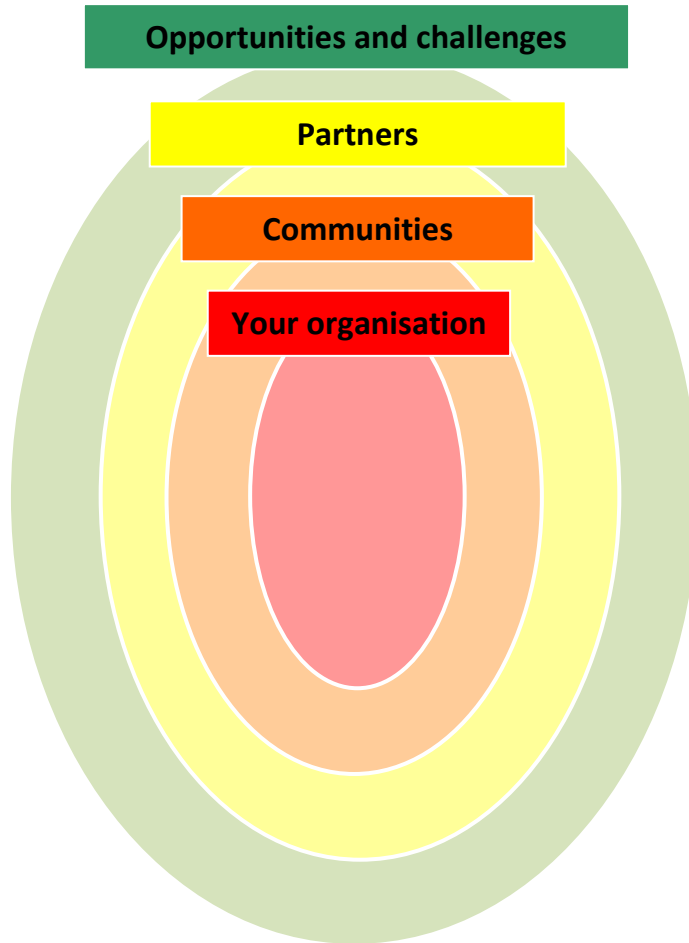
- How does your organisation use its mission statement?
- Is the mission statement strong and does it give the organisation a positive image? Will it encourage others to want to form partnerships?
- How does having clear priorities for the community help your organisation to build successful partnerships?

Step 3: Identifying opportunities and challenges

Use the following diagram to identify the opportunities and challenges that face your organisation when building partnerships.



Worksheet I: Building partnerships: Opportunities and challenges





Group activity

You can also ask the following questions to assist the group:

- How many people and organisations are there that influence what you do?
- Which challenges most affect the communities in which you work? Why have these challenges arisen? What people and organisations influence them?
- Which partners have you worked with before?

Step 4: Prioritising goals for building partnerships

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

Step 5: Selecting partners

Questions to guide this step:

- Why are the organisations or people that you have chosen, the most effective partners for addressing its goals for building partnerships?
- What have been the strengths of the relationships with each partner in the past?
- What have been the weaknesses?

- Do you have realistic expectations of your partners?
- How do the particular partnerships (what your organisation wants to do with each partner) differ? For example, are some activities more formal or more ambitious? Do they suit the partner in question?

Step 6: Approaching partners

- What types of approaches can you use to establish relationships with different partners?
- Are the approaches suited to the capacity of your organisation?
- How does the way in which you approach a partner help to achieve the goals for building partnerships?
- Do you have alternative approaches if the suggested one does not work?

Step 7: Selecting an outreach team

- What are the strengths of each of your staff members?
- What potential contribution can they make to build a partnership?

Strategy to mobilise support

Purpose:

- To stimulate discussion on how to mobilise support for a specific issue

Time required: 60 minutes

Materials: Newsprint, prestik, koki's

Introduction:

With all the information that the group has gained so far they now need to start building support for the issue that they want to raise awareness or influence authority on.



Group activity

Ask the group to:

1. Identify individuals and other organisations that will support your strategy.
2. Get support from organisations that have expertise in areas that your organisation or network lacks.

Advocacy campaign

Purpose:

To stimulate discussion on which campaigns to participate in

To identify organisations that learners could support in their campaigns

Time required: 45-60 minutes

Materials: Newsprint, prestik, koki's



Group activity

1. Explain to the group that it is important to choose a campaign that you will participate in carefully. Examine the following questions to help you make this decision (write the questions on a newsprint or slide):

- **What do we want?** (Goals) What is it you want your audience to do once they've heard your message?
- **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.)

- **What do they need to hear?** (Messages)
What is the best language, use of words that will impact them powerfully and move them to action?
- **Who do they need to hear it from?** (Messengers)
Who is this particular target audience most likely to listen to?
- **How do we get them to hear it?** (Delivery)
What is the best medium to reach them (e.g., print, radio, television, email)?
- **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?
- **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 organizational culture issues might hamper our efforts?
- **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?
- **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?

2. 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.

Course evaluation form

Date: _____

Facilitator/s: _____

What did you like about the course?

What part of the content was most useful to you?

What was not useful to you?



What did you not like or would change about the course?

Please rate the following (circle or underline your choice):

<i>Facilitation</i>	Excellent	Good	Not Good
<i>Pace</i>	Perfect	Too fast	Too slow
<i>Content</i>	Appropriate	Not appropriate	

Do you have any other comments or feedback for the facilitator/s?

What support would you like in implementing the learnings from this course?



